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# Lifelong Learning Policies in Lithuania

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 Lifelong Learning Policies in LITHUANIA  
 LLL2010 SP1 Country Report

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## INTRODUCTION: HISTORICAL BACKGROUND TO LLL

Before 1990, the whole system of education was centralized and formal in management. Lithuanian schools (as well as all schools of the former USSR) were of an autocratic, authoritarian and uniform style. Curriculum and textbooks were writing in Moscow and distributed all over the former USSR. For basic schools and general secondary schools, national curriculums were revised and 'de-ideologized' immediately after the restoration of Lithuania's independence.

### ▪ Political, cultural, economic factors

#### *Periods of the Lithuanian lifelong learning trajectory in 1990-2006*

Three distinct periods in the Lithuanian lifelong learning trajectory during the ten years after reestablishment of Lithuanian independence in 1990 can be traced.

A *first period* is, starting in the early 1990s and more or less coinciding with Lithuania's social movements towards independence. Systematic educational reform became a focus for public debate in Lithuania from 1990 onwards. The Law on education was adopted in 1991 (with subsequent amendments in 1993, 1994 and 1995).

The *second phase* occurred in the mid-1992. In 1992, the government published a document entitled The General Concept of Education in Lithuania, stating that 'the education system is based on European cultural values'. This document is by far the most important and influential document, which states that 'the result of education – not the educational process – is centrally controlled'. This philosophy has shaped Lithuania's educational structure and its governance since 1992, and it explains both the extraordinary diversity in Lithuania's schools and the ministry's of Education and Science firm lead concerning the national curriculum, educational standards and the assessment of quality. During the last ten years, systematic attempts to revise the curriculum for all subjects and to propose new teaching and assessment methods were made. The General Concept of Education in Lithuania sets out fundamental guidelines for the reform of education system. Following its approval by the government, it was the basis for the implementation of reform since then.

Educational reforms fall broadly into the following categories:

- Reforms of the structure of the education system;
- Revision of educational targets and standards and, consequently, of the curriculum;
- More systematic direction of teacher education;
- Changes in educational funding mechanisms.

The *third phase* starting in the early 2001 and more or less coinciding with Lithuania's accession towards EU (and become the new member state on May 2004). It is directly linked with discussion on EC's Memorandum on Lifelong Learning held in Lithuania on May-June 2001.

The Ministry of Education and Science, together with the representatives from the President Office and the Government, has prepared a new strategy for the next decade. The Ministry of Education and Science has reformed the Education Law and policy, “Guidelines of Education of Lithuania in 2003-2012” are being prepared, to reflect the reforms of the past decade and the planned changes. These documents set new strategic trends in the development of education in the light of national goals: democratization of society, strengthening of the market economy and joining the European Union. The Lithuanian education reform has entered into a new stage, whose main priority is ensuring the quality of education.

### *Structure of Lithuanian education system to LLL*

(Source: Lithuania: Reviews of National Policies for Education (2002). OECD).

Vocational, post-secondary schools and schools of higher education create conditions for working persons to study in various ways, including distance learning.

### *Major types of schools and institutions*

- *Youth schools.* These schools are designed for young people who have failed to adopt at school and who lack motivation for learning; the age of students is between 12-16 years. Such schools provide pre-vocational education; therefore, together with general education knowledge, the students also gain vocational work skills. However, students are not granted a certificate of qualification after completing youth schools.
- *Adult general education secondary schools (Adult education training centres).* Lithuania inherited from Soviet rule a system of adult secondary schools. Under that system, secondary education was mandatory, resulting in state enterprises sending workers either to evening classes or to correspondence courses characterised by significant face-to-face on campus attendance. A certificate gained at one of these institutions was generally regarded as inferior to one gained in normal secondary schools at the time. A further problem arose when economic instability increased the number of street children and low-achieving youth who were able to enter adult secondary classes from the age 14. Around 1992/93, the problem came to a head and steps were taken to reclaim dedicated territory for adult learners through the formation of *Youth schools* to deal with the younger population and through revamping the approaches to adult pedagogy. Adult schools are now more attractive to adult learners.

At the end of 1999, there were 22 secondary schools for adults, down from 71 in 1987/88. From a low point in 1992/93, the number of students has begun to climb. In 1999 these institutions were serving around 10 000 adults; the largest is the centre in Kaunas, with around 2 000 students. These 22 adult secondary institutions are allocated in eight of Lithuania’s ten counties. Of these 22 adult secondary schools, 10 have become Adult Education Centres in recent years. These centres are broader in scope offering non-formal courses as well as formal education.

- *Specialised schools of different types.* Lithuania inherited from the Soviet system a highly centralised, “medicalised” approach to services for all groups of troubled children and adolescents – mentally disabled, socially or emotionally deprived, psychiatrically or psycho-socially disturbed.

- *Adult continuing vocational education and training*, including:
  - Stage I: Initial (basic) vocational education. These programmes provide basic vocational education for students who are at least 14 years old, have not completed the general basic school programme and want to acquire an elementary speciality. Such programmes usually take two or three years. Successful completion of the programme confers a qualification, which corresponds to the second vocational attainment level of the European Centre for the Development of Vocational Training (ECDVT) classification. According to the ISCED/97 classification, the programmes qualify as level 2 programmes.
  - Secondary vocational education at stages II and III (ISCED/3B and leading to a qualification at the third level of the European Centre for the Development of Vocational Training (ECDVT) classification.
- *Post-secondary vocational education*. Vocational education at Stage IV for those who have graduated from secondary schools, but want to acquire professional qualifications. Specialities acquired are equal to those acquired at stages II and III.
- *Higher education institutions*, including:
  - Colleges at the higher education level. The Law on Higher Education adopted in March 2000 provides the legal framework for the colleges within higher education. A number of the “vocational” colleges were consolidated to form higher education colleges as defined by the new Law.
  - Universities and academies.

#### *Trends in numbers of schools and enrolments*

**Table 1. Educational Institutions in Lithuania (related to LLL)**

(Total number of education establishments; of which non-public schools)

	1991- 1992		1995-1996		1998-1999		2004	
	Total	Private	Total	Private	Total	Private	Total	Private
Youth schools	-		21 (since 1993)	-	23	-	25	1
Special schools (1% of students)	52		51	1	55	1	65	1
Adult schools	...		25	-	22	-		
Vocational schools	105		105	1	104	1	73	2
College type schools	64 (professional colleges)		68	15	70	18	27	11
Universities	13		15	-	16	1	21	6

Sources: Lithuania: Reviews of National Policies for Education (2002). OECD;  
<http://www.mokslas.lt>; <http://www.smm.lt>

#### *Economy and Employment*

During the last decade Lithuania's economy has undergone essential changes in all its sectors. There were few distinct stages in the economic development of the country: the period from 1991 to 1994 was a period of a dramatic decline typical of post-communist



states. The second period from 1995 to 1998 was a period of recovery marked by the stabilisation of the economy (also by its growth since 1998).

All processes were under the changes of three main tendencies: 1) move from planning towards market economy; 2) European integration; 3) move towards knowledge economy. We present data of the latest period (of growing economy) in relation with employment and ethnicity (Table 2).

**Table 2. Economically active population in 1989-2005 by ethnicity**

	Population		Among them:							
			Employed		Unemployed		Non-active		Not indicated	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	<b>2 803988</b>	<b>100</b>	<b>1273820</b>	<b>46</b>	<b>308377</b>	<b>11</b>	<b>1189232</b>	<b>42</b>	<b>32559</b>	<b>1</b>
Lithuanians	2 308694	100	1056581	45,8	243705	10,6	986047	42,7	22361	1
Poles	196 028	100	85284	43,5	26222	13,4	82613	42,1	1909	1
Russians	194 702	100	82972	42,6	26527	13,6	82458	42,3	2745	1,4
Others	81 588	100	36482	44,7	10422	12,8	33508	41,1	1176	1,4
Not indicated	22 976	100	12501	54,4	1501	6,5	4606	20	4368	19

Sources: Etniškumo studijos 2005. V.Beresnevičiūtė. Etninių grupių socialinės integracijos dimensijos šiuolaikinėje Lietuvos visuomenėje. – Vilnius: Eugrimas, 2005, p.140.

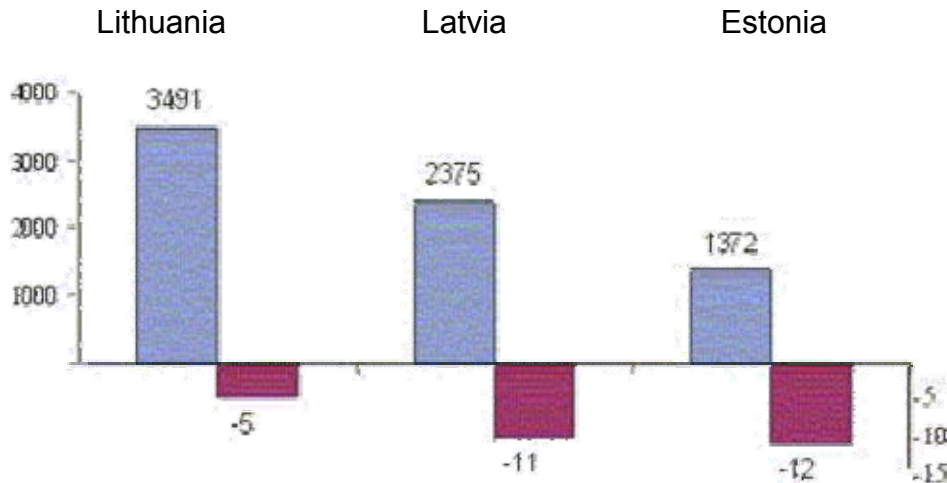
In short, the situation of national minority education and labour market is as follows: high level of unemployment, social disjuncture, new social disjuncture groups of unemployed persons, and lack of support for employing the most socially assailable groups of unemployed persons. It is significant to note that unemployed representatives of national minority groups have lower education, have no proper professional training, and are passive as far as involvement into labour activities are concerned. The lack of knowledge of state language (Lithuanian) is also one of the key obstacles for persons belonging to national minorities to gain professional training and find a suitable job.

