Lithuania

Education for All 2015 National Review

UNESCO programme
Education for All 2015

OVERVIEW OF NATIONAL EDUCATION

LITHUANIA

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Contents

1. INTRODUCTION. BACKGROUND INFORMATION ABOUT *EDUCATION FOR ALL IN THE WORLD AND IN LITHUANIA*

Global initiative *Education for All*. The origins of "Education for All" date back to the Universal Declaration of Human Rights (1948). Its Article 26 states: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit." Since successful implementation of this right varied from country to country, forty years after the adoption of the Universal Declaration of Human Rights, UNESCO launched the global movement *Education for All.* The first global conference of the movement took place in Jomtien (Thailand), in 1990. Ten years later, in 2000, when the World Education Forum in Dakar, Senegal, stated that the implementation of the first conference agreements had not been very successful, the framework for action of the programme "Education for All" was updated. The country participants in the Forum established six education goals to be achieved by 2015. These goals included the following:

1. Expand early childhood care and education;

2. Provide free and compulsory primary education for all;

3. Promote learning and life skills for young people and adults;

4. Increase adult literacy[1] by 50 per cent;

5. Achieve gender parity by 2005 and gender equality by 2015;

6. Improve the quality of education.

UNESCO was mandated to co-ordinate the efforts. It formulated four easily calculated indicators measuring the implementation of the framework of action of "Education for All". The sum of these indicators make up the Education for All Development Index (EDI), which is used to measure the country's progress and distance to be covered to achieve the benchmarks by 2015. The four goals measured in their corresponding indicators are the following:

Goal 1: The total primary *net* enrolment ratio, i.e. the share (percentage) of primary school-age children who are enrolled in either primary or secondary school;

Goal 4: The adult literacy rate of those aged 15 and above;

Goal 5: The gender equality education index (GEI) which is a simple average of three indexes: gender parity for primary education, secondary education and adult literacy; it encompasses two sub-goals: gender parity, i.e. equal participation of girls and boys in primary and secondary education, and literacy among women and men aged 15 and above;

Goal 6: The survival rate to Grade 5 (share of pupils remaining at school).

Development of the national action plan of "Education for All" in Lithuania. Following the recommendations of the Dakar Education Forum Lithuania was among the first countries in the world to set up a National Education Forum, a non-governmental community under the patronage of the Ministry of Education and Science of Lithuania. The role of the Forum which included Lithuanian scientists, educators, policy-makers, government bodies and business community, was to make sure that when important political decisions or legislation that concern education is adopted or reforms of education are implemented, consideration should be given to international recommendations and Lithuanian UNESCO commitments. The Forum developed and in 2003

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[1] UNESCO defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. A definition of illiterate adult is even narrower: "someone aged 15 or above who is unable to read or write a simple statement about their life".

adopted the national action plan of the programme "Education for All" for 2003–2015. Its life span was short-term: its last events took place in 2004. When the goals of "Education for All" intertwined with the national strategic objectives of education, responsibility for implementation shifted to the state authorities, mostly to the Ministry of Education and Science and municipal administrations. However, at the time when the plan was developed, the objective was to divide responsibility for implementation of the action plan among a number of different bodies:

- On the national level – Ministry of Education and Science, Ministry of Finance, Ministry of Social Security and Labour, Ministry of Health, Ministry of Foreign Affairs, Department of National Minorities and Lithuanians Living Abroad under the Government of the Republic of Lithuania, Lithuanian National Commission for UNESCO, teachers and schools' associations, universities;

- On the regional and school level: county administrations, education departments of county chief administrations, municipalities, education divisions of municipalities, labour exchange offices, research bodies, public communities, religious organisations, formal and non-formal educational establishments, educators' organisations, public organisations, non-state organisations, school administrations, school councils and parents' committees.

Relationship between the national action plan of the programme "Education for All" and other national strategic documents. The period of development of the action plan of the programme "Education for All" was particular because at that time two other fundamental documents of education were developed in the country: a new version of the Law on Education and the National Education Strategy 2003–2012. According to the chair of the Forum, Ms. Vaiva Vėbraitė, the aim was to make "legislative framework on education have a single spirit so that different instruments could add value to each other", therefore all the three instruments "were intentionally harmonised and followed a wide vision: education activity which is effective, accessible, relevant and continuous."[2]

A year later, in 2004, another strategy related to "Education for All" was adopted, which had been developed by two ministries, Ministry of Education and Science and Ministry of Social Security and Labour: *Life-long Learning Strategy*[3]. However, this document narrowed the concept of education for all to initial vocational training and continuing training giving the following arguments for such a choice: a) these are policy areas considered as priorities by the EU; b) these are life-long learning areas in which Lithuania has the most of room for improvement because the least of progress has been achieved in them. A humanistic approach to the purpose of education has been replaced by an economic approach in this strategy stating that it was adopted by taking care "of maximising the value of the biggest asset that the country has: its human resources". A later version of the strategy, adopted in 2008,[4] the definition of life-long learning was expanded stating that it is "the entire learning activity taking place in any period of life in order to improve personal, civil, social and professional competences." However, the scope of the strategy remained the same: its purpose is adult education, so that they gain opportunities to improve and change their qualification and competences in order to find a place on the labour market; development of the system of qualifications; offering "a second chance" for adults to gain primary, basic and secondary education.

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[2] See Vaiva Vėbraitė's speech "Origins and Activities of the National Education Forum" delivered on 9 October 2003 in Šetainiai, http://www.forumas.smm.lt/veikla-konf_ked-vebr.html (in Lithuanian)
[3] Approved by Order No. ISAK-433/A1-83 of the Minister of Education and Science of the Republic of Lithuania and the Minister of Social Security and Labour of the Republic of Lithuania of 26 March 2004.
[4] Version of Order No. ISAK-2795/A1-347 of the Minister of Education and Science of the Republic of Lithuania and the Minister of Social Security and Labour of the Republic of Lithuania of 15 October 2008

The ideals of "Education for All" were well reflected in the Programme of Pre-School and Pre-Primary Education Development 2007–2012[5]. The goals of the Programme were the following:

- Increasing accessibility of pre-school and pre-primary education to all resident groups by increasing social exclusion and gaps between municipalities, giving a priority to children from rural areas;

- In order to satisfy the need for pre-school and pre-primary education, ensuring flexibility of education services;

- Ensuring good quality of pre-school and pre-primary education;

- Building the basis for life-long learning and reducing the dropout risk.

Figure 1.1 A relationship between the action plan of "Education for All" and national education strategies
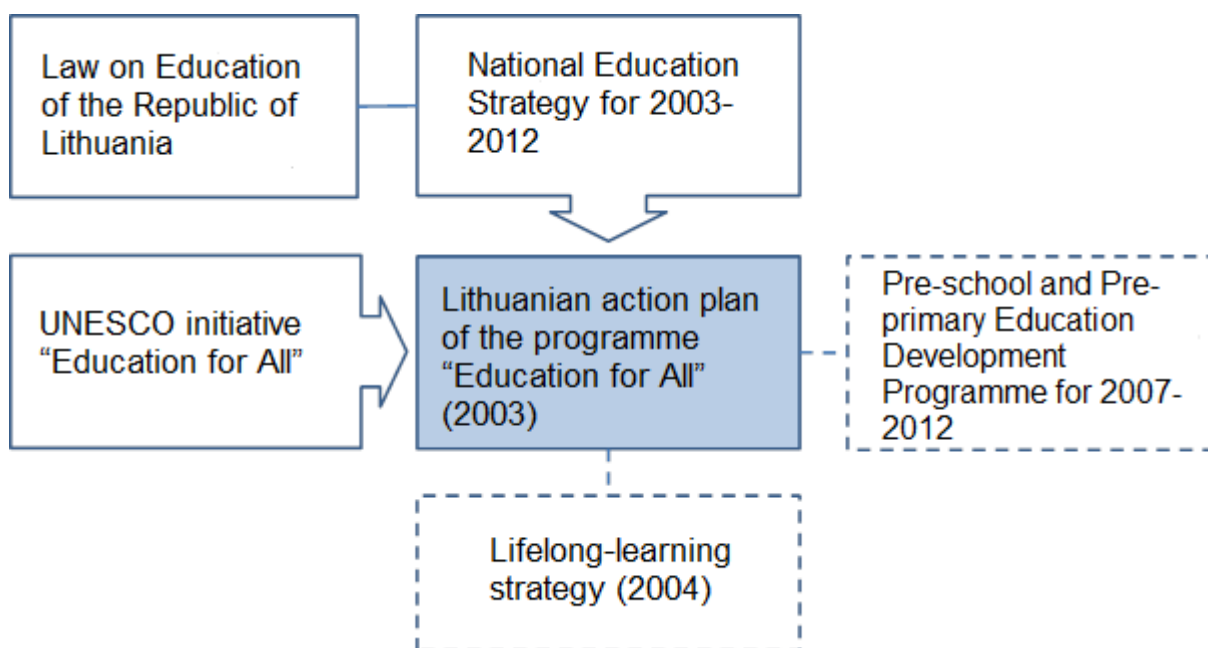
National education objectives that had an impact on the benchmarks of the Lithuanian programme "Education for All". The 2003 version of the Law on Education of the Republic of Lithuania began with the following definition of the mission of education:

> *Education is an activity intended to provide an individual with a basis for a worthy independent life and to assist the individual in the continuous cultivation of abilities. Every person has an inherent right to learn.*

> *Education is a means of shaping the future of an individual, society and the State. It is based on the acknowledgement of the indisputable value of individuals, their right of free choice and moral responsibility, as well as on democratic relationships and the country's cultural traditions. Education protects and creates national identity. It guarantees continuity of values that make a person's life meaningful, that grant social life coherence and solidarity, and that promote development and security of the State.*

> *Education serves its purpose best when its advancement leads the overall development of society. Therefore, education is a priority area of societal development that receives State support.*

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[5] Approved by Resolution No. 1057 of the Government of the Republic of Lithuania of 19 September 2007.

Moreover, the law lays down the principles of organisation of the system of education: equal opportunities, contextuality, effectiveness and continuity. The first and the last one of these principles are very close to the ideals of "Education for All":

> *equal opportunities*: the educational system is socially fair, it ensures equality for individuals irrespective of their gender, race, nationality, language, origin, social position, religion, beliefs or convictions; it assures each individual access to education, opportunity for attainment of a general education level and a primary qualification and creates conditions for in-service education or gaining a new qualification;

> *continuity:* the educational system is flexible, open, based on the interaction of various forms and institutions; it creates conditions for each individual to engage in life-long learning.

National Education Strategy 2003–2012[6] was developed as a national agreement. On the initiative of the President of the country, analysis of the status of education was performed, followed by setting up of a working group involving persons from various establishments and making it responsible for the development of guidelines and organisation of public debates with various audiences. The final version of the document was approved by the Seimas (Parliament) of the Republic of Lithuania. *The Strategy* clarified the fundamental values of education (unrivalled value and dignity of individuals, love of neighbours, inalienable right of human equality, human rights and freedoms, tolerance, democratic public relations) and reiterated the principles of humanity, democracy and restoration on which the Lithuanian education was based since the declaration of the country's independence in 1990. *The Strategy* laid down three fundamental objectives of development of education which complemented the focus of the Law on Education on *accessibility, justice and continuity* with a new aspect, the quality of education:

1) development of an effective and sustainable system of education based on responsible management, targeted funding and rational use of resources;

2) development of a continuous, accessible and socially fair system of life-long learning;

3) ensuring quality of education satisfying the needs of individuals living in an open civil society under the conditions of market economy and the universal needs of the modern world society.

Therefore, at the time of development of the national strategy "Education for All" education had clear, reconsidered and agreed benchmarks of values. The list of measures to achieve them was rather lengthy and the aim of such measures was to address a number of different challenges. The text below presents only a list of main directions:

1) To ensure efficiency and sustainability of education development:

- introduction of a responsible management system based on a regular analysis of all levels of education, management culture oriented towards improvement of education, and relying on public awareness raising and participation;
- reforming education funding and the use of resources to ensure that education is better prepared for a free market as well as to provide for its better accessibility and quality;
- development of a flexible and open system of education combining general education, vocational training, studies, formal and non-formal learning and self-education into a common space of education;
- development of a network of schools meeting the requirements of efficiency, accessibility and quality;

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[6] Approved by Resolution No. IX-1700 of the Seimas of the Republic of Lithuania of 4 July 2003.

- ensuring transportation of pupils to nearest schools as a result of reorganisation of a network of education; development of a system of transportation of pupils living in more remote villages and suburbs as well as disabled pupils by special means of transportation;
- provision of new jobs for teachers and offering them opportunities to gain new qualifications;
- opening up schools for the labour market, development of social and cultural functions of schools, strengthening the link between education and practice.

2) To ensure accessibility, continuity and social justice of education development:

- ensuring equality of starting positions in education;
- development of a system of family pedagogical counselling and information;
- expansion of pre-school education services. Pre-school education should be first and foremost made open to children living in socially excluded and social risk families;
- development and expansion of a system of universal pre-primary education;
- initiation of streamlined pedagogical and cultural support to social risk families with children;
- ensuring socially fair learning and studying conditions;
- creating conditions for life-long learning.

3) To ensure the quality of education development:

- updating the content of education and linking it to new personal competences;
- updating of teacher training and work;
- modernisation of education research and assessment;
- modernisation of general education, renovation of schools and ensuring better education supplies.

Concrete benchmarks provided for in the National Education Strategy by 2012 included the following:

1) All children, especially from socially deprived families, should have the conditions to get prepared to school and start attending it; all children (over three years of age) from socially deprived families should have a guaranteed access to free pre-school education; pre-primary education should become universal;

2) Necessary social conditions for training and learning should be provided to all deprived persons;

3) At least 95 per cent of children should gain basic education;

4) At least 95 per cent of children who have gained basic education should continue their studies and gain secondary education or secondary education and a professional qualification that has a labour market demand;

5) All children and the youth with special education needs should have a possibility to study in different types of schools and in a favourable learning environment following formal and non-formal curricula;

6) Every citizen of the Republic of Lithuanianshould have an opportunity to study in a higher education establishment pursuing a selected mode of studies (distant, part-time or other) and more than 60 per cent of students should gain higher university or non-university education;

7) All habitants of Lithuania, in particular students who failed to acquire general basic, secondary education or professional qualification, should be invited and encouraged to

study; the percentage of drop-outs and early leavers (individuals aged 18-24 who gained only basic or secondary education and refused to continue their studies or gain vocational training) should not exceed 9%; the share of individuals who gained at least secondary education in the age group from 25 to 59 years should account for over 80 per cent;

8) Lithuanian habitants should have real life-long learning opportunities, constantly updating and developing their abilities; every year at least 15 per cent of working age adults should study;

9) At least 85 per cent of the working age Lithuanian population should have real opportunities and ability to use computer information technologies;

10) The percentage share of pupils aged fifteen who fail to achieve the minimum literacy level of reading, writing, maths, natural and social sciences should drop by one half;

11) The number of young people and adults taking part in the activities of non-governmental and public organisations should at least double;

12) Foreign language skills of at least 70 per cent of pupils finishing secondary school should correspond to the "threshold" level; at least 70 per cent of pupils finishing secondary school should gain "advance" level of the first foreign language skills and "threshold" level of the second foreign language proficiency;

13) The relative difference in the overall number of boys and girls finishing studies of maths, informatics, natural sciences and technologies should drop at least two times.

Against the backdrop of such review of the whole education development of the country, the aims of the global programme "Education for All" seemed quite narrow. Some of them were not relevant to Lithuania because they had already been achieved (free and compulsory basic education, adult literacy and gender equality in education). However, the enrolment rates in pre-school education, the quality of basic education and the level of life-long learning called for improvement.

Regional education challenges and goals. At the time of development of the national action plan "Education for All", Lithuania, similar to other Eastern European countries, faced the following challenges:

1) Purchasing power of the funds allocated to education;

2) Education supplies, in particular payment of salaries for teachers, provision of teaching aids, renovation of school buildings;

3) Emerging systemic features of inequality and inaccessibility: poorer quality of education in rural schools that become smaller; poor accessibility of pre-school education for poor, particularly rural, families. [7]

The adoption of the concept "Education for All" was significantly shaped by the approach pursued by whole region of Europe and Northern America, which includes Lithuania, seeking fundamental aims of universal education. That approach was based on a wide understanding of "basic" education and training:

1) Basic education requires more and more time because the amount of knowledge grows along with its importance;
2) Basic education should be measured not only by the number of years spent at school but also by the knowledge and skills gained and approaches taken;

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[7] See Vaiva Vėbraitė's speech "Origins and Activities of the National Education Forum" delivered on 9 October 2003 in Šetainiai: http://www.forumas.smm.lt/veikla-konf_ked-vebr.html

3) Basic education is necessary for everyone to ensure a successful integration into the economic life of the country;

4) State authorities cannot determine the content of education on their own: the views of society and social partners become more and more weighty, and the sources of information that can be accessed by children should exceed the supply of schools. The school has to be competitive;

5) Since society is changing more and more rapidly we must study continuously throughout our whole life; therefore, life-long learning is the most important skill. The accessibility of basic education for drop-out young people and adults is the necessary contribution of the state to the attainment of such goal.[8]

All of these conditions expanded the concept of "Education for All" and enabled development of a national context along with the action plan corresponding to the national needs.

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[8] Ibid.

2. "EDUCATION FOR ALL" CHALLENGES IN 2000 AND BENCHMARKS FOR 2015

2.1. RATIONALE OF THE NATIONAL ACTION PLAN "EDUCATION FOR ALL" 2003: ISSUES AND CHALLENGES

After restoring its independence, Lithuania entered a period of extremely rapid development. This change was shaped by both external and internal factors: globalisation, development of information (knowledge) society, economic development based on the principles of market economy, large-scale social differentiation and exclusion processes, demographical trends, Lithuania's integration into the economic, cultural, education, etc. areas of the European Union. Against the backdrop of these processes determining the country's development, Lithuanian society and the state was continuously confronted with a large-scale task of historical responsibility: maximise the opportunities offered by these processes for the economic, social and cultural modernisation of the state, raising public welfare and cushioning their possible negative consequences.

In addressing this task, an extremely important role at that time was played by education. Although a positive social and cultural impact of education on the country's development was increasing, the Lithuanian system of education was unable to train persons and society for life and operation in a rapidly changing world. The development of education had to focus on disrupting the vicious circle of links between low education, unemployment and poverty.

One of the most significant external factors was globalisation which had a strong impact on the development of education in the entire world. The basis for globalisation processes is information and innovations. The impact of these processes on our society is multifaceted. Globalisation created favourable conditions for taking over world expertise and adapting it to national needs, enabling free movement of capital, shaping the organisation of work and altering human relations. On the other hand, society affected by globalisation realised the importance of preservation and nurturing of national and cultural identify, it faced bigger competition in labour markets and a shrinking demand of unskilled labour force. A more important role was played by thinking, verbal, mathematical, communication abilities and the skills to apply information and computer technologies.

Under such conditions, education had to help create the future of society, ensure high moral maturity of citizens, develop multifaceted modern competences and new cultural, political and economic literacy. Educated and competent people are the biggest asset of the country, the most important precondition of its successful development and competitiveness. The most important was and still is the universal accessibility of education, quality of education and competences.

An important role on the country's education was played by internal factors, the most obvious of which were demographical factors: decreasing birth rate, migration of the population within the country and emigration, changing family status, etc. From 1992 until 2000 the rate of natural population increase dropped steadily, families started to raise fewer children, more children were born out of wedlock. The changing economic relations resulted in a increasing number of poor and socially excluded families relying on social benefits. Children from poor families did not always have the conditions to prepare to school and develop basic social skills. The number of children getting free meals at school went up (reaching 24 per cent of pupils), and for some of them, free food was the main motive to go to school.

> ➢ The growing public segmentation as well as regional and structural gaps in Lithuania called for a system of education ensuring social integrity, remaining as much as possible accessible to all, providing equally good training and closing the gaps between living conditions.

Political and economic life changes affected all socially vulnerable groups of population which due to a language barrier, lack of education or social status lost their jobs and could not find a new one, had no opportunities to get retrained, were not motivated either to study or to work.

> ➢ An important task of education is to help individuals from socially vulnerable groups to gain basic and secondary education as well as a profession that has a market demand.

As a result of a shrinking number of children, pre-school or primary educational establishments were reorganised or closed down. A further reduction of primary school pupils was envisaged along with the decrease in the number of students in basic, secondary and vocational schools. As a result, many teachers were expected to lose a job or get retrained.

> ➢ In a situation like this, the irrationally used resources had to be redistributed and more attention was to be paid to pre-primary education, adult education, increasing the quality of basic education; some teachers were to be retrained to work with pre-primary groups, provide assistance to pupils having difficulties to study, educate adults; adult education was to be organised in educational establishments that suffered from a decreasing number of students.

The status of education depended on the political, economic and social changes that took place in the country. The loss of traditional markets, the development of market economy that violated the rules of social security, limited competitive powers of the population deepened social gaps in society and resulted in growing unemployment. Territorial differences of unemployment were particularly huge. In rural areas, the rate of unemployment accounted for as much as 40 per cent. Although the rate of unemployment remained quite high, the demand for skilled labour increased. As a result, the prestige of higher education and the entire education, along with the growing number of learners, increased. The data about population employment by education showed that the best job-seekers are those with higher or college education (approximately 74 per cent), and the least successful were those with basic and primary education (only 23 per cent). The rate of unemployment among unskilled and non-educated young men experienced growth. The most painful repercussions of the turbulences in the labour market were felt by poorly educated young people.

> ➢ The growing demand for skilled workers and specialists with higher and post-secondary education increased the need for raising qualifications or getting retrained. The system of education had to create demand for relevant education services.

A painful problem of Lithuanian general education was grade repetition. For instance, the school year of 2000–2001 had to be repeated by 0.6 per cent of pupils. Quite often, those who remained to repeat the grade eventually dropped out of school. For several years until 2000, the number of dropouts reduced yet it remained quite significant. In 2001, more than 10,000 full time general education and vocational training students discontinued their studies. As a result of student dropouts and grade repetition, the rate of basic school completion was rather low and accounted for 77 per cent of pupils. Those who discontinued their studies lost the opportunity to gain higher qualification or seek higher education.

> ➢ This fact was among the most significant to reveal the growing need to improve quantitative as well as qualitative indicators of basic education. Persons without basic education often fall prey to unemployment; thus it is extremely important to seek a higher rate of basic school completion, which in the majority of developed countries exceeded 0.9.

The lack of motivation to study is an important reason for truancy, grade repetition, refusal to go to school and removal from school. The reasons for motivation to study were mostly linked to personal features of students, their experience, individual learning difficulties, negative attitude of teachers towards students, diminished self-esteem, etc. Some students avoided school for its excessively academic and unattractive process of education, the content and methods of which did

not always correspond to their teaching requirements applicable to their age groups. As a result of constant failures and the system of assessment undermining student dignity, quite a few students were scared of school.

> ➢ The lack of willingness to study became one of the most serious problems of general education. Strengthening the motivation to study became a challenge for general education schools and the education community.

With a view to ensuring quality of education and a more rational use of education funds Lithuania carried out a reform of the network of general education establishments. The reform was based on the principles of accessibility and universality of education. The restructuring of the network of schools revealed a number of different problems: lack of flexibility of a historically built network of educational establishments; extremely uneven population density and a variety of demographical trends; socio-cultural and economic gaps among regions; ineffective and insufficient funding of education; possible increase of unemployment among teachers; unwillingness of local communities to lose their cultural centre, the role of which was performed by the school. Therefore, it was not always possible to make optimum decisions, from the point of view of the quality of education and its accessibility, of reforming the network. In sparsely populated areas it is not always economic to sustain educational establishments. However, their closure makes it more difficult for students to attend school. As a result, the decision was taken to transport students by school buses. During the school year of 2000–2001, more than 84,000 students were transported to school by various means of transportation.

> ➢ The needs of student transportation were not fully met. In order to ensure that all school children reach their schools, 600 more school buses were needed.

Due to a number of different reasons, the health of students studying in general education schools worsened: they had visual, postural disorders, deviations of the vertebral column and they were suffering from digestion problems. For many students their disorders were a serious obstacle to obtain the education of their choice. About 9 per cent of students were found to have various levels of special education needs. Apart from other harmful factors, student health suffered from various addictions, including smoking and consumption of alcohol, narcotic and psychotropic substances. One of the reasons for this development was unfavourable social environment at school, another cause of such conduct was excessive school anxiety and fear of school.

One hundred and fifty-four general education schools (excluding primary schools) had no canteens and therefore could not offer hot meals to students. Moreover, during the school year of 2000–2001, thirty-five more school canteens were closed.

> ➢ A pertinent task was to create social conditions for students as well as proper nutrition and health care.

The buildings and equipment of some general education schools were not satisfactory. Old school buildings did not satisfy the requirements because they depreciated or there was a change in attitude towards hygiene and energy saving. In as many as sixteen regions schools were not granted hygiene permits. As many as 171 secondary and basic schools did not have sports halls, many of which urgently required renovation. In addition, some school desks were not appropriate.

> ➢ There was a pressing need to renovate schools.

Due to the shortage of funds, schools experienced the lack of teaching and visual aids. Over the period of four years until 2002, the amount of budgetary funds allocated to manual publishing shrunk by one third. At the time, the average price of centrally purchased manuals was LTL 12-13[9]

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[9] Approximately EUR 3.47 – 3.76. The official currency exchange rate is EUR 1 = LTL 3.4528

and the amount of funding allocated for manuals per one student totalled LTL 17.6, which was enough to buy only one manual.

> According to the assessment of the experts of these days, in order to supply schools with modern texbooks, the fund of textbools had to be supplemented by one fourth every year, adding 3-4 new textbooks to the collection of texbooks provided to one child. After the shift to a new procedure of funding schools (the student basket methodology), the amount allocated to texbooks was more than LTL 30 per student. The increase of funding had to improve the situation of texbooks supply but could not solve the whole problem.

The supplies of computers and information technologies to schools did not satisfy the requirements of those days. The ratio of students and the number of computers in different municipalities was extremely uneven. There was a shortage of training software in the Lithuanian language.

> The installation of information and communication technologies at schools and strengthening of ICT skills became an important task of education.

The reform of education changed the role of a teacher in education. There were still teachers who avoided working with children who had no motivation or abilities to study and preferred focussing on more gifted students. Educators were not sufficiently prepared to work with children who had special education needs, although the majority of such children attended mainstream secondary schools. The share of subject specialists as compared to all educators accounted for less than 70 per cent. The content of pedagogical studies changed less rapidly than the reform of general education schools and hence it did not fully correspond to the actual needs of school.

> Since some teachers were not sufficiently prepared to fulfil a new role, serious challenges remained in training teachers.

The process of globalisation and development of knowledge society called for new competences that teachers did not obtain at higher educational establishments. The existing system of qualifications remained insufficiently effective. After attending refresher courses educators often failed to test their knowledge in practice. As seen from the experience of other countries, better educator training results could be achieved when qualifications are raised in teams, studying together with the teachers of the same school. Most educators were still unable to use computer technologies effectively.

> An important role in ensuring quality of education was played by raising qualifications of teachers who were already working at school;

> In raising qualification, more attention had to be paid to increasing computer literacy of teachers and developing their ability to apply computer technologies in learning and teaching.

The elimination of the aforementioned shortcomings and gaps was one of the most significant objectives of a further reform of education in Lithuania. This work had to contribute to the advancement of all links of the system of education, including basic education. A streamlined implementation of the goal was linked to the tasks envisaged in the guidelines of the Lithuanian action plan of "Education for All".

2.2. LITHUANIAN ACTION PLAN "EDUCATION FOR ALL"

Purpose

The purpose of the initiative "Education of All" is to engage in the Lithuanian education reform to ensure that the system of education undergoes constant improvement and offers to all Lithuanian nationals the basic education that:

- is of high quality and corresponding to the needs, interests and capabilities of every learner;
- enables each individual to continue learning and gain secondary education;
- correspondents to the principles of learning by living together and sustainable development and contributing to the development of open democratic society;
- helps each person to prepare for life in knowledge society, under the conditions of rapid development and life-long learning;
- helps successful integration into the European Union and the world.

Tasks

Tasks of the initiative "Education for All":

1. Building understanding that one of the most significant tasks of basic and secondary education is to prepare individuals for life-long learning;
2. Strengthening commitment of teachers, other educators involved in basic education, politicians and the entire society to take care of successful education of every student by developing close links between stages of education and establishments, offering various programmes and increasing student mobility;
3. Helping schools become open both to learners and local communities and social partners of education;
4. Seeking higher quality of basic and secondary education by encouraging municipalities and counties to build their individual education policy and implementing quality management in all levels of education;
5. Ensuing equal opportunities for equal starting positions at school. Making a closer link between early education/care of children and education of parents;
6. Updating the content of education and assessment methods by taking into account the rapid proliferation of information in knowledge society and the relevance of sustainable development. More attention should be paid to development of general abilities, life skills and new competences required by the knowledge society;
7. Putting education into context to promote civil education, national self-respect, pride in the country's history and culture, trust in the state of Lithuania and its people, promoting active and democratic civil awareness;
8. Developing the need of teachers to constantly improve their work and ability to act under the rapid change conditions. Encouraging and teaching them to independently address issues related to the process of education;
9. Creation of a healthy, safe and cosy environment of education encouraging and helping to learn;
10. Developing of general education and further learning of adults.

Success criteria (benchmarks)

The progress of implementation of the goals and aims laid down in the Lithuanian national action plan "Education for All" are assessed according to the following success criteria:

By 2007 achieve that:	By 2015 achieve that:
1. Universal pre-primary education is implemented.	1. All children from the age of three have real conditions to attend pre-school educational establishments.
2. More than 90 per cent of school age children finish basic school and gain basic education until they reach the age of 18.	2. More than 95 per cent of school age children finish basic school and gain basic education until they reach the age of 18.

3. More than 75 per cent of students finish secondary school and gain secondary education until they reach the age of 20.	3. The share of persons aged 25–59 and having at least secondary education reaches 80 per cent or more.
4. The share of drop-outs and early leavers among persons aged 18–24 and having only basic or secondary education and refusing to continue studies or vocational training accounts for less than 20 per cent.	4. The share of drop-outs and early leavers among persons aged 18–24 and having only basic or secondary education and refusing to continue studies or vocational training accounts for less than 9 per cent.
5. During one year at least 1,500 adults gain basic education.	5. Young people and adults who dropped out of the system of education and failed to gain basic education obtain the opportunity to get back to school and continue learning. Every year at least 5,000 adults gain basic education.
6. Pedagogical-psychological services operate in 80 per cent of all municipalities.	6. Pedagogical-psychological services operate in all municipalities.
7. The share of children with special education needs and failing to gain basic education drops by 20 per cent.	7. Learning outcomes of children with special education needs and studying together with their peers in mainstream general education schools improved; the number of children with special education needs and failing to gain basic education drops twice and at least 50 per cent of children that belong to this group gain secondary education.
8. The content of primary and basic education should be updated by taking into account the findings of national research of pupils' achievements.	8. The content of general education should be systematically discussed with the social partners of education by regularly performing needs assessment and quality assessment of basic and secondary education.
9. The share of fifteen-year-old pupils who are unable to reach the minimum level of reading, writing, maths, natural sciences and social sciences should drop by at least 15 per cent.	9. The share of fifteen-year-old pupils who are unable to reach the minimum level of reading, writing, maths, natural sciences and social sciences should drop by at least one half.
10. The basics of computer literacy provided for in the standards of student computer literacy are provided to at least 80 per cent of students gaining secondary education.	10. Students finishing basic should obtain the competences necessary for information society: basics of information technologies, foreign languages, entrepreneurship, and economic literacy.
11. The relative share of learning working age (25–64) persons should increase by at least 8 per cent.	11. The relative share of learning working age (25–64) persons should increase by at least 15 per cent.

3. PROGRESS TOWARDS THE EFA GOALS

As mentioned before, it made no sense to include some benchmarks of the global initiative "Education for All" into the national action plan because they had already been achieved. The others had to be adapted by taking into account the context of the country. The introduction to this chapter gives a short overview of global initiatives and national benchmarks by taking into account the classification of the global goals.

