



Independent national experts network in the area of adult education/adult skills

Full Country Report - Lithuania

Written by Elena Trepulé, Margarita Teresevičienė
October - 2017



EUROPEAN COMMISSION

Directorate-General for Employment, Social Affairs and Inclusion

Directorate E — Skills

Unit E.3 — VET, Apprenticeship and Adult Learning

Contact: Mantas Sekmokas

E-mail: EMPL-E3-UNIT@ec.europa.eu

European Commission

B-1049 Brussels

**Independent national experts network in the area
of adult education/adult skills**

Full country report - Lithuania

***Europe Direct is a service to help you find answers
to your questions about the European Union.***

Freephone number (*):

00 800 6 7 8 9 10 11

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

LEGAL NOTICE

This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

More information on the European Union is available on the Internet (<http://www.europa.eu>).

Luxembourg: Publications Office of the European Union, 2018

© European Union, 2018

Reproduction is authorised provided the source is acknowledged.
For any use of materials which are not under the European Union copyright, permission must be sought directly from the copyright holder(s) indicated.

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

CONTENTS

1.0	COUNTRY OVERVIEW (STATISTICAL ELEMENT HAS BEEN INSERTED BY ECORYS FROM UPDATED COUNTRY OVERVIEW)	6
1.1	Trends for the entire population	6
1.2	Trends for low qualified adults	8
2.0	BRIEF OVERVIEW OF ADULT LEARNING SYSTEM	11
2.1	Main features and a concise summary of historic development	11
2.2	Provision	12
3.0	ADULT LEARNING POLICIES	17
3.1	Context	17
3.2	Adult learning policy framework	19
3.3	National quantitative policy targets	22
3.4	Quality assurance	22
3.5	Future policy developments	23
4.0	INVESTMENT IN ADULT LEARNING SYSTEMS	24
4.1	Total investment in adult learning and change over time	24
4.2	Public national investment	24
4.3	EU support via structural funds (primarily ESF)	26
4.4	Effectiveness of investment	28
5.0	ASSESSMENT OF EXISTING POLICY	29
5.1	Develop learners' interest in learning	29
5.2	Increase employers' investment in learning	30
5.3	Improve equity of access for all	31
5.4	Deliver learning that is relevant	32
5.5	Deliver learning that is of high quality	33
5.6	Ensure coherent policy	33
6.0	STRENGTH AND WEAKNESSES OF THE ADULT EDUCATION SYSTEM	35
6.1	Strengths	35
6.2	Weaknesses	35
7.0	FURTHER POLICY REFORMS AND ORIENTATIONS NEEDED	37
8.0	SUMMARY	38
9.0	BIBLIOGRAPHY	40
	ANNEXES	41
	Annex 1: List of adopted legal acts, strategies, laws	41
	Annex 2: Inventory of Policy interventions	42

1.0 COUNTRY OVERVIEW (STATISTICAL ELEMENT HAS BEEN INSERTED BY ECORYS FROM UPDATED COUNTRY OVERVIEW)

1.1 Trends for the entire population

1.1.1 Employment rate – entire population

Table 1.1: Evolution of employment rate - national average (2010-2016) compared to EU data

	Years									Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020
EU-28 average	:	67.9	68.6	68.6	68.4	68.4	69.2	70	71	75% of the 20-64 year-olds in employment	72.8
Member State	66.1	70.7	64.3	66.9	68.5	69.9	71.8	73.3	75.2		

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the average employment rate of the population (ISCED all levels) aged 20 to 64 in a given Member State over the period 2000-2016 to EU targets and average, including the EU2020 target, national 2020 targets and the average EU employment rate for 2016.

-Comparison to EU2020 target

The employment rate in Lithuania in 2016 was 75.2%; this is slightly lower than the EU2020 target of 75%.

-Comparison to National 2020 target

The employment rate in Lithuania in 2016 was 75.2%, which exceeds the national 2020 employment rate of 72.8%.

-Comparison between 2016 national data and the EU-28 average for 2016

The 2016 employment rate in Lithuania (75.2%) was higher than the 2016 EU-28 average of 71%.

-Evolution over time

According to country briefing of Lithuania (2016), in 2015 the labour market improved, supported by a growing economy and sizeable decline in working age population. The employment rate (20-64) increased from 64.3% in 2010 to 73.3% in 2015 and continued to grow up to 75.2% in 2016. However, the positive increases in employment rates have

been partly due to decreasing numbers of working age population and high immigration rates.

According to Lithuania's 2017 Country Report, strong employment growth and a declining working age population brought the unemployment rate down in 2016. However, Lithuania's population has been declining since the early 1990s at an accelerating rate. For the past 10 years, it declined on average by 1.3% annually, and the rate of decline is projected to accelerate even further in the years to come.

1.1.2 Participation rate – entire population

Table 1.2: Evolution of participation rate in education and training - national average (2010-2016) compared to EU data

	Years									Targets	
	2000	2005	2010	2011	2012	2013	2014	2015	2016	EU 2020	National 2020
EU-28 average	:	9.6	9.3	9.1	9.2	10.7	10.8	10.7	10.8		
Member State	2.8	6.1	4.4	6	5.4	5.9	5.1	5.8	6	15% of adults in lifelong learning (LLL)	

Source: Participation rate in education and training by sex and age (%), Eurostat code trng_ifse_01, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 to EU data over the period 2000-2016.

-Comparison to EU2020 target

The participation rate of adults in education and training in Lithuania was 6% in 2016 which is below the EU2020 target of 15%.

-Comparison between 2016 national data and the EU-28 average for 2016

The 6% participation rate of adults in education and training in Lithuania in 2016 was much lower than the 2016 EU-28 average of 10.8%.

-Evolution over time

According to Lithuania's 2016 country briefing report, since 2009 there has been limited progress towards this EU 2020 benchmark of 15% in Lithuania. Participation was 5.8% in 2015 and slightly increased up to 6% in 2016, however, the given benchmark is still too low and demonstrates inefficient planning, funding and organisation of adult education in Lithuania.

There has been a higher 6.1% participation in education in 2005, 6% in 2011 and a low figure of 2.8% in 2000. However, the given index remains stagnant across the years, while the EU-28 average is slowly increasing from 9.6% in 2005 to 10.8% in 2016. This indicates that essential and structural changes are to be performed in Lithuania to secure a stable increase in participation in adult education. According to the Country Report Lithuania 2017, the importance of up-skilling and reskilling of adults is underscored. The CSR (Country Specific Recommendation) No 2 suggests to strengthen investment in human capital and to address skills shortages, by improving the labour market relevance of education, raising the quality of teaching and adult learning.

1.2 Trends for low qualified adults

1.2.1 Share of low qualified adults

Table 1.3: Share of low-qualified adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	30.6	27.3	26.6	25.8	24.8	24.1	23.5	23
Member State	15.8	12.5	8.1	7.1	6.7	6.6	6.7	6.5	5.4

Source: Population by educational attainment level, sex and age (%), Eurostat edat_ifse_03, last updated 25 April 2017.

Explanatory note: this table compares the percentage of the population with low qualifications (ISCED levels 0-2) in 2016 to the EU-28 average for 2016 and the period 2000-2016.

-Comparison to EU-28 average

The share of low qualified adults in Lithuania has decreased to 5.4 in 2016 which is rather modest in comparison to the EU-28 average of 23% in 2016.

-Evolution over time

According to the Country briefing 2016, the share of low qualified adults in Lithuania was lower than the EU average at 6.5% compared to 23.5% in the EU in 2015. This is related to the low early school leaving in Lithuania – only 9% compared to the EU target of 10% - and high tertiary education attainment rates where Lithuania is performing well against the Europe 2020 target in education (with a 48.7% tertiary education attainment rate compared to the EU target share of the population aged 30-34 having completed tertiary education to at least 40%).

The share of low qualified adults in Lithuania has decreased since 2010 (2010 - 8.1%, 2012 - 6.7%, 2014 - 6.7%) and dropped to 5.4% in 2016. The decrease of 1.1% in the share of low qualified adults between 2015 and 2016 could be partly explained by the

decrease of 1.4 % (Demografinės tendencijos, 2016) of permanent residents in Lithuania as to the data of Statistics Lithuania for January 1, 2017.

1.2.2 Employment rate of low skilled adults

Table 1.4: Employment rates of low skilled adults (ISCED 0-2) – national data (2010-2016) compared to EU-28 average 2016

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	55.7	53.8	53.4	52.7	52	52.6	53.2	54.3
Member State	36.7	46.3	31.6	32.9	36	38.9	43.2	45	44.8

Source: Employment rates by age and educational attainment level (%) Eurostat code lfsa_ergaed, last updated 25 April 2017.

Explanatory note: This table compares the employment rates of those with low qualifications (ISCED levels 0-2) to the EU average over the period 2010-2016.

-Comparison to EU-28 average

The employment rates of low skilled adults (ISCED 0-2) remains low at 44.8% in 2016 in comparison to the EU-28 average of 54.3%.

