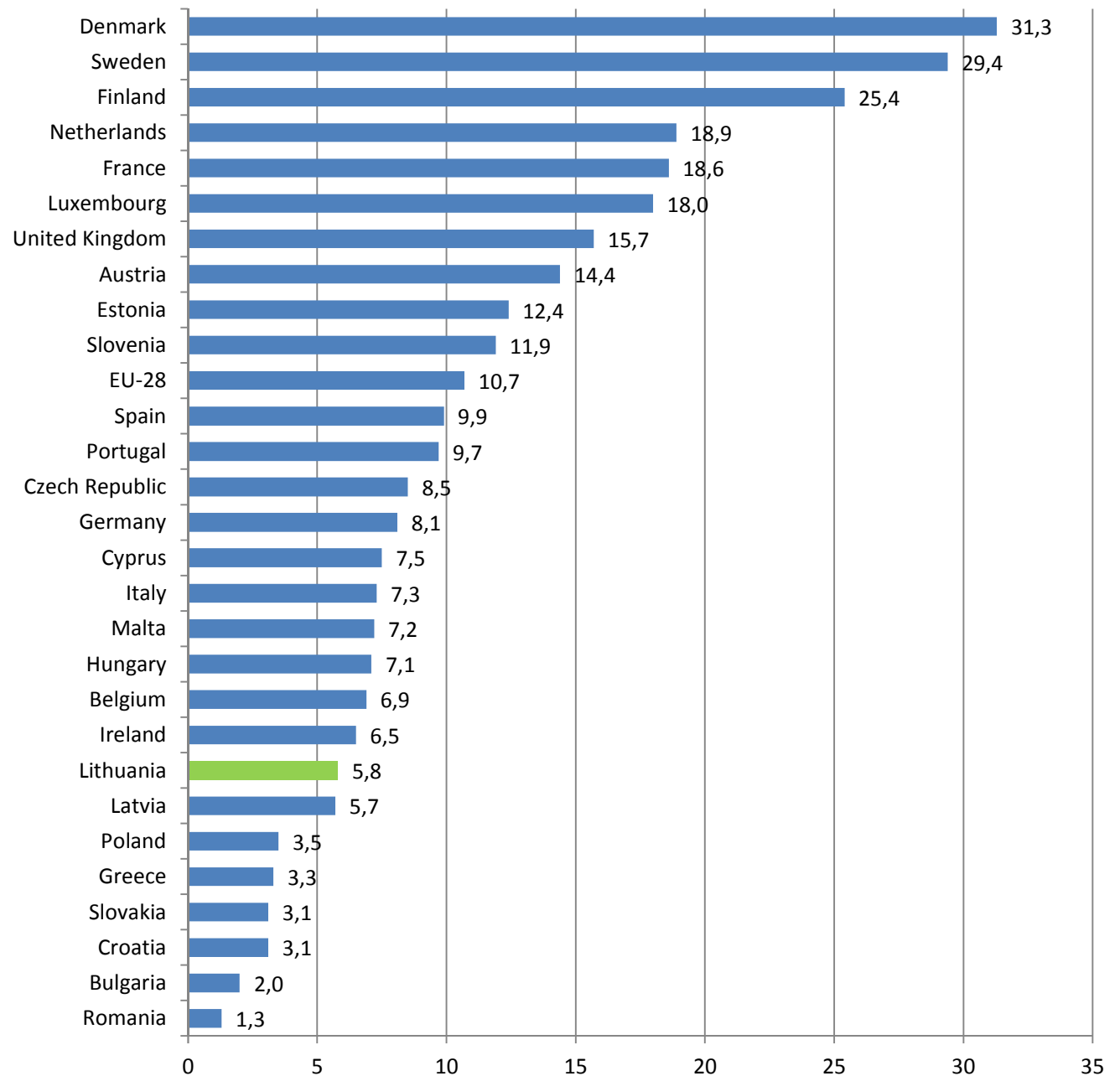


Challenges in Adult education in Lithuania

Prof. Dr. Leta Dromantienė

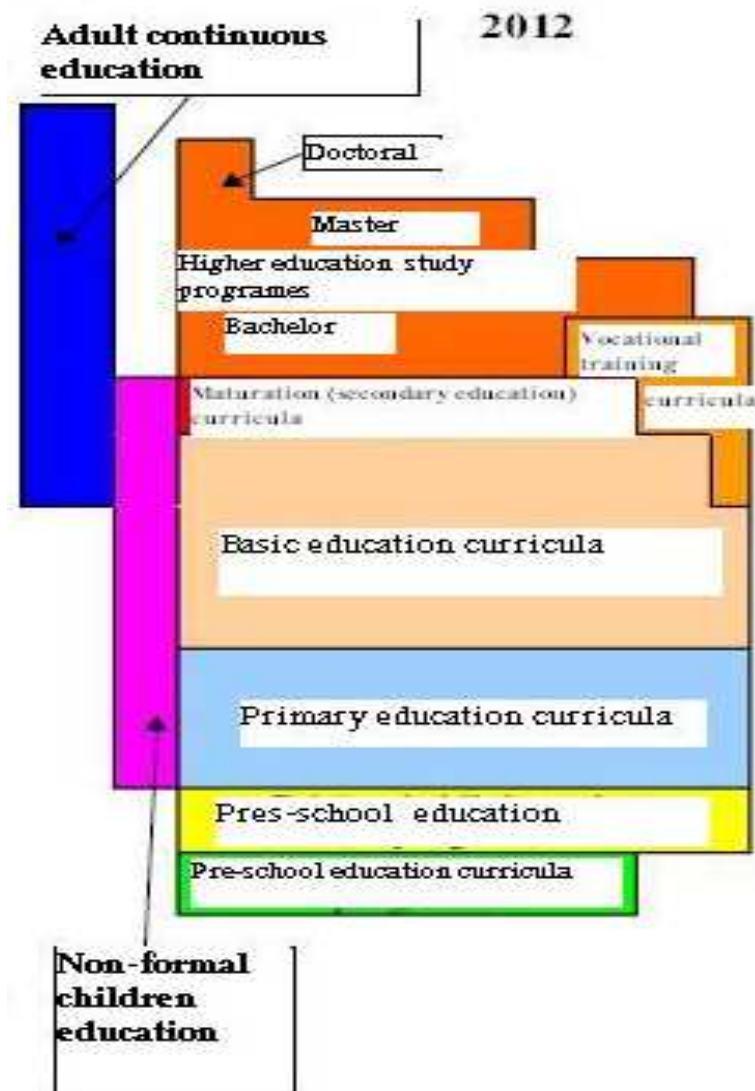
Mykolas Romeris University
Vilnius, Lithuania

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:

- *Law of the Republic of Lithuania on Education (2003)*
- *Law of the Republic of Lithuania on Non-formal and Continuous Adult Education (2014) (former Law of the Republic of Lithuania on Non-formal Adult Education (1998))*
- *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

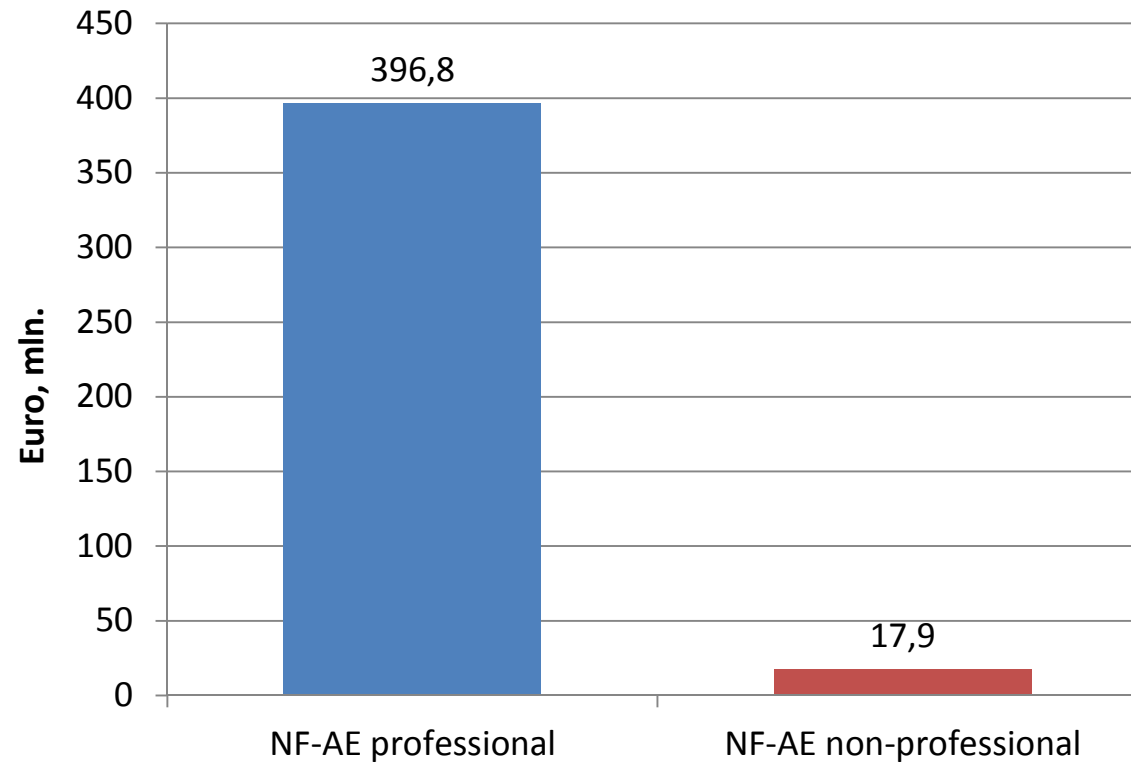
Public and private sectors; NGOs:

