Abstract

The aim of article is to show importance of lifelong learning in the context of currently labour market. In that respect, the employability, adaptability and mobility of citizens is vital for Europe. To attain these objectives, European systems of education and training must adapt to the requirements of the knowledge society and the need for an enhanced level of education and better quality employment. This processes don’t understand the polish entrepreneurs. The article defines of lifelong learning, describes the types of adult education and some statistical data of adult education in 28 countries integrated Europe and also possibilities to apply to costs on lifelong learning from European Social Fund in the period 2014-2020.

JEL Classification Code: F00.

Keywords: adult education, vocational education, lifelong learning, labour marke.

Introduction

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education). This definition is based on Delors’ (1996) four ‘pillars’ of education for the future:

• Learning to know - mastering learning tools rather than acquisition of structured knowledge.
• Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.

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Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.

Learning to be – education contributing to a person’s complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. This is underpinned by „Learning to Learn”. Lifelong learning can instill creativity, initiative and responsiveness in people thereby enabling them to show adaptability in post-industrial society through enhancing skills to (Kunga, Machtmes, 2009):
- manage uncertainly,
- communicate across and within cultures, sub-cultures, families and communities,
- negotiate conflicts.

The emphasis is on learning to learn and the ability to keep learning for a lifetime. The European Commission (2001) found that lifelong learning has “Four broad and mutually supporting objectives: personal fulfilment, active citizenship, social inclusion and employability/adaptability”. In this regard, lifelong learning has life-wide dimensions that transcend narrow economic and vocational aspects. The European Lifelong Learning Initiative defines lifelong learning as “...a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles, circumstances, and environments”. (Watson 2003) In Sweden, the National Agency for Education has put forward a conceptual framework for both lifelong learning and life-wide learning (Skolverket, 2000). Lifelong learning is seen as a holistic view of education and recognises learning from different environments. As shown in Figure 1, it consists of two dimensions (Skolverket, 2000):
1) lifelong learning recognising that individuals learn throughout a lifetime,
2) life-wide learning recognising the formal, non-formal and informal settings.

The lifelong dimension is relatively non-problematic, as it simply comprises what an individual learns throughout life. It is widely accepted that as knowledge and skills become obsolete, individuals continuously update their competencies in a process of continuous learning.
Types of adult education

Adult education is a practice in which adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults’ lives differ. Adult learning can be in any of the three contexts i.e. (AES, 2013):

- **Formal** – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials,
- **Non-formal** – Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups
- **Informal education** – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class).

This analysis of lifelong learning differs from that postulated by the OECD which classifies formal learning as a program of study that is recognised through a qualification; non-formal learning as a program of study that is not recognised through a qualification, and informal learning as that which is achieved outside an organised program (Watson 2003: 2). Non-formal education is the institutionalised learning activities and structural programs.

In non–formal education (NFE) forms of learning are (Kaufmann 2015):
- workshops and seminars in the workplace,
- courses in their free time after work,
- training organized by the employer with the instructor,
- private lessons and courses with the teacher,
- guided on the job training,
- open and distance education.

Informal education this is not institutionalid education, learning events, activities on a self-directed, family-directed or socially directed basics. This is learning from a family members, friends or colleagues.
Table 1. Formal, non-formal and informal learning

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Non-formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE institutions</td>
<td>Labour market programs</td>
<td>Clubs</td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>Professional associations</td>
<td>Libraries</td>
<td></td>
</tr>
<tr>
<td>VET providers</td>
<td>On-the-job training</td>
<td>Museums</td>
<td></td>
</tr>
<tr>
<td>High schools</td>
<td>Work experience programs</td>
<td>Art galleries</td>
<td></td>
</tr>
<tr>
<td>Primary schools</td>
<td>Volunteer organisations</td>
<td>Playgrounds</td>
<td></td>
</tr>
<tr>
<td>Pre-schools</td>
<td>Childcare centres</td>
<td>Families</td>
<td></td>
</tr>
<tr>
<td>U3As</td>
<td>Learning circles</td>
<td>Elder care</td>
<td></td>
</tr>
</tbody>
</table>

Source: Own study.

The distinction between formal and non-formal learning environments is about where learning takes place. Formal learning occurs within institutions established primarily to deliver education and training, often leading to recognised outcomes and qualifications. Non-formal learning has intended education and training outcomes, however, the setting is outside dedicated learning institutions, most often in places where learning is not the primary business. Informal learning is distinguishable by intent. It can occur almost anywhere, but as a by-product of other activities. It is often unplanned and without explicit emphasis on learning, yet may still lead to the acquisition of valuable skills, knowledge and attitudes.