This is despite the overall high employment rates in Lithuania in relation to the EU-28 average and EU 2020 goals as well as the fact that the share of low qualified adults population in Lithuania has decreased to 5.4% in 2016 which in relation to the EU-28 average of 23% in 2016,

-Evolution over time

The employment rate of low skilled adults (ISCED 0-2) in Lithuania has increased since 2010: from 31.6% in 2010, to 36% in 2012, 43.2% in 2014 and 44.8% in 2016. However, the average employment rate of low skilled adults in the EU-28 has remained high over the same period: starting at 53.8% in 2010 and going up to 54.3% in 2016. According to the Country briefing 2016, the low participation in adult education and lifelong learning has contributed to the country's economic competitiveness problems as employees who do not learn are not productive, less competitive and not receptive to the innovations. Low participation in learning lead to lower employment rates of low-skilled adults in Lithuania.

1.2.3 *Participation rate of low skilled adults*

Table 1.5: Participation rate of low skilled adults – EU average in comparison to national average

Geographical area	Years								
	2000	2005	2010	2011	2012	2013	2014	2015	2016
EU-28 average	:	3.7	3.9	4	3.9	4.5	4.5	4.3	4.2
Member State	:	:	:	:	:	:	:	:	:

Source: Participation rate in education and training by sex and educational attainment (%), Eurostat code and trng_lfse_03, last updated 25 April 2017.

Explanatory note: This table compares the participation rate in lifelong learning of adults aged 25-64 with low qualification levels (ISCED levels 0-2) to EU data and over the period 2000-2016.

-Comparison to EU-28 average

There is no national data.

-Evolution over time

The Country briefing 2016 indicates that there is no data on the participation in learning of low qualified adults (25 – 64 years of old), however, according to Eurostat data, only 2.9% of inactive persons participated in training programs in 2015 and only 3.4% of unemployed people did so in 2013.

2.0 BRIEF OVERVIEW OF ADULT LEARNING SYSTEM

2.1 Main features and a concise summary of historic development

The adult education sector in Lithuania is a heterogeneous sector with no overarching legal, financial and structural framework. Adult learning policy development, implementation and coordination is carried out by the following organisations:

- The Lithuanian Ministry of Education and Science;
- The Ministry of Social Security and Labour and their subordinate institutions;
- Other ministries;
- Municipal and regional authorities;
- Adult education centres; schools including secondary schools that deliver adult classes;
- Vocational schools and higher education establishments;
- NGOs, trade unions; and
- Charities.

Cultural centres in regions, theatres, libraries also play an important role in the personal development of adults.

The development of adult education in Lithuania can be traced back to the Restoration of Independence from the Soviet regime in 1990. After 50 years of occupation, Lithuania had to undergo political, economic, cultural and educational changes to accommodate to the principals of a democratic world. The change from a planned economy to market economy created unemployment, which was a new phenomenon in Lithuania society. The necessity to gain new skills needed in a democratic society such as participation, social skills, entrepreneurship and IT skills were the new challenges that adult education had to deal with in a newly established state.

In May 2004, Lithuania became a Member State of the European Union. The adult education sector received a lot of support from the European Union, especially the Nordic partners, in terms of getting experience of organising adult education through joint projects, traineeships of Lithuanian adult educators in the Nordic countries and participation in the joint conferences.

The years of Independence since 1990 have marked in Lithuania the beginning of an educational reform. The education legislation previously focused exclusively on the education of children and youth, this has since undergone changes to include education of adults as well.

Table 2.1 Number of participants in formal education and training by level of education and age

	Age 20-24	Age 25+	Total
Level of education (i.e. basic, vocational, higher)			
Primary	7	53	60
Lower secondary	1,647	3,768	5415
Upper secondary	4,486	5,078	9564
Post-secondary non-tertiary education		7,801	
Short-cycle tertiary education		0	
Bachelor's or equivalent level		20,839	
Master's or equivalent level		13,390	
Doctoral or equivalent level		2,602	
			59,671

Source: Eurostat, Eurostat database table "Pupils and students enrolled by education level, sex and age (educ_uae_enra02)", accessed 2017.08.21

2.2 Provision

2.2.1 *Helps adults improve their Basic Skills*

Adult education in Lithuania is subsidised by the state, and includes provision that improve the basic competences of adults. Provision can be at primary adult education (ISCED 1), basic or lower-secondary adult education (ISCED 2) and upper-secondary education (ISCED 3)¹ levels. Basic skills provision is currently funded using ESF and Lithuanian Republic budget allocations.²

2.2.2 *Helps adults achieve a Recognised Qualification*

According to Eurydice report on Lithuania³, initial vocational education is funded by the State and local budgets, and is based on the 'principle of learner basket', where funding follows a learner to the institution that he or she chooses. Learners are eligible for free primary, lower secondary and upper secondary education as well as vocational school studies.

¹Eurydice overview Lithuania:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Main_Types_of_Provision

² For example under the project "Development of adult education system through training of general and key competencies" (Project No 09.4.2-ESFA-V-715-01-0002; project duration 2016 – 2020).

³ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Adult_Education_and_Training_Funding

In 2017, a centralised enrollment of students into vocational training institutions was introduced in Lithuania to ensure transparency. This also ensured that state budget funds for vocational training were used more effectively. Enrollment results have revealed that 17.5% (3,271 learner) of those who enrolled into vocational training already have an initial vocational qualification, and therefore are not studying for the first time. Further, almost a third (1,138) of these individuals already have one or two vocational qualifications. Almost 12% (2,328) of those who enter vocational training already have a higher education degree, while approximately 300 hold a masters degree. Over 500 are also still studying in higher education establishments.⁴

2.2.3 Helps adults develop other knowledge and skills, not for vocational purposes

Surveys conducted during recent years have shown a great need for non-formal and non-vocational adult education. Programmes intended for continuing professional development, foreign language teaching, development of computer and legal literacy and entrepreneurship skills have become particularly popular among adults⁵.

Over 1,000 different public and private education providers deliver services related to non-formal adult education. Butvilienė (2014) indicates that in 2010 there were 148 public sector organisations and 997 private capital organisations providing non-formal adult education.

There are more than 1,800 NGOs, and 36% of these are in the education sector providing education services, which is one of the most significant indicators according to the NGO fields of activities⁶.

There is also a network of 22 formal adult learning centres, and around 30 establishments for adult learning in general schools, that deliver adult learning provision. These are spread around the country in every municipality and also offer second chance education education for adults.

2.2.4 Facilitates Transition to the Labour Market for unemployed people or those at risk of unemployment (ALMPs)

The Lithuanian Labour Exchange⁷ offers professional or key competencies training, using bilateral agreements with non-formal education providers, to unemployed adults who have

⁴ https://www.smm.lt/web/lt/pranesimai_spaudai/centralizuotas-priemimas-profesini-mokyma-nukreipe-kokybes-link

⁵ Eurydice overview Lithuania:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Main_Types_of_Provision

⁶ Cymbaliuk, 2015

⁷ Bedarbių profesinis mokymas ir neformaliojo švietimo ir savišvietos būdu įgytų kompetencijų pripažinimas / Vocational training of unemployed and validation of competencies acquired through non-formal and informal learning:

https://www.ldb.lt/Informacija/PaslaugosAsmenims/Puslapiai/profmokymas_neformalus_svietimas.aspx

either an average and high prospects of employability or those who need to acquire high-demand professional skills.

Vocational training for the unemployed, according to the order of Lithuanian Republic Minister of Social Security and Labour (dated 2017-06-30, No. A1-348) regarding "Adoption of description order and conditions of measures for employment support"⁸ is prioritised for the following groups of adults:

- Low-skilled workers;
- Employees with lacking qualifications/skills that are on demand or unemployed persons under age 29 or 50+;
- Refugees;
- Long-term unemployed;
- Persons with disabilities, and
- Officers and soldiers.

These individuals are offered a vocational training coupon which is paid by a local Labour Exchange for a chosen vocational training program. The coupon is valid for 20 days.

2.2.5 Opens up Higher Education to adults

Third Age universities are becoming increasingly popular in Lithuania, given the general ageing of the population. In 2014, there were 40 Third Age universities, and almost 8,500 seniors (about 1% of this age group)⁹ participated in a Third Age university learning in 2013-2014. The number of Third Age universities is still increasing. These universities play an important role in the social integration and personal development of senior citizens¹⁰.

The Lithuanian Republic Ministry of Education and Science's 2017-2019 Strategic Action Plan¹¹ aims to increase the proportion of adults aged 25-34 that study in formal education programs. In 2016, 11 % of adults aged 25-34 studied in formal education programs. The Ministry plans to increase this to 11.5% in 2017, 12% in 2018 and 13% in 2019. The target numbers include not only those studying in higher education but also other stages of formal education (secondary, vocational).

There are 46 higher education establishments in Lithuania (one of these is private). Besides formal education, these establishments also offer non-formal courses for continuous professional or personal development of skills. Higher education institutions

⁸Lietuvos Respublikos Socialinės apsaugos ir darbo ministro 2017 m. birželio 30 d. įsakymas Nr. A1-348 "Dėl užimtumo rėmimo priemonių įgyvendinimo sąlygų ir tvarkos aprašo patvirtinimo" / the order of Lithuanian Republic Minister of Social Security and Labour (dated 2017-06-30, No. A1-348) regarding "Adoption of description order and conditions of measures for employment support": <https://www.e-tar.lt/portal/lt/legalAct/cb5242b05fd811e79198ffdb108a3753>

⁹ <https://ec.europa.eu/epale/sites/epale/files/2016-epale-lt-00011.pdf>

¹⁰ Kalvaitis, 2015

¹¹ LR Švietimo ir mokslo ministerijos 2017-2019 m. strateginis veiklos planas // LR Ministry of Education and Science 2017-2019 Strategic Action Plan: https://www.smm.lt/uploads/documents/veikla/planaimo_dokumentai/Ministerijos%202017%E2%80%932019%20m_%20strateginis%20veiklos%20planas.pdf

organise courses to develop general competencies (e.g. foreign language skills, managerial skills, etc.) (Suaugusiųjų mokymasis..., 2015).

