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ENSURING THE QUALITY OF NON- FORMAL EDUCATION FOR ADULTS

Country report. Lithuania.

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Instead of an introduction

What is non-formal adult education and its target groups in Lithuania? On the face of it, it would seem a stupid and inappropriate question. After all, the concept has long been defined by the Law on Education of the Republic of Lithuania, consolidated once again by the updated Law on Informal Adult Education and Continuing Education of the Republic of Lithuania, described in other documents, and actively used in everyday life. But the question is both serious and valid. Because the definition of official documents does not prevent misunderstandings and practical uncertainty.

The first misunderstanding is related to improving the qualifications of pedagogues. Many adult non-formal education coordinators (hereinafter - Coordinators) operating in Lithuania are also employees of regional education centres and/or teacher education centres. Their primary target group is teachers and other teaching staff. Therefore, the Coordinators' efforts have been focused on meeting the needs of this group for a long time. A broader concept of non-formal education for adults took hold with the provisions of the Lifelong Memorandum, focusing on all adults in both formal and non-formal learning. So, it is natural that adult education for Coordinators is also the improvement of the qualifications of pedagogues.

Based on the definition of the aforementioned laws, pedagogues really fall into the target group of adult non-formal education, because the improvement of qualifications and the acquisition of additional competences are the object of non-formal adult education. However, during the same trainings, the staff of the Education Exchange Support Fund implementing the EU "Erasmus+" education programs clearly declared that non-formal adult education is understood and supported not as the improvement of pedagogical or other professional competencies. And that is true. The EU "Erasmus+" adult education program is focused on the broad audience of adult learners and their teachers, from which educators of general education, vocational or higher education "drop out". They are supported under other programs. The improvement of the qualifications of teachers is supported by programs of general education, VET teachers by VET improvement, and lecturers by higher education programs. The situation is very similar with national programs and competitions. After all, the qualification of pedagogues is supported by the funds of the student basket and specific



programs for pedagogues. So, the question arises - why are educators a suitable target group for regional support tenders, and why not for national and international ones? This question naturally presupposes another one - what is non-formal adult education? The Coordinators' confusion is understandable. How to read and understand documents? Should pedagogues be included in the planned activities, or should they be provided with funding?

The second misunderstanding is related to the Universities of the Third Age (hereinafter - TAU). In recent years, complaints have been common in Lithuania that municipal administrations understand adult education as meeting the learning and leisure needs of seniors. "And what else, if not seniors?" - this is the question Coordinators often receive. As a result, support for TAU is sometimes disproportionately large (or sometimes even the only one) compared to other adult groups in a given region. TAUs are very important organizations throughout Europe. They are active, visible and audible. With a rapidly aging population in mind, caring for and supporting the elderly makes perfect sense. However, to be fair, they are an important but not the only target group for non-formal adult education. If attention is given only to them, not only others will suffer, but also a distorted picture of non-formal adult education will be created. The Coordinators emphasized that focusing exclusively on TAU forgets young people and families. At the same time, the impression is created that apart from the teaching staff and seniors, there are no other adults - young people, families, communities, organizations.

So, what is non-formal adult education and its target groups in Lithuania? Probably the correct answer would be this - it is the kind of education that is defined in the aforementioned laws. Adults are considered to be everyone who is over 18 years old and who meets the needs of improving their personal and professional competences in an informal way. In this case, the target group can be pedagogues, seniors, VET teachers, and even high school lecturers. However, it is necessary to distinguish the concept defined by law from the concept defined by support programs, financial instruments, donor requirements, which are necessary for clarity and transparency in the preparation and evaluation of projects. The problem is that the provisions of different documents not only lead to confusion, but sometimes draw certain divisions between different groups of adults in the same region or community. Therefore, not only misunderstandings arise, but also a certain confrontation.



1. Existing legislation for quality assurance in non-formal adult education in Lithuania

□ Education Law of the Republic of Lithuania

The Law on Education of the Republic of Lithuania specifies that Education is an activity aimed at providing a person with the basics of a full independent life and helping him to constantly improve his abilities. Learning is the natural right of every human being. Education, as a way of creating the future of the individual, society and the state, is based on the recognition of a person's incomparable value, freedom of choice, moral responsibility, democratic relations, and cultural traditions of the country. Education protects and creates the nation's identity, transmits the values that make human life meaningful, society's life harmonious and solidary, and the state's progress and safety. Education serves its purpose best when its development is ahead of the general development of society. It is a priority area of public development supported by the state.

Paragraph 17 of the second article of the first section of the Law provides the concept: Non-formal education - education according to various programs for meeting educational needs, improving qualifications, acquiring additional competence, excluding formal education programs.

