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COMPETENCE IN LIGHT OF THE CHALLENGES OF THE VUCA REALITY AS AN IMPORTANT ELEMENT OF HUMAN RIGHTS

SUMMARY

The article presents the genesis of human rights of the different generations in the aspect of development, describes the role and place of human beings in the context of technological change and competence mismatch as a challenge for the education system. The aim of the article is to consider the essence of understanding the content of human rights and in particular the right to education in the context of changing realities and changing competence needs under VUCA conditions. The research hypothesis is the claim that currently the understanding of the content of human rights is less and less adapted to the labile reality. The article contains a recommendation to start an international debate on the elaboration of a new international document (successor to the Sustainable Development Goals), the central element of which should be the partnership for education (Education Alliance 2050).

KEYWORDS: *human rights, education, Sustainable Development Goals, VUCA, Lifelong learning*

INTRODUCTION

The changes happening around us are accelerating. What is more, we increasingly often fail to notice them. For several years now, the term VUCA has been gaining popularity as a term covering various dimensions of our reality, described as an “uncontrolled environment”. VUCA is an acronym for volatility, uncertainty, complexity and ambiguity, coined by US Army strategists to describe a specific reality during wartime. Soldiers have a precise objective, but in a theatre of war they are not able to plan for the long term. They cannot predict what will happen. They are led to their goal by careful observation of the current situation and the ability to react to it. This term is also used to describe the reality in business and in the area of personal development. The aim of this article is to consider the question of understanding the content of human rights and in particular the right to education in the context of changing reality and changing competence needs in VUCA conditions. The research hypothesis is the claim that currently the understanding of the content of human rights is less and less adapted to the labile reality... The paper uses methods typical of legal sciences, i.e. legal-dogmatic and legal-historical, and descriptive methods typical of all social sciences... The final conclusion of the thesis is that it is necessary to redefine the human right to education in order to meet the challenges of an uncontrolled environment.

THE ORIGIN OF HUMAN RIGHTS OF DIFFERENT GENERATIONS IN THE CONTEXT OF DEVELOPMENT

The human right to development, education, understanding of reality has its genesis in the basic and at the same time the most important international document of 1948 adopted at the United Nations as the Universal Declaration of Human Rights¹. It can be considered that the first article of the declaration: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should conduct

¹ Universal Declaration of Human Rights – UN General Assembly Resolution 217 A (III) of 10 December 1948.

themselves towards others in a spirit of Brotherhood”². It is not only the foundation of the international human rights system, but also gives space to the formulation of the right to education and more broadly to development. Expressis verbis the right to education is indicated in Article 26 of the Declaration. Moreover, in the second paragraph it is indicated that “the purpose of education shall be the full development of the human personality (...)”, which in a way emphasizes that education is linked to human development, which is inevitably linked to the concept of life-long learning, i.e. lifelong education, because a person learns as he or she grows by acquiring new competences.

Historically, the right to education has been classified as a second-generation human right, the source of which is the International Covenant on Economic, Social and Cultural Rights of 1966 and is indicated in Article 13³. It states, inter alia, that “education shall aim at the full development of the personality and of human dignity and shall strengthen respect for human rights and fundamental freedoms. (...) education shall enable everyone to participate effectively in a free society and shall foster understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups (...)”. The aspect of education as a tool for development that affects human dignity is strongly emphasised here. As Hernandez-Polczynska, Kędzia points out, “the right to education is, on the one hand, an intrinsic human right, in its own right and, on the other hand, an inseparable element of the realization of other rights being of particular importance in the context of strengthening democracy and building civil society.”⁴ It is not practically possible to exercise the other rights affirmed in The International Covenant on Civil and Political Rights (ICCPR) and The International Covenant on Economic, Social and Cultural Rights (ICESCR) without the individual having basic knowledge and skills/competence. Thus, education is a prerequisite for the realisation of, inter alia, the right to enjoy the achievements of civilisation, the right to work or to participate in cultural life. “Although it is technically possible to

² Art. 1 of Universal Declaration of Human Rights.

³ International Covenant on Economic, Social and Cultural Rights opened for signature in New York on 19 December 1966. (Journal of Laws 1977 No 38, Item 169).

⁴ Kędzia Z., Hernandez-Polczyńska A. (red.), Międzynarodowy Pakt Praw Gospodarczych, Socjalnych i Kulturalnych, Warszawa 2018, Legalis.

exercise these rights without prior education, with each of them education affects the awareness of the right and the ability to exercise it in order to raise one's standard of living. Education triggers and enhances the development of the personality by making the individual not totally dependent on other persons or the state, but becoming self-sufficient⁵.