Universities also deliver commercial online distance courses for adults. Vytautas Magnus university (VMU) have since 2017 been offering online courses for adults, these are taught by university professors using user friendly „shopping cart and pay“ approaches¹².

Adults seeking to acquire a higher education qualification for the first time may be eligible for student places funded by the State depending on the grades of their state examinations. Upon enrolment on a study place, students must pay for their studies at the institution of higher education themselves. The cost of the studies can be covered by either their employers or other organisations. However, residents of Lithuania are entitled to a deduction of the cost from their annual taxable income during the tax period, if they cover the tuition fee of vocational education and training or studies (including doctoral studies) themselves.

2.2.6 Enables adult employees to develop their work-related skills

Since 2015, a new kind of educational leave has been available for adult learners. This was implemented as a result of 'The Law on Non-formal Adult Education and Continuing Education (2015)'. This educational leave is a five working day leave for employees to participate in non-formal adult education programmes once a year. The date of the leave must be agreed between the employer and the employee.

Non-formal CVET for the self-employed and training for employees, initiated by employers, is organised in various settings. Some companies have either their own training units or qualifications frameworks, or apply for internationally recognised sectoral qualifications and programmes. For example, the "Achema group" is a leading producer of nitrogen fertilizers and chemical products in Lithuania and the Baltics. All "Achema" employees constantly and systematically undergo training to develop their skills, and receive the necessary certificates. All training costs are paid for by Achema. These internal training schemes ensure continuous learning within the company.¹³ Another example is a joint-stock company called "Lifosa"¹⁴ which produces nitrogen-phosphorus fertilizer. The company provides training and competence validation for its employees.

2.2.7 Other (if any)

Career guidance counsellors, adult trainers and different educators also provide adult education services. Adult educators (andragogues) and non-formal education regional coordinators are the most important implementers of adult education in the country. Two Lithuanian universities train adult educators.

Adult educators' skills directly influence the quality of adult learning services, and learner motivation, however, the profession of adult educator is not sufficiently clear and their

¹²<https://openstudies.vdu.lt/>

¹³ <http://www.achema.com/employee-training-and-development>

¹⁴ <http://www.lifosa.com/lt/mokymai>

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

role in the society is not fully defined nor fully recognized. This is because they do not have the status and professional development opportunities that educators in other levels of education such as secondary, vocational or higher education have.

3.0 ADULT LEARNING POLICIES

3.1 Context

3.1.1 *Distribution of responsibilities regarding adult learning*

The division of responsibilities in shaping and implementing adult education policy in Lithuania is as follows (extracts in italic are from Eurydice)¹⁵:

- "At the national level the Seimas (parliament) of the Republic of Lithuania, the Government, the Ministry of Education and Science and other ministries, governmental institutions, and institutions accountable to the ministries all have roles to play. The municipalities act at the local level.
- Society participates in the shaping and supervision of adult education policy through the Lithuanian Non-formal Adult Education Council that was re-activated by the Government in 2014. The Council is an expert body that provides advice on the development of non-formal adult education, and the strategic direction of non-formal adult education in Lithuania. The Council consists of representatives from the state and municipality institutions, organisations representing the interests of employers and employees, as well as NGOs from the non-formal adult education and continuing learning field.
- The Lithuanian Association of Adult Education (LAAE) is also an active participant in the adult education policy process. LAAE provides assistance in creating the network of cooperating adult education institutions, provision of information and programme exchanges, development of joint projects and upgrading the andragogic qualification skills of its members.
- The Lithuanian Association of Heads of Adult Education Centres is engaged in shaping national policy on adult education. It promotes collaboration between institutions of formal and non-formal education, and organises events for the continuing professional development of staff at adult education centres.
- The Education Development Centre, which is subordinate to the Ministry of Education and Science participates in the implementation of adult education policy. It implements national adult education and continuing education programmes and projects".
- In addition, Qualifications and Vocational Education and Training Development Centre, subordinate to the Ministry of Education and Science, also participate in the implementation of adult education policy, development of adult education system and organises adults continuing professional development.
- Since 28th July 2017¹⁶ distribution of funding for adult non-formal education programs has been through municipalities. The Ministry of Education and Science

¹⁵ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Distribution_of_Responsibilities

¹⁶ „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi programų, finansuojamų Lietuvos respublikos švietimo ir mokslo ministerijai skirtomis valstybės biudžeto lėšomis, finansavimo ir atrankos tvarkos aprašo patvirtinimo“//The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science: <https://www.e-tar.lt/portal/lt/legalAct/786031f075b511e7827cd63159af616c>

co-funds 50 % up to a maximum of 4,000 euros for one municipality for a year. Thus, the responsibility for the distribution of funding for adult non-formal education, the type of courses funded and the monitoring of course implementation is delegated at the municipal level.

3.1.2 Major national socio-economic strategies governing the provision of Adult Learning

The National Education Strategy sets out the priorities of Lithuanian education policy, its long-term goals, the direction for changes in education content and funding priorities. The Strategy covers a period of ten years and is to be reviewed at least every four years. This is the main strategic document in the field of education, and it provides the basis for ongoing reforms and initiatives in education.

The current National Education Strategy for 2013–2022 sets the goal of making Lithuanian education efficient for training, for independent individuals who create a future for themselves, the country, and the world in a responsible and sustainable manner. Among the goals of the National Education Strategy for 2013–2022 there is a goal to respond promptly to changes in the labour market¹⁷.

The current priorities of adult education policy are set out in the Long term Development Strategy of the State 'Lithuania's Progress Strategy "Lithuania 2030"' and the National Education Strategy 2013-2022. The following objectives are raised in the National Education Strategy 2013-2022:

- "To foster the variety of lifelong learning and the capability of continuing activity types according to the needs of the economy and society, and to establish a flexible system of accessibility, to guarantee the education quality, to strengthen the abilities of cultural institutions and business to participate in the lifelong learning process.
- To organise educational civic activity and self-help across the whole country, to develop various organisational forms, to foster the consolidation of pupil and student organisations.
- To strengthen the motivation to learn by linking lifelong learning with the choices of learners and establishing a system of financial support. To develop the integrity of lifelong learning and work experience through practice, apprenticeships, internship and vocational education. To create and apply a recognition system for competences and qualifications attained in different ways.
- To enable learners to control their career independently by providing individualised assistance in the real and virtual environment, by developing needed skills and abilities, by training important competences and shaping the consciousness of choosing a career and continuing learning. To initiate and support the popularisation of qualitative study programmes.

¹⁷https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Developments_and_Current_Policy_Priorities

- To establish a harmonised system of adult education that covers the funding mechanisms of non-formal adult education, inter-institutional coordination, information and consultation, guarantee of non-formal education quality and recognition of the non-formally attained competences.”

3.2 Adult learning policy framework

3.2.1 A summary of major developments/ changes since 2010

The new version of the Law on Non-formal Adult Education and Continuing Education¹⁸ has been active since 1 January 2015, and includes the following changes:

- It addresses the issues of planning, supplying information and advice, providing quality assurance, and recognising the competences that are acquired;
- The role of the Lithuanian non-formal adult education Council is strengthened in relation to developing and implementing non-formal adult education and lifelong learning policy;
- The mechanism of financing non-formal adult education will be introduced by new regulations adopted by the government (the funding methodology is being prepared);
- A maximum of 5 days of vacation is provided for each person for non-formal education activities. The vacation must be agreed with the employer (Articles 181 and 210 of the Labour Code have been amended to this end); and
- The concepts of lifelong learning, andragogue (adult teacher), and university of the Third age are included in the Law on Non-formal Adult Education and Continuing Education. As a result, these concepts have been entrenched in the law.

This Law is supported by the Action Plan for the Development of Non-Formal Adult Education for 2014–2016. It seeks to create a system of adult learning that will provide conditions for the social inclusion of adults, active citizenship, and personal improvement. The funding priorities attached to the Action plan, as referred to in section 1.2. These include:

- The development of a variety of services for basic competence acquisition;
- Support for the creation of positive attitudes to lifelong learning; and
- Creating a feasible financial support system to achieve more favourable conditions for participation in adult education, as well as including more VET and higher education institutions in adult education service provision.

The plan shows that ESF funding used in the programming period 2007-2013 was the main source of funding, however, this was not sufficient to increase adult participation in non-formal vocational learning, despite the fact that 49 million euros was allocated for non-

¹⁸ Law on Non-formal Adult Education and Continuing Education <https://www.e-tar.lt/portal/lt/legalAct/1604e420f63f11e58a059f41f96fc264>

formal VET (38,000 employees were trained, with allocations of a maximum of 1,450 euros for one learner).

