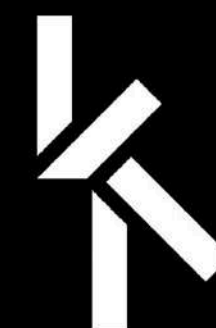


THE RESEARCH OF INVOLVEMENT OF CULTURAL INSTITUTIONS IN ADULT LIFELONG LEARNING

UAB „Theoria“, 2023



MINISTRY OF CULTURE OF
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Definitions and abbreviations

- ▶ **Lifelong learning (LLL)** - refers to all learning activities at any stage of a person's life in order to develop personal, civic, social and professional competences.
- ▶ **Non-formal adult education (NFE)** - non-formal education in the interests of the individual and society, through a range of programmes to meet the educational needs of adults, to improve their qualifications and to acquire additional competences, which is provided to persons aged 18 and over.
- ▶ **Third Age University (TAU)** - a provider of non-formal adult education and continued education, or a subdivision thereof, providing non-formal education and continuous education for elderly, meeting their knowledge, competence development and cultural needs.
- ▶ **Individual Learning Account System (ILAS)** - a one-stop-shop inter-institutional system offering learning in non-formal adult education and continuous learning programmes.

The Goal

- ▶ Develop recommendations on the **possibilities for cultural institutions to engage in the process of LLL and organisation of LLL activities, together with improvement, development and dissemination of programmes** that meet the needs of adults of different ages.

Stages and methods

Best practices from other countries

Analysis of the opportunities, needs and expectations of adults

Analysis and readiness assessment of LLL activities and programmes in the country's cultural sector institutions

Focus Group Discussions organised, implemented, analysed and summarised

- ▶ Individual learning accounts;
- ▶ Systematicity of practices;
- ▶ Success of the programmes;
- ▶ Partnerships;
- ▶ Adaptation to the Lithuanian context.

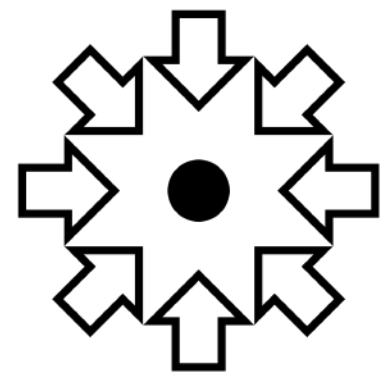
- ▶ Analysis of studies, reports and scientific articles;
- ▶ Focus group discussions with different groups of adults.

- ▶ Analysis of the ILAS under development;
- ▶ Analysis of the supply of training in cultural institutions;
- ▶ Questionnaire survey of cultural institutions.

- ▶ Focus group discussions with representatives of NGOs, heads and administrators of budgetary institutions and cultural educators;
- ▶ Additional interviews with representatives of different fields.

THE MODEL OF INDIVIDUAL LEARNING ACCOUNTS

A person is shown from the side, writing on a tablet with a black pen. The tablet is placed on a desk next to a silver laptop. The background is slightly blurred, showing a white wall and a lamp. The overall lighting is soft and focused on the workspace.



A one-stop-shop ILAS platform is being developed to help ensure that a person's **skills and qualifications are aligned with labour market needs.**



ILAS priorities relevant for cultural institutions to participate in the scheme:

- ▶ Digital and computer skills;
- ▶ Lithuanian language training for foreigners.



ILAS requirements for cultural institutions:

- ▶ Registration of providers in the Register of Educational and Scientific Institutions (RESI);
- ▶ Registration of programmes in the Register of Non-formal Education Programmes (RNEP).
- ▶ Minimum duration of training: 54 academic contact hours (3 ECTS credits).
- ▶ Participants: employed persons aged 18-64 and holders of initial higher education or vocational training.

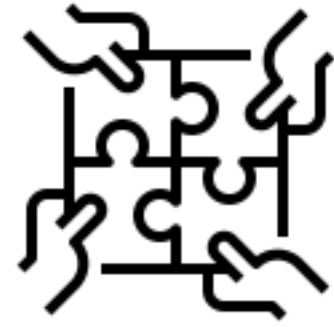
GOOD PRACTICE FROM ABROAD

Singapore, France, UK, Ireland,
USA, Estonia, Poland





Cultural competences and short-term training



Partnerships with educational institutions



The important role of local government



Creativity as the foundation of education



Leadership of national institutions and umbrella organisations



The potential of cultural organisations to contribute to the integration of foreigners



