

Problemy edukacji dorosłych w Polsce i na świecie

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Challenges and necessity of further research on adult professional education in polish-ukrainian cooperation

Wyzwania i konieczność dalszych badań nad edukacją zawodową dorosłych we współpracy polsko-ukraińskiej

Słowa kluczowe: kształcenie zawodowe dorosłych, współpraca, badania naukowe.

Streszczenie: Obecnie uczenie się przez całe życie jest jednym z głównych elementów europejskiego społecznego modelu udanej egzystencji człowieka. Ważnym składnikiem systemu edukacji przez całe życie jest kształcenie zawodowe dorosłych, które bezpośrednio przyczynia się do kształtowania podstaw zawodowych potencjału kadrowego nowoczesnej gospodarki wysokich technologii. Autorka artykułu udowadnia, że wyzwania stojące przed kształceniem zawodowym dorosłych wynikają ze skutków przemian społeczno-gospodarczych. W szczególności chodzi o głębokie zmiany instytucjonalne na tle wzmożonej konkurencji globalnej, poważne zmiany sytuacji demograficznej, integrację przestrzeni edukacyjnej, szybki rozwój dziedziny technologii informacyjnych. Ukrainę i Polskę łączą wieloletnie wspólne zainteresowania naukowe. Celowość ich rozwoju znacznie wzrosła w ostatnim czasie. Dotyczy to przede wszystkim kształcenia zawodowego osób dorosłych ze względu na wymagania rynku pracy, który sam szybko się zmienia, a co za tym idzie wymaga od swoich podmiotów szybkiego dostosowywania się do tych zmian w związku ze zmianami struktury demograficznej obu krajów, procesami migracyjnymi itp.

Key words: professional education of adults, cooperation, scientific researches.

Abstract: Currently, lifelong learning is one of the main components of the European social model of successful human existence. An important component of the education system throughout life is professional education of adults, which directly contributes to the formation of the professional basis of the personnel potential of the modern high-tech economy. The author of the article proves that the challenges faced by professional education of adults are due to the results of socio-economic transformations. In particular, it is about deep institutional changes, against the background of increased global competition, serious changes in the demographic situation, integration of the educational space, rapid development of the field of information technologies. Ukraine and Poland have long-standing common scientific interests. The expediency of their development has significantly increased recently. First of all, this concerns professional education of adults due to the requirements of the labor market, which itself changes rapidly, and therefore requires rapid adaptation to these changes from its subjects, due to changes in the demographic structure of both countries, migration processes etc.

Introduction

In the 21st century the social role of adult education is becoming extremely important, which is reinforced by the modern demographic situation characteristic of European countries; a complex socio-political environment, within which the full development of an individual becomes impossible without active participation in changing social processes in conditions of increasing mobility.

The Fourth Global Report on Adult Learning and Education – No One Left Behind: Participation, Equity and Inclusion, prepared by the UNESCO Institute for Lifelong Learning states that education is a fundamental human right, a highly valuable public benefit and an indispensable tool for building peaceful and equal societies. However, the world is changing radically and quickly, and therefore it constantly faces with difficult problems. Therefore not to upgrade the skill of adults means to remain them on the sidelines of their development (UNESCO, 2019, p. 5).

The Council of Europe has approved lifelong learning as one of the main components of the European social model. Such training is not limited to the sphere of education – it is also a crucial factor in the spheres of employment and social security, economic growth and competitiveness. For example, A Memorandum of Lifelong Learning emphasizes the need for a significant increase in investment in human resources. The latest EU documents also propose to increase capital investment in human resources, acting on the basis of social partnership and spreading the experience of advanced companies.

An important component of the education system throughout life is adult professional education, which directly contributes to the formation of the professional basis of the personnel potential of the modern high-tech economy. It should be added that the expected duration of education is recognized as one of the key indicators of the level of human development. We should stress that since 2010, not only the level of education, but also the duration of education has been taken into account. Thus, a survey conducted among citizens of the EU countries showed that 70% of respondents expressed a desire to study. At the same time, 80% believe that education can improve their professional life, and 72% – their personal life.

