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THE CONTEXTUALIZATION OF THE UKRAINIAN EXPERIENCE OF NON-FORMAL EDUCATION IN A BROADER EUROPEAN FRAMEWORK

ABSTRACT

The authors rely on the idea that the European experience of development and integration of non-formal education in the general education system shows the impact of the prevalence and value of education on the development of various social systems. In particular, human-centeredness as a basic principle of non-formal education is a condition for a fairer distribution of benefits as well as economic and social growth of the country. The connection between non-formal education and social work is presented through the development of the concept of "Learning Community". The idea of the concept is to increase the competitiveness of the local community by increasing educational opportunities and the corresponding status, economic, emotional, etc. growth. The dependence of economic growth of the community and the availability of educational services for the population is determined through the analysis of the data of the Human Development Index (HDI). Examples of the use of non-formal education for the implementation of social influences in European countries are given. The results of the analysis of indicators of the level of employment according to the monitoring report of the Ministry of Economic Development and Trade of Ukraine are presented. It is established that the lower the level of human education, the lower the percentage of its economic activity: the whole population – 71.8 %; with full higher education – 81.9 %; with vocational education – 74.6 %; with complete general secondary education – 58.6 %; with basic general secondary education – 49.9 % with primary general education – 9.4 %. The share of young people who do not work, study or acquire professional skills in the total number of people aged 15-24 is 14.5 %; 17.8 % of them are women, 11.3 % are men, 11.6 % are urban residents and 19.4 % are rural residents. Accordingly, the implementation of social policy aimed at economic activation of the population can be carried out through the introduction of non-formal education for people who due to age, family circumstances, health status, area of residence are socially excluded from community life. The potentials of non-formal education in the organization of social work with different categories of clients are formulated. It is proved that the use of non-formal education in social work as a tool of influence allows to provide the process of social support of resource-oriented approach, which relies on the strengths of clients through empowerment and consideration of needs.

Keywords: non-formal education, social work, social policy, categories of clients, social influence, learning community, empowerment, resource-oriented approach.



АНОТАЦІЯ

Авторки базуються на ідеї, що європейський досвід розвитку та інтеграції неформальної освіти у загальну освітню систему свідчить про вплив поширеності її цінності освіти на розвиток різних соціальних систем. Зокрема, людиноцентричність як основний принцип реалізації неформальної освіти є умовою більш справедливого розподілу благ, а також економічного та соціального зростання країни. Зв'язок неформальної освіти та соціальної роботи представлено через розробку концепції «Громади, що навчається». Ідея концепції полягає у підвищенні конкурентоспроможності територіальної громади завдяки нарощуванню освітніх можливостей і відповідного статусного, економічного, емоційного тощо зростання. Означено залежність економічного зростання громади та доступності освітніх послуг для населення через аналіз даних Індексу розвитку людського капіталу (англ. Human Development Index, HDI). Наведено приклади застосування неформальної освіти для реалізації соціальних впливів у країнах Європи. Подано результати аналізу показників рівня зайнятості населення згідно з моніторинговим звітом Міністерства економічного розвитку і торгівлі України. Встановлено, що чим нижчим є рівень освіти людини, тим нижчі відсоткові показники її економічної активності: усе населення – 71,8 %; з повною вищою освітою – 81,9 %; з професійно-технічною освітою – 74,6 %; з повною загальною середньою освітою – 58,6 %; з базовою загальною середньою освітою – 49,9% з початковою загальною освітою – 9,4 %. Частка молоді, яка не працює, не навчається і не набуває професійних навичок, у загальній чисельності осіб віком 15–24 роки становить 14,5 %; з них 17,8 % жінок, 11,3 % чоловіків, 11,6 % жителів міста і 19,4 % – села. Відповідно, реалізація соціальної політики, спрямованої на економічну активізацію населення, може здійснюватися за рахунок впровадження неформальної освіти для людей, які в силу віку, сімейних обставин, стану здоров'я, території проживання є соціально виключеними з життя громади. Сформульовано потенціали неформальної освіти при організації соціальної роботи з різними категоріями клієнтів. Доведено, що застосування у соціальній роботі неформальної освіти як інструменту впливу дозволяє надати процесу соціальної підтримки ресурсно-орієнтованого підходу, який опирається на сильні сторони клієнтів через наснаження й врахування потреб.

