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**ROLE OF THE STATE IN THE PROVISION OF LIFELONG EDUCATION
SYSTEM WITH PREDICTABLE LABOUR MARKET DYNAMICS**

Annotation

System of regulation of «education throughout life» is grounded. Directions of the formation of educational services in Ukraine are defined.

Key words: higher education, the European area, lifelong learning, strategy.

Анотація

Обґрунтовано систему регулювання «освіти впродовж всього життя». Визначено напрями формування освітніх послуг в Україні.

Ключові слова: вища освіта, Європейський простір, безперервна освіта, стратегія.

Аннотация

Обоснована система регуляции «образования на протяжении всей жизни». Определены на-правления формирования образовательных услуг в Украине.

Ключевые слова: высшее образование, Европейское пространство, непрерывное образование, стратегия.

Introduction

The gradual formation of the basic elements of the knowledge economy actualizes the problem of forming a system of continuous education. Ability to continuing education and to obtaining new knowledge is the most important indicator of the competitiveness of the individual in the labor market. In the European context, the concept of education throughout life involves the formation of a society that learns. Education throughout life (lifelong learning) on the mass level is one of the priorities of the European education policy.

Analysis of recent research

Certain attention to the problems of state regulation of education in the overall context of the knowledge economy was paid by well-known scientists G. Becker, E. Bowen, E. Denison, J. Kendrick, J. Minser, and T. Schultz. In the works of local scientists L. I. Antoshkina, T. N. Boholib, A. I. Butenko, V. A. Visyashev, V. V. Geyts, O. A. Hrishnova, B. M. Danylyshyn, G. A. Dmytrenko, T. A. Zayets, S. N. Zlupko, I. S. Kalenyuk, O. A. Kratt, V. G. Kremin, V. I. Kutsenko, L. K. Semiv, A. P. Sologub, D. M. Stechenko, L. A. Jankowski and others specific organizational and economic problems faced by the system of higher education are highlighted. However, market conditions of higher education's functioning require the elaboration of new mechanisms of state regulatory activities in the sphere of its management.

Statement of research objectives

- to justify the system of regulation «education throughout life»;
- to identify directions of formation of educational services in Ukraine.

Results

The EU documents related to the issue of the development of the European education and creation of a «Europe of knowledge» tell about the system of continuous education [2, p. 26]. Final communiqué of the meeting of observers on the Bologna process in Prague in 2001 stressed the importance of lifelong learning as a basic element of the European area of higher educational [8, p. 23]. The document of the European Commission gives the following definition of the term «lifelong learning»: «All activities of education, carried out during life, in order to improve knowledge, skills and competencies in the interest of personal, civic and social development, and / or to get a job» [8, p. 13].

In countries where there is the highest level of modern technological lifestyles, for example, in the U.S.A. up to 60 % of the adult population studies, and in Germany – up to 40 % [7, p. 22]. In other words, education throughout life is the requirement of development of higher technological structures of knowledge economy's formation.

If obtaining the higher education can be regarded as a powerful instrument of long-term

strategy of personnel training and human resources development, the diversity of programs of lifelong education (formal and informal structures of education and training) is an instrument of solving short-term objectives, which make rapid «adjustment» of qualifications to changing conditions of labor market. The criteria for the functioning of each subsystem are the maximum competitiveness of personnel and their compliance with the requirements of the labor market.

The education and training is called the primary, when the person receives it before entering labor market. The education received during working life is the education of the adult population. It can be agreed that the line between these two components is determined by the start of employment rather than age of the person and duration of education [1, p. 17]. So when we are talking about education throughout life, it is advisable to use the term of «the adult population education» or in case of getting the second higher education – «postgraduate education».

Given that education is the most important factor in augmenting human capital, education of the adult population should be seen at the state level as a defining social institution. The activity of this institute provides addressing important social, economic, political, educational, moral and educational problems of modern society.

Postgraduate education in the modern world is seen as the most important component of the system of lifelong learning that allows each individual to gain a new level of competence to carry out constant creative renewal, development and improvement throughout life.

