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DEAR FRIENDS!

The idea of the project was emerged from discussions in the newly formed sub- group on education of Group 4 “Contacts between people” of Civil Society Forum of the Eastern Partnership (Poznan, Poland, November 28 – 30, 2011). Formation of a specified subgroup was quite natural, as among participants of the Third Meeting of the Forum from both EaP and EU countries there were a lot of those whom issues of education are a matter of life and professional interest for.

Non-formal education as an important component of lifelong learning has been defined in the discussion as a framework problem because it:

- defines the interaction between civil society, NGOs and the government, as well as with formal education;
- makes it possible to involve different social groups (including those that require special treatment and attention) and different ages (from children and young people up to the category of “45 +”) into the educational process;
- is one of the priority components of social change (such as lifelong learning) in the EU. But is not yet the norm for the EaP countries. And non-formal education can correct this situation.

But over the last decade, the field of education in the former Soviet Union, Eastern Partnership countries in particular, had passed a number of significant changes: from the emergence of private institutions, changed system of knowledge assessment and duration of schooling to the national framework of qualifications and changes in the system of scientific degrees.

And trying to work out a common strategy we have come to comprehension that there is no overall picture, no common view of the situation with non-formal education, with a policy of “lifelong learning”.

Preparing an overview of each of the Eastern Partnership countries and the comparative analysis of non-formal education has been possible thanks to the financial support of the Ministry of Foreign Affairs of the Czech Republic.

Overall coordination of the project was provided by Ukrainian NGO Europe XXI Foundation (representing by Galina Usatenko). Association of additional education and enlightenment of Belarus (representing by Dmitry Karpievich), the social organization of the Armenian Union of Civil Servants (representing by Vache Kalashian) and the Institute for International Cooperation of the German Adult Education Association (representing by Bettina Brand) were partners in the project.

Getting started a review, we were aware that there are national characteristics of education reforms, but there were some common pain points and overall trends. To determine these pain points, find solutions to problems, and also for the formation of national education policies in the context of regional policy and European transformations in education our cooperation was guided.

The Findings

At the meeting in Kiev on October 14-15, 2012 when all the members of our collaborators and expert working groups have tried to develop general recommendations on, the main thesis sounded, “*We are all different and everything in our education is different. And that is, what we have in common*”.

But then we found that the role of non-formal education was the key for our region, for the countries of the Eastern Partnership: to improve quality of life, and for the formation of a worldview in our societies and the culture of “lifelong learning”, and for the formation of civil society, which NGOs are competent and effective, and required providers of educational services in.

Attention to non-formal education, initiated by our group in the framework of the Civil Society Forum of the Eastern Partnership, is an important component for work in each of the countries. For example,

in Ukraine the International Renaissance Foundation has supported the preparation of national position paper and creation of a platform (in the format of a festival) for a broad public discussion of non-formal education as a whole, advocacy to the authorities the content and mechanisms of implementation of non-formal education, etc.

New initiatives are identified in other countries as well.

I hope that our joint work - the book - will be useful to all who are interested in education in general and lifelong learning, youth work, vocational training, etc.

Of course, this study cannot claim to be complete and comprehensive information on the situation in each country and the region as a whole. Political situation is volatile, volatile non-formal education is as well. But for the first time we have an opportunity to look collectively at the situation and in the course of further discussions in each of the countries and on the Civil Society Forum of the Eastern Partnership, to seek and find out the way for democratic transformation.

In turn, I express gratitude to all those who have made our cooperation possible: Betina Brand, Dmitry Karpievich, Vache Kalyashyanu, all co-authors of research for professional and interested cooperation. A team of Europe XXI Foundation - for the smooth and efficient work.

Sincerely,
Project Coordinator
President of the Europe XXI Foundation
Galina Usatenko

Oksana Parashchuk
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Europe XXI Foundation

"NON-FORMAL EDUCATION FOR REGIONAL DEMOCRATIC TRANSFORMATION"

Non-formal education as a worldview and a component of Europe 2020 Strategy

Community development depends directly on the state of education. Especially, the role of education strengthens in a time of social and economic transformation. Countries of the Eastern Partnership (Azerbaijan, Armenia, Belarus, Georgia, Moldova, and Ukraine) have reformed and continue to reform the education system. Of course, each country has its own rules, its own experience and its own traditions. But it is important also that the countries of the Eastern Partnership, for the past 20 years, entered into Europe with democratic values, common to all social and economic problems, challenges in higher education and vocational training, the objectives of education for life and so on. Thus, our countries pass the path of transformation of education in national societies and systems, and are involved in European and – increasingly global – educational processes.

As we know, from the second half of the twentieth century the ways of renovation of educational systems, facilitating the transition from the principle of "education for life" to the principle of "lifelong education" have been found. The aim of education policy is to create conditions that allow to study, receive modern general and professional knowledge, and thus realize the individual pathways and to address urgent problems of modern society. Indicator of a profound transformation of higher education in general and the formation of human capital is what the United Nations has declared XXI century the "Century of education."

Education for life was defined as a philosophy of education of early twenty-first century and actualized a number of innovative approaches in education, changing cultural attitudes and social relations, had a considerable impact on the labor market, etc. A key element in the process is to strengthen the role of non-formal education (NFE) and the recognition of non-formal learning as such.

If you try to compare the current state of the education system in the European countries and the countries of the Eastern Partnership, you can see that one of the key issues is a difference in the culture of public perception of the relation of formal and non-formal education. On the one hand, the EU and the European Commission are developing guidelines for the validation, the actual results and the certification of non-formal and informal education. [1] On the other hand, in the Eastern Partnership countries the concept of NFE is defined: additional education in Belarus, non-formal education as a component of professional education in Azerbaijan and Armenia, approved, but has not developed yet the concept of non-formal education in Moldova, declared, but is not legally formalized the lifelong learning and non-formal education as a component in Ukraine.

The situation is complicated with the legal recognition and, therefore, validation of non-formal education the fact that our societies are not developed a culture of trust in the activities of civil society organizations and the authorities – the delegation of authority, particularly in the field of education.

During the analysis of the non-formal education in the Eastern Partnership countries, we believe in the generally accepted definition of a number of documents of the European Union, in particular in one of the last – Recommendations on the validation of non-formal and informal education. [1] Non-formal learning is implemented through the planned activities (in terms of learning objectives, learning time), where there are some forms of learning support (e.g., student-teacher ratio). It may spread on programs aimed at developing

skills, adult literacy and basic education for students who have not completed school. Common variants of non-formal learning are training in companies to update and improve the skills of employees (such as ICT skills), structured online learning (e.g., through the use of open educational resources), as well as courses organized by civil society – organizations for their members, their target groups or the general public.

Recognition, validation of non-formal and informal education in the EU Member States makes a significant contribution to the European Union's desire to achieve a reasonable, sustainable and inclusive development Europe 2020 Strategy. The role of NFE is defined as a key in functioning of the labor market, addresses the issue of skills shortages in growth areas, supports the economic recovery as a whole, and also promotes the professional and geographical mobility.

For countries of the post-soviet space transformation and reform in the education system is a component of more than the labor market. This is primarily a “transformation of consciousness”, “transformation in the head” in culture and consciousness of society as a whole: from the typical mix of Soviet socialism and feudalism to modern Western democratic approaches. And the recognition and validation of non-formal education systems acts as original engine and an indicator of democratic transformations. Non-formal education accumulates and updates a series of problems: the state of formal education and its dynamic, open to social and economic processes, the need to create an adequate national system of qualifications, changing the principles of the educational process, in particular focus on competence and individualized approaches, recognition of NGOs as effective providers of educational services, changes in a society's culture and value of “lifelong learning”.

Despite the significant differences in the education systems of the EU and the EaP, formed due to the ideas and mechanisms of the Bologna Process, the European area of higher education has become a specific benchmark, framework perspective in the educational system of the post-Soviet countries, particularly Azerbaijan, Armenia, Belarus, Georgia, Moldova and Ukraine.

Therefore, it is worth noting the positive dynamics of the expansion of non-formal education and on issues of life-long learning (adult education) in the context of contemporary European approaches: the key role of young people in the strategy of non-formal and informal education.

In addition, understanding and upgrading of non-formal education promotes the process of “identification” of knowledge in general, skills and wider competences that define the socio-economic condition of the society, and the education system as a whole.

Prerequisites of expanding the role of non-formal education in the societies of the Eastern Partnership

The post-Soviet transformation

A key factor that determines the post-Soviet transformation in education has been the shift from state to market model of education management. It was facilitated by the internal needs of states and accession to the Bologna process, which resulted in (though varying degrees in different countries) changes in the management of higher education, and the purpose of education as such. Access to higher education and practical orientation of received competencies were priorities of it.

For all countries, the post-independence reforms in higher and general education are essential. Legislation was changed, countries joined the process realized in the framework of the Decade “Education for sustainable development”, the Bologna process. It was demanded the restructuring and modernization of adult education, which was to help people to adapt to the changing labor market and provide them with the knowledge, skills and abilities for informed and responsible participation, both in his own life, and political life.

For example, poverty remains a major source of human suffering, and at the same time, a major obstacle to the development of democracy in Georgia. A large part of the population (about 20%) is living on the edge or below the poverty line. The unemployment rate rose to 16%. About 1 million individuals have left the country in search of work and a better life abroad. About 400 000 people have no permanent place of residence in the country. The same situation is in other countries.

A new type of query on the result of education – pronounced practice-oriented approach – due to the desire of people to adapt to the market economy, alleviate poverty, and this new knowledge, develop their personal qualities and civic competences.

An important role in this process was played by the opening of borders, international cooperation and international funds for education. Emergence of new educational methods and practices (from the remote – to the different methods of non-formal education), increased opportunities for the development of personal qualities, was especially true for young people, increased the role of NGOs as new providers of educational services. So, for example the European Youth Foundation supported 38 projects that are implemented in Ukraine in 2007-2010 [2] in the framework of Tempus I, II, and III from 1993 to 2009 300 Tempus projects were realized with the participation of partners from Ukraine. According to the results of four competitions Tempus IV for 2008-2011 38 Tempus projects are processed with Ukrainian partners, including 34 joint projects, and 4 projects of Structural measures, including 6 national and 32 multinational projects. The component of Erasmus Mundus “General Masters and Doctoral programs” for training the master’s program for 2012-2013 52 students were selected from Ukraine, and another two students to study in doctoral (PhD) programs. As part of the next competition in 2012 of Erasmus Mundus program for the component “Partnership” nine consortiums involving seventeen Ukrainian higher educational institutions were winners. The next four years of academic mobility program participants with total funding of EUR 35,104,475 will be students, teachers, administrative staff of universities in Azerbaijan, Belarus, Armenia, Georgia, Moldova and Ukraine, their host universities of UK, Ireland, Spain, Italy, the Netherlands, Germany, Poland, Portugal, Romania, Slovakia, Finland, France and Sweden. [3] But in most of the EaP, in traditional societies, such as, for example, the Republic of Moldova, Ukraine, society perceives ambiguous the non-formal forms of organization of modern educational processes. Still a paternalistic attitude to the state and the level of public trust in the state as the guarantor of educational services is higher than in the other institutions of society.

Changes in the role of education in general

Stable development is a concept, the essence of which is respect for life, the integrity of the human and natural resources. It includes ideas such as poverty reduction, gender equality, human rights, “education for all”, and the health, safety of life and human activities, inter-cultural dialogue.

Supreme Assembly of the United Nations proclaimed the period 2005-2014 as decade of implementation of the concept “education for sustainable development.” To this end, at the initiative of the Environment Committee of the European Economic Commission for Europe in 2002 and 2004 a strategic document “Education for Sustainable Development” which was approved at the meeting of the supreme environment and education of the Member States of the European Economic Commission, held in March 2005 in Vilnius was declared.

In this context, there are challenges and needs of education in the economic transition and the European Space that are particularly relevant for the Eastern Partnership.

According to the conclusions of the Presidium of the European Council of March 23, 2005, which approved the European Pact for Youth, strategies and initiatives dedicated to the youth have to become a fully integrated part of the Lisbon strategy (Lisbon Strategy, 2000). One of the purposes of which is the development of close cooperation between Member States in the transparency and comparability of qualifications, and the recognition of non-formal and informal learning.

According to the decision of the European Parliament and the Council the program “Youth in Action” has been created [4] and it defines the key role of youth in the development of non-formal and informal education. It in turn will facilitate the opportunity to acquire additional knowledge, skills and competencies, as well as personal development, social inclusion and active civic position, thus improving their employability. Ukraine, Moldova and other countries of the EaP joined the program “Youth in Action”. But its implementation is not always effective.

So:

- Non-formal education is an important and sometimes decisive component of the new role of education in the world, which aims to “education for sustainable development.” And NFE is an important component of Europe 2020 Strategy.

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- For the countries of the Eastern Partnership, which are undergoing post-totalitarian transformation, reforms in education, in particular the strengthening of the role of non-formal education is primarily a way of adapting to the new socio-economic conditions and the formation of consciousness of the society based on democratic principles.
 - Non-formal education, its development and recognition in the context of the Lisbon strategy and the program “Youth in action” in the EU Member States is primarily a component of youth policy. Eastern Partnership countries, which have the status of partner countries in Eastern Europe and the Caucasus, are involved in this project. But in practice, the implementation of educational reforms, the EaP countries determine non-formal education mainly as lifelong learning and adult education.
 - Very relevant for the EaP countries is the question of new competencies that can be acquired, including in the sphere / by methods of non-formal education for the implementation in the labor market as a way to overcome the economic and social crises; and development of national qualifications frameworks (NQF), which provides correlation with European national qualifications. Especially it is important to determine places of non-formal education in the NQF.

Non-formal education in the Eastern Partnership countries

The legislative and regulatory framework

Azerbaijan

- Article 12 of the Law on Education of the Republic of Azerbaijan.
- An article about additional education of the new Law on Education, adopted by the National Assembly of the Republic of Azerbaijan in 2009.

Armenia

- RA legislation on education.
- The strategy of the initial (vocational) and secondary education and training in the Republic of Armenia”, approved by the government in 2004
- The strategy and the concept of adult education”, approved by the government in 2005
- “The concept of non-formal education in the Republic of Armenia”, approved by the government in 2006
- “The concept of lifelong learning in the Republic of Armenia”, approved by the government in 2009
- The “National Report on the additional and continuous education in the Republic of Armenia” (2011)

Belarus

- The Code of Education refers only to further education of adults.
- There is a draft of the “Concept of the State Program of Continuing Adult Education for 2012 – 2016 “, which is under discussion.

On July 15, 2011 Resolution of the Council of Ministers of the Republic of Belarus № 954 “On some issues of additional education of adults” was adopted. The regulatory act “Regulations on additional training courses for adult education” was approved as well.

Georgia

- Adoption of national qualifications systems and regulations relating to the recognition of non-formal learning processes in a professional manner.
- «With the exception of the Law on Vocational Education, non-formal education in Georgia has not been formally defined and regulated by law”

Moldova

- Draft Strategy of sectorial development “Education 2020”.
- National Development Strategy for 2008-2011 in the list of measures 4.3.1. to create an educated workforce to keep competitive throughout the active life in paragraph (v) recommended “authorization and monitoring of educational services and the assessment of competence centers in non-formal education (including adults).”
- Law on Education, 1995, 34-35
- The concept of the development of education in the Republic of Moldova
- The concept of non-formal education, 2003
- National Strategy and Action Plan ‘Education for All’, 2004
- Memorandum of the Commission of European Council on lifelong learning, 2000
- b) Social organizations (civic education, human rights, etc.)
- Law on the rights of children № .338-XIII, 1994.
- Law on Youth # 279-XIV, 1999
- National Strategy on Youth for 2009-2013, approved by Law # 25 from 03.02.2009
- Strategy for the Development of Civil Society 2012-2015, adopted by the Parliament of the Republic of Moldova, September 27, 2012
- National Strategy of the Republic of Moldova 2012-2020

Ukraine

- Law On Education (1991)
- State program “Education” (Ukraine XXI Century) (1993)
- Declaration on the Basic Principles of Youth Policy (1993)
- The concept of distance education (2000)
- “National doctrine of education” (2002),
- Conceptual principles of adult education (Institute of pedagogical education and adult education APSU, 2009)

Financing

In the funding of NFE three sources can be considered:

1) International donors who give money to projects implemented by NGOs in various fields, including civic education and the formation of democratic values.

2) Business structures oriented to fast results and profits, which is why large corporations set up their own training centers to train their employees in high-tech, knowledge of foreign languages or of specialized courses. So, the business has no interest in non-profit projects and initiatives.

3) The public sector is focused mainly on formal education, or what is called retraining. Regarding other areas of education, the state is actively using resources to foreign investment for projects in the vocational sector, as it is a priority, given the weak economic and socio-political situation in the region.

Successful practices

However, in each of the countries – participants of the Eastern Partnership – can certainly be found examples of effective action in the field of NFE.

For example, in Belarus, an important project «TOLLAS – Towards Active society at any age was implemented with the support of dvv international.

The project “Reform strategy in the field of vocational education and training and pilot implementation in the selected region in Azerbaijan” funded by the European Union and implemented by the British Council (UK), PEM GmbH (Germany) and the Technical College of Aarhus (Denmark) and has been successfully implemented in Azerbaijan.

In Georgia, an Association of Adult Education, which is engaged in vigorous activity, in addition, such organizations, as dvv international, the Swedish International Development Cooperation Agency (SIDA), the Norwegian Refugee Council (NRC), Norwegian Statoil, the International Organization for Migration (IOM), “finance institutions of non-formal education on time and regularly, on the basis of long-term cooperation.”

As for Moldova, “experience in the field of non-formal of the Education Center «PRO DIDACTICA», which sent the main activities for the qualification of teaching staff and educational institutions of the country is interesting.”

Ukraine has significant experience in non-formal education and experience in the public institutions. In particular Ukrainian educational program “Understanding Human Rights”, coaching group “Dialogue”, “European club” and so on.

From the above it follows that the results in the field of NFE, which were achieved in the period of independence in the countries – participants of the Eastern Partnership, allow classifying NFE as strategic potential perpetrators of formation of democratic values in the region.

Problems in NFE area

1. “The lack of equal and equitable public policy against “other” providers and underestimating their importance and potential in the field of education” (Belarus).
2. Concentration of NFE activities in the capital and big cities only.
3. “Among the organizations that recognize themselves as providers of non-formal education, there is no clear division between those who are concerned with the education of adults and those who prepare professionals to work in this sphere” (Belarus).
4. The lack of studies of non-formal education as well as there is virtually no communication between providers of educational services.
5. Mistrust of the state to NGOs that are active in the field of NFE.
6. Lack of awareness of the availability of NFE services.
7. In view of the socio-political and economic conditions, “measures to enhance civic competence produce very little interest from the citizens.

Prospects of NFE for regional democratic transformation

For the countries of the Eastern Partnership a common problem and challenge for the quick solution is a culture of consumption of services in the field of non-formal education; even more – shaping the worldview of “education for life.” Indeed, the severity of the Soviet stereotypes and the predominance of formal education are still present. The formation of the culture of consumption of non-formal education services at the same time contributes to the improvement of quality of life, and expanding the role of NGOs in society and the legitimization of non-formal education.

For the formation of the culture three aspects should be working on: a systemic change in education, functional and institutional.

Systemic aspects include:

- Improvement of the legislation to determine non-formal education in the education systems of our countries;
- Setting up effective mechanisms of interaction between non-formal and formal education;
- Strengthening the role of local authorities and local self-government in the development of non-formal education;
- Improving and diversifying funding at a national level.

Functional aspects should be determined following the principles of:

- Available in obtaining the services of non-formal education;

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- Reach (at regional level);
 - Transparency in the activities of non-formal education institutions and their financing;
 - Equality of educational services providers.

Institutional aspects require:

- Identification of stakeholders;
- Development of skills and mechanisms for their recognition;
- Training for work in the field of non-formal education.

References

1. Brussels, 5.9.2012 COM (2012) 485 final 2012/0234 (NLE); 2. 3. 4. COM (2010) 477 final.

NON-FORMAL EDUCATION IN ARMENIA: CHALLENGES AND OPPORTUNITIES

Stable development is a concept, the essence of which is respect for life, the integrity of the human and natural resources. It includes such ideas as poverty reduction, gender equality, human rights, “education for all”, the health, safety of life and human activities, inter-cultural dialogue.

Supreme Assembly of the United Nations proclaimed the period 2005-2014 as the decade of implementation of the concept “Education for sustainable development.” As a result, an initiative of the Environment Committee of the European Economic Commission for Europe in 2002 and 2004 a strategic document “Education for Sustainable Development” was approved at the meeting of the supreme ministers of environment and education of the Member States of the European Economic Commission, held in March, 2005 in Vilnius.

Armenia among other countries has joined the process to be implemented in the framework of the Decade “Education for Sustainable Development”, recognizes the importance and is responsible for its subsequent implementation.

Important document for the formation of a strategy of non-formal education in Armenia was the European Guide to ensure the validity of non-formal and informal education. (European guidelines for validating non-formal and informal learning. Luxembourg: Office for Official Publications of the European Communities, 2009 www.cedefop.europa.eu)

European Commission. Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European quality assurance reference framework for vocational education and training. Brussels: European Commission, 2008. (COM (2008) 179 final). Available from Internet: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:EN:PDF> [cited 3.2.2009].

The guide takes into account views expressed at the Conference on Educational Assessment held in Portugal in 2007. According to a compilation of views of delegates, a European position was developed to ensure the legality of non-formal education. This process of legitimation of NFE is reduced to the following specific objectives:

- Individuals (students) should be central actors in the process of legitimizing the results of NFE (therefore they should be involved into the dialogue about the resumption of the process to ensure validity of NFE results);
- If required, it is necessary to develop such systems of NFE which verified results can be transformed into a formal system of training, if students want it;
- Change of subjects – the main approaches to curriculum and qualification systems -helps to promote the legalization of NFE and using conventional standards, together with the formal system of recognition of education;
- It is essential to ensure clear links between the procedures to legitimize the results of NFE and the basis of qualification systems;
- In recognition of the results of NFE ethical standards to ensure the preservation of personal data of the participants should exist.

System in Armenia

Education has always been of utmost importance for human development, economic and social progress. Currently, the process of economic and social change, not only in Armenia, but the world is much faster, which is why special importance is given to the opportunities and access for citizens to get an education and be trained at any age. As a result, a citizen, as a leading society forward power and a factor of social integration within the country and in the international community, must be required periodic acquisition and improvement of modern labor skills and core abilities, the range is constantly expanding.

With formal education community can provide its citizens forming a part of them, which is obviously not enough for the harmonious development of the personality and competitiveness in the labor market. Institutions of civil society (social, socio-political organizations and associations, international organizations, etc.) are trying to fill gaps in the system of formal education.

The main objective of the strategy in the field of complementary and extended education is the definition of basic principles of fairness of permanent education for all in Armenia and mechanisms for organizing, implementing, managing, financing and quality assurance that will be the basis of legal regulation and implementation.

In this case, the basic laws in RA are the following regulations: 1. RA legislation in the field of education; 2. "The strategy of the initial (vocational) and secondary education and training in the Republic of Armenia", approved by the government in 2004; 3. "The strategy and the concept of adult education", approved by the government in 2005; 4. "The concept of non-formal education in the Republic of Armenia", approved by the government in 2006; 5. "The concept of lifelong learning in the Republic of Armenia", approved by the government in 2009; 6. The "National Report on the additional and continuous education in the Republic of Armenia" (2011); 7. The conclusions of the Lisbon and Stockholm communiqué (Lisbon and Stockholm Communications, March, 2000); 8. Memorandum of continuous training (A Memorandum on Lifelong Learning, Commission Staff Working Paper, Brussels, 30.10.2000).

Approved by the Government of the RA concept of non-formal education clarifies the basic concepts and features of non-formal education. In particular, the statement of the Government of the Republic of Armenia meeting N 50, dated December 14, 2006 to approve the concept of non-formal education in RA in general is a guiding document officially recognizing and defining the guidelines for the further development of non-formal education in the Republic of Armenia.

The provisions consistent with the concept of sustainable development were also enshrined in the "National Report on the progress on the Millennium Development Goals in Armenia," which says, "The right to education is a basic human right, which is aimed at strengthening the human capital and development capabilities. In this regard, Armenia has a human resource possessing quality education. According to the National Statistical Service of RA (NSS), illiterates with primary and incomplete primary education make 3.1% of the total population, and about 30% in the age group over 10 years old have a vocational degree of education. Adult and youth literacy makes 99% and thus a significant gender difference was not observed. "

The education system in Armenia includes a set of pre-school stage, secondary, higher and postgraduate education, where education is carried out in accordance with the ideology of the "Education for sustainable development."

According to the NSS, 10,344 employees, of whom 68.7% – women are involved in post-graduate education in Armenia. 1232 students study in the post-graduate course, 38.7% of whom are women. The number of students in doctoral programs is 57, 28% of which are women.

In 2004, a law "On Higher and Postgraduate Professional Education" was passed. This law defines the principles of higher and postgraduate education in the special educational system in Armenia, the rights, duties and responsibilities of individuals and entities, and their relationships.

This law contains the following principles of higher education: access to education in accordance with the capacity, competitiveness, transparency, publicity, etc. This law also defines freedoms of the academic personnel and research staff and students in higher education. It is noted in particular that the students at their discretion, aptitudes and needs can choose a specialty, type of institution, mode

of study, may terminate or continue their education, to participate in the collective management of the university.

A number of initiatives are implementing in line with the Bologna and Turin processes aimed at improving the quality of special education requirements of the labor market and strengthening training capacities in line with European standards of personnel.

Reforms in higher and postgraduate vocational education are implemented in line with the Bologna process. Armenia officially joined the Bologna Process in 2005, taking on the responsibility for the implementation of its principles according to the actions set out in certain areas, and the establishment as part of the emerging educational space.

Integration into the European higher education area (CFSP) assumes implementation of deep changes in the higher education system in Armenia to meet the requirements of the Bologna process. In particular, introduce a three-tier system of readable and comparable degrees of qualification, the transition to the credit system of training, at the same time initiating radical changes in educational programs that promote academic mobility of students and teachers; to instill European standards of evaluation and quality assurance, helping to increase the degree of visual appeal within the national system and the CFSP, to create prerequisites for the formation of a permanent education in order to enhance the role and influence of students, combining educational and scientific processes in universities.

