DEVELOPMENT OF THE KEY COMPETENCES IN ADULT EDUCATION IN LITHUANIA

Abstract

This article is focused on the provision of holistic evaluation of the key competence development of adults in Lithuania. Research involved the analysis of definition, structure and contents of the key competences, comparison of the types and typologies of key competences and disclosing the preconditions, factors and process of development of the core key competences, as well as the implications of key competence development for employment, professional career, social life and personal development.

The results of quantitative survey by involving 6992 adult respondents in Lithuania disclosed, that key competences are important for the majority of people. Individualised ways of key competence development are applied more frequently than collective ways. Key competence development is mostly enhanced by the personal needs (work, wish of development and self-realization) and support of the family. Most frequently mentioned obstacles for development of key competences are the lack of financial resources and too expensive training services.

Keywords: key competences, communication competence, learning to learn competence, competence to apply numerical and informational society technologies, entrepreneurial competence, lifelong learning (LLL), knowledge, skills, abilities, employment, career, personal development, Lithuania.

DEVELOPMENT OF THE KEY COMPETENCES IN ADULT EDUCATION IN LITHUANIA

Introduction

For 25 years Lithuania participates in the global and European economic competition and undergoes different processes of European integration. Entering in the Eurozone since the 1st of January 2015 is expected to be favorable for the competitiveness of economy and strengthening of economic growth. However, the key preconditions for sustainable economic development and growth of the country are sufficiency and quality of human resources. Here Lithuania faces multiple and very complex challenges, starting from the declining population (especially of youth cohorts), high and not declining emigration rates and insufficiency of investments in development and sustaining of human capital on the level of enterprises, sectors of economy and state. Despite that statistic indicators evidence rather impressive educational achievement of young population comparing to the other European countries, this competitive advantage fails to be exploited due to existing skills mismatches, lack of communication between education and business, inadequateness of predominantly short-term oriented competition approaches and human resource management and development practices to the challenges and requirements of international competition.

Adult education and development of key competences play crucial role for the improvement and development of the human capital of society. Investment in the development of key competences of adults becomes strategically important seeking to respond to the challenges

of economic competitiveness and social cohesion in the above outlined social and demographic conditions, when there is an increasing demand of skilled workforce in the labor market.

The impact of education and lifelong learning to the development of society is increasing. Acquisition of key competences and their application in the different activities is defined by the multiple factors influenced by the political, economic, social and cultural changes. Adult population faces necessity to acquire and develop key competences through lifelong learning thus opening new possibilities of participation in the social life. Development of innovations in the economy and society also requires to improve the application of knowledge and skills and to increase their effectiveness. J. Delors outlined the core objectives of lifelong learning in his report to UNESCO „Learning: the Treasure Within" (*1996*) and these comprise learning to live together, learning to know, learning to act and learning to be. Recommendation of the European Commission on the key competences discern skills, that enhance social integration, active citizenship, and productive employment (*Recommendation of the European Parliament and of the Council*, *2006*). Therefore it is important, that each person within his/her needs and capacities would apply key competences in developing personality and expressing the civic and national identity. Lifelong learning should be focused to the self-development of personality, active participation in the professional field and self-realization of person.

The goal of research is to provide holistic evaluation of the key competence development of adults in Lithuania. There can be outlined the following objectives of research:

1. To analyse the definition, structure and contents of the key competences.
2. To compare the types and typologies of key competences.
3. To disclose the preconditions, factors and process of development of the core key competences, as well as the implications of kety competence development for employment, professional career, social life and personal development.

Theoretic analysis of key competence development process included mainly systemic analysis and synthesis of the ideas from the scientific literature and contents analysis of the relevant political and strategical documents of Lithuania and the EU.

Empirical study was executed by preparing 6 questionnaires (Annex no.1) and surveying 6992 adults – employees, job searchers and retired persons. The survey was executed in 2 stages: the pilot survey was executed to verify the questionnaires by involving 1 104 respondents and the main survey with the 5888 answered questionnaires.

This article presents the results of the research on development of key competences of adults executed in implementation of the research project funded by the Lithuanian Council of Science „Platform of adult key competence development" Nr. VP1-3.1-ŠMM-07-K-03-073.

1. Theoretical foundation and definition of competences

Key competences are the research interest and application object of many areas. Exploring key competences concepts and their application, it is impossible to eliminate education, psychology, ergonomics, economics, political economy.

Recent times in international scientific discourse rapidly evolving the economic and the political economy science, theoretical insights related to key competencies.

Fig 1.

Green (*2013*) highlights one of the important contracdictions related to key skills and abilities - the interface between the operating performance requirements for skills and abilities and their acquisition and usage. This issue is relevant to exploration for key competencies - the researcher according to that should clearly identify his point of view and the general concept of treatment capacity.

