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ORGANIZATIONAL STRATEGIES FOR PROVIDING FOREIGN LANGUAGE EDUCATION SERVICES TO ADULTS OVER 45: INTERNATIONAL PRACTICES AND APPROACHES

ОРГАНІЗАЦІЙНІ СТРАТЕГІЇ НАДАННЯ ОСВІТНІХ ПОСЛУГ З ВИВЧЕННЯ ІНОЗЕМНИХ МОВ ОСОБАМ, СТАРШИМ ЗА 45 РОКІВ: МІЖНАРОДНА ПРАКТИКА ТА ПІДХОДИ

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ABSTRACT

Organizing educational services for people over the age of 45 is essential for their personal development, economic participation, social inclusion, and mental well-being. International and local legislation supports these initiatives, aiming to provide equitable and inclusive educational opportunities for all ages and to use the benefits of these people being fruitfully involved in the economic and social life of a country.

The article **aims** to examine the strategies for providing educational services to adult learners (citizens over the age of 45) in different countries (European countries, the USA, Australia, China, Ukraine, Brazil, and Japan), with a focus on whether this process is integrated into social services and formal

Організація освітніх послуг для людей старше 45 років має важливе значення для їхнього особистого розвитку, участі в економіці, соціальної інтеграції та психічного благополуччя.

Стаття має на **меті** висвітлити стратегії надання освітніх послуг з вивчення іноземної мови дорослим (громадянам країни віком від 45 років), зосередившись на тому, чи інтегрований цей процес у соціальні послуги, систему формальної чи неформальної освіти або є частиною самоосвіти в певній країні. Конкретним суб'єктом дослідження були обрані освітні послуги з вивчення іноземних мов у різних країнах, зокрема в Європі, США, Австралії, Китаї, Україні, Бразилії та Японії.

Наукові та дослідницькі **методи**, такі як огляд літератури в базах даних Google Scholar,

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and informal education systems within the framework of the concept of lifelong learning.

The **methods** included literature review on databases such as Google Scholar, JSTOR, and ERIC; comparative analysis of educational policy documents; case studies and reports from different nations; meta-analysis; field observations; and others typical to the field of comparative education and general education. They were utilized to provide a comprehensive and well-rounded analysis of how different countries organize and implement foreign language education services for adults over the age of 45.

The **findings** reveal that the approaches to providing foreign language education for adults over 45 varies widely across different countries, reflecting each nation's unique historical traditions, cultural values, and current societal needs. This diversity in practice can be categorized into four main groups: services provided by social services; formal education systems; informal education systems; and self-organized services to present the prevailing approach to providing foreign language education for individuals over 45 in each country.

The study **concludes** that the provision of foreign language learning services for individuals over 45 varies significantly across countries, reflecting diverse historical traditions, cultural attitudes, and current needs. Whether through social services, formal education systems, informal educational channels, or self-organization, each country's approach highlights the importance of adapting educational services to meet the needs of an adult population seeking continued personal and professional growth.

Keywords: foreign language, people over 45 years old, adult learners, education services for adults, lifelong learning strategy.

JSTOR, ERIC тощо, порівняльний аналіз документів щодо освітньої політики, тематичні дослідження та звіти з різних країн, мета-аналіз, експериментальні спостереження та інші, типові для галузі порівняльної педагогіки та загальної педагогіки, були використані для забезпечення комплексного та всебічного аналізу того, як різні країни організують та впроваджують освітні послуги з вивчення іноземних мов для дорослих після 45 років.

Отримані **результати** показують, що підходи до навчання іноземних мов для дорослих після 45 років значно відрізняються в різних країнах, відображаючи унікальні історичні традиції, культурні цінності та поточні суспільні потреби кожної нації. Це розмаїття на практиці можна розділити на чотири основні групи: послуги, що надаються соціальними службами, формальною системою освіти країни, можливостями неформальної освіти та самоорганізованих послуг. Важливо зазначити, що наведена класифікація є дещо умовною та презентує домінуючий підхід до надання послуг з вивчення іноземної мови особам, старше 45 років, у кожній країні.

У якості **висновку** зазначається, що організаційні стратегії щодо надання послуг з вивчення іноземної мови для осіб старше 45 років значно відрізняються в різних країнах, що пов'язано з відмінностями у історико-педагогічній традиції, культурних поглядах та поточних можливостях та потребах конкретної країни. Через соціальні послуги, систему формальної освіти, неформальні освітні канали чи самоорганізацію кожна країна підкреслює важливість наявності комплексу освітніх послуг для задоволення потреб дорослого населення, зокрема і у опануванні іноземними мовами, яке прагне подальшого особистого та професійного зростання.

Ключові слова: іноземна мова, люди старше 45 років, дорослі, освітні послуги для дорослих, стратегія навчання протягом життя.