3.1. EXPANDING ECCE (EARLY CHILDHOOD CARE AND EDUCATION)

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantage children.

Main achievements

- Pre-primary education, i.e. one year of education dedicated to prepare children for school and provide equal starting positions in education, was declared universal in 2003. It is provided in pre-school educational establishments or schools. In 2013, 93.2 per cent of pupils who enrolled in the 1st grade had attended pre-school or pre-primary education groups.

- The country's objective that by 2015 all children from the age of three should have real conditions to attend a pre-school educational establishment has been implemented quite successfully: the enrolment rate in pre-school education (children aged from 3 to 6) increased from 53 per cent in 2000 to 82 per cent in 2012.

- In order to improve the accessibility of pre-school education during the period the state introduced a "pre-schooler's basket" to finance four hours of education per day as well as increased the number of places in public educational establishments. The introduction of the pre-schooler's basket, which is allocated irrespective of which school, private or public, is attended, stabilised the situation of financing and created economic incentives for private kindergartens to be set up: their number increased from 4 kindergartens in 2010 to 61 kindergartens in 2013. This initiative contributed to addressing the issue of a shortage of places in urban kindergartens. From 2010 until the spring of 2013, the number of children going to pre-school educational establishments increased by 13,000 children (according to the data of the Ministry of Education and Science). From 2010 to 2012, the enrolment rate of children below three years of age increased from 22.6 per cent to 31.4 per cent and the enrolment rate of children aged from three to six increased from 79.3 per cent to 82 per cent (according to the data of the Lithuanian Statistics Department). As a result, the application of the "basket" principle proved effective.

Remaining challenges

- The accessibility of pre-school education is not even. The demand for places in urban pre-school educational establishments exceeds the supply and education in private educational establishments is too expensive for the majority of the population (in 2013, private schools were attended by only 2.8 per cent of children). Rural families have more difficulties in letting their children attend pre-school educational establishments as a result of high costs and long distances between home and educational establishments in some areas.

- In recent years, the amount of funding allocated to pre-school education per child has been decreasing because when the pre-schooler's basket was introduced it was not envisaged that the number of children attending pre-school education establishments would increase faster than the ability of national government and municipalities to finance their education.

- There is insufficient variety of forms and content of pre-school education: there is a shortage of groups with more flexible working hours and education programmes to satisfy different needs: those of bilingual and multilingual families, with parents working abroad, of children from social risk families or having special education needs.

- Since few young specialists choose to work in pre-school and pre-primary educational establishments, their staff grows older faster than in other levels of education.

Pre-school and pre-primary education policy

Pre-school and pre-primary education is defined in the main legal act regulating education, i.e. the *Law on Education of the Republic of Lithuania* (2011). It lays down that pre-school education may be implemented under a pre-school education curriculum and that it shall be provided to a child from his birth until the commencement of provision of pre-primary or primary education. Pre-primary education is carried out according to a one-year general pre-primary education curriculum and starts on the calendar year when a child reaches six years of age. Pre-primary education may be provided at an earlier age at the request of the parents (guardians) in compliance with the Outline of the Procedure for Assessing the Child's Maturity to Follow the Pre-School and Pre-Primary Preparatory Education Curricula approved by the Minister of Education and Science, but not earlier than until the child reaches five years of age. As of 2003, universal pre-primary education has been applied in Lithuania, leaving parents with the right to choose whether their child should be educated according to the pre-primary education curriculum or directly from the first grade avoiding pre-primary education. If the child is raised in a family that is included in the register of social risk families, parents (guardians) lack social and/or positive parenting skills, the child has disability and/or the child's parents (guardians) do not provide conditions to satisfy the child's special education needs, etc., pre-school and pre-primary education to the child may be compulsory. It is planned to introduce compulsory pre-primary and universal pre-school education from 1 September 2015.

Development of pre-school and pre-primary education is provided for in the main strategic documents of Lithuania. *Lithuania's Progress Strategy "Lithuania 2030"* identifies the aim of ensuring accessibility of pre-school education, expansion of extracurricular activities and operation of community centres, along with the opportunity for parents to have a flexible working schedule among the key initiatives of change.

The National Education Strategy 2013–2022 also highlights the importance of development of alternatives in the system of education that would be accessible, attractive and valuable to social groups that are not currently engaged in learning. One of the groups is children of pre-school age.

The objectives of the *Sixteenth Government of the Republic of Lithuania 2012–2016* are the following:

- creating opportunities for each child to attend a pre-school and pre-primary educational establishment (by developing the infrastructure of pre-school education and establishing pre-school and pre-primary groups in primary schools);
- seeking quality children care and education services (promoting preservation of small primary schools and setting up new educational establishments in rural areas, developing multifunctional centres providing for the implementation of pre-school, pre-primary, primary and other non-formal education curricula);
- developing a methodology for financing of pre-school education ensuring that preparation for classes should be included in the paid workload of teachers. Priority measures of the sixteenth Government programme envisage the aim of having more children aged from four until the compulsory schooling age attend pre-school and pre-primary educational

establishments. In 2012, this indicator accounted for 78 per cent and in 2016 it should be 84 per cent.

However, the attention paid to pre-school and pre-primary education in the aforementioned documents is insufficient as it will not ensure implementation of the provisions laid down in the *Law on Education of the Republic of Lithuania* (2011).

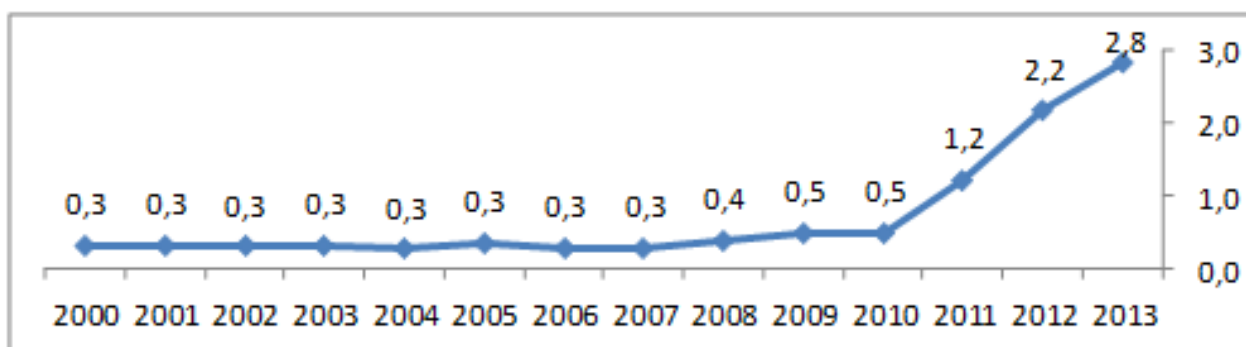**Organisation of pre-school and pre-primary education**

The Law on Education of the Republic of Lithuania (2011) lays down that pre-school and pre-primary education curricula are carried out by pre-school and general educational establishments (nurseries, nursery schools, kindergartens, primary schools, etc. schools), freelance teachers or other education providers. The law also stipulates that a pre-school age child and his parents (guardians, curators) shall be provided comprehensive educational assistance, social support, and healthcare services.

The main purpose of such comprehensive assistance is to ensure effective education of children according to pre-school and/or primary education curricula at the place which is the least remote to the child's place of residence and help parents (guardians) strengthen their parental and social skills.

All establishments providing pre-school and pre-primary education services in the country have to comply with the requirements established by the Minister of Education and Science, i.e. such services should be provided together with catering, rest/sleep, healthy lifestyle services and conditions should be created to develop artistic, music, sports, foreign language proficiency and other abilities/skills. Where necessary, children transportation to and from school should be arranged and consultation services of special teacher, speech therapist, psychologist, social teacher, social worker, etc. should be provided.

In Lithuania, the most developed is the sector of state/municipal pre-school and pre-primary education. In contrast, the private sector of education has more rapidly advanced only over the last three years. From 2000 to 2010, the number of children going to private educational establishments accounted for less than 0.5 per cent of children engaged in pre-school or pre-primary education. Over the last three years, the share of children attending private educational establishments has augmented to up to 2.8 per cent (see Fig. 3.1.1).

Figure 3.1.1 The share of children going to private pre-school educational establishments (per cent)

Accessibility of pre-school and pre-primary education

The number of children taking part in pre-school and pre-primary education is increasing in the country. From 2000 to 2012, the gross enrolment rate in pre-school level increased from 56.3 per cent to 82.1 per cent of children (the estimation includes children as of three years of age; more detailed information is provided in Table 3.1.1 attached in annexes herein). There is no difference of enrolment between girls and boys in pre-school and pre-primary education: in 2012, the gross enrolment rate of girls on ISCED 0 level accounted for 81.9 per cent, whereas the enrolment rate of

boys was 82.2 per cent (see Fig. 3.1.2 below). As compared to 2000, the share of girls increased by 48.1 per cent and the share of boys augmented by 43.7 per cent.

Figure 3.1.2 Gross enrolment rate at pre-school education level (ISCED 0*) by gender*
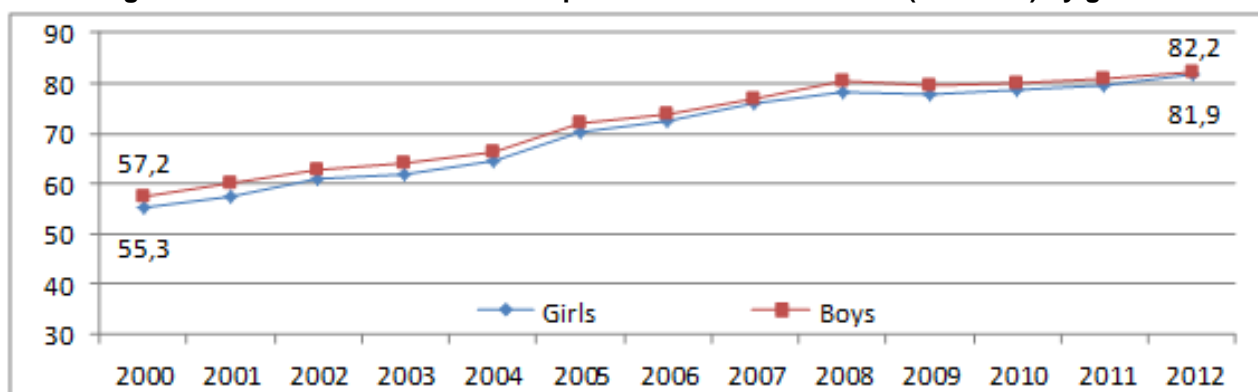
*According to ISCED 1997 classification, this level includes pre-school curricula for children aged three and over

Source of data: Statistics Lithuania

During 2012, the enrolment rate in pre-school and pre-primary education accounted for 64.4 per cent of children aged one and over. There is a yawning gap in the rate between urban and rural areas. In urban areas, the enrolment rate in pre-school and pre-primary education accounted for 80.1 per cent in 2012 as compared to the total number of children of similar age. In rural areas, they made up only 28.8 per cent (see Fig. 3.1.3).

From 2000 to 2012 this indicator increased both in urban (the increase was 22 percentage points) and in rural areas (it augmented by 17 percentage points). The gap between urban and rural areas grew by 5 percentage points during the period. In 2012, the difference in the enrolment rate in urban and rural areas was 51 percentage points (see Fig. 3.1.3 and Table 3.1.2 in annexes).

Since some children living in rural area go to pre-school educational establishments in urban area (and therefore when statistical data are collected they are included in the group of urban children), the actual enrolment rate of rural children in pre-school education is slightly bigger than shown by official statistics and, accordingly, the gap between urban and rural is smaller.

Figure 3.1.3 The share of children aged 1 and above in pre-school and pre-primary education groups (per cent) as compared to the number of children aged 1–6
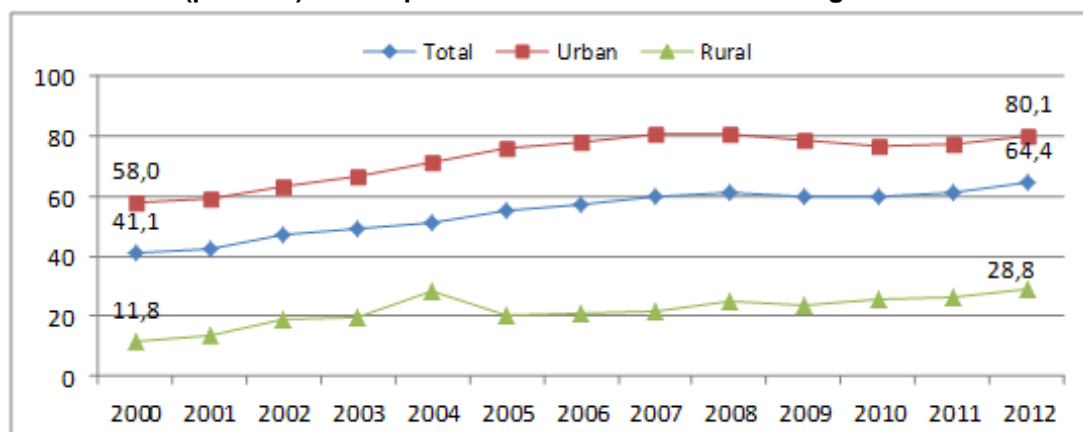
Source of data: Statistics Lithuania

There is a growing number of children of different ages in pre-school and pre-primary education: from 2000 to 2012, the share of children aged 1−2 grew from 13.7 per cent to 31.4 per cent, the share of children aged 3−6 augmented from 53.1 per cent to 82.0 per cent (see Table 3.1.2 in annexes).

Out of all children who started their 1st grade in 2013, 93.2 per cent of pupils had attended pre-school or pre-primary education groups during the previous year. In recent years, the share of 1st grade pupils in pre-school and pre-primary education experienced a little increase (see Fig. 3.1.4 below).

Figure 3.1.4 The share of 1st grade pupils who attended pre-school or pre-primary education groups during the preceding year (per cent)
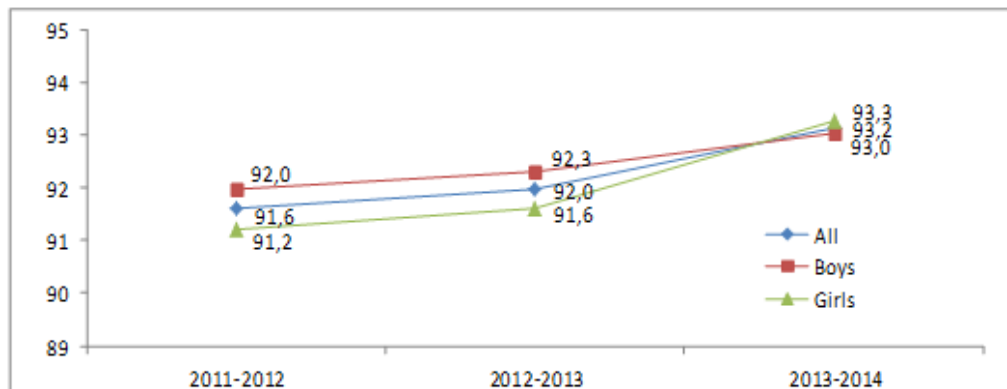
Source of data: ITC

Funding of pre-school and pre-primary education

In 2012, **funds allocated to pre-school education** accounted for 11.7 per cent as compared to all state and municipal budgetary expenses on education. From 2003 to 2012, the share of expenses spent of education almost remained the same (see Fig. 3.1.5. below).

Figure 3.1.5 The share of state and municipal education budgetary expenses spent on pre-school education
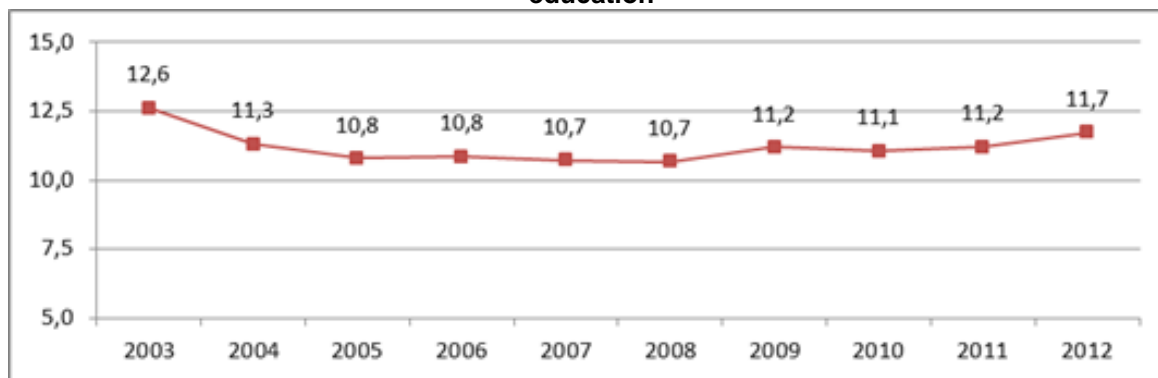
Source of data: Statistics Lithuania

In recent years, funding of pre-school education per one pupil has been decreasing (see Fig. 3.1.6), although the state introduced a "pre-schooler's basket". This happened because the number of children in pre-school educational establishments increased faster than the funds allocated to them by the state and municipalities.

Figure 3.1.6 State and municipal budgetary funds allocated per learner, thousand LTL
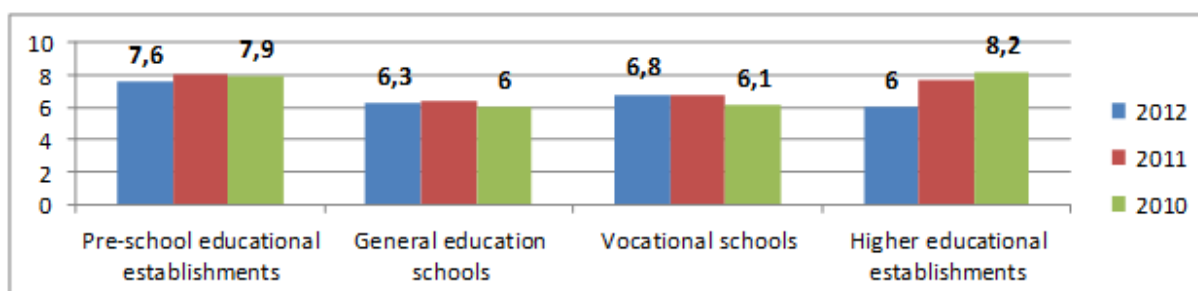
Source of data: Statistics Lithuania

The ratio of children and teachers in pre-school education. During 2012, the number of children per one pre-school educator was on average 11 pupils (11 children in urban areas and 12 children in rural areas), which is two children more than in 2000. The majority of pre-school and pre-primary educators have the required qualifications[10]: in 2012, 61.4 per cent of teachers had higher education, 37.6 per cent of educators had college education and 99 per cent of them had a teacher's qualification; in 2011, the qualification of a taught subject was gained by 81.8 per cent of teachers. The education and qualification of pre-school teachers is described in chapter 3.6.

Improvement of accessibility and quality of pre-school and pre-primary education

- In 2005, the *Description of Criteria of Pre-school Education Curricula* was adopted which initiated the change of pre-school education by altering the approach to pre-school education curricula, the selection of the content of education and its implementation. *Description* permitted to abandon national pre-school education curricula and shift to decentralised development of curricula in pre-school educational establishments.

- On the initiative of the Ministry of Education and Science more favourable conditions were created for the development of pre-school education (both in the public and private sector), and to offer a greater variety. In 2011, the pre-school education basket was introduced allocated to children going to state/municipal and private pre-school educational establishments. At present, the principle of the pupil's basket is applied in funding the education of half a day (four hours). Former excessive requirements related to children catering, organisation of leisure and educational activities were abandoned, hygiene norms applied in pre-school education were simplified, more liberal requirements concerning the use of buildings and premises were introduced when setting up new pre-school educational establishments, etc.

- With a view to improving living and education conditions of children from their birth until the age of compulsory schooling and provision of comprehensive assistance to such children, the *Description of the Model of Improvement of Living and Education Conditions for Children from their Birth until the Beginning of Compulsory Schooling* was adopted in 2009. The purpose of the description is to provide a scheme, that is based on inter-institutional co-operation and that consists of education curricula, healthcare services, social support and education to children and their parents (adoptive parents, guardians) from the birth of the child until the beginning of the compulsory schooling and regulate its implementation in municipalities.

- *The Law on Education of the Republic of Lithuania* (2011) regulates accessibility of education to socially excluded persons and learners with special education needs. The accessibility of education to socially excluded children from poor families is ensured by providing them with social services and educational assistance. The Government and municipalities implement target social and education programmes directly or through schools. Upon the request of the parents (guardians, curators) of a learner with special needs, conditions shall be created for him to study at a pre-school education and general education school located closer to his home or at any state, municipal (regional) school designated for learners with special education needs. In that case, pedagogical-psychological service is recommended for the child by the school. A municipality in the territory of which learners with special education needs reside takes care of the accessibility of such learners to education. Accessibility of education is ensured by adapting the school's environment, by providing psychological, special-pedagogical, special and social-pedagogical assistance, by supplying with technical aids at schools and special teaching aids, also in other ways prescribed in laws.

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[10] A person who has gained higher education (or post-secondary education gained before 2009 or having a special secondary education gained before 1995), having a teacher's qualification and having finished the studies corresponding to the education curriculum or considered a specialist of the area is entitled to work as a teacher according to pre-school or pre-primary education curricula.

- From 1 July 2011 child welfare commissions started to operate in pre-school educational establishments as well as general education and vocational schools. The purpose of such commissions is organisation and co-ordination of preventive work, provision of education assistance, development of safe and favourable environment for educating children, adaptation of education curricula to pupils with special education needs, initial assessment of pupils' special education needs (with the exception of needs arising due to exceptional talents), performance of other functions related to the child's welfare. Members of welfare commissions can include a school principle, deputy principle for education, head of division responsible for the organisation of education, specialists of education assistance (social teacher, psychologist, special teacher, speech therapist), health care specialist, master teachers (curators), teachers, educators, parents (guardians), representatives of the local community, wards and other stakeholders.
- *The Programme for Development of Pre-school and Pre-primary Education of 2011–2013* was adopted and implemented on the national level the purpose of which was to reduce social exclusion and gaps between municipalities in order to increase accessibility and variety of pre-school and pre-primary education (particularly in rural areas), by taking into account individual educational needs of children, ensuring flexible and high quality pre-school and pre-primary education and education assistance.
- Municipalities implement projects of setting up universal multifunctional centres in rural areas. The purpose of this measure is to address the issue of inadequate quality, supply and accessibility of education and social services in rural areas. One of the main preconditions is to set up groups for children from birth until compulsory school age. By 2015, 78 centres of such type should start operating in Lithuanian municipalities.
- The project "Development of Pre-school and Pre-primary Education" is underway. Its aim is to increase accessibility and variety (particularly in rural residential areas) of pre-school and pre-primary education, reduce social exclusion and gaps between municipalities, ensure the quality of pre-school and pre-primary education. During the project:

  - Twenty-two municipalities established the positions of an inter-institutional co-operation co-ordinator. The specialists occupying those positions collect and analyse information about the type of comprehensive assistance required by pre-school and pre-primary age children, their parents or guardians living in the territory of those municipalities. They take care of the necessary documents certifying the need for comprehensive assistance, organise and co-ordinate the provision of comprehensive assistance, help build teams of people from a number of state and municipal bodies and institutions providing educational assistance, social support and healthcare services for a concrete child and his or her parents. Moreover, co-ordinators inform the local community about the entitlement of families to comprehensive assistance.
  - In 2013 the two projects were prepared: the *Description of Achievement of Pre-school Age Children* and the *General Pre-primary Education and Learning Programme.* The main purpose of the *Description of Achievement of Pre-school Age Children* is to improve the quality of pre-school education. The description is expected to help teachers identify children's needs, streamline the process of education, monitor and promote individual advancement of children, reflect over the child's advancement together with the child and his or her parents, envisage follow-up education and learning guidelines and, if necessary, the need for and means of specialists' assistance. The aim of updating the *General Pre-primary Education and Learning Programme* was to ensure harmonisation between pre-school, pre-primary and primary education curricula. The updated programme is expected to help teachers, parents and educational establishments performing pre-primary education curricula to have a more flexible application of education to children with different needs and talents.

- An online information portal ([www.ikimokyklinis.lt)](www.ikimokyklinis.lt) was developed to provide relevant and systemised information to educators that seek to increase their competences as well as parents and guardians raising pre-school age children.
- An educational film was created about the best practices of pre-school and pre-primary education in Lithuania: "A kindergarten that is a good place for everyone to be", etc.

Pertinent issues of quality and accessibility of pre-school and pre-primary education that need to be addressed

It is important to improve the system of ensuring quality of pre-school education. In 2005, a methodology of internal audit of pre-school educational establishments was adopted, whereas the methodology of external evaluation of pre-school educational establishments will be developed in the future.

In order to ensure the growth of quality of pre-school and pre-primary education, it is important to guarantee the material, psychological and social satisfaction of teachers with their current job. Young specialists do not choose to work in pre-school and pre-primary educational establishments, they look for other opportunities, whereas the staff of pre-school and pre-primary educational establishments, as compared to the staff of other levels of education, is ageing the fastest.

After the decentralisation of the content of pre-school education, pre-school educational establishments and teachers have faced a challenge of how to ensure the quality of pre-school education by responding to various educational needs. The educators who had used to work under structured curricula, among other things, lacked clear guidelines about how children should be educated. It was a challenge for them to determine the levels of achievement among pre-school age children, create a system of assessment of achievements, customise education and link it with the actual needs of children education. Therefore, they continued to follow national curricula rather than those developed by individual educational establishments.

The country's pre-school and pre-primary education establishments only partially satisfy the need for the content of education and various means of its organisation. Establishments take an active part in the projects and programmes dedicated to the improvement of quality of education, they take efforts to ensure versatile education, yet there is a great need for the flexibility and duration of working hours; moreover, too little attention is paid to bilingual children or those who speak other languages, children whose parents are working abroad, those from social risk families or having special education needs. Most of such children are never involved in pre-school and pre-primary education because teachers lack information about special education needs, they do not have recommendations or criteria helping them to identify the children who have such needs. Noteworthy, due to the lack of co-ordination between municipal bodies and institutions responsible for provision of support and assistance to families and children as well as the lack of experience of these bodies to engage in team-work, and some legal provisions regulating healthcare, the model based on inter-institutional co-operation and provision of holistic assistance has not been fully implemented in all municipalities. Moreover, some municipalities do not demonstrate good will and have little experience in sharing information, good practices about how to keep families informed and involved in the solution of problems.

Lithuania has a dual problem of accessibility of pre-school and pre-primary education: whereas there is a shortage of places in pre-school and pre-primary education groups in cities, the number of children attending such groups in smaller towns and rural areas is small. Although the private sector of pre-school education in Lithuania has been growing in recent years (according to the data of Statistics Department, there were 4 private pre-school educational establishments in 2010, 25 schools in 2011, 45 schools in 2012 and 61 schools in 2013), parents usually resort to the services of public establishments because the number of private educational establishments is small and for this reason (as well as because costs are high) they are accessible only to a small share of children.

3.2 UNIVERSALIZING PRIMARY/BASIC EDUCATION

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Bearing in mind the national objective (the aim of the action plan of the Lithuanian programme "Education for All" to provide high quality *basic* education to all residents of Lithuania), this section gives a detailed overview and provides information about basic, as well primary, education.

Main achievements

- The enrolment rate in primary and basic education, which coincides in Lithuania with the age of compulsory education (for pupils aged 7–16), accounts for 100 per cent. Therefore special needs, gender, nationality and social vulnerability do not have an impact on the right to learn.

- School year repetition is not encouraged in Lithuania: the share of pupils that repeat their school year in grades 1–4 accounts for as little as 0.5 per cent of pupils, and those in grades 5-10 of basic education or grades 1-2 in gymnasiums make up only 0.6 per cent of students.

- The aim is to maintain accessibility of equal quality primary and basic education irrespective of where the school is located (in urban or rural area) and irrespective of the language of instruction (official or national minority). All schools in Lithuania operate under the same state curricula, general education is evenly funded from the national budget, i.e. by applying the principle of the pupil's basket; special learning needs, i.e. special education needs and national minority needs as well as the needs of small rural schools, are satisfied by receiving student basket's supplements. The state provides targeted grants for the development of special learning aids and manuals in the languages of national minorities.

- It is planned that the share of pupils who until the age of 18 finishes basic school and obtain a basic education certificate should account for 95 per cent of the youth. In 2011, at the year of the national population census, this indicator was 95 per cent.

Remaining challenges

- The funding of general education in Lithuania (the funds allocated to one pupil) lags seriously behind the EU average. Therefore, although the enrolment rate is positive, more funds should be allocated to improve the quality of education. Moreover, the funds allocated to at least one pupil of ISCED 1 level was increasing every year, yet the funds provided at ISCED 2–3 level have been shrinking in recent years.

- Universal education is still mostly equal education, although other countries shift from the approach "education for all" to the approach "education for everyone" or universal customised education. This requires a more flexible attitude towards the variety of education or its organisation and bigger professionalism of the teaching community.

Enrolment in primary and basic education

In Lithuania, the right and duty to study is laid down in its legislation. *The Constitution of the Republic of Lithuania* stipulates that education shall be compulsory for persons under the age of 16. Education at state and municipal schools of general education, vocational schools and schools of further education [11] shall be free of charge. *The Law on Education of the Republic of Lithuania* lays down that every citizen of the Republic of Lithuania and a foreigner having the right of permanent

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[11] From the school year of 2007−2008 schools of further education have been abolished.

or temporary residence in the Republic of Lithuania has the right to study, attain of education level and a qualification. The State takes measures so that each child in Lithuania studies according to primary education curriculum.

Statistical data show that the country ensures universality of primary education: the gross enrolment rate exceeds 100 per cent, and the net enrolment rate is 99 per cent. During the period of 2000−2012, the gross enrolment rate was first decreasing (from 103.6 per cent in 2000 to 99.5 per cent in 2007, then it augmented and reached 101.7 per cent in 2012 (see Fig. 3.2.1 below). The net enrolment rate in 2000−2007 ranged from 96.8 per cent to 95.3 per cent, started to increase and reached 98.9 per cent in 2012. A similar change was of the adjusted net enrolment rate (see Fig. 3.2.2.). Lithuania also ensured the universality of basic education. In 2012, the gross enrolment rate at ISCED 2 was 104.7 per cent, whereas the net enrolment rate was 97.3 per cent (see Fig. 3.2.1).

During the period under review, the gap between gross and net enrolment rates at ISCED 1 was shrinking. This shows that in primary education the number of children younger or more senior than theoretically envisaged age for the level has been decreasing. The enrolment rate of boys and girls at ISCED 1 level is similar. During 2000−2010 both gross and net enrolment rates of boys was about one percentage point bigger than that of girls (the difference in net enrolment was slightly smaller) and later became even smaller. In 2012, the gross enrolment rate of boys was 101.8 per cent, and of girls it was 101.7 per cent, the net enrolment rate was accordingly 99.1 per cent and 98.6 per cent (see Table 3.2.1 in annexes).

