

# ADULT LEARNING AND VOLUNTEERING – THE DRAFT OF A SYSTEMATIC APPROACH IN LLL STRATEGY

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# Four main points

Challenges of adult learning

Enlarging the scope of adult learning

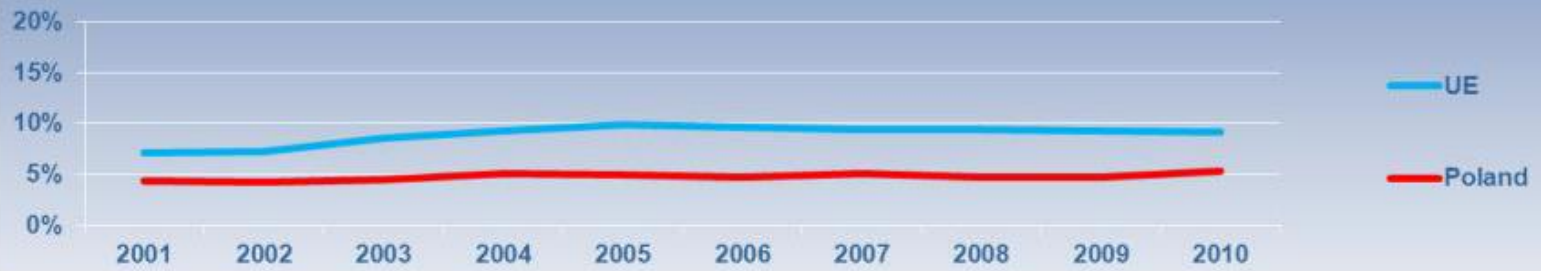
New culture of learning including adult learning

Active learning – learning by volunteering

# Challenges of adult learning

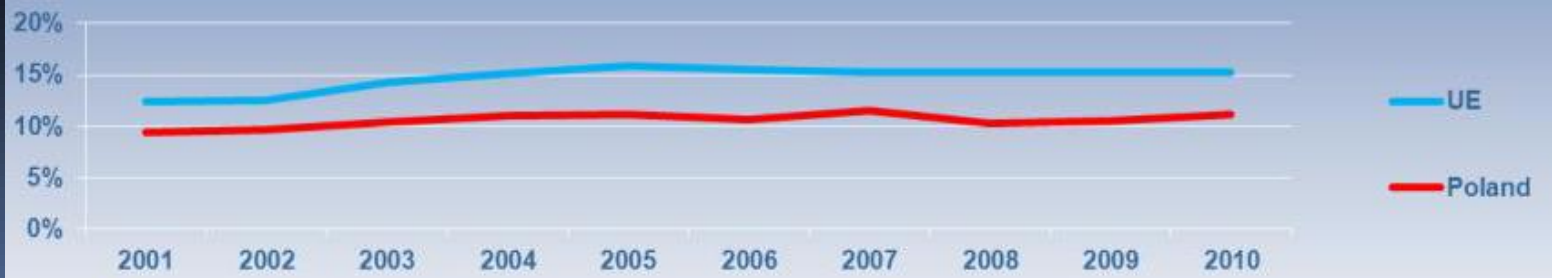
There is a consensus in EU that adult learning is currently the weakest link in developing national lifelong learning systems; in Poland we see it even more clearly

Change in participation in education and training between 2001 and 2010: age from 25 to 64