- 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.lll2010.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

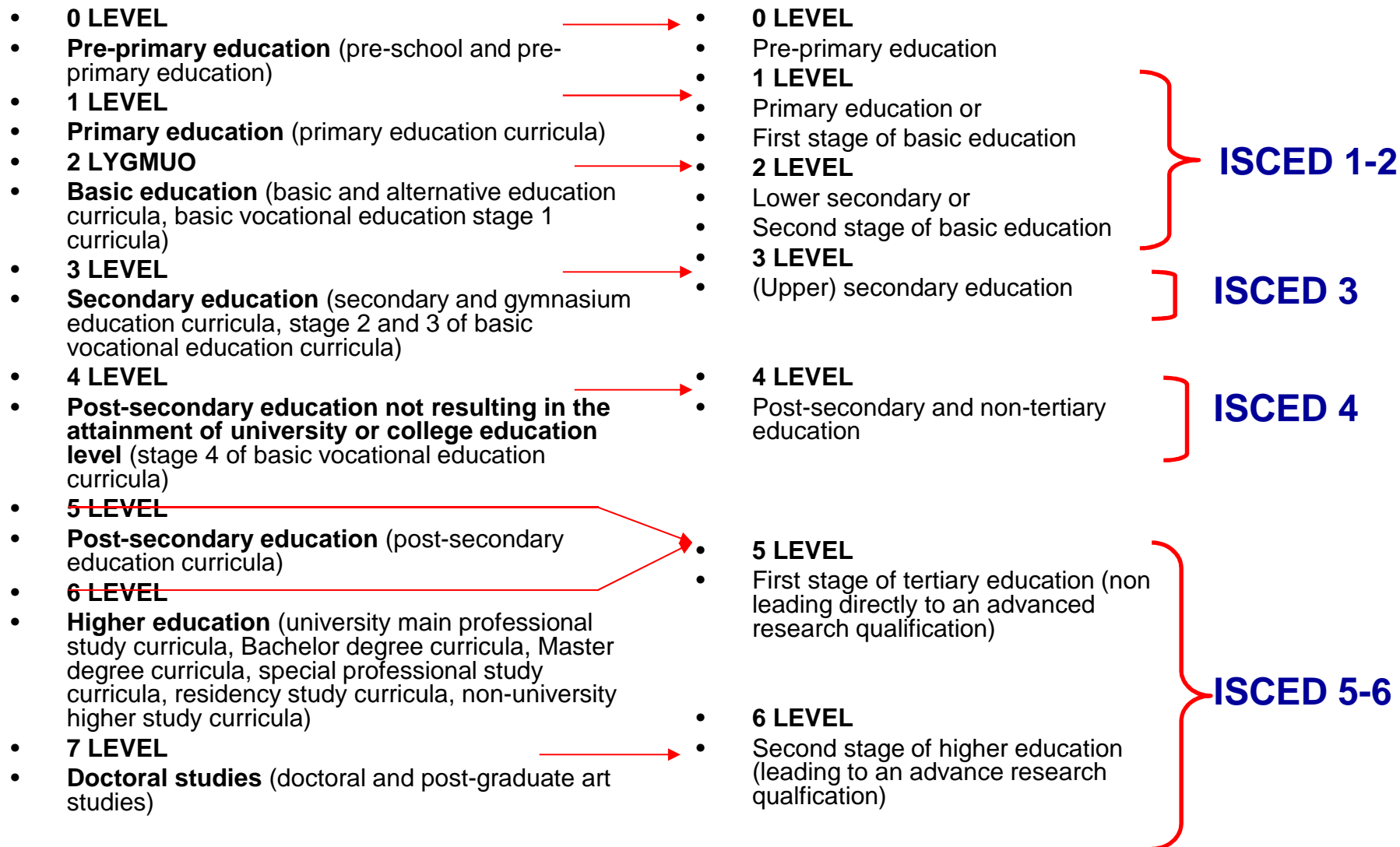
ISCED 5-6 – 257 learners

Grouping research data on adult learners and its comparison to international education classification

