

# THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND EDUCATION (ALE)

National report of Lithuania

by

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## I. GENERAL OVERVIEW

### Introduction

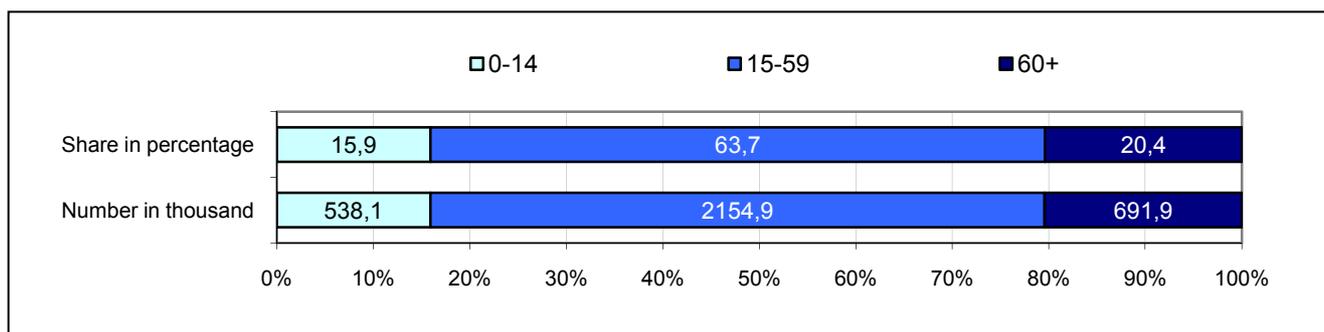
During last decade more attention was devoted to adult education and lifelong learning in Lithuania. An especially serious stimulus to formulate a more coherent policy that provides more learning possibilities to adults and is oriented towards lifelong learning emerged after the programme of implementing the measures of Dakar “Education for all Action Plan” was adopted at the Dakar Conference and approved by the initiative of the Lithuanian National Education Forum. The National Education Forum, established in Lithuania, which drew many stakeholders, such as public organisations, employers and representatives of politics into discussions in the sphere of adult learning and education, stirred up the public and created favourable conditions to develop ideas of lifelong learning. The following important projects were initiated and implemented: “Quality Education for All: Basic Competencies for Lifelong Learning. The European Dimension and the Baltic Vision” (2003), “Lifelong Learning and Active Citizenship: Becoming Ourselves“ (Baltic Sea Regional Conference, 2005).

After Lithuania became a member of the European Union, the development of adult learning education has become number one priority of the Lithuanian Educational Policy. Its importance is defined in laws regulating the National Educational System and the Strategy for Ensuring Lifelong Learning (2004 and 2008 projects) devoting great attention to the development of adult education in the regions of the country. One of the most significant objectives of the strategy for ensuring lifelong learning is to create adequate conditions for increasing the number of learning adults and improving the quality of the activities of educational establishments.

### General information

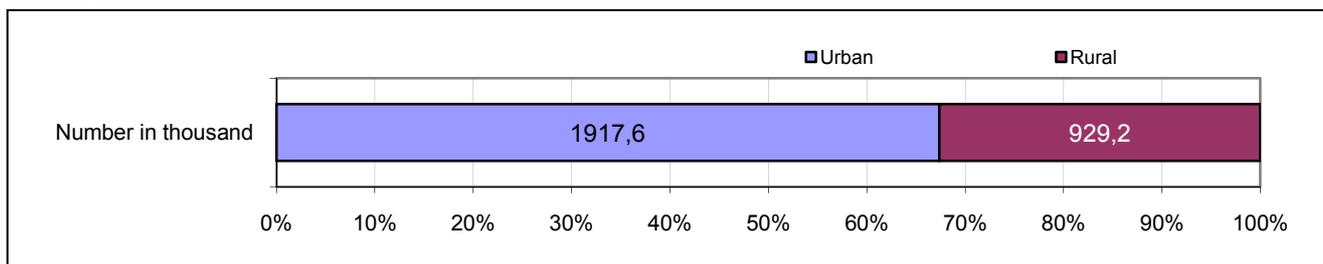
In 2007 adult population (15 years old and above) in Lithuania accounted for 84% of the country’s population, capable of work individuals within working age (15-59 years) accounted for 63.7% (see Fig. 1).

Fig. 1. Population by major age groups at the beginning of 2007.



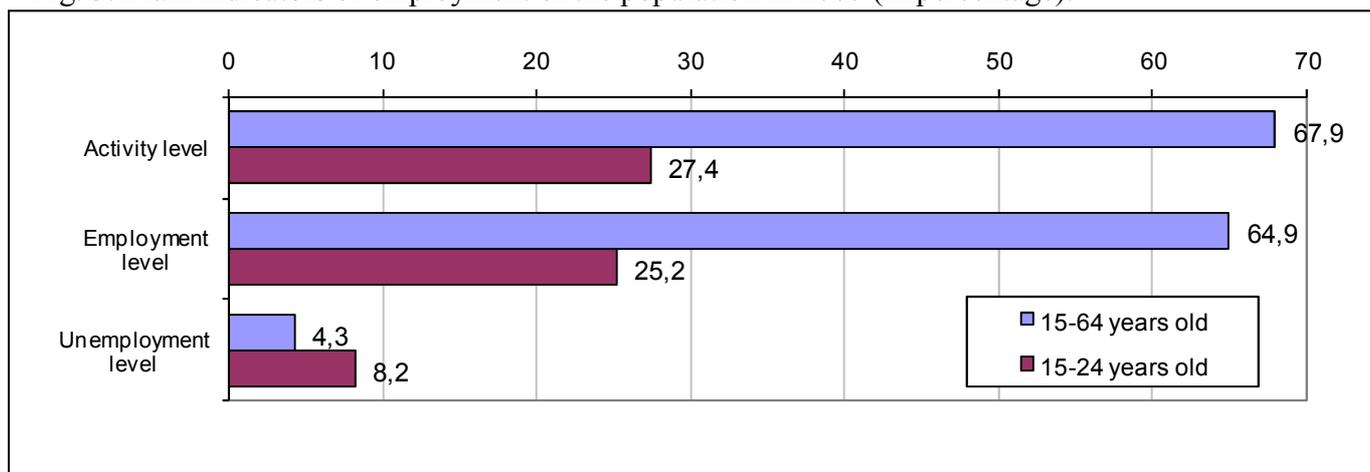
67% of the country's population live in urban areas, 33% - in the rural areas (see Fig. 2).

Fig. 2. Distribution of adult population (15 years and above) in urban and rural areas at the beginning of 2007.



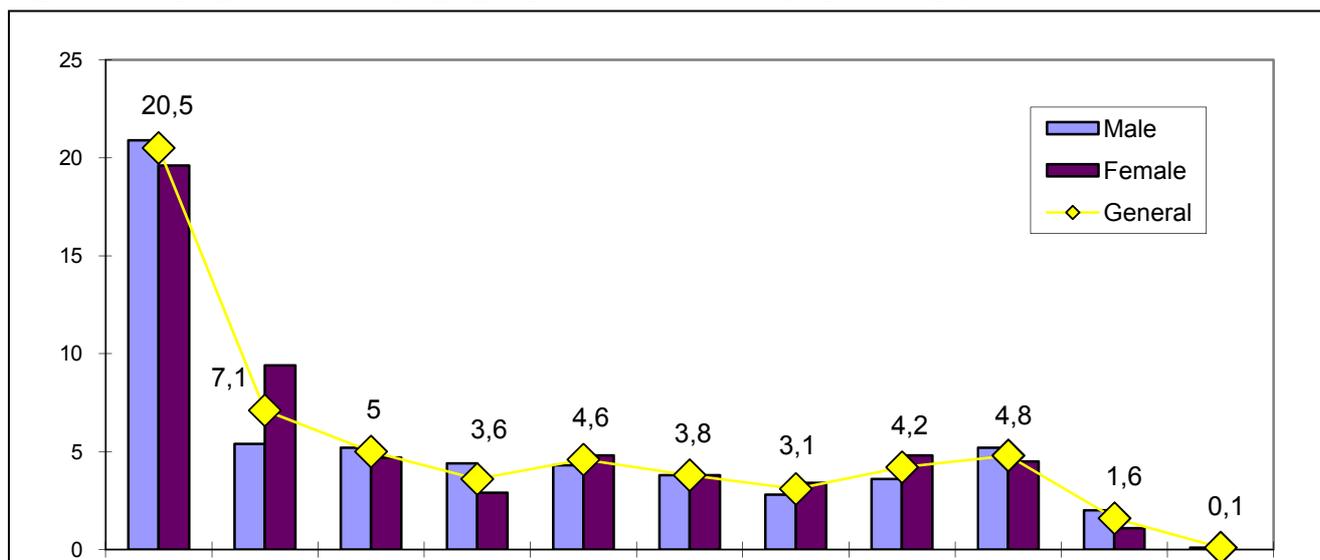
In recent years the level of unemployment in Lithuania has been decreasing steadily and in 2007 it accounted for 4.3% (see Fig. 3). The unemployment level of the youth (15-24 years old) was higher: 8.2%. A general level of male and female unemployment did not differ, only in the youth group male unemployment was lower (7%) than that in the female group (10%).

Fig. 3. Main indicators of employment of the population in 2007 (in percentage).



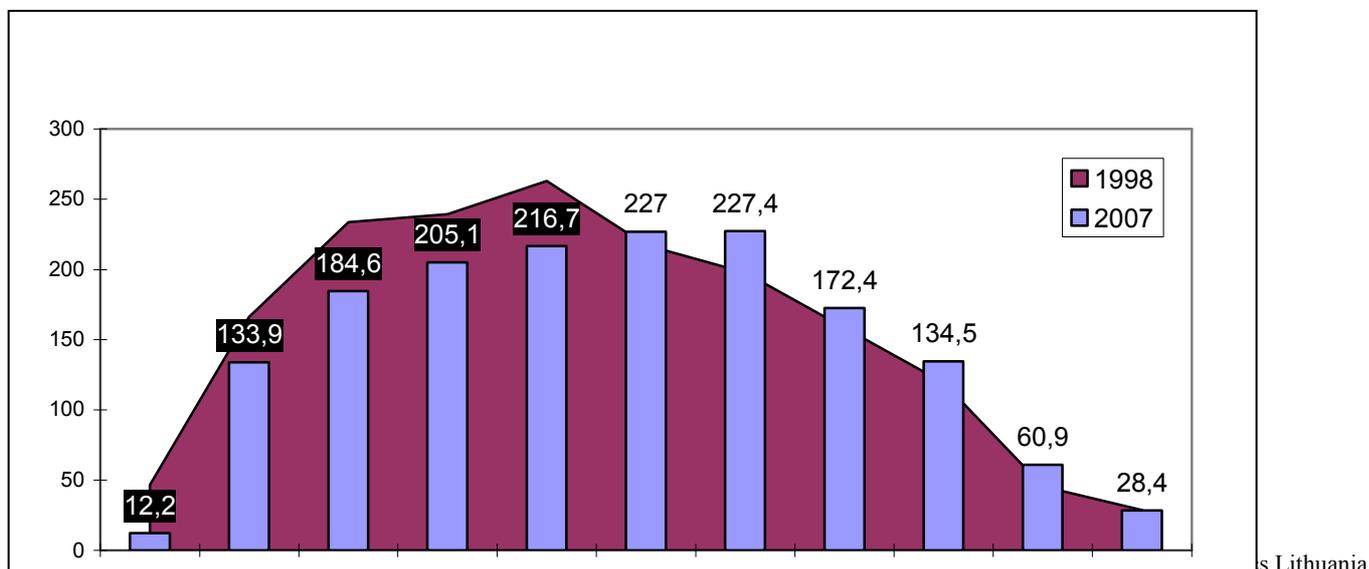
The highest unemployment level is in the youngest age group (between 15 and 19 years): 20.5% (see Fig. 4). Male and female unemployment level differs insignificantly, with the exception of one age group – that of 20-24 year-old people. With a total unemployment level accounting for 7.1%, the male unemployment level is 5.4%, and that of females – 9.4%.

Fig. 4. Unemployment level by age groups and sex in 2007 (in percentage).



The work force is getting older: in 1998 individuals under 40 years of age accounted for 55% of the total working population and in 2007 this figure stood at 47% (see Fig. 5).

Fig. 5. Work force by age groups in 1998 and 2007 (average annual number in thousands)



27% of all employed individuals work in the state-owned sector, 16% of employed males and 36% of females (see Fig. 6). Employers account for 12% of the working population, 15% of males and 8% of females (see Fig. 7).

Fig. 6. Distribution of working population in state-owned and private sectors in 2007 (numbers in thousands)

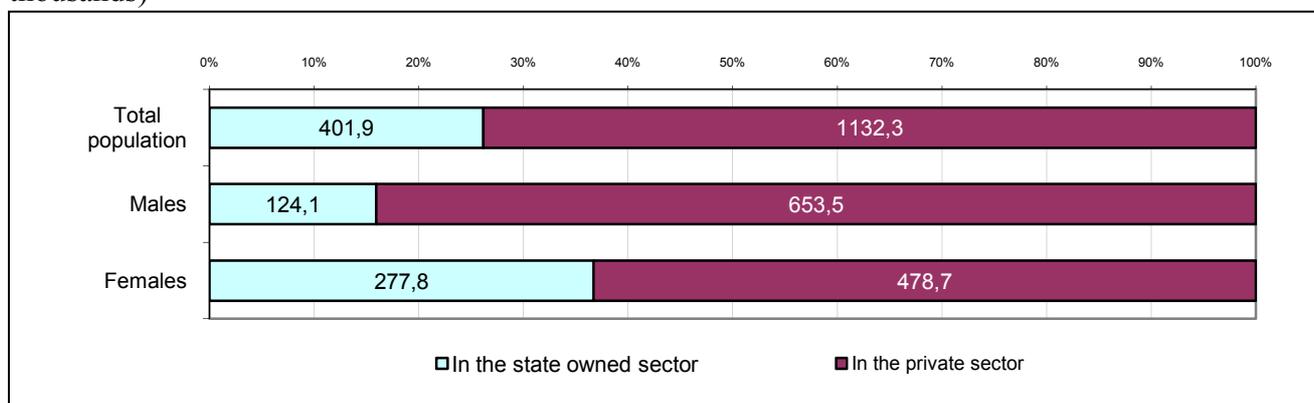
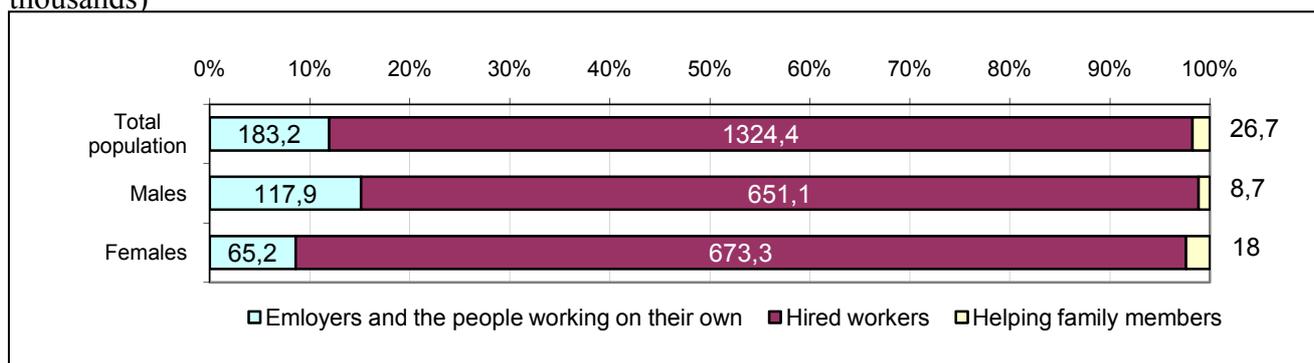
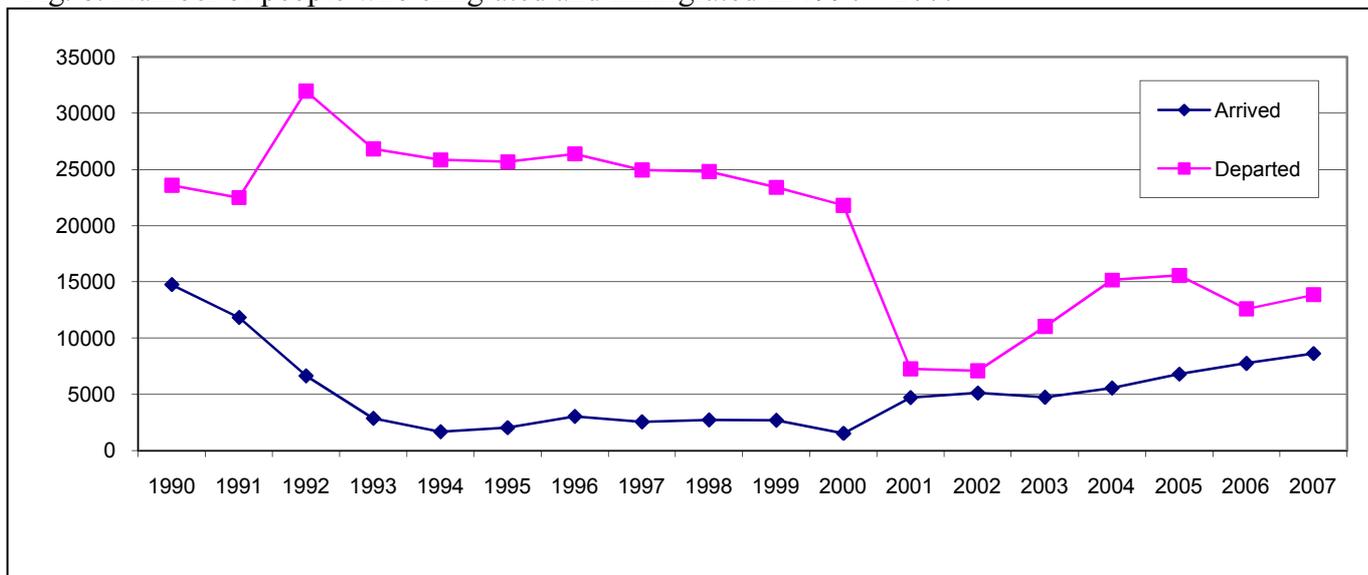


Fig. 7. Working population of the country by status (employers / hired workers) in 2007 (numbers in thousands)



The national composition of the population of Lithuania is comparatively uniform: in 2007, Lithuanians constituted 85%, Poles – 6.3%, Russians – 5.1%, Belarusians - 1%, other nationalities – the remaining 2.5% of the total population. Since 1990 the number of Lithuanians has increased by as much as 5%. The migration balance (the ratio between the number of those who immigrated and emigrated) has been negative since the year 1990 (see Fig. 8) and at the present time is the largest in Europe: -2,6 per thousand population.

Fig. 8. Number of people who emigrated and immigrated in 1990 – 2007



Source: Statistics Lithuania

Fifteen-year old and older inhabitants of the country are distributed by education as follows: 13% - ISCED level I, 15% - ISCED II, 31.3% - ISCED III, 18.9% - ISCED IV and 21.8% - ISCED V (see Fig. 9). Education of females is somewhat higher than that of males, with the exception of females of pensionable age, a larger part of whom completed primary education only, compared to that of males.

