

UDC 37.014.542

EDUCATIONAL STRATEGIES: GLOBAL AND NATIONAL TRENDS

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This article covers the global and national trends of educational strategies. Special attention is paid to the conditions when strategy of education is productive. It has been determined that the concept of “quality education at all levels is a prerequisite for sustainable development” is a priority of state and international policy today.

Lifelong education singled out as the moral and ethical, political and social value of the civilized world.

Keywords: *Education strategy, global tendencies, national tendencies, model of sustainable development, quality education, human capacity-building, philosophy of adult education, life-long education, education for all.*

The XXI Century will bring humanity a lot of problems, challenges, risks and hazards that did not exist in previous historical periods.

They deal with almost all the spheres of public life, and, therefore, will demand from a person, nations, peoples and states a qualitatively new vision and adequate solutions. Quick-change world will demand from human professional, functional and social competencies, which would make its survival, development, mobility of individual and social activities. In such circumstances, special importance has the education that will change not only its own content, but also institutional, character and forms. First of all, these changes will be affected by the social and personal needs of lifelong learning process, updating of the importance of personal development and self-development, self-education, self-improvement.

The traditional model – “preschool child-pupil-student” and selected areas of postgraduate education will be more and more complemented and enriched by education and adult education, education for life. This perspective is a natural universal process, as it shows the trends in educational policy of developed countries. Its core is pragmatic motivation of the importance of professionally educated person for creation of innovative, highly competitive society; and human centric, humanistic approach. Education Strategy is productive if:

1) everyone receives qualified education in accordance to the general and individual interests;

2) during the life the state provides everyone with a chance and creates conditions for the educational professional development and civic formation;

3) is created a system which educates adequate, qualitatively functional citizens, who are willing to take responsibility for democracy, liberty, security of the people and the state;

In Germany, for example, each year more than 10 million workers advance their education by studying at various by form and content institutions, improving professional knowledge, changing profession. Quite effective direction are national universities, which operate here from the XIX century by Scandinavian option. More than a thousand of these universities with a large number of branches across the country provide continuous education of adults in different areas, where they gain new knowledge in the language, health, environmental, technical, information, mathematical, artistic, art, sports and other courses and obtain qualification certificates and diplomas.

Unfortunately, these educational practices do not characterize the general state of education of almost two hundred nations and states. The modern world has not only unique civilizational achievements, but also generates an enormous injustice and social evil.

The presence in the XXI century of more than 250 million children and 750 million adults who can neither write nor read and count is a global problem that makes it impossible to assess the current situation from the perspective of the principles and criteria of sustainable development. Ethics and humanism did not define behavioral norms for humanity at the level of “human-human” model, and the relationship of “human-nature”. The destruction of healthy Eco niche, destruction of flora and fauna reached catastrophic proportions. From 1970 to 2012 the population of animals, birds, fish, amphibians and reptiles has decreased by almost 60%, as stated in the report of the World Wide Fund for Nature. Fund and the Zoological Society of London have calculated the index of the number of species reduction, predicting its decrease in 2020 by 67 % compared to 1970. “We are entering a new era of Earth’s history – the Anthropocene,” – said General Director of WWF Marco Lambertini, that means the state of complete dependence of the nature on human activity.

In 2012 at the Summit in Rio de Janeiro the international community at the country-level (192 countries) offered a massive global program “The future we want,” but it is implemented extremely difficult. Because now

instead of peace and tolerance are war and aggression, instead of social justice are poverty, hunger, illiteracy. Diplomacy “Gunboat” and the argument of force replaced the humanitarian principles of the world order. The values of truth and justice were lost among the powerful and wealthy, whose interests are not identical with the interests of the poor and oppressed.

