

DEVELOPING HUMAN CAPITAL OF THE ADULT POPULATION: THE CHALLENGE OF LIFE-LONG LEARNING

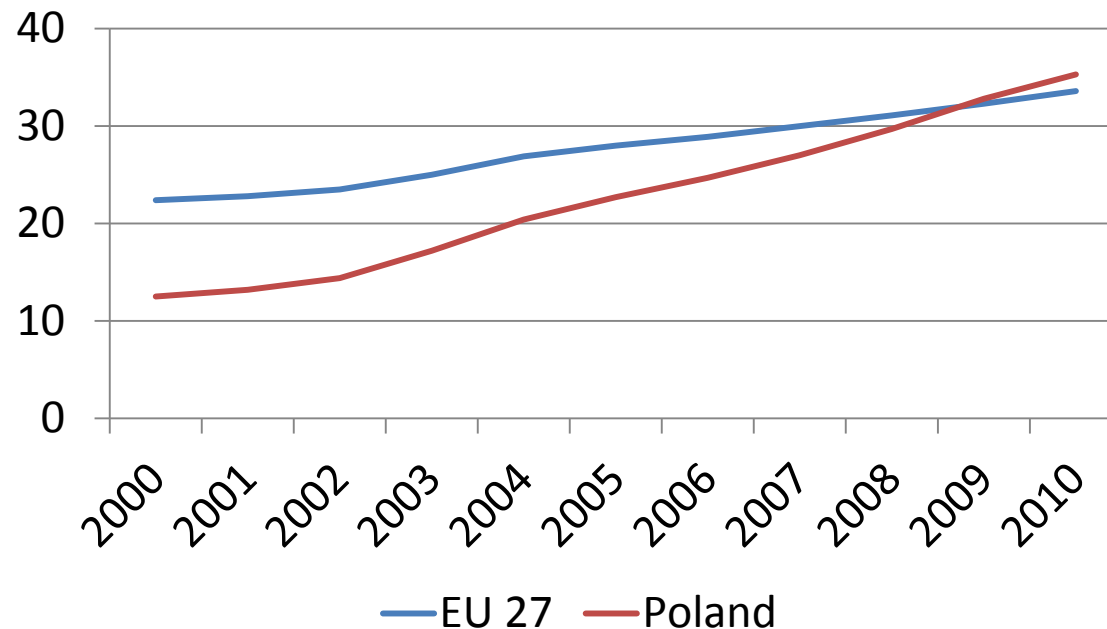
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Introduction

- The demographic change and ageing of baby-boom generation leads to changes of the age structure of working-age population
- Development of human capital should not rely only on increasing qualifications of younger workers
- Persistent differences in LLL participation across age groups can also lead to increasing inequality in human capital distribution
- Education and life-long learning policy should focus on adult learning and maintaining LLL activity throughout all ages

Rising share of young people with higher education

Tertiary educational attainment
age group 30-34



- Rising share of young people with higher education attainment, which is also reflected in EU strategy
- While it is generally positive, it leads to increasing skill gap between generations

