



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)**

**National progress report submitted by
the Government of Lithuania**

This report is submitted on behalf of the Government of Lithuania in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	The Ministry of Education and Science
Submission date	29 February 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

- 1) This report has been produced by experts from the Ministry of Education and Science and the Education Development Centre under the Ministry of Education and Science.
- 2) The report was prepared by carrying out a survey of experts, document analysis, and statistical data analysis.

During the document and statistical data analysis, the following documents were used:

- Lifelong Learning Strategy
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=
- Law on Education of the Republic of Lithuania
http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=279441&p_query=&p_tr2=
- Law on Non-formal Adult Education
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=60192&p_query=&p_tr2=
- State Education Strategy 2003–2012
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=215471&p_query=&p_tr2=
- Applied Adult Education Research
<http://www.suaugusiujusvietimas.lt/lt/publikacijos>
- Situation analysis of the professional activity of andragogues, 2010
- Situation analysis of the quality assurance mechanism of the non-formal adult education system, 2010
- Study 'Adult learning in Lithuania: scope, needs, and supply'
<http://www.suaugusiujusvietimas.lt/?id=13&did=15>
- Study 'Adult learning motivation and needs in Lithuania, Latvia, Estonia and Finland'
http://www.suaugusiujusvietimas.lt/modules/document_publisher/documents/3/ataskaita%20-%20Baltijos%20salys.pdf
- Strategy for teaching the Lithuanian Language at general education schools
[http://www.smm.lt/ugdymas/docs/Lietuviu%20kalbos%20strategija%20\(1\).pdf](http://www.smm.lt/ugdymas/docs/Lietuviu%20kalbos%20strategija%20(1).pdf)
- Categories of proficiency of the official language (2003)
http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=341363

- Reading Promotion Programme (2006)
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=287765&p_query=&p_tr2=
- Framework for assessment and recognition of the competences acquired in the adult education system by higher education schools (2010)
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=389755&p_query=&p_tr2=
- Data of the Department of Statistics of Lithuania <http://www.stat.gov.lt>

1. Definitions and data collection on adult learning and education	
	Yes No
<p>1.1 Does your country have an official definition of adult education?</p> <p><i>If Yes, please provide it in the space below:</i></p> <p>The Strategy on Assurance of Lifelong Learning (2008) provides <i>the definition of lifelong learning</i>. Lifelong learning includes all learning activity that takes place at any stage in life in order to improve competencies in personal, civil, social and professional areas .</p> <p>http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=</p> <p>In Lithuania, <i>adult education</i> takes place in several forms: formal learning is conducted according to the approved curricula at adult education centres and schools and provides primary, basic, secondary, and higher education; formally recognised diplomas and qualifications are awarded; non-formal learning is related to the acquisition of new or additional competences and enhancement of professional qualifications and is provided on site and at public or private organisations organising various courses.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?</p> <p><i>If Yes, please provide them in the space below:</i></p> <p><i>Non-formal non vocational training</i> is defined as training of the person's general culture and as training/learning that corresponds with the needs of the person and society in the areas improving the quality of life (Strategy on Assurance of Lifelong Learning, 2008)</p> <p>http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=).</p> <p><i>Non-formal adult education</i> is defined as learning, training or studies designed to meet the interests of an individual and society, on successful completion of which no state recognised document testifying to the acquisition of a certain level of education stage thereof or a separate regulated module or the acquisition of a qualification (Law on Non-formal Adult Education, 1998)</p> <p>http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=60192&p_query=&p_tr2=).</p> <p><i>Informal learning</i> is defined as natural learning taking place each day. Informal learning is not necessarily pre-planned, it is less organised, less structured, and may be promoted by life, professional circumstances or family conditions. Its basis is satisfaction of personal, social, and family needs. (Strategy on</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>

<p>Assurance of Lifelong Learning, 2008) http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=).</p> <p><i>Self-education</i> is described as continuous independent learning, based on the information and practical experience obtained by the person from various sources (Law on Education, 2006). http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=279441&p_query=&p_tr2=).</p>	
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p>	<p style="text-align: right;"><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<p style="text-align: right;"><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i></p> <p style="padding-left: 40px;">National census <input checked="" type="checkbox"/></p> <p style="padding-left: 40px;">School administrative data (years of schooling completed/primary certificate) <input type="checkbox"/></p> <p style="padding-left: 40px;">Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) <input type="checkbox"/></p> <p style="padding-left: 40px;">Household surveys <input checked="" type="checkbox"/></p> <p style="padding-left: 40px;">Other methodology (<i>please describe below</i>): <input type="checkbox"/></p>	
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for policy) <input type="checkbox"/></p> <p style="padding-left: 40px;">New conceptual definition on literacy in place (for data collection only) <input type="checkbox"/></p> <p style="padding-left: 40px;">New assessment of youth and/or adults' literacy skills <input type="checkbox"/></p> <p style="padding-left: 40px;">Increase in the periodicity without significant conceptual changes <input type="checkbox"/></p> <p style="padding-left: 40px;">Other changes (<i>please provide details below</i>): <input type="checkbox"/></p>	<p style="text-align: right;"><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i></p>	<p style="text-align: right;"><input type="checkbox"/> <input checked="" type="checkbox"/></p>

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In Lithuania, about 95% of the population at the age of 18 has basic education (2010).