**ADULTS' NEEDS AND
ATTITUDES
TOWARDS THE
INVOLVEMENT OF
CULTURAL
INSTITUTIONS IN LLL**

Youth (18 - 29)	Adults of working age (30-64)	Seniors (65 and older)	People with disabilities (18 and older)	Representatives of national minorities (18 and older)
<ul style="list-style-type: none"> ▶ Emotional health; ▶ Difficult to attract and engage the group; ▶ Training for more advanced users of information technology; ▶ Use of innovative technologies. 	<ul style="list-style-type: none"> ▶ The main target group of the ILAS; ▶ Skills needed for vocational guidance; ▶ Personal development; ▶ Enjoyment of leisure time. 	<ul style="list-style-type: none"> ▶ Not a target audience for ILAS currently; ▶ Digital skills; ▶ Gathering, live communication aspects; ▶ Flexibility in training time; ▶ Training must not only provide knowledge but also meet social needs. 	<ul style="list-style-type: none"> ▶ Accessibility and adaptability of services - universal design and clear language; ▶ The need for creativity activities; ▶ It is more important to see, learn and experience activities than to acquire specific skills. 	<ul style="list-style-type: none"> ▶ Classes conducted in an understandable language; ▶ Lithuanian language training; ▶ Other language training; ▶ Computer/information literacy; ▶ Learning about local culture and community.

In the areas of computer skills development and training of foreigners in Lithuanian, cultural institutions have the opportunity to provide training that is not only relevant to the population, but also in line with ILAS indicators and eligible for funding.

**READINESS AND
CAPACITY OF CULTURAL
INSTITUTIONS TO
CONTRIBUTE TO THE
DEVELOPMENT OF THE
LLL SYSTEM**



General competences

- ▶ The training currently offered by cultural institutions and organisations focuses on the development of general competences.

Digital competences

- ▶ Digital competences are not predominant in the programmes offered by cultural institutions (except for the libraries)

Duration of training

- ▶ Most of the training provided by cultural institutions does not meet the requirements of the ILAS in terms of duration and scope.
- ▶ The training is not continuous, repetitive, linked to structured learning and does not have long-term learning objectives.
- ▶ Need for methodological support.

Attracting audiences

- ▶ The length of the training can also be a challenge in attracting and retaining target audiences (especially working-age adults), as participants may find it difficult to attend longer courses.

Given the low availability of longer-term training and education in cultural institutions, their readiness to engage in ILAS can be assessed as low. In this context, libraries and museums stand out, with more structured and continuous training (often in the form of in-service training).

COOPERATION WITH EDUCATIONAL INSTITUTIONS

KULTŪRA

RAKINA

KULTŪRINĒS
EDUKĀCIJOS
FORUMS



Cooperation with schools

- ▶ Cultural institutions were more likely to have experience of working with schools and educators on activities for pupils/young people than with other educational institutions on activities for adults.

Cooperation with universities, vocational training centres, NFE institutions

- ▶ It is usually not a continuous and systematic cooperation, but a fragmented one that does not pursue common strategic objectives.

Barriers to cooperation

- ▶ Stereotypical views of what the culture and education sectors should be doing;
- ▶ Fears of duplication or overlapping functions;
- ▶ Competition with educational institutions;
- ▶ Lack of resources (human, financial, physical).

Social mission

- ▶ During the focus group discussions, cooperation with the TAU and with bodies and organisations with a social function was identified as a separate area of cooperation.

Cooperation with the education sector can help cultural institutions to develop a structured training course that adequately develops the necessary skills and competences, is well designed and based on theoretical knowledge. It also allows for the development of longer learning programmes that cultural institutions alone would not be able to develop.

REGIONAL DIFFERENCES, SIMILARITIES, TRENDS IN PREPARATION FOR LLL ACTIVITIES



Regional differences

- ▶ No significant trends were observed when analysing the data collected by region. The type of cultural and artistic institutions active in the region and participating in the survey played an important role in the regional analysis.

Human resources

- ▶ There is a correlation between the average number of staff working in adult education in institutions in different regions and the level of training activity in those regions;
- ▶ Institutions in regions outside the major cities were more likely to highlight a lack of human resources.

Interest in ILAS

- ▶ Institutions in the Vilnius region (including national and state institutions) were the most interested in joining the scheme, while those in the smaller municipalities were less interested.

Training format and attracting audiences

- ▶ Distance learning is more common in large city regions. In smaller municipalities, the LLL activities are mainly targeted at the local population, through physical meetings;
- ▶ Cultural institutions in regions outside the major cities have difficulties in gathering training groups.

Collaboration

- ▶ The location of institutions in smaller areas often leads to close cooperation between cultural institutions and local educational institutions;
- ▶ In regions with higher education institutions (universities, colleges) or their departments, cultural institutions are more likely to cooperate with them in the provision of activities for adults than institutions in regions without such departments.

Potential and opportunities

- ▶ The differences between large and smaller cities point not only to barriers but also to potential and opportunities for LLL activities of cultural institutions.

