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## INTERCONNECTION OF HIGHER EDUCATION AND ADULT EDUCATION INSTITUTIONS WITH LABOUR MARKET: EDUCATIONAL POLICY OF THE EUROPEAN UNION

*The article discusses causes and prerequisites for the problem of ensuring the interaction of higher education and adult education institutions with labor market at the level of European Union educational policy. It defines the educational policy of the European Union, as well as the place of higher education and adult education as a part of the state educational policy. The EU's experience on the interaction of higher education with the labor market and the developed recommendations based on it can become an effective tool for balancing the interaction of higher education and adult education with the domestic labor market in Ukraine.*

**Key words:** adult education; educational policy of the European Union; globalization; higher education; labor market; state policy.

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**Introduction.** At the present stage of development of the Ukrainian state, the problems of reforming modern education and updating the system of higher education and adult education become urgent. The development of synergies between higher education and adult education and the labor market is a prerequisite for improving the quality, efficiency and effectiveness of the education system functioning and for the formation of a new millennium society. In this context, there is a need to study the experience of the countries where a comprehensive, scientifically sound and integrated system of labor market needs is established through close cooperation with higher education and adult education institutions, in particular the European Union.

In the conditions of globalization, integration and modernization, modern society determines the need to introduce and improve lifelong learning for competitiveness in the labor market. A large number of adults are aware of the importance of continuing education as a means of achieving greater success in their careers and enjoying life as a whole. The world is constantly changing, permanently evolving technologically and intellectually, leading to new, more diverse career opportunities. About

half of all adults are involved in various forms of adult education annually to meet the demands dictated by changes in the professional field and the development of technologies that can affect people's lives in one way or another. Famous Ukrainian educator S. Sysoieva (2011) emphasizes that the problems of adults in many economically developed countries are considered among the strategic goals of social development (p. 6). Therefore, quality higher education and adult education come to the fore for legislative action, and are therefore an integral part of educational policy, which in turn is regarded as part of the policy of any state.

**The aim of the article is** to show the necessity to ensure the linkage of higher education and adult education with the labor market at the legislative level.

**Educational policy and its aims.** The educational policy of the state can be defined as a component of the state policy, which reflects the totality of its goals and objectives in the field of education, which are formed by the political system depending on the nature of the state and its social purpose and are implemented by them with the appropriate instruments. So, the concept of «state educational policy» implies that it is formed, determined by the state and implemented on its behalf in the name of state bodies and institutions, which

represent all branches of state power, with the aim of streamlining the educational processes, effecting them or directly clarification of their currents (Mospan, 2019). The subjects of educational policy are the individual, social communities (nation, professional groups, elites, etc.) and social institutions (state, political parties and movements, trade unions, interest groups, etc.). And the object is education as a public good, as an intellectual and material resource of society, as a system of educational institutions. The concept of «educational policy» and its problems is the object of study of representatives of political philosophy, political science, political sociology, etc.

In recent years, research on Ukrainian scholars has also endorsed a view of educational policy in the line of new discipline – political science and policy analysis. In this aspect, education policy is defined as a series of actions aimed at achieving the goals of educational organizations and the education system (Ivaniuk, 2006, p. 14). In our view, this definition is quite acceptable and justified. However, some authors see educational policy as a means of a state, the use of which undeniably leads to positive results. K. Korsak (2004) views «national education policy» in the broad sense as a set of priorities and goals that are formulated by the government or other higher authority to undertake activities to improve and develop the education system or its elements (p. 112). V. Andrushchenko, V. Savelyev (2010), criticizing Korsak's views, propose to consider the following question: «And if the government's actions, despite its declarations, had negative consequences for education, then how to qualify them is politics or not?» call into question the logic of another definition according to which educational policy is a course of action designed, approved, and implemented by the government and public institutions aimed at achieving certain goals and meaningful content of the curricula used in the educational process, and lead to the development of students' thinking the acquisition of their knowledge and skills. Considering the above, V. Andrushchenko and V. Savelyev (2010) suggest that it is quite possible a situation in which the actions of the government, educational institutions, or the administration of an educational institution lead to opposite results and the development of thinking does not happen. Among Ukrainian researchers, understanding the importance of the educational policy perception as a national, strategically important problem, and not simply attribution to the sphere of departmental or sectoral policy (Mospan, 2019, p. 310).

