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THEORETICAL ANALYSIS OF CANADIAN LIFELONG EDUCATION DEVELOPMENT

ABSTRACT

In the article, the problem of Canadian lifelong education development has been studied. The main objectives of the article are defined as theoretical analysis of scientific and pedagogical literature which highlights different aspects of the research problem; periods of lifelong education development; and determination of lifelong learning role and importance in modern Canadian society.

The research methodology comprises theoretical (descriptive, statistical, comparative; structural and functional, logical and systemic; chronological and retrospective) and practical (conversations and dialogues with public school teachers in the town of Burlington (Ontario) methods. The research results have been presented: 6 periods of lifelong education development in Canada have been singled out; the role and importance of lifelong learning in modern Canadian society (especially, in economic, political, cultural and social development) have been justified; the Canadian experience of Composite Learning Index formation has been described. Among the perspectives of further research, we define the theoretical analysis of functionality of lifelong education system in Canada.

Key words: *Canada, lifelong learning, lifelong education development, Composite Learning Index, learning to know, learning to be, learning to work, learning to live together.*

INTRODUCTION

At the beginning of the XXI century, lifelong education has become one of the main factors of providing competitiveness, well-being and social cohesion of a country. It is associated with the whole range of economic and uneconomic benefits. Lifelong education has the potential to maximize human talents, skills and habits, promote the level of output, support human health and continue the lifecycle. A person enriches the vital activity of a family, vocational environment and society with personal knowledge, skills and habits, which play an important role in determination of economic success and general living standards of the society. There are four main concepts underlying lifelong learning: learning to know, learning to work, learning to be, and learning to live together. Lifelong



educational process stimulates creativity development, social and intercultural harmony development, confidence, imagination, and personal transformative vision appearance.

Taking into account the importance of lifelong learning for society, the governments of developed countries make considerable efforts to form an integral system of lifelong education, develop the instruments to provide its availability throughout the human life. In Ukraine, the priorities of educational development, in particular lifelong learning and development and lifelong education have been determined. According to legislative and regulatory framework of educational sphere the creation of Common Educational Space, improvement of education, availability of quality education and succession of educational levels (pre-school, primary, secondary, extracurricular, vocational, higher, postgraduate, lifelong) are considered. The fulfilment of these tasks is possible while taking into account the national educational traditions and modern trends of International Educational Space, and also the application of those ideas of foreign experience that proved to be effective in developed countries.

In this context, the study of Canadian experience is reasonable. Canada is the country with successful practice of building the community where individuals have the possibility to apply their skills and potential to become professionals in their career, social activity and fulfil themselves as personalities. Canada's investment in the development of lifelong education is one of the biggest in the world. The Canadian public school students demonstrate high level of knowledge at international competitions and over 50% of adults, aged 25-64, have accomplished vocational training programmes. The Canadian system of lifelong education provides interconnection and complementarity of its components. At a governmental level, the measures to evaluate its effectiveness are taken. In particular, a special system of assessment, which is represented by Composite Learning Index of country's population learning, has been developed.

THE AIM OF THE STUDY

The theoretical analysis of lifelong education development in Canada is the aim of the study. The authors have defined the following objectives: 1) to carry out the analysis of scientific and pedagogical literature, which highlights the peculiarity of development of lifelong education in Canada, 2) elaborate periodization of lifelong education development in Canada, 3) determine the role and importance of lifelong education in Canadian society at the beginning of the XXI century.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The theoretical and methodological fundamentals of our research are as following: philosophical theses of education continuity (A. Vladyslavlev, O. Halus, O. Hulay, T. Desyatov, L. Karpynska, N. Nychkalo); acmeology concept (V. Vakulenko, N. Tkachova); constructivism (P. Halperin, O. Lokshyna); anthropological (I. Anosov, L. Vakhovskyy, N. Hupan); andragogical (N. Bidyuk, L. Lukyanova, N. Mukan, O. Ohiyenko); structural and functional, systemic approaches (O. Mykytyuk, O. Pleyarnyk); theory of cognitive development (S. Korolyuk, V. Malykhina); philosophical, psychological, pedagogical, andragogical, sociological studies of lifelong education (N. Hayduk, I. Hushlevska, Yu. Zayachuk, L. Karpynska, M. Leshchenko, I. Rusnak).

In advanced countries, the development of lifelong education has always been a matter of scientific and practical concern of the pedagogues. Foreign scholars investigated development of pre-schooling (T. Bushnik, P. Candy, G. Cleveland); schooling (G. Grace, M. Hall); higher education, (C. Knapper, D. Portman, K. Zeman); adult education (D. Amstutz, R. Caffarella, D. Hum, Sh. Merriam, K. Myers, R. Parson, K. Rubenson, B. Spencer, M. Tight, R. Usher); education of 3rd-aged people (L. Dale, D. Leslie); lifelong education (K. Barker, B. Copeland, R. Dave, E. Faure, T. Knighton, D. Levinson) etc.



