

ŠIAULIAI UNIVERSITY

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**IMMIGRANTS' SELF-DIRECTED
LEARNING IN COMMUNITY-BASED
ORGANIZATIONS ON THEIR PATH
TO INTEGRATION INTO THE HOST
SOCIETY**

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ORGANIZACIJOSE, JIEMS
INTEGRUOJANTIS PRIIMANČIOJOJE
VISUOMENĖJE**

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BACKGROUND

Relevance of the research. Research on self-directed learning started in the first half of the 1970s in the United States of America. Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in determining their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies, and evaluating their learning results (Knowles, 1975).

In the 1970s various researchers conducted studies which revealed the conceptual meaning of self-directed learning and the linear gradual process characteristic of this phenomena (Tough, 1971; Knowles, 1975). At that time the approach of self-directed learning incorporated the principles of humanistic psychology. This phenomenon was associated with opportunities for personal fulfilment.

In the 1980s and 1990s models of self-directed learning became the object of various research. Conceptual variants being created (Candy, 1991; Brockett, Hiemstra, 1991) were intended to reveal self-directed learning as a process, and to investigate its components. Researchers started emphasizing the importance of personal and situational factors, as well as the social context for self-directed learning. Interactive models of self-directed learning employed at that period (Spear, Mocker, 1984; Danis, Tremblay, 1987; Cavaliere, 1992; Danis, 1992; Garrison, 1997) revealed the personal characteristics of the self-directed learner and the cognitive processes going on at the time of interaction with the external environment. The relevance of learning control (the help provided by the educator to self-directed learners) and components of the autonomy of the learner in the formal learning environment are emphasized in the models of self-directed learning (Grow, 1991; Hammond, Collins, 1991). In the meantime, other researchers focused on the importance of personal values and assumptions, awareness changes, and

reflection in self-directed learning (Mezirow, 1985; Brookfield, 1987). Hammond, Collins (1991), and Brookfield (1993) emphasized the social, economic and political context of self-directed learning, as well as the realization of self-directed learning, expressed by the emancipation and social action of a person, and encouraged other researchers studying political and critical aspects of this phenomenon in their works.

Analysis of the scientific resources suggests that the studies on self-directed learning performed at the end of the 20th century were mainly focused on the process of self-directed learning and its conceptualization in the normative context. At the beginning of the 21st century these studies have become much deeper and more detailed. Studies on self-directed learning performed at that time were of a contextual nature. Studies made in the international context focused on the perception of self-directed learning and its experiences in the (non)formal learning environment (Leach, 2000), and the concentration on solving health issues and issues of adapting to life changes based on self-directed learning (Rager, 2003; Roberson, Merriam, 2005). In addition, studies were focused on self-directed learning in the area of health care (Valente, 2005), solutions of appropriate issues in this field on the basis of self-directed learning in the context of gender (Rager, 2007), and new opportunities created by such learning and its benefits in the work place (Ellinger, 2004; Nokdee, 2007).

In the national (Lithuanian) context, various researchers study self-directed learning, but the results of such studies are frequently of a descriptive and fragmented nature. For instance, Jucevičienė (2007) defines self-directed learning theoretically in the context of changes in the educational paradigm and emphasizes the importance of the living environment to the self-directed learner. Kvedaraitė (2009) in her study focuses on pedagogical staff of a learning school, and stresses the dichotomy between self-direction as a teaching objective, and self-directed learning as a process. The empirical research performed by the author of the current study reveals the conditions impacting dis-

semination of the processes and factors of self-directed learning in the pedagogical environment, in addition to the competence of self-directed learning. Results of the research done by Juodaitytė, Kvedaraitė (2010) reveal that capabilities and competence of self-directed learning are inherent characteristics of teachers: maintaining ability and developing individual learning needs in various environments, when focusing on the professional role of the pedagogue, status as family member and member of society, and educational management functions of the pedagogical activity. Kazlauskienė et al. (2010) analyze the aspects of learning to learn, bullying prevention and non-discrimination – learning systems based on self-directed learning, as vertical principles, as well as the education of innovative personalities and individualization of education as horizontal principles.

The lack of studies oriented toward the self-directed learning of the groups that need help in the education, social, cultural, economic and political field is clearly perceptible in the sphere of education, and therefore, the self-directed learning of immigrants in the community-based organizations is very relevant.

Substantiation of the scientific problem. Various aspects of self-directed learning are relevant in the area of the immigrants' self-directed learning: experiences of self-directed learning in social, i.e. non-formal learning environments (Nugraha, 2004; Clark, 2005; Kang, 2011; Leliūgienė et al., 2011); application of programs of information technologies in the self-directed learning of foreigners in order to meet individual needs (Clark, 2005) in the host country; learning motives and language learning experiences, when self-directed learning is used during the integration process (Igoudin, 2008); the knowledge-forming process, including the components of self-directed learning (Chang, 2010); motives and ways of such learning applied when solving separate integration issues (Leliūgienė et al., 2011).

Some essential reviews and critical insights of the studies carried out in various countries can be presented as the main ideas, allowing the author to formulate the following scientific problems:

- the studies on the immigrants' self-directed learning carried out in the international and national context focus on the way to solve the particular integration problem, while results of the studies do not reflect the holistic context of the integration, in which the self-directed learning of immigrants would be highlighted as an integral component of education and integration policy;
- it is proposed to solve the problems of immigrants' integration by employing education/learning in the political discourse in the international context, however, the specific education/learning forms, methods, and environments supporting this process have not been identified. For instance, the Recommendation of the European Parliament and the Council of 30 December 2006 on the key competences for lifelong learning stipulates that, when developing the main competence, attention must be paid to the different needs of the learners (i.e., immigrants), by guaranteeing equal opportunities to such groups of individuals, which face learning difficulties because of various personal, social, cultural or economic circumstances, and therefore they need special support in order to implement their learning potential. In the New European Agenda on Integration (2012) the following integration measures have been listed: integration oriented in the education field – learning of the language of the host country while preserving the right to learn their native language; education of the immigrants' children (in this case the education process should become a cultural bridge, connecting the host society and the citizens from third countries, as well as the impetus to create a productive and cohesive society). The Europe 2020 strategy foresees creating and implementing programs intended to promote the social innovations of the most vulnerable groups,

- in particular, by providing an innovative education, and higher quality training and employment opportunities to poor communities, to combat emerging problems and to create a new scheme for immigrants' integration that would be intended to help them use their opportunities when integrating into the labour market;
- levels of the realization of immigrants' self-directed learning, such as personal (individual) or organizational, where the self-directed learning is oriented to solving the individual, collective and social problems during the process of immigrants' integration, have not been identified in the international and national contexts.

The results of the aforementioned studies are presented without the aim of structuring, summarizing them and/or creating the models for the immigrants' self-directed learning relevant to their integration, in reference to the specific methodological parameters, including the specific content.

The author of this dissertation seeks to reveal the self-directed learning of immigrants in the community-based organizations on their path to integration into the host society, in line with the critical aspects provided, highlighting the need for scientific research.

The following **research questions** were posed in the dissertation:

- What are the opportunities for immigrants' self-directed learning in community-based organizations on their path to integration into the host society?
- What preconditions and context allow the immigrants to realize self-directed learning in community-based organizations on their path to integration into the host society?
- What are the strategies of the immigrants' self-directed learning and in which learning activities do they occur in community-based organizations on their path to integration into the host society?

Research object of the dissertation – the immigrants' self-directed learning.

Research aim of the dissertation – to create a grounded theory of immigrants' self-directed learning in community-based organizations on their path to integration into the host society.

Novelty of the dissertation research. A grounded theory of immigrants' self-directed learning in the community-based organizations in the context of the personal level includes specific parameters and their expressions – universality and transient effect. Parameters (preconditions, context, strategies, and results) of grounded theory of immigrants' self-directed learning in the community-based organizations at the personal level can be transferred essentially unaltered into the specific national context of education and integration policy. In the meantime, the grounded theory on immigrants' self-directed learning in the community-based organizations at the level of the organization covers the specific parameters with a characteristic of contextual nature. In order to transfer the grounded theory on the immigrants' self-directed learning at the level of organization to the specific organization and national context, the need to specify it in the specific context of the organization arises. Strategies of the self-directed learning reveal the innovation of this grounded theory – they are both essential ways for solving the problems of immigrants' integration and factors for the holistic growth and development of an individual.

Significance of the results of the research conducted when preparing the dissertation: i) the concept of the self-directed learning was revealed: its components and the mutual balance were established, and the topicality of the self-directed learning was substantiated; ii) concepts of the community and community-based organization were analyzed in a multidisciplinary context: their relationships and differences were revealed; a definition of the community-based organization was developed; iii) strategies of the immigrants' self-directed learning applied in community-based organizations on their path to integration into the host society were analyzed and revealed; (iv) activities of the immigrants' self-directed learning important for their integration were

revealed; v) the need for realization of the differentiated tasks of the immigrants' lifelong learning were identified; vi) grounded theory on the immigrants' self-directed learning in the community-based organizations on their path to integration into the host society was created by deepening the conceptions of the self-directed learning and integration processes, and highlighting the parameters of the self-directed learning processes (preconditions, phenomena, context, strategies, intervening conditions, results) at the level of the person (individual) and the organization.

1. CONCEPTUALIZATION OF THE IMMIGRANTS' SELF-DIRECTED LEARNING IN COMMUNITY-BASED ORGANIZATIONS ON THEIR PATH TO INTEGRATION INTO THE HOST SOCIETY

1.1. Complexity of the conception of self-directed learning

On the basis of the method of the *literature review* allowing evaluation of the existing scientific resources – including the information on the research object (Grant, Booth, 2009) – and the method of concept analysis (Walker, Avant, 1995), contexts of the usage of self-directed learning had been revealed and the components, antecedents and consequences of the concept analyzed were emphasized, while at the same time creating the final expression of the work concept. In the first stage of the concept analysis (Walker, Avant, 1995) five components of self-directed learning were identified and their importance highlighted: *internal and external motives, empowerment, acting, contextual process, reflection*, revealing the context for application of the concept analyzed. Expression of the internal and external motives is important because of the synthesis of meeting the diverse personal needs, goals and interests, for which the individual provides a meaning. Empowerment is an important component of self-directed learning, helping to achieve their defined learning objectives, as well as life changes for persons facing difficulties in life. Acting is an important component of self-directed learning, because it shows the targeted, voluntary, autonomous decision of the learner taking part in the specific activity, based on the selection and application of the learning resources and methods. When reflecting the conceptual approaches of the self-directed learning process and the results of various empirical research on self-directed learning, this work's author considers that the contextual

process is an important component of self-directed learning showing the problems in the learner's life and the ways of solving such problems, by implementing the non-permanent learning stages inside and outside the environments of the institutions providing help. The final component of self-directed learning is reflection, which is important because it is expressed by the analysis of the learner's learning and/or the ways of solving the problems of life. In the second stage of the concept analysis (Walker, Avant, 1995) the antecedents and the consequences of the concept of self-directed learning were identified (Walker, Avant, 1995). Antecedents of self-directed learning are related to three aspects: 1) learning environment (Spear, Mocker, 1984; Hammond, Collins, 1991; Huang, 2008; Loyens et al., 2008); 2) present (previous) knowledge/life experience (Knowles, 1980; Spear, Mocker, 1984; Song, Hill, 2007; Douglass, Morris, 2014); and 3) pro-activeness of the learner (Douglass, Morris, 2014). On the basis of the analysis of the scientific literature on self-directed learning and the analysis of the empirical research, it can be stated that the external learning environment, as well as the experience of the individual's learning, life and personal efforts reaching goals are important for the realization of self-directed learning. *Consequences* of the self-directed learning are linked to the internal (Mezirow, 1985; Brookfield, 1987) and/or external change of the learner (Danis, 1992). Consequences of the self-directed learning are expressed by the internal and external changes in the individual, revealing the multidimensional development and growth opportunities for the individual in different learning contexts. The results of the development and growth change and are not manifested in permanent forms, because the process of self-directed learning is contextual. When socially sensitive individuals (immigrants) become the learners, striving to solve their problems in the environment of the social institutions (i.e., those providing help), the self-directed learning is characterized as a contextual process whose structural components are the internal and external motives, empowerment, acting and reflection. The learning

environment, present knowledge/experience and pro-activeness of the learner can inspire the process of the self-directed learning. Consequences of the self-directed learning incorporate the internal and/or external changes of the individual (please see Figure 1).