#### ▪ Demography

As of provisional results of the Population and Housing Census 2001, Lithuania's population was 3,491,000 of regularly resident population, of which 2,345,000 in urban areas and 1,146,000 in rural areas. Population decreased by 184,000 or 5 per cent in Lithuania, and more than 10 per cent in Latvia and Estonia Compared with the 1989 Population Census data (Chart 1).

## Chart 1

Changes of population in the Baltic countries in comparison with the 1989 census data (Source: <http://www.std.lt/Census/>)



The main reasons of the decline in Lithuania are:

- The census gave the opportunity to eliminate the number of population centrally added during the Soviet period as well as military personnel and their family members who left Lithuania after the restoration of independence without official registration formalities.
- Since 1994, the natural growth became negative in Lithuania, in other words, growth turned into decline because deaths began to outnumber births.
- For a long time, immigration exceeded emigration. The main inflow was from the former USSR republics. Fundamental changes in the direction and scale of migration began in 1989. By 1990, emigration to these republics had surpassed the flow in the opposite direction. Meanwhile, emigration increased reaching a peak in 1992 when 27,000 people left Lithuania.

**Table 2. Men and women in Lithuania**

Years	Number of population, thous.		Gender distribution, %		Women compare with 1000 of men
	Women	Men	Women	Men	
1990	1946,2	1747,5	52,7	47,3	1114
2004	1837,2	1608,7	53,3	46,7	1142
<b>Total</b>	<b>1827,2</b>	<b>1598,1</b>	<b>53,3</b>	<b>46,7</b>	<b>1143</b>
Urban	1237,5	1043,9	54,2	45,8	1185
Rural	589,7	554,2	51,6	48,4	1064

Source: Department of Statistics of Lithuania, June 2000; data: 2005 10 17 Some facts on women and men in 2003:

The number of women in Lithuania exceeds the number of men, i.e. there are 1142 women per 1000 men. Divorced, widowed and single women make up 48 per cent of all women, men – 39 per cent. The proportion of women without spouse is not diminishing.

- **Immigration/emigration**

Lithuania experienced negative net migration until 1996 but since then positive net migration has increased from 79 thousand in 1997 to 1 139 thousand in 1999. The rapid growth of negative net migration started in 2000 again.

**Table 3. Migration**

	1995	1996	1997	1998	1999	2000	2001	2003	2004
<i>Immigration</i>	2020	3025	2536	2706	2508	1500	...	(4425)	...
<i>Emigration</i>	3773	3940	2457	2130	1369	2600	...	10 725	13 249
<i>Net migration</i>	-1753	-915	79	576	1139	-1100	-2000	-6300	...

**Sources:** Reviews of National Policies for Education – Lithuania. Examinators' Report. OECD. CCNM/DEELSA/ED(2000), p.31; Department of Statistics of Lithuania, June 2000; Annual Reports of the Migration department at <http://www.migracija.lt>;

- **Minorities**

Lithuanians are neither Germanic nor Slavic although their history of occupation and of conflict and co-operation with their neighbours has left a mixture of cultural influences. Lithuania differs from its Baltic neighbours in its comparatively lower percentage of Russian speaking population. In 1991, with restoration of independence, all legal residents at that time, including Russian speakers, obtained automatic citizenship. The official state language is Lithuanian, which is closely related to Sanskrit and belongs to the Baltic branch of the Indo-European language family.

**Table 4. Lithuanian population by ethnicity**

Nationality	Residents number (thousand)	Percentage compared to total population
<b>Total</b>	<b>3483.9</b>	<b>100</b>
Lithuanians	2907.2	83.4
Poles	234.9	6.7
Russians	219.7	6.3
Byelorussians	42.8	1.2
Ukrainians	22.4	0.65
Jews	4.9	0.12
Germans	3.2	0.09
Tartars	3.2	0.09
Latvians	2.9	0.08
Roma people (Gypsies)	2.5	0.07
Armenians	1.4	0.04
Other nationalities	6.1	0.18
Not specified	32.9	0.94

Source: Department of Statistics of Lithuania; data: 2005 11 22.

As of the results of the Population and Housing Census 2001, there are evident differences among three main group of ethnicity in Lithuania by the highest level of education (per 1,000 ethnic groups): the largest number is among the Russians (159 among 1000), a little bit less – among Lithuanians (128), and only 63 – among poles.

**Table 5. Population by education and ethnicity in 2001 (for 1000-thous.)**

	Level of education					Pre-primary education	Literate (no school attended)	Illiterate	Not indicated
	Higher university	Higher non-university	Upper secondary education	Lower secondary education	Primary education				
Lithuanian	128	198	257	151	216	39	5	3	3
Pole	63	145	352	161	216	48	8	4	5
Russians	159	189	340	138	140	22	3	3	6
Belorussian	112	198	370	147	138	21	4	3	6
Ukrainian	203	241	342	117	79	8	1	1	7
Jew	385	171	249	85	86	7	2	3	11
German	155	170	256	170	200	34	6	3	6
Tatar	155	210	319	139	132	31	4	3	6
Latvian	134	200	291	164	174	23	7	4	3
Gipsy	41	18	223	149	310	184	39	31	4
Armenian	271	188	314	98	103	22	-	-	4

Source: Statistics Lithuania (2002), *Population by Education, Mother Tongue and Command of Other Languages. Population Census 2001*, p.73.

When we compare ethnic groups by highest level of education and age, the higher indicates among Russians are under 40 years old; they are rather similar between Lithuanians and Russians among 20-29 years old, and only among young poles they are less.

## 1. THEORETICAL PERSPECTIVES

One of the indicators for the level of participation in LLL is the proportion of people 25+ who have participated in the educational activities during the last 4 weeks. The EU goal is set at 12.5% and in 2003 Lithuania did not reach the rate of 5% (R. Ališauskas, Lietuvos švietimo būklės matavimai/“The measurement of the state of the educational system in Lithuania”).

The Ministry of Education and Science of the Republic of Lithuania has created a task to examine the issues related to Adult Education Survey. Research team of representatives from various universities (Vilnius Pedagogical University, Vytautas Magnus University, Vilnius University and the Institute for Social Research), based on national needs, conducted three surveys on Adult Education in 2004-2005:

1. Suaugusiųjų tęstinio mokymo galimybių plėtra mokymosi visą gyvenimą strategijos įgyvendinimo kontekste (tyrimo ataskaita) / T.Tamošiūnas ir kiti. Vilnius, 2004, P.45 ([http://www.smm.lt/svietimo\\_bukle/tyrimai.htm](http://www.smm.lt/svietimo_bukle/tyrimai.htm)). (Survey Report: Continuing Education of Adults in the context of implementation of life long learning)
2. Kaimuose ir miesteliuose (gyventojų skaičius iki 30 tūkstančių) gyvenančių suaugusiųjų mokymosi poreikiai (tyrimo ataskaita) / T.Tamošiūnas ir kiti. Vilnius, 2004, ([http://www.smm.lt/svietimo\\_bukle/tyrimai.htm](http://www.smm.lt/svietimo_bukle/tyrimai.htm)). (Survey Report: Education Needs of Adults living in villages and small cities)
3. Neformaliojo suaugusiųjų švietimo būklė ir gyventojų bei darbdavių požiūris į neformalųjį suaugusiųjų švietimą / T.Tamošiūnas ir kiti. Vilnius, 2005, P.67 ([http://www.smm.lt/svietimo\\_bukle/tyrimai.htm](http://www.smm.lt/svietimo_bukle/tyrimai.htm)). (Survey Report: Non-formal Education of adults and attitudes of the employers)

The main purpose of surveys concerning adult learning is to describe participation in learning activities for different population groups. This means that the surveys should focus on the learner. And the important target units are individual and learning activities. Those three representative surveys described the motivation of adults for lifelong learning, the challenges on their way, and attitudes of the employers towards lifelong learning.

### International / local projects and programmes

Few examples:

*Lithuanian Association of Adult Education* participates in 7 or 10 projects per year since 1996. Few examples: [International Adult Learners Week in Europe \(2003-2006\)](#), [Evaluating the Competence in the Context of Lifelong Learning \(2004-2005\)](#), [A Good Adult Educator in Europe \(AGADE, 2004 - 2006\)](#), [Four Learning Seasons \(4LS, 2004 - 2006\)](#), [The growing competition among the Motors Transport Carriers \(2004-2005\)](#), [Training of Non-governmental organization leaders \(1996 – 2003\)](#) and others ([www.lssic.smm.lt](http://www.lssic.smm.lt)). Lithuanian Association of Adult Education organized together with German Institute for

adult Education, Rome Folk University (Italy) and London Nord-West College (England) **European Intercultural Competence Programme 2002-2004**. The project was supported by EU Socrates Grundtvig 1 programme. The general goal of the project: influence and strengthen public policies in national minority regions, develop ties between national minorities and NGO's, prepare adult educators for these regions.

The EQUAL project of *the Department of National Minorities and Lithuanians Living Abroad* to the Government of the Republic of Lithuania; Labour and Social Research Institute; Labour Exchange of Vilnius; Charity and Support Fund House of Polish Culture of Vilnius; Russian Public Organizations Coordination Council of Lithuania; Vilnius Department of the Union of Poles of Lithuania, and others) **The establishment and testing of support mechanism for the integration of national minorities into labour market**. Goal and tasks of the project was to create and test a supportive mechanism related to the integration of national minorities into the labour market, as well as to establish co-operation networks using the networks of non-governmental organisations set up by national minorities, (...) to raise the qualification level of the personnel involved in the integration process...

- **Emerging themes and priorities**

Reviewing international and European trends in the field of lifelong learning, and considering the priorities and aspirations contained within the existing legal and policy framework in Lithuania, some common themes emerge. These include:

- The need for a national and a regional dimension;
- Access for all to LLL;
- Social inclusion, in particular addressing what is the impact (outcomes) of participation on education and learning activities on the individual labour market situation, status, career and citizenship?
- To what extent and in which way do different population groups find it necessary to study and how willing are they to participate in education and learning?
- The application of the current education infrastructure for the adult education;
- By whom are the learners financially supported?

