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State and Society**

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1.

PROBLEMS OF EDUCATION IN THE MODERN WORLD: IDENTIFICATION, INTEGRATION, SYNTHESIS

PROBLEMY EDUKACJI WE WSPÓŁCZESNYM ŚWIECIE: IDENTYFIKACJA, INTEGRACJA, SYNTEZA

**Svitlana BABUSHKO,
Liudmyla SOLOVEI**

Models of adult education centres in Ukraine

Learning is one of the major cares of the modern community. And continuous learning has become the vital necessity for every community member. The process of fast developing information and communication technologies made it the topic of the day. The number of learning people is permanently increasing throughout the world. The distinctive feature is the shift in the type of education these people are getting. More and more adults have begun to learn. Their number in the developed countries exceeds the number of learning children and young people. Statistical data show that 40-50% of adult population are engaged in diverse educational and learning activities [Українська асоціація].

Currently, non-formal education is gaining a significant importance. Moreover, it is equally important with formal education or even higher, thanks to a range of the factors such as:

- globalization;
- information and technological processes;
- necessity of constant adapting to current conditions;

- new requirements to the competitiveness on the labor market;
- higher demands to the educational system;
- necessity of continuous learning.

In addition, an adult finds optimal conditions for their creative individual development, realizing their potential within the non-formal educational system.

As there are new requirements to the education results, learning and personality development, continuous upgrading of professional competences, the formal education in Ukraine is unable to provide guaranteed quality education results without involving non-formal education. Under such circumstances, as the Ukrainian researcher of adult education L. Lukianova states, one of the most powerful drivers for outspreading non-formal education in Ukraine is that formal educational system is losing its monopoly on the educational service market due to its insufficiency without non-formal education [Lukianova 2016, c. 4].

Non-formal education was officially acknowledged in Ukraine not so long ago. Although it had existed and functioned effectively before 2017 when the Law of Ukraine "On Education" was adopted [ЗУ «Про освіту»]. It is stated that non-formal education is the education that is obtained through educational programs but does not lead to conferring educational qualifications and degrees acknowledged by the state but can be completed with professional or particular educational qualifications.

Today non-formal education in Ukraine like in other post-Soviet countries is not an alternative but rather an addition to the existing educational institutions. However, the situation is gradually changing. The courses for adults offered by formal educational institutions and aimed at upskilling the professional competences are giving their way to new forms of organizing adult learning. They are operating on new methodological concepts – open universities, third-age universities, corporate universities and other non-formal forms of organizing learning process.

In view of this, the goal of the publication is to analyze new non-formal ways of organizing adult learning in Ukraine.

To achieve the established goal, the following tasks are to be performed:

- to identify the criteria and in accordance with them to define the major types of organizing adult learning in Ukraine;
- to characterize peculiar features of every model of adult learning in non-formal educational system in Ukraine;
- to outline the perspectives of further research of non-formal adult education in Ukraine.

To conduct the research, a set of appropriate methods were employed. Analytical methods included collecting data from the open Internet resources about adult education centres in Ukraine and determining the criteria for comparison; the descriptive method was used to describe the activity of adult education centres and interpret the material; the comparing method was used to identify similarities and differences in functioning adult education centres; concluding method was applied to make conclusions and the prognostic method included outlining the further research in the sphere of non-formal education in Ukraine and in-depth analysis of every model of adult education centres.

There has been a surge in emerging adult education centres in Ukraine recently. They are of different origin, aimed at various categories of target audience such as senior school students, university and college students, community members, the elderly, the vulnerable categories of population including internally displaced people, immigrants, the unemployed, ATO (anti-terrorist operation) participants. To analyze their variety, it is necessary to identify the criteria according to which this analysis should be done. Firstly, it is important to define the relation of adult education centres to the formal or non-formal educational systems. Secondly, it would be of interest to determine the initiators and collaborators of establishing an adult education centre. Thirdly, it should be noted who provides the methodical assistance and who gives the financial aid. Finally, the profile of the centre that is the thematic directions of its activity should be considered.

Hence, the identified criteria will serve the road map of the research.