RECOMMENDATIONS FOR CULTURAL INSTITUTIONS



Becoming education providers

- ▶ Cultural institutions seeking to join the ILAS must first become providers of educational services. This is done by registering with the RESI and then registering their training programmes with the RNEP. Only then can they be eligible for participation in the ILAS.

Aiming to adapt existing training programmes

- ▶ The majority of the institutions surveyed in the study that expressed an interest in the system under development would seek to adapt existing programmes to the requirements of the ILAS.
- ▶ In adapting existing curricula, cultural institutions should focus on combining different training activities into long-term continuous programmes, including theoretical and practical components, in cooperation with educational, cultural and other institutions and organisations.

Developing general competences

- ▶ The training currently offered by both Lithuanian and foreign cultural institutions mainly covers the development of general competences.
- ▶ Focusing on general competences rather than professional competences can help cultural institutions to get started with LLL activities.
- ▶ Digital competences are also not predominant in the programmes offered by cultural institutions (except in the case of libraries), so meeting the priority of developing digital skills can be a challenge.

Meeting the specific needs of target audiences

- ▶ When designing LLL programmes, it is necessary to assess who the target audiences will be, adapting the content, format and accessibility of training accordingly:
 - young people (18-29 years)
 - working-age adults (30-64 years);
 - seniors (65+);
 - people with disabilities (18 years and over);
 - for members of national minorities (18 years and over).

Attracting missing competences through cooperation with the education and NGO sectors

- ▶ Cooperation with the education sector would help cultural institutions to develop ongoing, structured training courses that adequately develop the necessary skills and competences, are well designed and based on theoretical knowledge.
- ▶ This would enable the development of longer learning programmes that cannot be developed by cultural institutions alone.
- ▶ The competences of the TAU identified in the study can also be used for the development of culture-related LLL activities.

Harnessing the potential of libraries, museums and cultural centres

- ▶ Library trainings are already structured, often continuous, of longer duration and could already be 1-2 ECTS credits (Media and Information Literacy Programme programme).
- ▶ Museums have a wide range of training activities, but formal educational activities are more focused on the professional development of cultural workers.
- ▶ The different services provided by cultural centres - covering both amateur and professional arts and a wide range of cultural fields - allow for different ways of contributing to the LLL.

RECOMMENDATIONS FOR MUNICIPALITIES



Incorporating culture into the NFE and continuous education plan

- ▶ Siekiant įgyvendinti savivaldybėms pavestas funkcijas dėl suaugusiųjų neformaliojo švietimo ir tęstinio mokymosi organizavimo, savivaldybės turi parengti suaugusiųjų neformaliojo švietimo ir tęstinio mokymosi veiksmų planą ir skirti jo įgyvendinimo koordinatorių.
- ▶ Iki šiol dar ne visos savivaldybės yra tai padariusios, o parengusioms trūksta socialinių partnerių ir savivaldybių NSŠ koordinatorių įtraukimo ir kryptingos veiklos.
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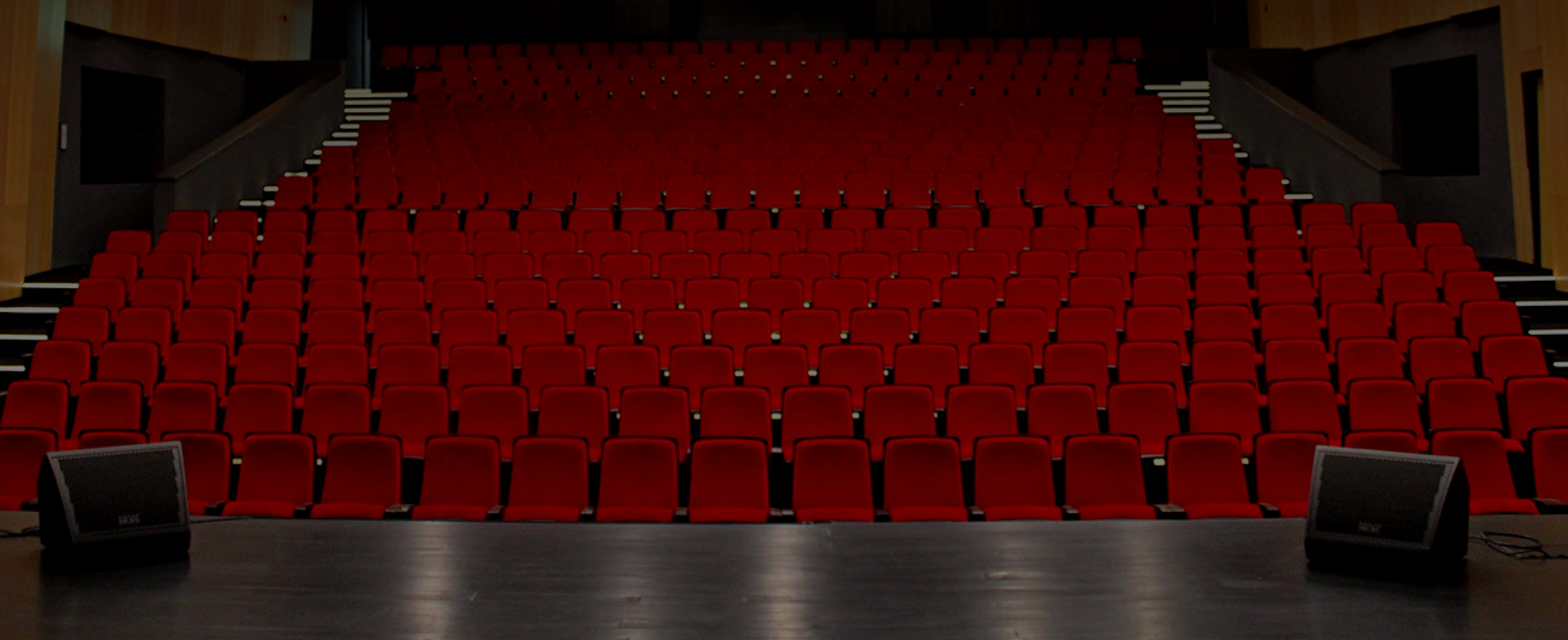
Strengthening the role of cultural and artistic institutions in the municipal NFE system