## 2. INFLUENCE OF CONCEPTUALISATIONS & DRIVERS ON LLL POLICY & PRACTICE

Lifelong learning is recognised as *undeveloped phenomenon* in Lithuania in nowadays. Main reasons:

- The qualification of a lot of Lithuanian citizens is not available to the new requirements of labour market;
- The absence of formal qualification;
- The weakness of vocational system (compare to other EU member states);
- Too small part of adult population participates in the lifelong learning programs;
- The absence of recognition of the importance of informal learning as one of the barriers for involvement in to labour market.
- Industry is still of a mindset that it is the responsibility of the state to retrain workers. It is still easier and cheaper to dismiss a worker and pick up one newly trained under the labour market training scheme. In this way, the costs of retraining are being borne by the state rather than by industry. Currently there is little industry participation or even interest in continuing vocational education for their workers.

Lithuania prepared the 2004 National Employment Action Plan providing political obligations of the Republic of Lithuania Government and primary measures for the implementation of the national employment policy, following common employment policy guidelines set by the Council of Europe and specific recommendations for Lithuania. National measures are meant to ensure the achievement of the three fundamental objectives – full employment, labour quality and efficiency, and strengthening of social cohesion and inclusion. Recommendations of the European Commission for Lithuania are as much as possible taken into account in implementing the national employment policy (Third report on the implementation of the European Social Charter, 2006):

- Increase possibilities of employees and companies for adapting themselves to the changing conditions on the labour market;
- Involve more people into the labour market and create possibilities for free choice of employment;
- *Invest more and efficiently in the development of human resources and life-long learning.*

There is clear conceptual difference in the Lithuanian documents created till 2001 and after 2002 (see Annex I).

In the main legal and policy documents till 2001 lifelong learning was rather seen like an *element* of the treated problem than like a *principle*, which helps to combine the whole education system according to the needs of the 21-st century. Education reform priorities were formulated in the Concept of Lithuanian Education Reform (1993), and the key objective of the education reform was a young man's preparation for life. This objective might be achieved by meeting the following priorities:

1. Improved access to general education that meets individual and national development needs;

2. Constant improvement and guarantee of the quality of education;
3. Increasing efficiency – effectiveness of the education system;
4. Enhanced involvement and participation of the school community and the wider society in the process of school improvement.

However, many important works that are necessary to ensure quality of education remained not fulfilled through the lack of financial investments and human resources.

New terms are used (as the translation of the EU documents) after May 2001. These concerns the understanding of the difference between the adult education, devoted for involvement in to the labour market, and the understanding of the lifelong learning, oriented towards the bringing up of the learning competition and its realization during the persons life.

*Lifelong learning is viewed as a continuous process of skills and knowledge updating; career services are seen as a means to facilitate this. They can also play an important role in (Career Guidance Strategy..., 2003):*

- Strengthening links between schools/training institutions and employers
- Balancing the supply and demand for training;
- Alleviating school failure and drop-out rates.

In March 2004 Ministers of Education and Science and Social Security and Labour approved jointly the Strategy for Life-long Learning (Official Gazette, 2004, No 56-1957), and the Action Plan for the implementation of the Strategy. The above documents defined the *tasks and objectives* for the development of Lifelong learning programme:

- Increase the impact of vocational training and continuous education on the employment strategy;
- Increase the accessibility of training, in particular to those who got the least advantage from the system of education;
- Develop the facilities of the system of education increasing respectively investments for institutions providing services in the sphere of education, vocational information, guidance and counselling, and the renovation of technical base;
- Improve the coordination of life-long learning encouraging closer cooperation in this sphere;
- Improve funding of continuous education and training through special funds and involvement of employers and employees;
- Upgrade qualification skills of teachers and other staff performing vocational counselling;
- Differentiate the development of the regional structure of life-long learning taking into consideration social and economic needs of the regions;
- Elaborate the training quality monitoring system and define the training quality indicators.

In the light of the challenges faced by society today, as well as taking into account that knowledge society, secure society and competitive economy are defined as priorities in the Long-Term Development Strategy of the State; the mission of education is as follows (The National Education Strategy 2003-2012):



1. To help an individual *to understand* the contemporary world, to acquire cultural and social competences and to become an independent, active and responsible person who is willing and able to learn and create a life of his own and life of society;
2. To help an individual *to acquire a vocational qualification* corresponding to the level of modern technologies, culture and personal skills, and *to create conditions* enabling life-long learning, which encompasses continuous satisfaction of cognitive needs, seeking to acquire new competences and qualifications that are necessary for the professional career and meaningful life;
3. To ensure *balanced and knowledge-based development* of the economy, environment and culture of this country, domestic and international competitiveness of the economy, national security and evolution of the democratic society, thus strengthening the creative powers of the society;
4. *To guarantee continuity* of culture nourished by the nation and the country, continuous process of creation, protection of identity, as well as to foster the open and dialogic nature of the culture.

Three levels of lifelong learning policy are evident. They are: conceptual, legislative and strategical (measures of implementation). An evaluation of lifelong learning policy in Lithuania reveals that it's 'transversal' character. Transversalism, albeit in different forms, is quite a widely-used response or strategy, especially through action plans that assign responsibility to different units for the delivery of different objectives. First, it involves unnecessary changes in policy-making structures or practices, and second, lifelong learning strategy continues to be designated as a distinct or separate policy space (even though each department or unit under transversalism may eventually be assigned lifelong learning objectives). Transversalism does not integrate lifelong learning into the core of policy, but tends rather to add it on top, as an additional objective or consideration.

Lithuania participates in the initiative of the European Community EQUAL, aimed at looking for new measures in combating social exclusion and discrimination on the labour market and encouraging the implementation of such measures. On 29 June 2004 the European Commission took the decision to approve the 2004 – 2006 Single Programming Document for Lithuania on the implementation of the European Community Initiative EQUAL. Invest more and more efficiently in the development of human resources and life-long learning is one of the measures (Third report on the implementation of the European Social Charter, 2006):

- Develop the national system of qualifications;
- Develop the system for the assessment of knowledge and competence;
- Develop the quality assurance system;
- Develop the 'second chance';
- Implement innovative training methods and forms;
- Develop and publish training materials;
- Improve the system for training of trainers;
- Develop the system of vocational guidance and counselling.

Among the measures of implementation: the influence of society on education shall be strengthened; political and administrative decisions in the area of education shall be made through consultations and co-ordination with the social partners of education and other stakeholders. Efficient mechanisms of accountability to society shall be introduced in the field of education and its management institutions.

### 3. UNDERSTANDINGS & OPERATIONALISATIONS OF LLL

Lifelong Learning Assurance Strategy is the main document presented the lifelong learning understanding in Lithuania. It follows the definition of the Communication from the Commission “Making a European Area of Lifelong Learning a Reality”, 2001: Lifelong Learning is defined as encompassing “*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and or employment related perspective.*”

According the described understanding the term “lifelong learning” combines *time dimension* – periodical duration of learning or it’s continuous – with *various types of learning activities* and/or roles (learning in families, leisure time, in communities or everyday work). The third prescribed dimension is that it act *must be organised* to achieve this purpose in some way, including being self organised.

Three main *types of education* are mentioned in the main legal and policy documents after 2001:

*Formal education* – education implemented according to programs confirmed in accordance with a procedure prescribed by the Government or its authorised institution.

*Non-formal education* – education according to a variety of programs geared to satisfy individual education needs, to provide in-service education and to provide for acquisition of an additional competence. The purpose of non-formal adult education is to provide an individual with conditions for life-long learning, meeting the needs of cognition, upgrading qualification and acquiring additional qualifications. Non-formal education of adults is provided to each individual who has chosen this kind of education and is at least 18 years of age. Non-formal education of adults may be provided by all educational providers. A person’s competence acquired by way of non-formal education may be recognized as being a part of a formal education program or a qualification as prescribed by the Government or its authorised institution, or by a school of higher education.

Non-formal adult education is regulated by the Law on Non-formal Adult Education (1998, May 30, No.VIII-822) commits the providers of non-formal adult education and their social partners “to provide assistance in implementing the inborn right of a person to lifelong development of his/her personality”. The law determined the main goals of non-formal adult education – to create conditions for acquisition of theoretical knowledge and practical skills needed for an individual's professional activities and for upgrading qualifications.

*Self-education* – continuous independent learning, based on information a person obtains from various sources and practical experience. The purpose of self-education is prescribed to provide an individual with possibilities for continuous independent learning supported by the surrounding information space (libraries, media, internet, museums, etc.) and life experience gained from other persons. A person’s competence acquired by way of self-education may be recognised as being a part of a formal education program or a qualification as prescribed by the Government or its authorised institution.

The core principle of the implementation of LLL is that formal, informal education and self-education shall be joined.

By the end of 2004 the State Register of Studies and Training Programmes had registered over 400 training programmes, and over 470 training programs were entered into the Summary Collection of Labour Market Non-formal Training Programs (Third report on the implementation of the European Social Charter, 2006). In 2004 new training programmes were developed, 289 in total, including:

- 34 in formal education and training;
- 253 in non-formal vocational education and training;
- 2 training aids for refreshing knowledge and skills (of long-term unemployed, etc.).

Among the above programmes one is specialized in remote training. 11 programmes are specially elaborated for the disabled, and 2 – for convicts.

From our point of view, lifelong learning understanding and operationalisation are better described in various documents through the number of common themes emerging:

- LLL is seen a *continuous, multi-dimensional process* (which starts in schools, continues through the transition period to adult/working life, and is then accessible throughout adult life);
- There is a move towards a *more open professional model*;
- There is greater emphasis on the *individual as an active agent*, rather than passive recipient within the guidance process;
- The emphasis is on “*access to information*” rather than “*information provision*” - a client-centred approach;
- There is a greater *diversity of users* of career and education guidance and information;
- There is an increasing interlink between *public and private sector*;
- *Partnerships* are emerging between education, employment, business, parents and the community;
- There is a *national and regional* dimension to the delivery of services.

Creation of the life-long learning opportunities is one of the main task of The National Education Strategy 2003-2012, described like an area of integrated life-long education shall be created; to achieve this, the learning environment shall be created to match the different needs of individuals, and diversity of the forms of education shall be developed; financial life-long learning capabilities shall be expanded; the national and regional continuing education development programmes shall be developed and implemented; learning barriers shall be overcome (learning time and speed, limitations of the learning location, strict education requirements at the beginning of learning or studies). The certification procedure for both formal and informal education programmes and modules shall be developed. It means that in practise the implementation of LLL is rather open and not developed yet.

