

**TITLE OF CASE STUDY:
ACCESS AND PARTICIPATION OF ADULTS UNDER THE LLL**

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ABSTRACT (100-150 words):

It is an indisputable and global fact, the progressive aging of the population.

In view of this, is a social policy priority to ensure the dignity of older people, seek their active role in society, promoting their access to education and to achieve an exchange of experiences and knowledge between generations. The University must contribute to all these purposes.

This not only brings a benefit to these people individually, but for the whole society. The elderly can contribute views and experiences of great interest, and maintain an active life intellectually and socially, which does benefit them individually and for the social community useful.

GENERAL BACKGROUND:

There is a growing concern for the educational integration of older people, promote their continuing education and promote the benefits of active aging.

This concern is noted internationally and nationally.

Internationally, it is noteworthy as a reference the World Declaration on Higher Education in the XXI Century: Vision and Action, UNESCO, 1998 (http://www.unesco.org/education/educprog/wche/declaration_spa.htm)

Nationally, we must highlight the commitments assumed by Spain to adapt higher education to the demands of the Bologna Process for the EHEA. In particular, Royal Decree 1892/2008 of 14 November, regulating the conditions

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for access to official university degree and admission procedures to the Spanish public universities (BOE 11/24/2008).

We also have to highlight the regional legislation, since in Spain the legislative powers on education are transferred to regional government bodies ("Comunidades Autónomas"). As an example, it can be remark the Law 6/1999, July 7, on care and protection to the elderly, of the Junta de Andalucía (No. BOJA. 87, 29 July).

http://www.juntadeandalucia.es/igualdadybienestarsocial/export/Personas_Mayores/HTML/tema5.html

OBJECTIVES AND PURPOSE

As stated by the World Declaration on Higher Education in the XXI Century: Vision and Action, UNESCO, 1998, one of the "Priority Actions" of the educational systems and institutions is the following:

"9. Access to higher education institutions must be open to adult learners:

- a) developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within institutions, sectors and states, and between them;
- b) establishing joint research and training between higher education and the community, bringing the services of institutions of higher education available to outside groups;
- c) carrying out interdisciplinary research in all aspects of education and adult learning, with the participation of adult learners themselves;
- d) creating opportunities for adult learning in a flexible, open and creative".

LINKS BETWEEN RESEARCH AND PRACTICE

In Spain there is intense research on the benefits of the integration of adult education for their welfare and social development. The results of these investigations are guiding social policy and practice of Spanish universities, at the organizational level, teaching and management.

Among the investigations carried out are included those developed in the framework of the Research Program of the Ministry of Education. This program promotes projects that contribute to improving the quality of higher education, increasing competitiveness and human resource development of the Spanish system of higher education. For this, the results of projects funded under this program are made available to the university community, through its website (<http://82.223.210.121/mec/ayudas/>). See for example:

- "The Teaching And Learning Process In The University Programs For The Elderly: A Case Study And Proposed Improvement" (EA2009-0160)
- "University Access To Seniors Without Previous Academic Title" (EA2009-0134)
- "Analysis And Proposed Systems Certification Of Skills And Fitness Testing Facilities For Over 40 And 45" (EA2009-0156)

In Granada, there have been a number of projects that has been actively involved those responsible for training and management training to adults, and in particular to older students themselves.

RESEARCH PROCESS (DESCRIBE THE METHOD USED TO GATHER INFORMATION /GENERATE THE NEW LEARNING)

Policies aimed at achieving access and participation of adults in lifelong learning are based primarily on the investigation of their training demands from:

- Interviews
- Questionnaires / Surveys
- Analysis of statistics

LINKING RESEARCHERS AND PRACTITIONERS (OR POLICY MAKERS)

The results of research on the challenges and benefits of access and participation of adults report the practice of the universities, at the organizational level, teaching and management.

In particular, the widespread establishment of “Open Classrooms Training for Seniors” for more than 50 or 55 years old students, with or without previous educational qualifications, through which it is offered non-formal education for adult learners. Senior university classrooms are a space for training, participation, meeting and living together that provides the opportunity for older people to join scientific training, cultural, technological and social after the end of their working years.

The objectives are:

- Open University to older population, to enrich each other with the contribution of knowledge, historical memory and experience of older people.
- Facilitate the access of older women and men in the cultural and active learning.
- Provide a forum for discussion of cultural, social and science that will enable older people to continuously develop their personal abilities, intellectual and social order to enhance their self-worth and self-esteem, an attitude of constant readiness and a greater capacity to respond to new situations of life.
- To provide a suitable framework for coexistence, to raise awareness and promote intergenerational relationships that stimulate social participation.

The structure of the university classrooms for seniors is composed of more permanent venues complemented by Itinerant Offices covering other towns and villages through which it manages to bring university education to rural settings where higher education is less accessible, particularly for older people. By way of example, there are Senior College Classrooms in every city in Andalusia. They are also united in the Federation of Associations of Classrooms for Senior University of the Autonomous Community of Andalusia (FADAUM).

Also, the associations of senior university students and graduates are a meeting place where they share cultural, recreational and voluntary socio-cultural.

TRANSFERABILITY OF THE CASE

The Spanish experience of the "Classrooms for the Elderly" has been the essential piece to ensure access and participation of older people in higher education. It is a model transferable to other university systems.

RECOMMENDATIONS FROM THE CASE STUDY

- There is a higher demand for not formal university education by adults, than formal.
- By sex, the number of adult students males is higher than females. Therefore, it should encourage access and participation of women.
- It should be at the Universities experts in caring for older students, both in teaching and services staff.

FURTHER READING

World Declaration on Higher Education in the Twenty-First Century: Vision and Action, UNESCO, 1998
(http://www.unesco.org/education/educprog/wche/declaration_spa.htm)

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