In Ukraine the process of organizing non-formal adult learning is supported by Ukrainian non-governmental public organizations, some international organizations and different programs. The most recognizable umbrella organization for all involved in adult learning is Ukrainian Adult Education Association (UAEA), non-commercial public organization the goal of which is to establish and develop the adult education system in Ukraine aimed at forming the lifelong learning society [Українська асоціація]. Besides, some foreign public organizations support UAEA in developing and promoting non-formal adult education in Ukraine.

The analysis of Ukrainian centres of adult education shows that the majority of them is either created or encouraged by DVV International – the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV provides worldwide support for the establishment and development of

sustainable structures for Youth and Adult Education. In Ukraine this globally acting professional organization for adult education has been operating since 2010, building a sustainable system for further education along with citizens, educational organizations and local authorities [DVV].

In other words, it establishes places for lifelong learning. And the results of its activity are tremendous. A number of centres of adult education throughout Ukraine has been created. It should be noted that their models are different but the aim is similar – to help adults in satisfying their various educational needs (literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education) through lifelong learning in non-formal educational system.

Analyzing the profiles of a number of centres of adult education in Ukraine, it became possible to generalize the principles they keep to.

Nobody must be left without attention is one of the fundamental principles. It concerns all the community members irrespective of their social status, educational background, age, race, ideology, nationality. This is the basic principle of CsAE [LJOA, 2011].

Other principles CAE apply to in their functioning reflect the general socio-pedagogical significance of non-formal education defined by the Swedish researcher S. Larsson:

- differentiation of learning content in dependence on the needs;
- interactivity and innovation of learning;
- opportunity to create and use social power through promoting critical ideas [Larsson 2007].

To identify the models of Ukrainian adult learning centres, their sites in the Internet and social networks have been analyzed.

CsAE organized at higher educational institutions stand aside the others, to name a few: V. I. Vernadsky Taurida National University, Sumy State University, Poltava University of Trade and Economics, Zaporizhia National Technical University.

V.I.Vernadsky Taurida National University created with the help of German non-government organization DVV International and the Crimean Diaspora in June 2018. The Centre plans to offer free of charge courses for such categories of adults: university students; adults aged 55+; university teachers.

The first category is offered the course “My Career”; the second one is provided with the course “IT Literacy” while the last category gets

acquainted with “Modern Methods of Adult Education”. Those who wish can take the educational services within the framework of the university specialties such as:

- IT (Internet, social networks, the use of new gadgets);
- Psychology of Interaction (sociology, culturology);
- Financial Literacy (how to optimize the life being the retired);
- Foreign Languages;
- Physical activity and Tourism [V.I.Vernadsky Taurida National University].

The similar centre for adult learning was opened with the help of DVV International in Poltava University of Trade and Economics in 2018. Its major directions of activity are: financial literacy; IT technologies for the development of citizenship competences and social activity; foreign languages. The target audience involves internally displaced people and members of local communities, women and men aged from 18 to 60.

The results of the 3-month ICT course which took place from September to November 2018 were the active involvement of its audience in the use of the information technology tool, both in their daily life and in communicating with the authorities and local self-government bodies. The elderly participated in the preparation and support of projects for party financing and received experience in filing queries and electronic petitions.

A cycle of trainings for the elderly “Civil Activity without Age Limits” was supported by Encouraging Democracy Fund of US Embassy in Ukraine.

Its special feature is introducing own projects in collaboration with other public and non-government organizations. For example, together with the Consortium of organizations of state, private and public sectors Poltavschina Center of Adult Education launched the project “Innovation Model of Integrating Educational Services in Training, Re-training and Social Support in Poltava Region” in December 2018. It is aimed at creating the mechanism of sustainable interaction of representatives of state, private and public sectors in providing educational services for the socially vulnerable categories of the population [ГО «Центр освіти】.

The Centre not only provides facilities for adult learning and performs it but also informs its participants of various future programs and grants, for example how to develop their own business and offers specialized trainings how to write an application and prepare other required documents, how to be a leader and to make others motivated to work and continuous learning.