Ключові слова: неформальна освіта, соціальна робота, соціальна політика, категорії клієнтів, соціальний вплив, громада, що навчається, наснаження, ресурсно-орієнтований підхід.

INTRODUCTION

The experience of development of non-formal education and its integration into the general educational system of a European country confirms that anthropocentrism being the main principle of realization of non-formal education is the condition for more justified distribution of benefits (Vasylenko, 2013), economic and social growth. The value of non-formal education in social work and corresponding social changes is determined by its initial peculiarities of organization based on flexibility (ability to respond quickly to the needs of participants), voluntariness and equality (commitment to favourable social and psychological learning environment), relevance (compensation of lack of competence and reduction of causes and consequences of crisis situation).

The relation between economic growth of a state and availability of educational services for the population is represented in Human Development Index (HDI) used for



comparative assessment of poverty, literacy, education, average life expectancy and other indicators of a state (Lukianova and Anishchenko, 2014). That is, availability and quality of education is a key to poverty reduction and improvement of living standards. The following is a socially conditioned division of the contemporary educational system into three types: formal (implemented by educational institutions in accordance with the state licenses and confirmed by the state-recognized certificates, certificates of secondary education, diplomas); non-formal (organized by providers of additional training in accordance with the existing requests of the learners); informal (unorganized, spontaneous, unarranged training of the subjects of the information society). As the formal education is currently unavailable in Ukraine and irrelevant for socially excluded categories of the population due to the high level of resource consumption, the non-formal education is an important factor in improving the quality of life of different categories of social work clients. We consider the non-formal education as the process of additional purposeful dialogic training, education and development organized beyond the scope of the content, form and methods of educational and state institutions (Pavlyk, 2018).

Strong interconnection between social work and non-formal education is provided by the concept “Learning community”. Learning community is a sociocultural notion describing self-organized and self-developing system based on a strategy of unleashing the potential of the residents of the community for common economic advancement and social cohesion. The idea of the concept is to enhance the competitive ability of a territorial community due to the increase of the educational opportunities and corresponding status, economic, emotional etc. growth through the integration of all the subjects of the learning environment for development of educational infrastructure. The concept is introduced to ensure rights and opportunities of all the residents to access to education, lifelong training and dialogue (Anishchenko, Lukianova and Pryima, 2017). The special importance of such a concept lies in the informatization of the society, inability to provide equal conditions for access to the formal education, correlation between educational level and social status of a person, unstable socio-economic living conditions, and labour market needs.

The non-formal education is available for different social, age, professional, ethnic groups, which promotes socialization and integration of various categories of social work clients through the enhancement of the level of their stress tolerance and professional mobility, building adaptive capacities, gaining new social experience, learning new social roles, networking and creation of safe learning environment (Anishchenko, Lukianova and Pryima, 2017).

Considering the specified relevance, the main aim of the non-formal education in the field of social work and social security is the acquisition of professional, civic, socio-psychological competencies by socially excluded categories of the population for self-realization and social integration. According to the results of studying the experience of implementation of the non-formal education, it allows to adapt a person to social, economic and technological changes. Taking into account the topic of the work, the ability of the non-formal education to provide the effective psychological and pedagogical assistance to people in difficult life circumstances is also important.