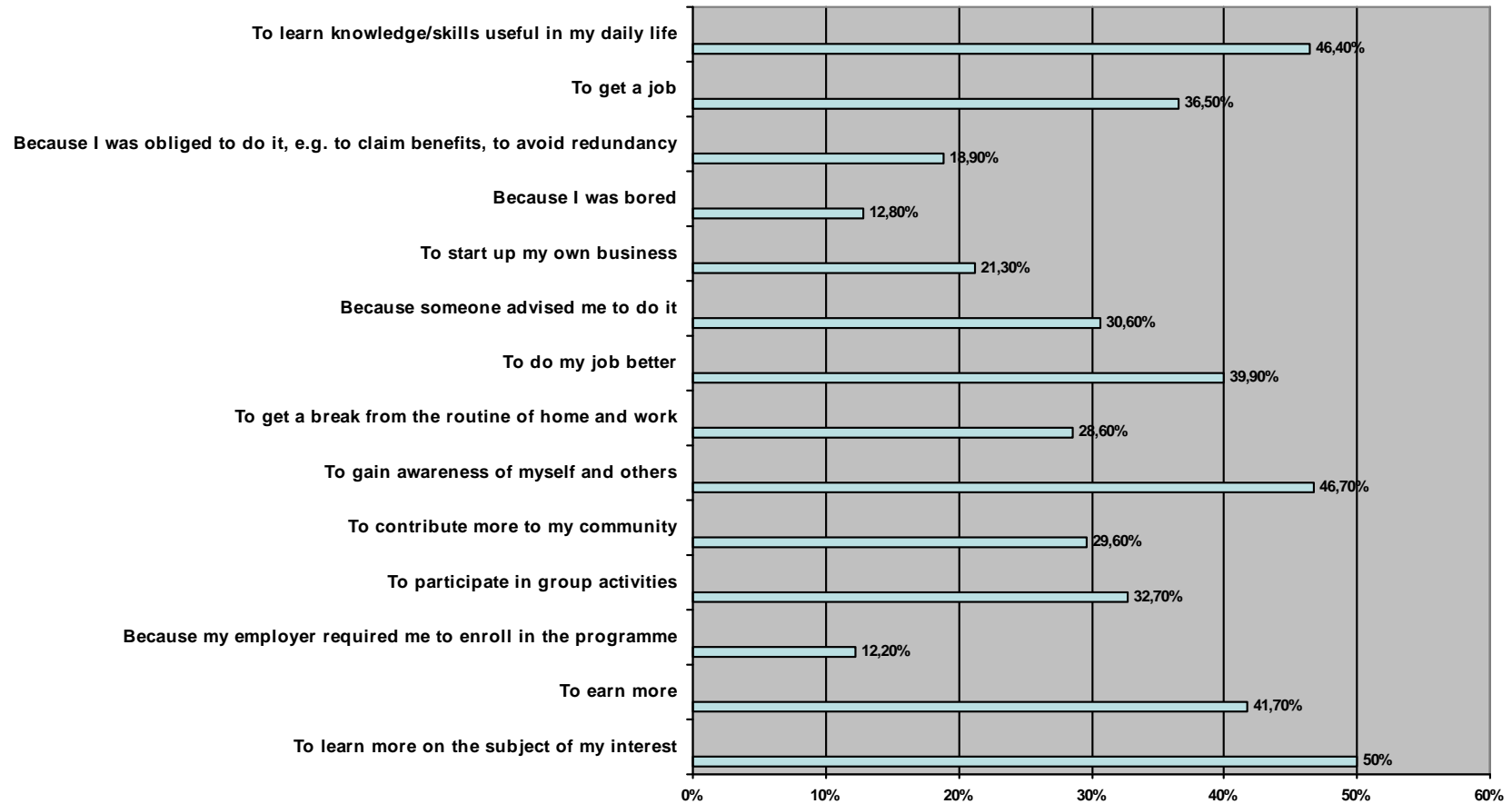
Lithuanian Classification of Education

International Standard Classification of Education ISCED 1997

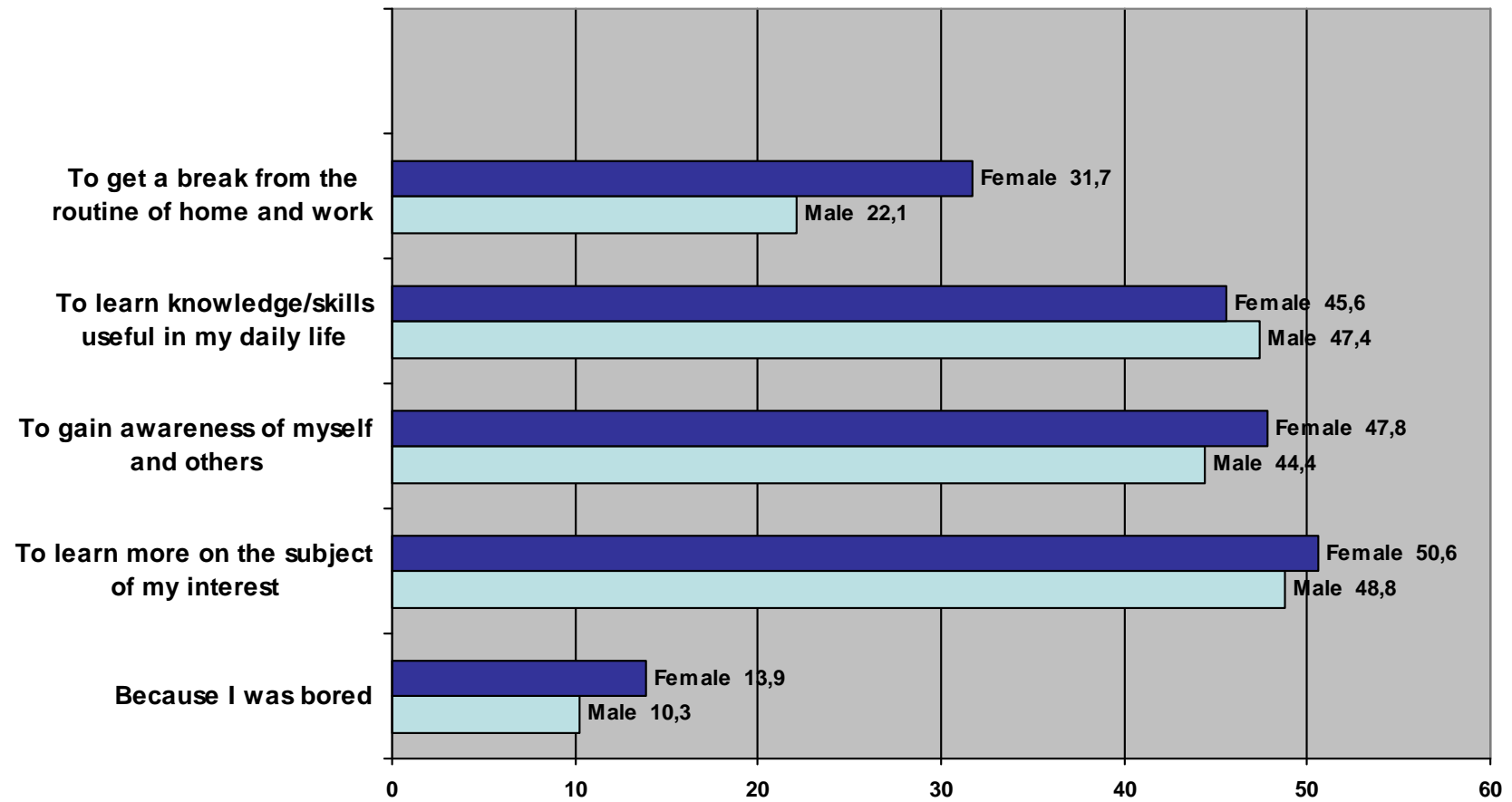
LLL2010 Project
Classification of Education



