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### DEVELOPMENT OF NON-FORMAL ADULT EDUCATION IN FOREIGN COUNTRIES

#### ABSTRACT

*Features of non-formal and formal education are analyzed in the article. The specificity of formal education lies in the longevity of goals, academic content, the implementation of external quality control of education, structure, standardization, resource consumption, the availability of a document on education. Non-formal education is based on the integration of learning and life. It covers learning activities for people of all ages (children, adults, the elderly, whether girls, boys, women or men), in any living environment (family, school, community, workplace, etc.), and through various forms that together meet a wide range of educational needs. The author draws attention to the validation of non-formal education in foreign countries and gives examples of legal support for this process in countries such as the United Kingdom (official recognition of non-formal education by the Department of Business, Innovation and Qualifications in 2009), France (Law on Social Modernization (2002) and the introduction of French legislation on the concept of validation of knowledge gained through experience (Validation des Aquis de l'Expérience), Finland (the system of validation of non-formal and informal education is supported by the state, the process of validation is improved and standardized), the Netherlands (Education Professions Act (2004) and EVC – Erkennung Verworven Competenties evaluation procedure), Germany (two research projects: Weiterbildungspass (Continuing Education Passport) and Lernkultur Kompetenzentwicklung (Development of Competences as a Learning Culture)). The author concludes that today the opposition of formal and non-formal education is considered unproductive. Actions based on the complementarity of different types of education are considered appropriate.*

**Keywords:** formal and non-formal education, lifelong learning, adult education, validation.

#### АНОТАЦІЯ

*У статті представлено аналіз особливостей неформальної і формальної освіти. Специфіка формальної освіти полягає в довготривалості цілей, академічності змісту, здійсненні зовнішнього контролю якості освіти, структурованості, стандартизації, ресурсовитратності, наявності документа про отримання освіти. Неформальна освіта заснована на інтеграції навчання й життя. Вона охоплює навчальну діяльність для людей будь-якого віку (дітей, дорослих, людей похилого віку, незалежно, чи це дівчата, чи хлопці, жінки, чи чоловіки), у будь-якому життєвому середовищі (сім'я, школа, громада, робоче місце тощо) та через різноманітні форми, що разом задовольняють широкий спектр навчальних потреб. Автор робить висновок, що на сьогоднішній день протиставлення формальної та неформальної освіти визнано непродуктивним. Доцільними визнаються дії, засновані на взаємодоповненні різних видів освіти. Автор звертає увагу на валідацію*



неформальної освіти в зарубіжних країнах і наводить приклади нормативно-правового забезпечення цього процесу в таких країнах, як Великобританія (офіційне визнання неформальної освіти Департаментом бізнесу, інновацій та кваліфікацій відбулося в 2009 році), Франції (Закон «Про соціальну модернізацію» (2002) і введення в обіг французького законодавства поняття «валідація знань, набутих за допомогою досвіду» (*Validation des Aquis de l'Expérience*), Фінляндія (система валідації неформальної та інформальної освіти підтримується державою, процес підтвердження кваліфікації вдосконалюється і стандартизується), Нідерланди (Закон «Про професії у сфері освіти» (2004) і процедура оцінки EVC – *Erkennung Verworven Competenties*), Німеччина (два дослідницьких проекти: *Weiterbildungspass* (Паспорт безперервної освіти) і *Lernkultur Kompetenzentwicklung* (Розвиток компетенцій як культури навчання).

**Ключові слова:** формальна і неформальна освіта, навчання впродовж життя, освіта дорослих, валідація.

## INTRODUCTION

Developed countries of the world at the level of state power recognize that knowledge is the basis for social, political and economic development, progress of science and technology, the rational use of human resources. In this regard is the transformation paradigm of the educational system, the concept of "education for life" resign itself to loosening its significance, it replaced the while walking the other – "Lifelong Learning", continuous education.

The International Labor Organization (ILO) has reaffirmed its relevance to modern society. In a report on the future of labor ILO explained that the nature of our lives is changing dramatically, as many countries are now talking about the "fourth industrial revolution", which is based on automation, the transition to digital technology, employment growth in IT and use of artificial intelligence. As a result, previous skills become obsolete and the demand for new ones grows. The continuous education can play a key role in ensuring equal for everyone 's access to new features.

