

On participation of Adults in Different Forms of Life-long Education and Learning

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Main features of life long learning

1. Education not limited to a certain stage of one's life course. It is an organic part of its all stages.
2. It is not only formal education in 'classical' educational institutions but it includes all forms and types of learning
3. It means opportunities to learn for everyone, regardless of age, social status, level of education attained so far, and talent

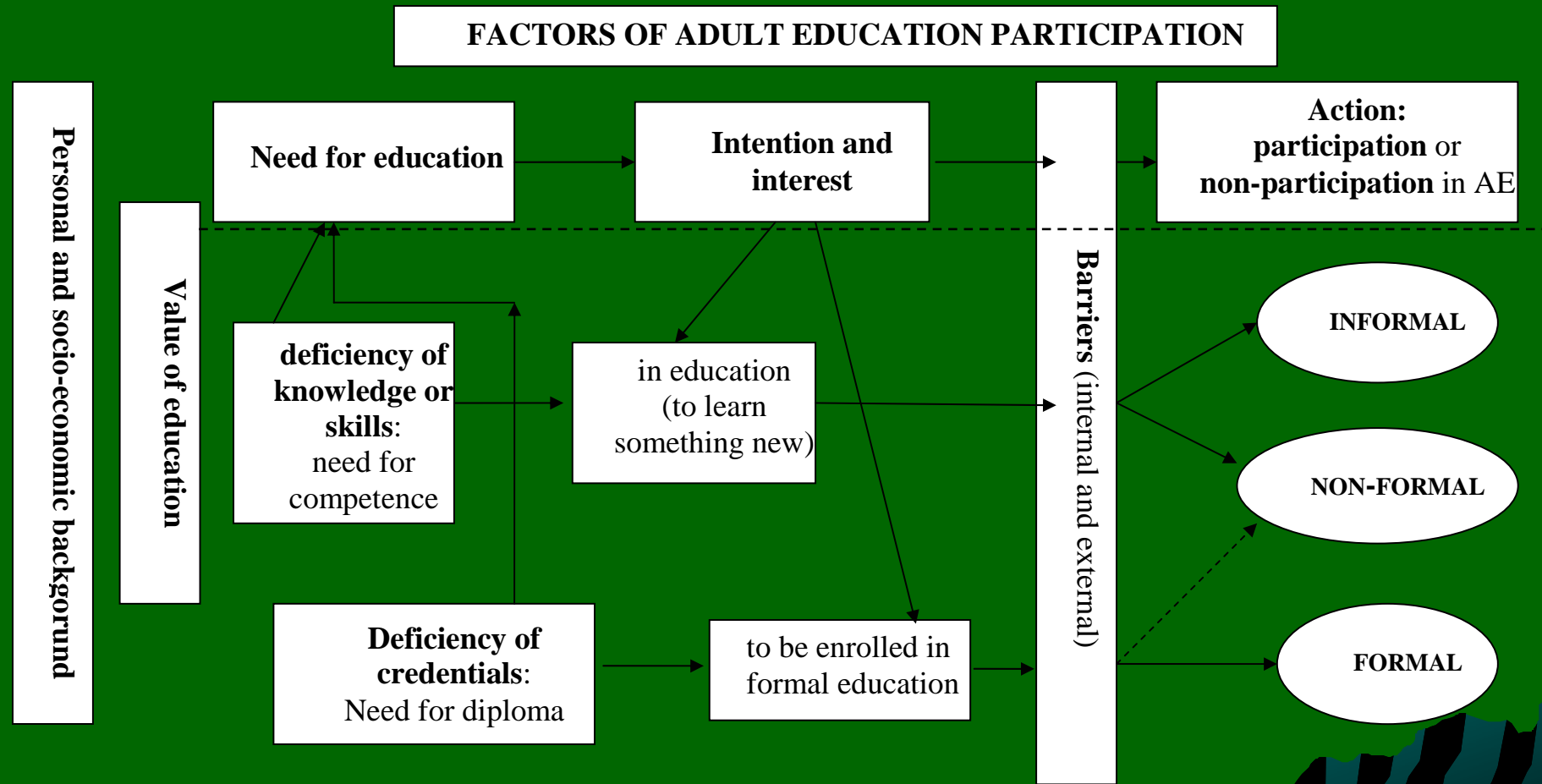
Three categories of learning activities

- *Formal learning* - leads to recognised diplomas and qualifications.
- *Non-formal learning* - takes place alongside the mainstream systems of education. Does not lead to certificates. It is provided in the workplace and through the activities of civil society organisations and groups.
- *Informal learning* is a natural component of everyday life. It is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.