The reform approved a new list of specialties of higher education, and the application of the Instrument for completion of higher education (diploma). Three levels of higher education were introduced, the state educational standards were reviewed, and curriculum was altered according to the modular principle. A National Center for Quality Assurance of Education was established, internal and external quality assurance is under development. National Qualifications Framework (NQF), which would provide correlation with European national qualifications, was approved. A funding strategy for higher education and timetable to ensure its implementation was approved. In order to define common requirements for higher education institutions “Standards for Accreditation of Vocational Education in the Republic of Armenia” and “Regulations on the state accreditation of educational institutions, implementing vocational education programs in the Republic of Armenia, and their individual specialties” were developed.

In the Republic of Armenia credit system was introduced at all levels of higher and postgraduate vocational education. At present, work is being done to improve it.

Changes were made to the Law “On Education” and “On Higher and Postgraduate Vocational Education”, which were due to the creation of a competitive field between state and private universities in Armenia and the implementation of one policy that will ensure equal conditions for all applicants and students.

By the government of Armenia decision the Competitive foundation in the field of innovation that enables all institutions to receive grants on a competitive basis for the implementation of innovative educational activities and reforms was established.

“Regulations on distance learning on specialties in the system of higher and postgraduate vocational education”, which suggests a more regimented use of electronic media and innovative technologies in the field of science and education, additional opportunities to educate our citizens, were adopted.

Large-scale works were aimed at promoting mobility and mutual recognition of qualifications. In 2004, the National Assembly approved the Lisbon Convention on the mutual recognition of qualifications, adopted in 1997, which served as the legal basis for the establishment of the National Information Center of academic recognition and mobility (NICARM).

Since 2006 NICARM became a full member of the international network of ENIC / NARIK. At this point, all five members of the European network of ENIC / NARIK and similar centers in other regions (the Mediterranean, Asia-Pacific, etc.) formally recognize NICARM as a representative in Armenia.

In accordance with the provisions of the Lisbon Convention and international agreements since 2006, there is the assessment and recognition of foreign qualifications. Received diplomas in foreign countries in Armenia go through the procedure of assessment and recognition, which is issued by a certificate of full / partial recognition of qualification or denial in Armenian and English languages, in accordance with international standards. Information on the national qualifications is provided as

well. In addition, NICARM gives references about qualifications to those of individuals who intend to continue their studies or work in foreign countries, and provides accurate information to state agencies, universities and businesses. Thus, today Armenia is implementing a feature of mutual recognition of diplomas and other documents confirming education in accordance with international and European standards.

According to the RA law “On education”, the organizational basis of the state policy in the field of education is the state program of education. The current “State Program of Education Development for 2011-2015” was developed in accordance with the provisions of the National Security Strategy of the Republic of Armenia and “sustainable development programs.” The basis of the “State Program of Education Development for 2011-2015” was also formed by strategic programs for individual sectors of education and development concept approved by the Government of Armenia. The program, based on what we have in the field of education, is aimed at the gradual development with a focus on priorities and strategies.

“State Program of Education Development for 2011-2015” proclaims, “The benchmark in the development of RA till 2015 should be the goals of “Millennium Declaration”, the global movement of “Education for All”, and the principles of the Bologna Declaration, the Strategy “Education For Sustainable Development “adopted by the UN Economic Commission for Europe and the “Programme of Action Keogo for 2005-2015. “ At the same time, the development of the education system should be aimed at improving the performance of global competitiveness in education, contributing to raise the overall competitiveness of Armenia.

To achieve the goals of the strategy in the development of education until 2015 the following tasks are proclaimed:

1. To raise the level of access to education at all levels, to create equal conditions for everyone to achieve the highest quality of education in accordance with his inclinations and abilities;
2. To improve the quality of education, to bring it in line with international standards and ensuring the satisfaction of society and the business environment of educational services;
3. To provide a permanent increase in the budget means to education and mechanisms for their effective use.

Additional education, as an additional learning process aimed at improving the professional qualities of the individual is based on special education programs, professional development, and is defined in another law – the law “On the initial specialized (vocational) and secondary education.” Under this law, it can be implemented through training, professional development specialists within the craft and secondary specialized additional educational programs. At the same time the law determines additional vocational education as “learning” and this term in a number of laws and regulations is related to the field of vocational education and training (VET) and regarded as a synonym for additional education.

Higher vocational additional education as a process of training and retraining of specialists is determined in the law “On Higher and Postgraduate Vocational Education”.

Retraining, as a form of supplementary education, is mentioned in the law “On General Education”. Under this law, every five years teachers have to be certified, preceded retraining. Retraining is based on a program developed by the state authority. In the sphere of general education authorized state body also defines the requirements for the content of teachers’ training, approves the program of teachers’ retraining.

A term “adult education” in the legal field was first mentioned in the law “On the initial specialized (vocational) and Secondary vocational Education,” which, however, does not define it. It states only that the authorized management body of the RA Government and other bodies involved in the field of VET within their authority in the organization of education and training for adults, training of the employees of the sphere and the institutions of VET provide retraining and lecturers’ and trainers’ training, implement education and training programs for adults.

Similar provisions exist in the law “On Higher and Post-Graduate Education,” according to which one of the tasks of the higher education institution is retraining of science teachers with higher education.

A relation to permanent, including non-formal, education the law “On environmental education and education of the population” have, which is prominent from this point of view, because it is of great

importance to prolonged public education on environmental issues. It aims at training in environmental knowledge of personality and citizen, environmental education, environmental rooting culture is aimed at forming a correct and competent orientation, attitude and behavior in the field of ecology and natural resources.

In content, the law applies to all levels of education and the general population, including the armed forces, and is perhaps the only law in Armenia, really relevant to basic concept of permanent education. Many RA laws contain provisions that are more or less related to the permanent training. The law “On the Rights of the Child” determines a child as any person less than 18 years old and who has the right to education. This law requires the creation of special state agencies, which are necessary for disclosure of the child’s identity, the development of his talent, intellectual and physical capabilities through a network of secondary and special schools, centers for children’s creativity in the field of sport, art and culture, etc.

Every child has the right to be introduced to the history of the people, traditions, cultural values, world culture, and the right to creative freedom in the field of aesthetics, science, technology, and to participate in cultural life. These rights, however, can only be realized through additional educational programs.

At the same time, according to the Civil Code of the Republic of Armenia, the citizens of 14-18-year-old, though considered minor, may be the subjects of labor and, therefore, obtain vocational, including additional vocational education.

Officers and junior officers also have the right to receive an additional vocational education. They are, according to the law “On social security of servicemen and their families” have the right to study on retraining and advanced training.

The legislation focuses on the problems of education of the disabled. According to the law “On Social Security Disabled in the Republic of Armenia,” the State shall guarantee the right of persons with disabilities to education and vocational training, as well as preparing necessary special frames for this purpose. At the same time, training and professional development of people with disabilities are carried out in accordance with the individual rehabilitation programs in enterprises (including training and production), organizations and in educational institutions of general type.

The law “On social security of children without parental care” is referred to the organization of training. We are talking about an article related to the protection of the legitimate interests of children without parental care, in employment, according to which the trustee organizations can create professional jobs for children without parental care.

A special place is occupied by the RA Law “On Trade and Services”, which requires additional education to be presented to employees of catering. In particular, such workers as bartenders, cooks, bakers, and waiters must have a certificate of special training, just in case they do not have special education. In this case it is a question of retraining courses, programs that are aligned with the state authorities in the field of education, trade and services.

Non-formal education in the education system of the Republic of Armenia

The purpose and benefits

The main purpose of non-formal education is finding adequate answers to such challenges in education as the decline of social and political participation, the requirements of the information society, the international integration, activation of the processes of globalization and the deepening of the barriers between the systemic changes in the economy on the one hand and formal education on the other.

As a special form of education, non-formal education allows people of different social groups to acquire and develop the skills, abilities and knowledge of the relevant permanently changing requirements and environmental conditions.

The purpose of formal education is the development of political, civil, social, economic and cultural participation of the individual in society, his abilities, skills, values and attitudes that are acquired (being developed) outside or within the formal education system.

Features of NFE

1. Educational planning.

Program is made by students, based on the goals and objectives of the course. But it is the initial offer and can be changed, taking into account the desires, interests and expectations of the participants.

2. Nature of participation

Participation is based on the principle of voluntariness. Participants are free to decide what part of the process they want to participate.

3. Character of received skills and knowledge

During training, equal attention is paid to the mental, physical and sensory activities of the participants (called a comprehensive approach). The learning process is organized in accordance with the approaches, models of behavior, value system and participants' stereotypes.

4. Form of knowledge receiving / transmitting

Knowledge and skills are acquired through direct participation in the learning process. Process is implemented by \ person fully equipped with the knowledge and skills coach. In contrast to the hierarchical "from the top-down" model, in this case, knowledge is obtained by "horizontal" (using peer-to-peer) one.

5. Evaluating the effectiveness of training

Recognition is the evaluation of the knowledge and skills acquired through participation in non-formal education of the public and private sectors, non-governmental organizations.

Self-esteem of the participants (what does the participant get as a result of learning process) and evaluating the effectiveness of the process (the quality of training and meet the expectations of the participant). The concepts of the exam, the test are not used. Mutual aid and team spirit are encouraged, while no encouragement is applied. At the end of the course all participants are provided with "certificates of participation."

Subjects of NFE

The subjects of non-formal education are:

1. Public administration and local self-government of Armenia.

2. Specialized public and private institutions of the educational system of Armenia.

3. Specialized structures, offering non-formal education.

4. Non-formal education specialists (coaches).

5. NGOs and associations registered and operating in accordance with the Law of RA.

6. RA citizens, foreign citizens, persons without citizenship, but are members of non-formal education.

7. The international organizations and other interested organization, registered and operating in accordance with the law of RA.

Principles of state policy in the field of non-formal education

1. Participation of structures that provide non-formal education in the development of public policy and decision-making in the field of non-formal education.

2. Provision, competition and availability of non-formal education.

3. Acceptance of the principles of complementarity of formal and non-formal education systems (non-formal education system is not intended to replace the formal education system.)

Main activities aimed at full integration of non-formal education into the general education system of the country

In the process of developing a program of action for 2008-2013, aimed at promoting non-formal education, there have been a number of activities designed to raise public awareness to expand the availability and distribution of non-formal education.

In particular it has been allocated two main segments – the social group and the labor market – and the identified needs of non-formal education.

One of the major challenges for further and continuous education, which still remains unresolved, is a lack of effective cooperation between the labor market and the system of professional education (vocational education). Vocational training institutions do not have systematic information on the labor market. In particular, they remain unable to access information on the possible and expected unemployment, job vacancies, the movement of people, which could serve as the basis for organizing and conducting additional and continuous education.

To meet the existing needs segments and institutions of non-formal education have to thoroughly review the structure, the nature and content of the system provided continuous education of information.

For the provision of additional training subjects of non-formal education make programs of short-term training, which, in fact, repeat some of the full program of training in this specialty. Similar programs are made as needed, which is inconsistent with the ideology of additional and continuous training.

According to specialists in the field of non-formal education, the introduction of Modular Training Programs (MTP) will gradually get rid of this situation.

Modular tool of NFE

The modular approach will provide feedback between the non-formal education and the labor market that will contribute to the improvement of the economic system as a whole.

In particular, the modular approach training sooner or later will lead the private enterprises (employers) to the gradual transition to corporate governance, which implies the presence of the passports of all positions (descriptions of the functions and skills for each position). The concept of modular education is represented by the International Labor Organization. In a multi-component dictionary printed on educational technology by UNESCO in 1986, the module definition is presented as a “Structured educational setting practical steps (usually in the form of allowing the possibility of self-education) oriented towards private but specific (related) problems.”

Tasks of modular education

- Compliance with the school curriculum to the needs of the labor market for new qualifications
- Organization of interactive learning;
- High level of individualization of education;
- Achievement of qualifications that encourages transformation skills, including training, self-efficiency, decision making, creativity, responsibility;
- Integration of practical and “theoretical” training, the combination of daily work and education;
- Achieving a high level of efficiency of vocational education.

Modular education is mostly associated with the idea of integrated education, where the distinction between theoretical and practical knowledge is erased.

Experience of implementation of the program of action for 2008-2013 provided an opportunity to determine the objectives for the period of 2013-2017.

1. Improvement of the legal framework in the area of additional (non-formal) and continuous education;
2. Improved and updated bodywork control and retention;
3. The implementation of education for all, which implies a targeted approach to the integration of vulnerable groups;
4. The use of modern technologies in the field of complementary and continuous education (distance learning, on-line, individual training).

The main results of the strategy of additional (non-formal) and continuous education in 2013-2017 should be:

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1. The recognition of the concept of an additional (non-formal) and prolonged or continuous education as a legal category;
 2. Identification and separation of the role and powers of the various artists (schools, other organizations and individuals conducting the training, the social partners, government agencies, etc.) in the field of continuous education;
 3. Determination of rights and the principles of state policy in the field of continuous education;
 4. Defining principles of financing and building infrastructure, providing continuous education;
 5. The introduction of assessment and recognition of non-formal and informal education;
 6. The adoption of legislation on the use of social partnership and motivation;
 7. Providing the highest level of predictability and control of areas without restriction freedoms defined by the RA legislation for actors in the field;
 8. Organization of retraining in order to improve and enhance the professional skills of specialists departments, educational institutions and other stakeholders. Providing information about the processes available in the continuous education, opportunity and efficiency required for analysis, planning, organizing, and the scope of regulation;
 9. The development of the pilot program (approach to accessibility extended education for those at risk and their involvement in the current educational programs), based on the results of research;
 10. Raising the efficiency of processes for continuous education through modern technology;
 11. Providing a high quality of all forms of continuous education and meeting the personal and professional needs of individuals in training. Capacity building in the strategy of non-formal education and lifelong learning.

Promotion of international cooperation in the field of non-formal education should be carried out in the following directions.

1. Exchange programs for specialists from NFE in the field of education, the organization of exchange of experience in a variety of activities (professional conferences, seminars, etc.).
2. Organization of international activities of non-formal education and maintenance of public initiatives in this field.
3. Presentation of the international community of experience in the field of non-formal education in the RA study and dissemination of international experience in the field of non-formal education.

Main activities

1. Development Program of Action for 2008-2013 aimed at developing of non-formal education by the authorized body of the Government of Armenia, together with public organizations (with their consent) and gaining for approval from the Government of the Republic of Armenia before the end of the fourth quarter of 2007, guided by the concept.
2. Expected changes in the legislation to effectively address the problems associated with the use of this form of education.
3. Organization of activities aimed at raising awareness for increasing the availability and distribution of non-formal education.

Features of non-formal education in the republic of Armenia

The main strategic objective of further and continuous education in the Republic of Armenia (RA) is to define the basic principles of fairness continuous training of citizens, as well as the mechanisms of its organization, implementation, management, financing and quality assurance, which later will be served as a basis for legal regulation and practice.

Some of the concepts and strategies that have been approved by the Government of the Republic of Armenia suggest new approaches to the content and amounts of additional education.

The most noteworthy are "Strategy of Primary (Vocational) and Vocational Education and Training in the Republic of Armenia" (2004), "Strategy and the Concept of Adult Education" (2005), "The concept of non-formal education in RA" (2006), "RA Concept of lifelong learning" (2009), "State Program for

Development of Education 2011-2015”(2011).

Despite it, in the above documents there is not a unified approach in terms of public policy to the permanent training and guarantees of its security. All these questions remain unsystematic, ad hoc and even voidable, which raises the need for new legislative decisions. Training programs for use in the professional (vocational) education and training (VET) are made mainly to complete a degree or qualification. For this reason they are not suitable for further education. For provision of additional training educational institutions are made short-term training programs, which, in fact, repeat some of the full programs of training in this specialty.

Similar programs are made as needed, which is inconsistent with the ideology of additional and extensive training. In the future, the introduction of modular training program (MTP) will gradually get rid of this situation.

Sources of financing for institutions of non-formal education

Financial and technical equipment of educational institutions is also a serious problem in the way of additional and continuous training. Fixed assets at the disposal of schools are primarily designed for those professions and qualifications for which they implement basic education programs. In cases where the needs of the beneficiaries include the additional qualifications, schools simply become untenable in terms of additional training programs. Exceptions are some special additional training programs, which are held in such specialties retraining procedure of which is determined and regulated by special legislation in this sphere of activity and suggests additional allocations from the state budget (e.g. retraining of civil and municipal employees, teachers, and academics).

The level of cooperation between non-governmental organizations – formal educational institutions – governments – and non-formal education institutions in the Republic of Armenia is directly proportional to the adequacy of legislative regulation of vocational education and training in a particular field. In particular, as has been said with regard to training of teachers and civil / municipal employees legislation involves opportunities for non-formal learning.

Based on this, today, in addition to post-graduate training in these areas for modular training programs non-formal organizations are also involved.

For example, training for teachers and principals of primary schools and secondary schools in the Republic of Armenia is organized by a number of NGOs (“Global Education”, etc.). Another successful example of collaboration is to conduct periodic retraining of civil servants by NGO “Union of Armenian officials” worked out on their own training module, which was included into the list of mandatory training programs for civil servants by the Board of the Civil Service Council, which provided for the issuance of certificates of completion of the retraining of the state standard. Moreover, the four-signed memorandum of cooperation to hold this training program between this non-formal organization, Civil Service Council of RA, Yerevan State University, and the Yerevan Office of OSCE organization.

A similar example of cooperation is retraining of municipal employees by NGO “Union of Armenian civil servants” and the NGO “Center for Freedom of Information” to jointly formulate training modules, which, by decision of the Ministry of Territorial Administration of RA, has been included into the list of programs for the mandatory training of municipal employees, which, in turn, lead to the certificates of the state sample at the end of retraining.

Maka Alioğlu,
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NON-FORMAL EDUCATION IN THE REPUBLIC OF AZERBAIJAN

The progress of society has directly depended on the development of education and the correct assessment of its importance at all times. The demand of society has been strengthening the education's development, and scientific and technical progress raised more complicated duties to be solved in front of the education system. The role of education is increasing at a time when the competition in social and economic spheres of activity intensifies and natural resources is gradually exhausted in an information society where the scope of globalizations is expanding widely. Because of the fact that, the role of higher and general education in forming the human capital of higher intellect has received the significant importance, it is not surprise that, the United Nations Organization has announced the XXI century "The century of education."

Since the independence of the Republic of Azerbaijan reforms in the field of higher and general education became vitally important. Recently, the new law was adopted by the Ministry of Education of Azerbaijan about the rights and principles of general and higher education for the citizens of Azerbaijan.

Legislative Framework (Law on education, regulations of the Ministry etc.)

The Law on education in Azerbaijan Republic prescribes the basic principles of public policy in ensuring the citizens' educational rights as established by the Constitution of the Azerbaijan Republic and the general conditions for regulating the educational activities. It sets the foundation for the adoption of corresponding laws and other legislative acts at various levels of education. Secular and continuous in nature, education in the Azerbaijan Republic is a strategically important area of priority, which reflects the interests of citizens, society, and the state. Education in the Azerbaijan Republic is based on the International Conventions on Human Rights, as well as international treaties that the Azerbaijan Republic is party to. It develops through integration into the global education system whilst prioritizing national, moral, and universal values in education system¹.

Types of General Education:

According to the Article 12 in education law of the republic of Azerbaijan, there are the following types of education:

12.1.1. Formal

12.1.2. Non-formal

12.1.3. Informal

The content and the context of the non-formal education:

What does it mean?

Non-formal education, being a part of general education system, provides professional and personal development for every person during his/her independent life period. It has an exceptional role as a major component of continuing education in terms of tendency, interest, capability and skills of citizens and it has been oriented to provide their needs in these fields.

¹ EDUCATION LAW OF THE REPUBLIC OF AZERBAIJAN.

A well-structured non-formal education system creates an opportunity for every person to develop his/her creative potential at a higher level and reinforce a population's production power.

Non-formal education is a type of education received as a result of various courses, clubs and individual courses, wherein no state education document is issued upon completion².

When we consider non-formal education in the Republic of Azerbaijan, its scope from the viewpoint of a network is understood as follows: vocational education, improvement of professional skills, exchange of experience and improvement, and education on hobbies and interests.

Non-formal education cannot be used to gain admission to a higher education study program and cannot be taken into account as partial fulfillment of a higher education study program.

Republic of Azerbaijan's non-formal education system strives to provide the below mentioned rights to all citizens:

- Equal opportunity for education at any time of life;
- Individual-oriented knowledge and skills;
- Access to knowledge and skills necessary for participating productively in various fields of social activity;
- Access to professional and vocational education relating to the needs of organizations and enterprises;
- Independent choice of a desired education field and institution;
- Paid permission to the employee to attend the chosen education program (“paid educational leave”);
- Temporary non-paid work holiday for employees pursuing higher education; with a guaranteed job placement upon return;
- Access to alternative education services for teaching citizens at different levels;
- Financial support from the state and society.

The Constitution of the Azerbaijan Republic, the Law of the Azerbaijan Republic on Education, the Labor Code, the Law of the Azerbaijan Republic on Employment, appropriate regulation on professional development, cadre training and retraining; provide a legal base for non-formal education in the independent Republic of Azerbaijan.

Article # 42 of the **Constitution of the Azerbaijan Republic protects the right to education for every citizen:**

Every citizen has a right to education.

- The state protects the right of receiving free compulsory secondary education.
- The education system is regulated by the government.
- The State pledges to create a favorable condition for talented persons to continue their education regardless their material condition.
- The state determines the minimum education standards.

This issue was reflected in the Supplementary Education article of a new Law on Education, adopted by the National Assembly of the Azerbaijan Republic in 2009.

Most likely, a special law relating to non-formal education will be elaborated in the future, on the basis of this framework law. The issues, relating directly and indirectly to non-formal education, have been reflected in many state programs of the Azerbaijan Republic. We can mention the following policies, strategies and state programs as an example:

1.1. Governmental Policies and Strategies related to Non-formal education

It is mentioned in some sections of this program that cadre training in the education system must be based on current and perspective priorities and features of the country's social economic development. Generally, it reads, a program on professional training, retraining and additional education of cadre potential must be elaborated and implemented.

² Education law of the republic of Azerbaijan, Chapter I, Main Definition, Article 1. Main Concepts

1.2. The State Program on Poverty Reduction and Economic Development (2003-2005)

Within the framework of this program, the following measures were planned for implementation:

- Restoration of a vocational training system
- Improvement of vocational oriented, professional training and retraining systems
- Conduction of training courses to reduce unemployment among women (taking the regional peculiarities into consideration)
- Creation of folk handicraft schools and workshops in both the capital and regions
- Improvement in the professionalism of employees working in the field of taxes and customs
- Organization of trainings for legal workers, taking into consideration the gender factor
- Improvement of management systems and human resource systems in banks
- Acceleration of the transition to international calculation standards in accounting for private enterprises and organizations
- Development in the management of farming and technical knowledge
- Preparation of education programs on environmental awareness
- Training of specialists on tourism and tourism awareness within the population

1.3. The state program on development of small and medium-sized entrepreneurship in the Azerbaijan Republic

This program was envisaged to encourage SME (Small and Medium sized Entrepreneurship) and the formation of youth trainings for entrepreneurship activity through an extensive application of modern information technologies. Activities were to include: publication of information sets for SME, establishment of training centers for SME, preparation of basic training programs for SME education, recommendations for basic entrepreneurship training in general education, vocational and higher education systems, trainings on basics of entrepreneurship for people returning from the army, and organization of consulting and information services.

Meeting the needs of the population:

1.4. The programs on social-economic development of the regions of the Azerbaijan Republic (2004-2012)

The following activities are taking place within the framework of this program: creation of Adult education and vocational training centers for unemployed people in the regions (taking into consideration the local specializations and meeting the needs of the local populations in the regions), organization of business-consulting centers and consultancy on financial and commercial issues for young people, holding of business courses and training courses, preparation of recommendations for raising the minimum amount of scholarship for vocational training, collection of data on job vacancies, training on agriculture, foreign languages, computer courses and more.

With this aim in 2010 in the framework of COPE (Cooperation through Partnership for Education) project dvv international together with the AEA (Adult Education Association of Azerbaijan) opened a new ATC (Adult Training Center) in Masalli region, which is linking 5 more small training centers (in Jalilabad, Lankaran, Yardimli, Lerik and Astar) around Masalli.

The aim of the center is to provide market oriented vocational training courses on agriculture, basic business competencies and tourism, as well as courses on Azeri language, English language and Civil Education.

The targets of the project are local Azerbaijani and Tالش Minority groups.

1.5. National Strategy on information and communication technologies for development of the Republic of Azerbaijan (2003-2012)

Within the framework of this document, the appropriate activities are being implemented with the objective of improving education through application of information communication technology (ICT). Such activities include: training of employees in the area of ICT, provision of minimum literacy tests on ICT, and ICT training programs for government workers.

Institutions of Non-formal (Vocational) education:

1.6. The state program on development of technical vocational education in the Azerbaijan Republic (2007-2012)

Vocational education is one of the top fields of the general education, which gives an impulse for the socio-economic development of the country. The high quality vocational education expands the scientific and technical knowledge of individual in the professional area. Therefore, measures implemented by the State to develop the vocational education area create an opportunity for people to respond appropriately to local and international labor market changes.

There are 108 vocational establishments, including 47 vocational lyceums, 1 Vocational Education Centre and 59 vocational schools in the country subordinated to the Ministry of Education. 8 out of them are located in penitentiary establishments (See Appendix 1).

“State Program for the development of vocational education in the Republic of Azerbaijan for 2007-2012” was approved by the Order of the President of the Republic of Azerbaijan of July 3, 2007. An Action Plan of State program was approved by the order of the Ministry of Education of July 30, 2007.

The Coordinating Council comprising representatives of the state bodies and non-government organizations were established based on the section 5.13 of Action Plan, and in order to create cooperation between Vocational Institutions and employers, as well as regulate this process.

The Ministry of Education expanded the cooperation with state and non-state organizations to solve problems existing in the vocational education field. The project of “Vocational Education and Training Reform Strategy and Pilot Implementation in a selected region in Azerbaijan” implemented by the technical support of European Commission and British Council; “Azerbaijan Vocational Training Improvement Project” jointly realized by the Heydar Aliyev Foundation, Education Ministry and UNESCO, the building of “Vocational Education Centre of High Technologies,” which is jointly realized with DEW International Co. (Korea) and will be able to train personnel in the electric, automation, IT, car repair, electronics, and engineering fields; “Preparation of primary vocational curriculum” within the II Credit agreement with World Bank are part of the joint cooperation. The project jointly implemented with Hilfswerk Austria Company to improve vocational education for youth living in the new settlements for internally displaced persons and in families working in the agriculture sector.