Non-formal adult education is covered by Article 16 of Section Two of the Law, which states that:

1. The purpose of non-formal adult education is to enable a person to learn throughout his life, meet cognitive needs, improve acquired qualifications, and acquire additional competencies.
2. Non-formal adult education is provided to every person who chooses it, who is at least 18 years old.
3. Non-formal adult education can be provided by all education providers in accordance with the procedure established by legislation. General criteria for non-formal education programs financed from the state or municipal budgets are determined by the Minister of Education and Science.



4. Competence acquired by a person through non-formal education can be recognized as a completed part of the formal education program (except for study programs) in accordance with the procedure established by the Minister of Education and Science or as part of the study program - in accordance with the procedure established by the higher education institution.
5. Informal adult education is determined by the Law on Informal Adult Education of the Republic of Lithuania (hereinafter - the Law on Informal Adult Education).

Paragraph 6 of Article 28 of the third section of the Law indicates that: the municipality must have an optimal network of providers of primary, basic, secondary and non-formal education programs for children and adults, ensuring the education of individuals and their right to learn in the state language, and a network of institutions providing assistance to the student, teacher and school . In areas where the municipality does not ensure the right of individuals to study according to preschool, pre-school and general education programs in the state language, state schools may be established where education programs are conducted in the state language. Accordingly, Article 58, Part 1 of the Sixth Section of the Law states that: the representative institution of the municipality forms a network of schools providing pre-school, pre-school, primary, basic and secondary education, non-formal education programs for children and adults, and provides conditions for children's compulsory education. Initiates the formation of a network of vocational training and adult education providers that meet the needs of the population, independently forms a network of non-formal education providers.

Article 62 of the sixth section of the Law indicates the existence of the **Lithuanian non-formal adult education council**, which considers the main prospects for the development of non-formal education in Lithuania, and conducts an analysis of non-formal adult education system development projects. Bei points out that the regulations of the Lithuanian non-formal adult education council are approved by the Government of the Republic of Lithuania.



□ *Law of the Republic of Lithuania on non-formal adult education and continuing education*

Article 1 of the first section of the Law states that this Law regulates non-formal adult education and continuing education, their structure, organization and funding bases. The purpose of the law is to provide legal guarantees to a person to realize his innate right to develop his personality throughout his life, to guarantee the opportunity to acquire knowledge and abilities, to discover new meanings in life, to encourage not only improving professional skills, but also to create meaningful free time, to be an active member of a democratic society.

Basic concepts of this Law

1. *Andragogus* - a person who has acquired education and competences established by the state confirming the ability to teach adults.
2. *Lifelong learning* – all learning activities at any age of a person in order to improve personal, civic, social and professional competences.
3. *Participants of non-formal adult education* - persons at least 18 years old who study according to the programs of non-formal adult education.
4. *Provider of non-formal adult education and continuing education* - school, freelance teacher or other education provider (library, museum, third-age university and other institution, company, organization, as well as a legal person of a member state or other organization or their divisions, established in the Republic of Lithuania , for whom education is not the main activity), have the right to carry out non-formal adult education and continuing education in accordance with the procedure established by legal acts.
5. *Informal adult education* - education that meets the interests of the individual and society according to various programs for meeting the needs of informal adult education, improving qualifications, and acquiring additional competence, provided to persons at least 18 years old.
6. *Self-location* - as defined in the Education Law of the Republic of Lithuania.



7. *Continuing education* - a part of lifelong learning, which includes formal, non-formal education and self-education, when the competence acquired by a person can be recognized as a completed part of the formal education program.

Article 3 of the first section of the Law defines the following Article 3 Principles of non-formal adult education and continuing education:

1. *contextuality* – non-formal adult education and continuing education are closely related to the context of the country's economic, social, scientific and cultural development, renewing itself together with it and meeting the ever-changing needs of society;
2. *equal opportunities* - non-formal adult education and continuing education are socially just, ensure equal rights and opportunities for individuals, regardless of gender, race, nationality, language, origin, social status, faith, beliefs or views, age, sexual orientation, disability, ethnic addictions, religions; they guarantee the availability of education and continuing education for every person, create conditions for improving existing competences, qualifications or acquiring new competences;
3. *continuity* – non-formal adult education and continuous learning respond flexibly to changes and adopt good experience, creating conditions for lifelong learning;
4. *effectiveness* - non-formal adult education and continuing education aims to achieve quality results by skillfully and sparingly using available resources, applying various forms of organization of non-formal adult education and continuing education, constantly analyzing, evaluating and planning activities, based on effective management - appropriate and timely decisions.

And Article 4 of the first section of the Law specifies that the main goals of non-formal adult education and continuing education, taking into account the purposeful life-long learning development policy carried out by the state, the established directions of activity and development guidelines, are to create conditions for a person:

- 1) meet the needs of self-education;



- 2) develop creative powers and abilities;
- 3) acquire and improve general and professional competences;
- 4) to become an active member of a democratic society.

