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NON-FORMAL DEVELOPMENT TRENDS OF ADULT EDUCATION IN UKRAINE

Abstract. *The author identifies four key trends in the development of non-formal adult education in Ukraine. The first trend is the division of non-formal adult education into two areas: general cultural and professional. The first direction means the development of the need for education, the formation of the ability to learn independently, to know themselves and their capabilities, to meet intellectual and aesthetic needs. The second direction is related to the development of corporate education and in-house training. The second trend is characterized by the emergence of new institutions of non-formal adult education. These are public organizations and unions, women's organizations, interest clubs, cooperative professional associations, corporate universities and academies, etc. The third trend is related to the expansion of the content, forms and methods of non-formal adult education. The author gives a classification of forms of organization of non-formal education: didactic, socio-pedagogical, professionally-oriented, language-linguistic, cultural-artistic. The fourth trend has developed over the past few years. This is the transition of non-formal adult education to an online format. In the domestic market, the number of providers offering mass open online courses is growing. Among them are the Ukrainian online platforms Prometheus and VUM (Open University Maidan)*

Key words: *lifelong education, adult education, non-formal education, development, tendencies.*

ТЕНДЕНЦІЇ РОЗВИТКУ НЕФОРМАЛЬНОЇ ОСВІТИ ДОРΟΣЛИХ В УКРАЇНІ

Анотація. *Автор виділяє чотири ключові тенденції розвитку неформальної освіти дорослих в Україні. Перша тенденція – поділ неформальної освіти дорослих на два напрями: загальнокультурний і професійний. Перший напрям означає розвиток потреби в освіті, формування вміння самостійно вчитися, пізнавати себе і свої можливості, задовольняти інтелектуальні та естетичні потреби. Другий напрям пов'язаний з розвитком корпоративної освіти та внутрішньофірмового навчання. Друга тенденція характеризується появою нових інститутів неформальної освіти дорослих. Це громадські організації та спілки, жіночі організації, клуби за інтересами, кооперативні професійні асоціації, корпоративні університети та академії тощо. Третя тенденція пов'язана з розширенням змісту, форм і методів неформальної освіти дорослих. Автором подано класифікацію форм організації неформальної освіти: дидактична, соціально-педагогічна, професійно-орієнтована, мовно-лінгвістична, культурно-мистецька. Четверта тенденція виявилася протягом останніх кількох років. Це перехід неформальної освіти дорослих в онлайн-формат. На вітчизняному ринку зростає кількість провайдерів, які пропонують масові відкриті онлайн-курси. Серед них українські онлайн-платформи Prometheus та ВУМ (Відкритий Університет Майдану).*

Ключові слова: *освіта впродовж життя, освіта дорослих, неформальна освіта, розвиток, тенденції.*

Introduction. Social, political and economic changes in Ukraine require radical reforms of all structures and systems, including the education system. This task becomes especially relevant in connection with global trends: globalization of educational processes, acceleration of scientific and technological progress, rapid spread of information technology in all spheres of human life, strengthening the subjective role of the individual, increasing requirements for his intelligence, the introduction of qualification levels, leading to the standardization of educational concepts.

Cognitive and informational requests of different categories of the adult population are growing. Traditional education is not able to

satisfy them. The monopoly of formal educational structures no longer has such power and it is incomplete without non-formal education, and will not be able to ensure the guaranteed quality of educational resources. At the same time, the state underestimates the role and importance of non-formal adult education for the formation of human capital, economic growth of the country (Anishchenko, Lukyanova, & Pryma, 2017, p. 4). Therefore, the key strategic objectives of educational policy are to ensure the competitiveness of Ukrainian education in the world educational services, to expand the activities of educational institutions, to cover not only students but also various categories of

adults through non-formal and informal learning.

Analysis and generalization of scientific literature. Non-formal education as a special organizational form of adult education is the subject of research by domestic scientists: O. Anishchenko, S. Babushko, O. Banit, L. Lukyanova, N. Nychkalo, L. Nikolenko, O. Ogienko, L. Tymchuk and others. They served as the theoretical basis of our study. Analysis of scientific publications of domestic scientists shows a large number of works of a comparative nature, in which the authors compare educational forms and systems of Ukraine with other countries (D. Karpievich, G. Usatenko, A. Goncharuk, O. Shapochkina V. Davydova, N. Pavlyk, N. Goruk, etc.). Scientists emphasize that today the system of non-formal education in developed countries occupies the same level as formal, and sometimes even higher, because a person finds optimal conditions for creative personal development here (Lukyanova, 2019, p. 8). The legal framework and state mechanisms for ensuring the system of non-formal education have been developed in many developed countries. In post-Soviet countries non-formal education is seen mainly as additional, non-certified, and therefore not important.

