

The Impact of the Social Order to Increase Enrollment in Programs of Additional Education

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ABSTRACT

The purpose of the study is to examine the social demand impact on increasing the children's enrollment of supplementary education programs. The survey has involved children of younger and middle school age (n=2 206), high school students (n=2 162), and parents of children of pre-school (n=313), younger and middle school age (n=262). The research results have revealed the factors affecting the choice of a more comprehensive program, popular and unpopular directions of supplementary education for children. Thus, the older high school students become, the more their preferences change from the desire to spend time outdoors, with people of their age to the need to attend courses to get ready to enter the university. Moreover, parents of junior and middle school-age children would like their children to attend supplementary education institutions, which could in turn influence the choice of hobbies and interests of their children. The survey results show the most popular areas of supplementary education for pupils are sports, recreation, artistic and aesthetic, and the technical one. The practical value of the paper is that the study offers a set of measures aimed at increasing children's enrollment in supplementary education programs.

KEYWORDS

Supplementary education programs, supplementary educational establishments, social demand on increasing children's social activity, monitoring children's interests

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Introduction

In modern educational policy, special emphasis is placed on the area of supplementary education of children (Kosaretsky, Kupriyanov & Darya, 2016; Bray & Kwo, 2014; Mori, 2013).

As part of the development of Russian education, supplementary education is an element of the current educational system on the one hand and an independent source of education on the other hand (Zolotareva, 2013a). It has gone beyond organizations of supplementary education only and today is realized in a secondary school, pre-school organizations, initial vocational

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education as well as cultural institutions, sports organizations, youth work, and private organizations. Therefore, it can be regarded as the zone of proximal development of the education system as a whole (Sukhanova, 2012; Zolotareva, 2013b).

In modern literature, social demand is defined as a formal orientation of public institutions at the achievement of the determined results in their activities, which is necessary for further development of the society in general, or as a specific social need, topical for the society in general or for its certain part (Bourdieu, 2005). Social demand in education is a mechanism for the implementation of social necessity as a form of reflection of universal natural connections, internally stable, recurring, ensuring the conversion of possibilities into reality and regulating educational activities to address urgent social priority issues (Kaloshina, 2006).

The current regulations governing the activities of the education system in the Russian Federation specify that supplementary education of children (SEC) is one of the fastest growing segments of the market "educational services" with the growing volume of investments from the private sector, and a high level of innovation activity. This allows us to consider the transformation in SEC as a priority of the state innovation development. But at the same time in the education system in Russia, a comparison of recent monitoring data shows that the number of Divisions of Supplementary Education for Children (DSEC) has decreased by 6.2%, children education associations - by 12%, and the total number of children involved in DSEC - 5% (Zolotareva, 2014).

Literature Review

The problem of the formation of social demand for education today is quite topical, however it has not been studied so far as a separate phenomenon in the domestic science. This problem is discussed in the works of modern scholars, such as N. N. Agafonova, R. A. Brehach & D. N. Zhadayev (2009), V. P. Golovanov (2013), A. V. Zolotareva (2013a), T. Yu. Kaloshina (2006), B. V. Kupriyanov (2011), M. M. Potashnik (2006), I. B. Reznik (2005).

Social demand in the sphere of supplementary education for children is of particular importance as it "determines the content and serves as a main criterion for assessing the quality of its results. Moreover, it is a reflection of the social and educational objectives of public (state and private) institutions, on the one hand, and personal needs of children and their parents on the other. It refers to the child's right to choose education, personality development conditions, its ability to productive problem solving in the field of professional, social, cultural, and leisure activity" (Golovanov, 2013; Litvak & Kazymov, 2012).

Many researchers have noted a clear disparity between the different areas of the services provided by supplementary education (Lekomtseva & Sukhanova, 2012; Bayborodova, Belkina & Kharisova, 2014).

However, many researchers noted that social demand for education is a broader concept as compared with the concept of "educational standard". Standards normalize only the minimum required level of education. The content of education, which exceeds standards, should be determined by the social demand. Moreover, the social order defines the content of innovation in the field of education. At the same time innovative activity promotes the development of

3 interrelated processes: the development of institutions, personality development of students and the development of creative abilities of a teacher. Consequently, the development of pedagogy can be realized through the study and implementation of the social demand and personal interests of a child.

