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**«FORMAL» AND «NON-FORMAL» EDUCATION IN UKRAINE IN THE  
CONTEXT OF NEW SOCIO-CULTURAL CHALLENGES**

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*The article discusses the definitions of «formal» and «non-formal» education as varieties of lifelong learning in the context of foreign and Ukrainian scholars. The author outlines the semantic field of «lifelong learning» in the coordinates of interdisciplinary research, basic approaches and interpretations of scientists. The author determines essential characteristics of formal, non-formal and informal education; identifies their priorities and key differences that identifies one type from another: formal education from non-formal – the difference lies in the fact that the latter is an addition or an alternative to the formal, as well as in the official recognition or non-recognition by the state or authorized non-state qualification bodies obtained on the basis of educational achievements. The distinctive feature of informal education is that it is not institutionalized and possesses such features as: a period of study, age, gender, regional, religious characteristics, the right to choose an educational institution or facility, training program or field of study, educational and professional programs.*

*Key words: lifelong learning, non-formal education, formal education, informal education.*

*М. А. Сухолова, Формальное и неформальное образование в Украине в контексте новых социокультурных вызовов / Мукачевский государственный университет, Мукачево, Украина*

*В статье рассматриваются определения зарубежных и украинских ученых «формального» и «неформального» образования в контексте новых социокультурных вызовов. Автор очерчивает семантическое поле термина «непрерывное образование» в координатах междисциплинарных исследований, основных подходов и интерпретаций ученых. Автор определяет сущностные характеристики формального, неформального и информального образования; определяет их приоритеты и ключевые особенности, которые отличают один тип от другого: формальное образование от неформального - отличие заключается в том, что последнее является дополнением или альтернативой формальному, а также в официальном признании или непризнании государственными или уполномоченными негосударственными квалификационными органами, полученными на основе учебных достижений.*

*Ключевые слова: непрерывное образование, неформальное образование, формальное образование, информальное образование.*

**Topicality of the research.** In the educational system of the 21st century the humanistic paradigm began to be intensively implemented. The humanistic goal of education is aimed at disclosing the student's personal potential, at forming the experience of joint creative activity of a teacher and students. A modern information society requires a change in the paradigm of professional training at all levels. It is referred to the consistency in the context of information and educational changes caused by the needs of the time and finding the most optimal technologies under which reforms take place. There is a need for a constant rethinking of the already known

experience and gaining new knowledge about a human, society and nature; the need for members of a society to master this knowledge, acquire skills of life needed in the modern world. People have to study throughout their whole life, and the education system should provide them with such opportunities. In this case knowledge acts as a basis for behavior and professional activity. And if we want to create a modern state, then the entire population of Ukraine should study. For this purpose, older generations have to progress, and younger - to be formed in a well-defined and popular with the society hypostasis. [2-3; 6; 7].

The orientation of the world educational space, to which the Ukrainian national education strives, favors continuing - general and vocational - training. In this sense, the innovation of contemporary agenda is the choice of one of its vectors - continuing education of teachers or lifelong learning, where continuity acts in the modern cultural and educational context as an idea, the principle of education, the quality of the educational process, the condition for the formation of a person. Olga Khizhna says: «... pedagogical process create conditions for the person to incarnate him/herself: his/her outlook, thoughts, feelings and their understanding. If this process has caused the student to respond emotionally, his imagination is involved, the mechanisms of identification, interiorization, reflection, comparison and juxtaposition are “turned on”, and the educational activity is based on the “zone of proximal development”, then such a process creates real conditions for developing a personal relationship to the world, to other people, to oneself» [1].

In today's conditions this type of education is of particular importance. Firstly, this is due to the fact that within the frameworks of a globalized, innovative and mobile world lifelong learning becomes more important, since the need for adaptation to such processes requires from an individual to constantly update knowledge, and the requirements of the modern labor

market - to improve the acquired competencies. Secondly, more and more people face the fact that they cannot effectively integrate the knowledge gained in the process of formal learning, since the amount of modern information is so large that this knowledge is fragmentary and does not acquire personal significance. Therefore, non-formal education becomes a source of replenishment of the necessary knowledge and a form of adaptation to modern integration processes, as it is more motivated and conscious, opening up new opportunities for self-realization of the person at any age. Consequently, in order to determine the semantic content of the notion «lifelong learning», let's specify its definitions - «education» and «continuing education».

Education is an intentional cognitive activity of people in order for gaining knowledge, skills and abilities or for improving them. This is a process and a result of the assimilation of a certain system of scientific knowledge, practical skills and relevant levels of development of intellectual, cognitive and creative activity, as well as moral and aesthetic culture, which in their totality determine a social role and identity of a person.

