Corporate Education Abroad: Social and Philosophical Analysis

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ABSTRACT

The paper analyzes the topic pushed in the Article Corporate Education in Russia, that was published in the previous issue, that is urgent because by 2010 the number of corporate universities in some Western countries, including the USA, exceeded the number of traditional higher education institutions in spite of the fact that effective operation of such higher education institution demands considerable expenses (about 1-1.5% of the organization turnover). The corporate education becomes one of the most economically advantageous directions/vectors of development of the educational system in the conditions of its globalization. The authors of the paper analyze organizational forms where corporate education was developed abroad at the beginning of the XXI century, and also its interrelation with other organizational forms of challenging educational interactions. Special attention is paid to mutual integration of electronic and corporate training. The authors consider that information and communication technologies are basic for development of corporate education. However, they should be not overestimated as there are some non-formalized things in corporate training/education. The authors also formulate the second thesis in this line of research. Current experience says that the problems concerning corporate education at the regional and global levels of its formation and development are intercrossed in many respects. And these cross points demand active philosophical reflection similarly useful to Russian and international experience of the global educational system formation.

Keywords: Education, Corporate Education, Information and Communication Technologies, Electronic Training, Corporate Training Abroad
JEL Classifications: I21, I23, I29

1. INTRODUCTION

Genesis and evolution of the current stage of development of the world community, namely, the Information Society (IS) demand systemic use of information and communication technologies (ICT) in all spheres of human life and activities, especially in education. This fact is caused by the whole set of conditions:

The process of introduction of ICT into education practices significantly influences the system of transfer of expertise, knowledge and skills and also technological and social experience on the reproduction of human capital assets gained in each society not only "from generation to generation" but also from one individual to another.

Now the matter concerns EdICT of the beginning of the second decade of the XXI century. Being considerably increased,

qualitative indicators of training and education give in general a chance to each person in the world educational system to pass over stages of adaptation to the world around and its continuous social transformations in more positive and effective manner. It gives an opportunity to each person to get knowledge necessary for him as a generalized condition of own reproduction, firstly, and self-identification, secondly.

The process of initiative and effective use of these technologies in education expresses one of the main factors of its development that fully meets the requirements of the IS.

The essence, structure, contents, and also urgent need of the introduction of ICT into the educational system development were designated by internationally recognized experts even more than 10 years ago in "The world report on communication and information 2012-2020" issued under the auspices of the UNESCO and represented to the world by the news TV and

radio agency "Business-Press." This document notes that new technologies have to contribute to the creation of the best world where each person will stand to benefit from the achievements of education, science, culture and communication. ICT make the most significant and positive impact on education as they offer opportunities for absolutely new methods of teaching.

The goal of this paper is to analyze foreign experience of the formation of corporate education. The peculiarity of the undertaken analysis is that a range of problems closed to examination of the questions concerning corporate education is considered. The views of various scientists and experts of Europe, the USA, Canada and other countries are analyzed in chronological framework that is the period from 2009 to 2014 (synthesis of experience is conducted in ascending order).

2. METHODOLOGY OF RESEARCH

Of course, except these works there is a huge data base on the specified research problem (Table 1). These works are chosen because they retrospectively reflected the process of the formation and generation of the views and approaches to corporate education.

3. RESULTS

So, according to the chosen tabular form we will consider the specified western scientists and experts on corporate education and try to draw some conclusions.

On 16 August 2009 the American scientist and expert in the field of sociological researches in education from Atlanta Gerbasi

Table 1: Summary table on the views of scientists of foreign countries of a problem of corporate education

