

# The Role of Andragogues in Increasing the Participation of Adults in the Labor Market of Lithuania: Life-Long Learning Aspect

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*Erasmus+ KA2 Capacity Building project*

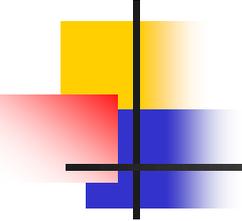
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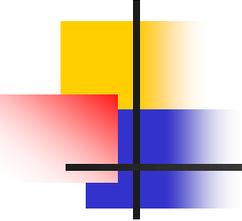
**Development of a flexible, innovative and practical framework for Work-based Learning in higher education of Armenia and Russia / FlexWBL**

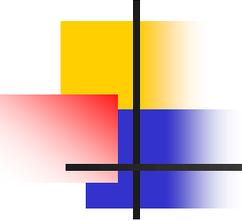
**610072-EPP-1-219-1-LV-EPPKA2-CBHE-JP  
(2019-2048/001-001)**

# Life-long Learning in the Context of Increasing the Participation of Adult in Labour market

- During the last two decades, increasing emphasis has been placed by policy-makers, employers and individuals alike, on the positive role of human capital in promoting economic prosperity and social inclusion. There has also been a presumption that continual skill formation (one aspect of lifelong learning) will become increasingly important for those who are already in the labour market, if the skill needs of employers are to be adequately met. Despite the rhetoric around lifelong learning however, most of the research emphasis in this field has been on the acquisition of human capital by the young. This focus on the education, qualifications and training of the young has largely been driven by lack of data on the learning experiences of adults (The Youth Guarantee) <http://ec.europa.eu/social>

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- From the 20th century (1980's ) the concept of lifelong learning appeared in many important documents of a such political organizations as the Council of Europe, the Organization for Economic Cooperation and Development, the United Nations Educational, Scientific and Cultural Organization. In 1996, the Organization for Economic Cooperation and Development (OECD) passed the “Lifelong Learning for All Memorandum” and the concept of lifelong learning improved a social and political role in strengthening civil and cohesive society, a new approach to human resource development and unemployment The European Parliament and the Council have declared 1996 year as the European Year of Lifelong Learning. The Lisbon Strategy and its subsequent documents (Commission of the European Communities document Making a European Area of Lifelong Learning a Reality, (21.11.2001)) identify lifelong learning as an important factor in building the knowledge society.

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- Globalization and the growth of the fast-changing knowledge economy mean that people require upgrading their skills throughout their adult lives to cope with modern life, both in their work and in their private lives. Nowadays, there is an increasingly important basic skill in ever-changing technological universe: ability to learn and adapt to the needed new skills and training (OECD, 2007).

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- Globalisation, digitalisation and technological developments are leading to new types of jobs and changes in the skills needed for existing jobs. More than 40% of European workers have reported seeing substantial restructuring or reorganisation in their current work environment in the past three years and almost half of all employees reported the introduction of new processes or technologies (OECD, 2013). In addition, according to forecasts of future skill needs, the demand for individuals with vocational education is set to increase. Many adults therefore need to develop their basic and professional skills or attain upper-secondary or higher education in order to improve their position in the labour market or their chances of obtaining a stable foothold in the labour market.



## Why we need life-long learning strategies?

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- **The point is: change is life.**

Successfully dealing with change means choosing to grow and develop continuously. Failing to grow is failing to live. *And while we can't control much of the world changing around us, we can control how we respond.* Our world is changing in such a frantic pace that if we do not continue to grow and develop, we will soon be left behind. (Clemmer, J., 2003).



# Life-learning not only for young but for older as well...

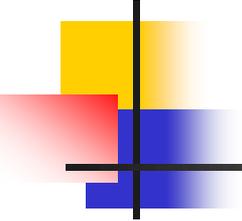
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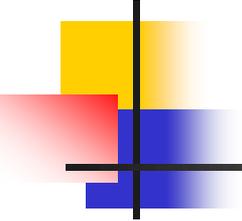
- New Society Models for a New Millennium– The Learning Society in Europe and Beyond. (2007). Ed. Michael Kuhn.

