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Actual situation of Adult Education in Lithuania

Municipalities Support Adult Education



IO#1 of the project made by Lithuanian Association of Adult Education

Actual situation of Adult Education in Lithuania

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Summary

This report on adult education situation in Lithuania was produced as one of the outputs of Erasmus Plus Strategic Partnership project funded by the European Union under the “Erasmus +” programme. The project is entitled “Municipalities Supporting Adult Education” (MSAE), and is implemented between 2020 and 2022.

Local authorities are the closest support institution for local people, working closely with local adult education providers. This determines the special role of local governments in adult education. Aim of the project is to develop and increase the role of local governments in supporting adult education, in order to promote greater participation of adults in education.

This report provides an overview of the adult education landscape in Lithuania. Similar reports are prepared by all project partners, what allows to compare the situation in Lithuania with situation in Latvia, Estonia and Italy.

This report is presented in several chapters. The first chapter characterizes structure of inhabitants, age groups, national groups and density of population, as it influences the education system, the education offer and demand.

The second chapter looks at adult education practice, various models of organizing adult education in Lithuania. Chapter characterizes work of different adult education providers - Universities, VET, Private institutions, associations and foundations.

Third chapter describes adult education offer and distribution of adult education programmes in Lithuania.

In the next chapter strategic framework of adult education – strategies and normative regulations concerning adult education is presented and emphasized.

At the end of the report you can read about support available for adult education in Lithuania and SWOT analysis, identifying strengths, weaknesses, opportunities and threats to adult education.

Structure of inhabitants

Demographic situation

According to Statistics Lithuania, Lithuania's population at the start of 2020 was 2 794 090 inhabitants. The population has been declining in recent years for various reasons, such as negative natural population change, mortality and emigration. The natural population change (increase/decrease) is still negative.

The most populated areas are the counties of the biggest cities, Vilnius, Kaunas and Klaipėda. The population density of these three cities at the start of 2019 was 83.3 inhabitants per square kilometre (inhabitants/km²), 69.4 inhabitants/km² and 60.8 inhabitants/km², respectively. The lowest population density can be found in the counties of Tauragė (21.3 inhabitants/km²) and Utena (17.7 inhabitants/km²).¹

Table 1. Permanent residents and territory²

		Nuolatinių gyventojų skaičius ir teritorija			
		Nuolatinių gyventojų skaičius metų pradžioje asmenys ¹	Teritorija (žemės plotas) metų pradžioje km ² ²	Gyventojų tankis metų pradžioje viename km ²	Vidutinis metinis gyventojų skaičius asmenys
		Miestas ir kaimas			
Lietuvos Respublika	2020	2 794 090	65 286	42,8	
	2019	2 794 184	65 286	42,8	2 794 137
	2018	2 808 901	65 286	43,0	2 801 543
	2017	2 847 904	65 286	43,6	2 828 403
	2016	2 888 558	65 286	44,2	2 868 231
	2015	2 921 262	65 286	44,7	2 904 910
	2014	2 943 472	65 300	45,1	2 932 367
	2013	2 971 905	65 300	45,5	2 957 683
	2012	3 003 641	65 300	46,0	2 987 773

¹https://eacea.ec.europa.eu/national-policies/eurydice/content/population-demographic-situation-languages-and-religions-44_en

² <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=103cad31-9227-4990-90b0-8991b58af8e7#/>
<https://osp.stat.gov.lt/lietuvos-svietimas-kultura-ir-sportas-2020/svietimas>