Fig. 9. Distribution of adult (15-year old and above that age) population of Lithuania by education in 2007 (on the basis of the data of I, II and III quarters)

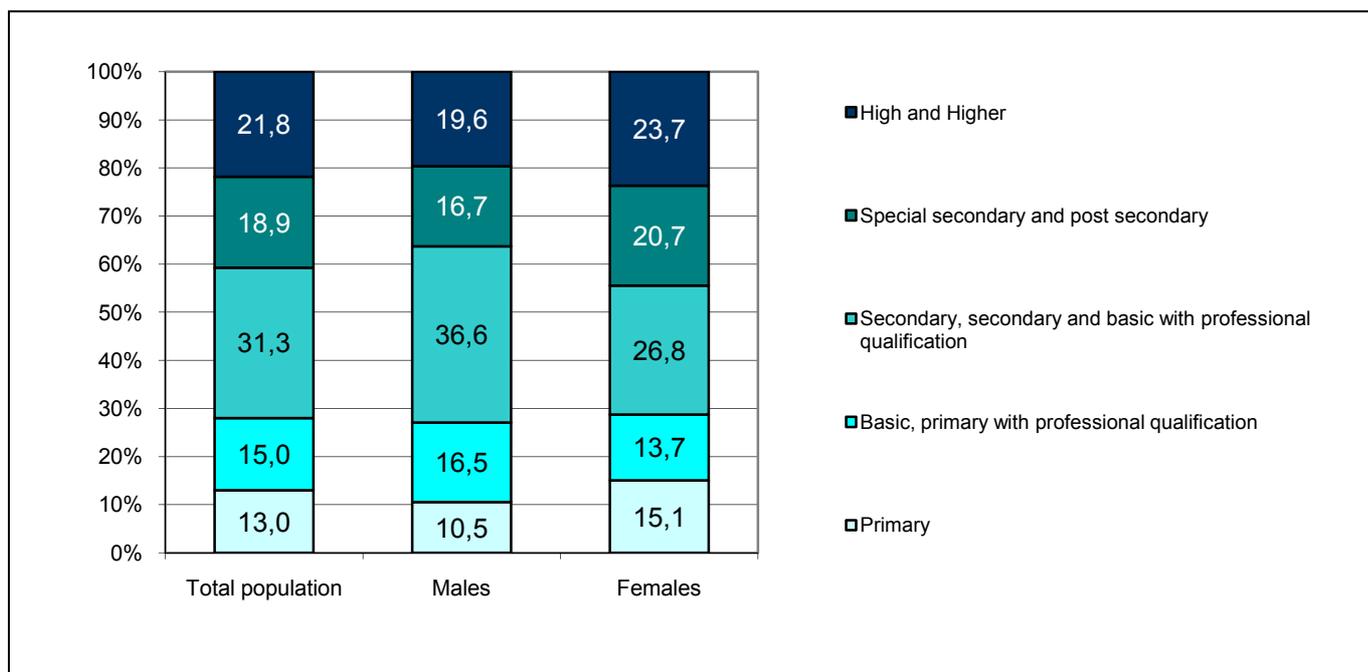
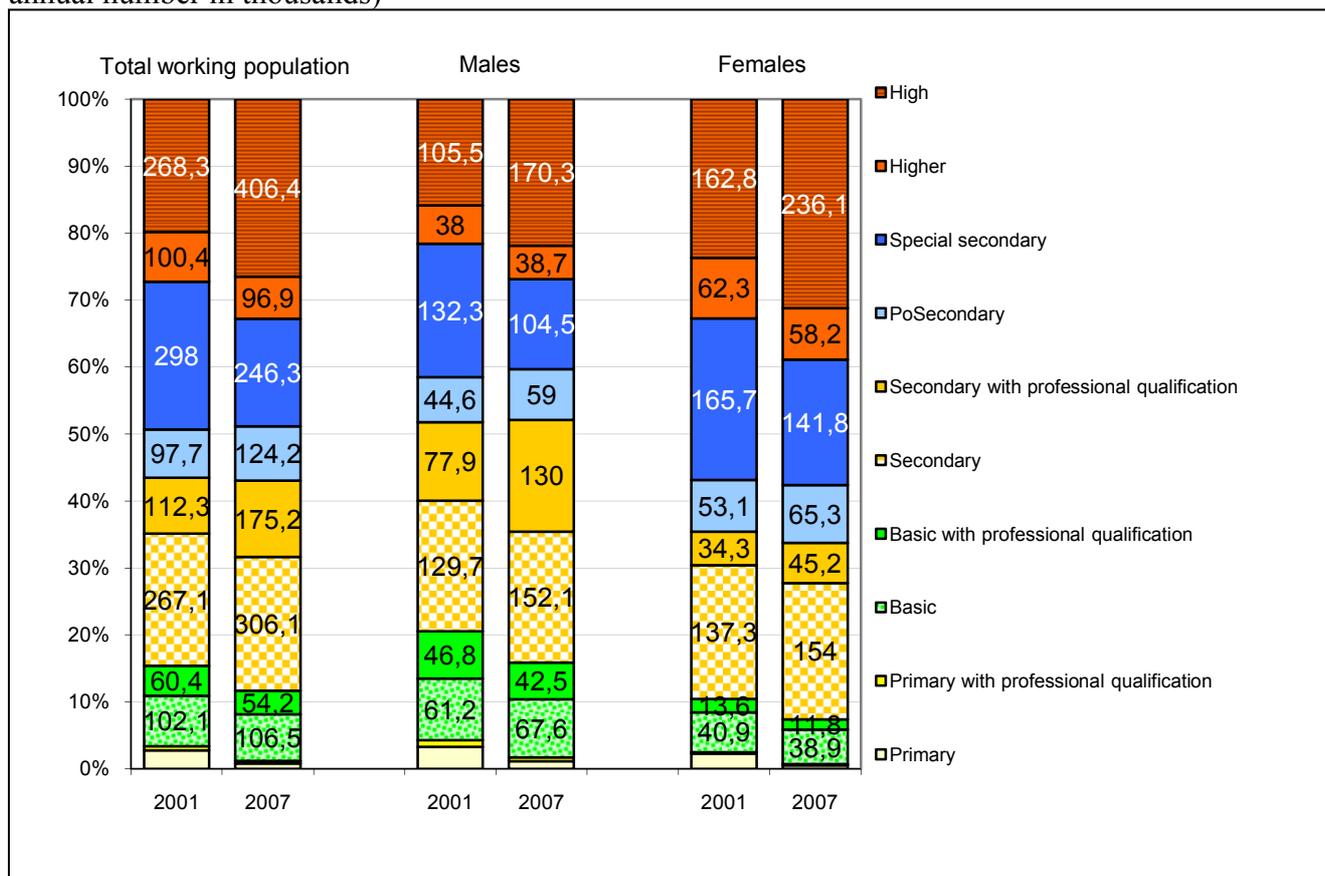


Fig. 10. Distribution of the working population of the country by education in 2001 and 2007 (the average annual number in thousands)

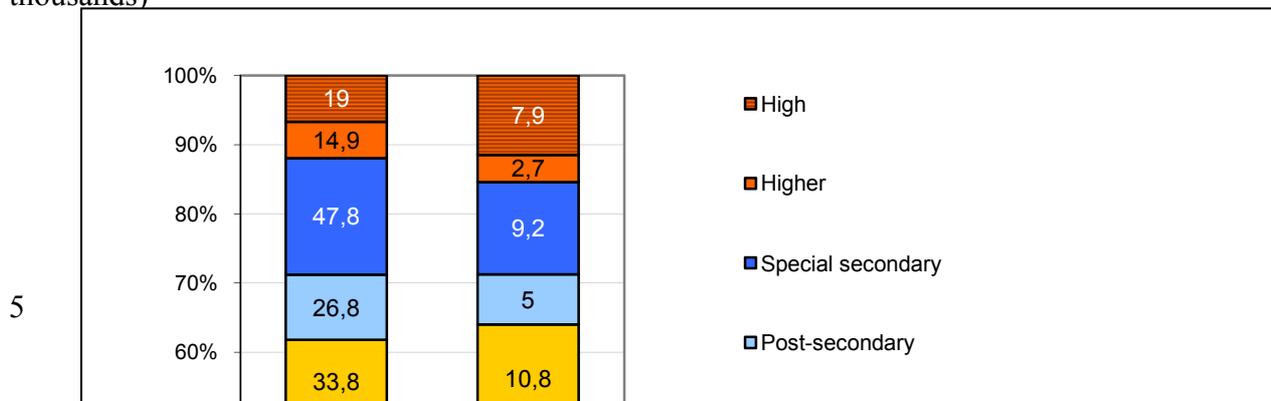


Source: Statistics Lithuania

Education of the working population of the country has been on the increase of late, the number of the individuals with higher education is increasing especially rapidly: from 268,3 thousand, or 20% in the year 2001 to 406,4 thousand, or 26% in 2007 (see Fig. 10). Education of working females is higher than that of males and is increasing more rapidly: the share of females with higher education increased from 23% in 2001 to 31% in 2007.

With the absolute number of persons of all categories of education in the unemployment group decreasing of late, their percentage distribution somewhat changes (see Fig. 11). The individuals with secondary education without professional qualification constitute the largest part of the unemployed: 28%. The share of the unemployed with higher education, which accounted for 6% of the total number of the unemployed in 2001, increased up to 11% in 2007. The share of the unemployed who have secondary education with professional qualification somewhat increased – from 12% to 15%.

Fig. 11. Distribution of the unemployed by education in 2001 and 2007 (the average annual number in thousands)



## II. SECTIONS ON ADULT LEARNING AND EDUCATION IN DETAIL

### I. Policy, Legislation and Financing

#### 1.1. Legislative and policy frameworks of ALE

##### Legislative and policy environment

Since 1997 the following new laws regulating adult learning and education have been adopted:

Law on Non-formal Adult Education (1998). It regulates the system of non-formal adult education, establishes basic principles of its structure, activities and management, provides participants, providers and social partners in non-formal adult education with legislative guarantees.

Lifelong Learning Strategy (2004). This is a detailed document that defines the organisation of continuing learning, which devotes most attention to the sectors of primary vocational training and sequential education. At the present time a new wording of this document is being prepared with main attention being focused on non-formal and non-vocational education and training.

Law on Vocational Education and Training of the Republic of Lithuania (1997) regulates basic (formal) and general secondary education and labour market vocational training. At the present time a new wording of the Law on Vocational Education and Training is under consideration in which three spheres of vocational education and training are distinguished instead of the two mentioned ones: primary vocational training; sequential vocational training and vocational guidance/counseling. Apart from the structure, organisation, management, financing of the system of vocational education and training the draft law provides for regulating the formation, management and granting of qualifications.

Law on Higher Education of the Republic of Lithuania (2000). One of the Articles of this Law is devoted to sequential studies.

Strategy for Vocational Guidance (2003). The Strategy provides for developing services of vocational guidance seeking to help all individuals to choose or change profession, improve employment capabilities of young people and adults, encourage their entrepreneurship and constant striving for knowledge, social activity and responsibility for their career.

Economic Literacy and Entrepreneurship Development Strategy (2004). Its purpose is to create conditions and preconditions for studying young people to develop values, capabilities, acquire the basics of business and economics, which will help him/her become an active participant in the economic activity and a builder of a democratic society.

Outline of the National Qualifications Framework of Lithuania (2007). One of the purposes of this system is to facilitate recognition of various forms of learning and to encourage lifelong learning.

Furthermore, the following documents on education shall establish adult learning as an element of the lifelong learning policy:

Law on Education of the Republic of Lithuania (2003). It establishes the purpose of non-formal adult education – to provide an individual with conditions for life-long learning, meeting the needs of cognition, upgrading qualification and acquiring additional qualifications.

Long-term Development Strategy of the State (2002), which provides for developing an effective, coherent, universally accessible and continuing education system providing conditions for life-long learning, implementing the concept of continuing learning, developing a modern system of adult learning and education.

Lithuanian Single Programming Document 2004–2006 (2004). This document safeguards the relevant prerequisites for the development of human resources, aimed to ensure that work force meet the requirements of the labour market better and culture of life-long learning is fostered.

Lithuanian Strategy for the Use of EU Structural Assistance in 2007-2013 (2007), the 2007–2013 Action Programme for Human Resources Development and the 2007–2013 Action Programme for Cohesion Encouragement. These documents expand encouragement of human resources development established in the Lithuanian Single Programming Document 2004-2006. The Single Programming Document, seeking to ensure that work force should meet the requirements of the labour market better and that culture of life-long learning should be fostered, extends the possibilities of non-formal and non-vocational education, highlights the development and promotion of adult competencies.

Provisions of the National Education Strategy 2003-2012 (2003). Seeking to ensure development of a continuing, socially fair, accessible education system that guarantees life-long learning, the Strategy provides for measures aimed to create proper conditions for life-long learning; thus, a uniform space of life-long learning is created, the learning environment is adjusted to persons with different needs and the diversity of education forms is developed; financial possibilities for life-long learning are extended; favourable conditions for learning and studying at all stages of education are created for the adult population of Lithuania who seek to have basic, secondary and higher education.

Programme for the Implementation of the Provisions for the National Education Strategy 2003-2012 (2005). The Ministry of Education and Science shall organise and co-ordinate the work of the institutions carrying out this Programme. The Programme establishes the following indicators and aspirations of adult learning and education that comply with the education guidelines of the European Union.

### **Priority goals for ALE**

*The National Education Strategy 2003-2012*, the main document, on the basis of which the Lithuanian educational policy is formulated, does not focus on adult learning and education goals – instead, the policy is based on general objectives set to education:

“In the light of the challenges faced by the society today, as well as taking into account that knowledge society, secure society and competitive economy are defined as priorities <...> education should help Lithuania and its society to achieve the following strategic goals:

- 1) to find a stable position in the cultural and economic area of the West;
- 2) to develop the democratic culture of the country;
- 3) to mature solidary civil society;
- 4) to strengthen national security;
- 5) to preserve national identity;
- 6) to create and develop a knowledge-based competitive economy;
- 7) to ensure employment of people;
- 8) to achieve substantiate reduction of social exclusion and poverty.”

All three aspirations identified in the *National Education Strategy* shall be applied to adult learning and education:

- to develop an efficient and consistent education system, which is based on responsible management, targeted funding and rational use of resources;
- to develop an accessible system of continuing education that guarantees lifelong learning and social justice in education;

- to ensure a quality of education, which is in line with the needs of an individual living in an open civil society under market economy conditions and the universal needs of society of the modern world.

The following objectives of adult learning and education are provided for in the *Lifelong Learning Strategy* approved in 2004, which is considered to be outdated but which is being renewed:

1. to increase the impact of vocational training and continuing learning on employment;
2. to increase accessibility of learning to adults (ensuring the possibility of a “second chance” to those who did not complete the basic or secondary school, as well as to remove restrictions to acquire professions meeting the labour market demands or to upgrade their qualification);
3. to create the national framework of qualifications;
4. to improve co-ordination of life-long learning;
5. to improve financing of vocational training (sources, the structure, mechanisms of the budget);
6. to improve training of consultants on adult teachers and profession;
7. to co-ordinate vocational training and continuing vocational training in regions with their needs;
8. to improve monitoring and research of vocational training.

The majority of objectives in this Strategy are set to vocational training only. Objectives set in the new *Draft of Lifelong Learning Strategy (2008)* are presented in subsection 1.1.5.

### Organisation of ALE within the Government

Two Ministries - the Ministry of Education and Science and the Ministry of Social Security and Labour - shall share the responsibility for formulating, carrying out and co-ordinating the adult learning and education policy in the Republic of Lithuania. Moreover, other ministries and municipal, as well as Country Governors’ administrations co-ordinate some other spheres of adult learning and education. The division of functions between the institutions is presented in Fig. 12.

Fig. 12. Institutional division of functions

Ministry of Education and Science	Ministry of Social Security and Labour
<p><b>Department of Vocational Training and Continuing Education</b>  <b>Division of Continuing Education shall:</b></p> <ul style="list-style-type: none"> <li>• be responsible for the national educational policy in the sphere of lifelong learning and adult continuing training;</li> <li>• co-ordinate adult learning and education, especially the activity of state and municipal institutions of non-formal adult learning and education, establish their priority directions when adjusting them to the regional development programmes;</li> <li>• draw up legal acts regulating non-formal adult learning and education;</li> <li>• prepare projects of developing the system of institutions of non-formal adult learning and education and improving financing;</li> </ul>	<p><b>Labour Department</b>  <b>Human Resources Development Division shall:</b></p> <ul style="list-style-type: none"> <li>• develop adult learning and education of exclusion and risk groups, non-formal vocational training and upgrading the skills of the unemployed or persons who have been submitted redundancy or dismissal notices, in particular;</li> <li>• commission and support non-formal adult learning and education adult programmes, target projects and research, which help adapt to the labour market needs..</li> </ul>
<p><b>Other ministries, governmental institutions, municipal and County Governors’ administrations shall:</b></p>	

<ul style="list-style-type: none"> <li>• commission and finance programmes of non-formal adult learning and education, target projects and research;</li> <li>• organise upgrading of qualification of adult educators and consult legal entities and natural persons interested in adult learning and education.</li> </ul> <p><b>Vocational Training Division shall:</b></p> <ul style="list-style-type: none"> <li>• be responsible for the implementation of the basic vocational training policy;</li> <li>• be responsible for creating conditions for people of the most different abilities and needs to acquire primary vocational and continuing qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• organise and co-ordinate the activity of the institutions of non-formal adult learning and education that belong to their sphere of their regulation;</li> <li>• commission and support non-formal adult learning and education programmes, target projects, research.</li> <li>• Study the needs of non-formal adult learning and education.</li> </ul>
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The Ministry of Education and Science and the Ministry of Social Security and Labour have delegated certain functions to the institutions that are subordinate to them. The following institutions organising and evaluating adult learning and education are subordinate to the Ministry of Education and Science:

- Information Centre for Adult Education of Lithuania. Its functions shall be as follows: to implement national programmes and projects of adult learning and education and continuing education, to store data about possibilities of adult learning and education, the institutions and programmes providing these services, to inform the society, carry out investigations into the condition and needs of adult learning and education, carry out projects related to the development of possibilities of adult learning and education.
- Centre for Professional Development of Pedagogues. Its functions shall be as follows: to prepare and implement programmes devoted to upgrading qualification of adult teachers and spreading methodological activity, also to implement target training programmes of other adult groups such as those of refugees, deportees, individuals experiencing social seclusion, persons belonging to another nation.
- Teacher Competence Centre. Its functions shall be as follows: to contribute to upgrading qualification of pedagogues, heads of educational establishments, to provide proposals for the quality of programmes for upgrading qualification of people working in the sphere of education, to create conditions for the employees of the education system to acquire competencies necessary to work with adults.
- Methodical Centre for Vocational Education and Training. It carries out national projects of improving the vocational training system, organises evaluation of the quality of vocation training, disseminates methodological experience. Expert groups of branches of economy consisting of representatives of employers, trade unions and education function at the Methodical Centre for Vocational Education and Training approved by joint agreement of the Ministers of Education and Science and Social Security and Labour, are established under the above mentioned Centre. These groups contribute towards elaborating standards of vocational training and formulating the contents of vocational training.
- Higher Education Quality Evaluation Centre. The functions of the Centre shall be as follows: to evaluate the activity of higher education establishments and study programmes, as well as to disseminate information about their quality and good experience. The activity of this institution helps create conditions for free movement of persons – adults who intend to study can adequately choose study programmes, and persons who have acquired qualifications abroad are provided opportunities to receive their recognition in Lithuania and find a job that is in line with their qualification.
- Education Exchange Support Foundation. Its functions shall be as follows: to improve the quality and accessibility of adult learning and education by supporting international co-operation and mobility between adult learning and education institutions; to help the institutions make use of the

possibilities provided by international co-operation, to administer programmes and disseminate the performance results.