The argument of force became, unfortunately, the dominant criterion in the assessment of good and evil, right and wrong, moral and wickedness, “yardstick” of nobility and aristocracy, democracy and humanism of a person, nations, and states. The most pernicious features of the baseness of mankind are being transformed in the context of globalization. Powerful people of this world joined against their people, realizing that wealth and power make them respected, proud, ruling over people, which for them below and unacceptable. Nietzsche, exploring this psychological and mental state of nobility, wrote in his work “Beyond Good and Evil: Prelude to a Philosophy of the Future,” that when “the noble person helps the unfortunate too, although not (or hardly ever) out of pity, but rather more out of an impulse generated by the over-abundance of power” because such people experience themselves as determining values; they do not need approval; they say, “What is harmful to me is harmful in itself. There are two types of morality: Master morality and Slave morality. They respect all that they have in themselves – such morality is self-glorified.” [1] Now sadism of powerful overcame conscientious of conscientious.

Unfortunately, this paradigm of “values” was borrowed from previous centuries. Therefore, in spite of its fantastic scientific-and-technological civilizational achievements and being more and more oversaturated by problems and disasters (not only natural), the world needs to be updated in moral and ethical potential. Experience shows that the empires, superpowers, civilizations will not survive when so called “scissors” of excessive difference between the progress of knowledge and resources, on the one hand, and the fall of morality and ethics, on the other were being formed. In such a way Babylon and Rome, the Euro-Asian empires and Reich of misanthropy were perished.

The chance to survive, and even more – to create and develop, humanity gets from everywhere. It may be affected by the nature, politics, faith, tradition, and the rulers of the state, setting up a life of nations to progress and sustainable development. Unfortunately, experience has shown reverse processes. These opposing vectors of social evolution were inherent in all historical epochs and people were always in continuous search of the truth of righteous path. Political, social, psychological, environmental

changes and new realities, necessities and motivations every time formed a new specificity of behavioral norms and assessments of phenomena. As Schiller noted in the “The Philosophical Letters” (1768), “mind always has its era.” There is no once and for all fixed opposition between truth and error, and to come to the truth, humanity must exhaust fallacy – and often meaningless. [2] This attempt of modern civilization to achieve the desired results is not an exception in search of the right path to sustainable development of mankind.

The world is now experiencing exactly such a state, being in the persistent search of a way out of a very difficult crisis in the global and national dimensions. In this context Planetary Summit (Rio de Janeiro) took an ambitious global program for sustainable development, endorsed by the UN General Assembly, what is a truly humanistic intention to change humanity for the better.

It is revealing, that at the same time international and national organizations, which represented civil society, considered the same important issues for mankind and adopted alternative document – “The future we do not want.” Without analyzing of the offered programs’ content, it can be argued, that such approaches, in assessment of real situation, indicate the presence of globally deep crisis between civil society and the authorities, the inadequacy of the actions of the world’s policy makers about existing threats and challenges, violations of the rights and freedoms of citizens, justice world order, as well as between multinational companies, nations, states. However, different views and ways of solving global problems and threats did not prevent the joint awareness that the survival and progress of mankind are possible only through the introduction of an effective integrated model of sustainable socio-cultural, economic and environmental development.

Each of these areas requires qualitatively new, committed professional, functional, social competencies, and especially new philosophical paradigms.

Among the factors that are considered in the system of political mechanisms of sustainable development, dominates education.

The concept that “quality education at all levels is a prerequisite for sustainable development,” becomes a priority for national and international policy at the present stage. Education for life stands out as a moral and ethical, political and social value of civilized world.

Developed countries consider the strategy of human capital building as the main component of national security. As it is not only the index of economic growth, but also of social, public, personal ones. The stronger and