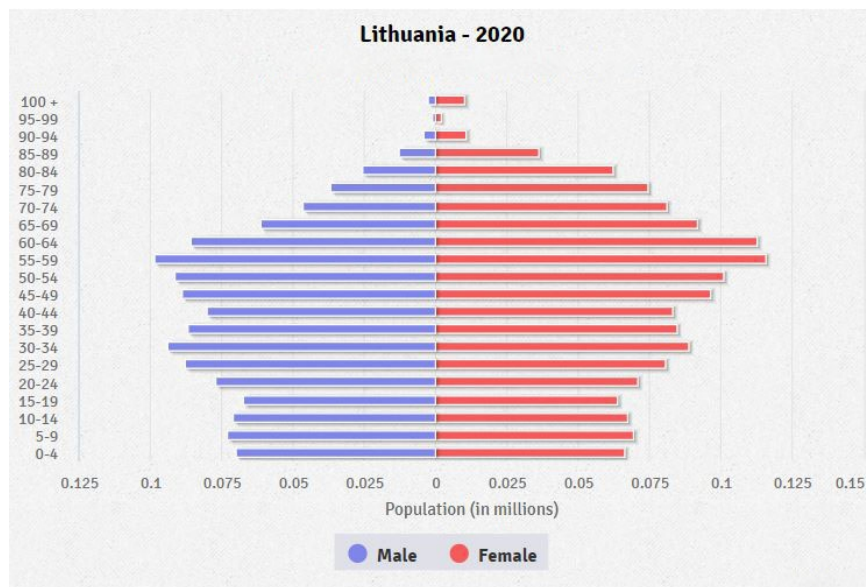
Age groups

In the beginning of 2020 there were 893,4 thousand people under age of 29 years and it is about 32 % of all inhabitants. In comparing with the same period of 2019 it is 10,6 thousand or 1,2% less. Decreasing number of young inhabitants shows aging society and influences educational system.

Age structure in Lithuania:

- 0-14 years: 15.26% (male 213,802/female 202,948)
- 15-24 years: 10.23% (male 144,679/female 134,822)
- 25-54 years: 38.96% (male 528,706/female 535,485)
- 55-64 years: 15.1% (male 183,854/female 228,585)
- 65 years and over: 20.45% (male 190,025/female 368,558) (2020 est.)

Population Pyramid illustrates the age and sex structure of a country's population and may provide insights about political and social stability, as well as economic development. The population is distributed along the horizontal axis, with males shown on the left and females on the right. The male and female populations are broken down into 5-year age groups represented as horizontal bars along the vertical axis, with the youngest age groups at the bottom and the oldest at the top. The shape of the population pyramid gradually evolves over time based on fertility, mortality, and international migration trend.



Graph 1. Population Pyramid. Source: Andrea Shapiro. *CIA World Factbook*, November 27, 2020

National groups

According to data from the general population census of 2011, 84.2% of residents were Lithuanians, 6.6% were Poles, 5.8% were Russians and 2.3% were Belarusians, Ukrainians and other nationalities. People of 154 nationalities were living in Lithuania, according to the same census.

National minorities in Lithuania are provided with conditions to be recognized. They can teach their children their native language and the history of their nations, foster their culture and follow their religion. There are schools of early childhood education and general education in Lithuania for minorities. Education in these institutions is provided both in the Lithuanian language and in the languages of ethnic minorities. Studies for college and university students are also available not only in the official language.³

Existing practice of adult education

In Lithuania, adult education may be formal and non-formal. According to this, the providers of formal and non-formal education are listed below.

Institutions providing formal adult education:

- adult general education schools (education centres), general education schools with classes for adults;
- vocational education and training (VET) schools;
- higher education institutions (HEI) – colleges and universities.

These institutions (except general education schools) offer continuing professional development and retraining courses, which are also an integral part of adult education.

Adult general education schools (education centres) and general education schools with classes for adults

Formal **adult education schools (education centres)** belong to the group of general education schools, i.e., it may be an adult pre-gymnasium, an adult lower secondary education school, or an adult gymnasium. Adult education schools provide adult primary (ISCED 1), lower secondary (ISCED

³https://eacea.ec.europa.eu/national-policies/eurydice/content/population-demographic-situation-languages-and-religions-44_en

2), parts I (grades 5-8) and II (grades 9-10) and upper secondary (ISCED 3) curricula. Equally, these curricula can also be provided in **adult classes**. General education schools may establish these classes. This possibility enables adults to learn closer to home when there is no adult education institution in the area.

