

Problemy edukacji dorosłych w Polsce i na świecie

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Ways of institutionalizing non-formal education and mechanisms for validating and evaluating learning outcomes obtained outside formal education

Sposoby instytucjonalizacji edukacji pozaformalnej oraz mechanizmy walidacji i ewaluacji efektów uczenia się uzyskanych poza edukacją formalną

Słowa kluczowe: edukacja pozaformalna, edukacja przez całe życie, system edukacji, uznanie efektów uczenia się, walidacja.

Streszczenie: W artykule dokonano analizy dyskursu naukowego na temat problemu edukacji nieformalnej i wskazano przesłanki jej przekształcenia w wiodący nurt współczesnego systemu edukacji. Dokonano systematycznego i metodologicznego uzasadnienia tego kierunku edukacyjnego. Wskazano na deaktualizację interpretacji edukacji nieformalnej jako ogniwa pomocniczego w rozwoju zawodowym i osobistym człowieka. Stwierdzono, że niedocenywanie jego potencjału prowadzi obecnie do strat społecznych i bezpośrednich kosztów ekonomicznych. Rozwój myśli badawczej nastąpił według następującego algorytmu: uogólnienie wyników analizy terminologicznej edukacji nieformalnej; określenie jego korelacji z formalnymi i nieformalnymi elementami systemu edukacji; wyjaśnienie czynników wzmacniających jego rolę we współczesnym społeczeństwie; wizualizacja wyników badań wraz z informacją statystyczną Eurostatu na temat poziomu uczestnictwa w kształceniu i szkoleniu pozaformalnym obywateli krajów Unii Europejskiej w latach 2010 – 2019. Udowodniono, że rola edukacji pozaformalnej obecnie wzrasta, a zacierają się granice pomiędzy edukacją pozaformalną i formalną. Podkreślono wyniki naukowego różnicowania istoty edukacji pozaformalnej na czterech poziomach (państwowym, publicznym, instytucji edukacyjnej, indywidualnym). Przeanalizowano kierunki edukacji pozaformalnej, ukierunkowanej na zaspokojenie różnych potrzeb edukacyjnych: edukacja paraformalna – skierowana do osób, które z pewnych powodów nie uzyskały w terminie podstawowego wykształcenia; edukacja popularna – skupiona na rozwiązywaniu palących problemów społecznych wśród szerokich warstw społeczeństwa; edukacja dla rozwoju osobistego – ma na celu samorozwój jednostki, zaspokojenie potrzeb edukacyjnych; nieformalne programy szkoleń zawodowych – zbiór szkoleń, kursów, programów organizowanych przez firmy i agencje

prywatne. Przeanalizowano światową praktykę uznawania efektów kształcenia pozaformalnego. Ujawniono doświadczenia poszczególnych krajów dotyczące mechanizmów uznawania efektów uczenia się uzyskanych poza edukacją formalną.

Key words: non-formal education, lifelong education, recognition of learning outcomes, validation.

Abstract: The article analyses scientific discourse on non-formal education and highlights the prerequisites for its transformation into a leading trend in the modern education system. It justifies this educational trend systemically and methodologically. Likewise the article proves the deactualization of interpretations of non-formal education as an auxiliary link in professional and personal development. It shows that underestimating one's potential leads to social losses and direct economic costs. The research is based on the following algorithm: generalizing findings of a terminological analysis of non-formal education; determining its links with formal and informal components of the education system; specifying factors in strengthening its role in modern society; visualizing findings with Eurostat's statistical information on participation rate in education and training (last 4 weeks) by type, sex, age and educational attainment level obtained between 2010 and 2019. Finally, the article analyzes how the outcomes of non-formal education are recognized all over the world. It discloses the experience of some countries regarding the mechanisms of recognizing learning outcomes obtained outside of formal education.

Introduction

Over the past few years, there has been a shift in emphasis from the initial (primary, secondary, higher) education to lifelong education, which is becoming extremely popular and related to non-formal education. Scientific discourse on lifelong education is also inextricably linked to non-formal education. One of the important steps in promoting non-formal education is the recognition of its outcomes and certification. Appropriate mechanisms are being created and actively used. Their use is undoubtedly a powerful incentive to resume learning and allows one to save both material and personal resources.