The same we find that the system of recognition of competences acquired through different forms of education shall be established. Gradual transition to credit, modular and accrual learning shall be effected. Only among the activities of Lithuanian Association of Adult Education (LAAE) we find that they participated in the project Evaluating the Competence in the Context of Lifelong Learning in 2005. The Fund of Coordinating Assistance of the EU Leonardo da Vinci program was supporting the mobile project (2004-

2005). In the course of the project the Lithuanian adult educators, representatives of the LAEA among them, were studying various adult education programs in the European countries and the ways the competences are recognised. The project participants visited Ireland and Sweden in 2004 and Italy in 2005.

The Development of the National System of Qualifications mentioned in the Third report on the implementation of the European Social Charter, 2006, as well. Aiming at creating favourable conditions for life-long learning and matching of qualifications with the needs on the labour market and the conditions for territorial and occupational mobility, ESF project 'Creation of the National Qualifications' System' has been prepared in 2004. The aim of this project is to create a uniform and transparent system of qualifications covering all levels of qualifications, secured transition between the levels, ensured variety of ways in acquiring qualification, and providing for a possibility of flexible response to the requirements of the changing environment.

#### 4. SIGNIFICANCE OF KEY CONCEPTS IN LLL POLICY

##### *Learning citizens*

During the last decade the legal framework for the educational reform was established, a new content of a secondary school was formed, the system of state maturity examinations was reorganized, preparation for schools audit and monitoring of status of education has been started, school libraries were modernized, and a strategy for computerization of education was formulated.

##### *Knowledge society*

23 Dec. 1997 Government charged the Ministry of Communication and Information to create the program of knowledge society which would correspond to the EU regulations. 25 May 1998 the Government resolved to create the permanent commission on information society. 23 Oct. 1999 the main parliamentary groups signed the memorandum on the creation of the knowledge society. 5 May 2000 Parliament decided to create permanent Parliamentary commission on Information society. 15 Jan 2001 working group for the creation of the strategy for the information society was set. 28 Jan 2001 Lithuanian Government passed the conception on the development of information society. 24 May 2001 Parliament approved the resolution on the priorities of the information society. In May 2002 the unique project by the private companies has started – Window to the future.

From the above stated documents: the terms knowledge society go together with the information society.

##### *Learning organisations*

*Labor market training Authority, territorial Labor Market Training and Counseling Services, Labor market training centers, Lithuanian Association of Adult Education, Foundation for Educational Change, The Social Innovation Fund, Lithuanian Adults' Education and Information Center, Lusi foundation.* These are the main actors in the area of learning organizations as they provide the major part of learning courses for the adults.

*Labor market training authority, Labor market training and counseling services, and Labor market training centers* as most of their clients have unemployed people (~ 40 %). They assist them in finding the courses which would help to obtain/change/improve the qualification. The courses by Labor market training centers are widely used by employers as well: they send their workers to learn new things and/or improve the knowledge. Courses for the people sent by the Labor exchange office are free of charge.

The mission of the *Lithuanian Association of Adult Education* is to call get together individuals and representatives of various organisations to promote an approach of life long learning within the society and to develop the opportunities for continuing education. They aim at developing the capacities to participate actively in the community life and to develop the needs for continues education.

*Foundation for Educational Change* works in the areas of school community development, civil education, and multicultural education.

*Social Innovation Fund* seeks to impellent the social innovations in the fields of work and education (among other fields of its activities). Their learning courses address socially disadvantaged groups, unemployed. The foundation strives to improve the situation of adults' informal education.

The mission of the Lithuanian Adults education and information center is to provide the adults with the conditions for the continuing learning and training. They provide the educational support and information for the learning adults regarding training; collect the database on the learning possibilities for the adults; explore and analyze the situation of education in the country. The Center participates in the workgroups preparing the laws on education and LLL. The Center is also responsible for the preparation of the methodological material and handbooks for the adult students.

## 5. LEGISLATION & POLICY

The main legal and policy Lithuanian documents created till 2001 and after 2002 are presented in Annex I.

### *Institutional architecture and policy-making processes*

The administrative scheme of education and social protection policy decision-making and its implementation, in principle, is of following levels:

- Seimas (Parliament) (policy decisions, legislation)
- Government (policy approval)
- Ministries (policy formulation)
- Executive bodies (policy implementation)
- Councils or other bodies (supervision and counselling). Councils or other supervisory bodies are established at the Government, Ministries or at the Municipalities, that is, on different levels.

### *Distribution of responsibilities*

The **Ministry of Education and Science of the Republic of Lithuania** ([www.smm.lt](http://www.smm.lt)) is the principal state entity responsible for education policy in Lithuania. However, the Government and the Ministry of Finance play significant roles in education policy, especially in establishing priorities and through the state budget and financing policies.

The Ministry of Education and Science of the Republic of Lithuania and the **Ministry of Internal Affairs** have direct responsibility for certain institutions (essentially vocational schools and colleges and certain institutions for children with special needs). These central authorities have the responsibility to establish, reorganise or close institutions under their direct authority.

The **Ministry of Social Security and Labour** ([www.socmin.lt](http://www.socmin.lt)) has a number of direct responsibilities related to education and training. It is responsible for organising labour market and youth post-school guidance, to develop programmes for integration into the labour market as well as programmes for career planning, social adaptation and professional and personal development, as well.

**Lithuanian Labor Market Training Authority (LLMTA)** ([www.ldrmt.lt](http://www.ldrmt.lt); [www.darborinka.lt](http://www.darborinka.lt)) was created by the Ministry of Labor and Social Affairs in 1992. LLMTA is the biggest organization in Lithuania. It works with the issues of adult education, professional preparation, guidance, and counseling. The main aim of the Authority is to increase the employability and competitiveness of adults in the labor market.

LLMTA participates in the formation of the vocational training policy, which would correspond to the changing needs of the society and labor market. Authority cooperates with various social partners. Under the supervision of the LLMTA there are fifteen labor market training centers which allow people 18+ to obtain marketable profession or/and to

change the old one. According to the data provided by LLMTA, over 80 % of training courses' graduates found the job and 83 % of them found the job they studies for. Every year approx. 25 000 people attend the courses offered by the labor market training centers. Half of them are directed there by the Labor exchange offices, 25 % are sent by employers, and the rest of the students came to the centers on their own will.

Seven **territorial labor market training and counseling services** (LMTCS) subordinate to the Lithuanian Labor Market Training Authority. They are located in the major towns of Lithuania: Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys, Alytus, and Utena and there are four sub-offices: in Tauragė, Akmenė, Kuršėnai and Ignalina. They are state institutions providing vocational guidance, counseling and information services for the students, parents, teachers, unemployed, people who were notified about the dismissal, inmates, soldiers, and any other person wishing to (re-)enter the labor market with a profession corresponding to his/her personal characteristics and meeting the labor market's needs. Services provided by the territorial labor market training and counseling offices are free of charge.

Territorial LMTCS organize group meeting and Job Clubs where people meet each other, discuss their situation, share experiences and raise the level of motivation. Additionally, individual consultations are available for everyone in need of advice in the area of work or vocational training.

Another task for territorial offices is to organize the licensing of enterprises and establishments seeking to carry out the labor market vocational training programs, to exercise the state control of labor market vocational training quality, to perform the examination of material training base, and to make the selection of labor market vocational training institutions and companies holding the license for setting external examinations.

The mission of the **Lithuanian Adults Education and Information Center** ([www.lssic.smm.lt](http://www.lssic.smm.lt)) is to provide the adults with the conditions for the continuing learning and training. They provide the educational support and information for the learning adults regarding the continues training; collect the database on the learning possibilities for the adults; explore and analyze the situation of education in the country. The Center participates in the workgroups preparing the laws on education and LLL. The Center is also responsible for the preparation of the methodological material and handbooks for the adult students.

Keeping in mind one of the biggest problems of adults – the lack of IT knowledge and skills Lithuanian adults education and information center organized program of computer literacy followed the social advertisements on the mass media. The center prepared and published the series of four books on IT skills for adult users.

**Career Information, Guidance and Counselling Services** create a coherent career guidance system in Lithuania, which is an integral component of a lifelong learning policy and which contributes to economic, social and personal development. Are seen as contributing principally to:

- Partnership working;
- Creating a learning culture;
- Facilitating access to learning opportunities.



The Joint Assessment Paper, 2002 signed between the Government and the EC identifies priorities that have implications for career services:

- Sustained commitment to successful implementation of current education reforms, with a particular focus on reducing drop-out in basic education, on improving access, quality and relevance in vocational education, and on developing and implementing a national strategy for lifelong learning;
- Developing a detailed action plan for the reform of the public employment service, including a necessary increase in the service's resources, so that it can play a more active role in the reintegration of unemployed people.

Centres not only provide a link between learning needs and learning opportunities, they also have a key role to play both in facilitating access to learning and motivating potential learners. Career services are also crucial in helping learners find their way in increasingly complex learning systems and fast changing labour markets. Career services play an important role in:

- Strengthening links between schools/training institutions and employers;
- Balancing the supply and demand for training;
- Alleviating school failure and drop-out rates.

**Lithuanian Association of Adult Education (LAAE)** ([www.lssa.smm.lt](http://www.lssa.smm.lt)) was established on 24 February 1992. In 1993 Association became a member of European Adult Education Association (EAEA). Lithuanian Association of Adult Education in cooperation with Lithuanian and foreign adult educators and institutions, are calling get together individuals and representatives of various organisations for the purpose to promote an approach of life long learning within the society and the development of opportunities for continuing education.

Their activities are based upon such principles:

- Openness for ideas, initiatives and experience;
- Responsible and good willing work within a team;
- Efficiency, e.g. to fulfil tasks on time and according to the agreed standards.

Since 2000 every year it organizes the Adult Learners' Week. It is organized jointly by the LAELA and the Ministry of Education and Science. Every year the week has its theme and in different places (counties, municipalities, local communities, and learning organizations) it organizes events for adult learners. Last Week in 2006 was dedicated for the "Citizenship in practice".

**The Foundation for Educational Change** ([www.skf.osf.lt](http://www.skf.osf.lt)) was established on October 20, 1999. The founders were the Open Society Fund-Lithuania ([www.osf.lt](http://www.osf.lt)) and the Ministry of Education and Science. It is a non-political, non-profit organisation. The Foundation bases its own activities on the principles of publicity and transparency. The Foundation is ready to co-operate with all institutions that implement educational reform and seek the same goals as the Foundation of Educational Change.

