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Abstract. For over 150 years, Scandinavian countries have implemented a system of Bildung, emphasizing personal development and lifelong learning through folk schools. This model is relevant for Ukraine, where Covid-19 and the ongoing war have disrupted formal education. Many schools operate online, limiting effective learning, and millions need retraining due to displacement. Veterans also require reintegration support. Independent folk schools could improve education quality, facilitate retraining, and foster community engagement. This study aims to develop a model for folk schools in Ukraine, addressing secondary education, lifelong learning, and community workforce needs. The hypothesis is that folk schools based on Scandinavian Bildung can bridge educational gaps, promote community involvement, offer relevant professional skills, and enhance overall well-being. The approach involves analyzing Scandinavian Bildung principles, assessing their adaptability to Ukraine, and evaluating potential benefits and challenges. The study synthesizes these insights to create a conceptual model for Ukrainian folk schools, leveraging existing local institutions and addressing wartime and post-war community needs. Anticipated outcomes include a comprehensive model for Ukrainian folk schools to address educational disruptions, workforce shortages, and civic engagement deficits. Adapting the Scandinavian Bildung model can support societal recovery, aid displaced persons and veterans, and enhance civic participation, contributing to a stable and prosperous society.

Keywords: Lifelong Learning, Bildung, Folk School.