Schools create conditions for learners to study certain compulsory and elective or additional and non-formal subjects in a modular way. Learners can also choose a distance-learning mode of study. Adult schools that have the necessary material facilities and vocational training curricula may provide vocational education and training for learners to acquire a professional qualification. The state funds adult education that is provided in the above-mentioned institutions. The Education and Science Institution Registry (AIKOS) states that there are 56 adult general education schools and general education schools with classes for adults. All of them are established by municipalities⁴. Geographically, bigger cities tend to have several adult schools. Almost all municipality⁵ centres have at least one school in which adults can learn.

Vocational education and training (VET) schools

State, municipal and non-state VET institutions provide vocational education and training. VET is their main activity. According to data from AIKOS, there are 64 state VET institutions and 5 non-state VET institutions in Lithuania. Since the start of the optimisation of the state VET institutions network in 2018, regional needs and available study programmes have been analysed. There are more VET institutions in bigger cities, but it is possible to access VET in every municipality. Freelance teachers and other natural and legal persons, for whom VET is not their main activity, may also provide VET. A company which has an education centre would be an example of such a provider. There are more than 200 such providers.

VET institutions may, **along with VET**, provide **upper secondary** or even **lower secondary education**. There are **specialised VET institutions** for those with special education needs. In order to make VET more flexible and able to meet the needs of the labour market, **modular VET programmes** are added to traditional ones. **Apprenticeship** as a form of learning is introduced.

The state allocates funds to **state funded seats** in VET study programmes. Each year the needs of the regional labour market and priority areas are analysed. According to this, it is decided how many

⁴ Private individuals or the state may establish a general education school (for adults also). At this moment, there are no such adult education schools.

⁵ Lithuania is divided into 60 administrative units – municipalities

seats in which study programmes the state will fund. Pupils have priority to access a state funded seat if they have finished a lower secondary education in the same VET institution in the same year. The same rule applies to those who cannot pursue an acquired qualification due to a loss of health and to those who have better learning achievement results. A person entering a VET study programme for the first time is eligible for a state funded seat. If a person has a qualification acquired through an initial VET study programme, he/she is eligible for a state funded seat only in continuing VET. This also applies to persons who have acquired a higher education.

An adult who has finished upper secondary education may enter higher education institutions (HEI) – colleges and universities. Other than university or college studies, the HEI may provide retraining or non-tertiary study programmes.

Institutions organising and providing non-formal adult education

Institutions of non-formal adult education, adult education centres, high schools, institutions providing continuing professional development, companies, non-governmental organisations, andragogy specialists, etc., may provide non-formal adult education. Employers can organise adult education and the learning process can be conducted at the workplace. According to AIKOS, there are 105 non-formal adult education schools. There is no data on the total number of all types of institutions providing non-formal adult education⁶.