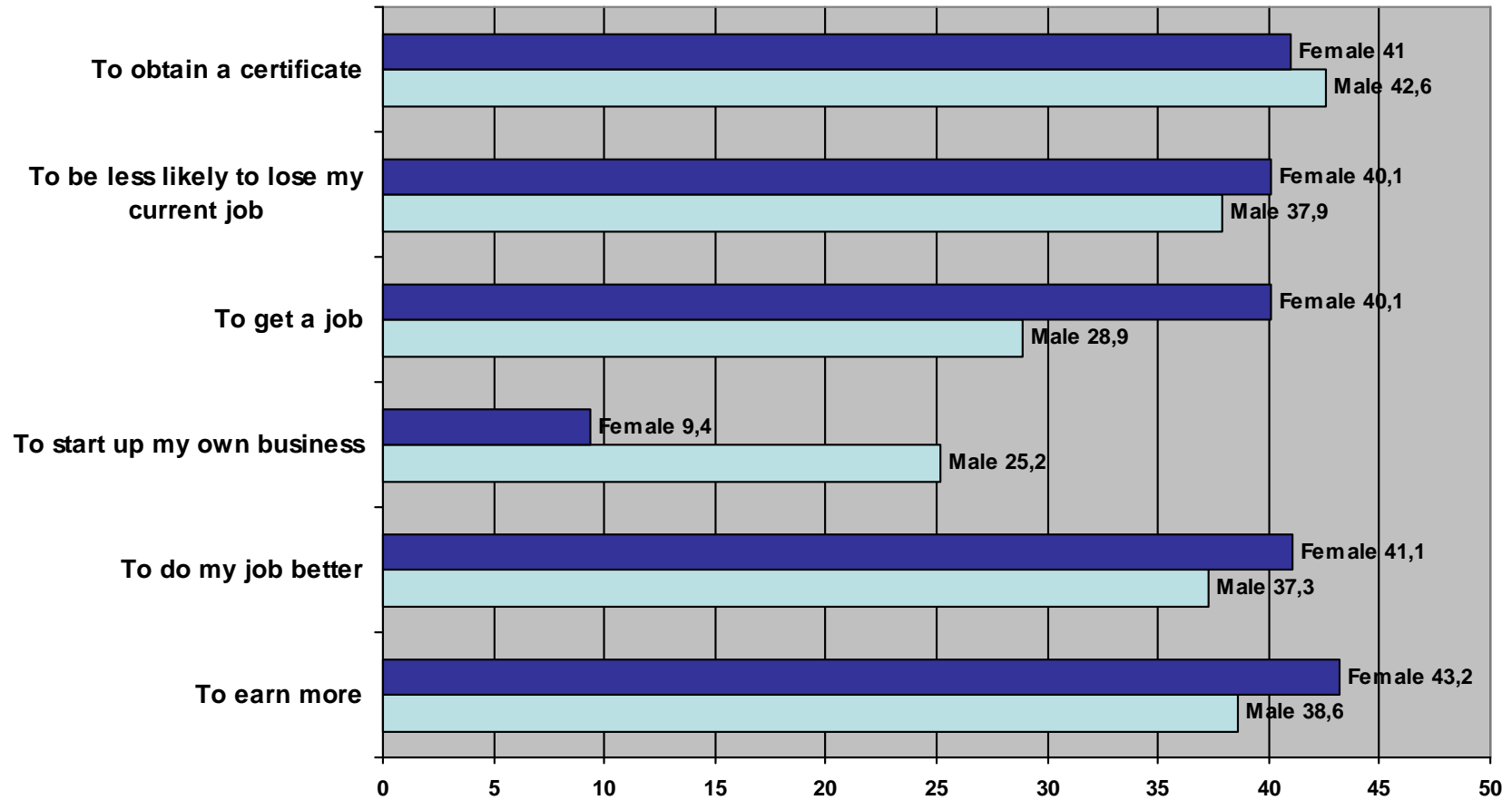
Learning motives



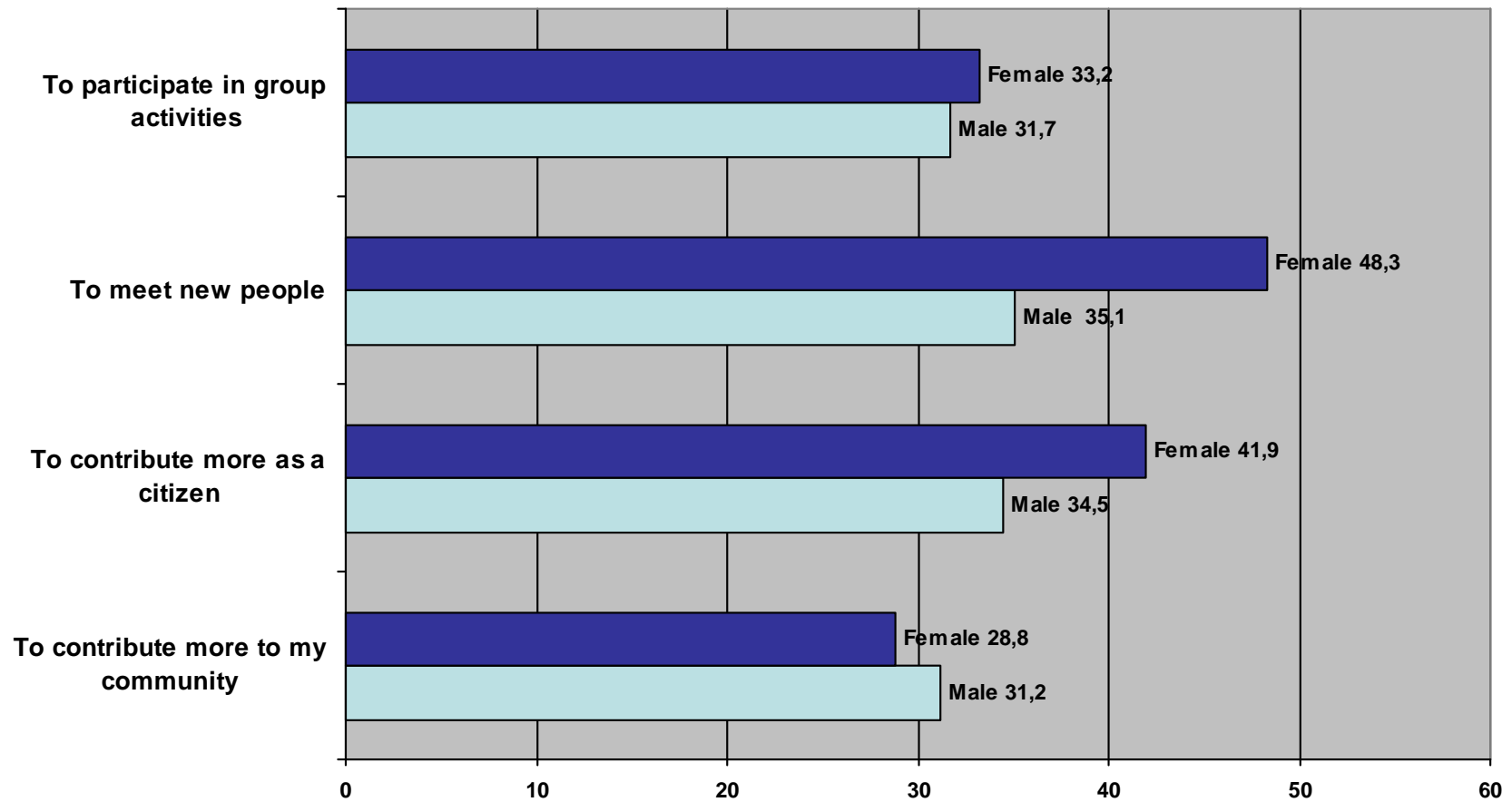
Personal fulfilment



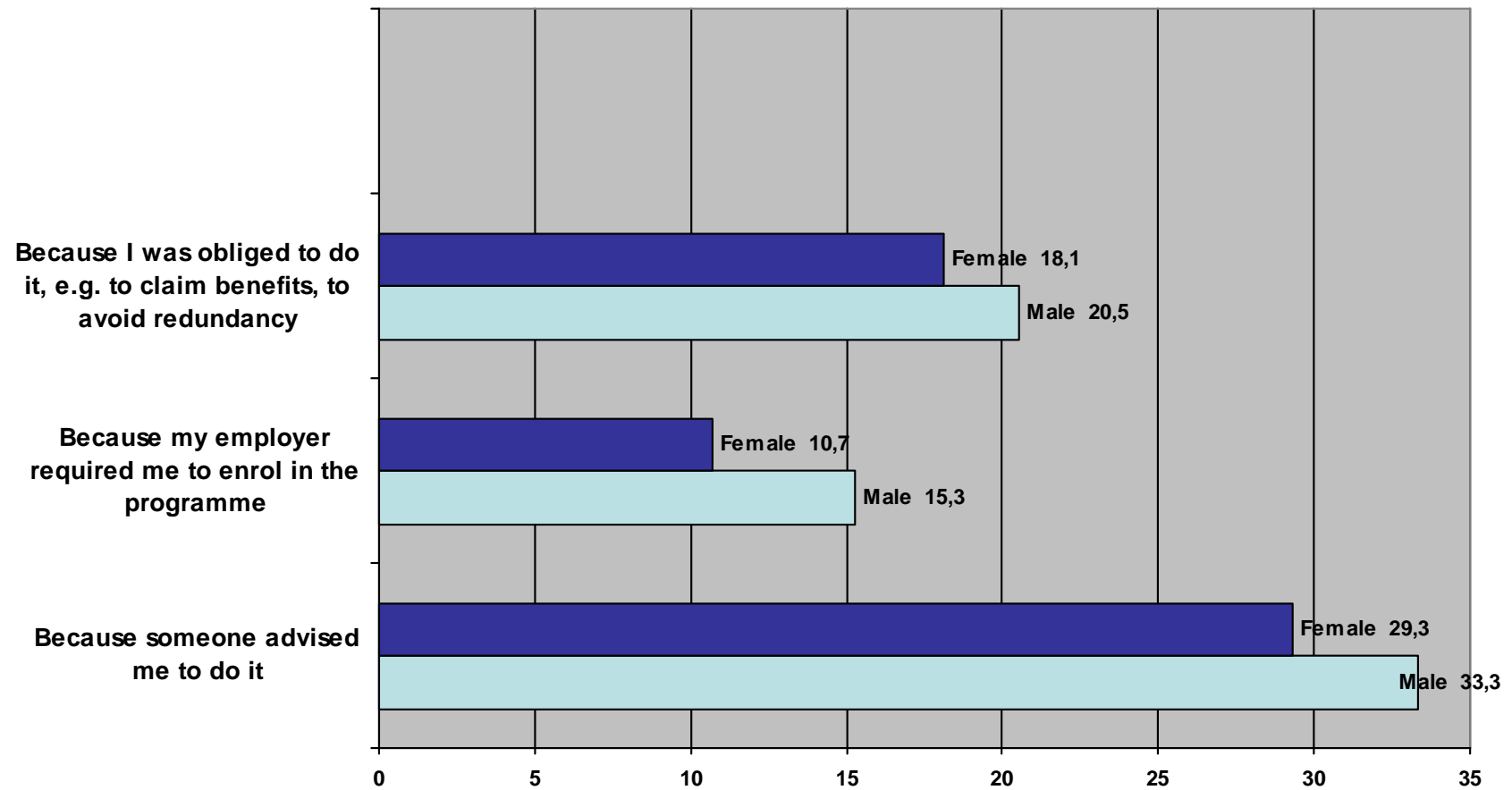
Human capital



