



Lifelong learning: appropriate skills for sustaining better jobs

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POZNAŃ UNIVERSITY
OF ECONOMICS



Poznan University of Economics

- 84 years of experience
- 2nd economic university in Poland
- Internationally oriented



Poznan University of Economics

- 5 faculties: Economics, Informatics and Electronic Economy, International Business and Economics, Management, Commodity Science
- 13 000 full time and part time students; 500 academic staff, including 140 professors,
- Post- Master studies - the most dynamic development



UEP's postgraduate offer

- Academic year 2009- 2010
 - 64 programmes
 - 1451 students
- Academic year 2010-2011
 - 70 programmes
 - 2943 students
- Different programmes; changing offer
 - 33rd edition of Accountancy or 27th edition of Banking and 27rd edition of Immovable's Pricing



Age structure among postraduate students

– under 30	52%
– 31- 40	33%
– 41- 50	10%
– 50 +	5%



Internationalisation of PUE

- Erasmus and ECTS: 104 partner institutions, 106 in-coming students; 229 Polish students going to study abroad
- Post – Master programmes: Doctoral Seminars and 4 international MBA programmes
- 35 courses taught in English (and other languages)

Development of staff and students mobility



Department of Education and Personnel Development

- Our teaching
 - Learning techniques, Career planning
 - Other courses connected with Human Capital development (also in English)
- Postgraduate programme
 - Psychology in Business
- Plans for future
 - Specialisation: Entrepreneurship in educational services
 - New postgraduate programmes: Training



Department of Education and Personnel Development

- Our recent research
 - Teaching entrepreneurship in schools in Wielkopolska Region
 - Influence of studying on students values and expectations



Teaching entrepreneurship in schools in Wielkopolska Region

- Mostly entrepreneurship is taught by women in age 45- 54; very experienced at school,
- Teachers concentrate on one from 4 teaching goals: how to find a job
- Teachers avoid to teach more complex and sophisticated problems
- They do not feel exactly the spirit of



Influence of studying on students values and expectations

- At the beginning of studies students:
 - Decide to study to guarantee a job obtainment ; intellectual or social motives are not important
 - Are very professionally oriented and demanding for the university
 - Expect to achieve competence without personal involvement
 - Think that further learning is not very much



Influence of studying on students values and expectations

- Finishing Bachelor stage of education students somewhat change their perception but:
 - Still think that studies are exclusively supposed to provide preparation for work
 - Participation in lectures and classes does not help too much in studying
 - Think that involvement in students research sets is unnecessary for future success



Influence of studying on students values and expectations

- Increase of awareness of necessity of longlife education (from 30% to 60%)
- However, knowledge is seen as less useful in personal career (from 15% to 24%)
- Students start to be more independent; do not expect direct instructions from teachers (from 77% to 69%)



Lifelong learning – scope of the concept

- Preparation for lifelong learning during formal basic education
- Lifelong learning as an activity
 - School based education (formal)
 - Adult education
 - Postgraduate programmes
 - Adult education support system
 - Outside school education (non- formal)
 - Employer financed training
 - Open training offer
 - Training industry
 - Informal learning



The competences for future jobs - main stream of current research

- Questionnaires' surveys
- Asking employers for actual or future expectations
- Low usefulness of such research
 - Who knows?
 - Long process of introduction changes at schools
- Lack of research on effectiveness of different activities concerning



Adult education survey results

Poland 2006

- 64% of population 25-64 did not participate in any form of education (75% country)
- 5,5% formal education; 18,6% participated in training and other programmes
- Women more active then man (36;35%)
- Problem: low participation of elderly people in each form of education (less



Training financed by employers

- 92% of non- formal activity is financed by employers
- Participation depends on the level of education (46% higher, 17% secondary, 4% elementary education)
- 84% non- formal education is connected with someone's job
- Part of education not connected with job is financed by employers



Training in organisations

- Problems with transfer of training
 - Concentration on reaction measurement
 - Lack of appropriate needs analysis
 - Low level of transfer
- Low level of training in small business
- Lack of research on training effectiveness



Challenges for future

- Many trainings in Poland are financed by UE funds within Human Capital Program
- Lack of surveys of effectiveness of UE financed trainings
- What will happen when UE support will finish? Many people are not ready to invest by themselves in training.



Proposals for future research

- Comparison of determinants of training transfer within different organisation (most useful strategies to support transfer)
- Effectiveness of teaching responsibility and general skills of learning and career planning
- The influence of study character on students perception of learning and labor



**THANK YOU FOR YOUR
ATTENTION**



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