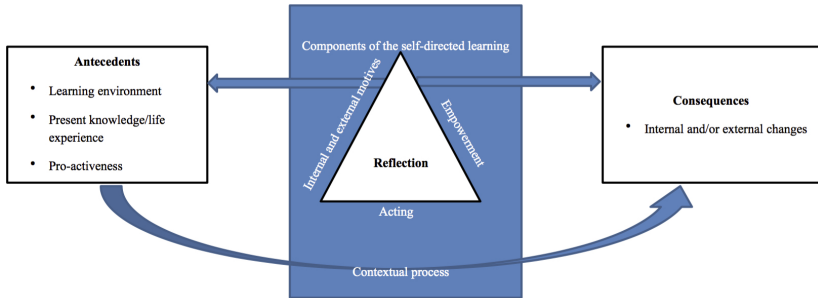


Figure 1. Components, antecedents and consequences of the self-directed learning (prepared by the author)

1.2. Multidisciplinarity of the concepts of the community and community-based organization in the social sciences

Umbrella review (Grant, Booth, 2009) was used for analysis and generalization of the multidisciplinarity of the concepts of the community and community-based organization in the social sciences. In the context of multidisciplinarity the community is treated as the community-based organization that consists of the formal co-existence of separate individuals or social groups in a determined geographical territory. In order to implement common goals and activities, the community-based organizations act on the basis of the member's interpersonal contacts, recognition of a common identity, an understanding of the community sense, and a flourishing of shared values. A multidisciplinary approach to the community expands the traditional geographical boundaries

to include boundaries not determined geographically. Activity of the separate social groups takes place in the environments of the community-based organizations; the basis of the latter activity is to meet the common needs and to realize the common interests of various groups of individuals. The preconditions to highlight the individual or special needs of the persons or their groups, the activities being carried out, the social relations being constructed, the resources of the social and psychological help and the possibilities for education/learning are created in this context. The multidisciplinary approach to the community is valuable to education in the context of the immigrants' integration, because self-directed learning can be implemented in the environments of the co-existence and the actions of the community-based organizations – during this process the immigrant and/or immigrant' groups get knowledge and practical abilities needed to solve the integration problems in the various life contexts.

1.3. Immigrant integration as the context of the self-directed learning

Advanced or state-of-the-art review of the relationship of present situation and the research object (Grant, Booth, 2009) and *thematic synthesis enhanced review* (Thomas and Harden, 2008) were used when describing and substantiating the immigrants' integration as the context of self-directed learning in community-based organizations. Immigrants' integration is the context of the self-directed learning (Kallenbach et al., 2013), closely related to the causes of the self-directed learning and the appropriate preconditions for formation of the specifics of the self-directed learning (Igoudin, 2008). On the basis of a comparative analysis of the components of self-directed learning and integration, it can be stated that the immigrants' integration is the context of the self-directed learning, for the following reasons: immigrants' integration, as the context of the self-directed learning, emerges

as the realization of lifelong learning, in order to solve the problems of the language barrier, participation in the labour market, acculturation, social isolation, a negative attitude on the part of society, discrimination, and health in various social structures of the host society, i.e., in various learning environments; the gradual process of the immigrants' integration is the context of the self-directed learning, which is characterized by the solution of the integration problems, designing of the long-term life strategy, and provision of help to others; immigrants' integration, as the context of the self-directed learning is characterized as multiculturalism, and as a strategy of the integration policy, when the values of cultural diversity are fostered and the open participation of various cultural groups in public life is encouraged.

1.4. Strategies of self-directed learning of immigrants in community-based organizations on their path to integration into the host society

Thematic synthesis enhanced review (Thomas and Harden, 2008) was used for analysis and substantiation of the strategies of immigrants' self-directed learning and the relevant learning activities in the community-based organizations during the processes of the immigrants' integration into the host society. Knowles (1986) associates the strategies of self-directed learning with the learning techniques and tools. Ragers (2003) analyzes the concept of the strategy of self-directed learning by stating that the strategies of self-directed learning incorporate acting based on the implementation of the learning activities, in order to solve life problems. Other researchers associate the strategies of self-directed learning with the learning methods that are applied by the learners when realizing the learning activities as well (Grover, Miller, 2013). Therefore, the concept of "strategy" in this dissertation is applied liberally and the concepts "learning methods/ways" or "action way" and "learning activities" are used. In addition, such interpretation of the strategy is

based on the grounded theory methodology used (please see Chapter 2, “Methodology of the research on the immigrants’ self-directed learning in the community-based organizations on their path to integration into the host society,” and Chapter 3, “Results of the research on immigrants’ self-directed learning in community-based organizations on their path to integration into the host society”). The author of this dissertation considers that there are no strategies of self-directed learning which could be suited to all learning tasks and situations. Therefore, the transferability effect is characteristic to the strategies of the immigrants’ self-directed learning, when the learning strategies are transferred from one learning environment to another. This subsection discusses only those strategies of the self-directed learning which are relevant in the process of the immigrants’ integration and can be implemented in the context of the activities performed by community-based organizations. Strategies of immigrants’ self-directed learning are classified on the basis of the nature of the learning resources used: learning strategies using printed resources, media, on-line resources, “live” interpersonal communication that is implemented by mentoring, consultation, group discussion, critical debates, case analysis, and learning contracts. The latter strategies of self-directed learning are expressed by the intentional realization of the learning activities, in order to solve the problems of the immigrants’ language barrier, acculturation and enculturation, negative societal attitude, and discrimination, as well as the social problems, problems of mental and physical health, and economic and political problems in the community-based organizations.

2. METHODOLOGY OF THE RESEARCH ON IMMIGRANTS' SELF-DIRECTED LEARNING IN COMMUNITY-BASED ORGANIZATIONS ON THEIR PATH TO INTEGRATION INTO THE HOST SOCIETY

2.1. The Research Sample

Thirteen immigrants who came to Lithuania from non-EU countries, seeking to pursue a higher education, to carry out legal activity (to work), or for family reunification, took part in the research. The research sample was made on the basis of the theoretical sampling. Participants in the research were selected on the basis of the following criteria: immigrants who 1) had been taking part in activities and sessions of community-based organizations/communities for at least 3 months; 2) having a temporary or permanent permit to live in the Republic of Lithuania; 3) who came to Lithuania from non-European Union countries. Thirteen immigrants on average aged 32.4 years took part in the research; their gender distribution: 8 men and 5 women; distribution on the basis of education: 9 of them had a higher education, and 4 a secondary education. Distribution order of the research participants on the basis of the country of origin: 3 each from Egypt and Russia, 2 from Azerbaijan, 1 each from Georgia, Jordan, Nigeria, Ukraine, and Belarus, while the distribution order of the participants on the basis of the reasons for coming to Lithuania is the following: 7 research participants arrived because of family reunification, 3 because of higher education studies, and 3 in order to perform legal activity (to work) in Lithuania.

2.2. Research methods

2.2.1. Data collection

The semi-structured interview was used in conducting the research. A characteristic feature of the semi-structured interview is the fact that the researcher can foresee the topics or problems that will be discussed during the interview and can change the sequence and type of the questions (Brinkmann, Kvale, 2014). The latter method was applied because of the following advantages: the possibility to discuss events meaningful to the informant but not the interviewer; the possibility to collect a lot of useful and systemic information, including contextual details; the fact of interaction with the informant; the interviewer can change the order of questions flexibly and expand the questions, in order to get more detailed information; answers of the semi-structured interview allow analyzing the research data and supplementing them without reference to the prior theories on the data (Glaser, Strauss 1967; Rubin, Rubin, 1995; Brinkmann, Kvale, 2014).

Every research participant was acquainted with the purpose and questions and the duration of the interview was discussed at the beginning of the interview. In addition, it was explained to the participants that the interviews will be recorded by dictaphone, their confidentiality would be guaranteed, and the interview data would be used for the purposes of this research only. Moreover, they were asked if they have any additional questions. At the request of some participants of the research, A4-sized pages with the interview questions printed in Russian and English were given to them. In order to get the conversation underway quickly and easily, the introductory questions were asked: “What is the history of your coming to Lithuania?” and “How long have you been living in Lithuania?” Later the interview questions were asked, but their order was not followed strictly. Interview questions were prepared assuring that they would be understood easily by the

research participants, by eliminating the concepts of academic language (Brinkmann, Kvale, 2014). On the basis of how the interview proceeded and data from the interviews already done, additional questions were asked as well. Every interviewee was thanked after the interview. In addition, they had a chance to express their thoughts without recording the latter conversation to the dictaphone. The records were translated into Lithuanian and transcribed in Word after every interview. In order to assure the confidentiality of the research participants and to meet the methodological requirements of the qualitative study, the information allowing identification of the study participants and not related to the study's purpose (introductory questions, information not related to the topic of study) was eliminated from the transcribed text. Average duration of the interviews was 52 minutes; the shortest interview was 24 minutes; the longest one, 1 hour and 22 min.

All interviews were carried out from March 2012 to May 2013 at a time convenient to the research participants. At the request of the study participants, the interviews were organized in a Vilnius community-based organization providing multifaceted help for immigrants from the third countries. Interviews were done in a language of the research participants, i.e., in Russian and/or in their second foreign language – English.

2.2.2. Data analysis

Data of the qualitative research was analyzed on the basis of the methodology procedures of the grounded theory that the central point is the coding. Processing of the data analysis consisted of three coding stages: *open coding*, when the categories are listed; *axial coding*, when the categories are connected; and *selective coding*, when the central category is formed (Strauss, Corbin, 1998).

