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**THE ROLE OF EDUCATIONAL FACTOR IN MINIMIZATION OF  
SOCIAL RISKS OF ELDERLY**

*Nadruga Vasyl Ivanovych*

*PhD in State Management, Associate Professor, Leading Researcher*

*Institute of Demography and Social Studies,*

*National Academy of Science of Ukraine, Ukraine*

*The article deals with analysis of the impact of education level on the competitiveness of older workers in the labor market of Ukraine. It has been noted that there is a direct correlation between duration of education and probability to continue professional activity in older age. The results of the survey «Older men and women in Ukraine: quality of life and social well-being» have proved that more favorable conditions of employment and higher wages help to attract elderly people with high level of education to the economically active population. Today in Ukraine, as in the most developed countries, changes in age-specific profiles of labor occur by reducing the proportion of younger and middle-aged people. Therefore the implementation of lifelong learning programs in Ukraine should start with promotion of their measures among the people of older, pre-retirement and retirement employment age.*

**Keywords:** *education level, employment, aging population, economic activity, human capital.*

**Introduction.** Today almost all developed countries admit that one of the major tasks the aging process puts to societies, is the task of building of system of vocational education which is adequate to the new demographic realities. Any activity aimed at changing of person's attitudes and behavior by means of the transfer of new knowledge and skills, is treated as educational. Cyclical economic development and economic crisis actualize the question of finding ways to ensure effective employment in the country and reduce the discrepancy of structural characteristics of demand and labor supply. Currently, consideration of changes in the economic environment of the state in the construction of state employment policy and education policy is a necessary precondition to reduce the structural imbalance in the labor market. Human capital theory confirms that all the effort expended in the past, will be commended in the future, at least, gaining more freedom of choice and improving life chances. Support of high educational and qualification level of employees throughout their lives is a guarantee that having crossed the limit of older age, they will be still

competitive in the labor market. It will allow them to remain economically active and maintain a decent level of self-sufficiency.

**Analysis of recent researches and publications.** Libanova E. investigating demographic shifts for 22 years of independence of Ukraine states: the lack of typical for this period fundamental change of mode mortality which was observed in the most Eastern European countries; forming of large-scale migration outflow of population which is fairly significant for demographic development of the country; rapid demographic aging; depopulation; formation of territorial demographic degradation. In her opinion in the visible future the further aging and population decline of Ukraine is likely to occur [1].

Shevchuk Mr. says that the negative effects of projected population decline of Ukraine are intensified because of its expected aging. It should be taken into consideration in the process of development of socio-economic, demographic policy, labor market policy and generally in the development of any government strategies (at the national and regional levels). Increasing of demo-economic load will require highly productive work, effective use of new technologies. Enhancing of educational level and qualification of population is determinative, because only highly skilled workers are able to create high-tech products, to ensure sustainable development of the national economy [2].

Melnychuk D. emphasizes that the current situation in Ukraine can be qualified as an acute demographic crisis. It is a deep disproportionate reproduction rate of the population aged over 60 years. Ukraine is among the oldest thirty countries of the world. Demographic aging in Ukraine occurs both thanks to progress in lengthening of life expectancy, which according to European standards has always been short, and in the result of catastrophic decline in fertility on the background of worsening of reproductive health of citizens and their emigration [3].

**Previously unsettled problem constituent.** The population of Ukraine receives education mainly through initial training and stops studying very soon. So, workers who do not have sufficient education and training make up a significant portion of labor potential of Ukraine. They perform work that does not require high educational level, mainly in the industrial manufacturing and service sectors, where the usual amount of material goods is got at the expense of routine work. The cost of routine work is reduced under the influence of scientific and technological progress. This makes it necessary to supplement the traditional approach to the study of educational function which is associated with the assessment of instant balancing demand and labor supply in the labor market, approaches that aim to ensure coordination of the economic interests of a person throughout life.

**Main purpose of the article.** The representatives of different generations, social classes, groups, characterized by social experience, skills and knowledge interact within the Institute of Education with the purpose of self-development and self-

fulfillment. The purpose of the article is to analyze the peculiarities of the educational factor impact on social risks of older people in the context of the Concept of Continuing Education.