The following institutions responsible for adult learning and education are subordinate to the Ministry of Social Security and Labour:

- Lithuanian Labour Market Training Authority. The functions of the Authority shall be as follows: to develop vocational training of adults, guidance and consulting as active measures of the labour market policy by means of which it is sought to increase employment of the unemployed and persons belonging to risk groups and to develop skills of working persons to compete in the labour market.
- Lithuanian Labour Exchange. One of its functions is to direct persons registered with the Labour Exchange to the programmes of vocational training and increasing employment of the population.

Alongside with centralised, for the most part formal, adult learning and education there exist many decentralised forms of education. Various ministries have created their own non-formal adult teaching structures, which provide good opportunities for the specialists involved in those fields to upgrade their qualification. Regional administrations develop adult learning and education in various non-uniform ways. Many various types of training are being carried out in implementing projects of the Structural Funds of the European Union. Furthermore, various institutions also engage in non-formal adult learning and education. These activities are not co-ordinated in a centralised way.

A lack of relations between different providers of adult learning and education is partly compensated for by the Agreement on Co-operation concluded between the Ministry of Education and Science and the Lithuanian Association of Adult Education and the Lithuanian Association of Adult Education Centres' Leaders. The Lithuanian Association of Adult Education seeks to rally educators of adults and the institutions working in the sphere of adult education for joint activity; to develop the ability of adult members of society to take an active part in their professional activity and life of the community, to develop the need for continuing education among adults. The Lithuanian Association of Heads of Adult Education Centres takes part in formulating the national policy of adult learning and education, encourages co-operation between the establishments of formal and non-formal education, organises events of upgrading qualification for the employees of adult learning and education centres.

### **Integration of Policy and implementation strategies**

The Ministry of Education and Science and the Ministry of Social Security and Labour, the institutions subordinate to them, as well as other ministries, municipal and County Governors' administrations shall perform the functions of formulating, carrying out and co-ordinating the policy of lifelong learning in the Republic of Lithuania.

The Ministry of Education and Science shall prepare legal acts regulating non-formal education of adults; co-ordinate the activities of state and municipal institutions engaged in non-formal adult education, establish their priority directions adjusting them to the regional development programmes; draw up projects for developing the system of institutions engaged in non-formal adult learning and education and improving their financing; commission and finance non-formal adult education programmes, target projects and research; organise upgrading qualification of adult educators, inform and consult legal entities and natural persons interested in adult learning and education.

The Ministry of Social Security and Labour shall develop the activity of the system of adult education related to non-formal vocational training and upgrading of the unemployed and people who have been given redundancy/dismissal notices; commission and support programmes, target projects and research of non-formal adult education, which help people adapt to the requirements of the labour market.

Other ministries, governmental institutions, municipal and County Governors' administrations shall organise and co-ordinate the activities of institutions engaged in non-formal adult learning and education subordinate to them; commission and support programmes, target projects, research of non-formal adult education; investigate the needs of non-formal adult education.

Adult training shall be conducted at their working place; such training is organised by employers, taking into consideration specific business needs. About 60 thousand business enterprises function in Lithuania, which are regarded to be potential users or providers of education services. According to the data provided by the Statistics Lithuania, more than 400 institutions are engaged in non-formal adult education.

According to the data of the Statistics Lithuania, 500 thousand people between the ages of 25 and 64 participated in the activities of non-formal education in 2006. About 3 thousand institutions of different departmental subordination and having a different form of ownership, as well as institutions whose direct functions are not education, can provide them with training services.

### **Main development challenges**

At the present time the most obvious shortcomings in adult learning and education are as follows:

1. a low and insufficiently rapidly growing level of adult learning and education;
2. unequal learning possibilities related to the working place and the level of education;
3. little support provided by employers to the employees' learning;
4. an insufficiently developed network of the adult learning and education institutions, poor facilities and the material base of a larger part of them, a shortage of managers and andragogues;
5. an insufficient use of modern technological possibilities in adult education, a lack of distance learning centres and programmes of such learning;
6. education oriented more towards the possibilities of the providers of education than towards the needs of adults;
7. insufficient attention to non-formal, especially non-vocational adult learning and education, its relatively low status;
8. a lack of inter-institutional co-ordination and partnership resulting in duplication of training or lack of training in certain fields, ineffective use of funds.

Taking into consideration the above-specified problems, the draft of the *Lifelong Learning Strategy* (2008) provides for the following objectives:

1. to develop a comprehensive, coherent and cost-effective system of lifelong learning, which is in line with the objectives of the national strategy and the needs of an individual within the context of globalisation;
2. to create conditions for individuals of different needs and competencies to acquire, upgrade and change qualification and competencies, which help them become established in the labour market and which guarantee progress, competitiveness and sustainable development of the country's economy;
3. to ensure compliance of qualifications with the needs of economy, their transparency, comparability, continuity of learning, professional and territorial mobility by creating a general and transparent system of qualifications embracing all levels of qualifications;
4. to improve the quality of an individual's life and a person's integration into modern society, to develop non-formal non-vocational adult learning and education at adult education institutions of all types all over the country;
5. to provide adults with a "second opportunity" to acquire general education, to develop general competencies and increase accessibility of lifelong learning services for different groups of society;
6. to create conditions for the personnel working with adults to upgrade their qualification ensuring a high quality of services provided to the learning adults;
7. using the EU assistance to modernise regional infrastructure of the institutions that service lifelong learning seeking to achieve that the learners should receive equally qualitative services at the institutions of different types all over the country;
8. to balance financing of various spheres of continuing and adult learning seeking to meet different learning needs of the residents of the country and to increase financing allocated to the spheres, which need it most;

9. to better inform the public about the possibilities of lifelong learning on the national and regional scale, to develop its forms seeking to foster motivation for continuing learning and to improve the forms of monitoring the results of continuing learning.

## **Other policies that have an impact on ALE**

Main documents on the educational policy of the Republic of Lithuania (see pages 6-7) integrate aspirations to implement the provisions of the Lisbon Strategy (the member states are invited to develop and improve investments into human capital and to adapt systems of education and vocational training to the new requirements set to the competencies of human resources). The National Education Strategy 2003–2012 draws up main guidelines and indicators of education, which are directly related to the European Union guidelines for education and establishes the provision to annually allocate funds accounting for at least 6 per cent of the Gross Domestic Product of the country to the needs of education. This proportion is established in the European Union documents.

## **1.2. Financing of ALE**

### **Investment in ALE:**

Directions in the state aid to adult education shall be as follows:

- direct financing of educational institutions; financing of educational projects, programmes submitted by separate state or municipal institutions, individuals or groups;
- granting state-owned premises lease and tax reliefs;
- encouragement of charity and sponsorship of education through the tax system;
- partial or full financing of education of socially deprived individuals;
- support of the participants in adult learning and education with subsidies (scholarships);
- providing learning individuals with information and publications at state libraries free of charge.

From the point of view of financial assistance, the greatest attention is devoted to adult training oriented towards the needs of the labour market, therefore an ever greater need arises to strengthen the development of services of non-formal non-vocational adult learning and education with the help of different financing mechanisms. Non-formal non-vocational adult learning and education is financed by both state and other institutions: national and European Union programmes (for example, Grundtvig), foundations, civil organisations, etc. State institutions most often finance non-formal adult learning and education programmes either in the form of earmarked subsidies or projects by means of a selection tender. However, application of these means of financing direct non-formal education does not strongly encourage the development of non-formal education in the country sufficiently.

Investments of the structural funds of the European Union further remain one of the largest sources of financing the provision of lifelong learning services. The Ministry of Education and Science of the Republic of Lithuania has completed two stages of allocating the assistance of the Structural Funds of the European Union for 2004-2006. One of the primary priorities in allocating assistance of the Structural Funds of the European Union was the improvement of accessibility and quality of education and research services. The funds were allocated to the projects, which are aimed to modernise infrastructure of educational and vocational training, that of research and higher education institutions, as well as the development of lifelong learning. With the help of these funds the national qualification framework, which meets the requirements of the labour market, was started to be created, vocational training standards are being established, young people are encouraged to stay in the education system and acquire professional qualification. Furthermore, a wide range of training services for adults are organised and provided.

Apart from the European Union structural assistance, other European Union programmes carried out most often within the framework of the EU Socrates programme are intended to support non-formal education. The Grundtvig programme devoted to support adult learning and education and related

training/educational opportunities deserves mention. However, financial assistance of this and other programmes, as compared with the European Union structural assistance, is rather modest. Organisations or institutions working in the sphere of adult learning and education have the right to participate within the framework of the Grundtvig programme, such as schools of adult learning and education, centres engaged in formal and non-formal educational activity; universities, which take part in adult learning and education research; organisations organising courses in upgrading qualification of the employees of the educational system, libraries, museums, local communities.

According to the data presented by the Department of Statistics, expenses of natural persons and legal entities, with the exception of those of the state and municipalities, on educational institutions during the period between 2003 and 2005 increased from LTL 310,6 to 402,6 million, or almost by as much as 30 per cent. Statistical data about the amounts of funds allocated to non-formal education by the private sector are not collected.

There are donors of non-formal non-vocational adult learning and education among non-state organisations whose activities are oriented, first and foremost, towards strengthening a civil democratic society by means of education. For example, the Civil Society Institute has established the so-called *Civitas* clubs all over the country where outstanding public figures and representative from the scientific milieu deliver lectures and conduct classes, the Open Society Fund – Lithuanian, whose activity was most intense in the past decade, still supports various educational events directed towards strengthening democracy, communal initiatives.

### **Specific direct or indirect financial incentives in support of ALE**

Non-taxable income of a permanent resident of Lithuania is on the increase. According to the amendments of the Law on Personal Income Tax, as of January 2008, expenses for vocational training or studies (where higher education and/or qualification are obtained upon graduation, and also doctoral studies and art post-graduate studies) incurred by studying residents of Lithuania will be deducted from income during the tax period. Where payments/expenses for vocational training or studies are incurred from borrowed funds (a loan is taken out from a credit institution for such purpose), the repaid amount of the loan during the tax period may be deducted from income. Where a studying resident of Lithuania is not an income tax payer or has no possibility to exercise his/her right to deduct payments for vocational training or studies from his/her income, such expenses may be deducted by his/her parents (foster parents) or guardians, as well as his/her sister or brother and/or spouse (cohabitant) from their income.

According to the Law on Personal Income Tax, all working individuals who acquired a single personal computer unit with software during the period from 2004 to 2009, and/or for the installation of the Internet access, by declaring income, can get a refund of one third of the price of that computer. This tax relief shall encourage and create preconditions for groups of individuals of different age to develop their computer literacy competencies and pursue their studies.

According to the Law on Value Added Tax, certain kinds of educational services – pre-school education, primary, general secondary, tertiary and higher education, additional training of children and young people (in art, music, other spheres), studies at higher educational establishments, vocational training shall be exempt from VAT if provided by legal persons who have acquired the right to supply the services according to the procedure prescribed by legal acts.

Various educational establishments – possible providers of assistance, shall have one more possibility to receive additional funds. As of 2003 a permanent resident of Lithuania shall have the right, after the tax period has come to an end, to transfer up to 2 per cent of his/her paid income tax through the tax administrator to the beneficiaries established by laws.

## **2. Quality of Adult Learning and Education: Provision, Participation and Achievement**

### **2.1. Provision of ALE and institutional frameworks**

## **Co-ordination of lifelong learning and responsibility of the institutions**

The Ministry of Education and Science, the Ministry of Social Security and Labour and the institutions subordinate to them, as well as other ministries, County Governors' and municipal administrations, shall fulfil functions of formulating, carrying out, co-ordinating the lifelong learning policy of the Republic of Lithuania.

The Department of Vocational Training and Continuing Education shall co-ordinate adult education at the Ministry of Education and Science. The Division of Continuing Education of this Department shall be responsible for the national educational policy in the sphere of lifelong learning and adult continuing education; encourage the development of possibilities of adult learning and education and the development of the adult learning and education system; co-ordinate the implementation of the Lifelong Learning Strategy.

The Ministry of Social Security and Labour shall develop the activity of the adult learning and education system related to non-formal vocational training and upgrading of qualification of the employees and people who have been given redundancy/dismissal notices; commission and support programmes, target projects and research of non-formal adult learning and education, which help to meet the requirements of the labour market.

Other ministries, governmental institutions, municipal and County Governors' administrations shall organise and co-ordinate the activity of non-formal adult learning and education institutions belonging to the sphere of their regulation; commission and support non-formal adult education programmes, target projects, research; investigate the needs of non-formal adult learning and education.

The Information Centre for Adult Education, the Methodical Centre for Vocational Education and Training, the Centre for Professional Development of Pedagogues, the Teacher Competence Centre, the Non-formal Adult Education Council, the Lithuanian Council of Vocational Training function at the Ministry of Education and Science; the Centre for Vocational Education and Research is established at Vytautas Magnus University; the Ministry of Social Security and Labour established the Lithuanian Labour Market Training Authority, the Ministry of Agriculture set up the Centre of "Leader" Programme and Farmers' Training Methodology.

Within the context of organising adult learning and education the role of non-governmental organisations and associations is of great significance. Seeking to draw more social partners into the process of implementing the policy of ensuring lifelong learning, the Ministry of Education and Science signed agreements on co-operation with the Lithuanian Association of Adult Education and the Association of Adult Education Centres' Leaders. The Lithuanian Association of Adult Education seeks to rally educators of adults and institutions working in the sphere of adult learning and education for joint activities; to develop the capabilities of adult members of society to take an active part in their professional activity and life of the community, to develop the need for constant education among the adults. The Association of Adult Education Centres' Leaders takes part in formulating the adult educational policy of the country, encourages co-operation between the institutions of formal and non-formal education, organises events devoted to upgrading qualification for the employees of adult learning and education centres.

The Non-formal Adult Education Council and the Lithuanian Council of Vocational Training operate at the Ministry of Education and Science. Seeking to co-ordinate the activities of the establishments operating in the sphere of adult learning and education, in 2007 the Expert Commission on Adult Learning and Education was set up, which considers strategies and tactics of adult learning and education and continuing education, organising the process of adult learning and education, educational contents and other issues related to adult learning and education.

## Educational programmes of adult learning and education

Priorities of the educational contents determined by the state. The strategic guidelines of education until the year 2013 provide for reviewing and updating the educational contents and relating them to new competencies of an individual. Priority is given to developing general skills, value-based attitudes and providing competencies that are necessary to the present day individual. It is planned to purposefully develop main writing skills, social, cultural, communicative, knowing how to learn competencies, skills of critical thinking and solving problems; to devote special attention to an individual's patriotism, to develop his/her cultural and national identity; to strengthen attention to developing information culture at all levels of education; to strengthen learning of foreign languages – it is sought that all schoolchildren should be able to communicate in two foreign languages upon completing the programme of secondary education; to highlight the importance of encouraging entrepreneurship and developing financial awareness at all levels of education. It is sought that all pupils of the basic school should acquire the basics of economic literacy.

When drawing up the new Lifelong Learning Strategy, the situation was evaluated, which showed that non-formal non-vocational education in the country is developed rather poorly, its services are being provided fragmentally, upon the initiative of individual institutions. Therefore the new Lifelong Learning Strategy intends to devote more attention to non-formal non-vocational adult learning and education: by paying more attention to general skills, social awareness, sports activities, a healthy lifestyle, as well as by creating special programmes for different exclusion groups, which would help them participate in social life more successfully.

Institutional context of adult learning and education of Lithuania. The institutions that currently function in the sphere of adult learning and education in Lithuania can be generalised by the level of their subordination: state, municipal, non-governmental, private, of a foreign and individual initiative (see Fig. 13).

Fig. 13. Institutions providing adult learning and education

<b>Institutional subordination</b>	<b>Types of institutions</b>
State	Universities, colleges, vocational schools, vocational training centres, libraries, museums, prisons, the Lithuanian Labour Market Training Authority, establishments of special education, qualification upgrading institutions (for example, Lithuanian Public Administration Institute), the press, the media.
Municipal	Adult schools, adult training centres.
Non-governmental	People's schools, initiatives of the third age, thematic associations/organisations, trade unions, initiatives of cultural groups, organisations of the disabled, political parties, confessional organisations, communal organisations.
Private	Higher educational establishments, providers of commercial courses, in-service training, the press, the media.
Foreign	Universities, international schools, enterprises.
Individual initiatives	Individuals working on the basis of individual business certificates (consultants, tutors, coaches and others).

The diversity of educational programmes. Institutions of all above-specified types devise and/or present educational programmes for adults. However, due to insufficient assurance of monitoring and control of this activity very often it is not only the quality and results of teaching (learning) that remain unclear but also the diversity of educational programmes submitted by the institutions. Therefore more detailed

information about educational programmes for adults being presented in Lithuania is provided by summarising the educational programmes presented at formal adult learning and education institutions of the state and municipal levels, that is, at universities, adult schools, training centres, vocation training centres (see Fig. 14).

Fig. 14. Educational programmes submitted by the institutions of the state and municipal level

Programme	Provider			Area of learning			Target group(s)	Funding source
	Public/ state	CSO/ NGO	Private	General competences	Technical skills	Knowledge generation, innovation		
<b>Continuous programmes at Universities</b> <i>Professional</i> (pedagogy, andragogy) <i>Bachelor's</i> (andragogy, ergotherapeutics, English philology, informatics, psychology, nursing, social work, recreation and tourism) <i>Master's degree</i> (economics and management, social work, educology, psychology, biology, chemistry, study of local environment)	X					X	Individuals with higher education	Individuals who pay for their own education. Professional studies can be partly financed from the funds of the state budget.
<b>Programmes of extramural studies</b>	X					X	Individuals who have not lower than secondary education	Individuals who pay for their own education.
<b>Programmes of general education</b> <i>Programmes of primary education of adults</i> <i>Programmes of basic education of adults</i> <i>Programmes of secondary education of adults</i>	X			X			Adults at the age of 18 or in exceptional cases at the age of 16 who have dropped out of the system of sequential education and have decided to continue the interrupted studies	Fully financed from the State or municipal budgets
<b>Formal programmes of adult vocational training</b> shall be provided at: Vocational schools Vocational Training Centres Specialised vocational training establishments to the people with special needs Colleges	X				X		Individuals without any professional qualification and retraining individuals who have professional qualification that does not meet the requirements of the labour market at that time  Specific target groups: the long-term unemployed, disabled individuals, persons of the Rom nationality and others.	Basic vocational training financed from the state and municipal budgets and other funds.
<b>Non-formal programmes of adult education</b> provided at adult centres and schools							Every adult can be a participant (usually not younger than 18). Target groups: pedagogues, kindergarten nurses, family members, wide public, who want to spend their free time (in sports clubs, computer classes), who have special needs, members of various societies, the convicts and others.	Most often financed by the participants in the programme or interested legal or natural persons, with the exception of programmes commissioned by the state or municipalities, which are financed from a relative budget.
<i>Information technologies</i> <i>Foreign languages</i> <i>Lithuanian language for persons belonging to another nation</i>	X			X				
<i>Art, music and singing, healthy lifestyle, fine crafts, patchwork</i>					X			
<b>Non-formal programmes of vocational training of adults</b> are provided at: The Lithuanian Labour Market Training	X			X	X		Individuals not younger than 16 can be admitted to labour market vocational training institutions in the	Programmes are most often financed by the participants or

<p>Authority The labour market vocational training institutions and enterprises (<i>which provide art, business and administration, computer literacy, engineering, production and processing, architecture and building, agriculture, health care, social services, services to individuals, transport services, environmental protection, security services</i>)</p>							<p>established procedure who have registered with the labour market, or individuals who appeal to them on their own and pay for their own education;</p> <p>Target groups: The unemployed, disabled people, older people</p>	<p>interested legal and natural persons, with the exception of state and municipal programmes financed from a relevant budget.</p>
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It is not only the institutions themselves that initiate devising and submission of programmes devoted to adult learning and education. At the present time programmes initiated by the Ministry of Education and Science, as well as inter-institutional programmes related to vocational training, granting of general competencies and their development are being carried out at the national level. Special attention is being devoted to information literacy – several programmes are being implemented (the Programme of Universal Literacy, the Programme of Information Development of Lithuania 2006-2008, the Strategy of Introducing Information and Communication Technologies into Education of Lithuania 2005-2007). Several programmes of the development of civil and national education are being implemented: a long-term Programme of Civil and National Education, the National Programme of the Development of Ethnic Culture, the Programme of Legal Education of Society. The Strategy for the Development of Economic Literacy and Entrepreneurship is devoted to the encouragement of entrepreneurship. Great attention is being devoted to the use and learning of the state language.