Time period	Persons	Country	Work
2009			
27.05.2009	Hudson H.	USA	General access: What electronic norms learned us. The report presented at conference of the International Association of Communications
16.08.2009	Gerbasi Al.	USA	Status contingent diffusion theory: Implementation of internet distance learning in higher education institutions
27.05.2010	Langhorne A.	USA	Student perceptions of peer-to-peer and instructor-student communication in an E-learning environment
21.10.2010	R. De Silva	Canada	Approaches to consideration of the creation of professional training programs based on AE: Experience of Sri Lanka
2011			
2011	Zussman St.	New Zealand	Online-pedagogics: New strategy in distance education
	Burroughs N.	Mexico	Maverick teaching: Confronting conventional distance education teaching by blazing new trails in collaboration with nontraditional college students
2012			
18.02.2012	Sh. Kostigan, U. Gizel	USA	Use of E-learning for cooperative safety
	Sadler D.	USA	Simulations and E-learning in international relations
16.06.2012	T. Karasik, A. Henning	USA	Use of E-learning in training in comparative foreign policy through national borders
	Olaniran Bolanle	Germany	Problems of using E-learning in less developed countries
05.07.2012	J. Adams	Germany	Lessons of the first 50 years of corporate education
	Robinson E., R. Stull	USA	Student interests in online and distance education
2012	Jacobson J., Jacobson J., Pattillo J., Barber S	USA	Removing the barriers through distance education: Stephen F. Austin State University's online Baccalaureate and EC-4 teacher certification program for paraprofessionals
2013			
24.02.2013	Fero G., Richards T.	USA	A distance technology model preparing educators to serve diverse learners in high need schools
24.02.2013	Tonelson S., Hager J., Baker Ch., Gable R., Burgess P	USA	The commonwealth special
14.07.2013	Scolaro K., Inge L., Rose R.	USA	Development of a distance education policy and procedure manual
30.08.2013	H. Margetts and T. Escher	USA	Understanding Governments and Citizens online: Learning from E-commerce
12.11.2013	Frei I., Grayr H.	USA	Final level courses
13.11.2013	Daudt S.	USA	Innovative pedagogics of nowadays
2013			
26.03.2014	Hosman L., Fife E.	USA	The Challenges Facing African Governments in Joining the E-society: Actively promoting privatization, deregulation, the information revolution, E-health, E-learning, and universal inclusion
15.10.2014	Timmerman L.	USA	Computer self-efficiency and personal positions of considering the need for corporate education among educational faculties
15.10.2014	Vachira P., Kingvi J., Onkvari G.	USA	E-learning pedagogics: Tools for increased efficiency of the environment of E-learning
15.10.2014	Doctor Ward Ch.	USA	E-learning for advanced students in multi-accessed rooms

submitted his report, Status Contingent Diffusion Theory: Implementation of Internet Distance learning in Higher Education Institutions, where he stated those results which were received by the group of sociologists and teachers of higher schools of the USA hosted by him for discussion at the scientific-theoretical and practitioner-driven conference of the American Sociological Association. The report noted the plurality of the opportunities of transformations of the social status of students who go into higher education by means of corporate training out of the real status positions in the American society. At that time there were no legal Regulations, Instructions and Codes regulating this process to be developed and definitely executed. In other words, the results of their research defined a certain diffusive distortion in the social status bases for career development of employees having a traditional higher education, on one hand, and employees who were qualified on the basis of corporate training, on the other hand. According to these experts, at that time these positions were professionally non-equivalent, therefore they offered a set of measures, allowing to bring this situation into stable balance (Gerbasi, 2009).

The specified report brightly shows those contradictions which there were in the 1st years of the XXI century in the most "advanced" society of the world educational system in terms of balance of distance forms, methods and technologies with a condition of corporate education in general and at the higher school in particular existed.

Analyzing the works of 2010, we will note that on 27 May 2010 Langhorne in her speech at the international practical conference of the International Association of Communications in New Orleans on the topic of Student perceptions of peer-to-peer and instructor-student communication in an E-learning environment paid conferees' attention to that circumstance that there is a lot of ambiguous things in studying physiological features in such interconnected processes of work in E-learning environments to the subject, as (Langhorne, 2010):

- The first one is determination of the level of student perceptions taught by means of the methods of corporate training by their measurements;
- The second one is a contradiction in the system of interaction between future students and students who are already taught in these E-learning environments.

On 21 October 2010 a Canadian Scientist R. De Silva submitted his report at the meeting of an American part of The International Group for the Psychology of Mathematics Education in Ontario (Canada) on the topic Approaches to consideration of the creation of professional training programs based on AE: Experience of Sri Lanka. He systematized the main problems arising during the development, creation and introduction of educational distance programs and this in the extremely specific region of the world educational system-in Sri Lanka. The national specifics and features of the stratification social system by any stretch of the governance imagination of the social institute of education to reproduce the American experience of the use of corporate education are confronted by barriers and some of them are insuperable. Therefore, it is necessary to look for, find and

introduce special national and specific approaches to solution of the declared problem. These approaches can become a way out of a difficult situation for many national education systems.

So in the Russian education system need for ensuring perception with the student of methods of corporate education-on the basis of the developed technologies of its interaction with instructors (methodologists) in "The electronic training environments" is traced and a need for formation of national approaches to creation and introduction of programs of corporate training for higher education institutions of Russia is had.

In 2011 Burroughs presented her interesting report at the 94th convention in San Diego on the topic Maverick Teaching: Confronting Conventional Distance Education Teaching by Blazing New Trails in Collaboration with Nontraditional College Students. She also makes colleagues pay their attention to the problems of so-called independent teaching connected, first of all, with situations of misunderstanding and even collision of traditional and habitual conventional teaching using technologies of corporate education. The author considers such situations within new developed receptions, means, methods and technologies of interaction between students and teachers of colleges. She sees a way out in the development of the Basic provisions giving a chance to world dispatch of the revealed problem at the federal level (Burroughs, 2008).

