THE UNIVERSITY MODEL OF PHILANTHROPY IN UKRAINE (LATE XX - EARLY XXI CENTURIES).

Abstract. The article examines the activities of universities established in the early twentieth century with the assistance of charitable foundations. It has been established that in independent Ukraine, university education is going through a new stage of development – along with public institutions, private institutions are emerging with proposed charitable programmes to develop partnerships with other higher educational institutions, new educational areas of studying that involve participation in charitable activities, symposia, conferences, seminars, etc.

The author analyzes the activities of the "Third Age Universities", which are focused on promoting the adaptation of older people to new living conditions and self-realization of the individual, and the activities of the Ukrainian Catholic University (UCU) named after St. Clement the Pope, which emerged on the basis of Christian spirituality, culture and worldview and became an educational and scientific centre of general importance.

The author draws a conclusion about the effectiveness of the Ukrainian Catholic University and third-age universities established in the early twentieth century with the assistance of charitable foundations in terms of their mission to provide access to education for various segments of society, including the elderly. These universities create a platform for lifelong learning, contribute to the preservation and expansion of cultural and intellectual values, and form an active civil society. This model of philanthropy and education is an important element of social progress and development, contributing to the growth of cultural capital and improving the quality of the citizens’ life.

Keywords: higher education institutions, university education, charitable activities, charity, charitable activities.
УНІВЕРСИТЕТСЬКА МОДЕЛЬ ДОБРОЧИННОСТІ В УКРАЇНІ (КІНЕЦЬ XX - ПОЧАТОК ХХІ СТ.).

Анотація. У статті розглянуто діяльність університетів, створених наприкінці XX – початку ХХ ст. за сприяння благодійних фондів.

Встановлено, що за незалежної України університетська освіта переживає новий етап розвитку – поряд із закладами державного спрямування, з’являються заклади приватної форми власності із запропонованими доброчинними програмами для розвитку партнерських відносин з іншими закладами вищої освіти, новими освітніми напрямами навчання, що передбачають участь в доброчинній діяльності, симпозіумах, конференціях, семінарах та ін.

Проаналізовано діяльність «Університетів третього віку», які орієнтовані на сприяння адаптації літніх людей до нових умов життєдіяльності та самореалізації особистості та діяльність Українського Католицького університету (УКУ) ім. святого Климента Папи, який постав на грунті християнської духовності, культури та світогляду і став освітнім та науковим центром загального значення.

Зроблено висновок про ефективність діяльності Українського Католицького університету та Університетів третього віку, створених наприкінці XX – початку ХХ ст. за сприяння благодійних фондів, щодо їхньої місії в забезпеченні доступу до освіти для різних верств суспільства, включаючи людей похилого віку. Ці університети створюють платформу для неперервного навчання, сприяють збереженню й розширенню культурних та інтелектуальних цінностей, а також формують активне громадянське суспільство. Така модель доброчинності та освіти є важливим елементом соціального прогресу та розвитку суспільства, сприяючи зростанню культурного капіталу та підвищенню якості життя громадян.

Ключові слова: освіта, вища освіта, університети, благодійні фонди, доброчинність, доброчинна діяльність.

Problem statement. Today, charity is becoming the main factor of social growth and is acquiring the status of a state-important activity. According to the researcher V. Stynska, in the context of transformational challenges, such activities are becoming an important part of the social and legal life of Ukraine in overcoming the crisis in the economic, political, social, medical, and educational sectors and require the state to introduce modern legal, political, and financial instruments for support and development [9]. Philanthropy is seen as an instrument of civil society at the
regional and national levels. Therefore, the experience of philanthropy in the field of education in independent Ukraine is of great importance as a reflection of the specifics of social relations that have an impact on socialization. Understanding the impact of philanthropy on the formation and development of educational institutions, including higher educational institutions, has led to an increase in research interest of the relationship between philanthropy and education. Many modern educators, theologians, philosophers and other scholars have realized that education and charity are two of the most powerful forces that a person has to face. European culture has produced many of its own values and ideals, and therefore the problem of the relationship between philanthropy and modern education is important for it [1].