**Results and discussions.** Despite the existence of significant obstacles as to the participation of older workers in economic life, most governments continue to consider these people as a promising source of replenishment of the labor force in terms of its growing deficit. The implementation of the Concept of lifelong learning has become one of the most important areas of special social policy which is aimed at the strengthening of the social and economic role of the elderly. Lifelong learning is a «continuous, voluntary and self-motivated obtaining of knowledge by person, motivated by personal or professional reasons» [4; 5].

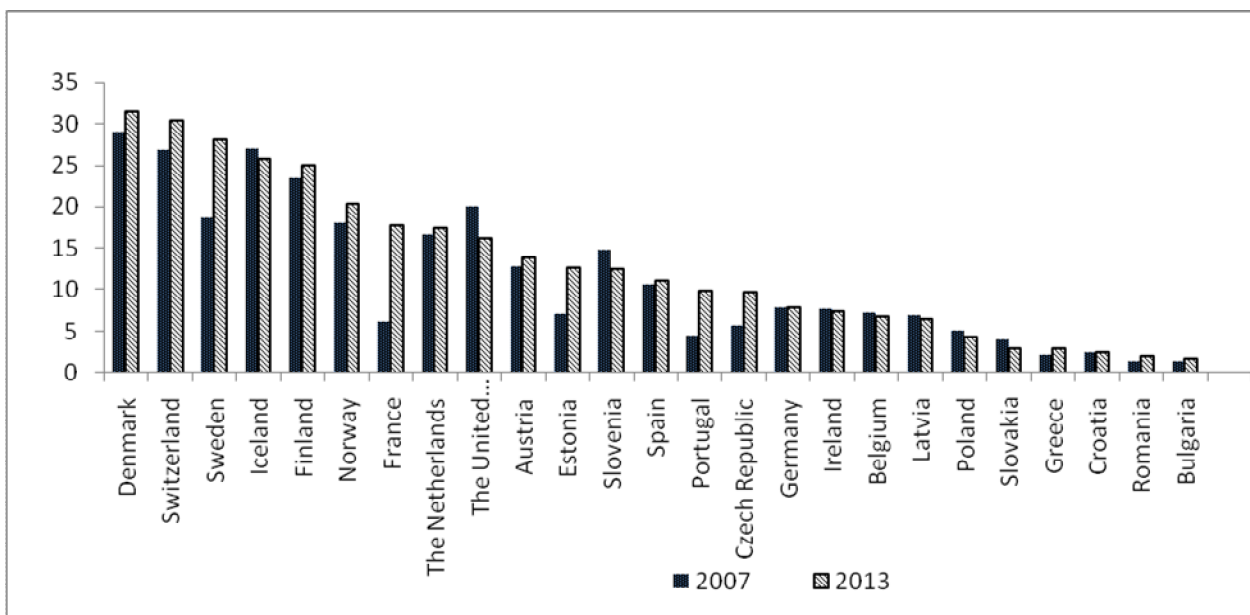
Recent studies have confirmed the positive impact of implementation of the concept of lifelong learning on the professional competitiveness of older people. They have also revealed the interdependence between additional years of study and life expectancy including healthy life expectancy [6]. The importance of implementation of lifelong learning programs is indicated in the Madrid International Plan of Action on aging [7].

The results of the survey «Older men and women in Ukraine: quality of life and social well-being» show that in 2013 more than half (51.6%) of the respondents with higher education or research degree indicated that after their retirement they would continue to work or they were still working, among the specialists with specialized secondary or incomplete higher education there were 45.6%, vocational – 37.2% (and those who at the time of the survey worked, only 8.8% as opposed to 17,3% of working pensioners with higher education or research degree). The smallest number of working pensioners was among the people with secondary education or lower (4.2%), but little more than every fourth person of them (28.8%) continued to work after retirement. It is important to note that more favorable conditions of employment and higher wages for elderly people with high level of education than for their less educated peers help to attract elderly people with higher education to the economically active population.