Figure 3.2.1 Gross and net enrolment rates in ISCED 1 and ISCED 2

ISCED 1   ISCED 2
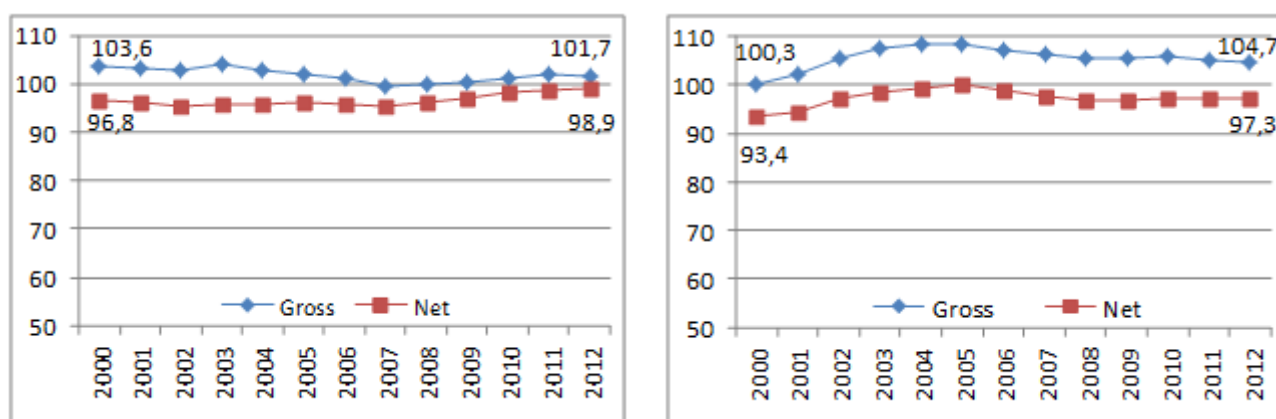
Source of data: Statistics Lithuania

Figure 3.2.2 Adjusted net enrolment rate in ISCED 1

The share of children aged 7−10 studying in secondary education schools (not necessarily under primary education curricula) as compared to the total number of population of that age*
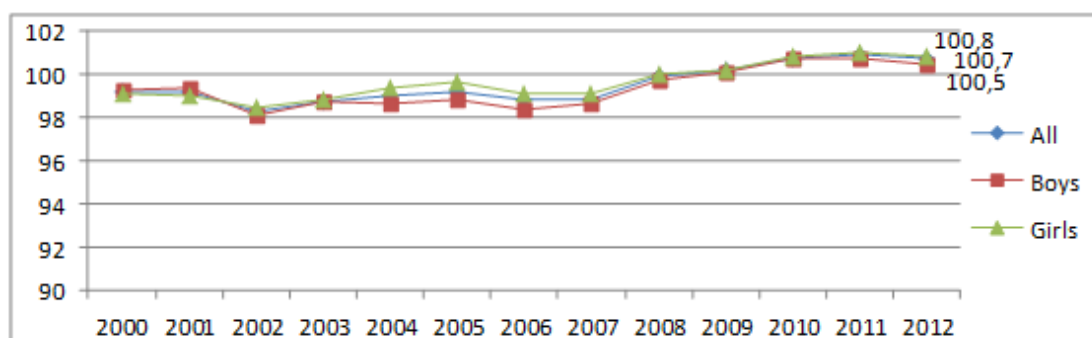
*The inaccuracy of the indicator (for instance, its excess of 100 per cent for several years) appears as a result of the nature of collecting statistical data.

Sources of data: Statistics Lithuania, EMIS

In 2012, the gross intake rate in primary education (the share of the 1st grade pupils of any age that started to go to school as compared to all children aged seven) was 101.6 per cent, whereas the net intake rate (the share of 1st grade pupils aged seven who started to go to school as compared to all children of that age) was 93.8 per cent. During the period of ten years, the gross intake rate was slightly shrinking, net rate went up and the difference between these indicators dropped from 22 percentage points to 8 percentage points (see Fig. 3.2.3).

Figure 3.2.3 Intake rate in primary education
The share of 1st grade pupils as compared to the total number of children aged 7

Efficiency of education

The majority of children who started school under a primary education curriculum successfully continue their studies, yet some of them face difficulties. The share of children of grades 1-4 who repeat their school year accounts for 0.5 per cent of their peers. This indicator has been steady for several years. In rural areas, this indicator is slightly bigger than in urban areas (accordingly accounting for 0.8 per cent and 0.5 per cent during the school year of 2013−2014). This indicator is also the biggest in the 1st grade than in other grades (respectively making up 1.1 per cent and 0.3−0.4 per cent). In recent years, it was largest decrease. The share of boys repeating the school year (as compared to all boys studying in a certain grade) was slightly bigger than that of girls (see Fig. 3.2.4−3.2.6 below). According to Statistics Lithuania, on the level of basic education (in grades 5−10 and grades 1−2 of gymnasia), the share of pupils repeating the school year in recent years accounted for 0.7−0.6 per cent of pupils.

The analysis of data on the school year repetition shows that the biggest difficulties of learning were faced by pupils who had not been engaged in the groups of pre-school or pre-primary education as the majority of 1st grade pupils had attended such groups (see Fig. 3.1.4). During the school year of 2013–2014, those who did not engage in such groups accounted for approximately 7 per cent, whereas the share of pupils repeating the 1st grade (according to the ITC data), who had not been engaged in pre-school or pre-primary education, made up one-fourth of such pupils.

Figure 3.2.4 Percentage of primary school repetition
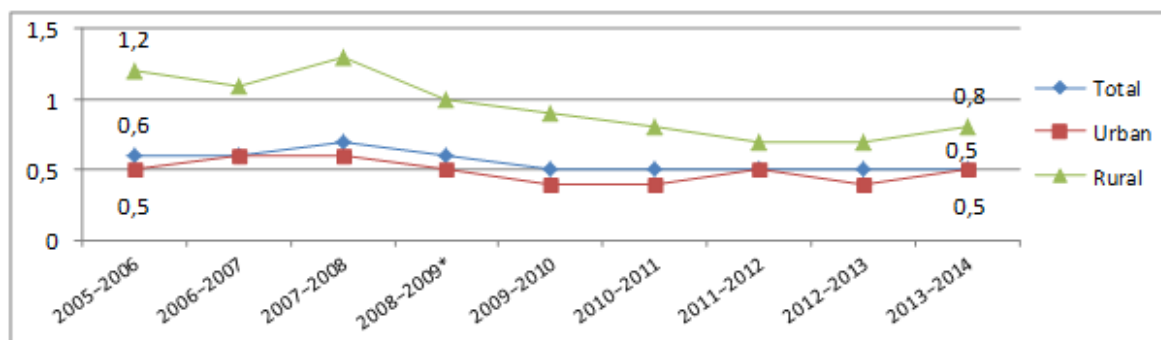
* From the school year of 2008−2009, the procedure for attaching general education schools to towns and villages has been changed.

Figure 3.2.5 Percentage of the school year repetition by grades and gender during the school year of 2013−2014
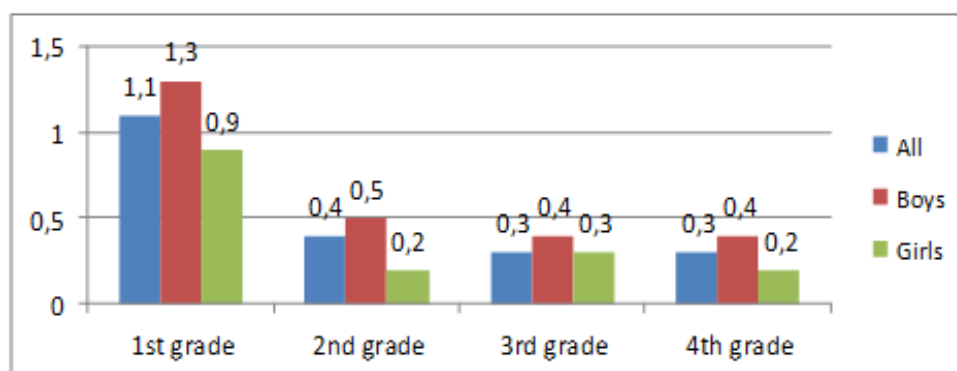
Figure 3.2.6 Percentage of the school year repetition in grades 1−4
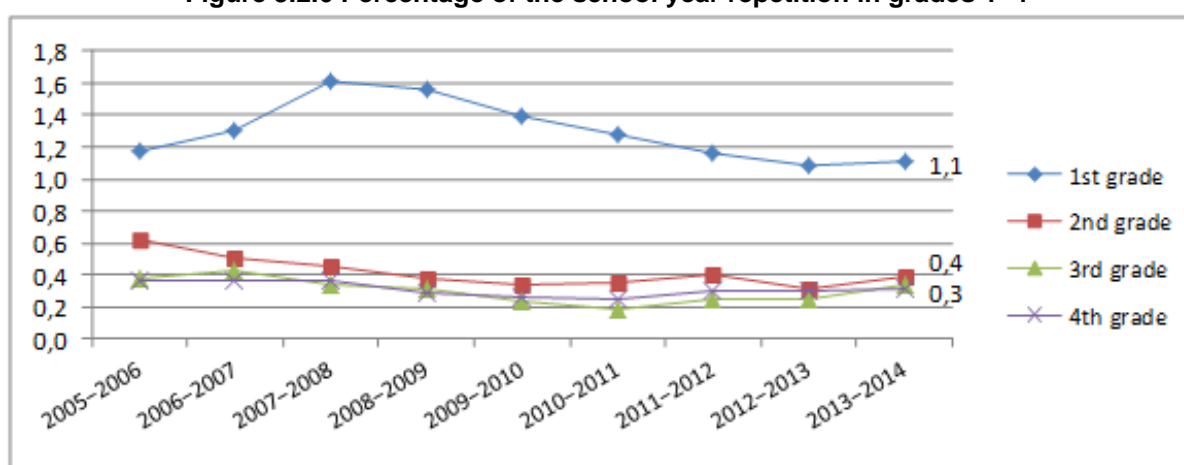
The dropout rate, i.e. the share of pupils who left school, shows that during the school year of 2012−2013 about 1 per cent of pupils from every grade of primary education curriculum left school. In basic education, the share of pupils who dropped out of learning ranged from 0.5 per cent (in the 6th grade) to 1.4 per cent (in the 8th grade), and was accounted for as much as 4.4 per cent in the 10th grade. Noteworthy, the pupils could have continued their education in another country (for instance, in 2013, 3.1 thousand people emigrated from Lithuania, including 1 per cent of children aged 5−14; the scope of immigration was several times smaller). Therefore, migration change have an impact on the dropout rate (in recent year, the value of this indicator fluctuated; see Fig. 3.2.7).

Table 3.2.1. Indicators of internal efficiency of primary education during the school year of 2012−2013

		1 grade	2 grade	3 grade	4 grade	5 grade
Promotion rate	All	98.0	98.5	98.5	98.9	
The share of pupils continuing their studies in a higher grade (per cent).	Boys	97.6	98.3	98.4	98.4	
	Girls	98.5	98.6	98.6	99.4	
Repetition rate	All	1.1	0.4	0.3	0.3	
The share of pupils left to repeat the school year (per cent)	Boys	1.3	0.5	0.4	0.4	
	Girls	0.9	0.2	0.3	0.2	
Dropout rate	All	0.9	1.1	1.2	0.8	
The share of pupils who have finally left school, i.e. not studying in a higher grades and not remaining at school to repeat a school year (per cent)	Boys	1.1	1.1	1.2	1.1	
	Girls	0.7	1.2	1.1	0.4	
Survival rate	All	100.0	99.1	97.9	96.8	96.0
Probable share of 1st grade pupils that will proceed to a higher grade (irrespective of school year repetition) (per cent).	Boys	100.0	98.9	97.7	96.6	95.4
	Girls	100.0	99.3	98.2	97.1	96.7

Figure 3.2.7 Dropout rate by grades
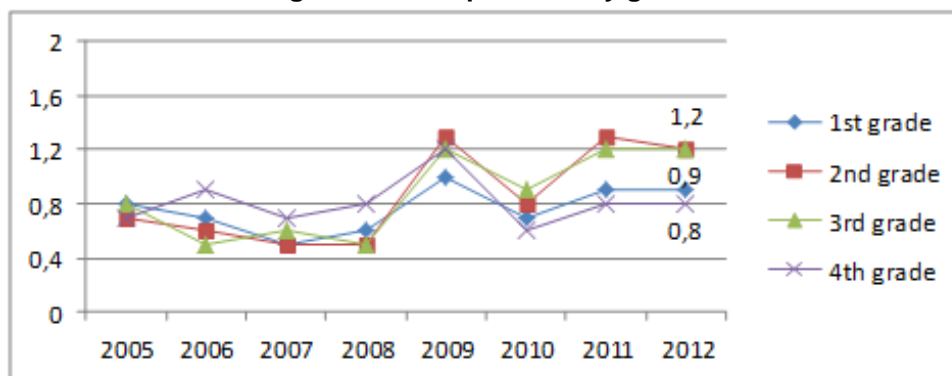
Figure 3.2.8 Survival rate until the 5th grade
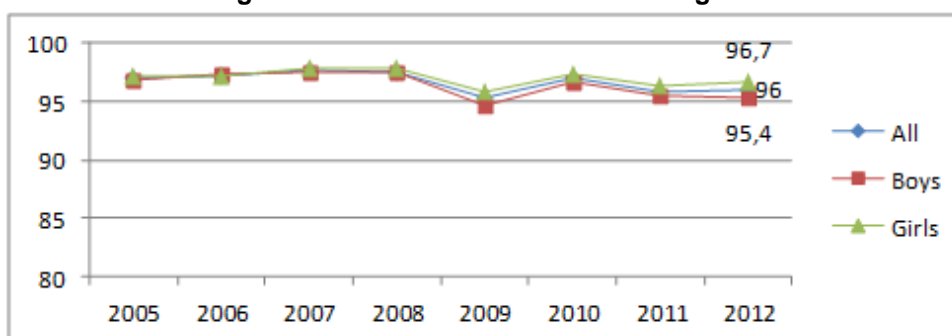
Bearing in mind the dropout rate, the share of pupils who will successfully finish primary education curriculum and continue to the 5th grade is expected to account for 96 per cent of the pupils who enrolled in the 1st grade and the share of those who will continue to the 10th grade will make up 91 per cent (in this case again the statistics will not cover pupils who have started school in Lithuania but continue in another country). More detailed information about the efficiency of primary education is provided in Table 3.2.1, Figures 3.2.7−3.2.8 and Tables 3.2.4–3.2.6 attached in annexes herein.

Funding and organisation of primary and basic education

Funding. From 2003 to 2008, the funds allocated to education by the state and municipalities accounted for more than 5 per cent of GDP. The biggest share of GDP (6.8 per cent) was allocated in 2009. Since then the indicator has been decreasing although the total amount of funds spent on education in recent years has been similar. In 2013, the share of education accounted for 5 per cent of GDP (see Fig. 3.2.9).

Figure 3.2.9 State and municipal budget expenditure on education
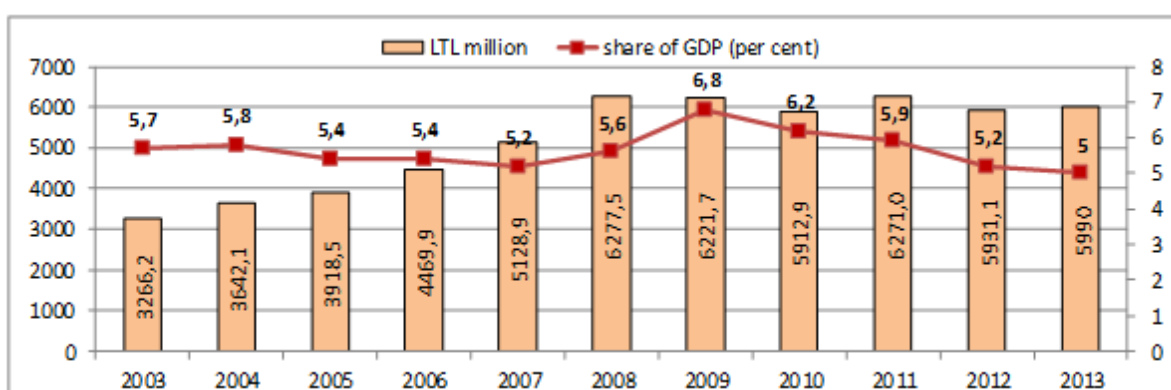
During 2012, the funds allocated to education accounted for 15.5 per cent of government sector expenditure. From 2000 to 2012, the share of government sector expenditure on education was first increasing and was the biggest in 2002−2004 (accounting for approximately 17 per cent), and later it stayed at approximately 15 per cent (see Fig. 3.2.10).

Figure 3.2.10 The share of government sector expenditure on education (per cent)
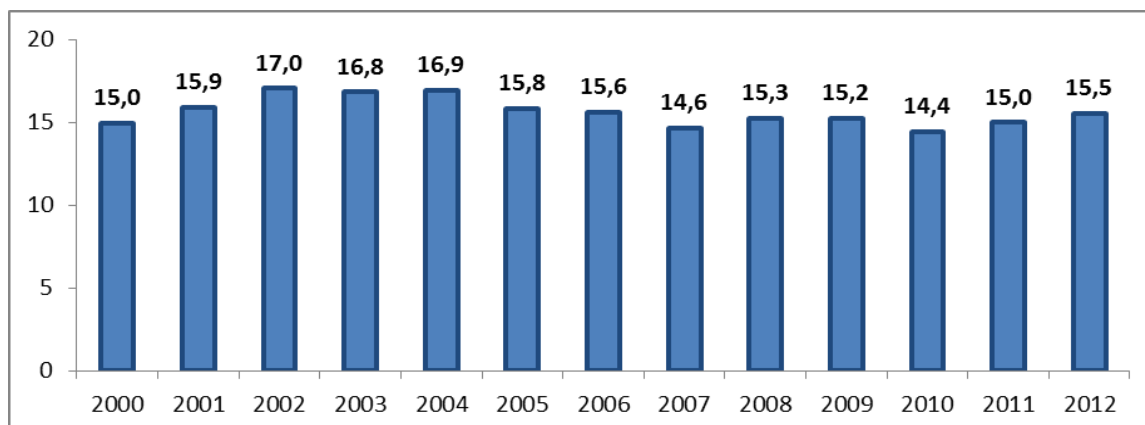
The share of funding allocated to primary education accounts for approximately 0.7−0.8 per cent of GDP, and it was bigger in 2002 (making up 1 per cent) and 2010 (accounting for 0.9 per cent). During 2002-2008 the funds for ISCED 2−4 ranged from 2.7 to 2.4 per cent of GDP, in 2009 it increased and went down again. The figure below (see Fig. 3.2.11) shows that after 2009, when the share of GDP allocated to other levels (ISCED 2−4) as well as to education in general decreased, the level of primary education experienced growth.

The funds allocated to one pupil at primary education level in purchasing power standards (PPS) were growing from 2001 to 2011 (and were reduced only in 2009). During the period funding increased three times. From 2001 to 2009 annual expenditure per pupil at ISCED 2–4 grew two times and later experienced a little drop. During the same period one pupil at primary education level received less funding than a pupil in basic and secondary education, whereas in 2010 and 2011 pupils in primary education received more funds (see Fig. 3.2.12). As compared to the European average, Lithuania offers less generous funding for one person studying at ISCED 1 and ISCED 2−4 (see Fig. 3.2.12).

Figure 3.2.11 Total public expenditure on education as the share of GDP, ISCED 1 and ISCED 2−4
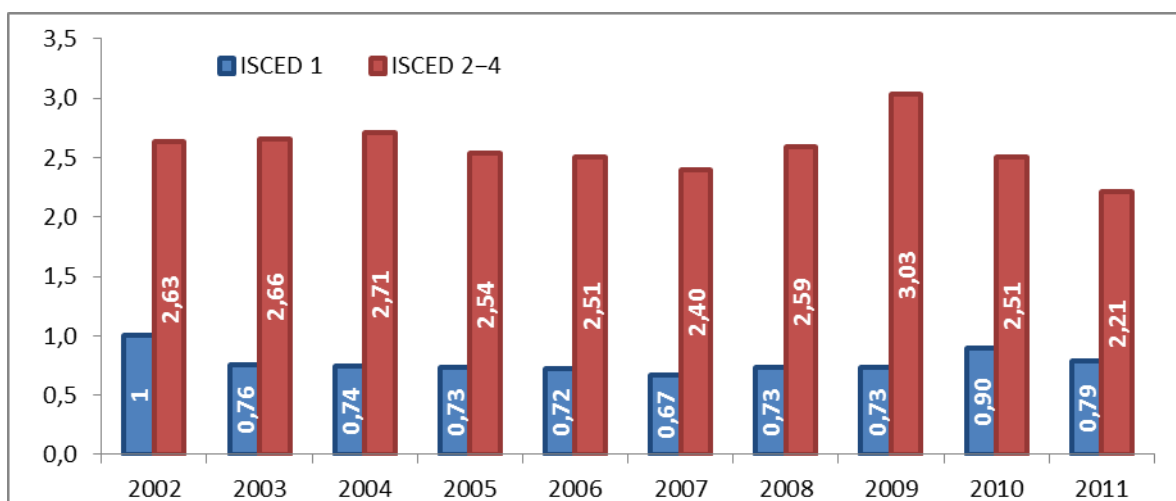
Figure 3.2.12 Annual expenditure per pupil in PPS, ISCED 2−4
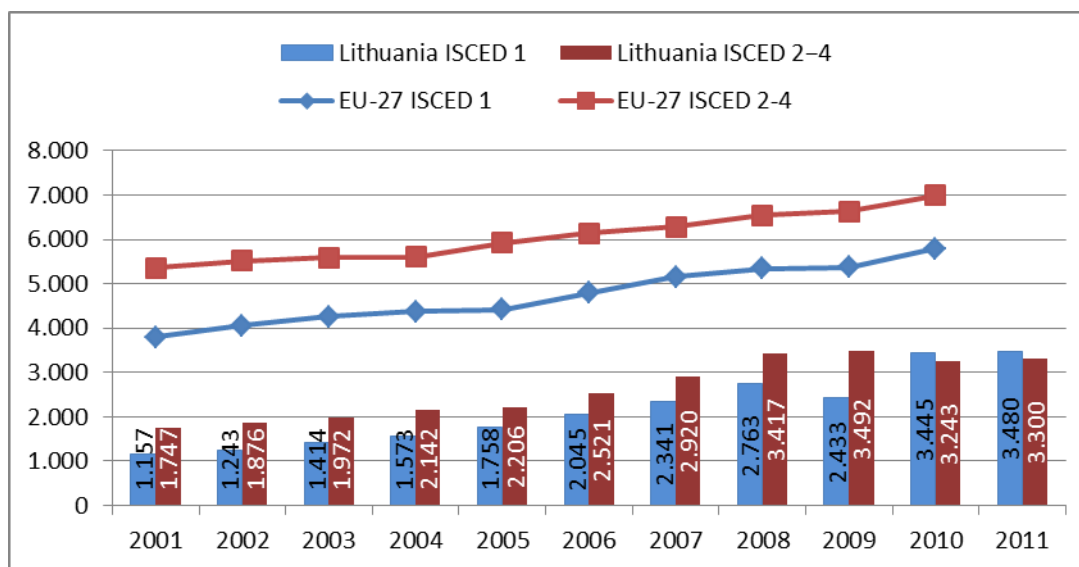
Studying in state and municipal general education school is free of charge, yet pupils have to buy certain learning aids and they incur other costs related to their studies. In order to reduce such costs (covered by parents, guardians or curators), the following measures are applied (some of them are described under the heading of ensuring accessibility of primary education):

- funds included in the pupil's basket to buy learning aids;
- pupils with registered special education needs get a basket that is 35 per cent bigger than that of ordinary pupils; in addition, the pupil's basket is used to cover the assistance of specialists;
- pupils living at a distance bigger than three kilometres to school are transported to and from school;
- children from low-income families receive free meals; municipalities give targeted funds to procure teaching aids at the beginning of the school year; such pupils are taken to summer camps free of charge.

Teachers. Almost all primary education teachers have gained the required qualifications[12]: during the school year of 2013−2014 teachers with higher education accounted for 96.5 per cent of primary education teachers, teachers with college education made up 3.3 per cent of teachers; those with a teacher's qualification made up 97.8 per cent of teachers and having the qualification in the relevant area of education made up 98.6 per cent of all primary education teachers. As compared to the school year of 2005−2006, these indicators have improved by several percentage points (the change in rural areas is greater than in urban areas).

During the school year of 2013-2014, the average number of pupils per one primary education teacher in the country was 14 pupils (16 pupils in urban and 11 pupils in rural areas). During the period of the recent ten years this ratio has slightly dropped (during the school year of 2005−2006, the average number of pupils per teacher was 15 pupils: 16 pupils in urban and 12 pupils in rural areas).

More detailed information about teachers' qualification and the ratio between pupils and teachers in primary education and other levels is provided in Chapter 3.6.

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[12] A person who has gained higher education (or post-secondary education gained before 2009 or having a special secondary education gained before 1995), having a teacher's qualification and having finished the studies corresponding to the education curriculum or considered a specialist of the area is entitled to work as a teacher according to pre-school or pre-primary education curricula.

Network of schools. Primary education curricula are carried out by various general education schools: primary, basic, secondary and pro-gymnasiums. Schools conduct only a primary education curriculum (primary schools) or primary education curriculum and other curricula (other type of schools). All schools conducting a primary education curriculum carry it out fully, i.e. its duration is four years. Basic education curricula are also performed by general education schools; some of them carry them out fully, others partially. As a result, pupils who finish a part of the curriculum have to continue it in another school.

The Law on Education of the Republic of Lithuania guarantees education for every resident of Lithuania in the official language and ensures free official language lessons. However, opportunities are also offered to study in another language. The regulations of some general education and non-formal education schools may prescribe, in response to the preference expressed by parents (guardians, curators) and pupils, teaching in the national minority language, and some subjects are taught in the language of the national minority.

Figure 3.2.13 The share of schools that perform primary education curricula in national minority languages, in per cent
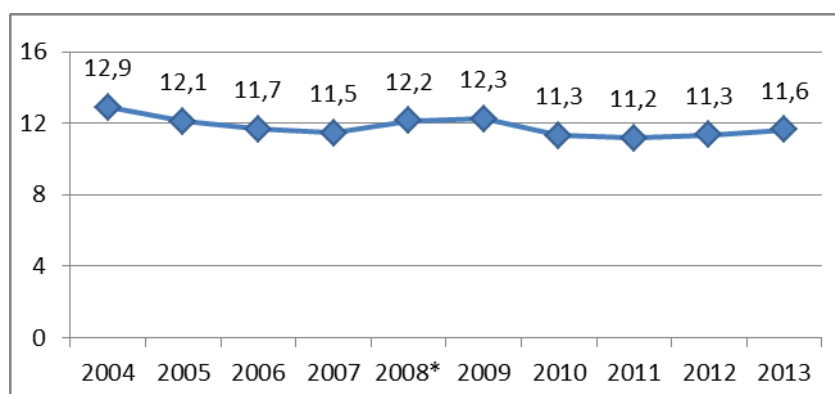
* Private schools have been included since 2008.

Source of data: ITC

Figure 3.2.14 The number of schools that perform primary education curricula in national minority languages by minority language during the school year 2013−2014

Source of data: ITC

Out of all schools that perform primary education curricula (similarly to all general education schools) more than ten schools teach in the languages of national minorities: Polish, Russian, Belorussian, etc. (see Fig. 3.2.12). These schools teach either in one language (for instance, in Russian) or in several languages (for example, in Russian and Polish, Lithuanian and Polish, etc.). During a decade, the share of such schools decreased by one percentage point (see Fig. 3.2.13 and Table 3.2.7 in annexes). The biggest number is of schools where subjects are taught in the Polish language (their number was 50 during the school year of 2013−2014), in Russian (29 schools) or several languages (34 schools) (see Fig. 3.2.14.).

The majority of schools in which subjects are taught in national minority languages are in the municipalities where the share of people that belong to national minorities is the biggest. These are Eastern and South-Eastern municipalities (in Vilnius town and its region, Šalčininkai region, Širvintos region, Švenčionys region, Trakai region, Visaginas), cities (Vilnius, Kaunas, Klaipėda, Panevėžys and Šiauliai) and several other municipalities (13 out of 60). In some of these schools, the national minority language prevails (see Fig. 3.2.15).

Figure 3.2.15 Number of primary educational establishments by the language of instruction in municipalities* during the school year 2013−2014
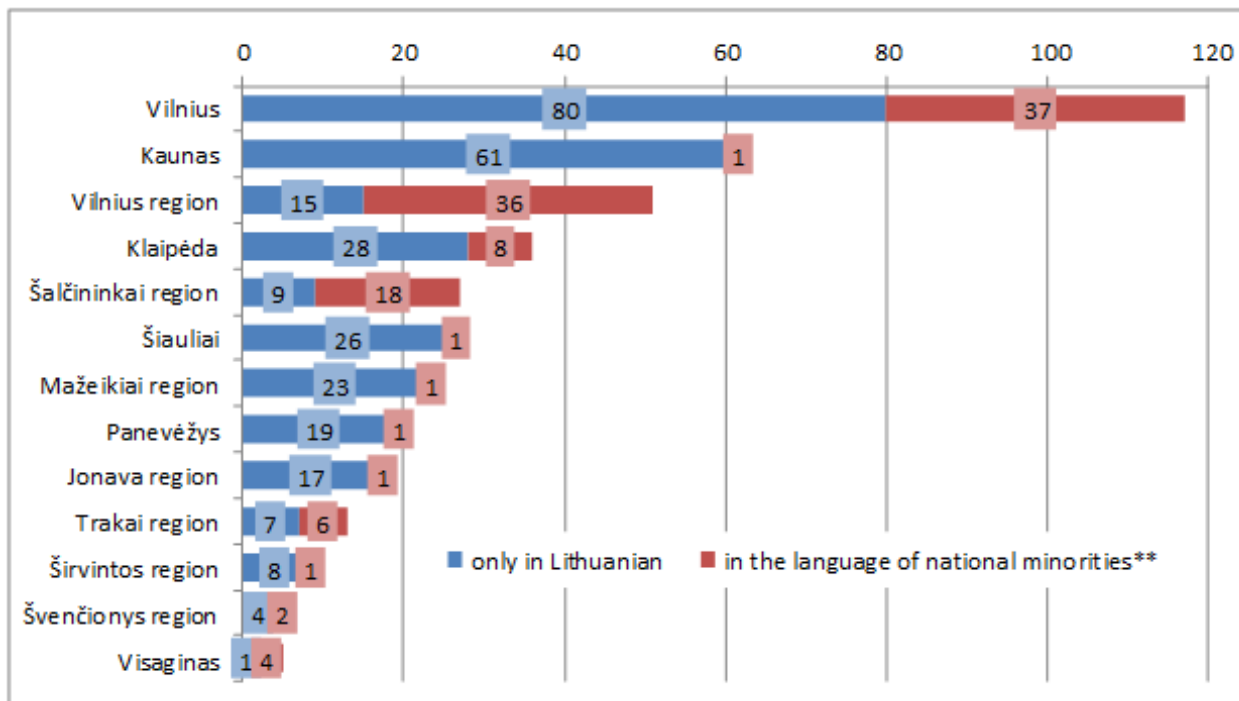
* The figure shows only those municipalities which have the schools teaching in national minority languages.
** Only in the language(s) of national minorities or in Lithuanian and national minority language(s).

Source of data: ITC

The duration of children's travel to and from school depends on the density of the network of schools, the location of schools satisfying different needs of children, and the organisation of travel to school. The research on the duration of pupils' travel to school was last performed in 2006. According to the findings of that research, two thirds of pupils of grades 1−4 travel to school up to 30 minutes, one third of such pupils travel from 30 minutes to 1 hour and 4 per cent of pupils spend their time travelling to school longer than one hour. Similar duration of travel is among pupils of grades 5–8 and the travel of the most senior pupils lasts a little longer (see Fig. 3.2.16).

Figure 3.2.16 Distribution of pupils (in per cent) by the duration of travel to school in 2006
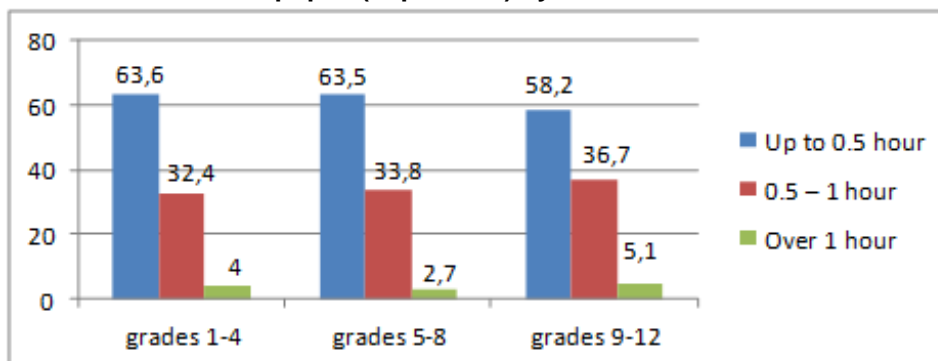
Source of data: Report of follow-up research "Changes of Pupil Transportation after Reforming the Network of Schools".
2006.