In Lithuania, adults can acquire basic or general education at adult education centres and schools. In all of these education is provided according to general curricula. The training process allows for flexible forms of learning: distance learning, modular training, and self-learning. In Lithuania, there are around 60 adult education centres and schools operating in each municipality. Basic and general education is provided to all and is free of charge.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Y e s	N o	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Strategy on Assurance of Lifelong Learning http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=	2004, 2008
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Law on Non-formal Adult Education http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=370777	1998
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	Disabled	People with disabilities recognised as disabled for the first time, % per 1,000 population: 3.2 (2010), 3.4 (2009), 3.4 (2008), Department of Statistics www.stat.gov.lt
Adult literacy	Unemployed	Recorded unemployment: 247,200 or 11.7% Department of Statistics www.stat.gov.lt
	Persons who dropped out early from the general education system (drop-outs)	Drop-outs: approx. 12,000 (2011), www.svis.smm.lt
	Persons in prison	Inmates in custodial institutions: 8,573 (2011), Department of Statistics www.stat.gov.lt
	Older persons	People over 65 years of age: 53,5769 (2011) Department of Statistics www.stat.gov.lt

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Y e s	N o	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Strategy on Assurance of Lifelong Learning (2008–2012) stipulates the following objectives:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive, integral and cost-effective lifelong learning system, corresponding with the strategic objectives of the State and the needs of the individual within the context of globalisation. 2. Provide conditions for people with different needs and capabilities to acquire, improve, and change their qualifications and competences facilitating their establishment in the labour market, ensuring the country's economic progress and competitiveness as well as sustainable development. 3. Ensure compliance of the qualifications with economic needs, their transparency, comparability, continuity of learning, and professional and territorial mobility by developing a common and transparent system of qualifications covering all levels of qualifications. 4. Improve people's quality of life and integration into modern society; develop non-formal non-vocational adult education and adult self-learning at various types of agencies for adult education and culture equally across the country. 5. Provide a 'second chance' for adults to acquire primary, basic, and secondary education; develop general competencies and increase the availability of lifelong learning services to various groups of society. 6. Create conditions for personnel working with adult learners to improve their qualifications in order to ensure that high-quality services are provided to adult learners. 7. Modernise regional infrastructure for lifelong learning using EU support in order to provide uniform high-quality services to learners across the country in different types of institutions. 8. Balance financing of various areas of continuing and adult education in order to address various continuing learning needs of the population of the country and increase the financing for the areas that most require it. 9. Better inform and provide advice to all citizens of the country about the opportunities for lifelong learning at national and regional levels, develop the career management competences of the population, and expand the forms for providing information in order to strengthen motivation and capabilities for continuing learning and enhance the forms for regular monitoring of learning effectiveness. 	2008- 2012

<p style="text-align: center;">Adult literacy</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>The 2008–2012 Programme of the Government of the Republic of Lithuania stipulates:</p> <ol style="list-style-type: none"> 1. Strengthen the culture of permanent and multi-faceted learning in society. 2. Provide real opportunities for each person to freely choose and obtain the education services acceptable to him/her. 3. Support and promote the application of innovative, cutting-edge, practical models of education services provided by non-formal, informal, and alternative education service providers; impart best education practice of from abroad. 4. Create a comfortable organisational environment for all areas of continuous learning required by society and for qualified service providers. 5. Use targeted information campaigns focusing on the practical benefits of adult education and improvement of the quality of life; expand the circle of people who are learning, improving their qualifications, and acquiring new competencies. <p>http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=333778&p_query=&p_tr2=</p>	
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<p>2.4 Does your country have a policy on the language of instruction in adult education?</p>	<p>Yes</p>	<p>No</p>
	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

In 2010, the strategy for teaching the Lithuanian Language at general education schools in 2010–2014 was approved (by the Minister of Education and Science). The strategy seeks to provide guidelines for teaching the Lithuanian language and improving education; it also seeks to encourage the preservation and development of the Lithuanian identity as the basis for the personal and community identity of Lithuanian citizens living both in Lithuania and abroad. This strategy provides that in the future, in schools implementing the Lithuanian general education curricula and foreign schools where Lithuanian is taught, each person will not only learn the Lithuanian language and get acquainted with the Lithuanian culture, but will also strengthen his/her identity, self-esteem, and dignity through awareness and development of the Lithuanian language and culture as their own.

The objectives of the strategy aim to consolidate the humanitarian education purpose of the Lithuanian language as a subject; ensure the high quality of the curricula of the Lithuanian language and literature; form the Lithuanian cultural canon for the purpose of sustainability of values by including texts and material into the curricula that enhance personal self-value, ethnic identity, and self-esteem and instil the canon as the core of the curriculum, etc. During the implementation of the strategy, it is planned to

enhance the qualifications of Lithuanian language instructors, update the curriculum, initiate and support Lithuanian language educational programmes for schools, Lithuanian culture and art projects, etc. ([http://www.smm.lt/ugdymas/docs/Lietuviu%20kalbos%20strategija%20\(1\).pdf](http://www.smm.lt/ugdymas/docs/Lietuviu%20kalbos%20strategija%20(1).pdf)).