Conceptual framework

- social-psychological theory of reasoned action (Ajzen and Fishbein, 1980)
- rational choice theory based on Becker's assumption that people in their behaviour are weighing the benefits and costs of that behaviour (Becker, 1993).

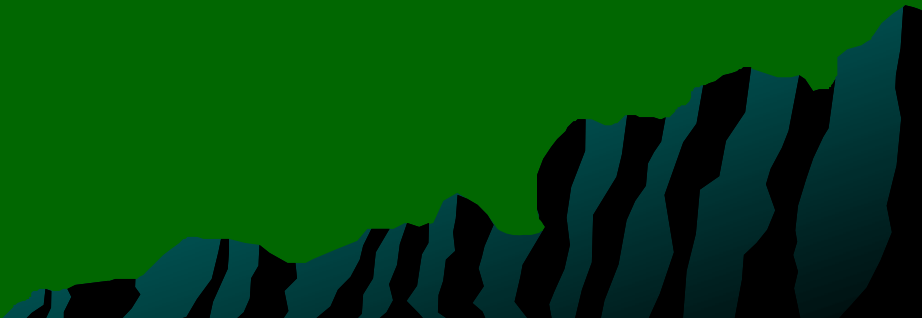
Model of factors having impact on one's participation in adult learning



Research questions:

To what extent are adults in CR ready to continue in their education after finishing their educational carrier:

- in formal educational institutions?
- in different forms of non-formal education?
- in informal education – learning?

- ◆ Who are these people?
 - ◆ What are their characteristics in terms of age, gender, education, and professional status?
 - ◆ Which motivation and barriers are involved?
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Method and Data

National representative survey

Sample of Czech adult population aged 20-65

N = 1,314 respondents

Sampling method: Probability sampling – random walk with Kisch' s tables

Results: Formal Education

- 9% of Czech adults return back to formal education after they have completed their education and left the system
- 12% of adult respondents (students excluded) intend to go back to school in the near future to get another or higher diploma

Characteristics of adults with no interest to participate in formal education in near future:

- Not differentiated by sex,
- The higher their level of education, the lower reluctance to return back to school,
- The higher their age, the higher intention to increase the level of education,
- No difference with respect to occupation,
- Intentions *not to study* decrease with the size of dwelling,
- No difference with respect to level of income,
- No difference with respect to perceived value of education as a tool for life success.