Various specific programmes aimed at solving specific problems of society (anti-discriminative, equal opportunities, equal possibilities, preventative and prophylactic) or related to specific target groups (older people, the disabled people, women who suffer violence, ethnic minorities, immigrants, prisoners, soldiers, the unemployed, dissidents and victims and others) are also being carried out.

Many programmes are initiated through project activities. It is for several years already that a tender for projects of non-formal adult education has been announced. In 2006 the priorities of the tender were as follows: meeting the needs of adult learning and self-education and the increase in motivation of their learning, as well as adult learning and education while strengthening their abilities to take a more active and efficient part in social life. In 2007 the priorities were the following: the development of initiatives of non-formal adult learning and education at the establishments of formal education; encouragement of equal opportunities. Projects are being drawn up, which are initiated by the Ministry of Education and Science. To encourage the development of general competencies, in 2006-2008 the project “The Development of Adult Learning and Education Establishments Providing Modern Competencies in Regions” financed from the Structural Funds of the European Union was carried out. In the course of carrying out the project 100 andragogues and 800 adult learners who gathered at adult training centres of ten regions of Lithuania were given the opportunity to take part in innovative training and acquire relevant competencies of computer literacy, the English language, entrepreneurship and legal literacy.

### **Integration of Formal and Non-formal Approaches**

Integration of formal and non-formal education can be clearly fixed in two spheres:

- *in the sphere of evaluation and recognition of non-formal competencies*– the new Lifelong Learning Strategy provides for creating and implementing the system of recognising achievements of non-formal learning and practically acquired competencies within the system of vocational training and upgrading qualification by the year 2012.

In 2005-2008 the project “Devising and Implementing the Continuous Qualification Model of Andragogues-Practitioners” financed by the European Union was implemented. In the course of carrying out the project, competencies of the andragogue-practitioner recognised By Vytautas Magnus University and Vilnius Pedagogical University were granted.

- *In the development of organisations, which provide formal adult learning and education, when providing non-formal services.* The results of investigations carried out in Lithuania show that formal institutions are beginning to provide ever more services of non-formal type. This development is encouraged by both the Ministry of Education and Science, the institutions subordinate to it and educational establishments themselves. The Ministry of Education and Science initiated the project “The Development of Adult Learning and Education Establishments Providing Modern Competencies in Regions” financed from the Structural Funds of the European Union. In the course of carrying out the project 10 non-formal programmes were devised at adult training centres of ten regions of Lithuania, which are planned to be started to be provided at these centres. Development of non-formal education in formal adult learning and education organisations is also encouraged through organising tenders for drawing up non-formal programmes. Adult education centres themselves initiate preparation and provision of new programmes taking into consideration the needs of the local communities. Various programmes of upgrading qualification are provided at those institutions, different languages, computer literacy, the Lithuanian language to the persons belonging to other nations, a healthy lifestyle, art and other subjects are taught at those institutions.

### **Education diplomas and certificates**

Diplomas and certificates testifying to the qualification acquired (professional, Bachelor’s or Master’s) are issued by educational establishments, which organise and provide continuous and extra-mural studies, according to the procedure established by the Republic of Lithuania. Their issuance is regulated by the Law on Higher Education and the Regulations for Studies. Upon completion of the continuous programme of studies, certificates standardised by the University Administration and signed by the Dean of the Department (Director of the Institute of Studies) shall be granted.

Education certificates at adult general education schools are issued according to the description of the procedure for issuance of certificates and general certificates of secondary education (2008). A certificate of primary education shall be issued to a student who has completed the Programme of Adult Primary Education. The general certificate of secondary education shall be issued to a student who has completed the programme of adult secondary education and who has passed the school-leaving exams. The general certificate of education shall be issued by a state, municipal, private and a vocational school. A standardised certificate of learning achievements shall be issued to those persons who have not completed the programme of adult basic education. It shall be issued by a state, municipal, private school of general education or a vocational school. Grades shall be indicated in the certificate of general education of the students who move from the system of module learning to that of sequential learning or those who leave school (the centre).

The procedure for granting qualification of adult vocational training shall be established taking into consideration the level of the professional education provided. Qualification certificates recognised by the state shall be as follows: qualification certificates and certificates of a qualified worker. The contents, the form of certificates and the procedure for their issuance shall be established by the following: the Ministry of Education and Science – for basic vocational training, by the Ministry of Social Security and Labour – for the labour market vocational training. Students who have completed studies according to the programme of basic vocational training of stage I shall be issued a qualification certificate, and those who have completed studies according to programmes of stages II, III and IV shall be issued a certificate of a qualified worker. Programmes of the labour market vocational training of the first level shall grant a student the possibility to acquire primary qualification of simple profession. Having completed the course of studies according to such programmes the person shall acquire the qualification certificate of the first level. Persons who acquire qualification according to programmes of the second level of vocational training shall be issued a qualification certificate recognised by the state (for the first time or when retraining).

Those who complete the labour market vocational training programmes that are included in the Register of Study and Educational Programmes shall be issued a certificate recognised by the state, which testifies to the qualification granted or to the capability to perform specific work. Persons who complete non-formal educational programmes or modules shall be issued a certificate of non-formal education.

Participants in non-formal adult education upon passing relevant examinations at the formal education, research and higher educational establishment shall have the right to obtain evaluation of knowledge acquired in the non-formal adult learning and education system and a document of education recognised by the state or a document of completion of a certain stage of education, a separate part (module) of a regulated programme.

The persons who have successfully completed non-formal vocational training shall be issued standardised certificates of completion established by the Lithuanian Labour Market Training Authority: a module completion certificate; a certificate that testifies to upgrading one's qualification. Persons who failed to fulfil practical tasks provided for in the programme or who failed to get a credit for the theoretical part of the educational programme shall be issued certificate of attendance. A certificate of completion of non-formal education shall form the basis for an employer to recognise professional competence of the person who produced the certificate.

## 2.2. Participation in ALE

### Statistics of participation in adult learning

According to the data of the Statistics Lithuania, participation in adult education activities is usually presented using this particular indicator: the share of people aged 25–64 who were studying over the period of the last 4 weeks (in %) (see Figure 15).

Figure 15. The share of people aged 25–64 who were studying over the period of the last 4 weeks (in %)

Indicators	2000	2001	2002	2003	2004	2005	2006
In total in the country (%)	2.80	3.50	3.00	3.80	5.90	6.00	4.90
Men (%)	1.90	2.30	1.90	2.80	4.20	4.20	2.90
Women (%)	3.60	4.60	4.00	4.70	7.40	7.70	6.60

### Participation of adults in special programmes

Various programmes for different target groups are carried out on a national level. They are organised by different Ministries in coordination with the Ministry of Education and Science. The programmes are developed for elderly people, persons with disability, convicted persons and persons released from institutions of confinement, women who are victims of violence, representatives of national minorities, various risk groups (drug addicts, people infected with HIV and those ill with AIDS, sexually transmitted diseases or cancer), people suffering from mental disorders, political prisoners and deportees, refugees and immigrants, emigrants. Special attention is devoted to ensuring equal opportunities, gender equality, reduction of discrimination and traumatising, increase of security, social integration of social risk and social exclusion groups, vocational rehabilitation, and etc.

More detailed information about participation in special programmes is presented by giving a brief summary of the programmes implemented by the state (see Figures 16 and 17).

Figure 16. Special educational and training programmes initiated by the state

State programme	Educational and training programme	Participants

National Strategy for Combating the Consequences of the Ageing of the Population	Vocational training programmes	
	Business basics and organisation	In 2005-2006, 8.9 thousand jobseekers completed the courses and the unemployed aged 50 and above accounted for approximately 20%.
	Computer literacy	In 2006, 1.3 thousand unemployed people attended the courses and the persons aged 50 and above accounted for 50%.
	Art education	In 2006, 80 persons participated in seminars.
The Programme of Social Adaptation of the Convicted Persons and Persons Released from Institutions of Confinement for 2004-2007	Addictive disorders prevention, treatment and rehabilitation	In 2005, 5175 convicted persons in institutions of confinement and those on records of correctional inspections took part in the activities.
	Psychological and vocational counselling programmes	In 2005, 66 convicted persons participated in the programmes.
	Vocational training programmes	33 persons participated in the programmes and, out of this number, 25 (75.8%) completed the training and acquired professional qualifications.
National Crime Prevention and Control Programme for 2007-2009	Vocational counselling	In 2007, 1046 persons currently staying in institutions of confinement and those waiting to be released from them took part in the labour market events.
	Vocational training programmes	Over 9 months of 2007, 283 people released from institutions of confinement participated in the programmes; as well as 230 persons waiting to be released from them or those who have been released and, out of this number, 143 persons have undergone training.
Programme for the Integration of National Minorities into the Lithuanian Society for 2005-2010	Official language programmes	In 2006, 553 representatives of national minorities took part in official language learning.
Vocational rehabilitation programme for the disabled	Vocational training programmes	In 2006, 206 persons participated in the programmes.
Programme for Lithuanian Information Society Development for 2006-2008 Project "Computer literacy basics for an e-citizen of Lithuania"	Computer literacy basics	In 2006-2008, 41 467 people took part in the courses. Out of this number, 77% women, 23% men; 54% people aged 40-50, 30% - people aged 25-39, 11% - people over 60, 4% - people aged 18-24, 1% - people under 18 years of age.
Teacher Professional Development Center, Official language sector	Official language programmes	In 2005, more than 300 people speaking a different language (out of this number, 96 aliens who were granted asylum) attended the courses in the country. Since 1994, over 1 000 former deportees participated in the Lithuanian language courses. During the period 1997-2005, 45 758 people took the exam in official language and 39 659 passed it.
National Programme on Equal Opportunities for Women and Men for 2005-2009	Vocational training programmes	In 2006, 10.4 thousand, i.e. 54% of women, participated in the courses. Out of this number, 1.8 thousand of women who were registered with the labour exchange after a longer than 3 years break and 1.2 thousand of women older than 50 years of age. 3 thousand, i.e. 73% of women (out of this number, 1.2 thousand of women who were registered with the labour exchange after a longer than 3 years break and 1.4 thousand of women older than 50 years of age) were sent to training for developing of employment capacities and updating of skills under measures for updating professional knowledge and practical skills of the long-term unemployed.
	Business basics and organisation	In 2006, 4.4 thousand jobseekers completed the courses and, out of this number, 2.53 thousand were women.
Programme for the Prevention and Control of Trafficking in Human Beings for 2005-2008	General and vocational education curricula	In 2005, 287 victims of human trafficking (only women) took part in the projects and, out of this number, 76 women acquired general and/or vocational education.
	Vocational guidance and counselling	In 2006, the services were provided to 14 victims of human trafficking.

Figure 17. The number of persons who participated in vocational training and in educational measures supported by EQUAL development partnerships during 2006 (by social risk groups and gender)

Target group	In total (in	Women	Men
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	persons)		
Disabled	181	117	64
Persons of pre-retirement age	389	301	88
Former prisoners	25	3	22
Drug addicts	71	16	55
Representatives of national minorities	15	5	10
Persons of different sexual orientation	56	22	34
Women	967	867	0
Long-term unemployed	709	643	66
Victims of human trafficking	44	44	0

It is rather difficult to present the numbers reflecting the participation in various programmes as different contracting authorities and providers sometimes initiate and submit the programmes of the same type. To generalise, it is obvious that the greatest attention is devoted to vocational training and basic competencies (computer literacy, entrepreneurship, etc.). Along with these programmes, opportunities are created for adults to learn informally by providing them information, organising various cultural, public, sports and leisure events. The initiatives and events of such type play an important role in achieving the goals set in the national programmes, but due to the lack of monitoring in this field, we are unable to present the data.

As a new Lifelong Learning Strategy intends to give a special role to non-formal and non-vocational education, it is probable that the range of the programmes will also expand in this field.

### **Reasons for non-participation in adult learning**

No specific research about non-participation of persons from socially excluded groups in learning has yet been carried out. Therefore, it is possible to provide information only on general reasons of non-participation that became apparent when carrying out our researches. According to the data of a research conducted in 2004, the attitude that “it’s already too late to learn” was indicated as the major obstacle to continue studies. Speaking of age, various respondents represent this group, for example, people aged 35-44 account for one tenth in this group, and those aged 45-54 – for one fifth. According to the data of a research undertaken in 2006, the respondents identified the lack of funds as the main obstacle hindering continuation of studies. The second most often mentioned reason was the lack of time and high employment. Health problems also prevent the respondents over 55 years of age to further learn or improve their qualifications.

The analysis of the situation related to equal opportunities for women and men to learn reveals that different obstacles are faced by them when they want to continue learning/improve their qualifications. The main obstacle both for men and women is the lack of funds. For women, taking care of children is quite an obstacle as women devote the majority of their time for taking care of children and therefore they do not have enough time to learn or upgrade their qualifications. Men claim that they are busy and do not have time for courses or training. Moreover, employers look more favourably towards the desire of women to learn and improve their qualifications than towards the same desire expressed by men. Women more often indicated health problems as an obstacle for learning or improving their qualifications.

### **Disadvantaged groups and educational support for them**

In Lithuania, the following groups of society are considered disadvantaged groups: persons who dropped out of the general education system, the disabled, convicted persons and those released from institutions of confinement, long-term unemployed, elderly people, deportees who are returning to Lithuania, new emigrants, etc. Seeking to increase the participation of such people in the activities of adult learning, every support is provided for them.

Development of equal opportunities. Since 2003, the National Programme on Equal Opportunities for Women and Men is being implemented in Lithuania. Its aim is to implement the principles of equal opportunities for women and men in the fields of employment, education, science, politics and other fields. The Law on Equal Opportunities came into force on 1 January 2005 and the purpose of this Law is to prevent discrimination on the grounds of sex, race, disability or any other socio-cultural differences and to strengthen equal opportunities in education, science and participation in the labour market. The EQUAL programme project “*EQUAL HIGHWAY: Development partnership Klaipėda – Vilnius*” helps women who have lost their ties with the labour market to integrate into active life. A training programme “*Development of an Individual Profile and Planning of Professional Career*” has been prepared for women and long-term unemployed. Implementing the Socrates Grundtvig 2 project “*Guidance, Motivation and Education of Young Women*”, young mothers aged 16-25 can receive personal consultations and counseling.

Satisfying the needs of the disabled. The task of integrating the people with disabilities into the society with the help of education is to create the conditions for the disabled to learn and to raise awareness of the society about social integration of the disabled, about disabilities, their prevention and services. Implementing the educational programmes for the disabled concerning various diseases, their prevention, rehabilitation, employment, legal and other issues, thousands of the disabled have received educational and information services in recent years.

Satisfying the needs of the convicted persons. Opportunities for the convicted persons in institutions of confinement to acquire formal education and also various educational projects increasing the opportunities for integration of the convicted persons are carried out. Summarising the statistical data of a few recent years, it can be seen that in Lithuania not only has the number of initiatives related to the convicted persons and those released from institutions of confinement increased (with the remaining strong need for them still a priority) but also a qualitative progress is observed as new and innovative forms of teaching and learning are applied.

Availability of learning for the elderly people. In 2003, the employment support programme for the unemployed aged over 55 was launched by the Lithuanian Labour Exchange. The objective of this programme is to increase their employment and opportunities to remain in the labour market as long as possible. Non-governmental organisations are encouraged to participate in solving the problems related to the employment of the elderly people. Specific proposals concerning the subsidised job places for the unemployed of pre-retirement age are prepared taking into consideration the duration of their unemployment period and their age. One of the possible forms of employment for the elderly people is sharing of their experience, for example, by training new employees and thus continuing working. The Lithuanian Labour Market Training Authority under the Ministry of Social Security and Labour, 6 territorial labour market training and counselling offices and 14 labour market training centres help the people of pre-retirement age to acquire new qualifications that are in demand in the labour market. A non-governmental organisation the Third Age University operating in Lithuania and its subdivisions seek to ensure better social integration of the elderly people into the society, to encourage their productive and purposeful life, to maintain their working capacity, physical activity and health as well as to increase their level of knowledge and culture.

Support for the unemployed. The support for the long-term unemployed is mainly provided through the structures of the Ministry of Social Security and Labour. Since 2002, 21 557 persons were prepared at the labour market training centres and 5 226 long-term unemployed - over 2005. The long-term unemployed participated in the activities aimed at increasing their motivation led by consultants-psychologists of territorial offices.

Availability of learning for deportees and political prisoners. According to the data of the Genocide and Resistance Research Centre of Lithuania, approximately 300-500 thousand of Lithuanian residents were illegally subjected to repressions during the period of occupation. Such people started returning to Lithuania since 1956. Seeking to ensure successful implementation of the integration of prisoners and deported persons in Lithuania, state support is granted to people who are returning. One of the ways of integrating the people who are returning is to offer more learning opportunities for political prisoners and deportees. The right to learn the Lithuanian language for free is ensured for the deported people.

Availability of learning for refugees. Recently, Lithuania has become a country that accepts refugees. The status of a refugee is granted to persons who have reasons to be afraid of being persecuted on the grounds of their race, religion, nationality, belonging to a certain social group or political views and who cannot or are afraid of being protected in their native country. In Lithuania, integration of refugees is implemented on several levels: social, cultural and educational. Pursuant to the description of the provision of state support for integration of aliens who were granted asylum in the Republic of Lithuania, refugees have the right to learn the official language. Educational, social and cultural activities are offered in Rukla and Pabrade Refugee Centres. In Rukla Centre, the refugees are taught Lithuanian language, Lithuanian history, culture, the basics of economics and other competencies are developed as well.

### **Motivation for learning of currently learning adults**

In 2004-2006, several studies were carried out in Lithuania to provide information about the motivation of the people who are currently learning.