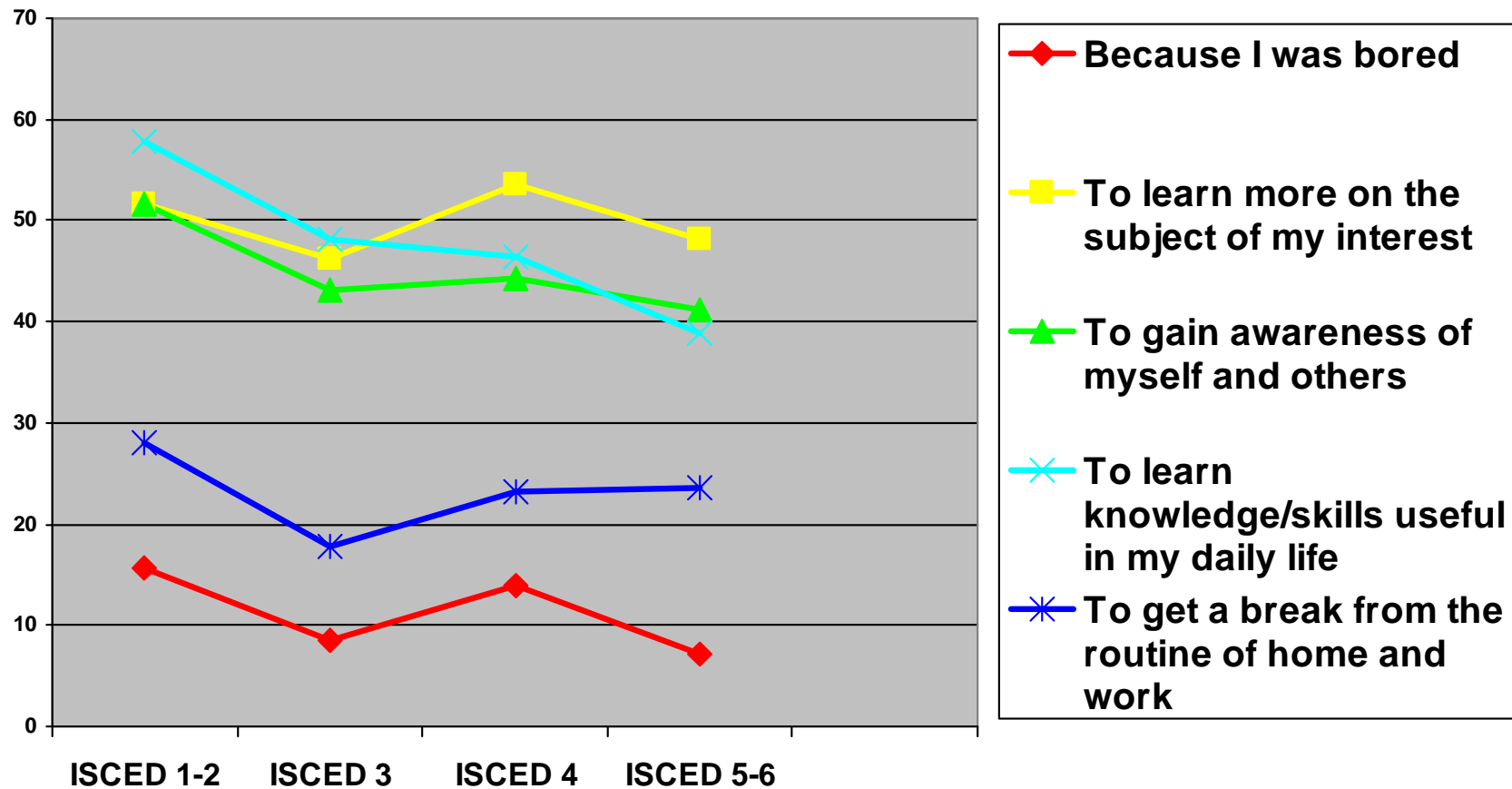
Social capital



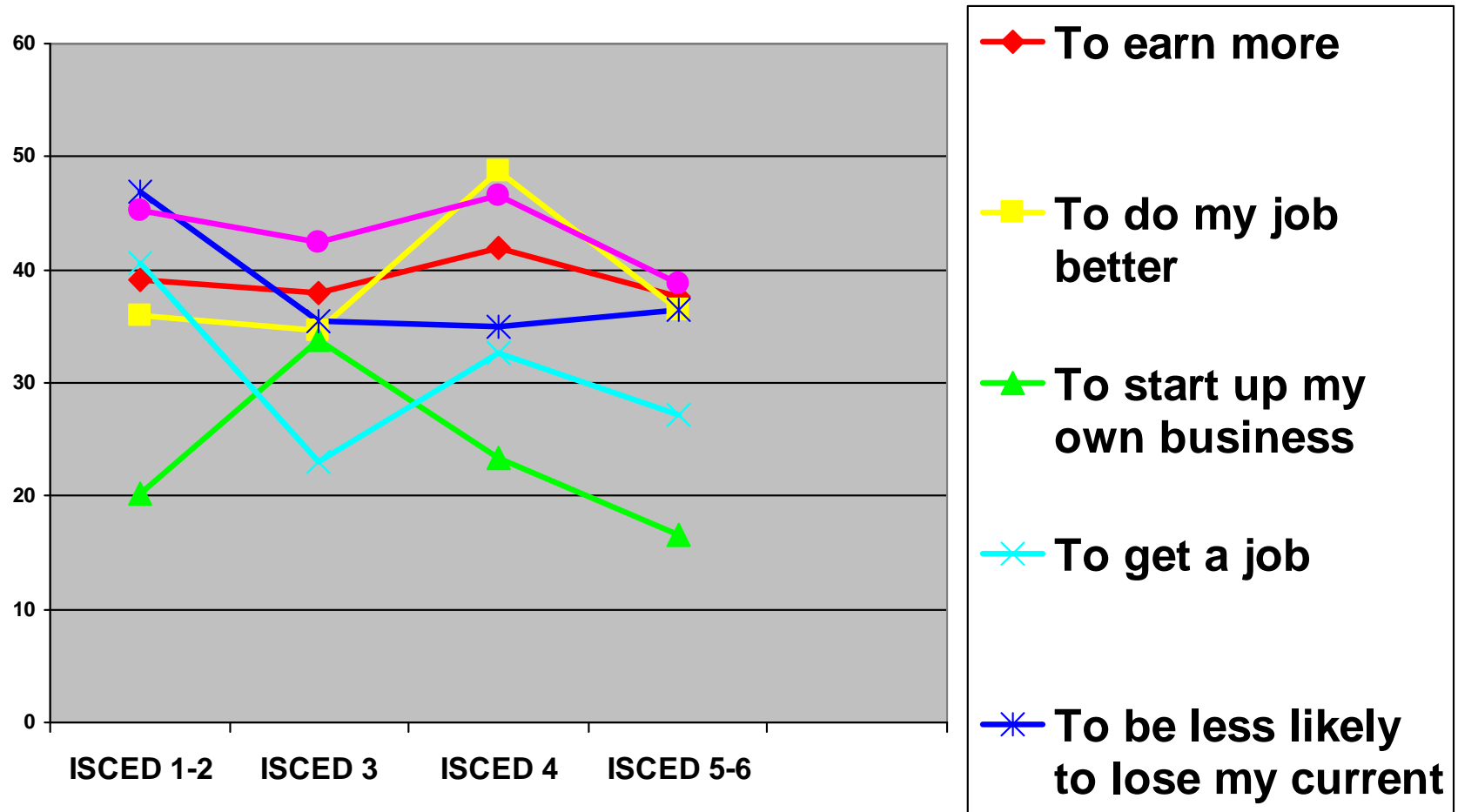
Social control



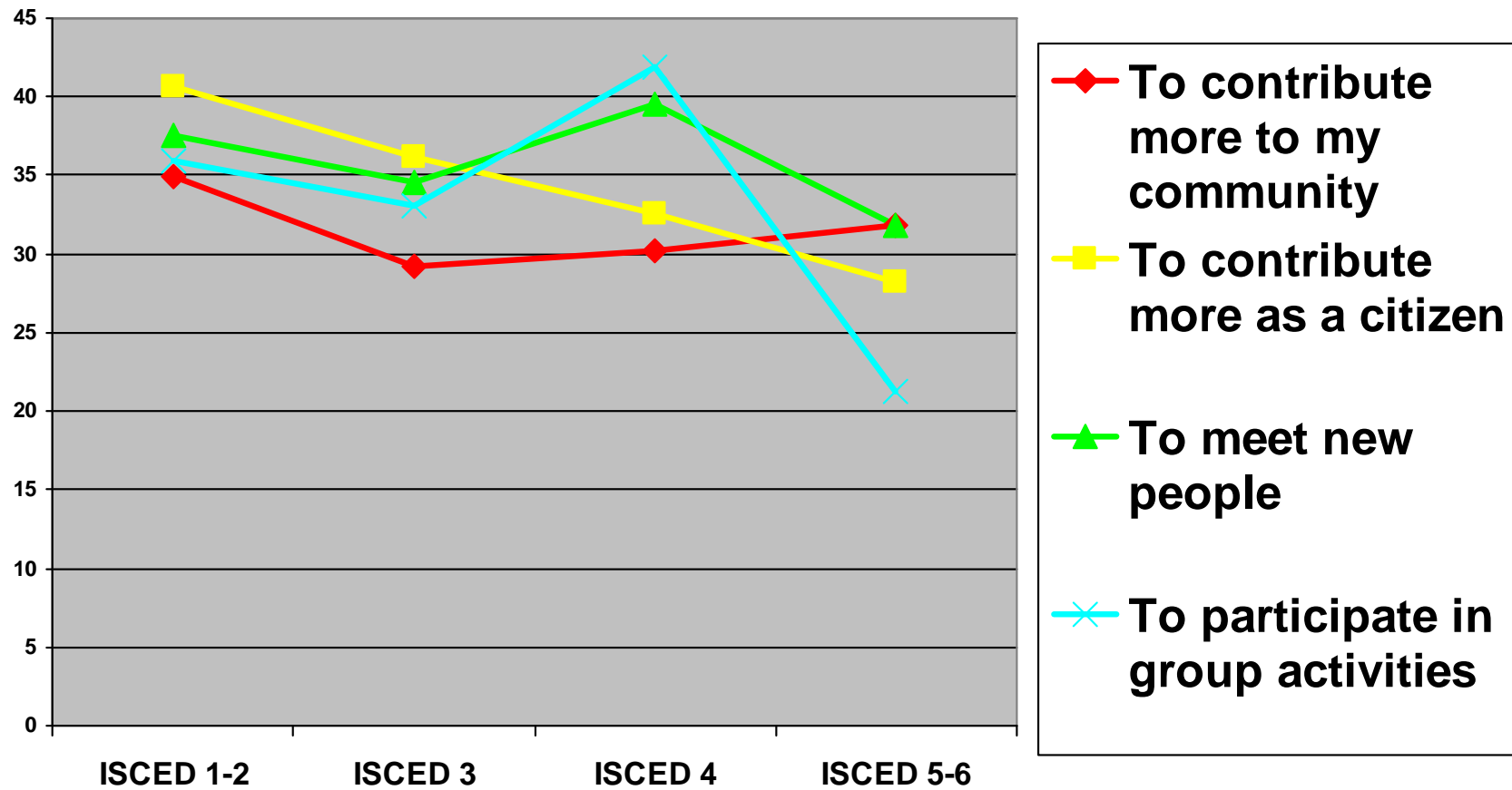
Personal fulfilment