Analysis of recent research and publications. The study of the genesis of the university model in the field of education is represented by Ukrainian and foreign research: in the field of methodology of the history of pedagogy and the history of social pedagogy (N. Avsheniuk, N. Lavrychenko, H. Laktionova, N. Seiko, V. Stynska, V. Kravets, L. Berezivska, L. Vovk, N. Dichek, etc.); on the theory of philanthropy (V. Lappo, O. Kirdan, E. Maksymova, Z. Maslovska, A. Sokolova, Y. Tazmina, O. Khorkova, Aussonville (France), A. Lindermeyer (USA), etc. Borysenko, Y. Hubenko, I. Zavulichna, V. Kornienko, Y. Korobeynikova, T. Kurinna, I. Levchenko, A. Sokolova, O. Tkachenko, S. Cherkesova, S. Shuklin, L. Zashtota (Poland), etc.).

The purpose of the article is to analyze the development of universities established in the early twentieth century with the assistance of charitable foundations.

Summary of the main material. The first scientific studies of university education in Ukraine were finally formulated in the early twentieth century as an educational degree with a significantly growing socio-economic and cultural palette of the country's life. Established by the four charters, university education in Ukraine was purely state-owned, regulated by clear legal frameworks of the time, which was determined by the significant dependence of universities on charitable donations, which helped to create university libraries, laboratories, museums, scholarship funds, etc. However, after the universities of this period were established, the question of changes in the regulatory framework for their activities arose, as various forms of charitable support for education were implemented: scholarships, one-time charitable assistance, material donations, and foundations.

The dynamic process of university education development has been observed since the beginning of the development of Ukrainian statehood. This is facilitated by a number of legal documents that define the principles

By joining the Bologna Process in 2005, Ukraine committed itself to reforming its higher education system in line with European standards and values. The goal was to create a true "Europe of Knowledge" that provides its citizens with quality education, creates equal conditions for obtaining it, encourages mutually beneficial cooperation, and, last but not least, recognizes the role of education in the development of modern democracy and promoting philanthropy. Thus, in the process of reforming higher education in Ukraine, there is a transition to a new stage in the development of university education, not only public but also private, with charitable programmes developed to expand partnerships with other higher educational institutions, new areas of studying, related opportunities to participate in charitable activities, symposia, conferences and seminars, etc.

We will analyze the development of the university philanthropy model in Ukraine on the example of the Ukrainian Catholic University and Third Age Universities.

Our scientific research has shown that in Ukraine, the first structures of "Third Age Universities" were launched in 1985 by the Institute of Gerontology with certain programmes that increased people's social activity in terms of healthy lifestyles. To date, the basic conceptual framework for the functioning of "Third Age Universities" in Ukraine is defined at the level of national legislation by the Order of the Ministry of Social Policy of Ukraine of August 25, 2011 N 326 "On the Implementation of the Social and Pedagogical Service "Third Age University". The main components of the universities are the conditionality of the principle of lifelong learning for older people and the support of physical, psychological and social abilities. The main tasks of the service are to organize and conduct free training and educational events for older people in accordance with the approved programmes and plans of the organizers.

In Ukraine, two sectors are involved in this process: the state (regional, municipal, district and territorial centers and their partners) and the non-governmental sector (public associations, charitable and religious organizations).

The first "University of the Third Age" was opened in Kovel in 2005 on the basis of the Territorial Center for Social Services. The institution has five faculties: educational, artistic, social and legal, basics of medicine, physical rehabilitation, communication and information technologies. Soon after, a branch of the "Universities of the Third Age" appeared in
Kremenchuk (2009) – on the basis of the Kremenchuk branch of the Dnipro University of Economics and Law, later on the Dnipro and Kyiv universities, and later on the Yevpatorian university. Today, third-age universities operate in most cities of regional and district significance, where educational services are provided free of charge [10].

