

Non-Formal Education System in Ukraine

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***Abstract:** The significant social, economic and political changes, which are taking place in Ukraine, as well as the country's integrating into the European and world educational space, caused the out-of-school activities to transform into the non-formal education as well as to confirm its new legal status as a compound of the educational system. The non-formal education in Ukraine is an integrated part of permanent education system, the task-oriented process and result of education, of teaching, development and socializing of a person during the leisure time in the out-of-school and other educational establishments.*

***Keywords:** non-formal education, out-of-school educational institution, system of non-formal education, method of non-formal education, competency.*

1 Introduction

The significant social, economic and political changes, which are taking place in Ukraine, as well as the country's integrating into the European and world educational space, caused the out-of-school activities to transform into the non-formal education as well as to confirm its new legal status as a compound of the educational system.

The non-formal education in Ukraine is an integrated part of permanent education system, the task-oriented process and result of education, of teaching, development and socializing of a person during the leisure time in the out-of-school and other educational establishments. It became possible due to education being transformed in 90's of the XX century and due to those results, which were achieved, i.e.:

- Creation of multi-level educational system;
- Classification of circles, groups and other creative associations into three levels: primary, basic, high;
- Expanding the directions of non-formal education and of the net of non-formal educational institutions, creating new establishments, their profiling;

- Modernization of educational process in the non-formal educational institutions;
- Putting the educational process out of any ideology;
- Diversification of financing sources for non-formal education at the cost of auxiliary sources, approved by legislation.

System-making factor of non-formal education in Ukraine is the educational activity during the leisure time. The structural components of non-formal education are:

- organizational: normative and legal, administrative, personnel, scientific, methodical, financial and technical;
- factual: nature, society, culture, engineering, sports;
- methodical: objective, contents, forms, methods, resources;
- processual: education, teaching, development, socializing;
- functional: leisure time, cognition, creativity;
- actual: artistic and aesthetical, scientific and technical, environmental and natural, tourist and local historical, humanitarian, physical culture, sports, etc.;
- institutional: educational establishments, institutes of culture, of sports, family, organizations.

The non-formal education resulted in getting to be a component of educational system in Ukraine according to the legislation and to be a part of educational structure, which nowadays is comprised of: preschool education; general secondary education; non-formal education; special professional education; high education; post-graduation education; post-graduate course; doctoral candidacy; self-education.

The efficient functioning of the non-formal education in Ukraine is related to the normative and legal, organizational, personnel, scientific and methodical, financial and technical provision.

The normative and legal provision of non-formal education in Ukraine is a system of organizational measures, which supposes the availability of the necessary legal documents.

One should admit that more than 70 legal acts in non-formal education were developed and approved in Ukraine that contributes to its effective functioning, developing and providing the children and adolescents leisure time organization.

The legal basis for every citizen to get the non-formal education in Ukraine is the Constitution of Ukraine (1996) (укр. Конституція України).

The following laws define the state policy in the non-formal education, its legal, social-economical, organizational, educational principles. They are the Law of Ukraine “About Education” (1991) (укр. Закон України “Про освіту”), The Law of Ukraine “About the Non-formal Education” (2000) (укр. Закон України “Про позашкільну освіту”), The Law of Ukraine “About the General Secondary Education” (1999) (укр. Закон України “Про загальну середню освіту”), The Law of Ukraine “About Care of Childhood” (2001) (укр. Закон України “Про охорону дитинства”).

The Law of Ukraine “About the Non-formal Education” considers the legal, social-economical, organizational, educational and teaching principles of non-formal education. This law is the law of direct action, which regulates the functioning and development of non-formal education and the non-formal educational institutions.

Thus, the solid normative and legal base regulating the problems of non-formal education was created in Ukraine, which supports its effective functioning and development. The non-formal education and non-formal educational institutions got the legally fixed status of the structural compounds of the national system of education. Its feature is the permanent process of perfection of legal base for non-formal education, rights and protection of children.

Organizational and administrative provision of non-formal education in Ukraine – is an organizational structure of non-formal education, which provides its effective functioning and development.