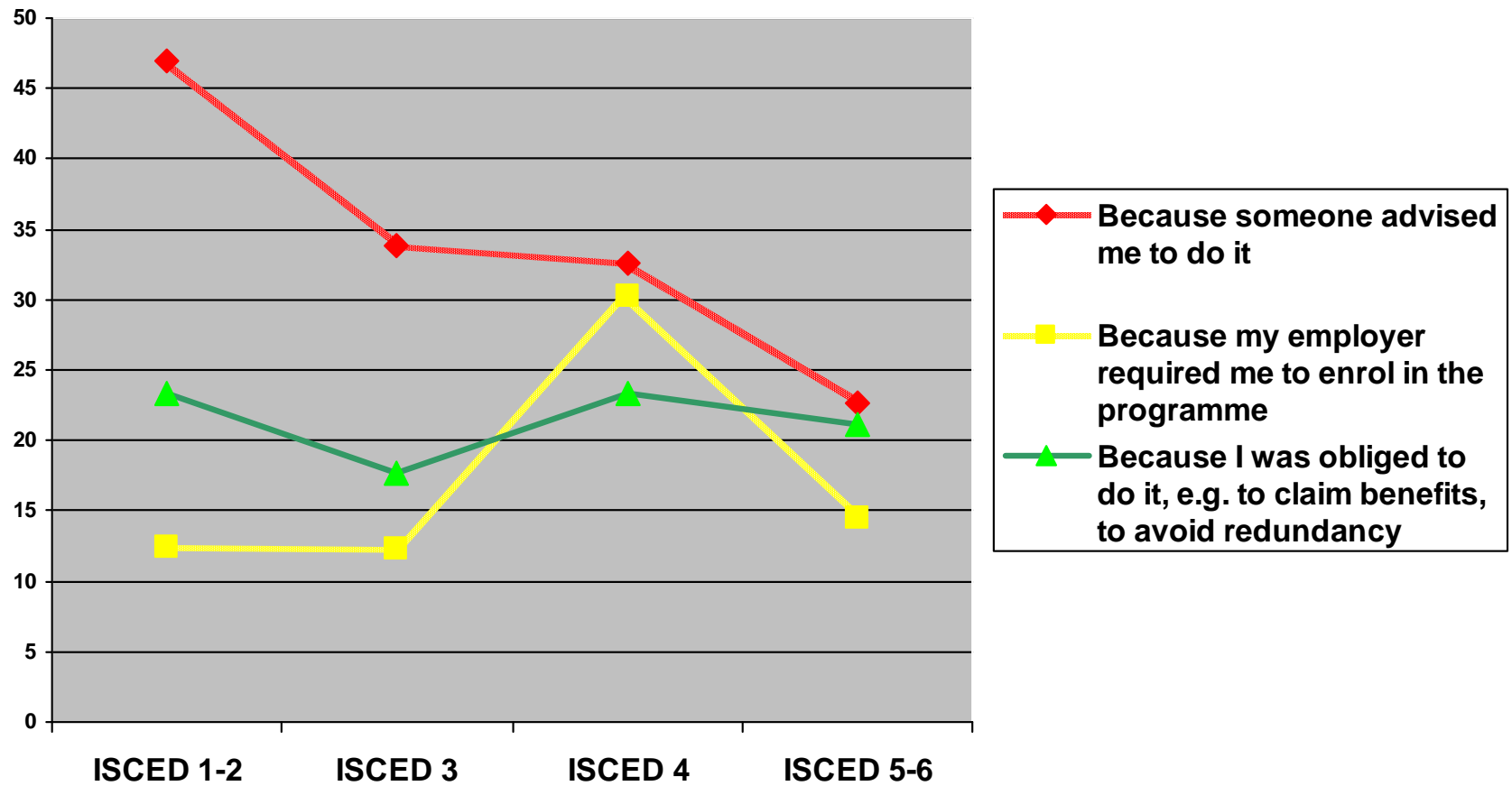
Human capital



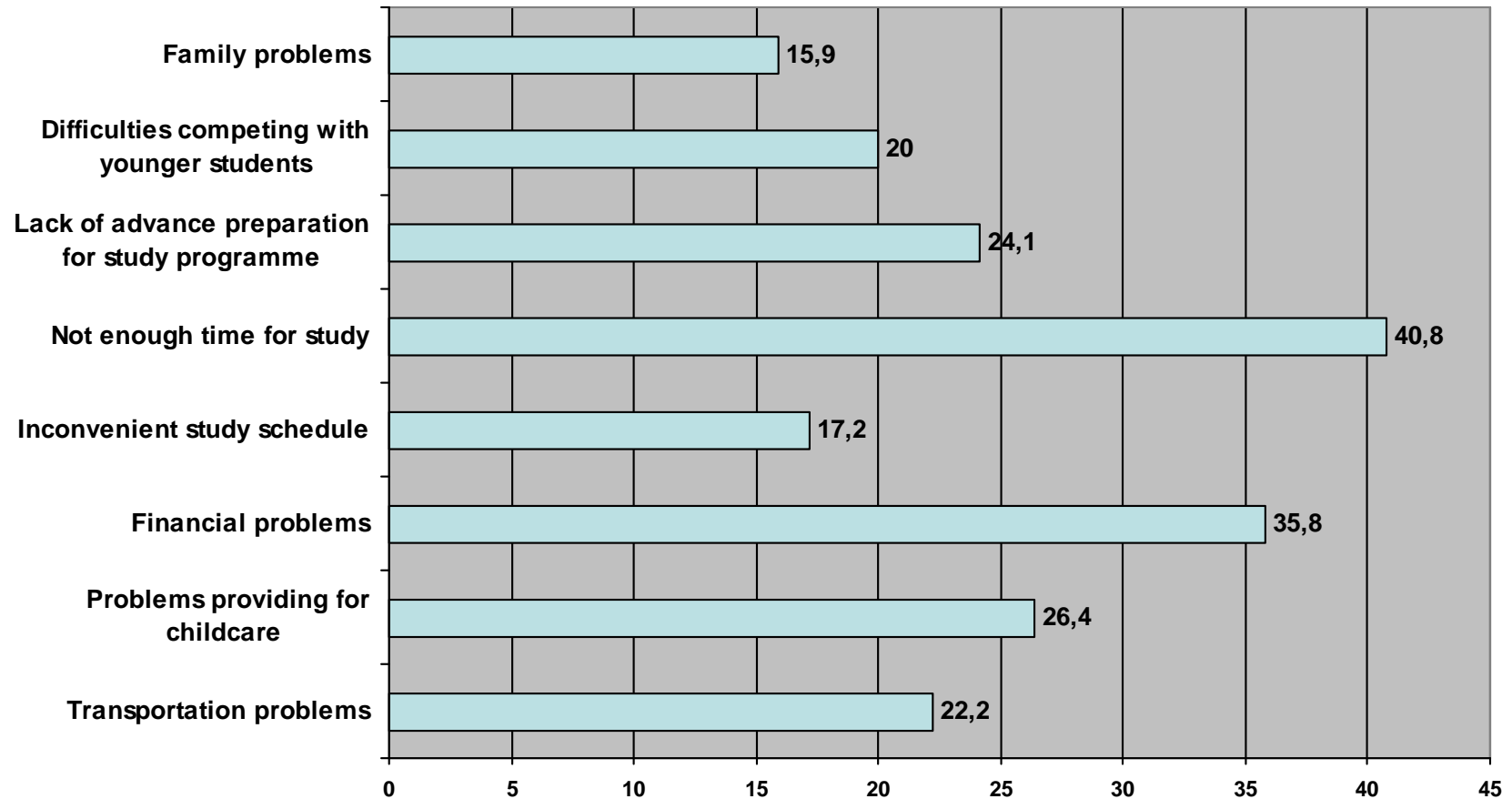
Social capital



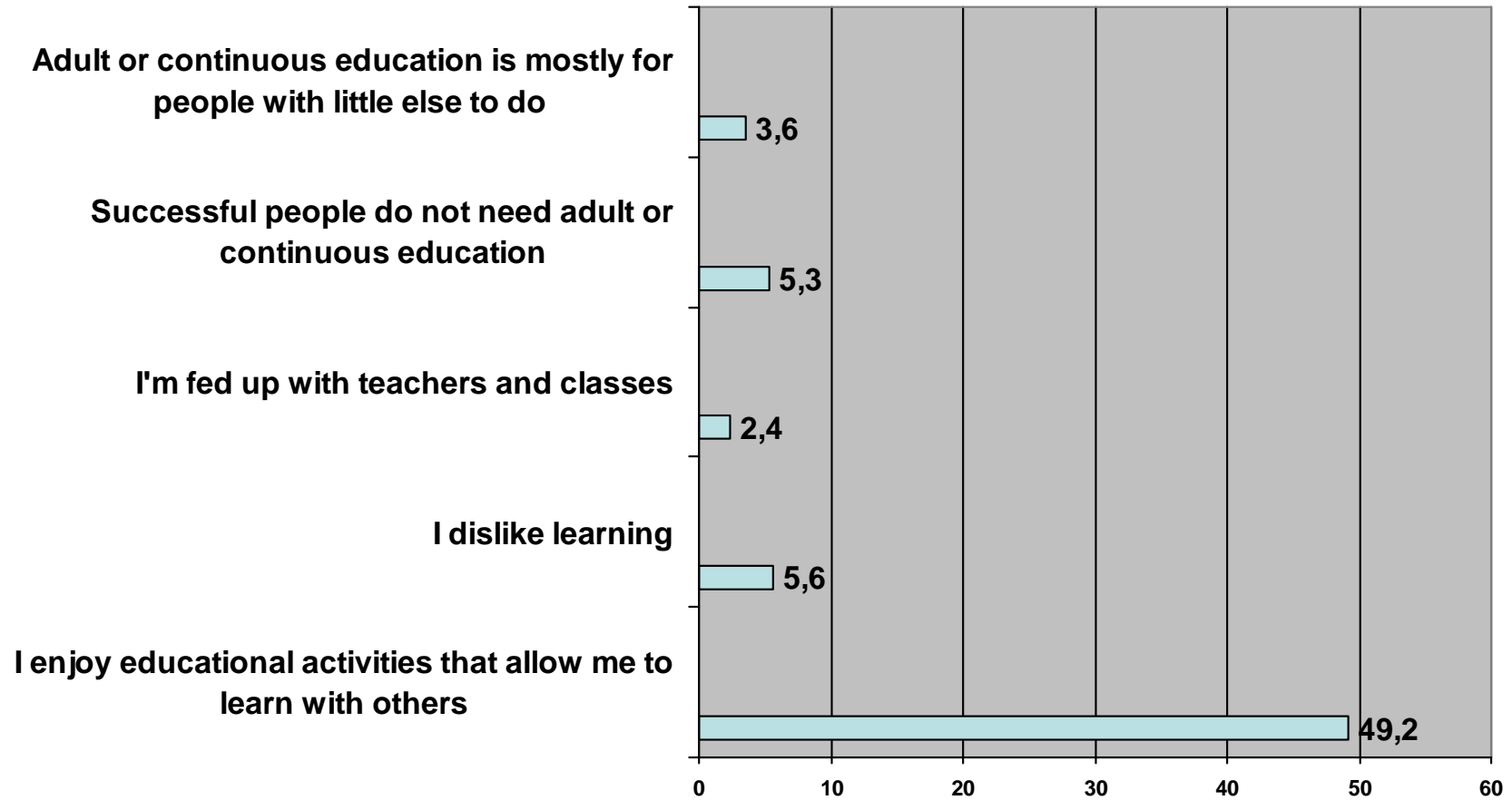
Social control



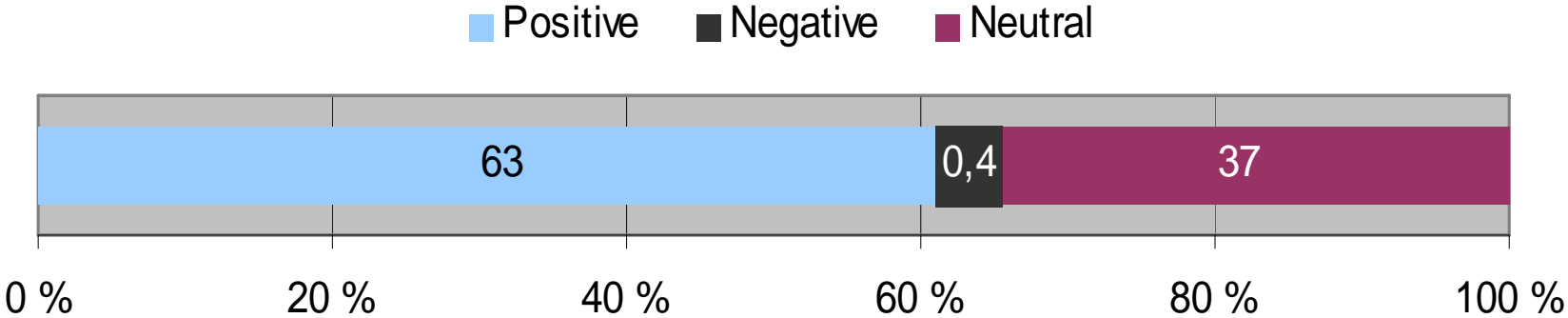