Article 8 of the first section of the Law indicates that:

1. The Government of the Republic of Lithuania (hereinafter - the Government) approves the Development Program of Non-formal Adult Education and Continuing Education, in which it determines the main directions for the development of non-formal adult education and continuing education. The Minister of Education and Science, after consulting with the Lithuanian Non-formal Adult Education Council and other social partners, approves the action plan for the implementation of the Non-formal Adult Education and Continuing Education Development Program for 3 years.
2. The municipal council, taking into account the action plan for the implementation of the Informal Adult Education and Continuing Education Development Program approved by the Minister of Education and Science and the needs of the municipality's residents, employers, and other social partners, approves the municipality's informal adult education and continuing education action plan and appoints its implementation coordinator.
3. Providers of non-formal adult education and continuing education have the right to run non-formal adult education and continuing education programs financed from the state and/or municipal budgets, having acquired this right in accordance with the procedure established by the Minister of Education and Science.
4. The qualifications of civil servants and employees of other budgetary institutions can be improved by providers of non-formal adult education and continuing education, who are granted such a right in accordance with the procedure established by legal acts.



And Article 10 of the first section of the Law indicates that:

1. The provider of informal adult education and continuing education and the institution implementing the rights and duties of its owner (meeting of participants) are responsible for the quality of non-formal adult education and continuing education.
2. The procedure for quality assurance of non-formal adult education and continuing education, self-evaluation of activities, external evaluation, self-evaluation of participants' progress and achievements, financed from the state and/or municipal budgets, shall be established by the Government after consulting with the Lithuanian Non-formal Adult Education Council.

Article 11. Recognition of competences acquired by individuals through non-formal education and self-education

1. The general or special competence acquired by a person through informal education or self-education may be recognized as part of a completed formal education program (except study programs) or as part of a study program in accordance with the procedure established by the higher education institution.
2. The general or special competence acquired by a person through informal education or self-education may be recognized and legitimized in accordance with the procedure established by legal acts as the competence required to perform a job or function regulated by law.
3. A person's general or special competence acquired through informal education or self-education can be recognized and legalized as a qualification that corresponds to a certain level established in the structure of Lithuanian qualifications.

Article 12. Lithuanian Non-formal Adult Education Council

1. The Lithuanian Non-formal Adult Education Council is an expert advisory institution that considers the main perspectives and strategic directions for the



development of Lithuanian non-formal adult education and continuing education and provides conclusions and proposals on these issues.

2. The Council of Non-formal Adult Education of Lithuania is composed of representatives of state and municipal institutions, organizations representing the interests of employers and employees, and other organizations representing the interests of society (non-formal adult education and continuing education). The Lithuanian non-formal adult education council consists of 15 persons.

3. The regulations of the Lithuanian non-formal adult education council are approved by the Government, the composition is approved by the Minister of Education and Science.

And, finally, Article 17 of Section Three of the Law defines the financing and support of non-formal adult education and continuing education:

1. Sources of funding for non-formal adult education and continuing education:

- 1) funds from state and municipal budgets;
- 2) employer's funds;
- 3) funds of non-formal adult education and continuing education participant;
- 4) other funds.

2. Funds from the state and municipal budgets are allocated to:

- 1) to finance the education of adults who are studying according to adult formal education programs in an adult general education school according to the methodology of the student basket approved by the Government;
- 2) to finance the education of adults who are studying according to non-formal adult education and continuing education programs according to the funding methodologies approved by the Government;
- 3) Action plan for the implementation of the non-formal adult education and continuing education development program for measures and actions for the implementing institutions.



3. Funds for improving the professional qualifications of civil servants and employees of other budgetary institutions are allocated from the state and/or municipal budgets in accordance with the procedure established by the laws of the state and/or municipal budgets or the legal acts of the ministers according to the area of management.

4. An employer who has allocated funds for the non-formal education and continuing education of employees, to improve their qualifications, may receive state support to partially finance the incurred expenses in accordance with the procedure established by the Government.

□ *Order on the approval of the general principles of assessment and recognition of competences acquired through informal and self-education related to higher education in higher education institutions*

1. In order to ensure the right of individuals to learn throughout their life and thus increase their opportunities in the labor market, higher education institutions may assess and recognize competences acquired by individuals through informal and self-education (hereinafter referred to as competences).

2. The terms used in this document are defined in the Law of the Republic of Lithuania on Science and Studies, the Law of the Republic of Lithuania on Education, the Law on Informal Adult Education and Continuing Education of the Republic of Lithuania and the legal acts implementing them.

3. Higher education institutions carry out the assessment and recognition of acquired competences of individuals in accordance with their established procedure, following the following general principles:

3.1. The principle of accessibility. Interested persons can seek to have their acquired competences assessed and recognized. Accessibility means geographical accessibility of the assessment site, ensuring equal opportunities, clarifying the essence and specifics of the assessment procedure, discussing possible assessment results.