The importance of the right to education is clearly demonstrated by the fact that it is included in most international human rights documents. The 1989 Convention on the Rights of the Child, in Article 28⁶, points out such elements of the right to education: compulsory primary education, emphasis on the role of secondary and higher education, support for school and vocational guidance and taking steps to prevent school drop-out⁷. The right to education is indicated in Article 43 of the 1990 Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families⁸, Article 10 of the 1979 Convention on the Elimination of All Forms of Discrimination against Women⁹ and Article 24 of the 2006 Convention on the Rights of Persons with Disabilities¹⁰.

The term 'right to education' used in Polish legal language is not very accurate. Under this term there is a slightly different content, such as the right to education or learnig. In international legal documents, the term right to education is used. These terms do not have a precise equivalent in Polish. They are translated as: education, upbringing, education, learning, teaching. Wróbel points out that in fact under these terms there is access to knowledge and at the same time the possibility of gaining this knowledge at school. The authors of this article

⁵ Ibidem.

⁶ Onvention on the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989. (OJ 1991 No. 120, item 526).

⁷ Read more about the problem of school dropouts in: Lukasek A. (2020) *Invisible children in the remote education system, the child's right to education. An attempt to analyse the phenomenon* [in:] State and Society Facing Pandemic (red.) Eduard Burda, Carmen Lázaro Guillamón, Magdalena Sitek, Bratislava <https://doi.org/10.13166/mng/100039>; Indelicato R. (2020) La dispersione scolastica nel terzo millennio. Analisi e prospettive pedagogiche tra vecchi bisogni e nuove sfide, Włochy.

⁸ The Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted by the United Nations General Assembly in 1990, entered into force in 2003.

⁹ Convention on the Elimination of All Forms of Discrimination against Women – UN General Assembly Resolution 34/180 of 18 December 1979, entered into force on 3 September 1981.

¹⁰ Convention on the Rights of Persons with Disabilities – adopted by the UN Assembly on 13 December 2006. (Journal of Laws 2012, item 1169).

consider this statement doubtful – school is not and should not be the only place or institution intended for education, transfer of knowledge¹¹... Moreover, Wróbel points out that “the scope of the said right may be disputable in this context, in particular the period of time for which the entitled person may exercise it”. In the European Union, in the current pro-human rights document, the Charter of Fundamental Rights of the European Union, Article 14 clearly states that “Everyone has the right to education and to have access to vocational and continuing training¹²”. Lifelong learning is understood as a process of continuous renewal, development and improvement of an individual’s general and professional qualifications lasting throughout his or her life. Hence, the right to learning/education is ascribed to individuals throughout their lives.

In 1986, the international community at the United Nations produced a significant document, the Declaration on the Right to Development, in which it is defined as: “an inviolable human right by virtue of which every person and all peoples are entitled to participate in, contribute to and enjoy economic, social, cultural and political development in which all rights and freedoms may be realized¹³”.

The right to development, and in principle to self-development of a person as a subject of law, understood in this way, corresponds to the concept of linking human rights with human needs reflected in the symbolic hierarchy of needs of A. Maslow. It follows that rights are a response to human needs resulting from everyday life, existence, but also aspirations. This systematics proposed by M. Sitek indicates that the dynamics of changeability of needs, caused by the changeability of the environment, i.e. technology, politics, economy, forces a new approach to the issue of human rights. One can notice here the elements of changing reality in times referred to as VUCA. Thus, “new needs, e.g. of IT education, influence the variability of the content of individual human rights. Despite the variability and dynamism of the content of human rights, it is possible to assign a given right to a specific category of needs¹⁴”.

¹¹ Wróbel A. (red.), *Karta Praw Podstawowych Unii Europejskiej. Komentarz*, Warszawa 2020, Legalis.

¹² Charter of Fundamental Rights of the European Union of 26 October 2012. OJ. EU 2012/C 326/02

¹³ Declaration on the Right to Development – UN General Assembly Resolution 41/128 of 4 December 1986.

¹⁴ Sitek. M. (2016) *Prawa (potrzeby) człowieka w ponowoczesności*, Warszawa, 40-41.