According to the data of a study conducted in 2004 (*Possibilities for Development of Continuing Education of Adults in the Context of Implementation of Lifelong Learning Strategy*), one third of all the respondents would like to learn and, where the people who are not currently learning are concerned (the majority of the respondents were those who are not currently learning) – only one fourth. It can be presumed that such low level of motivation of persons who are not currently learning is determined by several factors: not acquired positive learning experience (out of the respondents who are currently learning four fifths would like to continue learning), age (absolute majority of non-motivated persons are over 45), education (the lowest level of motivation was observed among the people with only primary and basic education), unemployment, partially – the place of residence as there are more people willing to learn in bigger cities. Considering the fact that among the people who are currently learning there were more people living in bigger cities, it can be claimed that the scope and motivation of adult learning differ depending on the place of residence and the situation is more favourable in more densely populated environment. The distribution of adult education institutions is also more favourable for people living in bigger cities. The survey has revealed that the main incentives for learning are the interests of adults related to the labour market: the increasing requirements and striving to find a better or additional job. Willingness to broaden the horizon and express oneself also occupies an important place in the structure of motivation.

A study about non-formal adult education was carried out in 2005 (*The status of non-formal adult education and the attitude of the people and employers towards non-formal adult education*). According to the data of this study, nearly one quarter of adult population of the country want to and actually are participating in training seeking to improve their professional qualifications and, respectively, one fifth do so in self-education. In 2004, a representative survey of such persons revealed a similar figure, only less by few percent. The amount of people who are not currently learning but would like to is also similar. The study, similarly as in 2004, established that there are many people who are indifferent towards learning or believe the stereotype that learning is for young people only. The differences emphasised in the previous conclusions in many ways repeat and supplement the data of the representative study of the population conducted in 2004 and allow to make a conclusion that higher educational level, higher income, living in big cities and employment have a positive impact on participation in non-formal adult education.

According to the data of a study carried out in 2006 (*Adult Learning in Lithuania: Scope, Needs and Supply*), nearly 71 per cent of the respondents would like to learn and approximately 12 per cent of them would like to learn but do not have time for that. Only 5.5 per cent of the participants in the survey stated that they definitely do not want to learn. The majority of the respondents associate learning with acquisition of a profession and its improvement. Learning is poorly identified with participation in community or public activities.

### **Measures aimed at increasing the participation of adults in learning**

Seeking to increase the number of adults involved in the process of learning in Lithuania, different measures increasing the availability, motivation, etc. are undertaken. Measures of several types may be distinguished: legal, financial, funding of projects, provision of support (vocational guidance and information), as well as increasing the flexibility of learning forms.

Legal measures. The purpose of such measures is to ensure availability of learning to the groups of the society that have less learning opportunities due to social exclusion. In recent years, the legal framework has been regularly elaborated:

- Creating preconditions for a “second chance” to acquire secondary education for people who have dropped early out of the educational system, previously acquired education certified by a certificate of seven year, eight year, nine year or incomplete secondary education was equated to basic education by order of the Minister of Education and Science in 2005.
- Seeking to increase integration of socially vulnerable groups of the society, the Law on Social Integration of the Disabled and the Law on Social Enterprises were adopted, inter-institutional programmes reflecting the needs of various socially excluded groups were implemented to create preconditions for the development of initiatives aimed at education of socially excluded groups.
- In the pursuit of a better integration of deported persons and political prisoners who are returning to Lithuania, more learning opportunities are offered for such persons. The right to learn Lithuanian language for free is provided for in the Programme for Returning of Political Prisoners and Deportees and their Families to Lithuania for 2002-2007. The returning persons learn Lithuanian language and the basics of the Constitution of the Republic of Lithuania at schools and training centres for adults.
- Legal documents related to integration of socially vulnerable groups into the society have been prepared in Lithuania: *the Programme of Social Adaptation of Convicted Persons and Persons Released from Institutions of Confinement for 2004-2007*, *the National Action Plan for Fight against Poverty and Social Exclusion for 2004–2006*, *the National Strategy for Combating the Consequences of the Ageing of the Population*, *the National Programme of Social Integration of the Disabled for 2003-2012*, *the Procedure for Social Integration of Aliens who were granted Asylum*, *the Programme for Development of Infrastructure for Social Services for 2004-2006*, and *the National Programme on Equal Opportunities for Women and Men for 2005-2009*.

Financial support. It is important to devote more attention to strengthening of opportunities for providing individual financial support to those who are willing to continue learning. The Lithuanian legislation provides for certain privileges for learners of certain categories and for providers of educational services:

- A special leave for studies is stipulated in the Labour Code and a person, having reached an agreement with the employer, may use them.
- Non-taxable income earned by a resident of Lithuania has been increased. Pursuant to the amendments to the Law on Personal Income Tax, payments for vocational training or studies (provided higher education and/or qualification are obtained upon graduation, and also for doctoral studies and art post-graduate studies) made by studying residents of Lithuania may be deducted from his income starting from 2008. In case payments for vocational training or studies are made from borrowed funds (a loan is taken out from a credit institution for such purpose), the repaid amount of the loan during the tax period may be deducted from income. Where a studying

resident of Lithuania is not an income taxpayer or has no possibility to exercise his right to deduct payments for vocational training or studies specified in subparagraph 4 of paragraph 1 of this Article from his income, such expenses may be deducted by his parents (adoptive parents) or guardians as well as his sister, brother and/or spouse (cohabitant) from their income.

- Under the Law on Personal Income Tax, all the employed persons who acquired a computer with software or Internet access during the period of 2004-2009, may recover up to one third of the price for the computer when declaring their income.
- The Law on Value Added Tax (hereinafter referred to as VAT) provides for allowances for certain types of educational services – initial and continuing vocational training is not subject to VAT if such services are provided by legal persons who have acquired the right to provide them in accordance with the procedure prescribed by legal acts.

Funding of projects. The Ministry of Education and Science already for several years in succession provides targeted funding to non-formal adult education projects related to the improvement of the conditions for socially excluded groups (minorities, convicted persons, etc.). When allocating the support from the European Union structural funds, the greatest attention is devoted to projects aimed at increasing the availability of learning by eliminating the existing obstacle for adults to acquire professions that are in demand in the labour market and increase the level of qualification and by encouraging educational establishments to prepare various programmes for risk groups. Financial support has been granted to projects intended for the following risk groups: the convicted persons, convicted minors, elderly women, persons with mental or physical disabilities, former prisoners and drug addicts. Each year, a competition of projects on non-formal adult education is organised to finance various needs of local communities related to adult learning.

Vocational guidance. Vocational guidance system is developed along with vocational education and training system whose aim is to provide assistance to people willing to get acquainted with opportunities related to learning and employment. During the realization of the Implementation Plan for Vocational Guidance Strategy (2003), it is intended to increase the availability of such services, expand the network of institutions of vocational guidance and counselling, their subdivisions or information terminals, to increase the range and quality of services, prepare more qualified specialists in vocational information and counselling and consultants in continuing learning.

Information. In recent years, the volume of information about learning opportunities has increased significantly. The Ministry of Education and Science has organised the creation of the information system AIKOS, initiated new publications (in 2006, a periodical magazine “*Suaugusiųjų švietimas*” (Adult Education) was first published), and weeks of adult education. In 2007, a project financed by the European Commission “*Education and Training 2010: Awareness Raising Campaign about Lifelong Learning Policy*” was implemented. Different awareness raising campaigns were organised during which video clips were shown on the national television and information material was disseminated (brochures, posters, etc.). In 2006, an information campaign “*It’s never too late to learn. Don’t stand still – Move forward!*” and General Computer Literacy Promotion campaign were organised.

Increasing the flexibility of learning forms. In 2007, descriptions of the procedures of modular, part-time education and self-learning were updated, thus creating the conditions for adult learners to choose the form of learning that best meets their needs. The fact that previously acquired education was equated to basic education and due to descriptions of procedures regulating flexible forms of learning more favourable conditions to seek secondary education were created.

According to the data of the Statistics Lithuania, during 2001–2005, approximately 126 thousand people left Lithuania. People aged 25-45 accounted for the majority of emigrants. The major share of emigrants are people with secondary education (64%) and people who have not acquired any profession (37%). A certain percentage from this number emigrate without completing studies at general education or higher education schools and therefore the need arises to continue learning under these programmes in a form of

distance learning. Taking into consideration this need, the number of distance education programmes is increasing and opportunity to study according to these programmes individually is provided.

### **Specific target groups of adult learners**

In Lithuania, the following target groups of adults that receive adult education services may be distinguished: persons who have dropped out of the general education system, the disabled, convicted persons and those released from institutions of confinement, long-term unemployed, elderly people, residents and people who suffered from the USSR aggression, military service in the Soviet army, etc., new emigrants, people who are victims of discrimination on the grounds of sex, race, disability and any other socio-cultural differences, representatives of national minorities, women (suffering from mental disorders, from violence, those who have lost their ties with the labour market, young mothers), addicts, people ill with non-contagious diseases, cancer, suffering from mental disorders, infected with HIV, ill with AIDS, victims of human trafficking or prostitution, etc.

### **Indicators of participation in adult education**

At the end of 2005, the Minister of Education and Science approved the national education monitoring indicators. The most important indicator in adult education is the level of lifelong learning expressed in percentage (the share of people aged 25–64 who were learning over the past 4 weeks, in percentage). Another important indicator is the share of people aged 25–64 who were learning during the year, in per cent. In Lithuania, the information on these indicators is collected by the Statistics Lithuania.

According to the indicator of the share of people aged 25–64 who were learning over the past 4 weeks before the study, approximately 5 per cent participated in learning activities. This is nearly twice less than the EU average and falls short of the targets set by the Ministry. According to another indicator – the share of people aged 25–64 who were learning during the year (including non-formal education and self-learning) – 55 per cent were learning.

## **2.3. Monitoring and evaluation programmes and assessing of learning outcomes**

### **Assessment of adult learning programmes**

#### **Legal measures**

Higher education programmes. Study programmes are registered with the Register of Study and Training Programmes at the Ministry of Education and Science. Descriptions of the forms of sequential studies are approved by the Minister of Education and Science pursuant to the Law on Higher Education. The curricula of university studies must comply with regulations of a respective field of studies approved by the Ministry of Education and Science. Study programmes for pedagogues of higher education establishments are prepared in compliance with the requirements stipulated in Qualification Requirements for Higher Education and Regulations for Training of Pedagogues approved by the Councils of higher education establishments (the Senates). The Regulations for studies approved by the Senate regulate the principles of drawing up of the study programmes, the process of studies and ensuring of quality and control of studies. A higher education establishment, having agreed with the Ministry of Education and Science, establishes the content and scope of subjects.

Adult general education programmes. The content of formal adult general education programmes is established by the Standards of General Programme and Education approved by the Minister of Education and Science in 2003. General programmes set the direction of studies (goals and tasks) as well as what and how should the learners be taught to acquire the necessary knowledge and understanding, to develop key competencies and values. The standards specify the expected outcome of education. They are used to make the general programmes more specific, to more clearly define the width and depth of the capacities

and knowledge of learners and to describe how the learners should demonstrate what they have learnt. Schools for adults offer primary, basic, secondary or adapted secondary education programmes. Studies are organised as distance and modular, the learners may choose either part-time or self-learning form of studies. In 2007, new descriptions of all the forms of studies were approved.

Vocational training programmes. In 2006, the Minister of Education and Science changed the Procedure of Training Quality Assessment at vocational schools and established a new Procedure for Assessment of the Training Programme of Vocational Schools.

Non-formal adult education programmes are prepared and implemented by educational establishments and other natural and legal persons in compliance with the Law on Non-formal Adult Education and the procedure set forth by the Ministry of Education and Science. The content and programmes of non-formal education are established by educational establishments taking into consideration the needs of their founders and learners. The content of education may be restricted only by the currently in force laws. The state may commission non-formal education establishments to draft national educational programmes. The programmes of non-formal education are not directly linked to the programmes provided for in the Standard of General Education or the national list of specialities. The content and the programmes are adjusted to an individual, the community and the society.

New non-formal education programmes drafted at the request of employers may be applied for non-formal vocational training. Such programmes are registered with the territorial labour market training office, which informs the Lithuanian Labour Market Training Authority about the registered programmes.

The establishments implementing non-formal adult education must ensure the quality of training programmes, prepare, improve and implement the programmes taking into consideration the requests of the participants, founders and sponsors of non-formal adult education.

### **Audit of institutions**

One of the main tools employed by the state seeking to ensure quality is assessment, self-assessment and audit of training centres and schools for adults. This is a continual and thorough process of reflections involving all the subdivisions and employees of schools whose aim is to analyse the aspects of school activities, identify the advantages and disadvantages and draft plans for the improvement of school activities. The internal audit of a school covers 7 fields: the content of education, learning achievements, learning and education, assistance for learners, ethos (i.e. the environment at school, the relations between the teachers and learners, regulations of the school in respect of the conduct of learners and the subjects, etc.), resources, school management and quality assurance. On the basis of the results of the audit, a strategic plan of the school is drafted for a period of 3 years where a vision of the school is formulated, the goals and priorities are set, the tasks are formulated and a clear and specific procedure for their implementation is established. A municipality performs the external audit of a school. Independent experts may also be invited to carry out the external audit.

Currently, the assessment of educational establishments performs the following functions: formative (when the assessment is made with a view to improving); generalising (when account of the performed works is given); administrative (when it is sought to better perform the management functions). The first function is performed by examiners from educational and scientific establishments seeking to find out the relevant issues in the field of education (for example, a thorough investigation of the activities of schools participating in the experiment of profiled teaching, the assessment of schools in the transition to 10-year basic education, etc.), the issues of efficiency and effectiveness of textbooks and educational programmes, the opinion of learners and the society about the development of education or changes in educational system. The Ministry of Education and Science together with the Education Departments of municipalities (counties) regularly organise the assessment of the quality of education at schools of

general education. Educational establishments themselves perform the second function when they account for their activities to a municipality, the county administrator, the Ministry (or the founder) in the form of various reports, questionnaires, etc. The third function – inspection – is carried out by the inspectors of Education Departments of the county governor's administration and specialists of respective departments of the Ministry of Education and Science. This is a systematic monitoring, analysing, control and assessment of the educational system, and the activities of its separate chains and separate establishments.

### **Accreditation of programmes**

In 2004, the Minister of Education and Science approved the criteria of accreditation of educational programmes and the procedure for its implementation which establishes the goal of accreditation of the programmes of secondary education, the tasks, principles and criteria, organisation and performance of accreditation and the procedure for considering of appeals. The goal of accreditation of the programmes of secondary education is to ensure quality conditions to acquire secondary education for all the learners. Accreditation is organised and performed by the Commission for Accreditation of Secondary Education Programme, the accreditation coordination commissions and assessment groups. Members of the assessment groups (accreditation experts) are prepared according to the programme for preparation of accreditation experts approved by the Minister of Education and Science.

In the field of non-formal education, a great number of state institutions (most often within departmental activities) and non-governmental organisations are operating, but, due to insufficient monitoring and control of such activity, the quality and the results of such non-formal teaching and learning remain unclear.

### **Self-analysis of the programmes**

Updating of study programmes at the university is a continual process. It is carried out by the committees on study programmes, the faculties implementing the programmes and lecturers in accordance with the procedure for updating (improving) study programmes approved by the Rector. Every 2 years, self-analysis of the programmes is performed to evaluate the purpose of the programme, the need, the pursued results of studies, the content, realisation of studies, dynamics of the number of students, pedagogical personnel, other available and for realisation of the programme required resources, etc. The results of such self-analysis are submitted to the Council of the Faculty (studies institute) and academic commission of a respective field of science.

### **Evaluation/achievements of learners**

The evaluation of learning achievements of learners participating in formal education (except for higher education) and the use of the results of the evaluation are regulated by respective regulations approved by the Minister of Education and Science and the Concept of Evaluation of the Pupils' Progress and Achievements approved by the Minister of Education and Science in 2004. When creating a new concept of evaluation, the trends of contemporary changes in education were taken into consideration. One of the most important trends of changes is a shift from conveyance of subject knowledge to development of a learner's competencies enabling him to act purposefully and pursue lifelong learning.

The knowledge of learners at schools of general education for adults are evaluated by giving grades (a 10 point system) and credits. The latest concept of evaluation is used when evaluating the knowledge and achievements of learners. The learners who have chosen a sequential learning form are taught the same subjects as at any other school of general education and have to pass *matura* examinations in the selected subjects.

Schools for adults create opportunities for learners to learn in accordance with modules or choose part-time studies. Each module of basic or secondary school course is completed by passing an examination or

testing of knowledge organised by the school. The examinations are not mandatory for learners who do not seek to complete formal education.

Group and individual consultations and credits are marked in the daybook of classes of part-time studies. The course is indicated next to the evaluation (grades) of the subjects that the learners may study according to the chosen level of educational programme. Learners at part-time profiled classes have to receive credits for subjects that they study according to the chosen profile and the type of the profile. The National Examination Centre organises and performs examination of basic education achievements at schools of general education and *matura* examinations.

The knowledge and practical skills of learners at vocational schools are evaluated applying a 10 point system. If credits are non-differentiated, the evaluation is either “Passed” or “Not passed”. A practical work is evaluated by writing in words in the daybook “Performed” or “Not performed”. Teaching of theoretical subjects is completed by evaluating the knowledge of learners applying either a differentiated credit or examination as stipulated in the teaching plans.

### **Monitoring and evaluation measures helping to ensure the quality of the programmes**

For many years, insufficient attention was paid to the collection of information about continuous learning, the status of adult education and the needs of the population in this field of education. The Ministry of Education and Science, realising the importance of improvement of monitoring, devotes special attention to it by improving the qualification of monitoring specialists (a special policy analysis group was set up), formulating clear indicators for research, ensuring their continuity and planning to participate in international comparative studies. It is also planned to involve scientists into monitoring activities in the future.

For carrying out of monitoring of adult education, the Ministry of Education and Science announces competitions for studies on the status of education where research institutes, higher education establishments, groups of scientists and other institutions are invited to participate. In the period 2004-2006, several representative studies were commissioned and performed that identified the volume of adult learning, the attitudes towards learning, and the structure of the needs for learning, the encountered obstacles and other important aspects. For example, a study on organisation of independent studies for adults at adult training centres, schools for adults and at schools that have separate classes for adults was carried out in 2006. The study has revealed that educational plans of the majority of the inspected schools in 2006-2007 were not sufficiently adapted for a specific school. Municipalities are not active enough to initiate the formation of a network of providers of adult education meeting the local needs for provision of educational programmes. The founders of schools in many municipalities have not assessed the educational needs of the people.

Seeking to ensure quality, information about the existing programmes and their quality becomes of vital importance. Constantly increasing volume and importance of non-formal adult education faces one of the most urgent problems – the lack of a respective information database. Since 2006, the Ministry of Education and Science and its subordinate agencies started compiling the Register of Qualification Improvement Programmes and Events. It is essential that the abovementioned Register would be functional and convenient both from the perspective of state coordination and the users. During 2007–2013, it is planned to create a place for storage of formal and non-formal adult education programmes and objects. Information is regularly presented in the magazine “*Suaugusiųjų švietimas*” (Adult Education). In the future it is planned to better inform the society about the possibilities of lifelong learning on a national and regional levels, to expand its forms seeking to strengthen motivation for continuous learning and to improve monitoring of efficiency of continuous learning.