In 2003, the Government of the Republic of Lithuania adopted a decree regarding categories of proficiency of the official language that describe the level of proficiency in the official language of managers of state and municipal government authorities, heads of agencies, public servants and officers, managers, public servants, and officers of the police and law enforcement agencies, heads, public servants, and officers of communications, transport, health, social security and other institutions providing services to citizens in order to fulfil their duties and carry out their work in certain professions or qualifications.

There are three categories of proficiency in the official language (the lowest – first, the highest – third):

The first category of proficiency in the official language is the level equivalent to the ‘Preliminary’ level of the Common European Framework of reference for language (see below);

The second category of proficiency in the official language is the level equivalent to the ‘Intermediate’ level of the Common European Framework of reference for language (see below);

The third category of proficiency in the official language is the level equivalent to the ‘Advanced’ level of the Common European Framework of reference for language (see below).

Examinations are also held to verify a person’s level of language proficiency and to assign them a proficiency level in the official language. The examination consists of a test and an interview. During this examination, all four language skills – reading, writing, listening and speaking – are checked. The examination is organised by the Education Development Centre and the National Examinations Centre and is conducted in core schools according to a previously approved schedule.

The ‘Preliminary’ level – can understand sentences and frequently used short and clear expressions related to areas of most immediate relevance; can communicate on familiar and routine matters; can complete elementary standard forms of documents, write non-official short texts (e.g. announcements, messages).

The ‘Intermediate’ level – can understand sentences and expressions on familiar matters; can speak on various issues of daily life and work, describe experiences and events, and give reasons; can complete standard forms of documents, write short texts on various issues of daily life and work.

The ‘Advanced’ level – can understand sentences and expressions on both concrete and abstract topics; can interact with a degree of fluency on various topics, express views and opinions; can prepare official documents and handle them, express thoughts in writing clearly and correctly.

Preliminary, intermediate, and advanced levels are descriptors functionally intended for the language teaching curricula. They meet the Council of Europe descriptors for levels A2, B1 and B2. The language proficiency level descriptors of the Council of Europe are prepared on the basis of the findings by the expert group that prepared the general learning and assessment system for adults.

(http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=341363)

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:

The European and national priorities for lifelong learning, with a view to clarifying qualifications, making them transparent and legitimising them, provide the premises for the creation of the qualifications system in Lithuania. The qualifications system has been developed taking into account the existing institutions and resources as well as the trends in granting, assessing, and legitimising qualifications. The greatest number of changes in recent years has been mainly in the award of qualifications: adjustment of the vocational training and higher education systems to the changes in the operating system and the needs of the labour market; the network of institutions providing qualifications and its structure have been optimised.

Legal premises for the development of the qualifications system were provided by the new version of the Law on Vocational Training. This law identifies the authority that grants qualifications and the principles for the formation, assessment, and legitimisation of qualifications. The national qualifications system should strengthen the cohesion of qualifications acquired at different levels of education and remove some of the barriers restricting or aggravating lifelong learning.

Management of the qualifications system processes was mainly related with school and higher education curricula as well as accreditation and licensing carried out by state authorities and such advisory expert organisations established by these authorities as the Qualification and Vocational Education and Training Development Centre, Centre for Quality Assessment in Higher Education, etc.

In the quest for efficient evaluation and recognition of formally acquired qualifications, employers have been included in the assessment of the initial vocational education and training qualifications (such as the Chamber of Industry, Commerce, and Crafts) and in the area of qualification assessment and recognition in higher education – a separate expert and advisory institution (Quality Assessment in Higher Education) was established.

Schools of higher education are institutions granting qualifications. Graduates from formal vocational training programmes, are granted qualifications and assessed with the participation of the Chamber of Industry, Commerce, and Crafts. The qualifications system should legitimise the creation of qualifications that are in line with the needs of employers and based on the analysis of activities and should establish professional standards that will be the basis for vocational training programmes. The qualification recognised by the Qualifications Service will be granted only to accredited training programmes on the basis of which qualifications recorded in the register of qualifications will be granted.

The qualifications system will allow assessment of achievements of non-formal and informal learning and recognition of the acquired qualification to be developed. The national qualifications system will strengthen the cohesion of qualifications acquired at the different levels of education, facilitate mobility among different levels of education and programmes and eliminate some of the barriers restricting or aggravating lifelong learning.

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=

In 2009, the Qualifications Service was reorganised and its functions were transferred to the Qualification and Vocational Education and Training Development Centre.

In 2007, as a result of the implementation of the *ESF project* 'Competence Centre: preparation for assessment and recognition process of competences acquired in non-formal and informal learning, establishing the centre for assessment and recognition of competencies at university (VMU)' the Competence Centre was set. In 2010, the Centre was reorganised as the Career and Competence Centre. Employees of the Centre provide advice on the issues of assessment of achievements and

recognition of competences in non-formal and informal learning.