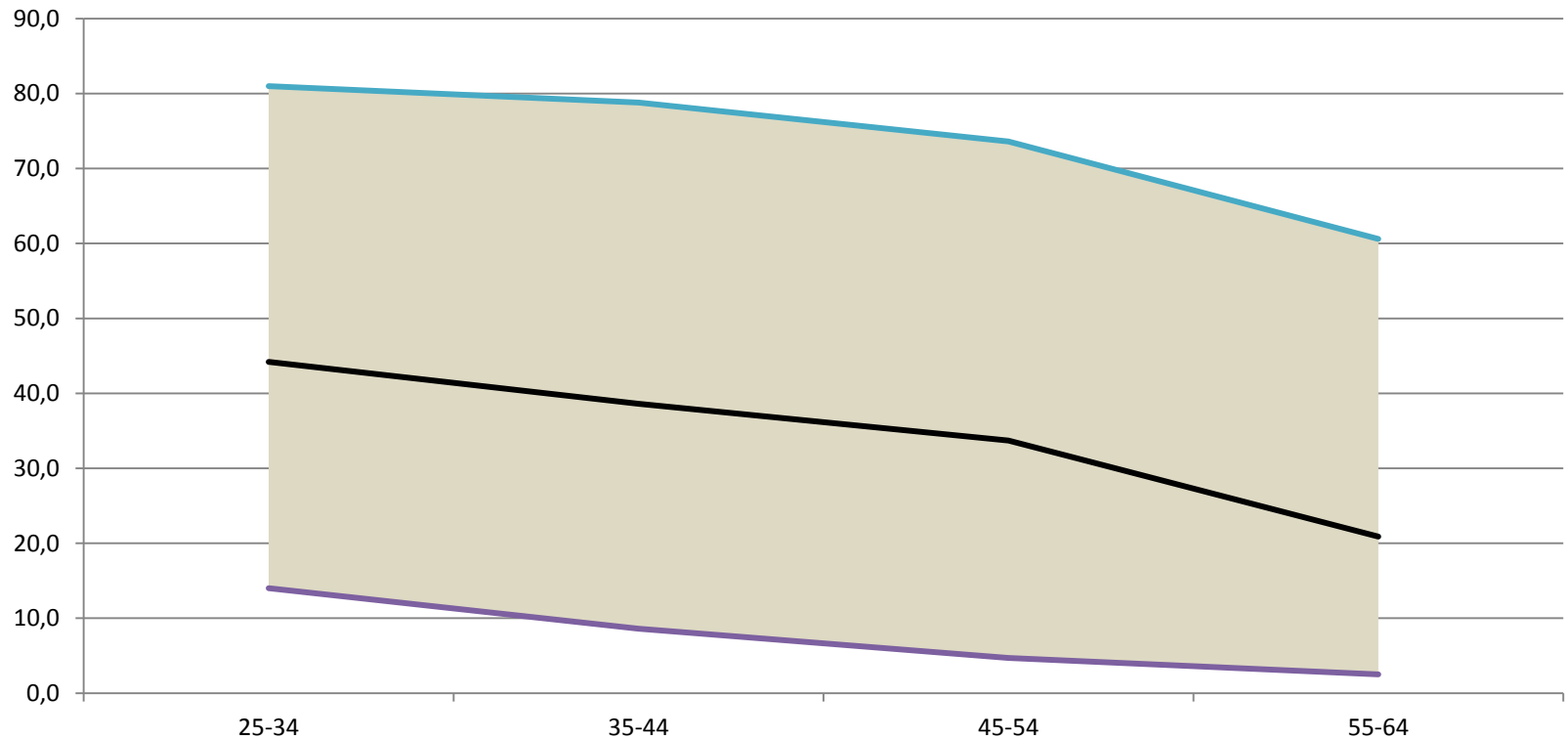
Source: Eurostat, LFS

The challenge of life-long learning

- Technological changes and globalisation also lead to dynamically changing demand for competencies at the labour market
- Competencies acquired during formal education tend to depreciate in time
- LLL of adults can help to reduce the skill gap resulting from formal education
- It also helps to catch up with the changing demand on the labour market

Participation in formal and non-formal learning by age (2006)