According to this plan, second chance education services will be provided for 10,000-12,000 learners annually in each municipality, which in the author's opinion is a rather inexpensive and high impact education offer for socially disadvantaged adults, especially in rural and remote areas.

The plan also indicates that the dominating supply model, when funding for non-formal adult education is distributed through non-formal education providers or consultancies that win public tenders, is not efficient and requires high maintenance. The plan aims to follow the good practices of other countries when funding is distributed through "learning cheques" or "learning accounts" to learners. An experiment where the Ministry of Education and Science distributes cheques for about 220 EUR for adults on low incomes to support their learning has proved to be successful according to the author's opinion¹⁹. However, since then, there has been no public discussions about benefits of "learning cheques", and due to limited budget the project has been discontinued.

Financing Methodology for Adult Non-formal and Continuous Learning Programs²⁰, adopted by the Government of the Lithuanian Republic on 14 January 2016, established regulations for public budget allocations from state and municipal sources for learning through non-formal and continuous adult education programs. This methodology also regulated the assessment criteria monitoring requirements of these programs and their providers, and the use of funds and reporting. In the author's opinion, the implementation of such a financing model is a step forward in creating a transparent funding of non-formal adult education; it also increases accountability of providers and quality of services.

The order of the Government of the Lithuanian Republic of 12 February 2014 No. 235²¹ renewed the activities of the Lithuanian Non-formal Adult Education Council and adopted its regulations. The Lithuanian Non-formal Adult Education Council is a self-governed institution, which discusses the main development trends related to non-formal adult education and continuous learning (further referred as adult education). This Council also analyses projects, which aim to develop adult education.

¹⁹ http://www.smm.lt/web/lt/pranesimai_spaudai/pradedamas-suaugusiuju-mokymo-eksperimentas-naudojant-cekiu-sistema

²⁰ <https://www.e-tar.lt/portal/lt/legalAct/c281bdf0bdae11e5a6588fb85a3cc84b>

²¹ <http://www.suaugusiujusvietimas.lt/clockwork/scripts/library/fckeditor/editor/filemanager/connectors/php/upload.php?uploads/Lietuvos%20neformaliojo%20suaugusi%C5%B3j%C5%B3%20%C5%A1vietimo%20tarybos%20nuostatai.pdf>

3.2.2 *Main legislative act(s) governing the provision of adult learning*

The objectives stated in the National Education Strategy 2013-2022 are implemented using the renewed Law on Non-formal Adult Education and Continuing Education²², and the Action Plan for the Development of Non-formal Adult Education²³ for 2014-2016.

The aim of the Action Plan for the Development of Non-Formal Adult Education for 2014–2016 is to create a system of adult learning that will provide conditions for the social and work inclusion of adults, active citizenship, and personal development.

3.2.3 *Main strategy(-ies) (setting vision, goals and directions for the development of AL, usually with a long-term end-date)*

Lithuania's Progress Strategy 2014-2020 aims to foster adult education as one of the priorities. The Strategy indicates that each citizen (not only excluded groups) should have the opportunity to fulfil their potential, and be active in lifelong learning, knowledge creation, creativity and entrepreneurship. This Strategy plans to increase the quality of education, accessibility and service variety with a special emphasis on creating adult learning possibilities and incentives. Besides, the Strategy plans to secure effective support in matching learners to professional plans²⁴.

3.2.4 *Main implementing act(s) (setting concrete actions, budget, targets and guiding the implementation of national adult learning policy, usually with a short-term end-date)*

Since The Action Plan for the Development of Non-Formal Adult Education for 2014–2016 covered only the period till 2016, a new action plan was expected in 2017. However, the Ministry of Education and Science delegated distribution of funds for non-formal adult education programs to the local municipalities since 2017.

Regarding funding and selection of non-formal adult and continuous education programs funded by the state budget allocations²⁵ (dated 28-07-2017) the Minister of Education and Science has been distributing fund through municipalities since 2017. The Ministry is co-funding 50 % up to a maximum of 4,000 euro for one municipality for a year.

²² <http://www.kpmc.lt/kpmc/wp-content/uploads/2016/02/XII-1018.pdf>

²³ [Action Plan for the Development of Non-Formal Adult Education for 2014–2016
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=484731&p_tr2=2](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=484731&p_tr2=2)

²⁴ 2014–2020 metų Nacionalinės pažangos programa
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=439028&p_query=&p_tr2=2

²⁵ „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi programų, finansuojamų Lietuvos Respublikos švietimo ir mokslo ministerijai skirtomis valstybės biudžeto lėšomis, finansavimo ir atrankos tvarkos aprašo patvirtinimo“//The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science: <https://www.e-tar.lt/portal/lt/legalAct/786031f075b511e7827cd63159af616c>

3.3 National quantitative policy targets

Table 3.1 Targets linked to Adult Learning in broader economic policies/LLL strategies/framework or implementing act

General information		Progress toward target		
Target (target figure and date to be achieved by)	Adoption date (e.g. 31/03/2018)	Initial value (at date of adoption)	Current value	Summary of progress against target
8 % participation in learning for the recent 12 months of 25-64 year old adults in 2017	2013-12-23 ²⁶	5.9 %	6 % (2016 data available)	2 %
12 % participation in learning for the recent 12 months of 25-64 year old adults in 2022	2013-12-23 ²⁷	5.9 %	6 % (2016 data available)	6 %
11.5 % of 25-34 aged adults that study in formal education programs in 2017	2017-05-03 ²⁸	11 % (2016 data available)	11 % (2016 data available)	0.5 %
12 % of 25-34 aged adults that study in formal education programs in 2018	2017-05-03	11 % (2016 data available)	11 % (2016 data available)	-1 %
13 % of 25-34 aged adults that study in formal education programs in 2019	2017-05-03	11 % (2016 data available)	11 % (2016 data available)	2 %

3.4 Quality assurance

According to Eurydice report on Lithuania²⁹, in institutions of formal adult education, quality assurance is implemented in the same way as in general education schools that undergo regular external evaluations, follow standardized curriculum, keep to formal certification of school principals and formal assessment of learning achievements.

²⁶ Valstybinė švietimo 2013-2022 m. strategija // State Education Strategy 2013-2022: <https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382>

²⁷ Valstybinė švietimo 2013-2022 m. strategija // State Education Strategy 2013-2022: <https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382>

²⁸ LR Švietimo ir mokslo ministerijos 2017-2019 m. strateginis veiklos planas // LR Ministry of Education and Science 2017-2019 Strategic Action Plan: https://www.smm.lt/uploads/documents/veikla/planaimo_dokumentai/Ministerijos%202017%E2%80%932019%20m_%20strateginis%20veiklos%20planas.pdf

²⁹ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Quality_Assurance_in_Adult_Education_and_Training

Accordingly, the quality of adult education in secondary school level³⁰ is measured according to 67 indicators across five school areas: school culture; education and learning; achievements; learner support; and strategic school management.

However, according to Eurydice report, evaluation of activities on non-formal adult education providers is not subject to regulation. The Law on Non-formal Adult Education and Continuing Education (active since January 1, 2015) states that the quality assurance of non-formal adult and continuous education, its self-assessment, external evaluation, self-evaluation of progress and learning achievements should be established by the Government, after consulting with the Lithuanian Non-formal Adult Education Council. The Law also indicates that the responsibility for adult non-formal and continuous education should lie with municipalities if they have established these organisations or on the providers of non-formal adult education themselves.

In the opinion of the author of this report, in reality the quality assurance of non-formal and continuous education is still not monitored as there are neither mechanisms to do so, nor dedicated institutions responsible for it.

3.5 Future policy developments

Municipalities have appointed coordinators of Non-formal adult education³¹ who will be responsible for the effective development and coordination of activities related to adult education.

The Ministry of Education and Science submitted a project called "Regarding non-formal adult education and continuous learning development program 2016-2023 to create and develop a sustainable system of adult education and to harmonise adult learning with the country's economy and needs"³². The project was confirmed on 6th April 2016 by the Head of the Government.

To sum up, despite obvious progress in recent years in the development of educational policy, the accepted decisions are not always adequately implemented (e.g., a mechanism of financing, quality assurance of non-formal adult education). The concept of an adult educator as a profession is not fully defined, as this profession is not included in the description of occupations. Further political developments are needed in creating a validation system for competences acquired in other contexts than formal education and services of career guidance. Until then, those important issues remain unresolved.

³⁰ Kokybės užtikrinimas ikimokykliniame, priešmokykliniame ir bendrajame ugdyme / Quality assurance in early, pre-school and secondary education:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lietuva:Kokyb%C4%97s_u%C5%B4tikrinimas_ikimokykliniame,_prie%C5%A1mokykliniame_ir_bendrajame_ugdyme

³¹ http://www.kpmc.lt/kpmc/wp-content/uploads/2015/08/Koordinatoriai_sarasas2.pdf

³² https://lr.lt/uploads/main/meetings/docs/15942_5137fde852afbc6afa8a1673df38c597.pdf

4.0 INVESTMENT IN ADULT LEARNING SYSTEMS

4.1 Total investment in adult learning and change over time

The Action Plan for the Development of Non-Formal Adult Education for 2014–2016 aims to invest up to 60 million euros (27 million euros from the budget and over 32 million from Structural funds and co-funding) into non-formal adult education.

