

## PLACE OF NON-FORMAL EDUCATION IN THE CAREER BUILDING PROCESS

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**Abstract:** Non-formal education taken up over the entire professional life is one of the basic ways to build an individual career, as well as significant factor of improvement quality of human resources in general, which exerts ever increasing impact upon development of countries, especially in global economy conditions. The basic objective of the work we conducted was to perform comparative analysis and to identify changes, if any, in education in the non-formal system in Poland in years 2006 and 2011, in the area of: percentage of persons making use of education in this system, age of persons being trained, educational institutions, number of hours dedicated to education, and reasons to take up education and fields of education.

**Keywords:** non-formal education, career management

### Introduction

According to the Economic Activity Survey of the EU Population, in 2009, approximately 70% of adults (aged 25-64) completed at least upper secondary school in Europe. This means that adults with weak educational accomplishments (i.e. lower than upper secondary school) constitute less than one third of all adult residents of Europe. Nevertheless, this value corresponds to approximately 76 million of adults in the European Union. [3]

Adult education in the non-formal system complements the education accomplished in formal systems, including, in particular, at the stage of acquiring education. Non-formal education is conscious and organised educational and upbringing activity, conducted outside the established formal school system, which makes it possible for a defined group of participants to achieve their adopted educational objectives. [8]

Within the conditions of dynamically changing requirements at the labour market, in particular within the context of development of state-of-the-art technologies, it has become necessary to keep raising one's level of qualifications and skills. Education in the non-formal educational system, in the form of various types of courses, training programmes, seminars, workshops or other forms, becomes especially important after the 25<sup>th</sup> year of life. In line with results of the *Adult Education Survey*, the countries with the highest coefficients of participation of adults in total (formal and other-than-formal) education, among the total 31 countries that we studied were: Sweden (73.4%), Finland (55.0%) and Norway (54.6%). For the sake of the contrast, the lowest coefficients were obtained by: Romania (7.4%), Hungary (9.0%) and Turkey (14.1%). The average for Europe was 34.9%. Against this background, the coefficient for Poland was only 21.8%. [3]

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It should be emphasised that in-training education taken up over the entire professional life is a basic factor not only in building one's individual career but also in improving the quality of human resources in general, which exerts ever increasing impact upon development of countries, especially in global economy conditions.

### Basic educational systems

At the European level, basically two main terminology sources are used with reference to formal, other-than-formal, and non-formal education: two editions of the CEDEFOP glossary [1, 2], and EUROSTAT's *Classification of educational classes* manual [4]. Definitions from this manual are based upon the glossary that comes from the *International Standard Classification of Education – ISCED 1997* [9]. Apart from that, another glossary is used, which was compiled as part of the initiative of the European Commission's *Survey of European adult education terminology for the sake of wider understanding and monitoring of this sector* [7].

#### **Formal education**

In line with the CEDEFOP glossary, **formal education** is defined as the learning process, which takes place within the organised and structured environment (i.e. in an educational institution or in the form of an internship), and is an educational activity by definition (from the standpoint of adopted objectives, time spent for it and resources). Formal education is intentional engagement for a learning person. Usually, it ends with some certification of competence and certificate being issued. [2]

On the other hand, Eurostat's manual *Classification of educational classes* defines formal education as education conducted within the frameworks of a system of schools, colleges, universities and other formal educational institutions, which normally consists of the so called full-time educational "ladder" for children and adolescents, starting usually from the age of 5 to 7 years and lasting up to 20 or 25 year of life. In some countries, higher steps of this „ladder” constitute arranged curricula that couple part-time employment with part-time participation in common school and university system: such curricula are defined as a "dual system" or using similar terms. [4]

In Poland, formal education is based upon standards adopted within the education and upbringing and higher education system approved in applicable legal regulations, i.e. acts *Upon the System of Education* [10] and the *Higher Education Law* [11]. This kind of education leads towards obtaining qualifications that are confirmed with school completion certificate or diploma.