Under such conditions, a new perspective on the role and importance of lifelong professional education for adults is being formed. At the same time, the rapid development of globalization and integration processes creates new challenges in this area. Modern countries are intensively searching for new models of development of professional education systems, trying to solve the issue of the interconnection of educational subsystems, their multidimensionality and uniqueness. At the same time, the question of their comparability and comparability of education outcomes, in particular vocational, and ensuring their mutual recognition in different countries, also arises acutely.

Such an approach, in its turn, requires designing theoretically grounded, practically significant and convincing conceptual approaches to the organization of systems of lifelong professional education for adults.

The problems outlined above to some extent determined the logic of our scientific research and led to the following algorithm for the presentation of research results:

1. The problem of the development of lifelong vocational education for adults – the challenges of time.
2. The urgency of the development of researches on vocational education of adults, which contributes to the adaptation of workers to the rapidly changing requirements of modern life.
3. Common problems regarding the vocational education of adults in the scientific field of Polish and Ukrainian scientists.

RESEARCH METHODS

A complex approach to the selection of methods of scientific understanding, primarily theoretical, in particular, the study, generalization, systematization of legislative, scientific-pedagogical, andragogical literature on the topic of research in order to clarify the state of the problem, design the material and the logic of its presentation, clarify the conditioning and description of modern vocational education of adults in Ukraine and Poland.

Outline of research materials

The problem of the development of lifelong professional education of adults – the challenges of time

In recent decades, the character of our life is rapidly changing, as a result of which once acquired knowledge and skills become obsolete, and the demand for new ones is growing rapidly. Radical increase of the amount of information plays an important role in this process, which has led to a discrepancy between the rapid growth of the amount of knowledge and the limited conditions for its internalization and the possibility of using it in practice.

Close attention to professional education is based on certain contradictions. First contradiction is noticed between the rapid development of new techniques and technologies with the simultaneous extremely fast pace of their outdated and the humanization and democratization of society, the growth of an individual's role in society, at production, and the development of his needs. A person, who was considered well educated just yesterday, according to modern criteria, is recognized as an owner of outdated information and poorly adapted to the conditions of existence, and tomorrow he will be completely unsuitable for a full-fledged life due to functional illiteracy. Secondly, between globalization, manifested in the unification of cultural, socio-economic, legal norms, mobility of labor market and capital, and individualization aimed at preserving autonomy (economic, political, religious, etc.), cultural identity (at the level of an individual, regions, states).

At the same time, the analysis of scientific sources shows that the problem of professional education of adults has attracted the attention of researchers for quite a long time, and among the most researched fields, the following should be mentioned: creation of concepts of education and training of different categories of adults (W. Adamski, P. Alheit, M. Baethge, O. Bertrand, H. Bremer, J. Elias, H. Griese, P. Grootgings, A. Józefowicz, J. Knoll, A. Matlakiewicz, S. Nolda, E. Nuisl, H. Solarczyk-Szwec, B. Bozhilova, V. Georgieva and others); didactic aspects of adult education (T. Aleksander, D. Barwińska, H. Siebert, etc.); peculiarities of the functioning of formal, informal and non-formal professional training (A. Dragon, K. Dragounová, M. Fakin, M. Govekar-Okoliš, L. Halberštát, K. Serafin, J. Veteška, etc.); professional training of pedagogical staff for adult education systems (J. Draper, E. Hajduk, K. Harney, J. Kalnický, E. Rosenstock-Huessy, N. Sacaliuc, M. Wachowski, etc.); the content of educational institutions and institutions for adults (R. Brödel, Y. Lacroix, S. Lerch, W. Mitter, D. Savicevic, H. Tenorth, etc.); requirements for the modern labor market (I. Tatarkovska, O. Tsisetskyi, H. Hoizer, etc.)