We see it also in participation in LLL of younger cohort of adults

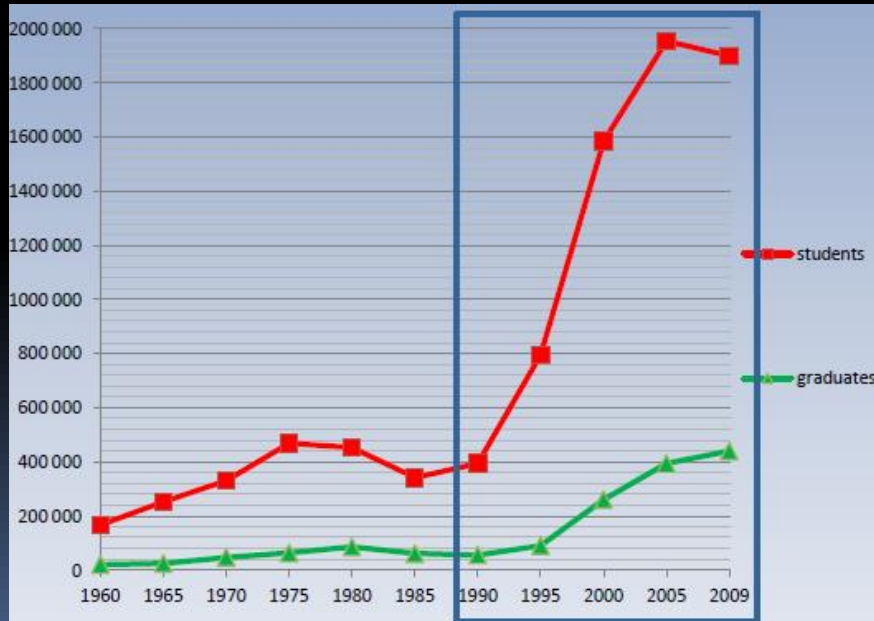
Change in participation in education and training between 2001 and 2010: age from 25 to 34



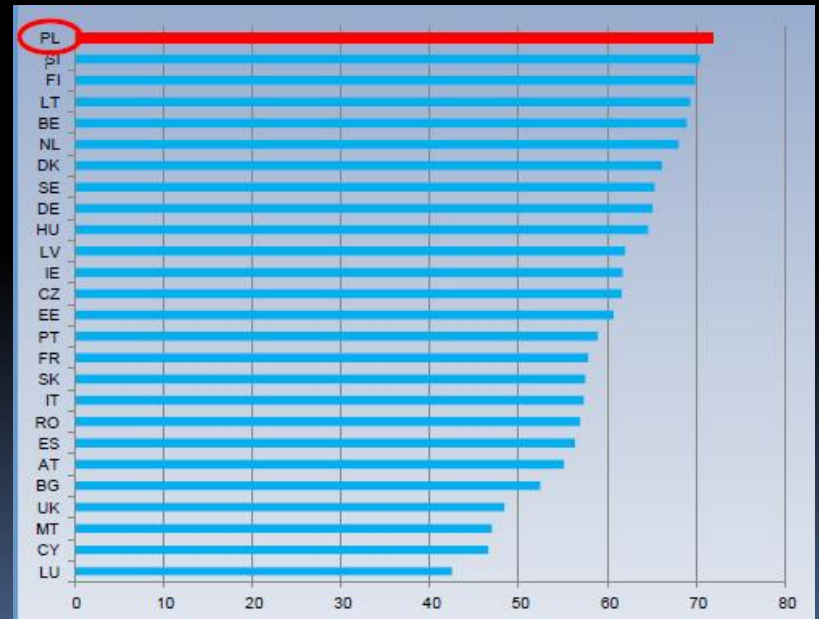
# Challenges of adult learning

Stagnation in education of adults (who has left the mainstream educational system including long cycle higher education) in Poland remains in sharp contrast with the educational boom in area of upper secondary and higher education

Number of student and graduates from higher education in Poland 1960-2009



Students (ISCED 1-6) aged 15-24 years as % of corresponding age population (2009)



# Challenges of adult learning

See our future - this stagnation is in contrast also with Polish educational targets in Europa 2020 strategy

Early School Leavers 2010-2020 – Poland has the most ambitious target for 2020 in EU