There is a wide range of definition of competence, but in the most cases it is defined as certain set of knowledge, abilities and characteristics that allow a person to act. (*The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), 2002; 2008*). In EU documents the concept of competence is understood as a common connecting concept associated with fully understandable personal potential and opportunities to adapt to the variable and targeted abilities based on knowledge and experience. In Law on Education of the Republic of Lithuania (*2011*) the competence is defined as the ability to perform a certain activity based on the knowledge, abilities and values. Referring to these definitions, key competences can be defined as those competences that can be developed and applied in the different contexts and conditions.

Concepts of the key competences are defined by indicating their essential features and characteristics: 1) *universal character of contents* characterised by the application of these skills and competences in the different situations and contexts of professional, social and personal life; 2) *flexibility and changeability of contents* – key competences are composed of different components (knowledge, skills, abilities) having no strict structuring of contents and subjected to dynamic change; 3) *importance for professional, social mobility and social cohesion* – development of key competences (especially learning to learn competence) creates important preconditions for human capital development and adjustment of it's contents to the needs of the world of work. The possibilities of application of key competences are influenced by the human resource management and development strategies of enterprises, institutional models of education systems, policies of labour market, economic development, education and vocational training, attitudes of society and citizens to the existing pathways of professional and personal development..

Typologies of key competences originate from the different goals and conditions: 1) scientific research of key competences require to „catalogue" and to categorise key competences referring to the goal and scope of research; 2) regulation and management of the provision of key competences for the various reasons starting from the implementation and development of qualifications systems and frameworks, international comparison of competences and qualifications and ending with the curriculum design in general, vocational and higher education.

European Parliament Recommencation on Key Competences for Lifelong Learning discerns eight main key competences (*2006*):

Communication in the mother tongue is understood as every citizen's ability properly and correctly use vocabulary, grammatical written culture, to communicate competently using oral language, expressing their views, interviews and participation in discussions.

Communication in foreign languages is defined as the duty of an every citizen, no matter of age to be proactive in intercultural communication, using abilities to communicate in a foreign language.

Mathematical competence and basic Competences in Science and Technology signifies that every citizen should master the mathematical abilities such as number, measurement units, basic mathematical operations and actions in everyday life.

Digital Competencies involve usage of IT, new social networks, as Facebook, Skype and others in order to communicate, to share information for professional, social ansd personal purposes.

Learning to learn – a metacompetence comprising of the range of knowledge, skills and abilities needed for the organization and development of leraning process by analysing learning situations reflectively, trying to identify themselves in the learning process, identifying the strengths and weaknesses, using proper learning strategies etc.

Civil and Social Competencies includes personal, interpersonal and intercultural abilities. Through the general abilities expression, a man reveals himself. Seeking this ability, a person learns to be tolerant, honest, confident, he learns to understand and evaluate their own and others' opinions, in a constructive communication and cooperation, creating a democratic, justice-based environment.

Sense of initiative and entrepreneurship - the competence, that displays human creativity, thrusting, the desire to be independent. This competence becomes more and more necessary for every citizen to be able successful at work in a competitive job market, trying to sustain employment or to create new businesses and jobs.

Culture awareness and expression refers to an individual's cultural knowledge. Culture, expressing the human world-view and world-picture, it's not just a phenomenon in its own nation. Cultural awareness is important for national and international cultural orientation of person. (*Recommendation of the European Parliament and of the Council, 2006*)

All above described key competencies are equally important for every citizen in orienting to a knowledge society in lifelong learning (LLL) processes. These competencies are directly linked with each other, overlap and complement one another. (*Key competencies for lifelong learning, 2007*).

Above listed key competences alco contribute to active participation of individuals in society, their successful work and adaptability in the constantly changing work conditions, providing added value for career designing, reducing the mismatches in supply and demand of skills and ensuring the well-being of aging population. In order to unserstand how key competences help to attain these goals, it is necessary to analyse the contents of these competences .

Competence of communication in the mother tongue consists of abilities to communicate orally and in writing in expressing and interpreting concepts, thoughts, feelings, facts and opinions and to interact in various social and cultural environments. It covers speaking, reading, listening and writing, and requires knowledge of vocabulary and grammar, literary and non-literary texts of knowledge (*Key competencies for lifelong learning, 2007*).

Table 1

Contents of communication competence

Competence	Abilities
Native and foreign languages	Native/foreign language dictionary and grammar knowledge The information transmitted in their native/foreign language oral and written comprehension Ability to read and understand the literary and non-literary texts Ability reasoned thought and opinion Ability to prepare written and oral text Ability to interact with others in constructive dialogue Ability recognize cultural diversity and intercultural communication and the need for cooperation

Competence of communication in foreign languages broadly shares the main abilities as in communication in the mother tongue, but also includes abilities such as mediation and intercultural understanding. Each person's level of proficiency depends on the four dimensions (listening, speaking, reading and writing) and of different languages, social and cultural background, environment, needs, and (or) interests. (*Key competencies for lifelong learning, 2007*). Communication in any language means that person should have a good knowledge of vocabulary, grammar, and the different functions of language.