THE AIM OF THE STUDY

The purpose of the article is to project the potentials and goals of the use of non-formal education in social work as a tool of social influence. Its results are based on the study of European experience in the organization of non-formal education for socially vulnerable groups and the analysis of the possibilities of its application in social work in



Ukraine. Research methods: study and analysis of best practices, designing the potential of non-formal education in working with different categories of clients, summarizing the monitoring report of the Ministry of Economic Development and Trade of Ukraine (Sustainable Development Goals: Ukraine, 2019) on the connection between the education level of Ukrainians and their economic activity.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Small temporal extent of the study is conditioned by the innovativeness of the category for Ukrainian educational paradigm and social policy. In particular, in 2017 for the first time the Law of Ukraine “On Education” defined non-formal education as the one that is obtained through educational programs and does not provide the award of state-recognized educational qualifications by the level of education. Nevertheless, it may result in the award of professional and / or partial educational qualifications. It is worth noting that the practical experience of non-formal education as a tool of social work and social support is more widely used, mainly in the activities of public organizations and borrowing European and world experience. A significant amount of scientific work is devoted to the description and comparative analysis of the use of non-formal education potential abroad: A. Honcharuk (substantiation of the special development of non-formal adult education in the European Union, 2012), N. Goruk (study of historical and theoretical background of non-formal education of women in the US, 2011), V. Davydova (study of Swedish experience in non-formal adult education in schools), 2008), O. Ogienko (study of the system of adult education in the Scandinavian countries in the second half of the XX century, 2009), V. Stryzhalkovska (characteristics of the support system for gifted children in non-formal education in the Czech Republic, 2012), O. Sandetska (characteristics of andragogical training of students in Poland, 2011) and others.

Foreign research in the field of non-formal education focuses on the impact of non-formal education on the level of social activity and political participation of the population (Fernandes, Lima & Miranda, 2017; Caramelo, Fitzsimons & Menezes, 2020; Denkowska, Fijorek & Wegrzyn, 2020; Busse, Lischewski & Seeber, 2019), as well as on the organization of non-formal education for socially excluded categories of the population (Augutavičius & Butvilas, 2018; Ngozwana, 2017).

The theoretical concept of our study describes the theory of non-formal learning through the prism of philosophical, sociological and psychological doctrines that contrast in formal (as mass, unified) and non-formal (as individualized) content of education. In contrast to the state formal education system, focused on the average citizen and the reproduction of the current social order, theories of non-formal education oppose the value of education, focused on the experience and needs of each individual, which will ensure humanization and democratization of society through social inclusion. The organization of non-formal education is aimed at resolving the conflict between the individual and the social group; search for social resources to meet their own needs; ensuring personally significant values, goals and aspirations; harmonization of interaction with the environment.

RESULTS

The analysis of scientific papers shows the existence of the works of a comparative nature aimed at contrasting educational forms and systems of Ukraine with those of other countries. Thus, N. Horuk researched the problem of non-formal female education in the USA (Horuk, 2011). The findings of the analysis of non-formal education condition in the Eastern Partnership Countries, presented in a collaborative study under the general



editorship of D. Karpiievych and H. Usatenko, are also of great importance (Karpiievych & Usatenko, 2012). Works of A. Honcharuk and O. Shapochkina describe the content of organization of the non-formal education in the European Union countries (Honcharuk, 2012; Shapochkina, 2012). The experience of non-formal education in Sweden, which is considered a sociocultural phenomenon, is described in the research of V. Davydova (Davydova, 2008). General analysis of the international experience of non-formal education allowed L. B. Lukianova to identify four vectors of its formation: socio-political (Nordic countries, North Europe – non-formal education as a tool for socio-politic development), culturological (the European Union – non-formal education as a tool for axiological development), politically active (the USA – non-formal education as a tool for sustainable development), and economic (Post-Soviet states – non-formal education as a tool for economic development) (Lukianova, 2014). The identified areas characterize the priorities of social changes and basic functions assigned to the non-formal education.

The study of European experience of the use of non-formal education in the social sphere allows us to assert its significant impact on social changes.