Since 2017, the Lithuanian Republic (LR) Minister of Education and Science, regarding the funding and selection of non-formal adult and continuous education programs using the state budget allocations³³ has been distributing these funds through municipalities. The Ministry, as mentioned in the previous chapter, will be co-funding 50 % up to a maximum of 4,000 euro for each municipality for a year.

4.2 Public national investment

The 'Action Plan for the Development of Non-formal Adult Education for 2014-2016' included spending of 27 million euros from the state budget (plus another 32 million euros from the EU Structural Funds) for the training of 6,000 adults to gain or improve general competencies.

The Lithuanian Republic Ministry of Education and Science in the 2017-2019 Strategic Action Plan aims to fund projects (up to the value of 870,000 euros) for the development and acquisition of competencies or qualifications through non-formal education programs in higher education institutions. In addition, since 28th July 2017, the funding of non-formal adult education programs has been delegated to municipalities.

³³ „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi programų, finansuojamų Lietuvos Respublikos švietimo ir mokslo ministerijai skirtomis valstybės biudžeto lėšomis, finansavimo ir atrankos tvarkos aprašo patvirtinimo“//The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science: <https://www.e-tar.lt/portal/lt/legalAct/786031f075b511e7827cd63159af616c>

Table 4.1 Breakdown of public national investment

Title of public investment source	Source of funding	Amount of funding	Targeted number of participants	Targeted level of provision	Start/ end date
The Action Plan for the Development of Non-formal Adult Education for 2014-2016	The budget	27 million euros	6.000 adults gained/improved general competencies		2014-2016
	Structural funds	32 million euros	3000 adults in formal adult education programs 1000 adults took advantage of adult learning funding instruments		
LR Ministry of Education and Science 2017-2019 Strategic Action Plan ³⁴ , Funding of projects for the development and acquisition of competencies or qualifications through non-formal education programs in higher education institutions (goal No. 01-05-01)	Not specified	870.000 eur	NA		2017-2019
The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science (dated 28-07-2017)	The budget	Potentially 4000 eur x 60 municipalities = 240.000 eur	NA		2017-07-28

³⁴ LR Švietimo ir mokslo ministerijos 2017-2019 m. strateginis veiklos planas // LR Ministry of Education and Science 2017-2019 Strategic Action Plan: https://www.smm.lt/uploads/documents/veikla/planaimo_dokumentai/Ministerijos%202017%E2%80%932019%20m_%20strateginis%20veiklos%20planas.pdf

4.3 EU support via structural funds (primarily ESF)

Adult education in Lithuania is highly dependent on EU structural funds. The ESF programming period 2007-2013 was criticised because the funding used to deliver adult education did not increase participation rates in adult education as expected, participation rates were still not as close to the EU average. The final analysis of the period (Europos..., 2015) proposed an increase in investment in activities that would increase public awareness of how adult learning could benefit their career and life quality, in order to create a lifelong learning culture in society.

The current funding period of 2014-2020 has taken this advice, besides direct funding of training activities of adults; it also supports activities that increase awareness of lifelong learning in society. In the authors opinion, it is rather critical that this funding period, which is the final EU structural fund support period, achieves better results and increase rates of participation in adult education in Lithuania, as well as establishes lasting traditions of a culture of learning in Lithuania.

4.3.1 Structural fund support planned as part of 2014-2020 financial framework

According to available data on financial support provided to Member States between 2014-2020, the support most directly targeted towards adult learning (i.e. "investment priority 10.3 – "Enhancing access to lifelong learning") amounts to 134.6 million euros. This funding, which became available to the European Commission in July 2016, comes from Operational Programmes for the European Social Fund (ESF).

These allocations aim to increase the competitiveness of human resources, equal opportunities, flexible learning methods and competence validation³⁵.

In the 2014-2020 funding period under the national investment priority 9 - "Education of society and increase of human resource potential" there are plans to spend 663.86 million euros on adult education³⁶. Among other activities, allocations that are relevant to adult education have been planned and aim to increase the accessibility of quality vocational and adult education, through infrastructure investments. The aim is to:

- Decrease early drop-outs, and increase the attractiveness and of vocational and adult education;
- Ensure that it conforms to labour market needs;
- Creates conditions and incentives for lifelong learning;
- Provides efficient learning support; ,and
- Increase competitiveness of the human resources by adapting skills to the market needs.

³⁵ 9 VP PRIORITY „Society education and human resource potential development“, task 9.4.3. /Mokomės visą gyvenimą teminio tyrimo ataskaita (Lifelong learning thematic report) (2015)
http://www.esparama.lt/documents/10157/490675/MVG_teminio+tyrimo+ataskaita_2015.pdf/28d20d9b-a93a-47a5-ad20-50568454c317

³⁶ ES Finansavimo 2014-2020 m. apžvalga (EU Funding 2014-2020 Review)
http://www.esinvesticijos.lt/uploads/publications/docs/12_f15fabeca031b561bf227653f643617f.pdf

The funding for this priority is planned through several ministries. The majority of national investment priority 9 resources – over 194 million euros (194.179.645 euros) planned for increasing human resource potential will be implemented through the Ministry of Economy of the Republic of Lithuania³⁷ Other national investment priority 9 resources that are related to adult education are implemented through the Ministry of Education and Science – priority 9.4.1. These aim to increase attractiveness and conformity of vocational and adult education to the market needs (44 million euros), create conditions and incentives for lifelong learning, and provide efficient learning support (40 million euros)³⁸.

4.3.2 EU support via structural funds (primarily ESF) provided as part of 2007-2013 financial framework

According to the 'Final assessment report of the European Union support impact on the human resource development' (Europos..., 2015), in the period of 2007-2013, investments in staff training constituted 1.75 billion euros, of which 392 million euros were from national budget and private capital, and the rest – from the EU budget. The major part of the investment (31.5%) was spent on the Human Resource Priority 1, "Quality employment and social coverage", and Economic Growth priority 1, "Scientific research and technological development for competitiveness and economic growth" (28.4%). The major part of the investment was allocated to education and studies (35%) and labour market (30%).

According to final report, the major receivers of the investment (54%) were employed individuals (predominantly – public sector education and higher education staff), while (7%) went to disadvantaged groups of adults, except for those who were unemployed, who received 15% of the investment. 56% of the whole spending was allocated to soft skills, while the rest 44% - to infrastructure. The geographical distribution shows that 60% of the investment was spent in the 4 major cities (Vilnius, Kaunas, Klaipėda, Šiauliai).

The impact of the period investment at the secondary school level was found to be positive, early school leaving decreased and youth learning achievements increased. However, this was not the case for adult learning. The comparison at the beginning of the period and the end demonstrates only a minimal increase in adult participation in learning, this was lower than anticipated by Lithuania, or expected by the EU. The goals of the „Lifelong learning“ indicators were also not achieved. The goal of training 324, 000 adults of employment age was achieved, however, according to the report, „the investment failed to create sustainable learning culture“, which minimised the impact. Planning of investments did not take into account differences between different sized counties, and did not invest more into those with lower learning participation rates.

³⁷

https://ukmin.lrv.lt/uploads/ukmin/documents/files/es_parama/2014_2020/Kvietimu_planas/Kvietimu%20planas_final_2017_01_12.pdf

³⁸ <https://www.smm.lt/web/lt/veikla/es-parama/20142020-m-es-fondu-investicijos-svietimui-ir-mokslui>

Half of the investment into human resources in the field of labour market unemployment was directed at problems caused by the economic downturn. This created a fast yet short-term impact, while long-term labour market needs were not analysed.

The 'Final assessment report of the European Union support impact on the human resource development' (Europos..., 2015) for the next investment period 2014-2020 recommended not to focus investment on only direct adult training, but also to invest in increasing societal understanding of the benefits of learning. Besides, the period investment analysis revealed a problem of investing being targeted mostly at highly qualified people who would have taken up some form of learning anyway. Therefore, it was recommended to focus and prioritise further investments into training low-skilled machine operators, workers, agricultural and fishery workers, service and sales workers. It was also recommended to balance this with support for socially disadvantaged groups.

4.4 Effectiveness of investment

Adult education is receiving considerable allocations but these are not always effectively implemented:

- According to the State Audit report (2013), this lack of effectiveness comes from a lack of funding priorities and the fact that 95.8% of adult non-formal education funding is being allocated to a single trend, namely non-formal vocational adult education. This prevents other parts of society from gaining the necessary skills, thus increasing their life quality and addressing their existing social problems. The most vulnerable groups of adults (drop-outs, people with disabilities, ex-convicts, long-term unemployed and senior citizens of 55-74 years) are not ensured to receive services of adult education³⁹.
- In the author's opinion, an effective adult education financing model has not been created, even if funds are invested. The model could differentiate the amount of state support based on service providers, different adult target groups, and create new flexible, individualised financing mechanisms to include less motivated adult learners into non-formal adult education activities. For these reasons the flexibility and adaptability of non-formal adult education to market needs is not secured, and there are no acceptable conditions to include wider parts of society.
- According to the Activity plan (2014 -2016), funding is mostly allocated to the institutions subordinate to the Ministry of Education and Science without including non-government organisations, communities, Third Age universities, adult learning centres and communities that are closest to the adult learner. Therefore, learning services are not reaching those who are in most need of them.

