

Наталія Терьохіна,

кандидат педагогічних наук, доцент,

кафедра іноземних мов,

Сумський національний аграрний університет,

40021, Україна, м. Суми, вул. Г. Когдратьєва, 160.

Суми, Україна

ВИЗНАННЯ РЕЗУЛЬТАТІВ НЕФОРМАЛЬНОЇ ОСВІТИ ДОРΟΣЛИХ: АМЕРИКАНСЬКИЙ ДОСВІД

Резюме: *Неформальна освіта дорослих має великий освітній потенціал, вона гнучко реагує на освітні потреби дорослої людини, ринку праці, суспільства. Визнання результатів неформальної освіти дорослих є однією з ключових тем освітньої політики багатьох країн світу. Метою даної статті було вивчення і узагальнення американського досвіду щодо визнання результатів неформальної освіти дорослих. Форми визнання результатів неформального навчання є сертифікація, валідація, ідентифікація. Валідація результатів неформальної освіти дорослих означає підтвердження компетентним органом того, що результати навчання, які були набуті людиною у формальному, неформальному та інформальному контекстах, оцінені відповідно до попередньо встановлених критеріїв та відповідають вимогам стандарту валідації. Визначено механізми валідації неформальної освіти дорослих, які використовуються в Сполучених Штатах: кредитна система ACE і програма CLEP. Аналіз американської практики валідації результатів неформальної освіти дорослих дозволив визначити основні методи її здійснення: тестування, екзамен, дискусія, заявні методи, критична рефлексія, співбесіда, спостереження, моделювання ситуації, метод портфоліо. Валідація результатів неформальної освіти дорослих у США здійснюється у таких аспектах:*

валідація результатів навчання, які отримані в процесі формального, неформального і інформального навчання; валідація знань і кваліфікацій, що набуті на робочому місці; валідація навичок і знань, що набуті у процесі участі у волонтерських, робочих та інших організаціях і суспільних рухах, валідація результатів неформальної освіти безробітних, мігрантів, людей з низьким рівням освіти та ін. Дійшли висновку, що ці стратегічні напрями валідації неформальної освіти дорослих свідчать про її важливу роль для розвитку економіки і суспільства, соціальної інтеграції людини і її професійної мобільності, реалізації концепції освіти впродовж життя.

Ключові слова: *неформальна освіта, освіта дорослих, валідація, кредитна система, США.*

Nataliia Terokhina,

PhD (Candidate of Pedagogical Sciences), associate professor,

Department of Foreign Languages,

Sumy National Agrarian University,

40021, Ukraine, Sumy, st. H.Kondratyeva, 160.

Sumy, Ukraine

RECOGNITION OF THE RESULTS OF NON-FORMAL

ADULT EDUCATION: AMERICAN EXPERIENCE

The article deals with the issue of recognition of the results of non-formal adult education in the US. The forms of recognition are certification, validation, identification. Validation means the confirmation by the competent authority of the results of study acquired by a person in formal, non-formal and informal education. Validation of results of non-formal adult education involves identification, valuation and recognition of variety of knowledge and skills that an adult gets during his life. Referring to validation of the results of non-formal adult education in the United States the following terms are used: RPL (Recognition of prior learning), APL (Accreditation of prior previous learning), PLA (Prior learning assessment) - and PLAR (Prior learning assessment recognition). The mechanisms of validation of non-formal adult education used in the United States are the credit system ACE and the program CLEP. The basic methods of validation are test, examination, discussion, interview, expert explanations, surveillance, simulations, demonstration of knowledge, training, communicative and social skills; declarative methods, critical reflection, method Portfolio. Strategic directions of validation of non-formal adult education testify to its important role in the economy and society in general, social integration of people and their professional mobility, implementing the concept of lifelong education, compliance

with the basic characteristics of the United States as a country of equal opportunities, democracy, justice and freedom.

Keywords: *non-formal education, adult education, validation, credit system, the USA.*

Introduction. Recognition of prior learning, including the results of non-formal education of adults is one of the key themes of educational policy of many countries of the world, determined by the intensive development of non-formal adult education, which is caused by the transition of mankind to information society, knowledge society, loss of educational institutions of formal education the monopoly on distribution of information. Non-formal adult education has great educational potential, having the flexibility to respond on the educational needs of adults, labor market, society. Today, according to UNESCO, almost 85% of adults who work have got necessary knowledge and skills beyond formal education.