An interesting fact is that despite an internationally recognized importance of implementation of the concept of lifelong learning, the level of coverage of the adult population by the education system in Europe varies depending on the country: for example, in Denmark or Switzerland in 2013 such kind of education covered slightly less than a third of the population aged 25 to 64 years, in Slovakia, Greece and Croatia in the same period, there were less than 3%, Bulgaria – 1.7% (Fig. 1). It should also be noted that the level of coverage of adult by education in almost all European countries shows growth from 2003 to 2013. The fall of this indicator in some countries (Belgium, United Kingdom, Iceland, Slovenia) in the past 5 years is because of the fact that the peak of implementation of education programs for adults

was at the beginning of the 2000s, and by that time they had covered a significant portion of population (in the UK in 2003 more than one in four, in Iceland every third or fourth).

In this period some countries accentuated their education policies on education of older and oldest age workers. For example, in France, the level of participation of the population aged 45 to 54 years in educational and professional programs increased from 4.6% in 2005 to 16.6% in 2013; population aged 55 to 64 years – from 1.7% to 11.8% in the same period. In Sweden, these figures were in 2013 at 25.8 % and 19.9%, respectively (compared with 15.7 and 10.9% in 2005) [8].



**Fig. 1. The coverage of the population aged 25 to 64 years by lifelong learning system in some countries of the European Union in 2007 and 2013**

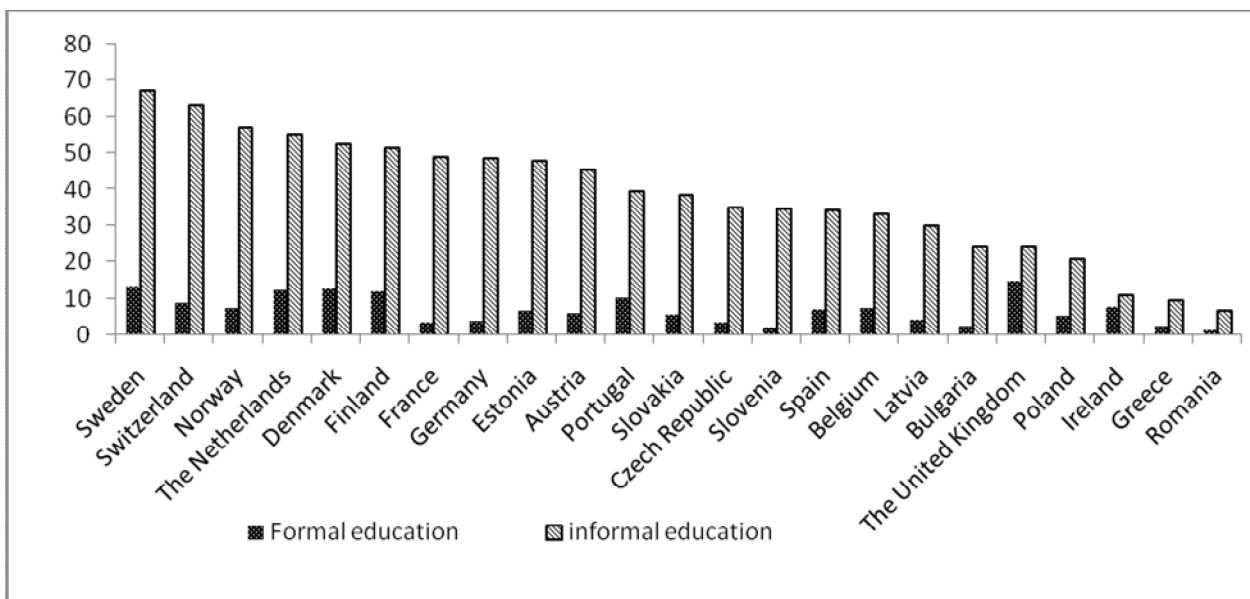
*Source:* [8].

The development of lifelong education and learning system has been defined as one of the priorities of the current National Doctrine of Education in Ukraine [9]. The main goals, objectives and principles, advantages and problems of implementation of such education in Ukraine have been determined in the developed concept of lifelong education system [10].

Meanwhile, before the introduction of lifelong learning system it is necessary to solve the following urgent issues: the development of evaluation models and criteria for recognition of prior learning results; improvement of the National Qualifications Framework; establishment of criteria and mechanisms for recognition of the results of non-formal education, including practical professional activity; definition of basic skills and key competencies for members of the certain professions in accordance with the international standards; training of specialists for implementation the system

of lifelong learning (competent teachers for work with adults and older people, specialists in scientific and analytical providing of the educational process and management of it) [11].