³⁹ <file:///C:/Users/Margarita/Downloads/ataskaita-svietimas.pdf>

5.0 ASSESSMENT OF EXISTING POLICY

The following sub-sections assess the existing policy through the lens of the six key success factors for effective adult learning policy that have been identified in a recent study.⁴⁰

5.1 Develop learners' interest in learning

A statistically representative survey of 8,000 of adults in Lithuania, that included employees, job seekers and retired persons, revealed that society completely comprehends a need for lifelong learning⁴¹. However, according to the author's expert opinion, adult learning culture is absent in Lithuania, adult learning needs and supply need to be assessed, the organisation of flexible learning process needs to become more effective and the use of new technologies in adult learning remains problematic. The situation could be resolved through adequate political decisions.

The system of vocational education and training is changing fast: its infrastructure is increasingly modern with 42 open sector practical training centers and more flexible modular programs. Vocational training schools have been testing several modular programs that have been focusing on practical training since September 2015. Following a modular system, a person may gain qualifications by completing a series of modules⁴². Vocational training will switch to a fully modular system by 2020. This modular system will provide progression pathways for learners across the national qualification framework. Attractive and up-to-date practical training centers and modular system make vocational training increasingly attractive for adults in terms of gaining their first qualifications and re-training.

VET institutions and higher education Colleges and Universities compete to get state financing for formal education programmes for regular students. However, there is a lack of political will to direct these efforts to attract lifelong learners.

Different social partners (employers, NGOs, etc.) make initiatives to promote and support adult learning and its benefits for individuals and society. Some good examples include the following:

- Lithuanian organisations participate in the international museum community action "European Museums' Night" since 2005. The goal of the action is to demonstrate museum exhibits at night, when museums are usually closed, and include different members of the communities in the activities free of charge;

⁴⁰ Key success factors, indicating the strength of evidence (available in all languages): <https://epale.ec.europa.eu/en/policy-tool/key-success-factors>; Study "An in-depth analysis of adult learning policies and their effectiveness in Europe" by EC (2015): <https://epale.ec.europa.eu/sites/default/files/final-report-20150817-en.pdf>

⁴¹ Gedvilienė at all, 2015

⁴² https://www.smm.lt/web/lt/pranesimai_spaudai/naujienos_1/populiareja-pameistrystemokymasis-darbo-vietoje

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

- The Lithuanian Adult Education Association is uniting education, culture, art, business organisations and adult learners to join Adult Learning Week activities each year; and
- The NGO Citizens Thought Institute has organised a National dictation course for adults since 2006. Dictation training is being organised in all municipalities, libraries and schools including Lithuanian communities in emigration.

These examples constitute separate initiatives. The role of social partners' role is not promoted in the strategic documents of country's adult education.

There are slow yet positive developments towards accepting general lifelong learning among all levels of education, and the wider society. However, there is a lack of learning culture in the society in general according to the author's expert opinion. Adult learners have a limited understanding of what learning is thus neglecting learning in non-formal and informal settings. Existing political documents and strategies do not sufficiently support non-formal or informal adult learning, and mostly focus on formal adult education or vocational training. Even if the actual legislation is moving towards an overall improvement of adult learning, there is still a lack of strategy on how improving people's disposition will tackle education activities. There is also a lack of strategic political support for adult learners in non-formal and informal settings that would increase the visibility and publicity of the benefits of learning for the members of society. This is combined with a lack of policy actions in raising awareness for adult learning.

5.2 Increase employers' investment in learning

Political documents do not support flexible funding schemes that would encourage employers to invest in training and work-based learning. According to some estimations, about 50-70% of companies provide training for employees, however, huge differences between sectors and size of companies exist. Political documents neither do not include assistance to business nor motivate investments in employee training⁴³.

Research reveals that the main obstacles that prevent the development of non-formal adult education in private companies, are:

- A lack for funding;
- Increasing unemployment and lack of motivation;
- The absence of mechanisms for validation of non-formal and informal learning; and
- The absence of a unified training system in private and public sectors⁴⁴.

Possible employers' investments for employee reskilling are also not supported by 2014-2020 ESF Investments Action Program⁴⁵ which leads to limitations for employees in the future.

⁴³ Vaitkutė, Bužinskas, 2015, p. 74

⁴⁴ Butvilienė, 2014

⁴⁵ http://www.esinvesticijos.lt/uploads/documents/docs/160_61751e80960605f6c8c1a2545e5c1449.pdf

5.3 Improve equity of access for all

An active and effective adult learning database has not been created. In 2014, EU Structural funding was used to create an adult learning electronic platform and learning object repository (www.smis.lt). However, it does not cover all non-formal adult trends (vocational and non-vocational); the system is not sufficiently interactive, not always accessible and useful to a learner.

The system of validating competencies gained through non-formal learning system is not functioning practically or is fragmented. There is no state strategy to systematically provide validation services in different educational institutions and across all regions of the country. Information about validation is only available on individual organisation websites, but it does not always conform to reality. In general, there is low awareness in society concerning validation possibilities and benefits. The country report on Lithuania issued by the European Commission stated⁴⁶ that the validation of non-formal and informal learning in the areas of adult education and the labour market, taken into account in the new strategic documents for the period 2014-2020, should remain a priority because non-governmental organisations are in need of this type of intervention (European Commission, 2014: 3).

Existing reforms still pay insufficient attention to the learning of peripheral target groups with typically low participation levels⁴⁷:

- Non-qualified and lower qualification workers constitute almost half of the country's labour force. A large percentage live in rural areas, some of them perform jobs that they have no qualification to do. This increases their vulnerability in case of job loss, and they do not have sufficient funds to access further learning.
- Senior citizens. Population ageing in Lithuania is among the highest in the EU. Those over 65 constituted 16.5% of the population in 2014. The prevailing attitude in Lithuanian society according to which investments in senior learning does not create added value prevents initiatives for senior citizens from receiving funding. This situation is exacerbated by the attitude of seniors themselves who believe that it is too late for them to learn or gain training. Consequently, seniors face challenges mastering contemporary learning methods that require computer literacy. According to PIAAC, results proficiency in literacy of 55 -64 year-olds is generally the lowest of all age groups across participating countries⁴⁸.
- Socially vulnerable groups, including Roma people, immigrants, and ex-inmates demonstrate high attrition rates from educational programmes, low citizenship participation, high long-term unemployment rates, high poverty rates and low learning motivation, they are also vulnerable to discrimination (real or assumed) in the labour market.

Local networks of adult education providers in non-formal sector who provide more locally accessible training could be encouraged. In addition, political decisions could be made to

⁴⁶ European Commission; Cedefop; ICF International (2014). European inventory on validation of non-formal and informal learning 2014: country report Lithuania.

http://libserver.cedefop.europa.eu/vetelib/2014/87065_LT.p df

⁴⁷ Mokomės visą gyvenimą teminio tyrimo ataskaita (Thematic report of Lifelong Learning) (2015).

http://www.esparama.lt/documents/10157/490675/MVG_teminio+tyrimo+ataskaita_2015.pdf/28d20d9b-a93a-47a5-ad20-50568454c317

⁴⁸ OECD (2016) PIAAC, p.6, Fig. 4 <http://www.oecd.org/skills/piaac/Skills-Matter-Lithuania.pdf>

increase funding for the learning needs of these groups. Adult educators and NGOs who work with vulnerable groups need considerable political support, as the level of inclusion depends on their readiness to work with these groups as well as the quality of their teaching.

Besides, an absence of clear mechanisms for validation of non-formal and informal learning, and low awareness of adult education and training opportunities, there is no targeted guidance and support services available, this limits the ability of these groups to have equal access to education and progress according to the levels of the national qualification framework.

Finally, allocations for the education of vulnerable group learning are also not covered by the Action Plan for the Development of Non-Formal Adult Education for 2014–2016, and is not specified in the funding for non-formal education of adults.

5.4 Deliver learning that is relevant

Unfortunately there is no needs analysis for adult non-formal and continuous learning at a national level. The State Audit report 2007-2012 shows that non-formal and continuous learning is not sufficiently developed: while 91% of national funds are allocated to municipal administration, civil servants training and teacher training, 78% of municipalities do not do any research on the learning needs of adults. Financial allocations to one learner differ up to 11 times across different regions of Lithuania such as big cities and rural places. Consequently, citizens do not have equal opportunities to improve their life quality and increase their competitiveness by participating in adult education and training, especially in rural and remote areas⁴⁹.

According to PIAAC key results, Lithuania has one of the largest share of workers who have higher literacy skills than those required for their jobs (OECD, 2016, p.1). Unfortunately, as covered in section 1, labour productivity in Lithuania is among the lowest in the EU (about 50% of EU average), while in some industries labour productivity lags behind the EU average by up to 10 times⁵⁰. This demonstrates the gap between the supply of adult learning and the needs of the labour market.

Additional efforts are needed to increase wider and more flexible use of open learning opportunities using OERs, virtual learning environments (VLE), different devices, especially mobile to increase learning possibilities for adults in much more flexible ways, considering the high levels of internet penetration in country. This also closely relates to the need of increasing digital competences of adults.

