

INSTITUTIONAL DESIGN FOR HUMAN DEVELOPMENT IN THE BRICS COUNTRIES*

The article addresses the issue of human development in the BRICS countries from an institutional perspective. In adult education, new providers, stakeholders, and digital tools are significantly expanding the educational environment. In this context, there are institutional shifts, including the blurring of institutional boundaries, the transition to horizontal interaction, and the integration of formal and informal education subsystems. These institutional transformations and integration processes in adult education facilitate the development of such an institutional design that will ensure lifelong human development to meet individual needs and national sustainability in the BRICS countries.

Key words: institutional design, human development, adult education.

The economy of a new technological order requires rethinking of the human resource paradigm. The harmonious development of an individual's intellectual, spiritual, creative potential, critical thinking and communication skills is becoming an essential aspect of personal growth. The humanistic nature of relations between the individual, society and state is becoming increasingly apparent¹. In general, there is a shift from human capital paradigm, which views the individual solely as a workforce, to a human development framework that acknowledges the importance of human individuality.

Institutional design plays a crucial role in shaping lifelong learning. The educational landscape in the BRICS countries is currently undergoing significant changes due to the emergence of new institutions, learning spaces and stakeholders. However, the fragmentation of institutions, the status-selective nature of education and bivalent educational systems (in some countries)², as well as traditional institutions' inability to meet the demands of society impede the efficient human development. The absence of a comprehensive institutional framework for adult education raises the question of how the institutional design of adult education can be modified to facilitate human development.

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¹ Асмолов А.Г. Генерирование возможностей: от человеческого капитала – к человеческому потенциалу / А.Г. Асмолов, М.С. Гусельцева // Образовательная политика. 2019. № 4(80). С. 6-17.

² Ермольева, Э.Г. Образование в Латинской Америке: адаптация к вызовам времени / Э.Г. Ермольева; Председатель редакционного совета председатель В.М. Давыдов. М.: Институт Латинской Америки РАН, 2014. С. 106-123.

The main method in this study is a thematic content analysis. An examination of the features and forms of adult education in the BRICS countries has been conducted from a socio-historical perspective, based on an analysis of scientific publications (n=50) in international databases, including WoS, Scopus, and RSCI, as well as reports from international studies.

In light of the challenges posed by institutional fragmentation in education and social exclusion in the BRICS countries, the concept of an ecosystem approach to education emerges as a crucial consideration. A significant number of experts have identified the necessity for an ecosystem approach to education as a priority at meaningful, methodological and managerial levels¹, because this will lead to a new quality of learning outcomes, it may provide more opportunities for human development. In Russian education, there are some attempts to implement this idea in individual regions, for example, in the Krasnoyarsk region². There is evidence of more than 40 successful practices in the implementation of the ecosystem approach to education in different countries³.

In the education of the BRICS countries, we can observe an expansion of the learning environment, changes between formal and non-formal education subsystems, the blurring of boundaries and the diffusion of learning spaces. First of all, informal learning spaces, including schools of Internet professions, hackathons, makerspaces, and many others appear to be appealing to individuals with flexible training schedules, available content, hands-on assignments, assistance in finding a new job. Then, they arrange individual learning paths, taking into account their career expectations and goals. Finally, they are friendly to all age groups and social classes. One of the key differences between traditional and new learning spaces is the emphasis on active engagement, exchange of experience and knowledge, self-management, and self-reflection. The institutionalization of informal learning will allow employers to gain a more profound comprehension of certification and validation procedures, in addition to the concept of individualized credentials. Unfortunately, nowadays in the BRICS countries independent qualifications assessment systems are not fully integrated with national qualifications frameworks. Furthermore, employers do not still recognize the practical skills and experience acquired in informal learning.

Universities have a potential to become attractive learning centers. The current educational policy identifies three principal domains of adult education, namely

¹ Кремнева Л.В. Стратегирование образования: экосистемный переход / Л. В. Кремнева, К. Е. Заведенский, П. Д. Рабинович, С. Н. Апенько // Интеграция образования. 2020. Т. 24, № 4(101). С. 656-677.

² Ефимов В.С. Наука и образование региона в экосистемной перспективе (на примере Красноярского края) / В.С. Ефимов, А.В. Лаптева, М.В. Румянцев // Университетское управление: практика и анализ. 2019. Т. 23 (3). С. 40–55.