According to paragraph 1 of Article 10 of the Law of Ukraine «On higher education» postgraduate education is a specialized improvement of education and professional training of individual by strengthening, expanding and updating his/ her professional knowledge, skills and abilities or getting another specialty based on previously acquired education and qualification level and practical experience. Postgraduate education creates conditions for continuity and succession of professional growth and includes:

- retraining – getting another specialty based on previously acquired education and qualification level and practical experience;
- specialization – the acquisition of abilities by a person to perform certain tasks and responsibilities that have peculiarities within the specialty;

- expansion of profile (qualification upgrading) – the acquisition of abilities by a person to perform additional tasks and responsibilities within the specialty;

- internship – gaining experience by a person in fulfillment of tasks and responsibilities of a certain specialty.

A person, who has been retraining and successfully passed the state certification, receives appropriate document on higher education. A person who has successfully passed the internship or specialization or broadened profile (raised qualification) receives the appropriate document on postgraduate education [8, p. 11].

Postgraduate education is carried out by higher educational institutions of postgraduate education or by structural units of higher educational institutions of the appropriate level of accreditation, including on the basis of concluded agreements.

According to paragraph 1 of Article 48 of the Law of Ukraine «On Education» the institutions of post-graduate education, in particular, include:

- academies, institutes (centers) of training, retraining and development; educational and course complexes;

- higher educational institutions units (affiliates, departments, branches, etc.).

More than 30 thousand of specialists with higher education exercise retraining (rehabilitation) and about 300 thousand of specialists – qualification upgrading in 562 institutions and departments of postgraduate education in Ukraine every year [4, p. 69].

Special attention is given to postgraduate education in high school activities. It is recognized that state policy in the field of postgraduate education is practically nonexistent. In this regard, there is an urgent need in creation of independent system of postgraduate education and to identify promising directions for its development.

The structure of educational institutions of postgraduate education has changed recently. Over 200 of them operate in the higher educational institutions. The number of small educational institutions and departments of postgraduate education has decreased, which contributes to improving both human resources and educational and methodological support of the system of postgraduate education.

There are no statistics on how many people have two (or more) higher educations. Second higher education is paid, as citizens of Ukraine

have the right to receive higher education free of charge in state and municipal higher educational institutions if the citizen gets certain education and qualification level for the first time (Article 4 of the Law «On higher education»). Higher educational institutions can provide second higher education only if they have a license for this type of educational activity. Postgraduate higher educational institutions (universities and institutes) that have received license and have opened faculties or departments of a second education, also operate in Ukraine. They carry out education and professional program, pass the state certification. They have different terms of learning, content and programs. People get second higher education at the expense of legal and physical entities; there are few cases when the state pays for education. Person may study on state money, especially in case he/she lost his/her job and was registered in the employment center.

It may be considered that the choice of specialty for the second higher education is determined by the situation on the regional labor market. And if the economic and legal specialties were popular by 2005, today there is a growing interest in engineering specialties and specialties of information and computer technology. Popularity of humanitarian specialties, including psychology, sociology tends to decrease. Thus, many graduates want to become engineers and metallurgists in Dnipropetrovs'k, engineers of coal industry – in Donetsk. Most relevant professions for Kyiv are related to computer technologies. Among people, who wish to obtain second higher education, the most numerous group can be identified. It is the heads of different levels. For example, education in the Central institute of postgraduate education was established particularly for training the heads of educational institutions, heads of educational institutions of different types [6, p. 255].

Education of the adult population, on the one hand, poses range of serious tasks to the educational institutions, and, on the other hand, – opens broad possibilities to enhance business functions of universities. Business in the educational sphere of the adult population higher educational institutions can implement within the traditional postgraduate education in the following areas:

- providing the second higher education;
- working with corporate customers;
- working with individuals.

To resolve problems that occur in the system of postgraduate education it is needed to create

in each industry a clear system of postgraduate education with an adequate system of management and coordination, scientific and methodological support, normative and legal and material and technical support. That is why the state should ensure elaboration of normative and sub normative regulations that would combine the system of continuous education with predictable dynamics of the labor market.