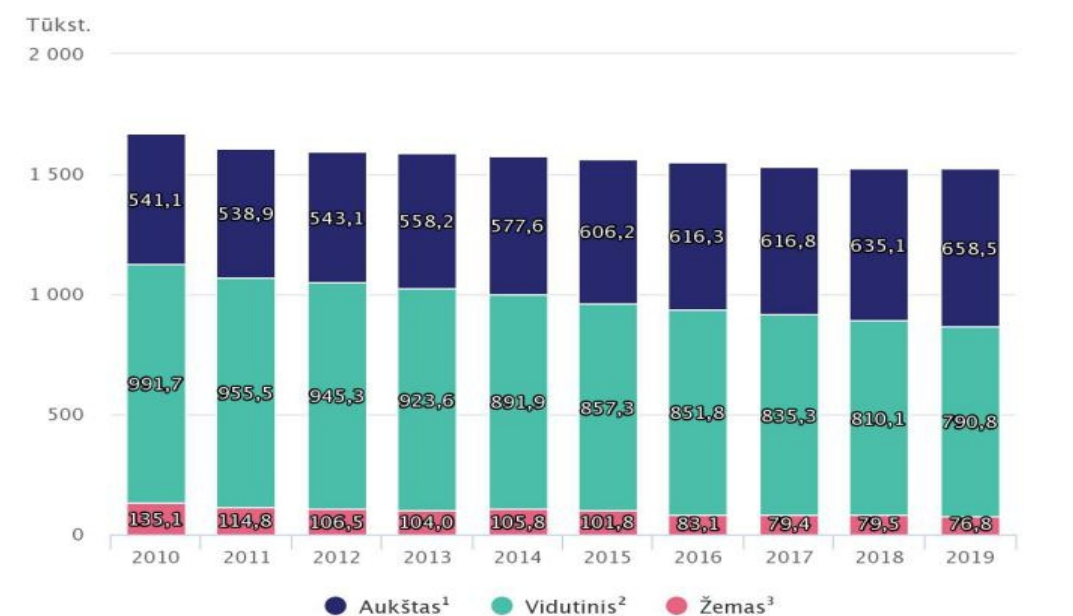
Universities of the Third Age (TAU) provide non-formal education for senior citizens. In this case, the word “university” does not have its usual meaning. TAU may be a programme implemented by a municipality institution or HEI. It may be founded by natural persons but not necessarily be registered as a legal entity. According to data in 2018, there were 66 TAUs in Lithuania. TAUs provide history, political science, foreign languages and information technology lessons. People can learn to dance, sing or spend leisure time at exhibitions or on trips. The activities of public organisations stimulate the integration of elderly people into society and awaken the desire to keep learning.

Non-formal education is also provided by formal education institutions – VET institutions and companies that have included such activities in their regulations or have licences issued by the Ministry of Education, Science and Sport to provide such training.

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/main-providers-43_en

Other ministries, such as the Ministry of National Defence, the Ministry of Foreign Affairs, the Ministry of Finance, the Ministry of Transport and Communications, the Ministry of Health and the Ministry of Culture have their own in-house structures of non-formal adult education where specialists can improve their professional qualifications in their respective fields.

Highly educated population aged 25-64 in 2019 was 658.5 thousand and they accounted for 43.1% of the total population aged 25-64. This number in Lithuania is consistently increasing compared to other EU countries, we are one of the first (EU 27 - 31.6 %).

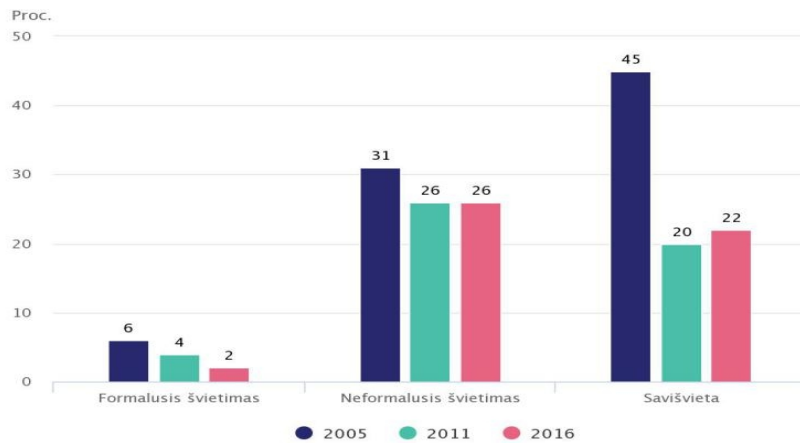


Graph 2. Population aged 25-64 by level of education⁷:

1. Dark blue: High - higher, higher (2013 – ISCED 5, 6, since 2014 m. – ISCED 5, 6, 7, 8).
2. Green: Intermediate - basic with professional qualification, secondary (without / with professional qualification), special secondary (ISCED 3, 4).
3. Pink: Low - no primary, primary (without / with professional qualification), basic (ISCED 0, 1, 2).