Open coding. Research data transcribed during this coding were divided into separate parts with reference to their meaning. It allowed separating the data units revealing the typical objects, events, and actions of the research. Data units consisted of the paragraphs (from 1 to 5 sentences) of the interview text. The primary concepts given to the latter data units were named as the “labels” consisting of the statements (phrases) of the research participants and they were given “*in vivo* codes.” The latter concepts emerge from the lower level of abstraction and are the outcome of the primary analysis process. The technique of this open coding is called conceptualizing (Strauss, Corbin, 1998). When conceptualizing the statements of the respondents, the comparative analysis with the aim of understanding the mentioned concepts more deeply was performed as well, i.e., the concepts were compared to each other in order to understand their qualities and dimensions. Observations and comments on the concept naming and interpretation were written during the comparative analysis. Lastly, the accumulated concepts were grouped at the higher level of abstractions, i.e., the categories were identified and their qualities and dimensions were developed.

Axial coding. The aim of this coding is to connect the study data disseminated when performing the open coding. The central point of the axial coding was the analysis of the individual categories by connecting the subcategories according to their qualities and dimensions. Afterwards connections among the categories were sought and the structural components of the grounded theory were highlighted: preconditions, phenomena, context, intervening conditions, action strategies, results (Strauss, Corbin, 1990).

Preconditions – events or cases revealing the phenomena-linked situations and problems and explaining why and how the individuals or their groups are solving them in a specific way.

Phenomena – term answering the question “What is going on?” This is a central idea, events and cases that represent what people are doing or saying in order to solve the problems or situations they face.

Context – the specific conditions expressed by the time and place dimensions, they reveal the circumstances or problems solved by people employing the specific action strategies.

Action strategies – ways showing how and why the individuals are solving the problems or situations related to the studied phenomena.

Intervening conditions – conditions making an impact on the action strategies. They can support or limit the action strategies, however, they do not necessarily impact every action strategy.

Results – consequences of the action strategies.

Categories identified during the open coding do not necessarily reveal the phenomena reasons, context, action strategies and results in the axial coding, thus, the researcher has to decide himself/herself, what is represented by the appropriate category (Strauss, Corbin, 1998).

Selective coding. Selective coding is the process for the theory (categories) integration and development. In the integration stage the focus is placed on one aspect, as the central category, revealing its relationships with the additional categories. This stage was implemented applying the procedure to the structural explanation, i.e., by detailed description of the picture made of the relationships between the categories. Later, the development stage was implemented reviewing and checking the theory categories created, whether they are totally “saturated.” The theory created at the end of the latter stage is validated comparing it to the “raw” data (Strauss, Corbin, 1998).

2.3. Research instrument

The interview consisted of 12 open questions on the following topics: preparation of the community-based organizations for meeting the needs of immigrants; possibilities for immigrants to meet their needs in

the community-based organizations; activities of the specialists working in community-based organizations meeting the needs of immigrants; help to the immigrants by the specialists working in community-based organizations; factors impacting the immigrants taking part in the activities of the community-based organizations; activities and sessions of the community-based organizations in which the immigrants take part; activity of the immigrants during the activities organized by the community-based organizations; positive and negative aspects of the sessions in which the immigrants take part; the benefit to the immigrants when they take part in the activities of the community-based organizations; changes in the life of immigrants since beginning to take part in the activities and sessions of the community-based organizations; advice of the immigrants to people that intend to participate in the activities of the community-based organizations; activity areas for improvement of the community-based organizations working with immigrants. The interview questions were intended to reveal the preconditions, phenomena, context, strategies, statuses or conditions making an impact on the strategies and the results at the person's (individual's) and organization's level of the immigrants' self-directed learning in the community-based organizations.

2.4. Research limitations

When performing the research on immigrants' self-directed learning in community-based organizations on their path to integration into the host society, the following challenges revealing the specific limitations of the research were faced:

1. The immigrants do not speak Lithuanian, thus the interview was organised in a foreign language: in English and Russian. All interviews were translated into the national language, therefore, there could have been some imprecise statements or concepts;

- for this reason the research results obtained may not fully reflect the tendencies of other research.
2. English is not the native language for the immigrants coming from the third countries, therefore, some of them faced difficulties expressing their opinion on the studied phenomena and their answers to the questions asked were brief, which could impact the research results.
 3. The concept of the immigrants' self-directed learning is not fixed, and various researchers have carried out only partial research, and thus, it was difficult comparing the research results obtained herein to other research results in the field of the immigrants' self-directed learning, because of their limitations. The research results obtained were compared to the results of various research on the self-directed learning of other social and age groups.
 4. When analysing the concept of the community-based organization, the lack of the scientific resources in the national context impacted the situation of the formulation of the derivative term, and this fact limited the possibilities using the national resources.
 5. The role of the researcher and the head of the organization providing the multifaceted help to the immigrants. In order to observe the subordination principle, some research participants could have answered the interview questions consciously or in a limited way to avoid personal criticism during the interview. Lack of personal criticism during interviews could have had an impact on the research results.

2.5. Research ethics

During the preparatory stage of the research the research participants received information on the research aim, place, and time and only the

individuals who orally confirmed the agreement to participate in the research were included in the research. This guaranteed the voluntary and uncompensated participation of the research participants in the research. The research was performed on the basis of the main ethical principles described below, applied to research in the education areas: the right not to be harmed, the right not to be exploited, added value of the research, the respect of the dignity of the individual, justice, privacy, confidentiality, and anonymity (Cohen et al., 2007).

3. RESULTS OF THE RESEARCH ON IMMIGRANTS' SELF-DIRECTED LEARNING IN COMMUNITY-BASED ORGANIZATIONS ON THEIR PATH TO INTEGRATION INTO THE HOST SOCIETY

3.1. Immigrants' self-directed learning in community-based organizations on their path to integration into the host society: at the person's (individual's) level

Results of the qualitative research at the person's (individual's) level revealed a new aspect, i.e., they deepened the conception of self-directed learning. Hitherto, it had been considered that most forms of the expression of self-directed learning are self-education, learning from the experience and together with others, and the concept of self-directed learning had not been considered as relating to the socialization concept, i.e., both concepts had been considered as separate learning forms. Results of this research revealed that the self-directed learning implemented by immigrants in the community-based organizations incorporates both the experiences of self-education, and learning from the experience and together with others, as well as the experiences of the transformative, reflective learning, of intentional and conscious socialization.

3.2. Immigrants' self-directed learning in community-based organizations on their path to integration into the host society: at the organization's level

Results of the qualitative research at the organization's level revealed that self-directed learning in community-based organizations is implemented at the personal and collective levels of immigrants and is focused not only on the solution of holistic and complex integration problems, but on meeting the needs of longlife learning and self-realization possibilities. I.e., unlike previously, the research results revealed that the self-directed learning targets solving individual, as well as collective, social problems related to the integration of immigrants. Up until now, it has been considered that self-directed learning is implemented in order to solve the homogeneous problems of the specific individual and/or group.

3.3. Parameters of the grounded theory on immigrants' self-directed learning in community-based organizations on their path to integration into the host society: the person's (individual's) level

On the basis of Strauss and Corbin's (1998) strategy of research on the grounded theory, the parameters of the grounded theory of immigrants' self-directed learning at the person's (individual's) level were established (preconditions, phenomena, context, strategies, intervening conditions, results) (please see Table 1). 23 categories incorporated into the parameters of the grounded theory were established after the analysis of data from the immigrants' interviews.

Table 1. *Parameters of the grounded theory of immigrants' self-directed learning in community-based organizations on their path to integration into the host society: the person's (individual's) level*

Preconditions	Phenomena	Context	Strategies	Intervening conditions	Results
Social contacts	Ongoing ethnocultural and common cognitive self-education	Multi-cultural education/ learning and integrity of religiosity	Socialization of immigrants when educating/learning is realized	Being empowered to seek a balance in social and ethnic participation	Personal development
				Immigrants carried out teaching of their native language	Development of social competence
Positive socio-educational environment		Social interaction through personal and social education / learning	Learning the national Lithuanian language, when the immigrant directly collaborates with the teacher	Moral satisfaction from learning the national Lithuanian language	Social integration, learning the national Lithuanian language
				Didactics of the national Lithuanian language	
		Implementation of initiatives relevant to the immigrants	Social value of the performance of the immigrants' centres	Transformation of social values	
		Lifelong learning	Education/ learning of personal self-directedness	Lack of ethnocultural competence at the individual, organizational, and social levels	Personal self-regulation

3.4. Parameters of the grounded theory of immigrants' self-directed learning in the community-based organization on their path to integration into the host society: the organization's level

On the basis of Strauss and Corbin's (1998) strategy of research on the grounded theory, the parameters of the grounded theory of the immigrants' self-directed learning at the organization's level were established (preconditions, phenomena, context, strategies, intervening conditions, results) (please see Table 2). 15 categories incorporated into the parameters of the grounded theory were established after the analysis of data from the immigrants' interviews.

Table 2. *Parameters of the grounded theory on immigrants' self-directed learning in community-based organizations on their path to integration into the host society: the organization's level*

Preconditions	Phenomena	Context	Strategies	Intervening conditions	Results
Development of social contacts	Organizational/institutional self-reflection	-	Dissemination of information relevant to the immigrants	-	Self-realization of the immigrants
Initiatives developing good citizenship of the immigrants		Ethnocultural events stimulating sociocultural integration	Ethnocultural education/learning	-	
			Social education/learning		
Individualized help		Differentiated activities, in order to realize life-long learning of the immigrants	Civic education/learning	Professional multifaceted help	
			Teaching/learning of languages		
			Education/learning about physical and mental health		
			Education/learning of the immigrant women and their children		Increasing effectiveness of the activity of the immigrants' centres

DISCUSSION

The person's (individual's) level. The ongoing ethnocultural and common cognitive self-education is the key component of the personal self-directed learning of the immigrants, and the process of self-directed learning is concentrated on it. Important components of the latter process are the **preconditions** revealing the reasons and motives of the self-directed learning (*social contacts, positive socio-educational environment*); **context** – circumstances inducing implementing the self-directed learning (*integrity of the multicultural education/learning and religiosity, social interaction through the personal and social education, lifelong learning*); **strategies** revealing the ways for implementation of the self-directed learning (*socialization of the immigrants when educating/learning is realized, learning the national Lithuanian language when the immigrant collaborates directly with the teacher, implementation of initiatives relevant to the immigrants, education/learning of personal self-directedness*); **intervening conditions** – factors supporting and/or limiting implementation of the self-directed learning (*being empowered to seek a balance in social and ethnic participation, immigrants carried out teaching of their native language, moral satisfaction from learning the national Lithuanian language, didactics of the national Lithuanian language, social value of the performance of the immigrants' centres, lack of the ethnocultural competence at the individual, organizational and social levels*); **results** achieved after implementing the self-directed learning (*personal development, development of social competence, development of ethnocultural competence, social integration, learning the national Lithuanian language, transformation of social values, personal self-regulation*) (please see Figure 2). Innovativeness of the immigrants' self-directed learning process at the person's (individual's) level is the fact that the central axis of the implementation of the self-directed learning is the ongoing experience of the ethnocultural and

common cognitive self-education obtained, which the immigrants can apply to and integrate in other activities implemented in the field of self-directed learning that are focused on the personal development of the immigrants and the common competences, and they are preconditions for their integration into the host country's society.