Competence of numerical and informational society technologies requires a sound understanding and knowledge of the nature, role and opportunities of information society technologies (IST) in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spread-sheets, databases, information storage and management, an understanding of the opportunities and potential risks of the Internet, communication via electronic media (e-mail, network tools) for work, leisure, information sharing and collaborative networking, learning and research. (*Key competencies for lifelong learning, 2007*).

Table 2

Contents of Competence to apply Numerical and Informational Society Technologies

Competency	Abilities

| Numerical and Informational Society Technologies | Ability from memory to perform elementary calculations required for household
Ability to think mathematically and logically in practical calculations in everyday life (the calculation of the apartment / house square footage, etc.).
Ability to use electronic devices for mathematical calculations (calculators, cell. Handset)
Ability to use IT tools for personal and / or business purposes (e-mail, Skype, Facebook)
Ability to use IT for personal and / or business purposes (e-banking, voting in elections, purchase services, press, etc.).
Ability to use the Internet for finding and selecting relevant information
Process information using computer programs (Word, Excel, etc.). |

Learning, personality and citizenship: learning to learn. Learning to learn competence is understood as a complex combination of knowledge, abilities, values, attitudes and dispositions assisting the lifelong learning, and by learning in formal and informal way. Learning to learn it is important because it leads to a purposeful learning. Within the framework of the European Commission's recommendations (*2006*) are inserted definition of the concept of learning to learn. It consists of 2 types of skills: the ones that are applied for the personal learning process and the skills related to the development of cultural avareness and it's expression.

Table 3

Contents of the Learning to Learn Competence – skills related to personal learning process

Competency	Abilities
Learning, personality and citizenship : learning to learn	Ability to organize their own learning process Ability to learn and act independently Ability to learn and operate within a group Ability to solve problems Ability to discuss (reflect) their own learning and activities

Cultural awareness and expression includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural artefacts, including popular contemporary culture. (*Key competencies for lifelong learning, 2007*). Cultural awareness promotes personality improvement process: creating the role of the creative process and analysis of dramaturgy and understanding necessary for cognitive literature expands your circle of knowledge, develops the body, voice, acting technique, and communicating with colleagues, creative director, and other members of the group, accumulates inside the unique experience of learning from the experience of others.

Table 4

Contents of the Learning to Learn Competence - Skills related to Learning, personality and citizenship: Cultural awareness and expression

Competence	Abilities
Learning, personality and citizenship : Cultural awareness and expression	Interest in art, feeling the need of art (interest in selected art direction and areas of classical works and innovation) Ability to analyze and interpret works of art in their messages, evaluating its relevance (select for yourself interesting and socially relevant works of art, works of art critically evaluate the ideas proposed, their relevance to human society). Ability to apply creative artistic elements of work and everyday life (the ability independently perform simple acts of artistic creation or elements and adapt them at work and in everyday life). Ability to develop their cultural outlook and enrich it purposefully (critically evaluate works of art and cultural events in their own fitness-minded development, to decide on the most appropriate cultural and artistic events, etc.). Ability to communicate with other people of culture and arts, developing and enriching the cultural outlook (egg, participation in the artistic expression activities - clubs, societies, associations, arts and arts institutions).

Entrepreneurial competence comprises the ability to identify and act on opportunities as well as the ability to acquire and utilize resources need for transforming the ideas into reality. This competence and it's development are strongly associated with a high level of autonomy and responsibility of the person (*Gevorgianienė et al., 2008*). Entrepreneurship is an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, and the ability to plan and manage projects in order to achieve objectives. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others including at work. (*Key competencies for lifelong learning, 2007*).

Contents of the Entrepreneural competence

Competence	Abilities
Entrepreneurial	Orientation towards the achievements of the objective; Initiative - the ability to take the initiative; Responsibility for own and the other (egg, work group, team) actions and initiatives against the organization and society; Innovation - orientation towards the various innovation by establishing and deployment; Risk tolerance - Ability to assume the risks and to act rationally in risky situations. Ability to evaluate the cost and the current (potential) added value Ability to plan own work and other short-term and long-term Ability to refuse to meet the current needs of investing in the future. Ability to understand others (consumers') needs Ability to communicate conclusively and formally to convey to others the ideas and data.

Structure and contents of key competences characterised by flexibility and wide range of different skills create specific preconditions and requirements for development of these competences. The issues of lkey competence development were analysed in the executed quantitative survey.