In modern Ukrainian pedagogy American system of education has become an object of research. The problem of humanization of education in the universities of the USA was investigated by R. Belanova, O. Zabolotnaya, O. Romanovskiy; experience of organizing pedagogical education was analyzed by V. Zhukovsky, T. Koshmanova, L. Puhovskyi, M. Leshchenko; integration and globalization processes of lifelong education were investigated by T. Desyatov, V. Kudin, A. Matvienko, O. Ogienko, S. Romanova, A. Sbruyeva, the problem of female education in the United States was studied by N. Kutova, O. Terenko. Non-formal and further education of adults were studied by F. Pohhler (Germany); M. Knowles, E. Lindeman, S. Merriam, D. Mezirov, F. Coombs, S. Brookfield (USA); R. Broket, P. Cross (Canada); P. Jarvis, A. Rogers (England); L. Turos (Poland) and others. Various aspects of adult education and lifelong learning were studied by S. Vershlovskiy, B. Hershunskiy, S. Zmeyev, M. Clarin, L. Lesohina, A. Mitina (Russia). The analysis of foreign and national pedagogical literature allowed conclude that the problem of recognition of results of non-formal adult education in the United States hasn't studied enough that confirms its importance.

The purpose of this article was studying and summarizing American experience concerning recognition of results of non-formal adult education.

Methodology. For achieving the basic objectives of our research we have used the whole complex of complementary research methods which can be described in the following way: theoretical methods of analysis, synthesis, substantiation, generalization, systematization of theoretical and practical research data. Moreover methodological basis of our research lies in scientific theory of knowledge or epistemology dealing on one hand with relationships and correlation between all the processes in objective reality and on the other hand - with the unity of theory and practice.

Discussion. The researchers distinguish several forms of recognition the results of learning: certification, validation, identification. Certification is considered as an element of formal education, the official recognition of institutional education with a diploma or a certificate from a particular institution, validation means recognition of competencies and knowledge that were got by a person regardless of location, form and time of acquisition. Validation of results of learning focuses only on the competencies acquired anywhere and at any time, their value and significance. Its main goal is to "make visible the results of study" [2]. Validation of results of non-formal education enhances the professional identity of adults, stimulates interest and the need for lifelong learning, increases competitiveness in the labor market.

Identification of results of non-formal education is seen as a process that reflects the results of adult education and it doesn't finish with a formal certificate or diploma, but creates the basis for such formal recognition [14].

Our investigations show that different countries have different interpretations of the term "validation the results of non-formal adult education." For example, in Norway and Iceland validation of results of non-formal adult education is seen as the removal of barriers for formal education. In Austria and in

the UK it is used for getting a formal certificate of education. However, most countries follow the definition that was offered by CEDEFOP, in which validation the results of non-formal adult education is understood as "confirmation by the competent authority that the results of study acquired by a person in formal, non-formal and informal contexts are evaluated according to pre-established criteria and meet the requirements of validation standard. Typically, validation of results of non-formal education leads to certification "[12]. Then validation of results of non-formal adult education involves identification, valuation and recognition of variety of knowledge and skills that an adult gets during his life: education, work and leisure. We emphasize that there is a relationship between results of validation of non-formal and formal education of adults.

In the United States concerning validation of results of non-formal education of adults are frequently used terms: RPL (Recognition of prior learning) - recognition of prior learning acquired in non-formal and informal context, APL (Accreditation of prior learning) - accreditation of the previous learning, PLA (Prior learning assessment) - evaluation of prior learning and PLAR - Prior learning assessment recognition) - recognition of assessment of prior learning [7].

The Council of Adult Experiential Learning (CAEL) defines Prior Learning Assessment (PLA) as a method by which individual experience is transformed into credit curriculum of college. Since knowledge and skills can be acquired from various sources (experience, training, spontaneous learning, social activities, various courses, etc.) they can be added to academic credit based on the criteria established by institution that provides recognition of results of learning using test, method Portfolio or curriculum analysis.