more perfect human capital (education, skills, qualifications, experience, health, motivation, performance, ...) is, the more opportunities for development and self-development has the state, the individual. A huge integral effect of social, economic, moral and spiritual character is being achieved. Not without reason the national wealth in the developed democratic countries is 65-80%, and the investment in a person has long ceased to be considered as costly social phenomenon. Nobel laureates T. Schultz, S. Smith in the 70's of last century, later G. Becker proved that human capital is extremely productive, because it can be accumulated and is constantly reproduced. Therefore, the main dominant of social and state attention became the policy of accumulation of skills, the capacity of people to productive work, creativity, maintenance of health through the creation of health protective social and cultural environment, gaining of knowledge, skills, self-improvement. In the second half of the twentieth century, took place a fundamental reorientation foremost of the scientific views about the importance for the civilizational development, and not just for the economy, the human potential. There, where the realization of the fact that spheres which form a person (education, culture, science, medicine ...) are not a "consumable," but productive, there are much effectively were implemented system transformations of society, institutional and technological reforms. Theory and practice of realization of the idea of human capital has become a successful paradigm for the development of the United States, Canada, Japan, South Korea, Singapore, the majority of European countries. The Scandinavian countries, Sweden, Norway and Finland in particular, on the basis of this theory have made a real socio-economic and cultural revolutionary breakthrough.

States and peoples began to perceive education as a higher right and human treasure. Access, equity, opportunity, motivation for receiving of qualitative education throughout life became at the same time calling card for developed countries, and a pipe dream for many others, as a large-scale illiteracy of the population, in particular children, reflects the other side of the "charms" of globalization.

Trends and approaches in the system of public policy and in relation to civil society in the preparation and preservation of human resources has changed radically. After all, if earlier for the creation and accumulation of human capital from the public the country's GDP recovered to 25%, today the figure often reaches 3/4 of its total value. 1 dollar invested in education, in 10 years, according to experts, brings 7 dollars in profits. Although this is

not just by this fetish is defined the role of education and education for social progress.

Today education has become a fundamental factor in the development of nations, playing a huge practical and application role for the quality of life, increasing of the incomes of workers, employers, companies and corporations, state, ensuring of competitiveness and success of countries. Thanks to educational competences, the intensive factor of the economy got a solid foundation for development; education and science in the advanced countries transformed into a promising industry investment. The absence of alternative and the effectiveness of this model prove the results that convinced that the knowledge economy, information, civil society, quality of life, demographic and social policies are successful in countries that were able to put human development priorities in the framework of the state strategy.

The objectives of the new global order in the years 2015-2030 are not only a struggle against illiteracy, lack of access to enter a school, creating a negative basis for adult literacy population growth.

The philosophy of adult education, its content and form, the functioning of the institutional structures are characterized above all by social importance in the global and national scale of continuous growth of the role of adult education in order to deal effectively with the growing risks, challenges, as well as natural, technological, social, political, and humanitarian disasters. The necessity for such education was required by the positive changes and progress.

Therefore the problem of the formation of high professional culture of the future and present workers in all spheres of life is a problem of competitiveness of the country, the adaptability of the economy and social policy in modern conditions and labor market demands. It becomes obvious that the XXI century has revealed the failure of the established model of "pre-school-university-graduate education" to solve new problems. It will just speed the process of "aging of knowledge", "half-life and decay of competencies". The transition to the training model by all and for life is a natural process and a necessity.

As, since in 1833 the German philosopher A. Kapp substantiated the term "andragogy," there were only 1 billion people on a planet, and now – more than seven. Demographic, social, environmental, resource, political problems have intensified. Reality requires adequate professional and civic activities that are based on current knowledge, culture and ethics of conduct, as the agenda of the strategy forms the survival of humanity. The task of the

time is the ability to live in the modern world. Functional, technocratic competence can provide high social mobility of the individual. The real world of social and cultural environments requires more from human – a creative activity, innovation, citizenship and common culture. Knowledge, information, and consequently, a person are in the continuous process of the mobility. 5-7% of the theoretical knowledge and 20-25% of practical are the numbers of their annual updates. Studies show, that one hundred years ago, a man for life read in average 50 books. Today, everyone who has the access to information technology at home contained in itself within 600 000 books. Californian scientists in 2015 calculated – the information stored in about 174's multi-media “bombards” a person daily!