For instance, in Great Britain, where the non-formal education is a tool for involvement or return of the unemployed or vulnerable social groups to work, the non-formal education helps reduce the dependence of people on social services, decrease the level of marginalization and radicalization of the youth by creating conditions for the realizations of talents (Platonova, 2016). In Sweden, the non-formal education in study circles is a tool for social integration of people with mental and physical disabilities, mentally deficient ones and people with Down syndrome (Lytvynov, 2011).

The basic strategy of non-formal education in European countries is based on the European guideline for validating non-formal and informal learning (Cedefop, 2015; European Commission, 2008) which is aimed at solving the following tasks: promotion of the dialogue between the participants in non-formal education concerning recognition of the results of non-formal education; development of non-formal educational systems, the results of which can be transformed into a formal system of personnel qualification; regulatory support of the content of non-formal education courses for the recognition of their results; ensuring interconnections between the state qualification systems and procedures for recognizing the results of non-formal education; drafting ethical standards for storage of personal data of participants in non-formal education.

In accordance with the set task, the non-formal education is implemented through activities and programs planned in terms of goals and time of training which are aimed at developing professional skills, improving adult literacy and basic education. In particular, the relevant forms of non-formal education are the following: advanced training courses, structured online learning (including open educational resources), courses and programs of public associations organized for their members, target groups or society in general.

O. Lazarenko identifies the important actions to involve adults in lifelong education specified in the Action Plan "Learning for All" of the European Union (Lazarenko, 2011): 1) equalization of qualification through the modernization of education; 2) providing additional opportunities to persons who have not obtained the appropriate educational level/qualification; 3) reducing the number of unskilled people; 4) social integration of migrants; 5) raising the age for career development.

The work of N. V. Makhynia describes general trends in the organization of non-formal adult education in the European Union countries: decrease in the level of involvement in education with age; direct correlations between the initial educational level



of a person and his/her participation in additional education; reduction in the involvement of people in education owing to the degradation of social conditions in a country; lower prevalence of additional education in rural areas and among ethnic minorities (Makhynia, 2013).

The current situation of non-formal education development in European countries is characterized by the revival of civic education traditions; placing the idea of personal self-improvement in the new contexts, in particular on workplaces; support for the learning activities of retirees.

In *the UK*, in particular, there are adult education centers, departments of lifelong education at higher educational institutions, public colleges, short-term boarding colleges, learning organizations (companies that organize training for their own employees), universities of the third age. In *Germany*, there are public universities, workers' educational associations; churches and trade unions also provide educational services (Honcharuk, 2012). In her work O. V. Shapochkina described an interesting fact that the development non-formal education in Germany was a result of comparison of school performance in different countries (PISA study), after which an experimental model of a full-time school was introduced into the activities of formal educational institutions. Moreover, they have leisure centers and youth clubs. The researcher also identified current trends in the development of non-formal education of future teachers in Germany: government support and civic initiative; mutual influence and complementarity of formal and non-formal education in the system of lifelong vocational education; variability of methodological support for the fulfillment of the tasks of non-formal education (Shapochkina, 2012). We consider it important that in the UK there is a position of the Minister for Further Education, Skills and Lifelong Learning (Lukianova, 2014, pp. 52-59).

In the 60s of the 20th century in the *Netherlands*, the open work with young people was launched as a complement to youth movements and organizations; this activity involves certification of youth participation in volunteer programs. In the 90s of the 20th century, the activities to promote the social partnership of formal and informal educational institutions was started (Shapochkina, 2012).

Lithuanian experience in the organization of non-formal education is characterized by the reorganization of schools for adults into Adult Learning Centers, which use different forms of organization of the educational process (lessons, counseling, full-time and part-time learning), and involve various categories of the population – people who work different shifts, bring up children at home, declared legally incapable, and other categories (Viatiaris, & Chiuzhas, 2014).

Poland has a wide network of universities of the third age and schools for adults, institutes of lifelong education, and additional vocational training centers; there is training of future specialists in the specialty "Andragogy and lifelong education". The priority areas of non-formal adult education in Poland are the educational needs of regional labour markets, special social groups, professional or territorial communities, and individuals (Mykhalchuk, 2012).