2. Survey on adult key competence development

The questionnaire of survey consists of five main parts presented in the table 6 (these parts do not include questions on demographic data) :

Table 6

The parts of questionnaire on key competences

Part	Number of questions
Importance of application of key competences in the following fields: professional activity, solution of work tasks, career management, execution of social and civic duties, personal development.	4
Overall importance of key competences	8
Application of the different approaches of development of the key competences (frequency)	10
Factors that enhance development of key competences (how these factors are important for development of key competences)	12
Obstacles in the development of key competences (how often the obstacles are met)	12

There were surveyed 6992 respondents.

Figure 2 provides the hystogram of the age of respondents. It shows symetrical distribution of respodents: most of them are quite young - 24 – 30 years of age and the number of senior respondents is decreasing.

Fig. 2. *Distribution of age of respondents*

Referring to the occupational status of respondents (Fig 3), job searchers make the biggest share of respondents. It can be explained by the purposeful involvement of job searchers in the survey by researchers and by the interests of job searchers to participate in the survey. Besides, job searchers and unemployed are better organized by the national employment agency and can be easier reached. Employees and smal businessman also make important share of respondents - more than 30%. The number of retired senior persons involved in this survey is comparatively small, because it is rather complicated to reach this group.

Fig. 3. *Occupational status of respondents*

Majority of respondents have higher education (Fig. 4), because the biggest share of survey data was collected via on-line questionnaires, which makes surveying of lower skilled people very challenging.

Fig.4. *Education level of respondents*

Referring to the area of inhabitance, majority of respondents live in the cities (Fig.5).

Fig. 5. *Area of inhabitance of respondents*

The shares of the groups of surveyed respondents in the municipalities are also very different. For example, absolute majority of respondents from the Jurbarkas district and Rietavas consists of employees. In other municipalities there were surveyed very big shares of unemployed persons (unemployed make 90,0% of respondents in Telšiai district and 89,2% in Šalčininkai district.). In the majority of other municipalities at least 50% of respondents were unemployed. The biggest share of the surveyed retired persons can be noticed in Elektrėnai (58,1%), Širvintos district, Vilkaviškis district, Palanga and Birštonas. In the other municipalities the share of retired in the survey population does not exceed 5%.

3. Results of survey

The following paragraphs present the main findings of survey.

Importance of key competences

In evaluating the importance of key competences in the professional activity, job search, personal development and social or civic activities majority of respondents - 85% recognize the importance of key competences in the listed 4 fields (Table 7).

Table 7

Frequency table of the answers to the question about the importance of key competences in the professional activity, job search, personal development and social or civic activities

Response	Number of answers	Percentage of answers
Very important	5615	44,1
Important	5191	40,8
Not very important	1375	10,8
Not important	553	4,3
Total		100,0

(Percentage of answers is calculated by dividing the total number of answers by the number of respondents.)

Respondents also consider important separate fields of application of key competences (Table 8).

Table 8

Importance of application of key competences in the fields of activities

Field of application	Very important	Important	Not very important	Unimportant	The number of answers
Professional activity, solving of work tasks	47,4%	42,5%	6,8%	3,3%	3217
Career	40,7%	39,2%	13,8%	6,3%	3169
Execution of social and civic duties	28,3%	47,1%	18,5%	6,1%	3159
Personal development	59,8%	34,2%	4,3%	1,7%	3189

Personal development was considered as the most important field of the application of key competences: about 94% of respondents indicated, that this field is very important or important. Compartively less important field of application of key competences is execution of social and civic duties, but even here 75% of respondents indicated that it is important field of appliction of key competences.

The data on the importance of application of 8 types of key competences in the above mentioned fields is provided in the Table 9 .

Table 9

Importance of application of different types of key competences

	Very important	Important	Not very important	Unimportant	The number of answers
Communication in native language	63,9%	30,7%	4,3%	1,0%	3246
Communication in foreign languages	24,7%	46,0%	22,8%	6,5%	3212
Elementary mathematical skills	23,2%	54,0%	19,4%	3,4%	3202
Digital literacy and ability to use IT	47,4%	41,2%	8,3%	3,1%	3215
Learning skills	35,0%	46,7%	13,9%	4,5%	3188
Social and civic skills	26,7%	53,5%	16,9%	2,9%	3198
Initiative and entrepreneurship	31,1%	45,8%	18,1%	5,0%	3178
Cultural awareness	30,4%	48,0%	17,3%	4,3%	3170

Communication in native language is considered very important and important by the biggest share of respondents (94,6%), it is followed by the digital literacy and IT usage skills (88,6%) abilities to learn (81,7%), social and civic skills (80,2%).