Results: Non-formal Education

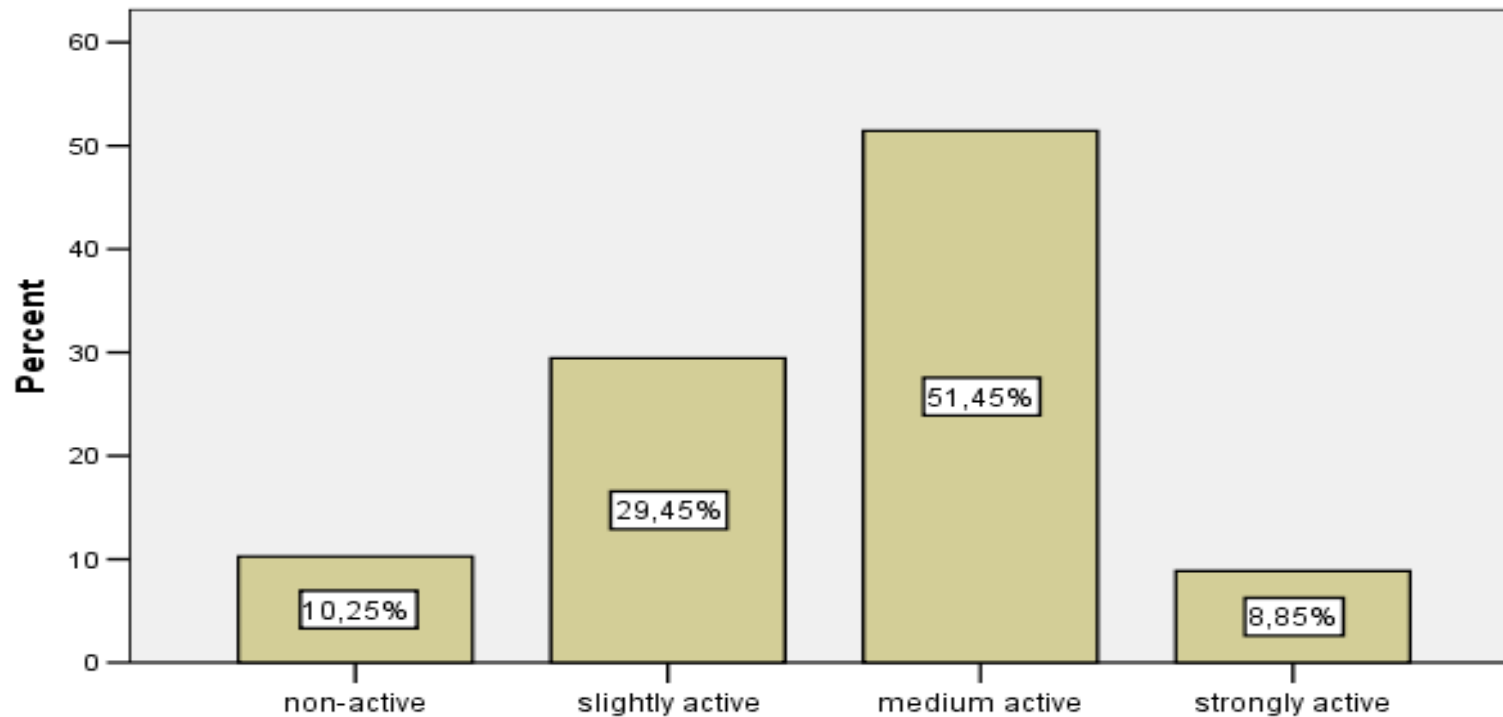
- 34% of respondents attended some kind of courses of non-formal education during the 12 months preceding the survey
- 36% of respondents expressed their intention to participate in a course of non-formal education in next 12 months

Basic features of those who have not participated in non-formal education :

- people with lower education,
- older people,
- blue-collar people,
- the retired,
- the unemployed and
- people on parental leave.

Results: Informal Education

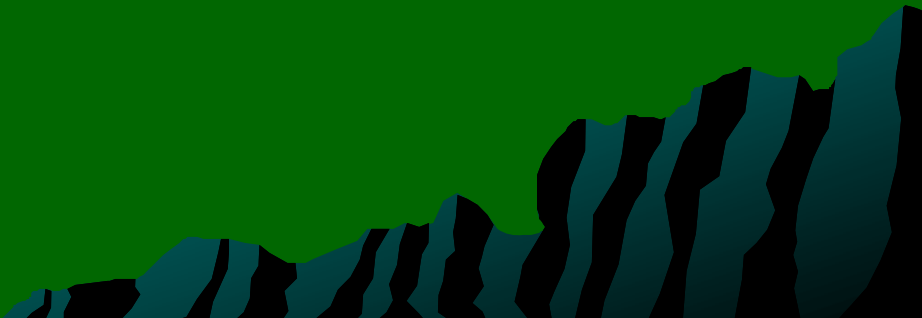
Distribution of respondents by intensity with which they pursue activities of informal learning in their leisure time



Construction of activity and non-activity in informal learning based on frequency of activities pursued and the weights attributed to individual frequencies

Frequency of activity	Frequentering libraries	Theatre, concerts	Reading newspapers and magazines	Reading fiction	Reading specialized literature	Visits to museums, castles
1 = daily	10	10	X	10	10	10
2 = weekly	10	10	X	10	10	10
3 = monthly	10	10	X	7	7	10
4 = several times a year	5.5	10	X	4	4	10
5 = never	1	1	X	1	1	1

People not participating in informal learning activities tend to be:

- ◆ men rather than women (12 to 8),
 - ◆ aged 20-29,
 - ◆ with only basic education,
 - ◆ and unemployed by job status.
- 

Why in the CR

➤ (A) about 90% of adult population in case of formal education

+

➤ (B) about 65% in case of non-formal education

does not take part in any of these forms of education ???