The process of the immigrants' self-directed learning has similarities to Garrison's (1997) interactive process of self-directed learning characterized by the *motivation* dimension, such as involvement and task performing; the *self-management* dimension characterised by task control, and selection of suitable learning resources and strategies in order to reach the goals and objectives planned; the *self-monitoring* dimension characterised by cognitive responsibility incorporating the ability to observe one's own cognitive and meta-cognitive processes, i.e., to reflect on one's own thoughts or the thoughts of others, and ability to recognize one's own thinking processes. The result of the integrity of the latter dimensions is self-directed learning. The similarity of such processes is that the immigrants are involved in activities of self-directed learning having social and teaching/learning motives; they are able to choose the suitable learning resources and strategies; and solve integration problems, using their own life practice based on self-reflection in self-directed learning. The process of the immigrants' self-directed learning is different from Garrison's (1997) model, because it does not concentrate on the specific results of the self-directed learning. It is important to stress the conceptual provisions by Houle (1961) in the context of the motives of the immigrants' self-directed learning. The latter researcher states that there are three groups of learners implementing self-directed learning: goal-oriented learners who seek specific goals; activity-oriented learners who choose the learning activities due to social reasons; and learning-oriented learners who seek knowledge for their welfare and are constantly involved in learning. Here we can find similarities to the process of the immigrants' self-directed learning as well. Preconditions, contexts and strategies of the immigrants' self-directed learning permit the con-

clusion that the immigrants are learners oriented to activity and learning. The process of the immigrants' self-directed learning is similar to the organizing model of Spear, Mocker (1984) integrating three interactive areas: *opportunities* found by the individual in the environment; *past or new knowledge* used by the individual in his/her activity; and *activity* performed by the individual in order to gain knowledge. In this process the personal knowledge, opportunities to learn and accidental situations interconnect in order to form a unique learning experience. The similarity of such processes is the opportunities for the immigrants, past or new knowledge, and activity shown via the specific example. For example, *socialization of immigrants when educating/learning* occurs in the context of integrity of the multicultural education/learning and religiosity. The socialization of the immigrants when educating/learning is focused on increasing the relevance of the need for social education related to personality development and acquiring of new social experience. In addition, the socialization of the immigrants occurs through their organizing the education/learning of others, its aim is to transmit the standards of the language and experiences of the ethnic culture to the members of the community-based organizations. It means that the immigrants socialize in the process of educating themselves and others consciously and purposefully, when the development of the ethnocultural competence is characteristic to the result expression. Teaching their native language performed by the immigrants, implemented by integrating the personal experience of language learning and self-education into the teaching process, can support implementing the latter action strategy and reaching the result. Immigrants' teachers performing the language teaching focused on the comprehensive linguistic education/learning of the second foreign language transfer the personal experiences of the language learning to the stage of implementing the curriculum of the second foreign language. It should be stated that the process of the immigrants' self-directed learning is different from the model of Spear, Mocker (1984), because it does not concentrate on the results of the self-directed learn-

ing. Models of self-directed learning prepared by other researchers (Brockett, Hiemstra, 1991; Candy, 1991) have the fragmentary links only to the process of the immigrants' self-directed learning implemented at the person's (individual's) level. The interactive model of Brockett, Hiemstra (1991) oriented to the personal responsibility highlights the importance of the external (learning process) and personal factors of the learner in the self-directed learning, when personal responsibility becomes the essential component of the self-directed learning and the impact of the social context to the self-directed learning is stressed. In the meantime, the process of the immigrants' self-directed learning reveals the strategies of the self-directed learning. The latter strategies indicate that the immigrants are able to plan and organize the process of the self-directed learning. Another similarity is the social context, where the immigrants' self-directed learning can be implemented at the person's (individual's) level – social interaction via personal and social education/learning. The immigrants form and develop social contacts, learn from others and together with others, and gain new social experience through social interaction. It means that the personal and social education of the immigrants takes place when interacting socially and the opportunities of self-directed learning at the person's (individual) level inside and outside the community-based organizations are revealed. Meanwhile, Candy (1991) shows that self-directed learning is implemented employing self-direction, which has the characteristics of the process and product dimensions, as well as four different phenomena. Self-direction is understood as: 1) a personal trait, i.e., personal autonomy; 2) the desire and ability to manage the self-learning; 3) the method/way when organizing the learning in the formal environment, i.e., learner-control; 4) individual, non-institutional seeking of learning possibilities in the natural social environment, i.e., auto-didactics. The essential component of the process of the immigrants' self-directed learning – the ongoing ethno-cultural and common cognitive self-education has similarities to Candy's (1991) auto-didactics, i.e., intentional self-education. According to

Candy (1991), self-education is implemented in order to meet the personal motives and interests formed and modified by interaction with other people; the self-education process is not linear and the self-education projects are intended to solve a problem situation; self-education is often implemented in the social (social groups) context, and rarely in isolation. The similarity of Candy's (1991) self-directed learning and that of the immigrants' is that motives of the ethnocultural education/learning can be related to the intentional personal ethnocultural learning and ethnocultural education/learning of others creating the opportunities to meet their socialization and integration needs. Immigrants are able to choose autonomously and use the internal (personal experience, social networks) and external (internet information, on-line and printed books) learning resources and methods for the ethnocultural self-education. In addition, they are able to integrate them into the ethnocultural education/learning of others. Immigrants' self-directed learning does not have any links to the process of self-directed learning presented by Knowles (1975) and Tough (1971, 1979), because the latter processes are of a linear nature and oriented towards the planning of the self-directed learning process of the learner. The process of the immigrants' self-directed learning realized at the person's (individual) level incorporates the dimensions of the result expression (personal development, development of social competence, development of ethnocultural competence, social integration, learning the national Lithuanian language, transformation of social values, and personal self-regulation) that are different from the results of the self-directed learning of other researchers (Andruske, 2003; Rager, 2003; Valente, 2005), because the latter process is socially contextual. However, the results of the immigrants' self-directed learning (development of social competence, personal self-regulation) have fragmented links to the research results of the self-directed learning investigated by Huang (2008), which are expressed by the development of the common skills (such as communication, self- and information-management skills).

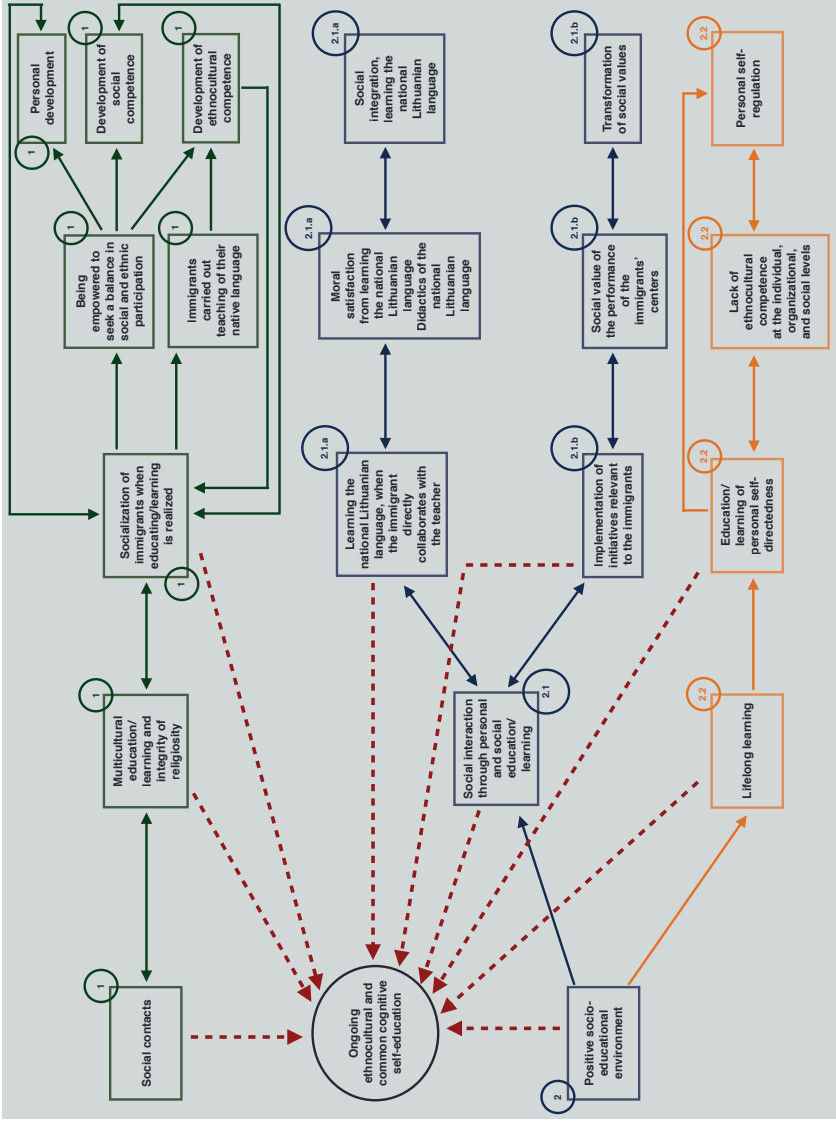


Figure 2. Grounded theory on the immigrants' self-directed learning in community-based organizations on their path to integration into the host society: the person's (individual's) level

The organization's level. Organizational/institutional self-reflection is the main axis of the self-directed learning at the organizational level, and it directly impacts the opportunities for implementing the immigrants' self-directed learning. Implementation of such opportunities reveals the process of the immigrants' self-directed learning, incorporating the continuous organizational/institutional self-reflection of the community-based organizations. Components important in the latter process – **preconditions** revealing the reasons and motives of the self-directed learning (*development of the social contacts, initiatives developing the good citizenship of the immigrants, individualized help*); **context** – circumstances and/or activities stimulating realization of the self-directed learning (*ethnocultural events stimulating sociocultural integration; differentiated activities, in order to realize the lifelong learning of the immigrants*); **strategies** revealing the directions/areas for implementation activities of the self-directed learning (*dissemination of information relevant to the immigrants, ethnocultural education/learning, social education/learning, civic education/learning, teaching/learning of languages, education/learning about physical and mental health, education/learning of the immigrant women and their children*); **intervening conditions** – factors supporting the implementation of the self-directed learning (*professional multifaceted help*); **results** achieved after implementing the self-directed learning (*self-realization of the immigrants, increasing the effectiveness of the activity of the immigrants' centres*) (please see Figure 3). The course of this process incorporates the continuous organizational/institutional self-reflection of the community-based organizations. The novelty of the process of the immigrants' self-directed learning at the level of community-based organizations lies in the fact that the opportunities to implement the self-directed learning are inspired by the institutional/organizational self-reflection and are focused not only on the self-realization of the immigrants, but also increasing the effectiveness of the activity of the immigrants' centres; this fact is related to the development of the immigrants' integration system. The process of the immigrants' self-directed learning has similarities to