Approaches and ways of development of key competences, the factors and obstacles of development of key competences

Survey also included questions on how often the respondents use different ways of key competence development (Table 10), as well as the questions on what motivates and enhances to develop these competences (Table 11), and what are the obstacles of key competence development (Table 12).

Table 10

The ways and approaches in the development of key competences: frequency of usage

The way of key competence development	Often	Sometimes	Very seldom	Never	Number of answers
Participate in the seminars and group learning activities	17,9%	41,5%	25,0%	15,6%	3221
Lectures	14,3%	33,8%	28,2%	23,8%	3192
Independent learning	33,4%	40,1%	16,9%	9,6%	3204
Learning by using distance education measures	8,1%	18,1%	22,7%	51,1%	3160
Learning by using ICT	34,4%	36,8%	16,9%	11,9%	3193
Learning by using TV and radio	16,7%	31,6%	29,3%	22,5%	3180
Studying literature	23,7%	35,5%	22,0%	18,7%	3179
Everyday practice	47,4%	34,9%	12,9%	4,9%	3170
Other	21,1%	28,6%	10,2%	40,1%	332

The most oftenly used ways of key competence development is everyday practicing, usage of ICT and independent learning, because majority or respondents can pay the most time for these activities and they do not require additional costs. Seminars, lectures and distance education are less accessible ways.

The results of the survey on the factors that enhance and motivate people to develop key competences are provided in the Table 11.

Table 11

Importance of the factors enhancing key competence development

Enhancing factor	Very important	Important	Not very important	Unimportnat	Number of answers
Needs of everyday work	40,4%	51,0%	6,1%	2,5%	3181
Search of the new job	32,1%	42,1%	14,8%	11,0%	3140
Career planning	37,3%	37,9%	16,4%	8,4%	3156
Wish of advancement	50,5%	41,3%	6,0%	2,1%	3200
Striving of self-realization	48,1%	42,1%	7,6%	2,1%	3183
Support of society and friends	30,3%	50,7%	16,0%	3,1%	3164
Wish to be useful for the family	48,4%	43,2%	6,5%	1,9%	3177
Wish to be useful for the others	31,5%	51,5%	14,0%	3,0%	3168
Support of family members	50,8%	39,4%	7,8%	2,0%	3162
Hobbies	27,1%	51,1%	18,4%	3,4%	3123
Other	29,4%	44,2%	19,8%	6,6%	197

The most important factors that enhance development of key competences are needs of everyday work, wish of self-development and self-realization, as well as the wish to be useful for the family and support of family members. These factors are considered as important by 90% of respondents. Interesting, that such factors as search of new job are considered as important motivators by less respondents.

The data concerning the obstacles met in key competence development are provided in the Table 12.

Table 12

Obstacles for key competence development

Obstacles for key competence development	Often	Sometimes	Very seldom	Never	Number of answers
Lack of resources	53,0%	36,7%	7,4%	2,9%	3246
Lack of time	36,2%	47,7%	12,6%	3,5%	3231
Expensive training services	56,5%	30,5%	8,9%	4,1%	3213
Shortage of support of employer	29,9%	34,2%	17,6%	18,3%	3160
Shortage of suport of family	9,9%	31,7%	28,6%	29,8%	3184
No place for learning	11,1%	26,9%	30,2%	31,7%	3151
Lack of knowledge and information about learning possibilities	11,9%	25,0%	27,7%	35,5%	3131
Absence of wish to learn	12,8%	29,9%	27,0%	30,3%	3143
Absence of sense to learn	11,4%	24,7%	22,8%	41,1%	3128
Personal features (lazyness, lack of self-organisation)	10,0%	31,5%	28,4%	30,2%	3120
Other reasons	22,4%	20,1%	15,0%	42,5%	254

The most important obstacles are the lack of resources and too expensive training and learning services – more than half of respondents indicated that these obstacles were often faced. Many respondents also indicated the lack of time and shortage of support from employer as oftenly faced obstacles.

Factor analysis of key competences survey

There was also executed factor analysis in the all parts of questionnaire. The goals of factor analysis were: a) to reduce the number of variables; b) to discern the higher level characteristics, intentions and competences of respondents, that define identified correlations of survey questions asssessed by the Spearman correlation coefficient.

The strongest correlations were identified between the factors of the same part of questionnaire. More frequent application of the individualised ways of key competence development also means more frequent application of collective ways (-0,70). Increasing importance of the social factors increase the importance of personal factors enhancing development of key competences (0,66). Importance of key competences in the professional activity is positively correlated with the importance of enhancing factors and here the stronger correlation is with the personal (0,62) and not social factors (0,43). Correlations of personal obstacles for development of key competences show, that while increasing of importance of key competence development the obstacles tend to decrease, or they are considered as smaller (-0,30). Increasing frequency of application of the ways of key competence development decreases the frequency of obstacles (All these correlations are weak. The weakest correlation with other factors was noticed for the lack of financial resources, as obstacle for key competence development.