The issue of non-formal education is not new to modern science. Many researchers attempt to consider it as a component of lifelong education (R. Dave, H. Collie, K. Cullen, M. Forrest, P. Davis, M. Eraut, D. Field, P. Fordham, P. Hodgkinson). At the same time, some scholars study theoretical issues related to defining its essential features and characteristics (S. Babushko, O. Banit, I. Lytovchenko, N. Paziura, O. Shapochkina, O. Vasylenko). Many Ukrainian and foreign researchers are interested in the principles of non-formal education continuity (F. Coombs, R. Dave, E. Faure, V. Horova, H. Hummel, N. Ishchenko, G. Koptazh, P. Lengrand, N. Rozov, S. Vershlovskiy). Some researchers analyze a system of active teaching methods used in non-formal education (I. Lerner, M. Levy).

Despite the increasing number of relevant works, the issue of non-formal education still requires to be systemically and methodologically justified. Interpreting it as an auxiliary link to formal education does not correspond to its role in transforming education into lifelong learning. At the same time, the issue of recognizing learning outcomes obtained outside of formal education is becoming increasingly

important. Blid (2000) claims that non-formal education has deeper historical roots than formal education. As noted by Klimov (1998), "one of the first researchers of this particular issue, the term "non-formal education" was introduced in the 1970s in the context of the then-ongoing discussion on the global crisis of education, the depth of the educational crisis and radical changes in education" (p. 18).

This research is based on the following algorithm: generalizing findings of a terminological analysis of non-formal education; → determining its links with formal and informal components of the education system; → specifying factors in strengthening its role in modern society; studying the world experience in recognizing learning outcomes of non-formal education.

Generalizing findings of terminological analysis

In scientific and official sources, there are many interpretations of non-formal education, which sometimes differ significantly. The following definitions are often interchangeable: non-formal education; learning outside formal education; out of school education; additional education; folk building (popular education); leisure time learning; open youth work; lifelong learning; continuing education; further education and many others. Such a terminological diversity lies in different approaches to interpreting the concept of non-formal education and differences in the educational process in different European countries.

In 2011, the UNESCO General Conference revised international standards for the classification of education. They note that non-formal education is becoming an institutionalized and purposeful form of education planned by a person or an institution providing educational services (Memorandum nepreryvnogo obrazovaniya Yevropeyskogo Soyuza 2001). Some scholars support this approach and treat non-formal education as an institutional activity, while others believe it is disorganized learning that seeks to meet personal needs. Some assume that non-formal education is aimed at obtaining qualifications required by actors in education, which may or may not be recognized as formal education qualifications or their equivalents by the relevant national or subnational education authorities. At the same time, others state that non-formal education is disorganized learning associated with engaging in amateur activities, expanding worldview, acquiring skills necessary in everyday life and personal communication. According to Simkins (1977), non-formal education does not follow strict institutional regulations. Its growing social role today is associated with changes in the priority of the functions performed, namely, from a compensatory to personal factor in human development.

This article supports Klimov's (1998) interpretation of non-formal education as "a conscious, somewhat organized and controlled process of lifelong learning. It is an open form of knowledge acquisition, which focuses on specific educational needs of different social, professional and demographic groups" (pp. 12–13). An important feature of non-formal education is the lack of standardized requirements for learning outcomes.

According to Shiger (2006), non-formal education is any type of organized and systematic activities that does not coincide with activities of schools, colleges, universities and other institutions within the formal education system. It involves specific forms of work, taking into account adults' specific needs for knowledge. At the same time, the forms of work and topics of non-formal education are rather diverse. They are based on the same principles, including "needs-based learning", "links with practice", "flexible programmes, schedule, choice of venue". This is its main difference from formal education.

The modern definition of non-formal education acquires new angles. As stated by the European Association for the Education of Adults (EAEA), it is a specially organized educational activity designed to promote personality development, enhance one's potential in social relations and activities through deepening knowledge and understanding; to correlate one's thoughts and feelings with those of others; to develop skills and ways of their use (European Association for the Education of Adults nd). This understanding of non-formal education includes any learning activity aimed at achieving goals and takes into account the social aspect. Thus, non-formal education covers virtually all educational activities not aimed at obtaining a degree or recognized certificate; learning which takes place outside of institutions planned by the school or professional context (Mukhlaeva 2010).