### **2.4. Adult educators/facilitators’s status and training**

## **Qualification requirements for adult educators and their preparation**

It is provided for in the Lifelong Learning Strategy of 2004 that at least minimum qualification of a pedagogue must be acquired for work with adults. Therefore, for those working at schools of general education for adults, classes for adults or adult training centres, the same qualification requirements (qualification improvement, attestation, etc.) apply as for teachers of schools of general education.

A person who has acquired higher or college-level education or special secondary education completed before 1995 and received a diploma where it is written that he has acquired a qualification of a teacher or lecturer of a certain subject, a person who has acquired a diploma (certificate) of higher education where only qualification of a teacher is indicated but the subject is not specified or a person who has completed Master's degree studies in educology and has a Master's degree in educology is treated as a person with qualification of a pedagogue.

Requirements for competencies of pedagogues are defined in the regulations concerning the preparation of pedagogues, the regulations concerning the branches of studies and the Description of Competencies for a Teacher's Profession. It is emphasised in the "Conceptual Framework of Preparation of Pedagogues" that preparation of pedagogues has to provide the conditions for a future pedagogue to acquire the competences required for the implementation of his new role – organiser of the learning process, creative educator, creator of opportunities, assistant, adviser, partner and intermediary between a pupil and contemporary sources of information. The following competencies form the basis of competencies of a pedagogue: general cultural competence, subject related competence and professional competence of a pedagogue. Preparation of pedagogues is purposefully oriented towards the development of competencies required for practical activities of pedagogues.

Currently, four types of qualifications for an adult educator (andragogue) may be awarded: Master's qualification degree, Bachelor's qualification degree, professional qualification awarded by universities and qualification of an andragogue-practician that can be acquired in non-formal education. Still, neither type of these qualifications is currently regulated by laws.

Teachers of profession working in vocational training centres and those delivering courses must have acquired: 1) subject related competence corresponding to the programme of vocational training; 2) practical work experience of at least 3 years in the field corresponding to the training programme; 3) professional qualifications and pedagogical qualifications for work with adult learners.

Evaluation and recognition of qualifications. General requirements for evaluation and recognition of professional qualifications of pedagogues are regulated by the regulations concerning the Evaluation and Recognition of Professional Qualifications of Pedagogues. These Regulations are applied in respect of the interested persons who want to work as pedagogues or when employing persons to a position of a pedagogue in the Republic of Lithuania according to the education and qualifications acquired abroad and also in respect of persons who want to find out whether the qualification acquired in Lithuania gives them the right to work as a pedagogue. Evaluation and recognition of professional qualifications of pedagogues is organised by the Commission on Evaluation and Recognition of Professional Qualifications of Pedagogues and other Education Employees approved by the Minister of Education and Science. Evaluation of pedagogues is one of the fields of audit of schools of general education. During the internal audit carried out at school, competencies of employees of the school are evaluated and directions for further professional qualification improvement are specified. Not only the heads of the school evaluate the work of the teachers but also the teachers themselves by applying the methodology of internal audit and carrying out self-evaluation.

Attestation. According to the regulations concerning the attestation of pedagogues, the attestation of pedagogues is the evaluation of theoretical readiness and practical activities of pedagogues of state,

municipal and non-state educational establishments (except for lecturers of higher education establishments and teachers of profession of vocational schools) and award of qualification category. Practical activities of a pedagogue are evaluated during the attestation (by watching the lessons and evaluating the skills) and the indicators of a pedagogue's competencies, qualification improvement and methodological activities and the period of employment, pedagogical title and scientific degree are taken into consideration.

The attestation of pedagogues is organised by the Commission on attestation of pedagogues of educational establishments, the Commission on qualifications and the Commission of experts in qualification improvement. The general regulations of these commissions are approved by the Minister of Education and Science. Since 1 January 2008, a new procedure for the attestation of pedagogues came into force according to which the attestation is not mandatory for a teacher but can be chosen at his own discretion. Four qualification categories are distinguished: a teacher, senior teacher, teacher-methodologist and teacher-expert.

Four qualification categories are distinguished for teachers of profession as stipulated in the regulations concerning the attestation of teachers of profession: a teacher of profession, senior teacher of profession, teacher of profession-methodologist and teacher of profession-expert. The categories of teachers of general education subjects of vocational schools are the same as those of other teachers of schools of general education.

## **Improvement of qualifications of the personnel**

Under the Law on Education, a teacher has the right to attend in-service courses at least 5 days per year and to receive an average daily salary for these days. A pedagogue who has completed a one-day (at least 6 hours) or longer programme or event approved by the Ministry, receives from the organising institution a qualification certificate of the form approved by the Ministry of Education and Science and registered with it.

Specialists who completed re-qualification studies at higher education establishments receive diplomas of professional qualifications of a pedagogue and/or Bachelor's diploma of higher education of a certain subject.

In 2004, the Teacher Competence Centre started its activities. Its purpose is to organise supervision of quality of the system of pedagogues' qualification improvement, perform expert evaluation of the programmes of pedagogues' qualification improvement and to provide every professional assistance for institutions operating in the field of pedagogues' qualification.

Three universities are working in the field of qualification improvement: Vytautas Magnus University, Klaipėda University and Vilnius Pedagogical University. Apart from the already mentioned universities, several governmental and non-governmental organisations actively participate in the field of qualification improvement. Adult Education Department at the Teacher Professional Development Center is responsible for drafting and implementation of the programmes aimed at improvement of qualification of adult teachers and dissemination of methodological activities, cooperation with institutions that prepare andragogues and related to non-formal adult education, information and consultation of organisers of methodological activities and adult teachers and organisation of events for improving qualifications of adult teachers.

The Lithuanian Association of the Heads of Adult Education Centres is organising qualification improvement seminars for pedagogues working in educational establishments for adults. Series of seminars were intended for subject teachers. In recent years, other organisations are more actively

participating in the improvement of qualifications of andragogues, for example, teachers' educational centers. In the future, progress in the field of preparing andragogues and improving their qualification is related not only to work undertaken by these institutions but also to wider financial opportunities mainly due to the support from structural funds.

Several projects financed from the EU structural funds are related to the development of improvement of qualifications. The Lithuanian Adult Education and Information Centre together with Vytautas Magnus University and the Ministry of Education and Science has implemented a project financed from the structural funds "Development of Institutions of Adult Education Providing Contemporary Competencies in the Regions". When implementing this project, 6 qualification improvement modules and 2 for adult educators were prepared. 100 andragogues from educational establishments for adults were trying to improve their professional qualifications in 10 municipalities. In 2005–2008, the Lithuanian Association of Adult Education implemented a project funded by the European Social Fund "*Creation and Implementation of a Continuous Qualification Model for Andragogues-Practicioners*". 200 andragogues-practicians were prepared. This Association has drafted a programme for preparing of adult teachers (andragogues). The programme is intended for teachers working with adults at vocational schools, educational centres for adults, labour market training centres and other institutions of adult education.

Despite a vast number of initiatives, preparation of andragogues and/or development of their competencies are insufficient (for example, according to the data of a continuous survey of the heads of adult training centres in 2006, half of them claimed that there is a lack of qualified specialists of adult education (andragogues) and innovative managers of adult education). The number of employees who have acquired andragogic education is insufficient, especially in peripheral municipalities. Limitations of the current classification of professions hinder preparation of andragogues at university level as it lacks specification of a professional qualification devoted to work with adults. In certain regions educational institutions have undertaken significant work in the field of development of lifelong learning initiatives, but most often they remain unnoticed on a national level. The national level programmes for andragogues' qualification improvement were started only in 2004-2005 and they are financed mainly from the EU funds.

### **Profession of an adult educator**

Currently, a profession of an adult educator is not regulated by laws. The new draft Lifelong Learning Strategy (2008) seeks to legally regulate the profession of an andragogue and to create the conditions for development of relevant competencies in educational establishments of various types. Taking into consideration the need for lifelong learning in the country and separate regions, qualification improvement programmes for personnel were implemented.

Two projects which might facilitate the creation of the qualification of an andragogue were implemented. In 2005–2008, a project funded by the EU "*Development and Implementation of a Continuous Qualification Model for Andragogues-Practicioners*" was implemented. During the project, a qualification model for andragogues-practicioners was developed. In 2005-2006, SOCRATES Grundvig 1 project Adu Edu Qualifications of the Adult Educator in Knowledge Society was carried out. During the project, methodological basis for the creation of a qualification for adult educators was prepared.

The creation of the national qualifications system started in Lithuania. It should cover the evaluation of the acquired competencies, the system of accumulation of credits, which is supposed to strengthen the cohesion of qualifications acquired in different levels of education and to eliminate a part of obstacles limiting and hindering lifelong learning. It is planned to adopt the Law on Qualifications in 2008 to facilitate management of the qualifications system on the basis of the organisation of qualifications.

### **Higher education institutions offering to acquire a qualification of an adult educator**

In 1997, Master's studies in andragogy were introduced, in 2000 – vocational training for adult teachers, and in 2002 – Bachelor's studies in andragogy. These qualification degrees are awarded in several Lithuanian universities: Bachelor's studies in educology (andragogy), vocational training for andragogues and Master's studies in andragogy are organised in Vytautas Magnus University. Klaipėda University offers a programme of andragogy studies and Bachelor's degree in educology is awarded. Vilnius Pedagogical University presents Master's studies in educology (a branch of andragogy).

## Number of teaching personnel

According to the data of the Department of Statistics, the total number of teachers during the school year of 2007-2008 was 42267, and in schools for adults - 528. The general tendency is that with the decreasing number of pupils the need for teachers decreases as well. This is illustrated by statistical data (see Figure 18).

Figure 18. Number of pedagogues at the beginning of a school year

	2000– 2001	2001– 2002	2002– 2003	2003– 2004	2004– 2005	2005– 2006	2006– 2007
<b>Pedagogues</b>	<b>70450</b>	<b>68877</b>	<b>69189</b>	<b>68695</b>	<b>66532</b>	<b>62669</b>	<b>61822</b>
Schools of general education	51896	50864	50228	49545	48013	44586	43885
Vocational schools	4922	4696	4732	4659	4907	4874	4692
Post-secondary schools	4185	3638	3286	1746	774	120	-
Colleges	398	1137	2006	3492	3591	3687	3605
Universities	9049	8542	8937	9253	9247	9402	9640

### Situation in the field of employment and salaries in adult education

We can provide general information about employment and salaries of education employees. According to the data of the Lithuanian Labour Exchange, the number of unemployed teachers registered with the territorial labour exchanges is decreasing: in 2004 – 1669 persons, in 2006 – 735, and in 2007 – 589 teachers.

In the IV quarter of 2006, the average monthly salary of education employees (gross) was LTL 1465.1. (The average monthly gross salary in the country was LTL 1731.3). The salary of employees of schools of general education was LTL 1460.5, of teachers – LTL 1744.3, and of employees of higher education establishments – LTL 2007.7.

## 3. Research, Innovation and Good practice

### 3.1. Research studies

#### Key studies in adult education, major questions, key findings

At the end of 2005 the Minister of Education and Science approved the national education monitoring indicators. Part of them help to define the condition of lifelong learning. Perhaps the major indicator is *the part of individuals who learned in the course of past four weeks*. The latter indicator is widely used in comparative investigations of the European Union too. From 2004 to 2007 the Ministry of Education and Science commissioned five representative investigations whose data are accessible to both

managers of education and the public. The investigation “The Development of Possibilities of Adult Continuing Education within the Context of Implementing Lifelong Learning” carried out in 2004 recorded important results of lifelong learning, which reflected long-term tendencies. According to the data of the representative survey of the residents of Lithuania, within the recent years, counting from the day of the survey, almost one-fifth of the population between the ages of 18 and 74 years studied. Women studied more often. Individuals between the ages of 18 and 34 years constituted over half the studying population. Older capable of work respondents within working age (for example, 45-54 years old) are more passive as concerns learning. Dependence of learning on the education of the respondents is very great – the higher education the individuals have the more often they learn. Working respondents learned much more often than did the unemployed. From the point of view of the place of residence urban residents learned most often (see Figs. 19, 20, 21, 22).

Fig. 19. Tell us, please, if during the recent year (counting from this day) you have learned anywhere?

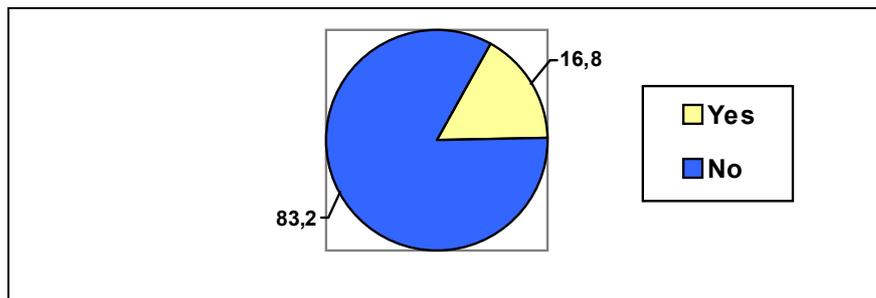


Fig. 20. Tell us, please, if during the recent year (counting from this day) you have learned anywhere? (distribution by sex, in per cent)

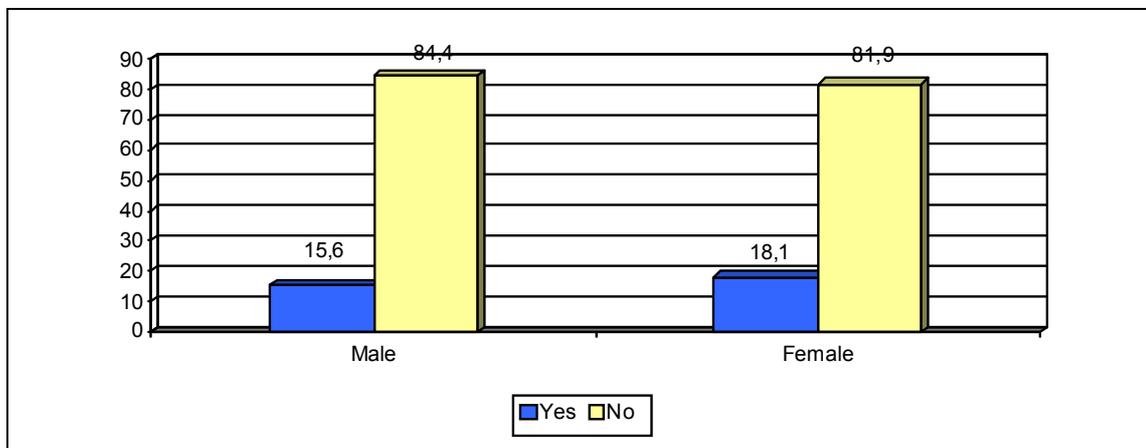


Fig. 21. Tell us, please, if during the recent year (counting from this day) you have learned anywhere? (distribution by age groups, in per cent)

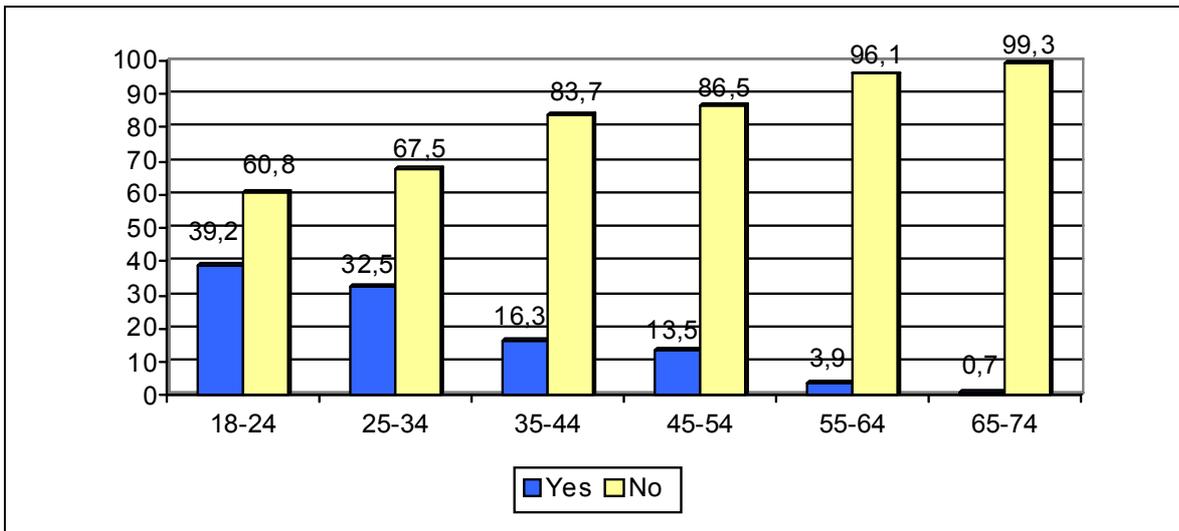
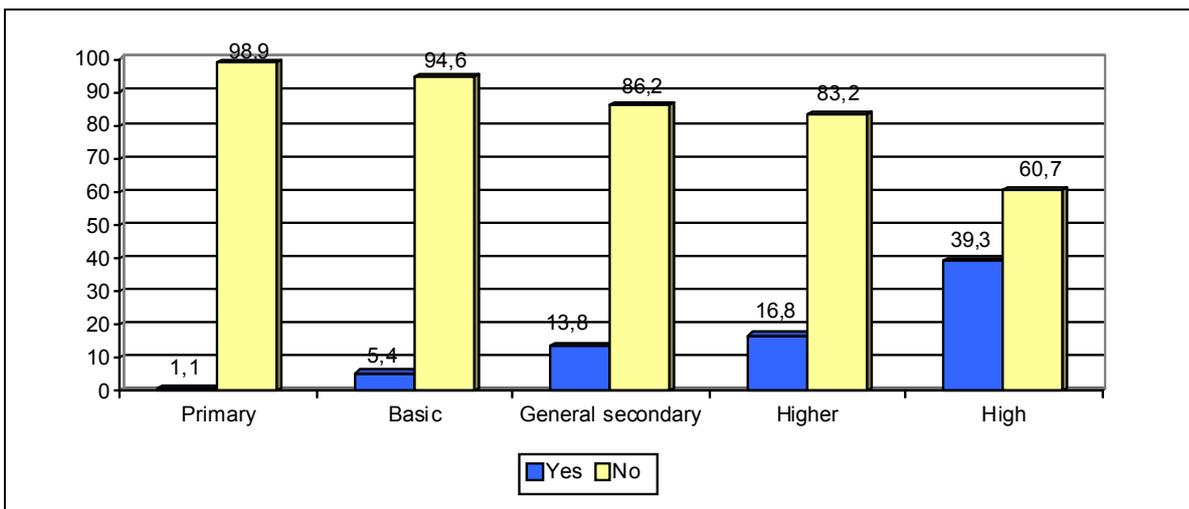
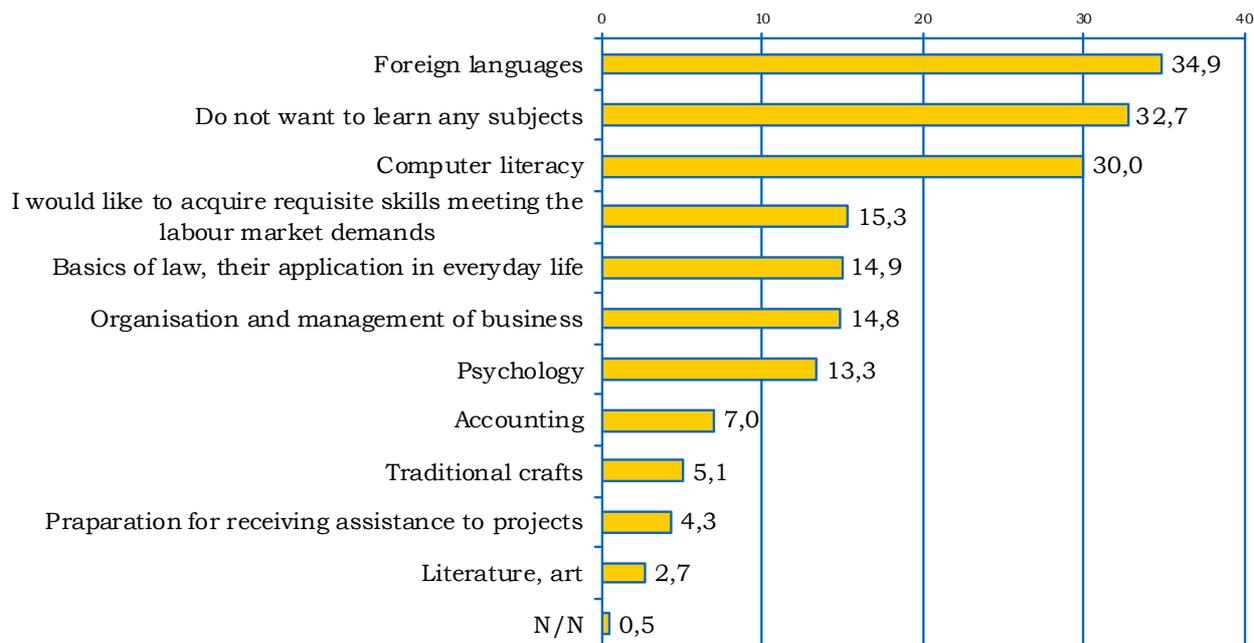