Gabala Vocational Education Centre for Tourism and Hotel Management was established (order of the Cabinet of Ministers, of October 14, 2008, and order 1221 of the Ministry of Education, of November 7, 2008) by taken into account employers’ demand and development features of the region. It is worth being mentioned that the centre is the first vocational establishment, which was built over the last 10 years, and possesses modern training building, canteen, laboratory, workshop, hostel, medical rooms, and other necessary equipments.

Within the project of British Council and European Commission for “Vocational Education and Training Reform Strategy and Pilot Implementation in a selected region in Azerbaijan” (the contract is a part of the project) is planning to improve the competitiveness of the non-oil sector of Azerbaijan and increase the employability of vocational education graduates. Moreover, in the frame of the project, the Azerbaijani government is implemented the construction of Ismayilli Tourism School. What is more, the group of international and local counselors will prepare tourism and hospitality management curriculum, specialty standards and training of pedagogical staff.

The future development directions of the vocational education system will consist of an increasing of public status of vocational education, strengthening the material and technical base, creating national specialty curriculum, preparing National Qualification Framework, developing the informal vocational education system for adults, and establishing private vocational education network.

The development concept of vocational education in the Republic of Azerbaijan is prepared in accordance with the Education Law, requirements for the Education Reform Program, state education policy, as well as UNESCO principles for vocational education, and regulations based on progressive experience of developed countries in the vocational education field.

The Concept reflects the development phases of vocational education in Azerbaijan, contents and responsibilities of this system, as well as expected results.

The Concept is based on requests for uninterrupted education, stable human progress, humanity and democracy in the education, state policy in this area, as well as demands for the country's economy and labor market, and equal right to education of youths on the base of demands for fulfilling the need for the professional staff.

The state program intends to implement a similar module system to improve cadre training, professional development and retraining in the area of technical vocational education.

1. Key factors for Concept creation:

At present, the political, economic and social development of each country depends on how quickly the country will be able to assimilate High tech technologies, i.e. on the effective education system.

Due to regional and global problems occurring in the world, fundamental changes in the education system become an actual in each civil country, including Azerbaijan.

The improvement of training quality of staff at vocational institutions, preparation of its concepts, as well as the strategic action program became a key factor in the creation of Development Concept of vocational education.

2. Current background of the vocational education:

The analysis of the development history of Vocational Education shows that it is playing an important role in the satisfying need for the professional workers of all fields of economy,

Vocational education had improved rapidly during the leadership of national leader Heydar Aliyev in 1982-1996.

More than 100 vocational schools were established in this period.

In 1980s, 185 vocational schools acted in Azerbaijan, and 109 thousands pupils have studied there.

In the first years of independence (1991-1993) the difficult social-political conditions and instability, as well as unskilled management existing in the country had negatively influenced on the development of vocational education.

After Heydar Aliyev returned to the power for a second time the real condition for development of Vocational Education was created.

According to the executive order of the Cabinet of Ministries on developing measures for vocational education in the Republic of Azerbaijan" of August 23 of 1996, qualified education institutions have received the status of the professional school and professional lyceum; new list of specialties was approved and their network was optimised, as well as institutions not meeting modern standards were abolished.

In 2006, 114 vocational education institutions (7 in the captured territories) acted in the Republic.

At present, 47 out of 107 vocational institutions are professional lyceums, and all other institutions are professional schools.

Four vocational institutions acted in Nakhchivan, 34 in Baku, and 68 in other cities and regions of the Republic.

Study rooms, laboratories, workshops, sewing equipment and computers are being used in the training of pupils.

According to the Education Reform Program of the Republic of Azerbaijan the contents and structure of teaching plan and programs has been improved, and various subjects were integrated. Moreover, extra lesson load has been shortened. General Education Subject's section was worked out according to the executive order of the Cabinet of Ministries on Approval of General secondary education state standards in the Azerbaijan Republic (Nr. 72, 26 April, 1999).

After the Reform Program has been adopted 26 normative legal documents regulate the activity of vocational institutions were prepared and printed as a book after being confirmed by the Ministry of Education.

Education Ministry collaborates with the German Society for Technical Cooperation, as well as with UNESCO, Asian Development Bank and Japan Bank for International Cooperation.

Ministry of Education and Japan Bank for International Cooperation have signed execution protocol for preparation of the vocational education development project on August 12 of 2005.

The current situation in the vocational education area was analyzed and problems existing in this field were reflected on the project, also were made suggestions on its development.

Development program for technical and vocational education (2006-2009) had been presented for conformity to the Cabinet of Ministries.

Problems in non-formal and vocational education in Azerbaijan Republic:

A vast majority of material and technical base of the vocational institutions is lagging behind in demand of market economy. Currently, all equipment used at institutions have become useless.

Professional schools and lyceums have not been equipped with visual and training technical aids, new computers, modern machines, instruments since 1991.

The number of computers and other equipment is not so much than needed at the vocational institutions.

The number of staff worked at professional schools, and lyceums is not enough.

The number of pupils studied at professional institutions has significantly decreased over the last years.

The number of students admitted to the professional schools in the developed countries is 40-50%, whereas this number in Azerbaijan is 5-8 percent.

Approximately 325,000 people from the occupied territories require jobs they lost during the armed conflict. The majority of them expect to return to their places of permanent residence and to their previous jobs. Due to inadequate housing and living conditions, they regard their present jobs and homes as temporary. 49 Training and hostel buildings of the vocational education institutions are settled by the IDPs (internally displaced persons).

The State standards in the vocational education are not being prepared as well. It makes difficult to prepare the new training plan and programs, textbook and teaching materials.

The funds from the state budget are not sufficient for the strengthening and developing of material and technical base of institutions; purchasing stock, fuel, and lubricating materials, ensuring social protection of pupils (scholarship, food, special clothes, the hostels), utility, overhaul of the building, plant, and other buildings, improving the skill of staff.

On the other hand, there are several international (Funded by European Union and United States of America) organizations working in Azerbaijan Republic to support development of non-formal education (creating Adult Vocational Education Centers, providing consultancy for the existing VET schools in Azerbaijan, training and retraining of the existing trainers in specific fields, Administrative support as well as supporting centers with necessary utilities and computerizing all the documentations).

Financing of Non-Formal Education

State investments in non-formal education

- Vocational training and professional development of employees of enterprises, offices and organizations
- Vocational training, professional development and retraining of job seekers and unemployed citizens
- Modernizing In-Service Teacher Training

Expenses allocated for education in the state budget increase from year to year. These expenses and became 1,673,170,653 \$. Expenses for technical vocational and secondary professional education became 90 971 166 \$.

In addition, education expenses per capita are on the rise. Education expenses per capita have increased 2 times in higher education, 1,8 times in pre-school and general secondary education, 1,7 times in vocational education, and 1,6 times in technical vocational education.

In contrast to other education programs, vocational education institutions are financed by the government. The amounts allocated for vocational education institutions by the state budget are on the rise. Growth has been between 1, 3 and 1, 6% per year between 2004-2010 (see diagram 3).

In addition, education expenses have been intended in other budgets. The State Fund for Social Defense budget covers 10.160.000,0 manat in total for investments in employment, management expenses of employment bodies, as well as 1.000.000,0 manat for courses in vocational education, retraining, and professional development. The State Oil Fund allocates 10.000.000,0 min manat to finance the State Program on the education of Azerbaijani youth in the foreign countries in 2007-2015.

Foreign investment in non-formal education

Foreign investment in development of education in the Azerbaijan Republic increases on a yearly basis. The growth has increased 38 times since 2004, from just less than 6 million manat to 220 million manat. Source: Materials of Collegial Assembly of the Ministry of Education: 10 January, 2009.

We can review the below mentioned examples:

The Vocational Education Center on Advanced Technologies together with “DEU International” of Korea supported the training of specialized employees on electric, automation, information technologies, and maintenance of automobiles, electronics, and engineering industries – 32.000.000 USD

A-MUSE-ALL, a regional project which serves to modernize museums and change them into active spaces for lifelong learning, is funded by the European Commission and implemented by the International Cooperation Institute of the German Adult Education Association (dvv international) – 550.000 euro

COPE, a new project of the International Cooperation Institute of the German Adult Education Association (dvv international) which serves to create new education opportunities and combat poverty, received financial support from the European Commission – 596.000 euro

“Development of Vocational Education” project which is being implemented jointly by the Ministry of Education, Heydar Aliyev Foundation, and UNESCO – 490.000 USD

“Strategy of reforms in the field of vocational education and training and its pilot implementation in the selected region of Azerbaijan” project funded by the European Union and being implemented by the British Council (United Kingdom), PEM GmbH (Germany) and Aarhus Technical College (Denmark)-2 500 000 euro

Within the framework of different projects and events, World Bank, International Labor Organization (ILO), German Technical Cooperation Organization (GTZ), Open Society Institute Assistance Foundation, BP and other organizations and companies invest in the field of education.

Other sources of finance in non-formal education

Although banks and insurance companies functioning in Azerbaijan allocate a certain amount of expenses for professional development, the allocated amount generally doesn't leave the company for external projects as training is conducted within the internal departments of the companies. Unfortunately, there are no official statistics available to display this trend.

When we talk about individual contributions, it must be noted that people, in particular the population of Baku, attend various courses in accordance with their personal needs and pay the fees for these courses. The most required courses include: computer courses, language courses, accounting and a number of vocational courses. The fees of these courses vary from 12 to 1000 euro depending on their duration, forms of certification (confirmed with license, international) and the institution that will give the certificate. The fees for retraining are different. For instance, the fee for a three-month accounting course is 150-250 euro and the fee for a cosmetology course is between 300-400 euro. The prices of the courses vary from 50 to 250 euro, in terms of short-term courses.

Cooperation (governmental and non-governmental organizations with non-formal educations institutions) and statistics:

The Government, through the Ministry of Education is the main instrument in determining the priorities of technical and vocational education and act as the chief organizer and financing participant in this area of education. This does not imply a Government monopoly in the field or the suppression of the other participants. In application of existing legislation, the Government may finance the training of students in independent structures by means of regulations for training. Within the framework of subordination and without, the Government is intended to stimulate, through the Ministry of Education, the creation of institutions according to the “enterprise-college” scheme, especially in medium-sized

businesses. Such a monitoring role of the Government in the transition period appears to be advisable and worth preserving in the post-transition period. This is due to the fact that the unemployment problem is likely disturb society in the medium-term perspective. In this respect, it is important for technical and vocational education to play an effective role.

Another important participant in the organization and financing of technical and vocational education activities are (as a continuation of existing practice) the bigger industrial enterprises. The same is true of other enterprises which are not subject to privatization (e.g. the railways etc.). It is expedient for the Government to stimulate the activities of the above-mentioned enterprises while setting up TVCs either independently or jointly with other governmental and non-governmental enterprises and organizations.

As private enterprises in production develop further, these enterprises may independently, or jointly with others (regardless of facilities or property), participate in the training of skilled workers by means of appropriate arrangements with colleges. The development of such a practice should be backed and stimulated by the Government.

Another important participant of technical and vocational education in agricultural specialties are agricultural communes which unite local farms. State-assisted agricultural communes may qualitatively revive existing rural and smalltown TVCs. The suggested form of partnership presupposes organizational and financial partnership.

Foreign companies involved in the Azerbaijani economy must be regarded as a potentially powerful and effective participant of structures of technical and vocational education.

As member of many international organizations, Azerbaijan is open for international cooperation in many spheres. It is open for considering the experience of other countries, including technical and humanitarian aid for the restoration and restructuring of the system of technical and vocational education. In this respect, a key instrument would be, with the UN System and other international organizations, joint programs for development of technical and vocational education in Azerbaijan.

According to the Statue on the Ministry of Education, approved by order of the President of the Azerbaijan Republic on March 1, 2005, this ministry is a central executive power body, which pursues education policy and its regulation as well as general methodical administration over the education process.

The Ministry of Justice and Ministry of Taxes are also involved in regulating vocational education and training system within Azerbaijan. The Ministry of Justice is a state body, which oversees the registration of people who offer education services as well as public unions, which are functioning in the field of education. The Ministry of Justice also checks the operation of all entities involved in education for compliance with their statues. The Ministry of Taxes regulates tax payments of the education institutions that offer education services on a paid basis in taxes (education institutions which offer education on a paid basis are tax payer objects according to the Tax Code of the Azerbaijan Republic).

In addition, the Ministry of Finance plays a role in Azerbaijan's education system. It serves as a central executive governmental body executing both financial policy and budget policy, which plays an important role in financing public institutions, vocational education and training system. The Ministry also participates in regulation of the public education system. Moreover, the State Commission of Student Admission, a body responsible for the admission of students to middle professional education institutions, participates in regulation of vocational education and training system.

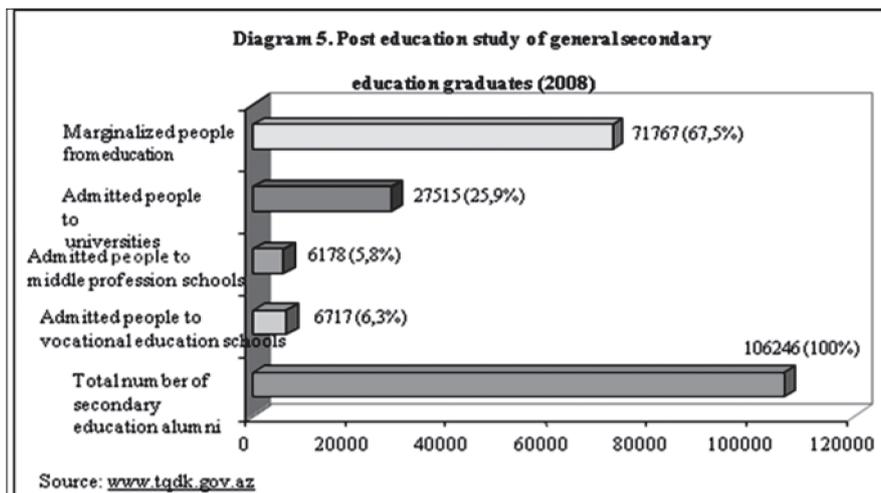
Meanwhile, training and education departments are functioning within different ministries, state committees, companies, unions and other public entities.

While there are many ministries currently involved in forming and regulating education policy/ programs, the necessary steps toward establishing quality non formal education in Azerbaijan are not being taken. According to specialists, it is time to establish the Coordination Council of Non formal education in order to effectively coordinate non formal education activities and benefit from the experience provided by other countries. Administration of the Coordination Council could be given to either the Cabinet of Ministers or the Ministry of Education.

One of the employment goals of the European Union has been related to the idea of 'lifelong learning' adopted in 2000 in Lisbon. It calls for 12, 5% of the EU's population (aged 25-64 years old) to participate in the lifelong learning system by 2010.

About 32, 8 % of Azeri pupils who graduated from general secondary education (11th form) in 2008 went on to study at higher and middle education schools, 6,3 % of them studied at vocational schools or took professional courses and 57,5% of them didn't participate in any education program (see diagram5).

Diagram 5: Post education study of general secondary education graduates in 2008



In recent years, more 70 thousand young people with general secondary education haven't been reflected by statistics. They enter the labor market directly without gaining any professional training or they wait for the following year to be admitted to higher education institutions or middle professional schools. This contingent accounts for more than one-third of all unemployed citizens. Thus, vocational preparation has become one of the key agendas of today.

Importance of non-formal (vocational) education in Azerbaijan Republic:

Employment Service of the Republic is implementing certain measures for training, retraining and professional development of unemployed citizens and job seekers on the basis of short-term, mobile education programs. Their activities involve providing applicants with appropriate jobs after completion of higher education, taking into consideration the demands of the labor market. Vocational training courses are then organized for the applicants in cooperation with the Ministry of Education or Employment Centers. The majority of people who participate in the vocational education courses organized by Employment Service are first time participants (92%). Additionally, 81% of them are younger than 35 years old (see table 2).

It's very important to select good listeners when forming an organization for vocational courses. Information such as: previous vocational profession and professional experience, work tendencies, abilities and skills as well as other socio-psychological factors of job seekers must be taken into consideration in order to provide job seekers with new professions that best match their needs. While forming the participants, the specialists of the Employment Service should take into consideration the closeness of education institutions from a geographical point of view together with mutual relations and other individual features. Currently, the bodies of Employment Service conduct professional development courses on 85 different specialties (see table 2).

Within the framework of "Development of Social Defense System" project signed with UNDP, the government of Azerbaijan has implemented "A Program on improvement of educational methodic base and technical program provision of vocational education system of job seekers and unemployed citizens". The Program seeks to improve vocational education for job seekers and unemployed citizens in state employment bodies in accordance with the real needs of the labor market as well as international standards. Within the framework of the mentioned project, module education programs on 15 competitive professions and specialties in the labor market have been elaborated.

Table 2: Unemployed people sent to VET courses by employment service

	Total	Also		
		First time trained people	Retrained people	People who developed their professions
Have been sent to VET courses-total				
2000	1394	1260	52	82
2001	1507	1441	27	39
2002	2321	2008	183	130
2003	2206	2028	103	75
2004	2111	1925	58	128
2005	1542	1434	20	88
2006	577	546	5	26
2007	2623	2408	65	150
Also, young people				
2000*	930	851	33	46
2001*	1086	1068	11	7
2002*	1707	1433	146	128
2003**	1769	1623	100	46
2004**	1634	1526	23	85
2005**	1218	1147	10	61
2006**	423	410	4	9
2007**	2125	1951	55	119

*30 years old and younger

** 35 years old and younger

Currently, newly established Regional Vocational Education Centers in Baku and Goychay cities organize vocational training courses on more than 70 professions. Though the application of module education methods, the Education Centers seek to enhance the quality of vocational training courses in their respective regions.

Baku Regional Vocational Education Center (started operating on May 10 of 2007) and Goychay Regional Vocational Education Center (started operating on May 5 of 2008) own a workshop equipped with technical equipment and educational materials. A very good condition has been created for listeners in these centers. Both education centers have 15 professional module programs with the module training system of the International Labor Organization. These programs have been approved by the Ministry of Education. Together with these programs, the courses are conducted with traditional training programs. Since their operation, 1637 people in Baku and 366 people in Goychay have been involved in vocational trainings on professions, retraining, and professional development by Regional Vocational Education Centers. The following is a list of professional module courses currently being offered:

1. Computer operator
2. Computer accounting
3. Computer design
4. English language
5. Weaver
6. Secretary-writer
7. Basics of entrepreneurship
8. Metal collection craftsman from aluminum and plastic materials
9. Barber

- 10.Video operator
- 11.Waitress
- 12.Electric welder
- 13.Turner
- 14.Carpenter

According to the statistics on vocational training and professional development of employees in enterprises, offices and organizations, about 6840 people were trained in vocational preparation in 2007, while a total of 12242 people increased their specialties. These figures represent about 0, 2% of the population (4014.1) engaging in the economy (see table 3).

Table 3. Training and professional development of employees in enterprises, offices and organizations

	2000	2001	2002	2003	2004	2005	2006	2007
Received vocational training –total	3613	3273	4086	4748	5836	5626	6931	6840
Also:								
Specialized professional employees have been prepared	2635	2636	3169	3682	4631	5254	6549	5452
From them:								
Trained the first time	1101	665	1234	1410	1622	1959	3504	3453
Received (connected) the second profession	492	880	727	959	581	1152	1373	1173
Retrained	1042	1091	1208	1313	2428	2143	1672	2124
Administration workers and specialists	978	637	917	1066	1205	372	382	855
Developed professions	12297	12601	18705	15397	15807	15564	15707	12242
Also								
Specialized professional employees	3082	4055	4518	3711	3703	5196	5000	3014
Administration worker and specialists	9215	8546	14187	11686	12104	10368	10707	10915
From them:								
Administration workers	880	961	1381	1182	1144	972	787	1444
Specialists	7740	6540	11991	9536	10530	9050	9538	9471

Professional development courses are organized for employees of structured sections of the ministry in Scientific-Research and Education Center on Labor and Social Problems of the Ministry of Labor and Social Protection of Azerbaijan Republic (established on May of 1997).

Professional development courses are organized for employees of structured sections of the ministry in Scientific-Research and Education Center on Labor and Social Problems of the Ministry of Labor and Social Protection of Azerbaijan Republic (established on May of 1997). The specialists of SRECLSP, which is a local structure of the MLSP, are involved in professional development courses at least once every two years. During the courses, the specialists are not only trained about the area which they work in, but they are also informed about changes in labor legislation. In addition, trainings are conducted via application of modern information technologies and new program means in order to increase practical knowledge and abilities of the participants. The courses are renewed on a regular basis and updated as needed. In addition, the knowledge of listeners is examined with application of test-examination programs. From 1997 to 2008, 5747 people in total attended such professional development courses, while 863 people participated in the courses during 2008 alone.

Various courses and seminars are organized in the Center with respect to various international projects. For example, 87 people participated in a certificated training course (Training of Trainers) on 4 modules about “Social work and reduction of poverty” started on March of 2007. The course was organized by the TACIS “Reform of Social Defense System in Azerbaijan” project. Additionally, weekly trainings were organized in 2007 and 2008 for 20 colleagues of different ministries, committees and scientific organizations on the topic of “Demographic processes: analyze, prognosis, policy”, with the financial support of UNFPA and in cooperation with the “Center Demographic Problems of the Population” within the economic faculty of Moscow State University.

Education courses were organized for specialists working in different fields of production on the basis of agreements with employers. Thus, about 202 specialists were trained on “Labor protection and technical security” and “Labor legislation system of the Azerbaijan Republic”. Specialists who participated in the trainings came from many different fields of the economy, including:

- Construction
- Foreign investment companies and enterprises (especially oil and gas industry)
- Services
- Food industry
- Commerce
- Specialists working in plants and factories

Among these specialists, the majority are human resources specialists, lawyers, specialists on labor protection and technical security workers.

Post-graduate courses are also taking place in the Center. About 10 post-graduate students and 18 candidates for a degree are currently working on their scientific works.

Nearly 1000 members of municipalities and public servants were involved in the education courses organized by the Legal Education Center next to the Ministry of Justice. The Center has prepared 15 methodic materials relating to the activity of municipalities and submitted them for review.

According to survey results conducted with people working in various fields of production aged 25-64, 1 out of every 5 people participated in at least one course on professional development in the last 6 months. The majority of those who participated in professional development courses (90%) were aged between 29-35 years old. These courses covered a wide range of fields, including: labor protection and technical security, accounting, health, basics of labor and technical security, quality management, security of road transportation, labor code and more. The courses were organized by the Ministry of Emergency Situations of the Azerbaijan Republic, Moody International, British Petroleum (BP), Insof Company, Inter Certificate, and Optimus Company.

According to another survey conducted by 30 education workers within different projects, 33% of the participants were aged between 20-35 years old, 27% between 35-50 years old and 40% between 50-64 years old. The topics are followings.

- Professional module training;
- Preparation of curriculum;
- Analysis of labor market;
- Pedagogical innovations;
- Competence based professional training;
- Preparation of professional standards;
- New training technologies;
- Distant vocational education;
- Business and vocational education.

As we see, the topics of the professional development trainings here are different from the standard topics provided by state courses.

Consequently, the following steps should be taken to improve the non-formal education in Azerbaijan:

First of all, in terms of social deformations and the slump in production traditionally accompanying a transition period, one of the most important directions of unemployment level reduction is the comprehensive involvement of the youth in vocational education and the retraining of workers released from production. Under economy recession and rise in unemployment, Government can reduce the pressure by attracting young unemployed to non-formal/vocational training and retraining programs. This may be accomplished by a wider network of training, retraining and improvement of skills (i.e. increased enrolment in vocational education) and by prolonging training periods.

Secondly, as the economy further develops and as there will be additional demand for trained personnel, the young unemployed who have already been trained or retrained, taking into account the future production needs and perspectives, can be absorbed by relevant enterprises and thereby contribute to the development of the national economy.

The Government, while drawing up a social policy, should make a choice between two options in the policy of the use of labor resources: either initiate additional expenses for the development of the non-formal educational system at the expense of society, other enterprises, and the personal savings of citizens; or substantially increase expenditure for unemployment relief which may finally result in the non-productive use of the labor potential, a decline in quality, and the aggravation of social tensions. The realities of today, especially the risk of a further rise in the unemployment level, predetermine the conditions for priorities in the system of vocational education.

In addressing these problems, Azerbaijan should rely on international experience and seek active cooperation from United Nations agencies or International organizations worldwide.

Sergey Laboda

NON-FORMAL EDUCATION IN THE REPUBLIC OF BELARUS: PROVIDERS, KEY TENDENCIES AND PROSPECTS

1. Preconditions for the development of non-formal adult education in the Republic of Belarus

Informal adult education as a historical phenomenon did not emerge today. In Belarus, it has a long history with the important events, turning points, ups and rebirth. If we look at the past, we can distinguish several stages in its development, which largely coincided with periods of dramatic changes in the socio-political life of the country. In this review we are interested in the current status of this area, so the starting point for our analysis will be the current situation in the field of non-formal adult education, which can be described as a period of prolonged post-Soviet transformation since the country's independence and the declaration of the Republic of Belarus³.

One of the important prerequisites for the development of non-formal adult education in modern Belarus was the emergence of a new type of query on the result of education. Changed the country's post-Soviet economic and social conditions have adjusted the needs of people in the content and quality of education, which has led to the emergence of many citizens to define clearly practice-oriented approach to acquire new knowledge, develop their personal qualities and civic competences. In other words, nowadays even before any training, many adult citizens have, or at least, trying to form some idea of why they need it, and where and how they can use this knowledge in their lives and professional activities.

Despite the fact that the same approach has consistently declared in Soviet education, its real embodiment has been questioned. In Soviet times, an area of adult education, which is out of vocational and higher education, has also been traditionally the most formalized and it can be divided into two areas – training and retraining, and cultural work, including non-formal education of children and youth who were mostly pronounced ideological and were under constant control of the state. At the time, there were even relevant providers of party and ideological education of the population in the face of the so-called Institute of Marxism-Leninism or the main subject of the mass of non-formal adult education – Union association “Knowledge”.