Formal education is differentiated from non-formal education by a single key criterion – given classes should lead to a didactic result, which can be found in domestic frameworks of qualifications.

### *Non-formal education*

According to the glossary compiled by CEDEFOP, **non-formal education** is defined as the learning process within the frameworks of scheduled classes that are not educational in nature (from the standpoint of appointed didactic objectives, learning process duration or didactic support). The other-than formal learning process is an intentional engagement for the learning person. [2]

On the other hand, according to EUROSTAT, non-formal education is each organised and ongoing educational activity, which does not correspond to the definition of formal education completely. Thus, non-formal education may take place both within educational institutions and outside them, and it may be participated by persons from all age groups. Depending on the domestic context, it can comprise educational programmes aimed at fighting illiteracy among adults, primary education of children who do not attend schools and shaping life, vocational and general culture skills. Non-formal education curricula do not have to constitute the "ladder" system, and may vary in duration. [4]

Such education is usually conducted in the form of courses, training programmes, instructions (in one's work place or outside it), seminars, conferences or lectures, to which a respondent enrolled and took part in them. This type of education may also include private lessons (e.g. foreign language lessons), as well as remote education, which takes place through postal correspondence or electronic media (e.g.: computer, video, DVD). Education outside the formal education system usually leads to development, broadening and accomplishing skills in various fields of professional, social and cultural life. Classes may have the nature of courses or training programmes aimed at improving professional qualifications, may lead to accomplishment of skills that are required in social life (e.g. self-defence course) or for personal benefits, one's own intellectual development or hobby (e.g. a cooking course, lectures in the history of art, a modelling course). Participation in such training may end with a certificate being obtained or not.

Non-formal education comprises such forms as: courses in one's work place or leisure time, workshops and seminars in one's work place or leisure time, education or training in one's work place arranged by the employer with participation of an instructor (for 1 or 2 persons) –also defined as supervised training in one's work place and private lessons given by a teacher or tutor, for whom this is a paid activity.

### *Informal education*

According to CEDEFOP, informal education comprises learning resulting from everyday business connected with work, professional, family life or entertainment. It is not organised or structured from the standpoint of the adopted objectives, time spent for it or didactic support. In most cases, the non-formal learning process is a non-intended engagement for a learning person. [2]

According to EUROSTAT, the informal learning process is intentional, but, to a much lower degree organised and structured [...] may include for instance educational events (activities) taking place within the family, in one's work place,

or in everyday life of each person, on the principle of self-reliance that is oriented by the family or the environment. [4]

## Methodology

The basic objective of the work we conducted was to perform a comparative analysis and to identify changes, if any, in education in the non-formal system, in the area of:

- percentage of persons making use of education in this system,
- age of persons being trained,
- educational institutions,
- number of hours dedicated to education,
- reasons to take up education, and
- fields of education.

We compared statistical data gathered and published by Central Statistical Office, based upon surveys conducted in 2006 and in 2011, concerning adult education in Poland [5, 6]. In 2006, the surveys covered persons aged 25-64, and in 2011 – aged 18-69, therefore, in case of the majority of the analysed phenomena, one cannot draw any direct conclusions concerning the tendencies of a given phenomenon.

## Analysis

### *Making use of education systems*

Analysis of the ways education systems were used was aimed at defining the percentage of persons within a community who raise or change their education (receive additional training or change their professional qualifications) in the non-formal system, including taking one's gender into account – Table 1.