According to this systematics, the right to education (learning) is placed at the top of the hierarchy of needs according to A. Maslow as a response to the natural human need for self-actualisation materialising through the development of oneself, one's talents, abilities and interests¹⁵. These needs include both physical and psychological (spiritual and intellectual) development of an individual¹⁶.

The need for development or self-development in the context of the human person is understood in the literature in various aspects: it is indicated that it is a natural human need shaped already from the childhood period, and even, as some researchers indicate, from the prenatal period¹⁷. For the purposes of this article it is worth pointing to professional development¹⁸...As London and Smither point out, it is organisational change that creates the need, but also necessitates continuous development, which supports employee self-development. It means seeking and using feedback, setting development goals, engaging in development activities and analysing feedback. It assumes that people are able not only to monitor their own behaviour, but also to recognise which behaviours and outcomes are most beneficial and desirable¹⁹. Roney and Sorrentino believe that in a situation of uncertainty, as we may consider the conditions referred to as VUCA, some people want to test their abilities and determine their competences. Such uncertainty-oriented individuals are particularly likely to engage in self-development. On the other hand, some people are motivated to remain self-aware and to know themselves better. Such people use self-development as a tool to get to know themselves better and to improve their existing self-image²⁰.

¹⁵ Banaszak A. (2020) The right to education – the necessary condition of social security [in:] Florek I., Koroncziová A., Zamora Manzano J.L., Crisis as a challenge for human rights, Publisher Comenius University in Bratislava, pp. 161-181, <https://doi.org/10.13166/mng/100009>

¹⁶ Ibidem, p. 43.

¹⁷ Gadamer, H.-G. (2001). *Education is Self-Education*. Journal of the Philosophy of Education, 35(4), 530. doi:10.1111/1467-9752.00243

¹⁸ London, M., & Smither, J. W. (1999). *Empowered self-development and continuous learning*. Human Resource Management, 38(1), 3–15. doi:10.1002/(sici)1099-050x(199921)38:1<3::aid-hrm2>3.0.co;2-m

¹⁹ Ibidem, p. 3.

²⁰ Roney, C. J. R., & Sorrentino, R. M. (1995). Reducing self-discrepancies or maintaining self-congruence? Uncertainty orientation, self-regulation, and performance. Journal of Personality and Social Psychology, 68(3), 485–497. <https://doi.org/10.1037/0022-3514.68.3.485>

The role and place of man in the context of technological change (work automation, social atrophy)

In recent years, public debate has increasingly often featured statements to the effect that the fourth industrial revolution does not bring tangible benefits to man in the form of such groundbreaking inventions as the Internet (the third industrial revolution) or the steam engine (the first industrial revolution). A certain symbol of this was the fifth generation (5G) of mobile telecommunication networks, intended to be an important step in the evolution of LTE networks. The essence of the 5G network is such functionality to cope with the very large increase in data transmission and the number of connections used in modern society, including making the Internet of Things work with billions of interconnected devices. However, its potential is primarily aimed at...future innovations. In other words, it does not give us tangible benefits. This picture was decisively changed during the Covid-19 pandemic. Over the 2020/2021 period, the e-commerce market in Poland, for example, grew by 26%²¹, and in the US by 32.4%²². The pace of change has accelerated. Technologies that were previously used sporadically have become an indispensable part of our reality. Remote school, remote work, remote shopping, remote socialising. Soon, thanks to virtual reality, travel will be remote, and perhaps the whole sphere previously associated with physical sensation. A natural consequence of the transition to a virtual world will be that we will leave our digital footprint in cyberspace.

We are witnessing the era of post-privacy on the one hand and the era of dataism on the other. The term post-privacy was popularised by Michał Kosiński, who developed an algorithm to describe the personality model of social media users. He became famous mainly due to the association of his findings with the Cambridge Analytica scandal (steering the 2016 US presidential election or the Brexit referendum in the UK). Kosiński is involved in research involving the analysis of 8 million Facebook users. On this basis, he formulates a thesis that through activity on the network, such a behavioural trace is left that “on the basis of 70-100 Facebook likes,

²¹ Raport PMR „Handel internetowy w Polsce 2020. Analiza i prognoza rozwoju rynku e-commerce na lata 2020-2025”

²² Digital Commerce 360 analysis of U.S. Department of Commerce data.

the algorithm is able to accumulate similar knowledge about a person as his family, and after 250 of the data we gave him, the system will know us better than our spouse²³”.