In 1971, Carnegie Commission in its report "Less time, more choices" called non-formal education (non-institutional) as a great value for education of adults and recommended, first, to create conditions for its implementation and expand opportunities of its use in training specialists, in particular, for industry, army; second, pay attention on the potential of non-formal education for people of

retirement age, to attract adults in lifelong learning; third, it is necessary to provide non-formal educational institutions with budget financing. This report and subsequent activities in recognition non-formal education were as a response on the changes that took place in American society: changes in requirements for the competence of employees, the effects of World War II, changes in the demographic composition of those who received education, the increase of the number of women who seek to acquire certain skills and become competitive in the labor market, etc. [5].

Since 1974 there were established Educational Testing Centers: their mission was to evaluate knowledge and skills of adults, which were acquired through participation in non-formal education and determine their compliance with a certain level of education or enroll them in the form of academic credit for learning in the college. American Council on Education (ACE) was the first that was involved in such activity, since 1942 ACE helped former military personnel to get education and today ACE provides services for recognition of non-formal education and its transfer into academic credits' curricula of colleges.

According to E. Michelson, validation of results of non-formal adult education allows to use personal and professional experience of an individual in the process of training of an adult and for career opportunities [9]. For example, every American student must learn 124 academic credits in order to get a bachelor's degree. One academic credit corresponds to 15 hours of study. In most colleges maximum hours that can be enrolled through RPL are 30 credits. Moreover, educational establishments according to the results of validation can transfer in academic or special (additional, to facilitate assimilation of learning course) modules of curriculum. According to statistics future social workers, teachers, service workers get mostly credits PLA for further education [13].

In the United States educational system is highly decentralized, so the process of validation of results in non-formal education is decentralized, at the level of states and institutions its legislative and methodological support are

developed. For example, in Colorado at the legislative level each institution of higher education has to develop and submit a program to provide academic credit for prior learning. In the state Washington a special commission is organized to determine the educational policy of the state to provide academic credit to acquired knowledge and skills in workplace, military forces, study in college, in non-formal training programs, etc. [8].

Meanwhile, universities and colleges can offer their approaches in implementing of educational initiatives of the state concerning validation the results of non-formal education. For example, schools in Minnesota developed a strategy of validation, where "every college and university must provide students with the opportunity of validation of previous experience, develop appropriate procedures for providing credit.

To achieve and ensure the efficiency and quality of validation the results of non-formal adult education most states consider it as a part of the educational policy "Education width in life." Thus, the law on continuous education of Colorado stresses that "lifelong education with professional and personal development must provide recognition of prior learning and professional experience for its transfer in credit of academic curriculum of institution".

Our research shows that such states as Washington, Tennessee, Pennsylvania, Vermont have similar legislative approaches on validation of results of non-formal adult education, in particular, they adopted a law that requires the establishment of a working group for evaluation of valuation procedure and recognition of prior learning and experience and transfer it in the academic credit.

Researchers emphasize the factors that determine the effectiveness of results of validation in non-formal adult education. With the factor of legislative support initiatives it is important to mention such factors as partnership and consultation; the availability of sufficient funding and human resources; development of clear guidelines for the procedure of validation; development of methods and procedures

based on experience; quality assurance, monitoring and evaluation to ensure fairness; exchange of experience [10].

Summary of results of scientific studies shows that for further adult education special attention is paid on previously acquired knowledge, for labor market the dominant factor is adults' professional experience.

Validation of results of non-formal adult education in the United States is implemented by means of different methods and procedures, depending on the preferences of a state, a college or an Institute. However, you can isolate a specific algorithm for its implementation which includes six steps: consultation aimed to prior assessment; the implementation of self-assessment and identification of previously acquired knowledge and skills in non-formal education; development of an individual plan for assessment; identification of results of non-formal adult education according to the educational standards of a certain educational institution; getting certificates with acquired competencies; proposals for PLA in a particular establishment; analysis of comments and suggestions of those who took PLA and an opportunity to appeal the results [14].

Let's consider some mechanisms of validation of non-formal adult education which are used in the United States, such as a credit system ACE and a program CLEP.