3.2. The principle of flexibility. The applied assessment methodology allows to evaluate a person's acquired competences regardless of where and how they were acquired, it provides an opportunity to individualize study paths for a person who



enters the higher education system from a variety of backgrounds: practical activities, institutions providing non-formal education, other countries, etc. i.e.

3.3. The principle of transparency and objectivity. A person's acquired competences are assessed by combining and combining various assessment methods and avoiding the evaluator's subjective approach to assessment procedures, criteria or the person whose competences are assessed. The person is provided with feedback on the decision made and has the opportunity to file an appeal.

3.4. The principle of comparability. A person's acquired competences are evaluated according to the expected study results described in the relevant study program.

3.5. The principle of voluntariness. By voluntarily deciding to participate in the evaluation process, the person interested in the evaluation is responsible for the submitted documents and additional information confirming the competences acquired for evaluation, is motivated, ready for the evaluation procedure and, if he seeks to obtain a higher education qualification, consciously plans further studies in higher education.

4. It is recommended for higher education institutions to organize the process of assessment and recognition of a person's acquired competences in stages:

4.1. Information. The person is introduced to the assessment principles, procedure, assessment conditions, possible assessment results, studies that meet individual needs. The person decides to participate in the procedure of assessment and recognition of acquired competences.

4.2. Consulting. A person prepares for the assessment procedure by counseling in a group or individually. The procedure for assessment and recognition of competences is presented to the person in detail and it is explained how to prepare a set of evidence of acquired competences (portfolio), how to prepare for an assessment interview or an assessment carried out by other methods.

4.3. Assessment. The evidence of a person's acquired competences is analyzed and the compliance of the person's acquired competences with the study results determined in the relevant study program and the extent of this compliance are determined using various assessment methods.



- 4.4. Decision making (evaluation). It is determined whether the evidence provided by the person is sufficient to support the acquired competences and/or which study program modules (subjects) can be credited. The decision on the recognized competences of a person and/or creditable study modules (subjects) is made by the evaluator or the evaluation committee.
5. In higher education, competences acquired in various environments are evaluated: while working, raising qualifications, participating in the activities of various organizations and groups, performing voluntary activities, doing work useful to the community, studying in institutions providing non-formal education, or independently, self-education or in another way and which the person can justify and prove as equivalent to the study results of the modules (subjects).
6. If a person seeks to obtain a higher education qualification, the modules (subjects) of the relevant study program are counted, the evidence of competences provided by the person and/or the competences acquired by the candidate determined by various assessment methods are sufficient to justify the study results.
7. After evaluating and recognizing a person's acquired competences, the higher education institution confirms them with an appropriate document indicating the number of acquired study credits. If a person seeks to obtain a higher education qualification, study modules (subjects) and the corresponding number of study credits are counted as part of the intended study program.
8. In case of lack of information, the person is given the opportunity to submit additional evidence of acquired competences within a set time and/or the person's competences are assessed using additional methods.
9. If evidence is not provided or if a person's acquired competences are found to be inconsistent with the study results determined in the study program, the person's acquired competences are not recognized. The person must be provided with information about opportunities to improve competences.
10. If a person does not agree with the decision regarding the assessment and recognition of acquired competences, he has the right to file an appeal in accordance with the procedure established by the higher education institution.



- Resolution on the approval of the 2016-2023 development program of non-formal adult education and continuing education

The strategic goal of the program is to create and develop an accessible, socially just education system that guarantees non-formal adult education and continuous learning and meets the needs of the individual and society operating in the labor market in an open civil society. **Objectives of the program:** 1. to create and develop a harmonious adult education system; 2. align lifelong learning with the needs of the country's economy and society.

Activities (tasks) to achieve the first goal of the Program:

1. create a system of financial, legal, and organizational incentives that allows for the formation of a closer network of education providers, including a mechanism for financing non-formal adult education, information and consultation, provide educational measures to ensure the diversity and quality of the offer;
2. to develop lifelong learning services, especially for persons living in small towns and villages, in the territories determined by the Government of the Republic of Lithuania, where social and economic inequalities are the greatest, and to appoint coordinators of non-formal adult education and continuing education in municipalities;
3. to create conditions for adults to acquire general competencies and to form positive lifelong learning attitudes for them, to develop opportunities for formal and informal education, content and programs of digital learning, to create recognition mechanisms for competences acquired during informal and practical learning.

Activities (tasks) to achieve the second goal of the Program:

1. To promote the diversity of lifelong learning according to the needs of the national economy and society, to develop capacity for continuity of activity and to create a flexible accessibility system, to ensure the quality of education, to strengthen the opportunities of cultural institutions and businesses to participate in the international assessment of adult competences PIAAC (Program for the International Assessment of Adult Competencies), which is organized by the Organization for Economic and Social Cooperation and Development (OECD).