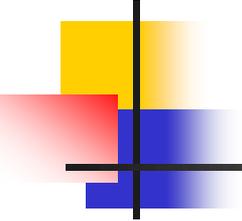
Publisher: Peter Lang Inc., International Academic Publishers; First Edition edition; P.636

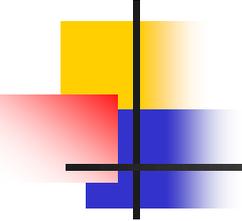
( Germany, South America, Czech, Canada, New Zealand, Russia, Italy...)

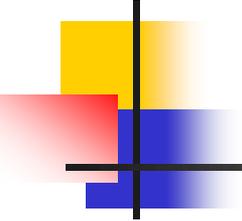
- Midtsundstad, T., Nielsen, R. A. Lifelong Learning and the Continued Participation of Older Norwegian Adults in Employment (2019). European Journal for Education: Research, Development and Policy published by John Wiley and sons Ltd (**Special Issue: Active ageing and older learners – skills, employability and continued learning 2019 - March 2019**), P. 48-59

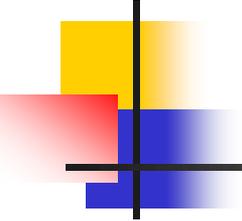
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- In today's economy the economic growth, development and progress of an economy are subject to investment in people, to the increased role of education and lifelong learning. Specialized literature shows the importance of lifelong learning in the labour market integration and in the increase of work efficiency because by participating in lifelong learning individuals adapt more easily to changes in the labour market and better face strong competition from the global economy. These advantages at the *individual level* are also supported by advantages at the *organizational level*, and even at *the national level*, by the fact that well prepared people are always a long-term investment of society, becoming the support of economic growth and development.

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- The relationship between education, employment and quality of life is very complex. On the one hand, the influence of education is visible in all aspects related to the welfare of the individual and his level of satisfaction. On the other hand, employment, income levels and working conditions are influenced by the educational level of the individual. Studies show that a higher level of education enables the individual a better labour market insertion, increases the chance to adapt to the labour market demands and it positively influences the quality of life. (M.I. Aceleanu, 2011)

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- Moreover, the high level of education is the gain of a greater stability in the labour market, which reduces the default risk of unemployment. The educated people have a higher participation rate on the labour market and their period of active life is generally greater than those with lower education. Education plays a central role in preparing the individuals to enter the labour market and in equipping them with the skills necessary to engage in lifelong learning experiences.

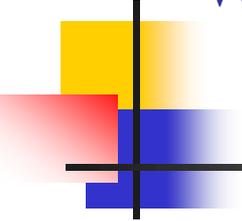
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- The primacy of education stems not only from its fundamental role in increasing the individual earnings, but also from its *non-economic benefits* - such as lower infant mortality, better participation in democracy, reduced crime, and even the simple joy of learning - that enhance and enrich the quality of life and sustain development. On the other hand, education and lifelong learning are dependent on the population's living conditions, which in turn it influences the participation in education. *The better economic conditions the individuals have, the more possibilities they have to invest in education.* Thus, there is a two-way relationship between education and quality of life: a better educated population contributes to economic growth and development and also increases the quality of life, but on the other hand, the participation in education is influenced by the quality of life and by the economic conditions.

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- Anthony Atkinson (1998) appreciates that it is very important for a nation not only employment but its quality. A better quality of employment is linked to increased productivity. Continuing education contributes to labour productivity growth, meaning that better prepared people can adapt more easily to new requirements imposed by development, by the transition to new technologies, by globalization. Productivity improves as people are better educated and cultured. The more time is allocated for the education of a person, the more adaptable this person is, the more productive this person becomes in the long run in dealing *with new challenges*.

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- Concrete measures to support lifelong learning in Europe should aim: better cooperation between universities and businesses, a better adaptation of training and retraining to the existing demand on the labour market, improving the curricula; development of information services, counselling, mediation and training in the **National Agency for Employment**, in accordance with the concept of continuous training, organizing training courses, attracting European funding to develop training programs, increasing cooperation between schools and universities in different countries, carrying out training programs for employees, increasing the access to education by increasing the number of places funded in colleges and universities, increasing the financial support for continuous training programs.

Who is able to make this happen?

What science is andragogy? What is an andragogue?



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## Object of andragogy and definition

- Andragogy-the science of adult learning;  
(In Lithuania, the definition **andragogy** was introduced around 1990.)
- Andragogy - an interdisciplinary science that combine researching of adult teaching and learning and the learning opportunities provided by public institutions and organizations.