Since 2008, the public enterprise College of Social Sciences has been carrying out the project 'Assessment and recognition of informal and non-formal competences'. The project aims to establish a framework for the assessment and recognition of competences acquired in a non-formal manner. This system should help to identify and recognise knowledge acquired in the non-formal and informal way at a person's workplace, independently developed skills, and other generic competences.

In 2010, the Ministry of Education and Science prepared the 'Guidelines for assessing and recognising in higher schools competences acquired in the system of non-formal adult education'. Guidelines are applied to learners seeking to acquire a higher education qualification or seeking to obtain a document formalising competences acquired in the system of non-formal adult education' (hereinafter referred to as the recognition of competences) with the aim of increasing their opportunities in the labour market.

Higher schools recognise competences acquired in the system of non-formal adult education, if a candidate can justify them and prove them to be study results. Higher schools assess competences acquired in different kinds of environments: through work, qualification training, participation in activities of various organisations and groups, performing voluntary activities, doing community service, learning at institutions providing non-formal educations, learning independently and during free time, etc. The following are the stages for assessment and recognition of competences acquired in the system of non-formal adult education:

- Informing. The candidate is familiarised with the principles, procedure, conditions, potential results of assessment, studies that satisfy the individual. The candidate makes a decision whether to participate in the procedure for assessment and recognition of competences acquired in the system of non-formal adult education.
- Consulting. The candidate prepares for the assessment procedure either through consultation in a group or individually. The candidate gets a detailed presentation of the procedure for assessment and recognition of competences and an explanation of how to prepare a package (folder) of evidence of competences acquired in the system of non-formal adult education and how to prepare for the evaluation interview and other techniques for assessment.
- Evaluation. The candidate's evidence of competences acquired in the system of non-formal adult education are analysed and the compliance of the acquired competences and study achievements acquired in the system of non-formal adult education as well as the scope of compliance are identified by applying a variety of assessment methods
- Decision-making (evaluation). It is determined whether there is sufficient evidence to support competences acquired by the candidate and/or which study subjects or modules could be considered eligible. An assessor or assessment commission takes the decision regarding recognition of the candidate's competences and/or eligibility of the study subjects or modules taken.

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=389755&p_query=&p_tr2=

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
<p>The project 'Development of the adult education system by providing generic competencies to learners' launched in 2010 and financed by the European Social Fund, implements key priorities of the lifelong learning strategy. This project is intended for the development of a comprehensive adult education system in Lithuania. The aims of the project are to develop a network of informal adult education services and make the network accessible, train generic competences, improve qualifications of managers and teachers of adult education institutions, implement innovative contents of adult education, and increase the availability of information and non-formal education services. The project is implemented in 2 stages (2010–2012 and 2012–2014). The Education Development Centre subordinate to the Ministry of Education and Science is implementing the project. The project measures are formulated and adjusted in the light of the progress achieved or the new challenges. It is planned to create new political guidelines for adult education in 2012.</p>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
	<i>Ma rk all tha t ap ply</i>	<i>Timefra me</i>	<i>References</i>
Adult education:			
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		<p>Poverty Reduction Strategy in Lithuania http://www.google.lt/url?sa=t&rct=j&q=skurdo+mazinimo+strategija&source=web&cd=1&ved=0CCgQFjAA&url=http%3A%2F%2Fwww.skurdas.lt%2Ffiles%2Fmain%2FSkurdo%2520strategija-0609.doc&ei=JqVTT8LKJOeG4gTJmKDqDQ&usg=AFQjCNGQNTUZlqEWL8UTInvCNVl3ouxFA&sig2=23YQ7OtkajPDEneQMXRwGQ</p>
Education strategy	<input checked="" type="checkbox"/>	2003-2012-2011	<p>State Education Strategy http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=215471&p_query=&p_tr2= Law on Education http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=395640&p_query=&p_tr2=2</p>
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2008-2012	<p>Lifelong Learning Assurance Strategy Http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=329216&p_query=&p_tr2=</p>

<p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/> Sustainable development strategy <input checked="" type="checkbox"/> 2009- 2011 <i>Other (specify in the space below)</i> <input type="checkbox"/></p>	<p>National Sustainable Development Strategy http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=217644</p>		
<p>Adult literacy:</p>	<p><i>Ma rk all tha t ap ply</i></p>	<p><i>Timefra me</i></p>	<p><i>References</i></p>
<p>National Development Plan <input type="checkbox"/> Poverty Reduction Strategy Paper Education strategy <input type="checkbox"/> Skills development (including vocational education and training) strategy <input type="checkbox"/> Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/> Sustainable development strategy <input type="checkbox"/> <i>Other (specify in the space below)</i> <input type="checkbox"/></p>			