In June 2018 one more CAE was founded in Zaporizhia region. This time the support was provided by Institute of Pedagogical and Adult Education of National Academy of Pedagogical Sciences of Ukraine. On the basis of Zaporizhia National Technical University there was Training Centre "Education for Business and Career" which had been functioning since 1987. At first, it was the special faculty for retraining the employees for new technological specialties. Then it became the faculty of post-diploma education for mechanical engineers, the Centre of upskilling of administration staff. And in 2016 it became the Training Centre for students, businessmen and other people who are eager to get knowledge of modern business or to improve their proficiency and for employees on the request of their organizations. In 2018 it was transformed into Adult Education Centre which combines the educational services in the formal and non-formal educational systems. One of its new tasks is to perform validation of the results of non-formal learning of state clerks as for their efficiency in the Ukrainian language. Besides, the Centre provides special training to successfully pass the attestation test.

The Centre offers various lifelong educational services for a lot of categories of population, among the most recent ones:

- the program "Bookkeeper, chief bookkeeper of the company", the aim of which is to systematize knowledge of accounting and taxation, to implement knowledge to practical use; to obtain an additional specialty; to understand the principles of accounting and the language the accountants communicate;
- the programs "Modern Professional Business Language" and "Business Ukrainian" aimed at developing skills of business etiquette, psychological aspects of business interaction, business telephoning skills, business writing, effective communication [Zaporozhye National Technical University].

Another model of adult education centres in Ukraine is centres organized in secondary schools. One of the brightest examples is Bucha Center of Adult Education (Kyiv region) named "Logos". It was organized with the help of DVV International. The datum states that its participants are 46% of the retired, 38% are the young, 12% are the unemployed and 4% are the disabled [Logos]. Mostly it offers the courses for adults in different foreign languages (Polish, German, English), in computer literacy, in clothing production, etc.

DVV International in cooperation with the non-profit public organization "Ukrainian Association of Self-Learning Cities" organized

the CAE in Melitopil as the social project of lifelong learning for Melitopil residents. The Centre is oriented to the development of the human potential of the local community members through involving them in the lifelong learning as the tool of social unity and economic prosperity of the town. Unlike others, Melitopil Centre organizes all-Ukrainian public events to popularize its educational services. For example, 2-day Trade Fairs with various trainings and workshops have been organized for a couple of recent years. Last year it was visited by 327 participants aged from 3 to 78 who attended 52 training sessions, workshops, business games, etc. held by 29 trainers and facilitators from Zaporizhia and Kyiv [Освіта дорослих 2018].

Halytsynivska local community in Mykolaiv region together with DVV International and in collaboration with the US Agency of International Development USAID within the program "DOBRE" and the non-government organization (NGO) "Club of Sustainable Development "Southern Initiative" opened the first CAE in Mykolaiv region in October 2018. It was organized on the basis of the village library. Residents from 6 nearby villages united into the local community for non-formal learning [Перший центр 2018].

Another model of CAE is the centre organized at the Novoyarivsk local history museum (Lviv region) on the initiative of the NGO "Hostynets" and with the support of DVV International. The centre began its educational activity providing the course "Development of the Cultural Space. History and Art". On the whole, the profile of the centre is art and adults can acquire new skills in art hand making [Art Centre 2018].

Lately library and museum centres of adult education have been gaining great popularity in Ukraine. They have already provided such educational activity as: educational excursions, museum exhibitions, master-classes, lectures with discussions, hand-made workshops, etc. So, this educational potential is used as a tool of social interaction of the community members to the favour of adult education. This peculiarity gave birth to the introduction of a new direction in the activity of the CAE – upgrading the professionalism of library employees who became non-formal educational providers.

All information presented above is systemized in Table 1 according to the selected criteria of comparison.

