

Lifelong Learning as a Platform for Sustainable Development of Society and the Labor Market.

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Abstract

The current period is associated with constant changes, with the consequences of globalization, with demographic developments, with the need not only to supplement but also to exchange information and knowledge. Education and the need to learn to become a feature of daily life. Flexibility in adapting to changes is becoming a necessity in the labour market as well as the social life in the Slovak Republic. A rapidly expanding economy, a significant decrease in free manpower resources, industrial restructuring and higher expectations of employers forcing people to continuously educate. Upgrading skills is becoming a prerequisite for the ability to maintain their professional mobility and to meet the requirements of the labour market. The process of lifelong learning as a modern global trend of knowledge-based society is fundamental to healthy economic, cultural and social development of the society.

Keywords:

Lifelong learning
labor market
sustainable development

1 Introduction

In a society based on knowledge and in times of globalization, social and economic change, lifelong learning is growing in importance. Knowledge and skills acquired during compulsory schooling and study at secondary and university level is not enough for life. The concept of lifelong learning refers to education from birth to end of life. It therefore includes the education of man in his pre-productive, productive and post productive period of life. (Matulčík, 2004; Prusáková, 2005; Palán, 1997) „The private, existential definition of lifelong learning is about the process of transforming experience into knowledge and skills, etc. and resulting in a changed person, one who has grown and developed as a result of the learning. In this sense, learning is essential – indeed, like food and water are essential to the growth and development of the body, learning is an essential ingredient to the growth and development of the human person; it is one of the driving forces of human becoming and enriches human living.” (Jarvis, 2007, s. 123) . Education and the need to learn become the typical feature of everyday life. Flexibility in adapting to change becomes a necessity not only in the labor market but also in social life. "However, socialization and adult learning are lifelong processes." (Benes, 2008, p.16). The process of lifelong learning as a modern global trend of the knowledge society involves the education of citizens in pre-productive age, which is constituted by the school system as the necessary basis for preparation for employment. Further education of working age, for which professional and vocational education is mainly considered, including training in unemployment, civic, interest and, more and more, environmental education. Education plays an important role in the process of industrial and socio-economic change. The manpower, human education and its ability to receive, further develop its knowledge and technology (really from day to day) are considered to be the driving force of building a lifelong learning system. In the countries of the European Union, they are not only involved in the growth of national well-being, competitiveness, social

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cohesion, raising the standard of living, but also in developing the personal life of citizens with an emphasis on quality. The will of people to grow, to actively participate in the process of lifelong learning and learning.hapter

2 Conditions of lifelong learning in Slovakia

In formal documents and professional studies, instead of the concept of education, the concept of learning is used as a more flexible form of the concept. "Lifelong learning is considered as a continuous process in the ideal concept, in fact it is more about the constant readiness of man to learn as a continuous study. They talk about lifelong learning, not education, to emphasize the importance of learning activities of every individual who do not have an organized character, independent learning eg. at work, on the move in nature, on cultural events, etc." (Strategy, 2007, p. 7). The program statement of the Government of the Slovak Republic for 2012-2016 states that the current government in the area of education and culture focuses on raising the level and quality of education of all citizens with a focus on the young generation. Lifelong learning includes education for pre-productive aged people, based on education in the school system in schools and in educational establishments, and receiving education at basic, secondary or university education. Korimová is also convinced that "the preparation of top workers for the social economy and social entrepreneurship should take place at university level (bachelor, master, engineer) as well as forms of lifelong learning" (Korimová, 2014, p. 80). In productive age, lifelong learning includes, as a rule, vocational training (Černá, Uhál, 2009). The government is aware that the competitiveness of the Slovak Republic is dependent on the competitiveness of the people living in our territory who are educated, skilled and creative. In its program statement, the government aimed to develop a comprehensive education system that includes the transition from pre-school education to lifelong learning. Lifelong learning, whether formal or informal, has never been such a high responsibility for the future of human society as it is today in the history of humanity.