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Y e s	N o	Specify policy/plan (add as many lines as needed)	References
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The needs of adult learners are included in the making of plans and priorities for adult education policy, performing surveys/studies of these target groups, etc.	<p>Applied Adult Education Research http://www.suaugusiujusvietimas.lt/lt/publikacijos/tyrimai/ Learning approaches in the Nordic and Baltic countries http://www.suaugusiujusvietimas.lt/lt/publikacijos/tyrimai/ The status of non-formal adult education and attitudes of the population and employers towards non-formal adult education http://www.suaugusiujusvietimas.lt/lt/publikacijos/ The status of organisation of adult education in municipalities http://www.suaugusiujusvietimas.lt/lt/publikacijos/ Development of opportunities for adult continuing education in the context of the implementation of the lifelong learning strategy http://www.suaugusiujusvietimas.lt/lt/publikacijos/</p> <p>Learning needs of adult learners in villages and towns (population up to 3,000) http://www.suaugusiujusvietimas.lt/?id=6&did=19</p>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>According to the survey data and the needs and priorities expressed by adult learners, the adult education policy is formed and implemented, i.e. the main aims, priorities, and areas of activities of the projects are planned.</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>The idea of lifelong learning in Lithuania received more thorough analysis in 2001 in the discussions of the Memorandum on Lifelong Learning (2000) and was legitimised in 2004 upon approval of the Lifelong Learning Strategy. The European Commission Communication Making the European Area of Lifelong Learning a Reality adopted in 2001 was actively discussed amongst Lithuanian educators. Over a series of several seminars, the main actors/shareholders of the LLL system discussed the opportunities of development outlined in the communication as well as major issues of the adult education system, and envisaged developmental trends. The concept of non-formal education and the objectives of its development set forth in the communication offered greater opportunities for decision-makers to use the term Lifelong Learning and create favourable preconditions for the system development.</p> <p>Over recent years a consistently increasing number of learning adults has been observed. The new challenges in the ever changing labour market, as well as economic and cultural changes have shaped a different attitude of the Lithuanian population towards Lifelong Learning. Today, learning is perceived as</p>

an opportunity to develop individual competences and skills, as a precondition of acquiring relevant skills to meet the requirements of the labour market, as well as a prerequisite for the successful and fully-fledged participation in the life of modern society. In 2004, after the Strategy of Lifelong Learning was approved in Lithuania, a conceptual basis for implementing specific objectives in the field of Lifelong Learning was formed. The main aim of the Strategy is to develop a comprehensive and consistent Lifelong Learning system of high quality providing opportunities for all individuals of working age for versatile education and professional life. Mention should be made of the facts that in the educational policy an educational concept based on new principles has taken root: efforts are made to develop competence-based learning, emphasis is placed on the ability to flexibly adapt oneself to the changes of the labour market, develop professions in demand as well as possibilities for retraining, ideas are fostered to create structures for recognition/validation of non-formally acquired competencies. A major Impetus to the development of the LLL system was made by the opportunities afforded by the EU structural support to develop educational systems.

Later on, after new societal needs were identified and due to the policy implemented on the EU-scale (in 2006, the European Commission adopted a Communication on Adult Education: it's never too late to learn), there arose a necessity to update the main document regulating the LLL sphere. In October 2008, an updated Strategy for Ensuring Lifelong Learning was approved which envisaged a deeper and qualitatively new development of the system. One of the most significant objectives of the Strategy for Ensuring Lifelong Learning is to create adequate conditions to increase the number of learning adults and improve the quality of activities of educational establishments.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Ministry of Education and Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of social Security and Labour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualifications and Vocational Education and Training Development Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lithuanian Labour Market Training Authority	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lithuanian Labour Exchange	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education Development Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education Exchange Support Foundation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Municipal and county governor's administrations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult education centres, general education schools with adult education groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational, higher schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Lithuanian Association of Adult Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lithuanian Association of Managers of Adult Education Centres	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Ričardas Totoraitis, Deputy Head of the Academic Mobility and Continuing Education Division at the Ministry of Education and Science Ricardas.Totoraitis@smm.lt		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>National conferences are held each year involving the following representatives of the adult education system: andragogues, heads of adult education centres and schools, education managers and administrators, representatives of universities responsible for andragogue training, representatives of non-governmental organisations, and experts of various related ministries. Furthermore, ongoing consultations with representatives of the Lithuanian Association of Adult Education and the Lithuanian Association of Managers of Adult Education Centres are held. Other initiatives are also in place, for example, within the framework of the project 'Development of the adult education system by providing generic competences to learners' (carried out by the Education Development Centre and supported by the ESF) interinstitutional partnership and educational management training was carried out intended to promote cooperation between the representatives of various authorities of adult education.</p>		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Different participants of adult education are included in the development, implementation, and assessment of priorities for adult education policy during the implementation of various studies, monitoring, and surveys, and organisation of annual conferences and discussions with various representatives of adult education. For example, in 2010, the Education Development Centre carried out 'Professional needs analysis of andragogues' (designed to analyse the needs of andragogues), 'Situation analysis of the non-formal adult education system quality assurance mechanisms' (designed to analyse the conditions for organisation of non-formal adult education at adult education establishments and to identify quality assurance problems), 'Applied Adult Education Research' (designed to investigate the earning specifics of third age learners, adult learning opportunities, and accessibility for the disabled as well as various aspects of adult education in detention places). More about the studies: http://www.suaugusiujusvietimas.lt/lt/publikacijos/</p>		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The following organisations participate in the implementation of the strategy for adult education: Ministry of Education and Science, Ministry of Social Security and Labour, other ministries and government authorities, Qualifications and Vocational Education and Training Development Centre, Lithuanian Labour Market Training Authority and its subordinate bodies, Lithuanian Labour Exchange and its subordinate bodies, Education Development Centre, Education Exchange Support Foundation, Centre for Quality Assessment in Higher Education, Centre of Information Technology of Education and other bodies under the Ministry of Education and Science, Municipal and county governor's administrations, adult education centres, schools, general education schools with adult groups, vocational and higher schools, and other social partners.