In our research, the scientific papers of Ukrainian scholars in the field of comparative pedagogics are very important, especially those concerning lifelong education (O. Barabash, Yu. Derkach, T. Desyatov, T. Kuchay, I. Zyazyun); continuous professional education (N. Avshenyuk, M. Leshchenko, N. Mukan, N. Nychkalo, H. Voronka); immigrants' continuous education (N. Buhasova, M. Busko, I. Rudnytska-Yuriychuk), adult education (M. Borysova, L. Lukyanova, O. Ohiyenko, K. Sihayeva); Canadian schooling (Z. Mahdach, I. Rusnak); Canadian higher education (O. Elbrekht, L. Karpynska, V. Pavlyuk); multicultural education in Canada (V. Pohrebnyak, O. Slonyovska). However, the research of peculiarities of lifelong education in Canada has not been conducted yet. Inadequate attention to the research of this issue in Ukrainian pedagogical science determined the theme of our research.

Different theoretical and applied research methods have been used in our study. Such theoretical methods as descriptive, statistical and comparative for studying the main principles of lifelong education of Canada; the structural and functional, logical and systemic methods for demonstrating the interrelation between the components of system of lifelong education; chronological and retrospective methods for problem studying in dynamic and temporal sequence have been used. Among applied methods, we have used conversations and dialogues with public school teachers in the town of Burlington (Ontario) for gathering primary pedagogical information.

RESULTS

The analysis of scientific and pedagogical literature and historical records provided an opportunity to study the peculiarities of development of lifelong education in Canada, taking into account social, political and cultural growth of the country.

Until 1867, lifelong education in Canada should be characterized as non-formal. It has situational context, is realized in voluntary book clubs, literature and scientific societies, musical, industrial and art associations. The period from 1867 to 1914 is designated by establishing a number of educational institutions where the curricula for different social groups are realized. Professional associations are established and special attention is paid to studying engineering disciplines. The middle of the XIXth century is characterized by the foundation of a number of educational institutions: 1844 – Canadian Institute of Montreal, 1849 – Royal Canadian Institute of Toronto, 1855 – evening school under the guidance of Toronto School Board (Liveright, 1960). The period from 1914 to 1939 is characterized by intensification of education development in agricultural field. In Alberta and Saskatchewan University of Alberta and University of Saskatchewan are established. Not only educational institutions but also governmental structures, for example, mastering sailing and fishing (Portman, 1979), provide educational services. In 1913, Agricultural Instruction Act, which promoted federal education funding, was adopted. Social and cultural environment of Canada is characterized by acceleration of rate of population increase, urbanization process, influence of the Great Depression and the war. These forces cause the necessity of lifelong education development, in particular adult education, training pedagogues to work in this sphere. Different social, cultural and practical forms of lifelong education are considered a tool for solving the major problems of society (Барабаш, 2013).

In 1939–1959, higher education was developing rapidly and professionalization of adult education took place. United Nations Association, Canadian Institute on Public Affairs, Canadian Institute on International Affairs, National Film Board started their activity. The government of Manitoba started a public project for northern Metis. The programmes of basic adult education, which are realized by school boards, become particularly popular, especially in British Columbia.



In 1950, J. Kidd headed Canadian Association for Adult Education and in 1961–1966 International Committee for the Development of Adult Education of UNESCO. In 1960, International Conference on Adult Education – CONFINTEA II was held in Montreal (Canada).

In 1951, The Ontario College of Education introduced adult education programme for Master’s degree and in 1957 such programmes were developed by seven universities of Canada (Thomas, 1976).

From 1959 to 1982 scientific research in the field of continuous education was promoted. Economic Council of Canada conducted the research in the branch of economic development of the country. Such research often demonstrates principal aspects of the programmes of professional training and politics in this sphere. The consulting boards (Canadian Labour Market and Productivity Centre, Canadian Labour Force Development Board), whose research results are used by provincial governments in the process of development of lifelong education, are created.

In 1982 the restructuring with the aim to create an integral system of lifelong education started. Changes in the federal policy of Canada concerning the development of lifelong education presented in National Training Act are introduced. According to this act, both state and private educational institutions can provide professional and technical training. The authority concerning the development of professional and technical training of the specialists is delegated to provincial labour departments and development of the strategy of lifelong education is conducted at the federal level. The “Prior Learning Assessment and Recognition” system is presented. The new perspectives involving different aspects of lifelong education are determined. Meeting human needs of education and learning for personal enhancement determines the necessity of relevant policy development and reforming the educational system on the whole and also it is aiming at continuity. The problem of raising literacy level of Canadians determines the necessity of taking measures by governments of provinces and territories. Their major goal is to realize of the plan of actions, which includes funding educational programmes, establishing cooperation between different institutions such as educational, public, professional unions and organizations and to create the flexible system, providing educational services throughout the human life.

