Challenges in Adult education in Lithuania

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Percentage of the adult population aged 25–64 participating in education and training over four weeks prior to the survey, 2015

Source: Eurostat, 2015
The system of Lithuanian Education (curricula scheme)
Paradigms on Adult Education in Lithuania

1. Lifelong education: the role of the state for education of society, empowerment of its members activity in different social fields

2. Lifelong learning – personal resolve and learning activity whole life
Adult education policy

The adult education policy in Lithuania is shaped in line with the functioning laws and strategies:


• *The Lifelong Learning Strategy* (2008)

• National education strategy 2013-2022

• National Non-formal education development plan 2014-2016
Main statements of Adult Non-Formal Education in Lithuania

• new key competencies for all;
• more investment into human resources and prevention of social exclusion;
• implementation of innovations into learning and teaching;
• valuing of learning/teaching;
• market survey and change of learning orientation and directions;
• bringing learning closer to home
Non-Formal Adult education providers in Lithuania

Public and private sectors; NGOs:

- Education development centre;
- Professional training methodic centre;
- Lithuanian Labour Exchange;
- Non-governmental organizations;
- Lithuanian Association of Adult Education, that unites adult educators;
- Lithuanian association of directors of adult education centres;
Funding of Non-Formal Adult Education

• Direct state subsidies;
• Direct municipalities budget costs;
• Grants for selected during competition projects (National and EU Structural Funds)
EU funding for AE development in Lithuania 2007-2013

Source: State AE audit, 2013
EU FP6 Project „Towards a Lifelong Learning Society in Europe: the contribution of the education system“ (LLL2010)
PRIORITY 7 Citizens and Governance in a knowledge based society

www.lli2010.tlu.ee
Objectives of the survey

- To obtain in-depth comparative information about adult learners' perspectives (attitudes and motivation of adult learners to participate in continuous learning process)

- To test different hypotheses about the causes of unequal participation, with a particular focus on low-skilled and low-literate adults
The questionnaire for the adult learners (“Your participation in formal adult education in Lithuania”)

994 adult learners, reentering formal education system after at least two years‘ interval participated in the survey:

- ISCED 1-2 – 174 learners
- ISCED 3 – 296 learners
- ISCED 4 – 294 learners
- ISCED 5-6 – 257 learners
Grouping research data on adult learners and its comparison to international education classification

<table>
<thead>
<tr>
<th>Lithuanian Classification of Education</th>
<th>International Standard Classification of Education ISCED 1997</th>
<th>LLL2010 Project Classification of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 LEVEL</td>
<td>0 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Pre-primary education (pre-school and pre-primary education)</td>
<td>Pre-primary education</td>
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<tr>
<td>1 LEVEL</td>
<td>1 LEVEL</td>
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<tr>
<td>Primary education (primary education curricula)</td>
<td>Primary education or First stage of basic education</td>
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<tr>
<td>2 LYGMO</td>
<td>2 LEVEL</td>
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<tr>
<td>Basic education (basic and alternative education curricula, basic vocational education stage 1 curricula)</td>
<td>Lower secondary or Second stage of basic education</td>
<td>ISCED 1-2</td>
</tr>
<tr>
<td>3 LEVEL</td>
<td>3 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Secondary education (secondary and gymnasium education curricula, stage 2 and 3 of basic vocational education curricula)</td>
<td>(Upper) secondary education</td>
<td>ISCED 3</td>
</tr>
<tr>
<td>4 LEVEL</td>
<td>4 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Post-secondary education not resulting in the attainment of university or college education level (stage 4 of basic vocational education curricula)</td>
<td>Post-secondary and non-tertiary education</td>
<td>ISCED 4</td>
</tr>
<tr>
<td>5 LEVEL</td>
<td>5 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Post-secondary education (post-secondary education curricula)</td>
<td>First stage of tertiary education (non leading directly to an advanced research qualification)</td>
<td>ISCED 5-6</td>
</tr>
<tr>
<td>6 LEVEL</td>
<td>6 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Higher education (university main professional study curricula, Bachelor degree curricula, Master degree curricula, special professional study curricula, residency study curricula, non-university higher study curricula)</td>
<td>Second stage of higher education (leading to an advance research qualification)</td>
<td></td>
</tr>
<tr>
<td>7 LEVEL</td>
<td>7 LEVEL</td>
<td></td>
</tr>
<tr>
<td>Doctoral studies (doctoral and post-graduate art studies)</td>
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</tbody>
</table>
Learning motives

To learn knowledge/skills useful in my daily life: 46.40%
To get a job: 36.50%
Because I was obliged to do it, e.g. to claim benefits, to avoid redundancy: 7.90%
Because I was bored: 12.00%
To start up my own business: 21.30%
Because someone advised me to do it: 30.60%
To do my job better: 39.90%
To get a break from the routine of home and work: 36.60%
To gain awareness of myself and others: 26.60%
To contribute more to my community: 29.60%
To participate in group activities: 32.70%
Because my employer required me to enroll in the programme: 12.20%
To earn more: 41.70%
To learn more on the subject of my interest: 50.00%
Because I was bored
To learn more on the subject of my interest
To gain awareness of myself and others
To learn knowledge/skills useful in my daily life
To get a break from the routine of home and work