When organising adult education, planning and implementing adult education programmes at municipal level, the following institutions participate:

- municipal education divisions;
- teacher training centres;
- Third Age universities;
- non-governmental organisations;
- local communities;
- other organisations.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

National currency- litas

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	In 2009, 6.8% of GDP was allocated for education	LTL 2,005 million was allocated from the state budget for education, including higher schools. Together with grants for municipalities, the total portion for the education area will amount to LTL 3,989 million. In 2010, education received LTL 900 million of EU support. In 2010, 6.2% of GDP was allocated for education	Ministry of Finance
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
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⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments⁵</i>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments⁵</i>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		
<p>The project 'Development of the adult education system by providing generic competences to learners' launched in 2010 and financed by the European Social Fund, implements key priorities of the lifelong learning strategy. This project is intended for the development of a comprehensive adult education system in Lithuania. The aims of the project are to develop a network of informal adult education services and its accessibility, train generic competences, improve qualifications of managers and teachers of adult education institutions, implement innovative contents of adult education, and increase the availability of information and non-formal education services. The project is implemented in 2 stages (2010–2012 and 2012–2014). The Education Development Centre subordinate to the Ministry of Education and Science carries out the project.</p>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Funding of the adult education system in Lithuania comes from several sources: state aid (budgetary funds), EU assistance (Structural Funds) and investment made by the private sector. With regard to funding of adult education, tax-relevant provisions are applied: providers of adult education receive tax relief, e.g., a reduced rate of VAT. Furthermore, the practice of applying an income tax incentive for natural persons has been introduced in Lithuania. Persons involved in the process of learning are entitled to claim a partial refund of taxes paid for the services provided. The share of GDP allocated for education amounts to 6.2 per cent.

EU support: for the 2007–2013 programming period, for the implementation of the ‘Human resource development programme of action’ a total of EUR 1,100,021,187 (of which EUR 935,018,009 of EU funds; EUR 89,421,926 of state budget funds; and EUR 75,581,252 of the project contractor and/or partner funds) was allocated.

For financing the systemic development of non-formal adult education, the European Social Fund project ‘Development of the adult education system by providing generic competences to learners’ is being implemented. During the first phase of the project LTL 6.7 million was allocated (2010–2012) and LTL 8.2 million (2012–2014) for the second phase.

Non-formal adult education undertakings (adult education centres and schools) providing non-formal education services are financed from the municipal budget on the basis of the principle of the pupil’s basket, i.e. the total funding depends on the number of learners. Around EUR 13 million is allocated to formal education of adults annually (there are around 9,000–12,000 people in formal adult education schools).

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	all target groups	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>

<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	all target groups	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?

	Provision	Demand
On adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).

On the initiative of the Ministry of Education and Science regular studies of the status of adult education and needs focusing on both the supply and demand of adult education are organised:

Applied Adult Education Research
<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Adult learning in Lithuania: scope, needs, supply <http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Status of non-formal and adult education and the attitudes of employers and population to non-formal adult education <http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

The status of organisation of adult education in municipalities
<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Development of adult continuing education opportunities within the framework of the implementation of the Lifelong Learning Strategy
<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Needs of adult learners in villages and towns (population up to 3,000)
<http://www.suaugusiujusvietimas.lt/?id=6&did=19>

The international study 'Adult learning motivation and needs in Lithuania, Latvia, Estonia and Finland' initiated in 2010 by the Lithuanian Adult Education and Information Centre (now the Education Development Centre), carried out using the funding of the Nordplus programme. The report of the study in English is available at:
http://www.linba.net/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=37

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Lithuanian language	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

The Ministry of Education and Science, Education Development Centre, representatives of universities, and education experts participate in the preparation of teaching material for general education (formal education) and for the needs of non-formal adult education/learning.

In 2008, the Ministry of Education and Science carried out the project 'Development of adult teaching opportunities: portfolio of andragogic literature', as a result of which 18 publications in the 'Adult education series' was prepared. The project was initiated in view of the context of increasing needs of adult learning, because andragogic literature widely published in the world was poorly accessible to andragogy practitioners in Lithuania, university students and lecturers, and adult learners. The book series consists of publications on the theory of andragogy, textbooks, and methodological practical books. This publication with a total print run of more than 30,000 copies in the past years has been one of the largest projects of educational literature in Lithuania. The books were provided to adult education centres, schools and libraries.