To identify and explore the relations of factors with the demographic variables (age, sex, education, the type of the inhabitance location) there was executed regression analysis. All

identified regressions are statistically important, p < 0,001. Results of this analysis show, that the importance of key competences, individualized ways of key competence development and personal factors that enhance key competence development are more strongly related to demographical variables. Very weak (although statistically important) relations are between social factors enhancing development of key competences and lack of financial resources, as obstacle to competence development. The most important demographic variable is age, especially for the importance of key competences to the professional activity (with the increase of age, the importance of key competences for professional activity decreases) and to the importance of personal factors enhancing development of key competences (this importance also decreases with the increase of age). Further there is education, especially for the importance of separate competences and individualized ways of training. With the increase of education, the important of key competences increases, as well as the frequency of application of individualized and collective training methods.

The impact of sex to the factors is comparatively weak, but statistically important. Development of key competences and the factors of their development are more important to women. Women also more frequently apply the ways of key competence development and face less obstacles.

There is very weak, although also statistically important relationship of factors with the living place. Moving from big cities to rural areas, the importance of key competences and factors that enhance their development decreases, as well as the application of training ways. Rural areas face more obstacles in key competence development. However, these relationships are very weak and can be easily disrupted upon the will.

Conclusions

In conclusion there can be stated, that key competences are important for the majority of people and they understand the importance of key competences. From the list of provided key competences there has not be identified any key competence, that would be considered by the majority of respondents as less important or unimportant. Individualised ways of competence development are applied more frequently than collective ways. Competence development is mostly enhanced by the personal needs (work, wish of development and self-realization) and support of the family. Most frequently mentioned abstacles for development of key competences are the lack of financial resources and too expensive training services.

With the increase of age the importance of key competences and their development tends to decrease. Higher level of education is related with bigger importance of key competences and their development.

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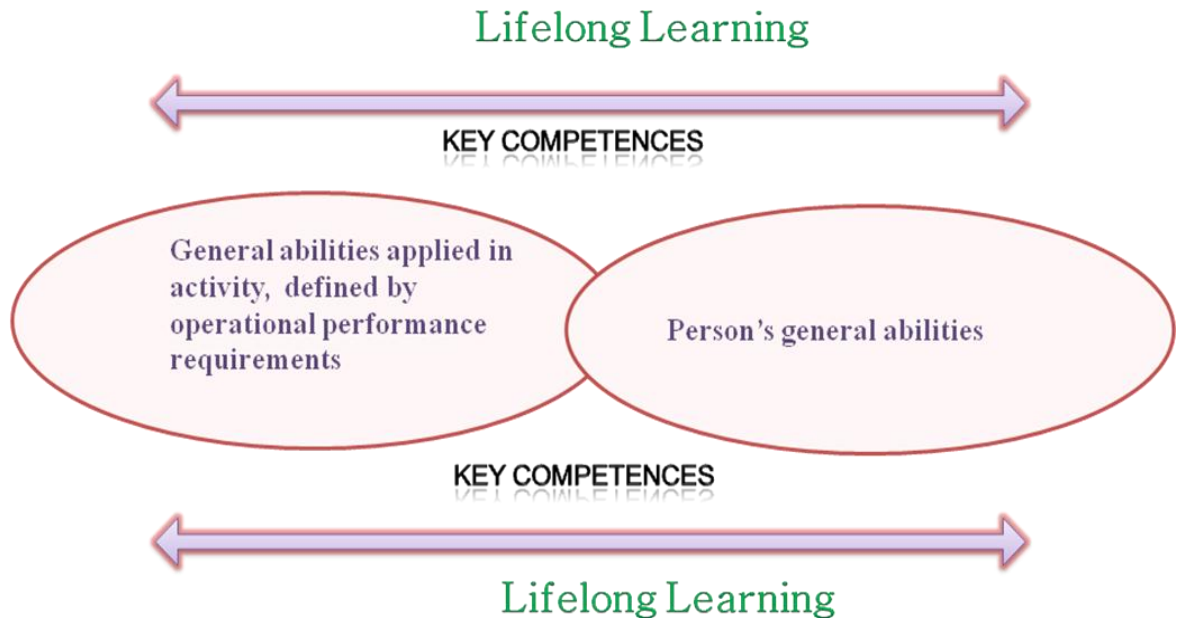
Figures