According to the data of the adult education survey (2016), 38 % of population aged 25-64 studied in formal education institutions, courses and seminars organized by various training providers, as well as independently. Women studied more than men, urban residents more than rural residents. Younger people aged 25-34 (49%), as well as those with a high level of education (59%) and employed persons (46%) were the most likely to study. 31 % did not study anywhere (958 thousand) adult population, of which 7 % wanted to learn. The main reasons for not being able to study were over-employment and too expensive training.

⁷ <https://osp.stat.gov.lt/lietuvos-svietimas-kultura-ir-sportas-2020/svietimas>



Graph 3. Participation of the adult population in formal, non-formal education and independent learning⁸. Compared to the total population aged 25–64 in percent (first column – Formal education, second column – Non-formal education, third column – Self-education).

Existing support to adult education

Current priorities of adult education policy

The current priorities of adult education policy are set in the Long-Term Development Strategy of the State “Lithuania’s Progress Strategy “Lithuania 2030”⁹ and the National Education Strategy 2013-2022¹⁰. The state commits to “establish an effective system of lifelong learning that efficiently uses Information Communication Technologies and guarantees acquisition and development of the essential knowledge and skills for a dynamic society”.

The objective of establishing an effective system of lifelong learning is reflected in the National Education Strategy 2013-2022. The strategy states that Lithuania leads some Member States under a few indicators. In Lithuania, the level of attainment of tertiary education of youth (aged 30–34) was 51.3 per cent in 2013 and rose by two points in 2014 to 53.3 percent. Under the level of employable persons (aged 25–64) that have at least upper-secondary education Lithuania is the leader in the EU. However, Lithuania has been unsuccessful in its efforts to increase the percentage of adults in lifelong learning from 5 per cent to 15 per cent. This goal has been set in the Strategy of Securing Lifelong Learning. According to the Eurostat data, in 2019 just 6,9% per cent of adults (aged 25–64) had participated in adult education in the 4 weeks before the data was collected. (EU 2019 m.

⁸ <https://osp.stat.gov.lt/lietuvos-svietimas-kultura-ir-sportas-2020/svietimas>

⁹ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.425517>

¹⁰ https://www.smm.lt/uploads/documents/Veikla_strategija/VSS%20Seimui_2012-09-19.pdf

– 11,2%). In order to solve the above-mentioned issues, the following objectives are raised in the National Education Strategy 2013-2022:

1. 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 culture institutions and business to participate in the lifelong learning process.
2. 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.
3. 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.
4. 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.
5. To establish a harmonised system of adult education that covers the funding mechanisms of non-formal adult education, interinstitutional coordination, information and consultation, guarantee of non-formal education quality and recognition of the non-formally attained competences.'

The objectives stated in the National Education Strategy 2013-2022 should be implemented using the renewed Law on Non-formal Adult Education and Continuing Learning (2015). This new version of the Law on Non-Formal Adult Education and Continuing Education entrenches the following main 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 Non-formal Adult Education Council is strengthened in forming and implementing the policy of non-formal adult education and lifelong learning;
- 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;
- 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.