2. Strengthen the motivation to learn - connect lifelong learning with learners' choices, create a system of financial support. Develop the integrity of lifelong learning and work experience, especially through internships, internships, vocational training, and the introduction of apprenticeships. To create and start applying a system of evaluation and recognition of competences acquired in various ways of learning.
3. To create conditions for individuals to manage their careers independently - to provide individualized assistance of various forms, to organize social advertising in real and virtual environments, including expert evaluations and opportunities of supply. Initiate and support high-quality popularization of study programs, professions, development of general and continuing professional education competences services for adults in higher schools and vocational training institutions.
4. To improve the acquisition of andragogic competences and pedagogical psychological knowledge by implementing non-formal adult education programs.

2. Information on existing quality assurance and assessment tools in non-formal adult learning in Lithuania

Article 10 of the first section of the Law of the Republic of Lithuania on non-formal adult education and continuing education indicates that:

1. The provider of informal adult education and continuing education and the institution implementing the rights and duties of its owner (meeting of participants) are responsible for the quality of non-formal adult education and continuing education.
2. The procedure for quality assurance of non-formal adult education and continuing education, self-evaluation of activities, external evaluation, self-evaluation of participants' progress and achievements, financed from the state and/or municipal budgets, shall be established by the Government after consulting with the Lithuanian Non-formal Adult Education Council.



And Article 11. Recognition of competences acquired by individuals through non-formal education and self-education

1. The general or special competence acquired by a person through informal education or self-education may be recognized as part of a completed formal education program (except study programs) or as part of a study program in accordance with the procedure established by the higher education institution.
2. The general or special competence acquired by a person through informal education or self-education may be recognized and legitimized in accordance with the procedure established by legal acts as the competence required to perform a job or function regulated by law.
3. A person's general or special competence acquired through informal education or self-education can be recognized and legalized as a qualification that corresponds to a certain level established in the structure of Lithuanian qualifications.

3. Good experience

In Lithuania, there is a network of adult non-formal education coordinators (hereinafter - the Coordinator) working in every municipality of the country.

However, not having a specific job definition, municipal coordinators interpret them in their own way. When discussing and sharing their experiences, they rarely use the words "responsibilities", "coordination". More often they say: "assigned and/or additional activities", "imposed responsibility". He usually describes his work as follows: "I collect information from non-formal education organizations to create an activity plan"; "I am preparing an action plan"; "I organize events", "I write and submit a report on the implementation of the activity plan". In rarer cases - "I research the environment and the needs of adults", in even rarer cases - "I prepare advisory board meetings"; "I participate in the municipality's strategic planning activities." Most organizational activities are performed individually, assuming personal (if the position is assigned to an individual) or collective (if the function is assigned to an organization) responsibility. In cases where the assigned responsibilities end with the calendar year and are not extended in the new one, a non-



delegated, voluntary responsibility is assumed. After all, most Coordinators work without additional remuneration, i.e. i.e. without a separate employment contract.

Since neither the personal experience of the Coordinators nor the official documents say anything about the coordination of non-formal adult education and continuing education, Lithuania is trying to see how the coordination function and/or position is defined in the documents of adult education organizations in other countries. Their analysis allows us to distinguish the following general trends and practices:

1. Organization, administration, implementation and coordination functions are named and separated depending on the needs of the organization;
2. Coordination includes coordination of various activities, programs, and also finances at a certain level (eg: organizations, states, communities);
3. The Coordinator's duties are usually not limited to coordination alone - they strategize, plan, organize, evaluate, and monitor;
4. The Coordinators themselves do not actively get involved in the activities and do not use support, i.e. i.e. does not compete with adult education service participants and service providers;
5. If the Coordinator is responsible for the adult education of the municipality/state, then he/she is its employee/servant, directly subordinate to a higher administrative official;
6. Coordinators are actively involved in strategic planning - identify the needs of target groups and combine them with the strategic planning documents of organizations/municipalities, provide financing and form a budget;
7. The following general requirements are usually imposed for the position of Coordinator - the ability to motivate and cooperate; to know adult education (or certain of its programs); ability to communicate orally and in writing; ability to collect, analyse, synthesize and evaluate various information; ability to plan and organize; coordinate network activities; adhere to professional ethical standards. Creative and critical thinking skills, leadership, knowledge of finance and new technologies, etc. are also mentioned;



8. Formal education and experience requirements - a bachelor's or master's degree in a certain field (if the work is specialized); several years of similar work experience;
9. Weekly working hours are set (average 35-40 hours), including evenings and weekends (if there is such a need);
10. The salary is indicated from... to... depending on the available competence and experience;
11. Future career opportunities are indicated.

This summary list is presented for a threefold purpose. First, to illustrate how the functions and/or duties of the Coordinator are understood. Second, draw attention to the importance of these duties and/or functions. It is obvious that this work is truly appreciated. The high requirements testify to the great attention paid to adult education. They are also a great self-assessment tool for candidates – a clear list of competencies they have and develop/acquire. And thirdly, propose setting at least minimum requirements for the position of Coordinator (not forgetting the last two points). This would be a concrete step and a clear sign that the Coordinator's work is just as important as other municipal education specialists who have defined duties and responsibilities.