## A short discourse of andragogy history

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- Andragogy as a science is associated with the name of the US scientist Malcom Knowles
- Around 1920, M. Knowles introduced the term andragogy, which defined the specifics of adult teaching and learning.

## PRINCIPLES OF ANDRAGOGY (Malcom Knowles)



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1. Favorable emotional, aesthetic environment of learners.
2. Learners must be involved in the process of identifying and analyzing their own needs.
3. Learners must be involved in the design of the curriculum and in the choice of methods.
4. The andragogue have to encourage learners to participate in setting final and intermediate learning goals.
5. The andragogue discusses information sources with the learners.
6. The andragogue helps to implement each learner's individual (corresponding to his / her needs) learning project.
7. The andragogue involves learners in the process of assessing their own learning outcomes.



## 21st CENTURY HIGHLIGHTS

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- Adult lifelong learning is becoming a daily challenge.
- Adult motivation is increasingly based on internal incentives and an understanding of why he has to be in life-long learning process and what kind knowledge he needs in context of changes of modern life.
- Educational success depends on the adult's personal experience.



# Children 's relationship with learning

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- The need for teaching, the content of teaching, methods are determined and described by the teacher.
- The choice of children is very limited, so they are the object of the pedagogical process planned by others.
- The child's life experience does little to help with learning.
- The training is focused on the delivery of the content provided in the programs.
- External motivation -Adults require it.



# Adult's relationship with learning

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- The need for learning, the choice of content and methods stems from the perceived need to act and change.
- Adults are responsible for their own learning and become learning actors in choosing what and how to learn.
- Adult (life and work) experience often becomes the basis for learning. Facilitate the use of methods for analyzing and discussing situations or problems.
- Learning is focused on situation analysis and problem solving.
- Inner motivation - I need it.



## Aspirations of andragogue activity

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- The learner is motivated, self-determined and independent because of he decided to learn himself.
- • The learner is able to understand, to comprehend, to learn and to focus his energy in order to achieve the goals independently.
- • The goals of andragogy are based on the learner's self-confidence, energy, cognitive sources and self-determination to learn.

(Remigijus Auškelis,2010)



## Still question - Who is able to make this happen?

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“Developing adult educators’ competences to promote learners’ Lifestyle entrepreneurship”

(No 2015-1-LT01-KA204-013404)

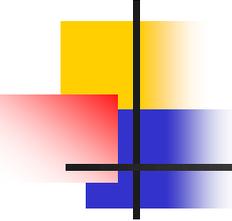
Final conference (30 August, 2017, Kaunas, Lithuania)

*Prof. dr.Margarita Teresevičienė (VDU) presentation:*

Three areas of andragogue competence realized in real life, in different contexts:

1. Contents and didactics
2. Personal improvement (perfection)
3. Support (help) for the learner

Nils Bernhardsson / Susanne Lattke (eds.) (2009.) Core Competencies of Adult Learning Facilitators in Europe