State and local governments

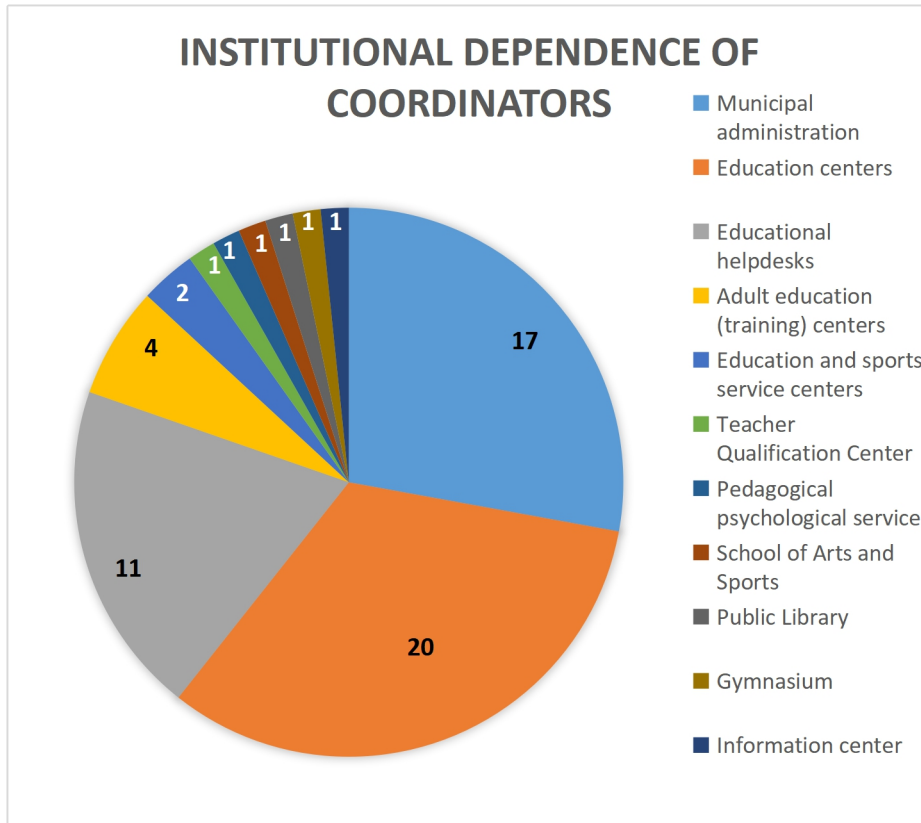
Both central and local authorities participate in shaping and implementing adult education policy. At the national level the Parliament of the Republic of Lithuania, the Government, the Ministry of Education Science and Sports, other ministries, governmental institutions, and institutions accountable to the ministries all have roles to play. The municipalities act at the local level.

The Law on Education (1991)¹¹, describes all the functions of the education policy, including adult education policy.

Law on Non-formal Adult Education and Continuing Education (2015)¹² regulates non-formal adult education and continuing education, the basics of their structure, organization and financing. The Council of the Municipality appoints a coordinator of non-formal adult education to implement the action plan of non-formal adult education and continuing learning. Currently, coordinators have been appointed in all Lithuanian municipalities (60). Their institutional dependence is diverse.

¹¹ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480?jfwid=q8i88mic2>

¹² <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/ce0399a00cd411e497f0ec0f2b563356>



Graph 4. Institutional dependence of coordinators for non-formal adult education in municipalities¹³.

Municipalities have approved the descriptions of funding and selection procedures for non-formal adult education and continuing education programmes financed from the municipal budget. The main purpose of their financing is to develop non-formal adult education services in the municipality, to adapt them to the needs of society and the labour market. The descriptions establish the priorities and objectives of the development of non-formal adult education in municipalities, the procedure for the programmes' selection, the requirements for them and their implementer, the procedure for financing and reporting on the funds received.

Funding models in municipalities are similar, but at the same time different. In some municipalities, non-formal adult education and continuing education programmes funded by the municipal budget are initiated and selected by the municipal administration. In other municipalities, educational support institutions are responsible for initiating and organizing the Programme Competition. There are municipalities where municipal administration initiates the Programme competition and

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http://smpf.lt/uploads/Prane%C5%A1imai/EPALE%20konferencija%202018%20Rugs%C4%97jis/1.%20GSteponavicius_NSS%20bkl%20savivaldybese%20apzvalga.pdf

allocates finances for the development of the Programmes afterwards. But the Programme competition itself is organised and administrated by the educational support institution.

The scope of the program and the minimum number of learners in the descriptions of the program selection conditions also differ in different municipalities: from 8 to 60 hours; from 5 to 25 participants.