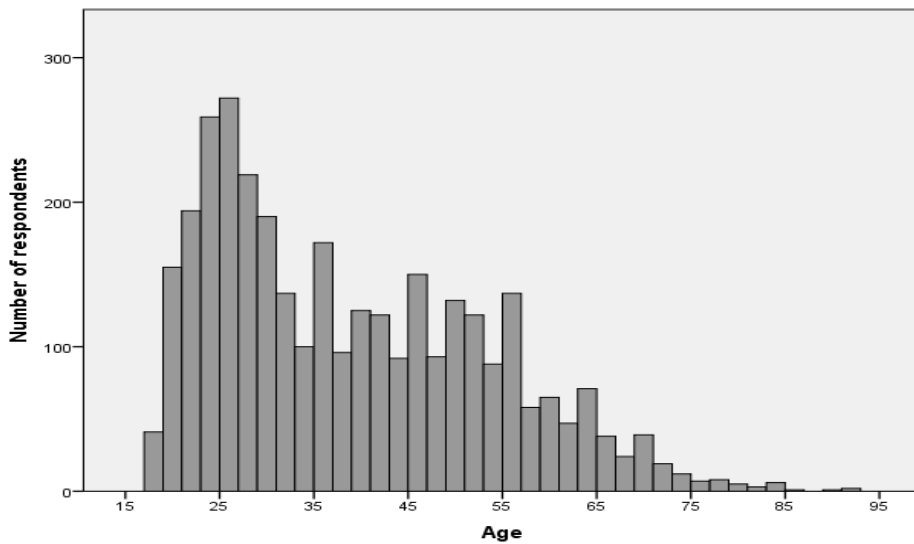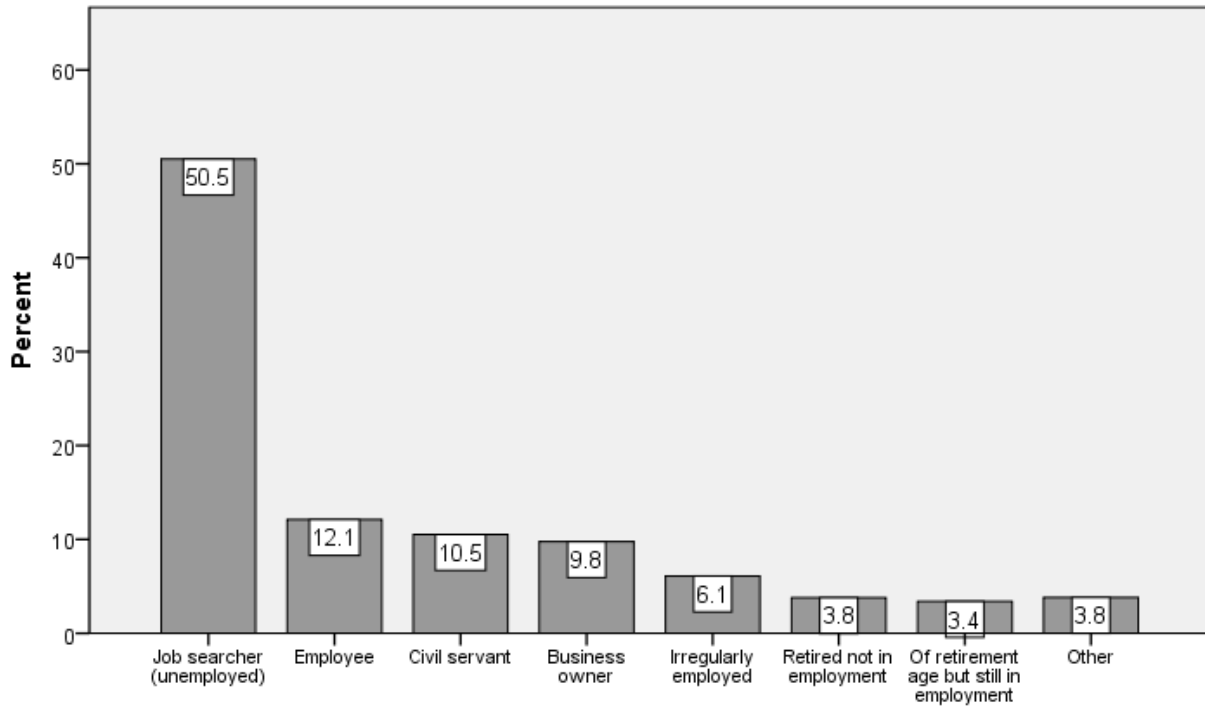*Fig 1. The expression of general abilities in fields in the context of lifelong learning*
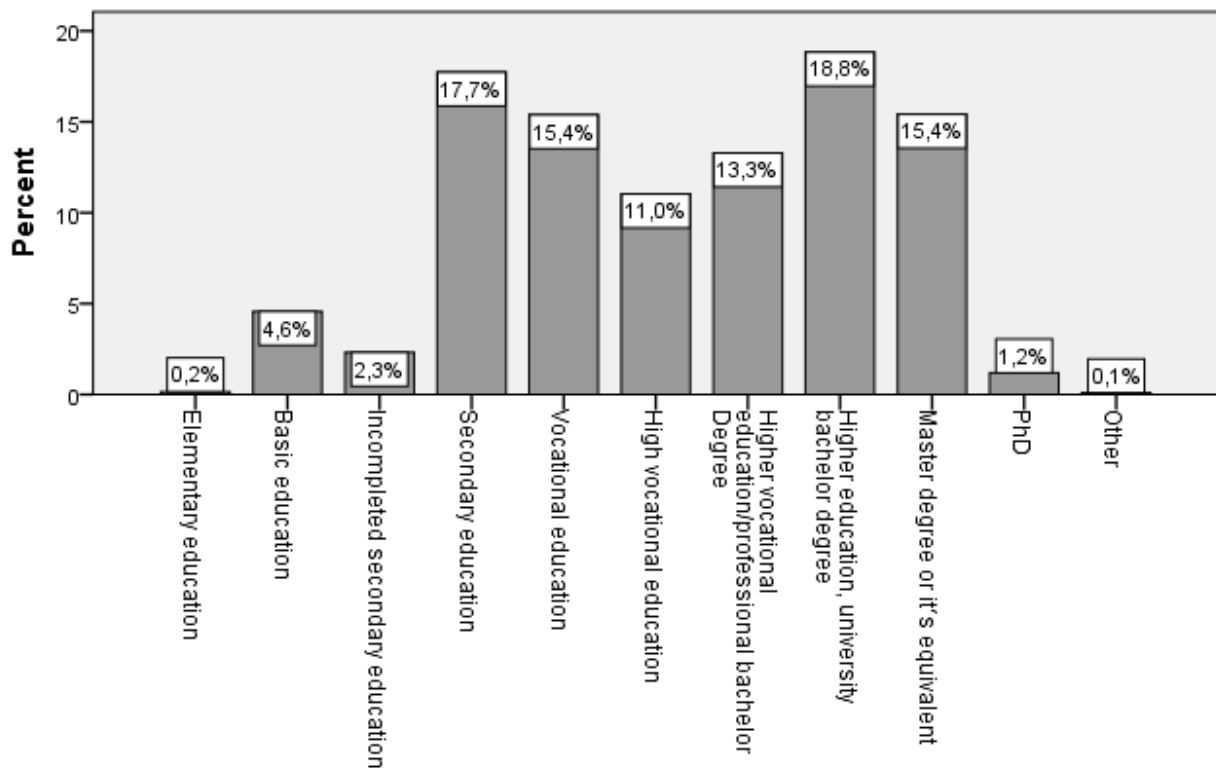