At the same time, at least two factors have to be taken into account in the study of the educational sphere, its conceptualization and construction of the development strategy: features and regularities of the social nature of education, as well as consideration of the genesis, dynamics of educational development in the context of interaction with the political form of social life (Demoshenko, 2006, p. 164–176). Yu. Vilchinsky (2009), for his part, notes that theorizing and thinking about the concept of «politics»

is important to look at the grains of real politics among the weeds, because in our time, according to American researchers, too many studies of modern realities are an elegant deception, some concealment problems, and in fact – not in search of solutions (p. 273). In addition, when dealing with the issue of politics, we must not forget, as J. Dewey (2003) wrote in his time, about his own education (p. 318). Approaches to defining educational policy in Ukrainian discourse have already been sufficiently clearly formulated. It should be noted that they logically fit into the development chain of European and world discourse and manifest themselves depending on the angle of view and context, both as «politics of education» and as «educational policy». Modern researches of Ukrainian scientists have already many points of contact with the European and world discourse of educational policy, its theoretical component. This component manifests itself as an interdisciplinary, transdisciplinary field of academic and applied research: the study of educational policy as politics (political science, political sociology) the study and analysis of educational policy as science, which, in turn, is divided into two branches – education policy study and education policy analysis (which provide applied orientation to knowledge); comparative education policy, which is a policy in comparative perspective (levels of comparative studies: world educational policy, regional, national, local policy) (Andrushchenko, Savelyev, 2010, p. 151).

**EU educational policy.** Overcoming the simplified and outdated vision of the phenomenon of educational policy in Ukrainian discourse involves the gradual approval of progressive thought, which emphasizes the need to distinguish between «specific practices» of educational policy, namely activities and processes characterized by the concepts of «state educational policy». The educational policies of other policy makers at national, world and regional level (for example, «educational policy of European Union») (Andrushchenko, Savelyev, 2010). According to I. Folvarochny (2010), conceptual analysis of scientific research in the field of higher education and adult education in the countries of Western Europe, development of domestic methodological bases of comparative studies, comprehension of these problems in the context of historical and modern tendencies of the world system of continuous education is necessary in our time (p. 81). So, we can make a conclusion that in the beginning of the 21st century higher education and adult education becomes a powerful factor in social progress and personal development. In the area of European Union educational policy, strategic priorities will have been developed in this field by 2020. In May 2009, the European Union Council endorsed the «Education & Training 2020 Strategy», outlining its 4 strategic objectives: lifelong learning and mobility, quality and effectiveness, equality and social cohesion; innovation and creativity, including entrepreneurship development.

Activities to achieve these goals should also facilitate the process of intergovernmental interaction within the

Bologna process in higher education and adult education. The document identifies that the reform of the education system in the European Union by 2020 will be the reform of curricula, management reform and funding reform of the education and training industry. As I. Folvarochny (2009) notes, European integration tendencies in the activities of the European educational policy are directly related to adult education and taking into account global and European integration tendencies in the field of continuing education.

Speaking about the European Union's public education policy, it should be noted that the economic and social development of Europe at the present stage is specifically changing the educational policy in the region. The competence of the European Union in this segment is limited to «measures for the development of quality education through cooperation between Member States» in the field of higher education and adult education. And, in fact, today the European Union is increasingly influencing the educational policies of its members. The enlargement of the European Union also creates new dimensions and increases the number of tasks, opportunities, requirements for work in the field of education and human resource development (Badayeva, 2009, p. 63–71), as well as in the field of ensuring direct interaction of higher education and adult education institutions with the labor market at the level of the European Union's educational policy. Higher education and adult education are important areas with significant differences in the educational policies of European countries, but nevertheless they differ significantly depending on the structural and financial conditions of each country. Most countries that have recently joined the European Union are just starting to rebuild their national education systems. In the process, there are certain problems: outdated infrastructure, lack of necessary laws and funding mechanisms, inadequate content of training courses, incompetent staff, etc. In this regard, it is necessary to promote European dialogue between scholars in the field of adult education theory (From University to Employment, 2016). There is a growing need to further explore ways to improve the link between higher education and adult education with the labor market and the place of this segment in European Union educational policy in order to gain a positive track record of implementing the action plan.

**Interaction of higher education and adult education with the labor market.** Concerning recommendations for solving the problem of interaction of higher education and adult education with the labor market in line with the reform of the national education system based on the

European Union's experience on the interaction of higher education with the labor market; domestic scientists propose to introduce the following measures in Ukraine at the level of state education policy (Mospan, 2019):

- create conditions for the development of economy and production, which will help to reduce the unemployment rate and employment of graduates of higher education and adult education institutions;
- create a job search site for qualified professionals (both experienced and those who have just received a diploma);
- set up separate units to work with young professionals in the public employment service;
- to promote interaction between higher education and adult education institutions with state employment services and employers for graduates;
- improve the legal framework (to amend the Law on Higher Education) on the issue of quality assurance in higher education and to align it with the requirements of the domestic labor market;
- provide support for graduates as they transition from higher education or adult education to the job market through the provision of benefits;
- to create a statistics agency to collect data on graduate employment, which will facilitate at the level of the state educational policy monitoring the current situation in the educational services and labor market, quality control of educational services;
- to provide public authorities and institutions of higher education and adult education with reliable and timely information on the current state of functioning of the economy, which will contribute to the development of educational standards, regulation of demand and supply of specialists in the labor market;
- to promote cooperation between educational institutions, public and private employment services, employers on the issue of supply and demand information on the domestic labor market;
- to provide conditions for cooperation of government officials, scientists, employers in the development of specialized narrow-profile educational programs, which will allow to improve the processes of strategic planning of professional training of specialists and will help to satisfy the demand in the labor market;
- monitor graduates' employment and career growth.

