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SAME REMARKS OF IDEAS OF CONTINUING EDUCATION FROM POLISH PERSPECTIVE

The idea of continuing education, despite various declarations, is implemented in Poland only as the institutional acquiring knowledge by the adults. Only some representatives of the academic life try to promote the properly understood lifelong education. The universities should attempt to change this state of affairs. Promoting the idea of continuing education as a life attitude should start in the academic setting and encompass all faculties. The enormous development of society requires rapid changes that will reach the most basic stage of education. These are the civilization's requirements.

Discussion on continuing education in Poland has been conducted for several years in a closed circle of misunderstandings and incompetence. This phenomenon is strictly related to the system – or rather its lack – of educating the specialists on continuing education and adults' education. The Strategy of Development of Continuing Education adopted by the Cabinet in 2003 has many negative aspects and consists of the list of wishes rather than systemic solution. The educational system, in spite of the reform conducted in 1999, has brought no changes as far as the awareness and mentality of decision-makers and teachers on all levels is concerned. The continuing education is still perceived as the adults' education or even completing education. The consequence of such misunderstanding is the lack of systemic solutions concerning educating the specialists in continuing and adults' education.

Educating the specialists on continuing education

The academic system of educating the specialists on continuing and adults' education is based on several universities in Poland. Such a state of affairs has its numerous sources. These are: a historic factor, the policy of state authorities, the academic setting and all society that do not understand specificity and essence of continuing education, andragogical qualifications of the decision-makers on different levels and teachers who work in the system of the adults' education – from the vocational schools to universities. The number of these factors is bigger, but those enumerated above seem crucial to understand the idea of continuing education.

It is essential to analyze the system of education holistically in order to understand the idea of continuing education. It is necessary to notice the relations and differences between the education of adults and the education of children and youth; become aware of the role and meaning of an adult person in the life of children and youth. The adults shape not only the world view by their attitudes, but also essential life attitudes – understanding the need of permanent education as well.

It might seem especially strange that at the universities mostly aficionados are concerned with continuing education. There are no systemic solutions on this education's level. The employees at the universities, consciously or not, should continuously learn in all areas – even for professional reasons. It concerns the educational aspects, which are vital for the right development of young and adult people. The educational aspects concern especially the academic setting. In the recent years the media have often reported about outraging actions of the representatives of the academic world. This is a sign of negligence present in the academic setting.

Do the employees of universities really need to be trained within the area of continuing education and andragogy? In Polish scientific world education and competences are usually seen from the perspective of the

faculty one graduated from. It is especially difficult to understand that the teachers on all educational levels should have the pedagogical qualifications, which also include andragogy.

People who have multidisciplinary education are often considered not completely competent. On the other hand, it is required from the teachers in primary, secondary and high schools that they are pedagogically prepared to work with children and youth. Why is it not required from the teachers in the schools for adults that they have the andragogical preparation? Ministry of National Education states that the additional educational preparation is not needed. However, do adults learn in the same way as children or youth? The lack of requirements concerning andragogical qualifications is even more illogical when one takes into account such phenomena as: 1. industrial changes – for example globalization – and the following changes of social structures, 2. increased need to have a formal and practical education, 3. popularization of the idea of lifelong education, which becomes not only another trend in pedagogy, but one of the conditions of the success in life, 4. popularization of various forms of acquiring knowledge, 5. increase of the need for the versatile education for adults.

Does every person need the pedagogical knowledge?

There are many elements determining the life of the people living today. However, when pedagogical aspects are concerned, one should take into account one more issue influencing the life of adults. The rapidly changing reality makes it impossible for adult people to succeed in life without constant education. It also deprives them of the skills necessary to communicate with their children. It results from the mutual misunderstandings, which have their roots mostly in the changing reality. The attitudes of the youth result from the development of the technology determined by people's attempts to improve the quality of their and their families' life and to create better existence's conditions. A dynamic development in a decentralized system based on individual choices and their consequences leads to self-sufficiency. People do not have to rely on any other authority than their own. The organization which should hinder people's attempts to achieve one's well-being at the expense of other people, which can lead to self-annihilation, should be the state.¹ The current social situation indicates that the authorities are not redundant in the professional area, but they vanish in a natural way. It results from the enormous development of the job market and the character of work itself. The same happens with the moral authorities – close and distant ones. This phenomenon is seriously disturbing and can be seen in the free selection of moral principles.