At present, in *Ukraine* non-formal education is implemented in three main areas, covering all three sectors of social development: business education or commercial educational services; educational activities of public associations; socio-cultural and educational activities of public organizations. In the work of O. V. Vasylenko the following directions of activity of public associations for the organization of non-formal education have been described:



- education of vulnerable social groups aimed at relieving social tensions and developing stability through reintegration and social adaptation;
- education of elderly people for social inclusion and adaptation to the new conditions of the information society;
- civic education in the field of human rights, promotion of democratic values and integration of communities around the ideas of equality;
- education of people with disabilities as assurance of inclusion and access to educational services;
- professional practice-oriented training of specific categories of specialists;
- education for sustainable development focused on the implementation of the Sustainable Development Goals (2016–2030), one of the main directions of which is environmental education (Vasylenko, 2014).

Non-formal education traditionally focuses on certain target groups uniting people in accordance with certain socio-demographic characteristics (age, gender, life situation). The organization of non-formal education becomes especially important for categories of the population that have difficult access to the formal educational system: the unemployed, people with disabilities; rural and territorially excluded communities, low-income people, public sector workers, members of at-risk families, the elderly and retirees, migrants, internally displaced persons, beneficiaries of the penitentiary system.

The study of A. A. Lazorenko and R. A. Kolyshko (2010) specifies four target groups of vulnerable categories of the population: persons with limited access to the formal labour market (the unemployed in cities, people with disabilities, rural population); persons with low income (public sector workers, single mothers/fathers, working persons with disabled guardians, large families); older persons (persons of pre-retirement age in cities with vocational/higher education, persons of retirement age in cities with secondary education, older persons in rural areas); marginalized groups (homeless citizens, migrants, prisoners/ex-prisoners).

We have analyzed the employment rate indicators according to the monitoring report of the Ministry of Economic Development and Trade of Ukraine (Sustainable Development Goals: Ukraine, 2019). According to the data presented in the report for 2018, the average employment indicator of the adult population in Ukraine (20–64 years) is 65.6 %; 61.0 % of them are women, 70.5 % – men; 66.7 % – urban population, 63.2 % – rural population. An interesting fact is the significant increase in employment with age (the highest point – 79.4 % at the age of 40–49 years; the lowest – 17.5 % at the age of 60–64 years). Estimates of unemployment in 2018 correlate with these data: the entire population – 8.7 %; women – 7.4 %; men – 10.0 %; urban settlements – 8.6 %; rural areas – 9.0 %. There are some interesting data on the distribution of the level of economic activity of the population depending on the level of education: the lower the level of education, the lower the percentage indicators of the economic activity of a person (the entire population – 71.8 %, having complete higher education – 81.9 %, vocational education – 74.6 %, complete secondary education – 58.6 %, basic secondary education – 49.9 %, primary general education – 9.4 %). The main causes of economic inactivity in 2018 are given in descending order: retirement age (3628.0 thousand people), domestic/family responsibilities (2137.6 thousand), educational activities (692.5 thousand), health status (111.9 thousand), frustration (65.2 thousand), dependence (76.7 thousand), believe that there is no suitable job (48.5 thousand), seasonal work (18.5 thousand), do not know where and how to look for job (6.9 thousand). The percentage of young people who are unemployed, neither study nor



acquire professional skills, in the total number of people aged 15–24 is 14.5 %; 17.8 % of them are women, 11.3 % are men, 11.6 % are urban residents, and 19.4 % are rural residents. Thus, the social policy aimed at economic intensification of the population can be implemented through the introduction of non-formal education for people who are socially excluded from community life due to their age, family circumstances, health status, and place of residence.

We have formulated the potentials of non-formal education in organizing the social work with different categories of clients (see Table 1).