Sociology defines the notion of «education» as a component of culture, which ensures continuity and reproduction of accumulated knowledge, experience and traditions. In this context, it is also seen as a process of educational and training activity, and as a result of this process. Moreover, education is not just an activity, but a process which is organized in a special way, with a certain hierarchy of roles and normative regulation. The result of such activity is the assimilation of systematized knowledge, skills, personality development. The results can be objective - actual education, level of knowledge, personality traits - and formal ones - presence of a certificate, qualification, diploma certifying the fact of graduating from the educational institution, defense of the dissertation, etc.

Education should be regarded as a channel of information in the information system, one of the factors of progress.

So, education is a complex social phenomenon, and many sciences are involved in the study of this phenomenon. National science gives precedence to the study of the content, goals and organization of educational activities, teaching methods and procedures, management systems, etc.

In traditional pedagogical science, «education» is defined as a set of systematized knowledge, skills and abilities, attitudes and beliefs, as well as a certain level of development of cognitive forces and practical training, which is achieved as a result of teaching and educational activity. The content of the concept is oriented towards knowledge as a reflection of the spiritual wealth of mankind accumulated during historical development. Knowledge-oriented content of education contributes to the introduction of a person in the social environment, his/her adaptation to cultural, psychological, sociological factors, ensuring his/her life activity.

Its main value is not the alienation of human knowledge, but the very knowledge of a human. That is, the personally oriented content of education is aimed at the development of a coherent personality: its inborn features (health, ability to feel, think, and act), social qualities (to be a citizen, a peasant, a worker), qualities of the subject of culture (freedom, humanity, spirituality, creativity). At the same time the development of natural, social and cultural principles is influenced by the content of education, which has universal, national and regional value. Comprehensive education and training is one of the technologies of implementation of continuing education. The strategic task of education is to evaluate the intelligence, abilities and opportunities of each child (person) and create such conditions of education and training that would help each individual to fulfill him/herself as effectively as possible in accordance with the results of evaluation.

Thus, knowledge is the main element of the content of education at all levels. It reflects the generalized experience of perceiving reality, accumulated by mankind in the process of socio-historical practice. Without knowledge, no purposeful action is possible. All kinds of knowledge are interconnected and require complex assimilation. Its distinctive feature is that a person cannot absorb it for the whole life. Taking into account this feature, since 1972 UNESCO introduces the concept of «lifelong learning» into the educational space as a concept of a global perspective that focuses on such aspects as:

- ✓ the needs and rights of people for lifelong learning;
- ✓ formation of an integrated approach between the formal and non-formal contexts of learning;
- ✓ adequate funding for both types of learning;
- ✓ the reach to all people, starting with the youngest and ending with the oldest;
- ✓ search for ways to democratize access to learning.

In 1973, the Organization for Economic Cooperation and Development focused on the need for a global economy and competitiveness. In the context of the economic crisis and the rise in unemployment, the LLL abbreviation has become universally accepted as it has made a statement with a new force. At this time in the literature related to this issue there was a shift from the perspective of «education as teaching» to the perspective of «learning», where the focus is placed on a pupil and his/her duties. In 1995, the European Commission (EC) published an official document «Teaching and Learning: Towards the Learning Society».

In 1996, at the meeting of the OECD, it was concluded that from the beginning of the 21<sup>st</sup> century, lifelong learning had to become:

- a) necessary for everyone;

b) accessible to everyone.

Significance of lifelong education for human development led to some modifications in the European educational policy at the beginning of the 21<sup>st</sup> century. Thus, in March 2000, the Lisbon Summit of the Council of Europe adopted the «Memorandum of Lifelong Learning», according to which lifelong learning should become the main political program of civil society, social cohesion and employment. Its purpose is to identify coherent strategies and practices, aimed at encouraging lifelong learning. The main content is: obtaining degrees and diplomas in person's own time; professional courses, including those for the purpose of personnel professional development; adult education; second university degree etc. The main priorities in the LLL field are the fulfillment of the general goals of individual performance, active citizenship, engagement in social activities and employment. These priorities also led to the establishment of a number of LLL quality indicators. Meanwhile, lifelong learning has become a key goal in the European employment strategy.

They argue that lifelong learning is based on four pillars:

- an ability to find a job,
- adaptability,
- entrepreneurship,
- equal opportunities.

The memorandum also provides for the adherence to six principles, namely:

- new basic knowledge and skills for everyone;
- increase in investment in human resources;
- innovative methods of teaching and learning;
- a new system of assessment of the obtained education;
- development of supervision and counseling;

- approximation of educational institutions to the place of residence.