In 2016 studies on adult non-formal learning needs were conducted in municipalities. In some municipalities they were carried out in collaboration with higher education institutions. In other municipalities the needs of adult non-formal learning were studied by the coordinating institutions of non-formal adult education and continuing education in the district.

Collaboration with State organizations

Society participates in the shaping and supervision of adult education policy through the Lithuanian Non-formal Adult Education Council that was reactivated by the Government in 2014 and 2020. The Council is an expert body that provides consultation and considers the main prospects for development of non-formal adult education and strategic directions in non-formal adult education in Lithuania. It also analyses projects for the development of the system of non-formal adult education and coordinates the actions of adult education institutions. The Council consists of representatives from 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) – a social organisation, founded in 1992, is also an active participant in the adult education policy process. In cooperation with Lithuanian and foreign adult educators and institutions, it promotes lifelong learning among the general public. 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 of adult education centres.

The Education Development Centre, which is subordinate to the Ministry of Education and Science, actively participates in the implementation of adult education policy. It implements national adult education and continuing education programmes and projects, creates and runs the digital repository of learning programmes and objects, provides information to the general public, conducts research on the status and needs of adult education in the country and carries out projects related to the development of adult education opportunities¹⁴.

Financial support: Adult Education and Training Funding

Main funding principles

Adult general primary, basic and secondary education carried out in institutions of formal education is entirely funded by State and local budgets based on the principle of the classroom basket.

Initial vocational education is also funded by the State and local budgets based on the principle of funding one student. The Law on Vocational Education and Training specifies the legal basis for promotion of employers who are involved in implementing the continuing professional development and vocational training of their employees.

Persons seeking to acquire a higher education qualification for the first time may be eligible for student places funded by the State. Upon enrolment in a study place for which fees must be paid, students must pay for their studies at the institution of higher education themselves. The cost of their studies may also be covered by their employers or other natural or legal persons.

Non-formal adult education is most often funded by the participants of study programmes or by legal and natural stakeholders, except for programmes that are commissioned by the State or local governments and that are financed by the corresponding budgets. Non-formal adult education programmes and purpose-specific projects commissioned by the State or local governments are funded by State or local budgets. In the Law on Non-formal Adult Education and Lifelong Learning (2014), the Government is supposed to prepare a new methodology for financing non-formal adult education. In 2015, the Ministry of Education, Science and Sport presented the Government a project entitled Resolution Concerning funding methodology for studying in non-formal adult education and lifelong learning programmes. According to this project, non-formal adult education and lifelong learning programmes would be funded by targeted national or local budget funds. The Minister for Education Science and Sport would set up and sign the order to

¹⁴ https://eacea.ec.europa.eu/national-policies/eurydice/content/distribution-responsibilities-43_en

finance programmes with money from the national budget. Local government councils would set up the procedures to finance programmes with money from the local government.

State institutions finance non-formal adult education programmes through targeted grants or application of project selection methods. The focus of attention is placed on labour market demand-oriented non-formal adult education, but non-vocational adult education is also supported to a greater or lesser extent.

Support from EU funds is the main financial support for non-formal adult education. In the period of 2014–2020 about 170 million EUR were distributed for different programmes covering non-formal adult education, managed by The Ministry of the Economy and Innovation (102,53 million), The Ministry of Education, Science and Sport (61,4 million) and The Ministry of Social Security and Labour (6 million)¹⁵.

Financial support for adult learners

Residents of Lithuania are entitled to deduction from their annual taxable income of payments made by them during the tax period for covering the tuition fee of vocational education and training or studies (including doctoral studies), upon completion of which higher education and/or a relevant qualification are obtained. In the event that a studying resident of Lithuania is under 26 years of age and is not an income tax payer or has no possibility to exercise this right to have payments for studies deducted from his/her income, one of his parents (foster parents) or guardians may have those expenses deducted instead. As a result, the studying resident or one of his parents may recover part of the tuition fees paid.