After independence the restructuring and modernization of the national system of education was demanded, including adult education, which was to help people to adapt to the changing labor market and provide them with the knowledge, skills and abilities for informed participation and responsibility both in their own and political life⁴.

An important role in this task, from our point of view, is assigned to non-formal adult education as a key component of the concept of lifelong learning. Non-formal education of adults, being more flexible and mobile than the traditional education system, at a certain point focuses on the educational needs of the population – to provide practical and successful implementation of social, civil and communicative competence into social and professional activities.

³ Specifically, historic periodization and main stages of NFAE development in Belarus are presented in this article: Верамейчик Г. Неформальная адукацыя ў Беларусі // Адукатар. №2 (18), 2010. – С. 2-7.

⁴ Верамейчик Г. Образование взрослых в Беларуси, Молдове, Украине // Европейское образование взрослых за пределами ЕС – Мн. Прописи, 2010. – С. 137.

With respect to the concept of non-formal education of adults and of the sense that it is embedded in a generally recognized international context, Belarus has for more than twenty years of post-Soviet transformation of the state become very cautious steps. At present there is no coherent concept of adult education to meet those global changes that are taking place not only in the world, but also neighbors in this area. Although the government declares that the main capital of the country is educated and intellectually developed people, it continues to move largely in line with the old Soviet tradition, trying to adapt traditional forms and structures of the education system to new challenges, but not always, or not enough it takes into account the global trends and the real needs of citizens.

The term “non-formal adult education”, despite its presence in many major international instruments⁵, has not been fixed in the Code of Education of 2011. Article 240 of the Code refers only to the system of additional education of adults, in which it is defined as “... a kind of further education, professional development aimed at the listener’s and trainee’s satisfaction of their cognitive needs”⁶.

In general, it should be noted that the focus of the current “legal field” of adult education is, above all, on the state educational institutions and structures of additional education, which are mainly focused on the development of professional knowledge, skills upgrading and retraining. Other providers of educational services, particularly in the area of non-formal adult education, only await the fate of “the other” and still have relative freedom to realize their educational services.

At the same time, the draft of the “Concept of the State Program of Additional Adult Education for 2012-2016” states, “There is not normative and legal regulation of the educational activities of other organizations and individual entrepreneurs who, in accordance with the laws of the right to carry out educational activities in the system of additional education of adults, as well as there is neither system of providing statistical reports, nor the procedure for passing the certification of students.”⁷ One can only assume what prospects in case of filling this legal “vacuum” is expected in the near future of the “other” provider of non-formal adult education (primarily from the non-commercial and non-profit sector). Both optimistic and pessimistic scenarios are possible.

This fact indicates different emphasis in the attitudes and beliefs that characterize the modern non-formal education in Belarus. On the one hand, there is a pronounced trend of the State to determine the “rules of the game” in the field of additional education of adults, particularly in the traditional segment (the training and retraining of employees), and on the other hand, we can talk about the development of non-formal adult education as services, designed to meet the needs of the population, including market-based relations. Here, non-formal education is the most flexible and “responsive” manner to changing situations. In this case, non-formal education can carry and promote new values, life style, and thus be engaged in social change.

The emphasis on performance of a function of non-formal education in modern Belarus is associated with the current challenges in the field of quality of life. In turn, the quality of life is also reflected in a variety of indicators: it is the availability of different kinds of goods, the rights of citizens, the presence of different perspectives in the social and public life, including citizens in the decision making process⁸.

The European Union Memorandum on Lifelong Learning in 2000 emphasizes that non-formal education is an equal part of the educational life long process⁹. Since the second half of the

⁵ For example, the final declaration of the “Using the opportunities of education and adult education for a viable future. Belém Framework for Action” UNESCO-Sixth International Conference on Adult Education CONFINTEA VI, Belém / Brazil: “Adult learning and education are a critical measure, which is necessary in response to the challenges we face. Adult learning and education are a key component of a holistic and comprehensive system of education and training throughout life, which includes formal, non-formal and informal learning and which directly or indirectly is for both young and adult learners. Adult learning and education in the long run are related to ensuring the conditions and processes of learning that are attractive and the needs of adults as active citizens. They are associated with the development of an independent, autonomous individuals, creation and restructuring of their lives in complex and rapidly changing cultural, social and economic conditions – at work, in the family, community and society.”

⁶ Access mode: <http://www.pravo.by/main.aspx?guid=3871&p0=hk1100243&p2={NRPA}>

⁷ The “Concept of the State Program of Continuing Adult Education for 2012-2016.” Access mode: <http://edu.gov.by/ru/main.aspx?guid=17771>

⁸ Materials of a roundtable “Improving of non-formal education can promote development of the quality of life of Belarusians” // Адукатар. №2 (16), 2009. – С. 6.

twentieth century is to find ways of renovation of educational systems, facilitating the transition from the principle of “learning for lifelong” to the principle of “lifelong learning”. The aim of education policy is to create conditions that allow to study, to receive modern general and professional knowledge, and thus realize the individual pathways and to address completely the urgent problems of modern society, and this objective is relevant for Belarus.

Non-formal education today indicates any organized training that takes place outside the formal education system and complements it by providing improvement of the skills which are necessary for socially and economically active citizen. This educational activity is structured; it has an educational purpose, a certain time frame, infrastructure support and is conscious. The knowledge gained is usually not certified, although it is possible¹⁰. Non-formal education is based on several principles, the most important of which are the following:

- “Learning in action” – to obtain different skills during practice;
- “Learning to communicate” – an acquisition and development of ideas about the differences that exist between people, the ability to work in a group and as a team, and take others as they are and work with them;
- “Learning to learn” – the skills of information retrieval and processing, the ability to analyze their own experience and to identify individual educational goals, as well as the ability to apply the above-mentioned issues in various life situations.

2. Providers of non-formal education of adults in the Republic of Belarus: who, whom, and what is taught?

In Belarus, the informal adult education today remains heterogeneous and evolves largely spontaneous. It is represented by different actors with their objectives, interests and differences in the approaches, principles and ways of organizing work. Belarusian expert Tatyana Poshevalova in her speech at the plenary session during the II Festival of Non-Formal Education (2006) indicated four groups of players in this field: non-formal education in the third sector, business education, confessional education, further education in the public sector¹¹.

Chairman of the Association for Continuing Education and Enlightenment (ACEaE) Dmitry Karpievich took this classification as a base, including “confessional education” into private sector of non-profit providers, and according to the degree of development, the power of influence and common tasks in the field of non-formal adult education proposed to consider three groups of subjects¹²:

- Non-profit non-government organization and institutions (the “third sector”);
- Business enterprises;
- Additional education in the public sector (government agencies).

The most respected expert in the field Head of the “Deutscher Volkshochschul-Verband e.V.” (Federal Republic of Germany) in the Republic of Belarus Galina Veremeichik allocates these three groups of Belarusian subjects of adult education¹³.

In the following review of “providers” of services of non-formal adult education in Belarus, we also rely on the classification proposed above, but will be considered a “business education” as one of the substantial orientation of commercial non-governmental organizations and businesses in non-formal

⁹ Memorandum on continuous education // Адукатар. №2 (8), 2006. – С.24-27.

¹⁰ It should be noted that the additional adult education in the public sector is more focused on binding “certification” of the knowledge, this is largely determined by a high degree of formalization and regulation of the educational activities of the state “providers.”

¹¹ Пошевалова Т. Неформальное образование в Беларуси: ресурс для развития личности и общества // Адукатар. №1 (15), 2009. – С.14-16. Access mode: http://adukatar.net/?page_id=436

¹² Карпиевич Д. Субъекты неформального образования: ключевые игроки и возможные направления для сотрудничества. Материалы круглого стола «Улучшению качества жизни белорусов может способствовать развитие сферы неформального образования» // Адукатар. №2 (16), 2009. – С. 8-10. Access mode: http://adukatar.net/?page_id=602

¹³ Веремейчик Г. Образование взрослых в Беларуси // Сборник материалов конференции «Системы образования в сравнении: традиции и перемены в Германии и Беларуси» – Мн. Прописи, 2008. – С. 71.

adult education.

The term “business education” today refers to training institutions of various forms of ownership, as well as top managers and future professionals in business. The list of non-formal educational programs, which are represented today in the commercial market for educational services, in our view, is broader in its subject matter and forms and is not limited to the content of business education. Today a range of business courses and seminars for professional and personal growth, interesting leisure time, develop creative and artistic skills, health care and so on, which greatly expand the range of meaningful offers programs by businesses are offered.

Article 242 of the Code defines a list of 12 additional educational programs for adult education, which mainly cover the system of training and retraining. A distinctive feature of the system of additional education of adults in accordance with the Code is to include it along with educational institutions and other organizations, as well as individual entrepreneurs, which in accordance with the laws have a right to carry out educational activities. Consequently, additional educational programs for adult education not only the institutions of further education for adults can realize, but also other organizations and individual entrepreneurs. “Other” is precisely the core group of providers of non-formal adult education is in accordance with that sense that we are investing in this concept.

On July 15, 2011 the Council of Ministers adopted the Resolution # 954 On some issues of additional education of adults. This decree approved the following legal act: “The regulation of additional training courses for adult education.”¹⁴ The Regulation established that training courses are an educational event aimed at meeting the cognitive needs of listeners in a particular professional field or area of knowledge. The Regulation emphasized that the development of the content of the educational program of training courses is not for the profession gaining, training and professional development of managers, professionals, workers (employees).

Date of obtaining the additional education in the development of adult educational content of training courses, as well as subjects of studies, occupancy study groups will be established by institutions of supplementary education for adults, other organizations, individual entrepreneurs, which in accordance with the laws have a right to carry out educational activities on their own. So, this rule nowadays has a direct relation to the various providers of non-formal adult education from the private sector, implementing the programs of additional education.

According to Alexander Abramov, Head of training and retraining of personnel Department of the Ministry of Education, “The Code has a clear distinction: there are educational programs that can be implemented only by educational institutions. It is an educational training program for managers and professionals. Other organizations can implement educational training programs, training, training of workers (employees), the educational program of training courses, training programs in organizations, a program to improve the capacity and capabilities of the individual. Individual entrepreneurs can implement an educational program of training courses and programs to improve the opportunities and abilities of the individual.”¹⁵

If before the organization of the private sector in the economic activity “Other adult education and other education out of groups” were holding various courses, workshops, seminars, lectures and were not required to have training program documentation, in accordance with the Code, they need to develop it. In implementing educational training programs in organizations, educational programs to improve opportunities and abilities of individual educational institution, organization, and individual entrepreneurs can define the list of required training program documentation on their own. In other cases, the model curricula and programs that will meet the requirements of the Ministry of Education are provided.

Thus, we can say that for the past two decades there was a failure of the state monopoly of adult education and a transition to a multipolar system, based on the balance of interests of the state,

¹⁴ Access mode: <http://edu.gov.by/main.aspx?guid=6541>

¹⁵ Performance of A. Abramov, head of training and retraining of the Ministry of Education, August 4, 2011 at the national meeting of the guidance on “The activities of the supplementary adult education in terms of entry in to force of the Education Code in the Republic of Belarus.” Access mode: <http://edu.gov.by/ru/sm.aspx?guid=53133>

social groups and individuals. In this emerging system of adult education there has been specialization of different types of organizations and an increase in non-formal education, inscribed into different contexts.

2.1. Non-profit organizations and institutions in the field of non-formal adult education (“the third sector”)

This group consists of non-governmental organizations, foundations, non-government agencies, associations, trade unions, etc., who work for different target groups (young people, socially disadvantaged people, the professional community: teachers, journalists, owners of rural estates, NGO activists, etc.) and in different fields (legal, economic, civil, political, environmental education, retraining and training, community development, etc.). To some extent, it could be considered here confessional education too.

In contrast to the statutory, regulatory clearance of the public further education of adults, who works for the approved programs, has a system of standards and has been licensed and validated by the authorized bodies and accredited under special instances, and controlled by them, adult education in the sector of non-profit non-governmental organizations is almost free from all this, which is why it is called “non-formal education.” Should also be noted that the word “non-formal” in the designation of the educational sphere indicates a definite contrast to traditional education (middle, high school, vocational training), implemented in the “formal” education system¹⁶.

Historically, non-formal education performed a compensatory optional function in relation to the formal. Now it can be argued that the relationship between them is gradually reversed. However, the non-formal education is not so much an alternative as complement and extension of the current educational system, but both advantages and disadvantages lay in it.

The priority areas of activity in non-profit organizations and public associations of Belarus currently remain social protection and rehabilitation of the population (22.9%). Such activity as “sport, recreation, tourism” has moved into second place (19.4%), which is probably associated with a massive promotion of sport lifestyle ideas in the media at the state level. It is important to note the positive trend in such area of activity as “education, enlightenment, and upbringing.” In 2000, it employed only 6.0% of all registered NGOs, by the end of 2009, it was 17.4% so we can notice an increase of almost three times¹⁷.

The quantitative ratio of these numbers do not look as convincing, as the number of non-governmental organizations in the category of “education, enlightenment, and upbringing”, according to the portal www.ngo.by for September, 2012 there are 437 organizations¹⁸. If we take into account the fact that regional offices and branches of many organizations that have national status are included in this index, their real nominal amount will be much less, it can be carried out just about a couple of hundreds of organizations. Minsk can be called “the capital of the third sector” of Belarus, as about half of all public associations of the Republic (47.73%) are located here, along with the Minsk region, the figure is 54.45%. In the area of activity “education, enlightenment, and upbringing” about 18.6% of the total number of NGOs are located in Minsk. In the regions of Belarus percentage of public organizations in the category of “education, enlightenment, and upbringing” to the total NGOs is as follows¹⁹:

- Minsk region (19.5%)
- Gomel and the Gomel region (13.6)
- Brest and Brest region (14.91%)
- Grodno and Grodno region (17.5%)
- Mogilev and Mogilev region (14.06%)
- Vitebsk and Vitebsk region (18.84%)

¹⁶ Лабода С. Образование взрослых в Беларуси: сектор некоммерческих негосударственных организаций // Адукатар. №2 (18), 2010. – С. 8-13. Access mode: http://adukatar.net/?page_id=5442

¹⁷ Access mode: <http://ngo.by/monitoring/public-sector-dynamics/ac9e1ae2374066d2.html>

¹⁸ Никулина Ю., Рябова Н. Дополнительное образование взрослых: готова ли система образования ответить на новый запрос общества? // Адукатар. №1 (19), 2011. – С. 14-28. Access mode: http://adukatar.net/?page_id=13526

¹⁹ Access mode <http://ngo.by/monitoring/analytics/fields-of-activity/a438bd03538e557a.html>

In their programs civil society organizations focus on personal development, social and civic competences, and satisfaction of other educational needs related to human rapidly changing environmental reality. Since the needs of adults in Belarus in acquiring new knowledge and upgrading of acquired go far beyond the existing state system of vocational education and training, non-profit organizations and institutions are flexible enough to try and flexibly respond to the ever increasing demand.

Despite their small number, they set fashion for new forms of organization of educational programs and are in the forefront of many processes not only in the field of adult education, but education in general. Non-formal education in a sector of non-governmental organizations is above all a sphere of exploration, innovation, experimentation, trial and error. Methods, form and content are implemented in non-formal education if for various reasons they cannot be realized in the formal education system. They can go there though field of testing and adaptation to be tested for strength and survival. All the best and viable then can enrich formal education.

1. It's very important that the educational programs of non-profit non-governmental organizations focus more on results than on process. Participation in them is based solely on the principle of voluntariness, if expectations of motivation are not met and training is not beneficial, then they can simply vote "with their feet."

2. In the non-formal education, as a rule, there is no such thing as a school year. Duration of training in the non-formal sector can last from one hour (for example, a separate chapter), a few days (training) to several years (long course). And experience shows that short-term training courses are dominated in non-formal education in Belarus. One person in a year can attend a variety of educational activities of one or more organizations. In the non-formal area there is also a huge number of training programs, which have nothing in common with each other²⁰.

3. In the "third sector" innovative educational practice approaches, directions and active learning (interactive, role-playing and simulation, case-study, simulation, etc.), different types of educational technologies (open space, workshop of future, World Café, peer education, study circles for adults, etc.) are very widely used

Actively developing education for socially vulnerable categories of citizens is an area of adult education, which directly helps to relieve tension and develop the country's stability. With no exaggeration we can say that adult education is an effective instrument of social adaptation and re-integration in society.

A special place belongs to education for older people: not only new educational programs for older people to help them feel more comfortable in the new information environment, but also innovative forms of learning that involve active and responsible inclusion of older people into educational process as a sort of co-authors training are gradually starting to be introduced.

Leaders in this area of non-formal adult education in Belarus are representatives from both capital and regions, especially you can select the project "Golden Age University" realized by NGO Center for Information Support of Civic Initiatives "the Third Sector" in Grodno, and activities for the practical implementation of the concept "Institute of the Third Age" in Brest by Brest city public association of psychologists and the public association "Logos."

In the expansion of access of older people to educational services in Minsk and Minsk region, as well as in Brest and Brest region makes an important contribution to the project «TOLLAS – Towards Active society at any age», implemented by dvv international representation through registered society «Deutscher Volkshochschul-Verband eV» (Germany) in the Republic of Belarus, the International NGO "Education Without Borders" and the whole pool of "associate partners" – the involvement of non-state and state organizations. Also an active player in this field is the International NGO "Understanding," supported by German Federal Foundation "Remembrance, Responsibility and Future", perform a long-term program "The venue – the dialogue," in which a lot of attention is given to education of elder people. The main objectives of these projects are to provide an opportunity for older people to play

²⁰ Жураковский В. Стандарты оценки деятельности организаций неформального образования // «Теория и практика некоммерческих организаций и местных сообществ». Бюллетень МПОО «АКТ». Выпуск от 07.11.2006.

an active role in their communities, and strengthen the capacity of state and non-state actors in the representation of educational services for older people to meet their needs and interests.

Interaction between the generations and the availability of non-formal education for older people will be the focus of the IV Festival of formal education, which will be held in Minsk on December 7 – 9, 2012. Festival in Belarus has become a tradition of engaging professional communication and celebration for many teachers, andragogues, coaches and other people who share the value of non-formal learning throughout life. Joining the announcement by the European Union in 2012 as the year of active aging and generational dialogue, the organizing committee has formulated a theme of the IV Festival as a “Non-formal education for all generations.”

Despite all the difficulties, there are organizations in the country working in the field of civic education. Many of them specialize in working with teachers, young adults, socially vulnerable population; provide environmental education (BYPU “New Faces”, NGO “Eco project-partnership”, “Center Supolnast”, NGO Education Center “POST”, NGO “Eco-house”, NGO “Education Without Borders”, NGO “Belarusian Association of UNESCO Clubs”, and others). An important activity of many public organizations is the principle of inclusion and access to educational services for people with disabilities (“Belarusian Association of wheelchair users”, “Office on the Rights of Persons with Disabilities”, and others).

A number of organizations over the past ten years quite successfully promote a democratic and accessible form of non-formal adult education as educational circles (NGO Education Center “POST”, Gomel regional NGO “Social Projects”, NGO “Education Without Borders”, and others).

Some non-governmental organizations are involved into training: journalists (such as Center of informational support of community initiatives “the Third Sector” in Grodno, NGO “Belarusian Association of Journalists”), operators of rural tourism, social animators, managers on community development (NGO “House in village”, “Center for Social Innovation”, IEPU “Act”, a number of regional organizations – Centre for supporting of rural enterprise” in Komarovo, Local Foundation “Center for supporting of rural development and entrepreneurship” in Stolin district, and others), marketers – NGO “Guild of Marketers”, the local councils and local government officials – CLL “L. Sapieha Foundation”, and etc.

Non-governmental organizations also offer a number of programs in the field of legal education, for example, “The right to every day” by Grodno regional public association “VIT”, “School of Non-Profit Law” by “Center for Legal Transformation.”

After a turbulent period of opening of religion by former Soviet people by the end of the 90s interest in adult education in the faith-based education in Belarus increased. And it applies to both Orthodox and Catholic churches, and many Protestant communities. First of all they are interested in social work. As a rule, the church prepares specialists in its own ranks. Sometimes they are sent to study in the formal structure – the relevant universities. Some religious schools are trying to diversify the content of their training programs and to expand the scope of narrow religious training. There have already been precedents of them working with journalists, teachers, and lawyers. On an ongoing basis development of social projects is being trained. But to date, the high potential of faith-based education is not used sufficiently. On the one hand, it’s because of confessional secrecy, on the other hand, due to the lack of initiative and suitably qualified personnel.

The concept of “specialist in adult education” in the nonprofit sector, non-governmental organizations present more as a generalized academic term, which can be “packaged” and those who conduct training (trainer, coach, facilitator, moderator, etc.) and those who are involved into organization and management of educational programs for adults – sometimes these functions are strictly separated, sometimes closely related. It all depends on the characteristics of a particular educational practice of an organization and subjects involved into this activity.

Since the sphere of non-formal education is not regulated and left to its own, the solution of such a problem as improving the quality of educational activities and training their teachers, trainers, multipliers, etc., third sector organizations are to decide. There are no strict rules and standards of excellence. Various forms of short-term events (round tables to share experiences, thematic trainings and seminars, meetings in “educational cafe”, etc.) and long-term programs (Flying University, school educators, training for trainers, international internships, etc.) . Unfortunately, the work in this field is not systematic and sustainable, as there are more restrictions to attract the necessary resources for that.

One of the key challenges associated with training for non-formal education in the “third sector” was the lack of concern for the establishment of a system of regular training. Educational activities in the field of non-formal adult education today require specific professional competences, which are much the quality of the guarantor of educational activities and programs.

From this point of view, the dynamics of the coaching community in the “third sector” of Belarus is revealing: to replace the extensive development “in breadth” in 90th to the movement ‘in depth’ at the beginning of the new century came. The result was a sort of “natural selection”: if the number of actively practicing coaches were not significantly increased (and perhaps even decreased), then much more attention has been given to training of trainers. This “community” does not exist as a unified force, rather it is about multiple aspects – there are a number of coaches, coaching teams or coaching organizations, which are limited to the program activities of the organization or the sector as a whole, the content or subject of personal preferences, etc. (The list if you want may be continued), and many of them know nothing about each other.

Coaching activities in the third sector itself is starting to be perceived as a professional activity. Today, the professional status of the coach as a specialist in the field of adult education is determined, above all, by the recognition of his professional solvency from colleagues coaching workshop, as well as his reputation among customers of educational services. It means that the process in the “third sector” is more of an “informal” in nature and governed more by different oral ‘code’ of coaching groups or associations, than by instructions or rules of certain bureaucratic structures or bodies. And it is actually not bad, but from our point of view, even a positive point. Communities of coaches themselves so far are not very well-established and strong players in the field of education.

Although it should be noted that there are attempts to consolidate the coaching community and to give them a more modern interaction, including market, forms. An example is a project to create “an online job exchanges» www.orgconsulting.by – places to look for and supply of services in the field of organizational development for nonprofits. The purpose of the Exchange – changing the culture, principles, conditions and format of relations between providers and consumers of consulting services in Belarus by building the infrastructure and improve the quality standards in the field. In addition to consulting services, this platform can be offered and the services of non-formal education that can foster the development of non-profit organizations. This project has a pilot character, and time will show how popular and successful it will be.

Today we can say with confidence that the environment of Belarusian educational non-profit organizations and associations consists of a sufficient number of coaches, teachers, courses, study groups, etc., that has a good basic training, but at the moment there is a need to improve their skills and a qualitatively different level of their own activities.

In general, the whole range of educational activities for adults in the non-profit sector, non-governmental organizations in Belarus is not yet possible to be described as a systematic activity, since most non-governmental organizations and non-profit institutions exist separately, they do not see themselves as parts of one “chain” – Adult Continuing Education. Today, in most cases, their union is possible only on a temporary basis, as part of the project activities. Although at present there is already experience of cooperation with the coalition, such as the Association for Continuing Education and Enlightenment (ACEaE), implementing joint educational projects on the principles of horizontal relations, distributed leadership, and shared responsibility. Work to popularize and promote non-formal adult education by organizing the Festival Week and non-formal education, which have become a tradition is under way. A non-formal education magazine “Adukatar”, produced with the active participation and support of the Association becomes more and more popular and in demand.

2.2. Commercial non-governmental organizations and business structures in non-formal adult education

Commercial sector of non-formal adult education contributes to the development of the market economy as a whole and strengthen mobility and competitiveness of the adult population in the labor market, and helps meeting different learning needs of their clients. However, these services can be used only by a small percentage of citizens with a high level of income, which is concentrated in the capital and major cities.

This segment of the non-formal education providers is a network of educational and consulting organizations, private training centers and individual entrepreneurs. In 2008 more than 60 structures (consulting firms, business schools, training centers, recruitment agencies, training centers, etc.) more or less actively promoted were submitted on the internet. Today their number has increased, but not significantly. We can speak of a mature market of commercial non-formal education in Belarus, which is mostly concentrated in Minsk and very few covers regions²¹.

A group of profit providers of non-formal education, more likely than non-profit institutions, operates autonomously. They are in a highly competitive not only with each other but also with a number of relevant government agencies and the various training centers of further education in the state structures. Their main goal is gaining a profit, as they tend to follow “the client” and to create educational products that are in demand in the education market. Therefore, businesses are more focused on the situation on demand and follow the fashion needs of customers, sometimes even shaping them.

Commercial providers of non-formal education generally work with two target groups:

- Staff and executives of various forms of property, mostly private companies: it is actually a business education which also includes corporate training;
- Solvent citizens, mainly urban residents: they provide a variety of programs designed to meet the professional and personal demands of consumers of educational services.

Business education is an educational activity for the preparation of professional managers who perform management functions in companies and business organizations operating in a market economy, but also includes staff development of organizations of various forms of ownership in order to optimize and improve the efficiency of business processes. Today, business education in Belarus is developing both in formal and non-formal adult education and basically is offered in the following areas²²:

- Management training through the second higher (economic) education;
- Training on the various programs of master training, especially MBA (Master of Business Administration);
- Retraining and advanced training of managerial personnel;
- Applied short-term seminars and workshops in the field of business;
- Corporate training.