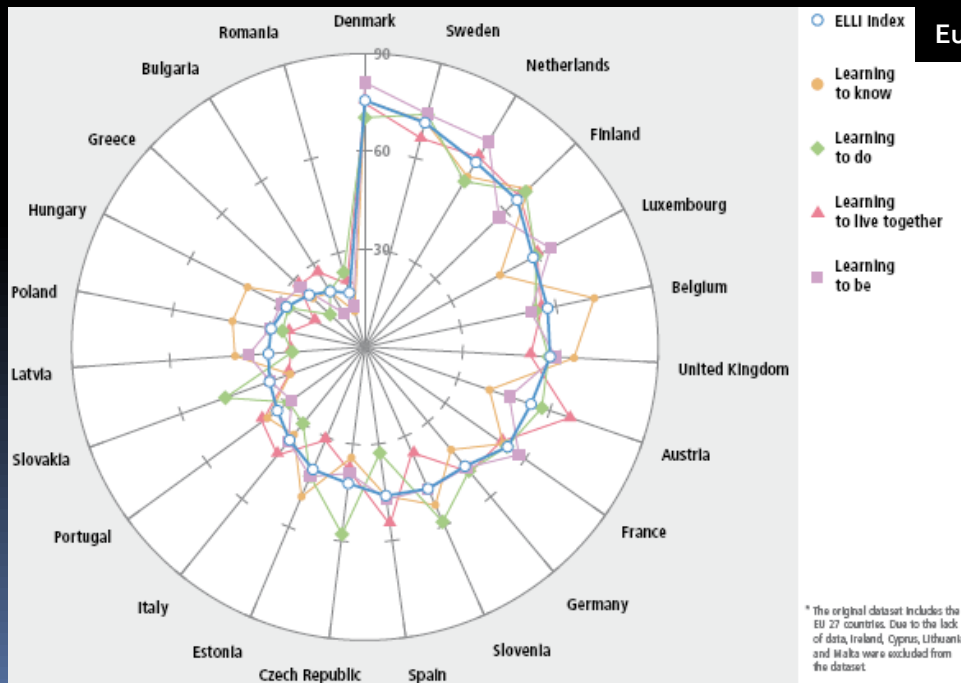
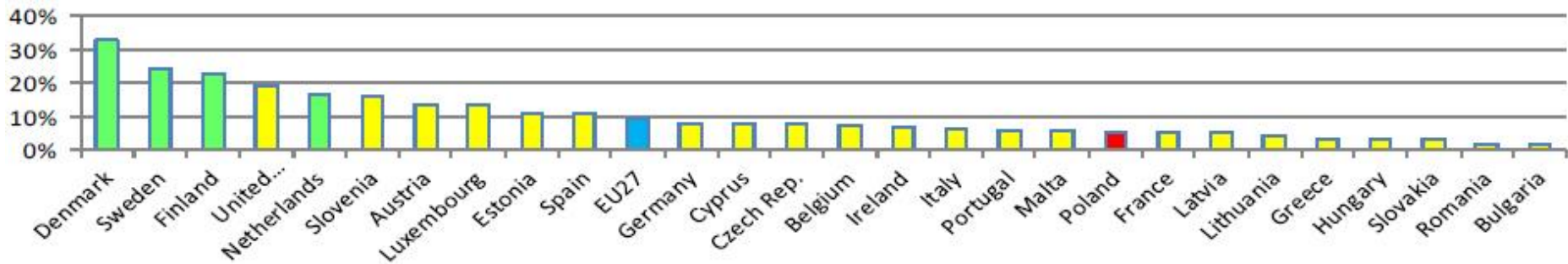


The share of 30-34 years old having completed tertiary or equivalent education



# Challenges of adult learning

Participation of adults in education and training - 2010: age from 25 to 64 years



European Lifelong Learning Index 2010 (Bertelsmann Foundation)

Success of the Polish education system in enlarging the access for young people (up to 24 years) is not yet effective in education and training for adults who has left this education system.

Can we repeat in adult learning the boom of formal education for young people?

\* The original dataset includes the EU 27 countries. Due to the lack of data, Ireland, Cyprus, Lithuania and Malta were excluded from the dataset.

# Enlarging the scope of adult learning

Which way to go?

For many years the dominant trend was to enlarge education system „for all“ including all adults. Today we may find more „modern“ interpretation of this trend: education from preschool to U3A (University of the Third Age)

But faced with the long stagnation of adult education there is a growing recognition of the value and equivalent potential of learning outside the education system – even outside of its „softer“ version as the pathway from preschool to U3A