Currently, the prevailing practice in Lithuania to assign coordination functions (often without additional remuneration and time to perform the work) can really be limited to coordination, but not all that is actually expected and expected from the Coordinator. Therefore, it would be very important to define what the functions and duties of the Coordinator include, without forgetting to differentiate them. After all, *combining* and *preparing*, *creating* and *connecting* are not identical concepts.



4. SWOT analyses

Conclusions on material changes	Arguments (problems, challenges, indicators, factors)	SWOT
1. To create and develop a harmonious adult education system		
1.1. To create a system of financial, legal and organizational incentives, which allows for the formation of a closer network of education providers, including a mechanism for financing non-formal adult education, inter-institutional coordination, information and consultation, to provide measures to ensure the diversity and quality of the educational offer.	continuing education departments operate in Lithuanian higher education institutions	strength
	demographic changes, such as an aging population, reduce the need for educational services	threat
	higher education study programs are adapted to non-formal adult education	opportunity
	vocational training institutions are insufficiently oriented and open to adults of different ages and different needs	weakness
1.2. To develop lifelong learning services, especially for people living in small towns and villages, in territories determined by the Government of the Republic of Lithuania, where social and economic inequalities are the greatest, and to appoint coordinators of non-formal adult education and continuing education in municipalities.	adult general education programs are carried out by adult education centers in municipalities or structural units of general education schools	strength
	in some regions, especially in villages, adults are not given the opportunity to participate in the process of self-directed, non-formal learning	weakness
	appoint coordinators of non-formal adult education and continuing education in municipalities	opportunity
	in rural or remote areas, opportunities for adult education are limited and it is difficult to combine education with everyday life	threat
1.3. Create conditions for adults to acquire general competences and form positive lifelong learning attitudes for them, develop formal and informal	digitizing the content and programs of non-formal adult education and continuing education	strength
	learners positively assess the continuous improvement of knowledge and skills as a	opportunity



Conclusions on material changes	Arguments (problems, challenges, indicators, factors)	SWOT
education opportunities, digital learning content and programs, create mechanisms for recognizing competences acquired during informal and practical learning.	condition for employment and development	
	there is no effective non-formal adult education and quality assessment mechanism	threat
	few participants in the competency recognition process	weakness
2. Align lifelong learning with the needs of the country's economy and society		
2.1. To promote the diversity of lifelong learning in accordance with the needs of the national economy and society and the capacity of continuity of activities, to create a flexible accessibility system, to ensure the quality of education, to increase the opportunities of cultural institutions and businesses to participate in the international survey of adult competences (PIAAC)	higher education institutions do not pay enough attention to the needs of the labor market, there is insufficient interaction with employers	weakness
	not enough funds from the state budget of the Republic of Lithuania and municipal budgets are allocated to participate in lifelong learning activities	threat
	The Organization for Economic Cooperation and Development (OECD) invites Lithuania to participate in the international survey of adult competences (PIAAC)	opportunity
	non-formal adult education is provided by more than 1,000 different education providers	strength
2.2. To strengthen the motivation to learn - to connect lifelong learning with the choices of learners, to create a system of financial support. Develop the integrity of lifelong learning and work experience, especially through internships, internships, vocational training, and introduce apprenticeships; to create and start applying a system of evaluation and recognition of competences acquired in various ways of learning.	rural residents with less education, lower income, especially those faced with negative learning experiences or socialization problems, lack learning motivation	threat
	learners can take advantage of the opportunities provided by EU education programs, Nordplus Adult, the financial mechanisms of Norway and the European Economic Area and other programs	opportunity
	only up to 30 percent of adults participate in the learning process (especially in the regions): there is no initiative, need or condition, lack of motivation	weakness
	adults' motivation to learn is increased - lifelong learning is linked to learners' choices, a financial support system is created to encourage participation in lifelong learning	strength



Conclusions on material changes	Arguments (problems, challenges, indicators, factors)	SWOT
	activities	
2.3. To create conditions for individuals to manage their careers independently - to provide individualized assistance of various forms, to organize social advertising in real and virtual environments, including expert evaluations and opportunities of the offer; to initiate and support high-quality popularization of study programs, professions, development of general and continuing professional education competencies for adults in higher education institutions, VET institutions.	there is a lack of information about practical aspects of adult education, qualification improvement events	weakness
	Support from EU structural funds is provided to provide quality career services in real and virtual environments	strength
	conditions are created for a person to acquire competences to manage a personal career, which allow them to successfully choose and take advantage of learning, study and work opportunities	opportunity
	career education is identified with all orientation (career) services	threat
2.4. To improve the acquisition of andragogic competences and pedagogical psychological knowledge through the implementation of non-formal adult education programs.	the acquisition of andragogic competences, as well as pedagogical psychological knowledge, is improved	strength
	In 2013, the Ministry of Education and Science of the Republic of Lithuania approved the description of Andragogo's professional activities	opportunity
	persons in the labor market who lead the practice have too few andragogic competences	weakness
	as the demand for adult education increases, there may be a shortage of andragogues	threat