Ensuring quality of primary education (and overall general education) and increasing its accessibility to children from unfavourable environment

Seeking to ensure accessibility of education to children from unfavourable social and economic environment, create better conditions for them to finish the primary education curriculum, a number of different measures are applied.

Provision of education assistance: social pedagogical, psychological, special pedagogical, special, etc. The purpose of *social pedagogical assistance* is to help parents (guardians or curators) to implement the child's right to education, ensure pupils safety at school: eliminate the reasons due to which the child cannot go to school or avoids school, return children back to school and together with parents (guardians, curators) help children choose a school according to children's mental and physical capacities and adapt to it. The purpose of *special pedagogical assistance and special assistance* is to increase the effectiveness of education of pupils with special education needs. The purpose of *psychological assistance* is to strengthen pupils' psychological resistance and mental health, promote creation of safe and favourable environment to education at school, help pupils regain their spiritual harmony by engaging in active co-operation with parents (guardians and curators).

Assistance can be provided in schools and other educational establishments. Assistance at schools is provided by social and special educators, psychologists and other staff. In order to increase the opportunities for schools to get the necessary services of specialists working at school, the methodology of funding school, i.e. calculation of the pupil's basket, has been reviewed.

Although the number of pupils and schools has been decreasing, at schools the number of specialists providing assistance to pupils is increasing. According to the data of ITC, during the school year of 2009–2010, the number of staff providing pedagogical assistance in general education schools was 3,207specialists, whereas during the school year of 2013–2014 their number increased to 4,259specialists. Thus during the period the number of such staff increased by one third. This shows the increase of accessibility of assistance to pupils.

The means of providing assistance to pupils from unfavourable social and economic environment are considered by the **school children welfare commission** (the purpose and composition of the commission is described in Chapter 3.1 dealing with accessibility and improvement of quality of pre-school and pre-primary education). If a pupil faces huge learning difficulties, upon the agreement of parents (guardians) children may be registered to have special education needs. In that case, a primary education curriculum is adapted to needs of a concrete pupil and the latter receives the assistance of a psychologist, special teacher or other specialists. Pupils with special education needs receive more funds: their pupil's basket is about 35 per cent bigger than that of other pupils.

In implementing the Code of Administrative Law Violations of the Republic of Lithuania and taking into account the provisions of the *Law on Minimum and Medium Care of the Child* (the purpose of the law is to create a system of care measures provided to a child with behavioural problems helping the child to change his or her improper conduct, develop understanding of a meaningful individual and social life), the **Programme of Courses for Improvement Communication with Children** was developed. The programme is aimed at the child's legal representatives that must attend the courses of improving communication with children instructed by court. The purpose of the programme is build positive parenting provisions, provide knowledge to parents about education and upbringing of children, strengthen their skills of communication with children. The programme is implemented by municipalities.

In order to improve the conditions of transportation of children living in villages, small towns and those with special education needs to and from school, the **Programme of Supplying Schools with Yellow Buses** has been implemented since 2000.

The Law on Education of the Republic of Lithuania lay down that learners who study according to pre-primary and general education curricula and who live in villages, towns located more than three kilometres away from the school must be transported to and from school. The same rule applies to pupils with special education needs who are unable to come to a general education school (cannot walk independently or due to huge disorders are unsafe in the street.

Under the programme of supplying schools with yellow buses, the Ministry of Education and Science buys buses and gives them to municipalities which, in turn, provide them to schools. These buses transport pupils both to school and from them, take them to excursions, competitions, etc.

The programme of supplying schools with yellow buses is important in implementing the reform of the network of schools. For the sake of optimisation, some schools are reorganised or closed down due to the shrinking number of pupils. As a result, schools become more remote from places of pupils' residences. The organisation of pupils' transportation improves the accessibility of schools, effectiveness of reforming the network of schools, helps address other related problems (for instance, soothing the increasing social tension).

According to EMIS data, during the school year of 2013−2014, out of all pupils of grades 1-4 brought to school by any means of transport (private, shuttle transportation, yellow busses, etc.) one third (31 per cent) of pupils were transported by yellow buses. Although transportation services are developed, there are still children living in more remote places (more than 3 km from school) who are not driven to school. During the school year of 2013−2014, the share of such children accounted for 1.2 per cent as compared to all pupils of grades 1-4 residing at a distance of more than 3 km from school. In recent years, the number of children who are not driven to school has been shrinking.

Implementation of the project '*Improvement of Primary Education'. The aim of the project is to create conditions for building creativity, problem-solving and practical skills of primary school pupils. The activities of the project are aimed at improvement qualifications of the target group (teachers, education assistants, life-long learning system administrators). The key elements of improving qualifications are personal and professional development, building of co-operation culture, openness for change and change management. Training is organised to analyse the means and measures of developing the environment that is favourable for learning in schools and classrooms, and for each individual child. Since the project participants advertise their activities intensively, the project ideas will reach a wider circle of teachers, education assistants and other staff of the life-long learning system. Moreover, teaching and learning measures will be created to be used by the whole teaching community in Lithuania. Therefore, the improvement of qualification of teachers, assistants and other employees enabled by the project and follow-up dissemination activities will help create favourable education conditions for every pupil that will result in bigger learning successes of every child.

Measures ensuring favourable **conditions for a successful socialisation of children and the youth** are underway**.** From 2004 to 2014 the *Programme of Children and Youth Socialisation* has been implemented and in 2012 the *Action Plan for Socialisation of Children and the Youth in 2014–2016* was adopted. The purpose of the action plan is to increase variety, development and quality of activities of positive socialisation of children and the youth, seek closer interagency co-operation and provide holistic educational assistance to children and the youth, paying much attention to children with disabilities, supporting children's occupation during summer, implementing minimum and medium care of children and offering other means of socialisation.

The Ministry of Education and Science implements various measures related to a wider policy of increasing social welfare. *The action plan of increasing social inclusion of 2014–2020* provides for the following:

- creation of favourable conditions for family and work reconciliation and increasing the scope of holistic assistance to the child and the family;

- adoption and implementation of the principle of funding of non-formal education, i.e. "money to every child".

The aforementioned measures of improving primary education help ensure continuity of learning by pupils from unfavourable social and economic environment, i.e. they can successfully proceed from primary to basic education curricula. The measures of improving the quality of paying attention to every pupil and raising qualifications of teachers contribute to the success and continuity of education of all pupils, including children who suffer from unfavourable conditions.

The **creation of the Education Management Information System (EMIS)** has contributed to the involvement of every pupil into compulsory education, reduction and prevention of dropout. The EMIS system integrates various registers and information systems (pupils', students' registers, etc.). Pupils' register and students' register collect data about individual learners' studies from pre-school to PhD. As a result, the entire life's learning path can be tracked. The data of the pupils' register are used to calculate the funds of the "pupil's basket". The indicators calculated by EMIS enable education policy-makers to make the necessary decisions related to pupils' learning or the dropout rate.

Financing of general education according to the **"pupil's basket" methodology,** when the amount of funding depends on the number of pupils studying in it, also contributes to the learning of every pupil. This type of funding encourages schools to attract and maintain as many pupils as possible and find children who do not go to school.

Issues to be addressed

Primary education is compulsory (until 16 years of age) and its universality is ensured. Basic education is also ensured universally. The country successfully copes with the challenges of ensuring accessibility to primary education, paying much attention the improvement of such accessibility to children living in unfavourable social and economic environment: transportation services are organised for pupils when the network of schools became smaller due to the shrinking population and other reasons; social, pedagogical, special and other assistance is provided to pupils and their families, etc. Although primary school teachers have high qualifications and the amount of funds allocated per pupil is increasing, the indicators of primary education efficiency (school year repetition and others) show that the majority of pupils study successfully and finish a primary education curriculum, yet the quality of education could be improved (the quality of education is discussed in more detail in chapter 3.6).

3.3. MEETING THE LEARNING NEEDS OF YOUTHS AND ADULTS

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to basic and continuing education for all adults.

Main achievements

- In recent years, Lithuania has taken proactive measures to reorient the activities of its educational establishments as well as the whole system of education towards ensuring life-long learning (LLL). In 2008, when the new strategy for ensuring life-long learning was adopted new directions of activity and development were drawn up along with the structural changes of the system of adult education and new policy goals and measures to address such issues.

- General education is free to all nationals of the country irrespective of age and is accessible both in the ordinary manner and through the channels of distant learning.

- Flexibility of vocational training and education is increased in order to make it more appealing to pupils of different ages. The model of modular vocational training is implemented along with sectoral practical training centres supplied with state-of-the-art technologies. Moreover, vocational teachers' qualifications are raised, more hands-on training to students is provided and co-operation between teachers and employers is put in place.

- In 2010, the Description of the Lithuanian Qualifications Framework (LQF) was adopted which offers opportunities for validation of personal qualifications gained outside the scope of the system of formal education and offers more favourable conditions for learning in a "cumulative" way as well as for gaining employment.

- In 2012, a new draft Law on Non-Formal Education of Adults of the Republic of Lithuania was adopted providing for the elements constituting the system of non-formal education of adults, defining the organisation of non-formal adult education, its regulation and quality assurance.

Remaining challenges

- Lithuania had the goal to achieve that the relative share of working age persons (25–64) who engage in learning should increase to at least 15 per cent. However, this indicator remains to be three times smaller (5.2 per cent) and among the lowest in Europe (the EU average in 2012 was 9 per cent).

- The low level of adult education has been caused by the following factors: the lack of accessibility of education and its attractiveness to adults; quality gaps (means of adapting curricula to adult mentality; application of andragogy knowledge, flexibility, relevance of courses); the lack of motivation among adults.

- The national companies and enterprises invest little into staff training: the majority of such companies are small and cannot develop permanent training courses, whereas investment into staff training seems risky to them due to a huge turnover of staff.

- There is a shortage of establishments to be called Life-Long Learning schools that would attract attention and would be known as places to come and always receive education assistance. The institutional framework of life-long learning is more oriented towards constant provision of formal education assistance.

- As long as the experience gained at work and competences obtained by ways of non-formal education are not validated they are not recognised by employers and therefore such learning

does not seem meaningful to job-seekers.

Measures provided for in national legal acts which grant the right to adults to continue their learning

The Lithuanian system of education is based on the principle of continuity, i.e. it is flexible, open, based on the interaction of various forms and institutions; it creates conditions for each individual to engage in life-long learning.

The legal and strategic basis for adult education and continuing training in Lithuania was formulated in the following main instruments: *Lithuanian Concept Paper of Education* (1992); *Law on Non-Formal Adult Education* (1998).

Adult education (both formal and non-formal) is an inseparable part of the Lithuanian system of education. Pursuant to the Law on Education, adult education is provided to each individual who has chosen this type of education and is at least 18 years of age.

The purpose of the Law on Non-formal Education (1998) was to provide legal guarantees to participants, executors and social partners of non-formal adult education, help implement the inherent human right to build one's personality during the entire life, guarantee the right to obtain knowledge and abilities necessary for a citizen of a democratic society and a specialist of a certain profession, contribute to creative and meaningful leisure time.

The concept of life-long learning adopted by the Dakar forum fundamentally changed the traditional understanding of the system of education. After Lithuania set up the National Education Forum in 2001, the country developed and adopted the national action plan of the programme "Education for All". One of the objectives of the Lithuanian initiative "Education for All" was to offer an opportunity for young people and adults to gain the necessary skills. The legal basis for the new system of education was provided by the Law on Education of 2003.

In recent years, Lithuania has made efforts to pro-actively re-orient the activities of not only educational establishments but also the entire system of education towards the implementation of life-long learning (LLL). This direction is established in the main strategic documents of education development: Law on Education of the Republic of Lithuania (2011); Programme for Implementation of the National Education Strategy 2003–2012 (2005); Life-long Learning Strategy and its Action Plan (2004, 2008); National Education Strategy 2013–2022 (2013) and the Programme of the Sixteenth Government of the Republic of Lithuania.

One of the key values listed in the Programme of the Sixteenth Government of the Republic of Lithuania is the following: "Work is the main value and source of welfare, therefore we will extend full support to job creation, qualification advancement and requalification, education and life-long learning to maximise the employment of the population".

A section of the programme dealing with education provides for the promotion of life-long learning programmes. They will be implemented through formal, non-formal and self-development programmes, and increased student mobility. The aim is to achieve that various levels of education and training would become more embracing and more responsive to the needs of the public and the labour market.

The Life-Long Learning Strategy and its action plan (2008) offers a "second chance" for adults seeking formal education and provides for development of the legal framework eliminating restrictions on adults seeking to obtain professions that have the biggest demand on the labour market, raising the level of qualification and guaranteeing financial opportunities for learning.

Country-specific adult education policy and implementation mechanisms (of both formal and non-formal education)

Lithuania has a special policy and implementation mechanisms for adult education. The measures dealing with the process of education, its forms and opportunities area provided for in legal acts enabling adults to continue learning in formal and non-formal educational establishments. A special attention of adult and youth education policy is paid to the quality and accessibility of education.

Main goals:

- Improvement of accessibility of adult education;
- Development of equal opportunities;
- Satisfaction of the needs of the disabled;
- Satisfaction of the needs of convicts;
- Support to the unemployed;
- Accessibility to learning for senior people;
- National language teaching;
- Accessibility to learning for exiles and political prisoners;
- Accessibility to learning for refugees.

The new draft *Law on Non-formal Education of Adults of the Republic of Lithuania of* 2012 clearly states the elements of the system of non-formal education of adults and defines the organisation of the system of non-formal adult education. The draft law highlights the importance of ensuring high quality of non-formal adult education. Proposals are made to conduct self-assessment of non-formal education providers, external assessment and self-assessment of progress and achievements of participants. The systemic financing on non-formal education of adults is envisaged along with the basket of non-formal adult education. It is suggested that workers should be offered five additional days of paid vacation to take part in non-formal education curricula and projects. It is also envisaged to increase the role of municipalities in implementing non-formal education of adults.

The system of general education of adults studying under general education curricula have from 10,000 to 12,000 persons. Such services are provided by an adult teaching centre or an office under the general education school located in every municipality. The operation of such establishments costs about LTL 30 million per year. At present, this is one of the cheapest means of learning that has the biggest impact on overcoming social exclusion, which is particularly significant in smaller towns and rural areas. During 2008-2012, in order to improve the quality of adult learning services, some of their educational establishments were partly renovated and equipped with more updated information technologies. Furthermore, manuals and methodologies were published and the qualification of andragogues was constantly raised. A regional network of formal education of adults is an important tool for reducing social exclusion, offering a second chance for persons who have left the education system, emigrants and their children seeking to maintain at least minimum links with Lithuania and learn the Lithuanian language.

In the sector of **vocational training and education,** much attention is currently paid to improving the conditions of accessibility of vocational training to adults. These aims are pursued by developing the flexibility of vocational training.

In accordance with the *Description of Formal Vocational Training* (2012), vocational education establishments offer students the opportunity to study and work: an individual learning plan can be developed, theoretical studies can be adjusted to the pupil's working time, practical training can take place in the pupil's working place, competences gained at work can be recognised, an individual study plan can be developed by taking into account family circumstances.

According to the data of AIKOS portal, there were 90 vocational education establishments, including 12 private bodies, operating in 2014. These establishments offered 1,022 different curricula, most of which (480) were targeted at adults intending to gain an additional professional qualification (see Table 3.3.10 in annexes).

Over the recent five years, the number of vocational training curricula increased for every learner group, including persons with special needs seeking to gain a profession (see Table 3.3.11 in annexes).

During the school year of 2013-2014, the total number of students studying in vocational training establishments was 45,635 people. As compared to the school year of 2000–2001, the number of students dropped by 2.9 per cent. However, over the recent five years the number of students in vocational educational establishments augmented by 817 learners that account for 4.1 per cent. Out of that number, girls made up 40 per cent.

Most learners studied under the curricula aimed for people with basic education and seeking secondary education. Although their share reduced insignificantly, there was a bigger share of pupils in education curricula for learners with secondary education and seeking to gain a profession (see Table 3.3.1 below). More than half of girls (about 53 per cent) studied under curricula aimed at learners with secondary education and seeking to get a profession. In the other curricula the share of girls ranged from 20 to 35 per cent of pupils (see table 3.3.14 and Fig. 3.3.15 in annexes).

Figure 3.3.1 The share of students in vocational educational establishments (per cent) by curricula as compared to all students
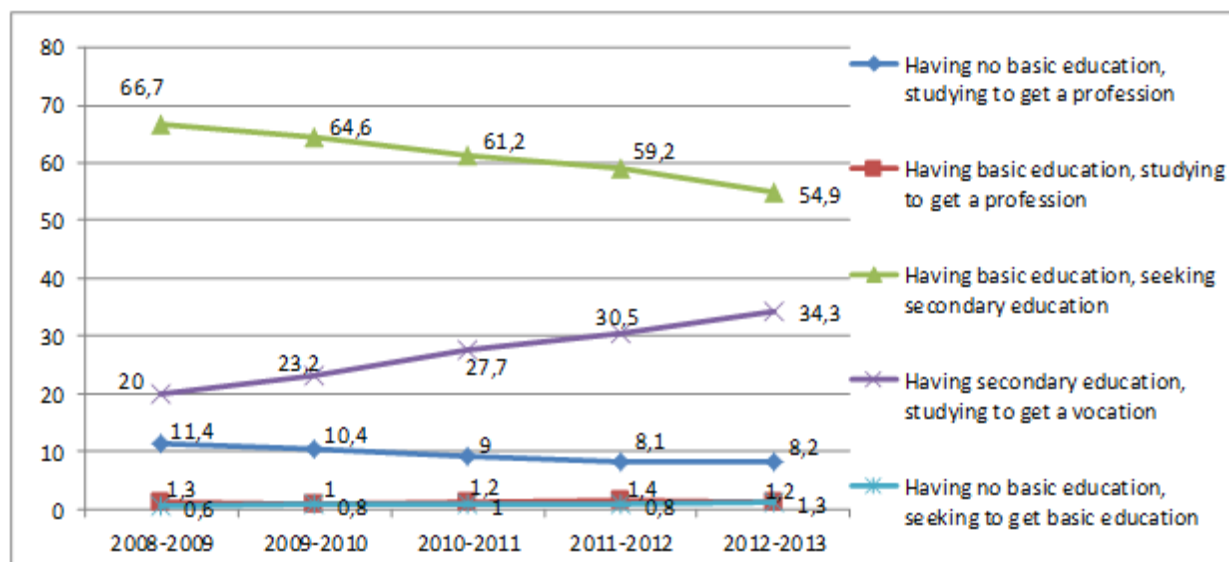
Source of data: EMIS

The trends of participation in vocational training are positive: there is not only a growing number of learners in vocational training establishments but also the share of those who finish such education is increasing as compared to all students (see Fig. 3.3.2 below).

Figure 3.3.2 The share of students who finished vocational education establishments (in per cent) as compared to all students during the year
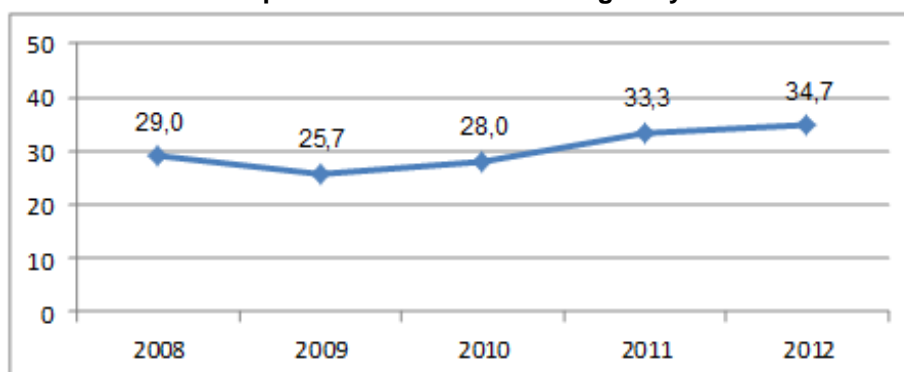
Source of data: EMIS

In order to improve flexibility of the system, a model of modular vocational training is implemented in Lithuania. Legal acts regulate that all vocational training programmes, the purpose of which is to gain qualification, should be modular. Modular education offers better conditions for studying a subject required to gain a new qualification or improve competences. It also helps shorten the duration of education by getting a recognition of competences gained in the past, facilitators return to vocational training or continuing education in another educational establishment or even another country. Modular programmes and individual modules should be particularly attractive to adults, i.e. so that they could study the module that interests them without necessarily finishing the whole programme. Qualifications and Vocational Education and Training Development Centre is currently implementing the national project aimed at development of modular programmes.

In 2010, the Government of the Republic of Lithuania adopted the *Description of the Lithuanian Qualifications Framework*. It was developed in order to:

- group the qualifications established in the Republic of Lithuania;
- create conditions for bringing qualifications in line with the country's economic needs, co-ordinate the country's economic, social and employment policy;
- ensure clarity of establishment, acquisition, assessment and recognition processes and their accessibility;
- inform persons about the content, acquisition, improvement and/or change of qualifications required by different professional activities;
- create conditions to increase mobility of the labour force on the national and international scale;
- promote life-long learning by applying all forms and means of formal, non-formal and self-education in order to proceed from one level of qualification to another.

The description provided for conditions to include into the framework the qualifications gained outside the system of formal education. This approach should open up opportunities for companies, non-formal education and international organisations to include new qualifications into the Lithuanian Qualifications Framework, hence widening the opportunities to gain vocational skills and contributing to ensuring the quality of education.

By 2015, under the *Programme of Development of Sector Practical Training Centres,* the plan is to establish 42 practical training centres the equipment of which could be used by other vocational training establishments, colleges, universities and enterprises. The purpose of the initiative is to modernise Lithuanian vocational training establishments. The amount of more than LTL 400 million, mostly from the EU structural funds, has been allocated for the development of centres. Such efforts of increasing the attractiveness of vocational training, along with the growing demand of the labour market, bring visible results: vocational education is chosen by more and more students.

Means of improvement learning achievements by adults and the youth. Their impact on the further reform of education, particularly adult life-long learning and development of skills

Acquiring more higher education is important for the youth and adults and its significance has been recently growing. This is shown by population surveys and statistics. In 2011, the results of the Lithuanian population census and the distribution of the youth and adults by education revealed the differences with regard to population gender and the place of residence (see Fig. 3.3.3).

The lion's share of residents aged 15–24 (2 fifths) consisted of learners with at least secondary education, 10 per cent of learners had already gained higher education. However, quite a few residents from that group (about 18 per cent) had only basic education. The comparison of differences in education between men and women of that group revealed that there were more women with higher education (both secondary and higher). Similarly, urban population as compared to rural population was also more educated (with a bigger share of people having

secondary and higher education). In villages, the people of that age group were mostly with primary or basic education.

Figure 3.3.3 The share of residents aged 15–24 (in per cent) by education, gender and the place of residence as compared to all population of that age in 2011
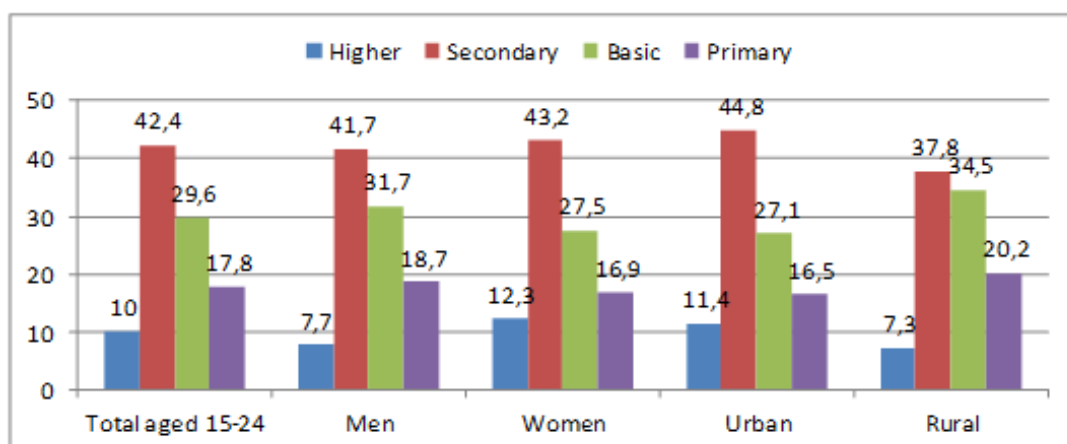
According to the data of Statistics Lithuania, the level of education of people aged 15 and above has increased over the period of recent 12 years (see Fig. 3.3.4). From 2001 to 2013, the share of residents having only primary education dropped significantly. There was also a decrease of those who had general lower secondary education or vocational qualification without completion of lower secondary education and a shrinking number of persons who gained special secondary or vocational post-secondary education. In contrast, there was a growth in the share of persons with vocational upper secondary, general upper secondary and vocational lower secondary education. There was an extremely rapid growth of persons with professional college and higher education.

Figure 3.3.4 The share of population aged 15 and over (in per cent) by education*
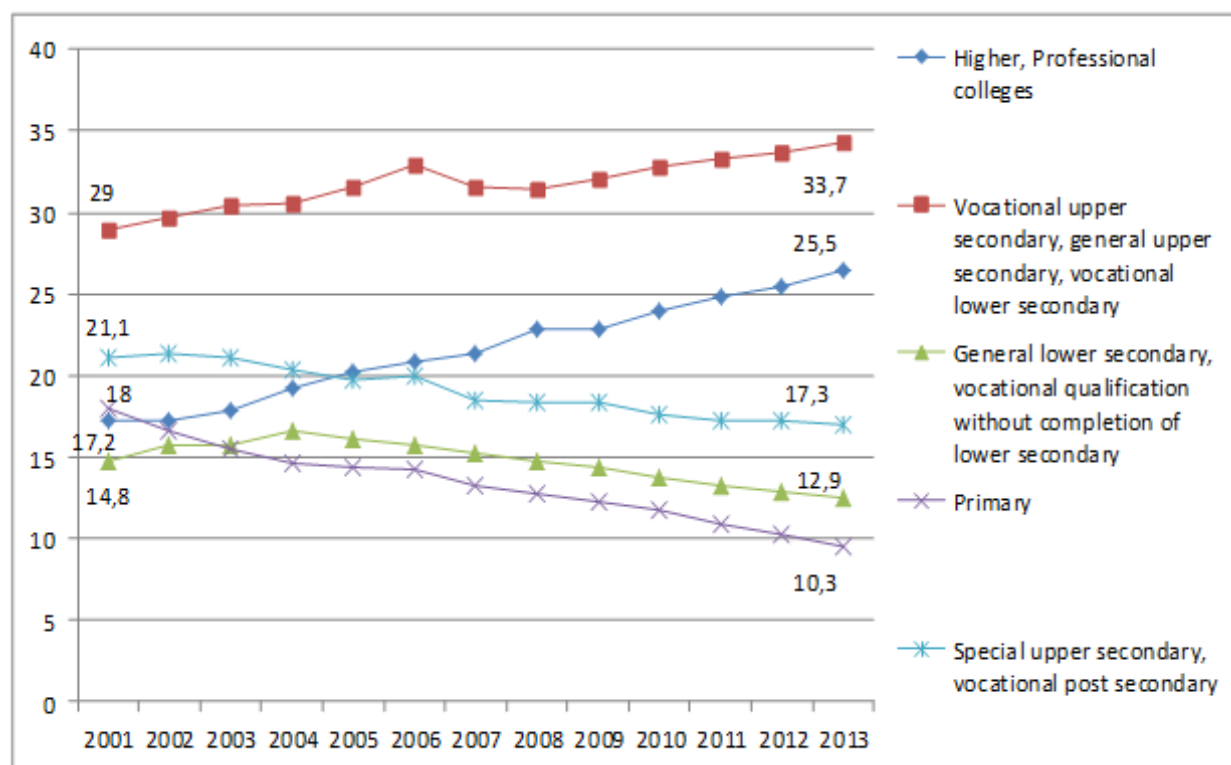
* by completion of educational institution

Figure 3.3.5 The share of women and men aged 15 and over (in per cent) by education* as compared to all population
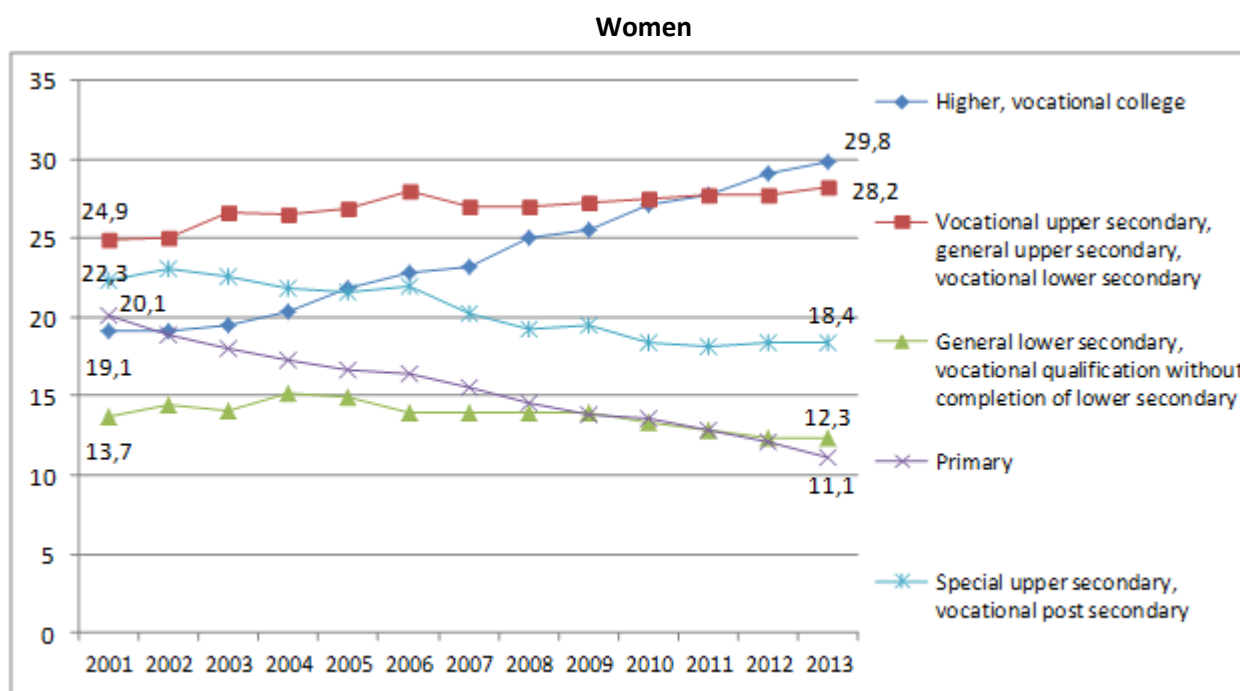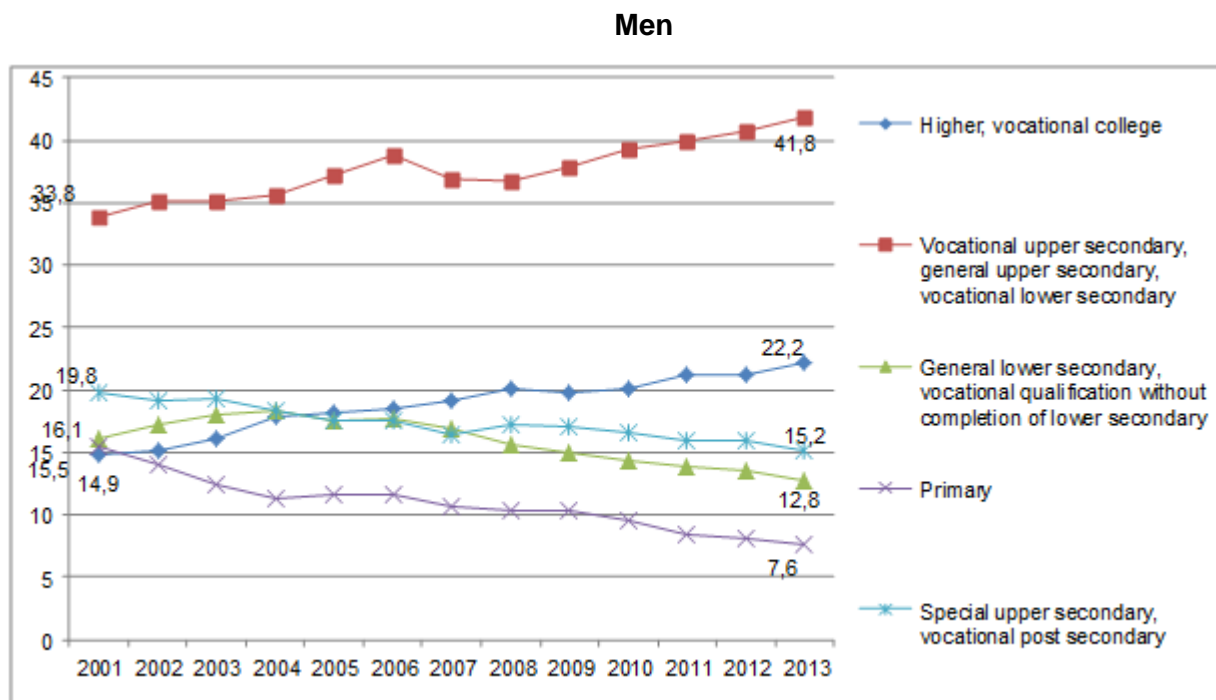
Men

Women

* by completion of educational institution

The comparison of the share of persons aged 15 and the share of women and men by education shows not only the general trends but also some differences. The shares of women with vocational upper secondary, general upper secondary, vocational lower secondary education and higher or professional college education are almost equal, whereas with regard to men, most of them have vocational upper secondary, general upper secondary, vocational lower secondary education and fewer of them have professional college or higher education.