Participation in education and training by age groups - EU 27

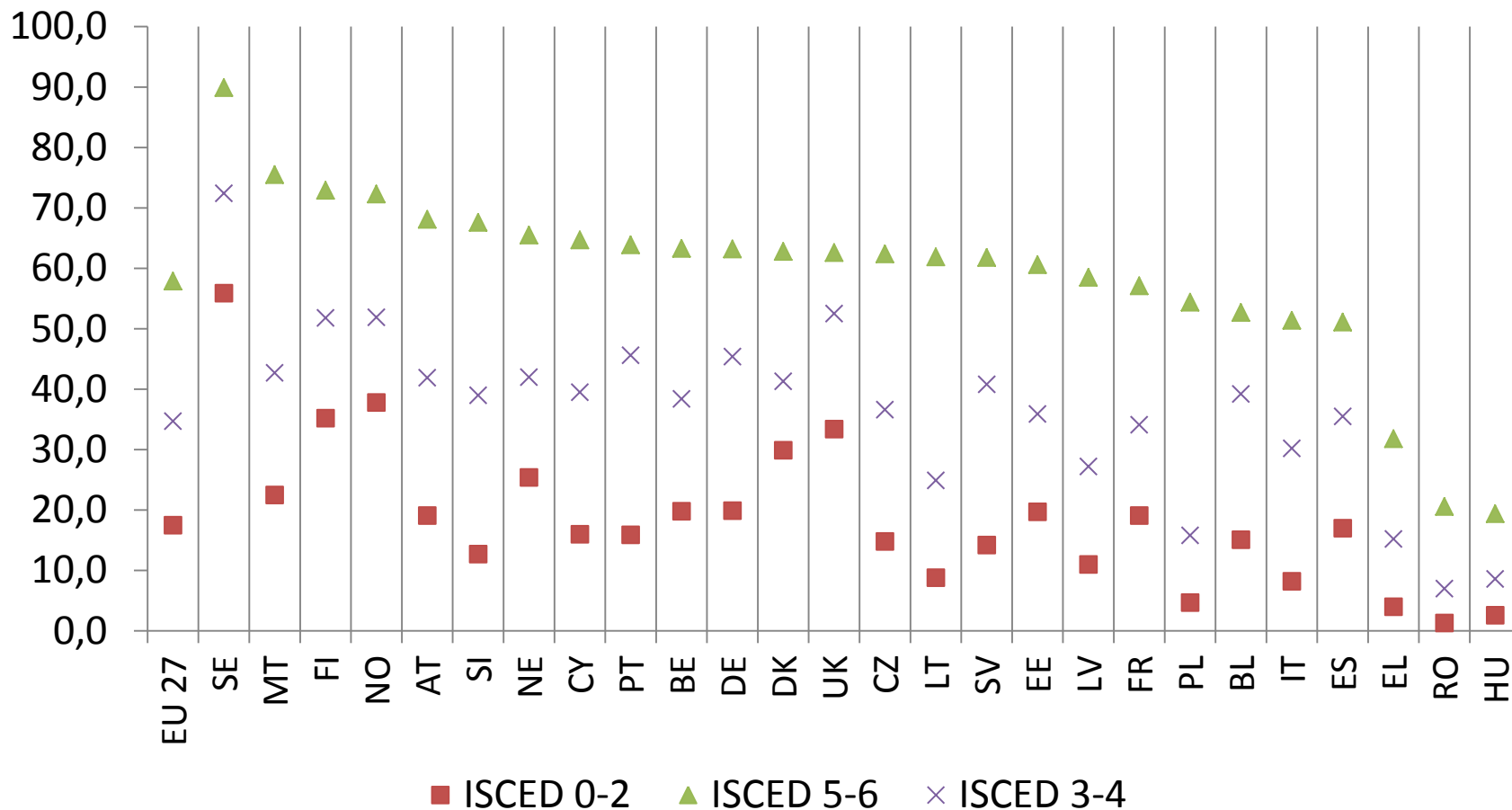


Line - average EU 27

Highest values for Sweden, lowest for Romania