³ Лукша П., Спенсер-Кейс Д., Кубиста Д. Образовательные экосистемы: возникающая практика для будущего образования / П. Лукша, Д. Спенсер-Кейс, Д. Кубиста. М., SKOLKOVO: Moscow School of Management.

personal, professional and social. Universities, as esteemed and reliable centers of learning, must fulfill these requirements. However, there are a few challenges that remain to be addressed. Firstly, universities are largely characterized by inertia and tradition; secondly, in universities there is a tendency to operate in a similar manner, performing the same tasks. They seem to view continuing professional development, educational consulting, and providing applied skills as additional activities that are not included in the core remit. Thirdly, they cannot be considered as entirely friendly to all age groups or social classes.

The BRICS countries, exemplified by China and India, give illustrative examples of the close connection between higher education, socio-economic and human development. In order to address the imbalance in economic and cultural development between the provinces, the Chinese government has taken the initiative of transforming a number of universities into technical and applied universities. The next step was to identify the so-called “priority universities”, or the national leading universities, which were to become the centers of education, scientific research and innovations. As a result of the priority strategy, the selected leading universities have significantly enhanced their competitiveness, while technical and applied universities have succeeded in developing the local economy¹. The social function of universities is successfully implemented in the objectives of Third Age Universities in China. The mission of these institutions is to provide support to older individuals in maintaining a high quality of life and facilitating their integration into social and labor spheres.

The Indian government carefully balances all reforms and innovations with the traditional values, customs and culture of the country’s unique peoples and tribes. India is interested in implementing multilingual education based on the mother tongues of its diverse population². Such an attitude towards native languages and personal experiences has a positive influence on the freedom of choice, democracy, active participatory citizenship, and human development.

Thus, having analyzed adult education in the BRICS countries, it seems reasonable to suggest the following recommendations, which are to help make a model of the institutional design for enhanced human development:

1. To shape the institutional design of the adult education system around universities and their resource potential as socio-economic development directly depends on the partnership between universities and the state, the importance of investing in education;

¹ Дэн Т. Тенденции развития и основные направления модернизации системы высшего образования в Китае в начале XXI в. / Дэн Тао // Педагогический журнал. 2021. Т. 11. № 5А. С. 383-392.

² Giridhar R.A. Linguistic Diversity, Education, and Democracy in India: Prospects and Challenges / R.A. Giridhar // Bulletin of Chelyabinsk State University. 2021. No. 9(455). P. 135-141.

2. To ensure universities to play a more significant role in society by offering cross-generational and social learning opportunities, to respond to the individual and local labor market needs;

3. To divide universities into three categories: priority, technical and applied and Third Age Universities, to enhance the attractiveness of working-class jobs and practical skills;

4. To create centers for the assessment of qualifications based on universities;

5. To integrate informal learning and its outcomes into the national educational mainstream;

6. To attract potential employers, informal learning spaces and EdTech in order to change quickly along with the demands of the socio-economic sphere;

7. To incorporate linguistic diversity, social and historical experiences into the national education systems;

8. To create a map of universities and other education providers so that could assist students in navigating the educational landscape more easily, gain international experience, and choose the best option for their human development.

In general, institutional design should unite the values of humanism and utilitarianism, which go hand in hand with two scenarios of socio-economic development: that of catching up and that of advancing, building the educational ecosystem. There is a symbiosis of traditional and new institutions, the predominance of flexible horizontal connections between different providers, and high adaptability to the personal and social needs.

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ИНСТИТУЦИОНАЛЬНЫЙ ДИЗАЙН ДЛЯ РАЗВИТИЯ ЧЕЛОВЕЧЕСКОГО ПОТЕНЦИАЛА В СТРАНАХ БРИКС

Статья рассматривает проблему развития человеческого потенциала в странах БРИКС с позиции институционального подхода. В образовании взрослых происходит расширение образовательного пространства за счет появления новых провайдеров, стейкхолдеров, цифровых решений. В связи с этим можно наблюдать институциональные сдвиги в виде размывания институциональных границ, перехода к горизонтальному взаимодействию, интеграции подсистем формального и неформального образования. Такие институциональные трансформации и интеграционные процессы в сфере образования взрослых расширяют возможности для построения институционального дизайна, который будет обеспечивать непрерывное развитие человеческого потенциала для удовлетворения индивидуальных потребностей и устойчивого национального развития стран БРИКС.

Ключевые слова: институциональный дизайн, человеческий потенциал, образование взрослых.