The main customers of modern social supplementary education of children are the state on behalf of the education authorities, society (socium) represented by non-governmental organizations, parents and children. Modern Russian studies offer some papers presenting the research results as regards the state demand for supplementary education of children (Mukhamedyarova, 2012); social demand for supplementary and personal demands of children and their parents (Sukhanova, 2012).

Problems related to the provision of supplementary education are studied very fragmentarily in foreign research sources. Such education is viewed as informal; the Council of Europe and the European Union once formally adopted it and it is presently defined as the purposeful leisure activity offered during free time outside of school (Clarijs, 2008a). Informal education is considered as a choice-based (voluntary) education, aiming at meeting one's personal educational needs. It is not regulated by certain institutions, terms and forms of lessons or state certification procedures; the purpose of informal education is to satisfy one's interest in a particular topic, to spend one's free time profitably and with interest, to fill in the gap as regards some specific knowledge.

Some researchers consider the features of informal education with regard to the theoretical provisions of the social space concept suggested by the French sociologist Pierre Bourdieu (2005). According to his theory, human personality is not a result of unconscious pedagogical influence on a person; it results from the influence of objective social structures, which is the most effective way of upbringing and socialization. Non-formal education provides educational choice for children with different educational needs, including talented children (Flynn, 2012; Mills, Ablard & Gustin, 1994).

In recent years, foreign research sources actively outline Russian research findings related to the problems of providing supplementary education and social demand for this type of education. The authors describe their approaches and principles related to providing supplementary education, methods of analyzing demand for the supplementary education through labor market studies, national standards, consumer needs (Zolotareva, 2013c; Zolotareva, 2014; Nechiporuk & Zolotareva, 2014).

Aim of the Study

The theoretical analysis of the problem determines relevance of permanent study and analysis of social demand for supplementary education, forecasting its changes aimed at raising its effectiveness and, consequently, enrolling more children into this process. Thus, the aim of this study is to examine the social demand impact on increasing the children's enrollment of supplementary education programs conducted by a group of scientists of Yaroslavl universities.

Research questions

The main research questions were as follows:

What is the level of SEC's attractiveness for children of younger and middle school age, high school students and their parents? What are the most popular



areas of supplementary education for pupils? What is the level of social demand of the state and society in increasing the children's enrollment in SEC.

Methods

The scientists from Yaroslavl universities have studied the social demand for supplementary education in Yaroslavl. Survey was chosen as a research method.

From the methodological viewpoint, survey implies gathering primary verbal data through registration of respondents' answers to questions asked by the researcher pursuant to the purposes and objectives of the study. During the survey, respondents are requested to fill in the questionnaire form drawn up by the researcher.

Selection of the survey methodology resulted from the following:

- the possibility to give time for filling in the questionnaire as it is necessary to have time to gather information to answer some of the questions from the questionnaire;
- anonymous character of the used method, as it is necessary to be objective while obtaining the information on management issues;
- the possibility to poll significant number of respondents due to various ways of sending and receiving the completed questionnaire (personally by the research organizer, by mail, by e-mail).

The purpose of the survey is to organize the process of studying social demand for the supplementary education of children, to gather information for management decisions aiming at raising effectiveness of the supplementary education system and the elaboration of measures aiming at enrolling more children into the supplementary education programs.

The subjects of the survey are the children of all age groups (preschool and school) and their parents. The study of social demand for supplementary education of children implied the following stages: 1) definition of the research objective; 2) the preparation stage – elaboration of methods to be used for studying social demand, according to the objective; 3) conduct of the research itself; 4) collecting and processing the research materials; 5) analysis of research results; 6) elaboration of the administrative decision based upon the analysis of research results. Such decision implied the elaboration of measures aiming at enrolling more children into the supplementary education programs.

