

EDUCATIONAL ACTIVITY AS THE GROWTH FACTOR OF PROFESSIONAL ACTIVITY OF ELDERLY PEOPLE

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Abstract. The article undertakes the problem of the educational activity of elderly people. The research objective is, on the one side, showing the correlation between professional activity of elderly Polish people and their level of education, and on the other hand, the presentation of own research illustrating the attitude and experience of elderly people in the area of education and professional training. The analysis is made based on own research as well as the secondary data which picture educational and professional activity of elderly Poles against the background of the European Union member states. Comparative analysis of the level of educational involvement, measured by means of participation in education and professional training shown elderly Polish people take part in the process of improving qualification in a smaller degree than the inhabitant of the EU. At the same time regularity, manifesting itself in an increase in the level of their professional engagement proportionally to higher levels of education, can be observed. The results of own study showed that the majority of respondents recognize the important role of educational activity in the context of an individual's position in the labor market. As many as 65% of respondents believed that education, both formal and informal learning, is crucial for maintaining employment or finding job. At the same time more than 74.6% have not been learning in the last 10 years.

Key words: educational activity, professional activity, lifelong learning, courses and occupational training, elderly people

INTRODUCTION

Increasing life expectancy of the Europeans at the fertility rate which has not changed in a few decades means in the longer perspective decrease of the number of people starting their professional activity. As a consequence, shrinking of possible work

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resources results in a bigger interest in the issue of increasing the professional activity of the elderly. The conviction that it is necessary to keep social productivity of each single person became a signal to create solutions encouraging elderly people to stay in a labor market. It may be assumed that educational activity of the representatives of the older generation is at present one of the most important challenges. As the statistical data show, there is a strong correlation between the level of education and the professional activity rate. In case of Poland, it is especially important to work out solutions which can prevent premature withdrawal of elderly people from the labor market. Data analysis concerning the participation of the elderly in the lifelong learning shows that Polish people undertake educational effort much more rarely than average Europeans.

The study objective is, on the one hand, showing the correlation between professional activity of elderly Polish people and their level of education, and on the other hand, the presentation of own researches illustrating the attitude and experience of elderly people in the area of education and professional training. Simultaneously, the idea and role of lifelong learning in the context of the worker's position at the dynamically changing labor market is explained. The empirical basis of the analysis are the results of own research and PARP data in a form of the research results of the *Human Capital Balance*, GUS (Central Statistical Office), Eurostat and especially *Adult Education 2011, Social Diagnosis 2015. Conditions and Quality of Life of Polish People*.

The research was conducted at the end of 2015 among people aged 50–65 who lived in Zielona Góra municipality. The research sample consisted of 71 respondents, and the measuring tool was a questionnaire of survey. The questionnaire embraced 23 closed questions, semi-open questions and respondent's particulars. Taking into account the vast scope of the article, it only presents the selected part of the obtained results. The analysis comprises mainly the results of the study, which are directly or indirectly related to the issue of lifelong learning of elderly people. The research gathered opinions of respondents chosen by means of a purposive sampling. The key criteria was respondent's age. The research was conducted and financed solely by own means of the authors.

ROLE OF LIFELONG LEARNING IN THE CONTEXT OF THE CHANGING LABOR MARKET

Recent decades have been the period of very intensive changes happening in social, economic as well as cultural areas. Progressive process of the ageing of the population in a vital way influences a microeconomic situation, including the employment situation. One of the significant problems of the Polish labor market are competence and qualifications maladjustments between work supply and work demand. As a consequence, it is assumed that lifelong learning needs to be treated as one of the ways of decreasing the discrepancy between workers' qualifications and employers' needs. Additional training and participation in lifelong education may influence the improvement of the situation in an essential way. However, it demands enthusiasm and determination of the employees and at the same time support and encouragement of the employers.

Continuous education is also called lifelong education, adult education or lifelong learning (LLL). It is assumed that it is a necessary element in the process of social and professional activation of elderly people. In the act on employment promotion and work mar-

ket institutions, it is understood as, "...educating in schools for adults, as well as receiving and complementing general knowledge, skills and professional qualifications in reference to the unemployed, those looking for a job, workers and employers" [Ustawa... 2015].