The aim of the study is to identify and analyze key trends in the development of non-formal education of various categories of adults in Ukraine.

Theoretical basis and methods of research. Non-formal education, as a world-recognized component of continuing education, is a relatively new phenomenon for Ukrainian pedagogical thought. Domestic researchers unanimously note that non-formal education in Ukraine is not carried out systematically. It does not have an appropriate regulatory framework. And there is no understanding of its importance at the present stage of educational transformation. This is due to the fact that in Ukraine in the process of policy formation in the field of education for a long time only formal education was taken into account, and informal and informal was given almost no attention.

Results. With the beginning of the new millennium new trends in non-formal education in Ukraine began to appear under the influence of international educational policy aimed at life-

long learning for adults. Among them, the key ones are:

- division of non-formal adult education into two directions: general cultural and professional;
- the emergence of new institutions of non-formal adult education;
- expansion of the content, forms and methods of non-formal adult education;
- the transition of non-formal adult education to an online format.

Let's analyze each of these trends in more detail.

The first trend identifies two areas of non-formal adult education: general cultural and professional. As you know, the main function of non-formal adult education is the comprehensive general cultural development of the individual by meeting the various individual educational needs of citizens. So, the first direction means:

- development of the need for education, the formation of the ability to learn independently, to know themselves and their capabilities;
- compensation for incomplete formal education, such as language training, information literacy, psychological, cultural and other knowledge, communication skills, etc.;
- satisfaction of intellectual and aesthetic needs;
- meeting the growing information and cognitive needs for leisure;
- adaptation to the surrounding ever-changing social and natural world.

The second area is related to professional activities. In this context, the concept of non-formal adult education partly coincides with such concepts as additional and continuing education. One of the forms of additional education is corporate / in-house training. O. Banit considers this process as a system of corporate education, which includes professional training of future professionals in vocational education institutions, as well as their further retraining and improvement of competencies in the enterprise through multidimensional interaction of education, science and production of a single industry (Banit, 2018, p. 86–87).

This direction is reflected in the Law of Ukraine «On Professional Development of Employees». It states that informal vocational training is a process of acquiring professional

knowledge, skills and abilities by employees, not regulated by the place of acquisition, term and form of training, carried out with the consent of employees directly from the employer according to the employer's decision at his own expense. or other activity (Law of Ukraine, 2012).

The second trend is characterized by the emergence of new institutions of non-formal adult education. Previously, the main subjects of non-formal education were mainly state institutions. These are educational institutions (secondary, higher, postgraduate), libraries, museums, as well as public schools, which were organized by them. Today, the role of public associations is noticeably strengthening in Ukraine. New public organizations and unions, women's organizations, interest clubs, cooperative professional associations, corporate universities and academies, etc. are being created.

A significant number of these organizations conduct educational work both locally and nationally. As an example, we can present the Ukrainian Association of Adult Education, the Resource Center for the Development of Public Organizations «Group». On their official websites you can find opportunities to participate in educational projects funded by domestic and international programs.

It is possible to present the classification of continuing education institutions, the key form of which is non-formal education, according to various criteria. One of the most important among them is the sphere of activity of its participants. This criterion makes it possible to identify the following areas of activity:

- socio-pedagogical – specialized agencies to promote the adaptation of different categories of the population;
- professionally-oriented – professional associations of professional development of employees in a particular industry;
- cultural and artistic – painting, acting, cinema, etc.;
- linguistic – schools of foreign languages;
- andragogical education programs – public and private institutions, establishments, centers offering adult education programs (Lukyanova, & Vashchenko, 2020, p. 406).

The third trend involves the expansion of the content, forms and methods of non-formal adult education. The spread of ideas of civil society and social responsibility for personal and professional development of man contributed

to the expansion and renewal of methodological tools for non-formal adult education. This is due to the fact that educational activities in the system of non-formal education are characterized by a high level of motivation of students, a conscious need to acquire knowledge, the desire to expand competencies and acquire «self-directed skills and abilities».

With this in mind, non-formal education is implemented through planned activities and programs aimed at training, literacy, development of various competencies, professional skills, soft skills, building a democratic society, educating citizens and more. Such education involves both fixed limits of its acquisition, and other various forms.