The survey involved 4,943 respondents, including 2,206 children of young and middle school age (47,2% of pupils aged 11 - 12; 42,6% - aged 9 - 10 and 10,2% - aged 7-8; female pupils made up 49,1% and male - 50,9%), 2162 high school students (46,7% high school students aged 15 - 16; 31,9% - aged 13 - 14 and 21,4% - aged 17-18; female students made up 52,4% and male - 47,6%), 313 parents of pre-school children and 262 parents of children of primary and secondary school age (female respondents made up 82,7%, and male - 17,3%; pursuant to age groups: 61,3% - parents aged between 26 and 36; 22% - aged between 36 and 45; 12,8% - aged between 18 and 25; 2,6% – aged between 55 - 65; 1% - aged between 46 - 55; 0,3% - aged above 65). It should be noted as well that the study involved roughly equal number of the boys' and girls' parents (50% in each age group). Therefore, roughly equal number of boys and girls

provides the possibility to reveal the objective picture of the supplementary education demand from their parents (Zolotareva & Sukhanova, 2013).

Data, Analysis, and Results

The results of the study conducted among children and adolescents allow to state that supplementary education requires students to have free time. Most younger and middle school age children (76.4%) have free time from school lessons and other important activities; among high school students there are only 53.8% of those who have free time. However, only 49.1% of male high school students and 58.3% of female high school students worry about the problem of supplementary education.

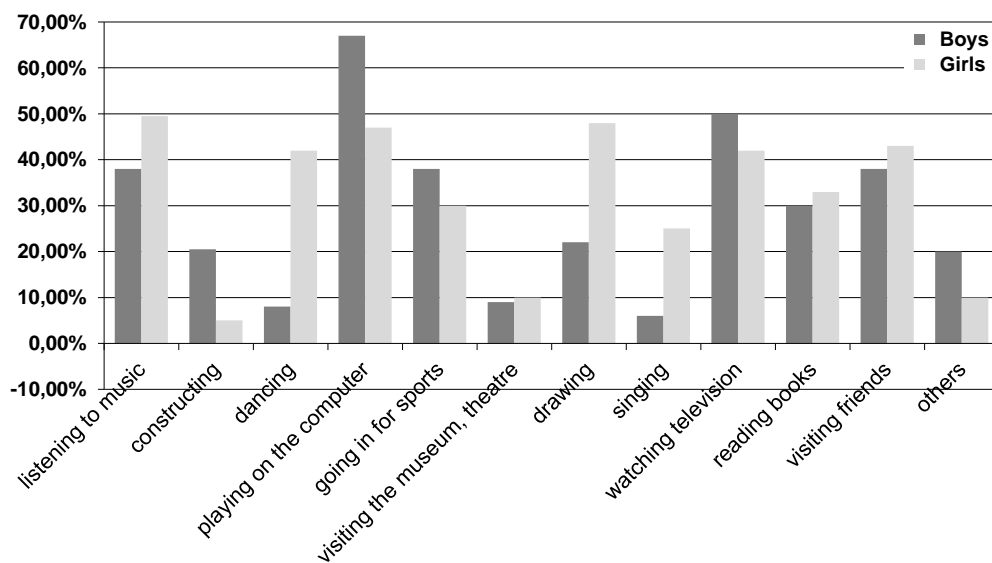


Figure 1. How modern students prefer to spend their free time

As the results of the study show, boys prefer to use their free time: playing on the computer - 66.5%; watching television - 49.8%; going in for sports - 42.6%; visiting friends - 37.2%; listening to music - 36.3%; reading books - 30%. Girls prefer: listening to music - 49.4%; drawing - 47.4%; playing on the computer - 46.4%; visiting friends - 43.4%; watching television - 43.3%; dancing - 42.5%; reading books - 33.1%. There have been also received other options of favorite activities: to have a rest in the open air, play with pets, go to the cinema and others (Figure 1).

Preferences in the free time organization among young people (girls and boys) change: they want to spend free time with family and friends - 67.8%; attend classes, groups of interest in cultural and sports institutions - 49.5%; spend time outdoors with their peers - 31.8%. High school students devote more time attending training courses for admission to universities (22%) and working part-time (19.7%).

There have also been received other options for their preferences, for example, playing the computer, surfing the Internet and social networks,



watching TV, reading books, going to the cinemas, theaters, museums, writing poems, learning languages, playing bowling, organizing events, etc.