Some time ago the parents could say: *son, do so and so and it will be fine*. Nowadays, the life of one generation is extremely distant from the life of the next one. If we cannot keep up with life, we can never understand our children. One should agree with the fact that the environment can have a bigger influence on the children than the family. Therefore the relations within a family should be intensified and the bonds should be strong. The parent should be prepared to fulfill his duty in a way which brings the expected effects for society. He should be acquainted with the reality in which his child lives. He should have specialist knowledge and the skills to influence his children. Who and where should teach him this? The adults have to look for a common language with the youth and try to understand the way they perceive life and world regardless of the job and education. The need to educate the adults is obvious. Włodzimierz Szewczuk states that that the age does not

¹F. Fukuyama, *Koniec człowieka*, Kraków 2004, p. 128.

determine the quality of thinking², therefore the essence of human life is the constant work on developing one's personality and skills – in the area of pedagogy as well.

Where can one find the specialist on the adults' education?

To accomplish the goals, not only educational, but also social ones, the specialists on the adults' education are needed. Neglecting the adults' education brings many negative results, the consequences of which have many aspects and are especially difficult to eliminate or limit. It is necessary to shape the needs to have knowledge on pedagogy.

Where are the needed specialists on the adults' education? Like on any other educational levels, everywhere one works with the adults: in the secondary, vocational, high schools, further education colleges and universities. This is obvious, but not accepted by many decision-makers. Every teacher who works with the adults should attend at least a course on andragogy. It is then possible to react to his students' behaviors, understand their life situation, not to mention the whole psychological sphere, the meaning of which increases as the years go by.

An example can be the occurrence of self-confidence related to the professional and personal stability, which can in consequence lead to the complete non-flexibility of the life attitude, blocking the psychological development – the so called psychological blockades³. An adult person as a student must put much more effort to study certain parts of material. It does not result from the age – as many people try to justify their problems – but from the lifestyle they had before they started their education again. In 1950s Włodzimierz Szewczuk wrote that teaching adults requires different methods of teaching, indicating life experience, including the school ones, family and social responsibilities, as the main factors requiring different methods of teaching.⁴

Nowadays the process of teaching and learning is determined by more and more factors related to industrial changes. The fast pace of life, working in more than one place, the speed of development of science and the increased requirements towards an individual are only substitutes of the actual problems we all face. The industrial development made the methods and the goals of teaching different. Nowadays the teacher of adults should make changing the awareness and attitudes of his students the central goal. The main task is to make the adult student feel the inner need to continue education, which will determine the success in life and make the personal plans come true. Many authors have written about these goals of the education of adults. They were presented in the whole educational context by Józef Półturzycki in *Dydaktyka dorosłych*.⁵

Partnership between a teacher and a student

Especially interesting ideas on the contemporary goals of education were presented in the publication *Uniwersytet ludowy – szkoła dla życia*⁶. It is the effect of a project under the same title, funded by the program of the European Commission Sokrates-Grundtvig. In the conception School for life Karl Krystian Egidius draws the attention to crucial aspects of the didactic process in relations between teachers and students and learning/teaching. Adults as students and teachers should be involved to the same extent in trying to achieve the mutual goal. Naturally the teacher, because of his knowledge and experience, has bigger predispositions to become a leader who consciously manages the educational process.

²W. Szewczuk, *Psychologia człowieka dorosłego*, Warszawa 1961, p. 64.

³Ibidem, pp. 39, 82.

⁴W. Szewczuk, *op. cit.*, pp. 86-87.

⁵J. Półturzycki, *Dydaktyka dorosłych*, Warszawa 1991, pp. 98-103.

⁶*Uniwersytet ludowy – szkoła życia*, ed. M. Byczkowski, T. Maliszewski, E. Przybylska, Wieżycza 2003.