Lifelong learning is treated by the European Union as a vital condition of social and economical development of the memberstates. In published in 1995 the *White Paper on Education and Training. Teaching and Learning – Towards the Learning Society* the basic objective was to prepare individuals to live in an information society oriented on permanent education and gaining skills as a result of lifelong teaching and learning [*The White Paper*... 1995]. The need of continuous education is also reflected in Polish documents of strategic character, such as the *Lifelong Learning Development Strategy, Education Development Strategy or in the National Action Plan aimed at Employment*.

Educational activity of adults understood as lifelong learning has three basic forms: formal education, informal education and non-formal education. According to CEDEFOP glossary [*Terminology*... 2014] formal education takes place in an organized and structural environment and is to be undertaken intentionally. Informal education is an intentional actions taking place within planned activity yet not of educational character. Non-formal education, on the other hand, is usually action not planned by a participant, resulting from everyday activities connected with, for example, professional work, family life or entertainment, and it is not organized or structured. In the process of building a society based on knowledge, the need for professional training and continuous process of receiving new knowledge and competences are gaining vital importance. Hence, it is assumed that the indicators of adults participation in education and trainings are the main predicaments of the level of lifelong learning [Solarczyk-Ambrozik 2004]. In connection with the need to receive and complete qualifications by adults, there are created, among others, flexible lifelong learning systems, which make gaining qualifications easier in the out-of-school system. Here, the supporting role is played by the universities of the third age, where students may also be people who are still professionally active.

Most often the hardship of lifelong learning is a result of the labor market requirements. Mature people, both in Poland and in the world, struggle with problems connected with a lower employment rate and professional activity. Training and gaining new skills need to be treated as methods of fighting inequality at the labor market as well as social and professional exclusion prevention [Sobolewska-Poniedziałek and Zarębska 2015].

High and systematic qualification raising is a factor encouraging work productivity and economy competitiveness. They also release the possibility of flexible adjustment to the changing situation in the labor market. The development of continuous education needs to be treated as a tool fighting unemployment, poverty and social exclusion. That is why the mechanism of LLL functioning should be built into the educational system of the society [*Kształcenie ustawiczne i...* 2011]. Employers, who are on the receiving end of the process, play a very important role in the process of the development and promotion of adult education. According to J. Szłapińska [2012] increasing competitiveness enforces employers to invest in the employees' education, so they can become "the employees of knowledge" and as a result so that they complete their duties even more effectively. Even though on the one hand it is highly positive, often this phenomena concerns many so called "key employees", who already hold appropriate education and high competence. It causes a kind of a paradox: the employees with high qualifications use the opportunity to

train professionally, while others can either cover the expenses of the training from their own means, or have to give up the training. It is worth adding that not in every political and economic situation employers show interest in possible investment in trainings or other forms of educating their employees. As B. Urbaniak [2008a] notices, the willingness of the employers to invest into employees training increases with expected benefits in the form of productivity increase, but decreases with the rising salaries and availability of work resources of similar qualifications in the external labor market.

The authors of the report Education After School [Turek and Worek 2015] emphasise that in Poland in the period from 2010 to 2014 no considerable changes took place concerning participation in adult courses and trainings, both compulsory and optional. The lowest share was among people aged 50–59/64 and for optional courses and trainings it amounted to 10% in 2014, while in 2010 it was 7%. As far as obligatory courses and trainings are concerned, the participation indicator in the above mentioned group, similarly to other age categories, was about 5%. The data analysis of research conducted within *Social Diagnosis 2015*, concerning among others the relation between active adult education and change dynamics in the labor market, show that qualifications improvement is important for professionally passive people's activation. Moreover, qualifications improvement was a factor increasing chances for finding a job by the unemployed in the periods 2007–2011 and 2013–2015. While chances of keeping the job were high and relatively close for both people educationally active and those not undertaking any efforts to improve their qualifications [Strzelecki et al. 2015].