Given the development of scientific-pedagogical knowledge, the term "non-formal education" has undergone certain changes under the prevailing influence of different approaches on its content (personality-centred, pragmatist, socio-cultural, functional, andragogical). One should pay particular attention to Gredstaff's (1982) view on the need to analyze non-formal education through the prism of a contextual approach. It is the contextual approach that allows one to address this educational trend in each case, avoiding scholastic discussions on its general essence since the concept is universal.

The most important features of non-formal education are accessibility, optionality, short-term forms, self-management.

The analysis of the term "non-formal education" makes it possible to distinguish its functions. They are as follows: to promote the development of social partnership; to improve the social situation in society; to help one to achieve success due to the adjustment of educational activities and curricula to the needs of learners; to increase one's social level; to strengthen the overall potential of an institution or organization, which has a positive impact on its development; to cultivate competent participation in various social activities.

Moreover systematization and classification of existing definitions, interpretations and approaches have enabled scientific differentiation of the term "non-formal education" at four levels:

- I. *At the state level* (a component/sub-system of continuing education, lifelong education, which covers public and private educational institutions, organizations,

foundations, centres, associations; relevant education authorities and research/educational institutions);

- II. *At the social level* (an academic activity with the target audience in formal or non-formal educational institutions, public organizations, adult education centres, academic clubs, popular schools, as well as during individual lessons with a tutor or coach; implementation of various educational programmes aimed at developing soft skills);
- III. *At the institutional level* (a component of continuing professional education; an independent or complementary component of formal and informal education; a component aimed at developing additional competencies following professional requirements);
- IV. *At the personal level* (conscious academic activity following one's motives and needs with the use of relevant forms, methods, techniques and means of learning).

Many forms, areas, definitions and interpretations of non-formal education have caused the issue of its systematization. One of the most successful attempts is the classification of Carron and Carr-Hill (1991). They identify four areas of non-formal education aimed at meeting different educational needs. These areas serve different groups of consumers, imply the participation of different educational agents and, above all, relate to the formal educational system:

- 1) *Paraformal education* is designed for those who, for some reason, did not obtain basic education timely. It aims to provide education of an appropriate formal level. On the one hand, paraformal education can be considered as a subsystem of formal education (evening schools, literacy programmes, distance learning). On the other hand, it is a type of education characterized by a part-time mode of study, as opposed to formal education (a full-time mode).
- 2) *Popular education* seeks to solve acute social problems of the general population. This is the least institutionalized sector, common among religious organizations, political parties, associations, which can sometimes be supported by regional authorities.
- 3) *Education for personal development* involves self-development (art, literature, foreign languages).
- 4) *Professional training* is a set of training sessions, courses and programmes of professional development organized by companies or private agencies (Carron and Carr-Hill 1991, p. 21).

Comparing formal and informal education

It is essential to compare formal and non-formal education. It is extremely relevant for higher education today.

A retrospective analysis of this particular issue shows that non-formal educational institutions have not been recognized by formal educational institutions for a long time. The issues of non-formal education recognition and its coexistence with formal education have caused sharp controversy. Nowadays, however, society

is in need of non-formal education, which requires one to specify the place and role of this educational sector. According to Billet (2001), both forms of education complement each other, even though having certain differences. The opposition between formal and non-formal education is considered unproductive. At the same time, the actions based on the complementarity of different types of education are viewed as expedient.

It is important to note that there has been no clear opposition between formal and non-formal education. In the USA, such opposition was not observed until the 1960s, given the government's non-interference in the sphere of education. Instead, there were some prospects for the convergence and interaction of different types of education (public, private, religious, and others).

In 1967, the International Conference on the World Crisis in Education in Williamsburg proclaimed non-formal education to be part of international discourse on educational policy. It was noted that educational and economic growth did not always and not all coincide, and many countries were experiencing political or economic difficulties in financing formal education. It was concluded that the formal education systems of many countries were too slow to adapt to emerging socio-economic changes. Yet, their conservatism and inertia of societies themselves much complicated this process (Smith 2015). It is these ideas that prompted clear definition of such categories as formal, non-formal and informal education.

Many foreign scholars believe that the so-called idea of a bottom-up movement caused the separation and strengthened the role of non-formal education. In particular, Fordhman (1993) emphasizes the obligatory participation of students in the planning of learning. The researcher believes that this approach allows one to expand understanding of the social structure of education and, if necessary, make adjustments. Jeffs and Smith (1999) also deal with this issue and draw attention to the existing contradictions in the curricula of formal and non-formal education. The curricula initiated by the state belong to formal education and are organized on an up-bottom basis. Non-formal education is aimed at realizing the interests of learners, i.e., on a bottom-up basis.