INTRODUCTION

Organizing educational services for people over 45 is important for several reasons. Lifelong learning helps maintain mental sharpness, encourages social interaction, and provides a sense of accomplishment. For those over 45, education can enhance their quality of life by allowing them to acquire new skills and knowledge. Learning new languages, for instance, can open up cultural experiences and improve cognitive function. Continuing education can have significant economic benefits. Older adults

who keep learning can stay competitive in the workforce, and this can be particularly important as job markets become more globalized (Eguz, 2019).

This not only benefits individuals but also helps reduce economic pressures associated with aging populations. Offering educational services to adults promotes social inclusion. It helps combat isolation, fosters community engagement, and bridges generational gaps. This can be especially important in multicultural societies where learning new languages can aid in integration and communication. Engaging in educational activities has been shown to have positive effects on mental health. This can help reduce the risk of cognitive decline and diseases such as dementia, thereby improving overall well-being (Thomson, 2024).

Internationally, the importance of education for all ages is supported by several frameworks. UNESCO's Recommendations on Adult Learning and Education emphasize the right to education throughout life and encourage policies that provide educational opportunities for all ages. The Sustainable Development Goals (SDGs), particularly SDG 4, aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In the European Union, the European Pillar of Social Rights supports the right to quality and inclusive education and lifelong learning. Programs like Erasmus+ offer opportunities for adult education and lifelong learning. These efforts are part of a broader commitment to non-ageism and anti-discrimination, which recognizes the rights and capabilities of adult individuals to continue learning and contributing to society (Lifelong Learning Strategy, 2024), as well as to their own self-realization.

The article **aims** to examine the strategies for providing educational services to adult learners over the age of 45 (citizens of the country), with a focus on foreign language learning in various countries, including those in Europe, the USA, Australia, Ukraine, Japan, and others. The goal is to determine whether this process is integrated into social services and formal and informal education systems, or the validation of informal education achievements within formal education frameworks, etc.

For the study a range of **methods** were used to ensure a comprehensive and evidence-based analysis, in particular:

- *Literature Review Method* to understand existing research and theories related to adult language education, especially for those over 45, and to identify gaps in the literature by conducting a review of academic journals, books, and policy papers, and previous studies on adult education, language acquisition, and educational strategies on databases such as Google Scholar, JSTOR, and ERIC;
- *Comparative Analysis Method* to evaluate different international practices and approaches in providing foreign language education to adults by reviewing educational policy documents (international and local), case studies, and reports from different nations (official documents from the internet were mainly used);
- *Theoretical Framework Application Method* to use theories related to adult learning (e.g., Andragogy, Transformative Learning Theory) to frame the discussion and results of the article;

- *Meta-Analysis Method* to synthesize findings from multiple studies on similar topics to draw broader conclusions on adult language learning strategies and outcomes to identify overarching trends and insights;
- *Personal experience of the author/Field Observations Method* was used in the form of observing foreign language classes and educational settings where adults over 45 are learning new languages, noting the teaching methods, class dynamics, and learner engagement during the annual Cadiz University (Spain) international study programs for foreign language teachers (2020–2023) and personal experience of the author on teaching foreign language courses attached to the Department of Foreign Languages at V.N. Karazin Kharkiv National University.

The combination of these methods provided a robust and multifaceted understanding of effective strategies for delivering foreign language education to adults over 45, while also considering international practices and approaches.

RESULTS

In an era characterized by rapid globalization and increasing life expectancy, the need for continuous learning, particularly in the realm of foreign languages, has become ever more pertinent. Individuals over the age of 45 represent a significant demographic that can benefit immensely from language learning, not just for personal enrichment but also for enhancing their professional and social capabilities (Kostikova & Miasoiedova, 2022). The approach to providing foreign language education for individuals over 45 varies across different countries, reflecting their historical contexts, legislative frameworks, and the state (and non-state) services involved.

The primary aim of state social services in providing foreign language education for adults over 45 in **Brazil** is to enhance social inclusion and personal development. Although language education for this age group is less formalized compared to some other countries, efforts are made to offer accessible learning opportunities that cater to the diverse needs of older learners. The National Education Plan (PNE), established in 2014, emphasizes broad educational goals and inclusivity but does not specifically target adults learning foreign languages (Ivenicki, 2022).

State social services in Brazil for foreign language education are primarily delivered through community programs and NGOs rather than a centralized national system. Programs such as those offered by the Centro de Estudos de Línguas (CEL) provide language learning opportunities for adults in various Brazilian cities. These programs aim to foster communication skills and cultural understanding among working adults, offering courses in languages such as English, Spanish, and Portugal Portuguese, as well as additional language opportunities for those who want to come to Europe for job-seeking (Marreiros et al., 2021).