As Polish Central Statistical Office's data show [*Kształcenie dorosłych 2011, 2013*], among people aged 50+ undertaking the educational effort, there is an increase of the percentage of people learning in 2011 as compared to 2006. However, the participation of elderly Polish people in professional education and trainings is lower than the EU average (Table 1). The analysis of changes in this area shows that the percentage of the representatives of the subpopulation aged 55–64 participating in the educational process is a few percentage points lower than the EU average. Additionally, the increase of the percentage of the elderly educating in UE-28 is not reflected at the Polish labor market. As a consequence, in the period 2005–2014 there was noticed a gap in this area between

Table 1. Indicator of participation of people aged 55–64 in professional education and trainings according to the gender in the years 2005–2014 (last 4 weeks)

Detailed list	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)										
UE-28	4.4	4.5	4.6	4.7	4.7	4.5	4.3	4.4	5.7	5.9
Poland	0.7	0.8	0.7	0.7	0.7	1.0	0.8	0.8	0.8	1.0
Men (%)										
UE-28	3.9	3.9	3.8	4.0	3.9	3.8	3.7	3.9	4.8	4.9
Poland	0.9	0.9	0.7	0.7	0.8	1.0	0.8	0.8	0.6	0.8
Women (%)										
UE-28	4.9	5.1	5.3	5.5	5.4	5.2	4.8	5.0	6.6	6.8
Poland	0.5	0.7	0.7	0.7	0.6	1.0	0.8	0.8	1.0	1.1

Source: Eurostat.

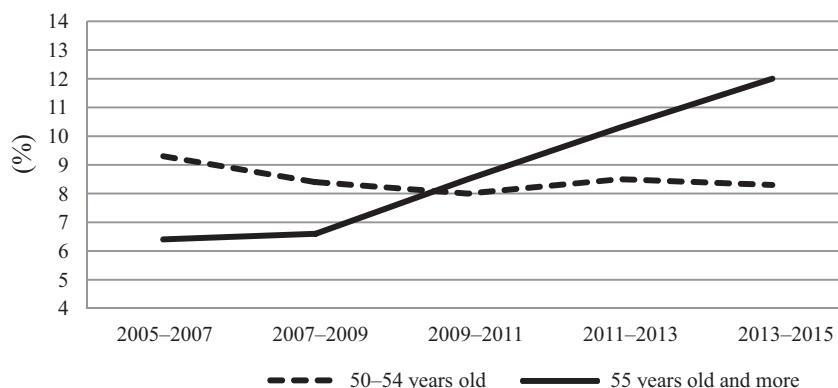


Fig. 1. Percentage of participants in improving professional qualifications or other skills in Poland in the years 2005–2015 in the age groups 50–54 and 55+

Source: Strzelecki et al. [2015].

Poland and the average for the EU. Yet Poland and other European Union Member States share the fact that among people aged 55–64, there are slightly more women involved in educational process than man.

The analysis of education efforts of the elderly, concerning education forms, shows that there are many more people declaring informal and non-formal education than declaring formal ways of educating. It is worth emphasizing that the number of people gaining education decreases with age indifferently to the analyzed form of education. It especially concerns people aged 50–54. It is confirmed by the result of the *Social Diagnosis 2015*, where the percentage of people who in this age group improve their professional or other skills, in the years 2005–2015 dropped from 9.3 to 8.3%. While in the group of people aged 55+, in the same period, there was a great increase of the number of those who were improving their qualifications (from 6.4 to 12%) – Figure 1.

Being a holder of formal education, diplomas and certificates confirming qualifications is current and valid throughout all professional life of an employer. On the other hand, actual knowledge, skills and competence needed at a work market undergo constant, and sometimes very intense, changes. That is why documents confirming formal education, or gained qualifications, are not always enough to ensure continuous employment. It means that in the times of very intense social and economic changes, having formal qualifications should be treated as yet another step in the process of lifelong learning, not as a goal itself [*Dorośli w systemie...* 2011].