Although centres of adult education have different relation to the educational systems and operate at different locations: universities, secondary schools, libraries or museums, they are united by the fact that

Table 1.
Models of Centres of Adult Education in Ukraine

Relation to System of Education	Formal Education		Non-formal Education
Criteria	university, college	secondary school, evening school	museum/ library
Collaborators	NGOs, non-profit public organizations	NGOs, non-profit public organizations, local community members, village authority	NGOs, non-profit public organizations local community members
Methodological support	Ukrainian Adult Education Association, DVV International, Encouraging Democracy Fund of US Embassy in Ukraine, University scientific-pedagogical staff	Ukrainian Adult Education Association, DVV International, school teacher staff	Ukrainian Adult Education Association, DVV International, museum staff, librarians
Origin	Transformed from post-diploma faculties or centres	Newly created centres	New forms of available educational activity
Profile	University specialties	Language courses; Computer literacy; Hand making	Social projects, Hand making; Art
Target audience	Students, the vulnerable categories of the population, the elderly, pedagogical staff	Senior schoolchildren, community members, the vulnerable categories of the population, the elderly, pedagogical staff	Community members, the vulnerable categories of the population, the elderly
Financing	DVV International, Encouraging Democracy Fund of US Embassy in Ukraine	DVV International	DVV International

these places are educational ones. However, the first two belong to formal educational system and the last two – to non-formal education.

Centres of adult education organized at universities have a number of advantages, particularly, a great choice of thematic courses which depends on the availability of specialties at the university, the use of innovative methods in adult learning, the immediate application of the gained knowledge in practice. The centres at the higher educational institutions mostly have Third-Age Universities which operate on their premises. The

target audience of them is the elderly people. And the thematic directions of their activity are typical to any university of such a kind and do not reflect the specializations of the host university.

Centres at schools have other benefits. Firstly, they are closer to the local communities as there are schools in almost every village of Ukraine. Secondly, the village residents know the school teachers because they, their children or grandchildren have studied or are studying there now, villagers know each other. This results in creating a friendly atmosphere in village adult educational centres. Not only teachers but also the villagers with experience can offer some courses to share their knowledge and skills in some sphere of activity. Thus, one of the principles of adult education (learning is based on life experience of adult learners) is realized.

Centres on the basis of libraries and museums have all necessary facilities for organizing adult learning. It is easier to organize them because they have already provided educational activity among their visitors, adults including. And these are their benefits in comparison with other models of adult education.

To conclude, non-formal education has a great potential as it is oriented at satisfying individual educational needs of its participants. It has been found out that the most suitable form of non-formal education in Ukraine is CsAE. They are differently related to formal and non-formal education systems. It means that they are created on the basis of the establishments which belong either to formal education such as universities, colleges, schools, or on the basis of non-formal educational institutions such as libraries and museums. In addition, all adult education centres in Ukraine are functioning thanks to the initiative of non-profit public organizations, non-government organizations or local communities whose initiative was supported methodically and financially by DVV International, an expert in adult education in Germany and in Europe.

The Centres of Adult Education are also aimed at various target audience: senior school students, university and college students, community members, the elderly, the vulnerable categories of the population including internally displaced people, immigrants, the unemployed. The thematic profiles of the centres are different from the university specialties to mostly language and IT courses, hand making especially in school-based and library/museum-based centres. In the future the content of non-formal education is supposed to reflect the full range of educational services in Ukraine.

Within this context it is planned to conduct a further research of non-formal adult education in Ukraine. Specifically, it is to investigate the content of non-formal adult education in Ukrainian CsAE; study and compare foreign experience in the field; design and provide necessary methodological assistance to CsAE; popularize the progressive experience of Ukrainian CsAE in scientific publications, mass media, social networks.

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Abstracts

BABUSZKO SWITŁANA, SOŁOWEJ LUDMIŁA. **Modele centrów edukacji osób dorosłych na Ukrainie.** *Nieformalna edukacja osób dorosłych szybko rozwija się w różnych formach. W artykule analizie poddane są różne jej formy organizacyjne na Ukrainie. Edukacja nieformalna została oficjalnie uznana dopiero w roku 2017 w Ustawie Ukrainy "O Edukacji", mimo że wcześniej faktycznie już istniała w różnych formach. Coraz popularniejszą formą stają się Centra Edukacji Dorosłych. One powstały z inicjatywy organizacji pozarządowych we współpracy z niemiecką organizacją edukacji osób dorosłych DVV International. W celu analizy profili państwowych Centrów Edukacji Dorosłych zidentyfikowano szereg kryteriów: stosunek do edukacji formalnej i nieformalnej, inicjatorzy i współorganizatorzy, grupa docelowa, osoby udzielające pomocy metodycznej i finansowej. W wyniku analizy wykonanej według zdefiniowanych kryteriów usystematyzowano informacje ze źródeł internetowych na temat funkcjonowania Centrów Edukacji Dorosłych; znaleziono podobieństwa i różnice w ich organizacji i określono modele ukraińskich Centrów Edukacji Dorosłych: te, które są stworzone na podstawie uniwersytetu albo koleżdu; szkoły; muzeum lub biblioteki. Omówiono również perspektywy dalszych badań naukowych.*