The Foundation seeks to involve into the reforming process not only state institutions, but also innovative citizens, their groups, educational and school communities. The Foundation also encourages co-operation between different educational communities, co-ordination with state institutions of different levels and non-governmental organisations.

The strategic directions and priorities of the activities of the Foundation are the following:

- School community development;
- Civil education;
- Curriculum modernisation (introduction of new materials and technologies, modernisation of school libraries, etc.);
- Multicultural education and integration of national communities;
- Integration of socially vulnerable children;
- Development of professional staff;
- Support of various educational institutions (except institutions of higher education), school communities, projects, designed and initiated by students and teachers.

After the announcement of the competitions the administration of the Foundation consults the tenderes. For an updated analysis of different aspects of Lithuanian educational situation, in order to identify the most important educational problems and to offer solutions, the Foundation is going to organise open discussions on the most urgent educational issues. It compiles and systematises information on the course and results of the projects applied to the Foundation for Educational Change. The Foundation shares the information with other funds, authorities and looks for more effective possibilities of co-operation.

Long-terms objectives of the Foundation correspond to the priorities of the Open Society Fund-Lithuania in the field of education; they foresee further development, which meets contemporary needs of Lithuanian society, ideals and values of open and civil society, of educational reform. In its activities the Foundation aims to draw initiative citizens, their groups, school and teacher communities as well as governmental institutions into work of educational change. Development of self-dependant and initiative school communities, creative co-operation between school and society, a more universal accessibility of education are encouraged.

### ***Social partners***

The employer affects conditions for the employee to study, according to rules established by laws and other legislative acts.

Leading Lithuanian businesses – mobile telecommunications company Omnitel, landline telecommunications company Lietuvos Telekomas, the largest banks in the country Hansabankas and Vilniaus bankas, as well as the largest Lithuanian IT companies Alna and Sonex Co. - came together and in May 2002 formed **Window to the Future** alliance ([www.langasiateiti.lt](http://www.langasiateiti.lt) ).

This alliance started a unique project aimed at businesses supporting the development of information society. Window to the Future initiative has drawn attention of different companies as well as some foreign funds. Today, Window to the Future joins 13 private

companies and Ministry of Internal Affairs of the Republic of Lithuania. Until the middle of 2004 one hundred seventy five public Internet access points have been established by Window to the Future in cooperation with the local government institutions all over Lithuania since the start of the project in May 2002.

In 2003 Window to the Future alliance launched a teaching project to enhance the development of the use of Internet. Computer training programme has been prepared together with The Ministry of Education and Science. People could take free-of-charge Internet course for beginners and get a certificate. 20.000 people were trained in 9 months.

The aim of the Window to the Future alliance is to increase the number of Internet users in Lithuania and achieve the Internet penetration ratio of European Union over the period of three years. The mission of Window to the Future alliance is to promote the use of Internet in Lithuania and by doing so, stimulate the growth of standard of living as well as Lithuania's competitiveness among European and World countries. It plays an important role in teaching adults of IT skills and internet use as this is often the problem for older people (45+). Window to the future is also very important in implementing LLL strategy as it stimulates the learning activities and provides people with more sources for further education.

The implementation of Lifelong Learning (LLL) Strategy is not just in the hands of government and public bodies. Several learning organizations take part in the implementation of the LLL strategy in Lithuania. Not to exclude any of them, the most significant are the following: Lithuanian adult education learning association; Lithuanian labor market training authority and the 7 territorial Labor market training and counseling services; Open Society Fund – Lithuania, and other.

### ***International Social Partners in the country***

NGO's activists in Lithuania during our previous surveys mentioned various sponsors and funds in the same order by their influence, which can be nominated as the main social partners supported and encouraged various projects in Lithuania:

UNDP;  
PHARE;  
OPEN SOCIETY FOUND – LITHUANIA;  
NORDIC COUNCIL;  
EC.

From our point of view this order expresses the chronological participation of those sponsors in Lithuanian activities, as well.

The first Human Development Report on Lithuania, which was prepared with the help of the United Nations Development Programme in 1995, was the first attempt to provide a complete analysis of the social situation of Lithuanian people. Similar reports were prepared each year. The reports were drafted by Lithuanian experts, supported by the Government's preparatory commission for the United Nation's Social Summit in Copenhagen.

All international relations were evaluated only positively into the same directions:

- Financial support;
- Possibility to participate at the conferences, etc. (mobility);
- Possibility to receive an important Information;
- New experience;
- New network.

The **Social Innovation Fund** ([www.lpf.lt](http://www.lpf.lt)) was established in 1994 with the support of the Dutch Governmental program. It seeks to implement social innovations in the field of international cooperation, protection of the human rights, social welfare and security, work and education, non-formal and civic education, health care, minorities integration, culture, preservation of ethnic and religious heritage, educational and vocational training, sports, art, environmental protection, and other fields of the public interests and societal gain. Their motto is: " Better a job than the dole ". The main goals of the organization are to take an active part in public life; shaping public policies, promote public awareness by supporting law initiative; to take an active part in shaping social policies, provide social services, and provide a vast variety of them by creating innovative ways of providing social servines; to organize adult education by improving and adopting better and more efficient programs pf learning oriented towards socially disadvantaged, orphaned children and young people, large families, and families with lower income, unemployed; to promote non-formal adult education with a purpose to help self-education, cultural interests, to develop creative powers and abilities; to promote the idea of life long learning and education. The center has more goals but for this paper we can limit ourselves to the above mentioned.

## 6. MAIN PATTERNS OF PROVISION & PARTICIPATION

*Some facts:*

There were 171 000 participants of various courses (accountable to the Ministry of Science and Education) in 1998 compare with 80 000 participants in 2001 m. The increase of participants in the courses without recognition and state accreditation may be reason of the decrease (but this is only hypothesis).

17 100 learners participated in 14 courses organized by Lithuanian Labor Market Training Authority in 2001. Among them 6900 were financed by labour market, 6900 by their own employers, and 3300 participated by their own initiative.

32 000 participated in the adults education in the institutions for formal education in 2000/2001, while in 1995/1996 – only about 28 000.

Only about 5-10% of the adult population in Lithuania participates in various learning programs for the adults.

According data of Survey Report “Continuing Education of Adults in the context of implementation of life long learning” (2004) 16,8 per cent of the adults were involved in life long learning activities. Another trend – the higher level of the received education – the larger degree of participation in further learning activities. Economically active population (working persons) is more active then unemployed. Adults from bigger cities are more active then the same in small cities or villages.

About 40.000 students studied at the evening and part-time departments of the higher schools, and more then 20.000 persons studied in non-formal courses organized by the higher schools.

### ▪ **Patterns of participation by gender**

In order to improve quality of education in the basic schools of Lithuania the Ministry of Education and Science is the principle body responsible for the implementation of the strategy for gender equality in education as well.

On the basis of the Law on Equal Opportunities and article 3, paragraph 1 of the regulations of the Office of the Equal Opportunities Ombudsman regulating the right of the Office “to inspect how education, research and higher education institutions are implementing the equal opportunities of women and men” as well as “to participate during examinations or acceptance into education establishments and research and higher education institutions with the rights of an observer”, Office employees observed the acceptance of persons into colleges and higher education institutions (The Annual Report of The Office of the Equal Opportunities Ombudsman, 2001).The Ombudsmen reports about policy implementation in education every year. According their evaluation, the

Ministry of Education and Science pays the smallest attention in the country for implementation of gender equality.

According to the data of Survey Report “Continuing Education of Adults in the context of implementation of life long learning” (2004) 18,1 per cent of women (compare to 15,6 per cent of men) are more active in life long learning activities for the adult population.

Statistical data of Enrollment by level of education and gender are presented in Annex II.

Between 1993 and 2000 there was a noticeable increase in the number of young people seeking education at all levels in Lithuania. Girls tend to seek better education in comparison with boys. While in 1-9 grade of basic school the number of boys is bigger by 12 000 as compared with girls (95 girls per 100 boys), beginning by the upper secondary level, the number of girls is vividly prevailing: in 9-12 grade the proportion of boys to girls is 100 to 135, in college type schools - 188 and higher schools - 137, respectively. Boys are more inclined to become workers. In turn, the number of girls in vocational schools is declining: in 1994 there were 75 girls per 100 boys, while in 1998 - 65 girls.

The major part of girls prefers to finish education career after acquiring the diploma of higher education. As far as boys are concerned, they are apt to seek a higher degree: in 1998 the number of boys postgraduates who acquired Doctor’s Degree was 93, while the number of girls - 78. The number of women students in higher schools exceeds that of men students. There are 60 per cent of women students and 40 per cent of men students in higher schools (2003): distribution of students by gender is very diverse in different modules of education. Women students make up 78 per cent of those studying social services and services for individual persons, 73 per cent of those studying pedagogics and 81 per cent – health care. In transport and security services, though, men students make up 88 per cent, engineering – 82 per cent, computing – 79 per cent. Among scientists 38 per cent are women and among doctors habillis just – 14 per cent.

The participation rate of adult women (compared to men) in the different levels of education (according to the data from: [www.eurydice.org/documents/key\\_data/lt/kdlt9900end.pdf](http://www.eurydice.org/documents/key_data/lt/kdlt9900end.pdf).) in the academic year 2002/2003:

- Advanced vocational evening schools: 62.9%
- Evening and part-time colleges: 57,1% and 64.1% respectively
- Evening and part-time studies at universities: 59.6% and 64.1% respectively

In vocational training schools adult female student encounter 25-100% of all students on the different levels of schooling.

Distribution of Unemployed by Vocational Education and gender are presented in Annex III: the largest amount among the unemployed are from Vocational schools. In all education levels the numbers of unemployed women exceed the number of unemployed men, except vocational education.

▪ **All sectors, including literacy, ICT, citizenship, access to higher education**

There are evident differences among illiterate groups by ethnicity: the less literate are Roma population (more than 30 illiterate persons per 1000), then poles – 4,0 and Lithuanians – 3,4 (Table 6).