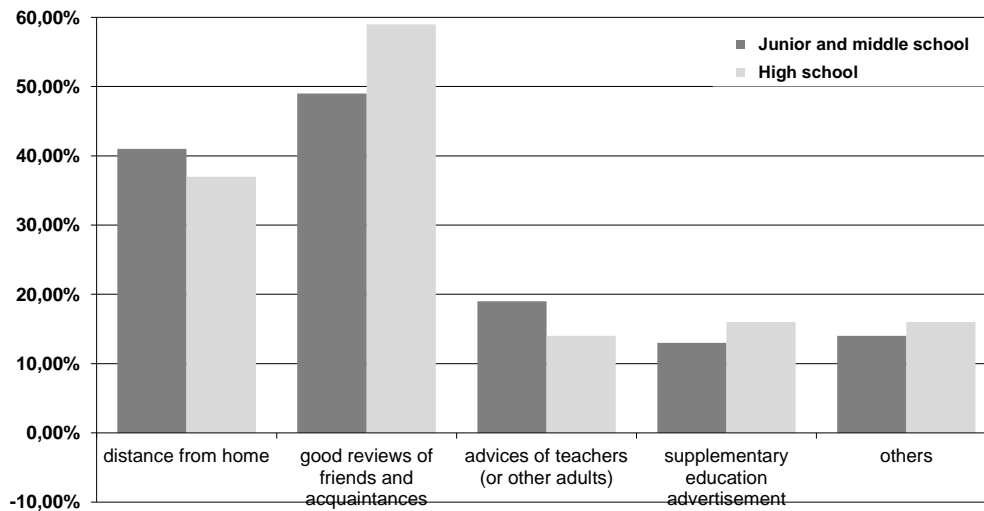


Figure 2. External factors that influence the choice of SEC institutions

During the study, external factors that influence the choice of children of educational association SEC have been identified (Figure 2).

The choice of students of different ages mainly depends on the good reviews of friends and acquaintances (48.7%); distance from home (42.1%); advice of teachers (or other adults) (18.9%); supplementary education advertisement (13.3%). Other factors include opportunities to improve their health; prospects for further development in this area, the possibility of self-improvement; qualified teachers; good reputation of the institution, opportunities to acquire new knowledge.

Children of younger and middle school age also mention the following internal factors that influence attendance in children's educational associations (Figure 3): a desire to do what they like - 52.3%; a desire to learn something new and interesting - 42.4%; a desire to spend their free time usefully - 36%. 29% of respondents note that they want to find new friends; 26.2% - hope to improve their health; 25.2% want to learn something that is not taught in school; 18.7% of children hope that the supplementary education lessons will help overcome learning difficulties; 16% have a need to develop self-sufficiency; 13.6% want to gain experience of social interaction and 6.9% have a need for spiritual and moral development. There have also been marked other factors, namely, the desire to try something different; parents force them to study; they want to enjoy their free time.