Statistical researches of lifelong learning in the EU

The Adult Education Survey (AES) is part of the EU statistics on lifelong learning. The survey covers participation in education and training (formal, non-formal and informal learning). The reference period for the participation in education and training is the twelve months prior to the interview. The survey focuses on people aged 25-64 living in private households. The survey is carried out every five years. The first wave was conducted between 2005 and 2008 as a pilot survey. Besides detailed information on educational activities the data include comprehensive sociodemographic information such as education, employment and household characteristics.

Eurostat prepared a model questionnaire and a manual which was largely followed by most countries. Thus there is a high degree of comparability in the survey instrument. However considerable heterogeneity is observed in regards to non-formal education and thus the concept might not be as readily comparable as formal education.

The legislations on statistical researches on adult education the Council adopted, in November 2004, Conclusions on European cooperation in vocational education and training, and agreed that priority should be given at European level to ‘the improvement of the scope, precision and reliability of vocational education and training statistics in order to enable evaluation of progress.'
On 24 May 2005, the Council adopted Conclusions on ‘New indicators in education and training’. In these Conclusions the Council invited the Commission to present to the Council Strategies and proposals for the development of new indicators in nine particular areas of education and training and also stressed that the development of new indicators should fully respect the responsibility of Member States for the organisation of their education systems and should not impose undue administrative or financial burdens on the organisation and institutions concerned, or inevitably lead to an increased number of indicators used to monitor progress.


There are also two regulations of European Commission concerning adult education in the European Union.

The first regulation (EC) no 452/2008 of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning. This Regulation establishes a common framework for the systematic production of Community statistics in the field of education and lifelong learning. This Regulation shall apply to the production of statistics in three domains:

a) Domain 1 shall cover statistics on education and training systems;
b) Domain 2 shall cover statistics on the participation of adults in lifelong learning;
c) Domain 3 shall cover other statistics on education and lifelong learning, such as statistics on human capital and on the social and economic benefits of education, not covered by Domains 1 and 2.

The Commission Regulation (EU) No 823/2010 of 17 September 2010 implementing Regulation (EC) No 452/2008 of the European Parliament and of the Council concerning the production and development of statistics on education and lifelong learning, as regards statistics on the participation of adults in lifelong learning in article notes, that the data collection for the first survey on the participation and non-participation of adults in lifelong learning (Adult Education Survey) shall take place between 1 July 2011 and 30 June 2012. The reference period for which the data on participation in lifelong learning activities are collected shall be the 12 months prior to the data collection period. Data shall be collected every five years.

The new data will be collected between July 2016 and March 2017.

The population age range covered by the survey shall be 25-64. The age groups 18-24 and 65-69 shall be covered on an optional basis.
Statistical data on lifelong learning in Poland and EU

In Poland predominantly non formal (29.0%) and informal learning (60.0%). People living in the cities learn more often than people from rural areas. In the cities rate of improving the skills amounts 14.6% and in the rural areas 11.8%.

Women participate in educational programs more often than men. Women learn primary informally.

Generally people with higher education engage in different educational programs. In all types of adult education they make up 90.2% all students. Also high graduates people and after high school more often participate in adult education than with the vocational school graduates. The least interested in improving their qualification are the unemployed people and professionally inactive. Generally adult population with the primary and basic education low stratified education and training system.

Working people tend to learn more than the unemployed and professionally inactive.

Working people have to adapt to the requirements of the skill-changing labour market, raise the qualifications to the requirements of the workplace, they receive financial support by employers or from the European Social Fund.

Young people up to 30 years of age (54.9%) more often participate in adult educational programs. From the other side the people after the age of 60. are the least interested in educational programs.