It has also been found out that lifelong education has a great influence on such spheres of vital activity of Canadian society as economic, social, cultural and political. It performs educational, scientific, accumulative and transformative functions.

At the beginning of the XXIst century, economic restructuring and technological changes caused transformations of the labour market. Today there is a necessity of rapid changes, extensive use of innovations, adaptation of educational programmes and scientific research to meet the requirements of the labour market. The demand for the employees who not only have left school but also have a vocational education diploma is increasing together with the demand for highly specialized experts.

The analysis of regulatory framework of Canadian provinces and territories proves that among principal approaches to realization of lifelong education development strategies in Canada there are: adult education standard development (literacy, numeracy); provision of certification system, which ensures clarity and portability of skills, habits and knowledge; development of financial initiatives to encourage the employees with low skill level to participate in educational programmes; involvement of employers and formation of constructive learning environment on the workplace; provision of the system of educational services quality etc.



Canada is a country where the representatives of different cultures, ethnicities, nations and confessions live. That is why such social forces as demographic changes, age categories of educational services' consumers, and multicultural aspects are taken into consideration in the process of lifelong education development.

At the beginning of the XXIst century the realization of economic, political, social and cultural importance of lifelong education in Canada contributed to formation of the basis for its development. Among the peculiarities we can mention: great experience in using results of informal and non-formal learning at work, home, and society; effective system of formal education with appropriate infrastructure which provides educational opportunities from childhood to elderly age of a person; considerable step in the introduction of innovative educational technologies and distance education caused by geographical characteristics of the country and leadership in development of telecommunications; social importance of schooling and understanding of country's economic benefit from higher education; extensive discussion of Canada's future as political entity and social community; absolute involvement of Canada in international economy and the necessity to stay competitive; the need to develop the knowledge-based economy.

According to the results of analysis of Canadian legislative and regulatory framework, the peculiarities of state support of lifelong education development at federal and provincial levels are the following: implementation of the strategy of lifelong education development, the formulation of which is performed due to active participation of the politicians, pedagogues, scientists, community, business and industry representatives. Its realization is based on the use of different tools and mechanisms. As a member of international organizations, associations and unions, the federal government of Canada, governments of provinces and territories of the country account about their activity in the sphere of lifelong education development to their citizens and world community.

It has been found out that the major means to encourage citizen to participate in lifelong education used in Canada are: explanation of its advantages; development of initiatives; provision of financial support; creation of flexible mechanism of providing educational programmes and courses; provision of conceptual component of the programmes, which meet the needs and interests of consumers; recognition of knowledge, skills and habits regardless of the form of learning; creation of favourable learning environment at a workplace; development of the basic skills and habits, and also literacy skills.

Canada has an experience in "Composite Learning Index" formation. It is determined by accounting the assessment results based on four principal components of lifelong education (The 2010 composite learning index, 2010), (Unlocking Canada's potential, 2007).

In the system "Composite Learning Index", the component "learning to know" is the comprehensive assessment, which characterizes the level of access to training programmes of institutions in Canadian education system. The component "learning to work" demonstrates the level of provision of professional training, participation in professional development programmes, and access to professional training. The component "learning to live together" is the complex assessment of access level to public institutions, volunteering, participation in social clubs and organizations, learning on the basis of use of multicultural potential. The component "learning to be" determines the influence level of media, sports and the Internet on human life (The 2010 composite learning index, 2010).



CONCLUSIONS

The origin of lifelong education in Canada has been studied and the periodization of its development has been proved. We singled out 6 periods; I (until 1867) – the formation of lifelong education system; II (1867–1914) – establishment of educational and social institutions; III (1914–1939) – intensification of professional education development; IV (1939–1959) – rapid development of higher education and professionalization of adult education; V (1959–1982) – intensification of scientific research in the field of lifelong education; VI (1982–2013) – reforming of lifelong education.

We have proved that at the beginning of the XXIst century lifelong education is the strategic factor of social development. It is a principal determinant of struggle against poverty, the use of health-saving technologies and environmental protection, development of consumer culture, success in a job search, decreasing the crime rate, and formation of family culture, active participation in volunteerism and charity. It is the important factor of competitiveness (increase of output, adaptability to new working conditions, unemployment decline, development of innovation activity, formation of knowledge-based economy), political (active citizenship and participation in elections), cultural (functioning in multicultural society, development of lifelong learning culture) of the development of Canada.

The peculiarities of state support of lifelong education development at federal and provincial levels presented in a number of laws, strategies, action plans and budgets have been investigated.

The experience of Canada in “Composite Learning Index” formulation, which is determined by accounting the assessment results based on four principal components of lifelong education (learning to know, learning to work, learning to live together, learning to be) has been analysed.

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