The organization of non-formal education in Ukraine is realized in three levels – national, regional and local. Thus, on the first, the national level, the creation of state policy in non-formal education is being carried out. It is fixed in the laws, orders, instructions, programs, regulations and other normative documents. These problems are in the competence of President of Ukraine, the Verkhovna Rada of Ukraine, Cabinet of Ministry of Ukraine, and as well as of different ministries, departments, committees and commissions.

The following ministries are occupied immediately in solving the problems of non-formal education. They are: Ministry of Education and Science of Ukraine, Ministry of Ukraine in the Affairs of Family, Youth and Sports, Ministry of Culture and Tourism of Ukraine, and others. Herewith, every ministry and department has in its disposition the profile departments. In the Ministry of Education and Science of Ukraine, the Department of Non-formal education, Educational Activities and Protection of Children is occupied in the problems of non-formal education.

On the second, regional level, the coordination of state policy in non-formal education is being realized. On this level, solution of the problems is in competence of local state administrations and local organs, to which the administrations, departments and other structural units are subdued, which coordinate the non-formal education immediately on the regional level. They include the administrations of education and science, family, youth and sports, culture and tourism, centers of social services and so on.

On this level, important functions are being fulfilled by the regional non-formal educational establishments, which coordinate the activity in directions of non-formal education, i.e.: regional scientific and technical, environmental and natural, tourist and local historical centres, palaces of children and youth and so on.

On the third, local, level the immediate realizing of the state policy in non-formal education by various institutions takes place. In the practice, the non-formal education is being provided by the establishments of education, culture, arts, physical culture and sports and so on. A particular place is occupied by non-

formal educational institutions. They can quickly be mobilized to react to the changes of social order on the part of children, parents, state; they can also give wide and non-traditional opportunities of amending the quality of life and creating intensively the positive attitude to it.

The non-formal educational institutions are the basis of organizational structure of non-formal education of Ukraine. Their number was 1477 in the beginning of 2008 according to the data of Ministry of Education and Science of Ukraine.

The developed wide net of non-formal educational establishments contributes to the effective involving of these children in these establishments and organizing their leisure time. The number of children involved in the non-formal education resulted in growing quickly in Ukraine, their interests develop. Thus, according to the data of Ministry of Education and Science of Ukraine, the number of children in non-formal education establishments in the beginning of 2008 amounted up to over 1 million 198 thousands of persons in Ukraine.

Thus, for the beginning of 2008, the number of children in Ukraine, who were involved in the non-formal education was 32,9% of the total number of schoolchildren.

Various kinds of non-formal educational institutions function in Ukraine: palaces, centres, houses, studios, and schools, children's resort establishments, academies, libraries, parks, museums, theatres, stadiums, courses and so on.

The non-formal educational institutions in Ukraine are divided in complex and profile ones. The complex educational non-formal educational institutions organize their activity with pupil in different directions of out-of-school activities, while the profile ones organize their activity only in the definite directions.

The organization of children's leisure time in non-formal educational institutions in Ukraine is being carried out in 11 directions of non-formal education, i.e.: artistic and aesthetical (укр. художньо-естетичний), scientific and technical (укр. науково-технічний), environmental and naturalistic (укр. еколого-натуралістичний), tourist and local historical (укр. туристсько-краєзнавчий), physical culture and sportive (укр. фізкультурно-спортивний або спортивний), research and experimental (укр. дослідницько-експериментальний), military and patriotic (укр. військово-патріотичний), librarian and bibliographical (укр. бібліотечно-бібліографічний), social and rehabilitational (укр. соціально-реабілітаційний), health promotional (укр. оздоровчий), humanitarian (укр. гуманітарний).

The key role in providing the qualitative non-formal education appertains to the teachers of non-formal educational establishments. It depends on their professionalism, competency whether a child comes and stays to study there.

Personnel provision of non-formal education in Ukraine is a system of organizational measures, which supposes the availability of necessary number of qualified teachers and other employees of proper qualification for non-formal educational establishments and other social institutions.

Nowadays, in Ukraine, more than 24 thousands of teachers have their main job position in the non-formal educational establishments.

The problem of getting the completed high education by the teachers of non-formal educational establishments is still actual. Thus, in the beginning of 2008, the number of teachers, who had the high education, was 15539 or 64%, the number of those, who had the uncompleted high education, was 1256 or 5%, the number of teachers of non-formal educational institutions, who had secondary special education, was 6023 or 25%, while the number of those, who had the general secondary education, was 1493 or 6%.