**Table 6. Illiterate population by ethnicity (aged 10 years and older)**

<b>Ethnicity</b>	<b>Illiterate population</b>	<b>Per 1,000 population</b>
Lithuanian	8 614	3,4
Pole	848	4,0
Russian	584	2,8
Belarussian	104	2,5
Gipsy	60	31,3
Other	73	1,3
Not indicated	41	3,2

Source: Statistics Lithuania (2002), Population by Education, Mother Tongue and Command of Other Languages. Population Census 2001, p.73

▪ **Patterns of participation by ethnicity**

The Department of National Minorities and Lithuanians Living Abroad under the Government of the Republic of Lithuania ([www.tmid.lt](http://www.tmid.lt)) and The House of National Communities ([www.tbn.lt](http://www.tbn.lt)) are the main institutions for monitoring of patterns of various activities by ethnicity.

According to the statistical data Roma people have very poor education (4-7 grades of the secondary school); only 6 % of them have acquired qualifications, 5 % of men and 0,7 % of women are permanently employed. They are isolated from the society and are not willing to integrate into it. The public has negative attitudes about the Roma people.

**Table 7. Roma participation in labour market policy events in 2003-2005 m.**

	<b>2003</b>	<b>2004</b>	<b>2005</b>
Vocational training	-	2	3
Business courses	-		1
Refreshment of skills for long term unemployed	-	3	1
▪ Learning	-	1	-
▪ Refreshment of knowledge and skills	-		-
▪ Lessons for motivation	-	2	1
Job club	35	37	19
Public work	6	8	7
Supported jobs	1	1	1
People involved in to active labour market measures	42	51	32
Received job places	1	2	
Registered	53	71	68

Source: Lithuanian Labour Exchange – [www.ldb.lt](http://www.ldb.lt)

EQUAL project **Development of support mechanism for Roma integration into the labour market**<sup>1</sup>. *The managing partner of the project was Lithuanian Children's Fund. Other partners where Department of National Minorities and Diaspora under the Government of the Republic of Lithuania; Vilnius City Municipality Administration; Ukmerge District Municipality Administration; The Public Institution Roma Community Centre; The*

<sup>1</sup> Romų integracijos į darbo rinką mechanizmo sukūrimas ir išbandymas. - <http://www.equal.lt/lt/pages/view/?id=53>

Lithuanian Roma Association “Gypsy Fire”; Social Workers Training Centre under the Ministry of Social Security and Labour. *Goal* of the project is developing and testing the support mechanism for Roma integration into the labour market and co-operation networks by using specially trained Roma and representatives of the general public. *Tasks of the project* are developing the support mechanism for Roma integration into the labour market, setting up co-operation network and working out the programme of employment; training social workers and their assistants by applying experience from Western Europe for working with Roma, upgrading staff qualification of the interested institutions that are working with Roma people; etc. Among other these are the most relevant expected results: 14 social workers and 18 assistants are trained, 16 employers and 28 officers have their qualification improved for the work with Roma; the guidelines for work with Roma have been defined; 4 professional training programmes for Roma developed and 8 teachers have been educated; 410 Roma have been involved, 60 discussions with Roma carried out, 130 Roma looking for jobs are taken care of, 106 Roma have been additionally trained, 24 Roma received vocational training, 6 Roma employed, etc.

▪ **Patterns of participation by social exclusion, age, etc.**

Functions of organising labour market vocational training, occupational guidance, counselling, coordination and supervision, and methodical guidance have been delegated to the Lithuanian Labour Market Training Authority. Within the period of 2003 – 2004 territorial labour market training and counselling offices organised consultations to the number of individuals given in Table 8 below.

**Table 8. Vocational Guidance and Counselling at the Lithuanian Labour Market Training Authority**

	<b>2003</b>	<b>2004</b>
<b>Consultations provided</b>	<b>70,176</b>	<b>64,231</b>
<b>In total</b>		
Individual	36,070	31,268
In groups	34,106	32,963
For Adults	57,149	50,319
For Unemployed	55,931	49,345
For pupils, their parents and teachers	13,027	13,947

Primary clients, to whom the Lithuanian Labour Market Training Authority provides services of vocational guidance and counselling, are unemployed persons, students of secondary schools, and employees. More attention is currently given to groups of persons in social exclusion and with special needs by developing and expanding activities targeted towards long-term unemployed, the disabled, convicts in their places of imprisonment, women returning to the labour market after a longer interval, ethnic minorities (Roma people), senior persons (50+), immigrants and unskilled young persons.

Accordinging data of Survey Report “Continuing Education of Adults in the context of implementation of lifelong learning” (2004) young persons of 18-34 years old are more active in life long learning activities for the adult population, while the cohort between 45-54 is more passive.



According to the data of 2002 by the EURYDICE ([www.eurydice.org/documents/key\\_data/lt/kdlt9900end.pdf](http://www.eurydice.org/documents/key_data/lt/kdlt9900end.pdf)), 79% of the adult learners were 26+. 17% of the adult learner had higher education, 46% had the advanced education, 24% had the secondary education, and 13% of the learners had basic or lower education. In 2002 more than 17 000 learners attended the adult schools and approx. 86 000 of adults followed the courses to upgrade their professional skills or retraining courses. The distance courses were followed by 237 learners.

The participation in the learning processes diminishes by the age. By the data by the Educational Information Technologies Centre ([www.ipc.lt/21z/duomenys/ataskaitos/profesines/2004-2005/05prof06.htm](http://www.ipc.lt/21z/duomenys/ataskaitos/profesines/2004-2005/05prof06.htm)), the rate of the participation in the vocational training by age is the following: 13.3% of all the students in the vocational training institutions in the academic year 2004/2005 were 25+. The participation by people 25-29 is higher compared to the 30+, as the rates of participation drop steadily after 30 year olds. The big decrease in the participation in the tertiary education (level 5, 6, 7) is observed after 22 years (data from [www.eurydice.org/documents/key\\_data/lt/kdlt9900end.pdf](http://www.eurydice.org/documents/key_data/lt/kdlt9900end.pdf)). It is the usual age when students graduate as bachelors and not many of them continue in further education. In 2002 the participation of 40+ students at the universities increased 3.5 times compared to the 2000. There are several obstacles that disturb the adult participation. First of all, the need for the senior workers is lower in the labour market. Senior workers usually earn less (compared to the younger people of the same qualification), and they do not have a high motivation. The present situation is at the stage of diagnosing the needs and planning but not implementing the adult participation policies. There is also the Third Age University in Lithuania. It is the independent, voluntary NGO that helps senior people to maintain their employability, physical activity, to increase the knowledge and to stay active in the society.

▪ **Extent and nature of funding (private and public) available for LLL.**

Annual national spending on education of the state and municipalities' budgets are defined by law. However there is no defined proportion which should be spend for the adult education. In the last years the expenditure for the education comprised approx. 6% of the GDP.

The state supports the adult educational activities in the following ways (Key data on education in the European Union, 2002):

- direct funding of the educational institutions,
- financing educational programs and projects,
- support to the charity and education through the tax system,
- full or partial compensation of educational activities by socially disadvantaged people,
- support through subsidies for students,
- providing the free access to state-funded libraries,
- funding the analysis of adult educational needs.

The expansion of financial lifelong learning capabilities through the national and regional continuing education development programmes is one of the measures of implementation of national education strategy.

Based on the Strategic Provisions and in co-operation with stakeholders, the Government of the Republic of Lithuania shall develop a programme for implementation of the Strategic Provisions, which has to be substantiated by financial obligations of the state, such as the long term plan of funding and investments into education, as well as the project for attracting private capital and EU Structural Funds for education in Lithuania.

The implementation of Guidelines of Education of Lithuania in 2003-2012 is expected to be funded from a World Bank loan. It will be co-financed by the Government of the Republic of Lithuania and municipal funds. The strategic lines of the Project were approved by the Government on 4 October, 2001 and included in the Action Plan of the Government Program for 2001-2004.

The objective of Development of Conditions for Lifelong Learning is to develop the system of education, vocational training, science and studies creating favourable conditions and the environment for life-long learning. The planned allocations for the implementation of this measure amount to EUR 45,9 million from the EU funds and EUR 15,3 million from the national co-financing budget (Third report on the implementation of the European Social Charter, 2006).

Vocational training and qualification courses for unemployed people and those who were notified about the dismissal are financed from the Employment fund and the Ministry of Labour and Social Affairs. The total amount of expenditure comprises approx .05% of GDP. But these funds finance only short term training and/or educational activities (max. up to 12 months). Non-formal education of people who are eligible for the social support is financed by the state. Other participants in the non-formal adult education can be financed by the state, government, municipalities partially or in total.

The basic and secondary education for the adult learners is fully financed by the state and municipalities (the Ministry of Education and Science decides on the vesting the responsibility). The Ministry of Education and Science also decides on the number of students who will be financed by the state in higher and distance education. They have to cover tuition fee by themselves.

Non formal education is generally financed by the students themselves or by legal or natural stakeholders (except for the state commissioned programmes described above).

The private sector finances the adult education by financing private education institutions, supporting its own staff or by contributing to the Employment Fund (they can transfer 2% of the income tax to the learning organizations). However, there is no official data about the proportion of private funding.

Planning the finances for the future educational activities, the main attention is paid to the pre-school, basic, and secondary education, followed by the university education. But there is almost nothing said about the financial contributions towards adult learners.

From 2004, a student may return a part of their income taxes, if they participate in the formal educational system. This is one of the means to encourage the participation in the learning activities. Also the enterprises are not taxed on the money spend on the qualification courses, seminar attendance, etc. of the employers. In the regions with high unemployment rate the state applies the subsidies for the vocational re-/training of persons.

Limited state financing means that near all collected payments for adults learning must cover all expenses for learning. For persons, who do not receive any support of the employer, the continuing education becomes too expensive.

Existing legal acts do not ensure coherent duties of employers and employees in lifelong learning activities, especially the motivation of the employers to support participation of their personnel in the learning programs. Only one fifth of enterprises are planning and implementing vocational improvement for their personnel. And only public institutions – of public administration, health, education and power – organise educational courses for their personnel. But even here the main tendency is that such courses are more and more seldom and shorter.

## 7. BROADER SOCIAL POLICY & LLL

### ▪ Gender

The situation of women and men is illustrated by statistical data presented by gender. According to the data of the Department of Statistics, employment of women in 2004 was 57.8% (and 64.6% among men). Already in 2003, employment of Lithuanian women exceeded the goal of 57% for 2005 foreseen in the European Union Employment Strategy and made up 58.4% (63.7% among men). The difference of employment between men and women (calculated according to the full-time employment equivalent) was 7.4%, i.e. it was the smallest in the European Union. The difference between employment of men and women in rural areas is higher than in cities, 9.4% in rural areas and 5.7% in cities, respectively. The difference between employment of older men and women (55-64 years old) is 18.3%, i.e. lower than 19.1% in the European Union.