**Table 1. Making use of education systems**

	The 2006 survey (25-64)			The 2011 survey (25-64)		
	Total	Men	Women	Total	Men	Women
The study group of people (in thousands)	<b>20 634</b>	10 176	10 458	<b>22 299</b>	11 054	11 245
In this, the person involved (in %):						
- in any form of education	<b>35.8</b>	35.4	36.2	<b>40.0</b>	39.5	40.4
- in formal education	<b>5.5</b>	4.8	6.2	<b>5.4</b>	4.5	6.2
- in non-formal education	<b>18.6</b>	18.2	18.9	<b>21.0</b>	20.6	21.4
- in informal education	<b>25.4</b>	24.8	26.0	<b>29.0</b>	28.3	29.7
Persons not participating in any form of education	<b>64.2</b>	64.6	63.8	<b>60.0</b>	60.5	59.6

Remark: It was possible to take part in more than 1 form of education

*Source: Our own work based upon GUS statistics concerning adult education [5, 6].*

Analysis of the level of participation in education for persons aged 25 – 64 indicates that as compared with the year 2006, in 2011, the coefficient of participation for this age group in any form of education increased by 4.2 percentage points. More and more people tended to take part in non-formal education (increase from 18.6% in 2006 to 21% in 2011) and non-formal (increase from 25.4% in 2006 to 29.0% in 2011).

On the other hand, the coefficient of participation in formal education has almost not changed, which, for the year 2006 was 5.5 %, and for 2011 5.4%. At the same time, all forms of education were participated by more females than males, in case of non-formal education: by 0.7% in 2006, and by 0.8% in 2011

#### *Age of persons being trained in the non-formal system*

Another issue we studied was to define the age structure of professional development trainees in the non-formal system, including, taking the gender into account – Table 2.

**Table 2. Age structure of persons being trained in the non-formal system**

	The 2006 survey (25-64)			The 2011 survey (25-64)		
	Total	Men	Women	Total	Men	Women
Group of persons being trained in the non-formal system (in thousands):	<b>3 838</b>	1 852	1 976	<b>4 683</b>	2 277	2 406
<i>Of which, in the age of (in %):</i>	<b>100.0</b>	100.0	100.0	<b>100.0</b>	100.0	100.0
25-29	<b>21.4</b>	21.7	21.2	<b>19.9</b>	20.1	19.6
30-34	<b>18.5</b>	19.6	17.3	<b>18.3</b>	18.7	17.9
35-39	<b>15.5</b>	16.1	15.0	<b>15.4</b>	15.2	15.5
40-44	<b>13.3</b>	13.2	13.4	<b>13.6</b>	13.5	13.7
45-49	<b>13.8</b>	12.2	15.4	<b>11.0</b>	10.9	11.1
50-54	<b>10.4</b>	9.8	11.0	<b>10.9</b>	10.3	11.5
55-59	<b>5.7</b>	5.7	5.7	<b>8.1</b>	8.5	7.8
60-64	<b>1.3</b>	1.6	1.1	<b>2.8</b>	2.8	2.9

*Source: Our own work based upon GUS statistics concerning adult education [5, 6].*

Analysis of the level of participation in non-formal education according to age indicates that approximately 40% of professional development trainees (39.9% in 2006 and 38.2% in 2011) were persons aged 25-34, and approximately 15% - aged 35-39. The share of persons in older age groups in the total number of professional development trainees gradually falls in both of the analysed years. At the same time, in the 25-39 age group, there occurred more male professional development trainees (57.4% in 2006 and 54,0% in 2011), on the other hand, in the group more than 40 year old – more females (46.5% in 2006 and 47.0% in 2011).

#### *Institutions that conducted educational activities in the non-formal system*

Analysis in this area was aimed at identifying some basic groups of educational institutions in the non-formal system – Table 3.

**Table 3. Institutions that conducted educational activities in the non-formal system**

	The 2006 survey (25-64)	The 2011 survey (18-69)*
	Total	Total
Group of persons being trained in the non-formal system (in thousands):	<b>3 838</b>	<b>4 683</b>
<i>Of which (in %):</i>		
School, university, research institute	12.9	12.7
Centre, company training, training center	50.5	54.7
Commercial institution, for which the training is not the main activity	5.9	6.7
Employer	20.5	14.9
Trade unions	1.9	-
Employers' organizations	-	1.2
Associations, cultural societies, political parties	0.2	1.8
Retailer	2.0	3.7
Nonprofit institution, for which the training is not the main activity	-	1.6
Other	4.6	2.0

\* "No reply / don't know" was not accounted for.

