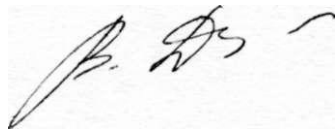


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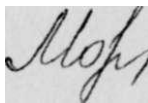
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**Davydova V.D. Non-formal education in study circles in Sweden. - Manuscript.**

Scientific Thesis for the Degree of the Candidate of Pedagogical Sciences in the Specialty . . -"General Pedagogy and History of Pedagogy". - The Taras Shevchenko Kyiv State University, Kyiv, 2008.

The research deals with a system of non-formal adult education so called folkbildning as an important component of national educational system of Sweden. In the process of research the concept and phenomenon of folkbildning have been analyzed, the main periods of establishing and developing of folkbildning have been revealed, modern trends and main principles of non-formal adult education have been pointed, the content, forms, methods and motives of adult learning in study circles have been considered, as well as the forms and methods of training of future leaders of study circles according to competence approach to learning in study circles have been analyzed.

The new labour-market, the growth of the information society, and a structural crisis along with high unemployment, are challenges which require a major approach to education: the continued development can not be achieved without the participation of the citizens themselves. In the future, the individual citizen must be prepared to devote himself to learning and education throughout his entire life That is why a popularly-based system of training and education is needed. Sweden has a long history of a popularly-based system of decentralized education and course activities. Study Associations and Folk High Schools work with these activities in close collaboration with a variety of non-governmental organizations. Education and training for citizens is organized by the people's own organizations.

The Swedish folkbildning is organized through 9 Study Associatio and 148 Folk High Schools. The largest popular movement in Sweden are closely linked to the work of folkbildning. For example the trade union movement, political organizations and farmers' organizations. Others include movements for the disabled, sport, immigrants, consumers, pensioners, the environment and the temperance movement, as well as churches. Folkbildning is available to everyone. However it is working towards reaching groups who often remain outside other educational systems those who only have elementary education, the disabled, immigrants, and the unemployed. Folkbildning is working to reduce the education gap in society. Its purpose is to reach those people

who have benefited least from society's educational resources. The individual citizen can devote himself to learning and education throughout his entire life, has opportunities for continued development.

Folkbildning's philosophy presumes that all citizens are free and independent individuals, with the right to participate in all aspects of a democratic society. These activities should provide a comprehensive approach, stimulate curiosity and critical thinking, as well as be a part of the crucial process of lifelong learning. Folkbildning creates the conditions necessary for people to freely pursue knowledge and contributes towards giving them the opportunity to change their lives.

The most important aspect of folkbildning organized by Study Associations is the study circles. The study circle puts the participants' own experience at the centre of all activities. The best study results are achieved when a small group of people, guided by their own free will and interests, come together for a longer period of time to pursue their studies. Study circles are often held in the evening, after work. No grades are given in the study circles. However, this form of education often works as the first step on the way to further education. It's only after the success of a study circle that many people dare to take the next step towards Folk High School, local adult education or college.

Folk High Schools run by local authorities and county councils. There is no standard curriculum, each school makes its own decisions regarding teaching plans. The students' experiences of working life and society are put to use, and their contribution is very vital. At most Folk High Schools boarding is an important part of the study environment. Living and studying at school creates a sense of community and also the opportunity for personal development. Many schools offer aside from tuition, cultural and leisure activities. In some places Folk High Schools are day schools, especially in the larger cities.

In this research some typical traits of study circles are described and how people learn in these, essential is emphasis on dialogue and cooperation. Study circles organized by Study Associations and Folk high Schools are a popular and established part of the Swedish education system, a building block in the structure of a democratic society.

The third chapter is especially devoted to the training of study circles leaders, which are agents of learning and co-operation: an organizer, coordinator and a social leader. The main purpose of such training is to enhance their competence, namely, personally-enhancing competence, social competence, democratic competence, communicative competence, competence that is conducive to change, cultural competence, ideological competence and so on.

The Swedish pedagogues of adult education is searching for new forms of evaluation as a natural part of the activities carried out in the adult education. The described method of self-evaluation provides the organizer with a basis for personal assessment, goal-setting and development of activities.

**Key words:** lifelong learning, non-formal adult education, folkbildning, study circle for adult people, Study Association, Folk High School, participant of study circle, study circle leader, personal development.

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