Table 2. People aged 25-64 years by participation in formal learning, non-formal and informal learning and gender and place of residence in Poland in 2011

<table>
<thead>
<tr>
<th>Description</th>
<th>Total in 1000</th>
<th>Formal learning [%]</th>
<th>Informal learning [%]</th>
<th>Non-formal learning [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total*</td>
<td>22299</td>
<td>21,0</td>
<td>29,0</td>
<td>60,0</td>
</tr>
<tr>
<td>Male</td>
<td>11054</td>
<td>20,6</td>
<td>28,3</td>
<td>60,5</td>
</tr>
<tr>
<td>Female</td>
<td>11244</td>
<td>21,4</td>
<td>29,7</td>
<td>59,6</td>
</tr>
<tr>
<td>Cities area</td>
<td>13931</td>
<td>25,2</td>
<td>33,4</td>
<td>54,2</td>
</tr>
<tr>
<td>Rural area</td>
<td>8367</td>
<td>14,0</td>
<td>21,8</td>
<td>69,6</td>
</tr>
</tbody>
</table>

*figures do not add up to totals, because one person can participate simultaneously in several forms of training

Source: Kształcenie Dorosłych 2011 – Informacje i opracowania GUS, Warszawa 2013, tab. 2, s. 16.

Poland has a low rate of adult education in comparison with the other EU member states.

The average value for 28 countries of EU is 40.8% (AES 2013). The largest share of adult education is observed in Nordic countries” Sweden, Danemark, Finland, as well in Luxembourg and France.
The lowest number of adult participating in educational programs can be observed in countries such as Romania, Greece, Poland, Croatia.

The differences in participation in adult education depended of type of welfare state regime in the EU. In nordic countries is more participants in adult education because this regime despite/ minimalized stating barriers.

Table 3. Participation of people aged 25-64 years in lifelong learning in the EU, 2011

<table>
<thead>
<tr>
<th>Country</th>
<th>Lifelong learning [%]</th>
<th>Formal training [%]</th>
<th>Non-formal education [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>14,2</td>
<td>5,9</td>
<td>45,5</td>
</tr>
<tr>
<td>Belgium</td>
<td>7,2</td>
<td>7,4</td>
<td>33,1</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>1,7</td>
<td>2,4</td>
<td>24,4</td>
</tr>
<tr>
<td>Croatia</td>
<td>2,8</td>
<td>4,5</td>
<td>18,4</td>
</tr>
<tr>
<td>Cyprus</td>
<td>7,0</td>
<td>3,7</td>
<td>40,9</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>9,4</td>
<td>3,7</td>
<td>34,9</td>
</tr>
<tr>
<td>Denmark</td>
<td>31,4</td>
<td>12,6</td>
<td>52,7</td>
</tr>
<tr>
<td>Estonia</td>
<td>12,3</td>
<td>6,6</td>
<td>48,0</td>
</tr>
<tr>
<td>Finland</td>
<td>25,0</td>
<td>10,2</td>
<td>51,2</td>
</tr>
<tr>
<td>France</td>
<td>17,7</td>
<td>5,5</td>
<td>49,1</td>
</tr>
<tr>
<td>Greece</td>
<td>3,0</td>
<td>2,6</td>
<td>9,6</td>
</tr>
<tr>
<td>Spain</td>
<td>10,1</td>
<td>7,0</td>
<td>34,1</td>
</tr>
<tr>
<td>Holland</td>
<td>17,7</td>
<td>12,3</td>
<td>54,8</td>
</tr>
<tr>
<td>Ireland</td>
<td>6,9</td>
<td>b.d.</td>
<td>b.d.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>5,2</td>
<td>4,0</td>
<td>25,9</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>13,8</td>
<td>9,9</td>
<td>68,0</td>
</tr>
<tr>
<td>Latvia</td>
<td>5,9</td>
<td>4,3</td>
<td>30,7</td>
</tr>
<tr>
<td>Malta</td>
<td>7,9</td>
<td>4,2</td>
<td>34,1</td>
</tr>
<tr>
<td>Germany</td>
<td>7,9</td>
<td>3,0</td>
<td>48,4</td>
</tr>
<tr>
<td>Poland</td>
<td>4,1</td>
<td>5,4</td>
<td>21,0</td>
</tr>
<tr>
<td>Portugal</td>
<td>9,7</td>
<td>10,4</td>
<td>39,6</td>
</tr>
<tr>
<td>Romania</td>
<td>1,7</td>
<td>1,4</td>
<td>6,9</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>2,9</td>
<td>5,8</td>
<td>38,3</td>
</tr>
<tr>
<td>Slovenia</td>
<td>12,2</td>
<td>2,3</td>
<td>34,7</td>
</tr>
<tr>
<td>Sweden</td>
<td>28,8</td>
<td>13,5</td>
<td>67,0</td>
</tr>
<tr>
<td>Hungary</td>
<td>3,3</td>
<td>6,5</td>
<td>37,6</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>15,9</td>
<td>15,1</td>
<td>40,3</td>
</tr>
<tr>
<td>Italy</td>
<td>7,8</td>
<td>2,9</td>
<td>34,3</td>
</tr>
</tbody>
</table>

In the EU, the opportunities for living, studying and working in other countries make a major contribution to cross-cultural understanding, personal development and the realisation of the EU’s full economic potential. It can be observed inequality in participation in non-formal training.