3 Learning and education during age of adulthood

An important part of the lifelong learning idea is to integrate education into adulthood. The basis for adult learning are already in place during basic education and vocational education and training. During this period, children and young people should be equipped not only with new professional skills, but also with the ability to learn and acquire a positive attitude to education so as to be able to adapt their knowledge and skills to changes in the labor market. The international communities require that each country provide education in a form that satisfies the needs of a person in the 21st century. The emphasis on lifelong learning has been dynamically emerging at international level since 1970, when the UNESCO International Education Development Commission was established on the basis of Paul Lengrand's report at the UNESCO conference "Introduction to Lifelong Learning." The most important act of all processes and initiatives was the Memorandum on Lifelong Learning adopted by the Commission of the European Communities in October 2000. The Memorandum asks the participating countries to ensure the conditions for lifelong learning. In March 2000, the Heads of State and Government agreed on an ambitious goal: to make the EU the most competitive and dynamic knowledge-based economy in the world by 2010, capable of sustainable growth with more jobs and greater social cohesion (the Lisbon Strategy 2000). The Lisbon Strategy for Slovakia is visible in the initiative of the Slovak Government "Mobilization of Innovation in the National Economy and the Development of Scientific and Educational Activities", known as "Minerva." For the period 2010-2020, the "Europe 2020 Strategy" was adopted to ensure economic growth over the decade. The EU has set five ambitious targets for employment, innovation, education, social inclusion and climate and energy, which should be met by 2020. Lifelong learning in the Slovak Republic is regulated by Act no. 568/2009. on lifelong learning and on the amendment of certain laws. It considers it a "basic principle of education and training" and defines it as "all activities that take place in the course of life in order to improve knowledge, skills and abilities". It is made up of school education and further education. School education takes place in kindergartens, elementary schools, secondary schools and universities. The result of successful graduation is a degree. In the few ministries, laws and regulations are changing in Slovakia as often as in the education sector. Education is regulated by several legal standards, Act no. 245/2008 on education and training (the Education Act) and on the amendment and supplementation of certain laws, Act no. 184/2009 Coll. on Vocational Education and Training and on Amendments to Certain Acts, Act no. 131/2002 Coll. on universities and on the

amendment and amendment of some laws. Informal is the education organized by educational institutions outside the school system. It does not lead to a degree, but its output may be a certificate. Informal education is a non-institutional education, outside schools and other educational establishments. It takes place, for example, in the family. Due to its non-institutional nature, it is appropriate to use the term informal learning. The change of concept occurs in the sense of building a positive relation to learning (learning to learn) through other ways than just formal form within the school system. In this sense, Beneš says: "Lifelong, continuous education is neither possible nor necessary, lifelong learning possible and necessary." (Beneš, 2008, p. 54). Under the present conditions of a knowledge-based society, which is increasingly becoming a concept of a permanent change can be succeeded by an individual, a constantly educating and learning person, which keeps pace with knowledge, evolving demands and claims of time. "Lifelong learning uniquely relates to the future of every person." (Memorandum 2000). School environment, business environment, organization, city, community, or family, their common feature is just ongoing education and learning (with the existence of conscious or unconscious intent). They distinguish by way of course, way of termination and by documenting (certifying) the results. At present, a constant effort is being made to understand adult education not as an isolated system, but to emphasize its continuity while still separating itself from the educational system of education. The need for education, however, is reflected not only in economic but also in other aspects. "It has been found that for an adult's educational growth, in order not to experience stagnation or depression, it is necessary to provide him / her with education throughout his or her life, which will positively influence his / her personal and social life and will be better served in the increasingly global market." (Durdáková, Durdák, 2009, p.37). The concept of adult education is increasingly being replaced by the concept of adult learning expressing freedom and autonomy of an adult personality. "In the mid-1980s, Jarvis emphasizes that the concept of adult learning is increasingly being replaced by the concept of Adult learning emphasizing greater freedom of personality, feeling of independence, belief in one's own abilities" (in Mužik, 2004, p. 25). Further education is a process that takes place after completing a certain level of education that allows the adult to recover, expand the already acquired education or to undergo retraining to satisfy his / her interests and needs. The concept of adult education is increasingly being replaced by the concept of adult learning. One of the key benefits of lifelong learning is not only the development of an individual for their own benefit but also a beneficial effect on their surroundings. Enriching the environment then, when it affects and cultivates itself, extends its knowledge and skills. "Further vocational education is generally understood as an instrument of individual but also community-based development and prosperity." (Šerák, 2009, p. 21) For this reason, the benefits of lifelong learning are divided into individual and social, which are most visible in the above-mentioned professional education. The impact of the present time is noticeable in the partial change of the focus of vocational education. An initial idea that was more culture-humanized and where the main purpose of education was to begin to strengthen its economic character. Education is only a strategic basis for creating habits and a positive attitude towards learning (the already mentioned competence to learn). Encouraging competence to learn has the effect of recognizing the results of all forms of learning as a proof of "unmatched time", which is a serious factor in education and learning a greedy adult, because motivation is a stimulus to reach the goal, an adequate result. It is the acceptance of more, in many cases an individual of more appropriate forms of education and learning, the opportunity to test, to have the knowledge gained and the skills of the given field considered to be an extended approach and motivation of people in further education. Authors Rabušicova, Rabušic (2008, p. 35), in their publications, state that the main factors involved in the decision to participate in the education of adult personality and socio-economic background of an individual, awareness of the need to learn, the need to obtain a document, a certificate of education or awareness lack of knowledge, and competence. According to Pavlov (2010), the issue of education in Slovakia is a question of the quality of Slovak teachers, their choice, preparation, support and professional development. In the current changing school as an open educational institution, it is therefore necessary to pay close attention to the development and education of teaching staff at the schools themselves. In his monograph, Armstrong (2009) describes the concept of learning as human resource management and the process during which a person acquires and develops new knowledge, skills, abilities and attitudes. The aim of education in the school as well as in any organization is to provide qualified, educated and capable people to meet current and future needs of the labor market and organization (Armstrong, 2009, p. 461). Průcha et. al. (2009, p. 413) in the Pedagogical Encyclopaedia characterizes further teacher education as a lifelong development of professional competences, which is linked to the preparatory education. It also includes all activities that build on the teacher's qualifications and serve to maintain and enhance his / her professional knowledge. Finally, there are educational activities where teachers engage to expand and improve their knowledge, skills, and develop their professional attitudes.