Source: Our own work based upon GUS statistics concerning adult education [5, 6].

Analysis of the level of participation of determined groups of institutions in non-formal education indicates that more than half of total educational activities in the non-formal system were organised by training companies or vocational training centres: 50.5 % in 2006 and 54.7 % in 2011. From the standpoint of frequency of indications, the second group of organisations were employers: 20.5 % in 2006 and 14.9 % in 2011. Schools, universities and research institutes came only third, with indications respectively: 12.9 % in 2006 and 12.7 % in 2011.

#### ***Number of hours dedicated to education in the non-formal system***

Analysis of the number of hours was aimed at defining the average number of hours dedicated to education in the non-formal system, including by males and by females – Table 4.

**Table 4. Number of hours devoted to education in the non-formal system**

	The 2006 survey (25-64)			The 2011 survey (18-69)		
	Total	Men	Women	Total	Men	Women
Group of persons being trained in the non-formal system (in thousands):	<b>3 838</b>	1 852	1 976	<b>4 683</b>	2 277	2 406
<i>Of which (in %):</i>						
1-8	<b>19.4</b>	20.1	18.7	<b>26.9</b>	26.9	27.0
9-24	<b>27.3</b>	28.4	26.3	<b>25.3</b>	25.3	25.3
25-40	<b>16.8</b>	16.6	17.0	<b>13.6</b>	14.8	12.5
41-80	<b>16.6</b>	16.4	16.7	<b>13.8</b>	13.0	14.5
81-160	<b>12.1</b>	10.9	13.3	<b>9.5</b>	9.5	9.5

161-320	<b>5.3</b>	4.8	5.7	<b>4.2</b>	4.3	4.0
321-480	<b>0.8</b>	0.8	0.9	<b>1.6</b>	1.3	2.0
481-640	<b>0.7</b>	0.8	0.7	<b>0.5</b>	-	-
More than 640 hours	<b>0.8</b>	1.1	0.5	<b>1.2</b>	1.0	1.4
Unknown number of hours	<b>0.2</b>	-	-	<b>3.4</b>	3.5	3.2
<b>The average number of hours of study</b>	<b>62</b>	<b>63</b>	<b>61</b>	<b>68</b>	<b>65</b>	<b>72</b>

Source: Our own work based upon GUS statistics concerning adult education [5, 6].

Average number of hours dedicated for educational activity in the non-formal system, was: 62 in 2006 and 68 in 2011. In 2006, variation by gender was low: males – 63, females – 61 hours, on the other hand, in 2011 it significantly increased: males – 65, females – 72 hours. A large proportion of persons participated in educational activities that took up to 24 hours in total: 46.7% in 2006 and 52.2% in 2011. For educational activities that took between 25 and 40 hours dedicated their time: 16.8% in 2006 and 13.6% in 2011, and those that took between 41 and 80 hours respectively: 16.6% and 13.8%. Thus, it can be said that a predominating part of the analysed persons dedicated not more than 40 hours for given educational activity, from which it follows that these activities most probably had nature of short training cycles, aimed at making up for shortages in specific skills.

On the other hand, the share of professional development trainees who dedicated more than 160 hours per year for given educational activity in case of both surveys was low.

#### ***Reasons to take up education in the non-formal system***

Another issue we studied was to identify basic reasons for taking up education in the non-formal system, including by females and by males – Table 5.