Vocational training courses are supported by employers in the large companies, for men, young age groups, fixed term workers and high skill match.

The most difficult situation in financial support of training is for women, in small companies, for part-time workers.

In adult education in European Union are mainly course (27.3%), guided on the job training (13.4%), workshops and seminars (10.4%), private lessons (1.6%). In currently time –still 45.8% population aged 25 to 64 not applicable and not participate in educational training.

For instance in Poland employer sponsor are only 5.3%, in Spain 9.2%, but in UK almost 38.0%. The rest participants of educational programs have to pay theirself for improving their skills. Respondents from all European countries give the reasons for participating in adult education/training (Kaufmann 2015):

- to do job better or improve carrier prospects,
- to be less likely to lose job,
- to increase possibilities of getting a job or changing a job/profession,
- to start own business,
- obliged to participate,
- to get skills/ knowledge useful in everyday life,
- to get skills useful on a subject their interests,
- to obtain certificate,
- to meet new people/ for fun.

The mainly fields of adult training given by surveyed: business and administration (10.8%), occupational health and safety (8.1%), computer user (7.6%), health (7.3%), foreign languages (5.8%), security services (5.7%), personal skills (5.0%), teacher training and education science (4.3%), Arts (3.4%).

As above mentioned the differences in inequality in access to adult education training are macro-indicators and individuelle characteristics ( gender, age, educational level). For financial supporting of employers related of professional status, job tenese, firm size, permanent/ fixed term, part-/fulltime.

**Financing of lifelong learning in the period 2014-2020**

mote education, skills and life-long learning and develop active, comprehensive and sustainable inclusion policies in accordance with the tasks entrusted to the ESF by Article 162 of the Treaty on the Functioning of the European Union (TFEU), and thereby contribute to economic, social and territorial cohesion in accordance with Article 174 TFEU. In accordance with Article 9 TFEU, the ESF should take into account requirements linked to the promotion of a high level of employment, the guarantee of adequate social protection, the fight against social exclusion, and a high level of education, training and protection of human health.

In accordance with Article 3 the ESF shall support the following investment priorities:

a) For the thematic objective ‘promoting sustainable and quality employment and supporting labour mobility’:
   - Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility;
   - Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee;
   - Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises;
   - Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work;
   - Adaptation of workers, enterprises and entrepreneurs to change;
   - Active and healthy ageing;
   - Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders;

b) For the thematic objective ‘promoting social inclusion, combating poverty and any discrimination’:
   - Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability

For the thematic objective ‘investing in education, training and vocational training for skills and life-long learning’:

- Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training;
• Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups;
• Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences;
• Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes

Conclusion

Education, vocational training and Lifelong Learning play important economic and social roles. Currently there are three specific goals for education and training systems:

- **Quality** – Improve their quality and effectiveness
- **Inclusivity** – Ensure that everyone has access to them
- **International Accessibility** – Open them up to the wider world

These goals apply to different types and levels of education and training, including: teacher training, basic skills, the integration of information and communication technologies (ICTs), efficiency of investments, language learning, lifelong guidance, flexibility to make learning accessible to all, mobility and citizenship education.

The adult education is increasing every year. The adult education is gaining in importance in XXI century because it requires that the current labour market driven by the development of modern technology and innovation.

Raising the level of qualifications is becoming a necessity. Is the primary factor in the improvement of the quality of human capital. That is the main condition for socio-economic development (Bohonos 2014).

In the literature of subject the need for adult education is (Merriam,Brockett 2007):

• the need to supplement the qualifications,
• the need for skills development,
• the need for retraining,
• willingness to participate in social life,
• curiosity for the world,
• innovation and the rapid development of science and technology.
Focus training undertaken is related to the work. This processes don't understand the polish entrepreneurs. They sure change their attitude and awareness to the qualification of its employees. Of course, these are costs that nobody wants to be held. There is also a question of corporate social responsibility (CSR). But CRS there is a theme for another one article.

References