The urgency of studying the problems of adult learning is due to the need for changes in the vocational education system, which is reflected in the latest documents of the European Union, in particular the Resolution of the European Parliament on adult learning: it is never too late to learn (European Parliament resolution on adult learning: it is never too late to learn) (2008); Council recommendation on Upskilling Pathways: New Opportunities for Adults (2016); Decision (EU) of the European Parliament and of the Council on a common framework for the provision of better services for skills and qualifications (2018) and others).

We present the results of international expert surveys, which testify to a positive influence of various forms of education and training of adults on labor productivity and employment. Thus, in the UNESCO report "Third Global Report on Adult Learning and Education" 2016, it was recorded that 49% of representatives of various countries note the importance of vocational education and training, 45% emphasize the importance of non-formal education at the workplace, 43% of respondents state relevance of higher professional education and corporate training, 41% emphasize the expediency of self-study, 38% of survey participants note the influence of modern forms of professional development organization (UNESCO, 2016, p. 95).

In general, the challenges faced by professional education of adults are due to the results of transformations taking place all over the world. First of all, we are talking about deep institutional changes, in conditions of increased global competition, serious changes in the demographic situation around the world, the integration of the educational space, and the extremely rapid development of information technologies.

A special challenge for professional education of adults is changes in the methodology of research and experimental work in the conditions of post-classical development. Among the most significant, the following should be mentioned: the need to create system constructions – the experiment together with the design of its organization, conduct, generalization of results; practical expediency – in addition to high technology, scientific research must be really demanded by practice; they must have economic determination, economic support and economic restrictions; as well as the social usefulness of the results.

Among other significant challenges for the modern professional education of adults are the requirements of the labor market, which changes rapidly itself, and therefore requires rapid adaptation to these requirements from its subjects. Thus, according to L. Lisnievych, the modern labor market is characterized by complexity and variability; the nature of work changes, new forms of employment appear, the interaction between employer and employee changes, new jobs in new industries appear. Demand of the labor market also changes as a result of demographic processes (Konferencja "Edukacja zawodowa – doświadczenia i wyzwania").

At the same time, a natural question arises: "What exactly has the greatest influence on increasing the relevance of the problem of vocational education of an adult"?

Firstly, professional education of adults is an important component of education capable of solving the urgent tasks of socio-economic and political development. An increase in the average duration of adult education by just one year in the long-term plans leads to economic growth by 3.7% and an increase in per capita income by 6% (UNESCO, 2009).

Secondly, the specified problem becomes especially topical in the crisis of social life, when a change in the need-motivational and value-regulatory mechanisms of professional activity takes place, which initiates the activity of the subject, his ability to show intellectual and spiritual independence in the conditions of different cultural orientations and constantly changing conditions of labor market. Such particular crisis situations are noticed in modern society, including the COVID-19 pandemic, significant increase in migration processes, caused by the military aggression of the Russian Federation against Ukraine.

Thirdly, the complexity of the social environment requires constant decision-making. Therefore, the more information a person has, the higher the level of his education, in particular professional, the more conscious his decisions are, made on the basis of his own awareness and knowledge.

Fourthly, it is connected with the objective need to constantly implement new technologies that appear as a result of steady scientific and technological progress. For example, quite recently the computer literacy of the population was an exception, now the use of a computer in professional and household activities is

becoming a common phenomenon. On the other hand, a lack of Internet skills or an inability to send e-mail can seriously hinder a professional career.

Fifth, a part of young people in the demographic structure of the population of the countries of the world is decreasing, therefore, employment of older people, persons with disabilities, young parents and other categories of citizens who need social protection should not be neglected. In conditions of personnel shortage, they can be an effective labor resource, but they require appropriate professional adaptation.

Sixth, the mass influx of refugees from Ukraine to Europe is the largest migration wave since World War II, requiring vocational training and retraining of a large number of adults. In particular, it is about the mass influx of Ukrainian refugees to Poland. According to A. Korkus, head of the EWL Group, Poland provided employment for a large number of refugees of economically active age. But such a step required a lot of preparatory work on the part of Polish employers, who had to quickly reorganize workplaces, implement adaptive changes in accordance with the requirements of BHP.

