APPLICATION OF PUBLIC ADMINISTRATION MECHANISMS FOR THE DEVELOPMENT OF THE EDUCATIONAL POTENTIAL OF ELDERLY CITIZENS IN THE FOREIGN AND RUSSIAN EXPERIENCE

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Abstract

The purpose of the study is to substantiate the mechanisms of public administration, the use of which is necessary for the development of the educational potential of elderly citizens. The authors apply theoretical and comparative analysis of the experience of different countries using such types of mechanisms of public administration as legal, organizational and social, necessary to create conditions for the development of educational potential (as an element of human capital) of elderly citizens. The result of the study is to identify the need for a comprehensive application of the legal, organizational and social mechanism, as well as public-private partnership by public authorities. Scientific novelty consists in the substantiation of characteristics peculiar to different types of public administration mechanisms. Also, the scientific novelty of the study is to prove that the social mechanism affects not only the educational potential of older citizens, but also the worldview of public servants who develop laws, strategies under the influence of specific ideas and values. The result of the impact of the social mechanism should be the formation of new ideas in society and new types of behavior of both elderly citizens in education and representatives of public administration. Ideas about the need to develop the educational potential of older citizens, based on the best international experience, are reflected in official documents, in the availability of different types of programs, in creating conditions for the development of new life knowledge and skills, in obtaining new professions or continuing successful work.

1 INTRODUCTION

Today in Russia, as in many other countries, there is an understanding of the need to create conditions for the development of the educational potential of elderly citizens, which is necessary for both socially active and happy life, and for further working.

The educational potential of citizens is considered in the article as one of the elements of human capital, the ideas of which are successfully implemented in the twenty-first century. Overcoming various negative stereotypes, society and public administration bodies gradually come to the realization that even after retirement people can develop human capital, an integral element of which is educational potential. But in addition to the desire of citizens, institutional conditions must be created in the state, and largely through the use of public administration mechanisms. These mechanisms include regulatory, organizational, social, public-private partnership.

2 METHODOLOGY

The success of these mechanisms is ensured only with a comprehensive, interdisciplinary approach to the study of the educational potential of elderly citizens. The development of human capital of such citizens requires the use of achievements of different sciences: pedagogy, psychology, management, law. Comparative analysis of the experience of different countries reveals the successful application of public administration mechanisms for the development of the educational potential of elderly citizens.

New ideas about the educational potential of elderly citizens as an integral element of human capital are reflected in the works of representatives of different sciences: sociologists, teachers, psychologists, managers. So, A. M. Milina, a representative of education, rightly points out that the value of this type of adult education as additional professional enhanced in the modern society [1].

New ideas about the educational potential of the elderly are also reflected in gerontogene as a philosophy of life and human aging, which uses a historical-cultural approach [2].

In almost all countries, initially the education of people in old age was considered as a means of personal development, training some psychological qualities to adapt to different living conditions and the development of new social roles. Gradually, in many countries, under the influence of the scientific
community and social practice ideas about human capital, which is created in the creative process and is a human belonging, began to be developed. In the scientific minds the idea appeared that the activities of people in which they produce their capital, is due to their own social qualities, and the development of these qualities is the enrichment of the person, his human abilities [3]. And over the past fifty years, the understanding of human capital and its importance has been expanded and refined, including through the justification of the concept of the competence. Within the framework of this concept, the competence is considered by researchers as a ratio of resources accumulated by a person during life, with the requirements of the surrounding reality. Currently, on the basis of these theoretical ideas, the concept of active socialization of elderly is being formed, which implies their participation in the public life of the state and ensures their social integration into public life [4].

3 RESULTS

In many countries, adopted laws regulate the provision of educational services for elderly citizens recognizing their usefulness. In Germany, additional education for people between the ages of 50 and 74 is officially recognized and encouraged. The right to education of elderly citizens is established by the Constitution of Germany, which establishes this right for people of all ages [5]. On the basis of the German Constitution, more specific and detailed land laws are being drafted and adopted: in Bavaria, the "Law on the promotion of adult education" (Gesetz zur Förderung der Erwachsenenbildung, 1974), in Lower Saxony, the "Law on the promotion of adult education" (Bekanntmachung der Neufassung des Gesetzes zur Förderung der Erwachsenenbildung, 1984), in Saxony-Anhalt " the Law on the promotion of adult education (Gesetz zur Förderung Forderung der erwachsenenbildung, 1992), etc. The scientific community adopted the Hamburg Declaration on adult education (1997), which publicly recognized the exceptional importance of the integration of the elderly into the modern educational space [6].

In the Czech Republic, the "people's program for the development of education in the Czech Republic (White paper)" was adopted by the Czech government on February, 7, 2001. This document covered the development of adult vocational education [7].

The idea of integrating elderly into modern life and into the educational space was developed in the Madrid International Plan of Action on Ageing, adopted in 2002 as the implementation of state programs, and the support of public administration bodies for elder citizens who could be engaged in lifelong education [8]. In Spain, there is a differentiated approach to the education of elder citizens.

A comparative analysis of the positive experience of different countries in the use of public administration mechanisms reveals the problems and shows specific achievements. The study of the application of the regulatory mechanism in Russia for the development of the educational potential of elder citizens leads to the following conclusion. The Constitution of the Russian Federation, as well as the constitutions of many European countries, declares that state support for elder citizens is provided, equal access to basic and additional educational programs is also provided [9]. The Federal law "On education in the Russian Federation" establishes that elder citizens have the right to be included in the educational process and receive education throughout their lives [10].