PROFESSIONAL ACTIVITY OF ELDERLY PEOPLE AND THEIR LEVEL OF EDUCATION

Increased professional activity of elderly people is one of the priorities of labor market policies of most European countries. On the one hand, it is decided by the dynamics of demographic changes, on the other hand, too early professional deactivation of the

mature part of the workforce. Moreover, as it is accurately emphasized by B. Urbaniak [2008b], the general level of competence, which makes the quality of human capital, has to be increased both to meet the needs of a labor market and to make it possible for the citizens to correctly function in a modern society. That is why it is especially important to create solutions increasing employment chances for elderly people. It needs to be emphasized that there are many factors influencing the decision of staying at the labor market. Elderly people make the balance of benefits and loses connected with it, they take into consideration their own health, access to social benefits, relation between present salary and retirement money, as well the perspective of being employed.

The comparison of indicators, describing professional activity of Polish people aged 50–64 in the recent years, shows its gradual increase in the cross section of all levels of education. This positive tendency fits the European trend, however there is a gap between Poland and the average for the European Union Member States, and this gap is measurable by the professional activity indicator. In case of people with primary or lower education, the above mentioned gap in 2014 equaled 16 percentage points and – what is interesting – it increased in the years 2005–2014. It happened because the mentioned before indicator increased in the group only by 1.7 percentage point. Definitely smaller differences between Poland and UE-28 are observed in case of professional activity of elderly people who have secondary or higher education. In the first case it was 12.4 percentage points, in the latter it was 3.2 percentage points in 2014 (Table 2).

The analysis of data in Table 2 shows that pattern where the level of professional involvement increases with the higher level of education, is also visible among elderly people. Low professional activity of people with primary and lower education is, among others, connected with smaller chances of finding employment because of the lack of qu-

Table 2. Coefficient of professional activity of people aged 50–64 according to the level of education^a in the years 2005–2014

Detailed list	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)										
UE-28	57.0	57.8	58.6	59.3	60.1	60.7	61.5	63.0	64.3	65.4
Poland	46.2	46.2	47.0	48.3	49.2	50.8	52.3	53.5	54.5	55.6
Incomplete primary and primary education (%)										
UE-28	45.9	46.8	47.3	47.0	47.5	47.9	48.3	49.7	50.7	51.8
Poland	33.8	33.9	34.3	35.5	34.3	34.0	34.2	34.6	34.9	35.5
Secondary, post secondary education (%)										
UE-28	61.2	61.9	62.5	62.5	63.1	63.7	64.3	65.4	66.5	67.7
Poland	46.8	46.6	47.4	48.7	49.8	51.6	53.1	53.9	54.6	55.3
Higher education (%)										
UE-28	76.4	76.8	77.2	76.5	77.0	77.1	77.5	78.5	79.3	79.8
Poland	68.7	67.9	67.5	67.4	69.4	69.5	71.3	74.2	74.8	76.6

^a According to the International Standard Classification of Education (ISCED 2011) there are a few levels of education: 0 – early education and care, 1 – primary education, 2 – secondary education of the 1st degree, 3 – secondary education of the 2nd degree, 4 – post-secondary education, 5 – vocational higher education, 6 – higher education (bachelor's studies), 7 – higher education (master's studies).

Source: Eurostat.

alifications. In case of people with higher education, professional activity indicator is not far from the EU average. It is worth adding that Poland, in the researched period, noted a higher increase of the professional activity indicator in this group than in the EU-28, i.e. by 7.9 percentage points (in case of the EU-28 it was 3.4 percentage points). It may be assumed that people of high qualifications, because of the relatively high salaries and high possibility of being employed, are most likely to be professionally active [Grotkowska and Sztanderska 2007]. In Tables 3 and 4 there are presented data picturing the level of the professional involvement of women and men aged 50–64.