The system of economic education of managers in Belarus has been developed since the mid 90's of XX century. At the root of this process, there were three business schools, only one of which was private: Graduate School of Business and Management BSEU (in 1996, the first graduation of Masters of Economic Sciences with National diploma was made), Institute of Business and Management Technology BSU (the first Russian and English MBA program, delivered by a state-recognized diplomawas organized), IPM Business School (where the first full-length system of distance learning masters was tested). Some attempts of modern business education Grodno Yanka Kupala State University did, but in 2007 training for the academic preparation of MBA was stopped. Thus, in this segment of the business education both public and private providers' interests intersect. The most vivid the “intersection of interests” can be seen in the MBA programs, which tasks in general can be briefly described as follows:

- To prepare students for the roles of leaders and reformers in the business;
- To develop their strategic thinking, entrepreneurial attitude to innovation;
- To develop in students the ability to apply knowledge in the areas of business, a creative approach to business issues in different situations;
- To form and develop in students interpersonal skills;
- Develop the ability to self-education and continuous improvement of their skills.

²² Рябова Н. Интернет-обзор бизнес-образования в Беларуси // Адукатар. №1 (13), 2008. – С.25-26. Access mode: http://adukatar.net/?page_id=387

²¹ Лабода С. К вопросу о развитии профессиональных компетентностей тренера// Адукатар. №1 (13), 2008. С.10-13. Access mode: http://adukatar.net/?page_id=387

Retraining and skills development in the sector, both formal and non-formal business education carry on actual and the most popular directions in Belarusian economy education: “Business Administration”, “Finance”, “Human Resources”, “Innovation Management”, “Investment Management”, “Web-design and computer graphics”, “International Financial Reporting Standards”, etc.

With the entry into force of the Education Code not only the state of the educational establishment, but also by the decision of the Government of the Republic of Belarus, and other organizations that in accordance with the law have the right to carry out educational activities can now realize educational training program for managers and specialists with a diploma or certificate of the state sample. Other organizations may begin implementation of the program only if they are licensed. A number of major private players in the market of business education have used this right.

In Belarus, the Association of Business Education was established; however, its success would hardly be recognized. It is inactive in a public space, has a relatively small number of members and represents the interests of a limited range of providers, both formal and non-formal business education. This is largely due to the degree of development of the Belarusian education in general, the stage of its development and the gap between it and the global processes and the challenges of the time, and little influence of NGOs on the processes taking place in the education market. This internationally recognized accreditation process as public education programs, business schools and other educational institutions, which contributes to improving the image rating and providers of business education, has not found yet common in our country.

Among the positive aspects of the Association of Business Education we can note an annual international scientific-practical conference “Topical problems of business education”, which is regularly attended by representatives of Russia, the Czech Republic, Latvia, the USA, Germany and other countries. The purpose of the conference is to discuss the problems of integration of business and business education for sustainable and innovative development of the Belarusian economy, the organization of cooperation in the sphere of education between different providers.

Many companies which have grown from the framework of medium-sized businesses, process a structure of their own corporate training. This is especially true for large companies of IT-sector and telecommunications, as well as holding companies focused on intensive work with clients (EPAM Systems, Intransition, MTS, Velcom, Atlanteans M, and others). Most companies opted for corporate training; see it as a tool for implementing business strategy and a fast way to implement change, as a competent and motivated workforce is in fact a source of competitiveness of any enterprise, the foundation which the financial results of the company are based on.

Thus, building a system of corporate training, companies are taking control over their future, form a solid foundation for their competitiveness. The main purpose of corporate training is to achieve positive change in the business, which is a consequence of changes in the behavior of employees. The task of the top management of any company interested in developing and strengthening their competitive position is creation of conditions for the members’ commission of the right action (or actions) on a regular basis, so that they can form good habits (behavior). So, a corporate training will have an effect, if it is systematic, consistent and coherent. And then the positive changes in the business will not be long in coming²³.

Realization of this fact has become motivational for many Belarusian companies to create their own centers of learning and staff development. This trend is in line with global trends and has steadily increased – more commercial structures in Belarus try to create such centers, this is largely due to the financial factor and – the company becomes more profitable when they run their own training units than pay for services from outside.

At the same time there are a number of consulting firms and companies, specializing exclusively in the “business education”, with a significant place in their software package given to application

²³ In a segment of the “business of education” private providers and a number of state universities that offer MBA programs for a fee are competing. The programs implemented by government agencies, are legitimated to refer to formal education, as are currently assigned to the second higher education or Master’s, and incorporated into the system of higher education.

training, and different training optimize sales, management competence development, and marketing of various forms. Today, among the leaders of the private education market in the sphere of education the following players are: IPM Business School (Institute for Privatization and Management), XXI Century-CONSULT, Centre of Strategic Development “Marketing System” TSSBT SATIO, Center for Business Education BCCI, Consulting group of “Here and Now” Consulting Group “Key decisions”, EMAS, Institute of PR, «Agency Business Relations», Artox. Offices of all companies are located in Minsk, so the actual access to business education is provided only in the capital, even in provincial cities opportunities to participate in programs of the data providers are minimized at best, they are in the format of one-time and short-term roadshow seminars “guests from the capital”.

The oldest and most successful provider among them is the IPM Business School, which was established in December, 1993 and became the first commercial structure, which operates on the model of European institutions of business education. This is made possible through partnerships with leading international organizations in the field of business education. IPM Business School has received accreditation by reputed international programs, which allowed the Belarusian managers to receive professional world-class education. The basic training program, for example, in the marketing program is a Chartered Institute of Marketing (The Chartered Institute of Marketing, CIM). Also, the business school is actively pursuing a diversified short-term seminars and trainings, all the while offering new educational products on the market of business education and continues to be the legislator of trends in this field.

Education in most business schools in Belarus has practice orientated nature and is based on the project method, which allows the listener while learning to solve real problems of the company. Most of the teachers and business consultants in the training process use active learning methods: business cases, role playing, simulation, business process, case assignments and exercises, tests, brainstorming, analytical tasks, discussions, field studies, computer simulation, case studies, problem analysis, training, visits to companies, etc.

The most popular and in demand form of short-term training programs in the business sector continues to be training and business seminars. Lead sales training, communication, team building and workshops are aimed the improving of efficiency of business processes, the design and optimization of the marketing strategy of companies, cash flow management, and human resources, learning new technologies and ways of doing business.

Distance learning is a new trend in the development of business education in Belarus. Certainly, in the short term, the number of distance programs in the sphere of education increase. Now there are also trainings through webinars, which are carried out by both organizations and individuals – teachers, trainers and consultants in the field of business education.

Thanks to the development of information technology, a remote learning format has appeared which harmoniously combining group classes in person and a virtual space, as well as independent work, again with the use of information technology. It allows center to be constantly in the learning process at a distance from the training. This technology is suitable for busy people, as it provides a flexible training schedule and individual approach to each student of a program. Multi-level structure of many distance learning programs of business education provides a start of training with different levels of the program. Instead of the “pumping” of information in a short time, the listener gradually and consistently developing his business expertise, continuously developing his managerial and professional skills.

In addition to business education a segment of commercial educational programs for solvent citizens is actively developing now. Among the most popular language courses should be mentioned, which are mainly concentrated in the capital and several major cities. In Minsk several commercial language schools, such LinguaLand, SOL, Streamline, Step by Step, BERNAR, INTERNATIONAL HOUSE, MOONLIGHT and others are working very hard. Many of them are showing steady growth in customers and begin expansion into regions, opening branches in regional centers.

Also courses on the development of various computer applications, web design, electronic data processing and accounting are popular. Professions training and narrow specializations are steady in demand in the market: a hairdresser, a makeup artist, a massage therapist, building and finishing in the format of “intensive training.” Private training centers, which are also mostly located in the capital, and sometimes have their branches in provincial towns, are actively exploring this niche. For example,

in Minsk leading positions hold such private institutions as the European educational center «Viva Liberty», educational and human resource center “New Tomorrow” and others who have positioned themselves as centers of vocational training for all citizens and offer a comprehensive set of educational courses and programs. In general, it should be noted that such centers should be flexible and mobile to react to the ever-changing situation, the demand in the labor market due to the desire or the need of their clients to find or change jobs.

So-called “compensatory programs” – training of personal growth and development, as well as courses on various subjects: speaking skills, effective communication, yoga and other relaxation techniques, relations between the sexes, family education, child care, landscape design, cosmetology, healthy life, hand-made, crafts, scrapbooking, photos, videos, etc.- have their clients too.

Currently in Belarus private educational services, as services in the nonprofit sector, are mostly offsetting additional character and perform optional functions to the main formal education. The exception is the sector of business education, which presents a strong non-state actors, and commercial programs for recreation and leisure. This is due to the fact that basic education is in the form of universal mass necessary and compulsory for every member of the society, but needs to be supplemented by species and forms of training that meet the learning needs in relation to the prevailing situation in the labor market (especially in times of crisis) and personal needs of the citizens, who have steadily increased.

It should also be noted that in addition to the commercial sector organizations engaged in non-formal adult education, individuals, professionals offer their services too: coaches, consultants, and other individuals. Unfortunately, the quality of these services cannot be estimated uniquely, their activities are often subjected to harsh criticism in the media, on the Internet and by consumers of educational services.

2.3 Government agencies and departments of additional adult education

This group of providers of non-formal adult education consists of organizations and institutions in the public sector. And you must immediately make a few important points, which are important for the understanding of the situation in the public sector:

- First, the term “non-formal education” can be applied to most of the providers in this group rather arbitrary, they better correspond to the term “additional adult education”, which stands for the majority of the state educational institutions in the Education Code;
- Second, for most public institutions of education non-formal educational programs as a part of an “additional adult education” is not the main activity, but rather a by-product, allowing earning additional funds;
- Third, it is, above all, about to preserve and adapt to the new realities of departmental institutions of training and re-training, which emerged in the Soviet system of education;
- Fourth, we can talk about expanding the functions of higher education institutions, in which there were specialized training centers that offer adult education services on a commercial basis outside of higher education;
- Fifth, there are a number of public providers of educational services from the social, cultural and media sector, for which the activity is more non-formal in nature and does not provide the issuance of diplomas and certificate. They include, for example, territorial social services center (TTSSON), libraries, museums, cultural centers, art centers and art, etc. Educational programs of such structures are similar in many respects to that proposed by NGOs respective directions.

A leader position among state providers in this segment of the adult education institutions is held by additional adult education, particularly training and retraining of managers and professionals.

On July 28, 2011 Ministry of Education adopted a Resolution #198 “Regulation on the establishment of an additional adult education”²⁴, which determines the order of their activities. This decree also

²⁴ Access mode: <http://edu.gov.by/main.aspx?guid=6541>

lists the types of educational institutions, which can be specified when they are created or changed by the founder on his own initiative or on the initiative of the educational establishment in the set of conditions imposed by paragraph 2 of Article 24 of the Code of Education. It lists the following five types of additional education of adults: “The institutions of additional education of adults are Academy of Postgraduate Education, Institute of Training and Retraining, Institute for Educational Development, Center for Management and Specialists, a training center, training and retraining of workers.”

Establishment of additional education of adults is a legal entity and operates under the charter approved by its founder. Establishment of additional education of adults can be public or private ownership²⁵.

They are the main providers of services for professionals and managers working in the public sector. Their target groups are teachers, doctors, health workers, government officials, experts of cultural, social, etc. These are, as a rule, experts, training costs for which are borne by the state budget. For representatives of many professions periodic training is required, the timing and duration of training is regulated by the relevant regulations²⁶.

At the same time, a number of public providers of social, cultural and media sector (local centers of social services, libraries, museums, cultural centers, art centers, etc.) that may or already provide educational services to various groups of population, are outside the scope of the existing legislative framework, and they have to act according to the principle of “what is not forbidden – it is permissible.” Incidentally, this also applies to non-state actors and non-commercial sectors, where the relationship between suppliers and consumers of educational services is governed by supply and demand, in the other words by market forces in the Civil Code, or they are offered free of charge and are free to consumers (e.g., associations).

Center of training, advanced training and retraining, educational items, as well as training courses for managers and professionals terminated their activities when the Code entered into the force. The founders of the educational institutions had to think about their fate and transformed into institutions of further education for adults under the Code, and to their functions.

The system of training institutions is structured on a departmental basis, subordinated to the relevant ministry. An example of such intra-organization of the system in Belarus the training for teachers can be. Today, it is supervised by the Ministry of Education and includes the Academy of Postgraduate Education, 6 regional and Minsk City Institute of Education Development. In addition, divisions of training and retraining teachers, higher, secondary, vocational and technical education institutions of the Republic were set up.

Department of training and retraining of personnel of the Ministry of Education has currently developed and submitted for public discussion a draft “Concept of the State Program of Continuing Adult Education for 2012-2016.”²⁷ The Concept declares: “Additional adult education in Belarus is one of the most important factors of socio-economic development of the country and is a flexible, mobile and constantly evolving system that solves the problems of providing industries with professional staff with required skill level, staff support innovation, citizens’ needs in professional development. Basic principle of adult further education are accessibility, focus on employee development as a person and a professional, systematic.”²⁸

Training and retraining of managers and professionals, and employees today has 391 educational institutions that provide training and retraining. These agencies are different in status, affiliation, ownership. The most developed network of training and retraining are the Ministry of Education, Ministry of Health and Ministry of Agriculture and Food.

²⁵ Therefore, many private educational institutions, if they are planning to engage in professional development programs, etc. and diploma or certificate state sample are subject to the regulation of their activities by this decision, they also need to obtain an educational license for the provision of such services.

²⁶ Веремейчик Г. Образование взрослых в Беларуси, Молдове, Украине // Европейское образование взрослых за пределами ЕС – Мн. Прописки, 2010. – С. 144.

²⁷ Проект «Концепции Государственной программы развития дополнительного образования взрослых на 2012-2016 годы». Access mode: <http://edu.gov.by/ru/main.aspx?guid=17771>

²⁸ The draft Concept also determined that includes additional system of adult education: “The system of additional education for adults of Belarus includes continuing education, training and retraining of managers and professionals, as well as continuous training (training, further training, retraining courses purpose) by trades workers (employees).”

For educational training programs for managers and professionals a special permit (license) issued by the Ministry of Education is needed.

Thus, system of training and retraining of specialists in the field of public economics and management in the Republic of Belarus is preserved and is functioning quite well. Almost all universities, as metropolitan and regional, have faculties or centers for retraining and skills development, in many ministries and agencies similar independent departmental institutes and training centers are created and functioning.

Every year over 530 thousand people of 5 thousand professions go through training. The greatest number of workers covered by one year of professional training, there are in the following industries: "Industry" (220 thousand people), "Education" (60.5 thousand people), "Construction" (57.3 thousand people), "Health, Physical Education and Welfare" (42.9 thousand), "Transport" (29.4 thousand). Trainings for the released and the unemployed citizens are provided by employment services²⁹.

Despite the impressive numbers, there are a number of disadvantages, which are due to just a low degree of reforming the sector, they are:

- A low level of response to changes in external social and economic conditions, progress in the development of science and technology, especially of the Belarusian economic model;
- A clear predominance of fundamental and theoretical knowledge over practice orientation rarely brought to the teaching faculty of practice;
- Excessive conservatism in the educational process, dominated by lectures and seminars, where active forms and methods of teaching are rarely used;
- Lack of evidence-based set of requirements to the frequency, duration and purpose of professional development;
- Weak association of institutions of training and retraining to the real economy and the labor market requirements.

3. Problems and prospects of development of non-formal adult education in the Republic of Belarus

The Republic of Belarus is now feeling the effects of the majority of trends that define and promote the development of adult education in Europe. Directly it concerns non-formal education as an important tool not only for the development of human capital and the quality of life, but also to strengthen the country's competitiveness in the context of globalization and internationalization as well: the next 10 years, about 80% of currently used technologies will obsolete, 80% of employees will have education, received more than 10 years ago, an increase in the quality requirements of the labor force, due to the aggravation of international competition, the rapid development of technology, increasing the need for continuous updating of knowledge and skills and the development of professional and personal skills³⁰.

Global challenges such as the threat of ecological disaster also put new challenges in changing the world and updating the knowledge of adults who should be responsible for making decisions that determine the lives of future generations. Participation in decision-making requires not only understanding of current issues and ideas about how the political system and the willingness to participate in the political process. Without the development of civic education to achieve this objective in Belarus will be impossible.

At the beginning of our review of the prerequisites for the development of non-formal adult education in present-day Belarus, we highlighted the emergence of a new type of query on the result of education on the part of consumers. At the same time, it should be noted that the role of the "customer" of non-formal education today should be played not only by citizens, but also by the state itself. Moreover, in

²⁹ Проект «Концепции Государственной программы развития дополнительного образования взрослых на 2012-2016 годы». Access mode: <http://edu.gov.by/ru/main.aspx?guid=17771>

³⁰ Проект «Концепции Государственной программы развития дополнительного образования взрослых на 2012-2016 годы». Access mode: <http://edu.gov.by/ru/main.aspx?guid=17771>

order to successfully respond to the challenges facing the country, the state has simply no other way than to engage in investing in innovative educational activities and the creation of modern, mobile and enabling infrastructure for the recipient of the educational market.

Unfortunately, opportunities to meet this request by joint efforts of various providers of adult education, public and private, commercial and non-commercial remain rather limited. Practically because of the lack of equal and equitable public policy against “other” providers and underestimating their importance and potential in the field of adult education, as they give more opportunities for citizens of the country to improve their quality of life long non-formal education.

It necessary to promote the services of non-formal adult education, not only in the capital and big cities, but also in the regions, especially in rural areas, where there is practically no institutional infrastructure to provide access of educational services and diverse groups. Minimal opportunities exist where at least some social and culture institutions, and community organizations are active. Businesses, unfortunately, are not interested to go to the regions. This gap could be filled by the state by providing support, including financial support, actions aimed at creating regional and local adult education centers, both on the basis of already existing organizations, providers, and the creation of new, and the plurality of forms and diversity of such structures can be, in our view, welcome. It is possible to integrate the experience of European countries, CIS countries, as well as our neighbors.

Complexity of the situation is aggravated by the fact that so many organizations are providers, doing outreach, educational and cultural activities and do not relate it to non-formal education of adults and do not see themselves as an organization in this field.

The next aspect of the problem lies in the fact that among the organizations that recognize themselves as providers of non-formal education, there is no clear division between those who are concerned with the education of adults and those who prepare professionals to work in this field. For example, in a sector of NGOs those engaged in thematic areas of adult education, and those involved in the training of facilitators, trainers, multipliers, etc. are the same. But this work is generally not systematic and is not conducted on a regular basis, as it is largely due to disabilities of community organizations both in terms of financial and legal framework conditions, it is mainly through project activity, which is by far day is not sustained.

Non-profit non-governmental organizations have characterized project activities as the main form of their activities. This is due, above all, to funding sources, but not only. Gradually we come to understanding that this format is important for NGO activities also in terms of results. To some extent, this factor influences the fact that the educational activities are organized by NGOs on the principles of competence approach. Certainly, the problem of quality is quite sharp. But with all this, non-profit non-governmental organizations teaching is focused more on results than on process. Participants in a variety of educational programs come there voluntarily. They have their motivations, and when it is implemented, and training is not beneficial, then people will just vote “with their feet.” And organizations are interested in their learning to be spread into practice.

There are certain areas and directions whose development is promoted above all the data subjects. Rural tourism is a vivid example. A few years ago a small group of people in our country know about this type of activity, and some enthusiasts were engaged in it. Today, rural tourism is regulated by law and employs hundreds of villagers who have acquired the knowledge, skills, abilities and understanding through participation in numerous seminars, round tables, trainings, which were organized and carried out by non-profit organizations.

It is worth to noting the complexity of the framework conditions for the organization of educational activities is the NGO sector. There is a general distrust of government agencies to educational activities of NGOs. Even it is about programs for neutral and relevant to the society and state issues. Those who have tried at least once to register the financial resources received from abroad, and this procedure is subjected to any project, supported by international or foreign organizations and foundations are very well aware of what was going on. While registering the projects relevant ministry should give a recommendation. And most of all, the Ministry of Education does not see relevance in the implementation of various educational projects. And it does not depend on the

quality of the projects. That wording is difficult to understand on the basis of the concept of lifelong learning³¹.

There is a need to promote non-formal education in public mind, even in the capital, not to mention the other regions; awareness of the availability of services of non-formal education is low. This is indicated by observations and research data³². Consequently, the activities of non-formal and especially civic education are needed to be promoting more actively. The most common and preferred by most consumers' channels of information about educational services continue to be friends' recommendation. It means that there is potential for the use of modern information technology and advertising to promote non-formal education in the public space, including through social networks.

Belarusian organizations as providers of non-formal adult education are delivered today in a situation of real and tough competition, contributing to substantial filling of educational services, which is constantly expanding. The quality of the design and implementation is a responsibility of the educational organization. If it is not good, then, as a rule, conclusions about the effectiveness of the course or program is transferred to the whole sphere of non-formal adult education in general, accusing its unserious approach, compilation, superficiality, lack of professionalism. Thus, expanding the range of educational services, the desire to take the largest possible niche often at odds with the quality, which is detrimental to the idea and image of the non-formal adult education.

Educational activities that enhance civic competence produce very little interest among citizens because of socio-political and economic conditions in the country. They are unfamiliar with such educational services, so public organizations should offer a wider range of topics, different and attractive thematic statements, and practicality, to draw attention to civic education.

Separate promising direction is educational work with older people. The need for development of this direction is due to the demographic situation in the country. Today, the share of pensioners to the total population is over 25% and there is a tendency to its increase, and the educational needs of this population will increase both quantitatively and qualitatively.

It should be noted that Belarus has virtually no examples of significant research in the field of non-formal adult education. There are several articles of analytical and reflective nature, which probably reflect only certain aspects of a number of topical issues, but do not pretend to the scope and inclusiveness of development of the subject (most of them were published in non-formal education magazine "Adukatar").

Offer of educational services in the commercial market of non-formal and extended education programs including business education, is formed the basis of demand and actual needs of consumers and corporate clients, primarily determined by the heads of companies and enterprises, because they are sending their employees for training, deciding where to spend money. A certain amount of the annual budget of many companies is spent on training their staff. It is important to understand what should be taught, what deficiencies need to be filled and sent to training development.

This segment of the commercial non-formal education also has steadily increased and is becoming a real competitor to the additional state providers of adult education. Although this sector is the most closed and fragmented, and focuses primarily on getting a stable income from the activity, and not on the active cooperation with other organizations of this type.

Government organizations mainly continue the tradition of training and re-training, developed in the Soviet period, despite the realities of today.

In general it can be concluded that the scope of non-formal adult education in the Republic of Belarus is on stage and is mainly represented by disparate organizations providers that interact weakly

³¹ Карпиевич Д. Субъекты неформального образования: ключевые игроки и возможные направления для сотрудничества. Материалы круглого стола «Улучшению качества жизни белорусов может способствовать развитие сферы неформального образования» // Адукатар. №2 (16), 2009. – С. 9. Accessmode: http://adukatar.net/?page_id=602

³² Никулина Ю., Рябова Н. Дополнительное образование взрослых: готова ли система образования ответить на новый запрос общества? //Адукатар. №2 (18), 2010. – С. 14-20. Accessmode: http://adukatar.net/?page_id=5442

with each other and in many cases, particularly among sectors, unfortunately, are not seeking to such interaction.

The “Concept of the State Program of Continuing Adult Education for 2012-2016”, which is currently imposed on the public debate, aims to address a number of pressing challenges facing the system of additional education for adults, and provides for the implementation of progressive measures. Among them are the following³³:

- Forecasting the needs of individuals and organizations in the field of further education of adults;
- The development of a network of educational institutions, organizations, and implementing educational programs of additional education of adults;
- Continuous update of the educational programs of supplementary adult education, promoting diversity, variability and flexibility of curricula and training programs, their prompt response to the needs of the education market;
- To ensure the needs of the economy and social sphere of employee training in foreign languages, innovative, computer technology, training in investment and foreign trade, crisis management;
- Improvement in the delivery of educational services in the field of further adult education by organizations and individual entrepreneurs;
- Use of new educational technologies, including technologies of “open education” interactive forms of learning, planning, and other methods that promote active learning, formative skills of analysis and learning, increasing the role of independent work of students;
- Update the logistics and infrastructure of additional education of adults, more intense computerization, attraction of highly qualified professionals providing services in the field of further education of adults;
- State and social events aimed at the development of specific forms of adult education and the promotion of ideas of additional adult education, continuing education and continuous self-improvement throughout life;
- Support for public educational electronic resources and diversification of additional education of adults.

The draft concept of the program also notes that an important factor influencing the quality of education is the formation of institutions of further education for adults, competent scientific and teaching staff, and an appropriate level of international qualification, which owns a deep knowledge of problems of andragogy.

It is envisaged to improve the qualitative composition of teachers engaged in the further education of adults, improve their professional competence through training andragogues, organizing training, professional development, expanding the training of teachers, including organizations of foreign countries, an invitation of instructors from leading foreign educational institutions to read innovative Course.

Anyway, further research work on the development of theoretical, methodological, technological and methodological bases for additional adult education, andragogy, psychology of adult learning should be developed.

The concept of the program also includes activities to develop initiatives of organizations of all forms of property and individual entrepreneurs to expand services in additional adult education, providing additional information to support the development of adult education, the introduction of computer technology training. There is also an understanding that the development of additional education of adults in Belarus should develop broad cooperation with international organizations, the European Association of Adult Education, national organizations and institutions in other countries in a multilateral projects and bilateral agreements and projects.

³³ Проект «Концепции Государственной программы развития дополнительного образования взрослых на 2012-2016 годы». Access mode: <http://edu.gov.by/ru/main.aspx?guid=17771>

It is hoped that the positive language that contains a draft concept of the program, will not be at the level of declarations of intentions, but will be put into practice and make a significant contribution to the development of additional, including non-formal, adult education in the Republic of Belarus.

It is very important in this way to encourage and support public debate on the recognition of the right to an additional adult education in all its forms at any age, on account of the interests of different groups of the population, and access to educational services with the active involvement of all stakeholders: provider organizations, local authorities, NGOs, specialized pedagogical editions, and Mass Media. Large national projects in the field of non-formal adult education should be developed and maintained: Thematic Week, festivals, fairs, etc.

In the legal sphere it is very important to identify and remove existing obstacles to the development of non-formal adult education; laws must not restrict, but stimulate the development of this sector. It may contribute to the inclusion of Belarus into the number of participants in such programs as the EU “Eastern Partnership”, “European Dialogue for modernization” and GRUNDTVIC, which allow to intensify international cooperation and open access to the developments and achievements of the European Union.