Credit system ACE according to which the program - CREDIT is working (College Credit Recommendation Service - CREDIT). It is a flexible modular system that is focused on the end result and it is opened to all forms and places of training [4]. It is especially important for labor market. Its implementation has given new impetus for development of non-formal adult education in the United States due to development of accounting system of educational credits. Credit system involves certain steps. First, adults' knowledge and skills are estimated using developed methods and criteria: various tests (alternative, multiple cross-selection, selection of right statements with extended response, etc.), interviews,

discussion of issues (work in group), role-plays and simulation games, self-assessment of previous educational activities, etc.

Second step: to find out the compliance with existing competencies of academic credits of a college, which is in the base of the credit system in the American Council of Education (ACE credit system) - Credit (College Credit Recommendation Service - CREDIT). CREDIT is a national leader in evaluating of results of non-formal education. The system includes more than 35,000 educational programs which are represented by different providers of non-formal education and it is defined to their compliance with academic credit in a particular educational establishment or college [7].

Program CLEP (College Level Examination Program). Program CLEP provides an opportunity to demonstrate compliance of adult's educational progress to the level of the college through admission to the exam. Nearly 2,900 US colleges give an opportunity to pass the CLEP test. Successful passing a test reduces time of study in the college and confirms relevant competencies for the labor market.

Analysis of the US practice of validation the results of non-formal adult education allowed to define the basic methods of its implementation. So, with traditional methods of knowledge assessment: test, examination the following are used: discussion, one who passes validation can demonstrate his knowledge, training, communicative and social skills, etc; so called, declarative methods, which are based on self-assessment of candidates of their professional and personal competences on a specially designed criteria. An important component of self-esteem is a critical reflection. Announced formation of competencies is usually confirmed by a third party; interview, which is conducted when subjective assessment is required. Usually other methods are used (expert explanations, etc.); surveillance allows to ensure in formation of competencies while doing certain practical tasks; simulation allows to simulate the situation close to reality to show

candidate's real competences; Portfolio - a portfolio of individual educational achievements [6].

A special place in validation the results of non-formal adult education occupies method Portfolio. It is believed that Portfolio (from Eng. Portfolio - a portfolio or a folder with documents) is an effective method by which more objective characteristics of competencies acquired by an adult in non-formal education are achieved.

According to our sources in the definition "portfolio" its three aspects are opened: portfolio as a form of presentation of results of those who study (cumulative portfolio type), b) reflective portfolio as a means of isolating and registration of those who studied the process and results of training and professional activity (reflective portfolio type), portfolio as a means of interaction of subjects of the educational process (portfolio - process).

H. Barrett says about two types of portfolios that are used to validate the results of previous studies: portfolio that is created to get academic credits and certificates and able to become a visiting card of personal and professional capacity of a candidate; themed portfolio-property contains candidate's works: pictures, poems, projects, etc. [1].

Consequently, portfolio of those who involved in validation the results of non-formal adult education can be: a type of targeted assessment and self-evaluation of educational achievements; collection of works, which trace human progress in education, own profession compared to previous works; the folder that contains some documents, pictures, etc., that serves as a proof of acquired knowledge and experience; anthology of works that demonstrate personal involvement in the selection of adults' works and their self-examination; video recordings of presentations; various reports, thesis, essays with writing annotations by colleagues or teachers of candidates; results of written tests [9].

Because portfolio is a very complex and responsible process, universities offer short courses, which teach how to prepare a portfolio. For example, in the University Chapel (State of Minnesota) and Regis University (Colorado) there are short-courses (3 credits, portfolio learning program), which teach to identify, assess their educational achievement and employment; increase motivation and confidence in themselves and their achievements; help to develop a career plan, create and fill a portfolio, etc.

Validation the results of non-formal adult education is a difficult and responsible process for an adult, who is a direct participant, and for a college, university and organizations that create conditions and determine the criteria. Therefore, according to E. Michelson it is extremely important to adhere to the principles of validation of results of non-formal education [9].