In Ukraine lifelong learning should primarily help citizens to adapt to changes in the economy and society, to promote the development of innovative culture. After all, the main part of the working population received education in entirely different economic system. Not all people (especially 35-45-year old) could adapt to new conditions. This is a significant cause of unemployment. The inclusion of these people in economic activity is possible only with additional training, training or retraining. State should take measures to increase access to education for the economically active population, to form a system of training, courses that will orientate professionals to start their own business, to self-employment.

Business education was formed in Ukraine as a separate field of educational services, as an educational activity on a paid basis for the preparation of specialists and heads of companies in business administration. Getting an MBA degree can be considered as particular case of investment in human capital.

The emergence of business education was a response to the challenges of the market environment, which was dynamically developing. In the early 90's economic departments of the existing higher educational institutions have begun to prepare students with a focus on new business relationships. However, a new unfilled niche appeared on the education market, which experienced a period of formation. There is the need in prompt and quality training for practicing managers, capable of quick adaptation to market conditions and effective actions in the business environment. This applied primarily to people who have already had higher education and some experience of management, but their professional skills as well as worldview were formed during the administrative economy. They needed more than others knowledge and skills of doing business in the new conditions, and were ready to pay for their reception. Accordingly this market niche could not remain empty, especially because the global practice has developed an effective mechanism for

preparation of managers to market economy – it is a business education.

The main objectives of business education lie in the transfer of professional knowledge about the market, in development of abilities and entrepreneurial skills, in formation of personal qualities, life attitude and worldview of managers. Relevance of business education has led to the formation of a new type of schools – business schools. These educational institutions offer educational services in the field of business administration (MBA), organization and management of production in all areas. Training programs of such schools are focused on practical aspects of management and to a lesser extent they are focused on theoretical knowledge. The path to success of any companies and organizations in their economic development lies through modern business education. As one British expert mentioned «MBA is a door that should be opened today to get into the future of management» [5, p. 78].

We agree with the opinion of V. Zabolotniy that the MBA program is a postgraduate level of business education in the field of general management and business administration, which should provide preparation of highly qualified managers, personal development of students, career development and meet the high intellectual and academic standards of higher education [3, p. 28]. However, in a knowledge economy, in our view, the attention should be made on learning technologies of gaining and increasing new knowledge and its application in practice.

The development of business education in Ukraine was due to the following circumstances:

- the necessity to meet the needs of enterprises and organizations of different forms of ownership in educational services of a high quality needed to managers and entrepreneurs who are oriented towards personal initiative, market conditions of management;
- backlog of system of higher education from rapid pace of development of business environment because of its inherent fundamentality and certain inertia;
- strengthening a pragmatic approach to education on the part of students;
- the need for regular updating of knowledge and improving skills of specialists almost in all areas, managers at various levels and sectors of entrepreneurship;
- the need to realistically see one or another theoretical aspect in action that is necessary to

gain good practical skills, which are often required during the selection of staff;

- not all aspects of doing business that are included in the process of economic activities of enterprises in the real environment, are developed in the system of academic education in the framework of this or that discipline;
- the necessity of education of people in the spirit of entrepreneurship and innovation;
- the necessity of mastering of new forms and methods of training focused on development of leadership skills;
- the need to provide students and specialists with the most advanced information for successful employment or for the improvement of adaptability.

The main criterion of business schools' success is career and financial successes of their graduates. The source, which determines the required level of fundamentality of training, is not so much educational institution, but the real consumer of educational services. Business education provides unique opportunities to develop leadership skills, intuitive sense of the situation, the ability to find solutions in all, at first glance, hopeless situations.

Currently Ukraine has rather broad offer of business education of

variety of author programs and trainings. However, MBA degree in its classical (closest to Western standards and national features) versions provide: International Management Institute (IMI), Kyiv; International Institute of Business (IIB), Kyiv; «Kyiv-Mohyla Business School» (KMBS); Lviv Institute of Management (LIM); Dnepropetrovsk University of Economics and Law (DUEL).

According to many experts, understanding and vision of business education begins with understanding of its differences from the economic education. This difference is a condition of strengthening the status of business education in our society.