NON-FORMAL EDUCATION IN GEORGIA

After declaring political independence, Georgia faced complicated socio-economic challenges and mounting civil and ethnic conflicts. The disintegration of the Soviet Union destroyed longstanding economic links with the former Soviet Republics. Inappropriate credit policies led the country into hyperinflation, which in turn had destructive consequences on the country's development. Progress on market reforms and democratization has been made in the years since Rose Revolution (2003), but this progress has been negatively influenced by the new wave of conflicts and invasion of the country by Russia.

Poverty continues to be one of the main sources of human misery and at the same time a serious obstacle for democratic development in Georgia. The great section of the population (around 20%) lives on the margin of or below the poverty line. The unemployment rate is increased to 16%. Approximately 1 million citizens of Georgia left the country in search of jobs and better life abroad. Around 400 000 people still live in displacement within the borders of their own country.

In the given circumstances one of the priority directions for the government of Georgia today is to ensure sustainable social and economic development and poverty reduction. To achieve these goals, a great amount of measures to be taken refers to the reform in the field of education, such as to "encourage life-long and life-wide learning opportunities" and "promote sustainable development of human resources and human capital".

Legislative Framework

Constitution of Georgia enunciates each citizen's right to education. Freedom of choice in education is guaranteed. The state guarantees that educational programmes conform to international standards and rights. The state guarantees pre-school education. Primary education is mandatory for all. The state provides free primary education for all. Citizens have the right to free secondary, professional and tertiary education at state institutes within the frame work and by the rules established in law.

Georgian educational system currently consists of Pre-school education; General education (school education); Higher Education and Vocational Education.

The Educational System is regulated by several Laws:

- **Law on General Education** establishes a twelve-year cycle of education.
- **Law on Higher Education** regulates the system consisting of three cycles (in accordance with implementation of the Bologna process):

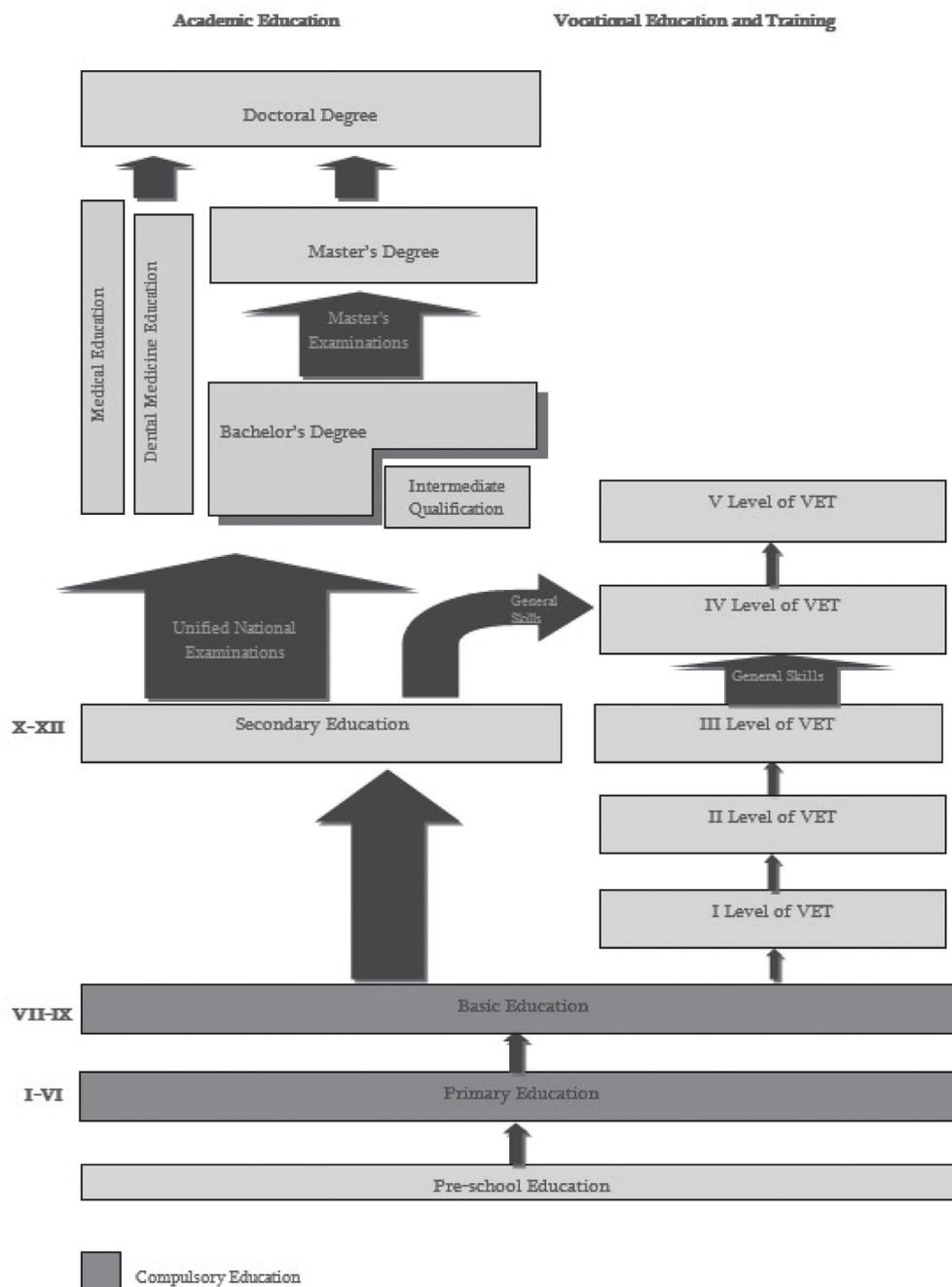
First cycle – Bachelor's Degree (240 credits);

Second cycle – Master's Degree (120 credits);

Third cycle – Doctor's Degree (180 credits)

- **Law on Vocational Education** provided for the consolidation of the existing vocational schools and elementary vocational education and training centers. Law on Vocational Education is probably the only legislative act in Georgia which emphasizes that one of the aims of the vocational education is to create a professional educational space, considering person's lifelong learning opportunities, educational levels and diversity (Article 5 of the Law). Chapter II of the Law defines formal and non-formal education as two forms of vocational education.

Educational System of Georgia



Formal vocational education programs cover theoretical teaching, learning practice and/or entrepreneurial practice. The occupational educational programs are carried out in the vocational education institutions. The occupational education activity, which covers occupational educational programs and after completion of which a person will be assigned a professional qualification, should be licensed in accordance to the Georgian legislation in force. For State recognition of the education obtained in the vocational education institution, the latter must have the accreditation. The educational programs for raising skills of the vocational qualification may be carried out in the vocational education institutions with the structured environment. The educational programs for raising skills of the vocational qualification do not need accreditation.

At this stage, National Qualifications Framework is adopted and the regulations regarding the acknowledgement of non-formal education procedures at the vocational level are in force. In order to provide the principle of lifelong learning availability and continuity, existence of the mechanism of **acknowledging/attestation** of education is especially significant.

Today, recognition of non-formal education is permitted according to the acting legislation in Georgia only at the vocational education level. Attestation of the qualification that was obtained after the non-formal education is carried out by the attestation bodies. The attestation aims to:

- a) review/check the knowledge and skills of the person, who bears non-formal vocational education and assign him/her the relevant qualification or change the old one;
- b) recognize the vocational education and qualification obtained abroad;
- c) assess the formal education obtained in Georgia and approve the relevant qualification.

Except of Law on Vocational education Non-formal education in Georgia is not officially defined and regulated on the legislative level. Despite significant changes in the educational system, a policy on non-formal education and respective funding is until now practically not existing and the place of non-formal education in the education system remains uncertain. In Georgia learning that occurs outside the formal learning system is still not well understood, not appropriately visible, and, as a consequence, appropriately valued. Until now it has also been under-researched.

Other Political and Strategic Documents

There are several political and strategic documents which refer to educational issues in Georgia. Among them are: EU-Georgia Action Plan, elaborated within the framework of the European Neighborhood Policy; Basic Data and Directions (BDD), 2010-2013 and State Strategy for Regional Development of Georgia. Though none of these documents refers to the term “non-formal education” directly, they are important to be mentioned in context of lifelong education and adult education which definitely implies non-formal education.

European Neighborhood Policy – Action Plan (EU-Georgia)

One of the priority directions of the Action Plan agreed upon by EU and Georgia within the framework of the European Neighborhood Policy is to ensure economic development, poverty reduction and social equality. To achieve these goals, a great amount of measures to be taken refers to the reform in the field of education, such as to “encourage life-long and life-wide learning opportunities ... promote sustainable development of human resources and human capital”.

Furthermore, under the Action Plan, Georgia has taken on a responsibility, through approximation of EU standards and practices with that of Georgia, to “ensure access for all to high quality education by providing sufficient funding, setting up quality assurance services, reforming education and training systems, including vocational education and training and fostering “lifelong learning”, in particular through implementation of national education reform strategy”.

Basic Data and Directions (BDD) of 2010-2013

Basic Data and Directions (BDD) of 2010-2013 covers the priorities of Georgia in the course of these years, programs related to the priorities, activities, possible results and feasible funds.

Analyze of the document in the context of the adult education shows that the government recognizes the adult education as one of the ways of solving social (including employment) problems which vulnerable groups are facing. The document states that “the government shall aid Internally Displaced Persons (IDPs) ... in developing professional skills, which shall facilitate their employment”. The same is affirmed in the State Strategy on internally displaced Persons, according to which “it is essential to promote vocational education of IDPs within the framework of state educational programs, which shall become an instrument for social integration of IDPs. It is necessary to encourage vocational learning motivation, increase its availability, as well as raise awareness of vocational learning, training and other educational capabilities”.

One of the priorities of the Ministry of Corrections and Legal Assistance of Georgia, as envisaged in the BDD, is the facilitation of general and vocational education of convicts within a unified educational system, which shall assist the convicts to get employed and reintegrate in the society after being released.

It is similarly remarkable to review the priorities of the Ministry of Education and Science of Georgia under the BDD, within the context of the adult education. One of such priorities is the promotion of

vocational education, which provides for funding of vocational education institutions and carrying out various activities for the facilitation of the reform in the vocational education system. These priorities also include elaboration of vocational educational courses for non-Georgian population; teaching of Georgian language at the adult language centers; rising competence in Georgian language and state management for citizens with higher education resided in the mountainous and ethnic minority regions.

State Strategy for Regional Development of Georgia

Chapter 4 of the state Strategy for Regional Development of Georgia (approved by the Resolution N172 of the Government of Georgia, dated June 25, 2010) refers to stimulating the attraction of foreign direct investments in the country and states that the certain percentage of employed and other human resources shall include local population ... establishment of the labor market should be supported; and for these purposes, it is vital “that the measures are defined for the vocational training and retraining of the local population” (Chapter 4, paragraph 4.6).

The above conclusions are drawn up based on the Report drafted by the Working Group on Poverty Reduction and Employment (one of the 7 groups), established for the elaboration of the above-mentioned Strategy. In particular, paragraph 19 of the Report notes that “the more educated the head of the family is, the lesser is the possibility of poverty in the household. The level of education of the head of the family is one of the poverty risk determining factors”. Moreover, unemployment shall be considered as one of the triggering features of the poverty (paragraph 52).

Chapter 5 of the Strategy covers the promotion of agriculture and tourism development, including such activities as improving crediting system of farmers; supporting entrepreneurial initiatives related to agriculture; focusing on the use of local human resources; establishing information networks for the increasing agriculture product sale opportunities; developing ecotourism; arranging family hotels and restaurants and café-bars; hiring guides, etc. The effective execution of these activities is not feasible without implementing special educational programs for the local population.

The Report of the Working Group on Municipal Development and Infrastructure focuses on the low level of civic awareness in the country and states that “there is a need to raise civic awareness, which is directly interlinked with the increased interest and participation of the local population in the management process, which will help them realize that they are obliged to participate in a decision-making, management process, as well as solving problems existing in their region and that this shall simultaneously solve their own problems and be beneficial for the common well-fare”.

Consolidated Education Strategy and Action Plan by the Ministry of Education and Science of Georgia (2007-2011)

The strategy underlines changes introduced into the system of education of Georgia to ensure the operation of two fundamental principles of contemporary education – continuous education and lifelong learning (LLL): each citizen of Georgia will have the opportunity to proceed to his/her academic or professional career from any level of education. Provision of education will not be restricted by such factors as previous education, age, ethnic origin or sex. The Strategy states that “Currently there are no accurate data available for the rate of non-formal or adult training and education. However it may be assumed that there are not enough opportunities for retraining and qualification improvement for adults to meet new requirements emerging on the labor markets. Therefore there is the need to develop a coherent and efficient approach for supporting life-long and non-formal education in the country.”

Strategy Plan by the Ministry of Education and Science of Georgia (2012)

2012 Strategy Plan by the Ministry of Education and Science of Georgia encompasses all fields of education and promises many changes in the educational system of the country.

Currently MES is implementing reforms in 42 different directions. Reforms of 2012 will cover 5 more directions. 2012 Summer Program is one of the recent initiatives amongst future plans that includes Retraining of the population from 15 towns (Rustavi, Kutaisi, Poti, Zestaponi, Gori, Khashuri, Zugdidi, Batumi, Tkibuli, Oni, Chiatura, Akhalkalaki, Samtredia, Ozurgeti, Telavi) in the English language, computer and professional orientation.

In response to the labor market, from 2012, the Ministry of Education and Science of Georgia started enhancement and expansion of professional education. From 2012 vocational education is based on tuition voucher per capita, which means that the Ministry funds tuition of students of vocational educational institutions by granting them 1000GEL tuition vouchers per person. Tuition fees for socially vulnerable students will be 100% covered by the government. There are changes in fourth and fifth levels of vocational education. Like masters' candidates entrants of vocational education institutions will have to take general ability tests at unified national examination and choose desired profession in August. Students are not required to specify where they want to proceed with their education after successful completion of the test. The Ministry of Education and Science of Georgia is currently building 4 more vocational education institutions in addition to already existing 40 ones.

Adult Education Strategy

This document has to be mentioned separately as important policy focused on non-formal education. The Strategy has been elaborated in 2009 by the Adult Education Association of Georgia, on the basis of the Memorandum of Cooperation signed with the Ministry of Education and Science of Georgia. Lifelong learning (including non-formal education as one of the most considerable forms of lifelong learning) is highlighted as significant pre-condition for the successful development of the country. "For the knowledge based economy, in the circumstances of the increase of the number of population of average age and higher, creation of flexible educational schemes for them is granted strategic importance. As for economies in transition, this is a vital problem."³⁴

The main aim of the present strategy is to establish a flexible system of education in Georgia accessible for everyone, which will provide the person willing to learn with respective education at any stage of his/her life regardless of age, sex, nationality and economic and social condition. The Strategy outlines the definition of UNESCO, according to which non-formal education¹ is "any organized and sustained educational activity that do not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages... Non-formal education programmes do not necessarily follow the "ladder" system and may or may not confer certification of the learning achieved." According to the strategy, existence of mechanisms for recognition of skills and knowledge increases the significance of non-formal education both for employability and further formal learning, thus giving it special importance in the context of lifelong learning.

Till now the Strategy is now officially adopted by the Ministry of Education and Science and remains rather conceptual document.

Components and content of non-formal education in Georgia

During the last 20 years after the collapse of Soviet Union the whole system of Education in Georgia was change in its essence. This concerns all directions, including school education, higher and vocational education. Adult (non-formal) education in Soviet Georgia, like in other republics of the USSR, was described from one point as a continuous professional education (deriving from the professions, basically permanent qualification development inside one profession) and on the other hand indefinitely ideologized political education of the masses.

Political changes in Georgia and gaining of independence gave new meaning to adult and non-formal education which is based on new reality with new challenges and priorities to be addressed by the educational sector. The following are some of the new priorities of the adult and non-formal education:

a) New state system requires acquiring new skills to better adapt to the new living conditions and increase the competition on the labor market. Formal education still fails to develop in beneficiaries practical skills which enable them to compete at the market. Different kind of non-formal programmes on presentation, communication, job-finding skills play significant role at this stage.

b) Special attention is given to so called personality development programmes and activities to develop basic competencies which might be used by beneficiaries in different fields of their professional

³⁴ Adult Education Strategy paper, p.44, Compare: A World Bank Report (2003) "Lifelong Learning in the Global Knowledge Economy: Challenges for Developing countries" Washington, DC.

life. Computer and language courses, entrepreneurial and small business programmes, Georgian language courses for national minorities may be taken as few examples of this.

c) Civic Education gained special importance. Programmes for adults for civil peace and integration, conflict prevention and peaceful resolution, for encouraging active citizens develop fast and address needs of population in sustainable development. Through rather new topics as democracy, tolerance, interethnic relationships, active citizenship, gender, protection of the environment, healthy lifestyle and others and by using interactive methodology non-formal Civic Education programmes influence big majority of population in Georgia and contributed to development of democratic society in the country.

d) Changes in economy, shift to market economy, increased unemployment and high competition in finding jobs set one more priority: development and implementation of short-term training programmes in different fields and professions. The aim of such programmes delivered in non-formal settings and based on “learning by doing” methodology is to raise qualification of beneficiaries and promote their employment on a tight timetable.

e) Non-formal education Adult Education addressing specific needs of different vulnerable groups within the society. Courses for the ethnic minorities to learn the state language; integration and social adaptation programmes for internally displaced persons and refugees; activities for citizens living in economically undeveloped regions; participants of migration processes, etc. are definitely newly established directions of non-formal education in Georgia.

f) Youth non-formal education, including educational programmes for youth dropped out of schools and vocational education and lacking relevant skills and knowledge

g) Literacy programmes. Although official data displays an adult literacy rate of 100 per cent (UNDP 2008) there are signals of increased number of people (both Georgians and national minorities) who do not possess sufficient functional literacy skills. This definitely creates barriers for them to use their potential, to be employed and to enjoy fully their rights. Non-formal programmes organized in learner friendly atmosphere contribute to finding solution to this problem.

h) More and more private structures are getting interested in raising qualification of their employees through non-formal education programmes: on-site education, weekend courses, etc. As the formal system of retraining does not exist for the most of professions and occupations, non-formal education structures strive to address this need as well.

Against this backdrop the role of non-formal education should be strengthened as an effective tool in poverty reduction and sustainable development. However, despite the importance of non-formal education for a successful development, its place in the educational system of Georgia remains uncertain and in majority of cases is almost fully supported only by international donor community.

At the same time there are several precedents illustrating increased interest of the government in non-formal educational programmes:

Tbilisi City Hall Program – “Start Business with the support of Tbilisi City Hall”

In collaboration with the “Open Society – Georgia” Foundation, USAID Small Enterprise Support Project, “Millennium Challenge Georgia” and the Investment Agency of Georgia Tbilisi city Hall started the program in 2006. The initiative provided trainings to obtain required entrepreneurship skills and funding opportunities, as well as business consultations aimed at developing of existing businesses. The program consisted of 3 phases. During the first phase, the applications have been submitted and training participants selected. In the second phase trainings were conducted, entrepreneurs were provided with consultations, projects were elaborated and selected. Registration, funding and additional consultations of entrepreneurs took place in the course of the final, third phase.

This program is being currently implemented by Tbilisi City Hall, however excluding a training component. Submitted business project shall be commercially beneficial. Moreover, it shall facilitate the development of territories joining Tbilisi and Old Tbilisi; creation of job places; introduction of technological innovations; tourism development; enterprise development; supply of ecologically fresh product originated in various regions of Georgia to the customers in Tbilisi. There are no maximum and minimum limits for the loan. Interest rate for the preferential loan amounts to 10%, and the interest rate for issuing the loan – 0%. Credit time-line is 60 months. Preferential period for payment of the loan shall be determined on case-by-case basis, considering the specificities of concrete projects.

English Language and Computer Courses

Starting from 2010, Tbilisi City Hall offers free English Language and Computer Courses for gaining necessary skills for employment. Under the above initiative, around 50 training centres were opened throughout Tbilisi, where beneficiaries from the age of 23 have an opportunity to gain necessary skills for the employment. The program provides for setting up a database for graduates which facilitates their employment within state structures and private sector.

Programmes for national minorities

A school of Public Administration established in 2005 provides training programs for minority population and trains about 450 public officials annually. The program helps not only capacity development among government officials but fosters civic integration of minorities.

Universities – Space for Lifelong Learning

Following the common trend that short courses for raising qualification and retraining are also offered by the higher educational institutions, several higher education institutions (universities) in Georgia are providing non-formal programmes. They appear to have more preferential conditions, since these institutions already hold technical and pedagogical basis for successful implementation of these courses. Main topics and tendencies of non-formal courses are as follows: teaching of foreign languages, Public Health issues, Law, Business Administration, Video and Photo Documentary, Photo-Journalism, Security Studies and Diplomacy, Tourism and Hotel Management, Event Management, General management, City Management and Development, Communication Management; Basics of Macroeconomics, etc. Majority of the targeted beneficiaries (average age 30 years) are from big cities and regional centres.

Non-formal education: who are providers and beneficiaries?

Unemployment is one of the main factors of poverty in Georgia and remains about 20 per cent despite the recovery of growth after 2009 when the economy suffered a double shock from the armed conflict, and from the global financial crisis. According to the Economic development and Poverty Reduction Programme of Georgia, the risk of households to fall below the poverty line increases according to the number of unemployed members.

A significant structural and qualitative misbalance between demand for workforce and supply is among the key factors of unemployment. Therefore, the development of professional education, implementing the principles of lifelong learning is the most important building block of reducing unemployment in the country and alleviating poverty. In turn, it is a prerequisite for the economic development of the country. Economy increasingly requires specialist with respective education. However, almost half of the employed people work at positions different from the profession received during formal education, whereas even in the circumstances of mass employment, employers cannot find people of required profession and qualification. Key competences in the shape of knowledge, skills and attitudes appropriate to each context are thus fundamental for each individual in a knowledge-based society. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Thus, non-formal education providers support human development; strengthen links between education, training, skills development and the needs of the labour market, facilitating access to jobs and mobility.

As mentioned above, reliable statistic information on non-formal education providers in Georgia is not available. The last attempt to collect the information was done by the Adult Education Association of Georgia in 2009 when around 90 solid non-formal (adult education) providers acting in the regions of the country were assessed and described. Even knowing that number of non-formal education providers is several times bigger in big cities and in the capital, it is still difficult to do approximate estimation of the total number of such institutions in the country. Some of the researches on non-governmental organisations in Georgia include fragmental information on non-formal providers of education in the country, e.g. Centre for Strategic Research and Development of Georgia mentions more than 2500 big non-formal educational projects implemented in Georgia within 2005-2009. The same study mentions that the vast majority of non-governmental organisations (more than 58%) are engaged in educational activities and set education as their prior goal and mission.

According to the Adult Education Association of Georgia, a greater number of AE providers is located in Tbilisi and a rapid growth of educational institutions is observed in the capital as well. However focus of Georgian government on regional development provokes development of non-formal education providers in the regions as well.

Majority of non-formal education providers are non-governmental organisations with non-commercial, non-for-profit legal status in the form of Fund, Community Union, Association, Community Education Centre, Adult Education Centre, etc. In majority of cases they are funded by international donor community or rely on self-funding through paid courses. There are several international organisations that fund non-formal education providers on consistent and regular basis, on the basis of long-term cooperation, e.g. dvv international; Swedish International Cooperation Agency (SIDA); Norwegian Refugee Council (NRC); Norwegian Statoil; International Organization for Migration (IOM); World Vision. Other international donors (including embassies) fund mostly short-term non-formal educational programs occasionally.

There is tendency of increased funding of non-formal education providers by the different ministries (Ministry of Internal Affairs; Ministry of Agriculture; Ministry of Culture; Ministry of IDPs from the Occupied Territories, Accommodation and Refugees of Georgia). The following are just few examples:

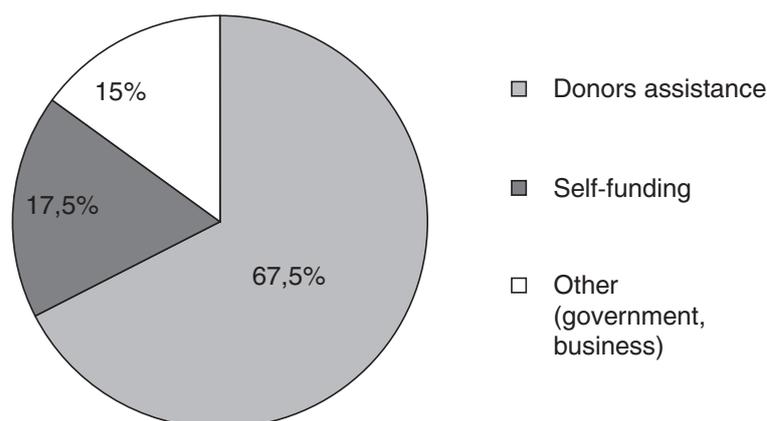
- Ministry of Internal Affairs in close cooperation with the Public Defender’s Office and the Ministry of Justice of Georgia initiated training program for police officers on several topics, e.g. Interviewing techniques, “Human Rights Protection and Non-Discrimination” and “Human Resource Management”.
- The Ministry of Justice funded training programme for youth on prevention of drug addiction. The programme was implemented by regional Community Education Centre in West Georgia.
- The Ministry of Culture was involved in the training programme within the EU funded project “Museums as Spaces for Intercultural Dialogue and Lifelong Learning” implemented by the German organisation dvv international. The Educational Department of the Georgian National Museum conducted series of trainings for museum workers and teachers “Museum and School” which were focused on specific conditions and goals of non-formal education in museums. Different teaching materials and manuals were developed in support of museum workers and trainers working in non-formal cultural education: “Museums as Spaces for Intercultural Dialogue and Lifelong Learning”; „Museums and the Challenges of the 21st Century” ; “Museum and its Audience”; „Museum and Education“ and others. The aim of the publications is activation of the role of museum and art in terms of deepening and enrichment of intercultural dialogue, ethnic diversity and social inclusion through innovative non-formal educational programmes and activities for different age groups. .