**Conclusions.** We believe that the EU's experience on the interaction of higher education with the labor market and the developed recommendations based on it can become an effective tool for balancing the interaction of higher education and adult education with the domestic labor market in Ukraine.

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## **ВЗАЄМОДІЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ТА ЗАКЛАДІВ ОСВІТИ ДОРΟΣЛИХ З РИНКОМ ПРАЦІ: ОСВІТНЯ ПОЛІТИКА ЄВРОПЕЙСЬКОГО СОЮЗУ**

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*У статті розглянуто причини та передумови виникнення проблеми забезпечення взаємодії закладів вищої освіти й освіти дорослих з ринком праці на рівні освітньої політики Європейського Союзу. Визначено поняття освітньої політики Європейського Союзу, а також місце вищої освіти й освіти дорослих як складової освітньої політики держави.*

*У статті наголошується на тому, що в наш час як ніколи актуальними стають проблеми реформування сучасної освіти й оновлення системи вищої освіти та освіти дорослих. Розвиток взаємодії вищої освіти й освіти дорослих і ринку праці є необхідною умовою для підвищення якості, ефективності та результативності функціонування освітньої системи, а також формування суспільства нового тисячоліття. У цьому контексті виникає необхідність вивчення досвіду країн, у яких створена розгалужена, науково обґрунтована та цілісна система забезпечення потреб ринку праці через його тісну співпрацю з закладами вищої освіти та освіти дорослих, зокрема країн Європейського Союзу. Сучасне суспільство в умовах глобалізації, інтеграції та модернізації має нагальну потребу впровадження і вдосконалення освіти протягом життя для конкурентоспроможності на ринку праці. Громадяни усвідомлюють важливість безперервної освіти як засобу досягнення більшого успіху в своїй кар'єрі й отримання задоволення від життя в цілому. Світ постійно змінюється, безперервно розвиваючись технологічно й інтелектуально, що призводить до нових, більш різноманітних кар'єрних можливостей.*

*З огляду на зазначені передумови, необхідним є вивчення успішного досвіду запровадження змін в освітній політиці Європейського Союзу щодо налагодження взаємозв'язку між закладами вищої освіти та освіти дорослих з ринком праці.*

**Ключові слова:** вища освіта; глобалізація; державна політика; освіта дорослих; освітня політика Європейського Союзу; ринок праці.

## **ВЗАИМОДЕЙСТВИЕ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ И ЗАВЕДЕНИЙ ОБРАЗОВАНИЯ ВЗРОСЛЫХ С РЫНКОМ ТРУДА: ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА ЕВРОПЕЙСКОГО СОЮЗА**

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*В статье рассмотрены причины и предпосылки возникновения проблемы обеспечения взаимодействия высших учебных заведений и образования взрослых с рынком труда на уровне образовательной политики Европейского*

Союза. Определено понятие образовательной политики Европейского Союза, а также место высшего образования и образования взрослых как составляющей образовательной политики государства.

В статье отмечается, что в наше время как никогда актуальными становятся проблемы реформирования современного образования и обновления системы высшего образования и образования взрослых. Развитие взаимодействия высшего образования и образования взрослых и рынка труда является необходимым условием для повышения качества, эффективности и результативности функционирования образовательной системы, а также формирование общества нового тысячелетия. В этом контексте возникает необходимость изучения опыта стран, в которых создана разветвленная, научно обоснованная и целостная система обеспечения потребностей рынка труда через его тесное сотрудничество с вузами и образования взрослых, в частности стран Европейского Союза. Современное общество в условиях глобализации, интеграции и модернизации имеет настоятельную необходимость внедрения и совершенствования образования в течение жизни для конкурентоспособности на рынке труда. Граждане осознают важность непрерывного образования как средства достижения большего успеха в своей карьере и получения удовольствия от жизни в целом. Мир постоянно меняется, непрерывно развиваясь технологически и интеллектуально, что приводит к новым, более разнообразным карьерным возможностям.

Учитывая указанные предпосылки, обосновываем необходимость изучения успешного опыта внедрения изменений в образовательной политике Европейского Союза по налаживанию взаимосвязи между вузами и образования взрослых с рынком труда.

**Ключевые слова:** высшее образование; глобализация; государственная политика; образование взрослых; образовательная политика Европейского Союза; рынок труда.

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