But the presence in the global and national space of a huge reservoir of information, new knowledge does not mean the opportunity to receive them by everybody. The world is characterized by an extremely large disparity in access to knowledge. Countries with strong economies are developed human potential are being informatively improved all the time. Germany, for example, till 2018, is going to increase national quality access to the Internet resource up to ten times (!). As, in 2015 this figure in the average European rate reaches the number of 5 megabits per second, in Germany soon it will be up to 50 Mbits. Quick access to more and more information is the key and generator of scientific and technological progress, education, economy and security.

Each country has its own national capabilities, motivation and the political will to create a favorable informative, social and cultural environment. In Ukraine, this socially significant issue for the development of the state, civil society, the individual hasn't been solved satisfactorily, counterproductive affecting the system of continuing education, which is also not present in the national legislative field.

Facts that of through the 18 thousand of Libraries in Ukraine only 2 thousand have access to the Internet (11%), which is a significant lag, not only from the Central European countries, but also from Russia (23%), prove the regressive tendencies in the information, cultural and educational spheres. As, in comparison with developed Western countries the level of information in Ukraine is only 2.5% (!). Almost no attention has remained an absolute majority of the libraries of schools and other educational institutions.

If consider the results of opinion polls, that about 40% of Ukrainian continue to use libraries, then outlined situation is unacceptable for the country, that declares the existence of the Information Society, “knowledge”

economy, and shows at the highest political level attempts to enter the 20 developed countries in the near future. In addition, this year Ukraine will not be able to “reach” figure of 0.5 books per person (about 22 million books, along with textbooks), lagging behind in 8-12 times by Europeans. Ukraine turned from the manufacturer of modern ideas and machines into a consumer of foreign money, outdated engineering and information models, technologies.

The aim of the Sustainable Development Strategy “Ukraine-2020” (Decree of the President of Ukraine dated from January 12, 2015) is the introduction of European standards and taking by Ukraine the forefront position in the world. Among the strategic indicators of the implementation of the Strategy are: 1) in the ratings of the World Bank, Ukraine will take place among the first 30 positions; 3) by Global Competitiveness Index, which calculates by the World Economic Forum, Ukraine will enter the top 40 countries in the world; 4) gross domestic product per capita will increase to 16,000 US dollars; 16) the average human lifespan will increase by 3 years; 20) by PISA International Researches of the quality of education, Ukraine will enter the top 50 countries. It argues that the percentage of penetration of broadband Internet, according to the World Bank, will be 25 subscribers per 100 people, 75% of graduates of educational institutions will know at least two foreign languages, and by the global index of competitiveness in the fight for talents Ukraine will enter the top of 30 best countries in the world. [3]

It is important that the phrase does not substitute vital prospects and challenges. As examples show, in practice, education and culture don't have innovative, advanced character and priority in the hierarchy of state values, as they continue to be considered, in accordance with the practices of the early twentieth century, as unproductive, costly social spheres. Human capital is ignored, though it is more important to invest in it than in manufacturing, technology, land, natural resources development. This approach is not a modern and rational, that's why even the best samples and models of functioning of formal and informal education for adults will become hard to implement.

Adopted at the Dakar Conference (2000) concept of “Education for all,” while realizing the 6 goals and principles to ensure the needs of young people and adults in education and improving its quality, set up modern education primarily for its ability to handle the new information and knowledge, classifying, assessing, using them, determining the relevance of the problem. Adult education requires not only very important institutional

changes, creation of a national legal framework, financial and economic support, activation of social partnership, development of standards and improvement of quality management systems, but also the accessibility to master essential global information and knowledge. Under such conditions the chances of realization the subjective model of competence “learning to learn” significantly increase. Information, supporting latest knowledge is no less popular than the methodology and procedure, public and individual motivation. Analyzing the proposed by United Nations, UNESCO, the EU and other international organizations, principles, ideas, outlines the future of adult education, resulting from current realities and projected global trends, one can argue about their worldview, methodological and ideological consonance with the basic decisions of the Johannesburg Summit (2002), Rio de Janeiro (2012).