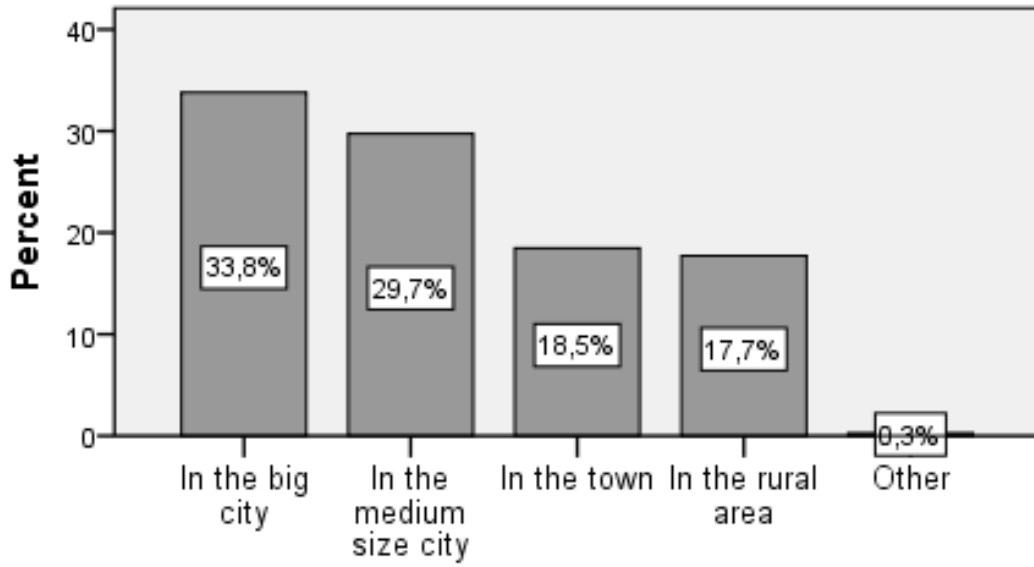

Fig. 2. *Distribution of age of respondents*

Fig. 3. Occupational status of respondents

Fig.4. *Education level of respondents*

Fig. 5. *Area of inhabitance of respondents*