

Section 5. Pedagogy

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NON-FORMAL AND INFORMAL ADULT EDUCATION IN UKRAINE

The key problem of the Ukrainian society development is the issue of lifelong education. The importance of education in modern life is convincingly proved by the fact that in September 2000 the heads of the states and governments of 189 countries (including Ukraine) adopted the United Nations Millennium Declaration, which called education provision the second goal among the eight ones.

In recent years, Ukraine has had quite high rates on the UN education index, in particular, the index of education in the world – 0.436, and in Ukraine – 0.795, at the same time in Spain – 0.781, in the United Kingdom – 0.766, in France – 0.751, Poland – 0.728, Italy – 0.706, Belarus – 0.683, Portugal – 0.670, Russian Federation – 0.631. However, despite the rather high rates and the positive dynamics of the education development, adult education remains inadequate in Ukraine.

The socio-economic changes typical for the late XXth – early XXIth century confirm enhancing the role of adult education in the modern society development. This intensify the search for new approaches to adult education, since the pedagogical forms, methods and technologies of education are based on students' age specificities and have certain principles for the use in adult education.

For over a decade, the European countries have been successfully developing the adult education system as a component of lifelong education. Reforms relate to the legislative framework of the European countries, the system of secondary, special and higher education, rethinking the role and importance of the teacher, adapting teaching forms and methods.

Adult education provides the successful economic, social, political and environmental development of the society, contributes to the achievement of the UN goals in the 2030 Program. The organization and development of lifelong education ensure the achievement of the goals of the Lisbon concept for the sustainable, systematic and inclusive growth.

In this regard, Ukrainian scholars and educators are concerned with the issue of adult education. In view of the recent reforms in the Ukrainian educational sector and the adoption of the Law “On Education”, the government initiated drafting the Law of Ukraine “On Adult Education”.

Gradually the field of adult education gets legislative support in Ukraine. Thus, the Law of Ukraine “On Education” states that adult education is a component of lifelong education. Adult education is aimed at implementing adults’ right to lifelong education, taking into account their personal needs, the priorities of the social development and the economic needs. The state authorities and local self-government bodies of Ukraine create conditions for the formal, non-formal and informal adult education. In Ukraine, everyone has the right to the free choice of educational institutions, institutions, organizations, types, forms, pace of education and educational programs within the framework of adult education¹.

In this article, we will consider in detail the peculiarities of the non-formal and informal adult education in Ukraine. The non-formal education is an organized, structured and purposeful educational activity carried out outside formal educational institutions. The non-formal education is aimed at satisfying the diverse educational needs of different groups of the population, but does not suggest obtaining a legalized diploma².

However, the non-formal education is any obtaining of new information about different aspects of life with the help of learning through numerous courses, interest groups, church visits, and more. In this form of education, as a rule, no preconditions for the beginning of education (level of preliminary training, age limits, etc.) are required, nor are stiff demands to place, time, terms, forms and methods of education. This allows to engage much more people in a learning process than in the formal education.

In Ukraine, the non-formal education involves individual lessons led by trainers or tutors, trainings and short-term courses that pursue practical short-term goals. The non-formal education does not have age, professional or intellectual restrictions on the participants, is often not limited to timeframes. The institutions and organizations engaged in the non-formal education, as a rule, do not award qualifications and do not formally assess the participants’ academic achievements. In this sector, innovative approaches are most often used, innovative techniques and learning technologies are tested.

The non-formal adult education is applied to all the educational programs implemented outside the formal educational system, is usually voluntary and short-term. Such programs are characterized by a wide variety, for

¹ Zakon Ukrayiny “Pro osvitu” (2017) [The Law of Ukraine “On Education”]. Retrieved from: URL: <http://zakon2.rada.gov.ua/laws/show/2145-19/page> (in Ukr.).

² Honcharuk A. Neformalna osvita doroslykh v krainakh ES (2012) [Non-formal education of adults in the European countries], *Pedahohichni nauky*. – No. 54. – P. 31–36. (in Ukr.).

example, mastering a foreign language, the acquisition of conflict resolution skills, the leadership qualities formation, the programs of psychological and pedagogical orientation, etc. These programs, unlike the formal education, do not require any prior training. The training process is provided by instructors, trainers, coaches. In Ukraine, the non-formal adult education does not have state-approved programs, but may take place under the auspices of a higher educational institution.

Recently, the demand for the non-formal education among adults has increased in Ukraine. Adult Ukrainians understand that learning through various professional courses, learning foreign languages, participating in interest groups, mastering new information technologies contribute to raising an individual's status in the society¹.

The concept of the non-formal adult education is partly consistent with such concepts as "additional" and "postgraduate" education. However, the non-formal education, like no other, directly reflects and satisfies the individual needs and interests, thus mobilizing their natural ability to the self-improvement, to the spiritual inner growth. Thus, the creation of the non-formal education system can provide conditions for the self-realization of each individual, the moral improvement through the provision of broad opportunities in choosing the direction and forms of the educational activity, both in the professional sphere and in various spheres of leisure².

Informal education is purposeful and planned, but not institutionalized, that is, less organized than the formal and non-formal education³.

The National Institute for Strategic Studies of Ukraine notes that the informal education is a general term for the education beyond the standard educational environment – individual cognitive activities that accompany everyday life, realized by means of individuals' own activity in the cultural and educational environment⁴.

The informal education is an unorganized, not always conscious and purposeful process that lasts throughout a person's life. Actually, it is the acquisition of the necessary knowledge and skills in the form of life experience. The informal education includes communication, reading, visiting cultural institutions, traveling, media, etc. In this case, a person transforms the society's educational potentials into the effective factors of their development.

¹ Sihaieva L. *Kharakterystyka struktury osvity doroslykh v suchasni Ukraini* (2011) [Characteristics of the adult education structure in modern Ukraine], *Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka*, – No. 59. – P. 38–42. (in Ukr.).

² Lifelong education: world experience and Ukrainian practice. Executive summary (2016). Retrieved from: URL: <http://www.niss.gov.ua/articles/252/> (in Ukr.).

³ *Zakon Ukrainy "Pro osvitu"* (2017) [The Law of Ukraine ["On Education"]]. Retrieved from: URL: <http://zakon2.rada.gov.ua/laws/show/2145-19/page> (in Ukr.).

⁴ Lifelong education: world experience and Ukrainian practice. Executive summary (2016). Retrieved from: URL: <http://www.niss.gov.ua/articles/252/> (in Ukr.).

For adult Ukrainians, the informal education transforms personal potentials into the powerful factors of self-development, but this process is chaotic and unstructured. The informal education can take place provided there is a stable or temporary professional interest, provided that the situation arises requiring the search for answers.

The global trend of today is the movement towards the convergence and complementarity between the formal and non-formal education instead of the competition. The non-formal education can be a test site for testing techniques and tools that later can be used for the formal education. But it should not be forgotten that, unlike the formal education, the non-formal education is optional and voluntary, which means that it cannot replace or supplant the existing educational infrastructure.

In Ukraine, at the present stage, there is an urgent need to develop theoretically substantiated, practically significant and persuasive conceptual approaches to the organization of the lifelong education system. One of the most significant problems in the formation of the lifelong education system is overcoming the stereotype of considering the non-formal education as insignificant. Misunderstanding of the specifics of the non-formal education and its social potential is generated by insufficient attention to the study of the problems of adult education. It is necessary to analyze the activities of the existing sphere of non-traditional kinds and forms of adult education nationwide. This will reveal the specifics of non-formal cognitive and educational activities of different contingents of adults, motivational peculiarities and the self-organization mechanisms of this activity.

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