# Andragogue - professional activity or profession?

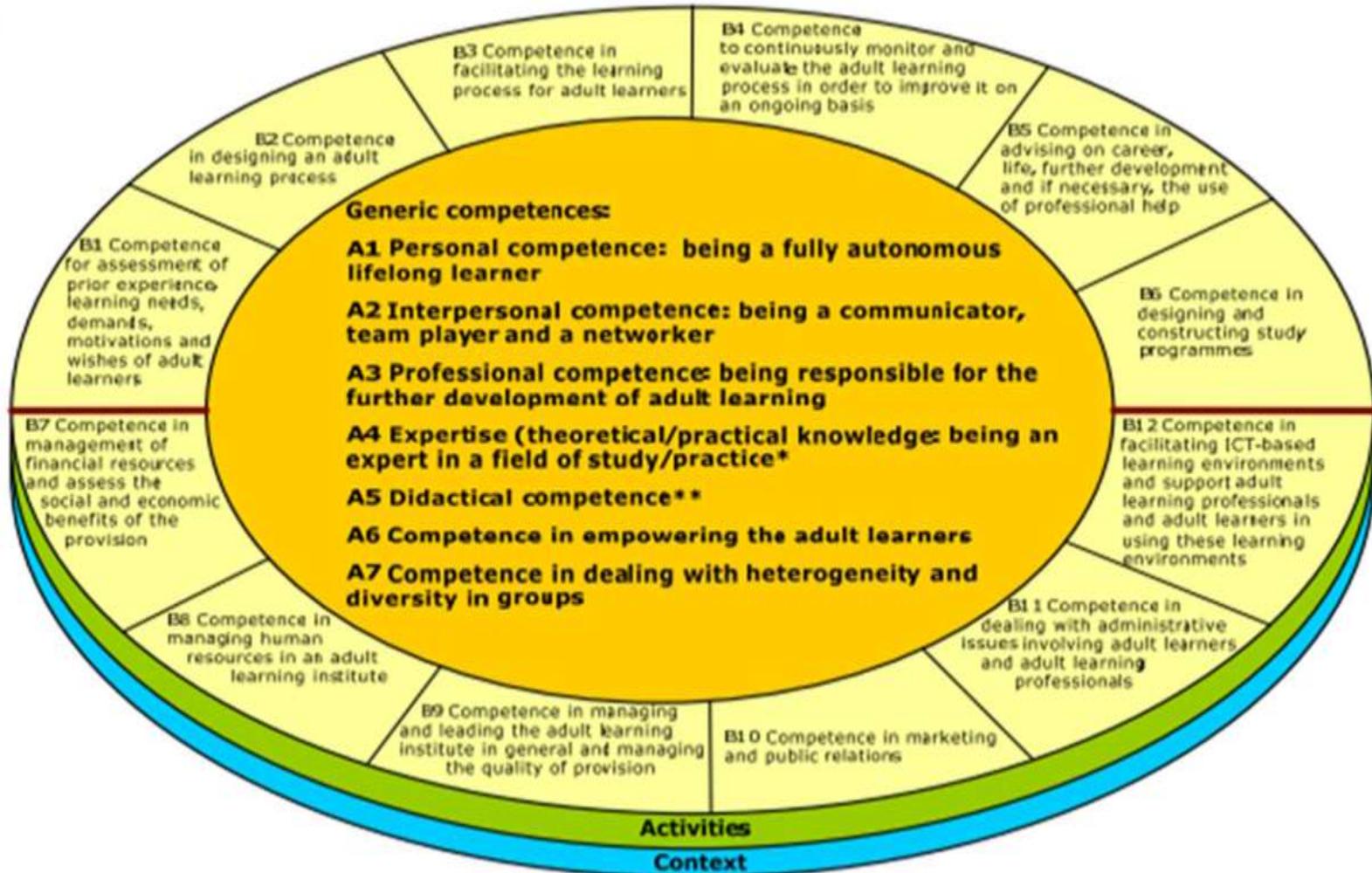
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Professional status still undefined:

- part of itself belongs to the representatives of another available profession;
- perform different operational functions, depending on the institution or sector in which they work;
- can be attributed to those who **sometimes work** in the field of adult education: teachers, education managers, administrators, NGO representatives, training managers.

# Competences of andragogue

[http://www.frae.is/media/22268/Kennarafaerni-2010\\_1168938254.pdf](http://www.frae.is/media/22268/Kennarafaerni-2010_1168938254.pdf)



# Professional Standards to support teachers and teaching staff in further education (UK)

<http://www.et-foundation.co.uk/supporting/supportpractitioners/professional-standards>



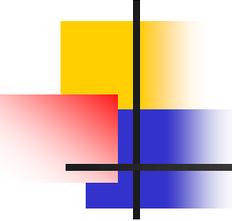


## Professional training for adult educators (andragogues) standards (USA).

<https://www.dllr.state.md.us/gedmd/prostandards.pdf>

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- Help formulate programs goals and responsibilities.
- Caring for a positive adult learning environment and promote lifelong learning.
- Plan and deliver to the learner oriented learning content.
- Evaluate and monitor learning progress.
- Implement technology.
- To update knowledge and improve professional competencies

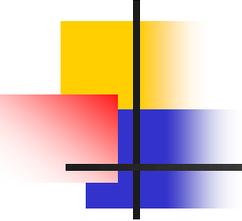


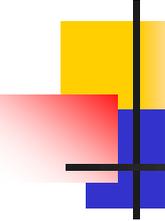
## In 2013, by the Order of the Minister of Education and Science No. V-996 "Description of the professional activity of andragogues" approved in Lithuania I

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- **Description of the professional activity of andragogue's** is a document defining the most important activities, goals and objectives of andragogue working in educational centers, municipal education departments, departments of the Ministry of Education and Science of the Republic of Lithuania, educational institutions, labor exchanges, employers' confederations, private institutions and other institutions. basic qualification requirements. This is the first description of this profession in Lithuania, which will promote the expansion of lifelong learning services, improve their quality, and increase the number of lifelong learners.