**Table 5. Reasons to take up education in the non-formal system**

	The 2006 survey (25-64)			The 2011 survey (18-69)*		
	Total	Men	Women	Total	Men	Women
Group of persons being trained in the non-formal system (in thousands):	<b>3 838</b>	1 852	1 976	<b>4 683</b>	2 277	2 406
<i>Of which (in %):</i>						
Development of professional career	<b>64.0</b>	63.2	64.9	<b>60.4</b>	59.8	61.0
Lower possibility to be made redundant	<b>5.3</b>	6.1	4.6	<b>12.5</b>	13.5	11.4
Higher possibility to get a job	<b>6.1</b>	5.2	7.0	<b>18.7</b>	17.8	19.5
Starting one's own business	<b>1.1</b>	1.0	1.2	<b>3.1</b>	3.2	2.9
Compulsory situation	<b>4.5</b>	5.2	3.7	<b>28.6</b>	30.9	26.4
Possibility to use the accomplished skills in everyday life	<b>5.3</b>	4.9	5.7	<b>22.7</b>	20.3	25.0
Broadening one's own interests	<b>5.3</b>	4.8	5.8	<b>36.6</b>	32.6	40.3
Obtaining a Certificate	<b>5.6</b>	6.8	4.4	<b>17.2</b>	19.7	14.7
Making new acquaintances / for pleasure	<b>0.4</b>	-	0.5	<b>5.2</b>	3.9	6.4
Other	<b>2.4</b>	2.7	2.2	<b>1.1</b>	1.4	0.9

\* More than one indication was possible

Source: Our own work based upon GUS statistics concerning adult education [5, 6].

Definitely the most significant reason behind involving in continuing education was “professional career development” – it was indicated by 64% of professional development trainees in 2006 and 60.4 % in 2011. In 2006, second and third rank was occupied by “higher possibility to get a job” – it was indicated by 6.1 % of professional development trainees, and “Obtaining a Certificate” – 5.6 % of professional development trainees, on the other hand, in 2011 – “broadening one’s own interests” – 36.6 % of professional development trainees and “compulsory situation” – 28.6 % of professional development trainees. In this case, the “compulsory situation” resulted from the impact exerted by employers.

Taking the gender into account, both in 2006 and in 2011 males indicated more frequently such reasons of involving in continuing education as: “Obtaining a Certificate”, “compulsory situation” or “lower possibility to be made redundant”, on the other hand, females indicated: “higher possibility to get a job”, “possibility to use the accomplished skills in everyday life”, and “broadening one’s own interests”.

#### *Fields of education in the non-formal system*

Analysis with this respect was aimed at identifying the basic fields of education selected by in-training education participants in the non-formal system, both connected and not connected with work, including taking the gender into account – Table 6 – the 2006 survey, and Table 7 – the 2011 survey.

**Table 6. Fields of education in the non-formal system – the 2006 survey (25-64)**

	Connected with work			Not connected with work		
	Total	Men	Women	Total	Men	Women
Group of persons being trained in the non-formal system (in thousands):	<b>3 838</b>	1 852	1 976	<b>3 838</b>	1 852	1 976
<i>Of which (in %):</i>	<b>82.8</b>	86.3	79.4	<b>17.2</b>	13.7	20.6
Teacher training, education	<b>9.0</b>	2.8	15.3	<b>4.5</b>	2.4	6.1
Foreign languages	<b>7.0</b>	6.6	7.4	<b>49.5</b>	45.1	51.8
Arts and Humanities, learning about languages and art	<b>1.0</b>	0.8	1.3	<b>3.9</b>	4.7	3.6
Management and Marketing	<b>7.0</b>	7.8	6.1	<b>2.3</b>	2.4	2.4
Social sciences, economics, law	<b>16.3</b>	9.2	23.6	<b>5.8</b>	6.3	5.6
Biological sciences (biology, environmental sciences)	<b>0.9</b>	0.9	1.0	<b>0.9</b>	-	-
Physical sciences	<b>0.4</b>	0.3	0.4	-	-	-
Mathematics, Statistics	<b>0.2</b>	-	0.4	-	-	-
Informatics	<b>3.9</b>	4.5	3.3	<b>4.1</b>	4.7	3.6
Applications of computers	<b>3.3</b>	2.1	4.6	<b>3.8</b>	2.8	4.4
Science, mathematics and computer science including	<b>0.4</b>	0.6	-	-	-	-
Engineering, manufacturing and construction processes	<b>14.4</b>	25.4	3.3	<b>4.7</b>	9.9	1.5
Agriculture and veterinary	<b>3.3</b>	4.9	1.7	<b>2.0</b>	3.6	-
Health, social care	<b>10.5</b>	6.3	14.9	<b>3.6</b>	-	4.9
Services	<b>19.2</b>	23.7	14.8	<b>11.2</b>	13.0	10.0
General Programs	<b>2.4</b>	3.3	1.5	<b>1.7</b>	-	2.2
Unknown	-	-	-	<b>1.2</b>	-	1.7