Source: Adult Education Survey, Eurostat

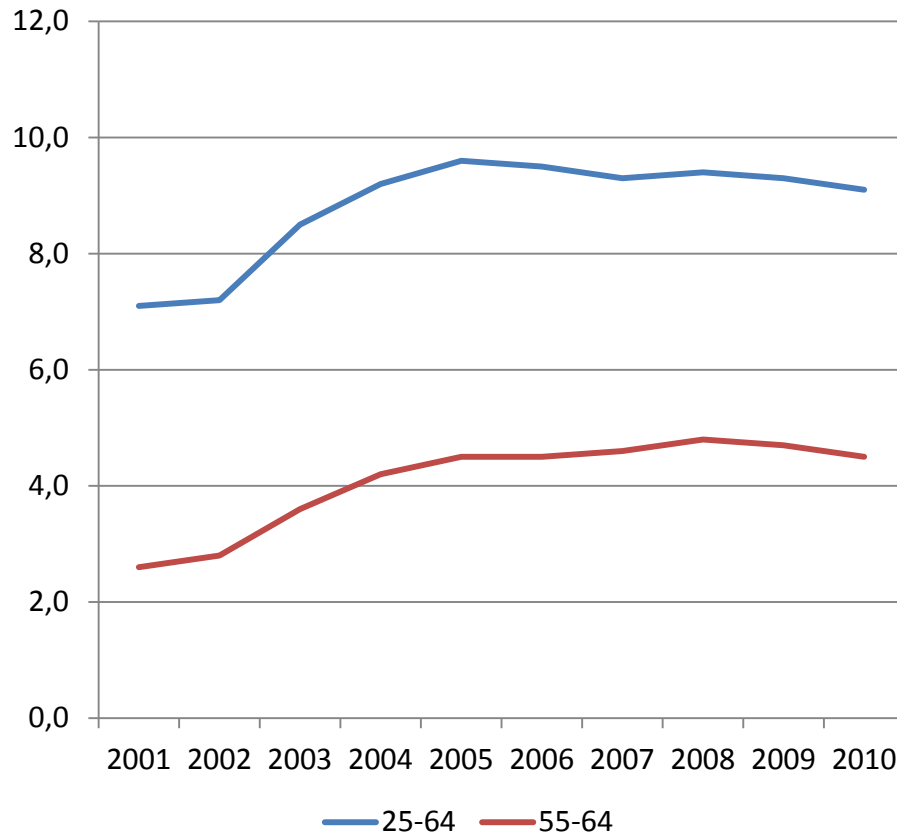
Participation in formal and non-formal learning by education level