# In 2013, by the Order of the Minister of Education and Science No. V-996 "Description of the professional activity of andragogues" approved in Lithuania II

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- **Description of the professional activity of andragogues** can be used to create andragogy training and qualification improvement programs, to compile andragogue workplace instructions, job descriptions, requirements for public procurement competitions when preparing andragogues for professionals.
  - **The description** highlights the areas of activity, functions and required competencies of andragogue.
  - The description was timely in the context of modern non-formal education: (development of information and communication technologies; recognition of non-formally acquired knowledge, skills and competences; increasing openness of education, general knowledge creation; knowledge specialization; a expanding n understanding of what life-ling learning is; the importance of competencies. (M. Teresevičienė, 2017)

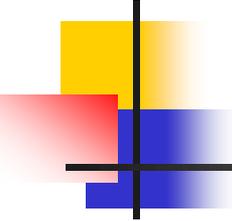


# Modern andragogue in Lithanian perspective

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- Helps to supervise the learning process and realizes the functions of a mediator.
- Differentiates and personalizes learning.
- Applies various forms and methods of learning.
- Creates and modifies learning content according to the needs of each person.
- Analyzes learner's progress (learning analysis)

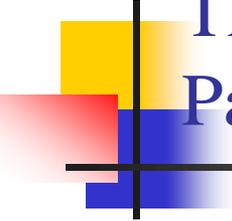
*Prof. dr. Margarita Teresevičienė (VDU) presentation(2017), Kaunas*



# Intercultural competencies of andragogue

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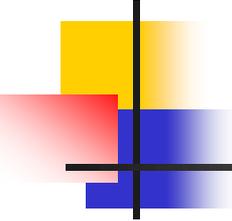
- Andragogues' activity is gaining new meanings in the intercultural globalization context; however there is a lack of systemic analysis. Thus, there are rising questions that are to be answered when preparing andragogues: what intercultural competencies are necessary in the andragogue's activities, how to recognize and evaluate them, what factors to rely on in construction a model of the competencies development?



# The Role of Andragogues in Increasing the Participation of Adults in the Labor Market

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- The main state institution responsible for the development of adults' continuous vocational training policy at national level till 2019 was Lithuanian Labour Market Training Service under the Ministry of Social Security and Labour. This institution had functions of implements the policy of labour market training and organises the services of professional information and counselling.
- In 2019 this institution was reorganized. The functions performed by them related to the implementation of the employment support policy were transferred to the Lithuanian Labor Exchange and its territorial labor exchanges. Adult training centres are located in the biggest cities of Lithuania; they have partners in many western countries (Austria, Denmark, the UK, Sweden, etc) who share their experience in the area.



# The Need of Andragogues in Increasing the Participation of Adults in the Inclusive Labor Market

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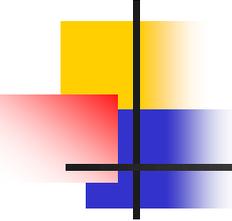
The employment of people with disabilities and or chronic diseases

## **European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe**

[https://ec.europa.eu/eip/ageing/standards/general/general-documents/european-disability-strategy-2010-2020\\_en](https://ec.europa.eu/eip/ageing/standards/general/general-documents/european-disability-strategy-2010-2020_en)

**4. Employment** : raise significantly the share of persons with disabilities working in the open labour market. They represent one-sixth of the EU's overall working-age population, but their employment rate is comparatively low.

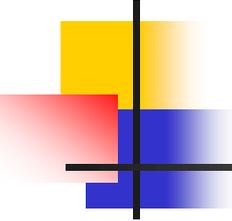
**5. Education and training** : promote inclusive education and lifelong learning for students and pupils with disabilities. Equal access to quality education and lifelong learning enable disabled people to participate fully in society and improve their quality of life. The European Commission has launched several educational initiatives for disabled people. These include the European Agency for Development in Special Needs Education as well as a specific study group on disability and lifelong learning.



## The elderly in labour market II

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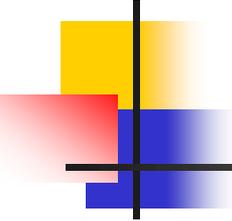
- Conventionally, workforce and societal aging is often thought as “bad news”.
- People tend to assume that young people are more productive, energetic and flexible....the older are slower, more feeble and more dependent.
- Age diversity can potentially have positive as well as negative effects.
- Stereotypes about older workers influence others’ behavior towards them.
- Ageism may be the most tolerated form of discrimination.