5. Data about survey results



Image from the automated survey tool (LT)	Translation and presentation of results												
<p>1. Kokią įstaigą Jūs atstovaujate?</p> <table border="1"> <tr> <td>Suaugusiųjų neformaliojo švietimo nacionalinio lygmens politiką formuojančią ar įgyvendinančią įstaigą</td> <td>32</td> <td><div style="width: 35.2%;"></div></td> <td>35.2%</td> </tr> <tr> <td>Suaugusiųjų neformaliojo švietimo programas įgyvendinančią / mokymą organizuojančią įstaigą</td> <td>59</td> <td><div style="width: 64.8%;"></div></td> <td>64.8%</td> </tr> <tr> <td>Višo atsakymų</td> <td>91</td> <td></td> <td></td> </tr> </table>	Suaugusiųjų neformaliojo švietimo nacionalinio lygmens politiką formuojančią ar įgyvendinančią įstaigą	32	<div style="width: 35.2%;"></div>	35.2%	Suaugusiųjų neformaliojo švietimo programas įgyvendinančią / mokymą organizuojančią įstaigą	59	<div style="width: 64.8%;"></div>	64.8%	Višo atsakymų	91			<p>What institution do you represent?</p> <ul style="list-style-type: none"> - An institution that forms or implements the policy of adult non-formal education at the national level (32 participants, 32,5% of all participants) - Institution implementing/organizing training in non-formal adult education (59 participants, 64,8% of all participants) <p>A total of 91 participants.</p>
Suaugusiųjų neformaliojo švietimo nacionalinio lygmens politiką formuojančią ar įgyvendinančią įstaigą	32	<div style="width: 35.2%;"></div>	35.2%										
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Višo atsakymų	91												



2. Ar sutinkate, kad informacijos apie neformaliojo suaugusiųjų mokymosi kokybės užtikrinimą ir vertinimą pakanka kuriant ir įgyvendinant neformaliojo suaugusiųjų mokymosi programas?

Taip, informacijos pakanka	47		51.6%
Ne, reikia daugiau pagalbinės informacijos	44		48.4%
Viso atsakymų	91		

1. Do you agree that information about quality assurance and assessment in non-formal adult learning is sufficient for building and implementing non-formal adult learning programs?

- a) Yes, information is sufficient (**47 participants, 51,9% of all participants**)
- b) No, more support information is needed (**44 participants, 48,1% of all participants**)

3. Kokie yra svarbiausi kokybės kriterijai kuriant ir įgyvendinant neformaliojo suaugusiųjų mokymosi programas? (daug galimų variantų)

Apibrėžti mokymosi rezultatai	57		21.2%
Mokymo programos turinys atitinka mokymosi rezultatus	44		16.4%
Pakankamai materialinių išteklių	41		15.2%
Mokytojų / lektorių darbo patirtis	57		21.2%
Grižtamojo ryšio rinkimas iš besimokančiųjų	49		18.2%
Įtraukiojo ugdymo elementų taikymas	20		7.4%
Kita	1		0.4%
Viso atsakymų	269		

Kiti atsakymai:

- Kompetencijų atitikimas Valstybė kryptčiai, nedubliavimas jau turimų

2. Which are most important quality criteria for building and implementing non-formal adult learning programs?

- a) Defined learning outcomes (**57 participants**)
- b) Content of the curriculum according learning outcomes (**44 participants**)
- c) Sufficient material resources (**41 participants**)
- d) Working experience of educators (**57 participants**)
- e) Feedback gathering from learners (**49 participants**)
- f) Inclusive education (**20 participants**)
- g) Other – please specify (**1 participant**): *compliance of competences with the direction of the state, non-duplication of existing ones.*



4. Kurioms iš neformaliojo suaugusiųjų mokymosi programų kokybės užtikrinimo ir vertinimo temų papildomos pagalbinės medžiagos reikia labiausiai? (daug galimų variantų)

Mokymosi rezultatų apibrėžimas	17	7.1%
Ugdymo programos turinio formavimas	15	6.3%
Materialiniai ištekliai	7	2.9%
Mokytojų / lektorių darbo patirtis	14	5.9%
Grįžtamojo ryšio iš besimokančiųjų rinkimas	31	13%
Įtraukiojo ugdymo elementų taikymas	37	15.5%
Mokymo rezultatų vertinimas	45	18.9%
Įsivertinimo procedūros	71	29.8%
Kita	1	0.4%
Viso atsakymų	238	

Kiti atsakymai:

- Negalio atsakyti

3. In which of the topics of quality assurance and assessment in non-formal adult learning programs are needed additional support materials most?