Table 1

Potentials of non-formal education in the social work

Categories of clients	Potentials of non-formal education
Unemployed	Starting your own business (start-up) due to the acquisition of additional economic, management skills etc.; retraining or advanced training; motivation to search for self-identity and realize oneself in the profession; formation of culture of learning; acquisition of skills of self-presentation and formulation of advantages in CV; researching the real needs of the labour market and covering them
Self-help groups Self-organized groups	Empowerment (encouragement), strengthening of self-confidence, team building, joint protection of rights and interests, mutual support and exchange of experience, meeting the needs for protection, membership, information, communication; changing public opinion; changing the perception of group members by studying group experience; reduction of social tension
Maladapted adolescents	Formation of a positive perception of education and cognitive activity through the creation of climate of equality, engagement, voluntariness, self-presentation; prevention of antisocial behaviour; formation of culture of learning and healthy lifestyle; involvement in community life; development of competences of self-presentation and self-realization in socially acceptable ways; formation of skills to counteract the risk factor; enhancing mutual understanding, solidarity, tolerance in communications; gaining social experience
Public officials and public sector workers	Advanced training; prevention of professional burnout, prevention of obsolescence of knowledge and skills mismatch; educational support for state reforms; promotion of innovation processes; support for professional and personal growth; civic education of specialists
Children	Meeting the needs for communication, individual cognitive and cultural needs; development and support of gifts; career guidance and implementation of career building technology; promoting cultural integration and advancement of learning in the field of human affairs; development of communicative, organizational, leadership qualities; socialization; development of creativity; self-knowledge
Women	Enhancing personal activity, promoting the socio-political activity of the women's movement, strengthening women's position in Ukrainian society, promoting gender equality, gaining competitiveness on the labour market, women networking according to their interests and needs, countering violence
People with disabilities	Full and effective inclusion in public life; providing equal career opportunities; overcoming social, communicative, personal barriers; team building and meeting the need for communication; involvement in the decision-making process; overcoming prejudices, stereotypes, discrimination
The elderly and people of senile age	Self-realization; promoting technical literacy; bringing people with common interests together; development of critical thinking; compensation of social ties; searching for and earning additional income; promoting interaction between generations; improving the quality of life and increasing life expectancy; meeting the need of belonging to a group; increasing vitality, improving emotional and physical condition; overcoming social isolation
Middle-aged people	Promoting the development of civil society; learning the skills to change lives in accordance with their own goals and aspirations; involvement in proactive and civic engagement; creating a network of public associations; creative self-realization; psychological support and development of skills to solve their own problems; adaptation to new socio-economic labour conditions; increase in income level



Continued

People in the penitentiary system	Shaping life values; engagement in socially useful activities; creating conditions for social reintegration; compensation and development of necessary personal qualities and educational/professional skills; establishing and maintaining socially useful ties
Migrants	Cultural and educational integration; adaptation to new socio-economic conditions; establishing communicative connections; availability of education; meeting cultural, educational, and cognitive needs
Young mothers	Return to work; ensuring competitiveness on the labour market; reducing the educational divide in the half-life of professional competence
Rural population	Providing access to high-quality innovative civic and vocational education; increasing competitiveness on the labour market; improving living standards and incomes; cultural and civil integration; social cohesion and formation of educational activism; implementation of the concept of continuous learning; meeting cognitive and cultural needs of society; promoting self-development, self-realization, creative self-expression
Students	Developing of professional competencies or mastering new ones; meeting the need for professional communication; promotion of employment; implementation of career building technology; ensuring academic mobility; creating space for self-realization; gaining practical experience
Combat veteran	Emotional comfort and psychological support, social rehabilitation of overcoming post-traumatic stress disorder, prevention of suicides and psychological ill-being; preparing family members for the return of demobilized personnel; early diagnosis of psychoemotional state; creation of secondary employment opportunities; teaching self-regulation skills

See further data for 2015–2018 on the website: Sustainable Development Goals: Ukraine. Decent work and economic growth. Monitoring report. <http://me.gov.ua/Documents/List?lang=uk-UA&id=938d9df1-5e8d-48cc-a007-be5bc60123b8&tag=TSiliStalogoRozvitku> Published on 30.08.2019.