The learning achievements of adults and the youth are improved by a variety of means:

- Sharing and dissemination of good practices;
- Organisation of seminars and conferences;
- Implementing national and international projects aimed at the development of general competences.

The impact of the measures applied in improvement of achievements is direct on the development of adult education: people gain experience and competences, they become more competitive in a fast-changing society. In addition, they get a "second" chance to learn and get retrained if the need arises. Adults have an opportunity to take part in training that develop general competences within the framework of project implementation.

It is important to have occupational skills of adults and the youth correspond to the changes of the labour market and the level of technologies. Lithuania pays great attention to the improvement of the necessary professional skills and quality: investment is made into sectoral practical training centres equipped with state-of-the art technologies, infrastructure, updating of occupation teaching skills and improvement of technological proficiency by organising internships in companies. However, the development of this area has only a patchy impact: policy-makers should be occasionally reminded of a "forgotten" field.

The main groups of factors for adult persons to learn were revealed by the 2007 qualitative study. These factors include the following:

1) **social factors** that determine the necessity of secondary education as a social norm. These norms and practices prevailing in public bodies and as a social opinion according to which formal secondary education is the necessary precondition to get a job and have opportunities to choose a profession and seek at least a slightly higher social position;

2) **subjective factors**, which comprise the links between learning outcomes and life goals of an individual, their strong learning motivation and meaning in life. The study showed that in many cases adult learning builds competences and the motivation to study further. Learning as a pursuit of this goal and the ambition to overcome difficulties together with a positively changing social position helps individuals to improve, develop a positive self-assessment, self-esteem and personal identity.

A huge positive impact on the motivation and outcomes of adult learning is its accessibility which relates to the forms, time and place of learning, customisation of adult learning, favourable social and psychological environment in adult training centres. The main barriers of adult learning in general education schools are the following: difficulties to combine studies, work and family life which result in a negative attitude towards learning among certain groups of people (senior people, women with large families, etc.).

The most frequent learning needs expressed by adults and the youth and the streamlined approach in learning

The Lithuanian Progress Strategy "Lithuania 2030" adopted by the Seimas of the Republic of Lithuania provides for an indicator of a progress of smart society revealing the level of life-long learning in society. The goal is to achieve that by 2020 Lithuania should occupy the 18th position and in 2030 it should be not lower than 17th among the Member States of the European Union.

The EU goal is to achieve that by 2020 the population that took part in education and vocational training activities during the last four weeks prior to the research should make up at least 15 per cent.

However, the Lithuanian indicator of adult participation in life-long learning is among the lowest in the EU, even though from 2000 it doubled (see Fig. 3.3.6 below). In 2012, with regard to this indicator Lithuania was the 21st in the European Union (the EU average during that year was 9 per cent).

Figure 3.3.6 Life-long learning rate among population aged 25–64 (per cent)
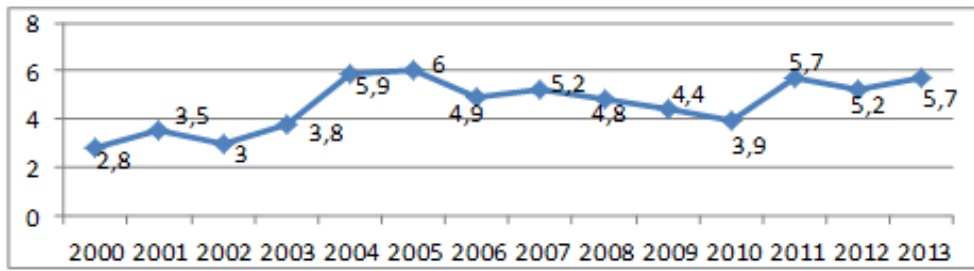
Admittedly, an opportunity should be offered for unqualified and senior people to improve or gain new skills that would meet the needs of the labour market.

Companies and enterprises do not invest sufficiently into staff training and they do not show much initiative. During 2010, only 52 per cent of companies provided continuous vocational training (the EU average was 66 per cent). Only 31 per cent of employees working in companies that provided continuous training took part in courses (the EU average is 48 per cent), and only 35.4 per cent of workers took part in non-formal and formal education (the EU average is 47.4 per cent).

Lithuania, similarly to other countries that want to reduce the level of poverty and unemployment, should help people get new knowledge, improve and enhance their occupational skills.

According to the data of CEDEFOP, from 2008 the rate of unemployment among the population aged 25-64 with low level of education (at least basic) raised more than among the population groups with other type of education (see Fig. 3.3.7 below).

Figure 3.3.7 The share of population aged 25–64 with low education attainment (ISCED 0–2) and having no job (per cent) as compared to population of that age, 2012
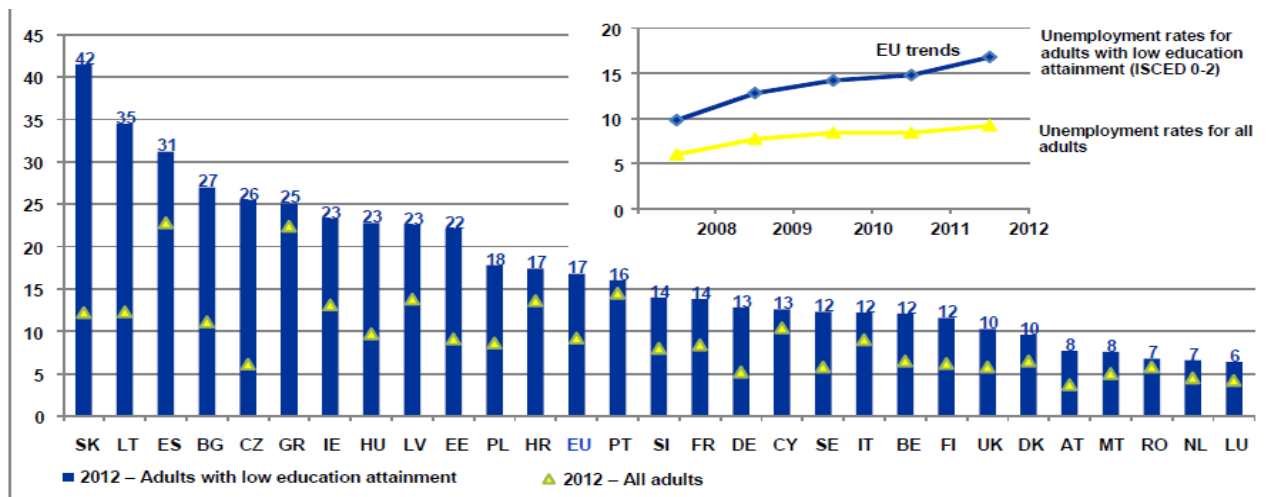
Adults with low level of qualification usually lack specific working skills or competences necessary to perform many jobs. These include numerical and general literacy, computer literacy, communication skills and attitudes to work.

In many cases employers draw a line between formal education and preparation to work. When the level of unemployment is low they prefer to employ people with higher qualification hence making it unfriendly to people with low qualification.

It has been noted that adults with low qualification leave education earlier. Some of them use the opportunity to get employed in their own region, others lack the motivation to learn. However, the majority of them find it difficult to continue their studies.

At a time of an economic crisis, people with a lower qualification face a certain pressure on the labour market as there is increasing competition among the unemployed with a higher level of qualification.

Figure 3.3.8 Enrolment rate in secondary education
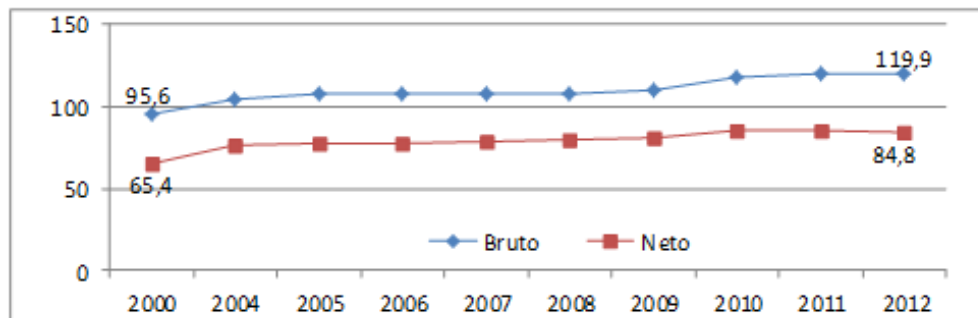
Therefore it is encouraging to observe both gross (i.e. when secondary education curricula include people of other ages) and net (i.e. persons of the age when they should study at the level of secondary education) enrolment rate improving on the level of secondary education. It could be presumed that more and more people of non-school age are seeking to obtain at least secondary education. The net enrolment rate is rather stable and has slightly increased since 2004, which means that the majority of the youth that should have studied under the secondary education curricula (general education or vocational school) is pursuing those studies.

There is a an enrolment rate gap between men and women studying on the level of secondary education (see Fig. 3.3.8 below). At the gross enrolment rate the share of men augments faster than that of women. At the net enrolment rate, the share of women is bigger. A conclusion could be made that more and more men decide to seek secondary education later and more women study at secondary education schools when they are of appropriate age.

The reasons for learning motivation of adults have been revealed by the 2010 international study "Learning Motivation of Adults and Needs in Lithuania, Latvia, Estonia and Finland", which was first conducted in Lithuania and Nordic countries. It showed that the main causes of willingness to learn and improve capacities in Lithuania was a wish to gain knowledge and abilities useful in personal life as well as the willingness to widen one's horizon and get more knowledge. As many as 45 per cent of the respondents in Lithuania said that another important motive to study was validation of qualification (certificate, diploma). An additional incentive to learn in Lithuania is socialisation: as many as 45 per cent of Lithuanians specified it as one of the reasons to study and identified their wish of having a good time, communicate and get acquainted with people. In addition, Lithuanian residents are willing to improve the skills that are directly related to their work (this was indicated by 51 per cent of the respondents).

The findings of the other research conducted by Lithuanian scientists show that the training needs of Lithuanian adults mostly concern development of general competences of digital literacy, communication in a foreign language, social, civil, taking initiative and entrepreneurship.

European countries are encouraged to pay more attention to the education of the following groups of adults:
-   migrants;
-   refugees and asylum seekers;
-   Roma;
-   persons who have not finished school;
-   young people who do not study, do not work and who do not take part in training;
-   disabled;

- adults of senior age;
- unemployed, receiving low income and socially supported persons;
- low-skilled workers.

The necessity to increase the motivation to study of the aforementioned social groups has been demonstrated by the findings of educological research performed in Lithuania. One of the most recent studies analysing the education of socially vulnerable people in Lithuania was conducted in 2011 by the Social Information and Education Agency. The purpose of the applied adult education research was to analyse the characteristics of teaching and learning of senior people, disabled and persons in prisons.

The findings of the research showed that two out of three (60 per cent) senior people would not want to study. Usually these are people aged 55–74, with primary or basic education, unemployed, with low or medium income, rural residents. The share of persons who do not study but wish to do so constitutes one-fifth of the people aged 55-74. The most frequent learners are persons with higher education, working, whose income is LTL 801 and above per family member. The most willing to learn are persons aged 55–64 with higher education, working civil servants, specialists and unemployed.

The main reasons due to which senior people of Lithuania do not take part in adult education are the following: they think that it is too late for them learn (indicated by over 60 per cent of people); it is difficult to learn because of health problems; they have already gained enough knowledge and skills; they lack funds to learn; it is difficult to combine learning with work; there is no place close-by to study or there is a shortage of information about studying opportunities; education curricula are too complex.

The applied research of adult education (2011) showed the subjects that Lithuanian senior people were willing to learn: computer literacy, foreign language, basics of law and its application in everyday life, psychology, wellness, accounting, entrepreneurship, management, economic knowledge and traditional crafts.

In most cases adults study because:

- they want to improve their life quality;
- they want to improve their general skills;
- they want to learn new things and gain new competences;
- they want to improve their occupational skills;
- they want to change their job or occupation;
- they want to earn more money;
- they want to experience new challenges;
- they want to be better in their leisure activities;
- they simply want to improve.

With a high rate of unemployment in the country learners appreciate professional skills that correspond to the labour market needs and that are valued by employers. With that in mind, the content of vocational training is updated. As a result, general skills are integrated into vocational training curricula and will be further strengthened when reforming the content of training.

In close co-operation with employers a project is implemented in Lithuania the aim of which is to update the most popular curricula of vocational training and rearrange them into modules. In this context, an important role is played by hands-on learning and apprenticeship. Lithuania test the means to implement apprenticeship as a form of training. Another priority of vocational training policy is improvement of the quality of practical training by using the infrastructure of sectoral practical training centres and increasing the scope of hands-on training in vocational training curricula.

In 1997, the Department of Educology of Vytautas Magnus University and the Centre of Education Studies began to train andragogues. At present andragogues are trained in Vytautas Magnus University, Lithuanian Educological University and Klaipėda University. However, the university training of andragogues suffer from the shortcomings of the current classification of occupations. Various research reveals the shortage of adult education professionals in Lithuania, particularly in smaller towns and villages. Therefore, there is a need for promotion of andragogue training. For instance, andragogy studies and retraining courses could be an excellent opportunity for teachers who lost their job due to the shrinking number of pupils in the general education sector. As a result, they could get retrained and join the adult education sector.

Since 2004 the Ministry of Education and Science has been publishing a literature series "Education of Adults". In 2013, this series included 32 books of theory, methodology, and audio books of Lithuanian and foreign authors. The published literature provides opportunities for higher educational establishments and bodies in charge of qualification of andragogues as well as the adults with various training needs to study using modern literature sharing international expertise.

One of the key areas of operation in developing life-long learning opportunities to persons is the promotion of third generation universities. The applied research of adult education carried out in 2011 revealed that there were almost two thousand potential learners (aged 55–74) whose learning needs were not satisfied and who would want to be more actively involved in learning activities. During 2012, within the framework of the project "Development of the system of adult education by providing general competences to learners" opportunities were offered for 1,000 senior persons and third-general university administrative staff to study under non-formal education curricula.

Life-long learning skill development programmes responding to the changing learning needs. National Adult Education and Training Policy from 2000

One of the aims of the action plan of the national initiative "Education for All" was development of general education of adults and follow-up learning. The following measures were planned related to adult education and training:
- Implementation of structural changes ensuring constant learning and helping to reduce social exclusion my means of education, create the necessary base, organisational structure and the system of institutional links;
- Development and implementation of qualification and education programmes dedicated for adults in adult educational centres and other educational establishments.

In 2004, the Strategy for Ensuring Life-Long Learning was adopted. Its purpose is to develop a comprehensive, integral and quality life-long learning system offering opportunities for comprehensive learning and vocational activities of all working age individuals. In October 2008, after the adoption of the updated Life-Long Learning Strategy, new directions of operation and new development guidelines were drawn, structural changes of the system of adult education were envisaged along with qualitatively new policy objectives and the means to address them.

The aim of the Life-Long Learning Strategy is to provide for and define the directions of life-long learning development, their implementation measures by highlighting the areas of vocational training and continuous education of adults.

The strategy contributes to the implementation of the Communication from the European Commission – Adult learning: it is never too late to learn (2006), which highlights the importance of adult learning and sets forth five main objectives, including lifting the barriers for participation, increasing its quality and effectiveness, speeding up recognition of competences gained in a non-formal way, ensuring sufficient investment and monitoring.

The strategy corresponds to the strategic priorities laid down in the draft long-term strategy of Lithuanian economic development until 2020. When developing economic policy, the aim is to pursue quality employment and growth of investment into human resources, development of

physical, financial and social infrastructure as well as science, technologies and innovations, and ensuring macro-economic stability of the country.

Against the backdrop of Lithuanian adult education policy, eight problematic issues are identified for which continuous and comprehensive development of the LLL system plays a key role. These issues include vocational training, development of the system of qualifications, non-formal non-vocational education, development of infrastructure, financing, qualifications of staff, information and monitoring. The strategy of life-long learning is based on these issues at stake.

Follow-up actions in adjusting political measures to the changing learning needs

While adjusting political measures to the changing learning needs and in order to comply with them it is important to ensure a constructive political dialogue with social partners and various interested parties in developing, implementing and assessing qualifications and competences and setting a up an adult co-ordination unit on the national level.

In 2011-2012, in order to ensure an effective dialogue concerning vocational skills, Central Vocational Committee (CVC) and 17 sectoral vocational committees (SVCs) were set up under the Qualifications and Vocational Education and Training Development Centre (QVETDC). CVC co-ordinates strategic questions of building the system of qualifications, whereas SVCs are in charge of developing qualifications in certain economic sectors. The main functions of SVCs are the following: advise QVETDC on sector qualifications, set priorities of vocational standards, adopt the standards, assess programme compliance with the requirements established in the standards.

Social partners contribute to developing vocational training policy through the Lithuanian Vocational Education Council and CVC, they are authorised to develop new qualifications, professional standards and vocational training programmes. Representatives of social partners take part in filling the content of vocational education programmes and assessing their compliance with the needs of the labour market. In addition, they organise practical training and assess personally acquired competences. From 2003 social partners have been responsible for the organisation of final qualification assessment. As of the year 2012 the assessment of competences gained by learners studying under formal vocational education programmes has been organised by accredited competence assessment bodies.

As mentioned before, in 2010-2013, in order to update the content of vocational training and education, the Qualifications and Vocational Education and Training Development Centre implemented a national project "Building qualifications and creation of the system of modular vocational training". The project developed professional standards and modular vocational training programmes. A professional standard is developed for a certain economic sector by describing the most important qualifications of different Lithuanian Qualifications Framework levels. Professional standards will be used to design the content of vocational training and assessing whether personal learning achievements satisfy the requirements set for a certain qualification. Modular programmes will comprise several independent modules. Moreover, the Description of the Lithuanian Qualifications Framework apply when developing vocational training and education qualifications with a view to ensuring accessibility among different sectors of education and qualifications.

While sharing the view that learning takes place always and everywhere, much attention should be paid to approval and recognition of non-formal learning and self-education. With that in mind, the following political steps are made:

- Investment into life-long learning;
- Development of adult educational establishments and their functions;
- Offering distant learning opportunities and development of projects on the national scale;
- Development of continuous vocational learning;
- Application of the system of receipts in non-formal adult education.

National vision of improvement of learning and Education for All

The national vision of education is to have every child, the youth and adults seek education in Lithuania and find where to study without difficulty, the system of national education should comprise state, municipal and private educational establishments that are constantly improving, co-operating with each other and their partners, their staff should have the authority in society and engage in constant debates about the development of education in the country, successful development of the state of Lithuania and its people, economy and culture, and consideration should be given to sustainable development of towns and villages.

The main strategic objective of education in the country envisaged in the National Education Strategy of 2013–2022 is to make Lithuanian education a sustainable basis for welfare state, to develop dynamic and independent individuals who create the future of their own, Lithuania and the world responsibly and in solidarity with others.

The National Education Strategy of 2013–2022 was developed with a view to putting together the efforts of education community to implement key educational changes that are necessary to respond to public expectations, provisions of the Lithuanian Progress Strategy "Lithuania 2030", global trends of education, policy and practices, recent data about the status of education in Lithuania and the European Union and streamline financial, material and intellectual resources.

One of the objectives of the strategy is to ensure effectiveness of education by creating a system of incentives and equal conditions for all to engage in life-long learning based on efficient assistance in identifying oneself and choosing a vocation.

This objective is based on the following statements:

- Unemployment and emigration is a challenge for education to respond more quickly to changes on the labour market, help people get oriented and identify their advantages, use them in searching for a job, independently manage their career, choose more prospective career-building directions, set up their own businesses and jobs. Education should open up and offer various learning opportunities, helping people to improve their abilities based on qualifications and comprehensive improvement, gaining self-confidence, becoming responsible for oneself, one's community, the state and environment. Without such efforts it is highly probable that people will lose trust and confidence in education, themselves and their state, their links with the state will weaken which will have a destructive impact on self-consciousness and identify and will encourage people to emigrate. The state must give its people a second chance in their own country, help find a new place in society and learn new roles, gain new competences. Education should become a new road of adults to community, social, civil, cultural and economic life and their first assistance when they are trapped in a deadlock and when they face the threats of exclusion.

- In recent years, Lithuanian adults (persons aged 25–64) have become more and more active in building their occupational and personal skills. However, the area of adult education remains underdeveloped and lagging behind the other areas of education. Life-long learning of adults is still insufficiently popular. There is a shortage of establishments to be called life-long learning schools that would be attractive and known as places providing permanent educational assistance. The institutional framework of life-long learning is more oriented towards the provision of formal education services. Patchy funding of non-formal adult education, lack of inter-institutional co-ordination and flexible non-formal adult education curricula that would meet the needs of customers with regard to various levels of education, ways of formalising gained competences, the lack of learning motivation on the part of adults hamper the country's development and its abilities to respond to the challenges of creating smart society.

- Quite often, expertise and competences gained through non-formal education or hands-one have no formal expression and therefore are not recognised by employers; there is no way of demonstrating them when searching for a job.
- Adult learning should shift towards a policy based on learning outcomes in which the main role is played by the learner irrespective of the form or learning or age: at work, at home, in a community, learning independently or in an educational establishment. This learning should offer new opportunities of economic competitiveness, social security and quality of life.

In order to achieve the said objective of the *strategy,* additional directions (tasks) of activity are envisaged:

- Promotion of life-long learning variety by taking into account the needs of economy and society and the capacity to follow-up on various types of activities, create a flexible system of accessibility, ensure quality of teaching, offering more opportunities for cultural bodies and businesses to take part in a life-long learning process;
- Raising civic awareness, building personal development in the entire country, development of various forms of organisation, encouraging bigger roles to be played by pupils and students' local and national organisations;
- Increasing the motivation to study by linking life-long learning with learners' achievements and by creating a system of financial support. Building integrity between life-long learning and work experience, in particular through practice, internships, vocational training, and apprenticeship. Development and application of the system of assessment and recognition of competences gained by various learning ways;
- Creation of conditions for persons to engage in independent career management by providing to them customised assistance of various forms in real life and virtual environment, by developing their capacities and opportunities necessary to gain important competences and building their career management consciously and ensuring continuity of learning. Initiation and support of quality study programmes and making popular prospective occupations;
- Development of a sustainable adult education system based on a mechanism of funding of non-formal adult education, inter-institutional co-ordination, information and counselling, ensuring quality of non-formal learning and recognition of non-formally acquired competences.

On the basis of the objectives and tasks laid down in the National Education Strategy, the national vision should be developed accordingly about the improvement of teaching and education for all. It should be concrete, clear, long-term, achievable, debated, increasing compliance of vocational and adult education with the requirements of the labour market and making it more attractive.

The draft *Action Plan of Non-Formal Education of Adults of 2014–2016* was developed the purpose of which is to seek consistent development of non-formal education of adults based on the inter-institutional agreement that creates conditions for life-long learning of adults. The goal of the action plan is to create a system of supply and demand offering conditions for social and employment inclusion of adults, active civic awareness and personal development.

The aims of the action plan are the following:
- Creation of conditions for adults to gain general competences and develop their positive attitudes towards life-long learning by improving the services of formal and non-formal education;
- Creation of favourable life-long learning development conditions in vocational school and higher education establishments.

➢ Creation of a consistent system of financial and legal incentives opening better conditions to adults to take part in life-long learning activities.

The goals and aims of the action plan will be pursued in compliance with the following instruments:

- Programme of the Sixteenth Government 2012–2016;
- The aim to contribute to implementation of a smart society vision in accordance with the Lithuanian Progress Strategy "Lithuania 2030";
- National Progress Programme 2014–2020;
- Initiative "Agenda for new jobs and skills" of Europe 2020 strategy for smart, sustainable and inclusive growth;
- Council Resolution on a renewed European agenda for adult learning (2011/c372/01);
- European Universities' Charter on Lifelong Learning (2008);
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions "A new partnership for the modernisation of universities: the EU Forum for University Business Dialogue" (COM (2009) 158 final);
- experience in implementing lifelong learning strategy and action plan, proposals of the Lithuanian Supreme Audit Office for the development of the system of non-formal adult education;
- other related documents, measures, national and international research.

3.4. IMPROVING ADULT LITERACY LEVEL

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Major achievements

- According to the data of 2001 and 2011 population censuses, the number of country's illiterate population of 15 to 69 years old was very small and amounted to 0.3 per cent; it has not changed over the decade. The number of illiterate youth has even slightly decreased: in age group of 15 to 19 years old – from 0.25 per cent to 0.11 per cent, in age group of 20 to 24 years old – from 0.35 per cent to 0.24 per cent of population.

- The percentage of drop-outs and early leavers of education system (18–24 year-old persons with only basic or secondary education who do not continue learning) should not exceed 9 per cent subject to obligations taken by Lithuania. The goal was reached in 2005, and in 2013 the number of these young people amounted to 6.3 per cent.

- Lithuania has committed to ensure that the percentage of 25–59 age-group people with secondary education should reach 80 per cent or more. According to the data of 2011 general population census, this proportion was 88.6 per cent. The goal has been achieved in all age groups except 30–34 year-old persons, where the indicator was slightly lower.

- The proportion of learners who are enrolled in adult general education programmes, is not large and is almost constant (about 3.3 per cent), but the number of learners enrolled in Adult basic education programme (ISCED 2) is growing every year. In 2008, such persons amounted to 1.6 per cent of all students, and in 2014 – 2 per cent.

- The share of students with the lowest (<1st and 1st) PISA achievement levels has decreased, and the number of students reaching higher (3rd and 4th) levels has increased, except mathematical literacy.

Remaining problems

- The commitment was to achieve that the youth and adults, drop-outs of the education system without basic education should have a second chance to continue learning, and every year basic education should be acquired by no less than 5000 adults. Access to education, i.e. general education (both the basic and secondary), is available to all citizens of Lithuania; it is free, regardless of their age. However, the number of five thousand adult students completing basic training is not reached annually; in the past few years this education has been acquired by about 1.5 thousand students. One of the reasons is low total number of adults without basic education: the 2011 census shows that there were still about 30 thousand of such adults in 20–64 age-group.

- The number of education institutions specially designed for adult education is relatively low in Lithuania, and because of their preferential location in urban areas there are not sufficient learning opportunities for persons living in small towns and rural areas.

- There are more young men (18–24 years old) leaving the education and learning system than the women. There is also the concern of distribution of 18–24 year-old young people without secondary education, who do not continue learning, in urban and rural areas: in 2013, the proportion of these persons was 3.6 per cent, in rural areas – even 11.4 per cent.

Legal regulation of the right to read and write

The Law on Education of the Republic of Lithuania (2011) provides for that each citizen of the Republic of Lithuania, also each alien having a permanent or provisional residence permit for the Republic of Lithuania, has the right to study, attain an education level and a qualification, and the

State takes measures so that each child in Lithuania studies according to primary, basic and secondary education curricula. This means that the state guarantees the availability of primary, basic and secondary education curricula, as well as higher education or vocational training granting the first qualification. The provision of compulsory education for persons under 16 is also enshrined in *the Constitution of the Republic of Lithuania* (1992).

Adult participation in the general education

In Lithuania, adults who did not complete primary education (ISCED 1), basic education (ISCED 2) or secondary education (ISCED 3) programmes, but seeking to acquire elementary or higher level general education and who wish to repeat any of the subjects of the course, to liquidate debts, to prepare and take Matura examinations, may learn in various types of adult general education schools (for example, adult schools, adult and youth schools, adult gymnasiums, adult education centres), special classes of general education schools and vocational training establishments. Adults' primary, basic and secondary education programmes are developed.

Adult general education is organized in all municipalities of the country, and the implementation of adult education programmes is regulated *Primary and basic education curriculum* (2008), *Secondary education curriculum* (2011), General educational plans of primary, basic and secondary education curricula, *Description of the procedure for learning forms under formal education programmes and teaching organization* (2012) and others legislation. Adult general education programmes are smaller in scale, and the subjects are adapted to adults' learning needs. For example, a student may choose not to learn the arts (art, music, fine arts and technology), physical education, and instead to choose other subjects, to learn foreign languages, and so on. Adults, who are unable to learn in the normal form, can also choose an acceptable and flexible form of learning, i.e. a modular, self-study, part-time or distance learning. A modular learning refers to adult learning opportunities to study individual subjects and to complete the selected educational programme in a longer or shorter period of time. Part-time students generally come in adult education school for consultation only and take course credits. In such cases, the school plans a schedule in a way that consultations of several subjects are organized on the same day and the learners should arrive at school once a week or even more rarely. A part of part-time and self-study consulting (for the disabled – all) may be remote, where the student communicates with the teacher using information and communication technologies. The said general adult education programmes, designed to solve the problem of adult literacy, could be updated in the future in a constructive cooperation with educational experts, practitioners, school leaders and teachers, by updating programmes and organizing public consultation.

Figure 3.4.1 The percentage of students who were enrolled in adult general education programmes compared with the number of general education students
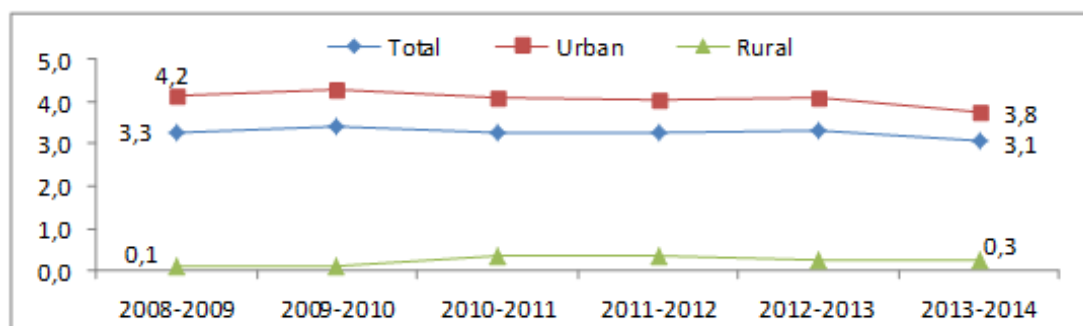
The part of students who are enrolled in adult general education programmes is not high and remains almost unchanged. In the period of 2008–2014 about 3.3 per cent of general education students consisted of students in adult schools and classes. The majority of adults (about 4 per cent) participated in these programmes in the city, and only a very small part – about 0.2 per cent – in

rural areas (see Figure 3.4.1 and Table 3.4.1 in Annexes). This distribution among learners can be explained by the fact that the number of formal education institutions specially designed for adult education is relatively low in Lithuania, and because of their preferential location in urban areas there are not sufficient learning opportunities for persons living in small towns and rural areas. In 2000, there were 23 adult schools in Lithuania, whereas in 2013, their number has grown to 34 schools. Meanwhile, there was not a single adult school in rural areas until 2010, there was 1 in the period of 2010–2011, 2 – in the period of 2011–2012, and 1 – in the period of 2012–2013 (see Table 3.4.13 in Annexes).