Given the above classification of institutions by the criterion of the scope of its participants, we can present a classification of forms of non-formal learning:

- didactic: general didactic curricula and courses, lectures, educational seminars, educational conferences, didactic workshops, internships, etc.;
- socio-pedagogical: compensation programs aimed at socio-personal development; trainings on personal development, public speaking skills, effective communication, relationships, etc.;
- professionally-oriented: courses for a new profession, specialized conferences, seminars, presentations, trainings, studios, master classes, associations in professional networks / professional associations, role-playing games, simulations, case methods, photo presentations, etc.;
- language and linguistic: language courses, summer language schools, Sunday schools, club meetings, etc.;
- cultural and artistic: museum exhibitions, reading circles, creative workshops, presentations; theaters, amateur art groups, street universities, sightseeing tours, educational tourism and other cultural events;
- andragogical: forums, round tables, public discourses, panel discussions, trainings, master classes, project activities, dialogue groups, creative workshops, sections, circles, clubs, volunteering, cultural initiatives, participation in public movements and organizations, etc.;
- distance: online learning, creation and service of network libraries, Internet services, digital resources of general cultural nature,

video lectures, webinars, social networks, forums, etc. (Lukyanova, & Vashchenko, 2020, p. 407).

Researchers of non-formal education note the leading role of dialogue between participants as a basic prerequisite for its effective implementation. Therefore, certain forms of non-formal education are saturated with dialogical methods: discussions (free, panel, regulated, structured, etc.) and debates, case studies, modeling of problem situations, portfolio, reading, games, business, role-playing, educational, organizational-activity, production, research, problem-based business, design), consultations, simulations of professional / socio-cultural processes and phenomena, innovative educational technologies (open-space / open space, workshop of the future, world-cafe / world cafe, peer-education / peer-to-peer, etc.) (Pavlyk, 2018, p. 59). As we can see, there are many forms and methods of non-formal adult education, and the process of this education is dynamic and involves constant updating and improvement.

The fourth trend is gaining popularity in Ukraine over the past two years – the transition of non-formal adult education to online format. The analysis of educational Internet resources shows that the number of providers offering mass open online courses in the domestic market is growing. Among them are the Ukrainian online platforms Prometheus and VUM (Open University Maidan).

Prometheus launched the first free education project in 2014. It is constantly evolving and growing, increasing the number of available courses, introducing the latest forms and methods of teaching. Given that the new law «On Education» has abolished the state monopoly on professional development of teachers and allows educators to undergo mandatory annual training in a variety of educational organizations of their choice, Prometheus has launched free online courses for professional development of educators from teachers of the best universities world: Columbia University, Massachusetts Institute of Technology, University of Queensland, etc. Courses on this platform are combined into cycles: data analysis, civic education, teacher training, entrepreneurship. An important advantage of this platform is not only the opportunity to register, study, ob-

tain a certificate, but also to offer their courses (Prometheus, nd).

Another distance platform for non-formal education is the Open University of Maidan (VUM, nd). It is an educational initiative that spreads the ideas of self-education and self-improvement and promotes the development of civil society in Ukraine. The topics of the courses are aimed at understanding the construction and operation of an open society and its formation in Ukraine, understanding the structures and mechanisms of social order, formation and development of communities, entrepreneurship as a mechanism of quality community and society development, communication efficiency and more. The project is created for those who want real changes in personal life, in the life of their community, in the life of Ukraine. Anyone can study on the VUM platform, regardless of their status, place of residence or social status (VUM, nd).

It should be noted that new platforms are emerging:

- Action. Digital education (<https://osvita.diiia.gov.ua/>);
- Vseosvita (<https://vseosvita.ua/>);
- UAD – online platform of non-formal education (<http://www.uaod.org.ua/>) etc.

Conclusions. The analysis confirms that non-formal education has the potential to integrate personal and professional development of adults. The effectiveness of these trends in the development of non-formal education is determined by their reliance on the internal needs of the individual in self-actualization, self-development, self-realization. Non-formal education is an important element in the process of creating a democratic society, educating citizens. Thus, current trends in the development of non-formal adult education in Ukraine are turning it into an experimental laboratory for the formation of new technologies, the development of new standards, including the educational environment.

Given the expansion of various areas of non-formal adult education, the problem of professional training of professionals is relevant. Thus, the prospect of further research is the training of teaching staff to work with adults in the field of non-formal education.

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