Fig 22. Tell us, please, if during the recent year (counting from this day) you have learned anywhere? (distribution by education, in per cent)



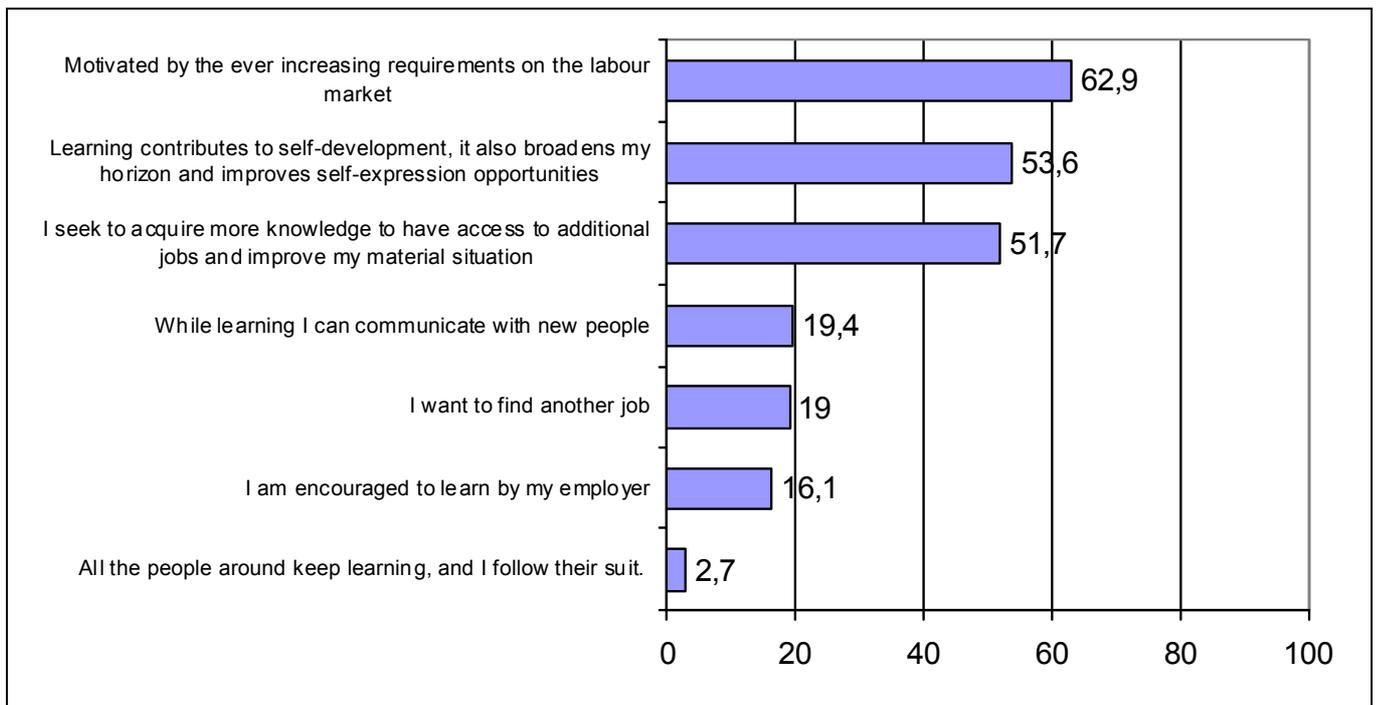
The investigation “Needs for Learning of Rural and Urban (the population totalling up to 30 000 people) Adult Population” conducted in 2004 elucidated the structure of the needs for non-formal education (see Fig. 23). Most often it is people over 45 years of age that lack knowledge in all cross-sections analysed.

Fig. 23. What subjects would you like to learn, deepen your knowledge of?



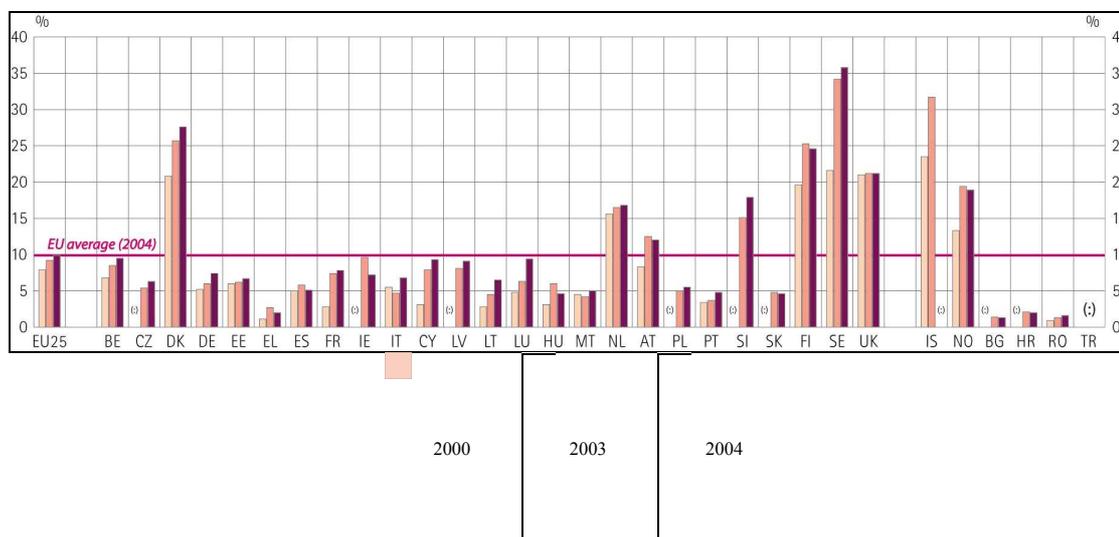
In recent years, when analysing the condition of adult learning and education and tendencies in its development, it is seen that trends determined by the needs of the labour market have become prevalent in the general structure of adult learning and education – first and foremost, development of upgrading one’s professional qualification, retraining and skills to adapt to the needs of the labour market. This is testified to, first of all, by larger financial resources allocated to labour market adult learning and education, at the present time mainly through the mechanism of structural funds. In the latter case teaching foreign languages, computer literacy, management and other subjects is, first and foremost, directed towards strengthening skills helping one become established in the labour market. The tendency mentioned is easily explained and substantiated – it will take quite a long time for the majority of residents of the country to adapt to living under conditions of market economy, and adult learning and education within such a context is obviously one of the main measures for people to adapt themselves and take an active part in the market. At the same time a controversial situation can be observed with respect to other spheres of adult education/learning, first and foremost, non-vocational adult education. The latter sphere encompasses many important elements, which are most often related to a person’s general cultural competencies, democracy of society and civil awareness. The investigations show that the majority of adults who want to learn indicate among their motives not only the aspiration to become established in the labour market, but also the desire to broaden their outlook, to communicate with other people, etc. (see Fig. 24).

Fig. 24. What motives or reasons encourage you to learn?



The latest data, which the Statistics Lithuania presents after it carried out a statistical investigation into education of people between the ages of 25–64 years in 2006, show that 55 per cent of the country’s population, or twice as much as three years ago, learned at educational establishments, attended courses organised by different providers of education, participated in seminars, as well as studied independently in the course of one year (in 2003 – 28 per cent, in 2003 the European Union average was 42 per cent). The number of studying women was greater than that of men (58 per cent and 52 per cent, respectively), the number of studying urban population was higher than that of rural one (61 per cent and 42 per cent, respectively). Thus far Lithuania has lagged way behind the European Union average according to another indicator – the share of studying people within four past weeks (see Fig. 25).

Fig 25. The EU guideline– the lifelong learning level. Share of 25–64-year old people who studied during the past four weeks, in per cent



Course: Commission of European Communities, 2005. Progress towards the Lisbon Objectives in Education and Training - 2005 Report. Commission staff working document SEC(2005) 419. Brussels.  
<http://europa.eu.int/comm/education/policies/2010/doc/progressreport05.pdf>

Interference and problems precluding adults from lifelong learning and developing their skills. The investigations carried out show that adult population of the country regard being busy at work, health problems, too expensive tuition (which are in part objective reasons) to be the most serious reasons interfering with their learning. It should be underlined that a large part of society has a distorted subjective picture about the possibilities of learning determined by their age. For example, in 2005 more than half the country's population, which wanted to learn, stated that *it was too late for them to learn*. Both older people and quite young ones, for example, 25-35 years old, chose this answer. Institutions, which organise adult learning and education face with many problems. The first problem among all others is the problem of financing – institutions lack funds to acquire both art-of-the-state technical equipment and teaching materials, modern premises and to hire qualified specialists. Other serious problems are as follows: lack of students' motivation and their uneven level of preparation for learning, lack of modern teaching methodologies and specialists for new programmes, experience in implementing projects with the foreign countries. More than one third of students indicated the fact that certificates of not only non-formal but also of partly formal education were not recognised in the labour market.

### **The impact of investigations on policy and practice**

All investigations commissioned by the Ministry of Education and Science, as well as many investigations initiated by other ministries, are accessible to both wide public and narrow groups of specialists (investigations are announced on the website of the Ministry [www.smm.lt](http://www.smm.lt)). The investigation results are constantly publicised during educational seminars and conferences in which politicians of different levels take part. For example, in 2007 an extensive investigation "The Condition of Organising Adult Learning and Education at Municipalities" was presented to the politicians engaged in the sphere of education of municipalities, and somewhat earlier, in 2005, data of the investigation into the scope and problems of adult learning and education were submitted to the President of the Republic of Lithuania. It can be stated that main data of the investigations are used rather extensively when increasing organising adult learning and education, for example, they helped directly substantiate the new wording of the "lifelong learning strategy".

### **3.2. Innovations and examples of good practice**

#### **Policy formulation, financing, teaching/learning methods?**

Innovations ensure new jobs, wellbeing and quality of life. The European Union is in the lead in many spheres of technologies in the world, however, it faces an ever growing competition not only of traditional rivals but also that of the countries of rapidly growing economy. By means of common programmes it is possible to achieve the results, which the member states would never achieve when acting individually.

The Ministry of Economy and the Ministry of Education and Science administer the implementation of the innovation policy in Lithuania. The Ministry of Economy is responsible for innovations in business; the Ministry of Education and Science is responsible for the growth of the innovation potential, the development of research and partly for commercialisation of scientific results.

Strategies and programmes of the innovation policy were co-ordinated with the following documents of the state:

[Valstybės ilgalaikė raidos strategija](#), The Long-term Development Strategy of the State until 2015 approved by Resolution No IX-1187 of the Seimas of the Republic of Lithuania on 12 November 2002;

[Lietuvos Respublikos Vyriausybės 2001–2004 metų programos įgyvendinimo priemonės](#), Measures of Implementation of the Programme of the Government of the Republic of Lithuania approved by Resolution No 1196 of the Republic of Lithuania of 4 October 2001;

[Lietuvos ūkio \(ekonomikos\) plėtros iki 2015 metų ilgalaikė strategija](#), the Long-term Economic Development Strategy of Lithuania until 2015 approved by Resolution No 853 of the Government of the Republic of Lithuania of 12 June 2002;

[Pramonės plėtojimo vidutinės trukmės politika ir jos įgyvendinimo strategija](#), Mid-term Policy of Industry Development its Implementation Strategy, approved by Resolution No 789 of the Government of the Republic of Lithuania of 5 June 2000;

[Lietuvos mokslo ir technologijų baltoji knyga](#);

The White Book of Science and Technologies of Lithuania;

[Europos Komisijos 2003 m. kovo 11 d. komunikatas „Inovacijų politika: atnaujinant Bendrijos požiūrį pagal Lisabonos strategiją“](#);

Communiqué of the European Commission “The Innovation Policy: Renewing the Attitude of the Community according to the Lisbon Strategy” of 11 March 2003;

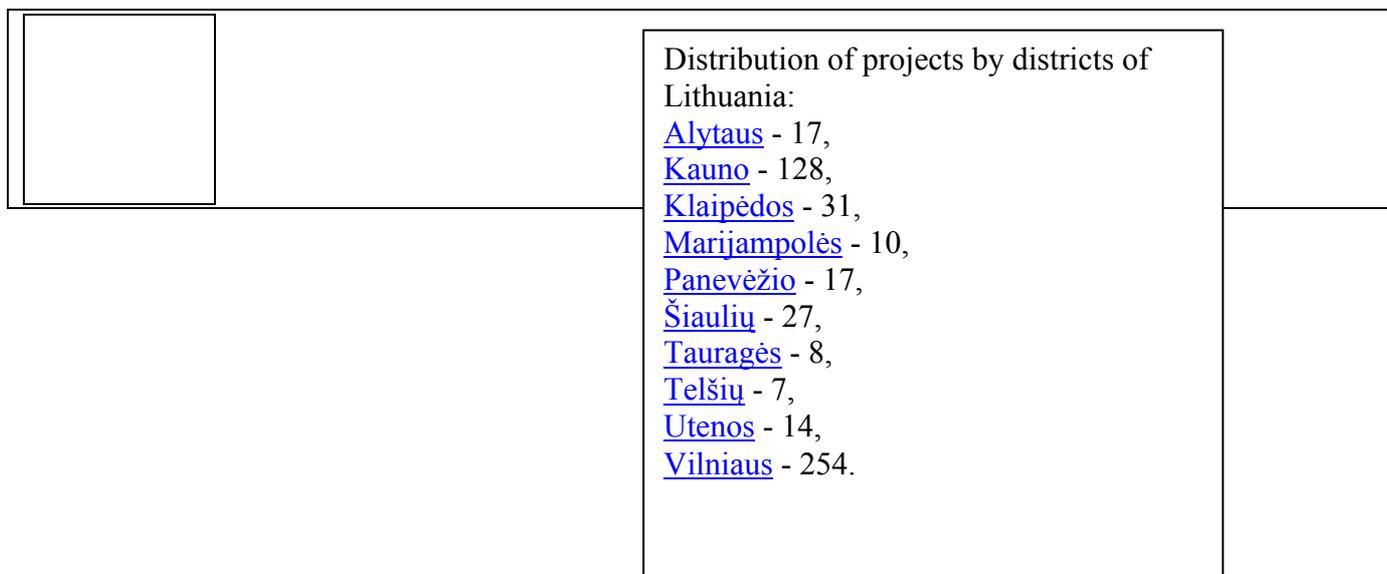
[Pasaulio banko 2003 metų kovo mėnesio ataskaita „Lietuva kelyje į žinių ekonomiką“](#).

The World Bank Report of March 2003 “Lithuania on the way to knowledge-based economics”.

### **Mobilisation of learners, involvement of learners in programme design, emergence of learners as partners?**

The main way to introduce innovations is through a project activity where the main actor is a learning individual and his/her needs. Projects administered by the European Social Fund are the major stimulus to a change in social life of Lithuania, to the implementation of new ideas, which are being developed all over the country. It is natural that districts of the largest Lithuanian towns (see Fig 26) file the greatest number of applications. No matter where the project is being administered, it is quite often that specialists from all over Lithuania take part in it.

Fig. 26. Distribution of projects by districts of Lithuania



“The Development of Adult Education in Providing Modern Competencies in Regions” is one the most relevant projects to adult education of Lithuania being carried out at the present time. After Lithuania

became a member of the European Union, the development of adult education has become the priority of the educational policy of Lithuania. Its significance is defined in laws on the national system of education and the strategy for ensuring lifelong education devoting the greatest attention to the development of adult learning and education in regions. One of the most important objectives of the strategy ensuring lifelong education is to create conditions for increasing the number of learning adults and the improvement of quality of the activity of adult learning and education institutions. The project “The Development of Adult Education in Providing Modern Competencies in Regions” is one of the measures to achieve this objective harmonising it with the priorities of the educational policy of both the European and national level. The partners in the project shall be as follows: the Ministry of Education and Science of the Republic of Lithuania, Vytautas Magnus University. The project was carried out from May 2006 till April 2008.

In the course of carrying out the project about 100 andragogues took part in innovative professional and managerial training conducted at regional adult training centres established in ten Lithuanian districts. About 800 learning adults had the possibility to participate in innovative and adequate training and acquired new competencies.

Main objectives of the project are as follows: to develop services of non-formal adult learning and education in regions and to strengthen adult learning and education institutions therein. The learning and training conditions that were created and were acceptable from the financial, geographical and practical point of view as well as from the point of view of adapting practical knowledge motivated the adults to acquire necessary competencies, which are related to challenges of a modern society, facilitate successful adaptation of adults to the needs of the labour market, meet social, cultural, economic needs of the society.

The project offered the adults the following training: computer literacy, the English language, teaching entrepreneurship, legal literacy. It offered relevant and innovative professional and managerial training to teachers of adult learners (andragogues); to acquire additional competencies of computer and legal literacy, the English language, entrepreneurship; methodological material summarising androgogical experience and new methodological publications and the interactive Internet website about methods and possibilities of adult training.

Examples of projects of the infrastructure of social services, educational and professional training services are to be mentioned within the context of innovation expression (projects of a feasibility study, search and innovation) shall be as follows:

Preparation of the project "The Establishment of Provisional Home “Independent Life” for People with Mental Disabilities” when implementing Measure 1.5 of the 2004-2006 Lithuanian Single Programming Document. The customer is the budgetary institution of the municipality KOKIOS??? the Centre for Social Assistance, 2006.