*Source: Our own work based upon GUS statistics concerning adult education [5].*



**Table 7. Fields of education in the non-formal system – the 2011 survey (18-69) \***

	Connected with work			Not connected with work		
	Total	Men	Women	Total	Men	Women
Group of persons being trained in the non-formal system (in thousands):	<b>4 683</b>	2 277	2 406	<b>4 683</b>	2 277	2 406
<i>Of which (in %):</i>	<b>73.0</b>	77.9	68.2	<b>27.0</b>	22.1	31.8
Personal development (personal skills)	<b>4.8</b>	4.7	5.0	<b>24.3</b>	23.2	25.1
Teacher training and education	<b>7.9</b>	2.7	13.5	<b>1.5</b>	-	-
Science art / fine arts	<b>1.1</b>	-	1.9	<b>4.1</b>	-	4.3
Foreign languages	<b>4.9</b>	5.2	4.7	<b>27.5</b>	21.5	31.5
Humanities	<b>0.7</b>	-	-	-	-	-
Social Science	<b>2.3</b>	1.9	2.8	-	-	-
Business and administration	<b>13.9</b>	7.5	20.8	<b>4.1</b>	-	5.2
Mathematics and statistics	-	-	-	<b>3.0</b>	3.4	-
Law	<b>4.0</b>	2.9	5.3	-	-	-
Informatics	<b>4.4</b>	5.3	3.4	<b>2.2</b>	-	-
Applications of computers	<b>3.7</b>	2.7	4.8	<b>5.3</b>	5.6	5.1
Engineering and Technology Science	<b>7.8</b>	13.3	1.7	<b>2.1</b>	5.0	-
Manufacturing and processing	<b>3.4</b>	4.8	1.8	-	-	-
Architecture and Construction	<b>2.4</b>	4.3	-	<b>1.5</b>	-	-
Agriculture, forestry, fishing	<b>2.7</b>	4.5	-	-	-	-
Health Sciences / Health	<b>7.9</b>	4.2	12.0	<b>3.2</b>	-	3.9
Social welfare / social services	-	-	-	<b>1.2</b>	-	1.9
Services to the public	<b>3.0</b>	2.5	3.5	<b>4.1</b>	-	4.7
Transport Services	<b>4.8</b>	8.4	-	<b>6.8</b>	11.6	3.5
Environmental protection	<b>0.6</b>	1.0	-	-	-	-
Protection and Security	<b>16.8</b>	20.9	12.2	<b>1.6</b>	-	-

\* More than one indication was possible

Source: Our own work based upon GUS statistics concerning adult education [6].

It follows from the analysis of 2006 and 2011 surveys that the subject matter of non-formal education was primarily connected with the performed work: in 2006 – 82.8 %, in 2011 – 73.0 % of persons taking up continuing education.