Thus, non-formal education can both complement and enrich formal education and act as a separate educational area of lifelong learning.

Modern regulations of non-formal education in learning society

Today, the system of non-formal education in the developed countries is of the same importance as formal education since it is the person who finds optimal conditions for personality development. According to the UNESCO Institute for Statistics, the number of adults enrolled in educational programmes in the developed countries far exceeds that of children and adolescents. In these countries, up to 40-50% of the adult population are engaged in various educational activities (OECD 2011).

Below is the importance of non-formal and informal education in the modern educational space:

- according to UNESCO, 85% of the working population have acquired the necessary knowledge and skills for work outside of formal education (EK 2006);
- in the Scandinavian countries (Denmark, Sweden, Finland), more than 50% of the adult population are engaged in non-formal education (Moskvin 2009);
- according to *the Global Report on Adult Learning and Education* (2009), the number of adults engaged in the system of formal and non-formal education exceeded 37% in the European Union in the early 21st century. The highest rates were recorded in Sweden – 73.4%, Norway – 54.5%, Finland – 55% (UNESCO 2009).

This priority of non-formal education lies in its flexibility, variety of forms, as well as great opportunities for one's socialization. Besides, it involves mastering new social roles and promoting spiritual development, self-education and self-improvement.

Eurostat's statistical monitoring and analysis of adult education over the last ten years show that the level of participation of EU citizens in non-formal education has mostly positive dynamics (Eurostat 2020). The positive changes in the first (2010) and last (2019) years of the analysis prove that the vast majority of countries have increased citizen participation in various programmes of non-formal education (+7.3% – Sweden; +4.6% Finland; +3.1% – Hungary; +3.3% – Slovakia) (Eurostat 2020).

The power of non-formal education is in its research, innovation, experimentation. Due to non-formal education, one can implement the forms and content which, for some reason, have not become widespread in the formalized system. In turn, they enrich formal education after being tested and proved to be in-demand.

Scholars believe that non-formal education has great potential since the forms it uses can respond to new needs more flexibly and provide the education system and the labour market with what is available at the time. New information comes from everywhere and creates an information field in which one can acquire knowledge and new skills without understanding the very learning process. It is the ability to meet many educational needs and stimulate further development that explains the growing role of non-formal adult education.

Non-formal adult education is an influential factor that enables self-development defined by the adult's need for lifelong learning which is due to socio-economic and cultural changes in society. Instead, underestimating its potential now leads to social losses and direct economic costs.

Generalizations made at different methodological levels of studying non-formal education have made it possible to identify the stages of learning and cognitive activities of individuals involved in non-formal education. They are the following: *intuitive* (characterizing the emergence of the motive behind the cognitive activity, emotion and continued personal interest); *active* (a conscious choice of optimal methods, tools, forms of non-formal education and use of acquired competencies

in learning, professional and social activities); *creative* (a striving for lifelong learning supported by a stable motivation for action).

In most countries, non-formal education has become an influential and independent part of the national education system. It is expected that non-formal education will dominate the adult education system in a few decades. This fact highlights the issue of confirming and recognizing learning outcomes of non-formal and informal education and developing transparent and clear mechanisms for their evaluation in both national and European contexts.

The issue of recognizing learning outcomes of non-formal and informal education

The leading trend in the current development of non-formal adult education has been the global movement for recognition, validation and accreditation of non-formal and informal education, proclaimed and supported by international educational organizations and many countries all over the world. Relevant documents include the following: European Guidelines for Validating Non-Formal and Informal Learning (CEDEFOP 2015), Council Recommendation of 20 December 2012 on the Validation of Non-Formal and Informal Learning (2012); UNESCO Guidelines on the Recognition, Validation and Accreditation of the Outcomes of Non-Formal and Informal Learning (2012); Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 "Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All" (UNESCO 2015).

Currently, the validation of non-formal and informal education is of great importance for the whole of Europe. Most member states of the Organization for Economic Cooperation and Development (OECD) of the European Commission are members of a cluster (a group of experts) on mutual learning. They consider such validation to be an important element of national policy in education, learning and quality assurance.