# Enlarging the scope of adult learning

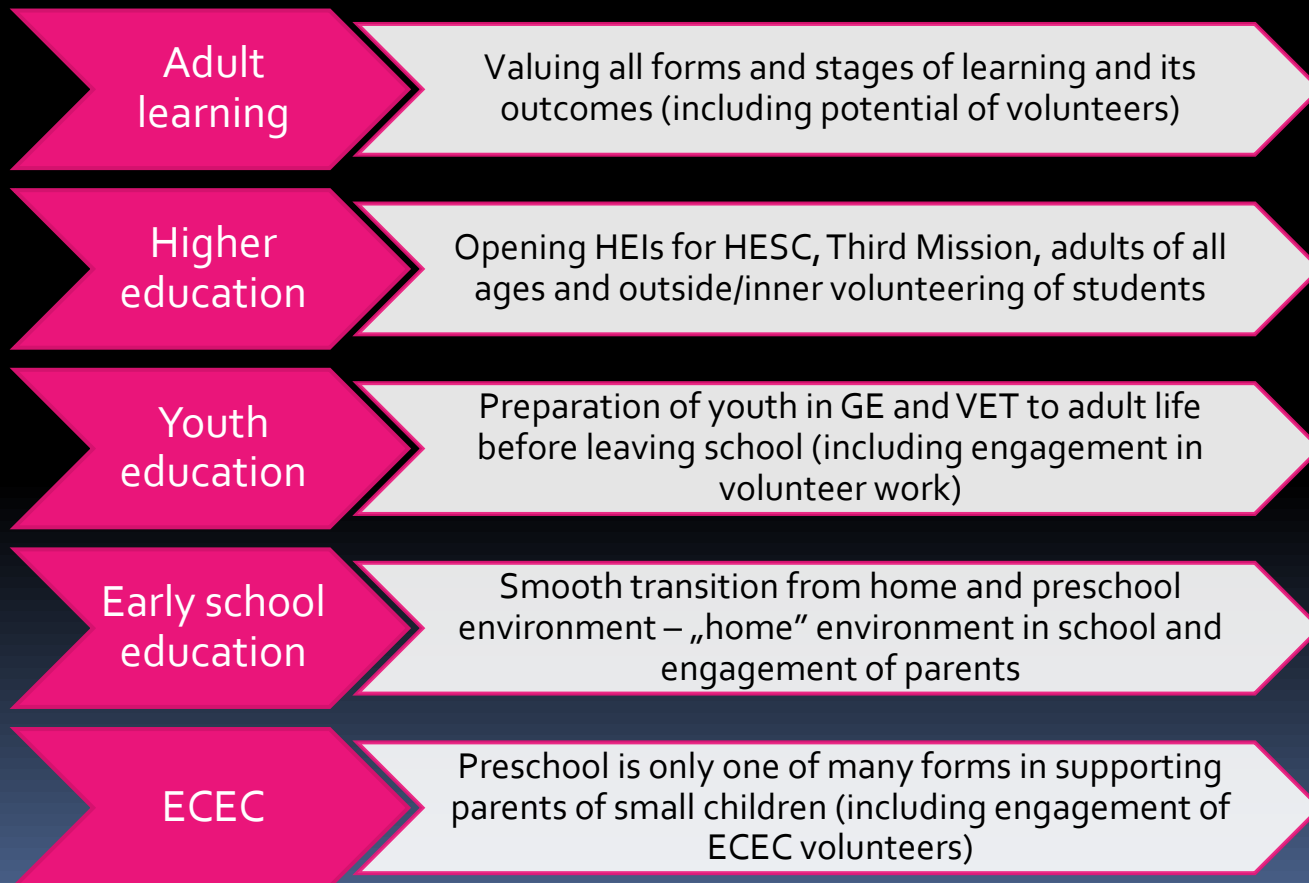
Which way to go?

The decisive for new orientation in LLL policy was the debate on European Qualification Framework in 2006

As the outcome of this debate we can find such important statements of European Parliament:  
„Each level of qualification should, in principle, be attainable by way of a **variety of educational and career paths.**”



# New culture of learning including adult learning



# Active learning – learning by volunteering

Example of an enlargement of U3A mission – the link with ECEC and volunteer engagement of seniors:

True value of adult learning is not only in: sitting, listening and remembering

True value is in transmitting adult (especially senior) experience – for example in ECEC environment

Teaching others (children, parents, teachers, other adults important for local ECEC) is the most effective way of learning

U3A may motivate seniors for ECEC engagement, support them in training others and monitoring outcomes