⁴⁹ <file:///C:/Users/Margarita/Downloads/ataskaita-svietimas.pdf>

⁵⁰ https://lrv.lt/uploads/main/meetings/docs/15942_5137fde852afbc6afa8a1673df38c597.pdf

Linking between the levels of national qualifications framework is not sufficiently supported by an adequate system of assessment and recognition of competencies acquired in other settings than formal education.

5.5 Deliver learning that is of high quality

An effective adult education quality assurance and monitoring system has not been created. In 2012, EU structural funding was used to create adult non-formal education quality assurance and monitoring system. The system is not applicable to all provision delivered in the non-formal adult education sector.

Quality assurance applies only to formal educational institutions in Lithuania, and is fragmented, and does not cover all learning providers, nor is it discussed in political documents. The creation of an adult education quality assurance and monitoring system was funded by ESF in 2012, but it did not cover the whole non-formal adult education network.

As covered in earlier parts of this report, the training of andragogues (adult educators) and development of andragogic competences is insufficient. Despite expected funding for andragogue competence development, the responsibility is delegated to Qualifications and Vocational Education and Training Development Centre, subordinate to the Ministry of Education and Science, but not to the higher education institutions that train andragogues or Lithuanian Association of Adult Education. The retention of in-service training provision and quality control under the responsibility of the same administrative body limits the possibility to implement adequate quality assurance procedures.

5.6 Ensure coherent policy

Good practices from countries with deep traditions in adult learning and well-functioning adult learning systems (such as Nordic countries, Germany, and UK) demonstrate that adult learning policy needs to be coherent and coordinated. Unfortunately, there is a lack of coordination in Lithuania according to the author's expert opinion. Due to the lack of coordination at the ministerial level (Ministry of Education and Science, Ministry of Social Security and Labour, Ministry of Economy and Ministry of Agriculture), funding for adult education is fragmented and focuses on each ministry's specific target groups. However, this does not secure a coherent provision of adult education services for all adult groups in need.

A strategic, long-term focus on sustainable adult learning provision with strong governance and a systemic approach to improving national basic skills (including digital skills) would provide significant returns, in terms of a more dynamic economy and active society. Short-term low quality adult learning programmes are wasteful and ineffective.

The Lithuanian Non-formal Adult Education Council whose activities are entrenched by the Law on Non-formal Adult Education and Continuing Education should be used more actively

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

in discussing essential principals and priorities of non-formal adult education, and disseminating political decisions.

The coordination of adult education on local levels is increasing especially under the current Law of Non-formal Adult Education and Continuing Education (2015) which appoints municipal coordinators of non-formal adult education. Municipal coordinators of non-formal adult education consolidate local initiatives for non-formal adult learning. However, the effectiveness of municipal coordinators will depend on separate municipalities allocating or not funding the activities on non-formal adult education as there are no clear decisions regarding this on the national level to this date.

6.0 STRENGTH AND WEAKNESSES OF THE ADULT EDUCATION SYSTEM

As a result of the earlier analysis, the author of this report would like to identify the following strengths and weaknesses of the adult education system in Lithuania:

6.1 Strengths

- There is a legal basis for the development of adult education in the country. This legal basis provides security for further measures and financial resources for the development of adult education. Lithuania is seeking to respond to the European dimension on non-formal adult education through the development of competences and the education of citizens who are active learners, and who successfully function in society.
- The law on Non-formal Adult Education and Continuing Education (2014) includes strengthening the coordination of adult education at the national and municipal levels. This law has resulted in the appointment of non-formal adult education coordinators in all municipalities, this is a strong administrative measure to support the development of adult education in the country. This law is also supported by a number of legal acts and funding.
- The adult education sector in Lithuania is a heterogeneous sector with a wide variety of education providers: public, private, Third Age universities and NGOs delivering non-formal adult education, this creates a basis for the further development of an adult education network and a lifelong learning culture.
- Formal adult education for second chance learners is provided by more than 50 establishments who offer a variety of services for adults in each municipality. This creates a well established network for adult education. Adult learning services are provided for approximately 10,000-12,000 learners annually, as covered in earlier sections. Day time or evening classes and distance learning provision create a rather inexpensive and high impact education offer for adults and socially disadvantaged people, especially in rural and remote areas, as well as for low educated emigrants.

6.2 Weaknesses

- Lithuania has been unsuccessful in its efforts to increase the proportion of adults in adult learning from 5 per cent to 15 per cent. In 2015, only 5.8 % of adults (aged 25–64) had participated in adult education. A learning culture is not promoted in Lithuania society. The development of non-formal adult education programs is fine-tuned internally among ministries, and activities are concentrated in the structure of organisations subject to the Ministry of Education and Science (Action plan for non-formal adult education 2014 -2016). However, well organised documents do not guarantee success and high participation in adult education. Other stakeholders especially non-government organisations, trade unions and universities that train andragogues and Third Age university representatives are not actively involved in discussions and planned activities. Even though stakeholder representatives are represented in a Non-formal Education Council (The Ministry of

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

Education and Science established body to represent different providers of non-formal adult education in the country), their role is underestimated and minimised to formal functions rather than allowing to generate proposals and to make relevant decisions.

- The system for quality assurance and the management of adult education are applied in formal adult education but does not systematically function in non-formal adult education. A proposal developed under the project 'Non-formal adult education system quality assurance description', prepared with the support of the EC Structural fund in 2012 were not implemented and need further development⁵¹.
- The assessment and recognition of acquired competences does not function outside formal learning even though 7% of public vocational training institutions have performed an assessment of non-formal and informal learning competences in 2016⁵². All higher education establishments should have adopted non-formal and informal learning competence validation models by 2019⁵³. However, there is no evidence of sufficient progress to achieve this. The system of validation of non-formal and informal learning does not function in all vocational schools or universities, adult learners therefore do not get the opportunity to have their non-formal and informal education competences validated, apart from minor exceptions where validation is offered, although the system has been designed and is available for use.
- Organisations do not have the resources (human resources or operative procedures) to provide services for validation. There is no national strategy on validation, and to financially support it, hence, this neither motivates individuals to take part in adult learning with the expectation that their competencies will be validated nor increases the competitiveness of the country.
- The Lithuanian Republic Minister of Education and Science⁵⁴ distributes funds to municipalities for non-formal adult education, and co-funds 50 % of the proposed allocations. However, most municipalities are not prepared to find the other 50% from their own contribution to add to the 50% of the funding from the Ministry of Education and Science, and they are also not ready to develop administration procedures for allocating funding to non-formal learning projects.

⁵¹http://www.suaugusiujusvietimas.lt/modules/document_manager/documents/3/Kokybes_aprasas_qalutinis.pdf

⁵² Action Plan for the Development of Non-Formal Adult Education for 2014–2016 <https://www.e-tar.lt/portal/lt/legalAct/b9068c1052c011e4a698d921e3e46801>

⁵³ "Non-formal adult education and continuous learning development program 2016-2023 https://lrv.lt/uploads/main/meetings/docs/15942_5137fde852afbc6afa8a1673df38c597.pdf

⁵⁴ „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi programų, finansuojamų Lietuvos respublikos švietimo ir mokslo ministerijai skirtomis valstybės biudžeto lėšomis, finansavimo ir atrankos tvarkos aprašo patvirtinimo“//The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science: <https://www.e-tar.lt/portal/lt/legalAct/786031f075b511e7827cd63159af616c>

7.0 FURTHER POLICY REFORMS AND ORIENTATIONS NEEDED

It is necessary to:

- Implement a new and more flexible financing models for adult learning. This financing model should be based not on the funding of the offer but on need. It needs to take into account those with lower qualifications, vulnerable groups, inhabitants of smaller towns and rural areas, and differentiate the amount of state support offered according to need. The model also needs to consider the different service providers that deliver adult learning provision, and the type of adult learners that access the provision. It needs to create new flexible, individualised financing mechanisms, which are open to all those who are ready to learn.
- Include all stakeholders. Decisions on adult learning policies need to be discussed with all interested parties. A “partnership between public and private sectors is very important”. Stakeholder participation can range from awareness raising to the design of validation policies, legislation, or quality guidelines, participating in working groups, or assessing committees/boards/councils and consultation processes. It is necessary to include NGOs, educational associations, trade unions and communities that are closest to the learners. It is important to create better opportunities to use the funding of the EU structural funds. Further involving all stakeholders could lead to an increase in the proportion of adults in learning from 5% to 15% in 2020.
- Establish an effective adult education quality assurance and monitoring system that would cover the whole network of non-formal adult education, the variety of educational institutions and ensure quality in learning services.
- Relate the supply of adult education and continuous learning to the needs of the labour market needs, taking advantage of international research and strengthening national scientific research, and adult learning monitoring analysis, connected to different aspects of adult education. For example, PIAAC survey results should be presented to society, widely discussed and lead to adequate decisions and allocated resources in the areas where needed (increasing skills in problem solving in technology rich environments; decreasing differences of adult skills among main cities and the regions).
- Support and promote assessment and the recognition of acquired competences in other environments other than just formal education, consolidating results and achievements implemented as a result of different projects, connecting them into a system and adapting to learner needs using a bottom-up approach. Raising awareness in society towards validation processes, benefits for personal career and success in labour market.
- Open up vocational education and training organisations, universities and colleges to society and spread adult learning opportunities. Adapting university and college study programs that are responsive to learner and labour market needs to non-formal adult education, and connecting it to the qualification framework would increase the chances of working adults to either gain new competences or improve their existing ones, to better conform to the requirements of the labour market.