Figure 2 shows that, in the EU lifelong learning programs are implemented mainly by involving employees in non-formal education (it usually includes professional and any other learning activities outside the formal education): on average in the EU (EU 28) in 2011 coverage of adults by informal education prevailed above the formal education almost 6 times [8].



**Fig. 2. The level of coverage of formal and informal education in some countries of the European Union in 2011**

*Source:* [8].

It should be noted that among the educational and training programs, the programs which are aimed at training of employees who are unemployed at the time of passage of training dominate. In 2011 in the EU among employed workers in the formal and non-formal educational almost every second was involved (48.6%), in some countries (Denmark, the Netherlands, Finland, Sweden, Norway, Switzerland) – two-thirds of employees participated in these programs. Approximately in a quarter of cases (27.5% on average in 28 EU countries) in 2011 staff training (related to professional activities) was at the expense of employers. In the Nordic countries last ones paid about half the cost of professional education and training programs [8].

Among unemployed people in the most EU countries the level of participation in formal and non-formal education (cumulatively) in 2011 was significantly lower (26.9%) than among employees in the same year, but in such countries as Denmark, Luxembourg, Sweden, Norway, Switzerland every second unemployed participated in educational programs. In contrast, the smallest part of the unemployed who were

trained in 2011 was in some Eastern European countries (5.3% in Bulgaria, 6.9% in Romania, 8.4% in Serbia, 10% in Greece, 11.1% in Lithuania). Every fifth (19.6%) economically inactive persons joined various training programs. The most of them – 47.5% in 2011 was in Sweden, the least – in Romania (2%).

For comparison, in Ukraine in 2013 1020.9 thousand people improved their qualification, while 196,9 thousand people were taught new occupations (9.9% and 1.9% accounting number of staff employees respectively). The vast majority of employees, who were trained new occupations (72.8%), received training in factories, a little more than every fourth person (27.2%) – in schools. The main focus of study was retraining, in 2013 71.1% of workers were retrained. At the same time, advanced training occurred both in manufacturing (45.7%) and in education institutions (54.3%). Almost half (47.5%) of employees who were trained in 2013, were professionals and specialists and in such fields of employment as health and education there were 94% and 89.7%, respectively [12]. This proves that while in developed countries private employers make significant investments in human capital, in Ukraine the outdated and too formalized system of Postgraduate Education and Health, which was built up during the Soviet era, plays the largest role in adult education.

Regarding the education of elderly, it should be noted that only less than every fifth elderly (18.4%) in Ukraine knows about the University of the Third Age. This is a little more than the average for the EU (28 countries) share of persons aged 55 – 64 years who were in 2011 aware of any possibility of formal and informal learning in the country. However, in the countries with the highest level of public participation in lifelong learning programs the share of such persons much dominated the EU average, which was in 2011 16.8%. For example in Denmark and Luxembourg almost every third person aged 55 – 64 years had information about the programs for adult education, in the UK in 2011 there was 64.5% of elderly. Absolutely in all European countries the level of awareness of elderly on these issues is significantly lower than the corresponding figure for people from other age groups. On the one hand, older generations in the heyday of their career were less involved in lifelong learning programs, which were widely spread mainly in the last 10 – 15 years. Since most countries in the development of strategies of lifelong learning did not fully take into account the needs of elderly workers, most of them have not been involved into the programs over their entire working life. On the other hand, older people will reveal less willing to participate in such programs than their younger fellow citizens: among people aged 25 – 34 years who did not participate in educational programs, the main reason for this was the lack of desire in 76.6% of people, the corresponding group of 55 – 64 year olds remained inactive in 2011 due to the lack of interest – 90.2%.

In Ukraine among the respondents of survey "Older men and women in Ukraine: quality of life and social well-being" only 17.1% (18% of men and 16.9% women) expressed the desire to gain knowledge within the training programs for the elderly, 69, 2% did not intend to join them, 13% were undecided on the issue, and only 0.7% were trained by such programs at the time of the survey or before. Thus, the implementation of lifelong learning programs in Ukraine should start with promotion of their measures among the people of older, pre-retirement and retirement employment age.