The need to recognize the outcomes of non-formal education is in line with several factors (demographic, economic, geographical, political and social). This recognition can have a positive social effect for university students (they can deepen professional skills and accelerate graduation), employees (they increase their status) and society as a whole, its macroeconomic development. Social effects include the recognition of qualifications or access to further education for those who, for some reason, have not had the opportunity to obtain formal education.

The participation of many countries and the European Commission shows that validation is indeed an essential element of national policies in the field of education, learning and employment.

Practice and mechanisms for recognizing outcomes of non-formal education

The validation of non-formal and informal education in Europe can be implemented in different ways. When validation is considered as an integral part of the current education system, it acts as another educational route approved at the national level, leading to learning outcomes and possible certification. In some countries, the validation of non-formal and informal education operates along with the formal system. Its management is different, although the elements of formal education infrastructure serve as educational correlation criteria and standards of non-formal qualifications. At the same time, validation can be a completely separate process that has specific forms of recognition and is not linked to the formal system either institutionally or in terms of standards or certification (CEDEFOP 2009).

Experience shows that the outcomes of non-formal and informal education can be recognized by both educational institutions and independent organizations. The procedure itself lies in the official recognition of one's qualifications within the formal qualifications system. The qualification framework determines the set of knowledge, skills and abilities, as well as their dynamic combination in the form of competencies for the education of different levels and different areas of use. In addition to the qualification framework, an important condition for the effectiveness of recognition is to ensure the quality of the procedure itself, which can take various forms (interviews, examinations, tests, simulations, job monitoring).

Traditionally, countries interpret "the recognition of outcomes" differently, depending on the implemented public policy. Hungary, Iceland, Norway and other countries see the recognition of non-formal learning as the removal of barriers to formal education. It is possible to implement the recognition of outcomes for formalization in the form of a standard document (Reuling and Hanf 2003). At the same time, Hungary, Chile, the UK and Belgium understand the role of non-formal education validation through the reduction of study hours by excluding some optional courses with special credits for R&D.

In higher education in Western Europe, there are several national models for recognizing the outcomes of non-formal and informal education. The most successful ones are the French and British models. The French model is used at the University of West Brittany (Brest, France), and the British model is most successfully implemented at the University of Chester, the University of Derby and the University of Middlesex (Field 2006).

Since 1998, the University of Chester has been recognizing the outcomes of non-formal and informal education obtained by individuals without higher education during employment. They have established the centre for work-based studies for such purposes. The staff of the centre have developed a methodology for evaluating the outcomes of non-formal and informal education. They have also provided options for creating alternative educational trajectories to obtain a bachelor's or a master's degree. This methodology consists of the following stages: an interview

at the centre to find out the grounds for a claim (to formalize the outcomes) and determine the level of education (6th or 7th) for which one submits it; to fill in a claim form, which contains an extended analytical essay describing the competencies, skills and knowledge acquired independently or as a result of practical experience (certificates of internship, participation in online courses, seminars are also taken into account); to finalize the claim under the guidance of a tutor, that is an employee of the centre.

This stage aims to correlate one's experience and existing competencies with the current university plans; to determine whether the curriculum can be credited based on the results of practical experience; to identify courses, modules and disciplines to be further studied to obtain an appropriate degree. The established rules of the University of Chester state that an applicant can be enrolled in up to 2/3 of the courses of the curriculum based on the provided certificate (detailed analytical essays, certificates) and available practical experience.

The University of Western Brittany has introduced a similar model. Its most important features are the public procedure, namely, the applicant's oral presentation of his or her learning outcomes to a special commission; the opportunity to recalculate all disciplines of the curriculum and obtain an appropriate degree without passing any additional modules.

According to the guidelines of the Council of Europe, all European universities were expected to start the recognition of non-formal and informal learning in 2013. However, this process has only begun in the countries of continental Europe, and most European countries do not yet have national strategies in this area (Talbot 2016, p. 7).

This article also presents how individual countries address the validation of non-formal and informal education.

The Republic of Korea has a well-structured academic credit bank system. It is the educational system that officially recognizes different types of educational experiences within formal and non-formal education. The openness of the system lies in enabling learning at any time, anywhere, at the chosen pace of study. The credit-based learning process allows one to obtain a bachelor's degree (24 areas) and a master's degree (14 areas). Such openness and convenience can be recognized as a way to create a society of lifelong learning. Currently, this academic credit bank system is quite powerful. Indeed, it is represented by 495 educational institutions of various types, including 129 centres for continuing education under agreements with universities, 100 such centres under agreements with colleges, 34 colleges, 65 private professional institutes, 38 private technical institutes, 27 military schools.