Unemployment of men and women and difference in figures by gender is reducing. According to the data of the Department of Statistics, in I quarter 2005, unemployment among women was 10.3%, and 10.2% among men; while in 2004, the average annual unemployment rate among women was 11.8% and among men - 11%.

### ▪ Social disadvantage

Accessibility of education to working persons, to socially excluded persons, to people with special needs, to persons with limited mobility are strengthening in all documents.

A whole set of measures is foreseen for integration of the disabled into the labour market. Beside support to employment of the disabled in social enterprises or social enterprises of the disabled, new forms of support to their employment will be applied (Third report on the implementation of the European Social Charter, 2006):

- Professional rehabilitation of the disabled aimed at developing or restoring work capacity and increasing employment possibilities;
- Support to permanently employed disabled during their employment period (applied to persons for whom work capacity level of 30-40% or medium disability level have been recognised);
- Support to the employer in creating jobs or adjusting working places for the disabled by covering a certain part of expenses.

Vocational and Unemployment Prevention Training.

Local employment offices referring to the surveys of employers and targeted arrangements with employers make annual assessments of the need for vocational training in specific professions and organise vocational training of unemployed persons and employees notified of dismissal. Main attention is given to unemployed persons, who have no vocational training - in 2004 they accounted for 30% of all registered unemployed. In total 22,8 thousand of unemployed persons and 3,2 thousand of notified of discharge employees

were sent to vocational training programmes in 2003; and in 2004 accordingly - 14,9 thousand of unemployed and 2,8 thousand of employees notified of discharge.

The effectiveness of the training, according to the data of the labour Exchange, reached 73% in 2004 (i.e. 73% of unemployed persons and employees notified of discharge found employment within 90 days after finishing the training). Through the implementation of vocational training programme in 2004 local employment exchange offices trained 5,2 thousand qualified workers for the sector of services, 3,4 thousand – for the sector of industries, and 1,8 thousand – for construction. 66 specific tailor-made training projects were implemented together with employers.

#### ▪ Ethnicity

Lithuanian language courses for foreigners organized by **Training Centre of the Official Language**. A Training Centre of the Official Language was opened at the House of Ethnic Communities in Vilnius on February 3, 2005. The aim of the Centre is to train speakers of other languages residing in Lithuania in the official language and to offer them training programmes designed to develop and improve their linguistic skills in the official language. Lithuanian language courses are established in the most of higher schools, i.e. at the Faculty of Philology of Vilnius University, Department of Lithuanian Studies at Kaunas Technology University, Klaipedos University, American International School of Vilnius and others.

#### ▪ Age

Men aged 60 and older amount to 16 per cent, where as women aged 60 and older make up 24 per cent. The average life expectancy of women about 12 years becomes longer. At the meantime it makes 78 years for women and 66 years for men.

Labour Market Training and Counselling Services are obliged to target the elderly workers population and to prepare the means to tackle the unemployment problem for this age group. Still there are no active programmes for implementing this goal, but they should start at least before 2008.

## 8. EFFECTIVENESS OF LLL POLICIES

### ▪ Stated objectives

Effective lifelong learning policy is viewed as important both to educational system and the labour market and to their interface for developing and implementing coherent and comprehensive lifelong learning strategies as:

- Partnership working;
- Creating a learning culture;
- Facilitating access to learning opportunities;
- Striving for excellence;
- Insight into demand for learning'
- Adequate resources.

According to the Third report on the implementation of the European Social Charter, 2006: The Lithuanian Labour Market Training Authority shall be reorganised following the developed strategic document 'The 2004 – 2009 Strategic Plan of the Lithuanian Labour Market Training Authority for the improvement of the facilities'. Following the Plan the implementation of the project '*Restructuring of the existing system of the Lithuanian Labour Market Training and Counselling Centres and the Vocational Guidance Services into Regional Labour Market Training and Counselling Centres enhancing occupational mobility and social cohesion*' started.

The system of adult vocational training will be fundamentally reorganised through the implementation of the above Project, and the existing 15 training centres and 7 territorial services will be reorganised and expanded into 5–7 regional labour market vocational training and counselling centres providing training and counselling services, and 10 regional human resource counselling offices for carrying out functions of methodical guidance and supervision of licensing of institutions providing adult vocational training services. This will lead to increasing the accessibility of training and ensure the right quality.

### ▪ The objectives of international LLL policies (from EU, OECD, etc.)?

The Lithuanian higher education shall join the single European area of higher education. The Strategic Provisions outline the vision of implementing the above mission. Development of the Provisions is based on the Long-Term Development Strategy of the State, the Economic Development Strategy of the Republic of Lithuania until 2015, the European Memorandum of Life-Long Learning, the European Employment Strategy, the Bologna Declaration 1999, the most important aims raised by the EU Commission for development of the education systems in the member states until the year 2010. The Strategic Provisions herein follow the draft Education Development Guidelines (2002). Implementation of the Provisions shall be co-ordinated with other structural reforms of the country and common priorities of the EU education policy.

Suggestions for Actions at European Level made by *Lithuanian Association of Adult Education* (LAAE) (Beksta, A., Dienys V., 2001). These suggestions were obtained during consultation process. They all are presented here although no final agreement on them was reached ([www.lssa.smm.lt](http://www.lssa.smm.lt)):

- Various initiatives have been taken at European level in order to promote computer-literacy. But at present, that EU expands as countries of Central and Eastern Europe join to it, it is necessary to take common actions, developing social skills and promoting active citizenship.
  - To develop European level activities especially targeted to encourage and develop integrated teaching programs, making teachers work in teams, stimulating information exchange.
  - To organize, with active involvement of mass media, European competition of the best practice in investment in human resources.
  - To develop a European network of national institutions for licensing education institutions and their programs. It would be an instrument of cooperation and standardization.
  - To establish fund that would support adaptation of new computer training programs in countries with small population.
  - Joint efforts of member states and of associated countries are necessary to establish European Labour Centre. EU would finance maintenance of the central office, development of informational network, preparation and adaptation of consultation programs. Members of the network would have to ensure maintenance of national centres and training of local counsellors. It would be necessary to determine possibilities and conditions for private consultant companies to participate in the network. As result we would have information and guidance network ensuring complete and qualitative information and consultation.
  - To initiate European level program on the development of quality assurance in the sector of non-formal education.
- 
- **What have been the tensions between different areas/purposes of policy?**

To develop an adult education, continuing education and lifelong learning like the system of social justice in Lithuania is very complex task.

Lithuanians main training thrust this period has been the unemployed rather the employed who have a tendency to be retraining-poor and inappropriate skilled for new work demands. These figures indicate an assumption on the part of industry that the state is still responsible for industry's retraining needs and that the state is currently accepting that responsibility. Lithuania needs to move on from this belief. When Lithuania's economy strengthens, it should consider the introduction of an industry/enterprise training levy. In the current economic situation, however, this action may be premature as compulsory general training levies usually work best in countries with well-developed private sectors and established tax systems.

All the learning organizations can be grouped into three clusters: (1) state, (2) non-governmental, and (3) private. All of the organizations declare that their activities are

meant to improve the situation of adults and to reach the goals of Lifelong learning strategy but in reality they meet a lot of challenges that are not solved. Most of the opportunities are paid (even in the NGOs) and it negatively influences the number of participants. Also the timing of the lectures/activities is not very flexible and for working adults it is not very easy to combine their working responsibilities and studies (or other educational activities) as some of the activities are planned during the regular working hours. The issue of information is relevant too. There are a lot of courses offered but because of lack of the participants the course is being postponed.

The Minister of Education and Science Mr. Algirdas Monkevicius established Steering Committee of Consultation Process on the Memorandum on Lifelong Learning in 2001. The Committee confirmed action plan and budget of consultation process. Members of the Committee were invited to all the events and were constantly informed of the whole consultation process and its results.

During the research (for WP1) we were trying to enroll to several classes where we gave our contact details. In few weeks we received the information that the course will be postponed and we should try later, maybe the other term. This proves that even if there is a need for the education the supply is very limited. The other challenge, adults do not know where to search for the relevant information: it takes a lot of time to learn where to address and who is offering what. Most of the places offering LLL activities are based in the bigger towns and for people from rural areas it is hard to reach the place and follow the course as the distance learning is not popular because of lack of the internet connections in the rural areas and the lack of IT skills.



## 9. POLICY RECOMMENDATIONS

Priorities and aspirations towards lifelong learning are not without their challenges. For example, how to balance the demands of “access for all” with the provision of quality services and limited resources? It is clear that to be realised, careful prioritisation is needed; maximisation of existing resources; judicious use of external sources of funding.

Policy attempts should be done to link emigration from Lithuania and possibilities to stay in the State due to participation in more developed system of lifelong learning and outcomes of participation on education and learning activities on the individual labour market situation, status, career and citizenship.

Clarify the requirements and indicators of lifelong learning in National Reports on the implementation of the European Social Charter.

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## ANNEX I

### ***The main legal and policy documents until 2001:***

1. The Law on Education of the Republic of Lithuania was presented on June 25, 1991.
2. The Concept of Lithuanian Education Reform and General Programme Project were announced (in 1992-1994).
3. EC's Memorandum on Lifelong Learning (1992): Lifelong learning is viewed as a continuous process of skills and knowledge updating.
4. The Law on Support of the Unemployed (1996) defined the possibilities for continuing education and provided for the training, retraining and re-qualification of the unemployed. It also provided for the possibility of setting quotas for employment in the private sector of persons from certain groups disadvantaged in the labour market including disabled of I and II groups.
5. The order of the Minister of Education and Science of 1998 "On the Order of Career Guidance" defined the aims and objectives of career guidance of (...) learning youth, adults and young people who are not prepared for the labour market.
6. The Law on Non-formal Adult Education (1998, May 30, No.VIII-822).
7. The Law on the Social Integration of the Disabled (1991, amended in 1998) determined the possibilities of education, training and career guidance for the disabled. It states that "an employer may not refuse to employ a disabled person or discriminate against him or her in any other way for the sole reason of invalidity." "Disabled persons shall be advised in the selection and acquisition of a profession in general and special institutions of development and training in accordance with the programme prepared by the Ministry of Culture and Education of the Republic of Lithuania and taking into consideration the capability, interests, and physical and mental condition of the disabled person."
8. The Concept of the Adult Education (prepared by the Ministries of Culture and Education of the Republic of Lithuania (a document) (1999).
9. The White Paper on VET (1999) sets out the scope of information and counselling services, and refers to this as a "life-long and targeted process".