As a result of the implementation of similar initiatives, in 2011, the ESF-funded project 'Development of the adult education system by providing generic competences to learners' was implemented which involved the issue of audio books to adults. In 2012, 13 publications of methodological material, intended for non-formal adult education, are planned. The publications will be provided to adult education centres, schools and libraries.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

In 2010–2012, implementing the ESF-funded project ‘Development of the adult education system by providing generic competences to learners’, free generic competence courses for adults were organised in 25 municipalities of Lithuania and were attended by more than 1,500 people. Adults enhanced their knowledge in the areas of finance, non-formal vocational training, legal literacy, civic education, English language, computer literacy, and entrepreneurship and also received training in healthy lifestyle, safe road traffic, parenting, artistic skills, and studied other subjects under 15 innovative programmes of non-formal adult education.

The generic competences training was one of the biggest recent initiatives aimed at systemic development of non-formal adult education in municipalities.

During implementation of the 2nd stage of the project, the generic competences training will be provided to another 3,000 people. A significant part of the training will be provided to Third Age learners.

5.8 Does the government collect information on the following items...?

Mark all that apply

Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>

If this information is available please attach the corresponding figures and documentation, or provide the references:

1. The following research is carried out on the initiative of the Ministry of Education and Science:

Supply and demand:

Applied Adult Education Research

www.suaugusiujusvietimas.lt/lt/publikacijos

Adult learning in Lithuania: scope, needs, supply

<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Status of non-formal and adult education and the attitudes of employers and population to non-formal adult education <http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

The status of organisation of adult education in municipalities

<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Development of adult continuing education opportunities within the framework of the implementation of the Lifelong Learning Strategy

<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

Needs of adult learners in villages and towns (population up to 3,000)

<http://www.suaugusiujusvietimas.lt/?id=6&did=19>

The international study ‘Adult learning motivation and needs in Lithuania, Latvia, Estonia and Finland’ initiated in 2010 by the Lithuanian Adult Education and Information Centre (now the Education Development Centre), carried out using the funding of the Nordplus programme. The report of the study in English is available at:

http://www.linba.net/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=37

2. The Department of Statistics regularly provides information about the population’s participation in lifelong learning activities.

According to the data of the Lithuanian Department of Statistics in 2006, various activities of non-formal learning were attended by 55% of the population in Lithuania. In 2003, this figure was 28%. Mostly, Lithuanians learn independently (45%) and about 30% of the population attend various courses and seminars.

Lifelong learning rate (people of 25-64 years of age who studied over the past 4 weeks):

5.9% in 2011

4.0% in 2010

4.5% in 2009.

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
<p>The outcomes of the implementation of adult education programmes in formal education are assessed by carrying out audits of schools and by accreditation of educational establishments; higher education programmes are assessed by the Centre for Quality Assessment in Higher Education. Assessment of non-formal adult education programmes is carried out centrally. Individual aspects of assessment of non-formal adult education programmes reflect in various studies conducted on the initiative of the Ministry of Education and Science and other institutions (by performing studies on adult participation in learning activities, the need for non-formal education programmes). See Item 5.8.</p>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.
<p>In Lithuania, adult education is implemented in several forms: formal learning, which is organised on the basis of approved programmes in the centres for adult education and schools, upon completion of these programmes elementary, basic, secondary, upper secondary and higher education is acquired; nationally recognised diplomas and qualifications are granted; non-formal learning is related to the acquisition of new additional enhancement of competencies and vocational qualifications; this type of learning is provided in the workplace and in private and various public organisations conducting relevant courses, informal (self -directed) learning is learning which occurs naturally on a daily basis, related to personal daily activity, Individual Interests or hobbies; it is usually based on a person's needs, vocational/professional factors or family.</p>

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		Internal and external audits of general education schools, including accreditation of schools for adults
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		Teacher certification
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input type="checkbox"/>		
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>		
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	811,3 euro	
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description and references:

In 2010, 'Situation analysis of the professional activity of andragogues' was carried out
 In 2006, the study 'The status of organisation of adult education in municipalities' was carried out
<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	<i>Mark all that apply</i>
Lifelong learning	<input checked="" type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

If one or more of the boxes is marked, please provide a brief description and references:

In 2010, implementing the ESF-funded project 'Development of the adult education system by providing generic competences to learners', the following three studies of the status of adult education were carried out:

1. Applied Adult Education Research

<http://www.suaugusiujusvietimas.lt/lt/publikacijos/>

2. The status of organisation of adult education in municipalities

3. Situation analysis of the quality assurance mechanism of the non-formal adult education system (project carried out by the Education Development Centre)

In 2010, an international study was conducted using NORDPLUS programme funding: 'Adult learning motivation and needs in Lithuania, Latvia, Estonia and Finland'.