# The elderly in labour market II

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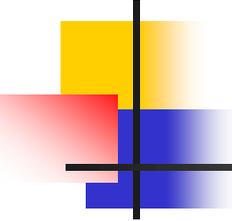
- 1. Discrimination and prejudices
- Age stereotyping is one of the main reasons for age discrimination.... "Older workers are slower, unable to learn new skills", Older workers are not flexible, they have difficulties dealing with stress and do not know how to adopt, particularly to new technologies....".
- But researchers show a different picture and counters a lot of these stereotypes. Older people tend to be more loyal, more experienced, have tacit knowledge, are less stressed and more flexible....



## The elderly in labour market III

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- **Veterans** – born between 1922 and 1943
- (stable, detailed orientated, hard workers, have difficulties with new technologies, duty before pleasure, value attributed to law and order, conformists, patience, uncomfortable with conflicts).
- According Parry & Urwin (2011), Silent Generation, Matures, Traditionalists.
- **Baby Boomers** - born between 1943 and 1960
- (optimistic, team oriented; interested in health, wellness and personal growth, willing to work extra hard, good at relationships, good team member, use more consensual and collegial leadership style)
- According Parry & Urwin (2011), Baby Busters, Lost Generation

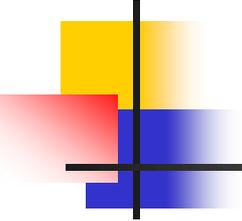


# The young people in labour market aged (15-24)

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- It should be mentioned that this generation is called differently, e.g., new generation, Z generation, digital generation, children of virtual environment, natives of digital generation....
- This generation, as Western sociologists M. McCrindle, E. Wolfinger (2010) and others state, usually is born after 1995 and should be related to the birth of the Internet and its development.
- Eurostat (2019). Young people - social inclusion. (accessed 2020.02.22). [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Young\\_people\\_-\\_social\\_inclusion#](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Young_people_-_social_inclusion#)
- Employment, Social Affairs & Inclusion. Youth Employment Initiative (YEI)- The Youth Guarantee. European commission (access 20.02.2020) <https://ec.europa.eu/social/main.jsp?catId=1079>
- European Solidarity Corps Guide, 2019. European commission, Brussels, P. 89 (access 18.02.2020). [https://ec.europa.eu/youth/news/2019-european-solidarity-corps-call-and-guide-are-published\\_en](https://ec.europa.eu/youth/news/2019-european-solidarity-corps-call-and-guide-are-published_en)

# Conclusion



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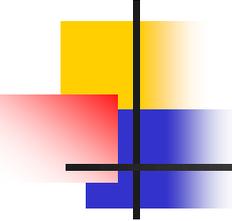
- The field of activity of an andragogue is quite wide and is not yet precisely defined or established today. It is safe to say that the activities and roles of andragogues have changed significantly over the last decade, going beyond the role and functions of a lecturer in adult education institutions and moving to other fields, such as manufacturing or services, where other operational functions and roles are present. Therefore, it must be acknowledged that today quite often the fields of activity of various actors merge and overlap. Therefore, the andragogue's activity and professionalization aspirations are determined not only by the studies of future specialists (andragogues), acquisition and accumulation of specific andragogy knowledge, preparation for professional activities, but also by professional activities of other social actors in the same or adjacent field. interpersonal relationships, their operational or professional needs, available competencies, different professional identities and social status, etc. It goes without saying that these factors need to be taken into account and evaluated when preparing future andragogues

## Adult education and training

[https://eacea.ec.europa.eu/national-policies/eurydice/content/legislation-38\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/legislation-38_en)

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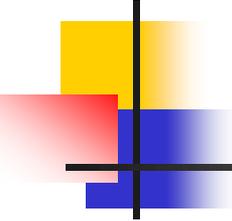
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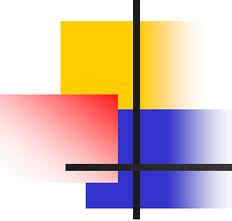
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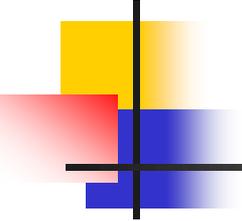
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