The Labour Code(2016)¹⁶ provides for a purpose-specific educational leave to:

- employees who are entitled to educational leave in order to prepare for and take entrance examinations to higher education institutions (three days for each examination). From 2015 employees are entitled to use one-day educational leave for defending a doctoral thesis or art project;
- employees who are studying at schools of general education or at colleges and higher educational institutions registered in the prescribed manner are entitled to educational leave subject to a certificate of the above institutions: to prepare for and take ordinary examinations (three days for each examination); to prepare for and take credit tests (two days for each credit test); for laboratory work and consultations (as many days as are set out

¹⁵ <http://svietimotinklas.lt/wp-content/uploads/2019/03/NVSS-studija.pdf>

¹⁶ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/10c6bfd07bd511e6a0f68fd135e6f40c>

on the syllabuses and time-tables); to complete and present the graduation thesis (Bachelor's, Master's) (30 calendar days); to prepare for and take state (final) examinations (six days for each examination);

- from 2015 the new kind of educational leave is available for the adult learners – it is a five working days per year leave for the employees to participate in the non-formal adult education programmes. The date of the leave must be agreed between the employer and an employee;
- if an employee works at the same place for more than five years and his participation in a non-formal education programme is related to qualification training, in such case the employer should pay not less than half of the average salary of this particular employee.

Swot analyses

Table 2. SWOT of Lithuanian Adult Education¹⁷

Strengths	Almost all municipalities have Adult general education schools (centres) or general education schools with classes for adults; VET and HEI offer continuing professional development and retraining courses; there are coordinators of non-formal adult education and lifelong learning in municipalities; non-formal adult education and lifelong learning content and programmes are digitized; non-formal adult education is provided by more than 1,000 different education providers, increasing adult motivation to learn, lifelong learning is linked to learners' choices; a system of financial support to encourage participation in lifelong learning activities is established; EU Structural Funds support the provision of high quality career services in a real and virtual environment; improving the acquisition of andragogical competencies, as well as pedagogical psychological knowledge; Organization for Economic Co-operation and Development (OECD) invites Lithuania to participate in the International Survey of Adult Competences (PIAAC)
Weaknesses	Vocational training institutions are not sufficiently oriented and open to adults of different ages and needs; in some regions, especially in rural areas, adults are not given the opportunity to participate in the process of informal, non-formal learning; low number of participants in the process of recognizing competencies; higher education institutions do not pay enough attention to the needs of the labour

¹⁷ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b7f45490007711e6bf4ee4a6d3cdb874?jfwid=f4nne5tdt>

	market, insufficient interaction with employers; only up to 30 percent of adults participate in the learning process (especially in the regions): there is no initiative, need or created condition, lack of motivation; lack of information on practical aspects of adult education, professional development events; those in the labour market who lead the practice have too low andragogical competencies.
Opportunities	Higher education study programmes are adapted to non-formal adult education; learners value the continuous improvement of knowledge and skills as a condition for employment and development; learners can benefit from EU education programs, Nordplus Adult, Norwegian and European Economic Area financial mechanisms and other programmes; the person is provided with the opportunities to acquire competencies for managing a personal career, which leads to successful choice and use of study programmes, study and work opportunities; In 2013, the Ministry of Education and Science approved the description of Andragogue's professional activities; In 2019 Qualifications and Vocational Education and Training Development Centre has approved the professional standard for the activities of the Education Sector and Libraries.
Threats	Demographic change, such as an aging population, reduces the need for educational services; in rural or remote areas, access to adult learning is limited and it is difficult to reconcile learning with everyday life; there is no effective mechanism for non-formal adult education and quality assessment; insufficient funds from the state budget of the Republic of Lithuania and municipal budgets are allocated to participate in lifelong learning activities; the lower-educated, lower-income rural population, especially those facing negative learning experiences or socialization problems, lacks learning motivation; career education is identified with all guidance (career) services; as the need for adult education increases, there may be a shortage of andragogues.

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