the interactive process of the self-directed learning proposed by Garrison (1997), characterized by the *motivation* dimension, such as engagement and task performing; the *self-management* dimension characterized by the task control, in order to reach the goals and objectives planned; the *self-monitoring* (in other words, *observation*) dimension characterized by the cognitive responsibility incorporating the ability to observe one's own cognitive and meta-cognitive processes, i.e., to reflect on one's own thoughts or the thoughts of others, ability to use various learning strategies, and ability to recognize one's own thinking processes. The result of the integrity of the latter dimensions is self-directed learning. The similarity of such processes is the motives of engagement in the self-directed learning, i.e., the immigrants are engaged in the activities of self-directed learning due to the social and learning motives. Other dimensions of the self-directed model suggested by Garrison (1997): self-management and self-monitoring are not linked to the process of the immigrants' self-directed learning at the level of the community-based organizations. It is important to stress the conceptual provisions by Houle (1961) in the context of the motives of the immigrants' self-directed learning. The latter researcher states that there are three groups of learners implementing self-directed learning: goal-oriented learners who seek specific goals; activity-oriented learners who choose the learning activities due to social reasons; and learning-oriented learners who seek knowledge for their own welfare and are constantly involved in the learning. Here we can find similarities to the process of the immigrants' self-directed learning as well. Preconditions, contexts and strategies of the immigrants' self-directed learning permit the conclusion that the immigrants are learners oriented to activity and learning. In addition, the process of the immigrants' self-directed learning partly conforms to the organizing model of Spear, Mocker (1984) integrating three interactive areas: *opportunities* found by the individual in the environment; *past or new knowledge* used by the individual in his/her activity; and *activity* performed by the individual, in order to gain the knowledge. In this process the personal knowledge, opportunities to

learn and accidental situations interconnect in order to form a unique learning experience. The similarity between the process described by Spear, Mocker (1984) and the immigrants' self-directed learning process consists of the fact of the opportunities and activity. Immigrants have the opportunities to implement self-directed learning in the community-based organizations when they participate in the ethnocultural events stimulating the sociocultural integration as well in the differentiated activities for realization of their lifelong learning. In this context the immigrants can be involved in different activities and realize the self-directed learning. One of the dimensions of Spear, Mocker (1984) – past and new knowledge applied by the individual in his/her activity, is not related to the process of the immigrants' self-directed learning at the level of the community-based organizations. Interactive models of the self-directed learning of other researchers (Brockett, Hiemstra, 1991; Candy, 1991; Cavaliere, 1992) are not linked to the process of the immigrants' self-directed learning implemented at the level of the community-based organizations, because the main focus of the presented models is the process of the self-directed learning realized at the level of the learner (person). The interactive model of Brockett, Hiemstra (1991) oriented to the personal responsibility highlights the importance of the situation and personal factors in the self-directed learning, when personal responsibility becomes the essential component of the self-directed learning. However, Candy (1991) shows that the self-directed learning is implemented employing self-direction having four characteristics of the process and product dimensions. The interactive model of Cavaliere (1992) reveals the process of self-directed learning consisting of five stages out of which four repetitive cognitive processes emerge: (a) goal determination, (b) concentration, (c) relevance and (d) rewording. Immigrants' self-directed learning realized at the level of the community-based organizations does not have any links to the processes of the self-directed learning of Knowles (1975) and Tough (1971, 1979), because the latter processes are of a linear nature and focused on planning of the self-directed learning process of the learner.

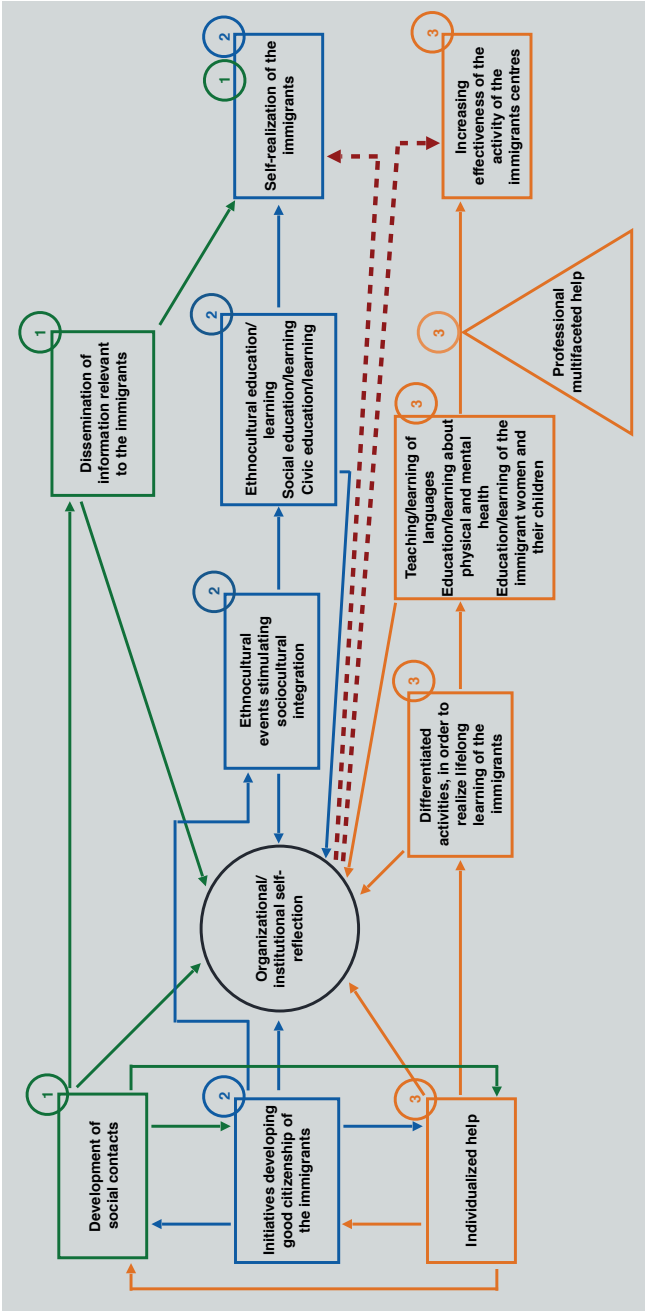


Figure 3. Grounded theory of immigrants' self-directed learning in community-based organizations on their path to integration into the host society: the organization's level

CONCLUSIONS

1. The complexity of self-directed learning, as a phenomenon and process, is characterized by three aspects. *Firstly*, the complexity of self-directed learning manifest as actualization of the academic, professional goals, when the self-directed learning is realized in the environment of formal learning. However, life events inspire immigrants to realize the self-directed learning in the non-formal learning environment (social institutions), when they seek to deal with difficulties and complex situations and change their life. *Secondly*, the complexity of the self-directed learning reveals the contextual nature of the process of the self-directed learning. Therefore, the stages of the self-directed learning are not identical and conditioned by the learning environment in which the self-directed learning is realized. *Thirdly*, the complexity of the self-directed learning is related to the lack of the evaluation of the self-directed learning results and uncertainty of the results achieved. Formal criteria for the evaluation of the achieved results of the self-directed learning are not applied in the non-formal learning environment (social institutions), therefore, multidimensionality is characteristic of the expression of the results of the self-directed learning.
2. The concept of the *community* incorporates the concept of the *community-based organization*. **The community-based organization** is treated as one of the forms of community in the context of social sciences (law, psychology, sociology, education, social work). It means that the community-based organization is a community consisting of the formal organizational co-existence of the separate individuals or social groups in a determined geographical territory, in order to meet individual needs of the person, groups or society and/or realize public interests.

The activity performed by the community-based organization is based on the interpersonal contacts, the common identity and the members' sense of community. The self-directed learning can be realized through the processes of the immigrants' integration which take place in the community-based organizations, when the individual and/or groups of individuals gain the knowledge and practical skills for solving the problems in various contexts of social life.

3. Immigrants' integration is the context of the self-directed learning. This context is characterized by the gradual process of the integration, and the multicultural nature and implementation of the lifelong learning opportunities in various structures of the host society in order to meet the professional, personal and social goals which are meaningful to the immigrants. During the integration process the immigrants face the problems of the language barrier, participation in the labour market, acculturation, social isolation, and the negative attitude of the society towards immigrants, and discrimination and health issues that are the pre-existing conditions of the self-directed learning. Integration problems encourage the immigrants looking for suitable solutions to them based on meeting their needs for lifelong learning which provide the opportunities to the immigrants to be involved in and participate in the intentional self-directed learning, and seek social, cultural, economic, and political integration.
4. The self-directed learning strategy of immigrants is the intentional realization of the learning activities – it is characterized by the integrity of the application of internal and external learning resources and methods. Strategies of the self-directed learning recognized in the formal and non-formal education are based on social interactions, which encourage the learners to solve complex integration problems at the personal, collective and society levels.

Immigrants implementing self-directed learning at the *person's (individual's) level* tend to apply the meta-cognitive, personal learning experience, and interpersonal interaction-based learning strategies. The manifestation of the metacognitive learning strategy is the education/learning of the immigrants' personal orientation toward self-awareness and on meeting the needs of teaching others and learning to learn. Strategy based on the personal learning experience manifests itself through the process of the intentional socialization when educating/learning is realized by immigrants. Moreover, it is oriented towards the new social and teaching/learning experience. Learning strategies based on interpersonal interaction are intended to meet the personal and social needs of the immigrants and to accumulate the experience of the self-directed learning.

The non-formal self-directed learning strategies based on the interpersonal interaction and collaboration/cooperation with the non-formal educator such as the dissemination of the information relevant to the immigrants, ethnocultural education/learning, social education/learning, civic education/learning, language teaching/learning, education/learning about the physical and mental health, and education/learning of the immigrant women and their children are relevant to the context of *the activities implemented by the community-based organizations*. A non-formal educator with expert knowledge, and personal and professional experience who is able to apply the methods of interpersonal communication learning stimulating the self-directed learning of the immigrants becomes important in the context of such learning strategies.

5. Self-directed learning in the context of the immigrants' integration is characterized as a socially contextual and interactive process involving structural components as preconditions, phenomena, context, strategies, intervening conditions and results.

The process of the immigrants' self-directed learning *at the person's (individual's) level* involves such components as the preconditions revealing the reasons and motives of the self-directed learning (social contacts, positive socio-educational environment); context – circumstances inducing implementing the self-directed learning (integrity of the multicultural education/learning and religiosity, social interaction through personal and social education, lifelong learning); strategies revealing the ways for implementation of the self-directed learning (socialization of the immigrants when educating/learning is realized, learning the national Lithuanian language when the immigrant collaborates directly with the teacher, implementation of initiatives relevant to the immigrants, education/learning of personal self-directedness); intervening conditions – factors supporting and/or limiting implementation of the self-directed learning (being empowered to seek a balance in social and ethnic participation, immigrants carrying out teaching of their native language, moral satisfaction from learning the national Lithuanian language, didactics of the national Lithuanian language, social value of the performance of the immigrants' centres, lack of the ethnocultural competence at the individual, organizational and social levels); results achieved after implementing the self-directed learning (personal development, development of social competence, development of ethnocultural competence, social integration, learning the national Lithuanian language, transformation of social values, personal self-regulation). Results of the immigrants' self-directed learning incorporate the internal and/or external changes of the individual, which manifest themselves in multidimensional forms expressed by results of individual development and growth. The ongoing ethnocultural and common cognitive self-education is the key component of

the personal self-directed learning of the immigrants, and the process of self-directed learning is concentrated on it.