In 2006, among training programmes connected with work, most frequently selected were training programmes concerning: services (19.2% in total, majority: males – 23.7%), social sciences, economics and law (16.3% in total, majority: females – 23.6%), engineering, manufacturing processes and the building trade (14.4% in total, majority: males – 25.4%) and health and social care (10.5% in total, majority: females – 14.9%). Highly specialised training programmes were selected much less frequently. On the other hand, among training programmes not connected with work, foreign language courses predominated (49.5% in total, majority: females – 51.8%) and services (11.2% in total, majority: males – 13.0%). In 2011, among training programmes connected with work, most frequently, security and safety training programmes were selected (16.8% in total, majority: males – 20,9%) and business and administration (13.9% in total, majority: females

– 20.8%). On the other hand, among training programmes not connected with work, just as in 2006 foreign language courses predominated (27.5% in total, majority: females – 31.5%) and courses aimed at developing personal skills, the so called personal development courses (24.3% in total, majority: females – 25.1%).

## Summary

According to the research that was conducted in 2009, the highest coefficient of the share of adults in non-formal education was observed in Sweden (69.4%), Finland (51.2%), Norway (50.6%) and Denmark (43.1%). On the other hand, the lowest: in Romania (4.7%), in Hungary (6.8%) and in Turkey (12.8%). For Poland, the coefficient was 18.6%, with the average value for Europe being 31.5%. [3]

The basic objective of the work we conducted was to perform comparative analysis and to identify changes, if any, in education in the non-formal system in Poland, in years 2006 and 2011.

We observed that non-formal education is participated by a growing number of persons (increase from 18.6% in 2006 up to 21% in 2011), but still this coefficient is below average for the European countries. The share of persons from older age groups in the total number of professional development trainees gradually falls in both analysed years, the most, i.e. approximately 40% of professional development trainees are aged 25-34. More than the half of all educational activities in the non-formal system is organised by educational centres, training companies or vocational training centres: 50.5 % in 2006 and 54.7 % in 2011. On the other hand, schools, universities and research institutes have a lot of catching up to do with this respect. For educational activities in-training education, participants dedicate not more than 40 hours, from which it follows that these activities have the nature of courses aimed at making up for shortages in specific skills. For more than 60% of the analysed persons, the most significant reason to take up continuing education is professional career development; therefore, in the area of non-formal education fields, the most frequent are those that are primarily connected with the performed work.

From the standpoint of the need to increase educational activities among adults, at least to the average European values, including, in particular, in the area of non-formal education, it is necessary to increase the awareness of benefits that flow from continuing education, both for employees and employers. It would be good at least to develop some co-financing programmes for continuing education using various sources, including public funds and employers' funds.

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#### MIEJSCE KSZTAŁCENIA POZAFORMALNEGO W BUDOWANIU KARIERY

**Streszczenie:** Kształcenie pozaformalne, podejmowane w ciągu całego życia zawodowego, jest jednym z podstawowych sposobów budowania kariery indywidualnej, a także istotnym czynnikiem poprawy jakości zasobów ludzkich w ogóle, warunkującym coraz silniej rozwój państw, zwłaszcza w warunkach gospodarki globalnej. Zasadniczym celem przeprowadzonych badań było dokonanie analizy porównawczej i zidentyfikowanie ewentualnych zmian, dotyczących kształcenia w systemie pozaformalnym w Polsce w latach 2006 i 2011, w zakresie: odsetka osób korzystających z kształcenia w tym systemie, wieku osób kształcących się, instytucji prowadzących działania edukacyjne, liczby godzin przeznaczonych na kształcenie, powodów podejmowania kształcenia oraz dziedzin kształcenia.

**Słowa kluczowe:** kształcenie pozaformalne, zarządzanie karierą zawodową

#### 非正规教育事业建设进程中的地位

**摘要:** 非正规教育占去了整个职业生涯都是素质的的基本方法之一，一般情况下，生成的个人职业生涯，以及人力资源提高的重要因素施加后发展的国家，特别是素质的在全球经济条件日益增加的影响。我们进行的工作的基本目标是要执行的比较分析和确定更改，如果任何地区的在 2006 年和 2011 年，在波兰的非正规制度教育：比例的人利用此系统中的教育、年龄的人正在接受培训、教育机构、小时数致力于教育，并采取了教育和教育领域的原。

**关键字:** 非正规教育、职业生涯管理。