http://www.linba.net/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=37

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Andragogues, one of the most important units in the personnel chain within the context of Lifelong Learning, are currently trained at the universities (Vytautas Magnus University, Vilnius University of Educational Sciences, and Klaipėda University) where the relevant formal education is provided. Qualification training of andragogues is conducted by such subordinate bodies of the Ministry of Education as the Education Development Centre, Education Exchange Support Foundation, and the Lithuanian Association of Adult Education; teacher-training centres have become more active in this area too. However, training of andragogues and/or enhancement of andragogic competences is today clearly insufficient (for example, in 2006, the survey of the heads of the continuous adult training centres showed that half of the respondents stated they suffered a shortage of qualified professionals in adult education (andragogues) and managers of adult education. This is also evident from the study carried out in 2010 'Situation analysis of the professional activity of andragogues'. There is not enough staff with andragogic training qualifications, particularly in peripheral municipalities. Training of andragogues is exacerbated by drawbacks in the Classification of Occupations, because it lacks the definition of the qualification required to work with adults. In 2011, the description of the andragogue occupation was prepared legitimising the model for recognition and regulation of this occupation.

Retraining of andragogues is conducted within the framework of other programmes and projects, for example, the project 'Development of the adult education system by providing generic competences to learners' by the Education Development Centre carried out in 2010–2012 whereby 5 types of training took place for andragogues and education managers ('Interinstitutional cooperation training in municipalities', 'Training for employees of national level institutions for adult education', Training in andragogic management', 'Training of andragogues-practitioners', 'and the module 'Andragogic studies'). During training, over 300 andragogues and education managers were trained. During the implementation of the project, qualification training was also carried out at institutions of adult education abroad.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The project 'Development of the adult education system by providing generic competences to learners' launched in 2010 and financed by the European Social Fund, implements key priorities of the lifelong learning strategy. This project is intended for the development of a comprehensive adult education system in Lithuania. The aims of the project are to develop a network of informal adult education services and its accessibility, train generic competences, improve qualifications of managers and teachers of adult education institutions, implement innovative contents of adult education, and increase the availability of information and non-formal education services. The direct target group of the project is over 2,000 people.

The project is implemented in 2 stages (2010–2012 and 2012–2014). During the 2nd stage that will last for a period of two years, three main activity groups are planned. These are: provision of new learning opportunities to the Third Age learners and strengthening of the Third Age universities (TAU), preparation of methodological material, and training for adults and andragogues.

When implementing the first group of activities, it is planned to perform an analysis of the TAU system operations, organise training for the employees and learners of this area, prepare educational literature, and produce an educational video. The direct target group is over 530 people. When implementing the second group of activities, it is planned to develop nine new learning modules, translate theoretical and methodological literature and distribute it to the target audience as well as educational institutions and libraries. When implementing the third group of activities, it is planned to arrange training of adults in 19 modules in 25 municipalities and qualification training courses for andragogues, including training at adult educational institutions abroad. Training is available for up to 2,500 adults and over 230 andragogues and education managers. During the project, activities of the 1st stage of the project that proved to be very popular with participants will be carried out – further preparation and implementation of non-traditional learning is planned. During the implementation of the project, a cycle of 12 educational radio programmes, broadcasting of educational films and social video clips, issue of audio books, preparation of study material in the form of video, publication of a magazine, and administration of the info portal Adult Education are planned.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

For discussion of the Belém Framework for Action the following was carried out:

- seminars for andragogues, education managers, administrators, etc.;
- publication for the Belém programme prepared by the representatives of Lithuania who participated at CONFITEA VI;
- the eleventh adult education week 'Learning organisations: from rhetoric to action!' took place in Lithuania on 15-21 November 2010 and was dedicated to the idea of the World Conference on Adult Education CONFITEA VI regarding the development of learning regions.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please specify how they have changed below and provide evidence.

In Lithuania, adults can acquire basic or general education at adult education centres and schools. Education is carried out on the basis of the general programmes. The teaching process is conducted using flexible forms of learning: distance teaching, modular teaching, and self-learning. There are around 60 adult education centres and schools in Lithuania operating in each municipality. Basic and general education is provided for all and is free of charge.

In 2006, the Government of the Republic of Lithuania approved the reading promotion programme. The purpose of this programme was to promote reading for people of all ages and social groups, so that people would read as much and possible and therefore creative, ambitious, critically thinking citizens with a sense of responsible citizenship would be developed.

Objectives of the programme:

- provide financial conditions for the implementation of the reading promotion projects;
- improve the skills of people working in the area of culture and education so that they would be able to encourage people to read;
- strengthen cooperation between institutions and teachers of various subjects on the issues of reading;
- develop and implement a system for monitoring reading skills, scope, focus and needs;
- promote reading, raise its prestige in society.

The reading programme was implemented in 2006–2011. The main and largest project of the reading promotion programme was announcement of the year 2008 as the Year of Reading.

During implementation of this project, various events and campaigns were organised, including the following:

- selection of the Book of the Year
- training for organisers and promoters of the reading promotion projects
- development of the educational Internet site www.skaitymometai.lt
- in 2008, seminars were held in all counties of Lithuania on the theme of 'Meaningful reading: from literature to reading clubs'
- and other campaigns and publications within the framework of this programme.

[http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=287765&p_query=&p_tr2=\)](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=287765&p_query=&p_tr2=)

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please provide below a brief explanation:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

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8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

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8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

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