As for the activities of non-state-owned third age universities in Ukraine, their founders are independent charitable foundations or, in partnership with foreign foundations, non-state-owned educational institutions. For example, the Christian social organization Kolping's Cause operates three universities for the elderly in the cities of Lviv, Stryi, and Ivano-Frankivsk. The total number of students is about 300 people over the age of 50. The structure of disciplines for senior students: history, foreign languages, computer literacy, literature, law, psychology, etc [4].

Another example of a Third Age University is the opening of the "School for those over 70" in Kharkiv on the basis of the Kharkiv Humanitarian University "People's Ukrainian Academy" [3], founded by the German charitable foundation "Memory, Responsibility, Future" and the All-Ukrainian Charitable Foundation "Care for the Elderly in Ukraine".

A specific area of development for Third Age Universities is online courses, initiated by a retired military doctor, Serhiy Avdevnin. It was he who created the Computer Academy for Retirees, a website where you can find answers to many questions about using computers and the Internet with thematic blocks "Learning about computers," "Mastering the Internet," "Useful," "Free," and a specialized "Smart Pensioner Forum" [5].

Thus, the experience of applying Third Age Universities in Ukraine in the public and non-governmental sectors shows the growing interest of Ukrainian society in the education of older people. This allows us to consider Third Age Universities as a university model of charity aimed at promoting the adaptation of the elderly to new living conditions and self-realization of the individual in the third age.

Let's consider the activities of the Ukrainian Catholic University (UCU) named after St. Clement the Pope, whose history dates back to the eighteenth century and to the present day. It is an institution of the efforts and aspirations of the Ukrainian Greek Catholic Church and Ukrainian scholars who dreamed of creating an institution of higher education that would grow on the basis of Christian spirituality, culture, and worldview and become an educational and scientific center of general importance [2 c. 177].

In addition to obtaining a bachelor's degree in four specialties (social pedagogy, history, psychology, theology), a master's degree in five specialties (social pedagogy, history, journalism, media communications,
theology), and a unique educational and training center, the Lviv Business School [14] has a student charitable organization called Vidlunya, which exists thanks to the charitable activities of UCU students, teachers, and staff, as well as the material support of the church. The purpose of the organization's activities is to provide not only material assistance, but also spiritual, cultural, and social assistance. For many years, "Vidlunya" has been taking care of an orphanage in the village of Lavriv, a special boarding school in the village of Dobromyl (Lviv oblast), children from low-income families, and people in need [13].

Every year at Christmas, UCU hosts a special dinner, the Bethlehem Feast, which helps lonely and poor people feel the spirit of the holiday. Students can contribute to this initiative in many different ways: helping to raise funds for benefactors throughout the year, working in the kitchen, wrapping gifts, participating in the organization of the nativity scene, carols, and Christmas services, which are also elements of the Bethlehem Hospitality program [11].

In addition, many UCU students join various campaigns and charity auctions related to the feast of St. Nicholas the Wonderworker, which is accompanied by the creation of good deeds. One of these events is "St. Nicholas Will Not Forget You". Our students are also active participants in initiatives that promote solidarity in society and rapprochement between East and West. Here we can mention "Vertep to the East," "Christmas Together," "Easter Together," etc. [12].

**Conclusions.** Thus, the review of the activities of the Ukrainian Catholic University and the Third Age Universities established in the early twentieth century with the assistance of charitable foundations makes it possible to assert the effectiveness of their mission in providing access to education for various segments of society, including the elderly. These universities create a platform for lifelong learning, contribute to the preservation and expansion of cultural and intellectual values, and form an active civil society. Such a model of philanthropy and education is an important element of social progress and development of society, contributing to the growth of cultural capital and improving the quality of life of citizens.

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