Our research shows that much attention is paid in Europe and in the USA for the development principles of validation. It is more reasonable and appropriate to combine them in six parts: validation targets, that can be formative (to support learning process that continues) and summative (to focus on a certificate); individual's rights that are targeted on the needs of adults. Hence, validation must be voluntary, transparent and fair, based on social dialogue, ensure the protection of personal data, have mechanisms to appeal results; responsibility of institutions and organizations: validation must be based on human confidentiality, it is necessary to provide a person with consulting, legal, practical and information services; create favorable conditions for its implementation; trust and reliability are important principles and successful implementation of successful validation; procedure involves transparency (openness, clarity), transparency of criteria (requirements definition, unambiguous answers, clear criteria), accessibility (clarity, certainty); impartiality, which is an essential principle and a feature of validation (honest experts, reliable results); credibility and legitimacy, basis of which is to involve all concerned parties but impartial in the process of validation of results of non-formal education.

Conclusions. Recommendations on the procedure of validation of non-formal adult education are developed in accordance with definite principles in the North American educational space: validation must be accessible and transparent, fair and impartial, efficient; validation subjects are knowledge and skills acquired in the process of training or experience; it is important to provide full information on criteria and evaluation methods to be agreed with all stakeholders; it is necessary to conduct counseling and training of candidates for validation; to offer alternative ways of passing validation; credits and certificates got in the process of validation must be relevant and equivalent to those received after graduation from establishments of formal education; validation is performed on a voluntary basis; to provide an opportunity to appeal in case of no consensus of a candidate with the results of validation [3].

Therefore, improvement of the procedure of validation of results of non-formal adult education in the US is one of the key areas of non-formal education of adults in the United States. It is necessary to emphasize the dynamic changes and new approaches to its implementation, based on the desire to meet the educational needs of adults and to increase access to education. Validation of the results of non-formal adult education in the US is done in the following aspects: validation of results of education got in the process of formal, non-formal and informal education; validation of knowledge and qualifications acquired in the workplace; validation of skills and knowledge acquired during participation in volunteer, at work and other organizations and social movements. Special attention is paid on validation of adults who want to integrate in society and labor market, for unemployed, migrants, people with low education and others. These strategic directions of validation testify to its important role in the economy and society in general, social integration of people and their professional mobility, implementing the concept of lifelong education, compliance with the basic characteristics of the US as a country of equal opportunities, democracy, justice and freedom.

REFERENCES:

1. Barrett H. (2005). Conflicting Paradigms and Competing Purposes in Portfolio Development / H. Barrett, J. Carney // Educational Assessment. – Vol. 3 [in English].
2. Bjørnåvold J. (2000). Making learning visible. Identification, assessment, and recognition of non-formal learning in Europe / J. Bjørnåvold. – Thessaloniki : Cedefop[in English].
3. Day M. (2013). Assessment of Prior Learning: A Practitioner's Guide // Malcolm Day [2 d ed.] – London : Cengage Learning Vocational [in English].
4. Dyson C. (2005). Recognition of prior learning: Policy and practice for skills learned at work (Australia,Canada,New Zealand, South Africa, United States) / Chloe Dyson, Jack Keating. – Geneva: International Labour Office [in English].
5. Evans N. (2000). AP(E)L: Why? Where? How? Setting the international scene. In Evans, N. (Ed) Experiential learning around the world. Employability and the global economy /N. Evans – Philadelphia, PA: Jessica Kingsley Publishers [in English].
6. Leiste S. (2011). Creating a Positive Prior Learning Assessment (PLA) Experience: A Step-by-Step Look at University PLA / Sara M. Leiste and Kathryn Jensen // The International Review of Research in Open and Distributed Learning. –Vol. 12. – №1 [in English].
7. Mann C. (1997). Prior learning assessment: US experience facilitating lifelong learning. In K. Barker. Sustainability and efficiency of prior learning assessment in British Columbia's public post-secondary education system: Background paper. – Vancouver: British Columbia Ministry of Advanced Education [in English].
8. Lytovchenko I. (2016) Corporate university as a form of employee training and development in American companies / Iryna Lytovchenko //Advanced