- ▶ Through these action plans and the NFE coordinators who implement them, mediation between cultural and artistic institutions, NGOs, TAU, municipal educational institutions and businesses could be promoted in order to develop ongoing synergies and partnerships in the field of LLL.

Promoting the organisation of LLL activities for adults in cultural institutions under the responsibility of local authorities

- ▶ Given that the process of LLL takes many forms, it is necessary to encourage cultural institutions not only to seek to join the ILAS but also to broaden the overall offer of LLL activities for adults.
- ▶ To this end, municipalities could foresee encouraging LLL activities in the activity plans of the cultural institutions under their authority.

RECOMMENDATIONS AT STATE LEVEL



Developing a strategic document for the LLL through cultural activities

- ▶ The emergence of such a policy in Lithuania would create conditions for strategic partnerships between the education and cultural sectors and encourage more cultural institutions to incorporate activities related to the development of LLL services into their plans.
- ▶ It would also help to deepen the sector's understanding of the different types of LLL activities.
- ▶ Clear definitions and methodologies would help cultural institutions to better assess their capacity to participate in LLL development and ILAS.

Encouraging cultural institutions to expand LLL activities for different groups of adults

- ▶ In order to broaden the experience of cultural and artistic institutions with adult LLL activities, it is recommended to include a funding priority in the funding programmes of cultural and artistic projects related to the development of adult LLL activities.
- ▶ This type of promotion would contribute to increasing the experience of cultural and artistic institutions not necessarily related to the provision of training through the ILAS, and to increasing the involvement of adults in LLL activities.

Raising the awareness of the ILAS

- ▶ In order to increase the capacity of cultural and artistic institutions to contribute to the ILAS, it is necessary to inform them about the system being developed, its requirements for institutions and training.
- ▶ Organise information seminars and presentations on the ILAS under development and the different ways in which cultural and artistic institutions can contribute, with the help of national bodies and umbrella organisations in different fields.
- ▶ In foreign practices, ILAS are used not only to publicise programmes but also to raise awareness of the value and potential of LLL.

Enabling cultural and artistic institutions to gradually join the ILAS

- ▶ The possibility to include shorter training courses in the ILAS training catalogue (e.g. on the related website or on a subpage of the ILAS website) would allow for a gradual integration of cultural and artistic institutions.
- ▶ Given the wide network of cultural and artistic institutions operating in all regions, the services and training provided by cultural institutions, albeit of a shorter duration, would increase the geographical accessibility of the training recorded in the directory.

To achieve greater coherence between ILAS funding priorities and the activities of cultural and artistic institutions

- ▶ In determining the future priorities of the ILAS, the Ministry of Culture should make proposals to the ILAS Coordination Group and the institutions involved in the management of the system on the competences that could be developed by cultural and artistic institutions that would be relevant to the market needs.

Promote leadership and cooperation between the competence centres in the field of adult LLL

- ▶ The programmes and methodological materials developed by the competence centres (the Lithuanian National Martynas Mažvydas Library, the Lithuanian National Centre for Culture, and the National Museum of the Grand Duchy of Lithuania) could be implemented through a wide network of public institutions.
- ▶ Encourage cooperation - to include cultural education provided by cultural institutions in integration plans for foreigners.
- ▶ Develop thematic partnership networks for the implementation of LLL activities.

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