Preparation of technical documentation of the project “The Improvement of Services of the Labour Market Provided to Employers and Persons looking for a Job and seeking a Professional Career”. The partner in the project is *Miestprojektas AB*, customers are the public enterprise *Centrinė projektų valdymo agentūra* (The Central Project Management Agency) and the Lithuanian Labour Market under the Ministry of Social Security and Labour, 2005-2006.

Preparation of documentation of the Project (investment project) of the Administration of the County Governor of Klaipėda “Adaptation of the Building of Klaipėda Second Special School to the Students with Complex Disabilities” The customer is the Ministry of the Interior of the Republic of Lithuania, 2005.

The investment project of the development of the infrastructure of vocational training necessary to ensure quality of services being provided and the introduction of new specialities in demand at Ukmergė School of Technologies and Business. The Customer – Ukmergė High Business School, 2005.

Preparation of the project “Vytautas Magnus University Centre for Support of Extra-Mural and Continuing Training and Legalisation of Non-formally Acquired Competencies and the Library”. The customer – Vytautas Magnus University, 2005.

Preparation of documentation of the project (investment project) “Creation of the Fundamentals of Professional Rehabilitation of the Disabled and the Development of Social Services in Tauragė District” of the Tauragė Administration of the County Governor. The customer – the Ministry of the Interior of the Republic of Lithuania, 2005.

The investment project of the development of the Visaginas Centre for Technology and Business Vocational Training when meeting the Needs of Decommissioning of Ignalina Nuclear Power Plant. The customer – Visaginas Centre for Technology and Business Vocational Training, 2005.

The investment project of the Administration of Municipality of Kelmė region “Renovation of the Special School”. The Customer – the Ministry of the Interior of the Republic of Lithuania, 2004.

The investment project of adapting the unused building in Druskininkai to the needs of the community. Customer – the Druskininkai Municipality, 2004.

The investment project of reconstruction of the Centre for Social Services to Persons with Mental Disability “Akimirka”. The Customer – the Lithuanian Welfare Society for Persons with Mental Disability “Viltis”, 2004.

The investment project of establishing the Centre for Social Services to Persons with Mental Disability. The Customer – the Lithuanian Welfare Society for Persons with Mental Disability “Viltis”, 2004.

Support of various sponsors is provided to civil awareness, initiating self-government and entrepreneurship of the Youth. Thereby these projects it is sought to encourage the youth to be active in elections, to motivate them to set up their own business and to find possibilities for self-expression in Lithuania, without leaving for other countries. Examples of different projects are presented:

The civil campaign “Vote”, 2004. Thereby this campaign it was sought to encourage the citizens of Lithuania to vote in the elections of the President of the Republic of Lithuania in 2004. For that purpose measures of publicising were issued. Partners and sponsors are the Lithuanian Youth Council and private sponsors.

The project “Entrepreneurship and Civil Awareness in Regions”, 2007. When implementing the project, together with partners from Georgia, the idea of the new project directed towards the development of entrepreneurship and social awareness of the youth in regions was discussed. Project contributes to the exchange of experience between Lithuanian and Georgian partners. Partners and sponsors are as follows: World Vision Georgia, EU programme “*Jaunimas*” (The Youth) (subprogramme 5).

The project "Pilot Youth Entrepreneurship Centres", 2005 – 2006. Thereby the project an institutional basis was created to develop entrepreneurship of the youth in municipalities on the basis of foreign good practice. Four youth entrepreneurship centres were established in Anykščiai, Mažeikiai, Tauragė and Zarasai on the basis of experience of partners' organisation “Communicare”, methodology for the development of youth entrepreneurship was worked out for Lithuania and documents defining the activities of youth entrepreneurship centres were drawn up. Also, 16 consultants were trained to work with the youth at the established centres. The project was submitted to municipalities of Lithuania, state institutions, various organisations and the youth. Partners and sponsors are as follows: municipalities of

Anykščiai, Mažeikiai, Zarasai and Tauragė regions, territorial labour markets, the organisation *Communicare* (Sweden), PHARE 2003 Programme of Co-operation across the Border in the Baltic Sea Region, the Lithuanian State Council for Youth Affairs.

The feasibility study “Preparation of the Scheme for State Aid to the Development of Youth Entrepreneurship”, 2006. The study presents the possibilities of the state aid to develop entrepreneurship of the youth of the ages between 18-29 years. The document evaluates experience of the European Union and other countries in the sphere of encouraging youth entrepreneurship, the situation in Lithuania, proposals and measures to develop youth entrepreneurship in Lithuania are provided. Partners and sponsors are as follows: the Lithuanian Development Agency for Small and Medium Sized Enterprises

The project “Young Entrepreneurs”, 2006. The Institute of National Development was a partner in implementing the project. Thereby this project it was sought to raise the possibility for youth organisations of the European Union Member States and organisations working with the youth, which take interest in the development of entrepreneurship, to establish mutual contacts. A seminar was held in which representatives from 10 countries and 16 organisations shared the conception of the development of youth entrepreneurship and the possibilities of the project. Partners and sponsors: youth organisations and organisations working with the youth from Austria, Turkey, France, Portugal, Italy, Spain, Great Britain, the Czech Republic, Slovakia, Poland, the European Union programme “The Youth”.

The project “The Government’s Duplicate”, 2005 – 2006. The project was aimed at creating conditions for young people to take interest in the issues of the state administration and to enable them to have a more active and constructive impact on the decisions being adopted by state administration institutions. Participating in the project were 24 young people. The participants were taught techniques of preparing expert examination analyses, communication with the mass media when presenting arguments and proposals, presentation in public, creative thinking. The participants independently prepared analyses in the sphere of economics, social security, law, environmental protection, etc, which were reviewed by experts and politicians who were well known to the public. In this way the participants in the project could learn and improve their analytical activity. The Lithuanian press carried articles, which presented the analyses prepared by the participants, some broadcasts were prepared on the radio. Partners and sponsors: the public enterprise *Jaunimo iniciatyva* (Youth initiative) (2005), the Lithuanian State Council for Youth Affairs (2005-2006).

Scientific research study of the National Lisbon Strategy Implementation Programme, 2005. The study focuses on the measures of the National Lisbon Strategy Implementation Programme which have the greatest impact on the competitiveness of the Lithuanian economy and reduction of structural unemployment, the impact of their implementation on the economy was assessed, a system of indicators for the evaluation of measures of the Lisbon Strategy Implementation Programme was developed. Partners, sponsors: the Ministry of Economy of the Republic of Lithuania.

The project “Guide for government institutions about NGO funding”, 2004-2005. The project aimed at highlighting the topical nature of participation of non-governmental organisations in the provision of public services. Implementation of the project involved evaluation of the administrative and legal environment of public procurement in Lithuania, which is of relevance when performing procurement of state services from non-governmental organisations. A guide for government institutions about the funding of non-governmental organisations was prepared on the basis of the conducted analysis. The guide was presented in all Lithuanian counties to representatives of local government and central government institutions as well as non-governmental organisations. Partners and sponsors: the Baltic-American Partnership Program.

The project “Development of youth entrepreneurship in regions. New opportunities in the EU”, 2004. The main goal of this project was to present the experience of Scandinavian countries in promoting youth entrepreneurship, discuss the situation of youth entrepreneurship and opportunities in Lithuania, also initiate a quality leap in developing youth entrepreneurship. A conference was held during which

welcoming speeches were delivered by the Minister of Social Security and Labour of the Republic of Lithuania and H.E. Ambassador of Denmark to Lithuania. The conference was attended by representatives of state institutions and municipalities, non-governmental organisations, and business. Reports about the conference were published by BNS, ELTA, shown on the LTV channel television programme “Panorama”, and announced in the information portals delfi.lt, info.lt, etc. The participants of the conference adopted a resolution and sent it to the Seimas of the Republic of Lithuania, the Government of the Republic of Lithuania, the President of the Republic of Lithuania, also the European Commission. Partners and sponsors: the State Youth Council, the Nordic Council of Ministers Office in Lithuania, and the Ministry of Social Security and Labour.

Trainings “Rural neighbourhoods in the European Union”, 2004. The trainings aimed at familiarising Lithuanian rural neighbourhoods with opportunities and changes upon Lithuania’s accession to the European Union. Participants acquired knowledge about the benefit of Lithuania’s membership of the European Union, the role of a neighbourhood in the institutional framework of the EU and Lithuania, its relation with communities, and support. Partners and sponsors: the Training Centre “Dainava” for Civil Servants and Local Administration, the Association of Chiefs of Local Authorities of Lithuania.

The survey “Tendencies of the Lithuanian foreign trade and development of export”, 2001 – 2002. The survey assessed tendencies of the Lithuanian foreign trade and development of economic relations between Lithuania and other countries. A macroeconomic analysis of the export and import of Lithuanian goods and analysis of the statistical data defining tendencies of the Lithuanian foreign trade were conducted, the factors influencing export of goods to various regions of the world were established by means of econometric simulation. Partners and sponsors: the Department of Science and Studies at the Ministry of Education and Science.

The project “Development of the methodology of surveying the need for specialists and implementation of a pilot survey in the field of high technologies”, 2006-2007, is today one of the most topical projects determining life perspective. The project aims at creating conditions for regular surveying of the need for specialists and efficient use of results of the surveys. In the course of implementation of the project, a new universal methodology of investigating the need for specialists was developed, 60 surveys of the need for specialists were conducted by Lithuanian experts, a pilot survey of the need for specialists in four fields of high technologies was conducted, and project publicity measures were implemented. Partners and sponsors: the Ministry of Education and Science of the Republic of Lithuania, EU structural funds.

When discussing the situation and prospects of a specific adult learner, the personality development of an individual, his non-formal training and learning, a detailed mention is made of the Grundtvig Programme for Adult Education approved in 2000 by the European Commission, whose goal is to improve adult education according to the standards created by the EU, i.e., to improve the quality of accessibility of lifelong learning for adults by promoting the improvement of learning opportunities for those who have left schools and have not acquired basic education and encourage them to learn in innovative and alternative ways, promoting the taking care of education of socially excluded residents, assist them in integrating in society, in addition to the formal educational system, offer non-formal, informal and individual learning.

Grundtvig projects *may involve participation of*: representatives of adult training centres and public establishments, the lecturers of schools of higher education and vocational schools working adults, leaders of non-governmental organisations, social pedagogues, representatives of municipalities, workers of libraries and museums, local communities, hospitals, prisons and similar institutions the main goal of which is training and learning of adults. The programme offers several forms of activities, of which the most popular are the following: Grundtvig Learning Partnership projects involving mobility and Grundtvig qualification improvement courses for education employees in foreign countries.

Grundtvig Learning Partnership projects are a unique phenomenon among the EU self-expression projects for adult educators. Co-operation takes place between adult learners and educators of Lithuania and

foreign countries. Priority is given to active participation of adult learners in developing and implementing a project. An increasing number of learners and adult educators are leaving annually to European countries for the purposes of sharing individual, cultural, and professional experience (see Picture 27).

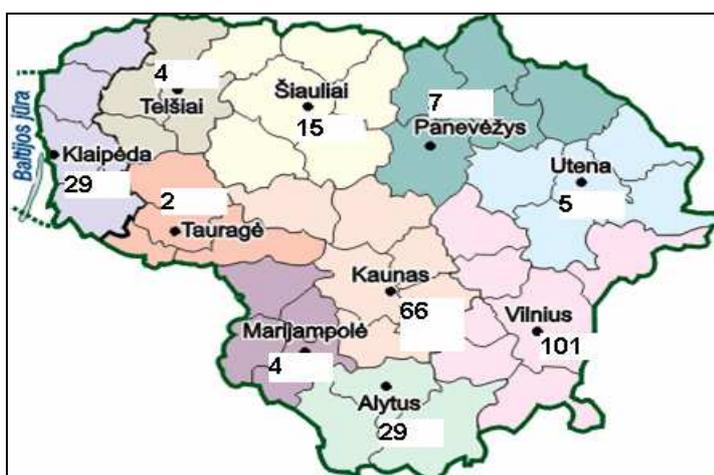
Picture 27. Trips of participants in the Grundtvig programme

Year	G2 projects	Number of outgoing adult educators	Number of outgoing learners	Total
2001	9	24	7	31
2002	10 (total 17)	33	1	34
2003	13 (total 22)	43	3	46
2004	34 (total 48)	220	67	287
2005	27 (total 54)	194	53	247
2006	52 (total 81)	338	128	466
<b>Total:</b>	145	852	259	1111

Projects promote co-operation in a variety of forms: by electronic mail, through organisation of meetings in Internet portals, by means of video conferences, etc. A person may select, decide and assume responsibility for his decisions. A Lithuanian citizen participating in a project is not only interested in the life of his country and nation, but he is also encouraged to understand his identity as that of a European citizen.

From the organisational and administrative perspective, participation in projects is accessible for all the Lithuanian institutions engaged in adult education, the adult educators of all Lithuanian counties have been informed about a possibility to participate in Grundtvig Learning Partnership projects, which is reflected by distribution of applications by regions (see Picture 28).

Picture 28. Distribution of the applications submitted from 2001 until 1 March 2005 for participation in Grundtvig 2 by counties.



Learning through co-operation promotes and develops tolerance towards the opinion of another person, dialogue, self-confidence, responsibility, and changes in public awareness. Learning in groups by stressing responsibility, individuality, and the variety of learning styles may reduce the feeling of helplessness among adult learners, improve the cognitive process; the process and its quality are of paramount importance for adult learning.

Participants of Grundtvig Learning through Co-operation projects familiarise with the experience of European countries in the field of adult education; a matter of relevance in the projects is the process of learning. The projects involve at least three parties.

Society is changing as adult education is being enhanced, requirements for professional career are becoming increasingly tight and when the issues of personality improvement and fitness activities have become topical, hence one of the principal objectives of Grundtvig Learning through Co-operation projects is to harmonise the family life of disabled children; preconditions are created to identify problems and solve them through joint effort by discussing them with foreign counterparts.

One of the priority target groups of Grundtvig Learning Partnership deals with integration of the Roma community in society. Much discussion is given to forms of their self-expression; some experts suggest preserving their original traits and authenticity, others are still searching for ways of helping members of this community to be themselves and also live in harmony with surrounding society. The topical issues of the Roma community are reflected in the Grundtvig project “Labour integration of migrating persons in Europe”, which analyses the special needs of migrating persons which educational establishments and the vocational training system should take account of.

### **Why are the above listed examples considered as innovations in your country?**

The prospect of future economic growth depends on the innovativeness of the processes taking place in the country, hence the government promotes innovations. Technological lead depends on national investments in the leading fields of sciences, on national scientists and on the condition of scientific establishments. However, a matter of equal importance is the *social and moral perspective, changes in the public consciousness*.

Sample projects are referred to as innovative, because they not only influence the change in forms of human activities bringing about economic benefit, but also change the approach towards the environment, society, family, and a person himself. A change of the post-Socialist consciousness based on private initiative is an innovation in the field of adult education in Lithuania that is to assess. In the process of Lithuania’s preparation for accession and upon its accession to the European Union, preconditions for a facilitated and speedier integration of the Lithuanian society into the context of the issues topical for the EU were created. New administrative structures, networks, the mentioned educational programmes are being developed.

The presented sample projects administered by the EU Social Fund are designed for in-depth development of Lithuanian adult education institutions, modern competencies are being accumulated in regions, and a modern library containing the books in the Lithuanian language relevant for adult education is being set up. The importance of these projects for adult education in Lithuania has not been measured yet, they are being implemented and their scope is still expanding.

The discussed Grundtvig Learning through Co-operation projects are designed to improve the process of learning and are rather “chamber” ones, intended for persons and the institutions which they represent to share experience with their foreign counterparts. Intercultural topics, development of basic knowledge and capacities, and the topics relating to European countries and the European Union, active civic mindedness, and information technologies prevail. Data of the survey of project promoters show that the projects have made fairly active use of previously developed innovative methods of training (learning), and as much as one third of the projects involved development of innovative methods of training (learning).

According to research data, the implemented 2000-2006 Grundtvig Learning through Co-operation projects have been developed to meet the needs of various target groups. Many participants include the persons requiring social integration: the disabled, rural residents, ethnic minorities, elderly persons, migrants, former or current prisoners, etc.

Grundtvig Learning through Co-operation projects are becoming the object of research by external and internal experts. The conducted research shows that the Grundtvig projects have a significant influence on the process of training and learning of the Lithuanian adult education community and are pursuing a unique task, namely, to assist adult educators and learners in revealing themselves in the ways acceptable for them; the process of training and learning is improved owing to international co-operation, and innovative adult education ideas are implemented.

The positive impact on the self-respect and satisfaction with life of the learners participating in a Grundtvig learning partnership project is witnessed by results of a qualitative research: the level of self-respect and satisfaction with life among the adult learners participating in non-formal training is higher than of those not participating in non-formal training (in this case, than those not participating in the project).

#### **4. Adult Literacy**

The Standards of General Programme and Education is the main document of state level in Lithuania regulating the content of education at schools of general education. This document has been drafted for pre-school, primary, basic and secondary stages of education. The purpose of the Standards of General Programme and Education is to ensure consistency, continuity and quality of education in all the schools of the country. General programmes outline the direction of education (objectives and tasks) and also what and how should the learners be taught (the content of education and the methods) so that they could acquire the required knowledge and understanding, develop key skills and values. The Standards define the expected results of education. They Standards are used to make the general programmes more specific, to more clearly define the width and depth of the capacities and knowledge of learners and to describe how the learners should demonstrate what they have learnt (point out, explain, analyse, create, provide examples, pose hypothesis, plan and perform testing, graphically present the data, analyse the sources, etc.). General compulsory education has to formulate key personal competencies i.e. the ability to communicate in the native and foreign language, mathematical, natural sciences and technological literacy, information and communication capacities, the ability to learn, and the basics of interpersonal and civil competencies, entrepreneurship and cultural sophistication.

The studies reveal that in Lithuania adults have two well-developed competencies: communication in native and official language (national minorities rather fluently communicate in the official Lithuanian language) and mathematical literacy. More problematic areas are technological and computer literacy (a study in 2007 revealed that 50.98 per cent of Lithuanians see their computer skills as good although they cannot produce any official document to certify this and 19.92 per cent have at least minimum computer literacy and 14.84 per cent admit that they do not know how to work with computer). Still, it has to be mentioned that in recent years the state is allocating sufficient funds to the field of computer literacy implementing the national computer literacy programme and educational projects are financed from EU structural funds.

The analysis of adult literacy no parameter shows exclusion of women. On the contrary, they often demonstrate a more active position in the field of continuous learning: more women study according to higher education programmes and actively participate in non-formal adult education.

In prospect, seeking to avoid partial exclusion of rural regions in respect of lifelong learning, it is planned to strengthen regional infrastructure of adult education in 2007-2013 using the funds from the state budget and EU Structural Funds.

#### **5. Expectations of CONFINTEA VI and Future Perspectives of ALE**

Lithuania seeks to participate in all international process related to lifelong learning. These activities seem significant for us due to joint discussions, generalised experience and the prospective activity guidelines.

Lithuania would expect to receive generalised information from CONFITEA VI about the development of lifelong learning and adult learning and the global trends and the trends in separate regions: the contexts of the development of adult education, positive trends, innovations in the development of adult education that have proven to be efficient. Another important activity could be drafting of guidelines for improvement of the systems of adult education on a global scale for the forthcoming decade as it would be a significant contribution towards the perspective of the formation of regional and national adult education policy.