In contrast to economic education, which provides an understanding of the laws of management, business education produces skills and creates the desire to gain profit within a particular economic activity. The main characteristics of business education that distinguish it from economic education are determined the following:

- applied aspect of business education – emphasis on the practical application of acquired knowledge;

- postgraduate level: business education can be regarded as a segment of adult education;
- non-state character (private ownership, non-state funding sources);
- the most globalized sector of education;
- the most highly profitable form of educational activity;
- focus on the practical needs of business environment.

The disadvantages of Ukrainian business schools may be considered the following:

- lack of foreigners in the groups, which eliminates the possibility of Ukrainian students to make new useful contacts, to share career and cultural experience of doing business in different countries;
- culture of attracting highly qualified practicing lecturers, business analysts and experts have not yet been formed;
- high cost of education, which often can not be afforded by Ukrainians, and undeveloped system of crediting the education;
- low level of competition for admission; entrance tests do not pursue goals to «filter out» someone from potential students;
- no accreditation in majority of business schools.

State regulation makes little impact on business education, as on the segment of education market. The main disadvantage of Ukrainian MBA programs is no recognition of their diplomas not only outside of Ukraine, but also inside the country. In Ukraine, it is impossible to accredit the MBA-program in the State Accreditation Commission, because it is not in the state register of educational programs.

Training of economists, managers, marketers in the system of business education can be an alternative to their preparation in higher educational institutions. If a person with basic technical and liberal education will be able to get, if needed, the necessary knowledge and skills in business school, he/she will not go to study to be an economist or manager, knowing the substantial excess of such specialists in the labor market. This way business schools will be able to «unload» economic departments of higher educational institutions, which are accused of «overproduction» of specialists in economic specialties.

Institutions for business education should offer to the different categories of professionals the most comprehensive range of services,

programs from the classic four or five years of higher education to two-week training courses in a particular subject.

Foreign experience and the importance of business education for the successful development of market relations show the need to include the following components in business education: undergraduate programs; postgraduate education with MBA degree; postgraduate education without a degree: trainings and short-term programs. All three areas are important and require development. Thus, if trainings and courses have a greater effect in the short term, the MBA and BA programs will have a greater effect in the longer term.

Training is one of the types of educational services provided by business schools. The words of Chinese philosopher Chuang Tzu can serve as the basic principle of training: «Truth must be experienced rather than described». Nowadays in developed countries, if there is information about passing professional training, job prospects increase greatly.

In general training is a method of active learning, built on the analysis of business situations which «students» immediately reproduce and «solve». Trainings are organized primarily for entrepreneurs or employees of companies on demand and last from 1-2 days to a week; classes are conducted with several participants at once (anonymity is provided optionally).

The trainings aimed at the product promotions, successful presentation, as well as related to marketing and sales are the most common today. Such trainings have too narrow focus, aimed at activities that are specifically targeted for maximizing profits. We consider it reasonable to conduct trainings (even with the creation of specialized training centers) for students and university graduates, civil servants, employees of services sphere.

Training programs are formed, focusing on the needs of the target group of students through questionnaires, market research and more. Training programs for these or other subjects are formed in accordance with them. These programs should be based on deep theoretical aspects and integrate them into current practical situations. It is advisable to invite qualified specialists in the specific field, lecturers-trainers for conducting trainings.

Training can be a kind of educational services provided by higher educational institutions (or institutions of post-graduate education) on a paid

basis. They must pass the accreditation, but not the state one, but the accreditation of employers' associations. The problem of attracting highly qualified teachers (trainers), who can be as university professors as well as invited lecturers from the outside the university, is the problem with which the higher educational institutions may face in carrying out such trainings. The state must establish a system of certificates issued to graduates, who passed the system of training and mastered certain competencies.

Conclusions

So, sector of educational services related to post-graduate education is perspective in a society based on knowledge. However, it has not yet

sufficiently developed in both quantitative and qualitative aspects in the regions, and in Ukraine in general. Most of higher educational institutions of fourth level of accreditation in the regions in response to growing demand on this segment of the education market have created departments of postgraduate education. However, in order to increase the effectiveness of postgraduate education, to make it an instrument of increasing the competitiveness of specialists in the labor market, a set of state measures is required. Lifelong learning should receive recognition as one of the principal components of the Strategy for the development of education in the future.

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