4 Employment goals and visions of the labor market

The labor market is a complex system where employers and employees meet with different professions, qualifications and other characteristics (Holman, 2010, p.157). It is made up of three basic factors: job offer, job demand and job cost, or wage. The employment policy is based on a labor market mechanism that is created by job demand, labor supply and economic policy, with the aim of striking a balance between supply and demand for work. It is aimed at eliminating the causes of excessive unemployment. Solves the consequences of existing imbalances in the labor market, taking into account the regional aspects of unemployment, its measures are focused to dealing with specific situations. The objectives of employment policy have a different focus. The main objective of the employment policy is to direct the labor market mechanism in such a way as to maintain high employment and promote economic growth (Bartková, 2007, s.128). Labor is the place where job demand is met by potential employers, jobseekers. The Ministry of Labor, Social Affairs and Family is responsible for the creation of a labor market policy and implements it by defining national and labor market policy priorities that are determined by the aims of economic and social policy. The main legal norm governing the state employment policy, respectively. labor market policy in the Slovak Republic is the Employment Act which, together with the Labor Code, forms the basic employment policy legislation and helps to achieve the objectives of the state employment policy. An active labor market policy is a historically younger form of labor market policy. It aims to help those who are at risk of unemployment and help the unemployed to work before they become long-term unemployed. Basic services of active labor market policy are job mediation, professional counseling, education and training for the labor market, and support for job creation. Promoting suitable employment is an activity to look for a job and to offer suitable employment to the job seeker and to seek and offer suitable employees to the employer. An important part of suitable employment mediation is education and training for the labor market, theoretical or practical training, which allows the acquisition of new knowledge or professional skills for the job application of the job seeker and the job seeker in suitable employment or for the purpose of keeping an employee in employment. With the effect of the new Employment Services Act, the range of people who can be educated and trained for the labor market is expanding. According to § 5 of Act No. 5/2004 on employment services, the self-employed person is characterized as a person who carries out the activity under special regulations (<http://www.epi.sk/>, 20.10.2017.). The use of a person on the labor market is conditional on the characteristics (age, health, education, gender, ethnicity) that exclude groups of people at greater risk of losing their job and predestinate them for long-term unemployment. These groups are at risk of recurring unemployment. The most vulnerable groups of the population are the following groups at risk of unemployment: school and youth graduates, low-educated people, Roma ethnicity, disabled citizens, elderly people, women with young children. ([Http://www.upsvar.sk/](http://www.upsvar.sk/) 20.10.2017.). The transition period from school to work is one of the most important stages in lifelong learning for young people. Young people are the youngest group of candidates. Secondary and college graduates seeking their first job are a disadvantaged group. They have almost no practical experience, have only limited or no experience of previous employment, have no contacts to help them move on the labor market, and therefore represent a special risk group with special problems and needs for help. With the unemployment of graduates of secondary and higher education institutions, juveniles with no interest in gaining employment, serious educational and psychological problems also appear (Schraggeová, 2010, p. 41). Hroník, F. (2007, p.31) states that it is easy to overlap and change some concepts, so it is necessary to explain the difference between learning, development and education. Learning - a change process that involves new knowledge and new actions. We learn not only organized but also spontaneous - without knowing it. Learning is a concept that includes more than development and education. That is why we are talking about a learning organization, not a educating organization, even though many users have a greater concentration of learning under the learning organization; Development - to achieve desirable changes through learning. Development includes an intention that is a substantial part of bounded (discrete) and unlimited (diffuse) development programs; Education - one way of learning, organized and institutionalized learning. Educational activities are bounded (discreetly) - they have their beginning and end. In designing education in a company, we follow the system. Vodák, J and Kucharčíová, A. (2007, pp. 50-60) state that the efficiency of an enterprise depends on the quality and efficiency of using the knowledge and skills that need to be further developed, supported and mutually exchanged for the needs of structural and organizational capital. It is therefore knowledge management. Knowledge is characterized as the acquisition of a summary of theoretical knowledge, concepts and concepts acquired through learning, practical activity and experience. Learning - one way of learning, organized and institutionalized Knowledge is a dynamic combination of a range of knowledge, values, contexts and insights that provide a framework for evaluating and integrating new experiences and

information. They are created and applied in the mind of an expert. Businesses are not only found in documents, but mainly in activities, business processes, practices, and standards.