**Presentation of basic material.** The modern understanding of the concept «lifelong learning» lies in the fact that it «is not just a learning process that goes beyond the limits of school education». Lifelong learning combines any education - from early childhood to the very old age, which can be carried out under different conditions and be formal and non-formal in social life» [5]. Acquiring basic skills in this sense is a key point since they should contribute to people's desire to learn and help them develop their own educational path.

In the context of the foregoing, it is reasonable to define the very concept of «lifelong learning». Despite the European and national experience with the problems which are examined in the article, in the pedagogical circle there are still no clearly defined parameters of the subject matter of the concept «lifelong learning». The research of the American scientist R. Dave was the basis for the theoretical, and, later, practical development of the concept of continuing education. He defined «lifelong learning» as a process of completing personal, social and professional development of individuals throughout life in order to improve the quality of their own personal lives and their social environment [7]. A scientist also identified 25 features that characterize continuing education. This list contains the following principles: coverage of whole life of a person by education; understanding the educational system as a holistic one, which includes preschool education, basic general, successive, recurrent, parallel education, which unites and integrates all its levels and forms; inclusion in the system of education, except for educational institutions and centers of pre-training, formal, non-formal and non-institutional forms of education; horizontal integration: family, neighbors, local social sphere, society, work, mass media, recreational, cultural, religious organizations,

etc.; the connection between the subjects being studied; the connection between various aspects of human development (physical, moral, intellectual, etc.) at certain stages of life; vertical integration: the connection between separate stages of education: preschool, school, post-school; between different levels and subjects at various stages; between different social roles, realized by a person at separate stages of the life path; between different qualities of human development; universal and democratic nature of education; the possibility of creating alternative structures for receiving education; coherence of general and vocational education; emphasis on self-governance; emphasis on self-education, self-training, self-esteem; individualization of training; teaching different generations (in family, society); expansion of outlook; flexibility and variety of content, tools and techniques, time and place of learning; a dynamic approach to gaining knowledge, the ability to assimilate new advances in science; improvement of the ability to study; stimulating motivation for learning; creation of appropriate conditions and "atmosphere" for learning; implementation of creative and innovative approaches; facilitating the change of social roles in different periods of life; perception and development of its own system of values; support and improvement of the quality of individual and collective life through personal, social and professional development; development of a society which educates and teaches; learn how to «become somebody»; consistency of principles for the entire educational process. M. Clarin, S. Curland, N. Nychkalo and others consider «lifelong learning» as a concept, identical to «continuing education». Foreign-language publications use terms «continuing education», «recurrent education», «out-of-school education» or «non-formal education» [2].

O. Anishchenko, V. Burenko, O. Vasylenko, L. Lukyanova and others consider adult education as «a purposeful process of development and

education of the individual through the carrying-out of educational programs and services, the implementation of educational and information activities within and outside the basic general, vocational, higher and postgraduate education». The purpose of such education is the professional and personal development of an adult, his/her ability to adapt to economic, professional and socio-cultural changes [2].

We support the opinion of scientists that such education combines any training throughout life; can be carried out under different conditions, in different forms (formal, non-formal, informal), levels and duration [3]. However, the role of education in different ages varies, turning into a dominant form of activity for children and youth, combining with work and leisure for adults, and being an opportunity to actively integrate into society for the elderly.

Such statements have been announced in many European documents [6] (Global Employment Trends; The Lisbon European Council) and are the starting point for defining the concept of «lifelong learning» as one, which encompasses all targeted formal, non-formal learning, and spontaneous or informal learning in order to expand professional knowledge, improve skills and competences. Adult education is divided into formal and non-formal.

In the context of developing the subject matter of the concepts under study, we will define their essential characteristics and distinctive features.

Formal education is an institutionalized, intentional and planned education, which can be obtained in public organizations and recognized private institutions and, in their totality, creates a system of formal education of the state. Thus, formal education programs are recognized as such by the relevant national education authorities or equivalent institutions, in particular by any institutions which cooperate with national or regional education administration bodies. Formal education relates primarily to the

education obtained before the introduction of a person to the labor market or at the age when the obtaining of education is normally regarded as the primary form of person's activity (initial education).

Vocational education, special needs education and individual components of adult education are often recognized as components of formal education. It is structured in terms of the objectives and duration of education and ends with the awarding with a certificate of education. Formal education is purposeful from the point of view of a learner. In the UK, perhaps, the content and structure of formal education are the best in the world educational space; non-formal education is presented at the same high level. The British believe that non-formal education is rather a process than a result, and its aim is not only to acquire knowledge, but also to support learning for the learning sake.