What does this mean? Well, it means that we are being ‘worked on’. We reveal our ethnicity, our voting preferences, our faith, our interests, our level of intelligence and our sexual preferences. On the one hand, we are an easy target for messages urging us to make purchasing decisions (the fuel of turbo-consumerism), on the other hand, public authorities have been given tools to surveil us on an unprecedented scale.

The System of Social Credibility (Shehui Xinyong Xitong), which has been operating in China for several years, is also worth mentioning here. This system is intended to be a comprehensive social management system. Over 200 million cameras equipped with face recognition technology and the obligation to scan faces when buying phones make this system extremely effective. It is supposed to monitor the daily activities of every citizen on the basis of elements such as creditworthiness, interpersonal relationships and Internet activity. In addition to the monitoring function, it is supposed to award or deduct so-called “social credibility” points to citizens. With a high score (e.g. timely repayment of debts), one can obtain a better education for children (e.g. a place in a good school). On the other hand, a low score (resulting, for example, from breaking traffic regulations) may result, for example, in being prohibited from buying airline tickets, receiving a passport or buying a first-class train ticket²⁴.

The scoring system can easily be extended to all areas of life, and what is more, it is certain that it does not only work in China.

On the other hand, the vast amount of data (which can be easily drilled down) is the breeding ground for artificial intelligence algorithms. The original idea of these algorithms was to help humans make trivial decisions (who does not use the recommendation system on Netflix suggesting films and TV series that fit our profile, instead of digging through an unlimited number of titles by ourselves). However, on the other hand, it is not an

²³ *Post-prywatność w Internecie*, Puls Biznesu, Wydanie online 19.04.2018, <https://www.pb.pl/post-prywatnosc-w-internecie-910915>; (data dostępu: 7.05.2020).

²⁴ <https://www.polskieradio24.pl/5/1223/Artykul/2439006,Orwellowski-system-Jak-dziala-totalna-inwigilacja-w-Chinach>; (access date: 10.03.2020).

exaggerated statement to say that the elimination of human intellectual effort (e.g. by 2019 Amazon sold more than 100 million Alexa-controlled devices ²⁵) leads to major social changes.

One of the upcoming changes in the above context will be the increasing cost of keeping people and their competences competitive in the future economy, or in simple terms, their utility. Given the dynamics of technological progress, the costs of updating software are already lower than those of adapting people to the new needs of the labour market. In the future, these proportions will change even more. Moreover, as technology develops, more and more goods and services will be available at a lower price, which, unfortunately, in connection with the ubiquitous system whereby society is organised around consumption, may lead to its autonomisation, i.e. its satisfaction without our awareness. The result of this phenomenon may be the fragmentation of society, leading to social atrophy, which, combined with the prevailing postmodern relativism, lack of trust in moral frameworks, philosophies and ethical systems, becomes very real²⁶.

Competency mismatch as a challenge for the education system (global perspective)

The difference between how we perceive the new reality and what it actually is will also become apparent in the way we will function in the coming years... The more prepared we are for these changes and the better we understand them – which will be linked to our competences – the more we will be able to benefit from these changes. Otherwise we risk becoming dysfunctional. In other words, the problem of competence matching both in professional life (using technology) and in social life (understanding the world around us) is becoming crucial for humanity.

The widespread use of artificial intelligence on the labour market will result, on the one hand, in an incredible increase in effectiveness and, on the other hand, in enormous pressure for competence matching. A lack of such a match will mean dropping out of the labour market and more broadly from society.

²⁵ Dumaine B., *Bezonomika, Jak Amazon zmienia nasze życie i czego uczyć się od niego najlepsze firmy na świecie*,

²⁶ Sobotka B. (2020) *Kompetencje jutra, czyli czego przyszłości będzie wymagała od naszych dzieci*, OSM, Warszawa, 75.

The education system as a whole is in for a big change, because if we think about it carefully, most schools are still based on the classical 19th century Prussian model of education. The teacher still plays the leading role. A picture of reality isolated from the outside world is presented and pupils are moulded to a single, obligatory pattern (unfortunately “levelling down”). Needless to say, this pattern does not match the 21st century.

It is worth asking at this point whether robots driven by AI-assisted algorithms will replace humans?

As early as 2013, researchers from the Oxford Martin School – Carl Frey and Michael Osborne, found that 47% of US jobs will be at risk of computerisation within a decade or two²⁷. Subsequent reports, by institutions such as McKinsey Global Institute in 2015²⁸, and PwC in 2017²⁹, confirm this trend. On the other hand, other institutions such as BCG³⁰, or the World Economic Forum forecast employment growth as a consequence of new technologies³¹. Even if we accept the optimistic scenario assuming that a more or less similar number of old jobs will be replaced by new ones, there will undoubtedly be huge migrations of workers. One may even risk a thesis that these changes will affect everyone.