Source: Adult Education Survey, Eurostat

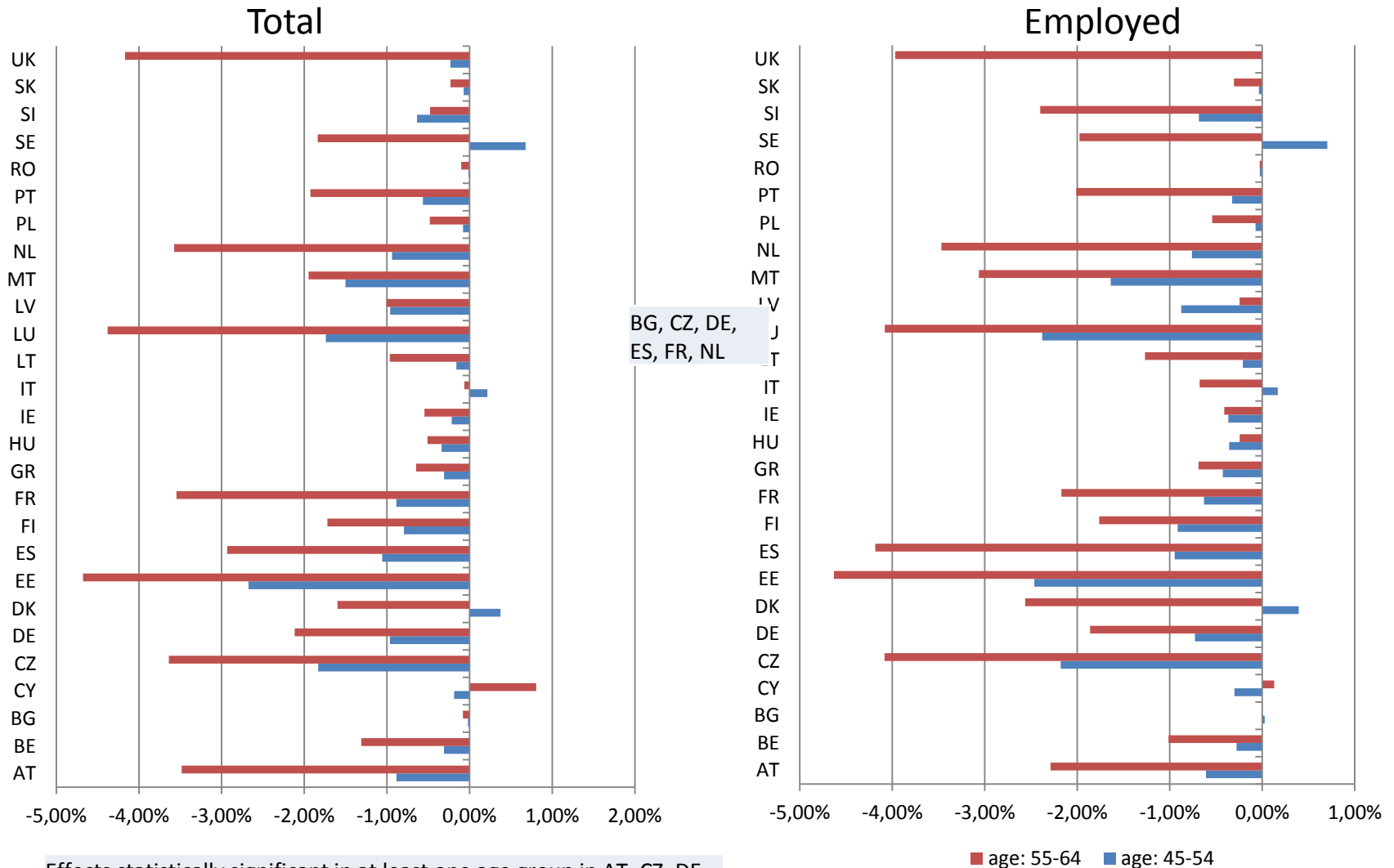
Participation in education and training

Changes in participation in E&T, EU-27



- Gap between participation in E&T for 55-64 does not change in time
- In countries with higher participation in E&T also older groups participate more
- But the gap persists in all EU countries

Average marginal effects of age in participation in training in 2011



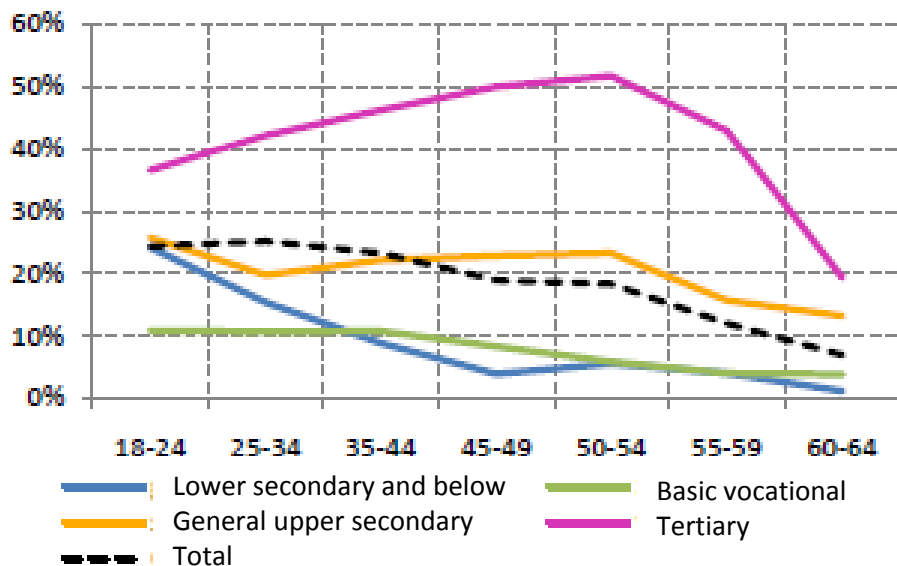
Effects statistically significant in at least one age group in AT, CZ, DE, ES, FR, NE, PT, UK

age: 55-64 age: 45-54

BG, CZ, DE, ES, FR, NL

Age and education combined: evidence from Poland

LLL (in any form) by age and educational attainment in Poland, 2011



- Educational activity reduces with age, both among employed and among unemployed