The active application of the institutional mechanism has enabled many countries to create conditions and infrastructure for the implementation of additional education for elderly. Many European countries are members of the Organization for Economic Co-operation and Development's international program for the assessment of skills and competencies of adults of working age. The Russian Federation has also been participating in this international program since 2013. Within this program the level of information competencies of the Russian population. Similar programs were implemented on a large scale in Poland in 2005-2006. In Russia, the ideas of the Madrid International Plan were spread. A Strategy for Action in the interests of elder citizens in the Russian Federation until 2025 has been developed and adopted [11], and a Federal project "Elder generation" is being implemented.

The achievements of many European countries in the application of the institutional mechanism include the establishment of institutions called "Universities of the 3rd Age". This type of institution provides educational services for people who are planning to retire or have already retired [4]. Thus, the universities of Poland have developed and implemented training programs for the elderly [13]. Such universities are widespread not only in Europe, but also in America, where more than 2,200,000 people participate in various forms of training programs of third-age universities [14]. This form of education for elder citizens has also spread to some Asian countries. South Korea officially registered 426 academies, which are attended by more than 41 thousand people over the age of 60 years [15]. There are about 5,000 third-age universities in China, where students are about 1 million people over the age of 60 [16].
At the same time, the most popular universities are those institutions that apply the strategy of integrating elderly into groups of students of different ages. In France, there is a cultural center of the University of Toulouse, which is open to young and elder students who are over 70 years.

The study of the best practices of foreign countries reveals the use of such a mechanism of public administration as public-private partnership. For example, in Denmark and Sweden there are special universities for pensioners, whose funding is provided by individuals, public organizations, state and municipal funds. In the Netherlands, many training organizations cooperate with enterprises and services in the implementation of the project "Pension in the Future" [13].

The biggest challenge in the application is a social movement. Its impact involves the formation of new ideas in society and new types of behavior of both elderly citizens and representatives of public administration. Of course, there are difficulties in forming new ideas of society about the educational potential of elder citizens. Even in Germany, which has overtaken other countries in creating conditions for the quality of life of elder citizens in general, there are negative stereotypes in assessing the educational potential of this category. For example, for 55-year-old German citizens of pre-retirement and retirement age, as a rule, only temporary employment services in public works or trainings are offered in order to teach the applicant how to find a job. Much less for this category of public administration bodies provide services for retraining, advanced training, as well as the creation of own business. These services promote an increase of professional mobility of elderly citizens [17].

Until now, the public authorities of the Russian Federation have mainly applied regulatory and organizational mechanisms for additional education of elderly citizens, but poorly taken into account the influence of the social mechanism (the formation of new ideas, stereotypes, values).

That is why such document as the decree No 35 of the Government of the Russian Federation on January 25, 2019 is interesting for the analysis of the complex application of public administration mechanisms aimed at the development of additional education of elderly citizens. The text of this document reflects the accumulated Russian and foreign experience in the complex application of public administration mechanisms. This act establishes the rules for granting subsidies from the federal budget to non-profit organizations for the implementation of measures for the organization of vocational training and additional professional education of persons of pre-retirement age. It is envisaged that the recipient of subsidies should be a non-profit organization established in such an organizational and legal form as the "Union". The purpose of such an organization should be the development of professional education in accordance with World Skills standards, as well as providing the economy of the Russian Federation with highly qualified personnel. At the same time, the most promising and popular professions and specialties in the system of secondary vocational education are selected for the implementation of additional professional education of elderly citizens. During 2019 - 2024, non-profit organizations can receive subsidies. Every year it is planned to send 25 thousand citizens for vocational training and additional professional education.

Such rules, which are mandatory in the implementation of programs of vocational training and additional professional education of people of pre-retirement age as the formation of individual recommendations in accordance with their professional competencies, the use of distance learning, deserve approval. To motivate students over the age of 50, it is planned to hold professional skills championships "Skills of the Wise". Of course, only the implementation of this resolution will make it possible to objectively assess how correct the choice of management mechanisms was and what the effectiveness of their application was. But there is already a certain breakthrough in the stereotypes of public authorities. It is possible that this is the beginning of the formation in the formation of a new type of behavioral strategies, which develops in different age communities and is based on overcoming the boundaries and barriers prescribed by age, in a diverse range of activities and interactions [18].

4 CONCLUSION

The experience of foreign countries and Russia confirms the possibility of developing the educational potential of elderly citizens through the use of public administration mechanisms. Such mechanisms of public administration as legal and organizational ones are most actively used. The result of their application is the development of educational programs, a gradual increase in the number of universities of the third age, schools for the elderly.

But due to the influence of stereotypes about the interests and opportunities of elder citizens, the content of educational programs is usually very limited (psychological, medical, information technology training). At the same time, the interests and opportunities of such citizens are much wider, including those of
interest and vital need for additional professional education programs, training in which gives or a new profession, or a successful career in the mastered profession. For the development of the content of educational services of additional education, according to the authors, it is necessary to actively use all the mechanisms of the public administration, especially the social mechanism, aimed at changing the stereotypes of public opinion and representatives of the public administration. A differentiated approach is needed in the development of the content of additional education services offered to different categories of elderly citizens, as well as a constant international exchange of experience.

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REFERENCES