As M. Such-Pyrgiel points out, the current development of the world, based on technology, is still based on knowledge and technical-academic skills, but apart from strongly developed basic skills, such as: literacy and numeracy, the ability to use science, the ability to use information and communication technologies, and knowledge about culture and society. The younger generation is increasingly proficient in areas such as problem solving, critical thinking, creativity, cooperation and communication. However, these competences can be described as “current competences” – those required in current times. Education, on the other hand, should focus on the development of character

²⁷ Frey C., M. Osborne, *The future of employment: How susceptible are jobs to computerisation?*, „Technological Forecasting and Social Change”, 2013, 114, s. 254–280.

²⁸ Chui M., J. Manyika, M. Miremendi, *Four fundamentals of workplace automation*, „McKinsey Quarterly”, November 2015.

²⁹ PwC, *Bot.Me: A revolutionary partnership*, 2017, <http://www.pwc.com/CISAI>; (data dostępu: 21.04.2020)...

³⁰ BCG – Boston Consulting Group (Hg.): *Industry 4.0: The Future of Productivity and Growth in Manufacturing Industries*, München 2015.

³¹ *The Future of Jobs Report 2018 Centre for the New Economy and Society*, World Economic Forum 2018.

traits that will help to function efficiently in such a dynamic environment. These include curiosity, initiative, perseverance, adaptability, leadership, and socio-cultural awareness³².

Another element of the debate is therefore the question of adapting competences to new circumstances, and this adaptation can also be retraining. According to the World Economic Forum's 2018 projections, by the end of 2022, no less than 54% of all workers will require significant retraining and upskilling. It indicated that about 35% of them will need additional qualifications, with training lasting up to six months³³. The question of whether these estimates prove to be true is secondary to the scale of the phenomenon and the consequent perception of competences and qualifications in dynamic terms.

Another important result of the survey is the strategy of selection of employees by companies in order to improve their qualifications and adapt them to the upcoming changes. It turned out that companies intend to focus more on high-performing employees (41% of indications) than on those requiring a greater degree of adaptation (33% of indications)³⁴.

These results may signify a trend towards an increasing disparity between the productivity of workers and their suitability for the organisation, and consequently indicate which groups of workers may be replaced first through automation, regardless of occupation.

In search of a new dimension of the right to education in the context of international initiatives

While Goal 4 in the Sustainable Development Goals 2030 (SDGs): "Ensure quality education for all and promote lifelong learning³⁵" had a quantitative dimension so the new goal should have a qualitative dimension and should be "more deeply embedded" in the system of international law.

As the Agenda rightly emphasises, education has been placed at the centre of the implementation of many other Sustainable Development Goals, including Goal 3 Health and Wellbeing, Goal 5 Gender Equality, Goal 8 Decent Work and Economic Growth, Goal 12 Responsible Consumption and Production

³² Such-Pyrgiel (2019) *Człowiek w dobie cyfrowej transformacji. Studium socjologiczne*, Toruń, p. 154.

³³ BCG, op.cit.

³⁴ Ibidem.

³⁵ United Nations General Assembly Resolution No. A / 70 / L.1 of 25 September 2015. Transforming our world: the 2030 Agenda for Sustainable Development.

and Goal 13 Mitigating Climate Change. Paradoxically, the concept of education in these various goals is based on adult education and learning and lifelong education while most of the specific goals focus on the education of children and youth.

As Vladimirova and Le Blanc point out, the SDG goals focus and emphasise on developing countries, less so on developed countries³⁶. In this aspect, the SDGs repeat the scope and focus of the MDGs (Millennium Development Goals³⁷), i.e. focusing mainly on low-income countries and conflict-affected countries in the south of the globe, while in terms of scope and focus the policy is more focused on young people and the issue of primary and secondary school completion, rather than on lifelong learning and access to higher education³⁸. Lifelong learning covers all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences from a personal, civic, social and employment perspective.

Lifelong learning is often more narrowly associated with adult education and especially with training to help adults compensate for poor quality education. However, the 2030 Development Agenda assumes that lifelong learning is a process that starts at birth and continues through all stages of life. This approach includes multiple and flexible learning pathways, entry and re-entry points at all ages and strengthened links between formal and non-formal structures, including formal accreditation of knowledge, skills and competences acquired through non-formal and informal education³⁹.