The work of L. T. Tiuptia and I. B. Ivanova (2008) specifies the goals of social work with the groups that correspond to the above potentials of non-formal education:

- socialization (work with groups to develop social skills for functioning in a micro-society);
- interpersonal behaviour (groups of personal growth);
- individual orientations and values (group work aimed at changing value-based orientations);
- economic circumstances (group work with the unemployed and those who receive financial assistance);
- protection of the individual (group work with minorities);
- personal growth and development (T-groups);
- education, information, practice (legal groups, educational groups);
- organization of leisure time and compensation (development groups, leisure time groups);
- group changes and support (groups for work with families, communicative competence groups);
- changes of the environment (group work on changes of the surrounding living environment);
- social changes (group goals are associated with the social and political interaction of a group and other social institutions).

The implementation in non-formal education of its initial values, principles, meanings, allows us to achieve these goals in the organization of social work with various categories of clients. This effect is primarily a result of a balance between formal and non-



formal education of clients in order to increase the efficiency of the process of their social support. In this sense, the formal education is a rigid, solid foundation (HARD-system), which ensures the consistency and standardization of the obtained educational outcomes. However, the non-formal education is seen as flexible, live new formation (SOFT-system), which supports the formal education with relevant innovations, additional resources for development of clients' individual competencies. The difference between hard and soft systems of learning process organization determines the key distinction between formal and non-formal educational systems, reflected in the widespread focus on water in a half-full/half-empty glass (MitOst Editions, 2016). In particular, the focus on a half-full glass (fixation on resource) reflects a resource-oriented approach, according to which the starting positions of learning process organization are the following:

1) taking into account the knowledge and experience of participants of the learning process;

2) orientation towards the prospects and possibilities of the learning content;

3) implementation of development;

4) the determination of teaching materials in the learning process.

However, the opposite approach, deficiency-oriented, which, by analogy, corresponds to the vision of a half-empty glass (fixation on deficiency) has the opposite starting positions:

1) based on the knowledge and experience of a teacher or a specialist;

2) focused on the complexity and difficulty of the learning content;

3) implementation of curricula;

4) preliminary determination of teaching materials.

CONCLUSIONS

Non-formal education as a process of additional purposeful dialogical training, education and development, organized outside the content, forms and methods of educational institutions and state institutions, is available to different social, age, professional, and ethnic groups. Non-formal education promotes the socialization and integration of different categories of social work clients through the enhancement of their resilience and professional mobility, building of adaptive capacities, gaining new social experience, learning new social roles, networking and creation of a safe learning environment. The main aim of non-formal education in the field of social work is the acquisition of professional, civic, socio-psychological competencies for self-realization and social integration by the clients having difficult access to the formal educational system (the unemployed, people with disabilities, rural and territorially excluded communities, low-income people, public sector workers, members of at-risk families, the elderly and retirees, migrants, internally displaced persons, beneficiaries of the penitentiary system). We have described the potentials and goals of non-formal education in the organization of social work with different categories of clients. The use of non-formal education as a tool of social influence in social work allows introducing a resource-oriented approach into the process of social support, relying on the strengths of clients through encouragement and meeting the needs.

At present, the formation of non-formal education in the European Union countries is characterized by wide political, state and social recognition of its importance and the introduction of forms and methods of its organization depending on the needs of the population. Non-formal educational institutions in Europe depend on the socio-political and



economic situation in a country; at the same time, government agencies and public associations are the main providers of educational services.

We see prospects for further research in the empirical and experimental check-up of the impact of non-formal education on the socialization and social adaptation of socially excluded categories of the population; systematization and approbation of foreign experience in the validation of non-formal education to achieve socially significant goals and provide sustainable development.

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