Important components of the self-directed learning process *at the community-organization level* are manifested as: preconditions revealing the reasons and motives of the self-directed learning (development of the social contacts, initiatives developing the good citizenship of the immigrants, individualized help); context – circumstances and/or activities stimulating realization of the self-directed learning (ethnocultural events stimulating sociocultural integration; differentiated activities, in order to realize the lifelong learning of the immigrants); strategies revealing the directions/areas for implementation activities of the self-directed learning (dissemination of information relevant to the immigrants, ethnocultural education/learning, social education/learning, civic education/learning, teaching/learning of languages, education/learning about physical and mental health, education/learning of the immigrant women and their children); intervening conditions – factors supporting the implementation of the self-directed learning (professional multifaceted help); results achieved after implementing the self-directed learning (self-realization of the immigrants, increasing the effectiveness of the activity of the immigrants' centres). The course of this process incorporates the continuous organizational/institutional self-reflection of the community-based organizations. The results of the immigrants' self-directed learning are manifested in forms such as immigrants' sense of fulfilment and improvement of their integration at the political level, and seeking to develop opportunities for both the immigrants' and the organization's lifelong learning. The continuous organizational/institutional self-reflection of community-based organizations is the central component impacting the process of the immigrants' self-directed learning at the organizational level.

Published Articles on the theme of the Doctoral Dissertation:

- Bartkevičienė, A., Žydžiūnaitė, V. (2014). Working strategies of community-based organizations aimed to realize immigrants' self-directed learning as a way to solve the problems of socio-cultural integration. *ICERI 2014. 7th International Conference of Education, Research and Innovation, November 17 – 19, 2014 Seville, Spain: conference proceedings.* [Seville: ICERI], 3457 – 3464.
- Bartkevičienė, A., Žydžiūnaitė, V. (2013). Context and outcomes of self-directed learning among immigrants, who participate in activities of communal organizations. *EDULEARN13. 5th International conference on education and new learning technologies and new learning technologies, July 1 – 3, 2013 Barcelona, Spain: conference proceedings.* [Barcelona: IATED], 5227 – 5233.
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- Bartkevičienė, A., Žydžiūnaitė, V. (2011). Characteristics of Informal learning. *Mokslas ir edukaciniai procesai*, 3(16), 23 – 31.

Presentations on the theme of the Doctoral Dissertation given at scientific conferences:

- Bartkevičienė, A. (2014). Working strategies of community-based organizations aimed to realize immigrants' self-directed

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DAKTARO DISERTACIJOS SANTRAUKA

Temos aktualumas. Savivaldus mokymasis pradėtas tyrinėti septintajame XX a. dešimtmetyje Jungtinėse Amerikos Valstijose. Savivaldus mokymasis – procesas, kurio metu individai, padedami kitų ar savarankiškai, imasi iniciatyvos, nusistatydami savo mokymosi poreikius, formuodami tikslus, identifikuodami žmogiškuosius ir materialinius išteklius, pasirinkdami ir įgyvendindami mokymosi strategijas bei įsivertindami savo mokymosi rezultatus (Knowles, 1975).

XX a. aštuntajame dešimtmetyje moksliniais tyrimais siekta atskleisti konceptualią savivaldaus mokymosi sampratą ir šiam reiškiniui būdingą linijinį procesualumą (Tough, 1971; Knowles, 1975). Savivaldaus mokymosi samprata tuomet inkorporavo humanistinės psichologijos principus. Šis reiškinys buvo siejamas su asmeninės savirealizacijos galimybėmis.

XX a. devintajame ir dešimtajame dešimtmetyje mokslinių tyrimų objektu tapo savivaldaus mokymosi modeliai. Kuriami konceptualūs jų variantai (Candy, 1991; Brockett, Hiemstra, 1991) buvo skirti atskleisti savivaldų mokymąsi, kaip procesą, ištirti jo komponentus. Mokslininkai ėmė akcentuoti asmeninių ir situacinių faktorių bei socialinio konteksto svarbą savivaldžiam mokymuisi. To laikotarpio interaktyvūs savivaldaus mokymosi modeliai (Spear, Mocker, 1984; Danis, Tremblay, 1987; Cavaliere, 1992; Danis, 1992; Garrison, 1997) parodo asmenines savivaldžiai besimokančiojo charakteristikas, kognityvinius procesus, vykstančius sąveikos su išorine aplinka metu. Savivaldaus mokymo modeliuose (Grow, 1991; Hammond, Collins, 1991) išryškintas mokymosi kontrolės (ugdytojo pagalbos savivaldžiai besimokantiems) ir besimokančiojo autonomijos komponentų aktualumas formalioje mokymosi aplinkoje. Tuo tarpu kiti mokslininkai koncentravosi į asmeninių vertybių ir prielaidų, sąmoningumo kaitos, refleksijos svarbą savivaldžiam mokymesi (Mezirow, 1985; Brookfield,

1987). Hammond, Collins (1991), Brookfield (1993) savo darbuose pabrėžė socialinį, ekonominį, politinį savivaldaus mokymosi kontekstą ir savivaldaus mokymosi realizavimą, išreikštą asmens emancipacija, socialiniu veiksmu bei skatino kitus mokslininkus tyrinėti politinius, kritinius šio reiškinių aspektus.

Atlikta mokslinių šaltinių analizė leidžia teigti, kad XX a. pabaigoje savivaldaus mokymosi tyrimai daugiausia buvo koncentruojami į savivaldaus mokymosi procesualumą ir jo konceptualizavimą normatyvine prasme.

Šie tyrimai tapo gilesni, išsamesni XXI a. pradžioje. Tuo metu atliekami savivaldaus mokymosi tyrimai – kontekstualūs. Tarptautiniame kontekste atliekami tyrimai koncentruojami į savivaldaus mokymosi suvokimą ir įgytas jo patirtis (ne)formalioje mokymosi aplinkoje (Leach, 2000), sveikatos problemų ir prisitaikymo prie gyvenimo pokyčių problemų sprendimą, pagrįstą savivaldžiu mokymusi (Rager, 2003; Roberson, Merriam, 2005). Taip pat – savivaldų mokymąsi sveikatos priežiūros srityje (Valente, 2005), atitinkamų šios srities problemų sprendimus, remiantis savivaldžiu mokymusi lytiškumo požiūriu (Rager, 2007), šio mokymosi atveriamas naujas galimybes ir iš to patiriamą naudą darbo vietoje (Ellinger, 2004; Nokdee, 2007).

Nacionaliniu mastu savivaldaus mokymosi tyrimai yra vykdomi, tačiau jie neretai yra deskriptyvūs ir fragmentiški. Pavyzdžiui, Jucevičienė (2007) teoriniu lygmeniu apibrėžia savivaldų mokymąsi edukacinės paradigmos kaitos atžvilgiu bei išryškina gyvenimo aplinkos svarbą savivaldžiai besimokančiajam. Kvedaraitė (2009), tyrinėdama besimokančios mokyklos pedagoginio personalo savivaldų mokymąsi, pabrėžia dichotomiją tarp savivaldos, kaip mokymo tikslo, ir savivalda pagrįsto mokymosi, kaip proceso. Autorės atliktas empirinis tyrimas atskleidžia savivaldaus mokymosi procesų sklaidą skatinančias sąlygas ir veiksnius pedagogų aplinkoje, jų savivaldaus mokymosi kompetencijas. Juodaitytės, Kvedaraitės tyrimo rezultatai (2010) rodo mokytojams būdingus savivaldaus mokymosi gebėjimus ir kompeten-

cijas: gebėjimą palaikyti, vystyti individualius mokymosi poreikius įvairiose aplinkose, orientuojantis į profesinį pedagogo vaidmenį, šeimos, visuomenės nario statusą, pedagoginės veiklos edukacines vadybines funkcijas. Kazlauskienė et al. (2010) analizuoja mokymosi mokyti, patyčių prevencijos ir nediskriminacijos aspektus – mokymosi sistemas, pagrįstas savivaldžiu mokymusi, kaip vertikalius principus bei inovatyvių asmenybių ugdymo ir ugdymo individualizavimą, kaip horizontalius principus.

Edukologijos mokslo kryptyje aiškiai pastebima tyrimų, orientuotų į ugdymo, socialinės, kultūrinės, ekonominės, politinės pagalbos poreikių turinčių grupių savivaldų mokymąsi, stoka, todėl savivaldus imigrantų mokymasis bendruomeninėse organizacijose yra ypač aktualus.

Mokslinės problemos pagrindimas. Imigrantų savivaldaus mokymosi srityje aktualūs įvairūs šio mokymosi aspektai: savivaldaus mokymosi patirtys socialinėse, t. y., neformaliose mokymosi aplinkose (Nugraha, 2004; Clark, 2005; Kang, 2011; Leliūgienė et al., 2011); informacinių technologijų programų taikymas užsieniečių savivaldžiam mokymesi, siekiant patenkinti individualius poreikius (Clark, 2005) priimančiojoje šalyje; mokymosi motyvai ir kalbos mokymosi patirtys, kai savivaldus mokymasis realizuojamas integracijos proceso metu (Igodin, 2008); žinių konstravimo procesas, turintis savivaldaus mokymosi komponentų (Chang, 2010); tokio mokymosi motyvai, būdai, taikomi sprendžiant pavienes integracijos problemas (Leliūgienė et al., 2011).

Keletą įvairiose šalyse atliktų tyrimų esminių apibendrinimų bei kritinių išvalgų galima pateikti kaip pagrindines idėjas, leidžiančias formuluoti šias mokslines problemas:

- tarptautinėje ir nacionalinėje erdvėje atliktuose savivaldaus imigrantų mokymosi tyrimuose koncentruojamasi į konkrečios integracijos problemos sprendimo būdą, kai tuo tarpu kitų tyrimų rezultatai neatspindi holistinio integracijos konteksto, kuriame imigrantų savivaldus mokymasis išryškėtų kaip integralus švietimo ir integracijos politikos komponentas;

- tarptautiniu mastu politiniame diskurse siūloma imigrantų integracijos problemas spręsti pasitelkiant mokymą/si, tačiau neišskiriamos konkrečios mokymo/si formos, būdai, aplinkos, skatinančios šį procesą. Pavyzdžiui, Europos Parlamento ir Tarybos rekomendacijose dėl bendrųjų, visą gyvenimą trunkančio mokymosi, gebėjimų, (2006 m. gruodžio 30 d.) numatyta, kad, ugdant bendruosius gebėjimus, būtina atsižvelgti į skirtingus besimokančiųjų (t. y., imigrantų) poreikius, užtikrinant lygias galimybes toms asmenų grupėms, kurios dėl įvairių asmeninių, socialinių, kultūrinių ar ekonominių aplinkybių turi mokymosi sunkumų ir todėl joms reikia ypatingos paramos, kad galėtų įgyvendinti savo mokymosi potencialą. Naujoje Europos integracijos darbotvarkėje (2012) išskiriamos šios integracijos priemonės: nukreiptos į integraciją švietimo srityje – priimančiosios šalies kalbos mokymąsi, kartu išsaugant teisę mokytis gimtosios kalbos; migrantų vaikų ugdymąsi (šiuo atveju švietimo procesas turėtų tapti kultūriniu tiltu, jungiančiu priimančiąją visuomenę ir trečiųjų šalių piliečius, taip pat impulsu kurti produktyvią ir darnią visuomenę). „Europa 2020“ strategijoje numatyta kurti ir įgyvendinti programas, skirtas skatinti pažeidžiamiausių grupių socialines inovacijas, visų pirma – vargingoms bendruomenėms suteikiant novatorišką švietimą, mokymą ir kokybiškesnio užimtumo galimybes, kovoti su išskylančiomis problemomis ir kurti naują imigrantų integracijos schemą, kuria būtų siekiama padėti jiems panaudoti savo galimybes, integruojantis į darbo rinką;
- tarptautinėje ir nacionalinėje erdvėje neidentifikuoti imigrantų savivaldaus mokymosi realizavimo lygmenys, tokie, kaip asmenys, organizacinis, kuriuose gali būti realizuotas savivaldaus mokymasis, nukreiptas į individualių, kolektyvinių, visuomeninių problemų sprendimą imigrantų integracijos procesų metu.