Gender participation in the adult general education is also distinct. In the period of 2008–2014, there were about 60 per cent of men enrolled in adult general education programmes and about 40 per cent of studying women (see Figure 3.4.2 and Table 3.4.2 in Annexes).

Figure 3.4.2 The number of students who were enrolled in adult general education programmes by gender
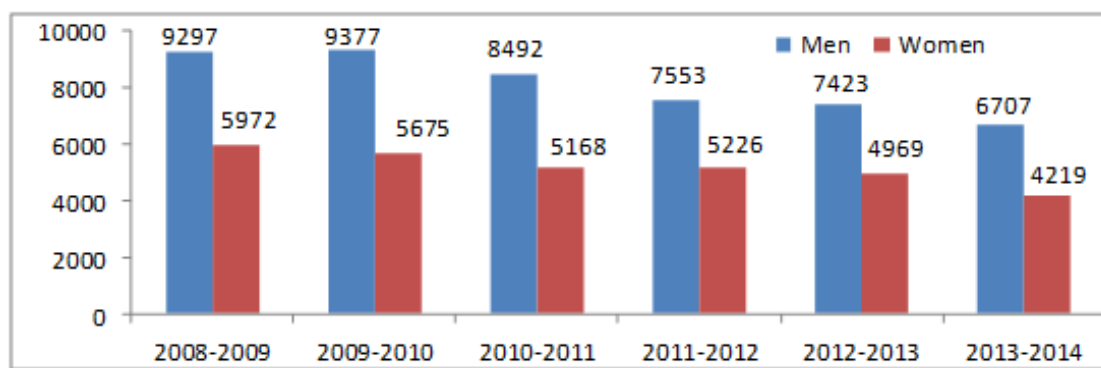
Data source: EMIS

Figure 3.4.3 The percentage of students who were enrolled in adult basic and secondary education programmes as compared to the number of students seeking to acquire basic and secondary education
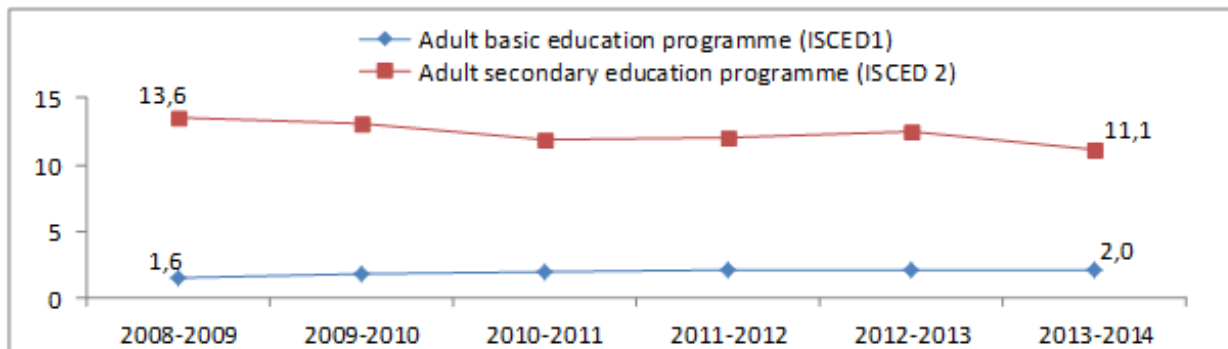
Data source: EMIS

The number of students who were enrolled in Adult primary education programme (ISCED 1) in the period of 2013–2014 was only 60 (see Table 3.4.3 in Annexes). However, the number of students enrolled in Adult basic education programme (ISCED 2) is increasing every year. Compared with the number of students seeking to acquire basic general education, in 2008 this figure was 1.6 per cent and in 2014 their share increased to 2 per cent (see Figure 3.4.3 and Table 3.4.4 in Annexes). In the period of 2008–2014 the number of women enrolled in Adult basic education programme increased by 3.9 percentage points, and the number of men enrolled in this programme decreased by 3.9 percentage points (see Table 3.4.5 in Annexes).

Compared with the number of students seeking to acquire general secondary education, in the period of 2008–2014 the number of students enrolled in adult secondary education programme gradually decreased from 13.6 per cent to 11.1 per cent (see Figure 3.4.3 and Table 3.4.6 in

Annexes). The number of both women and men enrolled in this programme remained stable in the period of 2008–2014: women – about 40 per cent, men – 60 per cent (see Table 3.4.7 in Annexes).

Figure 3.4.4 Percentage of adults who acquired basic and secondary education compared with the number of adult learners who had to acquire basic and secondary education
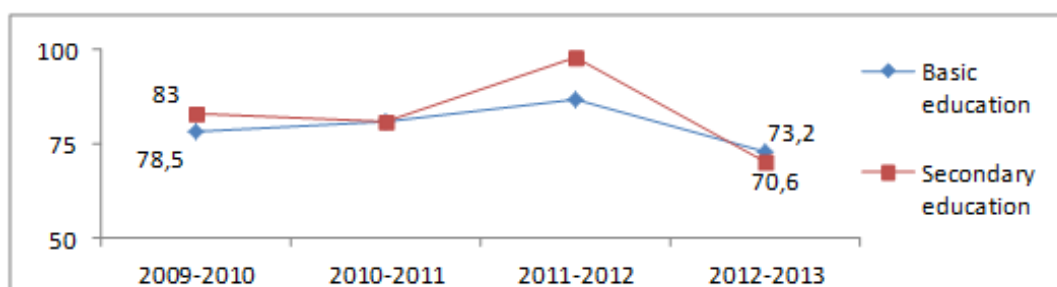
Comparison of the indicators of adults who acquired basic and secondary education[13] with the number of adult learners who had to acquire basic and secondary education shows that in the period 2009–2013 the number of adult learners acquiring basic education decreased by 5.3 per cent, and the number of adult learners acquiring secondary education decreased by 12.4 per cent, but the proportion of those who acquired the learning/educational achievements certificates of basic (16.1 per cent) and secondary education (12.5 per cent) significantly increased (see Figure 3.4.4, Tables 3.4.9 and 3.4.10 in Annexes). When implementing the Lithuanian "Education for All" Action Plan, Lithuania has committed to achieve that the youth and adults, drop-outs of the education system without basic education should have a second chance to continue learning, and every year basic education should be acquired by no less than 5000 adults. All citizens of the country have access to free general education, regardless of their age, but every year basic education is acquired by about 1.5 thousand of adults. One of the reasons is low total number of adults without basic education (the 2011 population and housing census shows that there were about 30 thousand of such adults in 20–64 age-group).

Figure 3.4.5 The percentage of 18–24 year-old young people without secondary education, who do not continue learning
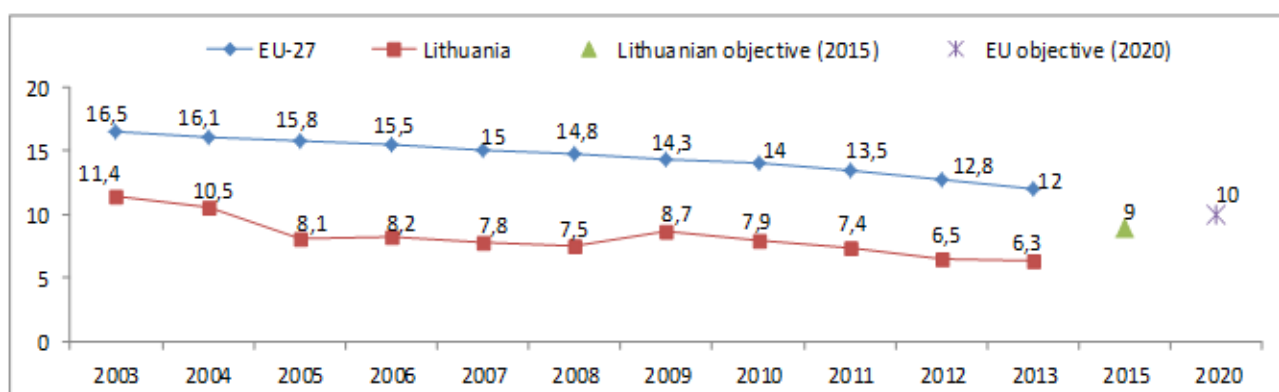
Over the past decade, although unevenly, but the number of 18–24 year-old young people without secondary education, who did not continue learning, declined each year. In 2013, in Lithuania the proportion of these adults was relatively small – 6.3 per cent; moreover, it was significantly lower

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[13] In Lithuania, a person having completed general primary, basic and secondary educational programmes is granted the documents of several types: 1 – certificates of primary and basic education or a maturity certificate, 2 – certificates of primary, basic and secondary educational achievement, 3 – certificates of educational achievement. Certificates of primary and basic education, a maturity certificate confirm the relevant acquired primary, basic or secondary education. Meanwhile, the persons who had not acquired basic or secondary education due to various reasons (e.g., a pupil has special needs, has completed only a part of the programme, etc.) are granted the certificates of educational/learning achievement.

than the EU27 average of 12 per cent (see Figure 3.4.5). The goal of Lithuania that the percentage of drop-outs and early leavers of education system should not exceed 9 per cent until 2015, as well as the EU goal of 2020 (10 per cent), was implemented in 2005. However, until 2011, the number of young men (18–24 years old) leaving the education and learning system in Lithuania was double than the number of such women. In 2013, the difference between men and women was not as high, but it was still more disadvantageous in respect of men. There is also the concern of distribution of 18–24 year-old young people without secondary education, who do not continue learning, in urban and rural areas: In 2013, the proportion of these persons was 3.6 per cent, in rural areas – even 11.4 per cent (see Table 3.4.17 in Annexes).

In addition, Lithuania has committed to ensure that the percentage of 25–59 age-group people with secondary education should reach 80 per cent or more. According to the data of 2011 general population census, this proportion is 88.6 per cent. The goal has been achieved in all age groups except 30–34 year-old persons, where the indicator was slightly lower (see Figure 3.4.6 and Table 3.4.16 in Annexes).

Figure 3.4.6 Education of the Lithuanian population by age groups
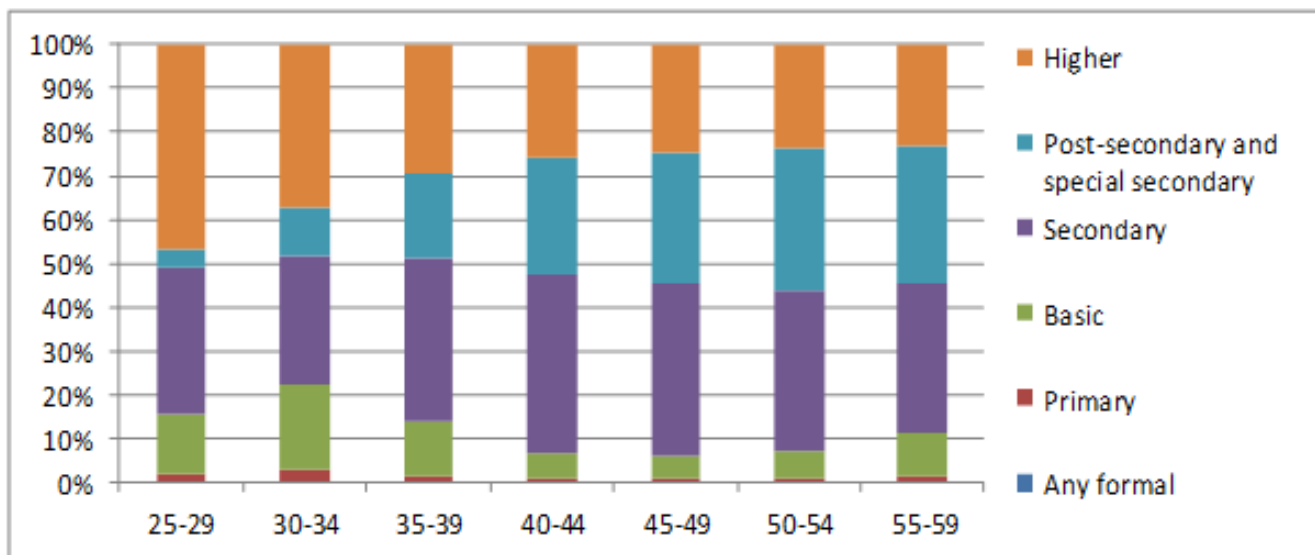
Data source: LSD, 2011 population census

Adults' teachers

In the period of 2013–2014 the percentage of adult school teachers and principals compared with the number of teachers and principals of general education schools amounted to 1.4 per cent, whereas from 2004 to 2013 it increased by 0.2 percentage point (see Figure 3.4.7 and Table 3.4.11 in Annexes).

Figure 3.4.7 The percentage of adult school teachers and principals compared with the number of teachers and principals of general education schools
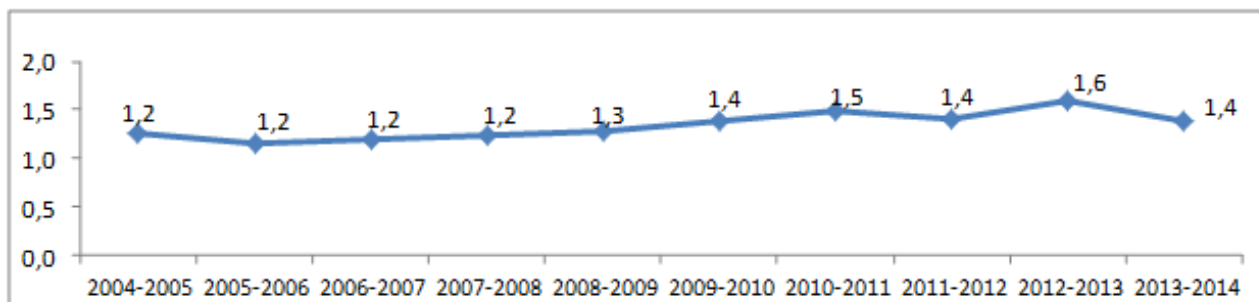
Data source: LSD

Adult education funding

The spending for children and adults' non-formal education in 2012 accounted for 6.7 per cent compared with all the state and local budget expenses for education. From 2003 to 2012 the share of education expenditure for children and adults' non-formal education increased by 1.5 percentage point (see Figure 3.4.8 and Table 3.4.12 in Annexes).

Figure 3.4.8 The percentage of state and local budget education expenses for children and adults' non-formal education[14]
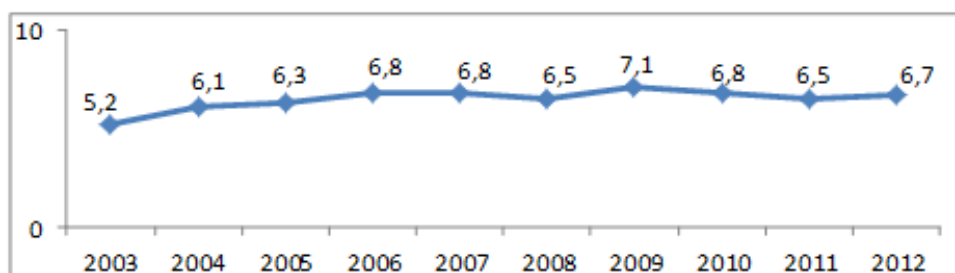
Changes in youth and adult literacy

According to the data of 2001 and 2011 population censuses, the number of illiterate population aged 15 and older grew up from 9.9 to 20.9 thousand in the past decade. The biggest increase was among elderly (70–80 year old) illiterate people (specificity of statistics collection could also lead to such data). They make up the biggest part, i.e. 14.4 thousand, or 68.9 per cent of illiterate people. Meanwhile, the proportion of 15–69 age group illiterate population remains stable in the country, and it was about 0.3 percent in the last decade. The proportion of illiterate youth has slightly decreased: in 15–19 age group – from 0.25 per cent to 0.11 per cent, in 20–24 age group – from 0.35 to 0.24 per cent of population (see Figure 3.4.9 and Table 3.4.14 in Annexes).

Currently, a major study aimed at assessing the level of public literacy is the Programme for International Student Assessment (PISA) for 15-year-old pupils, which examines three areas of literacy necessary for a successful life in the modern world, i.e. proficiency in reading, maths and science. Lithuania participated in this study three times: in 2006, 2009 and 2012. While the recent study shows that, although the performance of Lithuanian students in all areas is below the OECD average, the analysis of the distribution of results by achievement levels shows a decrease in the share of the students' lowest (<1st,1st) achievement levels and increase in the number of students reaching higher (3rd,4th) levels (see Figure 3.4.10).

Figure 3.4.9 The number of Lithuanian population who have not completed primary education programme, did not attend school and are illiterate by age groups
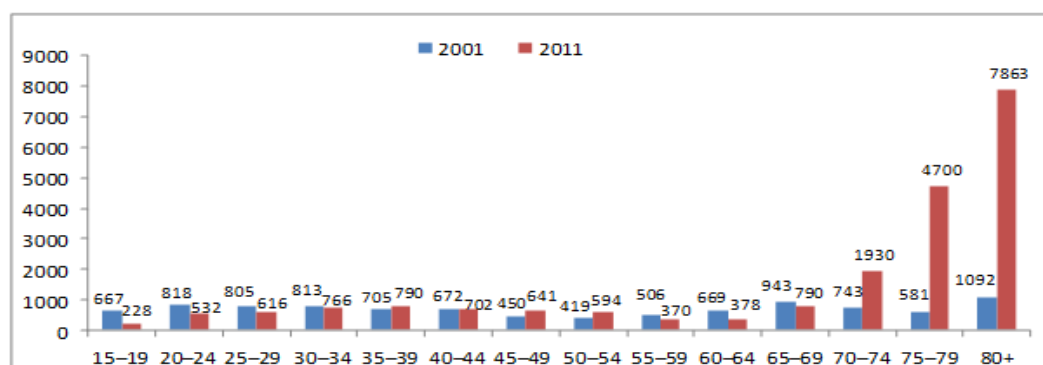
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[14] Based on the official data provided by the Lithuanian Department of Statistics, the expenditure for adults' education are calculated together with the expenditure for non-formal children's education.

Figure 3.4.10 Change in the achievements among 15-year-old pupils in the OECD PISA study
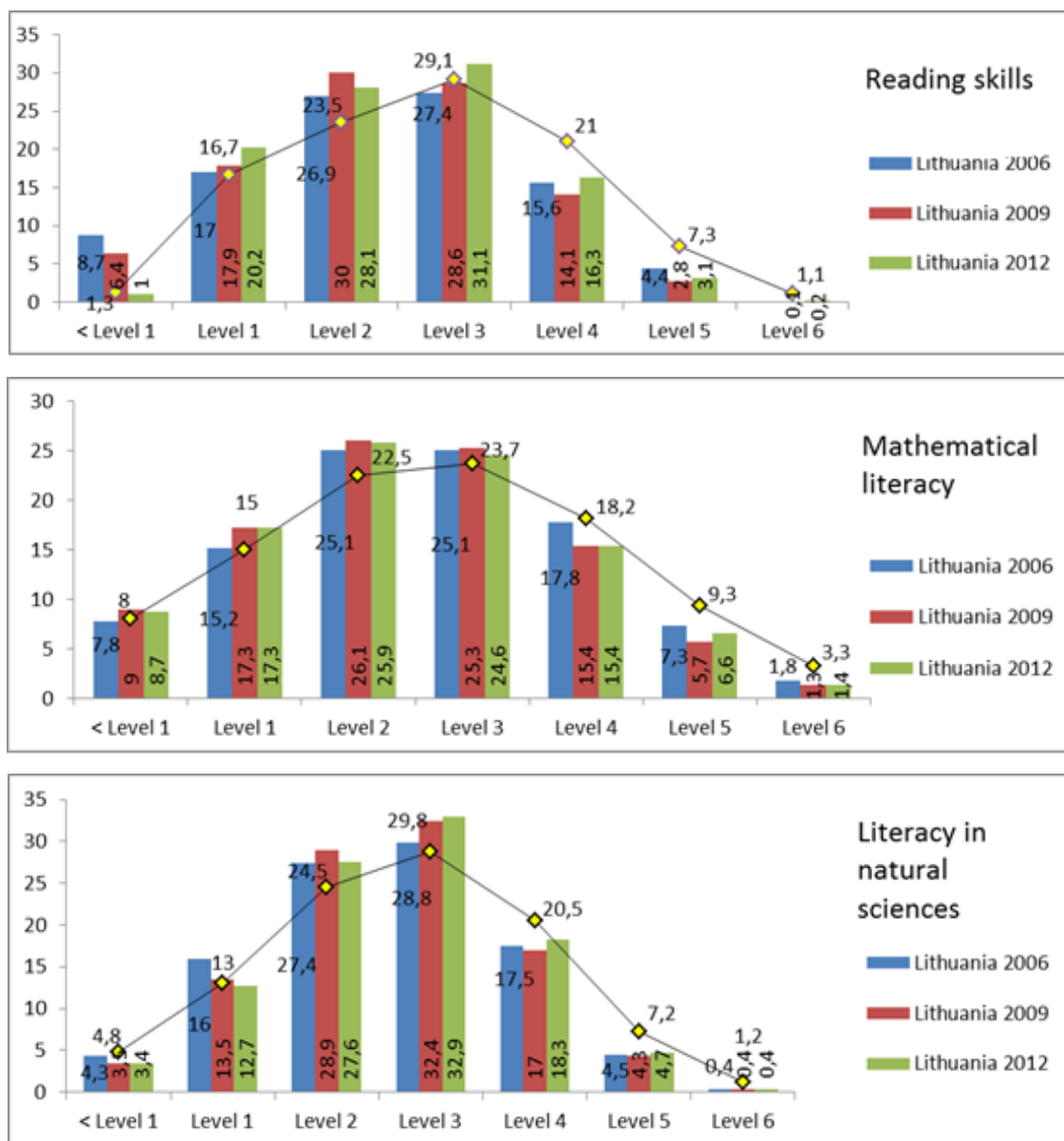
Data source: PISA 2006, 2009, 2012

Measures to raise the youth and adult literacy rate

A plan of measures for the Lithuanian language and cultural literacy teaching improvement for 2013–2016 has been developed. It provides for:

Updating and implementing the primary Lithuanian language and the basic Lithuanian language and literature education programmes by introducing systematic language teaching, enhancing students' language structuring, writing, punctuation and other language skills, general reading abilities and cultural literacy;

- Improving teachers' professional training and motivation. One of the proposed measures for motivation is a higher salary paid to primary school teachers and Lithuanian language teachers for checking students' works (dictations, narration, essays and creative works) established in teachers' remuneration documents;
- Launching a functional literacy examination after the 8th form and upgrading the testing programme of Lithuanian language basic education achievements;

- Initiating long-term studies for the changes in youth speech, functional and cultural literacy, language and culture-building campaigns – a national dictation, calligraphy competition and so on.

Standardized Lithuanian language tests have been developed for the 8th form, allowing schools and teachers to independently and objectively assess their students' learning outcomes and to collect feedback information necessary for improving the quality of education and management. Part of these tests is designed to evaluate students' achievement in reading and writing.

A draft of general programme for the Lithuanian language basic education (2013) has been developed with concrete requirements for reading outcomes, in conjunction with the main level of the achievements of the International Student Assessment (PISA) for 15-year-old pupils, and with activities to encourage students to obtain feedback on their reading outcomes.

In the period 2003–2012 several significant projects were implemented, aimed to reduce the number of drop-outs of early leavers of education system, to encourage and invite young people to learn:

– "Increasing the options to choose the learning direction for 14–19 year-old pupils"[15] (to contribute to the prevention of students' drop-out in general education);

– "Alternative education in the educational system"[16] (to give as many students as possible the opportunity to acquire basic education and continue learning);

– "Reinstatement of dropped-out students"[17] (to create information system of children who are not learning and attending school and to develop the recommendations for reinstatement of dropped-out students in education system and dropping-out prevention).

In 2013, *Description of andragogue professional activities* regulating the preparation, activities and qualification improvement for adult teachers (andragogues) was approved.

To develop a comprehensive adult education system, the project "Development of adult education system to provide learners with general competencies" was initiated in the period of 2010–2012. It improved the skills of heads and teachers of adult educational establishments, introduced innovative adult education content, increased awareness and availability of non-formal education opportunities. The project involving 25 municipalities of the country received a total of two thousand stakeholders – adult learners, adult teachers (andragogues), education managers, and administration staff of adult education establishments. In 2012, the second phase of the project was launched, which will continue until 2015. The main planned activities of this phase of the project include new learning opportunities for third-age people, strengthening of universities of the third-age, adult and andragogues training with the opportunity of participation for other 2.5 thousand adults and more than 230 andragogues and education managers. Also, it will comprise educational radio broadcasts, educational films, social video broadcasts and audio books, preparation of educational material in the form of videos, administration of information portal "Adult Education"[18].

In the period 2009–2014 the project "Repository of adult education programmes and facilities – e-learning services tool" was being implemented. The project created a new interactive e-learning service – an adult learning information system[19], which enabled the widest possible number of 25–64 year-old people to actively participate in continuous education activities, to acquire the knowledge necessary for professional activity, as well as to enhance and improve personal skills. Free e-learning online services include 9 competence areas (native and official language, foreign languages, computer and digital, legal, civil and political, psychological and communicative

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[15] http://galimybes.pedagogika.lt/apie-projekta
[16] http://www.alternatyvusisugdymas.lt/
[17] http://www.sppc.lt/index.php?-1979841228
[18] www.suaugusiujusvietimas.lt
[19] www.smis.lt

literacy, entrepreneurship, health, artistic expression) and 500 learning programmes, and the repository infrastructure provides learning material and public consultation availability online and by mobile phone communications. The repository also contains information about the network of adult education service providers. The number of potential users of these services is approx. 0.5 million of the country's population.

3.5. GENDER PARITY AND EQUALITY IN EDUCATION

Goal 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Major achievements

Equal opportunities in education for women and men are guaranteed by *the Constitution and laws of the Republic of Lithuania*. **Remaining problems**

- In Lithuania, uneven gender distribution by type of school is noticed. More girls than boys are enrolled in gymnasiums, while the latter – in secondary schools. Also, more than two-thirds (69.6 per cent in 2012) of persons enrolled in youth schools are boys.

- The challenge is not differences of participation in education, but the girls' and boys' educational achievement differences. The results of national and international (PISA, TIMSS) student achievement studies reveal that girls outperform boys in mathematics and natural sciences, and especially in reading skills.

Gender equality policies in education system

In Lithuania, there are no signs of gender discrimination in education system. Men and women have equal opportunities and rights both in a formal legal sense and in practice. The principle of gender equality is enshrined in *the Constitution of the Republic of Lithuania*, which states that all persons shall be equal before the law, the court, and other State institutions and officials; the rights of the human being may not be restricted, nor may he be granted any privileges on the ground of gender.

This issue is regulated in detail by the *Law on Equal Opportunities of the Republic of Lithuania*, the purpose of which is to ensure implementation of equal rights of women and men guaranteed in the Constitution of the Republic of Lithuania and to prohibit all forms of discrimination on grounds of sex. The law states that the institutions of education and science must ensure equal conditions for women and men regarding: admission to vocational educational institutions, post-secondary education institutions, institutions of higher education, and to qualification improvement courses; award of grants and providing loans for students; selection of curricula; assessment of knowledge; within the limits of their competence the institutions of education and science must ensure that curricula and text books do not propagate discrimination of women and men.

Today, gender equality policy in the Lithuanian education is implemented in accordance with *the National Programme on Equal Opportunities for Women and Men for 2010–2014*, in which one of the tasks in the field of education and science is "to ensure the monitoring of application of the principle of equal opportunities for women and men in educational and research institutions". One of the objectives of the earlier *National Programme on Equal Opportunities for Women and Men for 2005–2009* was "to include gender equality in formal and non-formal education". The programme provided for integrating gender issues into the content of formal and non-formal education programmes, organizing qualification improvement courses for teachers and social educators on gender equality issues and developing educational materials for them.

The first principle of education system enshrined in the *Law on Education of the Republic of Lithuania* is ensuring equal opportunities for every person: "the educational system is fair, it ensures implementation of human rights; it assures each individual access to education, opportunity for attainment of a general education level and a primary qualification and creates conditions for in-service education or gaining a new qualification".

In 2013, the Seimas of the Republic of Lithuania approved the *National Education Strategy for 2013–2022*; one of its tasks is "to ensure gender coherence, which meets psychological needs of the students, among teachers working under the general education programmes". The objective of *the Strategy* is to achieve that the number of male teachers working under basic and secondary education programmes reaches 20 per cent in 2022 (in 2013, the number of male teachers working under basic and secondary education programmes was 15.8 per cent (See Figure 3.5.7)).

Gender equality in education of Lithuania

Equal distribution of persons in various levels of education shows the assurance of equal opportunities for women and men in the field of education: in 2013, girls in pre-school education accounted for 48.8 per cent, in primary education – 48.8 per cent, in basic education – 47.5 per cent, in secondary education – 47 7 per cent (in 2013, the proportion of 3–18 year-old girls was 48.7 per cent in Lithuania). From 2000 to 2013 the proportion of girls in pre-primary, primary and basic education varied slightly, but the proportion of girls in secondary education decreased by 3.3 percentage points (see Figure 3.5.1). The proportion of boys in secondary education increased in the periods of 2000–2003 and 2008–2011. This resulted from the increase in the gross enrolment rate for men in secondary education (see Table 3.3.6 in Annexes).

Figure 3.5.1 The percentage of females studying in pre-primary, primary, basic and secondary education
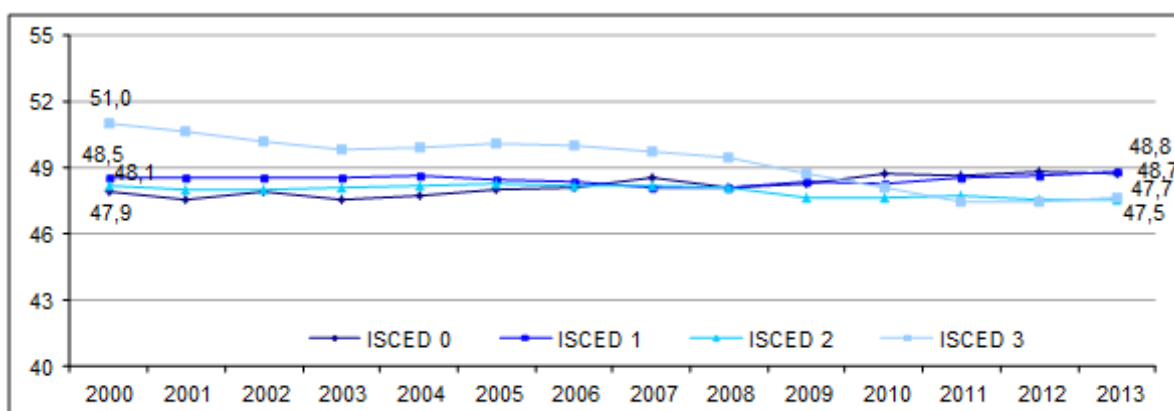
Data source: LSD

In 2000–2013 the gender parity index (GPI) for gross enrolment rate in **pre-school and pre-primary education** varied slightly and was 1 in 2013. In the period mentioned, except in 2001, there was gender parity in pre-school and pre-primary education (gross enrolment rate) (see Figure 3.5.2).