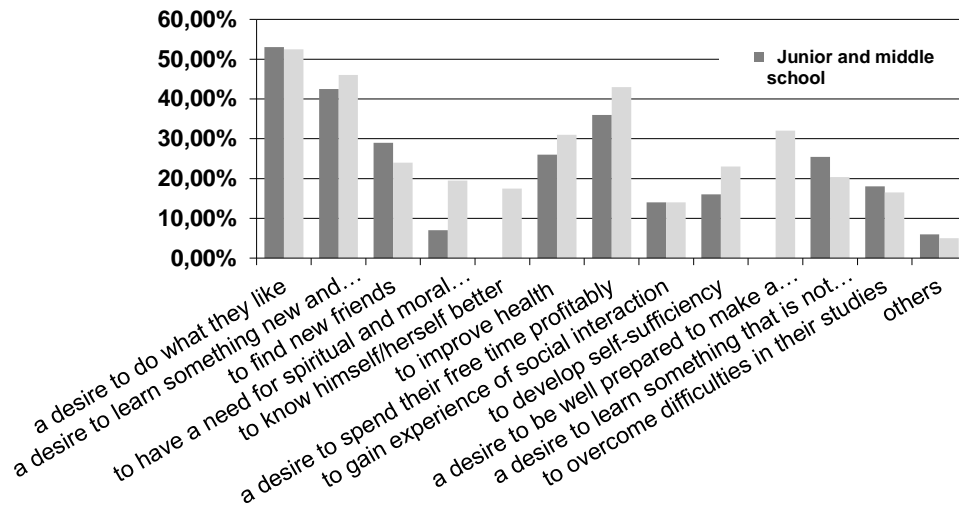


Figure 3. Internal factors that influence the choice of SEC institutions

Internal factors for supplementary education selecting programs among senior pupils also include a desire to be well prepared to make a career choice (32.3%), improve health (31.5%); find new friends (24.5%); develop self-sufficiency (23%); learn something that is not taught in school (20,7%); have a need for spiritual and moral development (19,8%); know himself/herself better (18.6%); overcome difficulties in their studies (17.2%); gain experience of social interaction (13.6%). Other factors for senior pupils include a desire to become famous; a desire to try various businesses; some high school students are forced by parents, etc.

Modern students of middle and senior school age are interested in the following directions of supplementary education (Figure 4): sports and recreation (41.4% and 51.2%), artistic and aesthetic (36.2% and 38.6%); sports and technical (33.2%). Scientific and technological (21.9%), ecological and biological (14.2%) directions; tourist and regional studies (14.1%); military and patriotic (12.2%); cultural studies (10.9%) are considered less popular. Finally, social and pedagogical direction takes last place (5.3%).

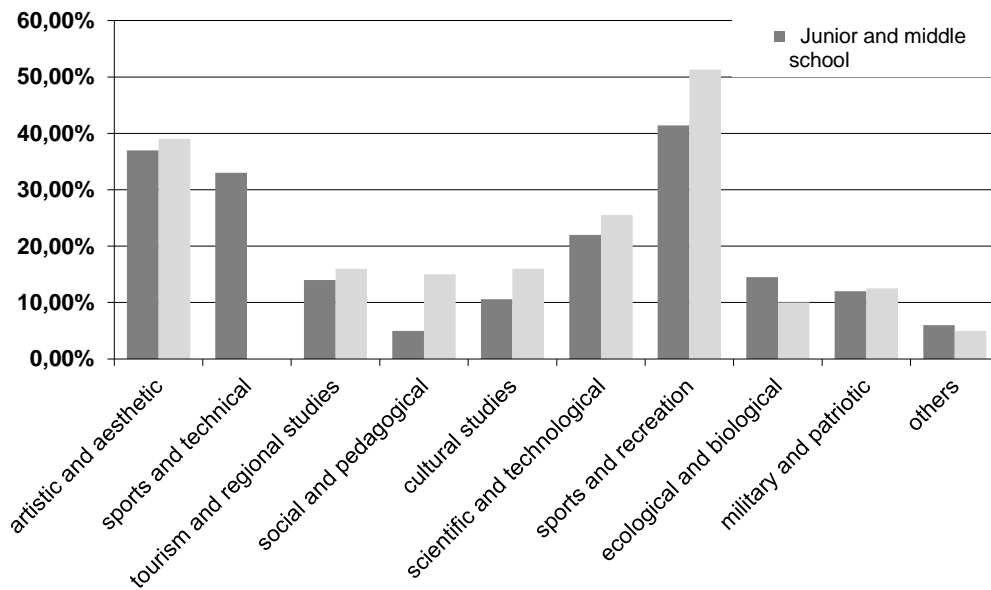


Figure 5. SEC advertisements in media that attract respondents.

The results of research among parents of preschoolers and primary school age children are summarized as follows: slightly more than half (60,1%) of parents of preschoolers and even fewer parents of younger students (53,8%) believe that there is a sufficient number of organizations implementing the program of supplementary education for children in Yaroslavl. Thus, the majority of parents lacks the choice of supplementary education programs for their children.