The indicated Objective 4 on education consists of 10 specific objectives. Objective 4.3 introduces technical education, vocational education, higher education and adult education, stating: “By 2030, ensure that all women and men have equal access to affordable and quality technical, vocational and higher education, including universities”. There are also two other targets that

³⁶ Vladimirova, K., and Le Blanc, D. (2016) *Exploring Links Between Education and Sustainable Development Goals Through the Lens of UN Flagship Reports*. Sustainable Development, 24: 254– 271. doi: 10.1002/sd.1626.

³⁷ UN General Assembly Resolution 55/2 of 18 September 2000 United Nations Millennium Declaration.

³⁸ Webb, S., Holford, J., Hodge, S., Milana, M., & Waller, R. (2017). *Lifelong learning for quality education: exploring the neglected aspect of sustainable development goal 4*. International Journal of Lifelong Education, 36(5), 509–511. doi:10.1080/02601370.2017.1398489.

³⁹ Owens, T. L. (2017). *Higher education in the sustainable development goals framework*. European Journal of Education, 52(4), 414–420. doi:10.1111/ejed.12237.

address some aspects of higher education. Target 4.b calls for more overseas scholarships to be made available to students from developing countries, and target 4.7 challenges colleges and universities to integrate key sustainable development concepts into the curriculum, such as climate change, human rights and peace studies. After a long wait, higher education has been formally recognised and included in the global development strategy⁴⁰.

Higher education plays an important role in meeting the challenges of sustainable development. But the sector can do much more than offer advanced training and skills. It has the potential to train excellent teachers, uncover groundbreaking research and connect services with communities. It is not enough to simply be on the list of global goals. To truly become part of sustainable development, governments, multilateral agencies and universities must work together, focusing on publicly funded research and building partnerships across sectors. This demand should be an important part of the international debate leading to a new international document (the successor to the SDGs), of which the partnership for education (e.i. Education Alliance 2050) should be a central element. What is more, this document could become a source of international law defining the fifth generation of human rights (along with the issue of the coexistence of humans with artificial intelligence).

Furthermore, it should be noted how important a role is played in the education system by its still underestimated element, namely non-formal education. In fact, it fills educational and competence gaps. Its main advantage is its flexibility and ability to adapt to the current needs of individuals and the constant changes taking place in society. It can support personal development, as well as improve the professional skills of the individual, which promotes a deeper realisation of human rights⁴¹.

⁴⁰ Ibidem, p. 415.

⁴¹ see modre M. Such-Pyrgiel, *Człowiek w dobie cyfrowej transformacji. Studium socjologiczne*, Wyd. Adam Marszałek, Toruń 2019, s. 154-160; compare M. Sitek, M. Such-Pyrgiel, *Cyberkultura. Zagrożenie czy szansa dla edukacji człowieka w: Prawno-społeczne aspekty wychowania w dobie XXI wieku. Zagrożenia, nadzieje, wyzwania*. A. Pawlak, B. Skwarek, J. Stadniczeńko red., wyd. PWSZ w Legnicy, Legnica 2019, p. 80-84.

CONCLUSION

In concluding this article, it is worth emphasising in the first respect that under the conditions of a changing reality, caused by digital transformation and uncertainty in the markets (including the labour market), as we have seen, for example, during the pandemic announced last year, the constancy of human rights is an institution that guarantees the fundamental rights of the individual. In this respect, binding acts of international law, such as the International Covenant on Economic, Social and Cultural Rights, guarantee a certain minimum, while guidelines and strategies, including the 2030 Agenda for Sustainable Development, indicate development goals and an understanding of the content of human rights.

However, more emphasis should be placed on a broad understanding of the right to education, not only as the right to universal and compulsory basic education, which is the focus in developing countries, but to the individual's right to lifelong learning obliging public and private actors to recognise and support learning outcomes in non-formal and informal education systems. Increasingly, individual competences are the basis not only for employment but also for functioning in society.

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- Convention on the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989 (Journal of Laws (Polish) 1991, No. 120, item. 526). 4.
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- Convention on the Elimination of All Forms of Discrimination against Women – Resolution 34/180 of the UN General Assembly of 18 December 1979, entered into force on 3 September 1981.
- Convention on the Rights of Persons with Disabilities – adopted by the UN Assembly on 13 December 2006. (Journal of Laws 2012, item 1169).
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