Słowa kluczowe: *edukacja nieformalna, doświadczenie europejskie, centra edukacji dorosłych, modele.*

БАБУШКО СВІТЛАНА, СОЛОВЕЙ ЛЮДМИЛА. **Моделі центрів освіти дорослих в Україні.** *Неформальна освіта дорослих стрімко розвивається у різних проявах. У статті розглянуто численні її організаційні форми в Україні, де неформальну освіту офіційно було визнано лише у 2017 р. у Законі України «Про освіту».*

Однак, вона фактично існувала у різних формах і до цього часу. Нині набуває популярності така її форма як Центри освіти дорослих. Їх створено за ініціативи громадських організацій та у співпраці з деякими зарубіжними організаціями освіти дорослих, зокрема DVV International. З метою аналізу профілів вітчизняних центрів освіти дорослих було визначено низку критеріїв: відношення до формальної та неформальної освіти, організатори та співорганізатори, цільова аудиторія, провайдери методичної та фінансової підтримки, тематичні напрями діяльності. У результаті аналізу за визначеними критеріями було систематизовано інформацію з інтернет-джерел про функціонування центрів освіти дорослих; виявлено подібні та відмінні риси в їх організації та визначено моделі українських центрів освіти дорослих: ті, що створено на базі університету чи коледжу; школи; музею чи бібліотеки. Також окреслено перспективи подальших наукових пошуків.

Ключові слова: неформальна освіта, європейський досвід, центри освіти дорослих, моделі.

БАБУШКО СВЕТЛАНА, СОЛОВЕЙ ЛЮДМИЛА. Моделі центрів образования взрослых в Украине. Неформальное образование взрослых стремительно развивается в многих проявлениях. В статье рассмотрены различные формы его организации в Украине, где оно получило официальное признание только в 2017 г. в Законе Украины «Об образовании». Однако, неформальное образование фактически существовало в разных формах и до этого времени. На данном этапе становится популярной такая его форма как центры образования взрослых. Их создают по инициативе общественных организаций и в сотрудничестве с некоторыми зарубежными организациями образования взрослых, в частности DVV International. Для анализа профилей центров образования взрослых был определен ряд критериев: отношение к формальному и неформальному образованию, учредители и соучредители, целевая аудитория, провайдеры методической и финансовой поддержки, тематические направления деятельности. В результате анализа по определенным критериям была систематизирована информация из Интернет-ресурсов о функционировании центров образования взрослых; определены их общие и отличительные черты в организации украинских центров образования взрослых и выявлены их модели: созданные на базе университета или колледжа; школы; музея или библиотеки. Также намечены перспективы дальнейших научных исследований.

Ключевые слова: неформальное образование, европейский опыт, центры образования взрослых, модели.

BABUSHKO SVITLANA, SOLOVEI LIUDMYLA. Models of adult education centres in Ukraine. *Non-formal adult education is dynamically developing in different forms. The article represents them on the example of Ukraine. Non-formal education was acknowledged only in 2017 in the Law of Ukraine "On Education", though it had been provided in a number of forms before. Currently, the most popular form of non-formal adult education in Ukraine is Centers of Adult Education. They are created on the initiative of public organizations in partnership with foreign adult education organizations, in particular DVV International. To analyze their profiles there were identified several criteria: relation to formal or non-formal education, initiators and organizers, target audience, providers of methodical and financial assistance, thematic directions of their activity. As a result of the analysis according to the identified criteria, the information from Internet resources on the activity of adult educational centers was systemized; their similar and different features in their organization form were distinguished and defined their models: university- and college-based, school-based; museum and library-based. In addition, the directions for the further scientific research in this field were outlined.*

Key words: non-formal education, European experience, centers of adult education, models.