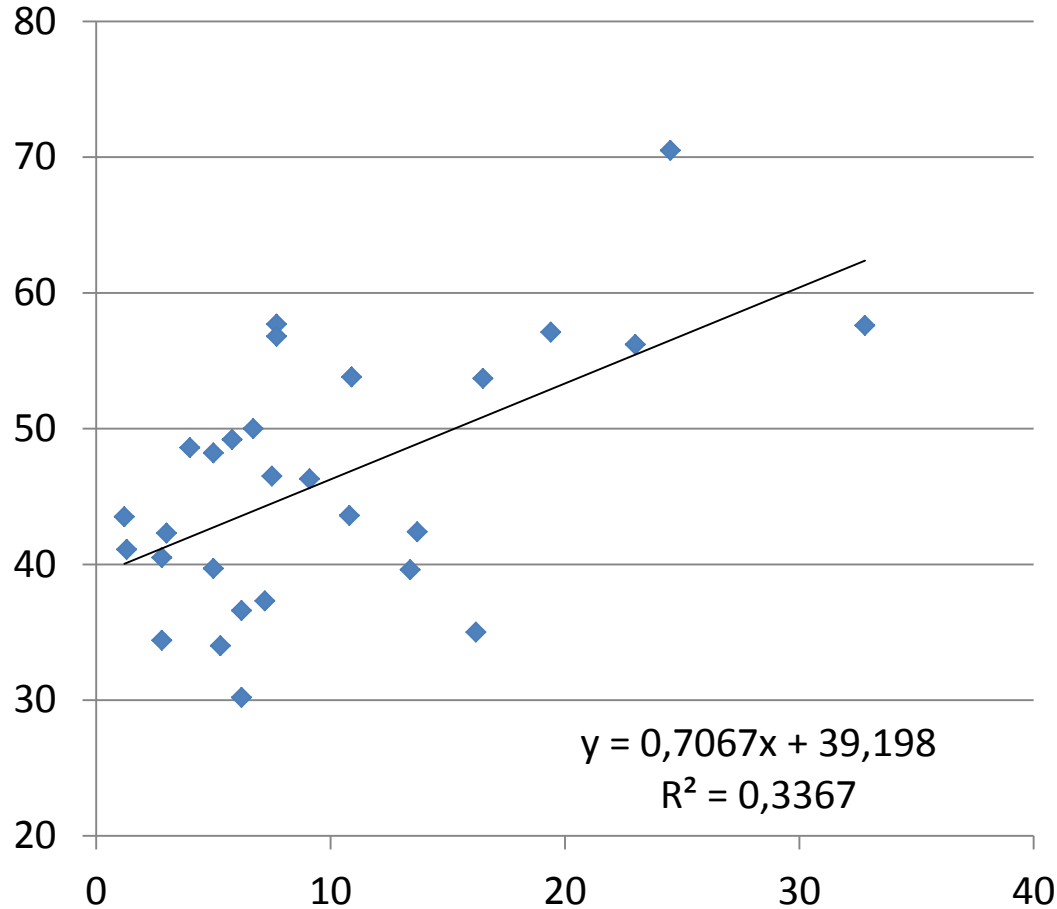
Among those with tertiary education attainment, there is a significant drop in LLL participation at age 55+

Young people with low educational attainment seem to compensate this lack at early stage of labour market careers, but it is not sustained in the case of older age groups

The challenge of life-long learning

- Current developments in LLL do not lead to reducing education inequalities between generations or groups with different educational attainment
- LLL policies should focus on older age groups as well as those with lower formal qualifications

Participation in E&T and employment rate of older workers



- In the light of increasing retirement ages in EU, there is a need to promote participation of adults in education and training

From work-life balance to **work-education-life balance?**

- Life-long learning is an important component of human capital development policy in the light of population ageing
- While young people are better educated today, they represent small share of total labour force
- There is a need to target LLL policy, with a focus on those in older age groups and those with low educational attainment
- LLL participation can also improve employability and work ability of older workers



Is it worth learning?

*Definitely. Sometimes
we don't want to, but
it is worth it.*