Personal fulfilment
Human capital

To obtain a certificate
- Female 41
- Male 42.6

To be less likely to lose my current job
- Female 40.1
- Male 37.9

To get a job
- Female 40.1
- Male 37.9

To start up my own business
- Female 9.4
- Male 25.2

To do my job better
- Female 41.1
- Male 37.3

To earn more
- Female 43.2
- Male 38.6
Social capital

To participate in group activities
- Female 33.2
- Male 31.7

To meet new people
- Female 48.3
- Male 35.1

To contribute more as a citizen
- Female 41.9
- Male 34.5

To contribute more to my community
- Female 28.8
- Male 31.2
Social control

- Because I was obliged to do it, e.g. to claim benefits, to avoid redundancy:
  - Male: 20.5%
  - Female: 18.1%

- Because my employer required me to enrol in the programme:
  - Male: 15.3%
  - Female: 10.7%

- Because someone advised me to do it:
  - Male: 33.3%
  - Female: 29.3%
Personal fulfilment

- Because I was bored
- To learn more on the subject of my interest
- To gain awareness of myself and others
- To learn knowledge/skills useful in my daily life
- To get a break from the routine of home and work
Human capital

To earn more
To do my job better
To start up my own business
To get a job
To be less likely to lose my current job
Social capital

To contribute more to my community
To contribute more as a citizen
To meet new people
To participate in group activities
Social control

Because someone advised me to do it
Because my employer required me to enrol in the programme
Because I was obliged to do it, e.g. to claim benefits, to avoid redundancy
Difficulties to the participation in the formal adult education

- Family problems: 15.9%
- Difficulties competing with younger students: 20%
- Lack of advance preparation for study programme: 24.1%
- Not enough time for study: 40.8%
- Inconvenient study schedule: 17.2%
- Financial problems: 35.8%
- Problems providing for childcare: 26.4%
- Transportation problems: 22.2%
Adult learners attitude towards participation in education

- I enjoy educational activities that allow me to learn with others: 49.2%
- Adult or continuous education is mostly for people with little else to do: 3.6%
- I'm fed up with teachers and classes: 2.4%
- Successful people do not need adult or continuous education: 5.3%
- I dislike learning: 5.6%
Overall LLL Index

- Positive: 63
- Negative: 0.4
- Neutral: 37
Overall LLL Index by ISCED level

<table>
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<tr>
<th>ISCED Level</th>
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<th>Negative</th>
<th>Neutral</th>
</tr>
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<tr>
<td>ISCED 1-2</td>
<td>64</td>
<td>0.2</td>
<td>36</td>
</tr>
<tr>
<td>ISCED 3</td>
<td>63</td>
<td>0.3</td>
<td>37</td>
</tr>
<tr>
<td>ISCED 4</td>
<td>58</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>ISCED 5-6</td>
<td>67</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>
The attitudes of employers towards LLL of employee’s

- **71 %** trust and wish them to study;
- **34 %** would let them to attend formal education sessions on a permanent leave;
- not enthusiastic about higher and university studies (about **14 %** and **7 %** respectively);
- **49 %** would let attend follow up seminars which take 2 or more days;
- **11 %** would let leave for long trainings
Motivation for learning of elderly, disabled and imprisoned in Lithuania

The main reasons why elderly, disabled and imprisoned persons in Lithuania doesn’t participate in adult education (%)

- Seems too late for education
- Lack of financial resources
- Problems in reconciliation education
- No need, it is enough knowledge and skills
- There are no education services
- Lack of information
- Educational programmes are too difficult
- I tried to go for education though it was too difficult
- There are no needed study programmes

Source: Applied AE survey, 2011
The subjects that adults, disabled and imprisoned would like to study

- Computer literacy
- Foreign languages
- Legal knowledge necessary in daily life
- Psychology
- Healthy lifestyle
- Accounting knowledge
- Entrepreneurship, management, economic news
- Traditional crafts

Source: Applied AE survey, 2011
Conclusions

• Non-formal adult education doesn’t fully respond to the needs of human capital development (in second place put personal needs; interest of professional self-improvement and self-expression.

• In both- state and private non-formal adult education sectors- human capital oriented towards accumulation of social capital;

• Funding for Non-Formal Adult Education Fields is unbalanced
Conclusions

• The main motives for participation LLL: to learn more on the subject of interest, to learn knowledge/skills useful in daily life and “to gain awareness of myself and others”;

• The participants of adult education programs are satisfied with their studies;

• Lack of time and financial problems limit the possibilities of learners to more actively participate in formal education
THANK YOU FOR YOUR ATTENTION!