- Defining learning outcomes (**17 participants**)
- Building content of the curriculum (**15 participants**)
- Material resources (**7 participants**)
- Working experience of educators (**14 participants**)
- Feedback gathering (**31 participants**)
- Inclusive education (**37 participants**)
- Assessment of learning outcomes (**45 participants**)
- Self – assessment procedures (**71 participants**)
- Other – please specify (**1 participants**): *I can not answer.*

5. Kokių pagalbos priemonių reikia neformaliojo suaugusiųjų mokymosi programų teikėjams ir pedagogams, siekiant pagerinti neformaliojo švietimo programų kokybę? (daug galimų variantų)

Informacinė medžiaga – bukletai, informaciniai biuleteniai, metodikos, gairės	9	7.2%
Mokomoji medžiaga	43	34.4%
Įsivertinimo priemonė	72	57.6%
Kita	1	0.8%
Viso atsakymų	125	

Kiti atsakymai:

- Negalio atsakyti

4. What support tools are needed for non-formal adult learning program providers and educators to improve quality of non-formal education programs?

- Informative materials - booklets, newsletters, methodologies, guidelines (**9 participants**)
- Training materials (**43 participants**)
- Self-assessment tool (**72 participants**)
- Other – please specify (**1 participants**): *I can not answer.*



6. Ar reikalinga informacinė kampanija apie kokybę, kokybės vertinimą, kokybės įsivertinimą, besimokančiųjų suaugusiųjų atsiliepimus tarp neformaliojo suaugusiųjų mokymosi programų teikėjų ir ugdytojų, siekiant skatinti programų kokybę?



Kiti atsakymai:

- Taip reikia, bet programų kokybei užtikrinti reikia ne tik to, kas išvardinta klausime, bet svarbu ir duomenys apie realų, suaugusiųjų tarpe esantį, mokymo(s) poreikį

5. Is an information campaign needed about quality, quality assessment, quality self-assessment, feedback of adult learners among non-formal adult learning program providers and educators to promote quality of programs?

- Yes (**63 participants**)
- No (**27 participants**)
- Other – please specify (**1 participants**): *this is necessary, but in order to ensure the quality of the programs, not only what is listed is needed, but also important is data about the real need for training among adults.*

Main conclusions and proposals

1. Non-formal education of adults is regulated in Lithuania, its goals, tasks and principles of implementation are specified. Even a separate law regulating this area has been approved, however, it is very general and, in the absence of by-laws, leaves a lot of room for different interpretations. Clearer regulation should be sought.
2. The main actors of non-formal adult education in Lithuania are municipalities, which are also responsible for the supervision and quality management of the implementation of this activity. Coordinators of this activity are appointed in the municipalities.
3. The main actors of non-formal adult education in Lithuania are municipalities, which are also responsible for the supervision and quality management of the implementation of this activity. Coordinators of this activity are appointed in the municipalities. However, this is not a full-time position - it is likely that due to insufficient funding and the lack of an opportunity to pay sufficient remuneration, this function is usually assigned to some employee of the municipal administration and thus, it is not the main activity of this person. A more solid treatment of this activity should be sought.
4. In Lithuania, the network of adult non-formal education coordinators is well developed, but there is still no clear description of this position, so there are many individual interpretations and there is a lack of a unified understanding of the activities being carried



out. It is necessary to discuss, agree and prepare a unified description of the position of the Coordinator.

5. Although supervision of the quality of adult non-formal education activities is assigned to municipalities, more often the quantitative, but not the qualitative parameter of this activity is assessed. That is, very little attention is paid to analyzing the content of non-formal education programs for adults. The content is evaluated more carefully in cases where state or municipal budget funding is allocated to this activity. However, even in such cases, the assessment of content is insufficient to clearly distinguish the intended learning from simply spending free time participating in non-formal learning activities. Both mentioned types of non-formal education of adults are possible, however in Lithuania at the moment it should be aimed at as much as possible more targeted non-formal education of adults - focused on the working skills of the individual (especially in cases where this activity is financed by state or municipal budget funds).

6. Assessment of skills acquired in the course of non-formal education of adults is basically not carried out. It is content to measure the quantitative parameters of the activity in order to determine the proportion of learners. More attention should be paid to the evaluation of this activity. It may be useful to develop a clearly described personal assessment or self-assessment tool.

7. Although about 30% of adults in Lithuania admit to learning at least once a year, they usually learn general skills that are little or not directly related to work. In Lithuania, non-formal education of adults is more understood as the active spending of free time while learning and is associated more with the free time employment of older persons. Therefore, it is necessary to strive to offer adults relevant content that would be presented to them in an acceptable form, at an acceptable time and for an acceptable duration.

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