Table 3. Coefficient of the professional activity of men aged 50–64 according to the level of education in the years 2005–2014

Detailed list	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)										
UE-28	66.7	67.3	68.0	68.6	69.0	69.3	69.6	70.9	71.9	72.8
Poland	56.0	56.9	57.9	59.2	59.5	60.4	61.6	63.0	64.0	64.9
Incomplete primary and primary education (%)										
UE-28	58.0	58.5	59.0	59.7	59.9	59.9	59.7	61.0	62.0	62.9
Poland	44.1	45.4	46.9	48.6	46.5	44.5	44.6	45.6	46.1	47.6
Secondary education (%)										
UE-28	67.7	68.4	69.0	69.4	69.7	70.1	70.5	71.5	72.4	73.4
Poland	56.4	56.8	57.8	59.1	59.6	61.3	62.5	63.4	64.2	64.7
Higher education (%)										
UE-28	79.7	80.0	80.5	80.8	81.4	81.3	81.5	82.7	83.4	83.6
Poland	75.0	76.0	76.6	75.7	78.6	77.2	78.2	80.7	81.9	83.3

Source: Eurostat.

Table 4. Coefficient of the professional activity of women aged 50–64 according to the level of education in the years 2005–2014

Detailed list	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)										
UE-28	47.7	48.8	49.6	50.5	51.6	52.6	53.9	55.5	56.9	58.4
Poland	37.4	36.7	37.1	38.5	40.0	42.1	43.7	45.0	45.8	47.1
Incomplete primary and primary education (%)										
UE-28	36.8	37.9	38.4	37.5	38.1	38.7	39.6	40.9	41.7	42.8
Poland	26.2	25.4	25.0	26.0	25.1	25.9	26.4	26.1	26.4	26.2
Secondary education (%)										
UE-28	53.9	54.6	55.3	55.0	56.1	56.9	57.8	59.1	60.3	61.9
Poland	37.6	36.8	37.3	38.7	40.3	42.2	43.8	44.6	45.2	46.0
Higher education (%)										
UE-28	72.2	72.7	73.1	71.6	72.1	72.4	73.1	74.0	75.2	75.9
Poland	62.7	60.0	59.5	60.4	62.2	63.6	66.0	69.0	69.4	71.7

Source: Eurostat.

The analysis of the above data brings a few conclusions. Firstly, the comparison of the professional activity indicators, as far as total numbers are concerned, proves that Polish men are now more active in the labor market than Polish women. In the researched period the average difference was over 17 percentage points. There is a big difference on the level of professional activity between people of both sexes who have low education and those with secondary education. Secondly, it is visible in both cases that professional activity strongly correlates to the higher education. Thirdly, the smallest difference on the level of professional activity of elderly people between Poland and EU-28 concerns people with higher education. Additionally, because employees' qualifications influence the possibility of employment and received salary, their low level encourages leaving the job market early in two main ways. Firstly, they limit the possibility of finding work after losing it at the elderly age, which means that leaving unemployment before unemployment age is most often connected with the professional deactivation of the elderly unemployed [Socha and Sztanderska 2000]. Secondly, present retirement system gives bigger possibility of replacing the salary with the pension in case of lower work incomes, which means people with lower salaries lose relatively less money when retiring.

EDUCATIONAL ACTIVITY OF ELDERLY PEOPLE IN THE LIGHT OF THE RESEARCH

The researched group consisted mostly of women (62%), town inhabitants (59%), and those declaring the secondary level of education (49%). Most of the researched were aged 50–55 years, 42% of the respondents worked for 31–40 years, while 34% were people working in commercial companies. The analysis of the actual respondents' status in the labor market showed that most of them were employed (59%), retired (18%) and unemployed (7%). Moreover, among the respondents there were people who declared working in the “grey market” and those professionally passive.