In parents' opinion, the rating of the employment of children in their free time is as follows: drawing - 57.5%; dancing - 45.4%; designing - 39.9%; TV watching - 38.7%; listening to music - 38.3%; visiting friends - 33.2%. In addition to these options, parents also note that their children like: reading, cooking, walking, collecting puzzles, sculpting, playing outdoor games, playing with pets. Studies have shown that 53% of parents influence the choice of their children and 47% say they have no effect on children. The influence of parents on children's choice involves developing a child's interest in a particular activity. From the responses received, parents can advise, suggest, explain to their children the specifics of the selected study groups and clubs, as well as buy appropriate guidelines to attract and convince a child to engage in sports, music, etc. Most parents limit their children in TV watching and playing on the computer that gives more time for classes in study groups.

Modern parents of preschoolers try to cultivate of mainly athletic skills (55.9%) and develop artistic quality (54.3%) in their children. Only 25.6% of parents of preschool children want their children to be engaged in the sports and technical direction, 14.4% prefer the scientific and technological direction, 13.4% - social and pedagogical, and 11.2% - cultural directions. In the opinion of parents, less popular directions of supplementary education are military and patriotic - 8,9%, tourist and regional - 8%, and ecological and biological - 2,9%. Parents of younger students consider the military and patriotic (9,2%); ecological and biological (7,3%); socio-pedagogical (6,5%) directions to be less popular.

Parents believe that the choice of supplementary education programs depends on: children's desire to learn something new and interesting - 61.3%; improving the health of the child - 50.5%; development self-reliance of a child - 50.5%; a desire to spend their free time usefully - 45%. Among other factors that considered as less motivating for parents to bring their children into an educational association, the following can be listed: the need for spiritual and moral development - 25.2%; opportunity to find new friends - 23.6%; a desire to experience social interaction - 20.4%.

Parents suppose that their choice of the supplementary education program is influenced by the desire of the child - 68.1%; quality of service and guaranteed results - 50.2%; recommendation of friends - 41.5%; attractive advertisement - 11.8%; the convenient location - 41.5%. Among other factors, the parents have pointed out: the cost of training, the opinion of experts, and the time of classes.

According to the study, the most popular advertising media for the parents are the Internet - 46%; TV - 40.9%; open days - 31% and 27.8% of outdoor advertising. These are leaflets, booklets - 17.9%; transport advertising - 12.5%; magazines - 8%, and radio advertising - 6.4%. Many parents say that reliable sources of information are the word of mouth and recommendations of friends as well as visit educational organizations in person.

The study has found that one of the main obstacles to supplementary education for children is the territorial remoteness from the actual place of residence of children - 60.1% and the high cost of training in groups - 53%.

Although the government has adopted a program of support for people with disabilities, today's society is not ready to provide quality living standards (wheelchair ramps are not provided, there are no qualified teachers to work with children with disabilities, etc.). So the problem is urgent for 8.9% of the surveyed parents who believe that the institutions of supplementary education for children do not take into account the children with disabilities. Parents also mention other obstacles to supplementary education, such as the age limits for attending the various clubs; a time factor, unavailability of places in DSEC; poor sanitation, no refund for missed classes; not qualified teachers. Most of the parents of preschool children (70.9%) would willingly pay for supplementary education of their children and only 8% categorically refuse.

Discussion and Conclusion

The study of Dutch, Belgian, German, and French models of supplementary education showed that, despite the specificity of European integration, these countries kept their national features peculiarities in providing supplementary (informal) education.

In England upbringing is regarded foremost in line with the future social status. Germany and France are noticeably committed to intellectual education. In Western and Eastern Europe extra-school institutions make up an integral part of the general education system (Ryabova, 2010; Shkliar, Yakauleva & Sinichkina, 2010; Clarijs, Guidikova & Malmberg, 2011).

One of the most interesting contemporary studies of this issue is presented in the papers by Rene Clarijs (2008a, 2008b, 2013). The author convincingly shows that this problem could be solved through weighed approaches to the development of the state youth policy, and outlines his approach to solving the problems of youth policy in the Netherlands. The starting point of the study is



the search for new possibilities of forming a citizen keeping in mind state and market commercialization, reduction of civil activity, risks and challenges in the civil society development.