**Conclusions and further researches directions.** Among the main changes in the development of the national system of education during the transformation period it is necessary to highlight as absolutely positive – trends of overcoming excessive bureaucratization and nationalization of education, steps towards integration of the national education system in the international educational community, expansion of choices and options of place of getting education etc. – and controversial and negative – worsening problems of access of diverse population to qualitative education, anomalous propagation effects of transformations (institutional traps) in the educational field, “stagnation” of continuous processes of adult education. The spread of traditions of self education, formation of individual’s need for learning and ability for it are very important in the context of lifelong learning. Despite the importance of formal education institutions, their role is getting limited. In today's dynamic conditions the most productive and promising is “teaching learning process” and the main key skill is the ability of an individual to search for new knowledge and develop new competencies without support of formal education.

Currently in Ukraine, as well as in developed countries, changes in age-specific profiles of labor occur by reducing the proportion of younger and middle age people. Thus, saving and increased productivity at the national level will require significant capital investments in improving the quality of human capital.

Promising research directions may be justification of the new evaluation criteria of lifelong learning efficiency (transfer of accents on assessing the degree of assimilation of knowledge to assess the degree of change in the quality of own person’s abilities).

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**РОЛЬ ОСВІТНЬОГО ФАКТОРА У МІНІМІЗАЦІЇ  
СОЦІАЛЬНИХ РИЗИКІВ ОСІБ ЛІТНЬОГО ВІКУ**

**Надрага Василь Іванович**

*кандидат наук з державного управління, доцент провідний науковий співробітник  
Інституту демографії та соціальних досліджень НАН України, Україна*

*В статті проведено аналіз впливу рівня освіти на конкурентоспроможність осіб старшого віку на ринку праці України. Зазначено, що існує пряма залежність між тривалістю періоду отримання освіти та ймовірністю продовжувати професійну діяльність у старшому віці. Як засвідчують результати опитування «Літні чоловіки та жінки в Україні: умови життя та соціальне самопочуття», залученню літніх осіб з високим рівнем освіти до економічно активного населення сприяють більш сприятливі умови їх зайнятості та вищий рівень оплати праці. Сьогодні в Україні, як і в більшості розвинених країн, зміни у повікових профілях робочої сили відбуваються за рахунок зменшення частки осіб молодшого і середнього віку і тому реалізація програм навчання протягом життя в Україні має починатися з популяризації їх заходів серед осіб старшого трудового, передпенсійного та пенсійного віку.*

**Ключові слова:** *рівень освіти, зайнятість, старіння населення, економічна активність, людський капітал.*

**РОЛЬ ОБРАЗОВАТЕЛЬНОГО ФАКТОРА В МИНИМИЗАЦИИ  
СОЦИАЛЬНЫХ РИСКОВ ЛИЦ СТАРШЕГО ВОЗРАСТА**

**Надрага Василий Иванович**

*кандидат наук государственного управления, доцент, ведущий научный сотрудник  
Института демографии и социальных исследований НАН Украины, Украина*

*В статье проведен анализ влияния уровня образования на конкурентоспособность лиц старшего возраста на рынке труда Украины. Отмечается, что существует прямая зависимость между продолжительностью периода получения образования и вероятностью продолжать профессиональную деятельность в старшем возрасте. Как свидетельствуют результаты опроса «Пожилые мужчины и женщины в Украине: условия жизни и социальное самочувствие», привлечению пожилых людей с высоким уровнем образования к экономически активному населению содействуют более благоприятные условия их занятости и больший уровень оплаты труда. Сегодня в Украине, как и в большинстве развитых стран, изменения в возрастных профилях рабочей силы происходят за счет уменьшения части лиц младшего и среднего возраста и поэтому реализация программ обучения на протяжении жизни в Украине должна начинаться с популяризации соответствующих мероприятий среди лиц старшего трудового, пенсионного и предпенсионного возраста.*

**Ключевые слова:** *уровень образования, занятость, старение населения, экономическая активность, человеческий капитал.*