The above-mentioned factors confirm the urgency of the development of research on professional education of adults, which contributes to the adaptation of employees to the rapidly changing requirements of today.

The urgency of collaboration in the development of adult professional education research that helps the adaptation of employees to modern rapidly changing requirements

Ukraine and Poland have had close political, economic and scientific ties for a long period of time. Poland was one of the first countries to recognize Ukraine's independence. The Ukrainian choice of European integration gives a new impetus to the development of bilateral relations between the states and deepens the Polish-Ukrainian partnership in the field of science and education.

As the Polish researchers emphasize, currently education and science cannot develop in isolation. Openness to international cooperation is necessary factor for improving the quality of education and science in Poland and Ukraine and for the uniting the European community. The exchange of students, scientists, joint research is, first of all, the exchange of experience, but also an emphasis on good-neighbouring ties (Woźnicki, ed., 2015). Moreover, Polish scientists interpret the concept of cooperation as a joint activity of academic partners, which is carried out according to a plan based on a signed agreement or in a non-formalized way (p. 72).

The retrospective analysis of the 30-year cooperation between Poland and Ukraine, carried out by Professor F. Szlosek (Szlosek, 2022), objectively analyzes

the content of this cooperation, its deepening and effectiveness and recognition at the international level. For example, in recent years, the international scientific society "Poland – Ukraine" has been actively working. Scientists from academic institutions and higher education establishments of both countries participate in all-Polish methodological seminars, summer scientific schools on the problems of pedagogy, psychology, and professional pedagogy. Scientific institutions of the National Academy of Pedagogical Sciences of Ukraine signed agreements of scientific cooperation with higher educational institutions and research institutes of the Republic of Poland.

Researches in the field of professional adult education are carried out in an important direction for both countries.

Integration and reformation processes in the education systems of both countries determined the priority of life long professional education as an important basis for the innovative development of the economies of the countries. According to K.Symel, the knowledge, skills and attitudes of modern society are undoubtedly influenced by the constantly changing content of work. It is defined as a system of activities and elements that make up the work process, which is conditioned by the technologies used and the capabilities of the working person. The content of the work is constantly evolving, especially in the context of the development of science and technology, but the basis of this evolution is much deeper (Symela, 2022).

Scientific research proves that vocational adult education in Ukraine and Poland is a complex system, the basis of which is interrelated components:

- normative regulation,
- theoretical and methodological background,
- organization and management,
- financial provision,
- development strategies,
- institutional structure,
- social outcome,
- content and learning technologies,
- quality assurance.

The expediency of cooperation can be traced to all the specified components of the system.

It is possible to single out six key success factors for supporting the promotion and development of vocational education and training of adults and its results, which are revealed at three levels (individuals, employers, communities) (Table 1).

Table 1. Components of success in supporting the promotion and development of professional education and training for adults

Key success factors	The main components of the success of the policy of promoting professional education and training of adults				System indicators	Results
1. Professional development of an adult	1.1. Information on study benefits	1.2. Pro-vision of individual learning trajectories	1.3. Involvement of social partners	1.4. Ensuring a positive initial learning experience	1. Participation in learning	For an individual <ul style="list-style-type: none"> - increase in income - improving wellbeing - improving access to the labor market
2. Employers' investments in training	2.1. Financial incentives for employers	2.2. Assistance in accreditation of qualifications	2.3. Recognition of previous training results	2.3. Promoting workplace learning		
3. Expanding opportunities for equal access to professional education for adults	3.1. Fun-ding vulnerable groups' education	3.2. Provision of targeted leadership and sup-port	3.3. Recognition of previous training results	3.4. Increasing providers of professional education for adults	2. Skills and competencies	For employers <ul style="list-style-type: none"> - motivation of the workforce - productivity - innovation
4. Relevance of training	4.1. Understanding and addressing the needs of learners					
5. Ensuring the quality of education	5.1. Monitoring and evaluation		5.2. Development of skills and human resources of adult education		3. Learning outcomes	For the community <ul style="list-style-type: none"> - economic growth - civic and social activity - greater equality
6. Connection of the national and international labor market	6.1. Coordination of activities	6.2. Comparing the needs of the national and international labor market		6.3. Creation of a catalogue of professions de manded on the labor market		

Common problems of professional education of adults in the scientific fields of Poland and Ukraine

The development of adult professional education is one of the most important areas in education in Ukraine, as it performs key functions in integration processes in a certain way. At the same time, in the Republic of Poland and other countries of the European Union, this is also an important problem that deserves thorough scientific research.