The National Pedagogical M.P. Dragomanov University began the task-oriented professional training of teachers for the system of non-formal education. Thus, on September 1, 2008, the task-oriented method in specialty “Non-formal education” was implemented, the program was elaborated and the teaching of new subject “The Basics of Non-formal education” was launched. The agreements on cooperation with non-formal educational institutions of Ukraine also are being concluded, the pedagogical practical training was organized in the non-formal educational institutions, teaching and methodical accompanying and preparing of manuals, the mass events are being organized. Special attention is being paid to common researches on the wide range of actual problems of non-formal education.

Scientific and methodical provision of non-formal education in Ukraine is a system of organizational measures, which supposes the availability of necessary scientific and methodical materials. Scientific and methodical provision is considered as the unity of scientific and methodical components.

Scientific and methodic provision of non-formal education in Ukraine includes such directions: firstly, teaching the teachers, perfection of their professional competency; secondly, increasing the efficiency of educational process in non-formal educational institutions in the way of its scientific reasoning and proper methodic provision.

The basic forms of scientific and methodic provision of non-formal education are the educational and scientific issues including: curriculums, manuals, studying books, methodic recommendations and so on.

Financial, material and technical provision of non-formal education in Ukraine is the system of organizational measures supposing the availability of necessary means and materials.

In Ukraine, the non-formal educational institutions as the parts of non-formal education are being financed by their founders (owners). Therefore, the state non-formal educational institutions are being financed from the state budget; the communal establishments from the corresponding budgets, the private establishments are financed by the founders (owners). Herewith, the non-formal educational institutions can also be financed from the auxiliary funds, which are legally permitted in Ukraine.

Therefore, the successful functioning of non-formal education system and improvement of its quality bases on its normative and legal, organizational and managing, personnel, scientific and methodical, financial and technical provision.

Non-formal education of Ukraine functions as a dynamical system in association with other components, where the development is defined by social and economical factors, by valuable orientations of society, by necessities and orders of children and parents. Herewith, the relation between the system of non-formal education and social ambient has the opened character and is revealed with changes both of ambient and of the whole system.

A special role in the development of system of non-formal education in Ukraine belongs to elaboration and implementation of contents and methods of non-formal education in accordance with modern requirements, to defining such forms, means, which would contribute to solving the problems of education, teaching, development, socializing of a person in his leisure time in non-formal educational establishments and in other social institutions (Figure 1).

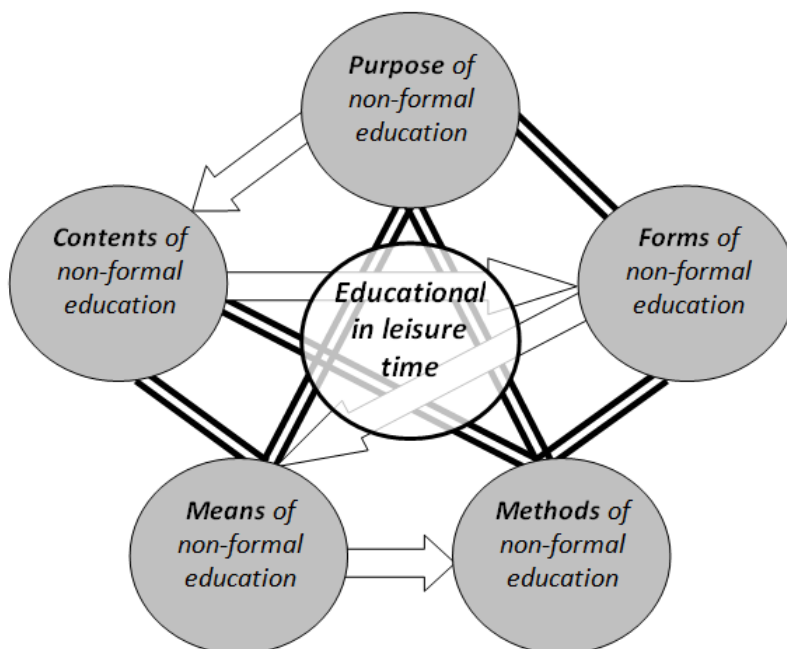


Figure 1
Methodic system of non-formal education in Ukraine

While defining and elaborating the effective methods of non-formal education under modern conditions, it is quite useful to apply the competency approach, which allows the due quality of non-formal education to be provided, the teaching process to be organized and managed according to the installed criteria.