(A) Barriers to participation in formal education

Two kinds of barriers:

1. Internal - psychological
2. External - lack of external impulses to educational activity

Internal – psychological barriers (summary):

- ◆ acceptance of the traditional model of education – continuous education in young age;
- ◆ individual conviction of possessing sufficient knowledge and skills for the work position (analogous to findings about functional literacy when people regard their literacy skills as sufficient, too);
- ◆ little interest in personal development through formal education (study);
- ◆ de-motivating school experience (“I was not successful at school” and “I did not like school”)

External barriers (summary):

- ◆ studying is not necessary to improve one's position at work;
- ◆ studying is not necessary to keep one's job;
- ◆ studying is not necessary to obtain a job.

(B) Barriers to participation in non-formal education

3 categories of barriers by Cross (1981):

- ◆ Situational
- ◆ Institutional
- ◆ Dispositional

Situational barriers

agreed (%)

I have not got enough funds at the moment. 53

I am too busy at work. 48

I have many hobbies and therefore no time for further educational activities. 39

I have no time for further education because I have to take care of my children/family. 33

I cannot participate for health reasons. 17

Institutional barriers

agreed (%)

There is not enough information available on suitable courses.

31

There are not enough courses.

28

The quality of the courses is relatively low.

24

Dispositional barriers

agreed (%)

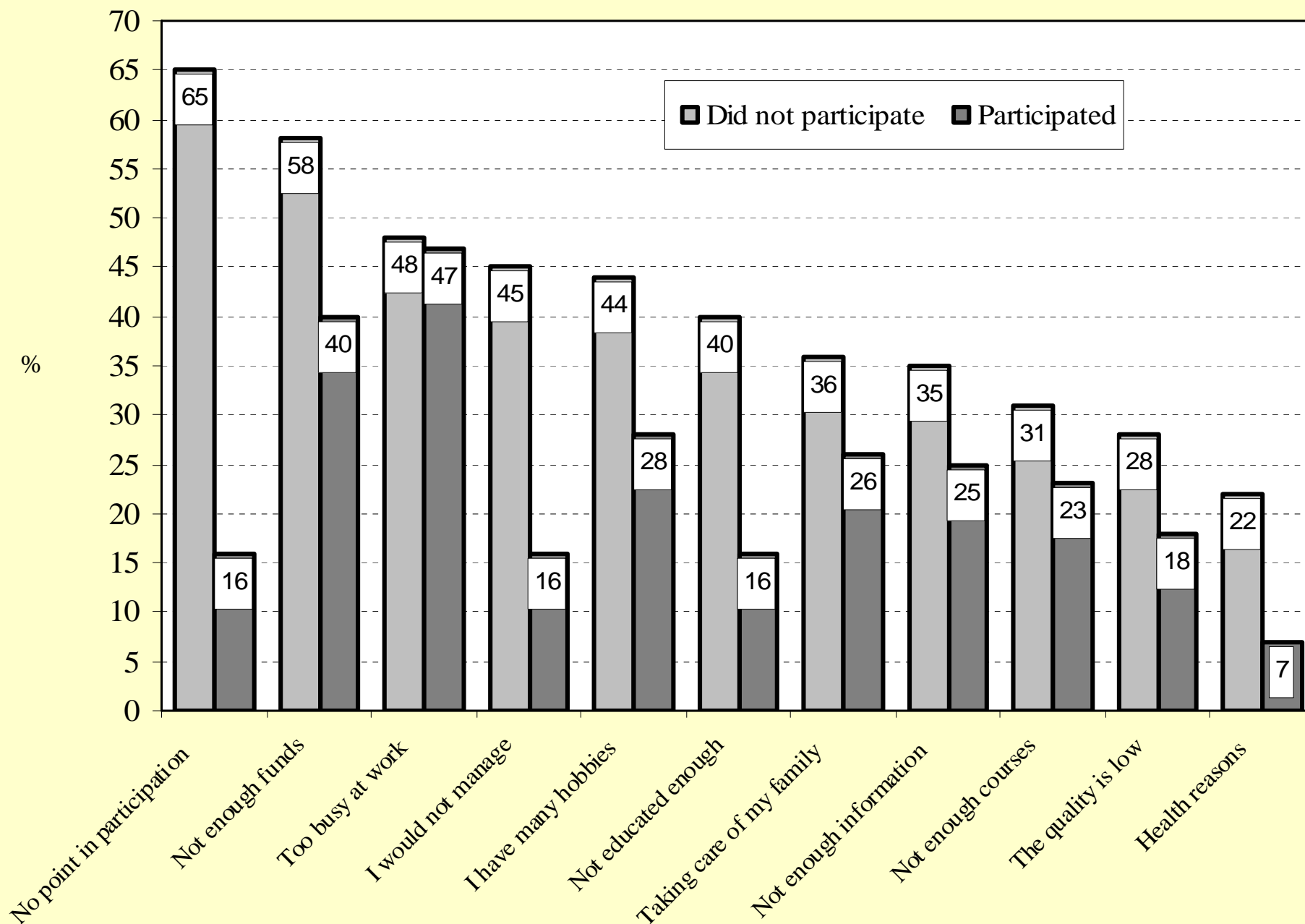
There is no point for me participating in courses or training. 49

