

Analysis of demand for non-formal education in the context of lifelong learning context

Preliminary findings- general description

- Demographic characteristic of the respondents in both countries:
 - 1) More women than men;
 - 2) Active in the labour market;
 - 3) Employees;
 - 4) Employed in trade and commerce.

Urban-rural division

- In Kurzeme, one third of respondents are living in towns
- In Kaunas & Klaipeda region, more than half of respondents are living in towns

Education-employment

- The link between previous education and current employment:
 - In both regions about half of respondents are employed in the sphere related of their education

Education-employment

- ☞ The main reasons why they are changing the work are two:
- ☞ 1) they are satisfied with the current job;
- ☞ 2) they are not able to find the job related to their education

Preliminary conclusions

- ☞ Thus, there are either over-production of labour in the some spheres, either the education/skills obtained are not relevant today

Preliminary conclusions

- ☞ There is a potential for non-formal education – since half of respondents (active labour) might be the possible target group.

Demand for programmes

- ☞ Demand for education programmes:
 - In both regions, demand for courses on foreign languages and psychology, communication and problem-solving skills is increasing
 - ...but skills obtained did not contributed to significant changes in the labour market

Demand for programmes

- ☞ Future demand – foreign languages; entrepreneurship; psychology, communication and problem-solving.
- ☞ The courses should be at evenings at least twice per week.
- ☞ The respondents are ready to go around 10 km

Preliminary conclusions

- ☞ Why demand is increasing?
 - Mobility of labour to the foreign countries
 - Post-crisis impact
 - Education as “a habit” and “a self-upgrade”

Demand for programmes

- ☞ Where to go:
 - In Kurzeme – to the capital;
 - In Kaunas/Klaipeda region – to the regional centre

Willigness to pay

- One third of the respondents in both countries are not ready to pay for courses at all;
- If there is need to pay, respondents would allocate about 20 LVL or 100 LTL for courses
- The longer courses, the more respondents are willing to pay

Accessibility

- ☛ Respondents consider:
 - non-formal education related to the sphere of employment is hard to access
 - Related to self-improvement is more accessible
 - Re-qualification – more or less accessible (for Kurzeme), hard to access (for Kaunas/Klaipeda region)

Information

- ☛ Respondents are looking for information:
 - On web;
 - At the Employment agency (Kurzeme);
 - In the newspapers (Kaunas/Klaipeda region)