Since 2012 foreign countries saw the purposeful and full-height process of introduction of corporate education to the whole world educational system and, respectively, its social-philosophical analysis.

On 18 February 2012 S. Kostigan, U. Gizel and Sadler presented at the ASPA conference on teaching and training in Washington the results of them researches in two reports. The first topic was Use of E-learning for cooperative safety. They acquainted conferees with the key tendencies of using corporate education and training for cooperative (public) safety. It is no secret that in practice breakings, damage and inappropriate use of developed programs, especially which were not protected by special measures both in the real world and virtual space began to be improved. But as the most important thing the authors offered the system of public safety by using programs of corporate education with the worldwide information network connection, having laid the foundation of new activities on protection and safety of labor of an individual on open spaces of informational national and worldwide networks.

At the conference, on 18 February 2012, Sadler submitted his report on the topic Simulations and E-learning in International Relations in which he gave the characteristic of the main problems and ways of their solution over the range of distance technologies of electronic training in the field of modeling of international relations. He, as well as his predecessors speaking at the conference noted the amplest opportunities for the use of these technologies in many public segments, including international relations. He paid special attention to analysis of problems concerning the development and creation of model systems of international relations in the predictive context (Sadler, 2016).

There, but in another section, on 18 February 2012, T. Karasik and A. Henning presented their speech on the topic Use of E-learning in training in comparative foreign policy through national borders in which they analyzed the European system (Forpol Online) over 2011. They revealed and characterized different aspects of the multiple online European system distributed over the countries. They pointed to the obvious unevenness of growing dynamic indicators of the use of corporate education in the different European Union countries based on incompatibility of the educational system in different countries. They also offered the ways out of the current situation by rescheduling and giving of identity and not equality to national educational institutes.

Then, in May 2012, Olaniran Bolanle in his report Problems of using E-learning in developing countries presented at the conference of the International Association of Communication in Dresden (Germany) discussed the aforesaid topic further. He noted the financial and economic level of the country in general expensive, demanding the specially trained teaching personnel, educational distance systems, methods and technologies comes to the worst. But he did not offer a constructive way out, appealing to the matter that not anyone can be a leader. Thereby, he designated the direction for discussion of some foreign scientists believing that "the world cannot become equal in all, and especially, in developing countries and there is no need even to try to do it."

At the same conference J. Adams who took part in discussion lessons of the first 50 years of corporate education brought together the problems of this sphere and ways of their solution in a historical retrospective, and also predicted the prospects of corporate education. Despite the need for corporate education for grass roots, J. Adams drew a conclusion on a prevalence of traditional methods and technologies of higher education for successful career of young people. It was based that only personal contact with leading scientists and world-class experts professionally educate students, undergraduates and young Ph. ID whereas distance education is a destiny of non-elite grass roots, and the quality of such education is incomparable lower than the quality of traditional one.

In 2012 a group of American scientists led by Jacobson, Pattillo, Barber in the report presented at the conference of the American Association of teacher training colleges in New Orleans on the topic Removing the Barriers through Distance Education: Stephen F. Austin State University's online Baccalaureate and EC-4 Teacher Certification Program for Paraprofessionals raised the questions very important for the American Pedagogical Community of that time, that it is necessary:
- Firstly, to eliminate all barriers in the form of situations disturbing to the development of corporate education;
- Secondly, to give a positive "running start" of Stephen F. Austin State University's online Baccalaureate;
- Thirdly, to provide much efficiency to the "US-4 Program" in the field of teachers' certification (for nonprofessionals) at the same university and on the same staff.

They saw the methods for achievement of these purposes in the model of removing the barriers through distance education

developed by them (on the example of the Programs of Online Bachelor's Degree and the ES-4 Programs Teachers' certification (for nonprofessionals) at Stephen F. Austen's University in New Orleans) (Jacobson et al., 2008).

In 2012 the world community roughly discussed the problems concerning the introduction of corporate education in practice of the real pedagogical process. According to many scientists and experts, there is the need to develop the systems of public safety in using programs of corporate education with the worldwide information network connection, to develop and create the systems of models of international relations in a predictive aspect, to revise and integrate national educational institutes into the world educational system, to eliminate the barriers disturbing to the development of corporate education, to assign a positive sense of online programs, to modify and introduce the various effective models of corporate education.