5 4 Issues of humanization of education, lifelong learning and educational programs

Education (for the purpose of interpreting the essence of adult education) means the process of creating learning habits and the ability to transform acquired knowledge into the required standard of behavior, the ability to transfer or use the knowledge gained in the realization of goals and aims, in-house or corporate. The process of education and training can be understood as a combination of attributes of the subject of education. forms of education, content of education and training, motivation to education and the time dimension of the learning process. Vetráková, M. (2007, s.137) states that the issue of training and development of employees in a modern managed enterprise can easily be divided into the following two areas, education (qualification) and development. The author argues that it is a matter of adapting the staff to the demands of jobs. In particular, it is a matter of orientation, which is nothing more than the incorporation of a new employee and the effort to reduce and make it more efficient to adapt to a new workplace, updating knowledge (also used training), where it is the continuation of training in the field of work or retraining (retraining), which is aimed at acquiring a new occupation, new working abilities. According to Hornik, F. (2007, p.128-129), which lists other types of education, such as functional education, complementary functional education, managerial education, law training. According to Gosiorovsky (2005, 98 pp.), it is a purposeful effort to make a return on investment in human development, including the setting of personal goals, personal development plans, education and training, a career development plan, performance management and the development of the required competencies. Business education should be planned to make it clear what training to be provided, to whom, how, when, when, where and at what expenses (with what costs). One of the most important steps in business education planning is the choice of methods. Waterman, J. A. Kuchárčiková, A. (2007, pp. 66-67) claim that the systematic training of workers brings many benefits to both employees and the company, for example:

1. The company delivers professionally prepared workers, without their often demanding search on the labor market.
2. Allows the continuous formation of the employees' specific needs of the company.
3. Improves the skills, knowledge and skills and personality of employees. increases the attractiveness of the company on the labor market and facilitates the acquisition and stabilization of employees.
4. Increases the quality and thus the market price of an individual worker and his / her potential chances on the labor market in and outside the company.
5. Contributes to accelerate the personal and social development of employees and increase their chances for a functional and salary progression.
6. Contributes to improve working and interpersonal relationships.

6 Future and objectives of education programs

Czikk and Čepelová (2006) report that several issues need to be focused when planning specific training programs. First of all, the Learning Objectives must be clearly defined, based on the above-mentioned analyzes. It is necessary to specify exactly what the educated person should be able to know at the end of the training program or its part. Appropriate content and the length of educational activities will logically arise from reasonably set goals. Regarding the place of education, there are basically three alternatives: in the enterprise / organization, at the workplace - it is realized, for example, by teaching or coaching by managers or team leaders. It can also be about entering a special task or project. The advantage is the reality of conditions and perception. On the other hand, the disadvantage is often that managers or managers are not fully competent, and learning activity does not achieve the expected outcome. in the enterprise / organization, but outside the workplace - it usually takes the form of courses, trainings or practice. It is a very effective way to develop a variety of interpersonal or other skills, acquiring knowledge about products or organizational procedures, and so on. The advantage is also the use of qualified trainers. The disadvantage is the risk of inadequate feedback and transfer of knowledge to the reality of a particular job outside the enterprise / organization - it is mainly used to develop managers' skills, especially in areas where standard theory and practice are easily transferable.

Such training provides the highest level of trainers and also provides the opportunity to confront managers from other organizations. The disadvantage is again the risk of not transferring acquired skills to the workplace, which is increasing, for example, if only one or two members of a larger working team.

7 Conclusion

The advancement of the society as a whole is based on the development of the education economy. A prerequisite for this development is the availability of high quality pedagogical staff who are ready to adapt to rapidly changing socio - economic changes. This flexibility will ensure only high-quality and continuous lifelong learning. The EU has created new conditions for developing and enhancing the education systems in place. The setting of common goals for member countries should play a role as a motivational factor. An important aspect is accepting the existing difference and, on the basis of this, adapting the goals created to realistic possibilities. Education is associated not only with meeting the needs of the labor market, but also with the basic needs for the happy life of individuals and their surroundings. The concept of lifelong learning has three levels - economic, social and individual. All European countries, regardless of membership of the European Union, are trying to tackle the same problem of aging populations. Further education also plays an important role in this case in the effort to maintain not only economic but also civic and individual activity of individuals.

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