Informal education is a form of education that is intentional or conscious, but not institutionalized. It is less organized and structured than formal and non-formal education. It can cover educational activities that occur in the family, in the workplace, in the local community and in everyday life on an independent, family or social basis. It is not structured in terms of goals, duration of study and learning assistance. After completing, it doesn't result in the receiving of a certificate of education.

Non-formal education is institutionalized, intentional education which is planned by the subject of educational activity. The determining characteristic of non-formal education is that it is an appendix, an alternative and / or complement to the formal education in the process of lifelong learning. It is implemented in order to guarantee the right of access to education for everybody. It is intended for people of any age, but does not necessarily imply an uninterrupted path of education. In particular, it may consist of short-term programs and/or low-intensity programs provided in the form of short courses, workshops and seminars. Non-formal

education usually leads to qualifications that are not recognized as formal by the relevant national education authorities, or does not provide any qualifications at all. Such education may include programs that promote literacy for adults and young people, education for non-attending school children, develop life and work skills which are aimed at social or cultural development. It is carried out outside the educational institution. Its distinctive feature is that, after obtaining, a person also does not receive a certificate of education. Regarding the latter, it is structured in terms of training goals, duration, and assistance in learning. Non-formal education is purposeful from the point of view of a learner.

The key differences that distinguish formal education from non-formal are that the latter is an addition or an alternative to the formal, as well as the official recognition or non-recognition of qualifications obtained on the basis of education by the state or authorized non-state bodies. The main difference between informal education and other types is that it is not institutionalized.

The main functions of lifelong learning are: developmental (satisfaction of the spiritual needs of the individual, the needs for creative growth); compensative (filling gaps in basic education); adaptive (operational training and retraining in conditions of changing of industrial and social situations); integrating (unfamiliar cultural context); re-socialization.

As for the adult education in Ukraine - it depends on comprehensive development of a personality, enrichment of its creative potential and capabilities, application of abilities, acquiring of competences, and refinement of knowledge, skills and competences acquired during the process of professional training. Regarding the content of education and levels, it is arranged in: specialized secondary; undergraduate (Bachelor's degree program), complete higher (Master's degree program),

postgraduate (doctoral, post-doctoral degree etc.), and vocational education - advanced training and retraining of specialists.

Scientists L. Lukyanova, O. Ogienko, N. Nychkalo and others determine that continuing education is a component of adult education. In the context of analyzing the problems of continuing education, it is necessary to clarify the notion of adult education.

Continuing education as an object of scientific research is covered in the works of V. Andrushchenko, V. Lugovy, S. Maksymenko, N. Nychkalo, S. Sysoeva, Y. Tsekhmyster, O. Chaly, and others. Scientists are focusing on such methodological positions as:

- 1) continuing education makes it possible to prevent universal catastrophe generated by technological discoveries of mankind;
- 2) it enables to preserve and develop a system of values in an ever-changing world;
- 3) lifelong learning is an instrument for raising the quality of personal life and life in the environment;
- 4) it is connected with the theory of information and communications at the methodological level;
- 5) constant contact with the socio-cultural environment and the possibility of correction of the designated environment without losing its civilization, cultural, social and psychological identity.

In Ukraine, the right for lifelong learning is granted to anyone, regardless of age, gender, ethnicity, educational and qualification level, degree and academic rank, ideological beliefs, social and property status, place of residence, health, as well as the right to receive support from the state and society, the right for conditions of study that correspond to the particular features of an adult, the right for the official recognition of the

actual educational level and qualifications acquired in the process of formal and non-formal education. There are also the right to choose between an educational institution or an educational facility, a training direction and a program of study, educational and professional programs.

V. Bahrushyn emphasizes that the resolution on the significance of formal and non-formal education within the framework of the European youth sphere [2] highlights the importance of these types of education in order to achieve new strategic goals related to boosting of employment rate, economic reforms and social unity as integral components knowledge-based economy.

The recommendations of the EU Council for the Assessment of Non-formal and Informal Education [6] indicate that the evaluation of learning achievements, namely knowledge, skills and competences acquired by means of non-formal and informal education, can play an important role in expanding the opportunities of employment and mobility. It can also increase motivation for continuing education, especially for low-skilled individuals and representatives of socially and economically disadvantaged groups.

The scholar argues that these issues are particularly relevant for Ukraine, as the service market of non-formal and informal education has been developing rapidly in recent times. That said, a question arises, 'how many non-formal education institutions do we have'? The information about which of them are already in demand is still officially absent. Meanwhile, the EU and the OECD, as well as the UNESCO are paying much attention to this issue.

Aforementioned information is the basis for determining the adult education as an important component of the life of an adult, where basic training (formal education), additional education and self-education activities (non-formal and informal education) are synthesized.

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