In 2013 among the works of foreign scientists concerning corporate education the collaborative work of Fero and Richards presented on 24 February 2013 at the conference of The American Association of Teacher Training Colleges in New York (USA) and discussing A Distance Technology Model Preparing Educators to Serve Diverse Learners in High Need Schools should be noted, first of all. They proved the basic principles and regularities and also tools of the development of a new type of the model of pedagogical activity as distance one by means of which they managed to increase a coefficient of success and to improve the indicators of knowledge competences of students in a number of subject matters. The authors recommended to the pedagogical community to apply this model in the educational process by means of corporate training (Fero and Richards, 2013).

At the same conference on 24 February 2013 a research team of American scientists with Tonelson, Hager, Baker, Gable, Burgess presented the works on the topic The Commonwealth Special. They investigated the programs of support of education in the pedagogical community, being based, first of all, on distance education. Big disputes and rough discussion were caused by their offer to consider distance education as an alternative to the process of licensing of independent educational agencies. As a result, their idea was not supported as lobbying of independent agencies defined also a result of scientific voting. Discussion of the problem was decided to be postponed for the future (Tonelson et al., 2013).

On 14 July 2013 at the conference of the American Association of Pharmaceutical Colleges in Buena Vista (Florida) Scolaro, Inge, Rose presented their work Development of a Distance Education policy and Procedure Manual where they stated political grounds of corporate education at scales of the world educational system and the system of procedure manual over it developed by them. The proposed solutions of many questions were disputable because the pedagogical community was exposed to the grounds to be not acceded to: To make federal financing of educational institutions of corporate education equal, to provide developing countries and the Third World countries with free full programs of training, to make obligatory federal reports on the organization and introduction of

the programs of corporate education, and so on. No constructive solution on the matter was accepted (Scolaro et al., 2013).

On August 30 2013 Margetts and Escher at the American conference of the Association of Political Science in Chicago (Illinois) presented their work Understanding Governments and Citizens online: Learning from E-commerce where they considered distance technologies from the quite unexpected perspective, namely, in their refraction to political life of society. They proved and offered to political manual and a community of scientists their approach to use these on-line technologies which, in their opinion, have to facilitate the process of interaction and mutual understanding of citizens of the country with the government significantly. And this approach, on their opinion and the results of preliminary researches, had a general unified character that means it can be globally used. However, colleagues saw in this approach obvious ''imposing'' of the American style and an image of interaction of citizens with the government in the countries where there is no corresponding democratic control system that is why these scientists endanger citizens of developing countries and the Third World countries. Their approach was taken into consideration but without recommendation to be introduced into the world community (Margetts and Escher, 2013).

2013 showed laborious and vigorous activity of scientists of foreign countries in the sphere of corporate education and many activities connected with it.

On 26 March 2014 Hosman and Fife at the 49th ISA conference in San Francisco (California) presented the report The Challenges Facing African Governments in Joining the E-Society: Actively promoting privatization, deregulation, the information revolution, E-health, E-learning, and Universal Inclusion where they analyzed the problems of modern Africa connected with its inclusion to the electronic world community membership in detail. The essence of the revealed and systematized problems concerned the process of privatization, deregulation of control systems both by the states in general and social institutes in particular, and also information revolution and the condition of ''electronic'' health of citizens of Africa connected with it within declared general electronic training and, as a result, an inclusion to the world electronic community membership. Of course, so different by the level, importance and ways of solution the problems of the African continent could not be solved only by adoption of any resolution, and therefore were only designated. But it is prominent fact that the regions and the third countries already show their interest to corporate and online education, despite a weak economic basis for its introduction and development (Hosman and Fife, 2014).

4. CONCLUSION

At the beginning of the XXI century the foreign scientific community actively discussed a set of questions concerning corporate education. According to many of them, solution of designated problems can be reached due to the development of algorithms for the creation of national programs of corporate education in the field of the world educational system, explanatory activity about the advantages of corporate education in society,

intensification of work on the development of pedagogics of electronic education through its improved tools.

Foreign researchers' analysis of corporate education shows that solution of the problems concerning corporate development are connected with the creation of cumulative systems of classical and corporate education (as their integration will provide higher efficiency of knowledge competences) with great attention to the development of models of technologies of electronic training, especially in technological processes of their application. A comparison of views of domestic and foreign scientists-researchers of the problematics of corporate education allows to note that in the majority of works foreign scientists already extended away from narrow understanding of corporate education only as an intra-firm educational construct, and consider it as a phenomenon that is a certain educational integrator of the global educational system and appropriates the functions of a total reproducer of the human capital. Technological support of these two functions, according to many researchers, can be ICT, and a form - online learning. Such constructs have a set of disputed issues the main among which are also contradictions between global and regional interests, and also the concepts connected with the problematics of national educational security. However, it is necessary also to admit another: The prospects of presented positions that probably expand the horizons of research and the importance of corporate education, increasing (as far as the consequences of the development are analyzed) its competitiveness.

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