In the OECD, *the academic credit bank system* was presented as a SYSTEM of economic cooperation and lifelong development, whose providers are formal,

non-formal and informal education (Ministry of Education, Science and Technology 2009).

In Canada, most public colleges recognize the outcomes of previous education. The states of British Columbia, Quebec and Ontario offer a procedure for recognizing adult education at the secondary school level. Recognition is used to evaluate knowledge and skills under specific criteria. Establishing clear, measurable criteria is a prerequisite for a quality evaluation process. The evaluation covers various methods, such as demonstrations, structured interviews, presentation of examples or products. Importantly, evaluation recognizes knowledge and skills acquired through experience rather than the experience itself.

There are no national standards for evaluation in Canada. However, most educational institutions and professional licensing and certification bodies have elaborated official policies to guide this activity. They believe that the recognition of competences acquired through non-formal education has certain advantages. In particular, it is associated with providing access to quality education and eliminating the need to learn things already known. Besides, recognizing knowledge and skills increases confidence, self-esteem and motivation to learn. At the national level, the recognition of prior learning outcomes is handled by the Council of Ministers of Education of Canada and the Canadian Association for Prior Learning Assessment (CICIC 2020).

In Poland, for several years, intensive work has been underway on changes in the area of non-formal education. They concern not only the development of a system for the validation, recognition and transfer of learning outcomes, and consequently qualifications, but also the organisation and standardisation of the vocabulary used in this area. The Integrated Skills Strategy for 2030 (ZSU 2020) aims to contribute to a more effective recognition, validation and certification of learning outcomes, regardless of how these outcomes were obtained. The document also draws attention to the development of validation counselling and validation of prior learning outcomes at national, regional and local levels.

It is important to note that mechanisms for recognizing outcomes of non-formal and informal education cannot be universal for all countries. At the national level, one should consider the conditions under which this recognition becomes appropriate. In some cases, it implies the obligatory creation and implementation of a new regulatory framework, which is already a barrier.

However, experts emphasize that the success of procedures for recognizing outcomes of non-formal education and self-education depends on the level of public confidence, which requires statistical information for comparative analysis and independent monitoring of the outcomes. First of all, recognition procedures should be based on professional evaluation methods, relevant and clear criteria.

Despite the use of different theories and practical actions, the contradictions and obstacles to recognizing the outcomes of non-formal and informal education are

quite similar. In this regard, it is essential to cite the conclusions of the OECD expert P. Verquin, who identifies and systematizes them. They are as follows:

- *Stakeholders*. There are significant differences between social partners (interested in using skills, knowledge and abilities acceptable in the production environment) and the government (interested in establishing educational institutions).
- *Methodology evaluation*. There is some mistrust with the quality of qualifications based on the evaluation of outcomes of non-formal and informal education. At the same time, recognition may negatively affect the status of formal education.
- *Standards*. Formal education standards usually follow the standards of the Ministry of Education. The recognition of non-formal education requires the involvement of employers and the Ministry of Labour.

Conclusion

Nowadays, one can observe the rapid complication of technological processes, which necessitates constant training, retraining and advanced training of many categories of people. Formal education can no longer meet all the challenges. Therefore, modern universities need to update the basic approaches and concepts of learning that describe learning technologies and mechanisms to be able to meet the educational needs of adult students. One of such technologies is the recognition of non-formal learning.

The growing interest in developing both methodology and methods for recognizing non-formal education suggests the following. First, the role of non-formal education is growing, the boundaries between non-formal and formal education are blurring, and formal education needs to enrich its content through non-formal education. Secondly, there is a significant tendency to involve various categories, in particular university students, in lifelong learning, which takes place not only after the completion of formal education but along with it.

There are several reasons to recognize the appropriateness of outcomes of non-formal and informal education. For one, such recognition is associated with “real-time learning” and relevant tools and is an important motivating factor.

One should also pay particular attention to another aspect. The development of mechanisms for recognizing non-formal education allows universities to expand their activities, exceed research and traditional educational programmes, which will help attract non-traditional sources of funding. Besides, the recognition of non-formal and informal learning requires institutional, administrative and cultural changes.

Therefore, the above-mentioned issues are rather general, so solutions to them should be collective.

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