Competency approach in the non-formal education in Ukraine is an approach, which is based on involving and considering the competency of a person into the tasks, objectives, contents, forms and methods of non-formal education. Hereby, the competency is being considered by us as a personal characteristic of a man, who completely realizes himself in his life, while having the proper knowledge, skills, experience and culture.

In the structure of competencies, which make the basis of realizing the competency approach in the non-formal education in Ukraine, the following points could be underlined:

1. *Cognitive competency is a competency for mastering the knowledge about culture, nature, engineering and society.*
2. *Practical competency is a competency for forming the practical skills of a person.*
3. *Creative competency is a competency destined to develop the creative activities, capabilities, talents and imagination of a person.*
4. *Social competency is a competency, which supposes the general culture of a person, ability of cooperating, self-realizing and self-definition.*

The objectives of the methods of non-formal education towards these competencies development provides the person's mastering the concepts, knowledge, expansion of world outlook, formation of practical skills; development of capabilities, talents, skills, master-ship, imagination, creativity; expands the general culture of a person, his politeness, abilities of cooperation and making decisions.

To make the methods of non-formal education on the basis of competency approach more effective, the principle directions of non-formal education in Ukraine are systemized in corresponding specialized profiles of teaching:

- artistic and aesthetical direction (choreography, theatric, artistic profiles of teaching);
- scientific and technical direction (scientific and technical, sportive and technical, subjective and technical, informative and technical, artistic and technical, productive and technical profiles of teaching);
- environmental and naturalistic direction (ecological, biological, agricultural, forestry, medical, chemical profiles of teaching);
- tourist and local historical direction (local history, tourist, sportive profiles of teaching);
- humanitarian direction (public sciences, philosophical, social profiles of teaching).

Realization of the non-formal education contents on the basis of competency approach is carried out in group, individual forms as well as in the form of their combination.

The best pedagogical effect during the competencies formation is given by the application of forms and methods systemized in four stages: the first stage – cognitive, second – practical, third – creative, forth – socializing.

The first stage relies on forming the cognitive activities of pupils, on pupils mastering the ideas, information, studying materials in directions of non-formal education. The most rational way is the application of such forms and methods of work as stories, explanations, talks, demonstrations, lectures, meetings with folk's masters, outstanding scientists, social functionaries, artists, excursions to the fairs, expositions of culture, arts, engineering and so on.

During the second stage, the practical competency is being formed; the organizational forms and methods aimed at practical skills being used. There are practical activities, laboratory works, exercises, instructions, rehearsals, experiments and observations in the nature, with the technical objects, exercises on organizing the working place, applying the materials and tools, orchestra and dancing rehearsals, vocal rehearsals, and workshops.

The third stage supposes activation of creative activity of students, formation of their creative competency. This stage can be realized effectively, when the leader of a circle can not only detect the possible problem but also solves it, filtering the amounted facts.

On this level, it is useful to apply the forms and methods, which could deepen and expand the knowledge, contribute to development of creative activities. For example, there are collective creative activities, projects, business games, trainings, problem situations.

The fourth stage is featured by the students carrying out the tasks independently, solving the problems independently, without any assistance of teacher. It is rationally to apply such organizational forms and methods as the independent work, self-education, and self-control, self-analyse, self-observation, debates, discussions, disputes, various final measures, actions.

4 Conclusion

Therefore, under the modern conditions in Ukraine, the completive increasing of role and quality of non-formal education as a multi-aspect social phenomenon, which contains social, psychological and pedagogical, economical and other characteristics, is being carried out.

It is recommendable to base the definition and elaboration of effective methods of non-formal education in the non-formal educational establishments on application of the competency approach. It is stipulated by the fact that the orientation of education to new results needs new approaches to provide the quality of-non-formal education, new criteria of its evaluation, to organize the education and

teaching process, as well as to administrate it. This orientation finds the most adequate reflection exactly in the competency approach.

5 References

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