Another important **source of funding** which displays itself currently is support of non-formal education **by local self-government structures** (sakrebulo). Law of Georgia on local Self-Government gives to local authorities space for funding adult education (non-formal) as a constituent component of Employment municipal program. Employment support and e.g. planning and implementation of relevant training and requalification courses for adult population is one of the most important municipal services, which are implemented by those municipalities in Georgia which focus their attention on development of human resources. There are several examples of successful cooperation between non-formal education providers and local municipalities, though it can be considered as rather uncommon and developing issue.

During last three years also **business companies** most actively implemented social projects related to employees –e.g. qualification and training courses. These results reflect a close interconnection of employee-oriented projects with the immediate interests of a company, such as improvement of personnel qualifications, motivation and loyalty of employees.

Therefore diversification of source of funding non-formal education in Georgia can be presented as follows (2005-2009)³⁵:

³⁴⁵ Based on estimations available in the study “Non-governmental organisations in Georgia. Development Dynamic and Tendencies” by. Centre for Strategic Research and Development of Georgia, 2010



According to the research by the Centre for Strategic Research and Development of Georgia (2010) there are several priority educational directions in non-formal settings. Among them: Civic Education; Human Rights Education; Personality Development and Vocational Education.

Within these educational directions the following courses are the most often provided and have the biggest number of beneficiaries: Civic Education, Information Technology and Computer; Foreign Languages, Life Skills (Effective Communication and Presentation; Healthy Life Style, etc.), Job Finding Skills, Basics of Small Business; Accountancy; Entrepreneurial Skills; Media (Advertisement, Production of Photo- and Video materials); Office management; Tourism (management and hotel service development)³⁶.

Below the most demanded Personality Development Courses are presented. Big majority of non-formal education providers are implementing this kind of programmes and courses:

SKILLS EDUCATION (Communication, Presentation, Job-Finding)	COMPUTER COURSES	FOREIGN LANGUAGE COURSES	GEORGIAN LANGUAGE FOR NATIONAL MINORITIES	OFFICE MANAGEMENT	ACCOUNTING	SMALL BUSINESS COURSES
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Several private providers specialize in preparing secondary education students for external examinations (in foreign languages, and for university entrance). Others provide special skills development programmes to employees in order to improve product and service quality, and to increase productivity. Youth programmes aim at provision of skills and knowledge to young people in order to make them productively employable, become socially active and use their potential in full.

Vocational (professional) education provided by non-formal education institutions is focused on training/retraining of beneficiaries in professions which are demanded on the market, thus establishing tight links between local market needs, requirements of local businesses, available skills and qualifications of beneficiaries and available teaching resources in each particular region. They are offering accelerated training programmes for vocational occupations and are using “learning by doing” methodology. At the same time among beneficiaries demand continues to grow for skills that enable them to keep up with structural changes in the economy brought about by urbanization, technological change, and shifting patterns of consumer demand .

³⁶ The Role of Skills Development in Overcoming Social Disadvantage by Arvil V. Adams, 2011. Paper commissioned for the EFA Global Monitoring Report 2012”

The below list shows priority professional training topics/courses:

SEWING	FELT/TAPESTRY	WOOD CARVING	SOUVENIRS PRODUCTION	KNITTING/EMBROIDERING	HAIR DRESSING	COSMETOLOGY	AGRICULTURE	CULINARY	PAINTING/PLASTERING/ PLUMBERING	TOURISM/TOUR GUIDE	REPAIRMENT OF HOUSEHOLD APPLIANCES	CAR REPAIRING	CAR DRIVING AND DISTRIBUTION	SHOE MAKING AND REPAIRING	COMPUTER REPAIRING/ PROGRAMMING
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An average duration of courses range from 1 month to a year and a half and the fees – vary from GEL 10 to GEL 1000 (EUR 5-500), however there are providers offering free classes for socially unprotected people, IDPs and refugees and youth.

As an example of successfully functioning non-formal education institutions which implement many types of above mentioned education programs the case of Georgian Adult Education/Community Education centres might be described. These centers were established in 3 regions of Georgia by the German organization *dvv international* in 2006-2009 with the financial support of the EU and German government. All the centres were established in the regions with specific challenges: poor infrastructure, socially disadvantaged overall atmosphere, lack of possibilities for further education, multinational environment, resettlement of internally displaced persons, etc. Primarily programmes by the centres were focused on problems of the main target groups: national minorities and IDPs.

The Centres started functioning with few courses based on the requirements of the targeted population. Gradually the CECs expanded its scope of activities providing numerous free vocational and personal development training programmes, youth and social initiatives, capacity building and awareness raising projects thus assuring their inevitable presence and recognized place among the beneficiaries. The Centres managed to maintain an extinguished position through needs-based and innovative study programmes, open and equal, friendly and truthful atmosphere created against the previous prejudice, reluctance and mistrust of population who lack awareness on non-formal and adult education programmes and did not believe in power or learning and knowledge. Quite soon increased motivation of IDPs, national minorities and the rest of community to involve in the activities offered at the CECs also emphasized the significance and effectiveness of the project. Acquired skills and knowledge was a strong support to beneficiaries to develop further, find employment and become active members of society.

Knowledge and skills acquired as a result of the vocational and personal development courses was a strong support for the graduates to develop their competence and create opportunities for employment or self-employment. Beyond the professional benefit the major impact the entire training programme had on the beneficiaries was the unique possibility to realize themselves, regain self-esteem and confidence, overcome stress and despair and promote interaction and integration.

In addition to the tailor-made training programmes *dvv international* organized a wide range of sessions to complement the educational component and promote awareness of the targeted population of general issues of their concern. The initiatives aimed to meet the need among targeted communities to improve their knowledge, to have free access to the information and get better understanding on specific issues through public lectures, talks and discussions. The topics of the lectures covered politics, economics, arts, culture, public diplomacy, ecology and many other issues of common interest.

The course in life-skills covered the sessions on Leadership; Communication and Presentation Skills; Conflict Management, Problem Solution, Tolerance, Citizenship and Democracy, Team building, Proposal writing, NGO formation and management, Strategic planning and Fund-raising. Those were the main topics, increased awareness on which supported to the acknowledged function of the beneficiaries among the society, active participation and full membership in the community life.

The centres become a strong incentive for the entire community, and particularly for women (socially vulnerable, single mothers, handicapped, having large families) to overcome stress and despair and

regain self-esteem, strengthen capacities and seek for new opportunities. Moreover, opening of the CECs changed the style of life and thinking for many members of the communities: the centres become the only places in the settlements for public gathering, meetings where everyone used to treat one another with respect and dignity, express own opinions without any fear and shyness and accept other's ideas. Joint participation in the activities for IDPs and locals, representative of different national minorities (e.g. Armenians and Azeris) as well as community meetings and exchange of information highly contributed to the formation of integrated, healthy and advanced civil society.

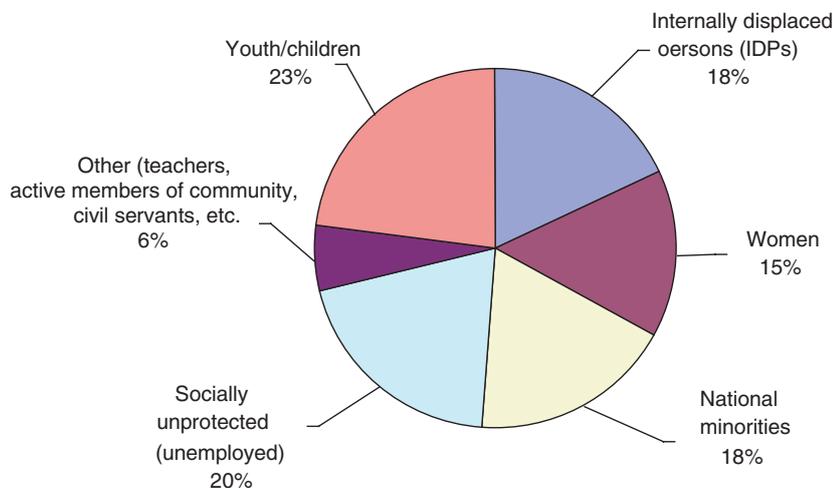
These non-formal education institutions serve as an important anchor to the civic, educational, business, artistic and other energy growing in the communities. They address the needs of area residents by providing educational opportunities, leading to development of basic competencies, important skills and career advancement, in a supportive environment that encourages a lifelong quest for knowledge. Educational projects for beneficiaries aim at developing of skills which help them to overcome social disadvantage, prepare them for the world of work and help them to cope with rather severe life experience and difficult reality.

In addition, goal of such institutions is to offer an adequate and safe, free and open space to population for all community based initiatives, meetings, information sharing, various educational activities and training programmes, youth initiatives and consultations.

In order to ensure continued operation of the Centres and sustainability of the initiated activities the local community based organizations were formed on the bases of Community Education Centres undertaking ownership of the premises at the end of the project. The newly established organizations maintained close liaison with the local municipalities as well as with other stakeholders to support further implementation of the programs. All the six centres are successfully functioning contributing to poverty reduction, social cohesion and sustainable development of their respected regions. Currently the Centres have several sources of funding: self-financing, funding from local self-government and support from international organisations.

Beneficiaries. In 2005 the Institute for International Cooperation of German Association of Universities – dvv international conducted the survey in order to determine the engagement of the adult population in the lifelong learning process. 25-62 aged adults were questioned during the survey. 74% stated that they have not deepened their professional knowledge in the recent years, 6% of the population noted that they have taken short courses of vocational training and for raising qualification, as well as participated in lecture-seminars and training programs, 21% were reading special handbooks for vocational education, 10% tried to enhance their skills through self-teaching, and 1% was engaged in programs for acquiring academic degree. As stated above, no up-to-date statistical information is available nowadays, but it is obvious that number of people engaged in non-formal education is increasing substantially.

The chart below shows the most targeted beneficiaries in non-formal education³⁷



³⁷ Based on estimations available in the study "Non-governmental organisations in Georgia. Development Dynamic and Tendencies" by. Centre for Strategic Research and Development of Georgia, 2010

At the same time there are organisations focused foremost on other specific groups within the society, e.g. religious minorities; active members of communities; staff of secondary schools; medical workers; HIV/AIDs infected, etc.

Some surveys show that engagement of certain groups in adult education programs is relatively low. These groups are: elderly, rural population and handicapped.

Number of women trainees is insignificantly higher than that of men. Approximately 70% of trainees are persons below 40. It should be noted that 52% of clients are unemployed, while the employed and persons in executive positions comprise 42% and 50% respectively.

Documents issued by training providers (certificates, diplomas) in many cases are not officially recognized, however, according to the providers, they still promote employment of clients.

It has to be mentioned that training providers have close cooperation with employers (this in many cases helps to facilitate the process of employment for the course gradulators) and other local and international organisations (in order to ensure effective information share and in some cases – joint planning of educational activities).

At the same time it's important to underline that there is obvious lack of cooperation between the governmental structures and non-formal education providers. In many cases the Ministry of Education and Science lack information on state-of-the-art in non-formal (adult education) education sector, including statistical data and assessment of capabilities.

The recognition of non-formal and informal learning is an important means for making the 'lifelong learning for all' agenda a reality for all and, subsequently, for reshaping learning to better match the needs of the 21st century knowledge economies and open societies. Unfortunately, advantages of non-formal education, especially now when the country is in transition phase, is still underestimated by the educational authorities. Therefore official recognition of the non-formal education as the essential part of LLL remains vague and not certain. These factors clearly hamper the sectors ability to fully contribute to the development of the country and to address many challenges it is facing now.

Determination of non-formal education (adult education) within the education system will significantly strengthen the adult education sector and will directly impact the variety of programmes offered and their number and availability, not only in urban places, but also in the regions.

The increase of availability of high quality adult education, which means less geographic, financial and programme barriers to getting non-formal education, will increasingly satisfy the requirements and needs of those wishing to learn. In turn, this will lead to raising the chances of employment and enable employees to work in professions they are qualified for.

As a result, the economy will be based on a more qualified labour force whereas those reintegrated into work enjoy a greater social security.

Moreover, increased adult education will contribute to civic education and social competence. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation³⁸. The educated citizen, who has clearly understood his/her rights and responsibilities, is the main support for the civil society.

³⁸ European Union: Key competences for lifelong learning: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

Liliana Postan

NON-FORMAL EDUCATION IN THE REPUBLIC OF MOLDOVA (2012): STATUS AND PROBLEMS

The post-modern paradigm of the modern study of phenomena and relations contributes to the creation of platforms for self-expression and various informal forms of organization and activity in the Republic of Moldova.

The term “non-formal”, which is used more often in the system of education, has no clear definition. However, it is obvious that the “non-formal education” and “non-formal sector” says about reducing of government interference into social relations, including education, strengthening participatory functions of society and social responsibility and business interests.

Society perceives ambiguously non-formal forms of organization of modern processes. In traditional societies, which the Republic of Moldova is, there remains paternalistic attitude to the state, and the level of public confidence in state is higher than in other institutions of society.

Creation of civil society and the development of civic participation in Moldova are active processes for more than two decades of independence and self-determination of the country. In Moldova, the Ministry of Justice³⁹ registered about 6,810 non-governmental organizations at the national level, as well as more than 1,400 NGOs registered at the local level. Recent studies related to the activities of civil society are 8200 officially registered NGOs⁴⁰, among which 30% are active.

Civil society organizations in Moldova are about 1.9 associations per 1,000 residents, more than in Ukraine (1.2), and Russia (1.6), but significantly lower than in other Western European countries – Romania (2.9), Macedonia (5.6), Hungary (6.6), and Herzegovina (9.6). These approximate figures have been calculated based on the 2010 NGO Sustainability Index⁴².

Almost half of the civil society organizations involved in social and educational activities in Moldova. One in ten non-governmental organization dealing with human rights, 7.4% of NGOs – Youth, 6.5% – environmental problems, 4.3% – the opportunities of economic development, 3.4% – the problems of mass-media, etc. Important role is given to the problems of a communitarian development.

The target groups of NGOs are all categories of people, but still, most of the activities of the NGOs (60.3%) are focused on the education of children and youth. Problems of people of middle and advanced age and professional groups interest respectively 17.8% and 17.0% of NGOs. 4.6% of organizations are involved in women problems.

Every tenth NGO aims at assisting the institutions of the public sector – pits in solving everyday problems of communities (community organization, mobilization of citizens, the development of volunteering, collecting funds from the public for the realization of projects of social and economic development, etc.); also one of ten organizations deals with problems of people in the area of social risk, and 7.8% of the organizations are resource organization for the development of the civil sector, 7.8% – representing the concerns and interests of all groups of the population.

The level of development in the country areas of adult education is another important factor in the interpretation and development of non-formal education. Unfortunately, it is necessary to note the relatively recent interest in the various institutions of society and the state to the non-formal sector of adult education.

³⁹ Реестр НПО Министерство Юстиции РМ. <http://rson.justice.md/organizations>.

⁴⁰ http://www.fhi360.md/files/Raportul_Studiu_de_Transparenta_si_durabilitatea_ONG_Final.pdf

⁴¹ http://www.usaid.gov/locations/europe_eurasia/dem_gov/ngoindex/2010/complete_document.pdf

Adult education provides familiarization of citizens in science and culture, helping to adapt to changes in society and the development of professionalism through continuing education. Adult education includes various forms of learning and self-education (day, evening, part-time, distance, etc.) and performs individual or contract basis in various government and private institutions: universities, institutions of culture, open universities, houses of culture, folk art schools, clubs, associations, courses at businesses (Law on Education, 1995, Article 35 paragraph (5) changed ZP107-XVI of 16.05.08, MO107-109/20.06.08 Art .417).

Significant place in the system, definition, implementation, and the philosophy of non-formal education in Moldova is given to extra-curricular education of children and youth. This is reflected both in public documents, and the documents of an educational nature – in the curriculum courses for teaching specialties⁴².

In accordance with Article 34 of the Law on Education, “Education at all levels and stages completed extracurricular activities aimed at the development of individual skills and aptitudes, interests and meet the different needs of the individual. Extracurricular activities include scientific, cultural, artistic, sports, tourism, technical and application areas. Additional education is carried out in groups and individually in various extracurricular institutions (clubs, palaces of pre-school children and students, school camps, sports and tourist centers, recreation centers, etc.), as well as in schools. In Moldova, there are 47 houses and 18 children’s art creative centers of different directions (artistic and aesthetic, scientific, technical, environmental, biological, sports and recreation, tourism and local history, socio-pedagogical) where are about 42 thousand children (about 9% of pupils). An important role in further education music, art (107) and sports schools (86) have with an enrollment of about 49,000 children and adolescents. In the department of social partners, the central and local governments are there are about 160 children’s summer camps which about 74% of children aged 7 to 16 years come to relax every year in⁴³.

In order to develop activities in non-formal and out of school education 2008 was proclaimed the Year of Youth, National Center to children and young people was open, which was an educational-methodical institution designed to promote the development and implementation of state policy in the field of education of children and youth, and to provide methodological and logistical support for institutions and members of the public, service providers and non-formal adult education.

Despite the well-developed reality, non-formal education of children, youth, and adults today is not the concept of an integrated non-formal education in the Republic of Moldova.

Some policy documents of recent years mention sporadically some attempts of interpretation of non-formal education. For example, in the list of measures of the National Development Strategy for 2008-2011 chapter 4.3.1. said to create an educated workforce to keep competitive throughout the active life, and paragraph (v) recommended “the authorization and monitoring of educational services and the assessment of competence centers in non-formal education (including adults).”⁴⁴

In 2008, a draft Strategy to upgrade non-formal education in the Republic of Moldova⁴⁵ was prepared, but never adopted. This project had a relative character, because did not provide horizontal and vertical integration of forms of education, its target group were children and young people, and non-formal adult education remained outside the document.

Another attempt to enter the term “non-formal education” into formal educational setting was a project of the Education Code, submitted to public comment in April, 2010. In the third chapter of the document there are interpretation of basic concepts of the project, defines non-formal education as “educational / development activities, informally engineered beyond the didactic process (circles, bands, clubs, camps, competitions, field trips, conferences, and meetings, exhibitions, etc.) made by specialized teaching staff (teachers, class teachers, counselors, psychologists, methodists, etc.). It should be noted that, in consequence, in the draft Code non-formal education sector is not outlined with its significance and value.

⁴² http://www.upsc.md/_Plan_Studii/PEDAGOGIE/F_P_I_P/PIP%20si%20I.%20franceza/anul%20IV/sem7/F.07.A.045.pdf

⁴³ по данным Национального Бюро Статистики (далее, НБС) , www.statistica.md

⁴⁴ http://mpsf.gov.md/file/egalitategen/str_nat_dez_md.pdf

⁴⁵ ro.scribd.com

Unfortunately, non-formal education is not reflected in a recent strategic-operational document of the Ministry of Education of the Republic of Moldova – draft Strategy of sectorial development “Education 2020”⁴⁶.

Our study showed that the more widely the term ‘non-formal education’ is used in the documents that define policies and strategies for youth in the Republic of Moldova.

The National Strategy on Youth for 2009-2013 states that non-formal education involves required for each young person a comprehensive social experience, the use of free time for educational purposes, provides the opportunity to gain experience by voluntarily individual or collective participation, developing skills of healthy lifestyles and preparing young people to become active citizens⁴⁷.

According to this document “activities organized outside the school program or by non-governmental organizations and other institutions engaged in educational activities and personal development, are called non-formal education activities ... Non-formal education includes a range of activities carried out in the non-formal setting, outside of the educational system, but an organized, and is the link between the knowledge acquired in the classroom, and information obtained in the non-formal setting.”

The legislation governing the feasibility of non-formal education reflects the above mentioned mechanism of development of non-formal education in the Republic of Moldova – after school, additional, extracurricular education of children and youth, the activities of non-governmental organizations on civic education, democracy, human rights, etc.; organizations of adult education:

a) The Ministry of Education (supplementary, additional, extracurricular education of children and young people):

- Law on Education, 1995, 34-35
- The concept of the development of education in the Republic of Moldova
- The concept of non-formal education, 2003
- National Strategy and Action Plan ‘Education for All’, 2004
- Memorandum of the Commission of European Council on lifelong learning, 2000

b) Social organizations (civic education, human rights, etc.)

- Law on the rights of children № .338-XIII, 1994.
- Law on Youth # 279-XIV, 1999
- National Strategy on Youth for 2009-2013, approved by Law # 25 from 03.02.2009
- Strategy for the Development of Civil Society 2012-2015, adopted by the Parliament of the Republic of Moldova, September 27, 2012
- National Strategy of the Republic of Moldova 2012-2020

The Government of the Republic of Moldova has ratified a number of international policies and recommendations on health, development, protection and participation of children and young people to increase access of young people to the services of non-formal education:

- UN Convention on the Rights of the Child, ratified in 1990
- Resolution of the International Conference on Population and Development, 1994
- Millennium Development Goals, UN, 2001
- Declaration of a Special Session of the UN General Assembly (SSAGONU) for Child (LBS)
- Declaration of a Special Session of the UN General Assembly on HIV / AIDS
- Council of Europe Recommendation on the development and recognition of non-formal education of children and youth, 2003

c) Organizations of adult education (continuing professional education, development of human resources)

1. International conventions ratified by the Republic of Moldova:

- ILO Convention on vocational guidance and training in the field of human resource development from 19. 07. 1977

⁴⁶ http://particip.gov.md/public/documente/137/ro_427_Proiectul-Strategiei-Sectoriale-de-Dezvoltare-Educatia-2020.pdf

⁴⁷ Национальная стратегия по делам молодежи на 2009–2013 , утв. Законом №. 25 от 03.02.2009

2. National laws:

- The Constitution of the Republic of Moldova, Art. 35 Right to education
- Labour Code, VIII section Training
- The law on employment and social protection of persons in search of work № 102-XV from 13.03. 2003
- Act on the safety and health of the labor № 186-XVI from 10. 07. 20083.

3. Regulations:

- The concept of vocational guidance, training and training of human resources, adopted by Government of RM 253-XV of 19. 07. 2003
- Resolution of the Government of Moldova “On the organization of the continuous professional training”# 1224 of 09.11.2004
- National Strategy of employment for 2007-2015 was adopted by Government of RM # 605 of 31.05.2007
- Resolution of the Government of Moldova # 952 from 16.12.2011 “On the procedure for the development of professional standards for working professionals”
- Resolution of the Government of Moldova # 717 from 16.06.2008 “On establishment of the National Council on Professional Standards and certification of professional competence”

4. Documents of the social partners and social partnership:

- Collective Labor Convention
- Industry labor Conventions, collective labor contracts
- The Law on Trade Unions
- Resolution of the Government of Moldova # 845 “On the professional development of civil servants”

5. Industry / sectorial regulations:

- Regulations on the certification of teachers and school managers
- Standards of Continuing Education
- Regulation on the professional development of medical staff and etc.

Components of non-formal education in the Republic of Moldova, as well as in other countries, are non-formal education, postgraduate education, education of the “third age”, a specialized education for different social groups, etc. These components are specified in the following table:

Table1. Components, content, sources of financing of the NFE institutions

№	Providers (public, private, corporate / private institutions of higher education, etc.)	Main directions of training	Target groups	Sources of financing
1.	Employment agency – 16 educational institutions in Chisinau, Balti and Cahul	Training, retraining and advanced training	Unemployed	Budgetary fund for unemployment
2.	NGOs	Foundations of democracy, Gender equality, Civic activity, The development of entrepreneurial skills; Crafts and artisanal; Healthy lifestyles; Social adaptation, the development of abilities to prevent risk situations, so as to infection of HIV / AIDS, drug abuse, human trafficking, etc.	Children, Youth, Adultpopulation, population of the “third age”	Project activities, Customers’ own funds

№	Providers (public, private, corporate / private institutions of higher education, etc.)	Main directions of training	Target groups	Sources of financing
3	Unions (Institute of Labor)	Training, Preparing of trainers The development of democracy Trade union rights labor law functional illiteracy Project Management Communication Safety and health of the labor	Union members	Union dues, Project activities
4.	Commercial training centers	Training, Modern languages Computer Skills Consultative workshops on legal issues Training to develop the skills of business communication Courses for Accountants Management Project Management	Adult population	Customers' own funds
5.	Chamber of Trade and Commerce	Training, Training of Trainers Problem learning Management Project Management	Adult population	Customers' own funds Projects
6.	Continuing education centers at institutes of higher education	Training	By industry experts	Budgetary funds, Customers' own funds
7.	Industry / sectorial Educational centers	Training (the development of functional, professional and social skills)	By industry experts	Budgetary funds, Customers' own funds Social partners' funds, Funds from international projects
8.	On the job training	Professional development Safety and health of the labor Seminars in accordance with identified needs	Employees, Managers	Employers' Funds
9.	Training centers in the field of safety and health of work	Safety and health of the labor Labor relations	Employees, Managers	Employers' Funds
10	Vocational training / retraining -119 according to the NBS	Mass professions	Population	Budgetary funds, Customers' own funds
11.	Training for adults at institutions of higher education – 7 according to the NBS	Modern languages Computer Professional development Preparation for College Courses for accountants	Population	Budgetary funds, Customers' own funds
12.	Houses of Children's Art (47), creative centers of different directions (18)	Additional education, artistic and aesthetic, scientific, technical, environmental, biological, sports and recreation, tourism and local history, socio-pedagogical education	Children, adolescents	Budgetary funds, parents' funds project activities

№	Providers (public, private, corporate / private institutions of higher education, etc.)	Main directions of training	Target groups	Sources of financing
13	Music, art (107), sports schools (86)	Musical and artistic development	Children, adolescents	Budgetary funds, parents' funds
14.	Children summer camps (160)	Children's rest	Children, adolescents	Social partners, Central and local government funds
15.	Institute of Pedagogical Sciences	Scientific support continuing education	Educators	
16	Institute of Continuing education	Provides training, retraining and Scientific support of adult education, continuing education, non-formal education	Adult population	Budgetary funds, Project activities, costumer's means
17.	Educational Center "PRO DIDACTICA"	Scientific support of Lifelong learning The project "School community for the development of non-formal education" Project Management	Educators, Children and adolescents	Project activities, costumer's means
18	dvv international Moldova – Representation of the German Adult Education Association	Programs of non-formal education for adults	Adult population	Germany's federal budget, Donors including The Council of Europe-European Commission

Identification of statistical data in the field of non-formal education in Moldova is very complicated process. This is due to the number and variety of the components of non-formal education, primary data collection system for the production of official statistics (www.statistica.md), providing little or no own-information portals, and others.