Minėtų tyrimų patirtys pristatomos nesiekiant jų struktūrizuoti, apibendrinti ir / ar sukurti imigrantų savivaldaus mokymosi modelių,

aktualių jų integracijai, remiantis konkrečiais metodologiniais parametrais, apimančiais specifinį turinį.

Atsižvelgiant į pateiktus kritinius momentus, išryškinančius mokslinių tyrimų poreikį, šioje disertacijoje siekiama atskleisti imigrantų savivaldų mokymąsi bendruomeninėse organizacijose, jiems integruojantis priimančiojoje visuomenėje.

Disertacijoje suformuluoti šie **tyrimo klausimai**:

- Kokios imigrantų savivaldaus mokymosi galimybės bendruomeninėse organizacijose, jiems integruojantis priimančiojoje visuomenėje?
- Kokios prielaidos ir kontekstas sudaro sąlygas imigrantų savivaldaus mokymosi realizavimui bendruomeninėse organizacijose, jiems integruojantis priimančiojoje visuomenėje?
- Kokios yra imigrantų savivaldaus mokymosi strategijos ir kokiomis mokymosi veiklomis jos pasireiškia bendruomeninėse organizacijose, jiems integruojantis priimančiojoje visuomenėje?

Disertacijos **tyrimo objektas** – savivaldus imigrantų mokymasis.

Disertacijos **tyrimo tikslas** – sukurti imigrantų savivaldaus mokymosi bendruomeninėse organizacijose, jiems integruojantis priimančiojoje visuomenėje, grindžiamąją teoriją.

Disertacinio tyrimo naujumas. Sukurta imigrantų savivaldaus mokymosi bendruomeninėse organizacijose grindžiamoji teorija asmens lygmeniu apima konkrečius parametrus; jos išraiškos – universalumas, perkeliamasis efektas. Imigrantų savivaldaus mokymosi bendruomeninėse organizacijose grindžiamosios teorijos, asmens lygmens parametrai (prielaidos, kontekstas, strategijos, rezultatai) gali būti perkelti, jų nespecifikuojant konkrečiame nacionaliniame švietimo ir integracijos politikos kontekste. Tuo tarpu imigrantų savivaldaus mokymosi bendruomeninėse organizacijose grindžiamoji teorija organizacijos lygmeniu apima konkrečius parametrus, kuriems būdingas kontekstualumas. Siekiant perkelti imigrantų savivaldaus mokymosi

grindžiamąją teoriją organizaciniu lygmeniu į konkretų organizacinį ir nacionalinį kontekstą, atsiranda būtinybė ją specifikuoti konkrečiame organizacijos kontekste. Šios grindžiamosios teorijos inovatyvumą parodo savivaldaus mokymosi strategijos – jos yra ne tik esminiai imigrantų integracijos problemų sprendimo būdai, bet ir holistinio asmens augimo ir tobulėjimo veiksniai.

Disertacinio tyrimo metodologinį pagrindą sudaro:

Socialiai konstruojamų žinių paradigmė (Saraga, 1998; Berger, Luckman, 1999). Žinios konstruojamos, remiantis alternatyviais procesais ir prielaidų rinkiniu. Tiriamųjų patirtys suvokiamos kaip socialinis jų minties ir veiksmo jungties procesas. Subjektyvios patirčių prasmės aptariamasi socialiniu ir istoriniu požiūriais, formuojasi ir įgyjamos socialinės sąveikos metu, remiantis istorinėmis bei kultūrinėmis normomis, darančiomis poveikį individų gyvenimams. Taikyti atviri kokybinio tyrimo klausimai. Tai sudarė galimybes tiriamiesiems išsakyti savo požiūrį apie savivaldų mokymąsi bendruomeninėse organizacijose integracijos ir mokymosi visą gyvenimą kontekste. Mokymasis yra paties individo konstrukcinė veikla, kuri negali būti kieno nors perduodama. Besimokantieji imigrantai konstruoja žinias per patirtį, kadangi jie įtraukiami į kasdienybės pasaulį, kurį patys patiria, apmąsto ir interpretuoja.

Multidisciplininės analizės principas (Robson, 2004). Analizuojant konceptą teoriniu lygmeniu atskleidžiama, kad skirtingos mokslo disciplinos jį interpretuoja savitai, nes orientuojamasi į disciplinos specifiką ir objektą. Lyginant skirtingas koncepto interpretacijas, nustatomi panašumai ir skirtumai, prieštaravimai ir panašumai. Šia analize remiamasi, formuojant teorinį bendruomeninės organizacijos konceptą.

Kokybinių metodų autonomijos principas (Denzin, Lincoln, 2000; Berg, Lune, 2011) remiasi kokybinių tyrimų metodų taikymu socialiniuose moksluose, siekdami atskleisti individo sukurtų prasmų nulemtą subjektyvų požiūrį į socialinę tikrovę, į pažinimo objekto egzistavimo sąlygas. Socialinė tikrovė yra labai dinamiška, joje nuolatos atsiranda

da nauji mokslinio pažinimo verti objektai, ankstesnieji kokybiškai transformuojasi ir juos tenka iš naujo tirti. Kokybiniai tyrimai ir jų metodai labiausiai tinka tokių objektų apibūdinimui, nes jie yra lankstesni, pritaikyti prie dinamiškos tikrovės. Tyrėjas, taikantis kokybinius metodus, siekia realizuoti holistinį požiūrį, t. y., suprasti tokius naujus socialinius objektus, įvertinti jų vaidmenį, tobulinant socialinę tikrovę.

Disertacijoje taikyti tyrimo metodai:

Mokslinės literatūros analizė šiame tyrime pagrįsta keliais metodologijos tipais: i) literatūros apžvalga (angl. k. – *literature review*), kai įvertinami egzistuojantys mokslo šaltiniai, apimantys informaciją apie tyrimo objektą (Grant, Booth, 2009); ii) koncepto analizė (angl. k. – *concept analysis*), kai vykdomi konkretūs žingsniai, atrenkamas konceptas; identifikuojami koncepte naudojami kontekstai, būdai ir pan., išryškinami koncepto komponentai, pateikiami empiriniai įrodymai, remiantis kitų tyrėjų tyrimų rezultatais (Wilson, 1963; Walker, Avant, 1995; Nuopponen, 2010); iii) „skėtinė apžvalga“ (angl. k. – *umbrella review*), kurioje tyrimo objektas vertinamas multidiscipliniame kontekste (Grant, Booth, 2009); iv) priešakinė arba pažangi esamos situacijos (angl. k. – *state-of-the-art review*) apžvalga, pagrįsta sąsaja su tyrimo objektu, kurioje ne tik analizuojami, bet ir supriešinami vieni su kitais atitinkami mokslo šaltinių ir dokumentų turiniai, išryškinant naujas perspektyvas tyrimo srityje (Grant, Booth, 2009); v) temų sintezė, pagrįsta literatūros apžvalga (angl. k. – *thematic synthesis enhanced review*), kurios metu išryškinamos pagrindinės temos analizuojamoje mokslo literatūroje (Thomas, Harden, 2008).

Pusiau struktūruotas interviu (Glaser, Strauss 1967; Brinkmann, Kvale, 2014). Atliekant tyrimą, taikytas pusiau struktūruotas interviu. Pusiau struktūruotam interviu būdinga tai, kad tyrėjas iš anksto numato temas ar problemas, kurios bus aptariamose interviu metu ir gali keisti klausimų seką ir formas. Pastarasis metodas taikytas dėl šių privalumų: galimybė diskutuoti apie įvykius, kurie yra prasmingi informantui, o ne tyrėjui; galima surinkti daug naudingos ir sistemingos

informacijos, inkorporuojančios kontekstualias detales; yra tarpusavio sąveika su informantu; tyrėjas gali lanksčiai keisti klausimų tvarką ir išplėtoti klausimus, siekdamas gauti išsamesnę informaciją; pusiau struktūruoto interviu atsakymai leidžia analizuoti tyrimo duomenis ir juos papildyti, nesiremiant išankstinėmis teorijomis apie duomenis. Interviu klausimais siekta atskleisti imigrantų savivaldaus mokymosi bendruomeninėse organizacijose prielaidas, fenomeną, kontekstą, strategijas, būsenas ar sąlygas, darančias įtaką strategijoms, rezultatus asmens ir organizacijos lygmenimis.

Grindžiamoji teorija. Grindžiamąja teorija siekiama pirminėje informacijoje rasti teoriškai reikšmingus teiginius ir, jais remiantis, kurti empirinį objekto modelį, kuriam po išsamių verifikacinių tyrimų gali būti suteiktas teorijos statusas. Grindžiamosios teorijos metodologinių procedūrų ašis yra kodavimas, vykdomas trimis etapais: atviro kodavimo, kai išskiriamos kategorijos; ašinio kodavimo, kai sujungiamos kategorijos; atrankinio kodavimo, kai suformuojama centrinė kategorija (Strauss, Corbin, 1998). Grindžiamosios teorijos metodo taikymas sudarė galimybes gautų tyrimo rezultatų pagrindu sukurti grindžiamąją savivaldaus imigrantų mokymosi teoriją, remiantis asmens ir organizacijos lygmenimis.

Disertacijos rengimo metu atlikto tyrimo rezultatų reikšmingumas: i) atskleistas savivaldaus mokymosi konceptas: išskirti jo komponentai, tarpusavio dermė, pagrįstas savivaldaus mokymosi aktualumas; ii) išanalizuotos bendruomenės ir bendruomeninės organizacijos sampratos multidisciplininiu požiūriu: atskleistos jų jungtys ir skirtumai; suformuluota bendruomeninės organizacijos apibrėžtis; iii) išanalizuotos ir atskleistos imigrantų savivaldaus mokymosi strategijos, taikomos bendruomeninėse organizacijose, kai jie integruojasi priimančiojoje visuomenėje; (iv) atskleistos imigrantų savivaldaus mokymosi veiklos, svarbios jų integracijai; v) identifikuotas imigrantų diferencijuotų užsiėmimų mokymosi visą gyvenimą realizavimo poreikis; vi) sukurta imigrantų savivaldaus mokymosi bendruomeni-

nėse organizacijose, jiems integruojantis priimančiojoje visuomenėje, grindžiamoji teorija, pagilinanti savivaldaus mokymosi ir integracijos procesų sampratą; bei išryškinanti savivaldaus mokymosi procesų parametrus (prielaidas, kontekstą, fenomeną, strategijas, įsiterpiančias būsenas, rezultatus) asmens ir organizacijos lygmenimis.