The author confirms our opinion about the necessity to introduce innovation changes into the present system of social protection and to support young people, taking into account the factor of examining problems and needs in the field of providing informal education.

To sum up, this research gave the possibility to generalize current state requirements to the system of supplementary education for children in Russia, to see its actual needs and demands in the field of education and training of the country's citizens, to define the role, importance and the main priorities in the field of supplementary education of children.

The use of survey technology in the form of questionnaires allows revealing the opinion of key customers of supplementary education: the children and their parents.

Proceeding from the analysis of children's demands (school age), it was found that more than half of high school students have a concern in getting the supplementary education for their own development. Most children of the junior and middle school age indicate that they have free time, however, more than half of high school students said they have very little time to do something else besides going to school. This dynamics of free time reduction can be traced, with regard to the age of high school students, namely: the older the respondents are, the less time they have besides school lessons and other important business.

Pursuant to the opinion expressed by the high school students, the present system of supplementary education, does not fully meet their interests. Children of junior school age prefer to spend their free time playing computer games (boys) and girls prefer listening to music, drawing, and playing computer games as well. High school students generally prefer to spend their free time with family and friends and to visit clubs, hobby groups, located in different institutions related to sport, culture, and supplementary education of children. The older they become, the more their preferences change from the desire to spend time outdoors, with people of their age to the need to attend courses to get ready to enter the university.

The most important factors influencing the choice of supplementary education as regards younger schoolchildren are the desire to do something they love, the desire to learn something new and interesting, and the desire to spend their free time profitably. Among the most significant factors, influencing the same choice of high school students is the hope to do something they love, the desire to learn something new and interesting, the desire to spend their free time profitably, to get ready for the choice of profession, to strengthen their own health.

The most popular areas of supplementary education for pupils are sports, recreation, artistic and aesthetic, and the technical one. The most popular areas of supplementary education at high school are sports and recreation, artistic and aesthetic; students also prefer the scientific and technical and also tourism and regional studies. Today, most junior and middle age pupils attend institutions providing supplementary education for children. The main reason why high school students stopped attending institutions providing supplementary

education is the lack of time, including time required for doing home assignments.

The choice of institution where junior schoolchildren and high school students want to get supplementary education is made mostly with regard to good reviews of friends and acquaintances; proximity of these institutions to their homes is also the decisive factor. The most popular sources of getting relevant information from advertisements for high school students are the Internet, television, magazines, open door days. More than half of high school students are ready to pay for the organization of their free time, realizing its importance and costs.

The analysis of parents' demand for supplementary education for their preschool children showed that preschool children like to spend their spare time mainly on painting, dancing, constructing, watching television, listening to music, as well as going to visit their friends. According to parents' views, the most common circles attended by their preschool children are choreography, ballroom dancing, and sports clubs; therefore, one can note that parents try to provide physical development of their children, preferring active and outdoor activities.

More than half of the parents of preschool children believe there are enough facilities in Yaroslavl where children can get supplementary education. The most popular areas of supplementary education are sports and recreation, artistic and aesthetic classes. Factors motivating parents and preschool children to be engaged in supplementary education include, foremost, children's desire to learn something new and interesting, child health improvement, the development of the child's independence, the desire to spend free time profitably. The parents' choice of preschool institutions, providing supplementary education, is influenced by various factors, mostly, by the child's desire, the quality of services and guaranteed results, the recommendation of friends or acquaintances who already had the experience of visiting particular institutions.

The results of the study show that the main obstacles of attending institutions of preschool supplementary education are their territorial remoteness from the actual place of residence and high cost of training in circles and study groups, incompatible with the financial possibilities of parents. Slightly more than half of parents of preschool children want supplementary education to be provided in the same preschool institution as well as in the supplementary educational establishments, others would prefer culture and sports institutions. Most parents are willing to pay for the supplementary education of their children.

Most parents of junior and middle school-age children would like their children to attend supplementary education institutions, which could in turn influence the choice of hobbies and interests of their children. Slightly more than half of parents of schoolchildren believe that there are enough institutions in Yaroslavl providing such educational services. Most parents having children of junior and middle school-age try to develop sports and fitness skills of their children as well as their artistic and aesthetic qualities. Probably, this demand is subject to real proposals that exist today in the practice of supplementary education. The artistic and sports areas are the most widespread in the system of supplementary education for children.