The principles of sustainable development as a full range of global and national interests of present and future generations in the fields of economy, environment, social policy, which are considered as an integrated development of the substance of the world and the nation-state, are determining in the content of adult education. We need access to the global and local information, the timeliness of receipt, the constant updating of the latest knowledge, ethical and functional stability receiving of world paradigm. It is an urgent task and the need for society and the individual, and for an adequate response to the social and natural environment, with its risks, threats and disasters, and the introduction of high-quality educational content in the competence-based approach. Extreme mobility, non-trivial solutions, turnover of situations, which more and more become unexpected and unpredictable, required to overcome the “professional laziness” that leads to intellectual, technological, competent, and sometimes to moral corruption. It is significant that in 1940 half of the competence-building engineering workers could lose 12-14 years in terms of “active inactivity,” when knowledge is not updated. Today – in 3-5 years. This applies to professionals of different specialties – from the teacher, medical, IT technology to ecology and administrative manager. This trend cannot be localized, putting it into the slots of specifics of economics and politics of individual states or multinational corporations. The need for knowledge, in the training of all, in self-education and self-improvement is a global, national, integrated (interests of the state and non-governmental organizations) and at the same time personal goal.

Transforming the adult education issue in Ukrainian social society, it is important to recognize that Ukraine, being in stateless and public open

spaces, has achieved some success in dealing with the current planetary task – to overcome illiteracy among the adult population. After all, if the 1950 there were 44% illiteracy people among adults, now literacy of adults is 99.7% of citizens in Ukraine. However, to solve of this important socio-economic, humanitarian and political problem should be made changes in the system of preschool, school, vocational and higher education. Reality was the implementation of the regulatory task of great public significance – universal coverage of school-age youth 8-9 years and then 10-11 years of universal education, universal education in the evening, correspondence schools and other educational institutions for working youth. There acted a wide network of public universities in Ukraine, which, unfortunately, without taking into account the political ideological component, in comparison to many European countries, has been lost.

Adult education system on the European model has not been yet created in Ukraine. Recommendation 2006/962 / EC of the European Parliament and of the Council (EU), “On the basic competencies for learning over a lifetime from 18 December 2006,” obviously cannot be fully implemented. Although this European priority in training throughout life has become very actively implemented by Governments in March 2000 (the Lisbon Strategy), the European Council on the way to globalization and the shift to a knowledge economy. But the most successful in this process was the recognition of Europe’s main human value.

Further Stockholm (2002), Brussels (2003), Lisbon (2005) conventions approved the specific objectives and programs and the need to develop training programs throughout life; strengthen preventive measures for the unemployed and inactive people; adaptation to rapid changes; integration of people into the labor market; definition of training options in terms of continuing education from pre-school to post-retirement age.

An important stage in the development of adult education system was the adoption of European reference levels. They were closely associated with obtaining key competencies, the extension of education functions. On the maintenance of the competence approach, in particular on its value-semantic aspect, positively influenced decisions about the nature and role of education, which strongly contributes to the preservation and restoration of the general cultural level of society, instills and brings significant social and civic values. Humanism, citizenship, equality, tolerance, respect, dignity, becomes the defining qualities of competency characteristics.

The civilized world is aware what it is education that is able to save, restore, increase the general cultural level of society, and to develop important civic values and competencies.

Education is a prerequisite and a part of progress and society, state and the individual. And the greater the gap in this area will be, the weaker the motivational incentives for professional, general cultural improvement. Socio-economic outlook suggests that workers with low qualifications, as a rule, much less getting involved in further training. Conducted research in 2004 in Maastricht has shown that this problem also applies to the European countries, because now there is a significant difference between the existing level of education and the formation of the modern working class, which is necessary to obtain of a high-paying and prestigious job. That is why a comprehensive, general cultural levels of personality development were the main indicators of the European ratings. More than two-thirds of the Finnish population receive higher education, there is implemented the most important socio-pedagogical problem – to eliminate the inequality in access of youth to quality education regardless of their place of residence. Universities in developed countries are the most important public institutions, the engines of human progress of the country. Since the time of Humboldt in German universities, which became centers of applied research and the humanities, acts the principle of the unity of research and teaching.