UNESCO Institute for Lifelong Learning recognizes that continuous adult education is an important component of lifelong learning, covering a continuum of learning, from formal to non-formal and ending informal learning (CONFINTEA, VI/6, 2010, p. 6). Today non-formal adult education reflects maximum measures the potential of continuing education

## THE AIM OF THE STUDY

In view of this, **the purpose of the research** is to analyze the features and current problems of non-formal education in foreign countries.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of non-formal education has been the subject of scientific discourse for a long time. The founders of the study of non-formal education are considered to be such foreign scholars as M. Ahmed, P. Coombs M. Knowles, T. Simkins. In the 1960-1970's they tried to separate these two types of education and explain the difference between them. Subsequently, in the 1980-1990's, this topic was further developed in the studies of other scientists: J. Bjornavold, G. Dohmen, R. Fischer, P. Fordham, T. Jeffs, M. Kamil, H. Lipman, S. Merriam, M. Smith and others.

In Ukraine today, more attention is also paid to non-formal education. Scientists are studying different areas of non-formal education in Ukraine: O. Anishchenko (the concept of non-formal adult education in Ukraine), O. Banit (current trends in professional



development of staff in the system of corporate education), O. Vasylenko (non-formal adult education as a realisation of humanistic approach in education), L. Lukyanova (non-formal adult education as an integral part of lifelong learning). They emphasize the importance of studying constructive ideas of foreign experience.

Research methods include analysis, synthesis, systematization and generalization.

### **RESULTS**

The establishment and development of non-formal adult education in the history of foreign upbringing traced from the XIX century, when the first signs of distinction reflected the real her and formal education. In the conditions of formal education, the elite strata of society were trained and its content was based on the translation of the foundations of science, languages, history, and classical art. Real education provided the middle class with relevant and necessary knowledge. While formally opposing her and informally her education has not happened. In the USA, for example, in the non-interference in education (up to the 1960's) even perspectives of mixing are, convergence and mutual influence of different types of education: public privately, sectarian her and others.

However, in 1967, during an international conference in Williamsburg, non-formal education became part of the international discourse on education policy. Were formulated the idea of the "world education crisis". Concerns were expressed about inappropriate curricula; pointed out that education and behind the pace economically growth, and many countries are experiencing political or economic difficulties in the financing of formal education. Sounded conclusion is that the formal education system is too slow to adapt to the social and economic changes. Progress in the development of not only complicates and of own conservatism, but the inertia of most structures (Smith, 2001).

Thus began the division of formal and non-formal education. Subsequently, P. Coombs and M. Ahmed provided clarification: "formal education" – is the hierarchically structured, chronologically built "education system" which is from primary school to university in and covers of academic education, various specialized programs and institutions of vocational and technical education in full-time education. From the point of view of P. Coombs and M. Ahmed, "non-formal education" is any organized educational activity outside the established formal system. Informal education according to the authors are to the process of learning during life, when a person the possessed skills and knowledge from daily experiences, receives the educational impact of the resources your environment (family, neighbors, market labor, media, etc.), which forms a hierarchy of its values. Coombs, Ahmed, 1974).

The differences noted by the authors were mainly of an administrative nature. In further studies formulated, that formally education associated with schools and universities; non-formal – with public groups and other organizations; and informal –is that what left, for example, interaction with friends, family and colleagues (Simkins, 1977).

Analysis of educational programs on such criteria as goals, principles of management, content, resources and deadlines, allowed T. Simkins to create a real model of formal and non-formal education. The specificity of formal education lies in the longevity of goals, academic content, the implementation of external quality control of education, structure, standardization, resource consumption, the availability of a document on education. Non-formal education from the position specified criteria is characterizing definitely democratic, shortness goals practical, resource-saving principle, implementation of students, lack the certificate after undergoing training (Simkins, 1977).

One of the most difficult issues of non-formal education is the idea "from the bottom up." Oll educational programs initiated by the state are classified as formal



education and are organized on a "top down". At the time non-formal education is aimed at realizing the interests of students, it is planned by them, ie carried out from a bottom-up position. R. Fordham, T. Jeffs, M. Smith and others focus on the fact that non-formal education has to base subsequent to the interests of students with training and curriculum planning is also desirable to carry out by students. In their view, this should empower students to understand the social structure and, if necessary, enable it to change (Fordham, 1993; Jeffs, Smith, 1999).

Today, the active promotion of non-formal education is carried out by such global organizations as the UN and UNESCO. In 2011, during the 36th session of the General Conference of UNESCO, held in Paris, were revised international standards of education. Based on the resolution adopted by this conference, non-informal recognized education not institutionalized, as planned by the person or organization that ensures the provision of educational services. Thus, the essential characteristic of non-formal education is its additionality or alternative to formal education.