Suformuluotos šios išvados:

1. Savivaldaus mokymosi, kaip reiškinių ir proceso, kompleksiškus pasišymi trimis aspektais. *Pirma*, savivaldaus mokymosi kompleksiškumo raiška – akademinų, profesinių tikslų suaktualinimas, kai savivaldaus mokymasis realizuojamas formalioje mokymosi aplinkoje. Tačiau savivaldų mokymąsi, realizuojamą neformalioje mokymosi aplinkoje (socialinėse institucijose), inspiruoja gyvenimo įvykiai, kai imigrantai siekia įveikti sunkumus, susidariusias sudėtingas situacijas bei pakeisti savo gyvenimą. *Antra*, savivaldaus mokymosi kompleksiškumas atskleidžia savivaldaus mokymosi proceso kontekstualumą. Todėl savivaldaus mokymosi proceso etapai nėra identiški ir nulemti mokymosi aplinkos, kurioje realizuojamas savivaldaus mokymasis. *Trečia*, savivaldaus mokymosi kompleksiškumas susijęs su savivaldaus mokymosi rezultatų vertinimo stoka ir pasiektų rezultatų neapibrėžtumu. Neformalioje mokymosi aplinkoje (socialinėse institucijose) pasiektiems savivaldaus mokymosi rezultatams nėra taikomi formalūs vertinimo kriterijai, todėl savivaldaus mokymosi rezultatų išraiškai būdingas multidimensiškumas.
2. *Bendruomenės* samprata inkorporuoja *bendruomeninės organizacijos* sampratą. Socialinių mokslų (teisės, psichologijos, sociologijos, edukologijos, socialinio darbo) kontekste **bendruomeninė organizacija** traktuojama kaip viena iš bendruomenės formų. Tai reiškia, kad bendruomeninė organizacija yra bendruomenė, kurią sudaro formalūs atskirų asmenų arba socialinių grupių organizacinis sambūvis apibrėžtoje geografi-

nėje teritorijoje, siekiant pavienių asmenų, grupių, visuomenės individualių poreikių tenkinimo ir / ar viešųjų interesų realizavimo. Bendruomeninės organizacijos vykdoma veikla pagrįsta jos narių tarpasmeniniais ryšiais, bendru identitetu, bendruomeniškumo jausmu. Imigrantų integracijos bendruomeninėse organizacijose procesų metu gali būti realizuojamas savivaldus mokymasis, kai asmuo ir/ar žmonių grupės įgyja žinių, praktinių įgūdžių, orientuotų į problemų, atsirandančių įvairiuose socialinio gyvenimo kontekstuose, sprendimą.

3. Imigrantų integracija yra savivaldaus mokymosi kontekstas. Integracijos konteksto raiška – integracijos procesualumas, multikultūriškumas, mokymosi visą gyvenimą galimybių realizavimas įvairiose priimančiosios visuomenės socialinėse struktūrose, siekiant patenkinti profesinius, asmeninius ir socialinius tikslus, kuriems patys imigrantai suteikia prasmę. Integracijos proceso metu imigrantai susiduria su kalbinio barjero, dalyvavimo darbo rinkoje, akulturacijos, socialinės izoliacijos, visuomenės neigiamais požiūriais ir diskriminacijos bei sveikatos problemomis, kurios yra savivaldaus mokymosi prielaidos. Integracijos problemos skatina imigrantus ieškoti tinkamų integracijos problemų sprendinių, pagrįstų mokymosi visą gyvenimą poreikių tenkinimu, kurie sudaro galimybes imigrantams įsitraukti ir dalyvauti tikslingame ir savivaldžiam mokymosi bei siekti socialinės, kultūrinės, ekonominės, politinės integracijų.
4. Imigrantų savivaldaus mokymosi strategija yra tikslingas mokymosi veiklų realizavimas, pasižymintis vidinių ir išorinių mokymosi išteklių, mokymosi būdų taikymo integralumu. Formaliajame ir neformaliajame ugdyme pripažįstamos savivaldaus mokymosi strategijos, pagrįstos socialinėmis interakcijomis, nes skatina besimokančiuosius spręsti kompleksines integracijos problemas asmeniniu, kolektyviniu ir visuomeniniu lygmenimis.

Imigrantai, realizuodami savivaldų mokymąsi *asmeniniu lygmeniu*, yra linkę taikyti metakognityvines, asmenine mokymosi patirtimi bei tarpasmenine sąveika, paremtas mokymosi strategijas. Metakognityvinės mokymosi strategijos raiška – imigrantų asmeninės savivaldos ugdymas/sis, orientuotas į savęs pažinimą ir ugdymą/si, kitų mokymo bei mokymosi mokytis poreikių patenkinimą. Asmenine mokymosi patirtimi grindžiama strategija išryškėja imigrantų tikslingos socializacijos ugdant/is proceso metu; ji yra orientuota į naujos socialinės ir mokymo/si patirties įgijimą. Tarpasmenine sąveika pagrįstos mokymosi strategijos orientuotos į imigrantų asmeninių ir socialinių poreikių patenkinimą ir savivaldaus mokymosi patirties akumuliaciją.

Bendruomeninių organizacijų realizuojamų veiklų kontekste aktualios yra tarpasmenine sąveika ir bendradarbiavimu su neformaliu ugdytoju pagrįstos neformalios savivaldaus mokymosi strategijos, nukreiptos į imigrantams aktualios informacijos sklaidą, etnokultūrinį ugdymą/si, socialinį ugdymą/si, pilietinį ugdymą/si, kalbų mokymą/si, fizinės ir psichinės sveikatos bei imigrančių moterų ir jų vaikų ugdymą/si. Šių mokymosi strategijų kontekste aktualus tampa neformalus ugdytojas, išsiskiriantis savo ekspertinėmis žiniomis, asmenine ir profesine patirtimi bei gebantis taikyti tarpasmeninio bendravimo mokymosi būdus, skatinančius savivaldų imigrantų mokymąsi.

5. Imigrantų integracijos kontekste savivaldus mokymasis apibūdinamas kaip socialiai kontekstualus ir interaktyvus procesas, kurio struktūriniai komponentai yra prielaidos, fenomenas, kontekstas, strategijos, įsiterpiančios būsenos, rezultatai.

Asmens lygmeniu imigrantų savivaldaus mokymosi proceso komponentai yra prielaidos, parodančios savivaldaus mokymosi priežastis ir motyvus (socialiniai ryšiai, pozityvi socioedukacinė aplinka); kontekstas – aplinkybės, skatinančios savivaldaus mo-

kymosi realizavimą (multikultūrinio ugdymo/si ir religingumo integralumas, socialinė interakcija per asmeninį ir socialinį ugdymąsi, mokymasis visą gyvenimą); strategijos, parodančios savivaldaus mokymosi realizavimo būdus (imigrantų socializacija ugdant/is, valstybinės lietuvių kalbos mokymasis, imigrantui tiesiogiai bendradarbiaujant su mokytoju, imigrantams aktualių iniciatyvų realizavimas, asmeninės savivaldos ugdymas/is); įsiterpiančios būsenos – veiksniai, skatinantys ir / arba stabdantys savivaldaus mokymosi realizavimą (įsigalimas socialinio ir etninio dalyvavimo balansui, imigrantų vykdomas gimtosios kalbos mokymas, moralinis pasitenkinimas, mokantis valstybinės lietuvių kalbos, valstybinės lietuvių kalbos didaktika, imigrantų centrų veiklos socialinis vertingumas, savo ir kitų etnokultūrinės kompetencijos stoka individualiu, organizaciniu ir socialiniu lygmenimis); pasiekiami rezultatai, realizavus savivaldų mokymąsi (asmeninis tobulėjimas, socialinės kompetencijos plėtra, etnokultūrinės kompetencijos plėtra, socialinė integracija, mokantis valstybinės lietuvių kalbos, socialinių vertybių transformacija, asmeninė savireguliacija). Imigrantų savivaldaus mokymosi rezultatai inkorporuoja asmens vidinius ir / ar išorinius pokyčius, kurių raiška – multidimensinės asmens tobulėjimo ir augimo rezultatų formos. Nuolatinė etnokultūrinė ir bendrapažintinė saviugda yra imigrantų asmeninio savivaldaus mokymosi pamatinis komponentas, aplink kurį koncentruojasi savivaldaus mokymosi procesas.

Bendruomeninių organizacijų lygmeniu savivaldaus mokymosi procese svarbūs komponentai yra prielaidos, parodančios savivaldaus mokymosi priežastis ir motyvus (socialinių ryšių plėtra, iniciatyvos, ugdančios imigrantų pilietiškumą, individualizuota pagalba); kontekstas – aplinkybės ir/ar veiklos, kurios skatina imigrantų savivaldaus mokymosi realizavimą (etnokultūriniai renginiai, skatinantys sociokultūrinę integraciją ir diferencijuoti

užsiėmimai imigrantų mokymosi visą gyvenimą realizavimui); strategijos, parodančios savivaldaus mokymosi veiklų realizavimo kryptis / sritis (imigrantams aktualios informacijos sklaida, etnokultūrinis ugdymas/is, socialinis ugdymas/is, pilietinis ugdymas/is, kalbų mokymas/is, fizinės ir psichinės sveikatos ugdymas/is, imigrančių moterų ir jų vaikų ugdymas/is); įsiterpiančios būsenos – veiksniai, skatinantys imigrantų savivaldaus mokymosi realizavimą (profesionali multikryptinė pagalba); pasiekiami rezultatai, realizavus savivaldų mokymąsi (imigrantų savirealizacija, imigrantų centrų veiklos efektyvinimas). Savivaldaus mokymosi rezultatų raiškai būdinga imigrantų pilnatvės pajauta ir imigrantų integracijos tobulinimas politikos lygmeniu, plėtojant ne tik imigrantų, bet ir organizacijos mokymosi visą gyvenimą galimybes. Nuolatinė bendruomeninių organizacijų organizacinė / institucinė savirefleksija yra pamatinis komponentas, nuo kurio priklauso imigrantų savivaldaus mokymosi vyksmas organizacijos lygmeniu.

Disertacijos tema paskelbtos publikacijos:

- Bartkevičienė, A., Žydžiūnaitė, V. (2014). Working strategies of community-based organizations aimed to realize immigrants' self-directed learning as a way to solve the problems of socio-cultural integration. *ICERI 2014. 7th International Conference of Education, Research and Innovation, November 17 – 19, 2014 Seville, Spain: conference proceedings.* [Seville: ICERI], 3457 – 3464.
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**IMMIGRANTS' SELF-DIRECTED LEARNING IN COMMUNITY-
BASED ORGANIZATIONS ON THEIR PATH TO INTEGRATION
INTO THE HOST SOCIETY**

Summary of the Doctoral Dissertation
Social Sciences, Education (07 S)

**IMIGRANTŲ SAVIVALDUS MOKYMASIS BENDRUOMENINĖSE
ORGANIZACIJOSE, JIEMS INTEGRUOJANTIS
PRIIMANČIOJOJE VISUOMENĖJE**

Daktaro disertacijos santrauka
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