Among the leading problems that are common in the scientific field of Poland and Ukraine, we can name the following:

- modern mechanisms of interaction between the elements of the economic structure of the country, such as the labor market, the system of training, advanced training and retraining of personnel;
- assignment and recognition of professional qualifications, partial qualifications obtained outside formal education, mutual recognition of diplomas,
- the movement of qualified personnel in the regional, national and international dimensions and its consequences.

We present a few examples of some conducted studies that reveal the importance of the development of vocational education for adults.

The issue of personnel potential

Ukraine is traditionally proud of the high level of education and literacy of its citizens, professional training of its personnel. At the same time, the labor potential exploited in production was trained mostly in Soviet times, since the average age of workers in the field of material production in our country is 55 years, in which the share of highly qualified workers does not exceed 10%. In the USA and Germany this figure is 43 % and 56 % respectively (Malakhovskyi, Nabulsi, & Savitska, 2017).

In this context, A. Levchenko's opinion on urgency of the provision with specialists of the appropriate level of qualification is worth attention, which, in its turn, puts forth specific requirements for the formation of innovative activity skills and professional development, in which "lifelong education" is an integral component (Levchenko, Tkachuk, & Tsarenko, 2017, pp. 186–192).

The efficiency of modern production depends on the level of training of specialists, which can be ensured in the process of professional development. The scope and terms of professional development are determined by the need to respond flexibly to changes and innovations; it is necessary to encourage all categories of workers to continuous training, self-study, exchange of experience; the predominance of non-formalized forms of professional training and knowledge acquisition (Levchenko, 2016, p. 277).

Instead of such an approach, domestic workers undergo advanced training and retraining on average once 13–15 years (in developed countries – once 3–5 years).

Scientists emphasize that if these trends persist, only 35–40% of the national labor market's need for qualified personnel will be satisfied (Malakhovskiy, Nabulsi, & Savitska, 2017).

The state of human resources in fundamental science also falls behind world standards. According to experts, its level has decreased significantly in recent years in Ukraine due to the physical loss of human capital, as the best scientists leave abroad. The scientific personnel rate in Ukraine is 6 persons per 1,000 economically active population, while in Finland it is 15.4; Japan – 11, USA – 9.7; South Korea – 9.5; in France – 8.8, in Russia – 6.7 (Malakhovskiy, Nabulsi, & Savitska, 2017, pp. 87–95).

Therefore, Ukraine does not fully use its own innovative potential. In the state, human capital is lost and devalued, which is caused by migration processes, the lack of skills and competencies in a certain part of the population, which are necessary precisely in the conditions of innovative development of the economy, the inefficiency and non-systematic improvement of the qualifications of employees. The above expands a new space for inequalities caused by the unemployment of educated people. The results of research materials indicate that at the current stage in Ukraine, the main paradox is the excessive quantitative development of the resources of people with secondary and higher education, with the simultaneous inadequacy of these resources to the needs of the market and state sectors (Levchenko, Tkachuk, & Tsarenko, 2017).

Professional training and competitiveness

We should present the indicators highlighted in some international reports (The Global Competitiveness Report 2016–2017 and The Global Competitiveness Report 2017–2018), which highlight the state of affairs in both countries.

In particular, the indicators of the global competitiveness index, which include such indicators as the amount of professional training of personnel and the availability of specialized training services at the local level (the rating scale was from 0 to 7 points), are gaining importance. Thus, according to these indicators, Ukraine received 3.7 and 4.2 points, whereas in Poland, these indicators are 4 and 5 points, respectively (Fig. 1).