I fear I would not manage. 36

I think I am not educated enough to participate in further education. 32

- Experience with previous participation in non-formal education is crucial for perception of barriers.
- With such a perspective the structure of barriers is different

Barriers to participation in non-formal education of adults in the preceding 12 months by participation



Conclusions

The level of one's formal education together with one's previous participation in non-formal education is the key factor for participation in different forms of adult education in the CR

It conditions whether adults will participate in courses of non-formal education and informal learning or not

Therefore:

If we have the educated young, then → we can expect active participation in adult education, and thus → to fulfil basic assumption of **knowledge society**

The share of GDP allocated
into education:

CR	4.5%
OECD countries	5–7%

Educational attainment in selected OECD countries: adult population 25 to 64-year old, 2002 (in %)

Country	Primary	Lower secondary	ISCED 3C (vocational)	ISCED 3A (secondary completed)	Post secondary (non-tertiary)	Tertiary (type B+A)	Average years of schooling
Canada	6	12	0	28	12	43	12,9
USA	5	8	0	49	0	38	12,7
Finland	0	25	0	42	0	33	12,4
Belgium	19	21	8	24	1	28	11,2
Netherlands	12	22	24	13	5	25	13,5
France	17	18	30	10	0	24	10,9
Germany	2	15	52	3	5	23	13,4
Austria	0	22	49	7	7	14	11,3
Hungary	3	26	29	27	2	14	11,5
CR	0	12	43	33	0	12	12,4
Poland	0	18	35	31	4	12	11,9
Italy	20	33	8	26	2	10	9,4
OECD mean	14	18	19	22	3	23	11,8

Note: Countries are ranked with respect to column of tertiary education

Source: *Education at a Glance. OECD Indicators 2004*. 2004, OECD, Browse-it Edition.

Table 3. Participation in non-formal education in CR, Finland, Canada and the US.

	Czech Republic*			Finland		Canada		USA		
	1997	2003	2005	1995	2000	1993	1997	1995	1999	2001
	27%	11%	34%	48%	54%	30%	28%	40%	45%	46%
Population surveyed:	20–65	15 +	20-65	18–64		17 + but regular students excl.		16 +		



How was the participation in non-formal education measured?

The USA: Adults were asked about participation in seven types of adult education activities during the 12 months prior to the interview: English as a Second Language (ESL), basic skills education, part-time postsecondary degree or diploma programs, apprenticeship programs, work-related courses, and personal interest courses.

Finland: *'Have you participated in training at the following general education institutes in the past 12 months?'* A detailed list of 19 possibilities of adult education followed (see Adult, 2000: 7-9).

Canada: *'At any time during 1997, did you receive any training or education including courses, private lessons, correspondence courses (written or electronic), workshops, apprenticeship training, arts, crafts, recreation courses or any other training or education?'*

Respondents were also asked to make a distinction between participation for job or career-related purposes and participation for personal interest.

Participation in non-formal education in CR, Finland, Canada and the US.

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Measurement in Czechia:

1997: *Have you attended in the past 12 months a course or training? For instance course to increase your qualification, to change your qualification, language course, distance learning, course increasing your skills or any other types of learning? (Yes or no question)*

2003: *Did you attend (or finish) an education within non-formal education in the last 12 months? (Yes, 1 course; Yes, 2 courses; Yes, 3 courses; Yes, more than 3 courses; No)*

2005: *Have you attended in the past 12 months: work-related courses, foreign languages courses, PC courses, courses for personal development (e.g. courses on psychology, mental development and so on), courses on parenting or partner relationships, courses on activities of the leisure time (e.g. to learn how to do some sports or how to paint, etc.), courses on civic activities (e.g. to understand matters of local administration, to learn about environmental activities and so on). (Yes or no question)*