Difficulties to the participation in the formal adult education



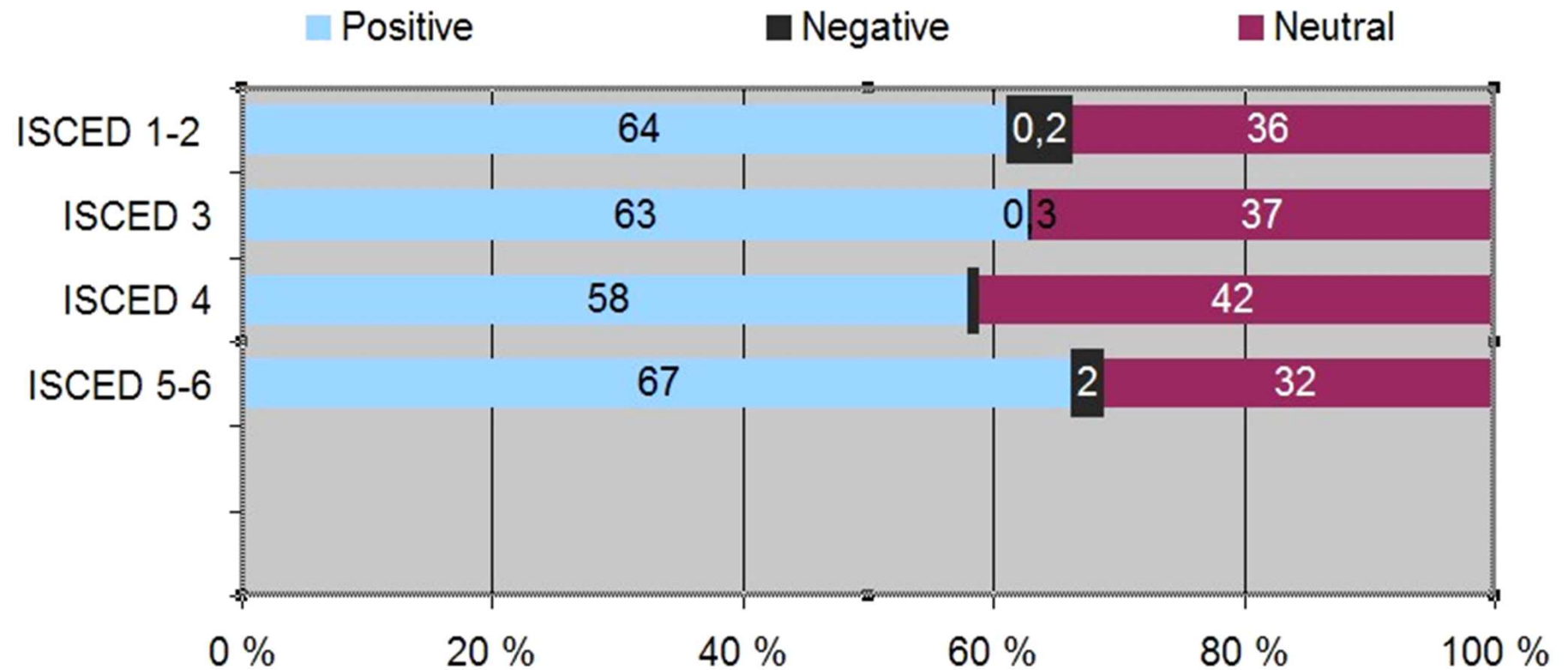
Adult learners attitude towards participation in education