One of the asked questions concerned the assessment of the usefulness of the education in the process of keeping or finding work. The analysis of the answers is not surprising. A vast majority of the researched, i.e. 46 people, decided that education, regardless

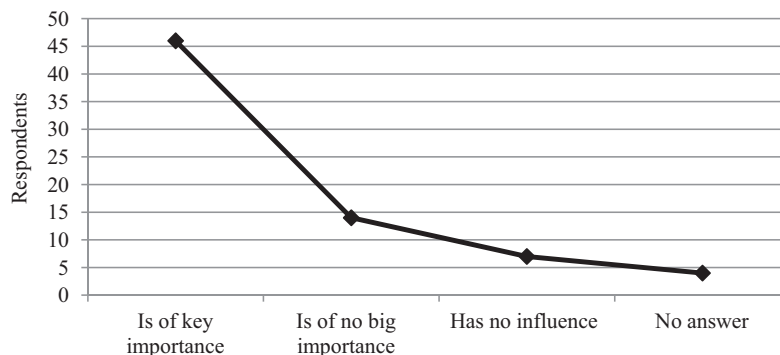


Fig. 2. Meaning of formal and/or informal education in keeping or finding work ($N = 71$)

Source: Own research results.

of its form, has a vital meaning in the labor market. One may risk a statement that a big part of respondents sees undertaking educational effort as a method of improving their situation in the labor market.

Yet the analysis of the answers given to the question on educational activity proves that most respondents, i.e. 53 people, have not been learning in the last 10 years, and 43 people have not taken part in courses or trainings (Table 5). Low participation in formal education is connected with growing with age unwillingness and barrier in undertaking educational effort in such a form. However, as the research shows, the frequency of participating in informal education is bigger as compared to the formal one, which seems to be characteristic for elderly workers.

The respondents asked about the motivation to participate in the process of professional improvement paid attention mainly to the willingness to develop professionally, and later the fear of losing their workplace (Table 6).

The people aged 50+ taking part in the research were also asked to indicate the availability of trainings in their workplaces. The analysis of the gathered information proves that more than 42% of respondents confirmed organizing trainings in their workplaces, and most of the trainings have been organized for all the employers. On the other hand, 18 people declared that in their workplaces there are no trainings organized (Table 7). A high percentage of no answers results among others from the fact that some of the respondents were unemployed, pensioners, employed retired people and retired people, people professionally passive and those declaring work in the "grey market".

Table 5. Undertaking actions concerning formal education in the last 10 years and declaration of participation in courses and/or trainings enabling qualifications improvement ($N = 71$)

Detailed list	Participation in formal education		Participation in courses and/or trainings	
	number of answers	percentage of answers (%)	number of answers	percentage of answers (%)
Yes	17	23.9	25	35.2
No	53	74.6	43	60.6
No answer	1	1.4	3	4.2
Total	71	100.0	71	100.0

Source: Own research results.

Table 6. Motivation to use training courses and/or trainings

Detailed list	Number of answers	Percentage of answers (%)
The necessity of training in order to stay employed	9	12.7
The need of personal development	24	33.8
Being forced by the employer	2	2.8
The willingness to change work	1	1.4
Retraining	1	1.4

Source: Own research results.

Table 7. Functioning of a training system for the employees in the workplaces of the researched people ($N = 71$)

Detailed list	Number of answers	Percentage of answers (%)
Yes, but only for managers	11	15.5
Yes, but only for the basic workers	2	2.8
Yes, for all workers	17	23.9
No, it doesn't exist	18	25.4
No answer	23	32.4
Total	71	100.0

Source: Own research results.

There is a question now, whether the problem of trainings and professional development of elderly employees is not noticed enough by employers themselves? The answer to this question is given by data in Table 8. The respondents paid attention to the fact that their employers paid for employees' participation in courses or trainings (23 people). Moreover, they emphasized that they could count on the additional training leave from work, or the possibility of using flexible working hours (Table 8).

Table 8. Forms of support used by employers concerning their employees who learn, take part in courses and trainings as well as financing sources

Forms of employers' support			Source of financing courses and trainings		
detailed list	number of answers	percentage of answers (%)	detailed list	number of answers	percentage of answers (%)
Additional training leave	7	9.9	employer	23	32.4
Shortened working time	3	4.2	I cover the cost from my own means	7	9.9
Additional financial support	8	11.3	I take part in free courses and trainings	10	14.1
Flexible working time	5	7.0	other way of financing	5	7.0
Work at home	1	1.4			

Source: Own research results.