Let's turn to the analysis of Gross Domestic Product (GDP) indicators per capita. The researchers state that according to this indicator, among the studied countries, Ukraine is at the lowest level with \$2125.4 (Fig. 2), which is 5.9 times less than it is in Poland (Levchenko, 2017).

On the other hand, according to such a component of the Global Innovation Index ("The Global Innovation Index 2017", INSEAD) as the level of employment in the field of intensive application of knowledge, Ukraine's indicator is 37.6% and it is comparable to the indicators of the USA (38.0%), Poland (37.6%), the Czech Republic (37.6%), and is only 1.3–1.4 times lower than the indicators of the leading countries

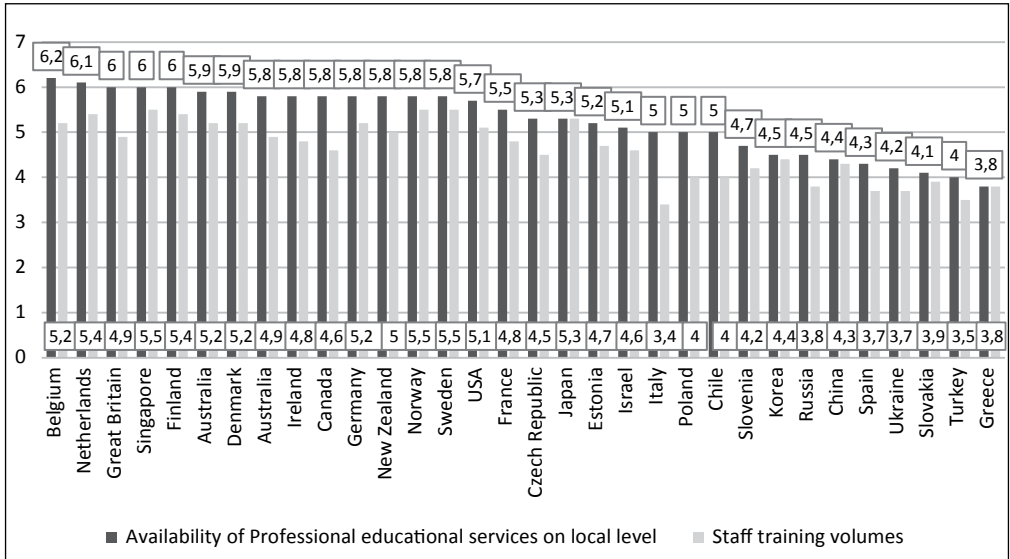


Fig. 1. Assessment of the scope of personnel's professional training and the availability of specialized training services at the local level in the world (scale from 0 to 7 points)

Source: the author's design based on (Schwab, 2017; Schwab, 2018).