Local government initiatives and partnerships with NGOs, such as the Projeto Cultural in São Paulo, support language learning through workshops and community-based activities designed to engage adults in continuous education (Jezine et al., 2020).

In **Spain**, state social services aim to provide comprehensive foreign language education to adults over 45 to promote social inclusion, personal enrichment, and adaptability in an increasingly globalized world. The focus is on making education accessible and relevant to mature learners (Jezine et al., 2020). The Adult Education Law and

subsequent policies underscore the importance of lifelong learning. The Ley Orgánica de Educación (Organic Law of Education) and the Plan Nacional de Alfabetización (National Literacy Plan) support inclusive education practices, including foreign language learning for older adults (Dudaite & Daciulyte, 2021).

State social services in Spain are responsible for delivering foreign language education through public institutions, community centers, and municipal programs. The Red de Centros de Educación de Adultos (Network of Adult Education Centers) operates across Spain, offering structured foreign language courses to adults. These centers, supported by regional governments, provide classes in various languages, including English, French, and German.

The Centro de Educación de Adultos in Madrid offers tailored courses for mature learners, focusing on practical language skills and cultural competencies. Spanish universities, such as the University of Barcelona, offer extension programs and continuing education courses specifically designed for adults, cater to different proficiency levels, and are designed to integrate adults into local and international communities (Tuparevska, 2022).

Ukraine has made significant strides in adult education since gaining independence in 1991. The Lifelong Learning Law (2017) represents a significant step in formalizing and expanding adult education in Ukraine, emphasizes the importance of continuous education throughout life, and supports various adult education programs, including foreign language instruction. The primary aim of providing foreign language education for adults over 45 in Ukraine is to support lifelong learning and improve social inclusion.

Language skills are seen as essential for personal development, cultural engagement, and enhancing employability, particularly in a country increasingly integrated into the global economy. State social services and public institutions are responsible for providing foreign language education to adults over 45 (Lifelong Learning Strategy, 2024). Local community centers across Ukraine, such as those managed by regional administrations, offer language courses tailored to adults.

For example, the Kyiv City Center for Adult Education provides a range of foreign language classes, including English, German, and French, aimed at helping adult learners improve their communication skills and engage with global cultures. Public institutions, such as regional libraries and universities, also play a role in delivering language education. For instance, the National University of Kyiv-Mohyla Academy offers continuing education programs that include foreign language courses for adults. These programs are designed to be flexible and responsive to the needs of mature learners, often featuring evening classes and weekend workshops. Services like the Ukrainian Distance Learning Center offer online language courses that allow adults to study at their own pace (Sommer, 2024).

Australia has a strong tradition of promoting lifelong learning through formal educational institutions. The National Strategy for International Education 2025 emphasizes inclusivity in education, including language learning. While specific legislation targeting adults over 45 is not singularly defined, the approach is supported through broader adult education policies (Thomson, 2024). The Adult Migrant English Program (AMEP), established in 1948, initially aimed to help immigrants learn English

but has evolved to support lifelong learning goals, including foreign language study for adult citizens.

In Australia, formal education services for adults are mainly provided through community colleges, universities, and Technical and Further Education (TAFE) institutions. TAFE institutions offer a variety of language courses through their continuing education programs. For example, TAFE NSW provides language classes in English, Spanish, French, and other languages, specifically designed for mature learners.

The University of Sydney's Centre for Continuing Education provides courses in foreign languages with options that cater to different proficiency levels and learning styles, aiming to enhance both personal enrichment and professional skills. As to the language learning in particular, the state Adult Migrant English Program (AMEP), established in 1948, initially aimed to help immigrants learn English but has evolved to support lifelong learning goals, and now includes foreign language study for adult citizens (Lifelong Learning, 2024).

Japan has a robust state framework for adult education, underscored by the Lifelong Learning Promotion Law of 1990. This legislation supports the development of educational programs that cater to various age groups, including adults. The law emphasizes the importance of continuing education as a means of personal development and social engagement (Zhao, 2024).

Japanese public universities, such as the University of Tokyo, offer lifelong learning programs that include foreign language courses for adults over 45. The Open University of Japan provides distance learning options, including language courses, allowing adults to study at their own pace while benefiting from structured academic support. Many community colleges, such as the Tokyo International Community Center, offer language classes specifically tailored for mature learners. These courses are designed to improve practical language skills and foster intercultural understanding, often featuring interactive and communicative methods (Takahashi, 2017).

The **Swedish** Adult Education Act (1968) established a framework for adult education, including foreign language instruction, and has been updated to support lifelong learning goals (Lifelong Learning Strategy, 2024). Formal education services for adults are provided here by municipal adult education centers (Komvux) and public universities. Komvux offer a wide range of foreign language courses for adults. For instance, the Stockholm Komvux provides courses in English, Spanish, and other languages, focusing on both beginner and advanced levels.