Adult education, which used to be a substitute, is becoming a vital form of educational activity of elderly people. Growing demands and motivation, as well as constant education accessibility, supported by new technologies, encourage popularizing courses and trainings, partially financed from the EU sources. The conducted research show that elderly people used free courses and trainings offered in the market.

CONCLUSIONS

The need of education which lasts for the whole life of a person is a consequence of growing dynamics of the globalization process, which is accompanied by a stronger competition in economy. As a result, it is expected that all subjects functioning in the labor market will be flexible and mobile in a wide understanding. It may be assumed

that qualifications improvement is becoming a constant element of a professional life of a modern employee. Lifelong learning plays a vital role as it prevents qualifications depreciation. The problem in a special way touches elderly people who are of productive age, whose formal education process is already a thing of the past. In their case participation in trainings and courses creates an opportunity to fill qualifications gaps. It is of great importance concerning both looking for work and keeping work. Comparative analysis of the level of educational involvement, measured by means of participation in education and professional training shows that elderly Polish people take part in the process of improving qualification in a smaller degree than the inhabitant of the EU. Available research results, among others *Social Diagnosis 2015*, show a certain regularity visible in a bigger determination in the area of education in case of people older than 55 (55+).

Such a situation may be a result of a more difficult situation of people aged 55+ in the labor market, as compared with younger people, which activates them. The data shown earlier indicate the existence of a strong correlation between professional activation indicators and the level of education. It is the highest in case of people who have higher education, both in Poland and in the EU-28. The conducted own research show that most of the researched people can see a vital role of educational activity in the context of a position of a person in the labor market. As much as 65% of the respondents decided that both formal and informal education are of a great importance as far as keeping or finding work is concerned. At the same time, it is worth noticing that there are more people who undertake educational effort in a form of courses and trainings than people who choose formal education. It may be explained, among others, by much bigger effort in case of formal education as compared to non-formal and informal education. Furthermore, nowadays employers more and more often value employee's competence and skills, which not always result from the formal education.

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AKTYWNOŚĆ EDUKACYJNA JAKO CZYNNIK WZROSTU AKTYWNOŚCI ZAWODOWEJ OSÓB STARSZYCH

Streszczenie. W niniejszym artykule podjęto problematykę aktywności edukacyjnej osób starszych. Celem badawczym jest z jednej strony wskazanie korelacji między aktywnością zawodową starszych Polaków a ich poziomem wykształcenia, z drugiej zaś prezentacja wyników badań własnych ilustrujących stosunek oraz doświadczenia osób starszych w zakresie kształcenia i szkolenia zawodowego. Analiza została przeprowadzona na podstawie wyników badań własnych oraz danych wtórnych obrazujących edukacyjną i zawodową aktywność starszych Polaków na tle rówieśników z innych krajów Unii Europejskiej. Analiza porównawcza poziomu zaangażowania edukacyjnego mierzonego wskaźnikiem uczestnictwa w kształceniu i szkoleniu zawodowym wykazała, iż starsi Polacy w mniejszym stopniu biorą udział w procesie podnoszenia kwalifikacji niż przeciętnie mieszkańcy UE. Przy czym można zauważyć prawidłowość przejawiającą się we wzroście poziomu ich zaangażowania zawodowego wraz z wyższym poziomem wykształcenia. Wyniki przeprowadzonych badań własnych wykazały, że większość badanych dostrzega istotną rolę aktywności edukacyjnej w kontekście pozycji jednostki na rynku pracy. Aż 65% respondentów uznało, iż kształcenie zarówno formalne, jak i nieformalne ma zasadnicze znaczenie dla utrzymania zatrudnienia czy znalezienia pracy. Jednocześnie ponad 74,6% z nich nie kształciło się w ciągu ostatnich 10 lat.

Słowa kluczowe: aktywność edukacyjna, aktywność zawodowa, kształcenie ustawiczne, kursy i szkolenia zawodowe, osoby starsze

Accepted for print: 13.07.2016

For citation: Niewiadomska A., Sobolewska-Poniedziałek E. (2016). Educational activity as the growth factor of professional activity of elderly people. *Acta Sci. Pol., Oeconomia*, 15 (3), 79–90.