It should be recognized that efforts in Ukraine to create a model of innovative economy, which requires not raw materials sector, but high technologies, forms the primary task of advancing with the development of the education system, in particular the higher school, has not implemented yet. In politics acts the principle of demagogic, when the power chokes with slogans about the importance of education and learning, but taking the budget, acts inappropriately. Budget of Ukraine for scientific research (2016) is only 5.3 mld.grn., that is less than the budget of any university of the world, which is in the first top-20, with these meager funds manage 25 departments. For NAS was allocated 2,054 mld.grn., the lowest necessity is 2.77 mld.grn. This practice is common not only in difficult periods, including military aggression, but also for the time of peaceful development, when, instead of legally defined 1.7% of GDP on science was allocated 0.4%, education 6.2% instead of 10%, and the cost of Ukrainian students is only 51% of Estonian figure, 25% – the European average. The salary of the scientist, the teacher was less than their European counterparts in 10-20 times, and Ukrainian teacher takes in the traditional ranking among the lowest paid professions in Ukraine (National statistics). For example, the social status of the teacher, whose mission is to educate young people, the

future and the present of the people and the state. Recently (2016, October, 20-21) academic community of Pedagogical Sciences of Ukraine also fought the “right” according to which, the teacher of the future according to the new law will get pay as much! as 3 minimum (1450 grn.) salaries. However, after the “thoughtful” discussions of deputies the need to “improve the lives of today” and the importance of the “first” in the history adoption of the budget 2017 (in November), they came to really “humane” political compromise – the Verkhovna Rada increased the salaries to deputies in more than 2 times (from 25 to 30 minimal salaries, which is equal to 36,250-43,5 thousand hryvnia). Against this background, the social insignificance of teacher with his still does not reached level of wage (3 x 1450) and the “significance” of the deputy – “fortythousanders” very clearly defined as “priority” and “Europeanness” of National Education. Indeed, education, teacher, national culture, historical memory and even the native language in the oligarchic hierarchy of values are considered to be always secondary, but not for the people who will preserve these precious treasures forever, reminding to the living and the unborn Shevchenko’s words “good actions will be renewed, evil actions will be perished.” Even the “peaceful” budget of 2014 was 800 UAH less than the minimum amount per one pupil, and science “received” 2.7 billion hryvnia, which is 500 million less than the funding for the General Prosecutor’s Office (3.2 billion USD). Supercomplex was the situation in the system of vocational education, which in 2016 was transferred to the level of local budgets (Article 27), and which in many cases can ensure the proper functioning of almost of thousand institutions, besides also serve an important social purpose. Absolutely antisocial is a policy to expand paid services for students, pupils, teachers, educators and citizens in libraries, gyms, art institutions (law №3628). These examples confirm the trend of reproduction of social poverty by “poor” – by education and science, finally persuading the society in anti-cultural power, which in such approaches will be able to implement the basic tasks of the vectors “development” and “security,” in accordance to the strategy of sustainable development (Ukraine-2020), as the responsibility spoofed by phrase, and science, education, advanced technology for some reason did not become core values for the reforming of the country and aren’t listed in the sections of the vector “development.” Ukraine will be able to avoid further degradation of the socio-cultural, educational and scientific spheres only when they will be free from oligarchs, stopping threatening for national security trends of robbing of Ukrainian nation, “migration of brains” abroad, as is exactly in this case,

and not in the credits of the IMF and humiliating requests are the resources of our development and well-being.