Such a partnership forces to understand the situation of learning and teaching as mutual work and effort aiming to achieve the same goals. Such an attitude requires the teacher to accept the dialogue based on exchanging the views and thoughts as the core of the didactic process. Including – where it is possible – an adult learner in the educational process enabling the dialogue concerning important matters, such as planning and organizing the process of learning and teaching, methods of compiling materials and sources of knowledge etc.⁷ This applies not only to the teachers on all levels, but also the parents. Such attitudes are the core of continuing education. Such a conception of the relation student-teacher – regardless of whether this is a lecturer at the university or parent – must be shaped starting from the first stages of education – from the early childhood. This is a conception based on mutual respect and understanding and requires presenting certain attitudes. It is not another pedagogical conception. This is an answer not only to the question: which teacher: in primary school, high school or at the university? This is an answer to the question: how to cope with the knowledge which expands quicker and quicker and the possibility to acquire it by an individual.

The „Faure” syndrome

Looking at the system of adults' education in Poland and the way continuing education is understood it might seem that it is constantly influenced by the syndrome which Edgar Faure tried to stop in 1970s. It can be seen in the report *Learn to Be* prepared for UNESCO⁸. A similar situation in Germany was described by Joachim Knoll.⁹ The problem is to identify the idea of continuing education with educating the youth and adults. In Germany there were no serious attempts to change the model of perceiving the conception of lifelong education. The reform of the educational system in 1970s was still related to the tradition of reforms' pedagogy. Only in 1990s the Delors report led to the breakthrough in perceiving the *lifelong education* conception.

The reform of educational system introduced in 1999 in Poland is characterized by a similar misunderstanding of the idea of continuing education. It is confirmed by the Strategy of the Development of Continuing Education adopted by the Cabinet on the 8th July 2003. Although the idea of continuing education was defined at the beginning, the principles of the Strategy are not systemic solutions that influence the whole Polish educational system, they are only temporary actions that do not result in changing the mentality of teachers and students – the children, youth and adults.

The need to educate the specialists on continuing and adults' education

What are the needs concerning educating the adults in vocational and high schools, further education colleges and at the universities? One should try to provide experienced and beginning teachers with the basic andragogical education. It should be obligatory for every person that graduates from any pedagogical faculty. There are many fields of such education, but it is important to be aware of certain processes and phenomena present at each stage of the adult development. It is vital to prepare to work using the “dialogue” methods instead of lectures; to make future teachers aware that their adult students will sometimes have more experience or knowledge than they do; to teach how to cope with such situations; how to teach self-education and to show the usefulness of general education in every person's life etc. The teachers working in the profession should have the same abilities. The responsibility to fill this gap belongs to the universities, which should immediately start the reform of their own teaching programs and the process of preparing the didactic staff to change the methods of

⁷ Ibidem, s. 341-342.

⁸ E. Faure, F. Herrera, A.-R. Kaddoura, H. Lopes, A.W. Pietrowski, M. Rahnama, F.Champion Ward, *Uczyć się, aby być*, tłumaczenie Z. Zakrzewska, Warszawa 1975.

⁹ J.H. Knoll, *Raport Delors – zagadnienia operacyjne z pozycji Republiki Federalnej Niemiec*, [in:] E. Przybylska (ed.), *Edukacja dorosłych w wybranych krajach Europy*, Warszawa 2000, p.165.

teaching. Therefore this task is so difficult. First, the animators of changes at the universities should be selected and their task would be extremely difficult. It will be the beginning of this process, which should reach the level of didactic staff working in vocational schools. On the other hand there are parents, for example the economist, IT specialist or manager, whose pedagogical knowledge usually equals zero – because they do not have time to acquire it during the studies or after them. Hence the simple conclusion – *the school should educate my child*. Unfortunately not – this is a basic responsibility of parents.

There is also a need to prepare a group of graduates who would start the educational actions. The stimulus showing people the way to development are often educational actions and their role is special. Hence the need to educate specialist in this area. There should be governmental programs creating the workplaces for such people. Educating graduates who will not be able to find a job, for example in the school system, is not only inefficient, but also leads to certain professional and social consequences. This is currently happening. There are very few workplaces outside the universities for the graduates of the pedagogical studies on the specialization of continuing education. There are especially few workplaces in towns and villages, where the needs are extremely big.