8.0 SUMMARY

Summary of the country statistical performance

The Lithuanian labour market of recent years is characterised by falling unemployment and growing wages. In 2015, the labour market improved, supported by a growing economy and a sizeable decline in the working-age population. The employment rate (25-64) increased from 71.1% in 2011 to 76.4% in 2015, surpassing the EU average of 70.1%. This positive trend continued in 2016.

Participation in adult learning remains stagnant at a low level (5.8%) compared with the EU average (10.7% in 2015). There is no data on participation of low qualified adults (25-64 years old); however, according Eurostat data, only 2.9% inactive persons in labour market participated in training programs in 2015.

With low early school leaving and high tertiary education attainment rates, Lithuania is performing well vis-à-vis the Europe 2020 headline target in education.

According to PIAAC results, adults show above-average proficiency in numeracy and average proficiency in literacy skills compared with adults in the OECD countries. Compared to adults in other participating countries in the survey, Lithuanian adults have low computer familiarity and skills, and have low levels of skill at problem-solving in technology-rich environments.

Summary of policy reforms in CSR and NRP

On the basis of CSR and NRP, attempts are being made to secure quality of learning service provision, create a quality assurance system, validate non-formal competences, in-service training for adult educators, increase attention towards adult learning and allocate necessary funding.

A legal basis and main country strategic documents, allowing to develop country's non formal and continuous learning was developed. The renewed Law on Non-formal Adult Education and Continuing Education (since 2015) and the Action Plan for the Development of Non-formal Adult Education have been prepared and is being implemented in 2014-2016. Further political documents are being prepared and approved by the Government "Regarding adult non-formal and continuous learning 2016-2023 development program" with a new action plan for 3 years.

Adult education is receiving rather considerable investments from state budget and co-funding from Structural Funds to renew professional and basic competences as well as promote adult education. But they are not always effectively implemented.

Key challenges

The key challenges of adult education system:

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

- Existing reforms do not pay sufficient attention to the learning of the target groups that have the most limited participation in adult education;
- Lithuania has been unsuccessful in its efforts to increase the proportion of adults in adult learning from 5 per cent to 15 per cent;
- The system for quality assurance and management of adult education is not efficient;
- Assessment and recognition of acquired competences through other forms than formal learning is fragmented and not functioning well. There is a low awareness on validation of acquired competences in the society as well; and
- Stakeholders especially non-government organisations, trade unions, universities, communities, adult learning centres and also employers are not actively involved in discussions and planned activities for development of adult learning.

Further policy reforms and orientation needed

- A new more flexible financing model to be developed and implement for adult learning based not on the funding of the offer but on need, reaching employees and all other target groups.
- Including all stakeholders in order to promote an adult learning culture is crucial. All decisions need to be discussed with all interested countries about the main premise for successful policy implementation.
- The establishment of an effective adult education quality assurance and monitoring system.
- Relating adult education and continuous learning system to the learners' and labour market needs.
- Finalising and supporting validation systems of acquired competences in other environments than formal education.
- Raising awareness in the society towards validation processes, benefits for personal career and success in labour market.
- Opening up VET organisations, universities and colleges to society to spread opportunities for adult learning learning in flexible way.

9.0 BIBLIOGRAPHY

Butvilienė J. (2014). Neformalusis suaugusiųjų švietimas Lietuvoje: valstybinis ir privatus mokymo sektoriai (Non formal Adult Education in Lithuania: State and Private Teaching Sectors) Daktaro disertacija Socialiniai mokslai, sociologija (05 S) http://vddb.library.lt/fedora/get/LT-eLABa-0001:E.02~2014~D_20140430_132543-01009/DS.005.0.01.ETD

Cymbaliuk D. R. (2015). NVO vaidmuo suaugusiųjų švietime (The Role of NGO in Adult Education) / Suaugusiųjų švietimas Lietuvoje: dabartis ir perspektyvos (Adult Education in Lithuania: Present and Prospects). Ugdymo plėtotės centras. Vilnius (p,19-37).

Europos Sąjungos struktūrinės paramos poveikio žmogiškųjų išteklių plėtrai vertinimas. Galutinė vertinimo ataskaita./ Assessment of the European Union support impact on the human resource development. Final assessment report. Parengė UAB „BGI Consulting“, 2015.

Gedvilienė G., Borthėvičienė V., Tūtlys V., Vaičiūnienė V., Stancikas E., Staniulevičienė D., Krivickienė V., Vaitkevičius R., Gedvilas P. (2015) Suaugusiųjų bendrųjų kompetencijų plėtra (Development of Adult Generic Competences. Vytauto Didžiojo universitetas. Versus Aureus, 414 p.

Kalvaitis A. (2015) Senjorai ir jų mokymas Lietuvoje (Seniors and their Education in Lithuania) in Hertha B. S. Kompetencijų įgijimas ir mokymasis vyresniame amžiuje (Competence acquisition and learning in older age). Ugdymo plėtotės centras, Vilnius (p. 112-143).

Suaugusiųjų mokymasis: kiek mokosi, ką moka, ar turi galimybių mokytis? // Adult learning: how many, what they know, do they have possibilities to learn? // Švietimo problemos analizė, 2015 birželis, Nr. 6 (130): <http://www.kpmc.lt/kpmc/wp-content/uploads/2016/02/1.pdf>

Vaitkutė L., Bužinskas G. (2015). Profesinis suaugusiųjų mokymas (Vocational education of Adults) / Suaugusiųjų švietimas Lietuvoje: dabartis ir perspektyvos (Adult Education in Lithuania: Present and Prospects). Ugdymo plėtotės centras. Vilnius (p. 64-82).

ANNEXES

Annex 1: List of adopted legal acts, strategies, laws

Name	Date of adoption	Short description of content
Lifelong Learning Assurance Strategy ⁵⁵	26-03-2004	The goal of Lifelong Learning Assurance Strategy is to foresee and define lifelong learning development trends and means of implementation, focusing on vocational training and adult continuous learning.
The Law on Non-formal Adult Education and Continuing Education	01-01-2015	This law regulates non-formal adult education and continuous learning, the principles of their organization and funding. The law seeks to secure legal rights for individuals to implement their born right to lifelong development of their personalities, to foster acquisition of vocational skills, to create meaningful free time and be an active member of the democratic society.
The National Education Strategy	23-12-2013	Among the goals of the strategy there is a goal to foster variety of lifelong learning, create a more flexible system of accessibility, develop integrity of lifelong learning, create a sustainable system of adult education that assures validation of acquired competencies in non-formal and in-formal environments.
Lithuania's Progress strategy 2014-2020	28-11-2012	The strategy foresees fostering adult education as one of the priorities. The Strategy indicates that each citizen (not only exclusive groups) should have a possibility to fulfil their potential and be active in lifelong learning, knowledge creation, creativity and entrepreneurship. This Strategy plans to increase the quality of education, accessibility and service variety with a special emphasis on creating adult learning possibilities and incentives.

⁵⁵ Mokymosi visą gyvenimą užtikrinimo strategija / Lifelong Learning Assurance Strategy: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.329216>

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

Annex 2: Inventory of Policy interventions

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
				Fosters learners' interest in learning	Employers' investment in learning	Improve equity of access for all	Learning that is relevant	High quality learning	Coherent policy	
A five working days educational leave for the employees to participate in the non-formal adult education programmes	The Law on Non-formal Adult Education and Continuing Education (https://www.e-tar.lt/portal/lt/legalAct/TAR.CE3B174CA7E6/yLcXICpKBz)			x	x					Since 01-01-2015

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
is available once a year. The date of the leave must be agreed between the employer and an employee.										
Appointment of municipal coordinators of non-formal adult education.	The Law on Non-formal Adult Education and Continuing Education (https://www.e-tar.lt/portal/lt/legalAct/TAR.CE3B174CA7E6/yLcXICpKBz)							x	Since 01-01-2015	
Regulations for public budget allocations from state and municipal sources for learning through non-formal	"Financing Methodology for Adult Non-formal and Continuous Learning Programs" (https://www.e-tar.lt/portal/lt/legalAct/c281bdf0bdae11e5a6588fb85a3cc84b)		This methodology regulates the presentation of results and assessment			x		x	14-01-2016	

Independent national experts network in the area of adult education/adult skills
 Full country report - Lithuania

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
and continuous adult education programs.			criteria, requirements for the programs and their providers, the usage of funds and reporting. It is a step forward in creating a transparent funding of non-formal adult education also							

Independent national experts network in the area of adult education/adult skills
Full country report - Lithuania

Name of intervention	Source (with hyperlink)	Budget	Outputs	Which of the 6 building blocks for successful adult learning policies does it target? (tick all relevant)						Further details/description (purpose, duration, responsible entity etc.)
			it increases accountability of providers and quality of services.							
Funding of adult non-formal education programs is foreseen through municipalities.	The order of the LR Minister of Education and Science regarding the order of funding and selection of non-formal adult and continuous education programs funded by the state budget allocations from the Ministry of Education and Science: https://www.e-tar.lt/portal/lt/legalAct/786031f075b511e7827cd63159af616c	Max 8000 euros x 60 municipalities a year				x			Since 28-07-2017	



Publications Office
of the European Union