The European Association for Adult Education emphasizes the peculiarities of the modern interpretation of non-formal education. "Non-formal education" means a specially organized process in which people can consciously develop as individuals, independently rely on their own capabilities in social relations and activities by increasing the level of knowledge and understanding; correlation of own thoughts and feelings with thoughts and feelings of other people; development of skills and ways of their expression. (European Association, 2021). The concept of non-formal education acquires a new color from the standpoint of this definition. L. Lukyanova clarifies that non-formal education in this sense "directly creates opportunities to meet the personal needs and demands of society, mobilizing its natural capacity for self-improvement, inner spiritual growth. At the same time, non-formal education is becoming a condition and a motivating factor for this growth". At the same time, non-formal education becomes a condition and a motivating factor for this growth" (Lukyanova, 2012).

In the conditions of non-formal education, the development of not only personal but also professional competencies is envisaged. O. Banit, researching current trends in non-formal education, pays special attention to corporate education and in-house training (Banit, 2015).

In this regard, the recognition of the results of non-formal education is relevant. Council of Europe, as an organization, which operates in the field of legal standards, human rights, cultural cooperation and democratic development of the Council are always contribute this process. Activities aimed at promoting the ideas of non-formal education and its validation include the Symposium on Non-Formal Learning (Strasbourg, 2000) and the conference of the Council of Europe and the SALTO Resource Center "Bridges for Recognition" (Loyven, 2005). Another important document of the Council of Europe is the Recommendation (2003) on the promotion and recognition of non-formal learning for young people, which initiates the creation of a European portfolio for working youth leaders and youth workers.

European countries are showing positive examples of recognizing the results of non-formal education. For example, in the UK the regulatory framework for the recognition of non-formal education has been prepared for a relatively long time. In 1989, the maintenance of national vocational qualifications ensured the existence of a modular system that represents an alternative to school education and is based on practical training. The official recognition of non-formal education by the Department of Business, Innovation and Qualifications took place in 2009 (The Learning Revolution, 2009).



In France, where formal qualifications are particularly valued, there is also a long tradition of validating non-formal education outcomes. With the adoption of the Law "On social modernization" (2002) and the introduction of the French law concept of validation of knowledge acquired through experience (Validation des Aquis de l' Expérienc), was brought result in the creation of regulatory legal framework of non-formally and informal education. Results non-formal and informal learning captured using summative and formative approaches. Today, government agencies, municipalities and educational organizations ensure their implementation (Validation of Formal, Non-Formal and Informal Learning, 2001).

Finland is one of the countries with a rich history and a strong system of non-formal education. The concept of "non-formal education" in the Finnish tradition refers to the range of general education opportunities provided by educational institutions. A distinctive feature of informal education in Finland is the availability of educational programs, the use of personally oriented training and voluntary and participation. The mission of non-formal education in Finland is to foster active citizenship and prevent social marginality. System validation non-formally and informal education supported by the state. The certification process is being improved and standardized (Dehtyarenko, 2011, p. 65).

The development of a formal education in Germany happens in the context of new tasks inter-mobility and continuous training. The implementation of the new educational policy is carried out in the conditions of two research projects: Weiterbildungspass (Passport of Continuing Education) and Lernkultur Kompetenzentwicklung (Development of competencies as a culture of learning). In the first project (Weiterbildungspass) introduction of the passport of continuous education is carried out. Lernkultur Kompetenzentwicklung project aimed at developing and testing effective educational programs that enhance professional competence of students studying the possibility of more effective implementation of informal learning. In Germany, there is also the Nachweismappe Ehrenamt (Volunteer Portfolio). The competencies contained in it include motivation, teamwork skills, the ability to act independently. Confirmation of competencies is carried out by the German Youth Institute with the use of the passport Kompetenzbilanz, which has a multilevel evaluation system (Bretschneider, Preißer, 2014).

Increased attention is paid non-formal education in the Netherlands. Approved in 2004 by Parliament Law "About professions in the field of education" obliged teachers to improve their skills. Validation of qualifications acquired through non-formal education is carried out during the EVC (Erkennung Verworven Competenties) evaluation procedure. Passing the test for professional suitability allows to determine the candidates who have a minimum level of university education, the presence of the necessary competencies to start teaching. In parallel, candidates are accepted for the course, after which it is expected to acquire the qualification of a teacher (Dehtyarenko, 2011, p. 52).

### **CONCLUSIONS**

Thus, we can make conclusions about for that date, contrasting formal and non-formal education deemed unproductive. It is advisable to have activities that are based on the complementarity of different types of education. The experience of the current state of development of non-formal education in foreign countries is mainly associated with addressing issues of its validation. Examples of legal support for this process in such countries as Great Britain, France, Finland, Germany, and the Netherlands are positive. In fact, informal education is based and to integrate learning and life. It covers learning activities for people of all ages (children, youth, adults, the elderly, whether girls, boys,



women or men), in any living environment (family, school, community, workplace, etc.) and through various forms that together meet a wide range of educational needs.

This article does not disclose all the aspects of the problem in question. Therefore, further research on this topic is required.

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