More than half of the parents noted that they would like to see their children engaged in supplementary education at school. This is due to the indisputable convenience of simultaneous attendance of school classes and the child's access to the relevant circles. However, more than half of the parents believe that children should attend classes in the supplementary educational establishments.

Therefore, the study findings allow revealing problems of choosing supplementary education classes for children and identifying ways to improve the efficiency of this educational area in terms of increasing enrollment of children in SEC programs.

Implications and Recommendations

Analysis of the research results on the social demand has allowed formulating recommendations aimed at increasing the children's enrollment in supplementary education programs. As noted above, the SEC organizations operate on the basis of the social demand of the state, society, family, taking into account the interests and needs of the individual, small community groups, district, national and cultural traditions. Therefore, it is first necessary to examine the demands of customers to increase the children's enrollment.

Using the existing experience in studying the needs of the consumer (e-reception, a guest book, an online survey), methods of the study of the social demands of parents and children (monitoring, focus groups, social research, etc.) as well as qualitative research methods - questionnaires, content analysis when studying the respondents' answers to the open questions in the questionnaire - may be offered as priority measures in the study of the social demand of students and parents.

It is advisable to create a marketing service organization to negotiate the opportunities of educational organizations and consumer demands. It is possible to use different forms of marketing: online marketing based on the use of Internet resources, trade marketing. Trade marketing is an important part of the organization's strategy implementing SEC programs aimed at promoting educational services. Trade marketing tools include the colorful event venue decoration, advertising services of the SEC organization that operates at the public event venues to inform consumers about its services and serve to attract attention.

Conducting information campaigns aimed at promoting the SEC can form and maintain interest to these organizations. To increase the children's enrollment in the supplementary general education programs, it is appropriate to use advertising campaigns, including advertisement in the press, on radio, television, outdoor advertising on billboards.

Taking into account the research results, we suggest the following measures aimed at developing the compelling content of SEC to provide access to qualitative supplementary education:

- Implementation of supplementary educational programs on the basis of educational institutions, preschool educational institutions, primary vocational education institutions, cultural, sports and youth institutions, private sector;
- The creation of a single system of search and support for gifted children, opening the resource centers for the children;

- Development of innovative educational programs that integrate different knowledge areas, and provide supplementary education variability;
- The creation of programs aimed at the development of scientific and technical creativity, military and patriotic, spiritual and moral education;
- Development of individual educational approaches with a view to the implementation of general developmental and prevocational training programs that provide different levels of the students' qualification according to their goals and needs;
- The provision of educational services through distance education technologies;
- Organization and holding "Days of free choice" when a child can attend classes of another creative team, or another teacher of the same activities.

To improve the competence of the teaching staff, providing the attractive SEC sphere for children, we offer:

- The creation of resource centers for localization, descriptions, and dissemination of teaching experience through information, communication, and educational channels of dissemination;
- The establishment and implementation of training, retraining and advanced programs for teachers of the SEC according to the federal government standards and requirements, including programs for gifted children, children with disabilities, migrant children, as well as managerial human resources with the priorities in the field of modern management and marketing;
- Holding competitions for the best teacher of supplementary education and competitions for their own developed programs and teaching materials of supplementary education at the municipal and state levels to boost the teacher motivation to improve the quality of supplementary education.
- Development and implementation of models of professional career development and support the innovative teachers of SEC.

One of the conditions for increasing the attractiveness of SEC is the development of material and technical base of educational institutions in accordance with the requirements of an innovative economy, labor market, education and technical sphere. The SEC organizations need to develop a program of phased upgrade, use and saving of the material and technical base of SEC and its financial resources to implement various activities. This will increase the number of organizations that meet the modern requirements to the conditions of implementation of supplementary educational programs. The mechanism of the offer is based on the principles of partnership of local government and bodies of executive power with a clear division of powers and responsibilities of all parties involved in its implementation.

Disclosure statement

No potential conflict of interest was reported by the authors.

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