- education. - Issue 5. - P. 35-41 DOI: 10.20535/2410-8286.62280 [in English].
9. Michelson E. (2004). Portfolio development and the assessment of prior learning: Perspectives, models and practices / Elana Michelson & Alan Mandell [2nd ed.]. – Sterling, VA: Stylus Publishing [in English].
 10. Ogienko O. (2016) Facilitation in the context of pedagogical activities / Olena Ogienko // Advanced education. - Issue 5. - P. 85-89 DOI: 10.20535/2410-8286.70621 [in English].
 11. Ryu M. (2013). Credit for prior learning from the student, campus, and industry perspectives / M. Ryu. – Washington, DC: American Council on Education. – <http://www.acenet.edu/news-room/Documents/Credit-for-Prior-Learning-Issue-Brief.pdf> [in English].
 12. Tissot P. (2008). Terminology of education and training policy. A multilingual glossary / ed. Philippe. – Luxembourg: Cedefop. Office for Official Publications of the European Communities [in English].
 13. Wihak C. (2011). Prior Learning Assessment and Recognition: Emergence of a Canadian Community of Scholars / C. Wihak // International Review of Research in Open and Distance Learning. – Vol. 12. – № 1, 116–122[in English].
 14. Werquin P. (2010). Recognition of non-formal and informal learning: country practices / Patric Werquin. – OECD [in English].

ЖИТЕПАТҮПА

1. Barrett H. Conflicting Paradigms and Competing Purposes in Portfolio Development / H. Barrett, J. Carney // Educational Assessment. – 2005. – Vol. 3. – P. 122– 135.
2. Bjørnåvold J. Making learning visible. Identification, assessment, and recognition of non-formal learning in Europe / J. Bjørnåvold. – Thessaloniki : Cedefop, 2000. – 142 p.

3. Day M. Assessment of Prior Learning: A Practitioner's Guide // Malcolm Day [2 d ed.] – London : Cengage Learning Vocational, 2013. – 128 p.
4. Dyson C. Recognition of prior learning: Policy and practice for skills learned at work (Australia, Canada, New Zealand, South Africa, United States)
/ Chloe Dyson, Jack Keating. – Geneva: International Labour Office, 2005. – 72 p.
5. Evans N. AP(E)L: Why? Where? How? Setting the international scene. In Evans, N. (Ed) Experiential learning around the world. Employability and the global economy /N. Evans - Philadelphia, PA: Jessica Kingsley Publishers, 2000 – P. 15-29.
6. Leiste S. Creating a Positive Prior Learning Assessment (PLA) Experience: A Step-by-Step Look at University PLA / Sara M. Leiste and Kathryn Jensen // The International Review of Research in Open and Distributed Learning. – 2011. –Vol. 12. – №1. – P. 61-79.
7. Mann C. Prior learning assessment: US experience facilitating lifelong learning. In K. Barker. Sustainability and efficiency of prior learning assessment in British Columbia's public post-secondary education system: Background paper. – Vancouver: British Columbia Ministry of Advanced Education, 1997. – 114 p.
8. Lytovchenko I. (2016) Corporate university as a form of employee training and development in American companies / Iryna Lytovchenko //Advanced education. - Issue 5. - P. 35-41 DOI: 10.20535/2410-8286.62280 [in English].
9. Michelson E. Portfolio development and the assessment of prior learning: Perspectives, models and practices / Elana Michelson & Alan Mandell [2nd ed.]. – Sterling, VA: Stylus Publishing, 2004. – 304 p.
- 10.Ogienko O. (2016) Facilitation in the context of pedagogical activities / Olena Ogienko // Advanced education. - Issue 5. - P. 85-89 DOI: 10.20535/2410-8286.70621 [in English].

11. Ryu M. Credit for prior learning from the student, campus, and industry perspectives / M. Ryu. – Washington, DC: American Council on Education [Электронный ресурс]. – Режим доступа: <http://www.acenet.edu/news-room/Documents/Credit-for-Prior-Learning-Issue-Brief.pdf>
12. Tissot P. (2008). Terminology of education and training policy. A multilingual glossary / ed. Philippe. – Luxembourg: Cedefop. Office for Official Publications of the European Communities [in English].
13. Wihak C. Prior Learning Assessment and Recognition: Emergence of a Canadian Community of Scholars / C. Wihak // International Review of Research in Open and Distance Learning. – 2011. – Vol. 12. – № 1. – P. 116–122.
14. Werquin P. Recognition of non-formal and informal learning: country practices / Patric Werquin. – OECD, 2010. – 68 p.