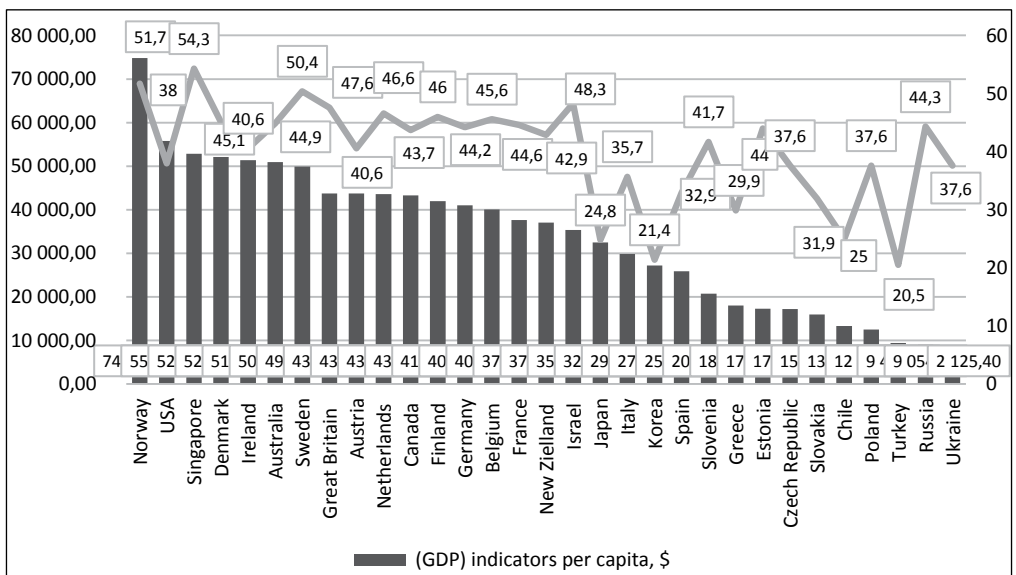


Fig. 2. The level of GDP per capita and employment in the field of intensive application of knowledge

Source: The author's design based on (Schwab, 2017, pp. 189–306; Cornell University, INSEAD, & WIPO, 2017)

– Sweden (50.4%), Norway (51.7%), Singapore (54.3%) (Cornell University, INSEAD, & WIPO, 2017). However, as a result of low labor productivity in Ukraine and the impact of a complex of negative factors in socio-economic field, a sufficiently high level of employment in the area of intensive application of knowledge did not become a catalyst for the development of the domestic economy and the increase in its innovativeness (Levchenko, 2017, pp. 188–190).

Conclusions

The scope of scientific research in the field of vocational education of adults is quite extensive, since in general the process of study and adult education has various contexts. To prove it we should present the topical directions of andragogic research determined by the European Society for Research on the Education of Adults (ESREA): ensuring free access of adults to education; the influence of professional education on personal development; the influence of adult education on the development of the state; professional development of andragogs; relationship between education and professional activity; the role and importance of education in people's lives; solving the problems of migration, transnationalization and racism by educating adults; education and training for the elderly; study of policy in adult education; international scientific exchange of experience in the field of adult education, etc.

An interesting conclusion of Ukrainian researchers regarding the desired work experience of an employee, made on the basis of the study results of labor market demand during 2021–2022. Employers are most often interested in employees with 2 to 4 years of work experience (more than 44% of vacancies), while experience of more than 10 years is not almost valued and there are fewer vacancies for candidates with more than 10 years of experience than vacancies for applicants without experience (Kovtunets, 2022). This can be explained by the fact that the qualification requirements for employees change quickly, so employees must be constantly trained. Thus, the absence of high requirements for previous work experience on the labor market is a sign of high-tech economic development, which generally indicates the important role of professional education for adults.

In modern conditions the role of practical training in the system of the professional training for adults, which takes place directly at the workplace, is growing. The popularity of dual training, which combines training in a real work environment under the guidance of a mentor through employment at a company and training in vocational adult education institutions in Poland, is increasing. On-the-job training (dual training) facilitates the application of various flexible approaches to its organization and implementation. In Ukraine, this type of education is only gaining popularity and is at the stage of formation. The majority of domestic vocational training institutions for adults give preference to theoretical training, and practical training is reduced to short-term practices or internships at enterprises.

The modern dynamics in labor market requirements for the employees' qualifications radically changes the situation. The employer is interested in an employee who is not only able to work at the workplace, but also able to constantly learn to master new technologies, while the ability for such learning requires appropriate educational qualifications. Therefore, the modern labor market requires both professional and educational qualifications.

The shortage of personnel and the gradual alleviation of the problem of ageism are noticed. The further aging of the nation, the increase of the retirement age, labor emigration and the demographic crisis of the 90s, the echo of which has already begun to be felt by employers, will push companies to demand for specialists 45+ and older, who must also be trained according to the modern needs of the labor market.

Summarizing the above theoretical propositions, facts, research results and comparing them, we emphasize the idea that society is becoming more and more human-centered, and the individual personality's development is both the main indicator of progress and the main prerequisite for the further development of society and, in our opinion, largely depends on participation in adult lifelong education, including participation in professional adult education. Professional education of adults is an important factor that helps respond to the challenges facing the society, and becomes a key component of a holistic general system of education and lifelong learning.

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