In the vocational schools for adults and high schools the people supporting the teachers working with adults are needed. These may be methodological advisors or school andragogy specialists. They should work on helping to solve everyday problems that the teachers face. There are numerous difficult phenomena. For example, Zbigniew Kwieciński shed some light in his publications on the problem of illiteracy, which is concealed by the Polish educational system.¹⁰

The tasks of the adults' education system have many aspects. There are many areas that should be filled with content. These are: civic knowledge – necessary for Poles to actively participate in the new democratic reality; the basic economic knowledge, the knowledge on the contemporary world and Europe – including the European Communities; the elements of law, environmental protection and many others, the knowledge of which is necessary to have basic orientation in the changes in Poland and the world. The knowledge on many areas is necessary to understand the world and the closest environment properly. It allows to properly plan one's own life, career and important goals which lead to self-actualization. Currently many people – not only the young ones – feel lost, cannot describe their future in some actual dimensions, apart from the fact that they want to have a lot of money. The adults feel lost because they do not understand and accept the changes, which often leads them to the social margin. This is a typical loss of the "life plan", independence of thinking and actions, resulting in the feeling of hopelessness of one's life. The model of a person who is "lived" by life and who does not consciously create his life, as Szewczuk wrote¹¹. In order to prevent such phenomena from happening, the educational actions should be intensified and high class practicing specialists are needed.

Despite such a big professional specialization, the amount of knowledge needed to completely and safely function in the contemporary world of advertisement, aggressive business, the overflow of information and consumer lifestyle gets bigger and bigger. Therefore it is especially important to take the lifelong education into account. From the pedagogical point of view, we must strive for synchronized balance between all subdisciplines of pedagogy and science. Therefore there is an urgent need to include the andragogical aspects in our educational system, as their lack makes the balanced development of the individuals and society impossible.

¹⁰ Z. Kwieciński, *Nieumiknione?*, Toruń 2002; Z. Kwieciński, *Wykluczanie*, Toruń 2002.

¹¹ Szewczuk, *op. cit.*, p. 43.

Therefore the need to educate the specialists on andragogy and shaping the proper understanding of continuing education as a life attitude are enormous and encompass all educational levels and the areas of educational actions. In spite of the fact that the academic setting did not play a crucial role in implementing the reform of the educational system in Poland, it is not excused from facing such challenges.

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ФІНАНСОВІ ІНСТРУМЕНТИ УПРАВЛІННЯ ІНВЕСТИЦІЙНОЮ ДІЯЛЬНІСТЮ У РЕГІОНІ

У статті проаналізовано механізми формування фінансового ресурсу регіональної інвестиційної політики. Визначено основні проблеми організації інвестиційної діяльності в регіонах. Запропоновано напрями формування стратегічних орієнтирів інвестиційного розвитку регіонів.

Ключові слова: фінансові інструменти, управління інвестиціями, регіональний розвиток.

Актуальність дослідження

Економічний розвиток регіону в значній мірі залежить від ефективності організації інвестиційного процесу. Особливо актуальною ця проблема є на регіональному рівні у зв'язку із нерівномірністю інвестиційного розвитку регіонів.

В умовах економічної кризи стрімко зростають фінансові джерела інвестування. Дослідження особливостей управління фінансуванням інвестиційного розвитку на рівні регіону є значною комплексною проблемою, для вивчення якої бракує результатів фундаментальних, науково-практичних та методичних розвідок.

Об'єкти та методи дослідження

В процесі дослідження використовувалися наступні методи: наукової абстракції, індукції та дедукції, аналітичного узагальнення, порівняльних оцінок. З проблематики управління фінансуванням інвестиційного розвитку в останні часи видається чимало наукових праць. Бельський П.Ю. досліджував проблематику інвестиційно-інноваційного забезпечення конкурентоспроможності регіону [1]. Артеменко