Figure 3.5.2 Gender parity index for gross enrolment rate in pre-school and pre-primary education (ISCED 0)
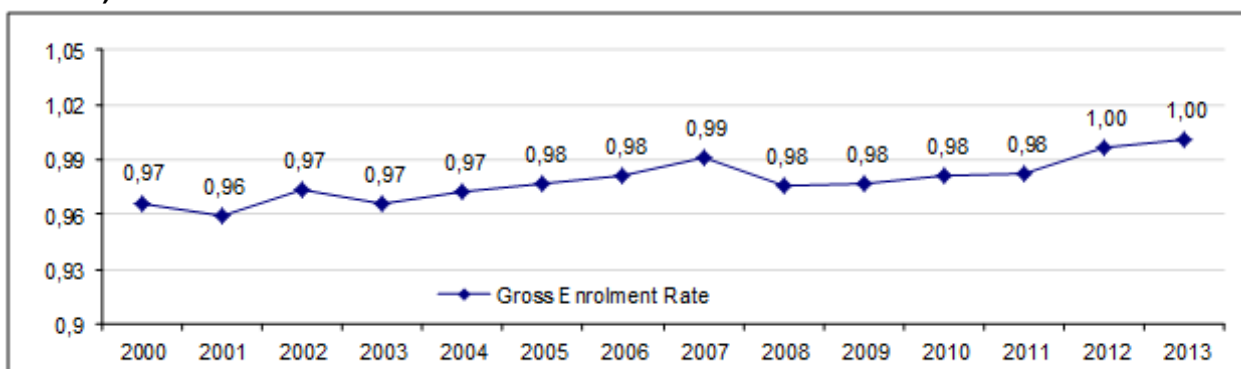
Data source: LSD

In the period of 2000–2013 there was gender equality in primary education (gender parity indexes for gross, net and adjusted net enrolment rate in primary education, see Annex). The gender parity index for gross intake rate shows gender parity (except in 2001), i.e. the same proportion of boys and girls were newly enrolled in the first grade (see Figure 3.5.3). However, analysis of the gender equality index for net intake rate shows that the proportion of boys is higher than girls, i.e. the proportion of newly enrolled seven-year old girls is lower than the boys of the same age. We suspect that the reason is that Lithuanian girls start attending the first grade earlier than boys, for example, in 2013, the proportion of six-year old girls, who newly started attending the first grade, was 63.0 per cent compared with boys of the same age, and the proportion of seven-year old girls – 48.5 per cent.

Figure 3.5.3 Gender parity index for gross and net intake rate in ISCED 1
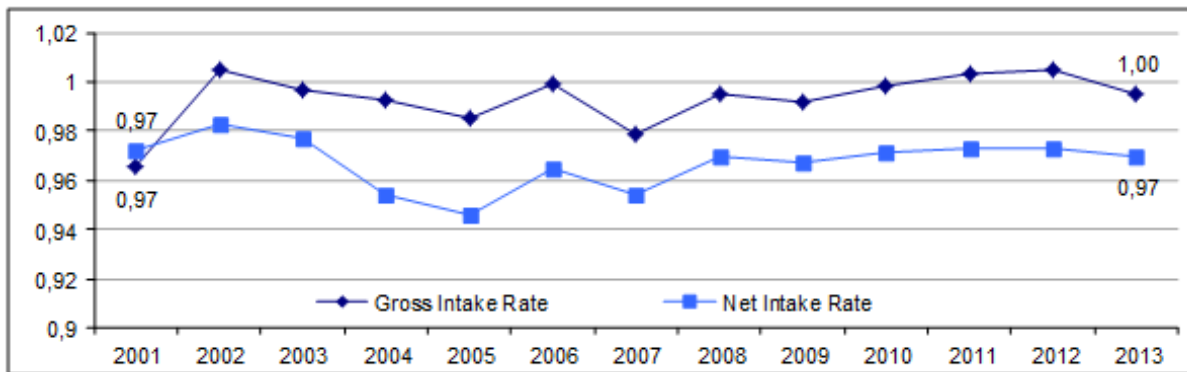
Data source: LSD, EMIS

In the period of 2005–2012, in Lithuania the same percentage of boys and girls enrolled in the first grade reached the final grade of primary education and the fifth grade. By the way, the same proportion of girls and boys successfully proceed from primary to basic education (see Table 3.5.4 in Annexes).

In the period of 2000–2013 the gender parity index for gross enrolment rate in primary and basic education varied slightly, suggesting that there is gender equality in these stages (see Figure 3.5.4). Fluctuation of gender parity index, close to 0.97, indicates that girls' education gross enrolment rate in primary and basic education is slightly lower than the boys' rate.

Figure 3.5.4 Gender parity index for gross enrolment rate in primary and basic education (ISCED 1+2)
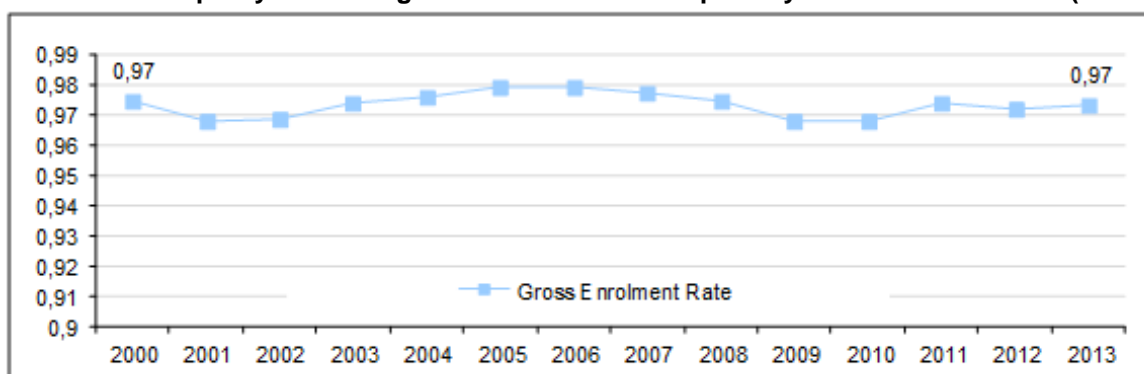
Data source: LSD

In the period of 2000–2013, the gender parity index for gross enrolment rate in **basic education** varied slightly and was 0.96 in 2013, i.e. the proportion of boys in basic education was higher compared to the proportion of girls (see Figure 3.5.5). In the period of 2000–2003 there was a strong increase in the proportion of boys involved in secondary education, therefore the gender parity index for gross enrolment rate in **secondary education** fell (by 0.05 points in 2000–2002), but the gross enrolment rate for girls in secondary education remained higher than that of boys until 2008. In the period of 2008–2011, there was a strong increase in the proportion of boys involved in

secondary education again, therefore the gender parity index fell sharply (by 0.08 points in 2008–2011), and from 2010 the gross enrolment rate for boys in secondary education is higher than that of girls. This resulted from the increase in the gross enrolment ratio for boys in secondary education (see Table 3.3.6 in Annexes).

In the periods of 2000–2003 and 2008–2011, a relatively strong increase in the proportion of boys involved in secondary education affected the gender parity index for basic and secondary education. From 2010 the gross enrolment rate for boys in basic and secondary education was higher than that of girls.

Figure 3.5.5 Gender parity index for gross enrolment rate in basic, secondary and basic and secondary education
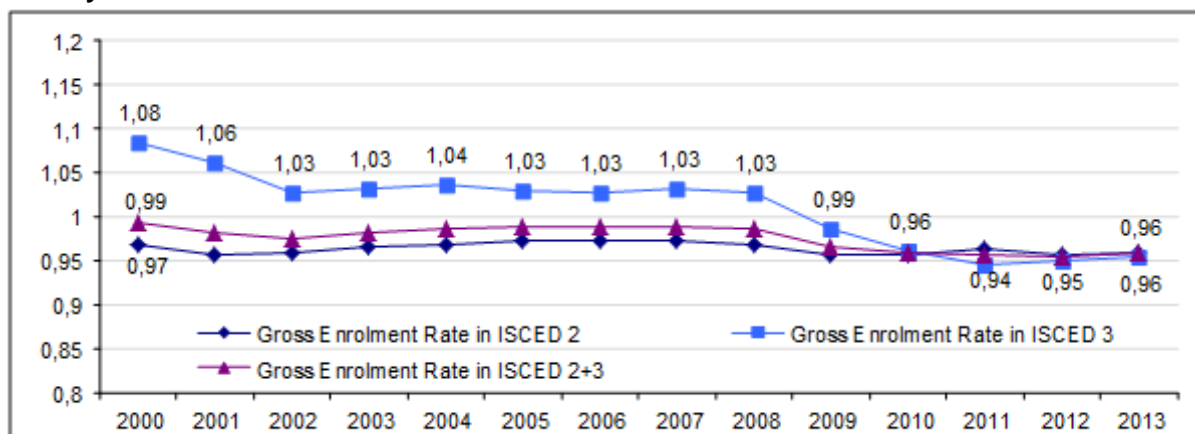
Data source: LSD

The analysis of gender parity index for net enrolment rate in basic and secondary education in the period of 2000–2013 shows that the same proportion of 11–18 year-old girls and boys are involved in basic and secondary education (see Figure 3.5.6).

The adjusted gender parity index for net enrolment rate in basic and secondary education shows that the proportion of 11–18 year-old girls involved in general education is higher than that of boys, i.e. there is no gender equality. This is because the greater part of students who continue learning under basic and secondary education programmes in vocational training establishments are the boys. For example, in the period of 2012–2013 the proportion of boys continuing education after the tenth grade in vocational training establishments amounts to 61.6 per cent, and the proportion of girls is 38.4 per cent.

Figure 3.5.6 The gender parity index for net and adjusted net enrolment rate in basic and secondary education
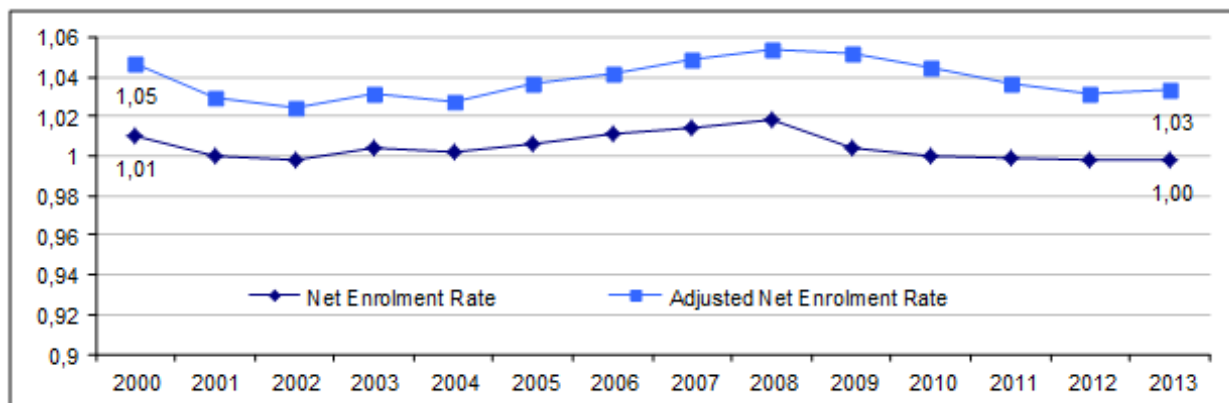
Data source: LSD, EMIS

The Lithuanian general education is dominated by **female teachers**; in the period of 2004–2013 the proportion of female teachers in primary education was around 98 per cent (see Figure 3.5.7). A

little lower proportion of female teachers is in basic and secondary education (ISCED 2+3), where from 2004 the proportion of female teachers was slightly increasing and amounted to 84.2 percent in 2013. This means that, in Lithuania, the proportion of male teachers in basic and secondary education amounted to 15.8 per cent in 2013, and in primary education – only 2 per cent. The proportion of men, compared to women, is very low, therefore the issue of gender coherence is recognized problematic. Therefore, *the National Education Strategy for 2013–2022* has set the objective to achieve the proportion of male teachers working under basic and secondary education programmes of 20 per cent by 2022.

Figure 3.5.7 Proportion of female teachers (in primary, basic and secondary education)
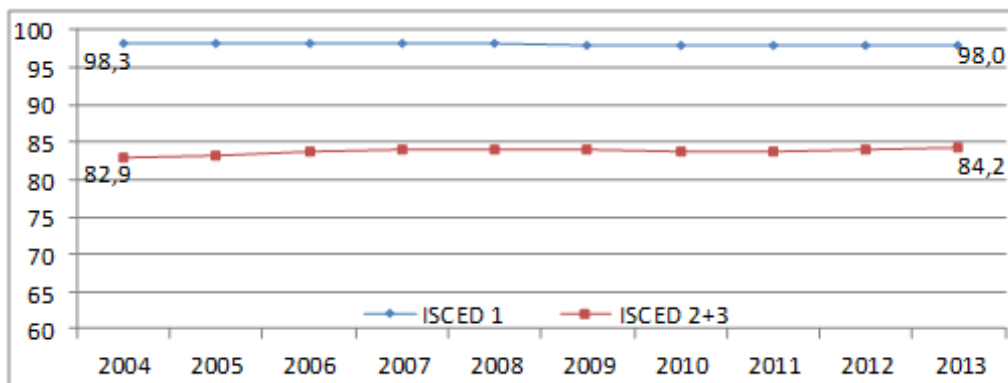
Data source: ITC

In 2009, the gender parity index for the proportion of primary education teachers with a teacher's qualification strongly exceeded 1, i.e. the proportion of primary school female teachers was significantly higher than that of male teachers (see Figure 3.5.8). However, each year the gender parity index declined and amounted to 0.99 in 2013, i.e. there was gender equality. In the period of 2009–2013 the gender parity index for the proportion of basic and secondary education teachers with a teacher's qualification was higher than 1, but the index was decreasing every year, therefore it is considered that gender equality was achieved in 2013.

In Lithuania, teachers' professional development is mandatory under *the Law on Education*. In 2008, Lithuania participated in the international OECD TALIS survey. The study found that 95.5 per cent of Lithuanian teachers participated in professional development programmes over the last 18 months prior to the start of the study.

Figure 3.5.8. Gender equality index for the proportion of teachers with a teacher's qualification (by education levels)∗
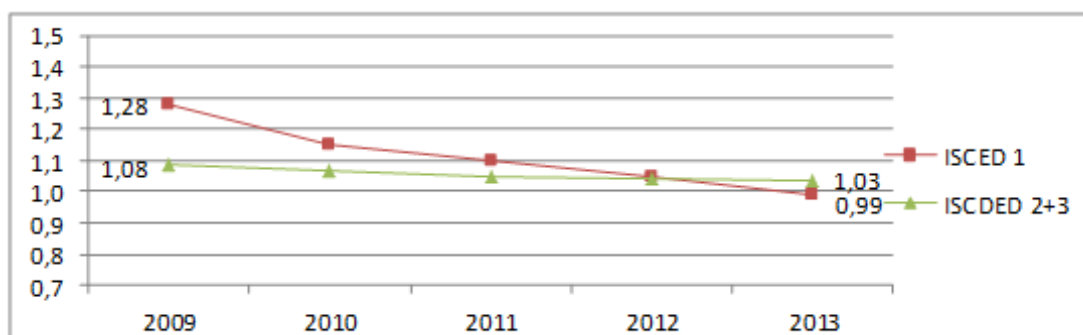
∗ Data of 2009–2013 were calculated using the data from the Teachers' register on 20 March 2013

Data source: ITC

The analysis of the proportion of school **directors** by type of schools shows that the primary education schools (nursery schools, primary schools) are dominated by women, where in 2013 their proportion amounted to 93.2 per cent (see Figure 3.5.9). In 2013, the proportion of female directors in basic and pro-gymnasiums amounted to 57.4 per cent. In the period of 2004–2010, the

proportion of male directors in secondary schools and gymnasiums was higher than that of women. However, the proportion of women increased each year: from 2004 to 2013 their proportion increased by 9.3 percentage point and amounted to 50.6 per cent in 2013.

Figure 3.5.9 Proportion of female directors at schools by type of institution
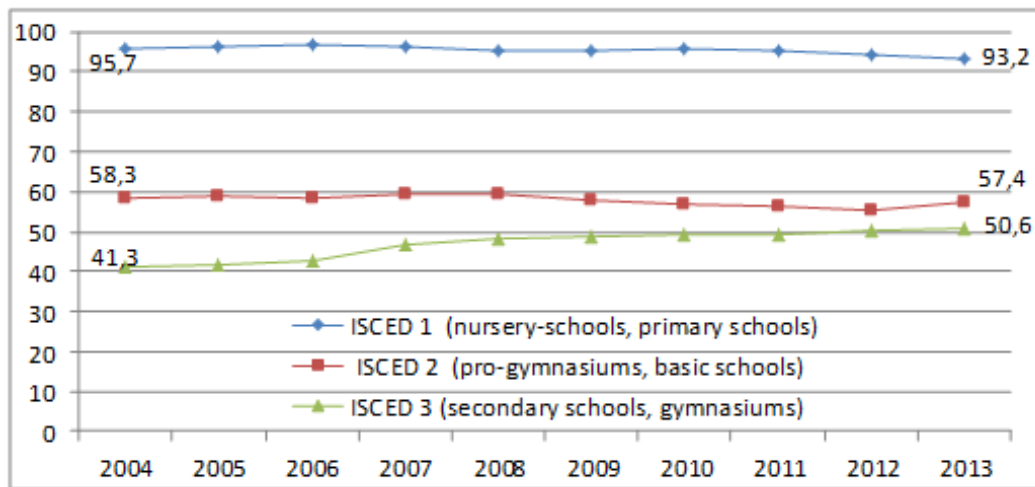
Data source: ITC

Youth participation in education

Gender parity index for literacy rate among young people (15–24 year-old) shows that in the period of 2002 to 2012 the same proportion of girls and boys were literate, i.e. gender equality prevailed (see Table 3.5.6 in Annexes). Those young people who avoid learning, if they are under 16 (in Lithuania, education is compulsory for 7 to 16 year-olds), various measures, including administrative penalties, are applied. Lithuania does not implement any programmes designed only for boys or only for girls to encourage their participation in education. According to the general education programme, individual education plans are developed for children with learning problems. Special education teachers, social workers, psychologists, teachers' assistants, speech therapists and others provide assistance to such children. Young people are encouraged to learn by offering them a range of options for general education schools, for example, youth, adult education schools or vocational training establishments.

Figure 3.5.10 Gender parity index for learners by type of school
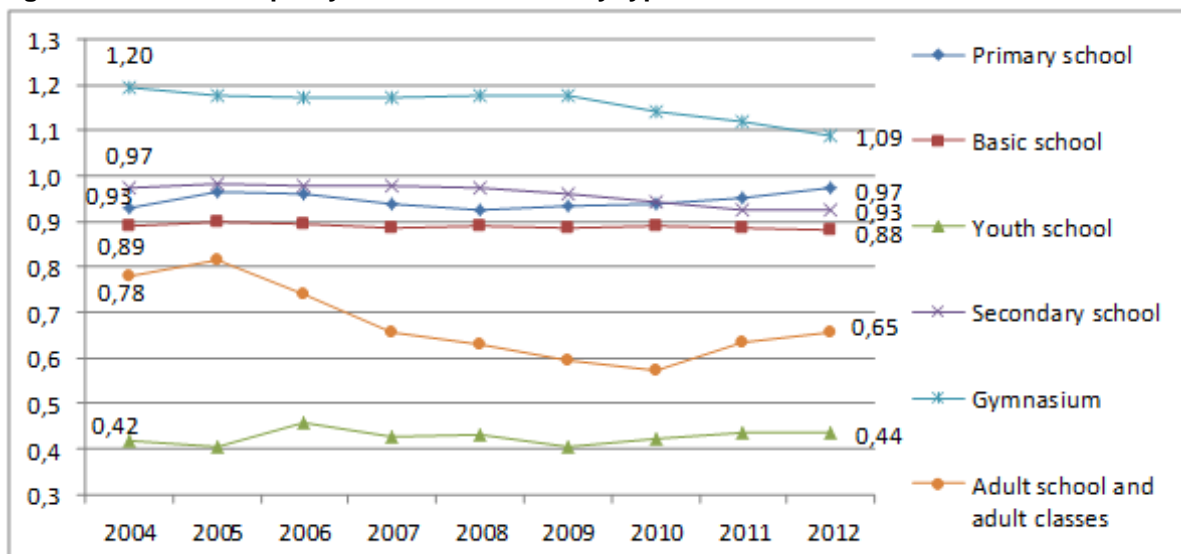
Data source: EMIS

Youth schools are intended for students with learning motivation or social adaptation problems, early drop-outs, or for youth not attending school for socio-economic reasons. Youth schools are attended more by boys than girls, and the gender parity index for youth school learners was only 0.44 in 2012 (see Figure 3.5.10). After finishing school young people can continue their education at secondary schools or vocational training establishments.

The bigger proportion of gymnasium learners consists of girls than boys, and the gender parity index for gymnasiums learner was 1.09 in 2012. Although this index has decreased since 2009, but gender inequality remains in gymnasiums. Until 2008 there was gender equality in secondary schools, but from 2008 the index fell, i.e. from 2008 the proportion of boys in secondary schools increased, and in 2012 the number of boys exceeded the number of girls in secondary schools.

Adult participation in adult literacy and general education programmes

In the period of 2004–2012, *the Strategy of Securing Lifelong Learning* was implemented. It promotes the development of adult formal education and general competences. In 2014, a draft of *2014–2016 Action Plan of the Development of Non-formal Adult Education*[20] has been developed to continue to consistently develop areas creating prerequisites for lifelong learning. Both *the strategy* and *the action plan* do not focus on promotion of only men or only women's participation in adult education. Gender parity index for adult (15 year-old and older) literacy rate shows that from 2002 to 2012 there was gender equality (see Table 3.5.6 in Annexes).

Adults can acquire primary, basic and secondary education in adult education classes established in adult education or general education schools. Adult education schools or adult education classes are mostly dominated by men. In 2012, the gender parity index in the mentioned education establishments was 0.65 (see Figure 3.5.10).

Challenges

The main challenge faced in promoting gender equality in Lithuania is the students' learning outcomes. The results of national and international (PISA, TIMSS) student achievement studies reveal that there are differences in girls' and boys' educational achievements.

Figure 3.5.11 Changes in the difference between girls and boys (TIMSS)
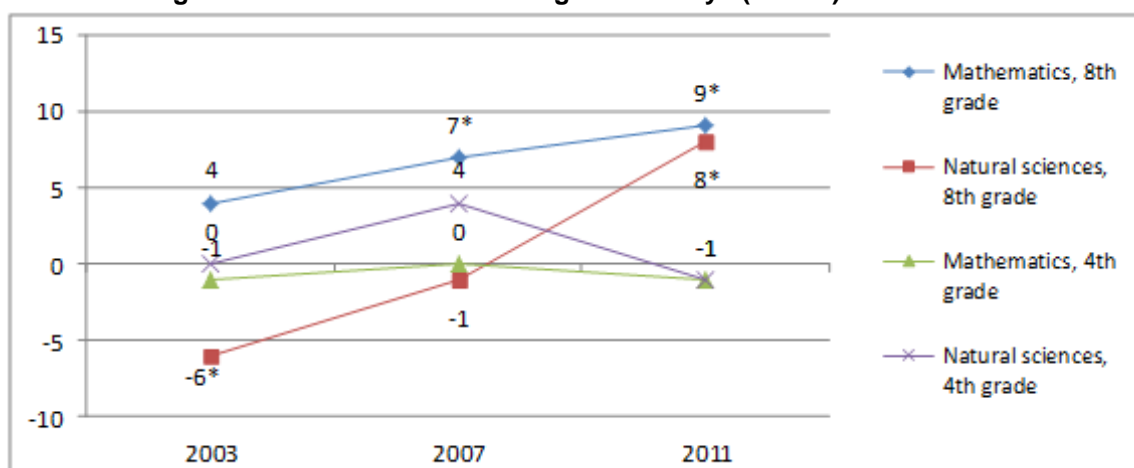
* there is a statistically significant difference in the averages of results

Data source: TIMSS data bases

In 2011, TIMSS test data show that in Lithuania there are no statistically significant differences between the fourth-grade girls' and boys' outcomes in mathematics and science, but the eighth-

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[20] Access online: http://www.smm.lt/web/lt/teisesaktai/teisesaktuprojektai

grade girls' outcomes in mathematics and science were higher than those of boys' (see Figure 3.5.11).

Figure 3.5.12 Changes in the difference between girls and boys (PISA)
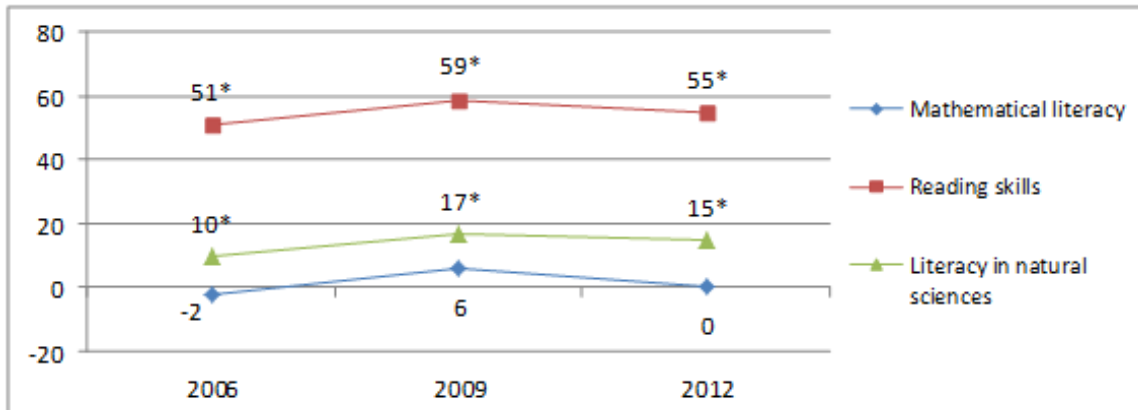
* there is a statistically significant difference in the averages of results

Data source: PISA data bases

PISA study reveals that fifteen-year old girls reading skills are significantly higher than those of boys; in 2012, the study showed a major difference in the averages of results between girls' and boys' reading skills of 55 score-points (see Figure 3.5.1). The results of girls' natural science literacy are also higher than those of boys, and these differences between girls' and boys' outcomes prevailed in all three study cycles. Lower outcomes of boys, compared to girls, are perceived as a significant problem, and it is being attempted to explain its reasons and searching for ways of solution, as well as drawing teachers' attention (to this issue). The national and international study results are more broadly analysed in Section 3.6.

3.6. QUALITY OF EDUCATION

Goal 6: Improving all aspects of the quality of education and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Major achievements

- To ensure the quality of education, a significant progress was made in the field of regulation: a human right to qualitative education is guaranteed by law, the meaning of the concept of education quality has been introduced and general quality policy principles have been established.

- A continuous updating system of the G*eneral (national) education programmes* has been created; they are based on modern human educational needs. A strong focus is given on curriculum differentiation and individualization, as well as balancing of student's workload.

- A formal education quality assurance system has been developed: there is ongoing school self-assessment and external evaluation, accreditation of the secondary school programmes, teachers and school principals' certification.

- High-quality instruments have been created and introduced for the assessment of student learning outcomes and school self-evaluation.

- To ensure the quality of education the ongoing monitoring of education is carried out, as well as national and international research in education, testing of students' basic education achievements, and final examinations.

- It was achieved that the vast majority of teachers employed in schools would be highly qualified and constantly improve their skills. In order to improve the quality of education, the teachers' training and professional development system has been reformed: persons applying to educational studies must pass a motivation assessment test and funding for one future teacher's study place was significantly increased. It has been achieved that teachers' average monthly salary would be in excess of the average wage of those working in the public sector.

- The selection of school principals has been reinforced: the applicants must check if their competencies are suitable.

- An educational support system has been created: pupils are provided with psychological and special assistance, social workers are employed at schools, and support is provided to ensure informed choices of profession.

- Schools are renovated as much as possible. All general education schools are equipped with modern IT tools, more than half of them have interactive boards, and all schools have internet access.

- Introduction of the "student's basket" funding principle in the education system led to the more efficient use of funds, as well as transparency and fairness in their distribution.

Remaining problems

- Although Lithuania implemented and is implementing many policy measures to improve the quality of education, the students' learning outcomes remain lower than the PISA OECD average. The achievements of Lithuania in mathematics, natural sciences (except for reading) remain unimproved.

- The implementation of modern competences has been rather difficult – traditionally, more

time is devoted to the development of knowledge and understanding.

- A rarely performed, non-global evaluation of schools is not effective in promoting the improvement of the work for all schools; there is also lack of counselling and other assistance to schools.

- In recent years, steps have been taken to increase the quality of teachers' training and specialty prestige, but so far most gifted graduates have not been attracted to study educational specialties and work in the field of education, whereas after decentralization of the system of teachers' development programmes there is lack of coordination and uneven quality of such programmes.

- After the introduction of "student's basket" funding principle schools began to compete for students, but the quality of education has not improved.

- In Lithuania, the measures for improving the quality of education are not applied systematically; they are chaotic, some of them conflict with each other, and there is lack of policy stability and continuity.

Right to quality education

One of the main objectives of UNESCO in the field of education is to implement the right to education for all humans and to meet the need for new qualitative basic education; it is understood as a part of lifelong learning. *The Law on Education* of the Republic of Lithuania (2011) contains a provision that "*a learner has the right to receive a high-quality education*", whereas "*the State ensures the quality of formal and to a certain extent, that of non-formal education*".

Definition of quality of education in Lithuanian legislation, strategies and programmes

The objective to ensure the quality of education is established in *the Law on Education* (2011) and, as one of the immediate priorities, it is included in *the Programme of the Government of the Republic of Lithuania for 2012–2016*, but they do not contain the definition of the quality of education.

The objective set in *the Regulations of the National Education Strategy for 2003–2012* was to ensure the quality of education corresponding to the needs of a person living in an open civil society and market economy, as well as the needs of a universal modern world society. *The National Education Strategy for 2013–2022* also sets an objective to improve the quality of education services, but the definition of the quality of education is not given in the mentioned strategies.

The common definition of the quality of formal education is presented in the *Concept of the quality assurance system of formal education (2008)*. Quality of formal education is defined as a set of qualitative educational characteristics which determine:

- ability to meet educational expectations, personal and social needs;
- effective performance of the mission of education and functions attributed to formal education system;
- implementation of formal education goals.

The concept of the quality of education Lithuania

The Concept of the quality assurance system of formal education (2008) contains a provision that the concept of quality is variable and dependent on the context; the concept is agreed taking into account the prevailing needs of the individual and society within a certain period of time, the concept of the mission of education and education goals. According to the *Law on Education (2011),* the concept of the quality of education is created by the society, education participants and

education management bodies. Education management bodies initiate and organize public debate about education purposes, objectives, methods of achieving them and their principles, provide for debate the evidence based on research and analysis, validate agreements within their competence and make strategic decisions.

In Lithuania, the concept of the quality of education is enshrined in the *Law on Education (2011)*. Its content is reflected in educational objectives and principles.

The Lithuanian education goals are:

1) to develop each person's values enabling him to become an honest, knowledge-seeking, independent, responsible and patriotically-minded person; to cultivate the communication skills important in contemporary life; to assist in internalising the information culture characteristic of the knowledge society, by providing for mastery of native and foreign languages, information literacy as well as modern social competence and the skills to shape life independently and live healthily;

2) to identify a young person's creative abilities and upon this basis to help him acquire a vocational qualification and competence conforming to contemporary culture and technology; to assist him to get established and successfully compete in the shifting labour market; to convey the basics of technological, economic and business culture necessary to ensure the progress, competitiveness and sustainable development of the country's economy; to create conditions for continually satisfying cognitive needs as well as improving oneself through life-long education;

3) to reinforce the capability of society to ensure sustainable development of the country's economic, environmental and human resources, internal and external economic competitiveness, national security and the advancement of a democratic State;

4) to convey to each person the basics of national and ethnic culture, the traditions and values of the humanistic culture of Europe and of the world, to foster the maturation of each person's national identity, moral, aesthetic and scientific culture and personal outlook; to guarantee the continuity of ethnic and national culture, the preservation of its identity and continuous renewal of its values; to promote the nation's openness for interaction and dialogue with other cultures;

5) to ensure conditions enabling a person to acquire the basics of civic and political culture that embody democratic traditions, and to develop the abilities and experience needed by a person for competence as a citizen of the Republic of Lithuania and a member of the European and global community as well as of a multi-cultural society.