### ***The main legal and policy documents after 2001:***

1. Law on Higher Education of the Republic of Lithuania 2000 (21 March, No.VIII-1586); new ed.2005 (June 30)
2. Provisions of the National Education Strategy 2003-2012 (by Parliament of the Republic of Lithuania) (2003 July 4, No. IX-1700).

3. Career Guidance Strategy (by the Minister of education and Science of the Republic of Lithuania and the Minister of Social Security and Labour of the Republic of Lithuania) (2003, November 19, order No.ISAK-1635/A1-180).
4. Lifelong Learning Assurance Strategy (prepared by the Ministry of Education and Science) (2004, March 26, No.ISAK-433/A1-83) (The Strategy for Life-long Learning (Official Gazette, 2004, No 56-1957).
5. The Plan of the Implementation of the Lifelong Learning Strategy (prepared by the Minister of Education and Science and the Minister of Social Security and Labour of the Republic of Lithuania) 2004 (March 26, No.ISAK-433/A1-83).
6. In 2004 the Government of the Republic of Lithuania approved the new edition of the Concept concerning the Law on Vocational Education and Training (Official Gazette, 2004, No 88-3231).

## ANNEX II

### Enrolment by level of education and gender

	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Total</b>	<b>772260</b>	<b>804298</b>	<b>832761</b>	<b>860200</b>	<b>875306</b>	<b>885175</b>	<b>897231</b>	<b>898927</b>	<b>892484</b>
females	387700	405466	419968	433719	442017	447979	455151	457392	456350
males	384560	398832	412793	426481	433289	437196	442080	441535	436134
<b>Pre-primary education (level 0)</b>	<b>87137</b>	<b>91287</b>	<b>93645</b>	<b>93444</b>	<b>87959</b>	<b>88533</b>	<b>90434</b>	<b>88297</b>	<b>87282</b>
females	41723	43746	45050	44662	42162	42118	43341	41985	41653
males	45414	47541	48595	48782	45797	46415	47093	46312	45629
<b>Post-secondary non tertiary education (level 4)</b>	<b>4379</b>	<b>4630</b>	<b>5085</b>	<b>5551</b>	<b>6720</b>	<b>7561</b>	<b>7697</b>	<b>8994</b>	<b>10164</b>
females	3223	3449	3668	3767	4383	4795	4783	5256	5781
males	1156	1181	1417	1784	2337	2766	2914	3738	4383
<b>Professional colleges (tertiary education level, 5B)</b>	<b>24869</b>	<b>29303</b>	<b>32887</b>	<b>37559</b>	<b>36783</b>	<b>31498</b>	<b>21822</b>	<b>11647</b>	<b>4387</b>
females	16473	19378	21405	24240	23564	19928	13428	7303	2676
males	8396	9925	11482	13319	13219	11570	8394	4344	1711
<b>Higher non-university and university education (level 5A, 5B)</b>	<b>57488</b>	<b>65592</b>	<b>72657</b>	<b>82322</b>	<b>97083</b>	<b>115178</b>	<b>143601</b>	<b>168386</b>	<b>188203</b>
females	32504	38000	42079	47739	56633	68812	85910	100829	113215
males	24984	27592	30578	34583	40450	46366	57691	67557	74988
<b>Doctoral studies (level 6)</b>	<b>1288</b>	<b>1476</b>	<b>1875</b>	<b>2023</b>	<b>2057</b>	<b>2112</b>	<b>2183</b>	<b>2623</b>	<b>2815</b>
females	589	717	972	1113	1139	1207	1271	1460	1602
males	699	759	903	910	918	905	912	1163	1213

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## ANNEX III

### Unemployed by Vocational Education and gender (at the end of the year, in percentage)

	In total	High (University)	Higher (College)	Vocational	Unskilled
<b>2000</b>					
In total	100	4.5	16	45.7	33.7
including: women	100	5.9	21.5	37.2	35.4
men	100	3.3	11.5	52.9	32.3
<b>2001</b>					
In total	100	4.6	16.5	48.5	30.4
including: women	100	6.1	22.2	38.2	33.5
men	100	3.3	11.4	57.8	27.6
<b>2002</b>					
In total	100	4.9	17.2	36.7	41.3
including: women	100	6.1	22.5	28.8	42.6
men	100	3.6	11.8	44.6	40.0
<b>2003</b>					
In total	100	5.4	17.3	44.3	33.0
including: women	100	6.7	22.2	36.1	35.1
men	100	3.9	11.5	53.9	30.5
<b>2004</b>					
In total	100	5.7	17.5	44.0	32.9
including: women	100	6.7	21.6	36.4	35.1
men	100	4.3	11.9	54.3	29.9

## GENERAL CONTEXT OF THE LLL 2010 RESEARCH PROJECT

In March 2000, the then 15 European leaders committed the European Union to become by 2010 “the most dynamic and competitive knowledge based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment”. The Lisbon strategy, as it has come to be known, was a comprehensive but interdependent series of reforms, which has significant implications for a whole range of social policies, including policies for learning.

As part of the Lisbon strategy, the European Union has set the goal of raising the number of adults participating in lifelong learning to 12.5% by 2010. However, the proportion of learning adults in Europe differs widely across countries. The project "**Towards a Lifelong Learning Society in Europe: the contribution of the education system**", which forms part of the European Commission’s 6<sup>th</sup> Framework Research Program, is dedicated to identifying the reasons behind these differences and to studying the policies and practices related to adults’ participation in and access to lifelong learning in a number of European countries (see project's web-page <http://LLL2010.tlu.ee>).

The project involves researchers from thirteen countries and regions of Europe: Scotland, England, Ireland, Austria, Belgium, Slovenia, Czech Republic, Estonia, Lithuania, Hungary, Bulgaria, Norway and Russia.

### Project objectives

The objectives of this project are to:

- Show to what extent the countries differ in terms of patterns of lifelong learning.
- Reveal how these differences depend upon specific institutions and policies of each country.
- Assess the contribution of each country’s education system to the development of lifelong learning.
- Trace the ways institutional and policy prerequisites for lifelong learning have been developed in European countries.
- Identify the barriers to participation in lifelong learning in terms of policies, educational institutions, enterprises’ practices and potential learners’ motivation.
- Identify the best solutions and most successful practices in terms of participation in lifelong learning and to decide to what extent these would be applicable in other countries.
- Propose changes, which would enhance adult participation in lifelong learning and decrease social exclusion.

The LLL2010 research project extends over five years (commencing in September 2005), and these questions will be addressed in various ways through five sub-projects.



## Potential impact

Project is expected to contribute both to competitiveness and cohesion of the EU by (a) developing and carrying out a joint agenda for a better understanding of the tensions between the knowledge-based society, lifelong learning and social inclusion in the context of enlargement of the EU and globalisation, (b) identification of best practices and suggestion of ways for implementation in order to reach the objectives for lifelong learning. The LLL2010 research project extends over five years (commencing in September 2005), and these questions will be addressed in various ways through five sub-projects.

## The plan for disseminating the knowledge

The project aims to examine and report on national differences in approaching formal lifelong learning, but also to assist policymakers and practitioners in learning appropriate lessons from contrasting practice in other countries. Therefore, disseminating knowledge to relevant audiences – individuals, institutional actors and policymakers – is of the core issues within this project, and so dissemination activity will take place throughout the life of the project.

The preliminary results will be discussed in the workshops and conferences and introduced to national as well as international audiences. The results of the different research projects within LLL2010 will be presented in five comparative reports – one per subproject – and a final report, and two books will be published as a result of the project. A Conference “The Contribution of the Education System to Lifelong Learning”, scheduled in the end of the project, is aimed at discussing findings, conclusions and expert opinions on a European level.

To contribute to scientific discussion and enhance comparative studies in the field, further analysis of the results of the research will take place in articles published in specialized and interdisciplinary journals. As LLL2010 will undertake a number of original studies, the data, questionnaires and codebooks, and all the other relevant materials generated in the project will be made available to the scientific community at large.

## Results achieved

The present summary covers the findings of the team during the first Sub-project, ‘Review of Literature and Policy Documents’; the full comparative report of the results of this Subproject will be made available on the project website by the end of 2007. The Sub-project undertook comparative research on lifelong learning policies and practices. The aim was to review how lifelong learning is being conceptualised and put into operation across a range of countries in Northern, Central and Eastern Europe.

## Purpose & Methodology of Sub-project 1

The purpose of the first Sub-project was to review how lifelong learning is being conceptualised and put into operation across a range of countries in Northern, Central and Eastern Europe. The nature of the educational and lifelong learning regimes in each country, and how they are changing, were investigated. The report considers how far lifelong learning has entered the policy rhetoric in each country, and in what forms it has done so – in particular, how far it has been shaped by the European Union’s thinking, or by national or other influences. It considers how far rhetoric and practice diverge in each





country. It also considers how far actions of different areas of policy and government support lifelong learning, or hinder its development.

The Sub-project applied a comparative documentary analysis of approaches to lifelong learning, through analyzing national policy documents and addressing lifelong learning in participating countries.

### Research Institutions in LLL2010 Consortium

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2. Higher Institute for Labour Studies, Catholic University of Leuven, Belgium
3. University of Nottingham, England, United Kingdom
4. Moray House School of Education, University of Edinburgh, Scotland, United Kingdom
5. Educational Disadvantage Centre, Centre for Human Development at St. Patrick's College, Dublin City University, Ireland
6. Fafo Institute for Labour and Social Research, Oslo, Norway
7. Slovenian Institute for Adult Education, Ljubljana, Slovenia
8. TÁRKI Social Research Centre, Budapest, Hungary
9. Centre for International Relations and Studies, Mykolo Romerio University, Vilnius, Lithuania
10. Institute of Sociology, Bukarest, Bulgaria
11. St. Petersburg State University: Department of Sociology, Department of Retraining and Improvement of Professional Skills for Sociology and Social Work, Russia
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