Overall LLL Index



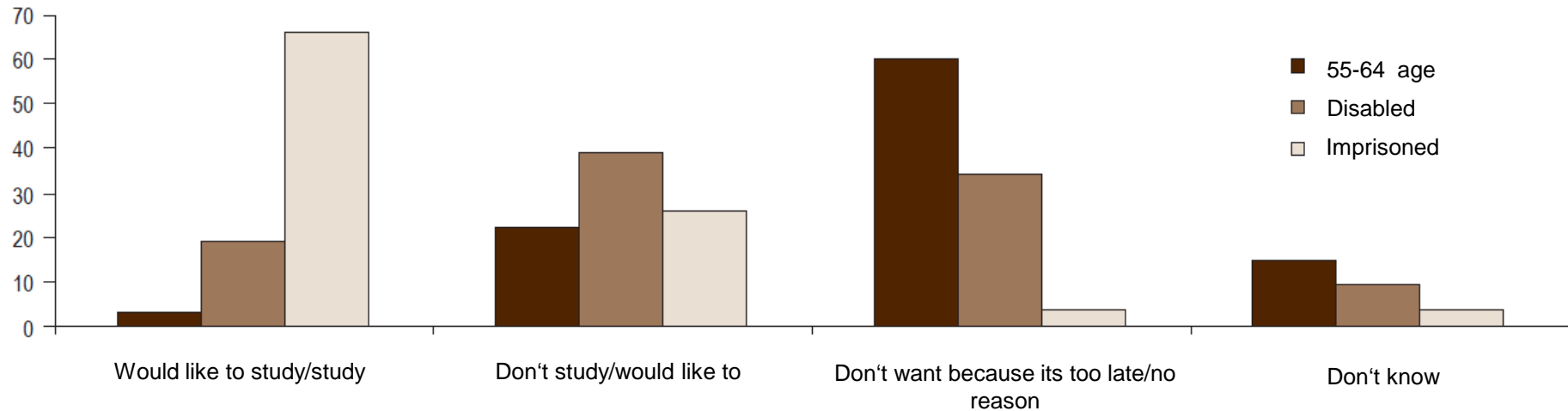
Overall LLL Index by ISCED level



The attitudes of employers towards LLL of employee's

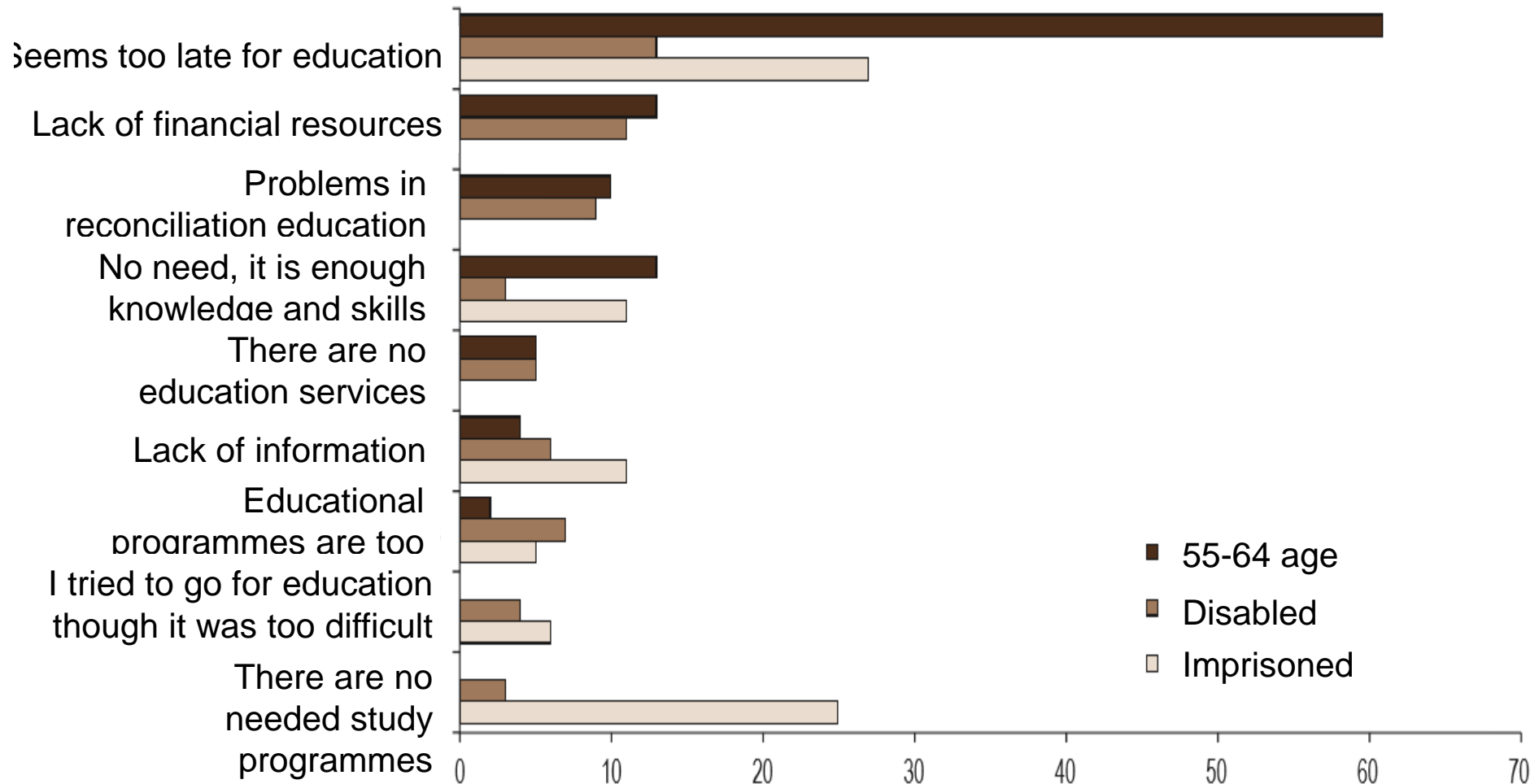
- **71 %** trust and wish them to study;
- **34 %** would let them to attend formal education sessions on a permanent leave;
- not enthusiastic about higher and university studies (about **14 %** and **7 %** respectively);
- **49 %** would let attend follow up seminars which take 2 or more days;
- **11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

Motivation for learning of elderly, disabled and imprisoned in Lithuania



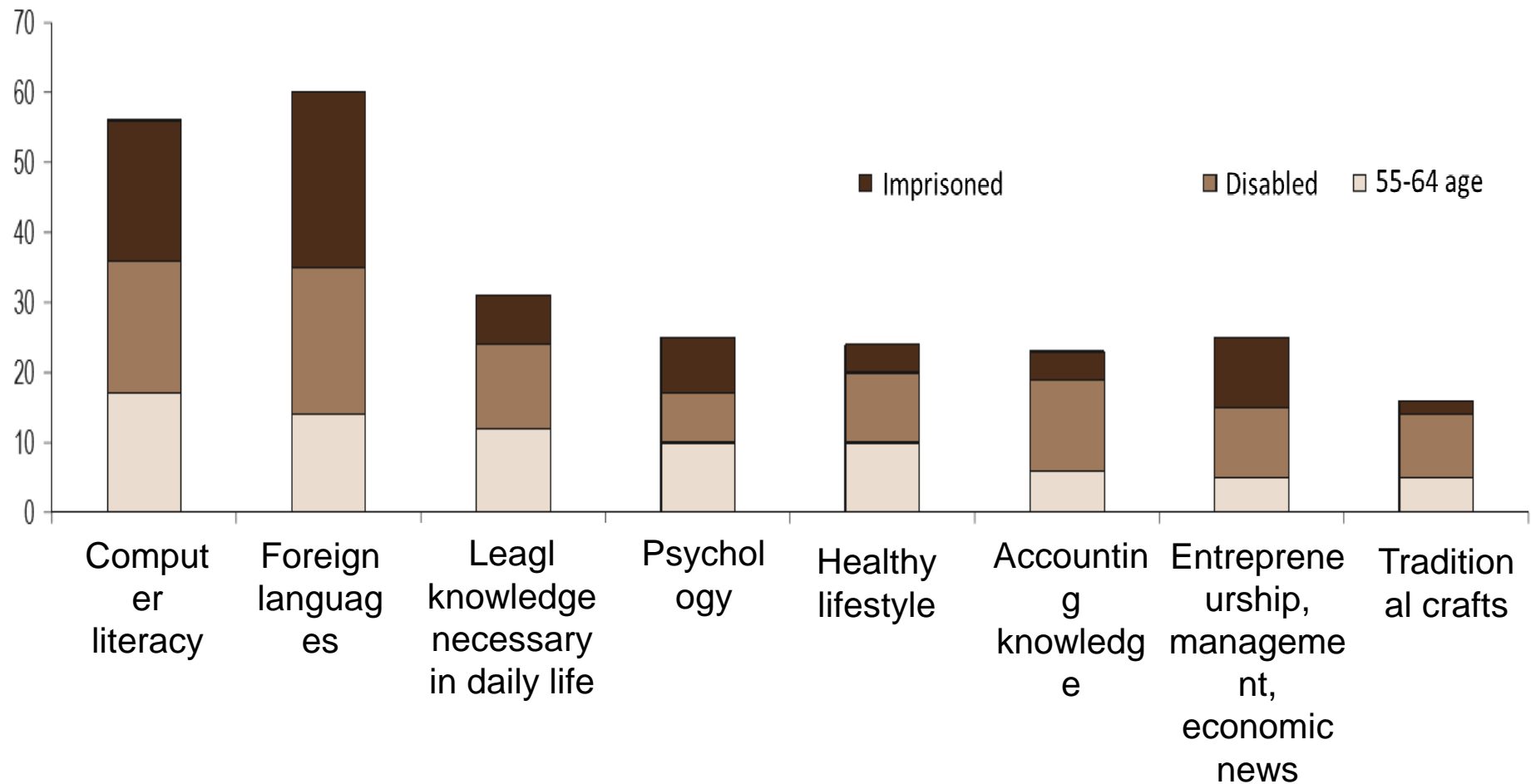
Source: Applied adult education survey, 2011.

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



Source: Applied AE survey,

The subjects that adults, disabled and imprisoned would like to study



Source: Applied AE survey, 2011

Conclusions

- Non-formal adult education doesn't fully response 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!