According to the Licensing Chamber of the Ministry of Economy of the Republic of Moldova, in 2008 training as a licensed activity was processed by 275 organizations (264 in 2004, 123 in 2005). In recent years, the educational activities are not a subject to licensing, and are a subject of coordination of the Institute of curricular expertise and approved by the Ministry of Education of the Republic of Moldova.

According to the National Employment Agency (www.anofm.md), in January – March 2012 808 unemployed trained in a course of training, retraining and advanced training organized by providers who work with employment agencies (16), and the total annual number of unemployed persons undergoing training in the centers is generally 2400 persons.

According to the statistical data of a commercial supplier of non-formal educational services for adults (Business-prim SRL), about 450 people go through training each year.

According to the trade unions, annually about 10,000 members participate in seminars on trade unions.

The most active providers of non-formal education in Moldova are the NGOs. Non-formal education is in the youth resource centers, children's and youth creativity center districts and communes by the relevant professionals, skilled workers, teachers, peers and volunteers.

A few years ago NGOs have treated non-formal education as only the shape of the method and the implementation of its statutory requirements, at this stage, to allocate a lot of organizations whose main activity is to provide a platform for the development of non-formal education (O.O. Invento, Demos, Indigo, Caroma Nord, Terra-1530, the Center for Information and Documentation children and young people, CREDO, CONTACT, etc.).

An important element of the promotion, organization and development of non-formal education is the activity of youth resource centers. In 2011, to support the resource centers for young people, 10.3 million lei from state funds have been allocated. These centers are located in Balti, Basarabasca, Causeni Kriulen, Edinet, Floresti Hincesti Leova, Orhei, Rishcani, Singerei, Soroka, Straseni, Ungheni ATU Gagauzia.

A list of important players on the national level in non-formal education includes:

- National Agency for Rural Development (www.acsa.md), conducting agricultural education
- Institute for Penal Reform (<http://irp.md>), working with educational programs in the prison system
- Chamber of Commerce (www.chamber.md) conducts education for young managers and professional courses, etc.

It should be noted a relatively new experience for the development and consolidation of non-formal adult education representation of the German Association for Adult Education in the Republic of Moldova (the dvv international Moldova), which aims to implement the concept of adult education as an integral part of lifelong learning. This process is carried out through the support of partner organizations, providers of adult education – in the development and implementation of various programs of non-formal adult education. The purpose of these educational initiatives of various sizes, from regional resource centers (in Balti and Cahul) to the local adult education center (ATC) is the development of a culture of lifelong learning through the implementation of programs of general personal growth and professional development, as well as towards communitarian and local development. The target groups of these services are vulnerable people who live mostly in rural areas. In this context we should note another important detail, namely the one that their activities dvv-international Moldova promotes educational services for adults to the community people. (www.dvv-international.md).

Inadequate legal regulation of agents, including non-formal, calls into question the sustainability of these initiatives: the state budget does not provide funds for the non-formal education, support of the local administration is limited or absent, the project activities is ephemeral and support from business is almost impossible. In addition to NGOs, the main providers of non-formal adult education, the mechanism for providing educational services for a fee is complicated and controversial because of the absence of regulation for the non-profit sector, any fees of the participants in the form of equity financing may be treated as a profit and be subject to tax penalties.

The experience of non-formal education Educational Center «PRO DIDACTICA», which sent its core activities for the qualification of teaching staff and educational institutions of the country, is also interesting. Pursuing a project activity, «PRO DIDACTICA» implemented 50 local school projects supported by Soros-Moldova. In the process of non-formal education there has been developed an ability to act and to create the conditions and to grow motivation of school children from poor families. Center also promotes the development of the scientific basis of non-formal education for teachers and educators in Moldova.

Unfortunately, in the Republic of Moldova the abilities of the non-formal education through the establishment of the Ministry of Culture and Tourism (cultural centers, libraries, museums, workshops, craft workshops, etc.) are not used. Unlike in many countries, in Moldova there is no organized network of public (national) universities because, in the historical development, the role of universities was performed by “Knowledge” associations, which beard the ideological nature.

The development of a network of non-formal education in the Ministry of Culture and Tourism would give impetus to vocational education and form up a need for training in rural areas.

It is important to characterize the sources of funding for non-formal education institutions in Moldova. It corresponds also to the paradigm of three-vector development of NFE – public, non-profit, commercial is implemented by:

- Budget of the central and local governments
- Budget allocated for continuing professional education;
- Budget of the unemployment fund;
- Project activities;
- Donor assistance;

- Tools of trade unions and employers;
- Funds of economic entities – at least 2% of payroll of a company in accordance with Art. 213 of the Labor Code of the Republic of Moldova;
- Own funds of the customer of education;
- Other financial assets under the law.

By signing memorandum of the Commission of the European Council on LLL (2000), Republic of Moldova has committed to provide public access to education and human resource development. Based on this, steps are taken to ensure that the responsible and stakeholders, institutions, individuals develop the state, non-profit and commercial possibilities of non-formal education.

At the same time we can notice a low level of population covered / availability by institutions of non-formal education (level of the regional center, regional, urban / rural, etc.)

The observation is based on the following information of demographic, social and competence character: according to the National Bureau of Statistics, on January 1, 2012 permanent population was 3,559,500 people, 3.3 thousand less than at the beginning of 2010. Moldova continues to be a country with the lowest level of urbanization in Europe: 41.6% of the population lives in urban areas and 58.4% – in villages. According to the classification by sex, men make up 48%, women – 52% of the total population.

Population by main age groups is characterized by the following-relator ages: 17.8% are under working age, 66.7% – in the working age, and 15.5% – above working age.

Analysis of the age structure of the population indicates the intensification of the process demographic aging of society. Aging factor is 14.4%. Proportion of the adult population in rural areas to urban areas is 1.5 times. About 15.2% of the rural population has exceeded the age of 60, while the total number of female rural population of elderly women is 18, 1%. (www.statistica.md)

Reducing the number of working-age population and the increase in the average-age workers in the national economy has a complex impact on the socio-economic development with direct impact on the overall supply of labor, investments, income distribution, public spending on social security and others; continued aging of the population leads to the appearance of serious drawbacks in the human capital needed for sustainable development.

Also, it should be noted that social problems appeared simultaneously with the development of migration processes and increasing poverty. Children, whose parents are in labor migration, are remained in the care of relatives and exacerbate the need for their involvement in further education.

If in 2010 in Moldova poverty decreased in by 6.0 points or percentage (30.3% of population) compared to the year 2009, the level of poverty in the country has grown during economic recession in 2011-2012. 80% of the country's poor people live in rural areas, the most vulnerable segment of the welfare and security. Another poorly protected category of the population are children, especially those living in rural areas (38% vs. 13% in urban areas⁴⁸). These statements explain why the costs / investments population of the Republic of Moldova invest in education is less than 1% of their annual income. Non-formal education, in essence, is the low-budget, and increases access to education for disadvantaged groups of population.

An important aspect of determining the degree of demand for non-formal education is the learning motivation.

Based on the survey data of this aspect, 65% of respondents (adults) indicated their need for training as high.

On the question of the need for continuing education:

- 65% of respondents said about professional training component,
- 17% – social and civic,
- 18% – parent and family education.
- 67% of respondents choose formal training – courses, 26% – prefer to share their experiences and only 3% of respondents chose the non-formal forms of training and are ready for self-learning. It should be noted that the study was conducted several years ago, but still, in general, the findings support the need to promote the opportunities of non-formal education in the

population and infrastructure of non-formal education: national universities, clubs on interest and developing centers, training centers, discussion platforms, communitarian educational centers, libraries, and so on.

- 50% of respondents prefer to be invited to the course, so they do not decide their training needs or face institutional barriers: location, time, funds for education. Only 13% of respondents are also looking for courses they needed, while 14% expressed the need for normative regulation of continuing education.

Interesting from the point of view of non-formal education is the fact that 18% of respondents prefer to attend training with their friends, in other words, chose teaching of interest (vocational training).

On a question of fact that prevented learning, 61% of respondents labeled work intensity, 39% – fatigue.

When asked about the motivation of training responses were as follows (open question):

1	Motives for career development and professional growth	55.3%
2	The process of knowledge, curiosity	25.5%
3	Adapting to changes	10.5%
4	Other	8.7%

The need for a new professional, social, and functional competence determines the necessity of infrastructure and logistics of NFE throughout the country.

Along with this, NFE experts say about timeliness of coverage and polarization of features of non-formal education.

Noting the lack of territorial and population covered by the substantial opportunities of NFE members of Adult Education Week in Moldova (2012) led many examples of private initiatives, communitarian, intersectional and international cooperation on the approach of education home, the development of their own abilities to attract people, development initiatives and innovation activities through NFE.

Along with private and institutional initiative and activity, a significant role in the development of NFE partnerships and collaboration play.

Our study, in general, is based on the principle of gradual osmocal⁴⁹ between different actors of state, non-profit and commercial sector to remove barriers and create opportunities for self-development and non-formal education.

It involves the State strengthening of its regulatory function, and externalization and decentralization of non-formal education institutions, development of civil society institutions in the rural areas, the development of market-educational services in the country, the development of vocational education in the workplace, etc.

But still, most importantly, you need to motivate children, adolescents and adults to seek and create opportunities by permanent education.

Analysis of non-formal education in Moldova provides a basis to make the following conclusions:

- Along with the development of democratic processes, modernization of formal education in the Republic of Moldova non-formal education is developing as well;
- At this stage, we can distinguish at least three areas of NFE: Non-formal education in the civilian sector, additional/outside school education, adult education;
- NFE legislation is developing;
- The most active providers of non-formal education in Moldova are NGOs;
- The interest of the Moldovan population to LLL through non-formal education is growing, while willingness to participate in learning depends largely on some socio-economic factors: distance of education services from the residence, the context of education, the cost of educational services, the time / period of study;
- The interest of employers in improving their employees' skills increases;

⁴⁹ Проект Стратегии секторального развития «Образование 2020»/www.edu.md

- There is a growing interest of high schools to provide services in the field of adult and non-formal education, the age limit entering institutes of higher education was canceled.
- Providing educational services to adult population has become commercial activities;
- A major role in funding allocated to NFE project activities;

However:

- No complete concept of non-formal education in the Republic of Moldova;
- Lack of system of authorization and monitoring of educational services and centers of competence assessment in non-formal education (including adults);
- Opportunities of non-formal education are not mediatized and popularized enough;
- There is a lack of territorial and population covered by substantial opportunities of NFE;
- It is advisable the State strengthening of its regulatory function, decentralization and externalization of institutions of non-formal education, development of civil society institutions in the rural areas, development of the education market in the country, development of vocational education in the workplace, etc.;
- It is necessary to motivate children, adolescents and adults to seek and create possibility of permanent education by themselves;
- There is a low level of academic support of NFE;
- It is necessary to develop distance learning.

Strategy for the development of civil society in the Republic of Moldova for 2012-2015, adopted by the Parliament of the Republic of Moldova on September 27, 2012, determined that in the future the central government and civil society organizations will actively promote non-formal education.

To realize this strategic objective the following recommendations should be taken into account:

- To improve the legislation in the field of non-formal education;
- To improve the institutional infrastructure of non-formal education;
- To create a system of certification of skills acquired in non-formal education;
- To develop the logistics for organizations engaged in non-formal education in providing services;
- To provide public access to information on non-formal education, especially for people with disabilities;
- To provide support in the preparation of human resources for the participation in non-formal education;
- To input module for non-formal education in the training of professionals in the field of psycho-pedagogy;
- To develop a mechanism for financial support of civil society organizations engaged in non-formal education.

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NON-FORMAL EDUCATION IN UKRAINE

The education system in Ukraine is undergone a constant change. Education reform has traditionally been a part of declared and ongoing innovations which take place under the banner of election to parliament and presidential elections, which are to some extent determine the political strategy of the development of the country (from the establishment of private schools to the formation of the educational process with professional competency component).

The national education system started to be formed in the 1990s, when major changes in the political, social and outlook and society took place. Education has become the leader of the democratic and national values in the state.

These changes were occurred in the context of the common civilizational transformation in the field of education, which have been particularly dynamic at the beginning of the twenty-first century and caused wide spread of new educational technologies, significant expansion opportunities and needs in individual and personal development of humans.

And this process has led to a very wide and diverse range of educational services, new approaches to the role of education of society. There are many examples of such changes. Let us say about higher and vocational secondary education. On the one hand there was a surge in demand for higher education, which, due to a contractual form of training, it was more accessible to society, on the other - reducing the demand for blue-collar occupations, and thus, for vocational and technical education. The reasons for this situation can be seen in changes in the socio-psychological, cultural stereotypes, and awareness of the role of higher education as a criterion or a basis for changing the quality of life, etc. Over recent years, we have a tendency to return attention to vocational education. And this is due to the needs of the labor market and in Ukraine and European problems of social and economic processes.

And just recently we can notice a fairly obvious trend of awareness in the Ukrainian society between education, the quality of education and received competences and quality of life. What is of greater importance, education serves as a marker of social status, in which the quality of life, material well-being performed not a minor, but an additional role.

The specificity of the education reform in Ukraine (as, indeed, in the other countries) is its pretty clear relationship with political reforms: each new government began a new phase of work with the reform of the education system. A classic example in this context the 12-year education in high school is. Thus, the transition to a 12 - year period of education was defined in Article 12 of the Law of Ukraine On General Secondary Education¹. In 2000 for its execution (Prime Minister Viktor Yushchenko, the Minister of Education and Science Vasyl Kremen) the government issued a decree number 1717, which, inter alia, foresaw a range of activities during 2000-2003, aimed at updating the content of general secondary education in accordance with the new structure of the school; educational plans and programs for secondary schools of different types were developed; an effective form of state attestation of school graduates was implemented, etc.

But in 2010 (Prime Minister Mykola Azarov, Minister of Education, Science, Youth and Sports Dmytro Tabachnik) a decision was made and it was decided to reform the system of secondary education. Changes, which have transformed the 12-year education were added to the Law of Ukraine "On General Secondary Education"²: there was a rule "compulsory pre-school education for children of preschool age" (Article 16), but a full secondary education ended at grade 11. Analysis of such a reform is not a subject of the current investigation. Rather it's one of quite striking examples of the close

¹ <http://zakon3.rada.gov.ua/laws/show/651-14>

² Bulletin of Verkhovna Rada of Ukraine, September, 1999, № 28, p. 230

relationship between the political and educational changes in the Ukrainian society. A political crisis in the country often determines the emphasis on education reform for all or most of the political forces in the country.

But the opportunities that are available in Ukraine in all-European and wider global educational process, increased mobility of pupils, students and teachers, the gradual change of the system of administration of educational institutions and the education system as a whole, defines new challenges for Ukraine, which the Ukrainian society needs first of all.

Prerequisites for non-formal education in Ukraine

Non-formal education as the segment of educational rights in Ukraine isn't a new phenomenon, if we take into account cultural and social traditions in the progress of society (from tutors to practicing teachers). Modern social and economic situation requires the qualified and institutional acknowledgement of knowledge and skills, receiving by a person and required by a labor market. This is the urgent problem for young people without necessary work experience.

Modern social and economic situation in Ukraine isn't characterized only with the world-spread social and economic crisis. First of all, this is a change of the traditional lifestyle, including work and interpersonal relations, state organizations and institutes, connected to the work of big enterprises (factories and plants), etc. Modern social and economic dynamism and mobility demand entirely different qualities of personality: not diligence, but creativeness, strongly marked leadership ability, the skill to master new technologies in short time and so on.

The system of formal education is the sufficiently conservative phenomenon, requiring a long time and a lot of efforts to be reformed. Long-term problems with enactment of a law about high education in Ukraine can be the glaring example for it.

Non-formal education (NFE) as the mechanism and the instrument of educational system is considerably dynamic, providing the invariance in education requirements of the society in general and certain individuals particularly. NFE offers opportunities both to solve short-term tasks (for example, the acquiring certain habits and competences) and support prospects of forming world-view personal knowledge (for example, the development of leadership ability or legal education).

A new generation of teachers, tutors, coaches, well-informed about new teaching methods and skilled in the new approaches to educational process, was formed for the last decade; they can lead to the conflict with traditional methods. So the non-formal education becomes the optimal sphere for providing needs both for those, who teach and those, who wish to study.

Legislation framework

The functioning of the modern Ukrainian educational system is regulated by the different normative legal documents, such as: Constitution of Ukraine, the Law of Ukraine "On Education", the Law of Ukraine "On Secondary Education", the Conception of Secondary Education in Ukraine, "Provision of Ministry of education of Ukraine "On secondary comprehensive educational establishment", "On Experimental Educational Platform" etc. The main trends of content, methods and forms of modernization of training and the main points of school and university management are defined in these acts. There are also two valuable documents except the mentioned ones: State national program "Education. Ukraine of the XXI century", which was established by the resolution of the Cabinet of Ministers of Ukraine № 896 from 3.10.1993 and National doctrine of educational development, established by the resolution of the President of Ukraine from 17.04.2002.

The Ukrainian educational system includes (according to the 29th article of Law of Ukraine On Education): preschool education, secondary education, extra-school education, vocational education, higher education, ex-degree education, post-graduate course, institution of doctoral candidacy, self-education.

So we can make a conclusion that the conception of "self-education", which could, more or less, correlates with the meaning of non-formal and informal education, is defined and presented in the Law. The Article № 49 of the same Law is read as follows: "With the aim to develop the citizens' self-education open and public universities, lecture centers, libraries, different centers, clubs, broadcast educational programs etc. are created by the state structures, enterprises, institutions, organizations and citizens."

But in these articles of the Law the “self-education” isn’t defined as the component of general educational system and deprived of qualification and competent approaches, education recognition has been never mentioned.

Let`s pay attention to the other aspect of the issue. Education of adults is one of the main components of the conversion of «education for life» to «education during life», which is the modern European and world tendency.

Department of pedagogics and psychology of vocational technical training was established within the Academy of educational sciences of Ukraine on January, 1997 and renamed to Department of vocational training and education for adults on November, 2008.

Prerequisites for the recognition of non-formal education in Ukraine can be marked as the main tendency of scientific researches of Department: «to develop lifelong vocational training; to provide the development background for vocational training and education according to labour market demands and the world’s tendency of supporting branches of economy with service staff; to upgrade the content of vocational training and education, to establish professional standard, based on competencies; to establish innovation vocational training methodology, modern educational and production technique; to provide scientific explanation of educational fundamentals of decentralization of vocational technical training management; to provide the scientific explanation of the psycho-educational fundamentals of students’ vocational guidance. Our attention is attracted by an emphasis on:

- a) Continuing professional education;
- b) Labor market demands;
- c) Development of innovation methodology of the professional education and competency-based training component;
- d) Giving the proof to decentralization of vocational technical training.

There are some preconditions. But effective steps to expand non-formal education have not been made yet.

On March 3, 2009 at the meeting of the Bureau of Vocational Education and Adult Education of the Academy of Pedagogical Sciences of Ukraine “The conceptual situation of adult education” (by Ph.D. Lukyanova L.B.)³ was presented. It was proposed to discuss the situation is extremely relevant and adequately respond to the challenges of today. Thus, the main expected outcome of the implementation of the shaping and development of adult education the author sees as, “To recognize adult education, including non-formal and an integral component of the education system of Ukraine, which guarantees the right of every citizen of Ukraine for continuing education for life.” And in general the issues of formal and non-formal education are well represented in the concept. It’s particularly important, in our view, there are provisions to recognize and involve the local government to the educational process: “the establishment of institutions for the independent assessment of knowledge and skills acquired in non-formal education institutions and in informal way,” “to develop and ensure the implementation of the decentralization strategy in the management of adult education, where the leading role in setting priorities, organization and control is given to the regional and local authorities, in particular in the non-formal and adult further education.”

“But the proposed conceptual principles of adult education have not yet found its full application in any of conceptions or regulations.

The other direction in the field of non-formal education and its legal and regulatory framework, which is partly the case in Ukraine, is in line with the latest European vision of the strategy of development and recognition of non-formal education: youth policy.

The main Program is the State social program “Youth of Ukraine 2009-2015”. The “State program of support for youth in 2004-2008” was embodied before.

During 2004-2008, the basic approach, as demonstrated by a study “Review of youth policy and youth work in South-East Europe, Eastern Europe and the Caucasus. Ukraine”⁴, used in the design of

³ http://www.rusnauka.com/7_NND_2009/Pedagogica/43099.doc.htm

⁴ Reviews on youth policies and youth work in the countries of South East Europe, Eastern Europe & Caucasus. Ukraine. Last updated: 31.10.2010 By: Yaryna Borenko. http://youth-partnership-eu.coe.int/youthpartnership/documents/EECA/Reviews_on_youth_policies_SEE_EECA_Ukraine_2011.pdf

the program was the solution of problems of civil and national-patriotic education of children and young people and their involvement in social, political and economic change, the integration of Ukraine into the world community.

But in the program for 2009 - 2015 problems have changed: the lack of spirituality, poverty, unemployment, violence, lack of reasonable leisure activities that negatively affect young people, a reduction of sports activities, the development of AIDS, tuberculosis, increasing youth crime in 1.5 compared to the previous ninetieth, migration, lack of awareness of cultural heritage, the poor quality of domestic and foreign mass culture. All of it requires the level of content and quality of education. Issues, which the government defines for itself - require the use of different providers of educational services:

- Education and creative development of young people;
- Patriotic education and formation of general human values;
- Healthy way of life;
- Employment and youth entrepreneurship;
- Civic engagement and collaboration between the state and youth and children's organizations;
- Integration into the world and the European Communities;
- Improvement of legislation in the field of youth policy.

It is noteworthy that in the chapter "Ways and means of solving the problem"⁵ there is defined the need to collaborate with community organizations to address the challenges outlined above: "the optimal solution to the problem is to establish cooperation of state and local governments with community and charitable organizations".

Thus, there are conditions in this area to identify and recognize the role of non-formal education in Ukraine.

A complete and orderly regulatory framework of non-formal education in Ukraine is missing. But there are significant prerequisites for its formation. In the context of lifelong learning: Bill on Higher Education, 2011⁶: "the expansion of opportunities for higher education and lifelong learning"; Conceptual situation of adult education, as discussed above. And also in the context of youth policy: The state social program "Youth of Ukraine 2009-2015".

Components of non-formal education in Ukraine

In the field of non-formal education three key providers of educational services are:

- Government structures aimed at staff development (industrial, sectorial);
- The business, which operates in the field of professional development of their employees and which provides educational professional or personal services on a commercial basis (language, driving courses and schools of yoga or holotropic breathing);
- NGOs that work with grant support (international organizations or local government), or may provide educational services to their members on a different basis. Specific activities of NGOs in the field of non-formal education are that they have the greatest extent providers of democratic values and social projects in the community. They facilitate the implementation of, for example, the principles of education for democratic citizenship: "education, learning, enlightenment, information, practices and action aimed at helping those who are learning; knowledge and ideas, and the formation of values and behaviors relevant to implement and protect democratic rights and responsibilities of a society member; to value diversity and to play an active role in the democratic life for promotion and protection of democracy and the rule of law⁷."

⁵ Resolution of the Cabinet of Ministers of Ukraine "On approval of the State targeted social program" Youth of Ukraine for 2009-2015" <http://zakon2.rada.gov.ua/laws/show/41-2009-%D0%BF?nreg=41-2009-%EF&find=1&text=%E3%F0%EE%EC%E0%E4%F1%FC%EA&x=0&y=0#w11>

⁶ 5199-VI from 06.09.2012

⁷ Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Recommendation CM/Rec(2010)7 and Explanatory Memorandum: – Strasbourg: Council of Europe Publishing, October, 2010. – Section 1, Art. 2 a)

Each of the components of non-formal education is quite developed in Ukraine. One of the best examples of contemporary responses to the challenges in the education system - in particular, the competence approach and the establishment of a national framework of qualifications - can be an experience of “System Capital Management” (SCM), which SCM under the “Modern Education” program initiated a project to development of modern professional standards - “Passport professions” in 2011. The project partners are the Ministry of Education and Science, Youth and Sport, the British Council, the Confederation of Employers of Ukraine and Analytical Center “BEST”. Passports professions will help to eliminate imbalance between demand and supply of specialists existing in the labor market, when knowledge and skills of graduates do not meet the requirements of the employer. The passports will be clearly spelled out, what they need to know and be able to expert; the employer would like to hire a specialist with a decent salary and career opportunities. Professional standards are now being developed for the eight majors in three industries: metallurgy, power and journalism. On the basis of these passports of professions education will form the educational standards that will form the basis for training programs in 10 pilot higher education institutions: National Metallurgical Academy (Dnepropetrovsk), Azov University (Mariupol), Donetsk National Technical University, the National Technical University of Ukraine “KPI”, Vinnitsa State Technical University, Kiev National University of Kyiv-Mohyla Academy, Mariupol State University, Lviv State University, Zaporozhye State University (http://www.scm.com.ua/uk/sustainability/scm_social_projects/contemporary_education/rozrobka-profstandartiv)

As you can see, this example demonstrates the power of cooperation opportunities in education, formal education institutions, public organizations and business to solve social and economic problems in the labor market and in society. Of course, this is a pilot project and defines passport professions that are in the business interests of SCM. But it is an experience, and it is worth to be taken into consideration for future work.

Conclusions

The proposed outline is far from complete and specific report on non-formal education in Ukraine. It rather presents trends and gives a reason and basis for further research and analysis.

But it provides an opportunity to make a few key findings:

- 1) In Ukraine preconditions for the recognition of non-formal education in law, and at the institutional and at the professional level providers of educational services are formed;
- 2) The main difficulty for the implementation of the recognition is laid in confusion, lack of dialogue and concerted action between all stakeholders, especially the main providers of non-formal education;
- 3) Lack of holistic education strategy in Ukraine, the dependence of education reforms from the vision of the political elites, does not give the ability to work consistently and effectively in a certain direction (for example, in the situation with the declared state social program “Youth of Ukraine 2009-2015”).
- 4) Post-Soviet tradition of education, training, value bases of the educational process is often not coordinated with new campaigns to education in general, and to the non-formal education, in particular.
- 5) Public organizations as one of the most active players in the field of non-formal education are those who can contribute to the establishment of democratic values in the society, especially the youth, to meet the challenges of dynamic transformations in society, and to promote cooperation between business and government to improve the quality of life.

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