These centers are supported by local governments and aim to provide accessible education tailored to the needs of mature learners (Benasso et al., 2022). Swedish universities, such as Lund University, offer continuing education programs that include foreign language courses. Lund University's Centre for Languages and Literature provides language courses designed for mature learners, emphasizing practical language use and cultural context (Lifelong Learning Strategy, 2024).

In *the USA*, informal education plays a significant role in providing lifelong learning opportunities, including foreign language education. While there is no specific federal legislation focusing solely on language education for adults, programs and initiatives are

supported by various local, state, and non-profit organizations. Many public libraries across the USA offer foreign language classes and conversation groups for adults.

For example, the New York Public Library provides language learning programs such as foreign language conversation clubs and language exchange sessions (Shi, 2022). These programs are designed to help adults practice language skills in a supportive and social environment. Non-profit organizations such as the OASIS Institute offer language courses and cultural enrichment programs specifically for mature students.

The OASIS Institute operates nationwide, providing classes in languages such as Spanish and French, with a focus on both language skills and cultural immersion. Local community centers, such as those operated by city or county parks and recreation departments, often offer informal language classes. For instance, the Chicago Park district runs language courses that cater to mature learners, aiming to promote social engagement and cognitive stimulation (Doetinchem de Rande, 2021).

China's approach to informal education for adults has been shaped by the country's rapid modernization and economic growth. The government has supported lifelong learning initiatives through policies that encourage informal education but does not have specific national legislation dedicated solely to language education for adults (Tao, 2024). Many urban areas in China have community centers that offer foreign language classes for mature students.

For example, the Beijing Adult and Senior Citizens' Activity Center provides language courses in English and Japanese, tailored to the interests and needs of adults. These classes are designed to enhance communication skills and cultural understanding. The China Association of Adults and the Aged organizes language learning workshops and cultural exchange programs for adults across the country. These workshops often feature guest speakers, interactive activities, and language practice sessions. In cities like Shanghai, local universities and educational institutions collaborate with community organizations to offer informal language courses for adults (Shi, 2022). These programs are often held in community spaces and provide flexible learning options.

In **Portugal**, foreign language education for adults is provided by community organizations, cultural centers, and educational associations and is supported by the National Plan for Adult Literacy (Lifelong learning strategy, 2024). Cultural centers such as the Centro Cultural de Belém in Lisbon offer a range of language courses for adults. These courses include options for learning English, French, and Spanish, and are designed to be accessible and engaging for mature learners.

Organizations like the Universidade Adulto (Adult University) provide informal language education through workshops and courses aimed at mature learners and offer language classes that focus on practical language use and cultural activities. The Associação Portuguesa de Educação de Adultos (Portuguese Association for Adult Education) collaborates with local community groups to offer language learning opportunities. These programs often feature flexible schedules and interactive teaching methods (Silva & Avila, 2021).

The provision of educational services for adults over the age of 45 in studying foreign languages is a complex and multifaceted issue that intersects with the concept of lifelong learning. Countries around the world address this challenge through various

means, reflecting their unique cultural, historical, and institutional contexts. Whether through formal educational institutions or informal community-based programs, the goal is to provide mature students with opportunities to continue their education, enhance their personal and professional lives, and contribute to a more inclusive and interconnected global society.

DISCUSSION

Providing educational services for adults over 45 in foreign languages is both a significant scientific and practical issue within lifelong learning. As global societies face rapid globalization and demographic changes, effective language education for adults has become increasingly vital. This challenge intersects with lifelong learning concepts and varies widely across countries due to different cultural, historical, and institutional contexts. Whether through formal institutions or informal community programs, the aim is to offer opportunities that enhance personal and professional growth, fostering a more inclusive global society.

In today's evolving world, understanding and implementing diverse organizational strategies and international practices in language education is crucial. By exploring and adopting best practices from around the globe, we can better meet the needs of mature learners, overcome educational barriers, and support ongoing personal development. This not only enriches the lives of adults, widening their professional opportunities, but also promotes a more connected and educated global community.

CONCLUSIONS

The provision of educational services for learning foreign languages to people over 45 is a multifaceted endeavor that requires tailored approaches to meet the unique needs of this demographic. Countries around the world offer diverse models, from community-based programs in Europe to flexible online platforms in the USA and comprehensive government-supported initiatives in Australia and China.

By examining these varied practices, we can identify effective strategies that not only promote lifelong learning but also foster greater social inclusion and personal development for older adults. As the global population continues to age, the importance of such educational services will only grow, making it essential to continue refining and expanding these programs to ensure they meet the evolving needs of adult learners.

CONFLICT OF INTERESTS

The author declares that there are no conflicts of interest regarding the publication of this paper.

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