So now, in times of political, military, ideological, social transformation and upheaval it is not advisable to abuse the phrases and declarations, especially those who shape and implement public policies, particularly education. Almost 90 years ago, Dontsov (“The networks phrases”) recalled the statement of Maupassant and Machiavelli, when first written: “to rule the people, thy only thing is necessary is a good joke because people love those who amuse them,” and the second noticed that “the holder should not have good signs, just look as if he has them, then can do something completely opposite to declared principles ...” [4]

Today Ukraine, at the level of many state and regional leaders, is infected with disease phrases, when civil rank becomes secondary in nature, forgetting the wisdom of Scripture, that the only “to the rank, according to the way a person will find his cost.” [5] Establishment of a national educational strategy must obviously take into account the three-pronged interest – personal, national, global, based on the susceptibility of the planetary political and philosophical concept according to which “quality education at all levels is a prerequisite for sustainable development,” “A sustainable development policy is based on science.” [6] This paradigm will make real the formation of education as a moral and ethical, economic and political value of the civilization of the world, and the principles of love to a person, nature and culture that protect and develop the world, will become the norm of the state educational and scientific policy of Ukraine. However, the ideological basis of the educational strategy should be based on the state and civil society. We need a dialogue, synthesis integrated effort. European doctrine of “Education for All” should be approved in the model of social and public education management, to provide for young people and adults the quality of education, equality of formal and informal forms of education, social partnership and responsibility, legislative and institutional changes, investing in human capital, creating of a favorable social and cultural environment, the implementation of European standards, reference levels of the main core competencies. Under such conditions, the state and society will be able to humanize the man and the world.

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ОСВІТНІ СТРАТЕГІЇ: ГЛОБАЛЬНІ І НАЦІОНАЛЬНІ ТЕНДЕНЦІЇ

Г. Г. Філіпчук

У статті аналізуються глобальні і національні тенденції освітніх стратегій. Особлива увага приділяється умовам, коли стратегія освіти є продуктивною. Визначено, що концепт «якісна освіта на всіх рівнях є необхідною умовою сталого розвитку» стає пріоритетним напрямом державної і міжнародної політики на сучасному етапі. Освіта впродовж життя виокремлюється як морально-етична, політична і соціальна цінність цивілізаційного світу.

Ключові слова: стратегія освіти, глобальні тенденції, національні тенденції, модель сталого розвитку, якісна освіта, нарощування людського капіталу, філософія освіти дорослих, освіта впродовж життя, освіта для всіх.

ОБРАЗОВАТЕЛЬНЫЕ СТРАТЕГИИ: ГЛОБАЛЬНЫЕ И НАЦИОНАЛЬНЫЕ ТЕНДЕНЦИИ

Г. Г. Филиппчук

В статье анализируются глобальные и национальные тенденции образовательных стратегий. Особое внимание уделяется условиям, когда стратегия образования является продуктивной. Определено, что концепт «качественное образование на всех уровнях является необходимым условием устойчивого развития» становится приоритетным направлением

государственной и международной политики на современном этапе. Образование в течение жизни выделяется как морально-этическая, политическая и социальная ценность цивилизованного мира.

Ключевые слова: стратегия образования, глобальные тенденции, национальные тенденции, модель устойчивого развития, качественное образование, наращивание человеческого капитала, философия образования взрослых, образование в течение жизни, образование для всех.

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UDC 130.122

FROM THE BEGINNING TO SPIRITUAL WELL-BEING

John W. Fisher

This paper outlines potential interactions of God with humanity from the dawn of time through to attaining spiritual well-being. It briefly mentions alternative theories of origin, which connect to questions of ultimate reality, origin of human beings and our spiritual well-being.

The nature of spirit and its relationship with soul and mind is then canvassed, followed by an account of historical developments in "spirituality". The author's Four Domains Model posits that Spiritual Health/Well-Being is reflected in the quality of relationships that each person has in up to four areas, namely with themselves, with others, with nature and/or with a Transcendent Other (commonly referred to as God). A critique of available measures of spirituality and spiritual well-being reveals a decline in the number of instruments assessing human relationships with God from earlier to more recent times.

In contrast to this current trend of researchers selecting more humanistic emphases in spirituality/well-being in their research instruments, evidence is provided from recent findings that show that relating with God is the most important of the four sets of relationships for spiritual well-being. Further evidence is provided