The principles upon which the educational system is based are:

1) equal opportunity: the educational system is socially fair, it ensures implementation of the rights of persons; it assures each individual access to education, opportunity for attainment of a general education level and a primary qualification and creates conditions for in-service education or gaining a new qualification;

2) contextuality: the educational system is closely linked to the context of national economic, social and cultural development; renews itself as this context does and meets the continuously changing needs of society;

3) effectiveness: the educational system pursues high-quality results by rationally and economically using available resources; by continuously evaluating, analyzing and planning its activity; and by relying on effective management, i.e. proper and timely decisions;

4) continuity: the educational system is flexible, open, based on interaction of various forms and institutions; it creates conditions for each individual to engage in life-long learning.

Evaluation aspects, indicators and benchmarks of the quality of education

In Lithuania, the quality of formal education is assessed in the following aspects: *the contribution of education, leadership and management, teaching and learning processes, outcomes,* as well as two environmental components of the educational system: *the impact and consequences of education and the educational context*. They are defined in *the Concept of the quality assurance system of formal education (2008)*. To evaluate/measure the quality of education, *National education monitoring indicators, as well as indicators and guidelines of the Lithuanian progress strategy "Lithuania 2030", National Education Strategy for 2013–2022, and for comparison with other countries – Education and Training (ET, 2020), etc*. are used. When assessing the quality of education the major focus is put on education outcome indicators.

For example, the National Education Strategy for 2003–2012 uses the following indicators to assess quality:

- Indicators and guidelines have been developed under the Programme for International Student Assessment (PISA) for 15-year-old pupils (for example, *the percentage of pupils conforming at least 3rd (out of 6) achievement level under the Programme for International Student Assessment (PISA) for 15-year-old pupils; the goal for 2017 – an average of at least 50 per cent, for 2022 – an average of at least 54 per cent*),
- ARWU *(Academic Ranking of World Universities)* rating was the basis to develop indicators and guidelines (for example, *number of Lithuanian higher schools entering 500-ARWU; the goal for 2017 and 2022 – one university),*
- Civil power index, in per cent *and other*.

Current policies and measures to improve the quality of education for the future

In 2003, Lithuania in its "*Education for All*" Action Plan committed to create a curriculum assessment and updating system, enabling a flexible response to the evolving needs of society, to periodically adjust the objectives and content of education with emphasis on the development of basic skills, lifelong learning, citizenship education, sustainable development principles and tolerance of cultural diversity.

In Lithuania, general programmes have been updated since the period of restoration of independence (Figure 3.6.1). The main aim of this update – a shift in education paradigms – a transition from the traditional (paradigm of teaching to the learning paradigm, which means from the knowledge and understanding to the development of competences. From 2003 the content of education was shifting to the development of key competences.

Figure 3.6.1 Chronological sequence of updating General curriculum in independent Lithuania
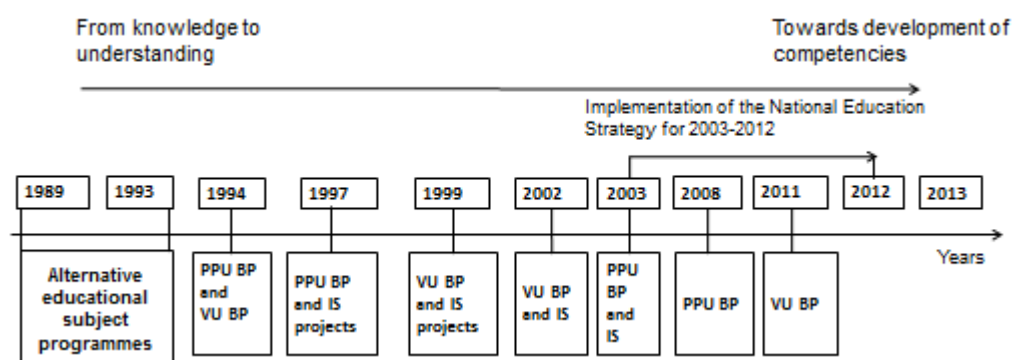
PPU BP – Primary and basic education curriculum
IS – education standards

VU BP – Secondary education curriculum Until 2007 the updating of General s curriculum was irregular. In 2007, the Strategy of formation, evaluation, updating and implementation of general curriculum was approved to link the curriculum with present personal competences and to develop a curriculum renewal system.

When implementing *the Strategy of formation, evaluation, updating and implementation of general curriculum,* which was prepared in compliance with *Recommendations of the European Parliament and of the Council on key competences for lifelong learning* (2006) and taking into account the conclusions of international and national research, in 2008 *Primary and basic education curriculum*, and in 2011 –*Secondary education* curriculum were renewed and approved.

These programmes focused on the development of key competencies (learning to learn, communication, cognitive, social, initiative and creativity, personal) and main subject specific competencies, with particular emphasis on the learning to learn, curriculum differentiation and individualisation, reduction of students' workload, the arrangement of curriculum in a way that it is easier to classify the elements in the planning, preparation of methodological material, evaluation, and publication online. The mentioned general competences are distinguished in accordance with the European core competencies model and taking into account the needs of the country (Figure 3.6.2).

To enhance the development of general competences necessary for the knowledge society, the programmes for *Communication, Information technologies, Sustainable development, Health and life skills, and Cultural awareness cross-curricular programmes* have been developed. These programs aim to develop the mentioned competencies through all curriculum subjects. In 2009, the compulsory early foreign language learning in primary schools was introduced to strengthen foreign language communication competences. The first foreign language is taught from the second grade, and the second language– from the fifth grade.

Figure 3.6.2 Key competences
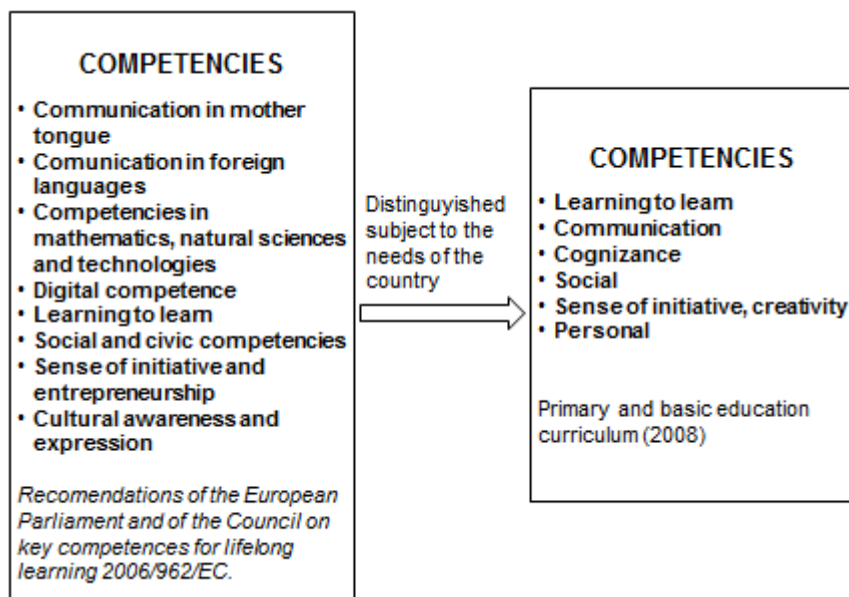
Lithuania has introduced a new, broader definition of the curriculum content. In the previous *Law on Education (2003)* the curriculum content was defined as a system of knowledge, skills, abilities and values, necessary to achieve the educational goals. Meanwhile, in the current *Law on Education* adopted in 2011 the definition of curriculum content by UNESCO is established, whereby it is understood as "what is taught and studied, how it is taught and studied, how the progress and achievements of learners is assessed, what teaching and learning aids are used".

In order to improve the capable and talented students' learning outcomes, *the Action plan for the development of a search and identification system of gifted and talented children and increasing the availability of schools to these children* was developed and approved in 2013.

In 2013, Lithuania developed and approved *the Plan for the improvement of the Lithuanian language and cultural literacy teaching aids for 2013–2016*, and developed and is currently

deliberating *the drafts of the General programmes for primary education of the Lithuanian language and basic education of the Lithuanian language and literature targeted to higher reading and literacy achievements[21]*.

In 2014, *the Action plan for integrating information and communication technologies in general education and vocational training for 2014–2016* was developed and approved. The plan is intended to ensure the development of integrated digital literacy skills in studying all subjects and to enable deeper, purposeful, flexible, individualized information technology learning; to develop and integrate the management information systems and infrastructure servicing the reflection of the quality of activities of educational establishments, decision-making, assessment of learning outcomes, self-assessment and recognition; to develop e-opportunities for professional development of teachers, co-operation and exchange of experience.

In recent years, various evaluation measures for improving the quality of education have been used. In Lithuania, international (PISA, TIMMS, PIRLS) and national student achievement testing, state and school final examinations, basic education achievements testing are carried out.

To implement the project *the Creation of standardized tools for the assessment of students' achievement and self-evaluation for general education schools[22]* the standardized student achievements tests for the fourth and eighths grades have been developed and tested.

Since 2012 the Lithuanian schools introduced a compulsory testing for after 10-year basic education achievements. Tests for checking basic education achievements of the Lithuanian language (mother tongue), Lithuanian (state), mathematics and elective native language (Belorussian, Polish, Russian, German).

A new state examination criterion-based evaluation system was successfully applied in the assessment of state examination results of 2013. Criterion-based evaluation allows a more objective evaluation of students' achievement than previously applied normative evaluation.

In 2013, a new *Foreign language state final examination programme* was developed and approved, introducing a speaking part into the state examination. It should come into force from 2016**.**

*In 2013 m. the draft of Maturity work programme[23]*was developed; it will be launched from 2016. The maturity work programme establishes that a maturity work is a long-term work of a selected direction prepared by a student in educational process and intended to check and assess the student's general and specific competences of the chosen direction, which is difficult to assess in a centrally organized exam format. Students may perform their maturity work by choosing a research-applied, arts or technology-oriented direction. The introduced mature work should have the status of a scholastic examination, but should be conducted and evaluated during the educational process.

To improve the quality of general education, a self-evaluation of general education school activities was introduced in 2001, which has become full-scale since then. The prevailing culture of self-assessment has strengthened the provisions by the mentioned school communities to take care of the quality of activity and its improvement. From 2004, the accreditation of secondary education programmes is performed in the secondary schools seeking the gymnasium status. Currently, 80 per cent of students studying under secondary education programmes (ISCED 3) are gymnasium students, i.e. they are enrolled in secondary education programmes of recognized quality. In 2007 an external quality assessment of school activities was started. In 2013, more than a third of general education schools have been assessed. During the external evaluation, the positive and negative aspects of school performance are established; they form a real basis for the school to look for ways to improve the quality of education.

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[21] http://www.upc.smm.lt/ugdymas/dokumentai/svarstomi/
[22] http://www.nec.lt/naujienos/334/
[23] http://www.nec.lt/failai/4278_programa_BD_05_07.pdf

A continual monitoring of education is performed to efficiently solve the educational problems, and educational problem analyses are prepared; also, secondary surveys of students' learning achievements are carried out.

To improve the quality of general education using the European structural funds, a continuous *Programme for School Improvement Plus (MTP plus)* is implemented. Its purpose is to ensure the quality of general education conforming to the society needs through innovation and by strengthening the capacity of education system. MTP plus goals will be achieved through the implementation of 38 projects with a total budget of 602.99 million LTL. The programme is funded by the European Regional Development Fund (ERDF), the European Social Fund (ESF) and national projects funds.

Some important currently undertaken projects to improve the quality of general education are presented below.

One of the measures to improve the quality of education is a personalized learning in the educational process. When implementing the project *Development of basic competences of fifths to eighth grade students of the first concentre of basic education[24]* a digital tool for the assessment and self-assessment of the competence of ability to learn has been created for students and teachers to allow creating electronic curriculum content adapted to general and basic professional competences. These instruments will be made available to all Lithuanian schools and students.

The National Agency for School Evaluation implements an ESF project *"Strengthening quality management in general education schools (model creation)"[25]. The concept of the good school* was created (not yet confirmed) during the implementation of this project, and its assessment methodology is still being developed. The goal of the concept of the good school is to provide a conceptual framework for the assessment of the quality of schools and to encourage school communities' creativity and long-term school improvement initiatives.

In order to ensure the services provided by qualified school leaders, the *Description of the procedure of admission of headsto state and municipal educational establishments (except for higher schools)* was initiated and approved in 2011. This new procedure applying the same criteria for all is used to evaluate the competence of candidates to school leaders (directors) – the ability to work as a manager in educational institutions, and their selection procedure involves professional recruitment specialists and representatives of students, parents, and teachers.

The Education Supply Centre implements the project *Time for Leaders* (2009–2014)[26], whose purpose is to create a support infrastructure for education leaders in Lithuania, while promoting proactive educational activities of participants and allowing the implementation of advanced ideas and innovation in the education system. The project is designed for the improvement of the system of schools and the entire education system by attracting, nurturing and developing leaders at all levels – in classes, schools, local municipalities and at national level.

When implementing the project *Development and implementation of self-assessment tools for general education schools[27]* was also adapted to the Lithuanian schools, and in 2012 IQES online[28] was introduced – an electronic platform, which consists of a set of tools designed to help schools carry out self-assessment and seek improvement. Currently, more than 80 per cent of general education schools are registered in IQES platform.

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[24] http://www.upc.smm.lt/projektai/koncentras/

[25] http://www.nmva.smm.lt/nmva/projektai/

[26] http://www.lyderiulaikas.smm.lt/

[27] http://www.nmva.smm.lt/nmva/projektai/bendrojo-lavinimo-mokyklu-isivertinimo-instrumentu-kurimas-ir-diegimas/

[28] IQES – Improvement Quality Electronical System. It was successfully tried and used in over 2000 European schools in Switzerland, Austria, Germany and Italy.

The Education Development Centre, when implementing the project *"Increasing the options of learning directions for 14–19 year-old learners, 2nd stage: deeper differentiation and individualization of the quality of education to achieve the quality of education necessary for the modern world of work"*, has developed tests of foreign languages (English, French, Russian and German) for determining the foreign language proficiency level of 10th grade students completing the Basic education programme. From 2013, students' foreign language proficiency level is determined after the completion of the basic education programme. The skills of foreign language reading, writing and listening are tested during it.

In the light of the results of OECD PISA studies, the Ministry of Education is currently working on a plan which provides for comprehensive measures to improve students' achievements.

Experience related to the influence of educational contribution on learning outcomes

Education legislation, co-educational organization documents recognize (declare) positive influence of educational contribution on learning outcomes. In fact, the influence of contribution on learning outcomes is not direct, as it manifests through the impact of educational process on the outcomes. In other words, the contribution is a necessary, but not sufficient condition for good education outcomes. There is not much research to demonstrate the link between the contribution and outcomes in Lithuania. In 2007, the National 4th grade students' mathematics performance study shows that the outcomes depend on the choice of textbooks. In 2008, a study *"Supply of general education schools with textbooks, literature necessary for the teaching process and tools to satisfy teaching/learning needs"* showed that the annual update of textbooks makes a real and positive impact on the quality of educational process. The reports of the education condition[29] based on education monitoring indicators suggest that there is some correlation between the competences of teachers and learning outcomes of the students finishing secondary school curriculum, but it is not strong.

Ability to customize successfully implemented measures to improve education quality for students from disadvantaged socio-economic environment

From 1992, Lithuania had alternative education institutions (for example, youth schools, Montessori, Waldorf nurseries, schools, Š. Suzuki school). There are institutions applying the elements of the above-mentioned educational systems or other methodological systems in their activities (such as the Gardner method, Reggio Emilia approach, children's talent development model). These bodies are designed for children whose education/learning needs, as their parents and specialists state, do not quite fit the traditional teaching methods.

Youth schools are alternative educational institutions, which launched their activities in Lithuania in 1992. Their goal is to help children and young people to return to the consecutive educational system, helping them to rebuild learning motivation, allowing them to know themselves, to learn to deal with life problems and to develop resistance to negative social influences. They are designed for students who lack motivation for learning and have behavioural problems, or for students with less academic aptitude for learning, often involving children from disadvantaged socio-economic environment.

In 2010, *Non-traditional education concept* was approved; it allows schools to create their own original educational concepts that can be used for the development of economic environment and socialization of children from disadvantaged socio-economic environment.

From 2009, The Education Supply Centre implements a project *Alternative education in the educational system*[30], which aims to develop alternative education by fostering alternative education

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[29] http://www.smm.lt/web/lt/teisesaktai/tyrimai-ir-analizes/svietimo-ir-mokslo-bukles-apzvalgos
[30] http://www.alternatyvusisugdymas.lt/

ideas, implementing alternative teaching/learning forms and purposefully improving activities of youth (and traditional) schools.

In the first stage of the project (2009–2011) three alternative education models were created: productive training, communications and network collaboration. Productive learning is designed to satisfy the needs of students with learning difficulties and those who lost their learning motivation, to increase students' learning options by combining learning in school and practical training in place, as well as to help them acquire basic education.

In the second stage of the mentioned project (2012–2015) the *Productive learning organization description* was approved; it allows to apply the mentioned alternative learning model in all schools of the country. Currently, alternative education models are tested in pilot schools.

The updated *General education plans* provide for three hours to provide assistance to students with learning difficulties. The state has only established a minimum number of weekly lessons. In this way the school is given the opportunity to determine the maximum number of lessons in education plans, and a teacher may spend the remaining hours for learning assistance. Each school and its teachers develop their own individual learning support model.

In the periods of 2013–2014 and 2014–2015, the basic and secondary education plans were approved; they allow to organize the educational process and to provide learning support to one class studying under the secondary education programme in order to improve students' learning outcomes.

In the period of 2009–2012, the Education Supply Centre implemented a project "Networks of learning schools". The aim of the project is to enhance the ability of communities of the schools, collaborating within the networks, to deal with the issues of educational process changes and improve teaching (learning) quality, to solve education organization, curriculum planning, learning motivation and other problems. The project highlighted the school's ability to manage changes, to learn how to work collaboratively. To achieve these goals the teams of schools have been put together; they learned how to set priorities for the development of the school, how to predict a school improvement strategy and evaluate the achieved objectives and completed tasks. During the project, the methodologies for problem identification and solutions were defined. They are freely available to all educational institutions.

Having implemented the project *Increasing the options for learning directions for 14–19 aged learners*[31] the *Model description of increasing the options for learning directions for 14–19 aged learners* was approved. The purpose of the model is to increase access to innovations coverage in achieving the quality of education. It is planned to disseminate the ideas of the model using an umbrella approach for small rural/district schools. Also, attention is given to students with special educational needs in all educational matters, and integrated science and social science course programmes are developed for students with special educational needs.

In the period of 2012–2013, four municipalities of Lithuania tested the optional children's education (non-formal education) funding model based on "student's basket" principle. According to it, all children were attributed a fixed amount, which could be used to pay for the chosen accredited (conforming to the set quality criteria) non-formal education programme. This funding model provided a level playing field to attend optional child education programmes for free to students, regardless of their socio-economic or geographic location. As a child was able to receive funding for only one of the selected programmes, the programme providers were looking for children who did not attend any courses taking into account their needs. For example, they brought educators in small villages, supplied students with the necessary means and otherwise provided favourable conditions for them to participate. This funding model proved to be useful for optional child

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[31] http://www.upc.smm.lt/projektai/kryptis/

education providers (schools) who were away from regional centres, where families living within their environment were less able to pay for the optional child education, but using support of the funding model, they finally managed to allow their children to attend optional education programmes.

In 2003, the *Pedagogical psychological support model* was approved, under which each municipality should establish a pedagogical psychological service, which is designed to ensure the availability of pedagogical and psychological assistance to children, to increase the learning efficiency of children with special educational needs, psychological, personality, and developmental problems, as well as their psychological resilience, by providing the necessary counselling, expert and information assistance to them, their parents (or guardians), teachers and educational institutions. In 2013, such services were established in 55 Lithuanian municipalities. It is foreseen to change this model in Lithuania by 2015.

Possibility to ensure the ability to read, write, count and life skills learning outcomes and more accurate their substantiation

Students' learning outcomes may be ensured by introducing an education quality assurance system.

One of the currently applicable reliable ways to assess learning outcomes in Lithuania is a student achievement test. Regular participation in international student achievement surveys (TIMSS, PIRLS, PISA) provides information about the students' general linguistic, mathematical and natural science literacy levels. The reports of these surveys show some correlation between achievements and students' living conditions and personal preferences. In order to more accurately assess the learning outcomes it is necessary to develop national tests of student achievements. In addition, national studies of student achievements should help not only to more accurately assess students' learning outcomes, but also to determine whether innovations in general education are effective, and to model educational innovations so as to improve students' general literacy (ability to read, write, count), and life skills. A more accurate measurement of student achievements is possible by applying cutting-edge statistical methods, professionally developed tests, and questionnaires. Therefore, it is important to constantly improve the competencies of researchers.

In order to ensure the students' learning outcomes, it is also necessary to help teachers identify the students' learning needs for basic skills (life skills, communication, personal, collaboration, learning, and thinking) and to develop those skills. It is particularly important that the school helps acquire such skills and enhance learning motivation for students from socially disadvantaged backgrounds (with low SES (socio-economic status) indicator); for students whose parents left the country; for students from families where parents are struggling to effectively help children learn.

National students' reading, writing and mathematics achievement standards based on pilot testing data and expert assessment for 2nd, 4th, 6th, 8th and 10th classes should be developed; invest in more efficient training for teachers; by training teachers, based on the above standards, to conduct a formative and diagnostic assessment of students' achievement, to prepare assessment rubrics perceived by students for individual lessons, topics, and specific competencies. In addition to the traditional assessment of students' achievements (tests, control works), alternative assessment methods (e.g., assessment of students' work dossiers) should be applied.

According to the standards, standardized tests tasks must be prepared each year to be offered to schools for their self-evaluation purposes. Investments should be made in the training of teachers and managers to analyze students' achievements and learning context data and to diagnose learning and education improvement needs.

Students' learning outcomes

Even though there are a lot of measures to improve the quality of education, but international (*IEA TIMSS, OECD PISA, IEA PIRLS*) and national students' learning outcomes show that the progress

of Lithuanian students' learning outcomes over the last 7–8 years is quite low. Students of city and regional centres outperform students in rural schools with their learning outcomes. There are significant differences between boys and girls, especially in basic education. These trends are further reviewed in detail by presenting an overview of international and national research.

In the period of 2003–2011, the fourth grade students' mathematics and science achievements in *IEA TIMSS* study were statistically significantly higher than the average of the countries surveyed, but during that period they have remained practically unchanged (Figure 3.6.3). In 2011, the differences between girls and boys in mathematics and science achievements were not observed.

Meanwhile, the eighth grade students' mathematics and science achievements in *IEA TIMSS* study were above the average of the countries surveyed in 2003, but did not differ from it in 2011. Meanwhile, the science achievements both in 2003 and 2011 were higher than the average of the countries surveyed.

Figure 3.6.3 Change in the results of *IEA TIMSS* surveys of Lithuanian fourth grade students' learning outcomes
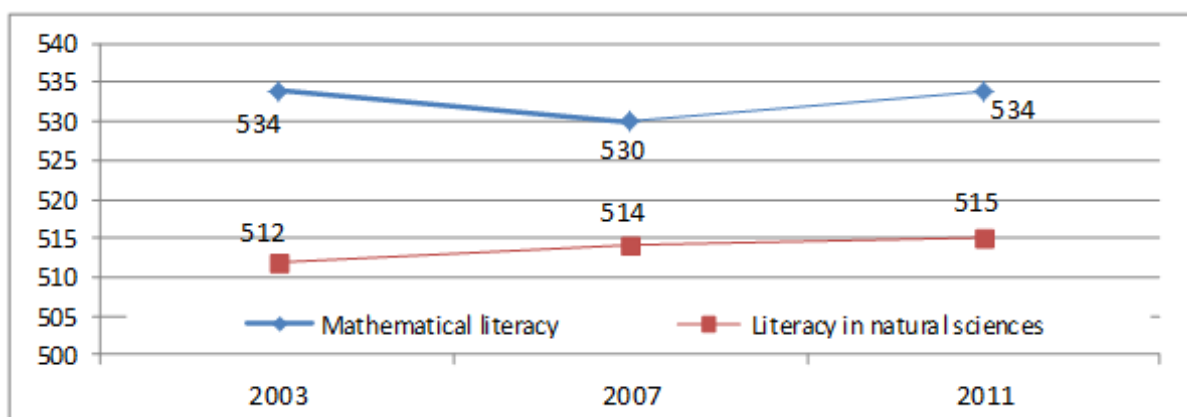
In 2011, compared to 2003, the eighth grade students' mathematical literacy results did not change, and the results of natural science literacy worsened by 5 points (Figure 3.6.4). In 2011, the results in mathematics and science for girls were statically significantly higher than those of boys.

Figure 3.6.4 Change in the results of *IEA TIMSS* surveys of Lithuanian eighth grade students' learning outcomes
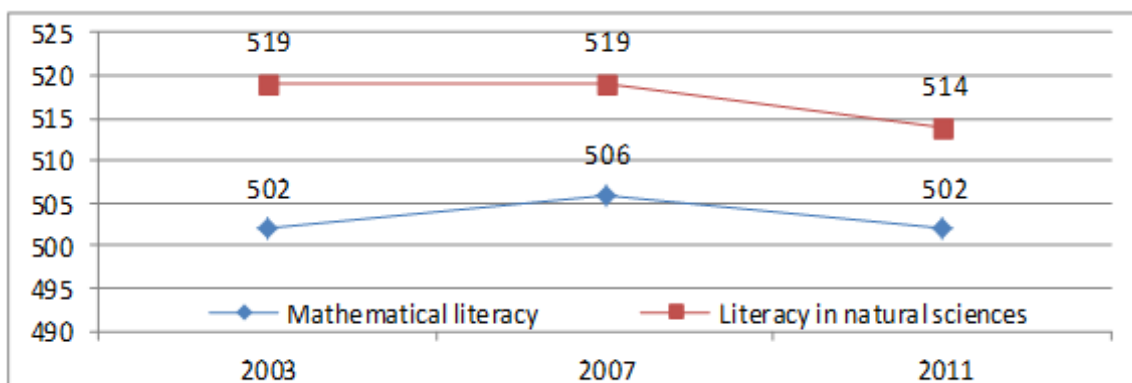
OECD PISA survey shows that in the period of 2006–2012 learning outcomes of fifteen-year-old students were lower than the average of *OECD* countries. In 2012, compared to 2006, mathematical literacy worsened by 7 points, reading skills and natural science literacy improved respectively by 7 and 8 points (Figure 3.6.5.). In 2012, according to *OECD PISA* survey, no differences between girls

and boys in mathematical literacy were observed, while girls statistically significantly outperformed boys in reading skills and natural science literacy.

Figure 3.6.5 Change in the results of *OECD PISA* survey of fifteen-year-old students' learning outcomes
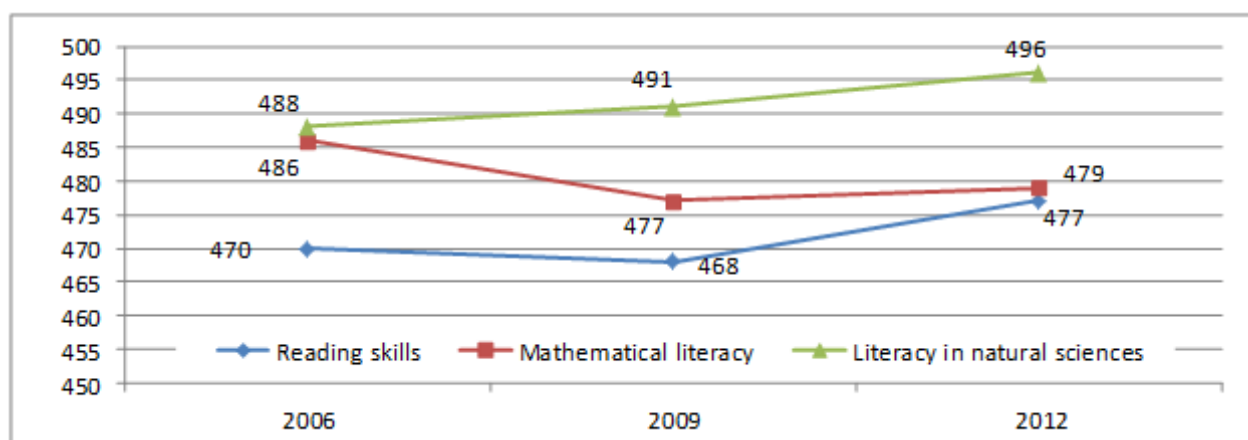
Lithuanian primary school students' outcomes in international reading literacy survey *IEA PIRLS* 2011 were statistically significantly higher than the average of the countries surveyed, but from 2001 they dropped by 15 points (Figure 3.6.6). While gradually deteriorating reading outcomes of both sexes, girls' achievements remain statically significantly higher than those of boys.

Figure 3.6.6 Change in the students' reading outcomes in *IEA PIRLS* survey
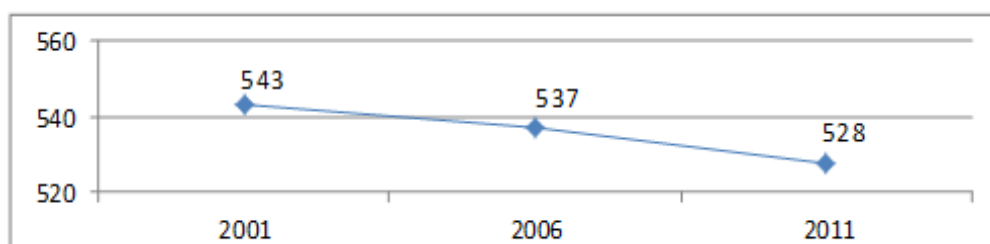
National students' achievement tests[32] showed that in Lithuania, in the period of 2003–2011, mathematics learning outcomes of the fourth grade students remained similar, while learning outcomes of the Lithuanian language deteriorated (Figure 3.6.7). Although girls' Lithuanian language outcomes deteriorated like those of boys, but during the entire period they remained significantly better than those of boys. Meanwhile, the boys and girls' mathematics learning outcomes were similar and changed only slightly until 2007, but in 2011 the boys' outcomes significantly improved and they outperformed girls in mathematics (see Tables 3.6.1 and 3.6.2 in Annexes for more details).

Comparison of learning outcomes of the fourth grade students by school location shows that the Lithuanian language achievements of the students from city schools and regional centres deteriorated in the period of 2003–2011, while in rural areas they deteriorated until 2007, but later began to improve; however, in 2011 they did not reach the 2003 level (Figure 3.6.7).

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[32] In Lithuania, testing of learning outcomes for the fourth and eighth grade students .is not compulsory It is performed for diagnostic and self-assessment purposes. For this reason the testing data are not collected at national level and are not publicized. As it was already mentioned, in 2012 a compulsory primary education achievement testing was introduced. Whereas such testing has been introduced only recently, the results of the national fourth and eighth grade students' achievement survey are used to reveal the trends of changes in students' learning outcomes.

The learning outcomes of students from city schools deteriorated in mathematics, as well as the Lithuanian language, the outcomes of students from regional centres remained almost unchanged, while those from rural schools improved and deteriorated interchangeably, but in 2011 they were better than in 2003 (see Table 3.6.3 in Annexes for more details).

Figure 3.6.7 Percentage of fourth grade students who achieved basic and advanced level of learning outcomes by gender and school location
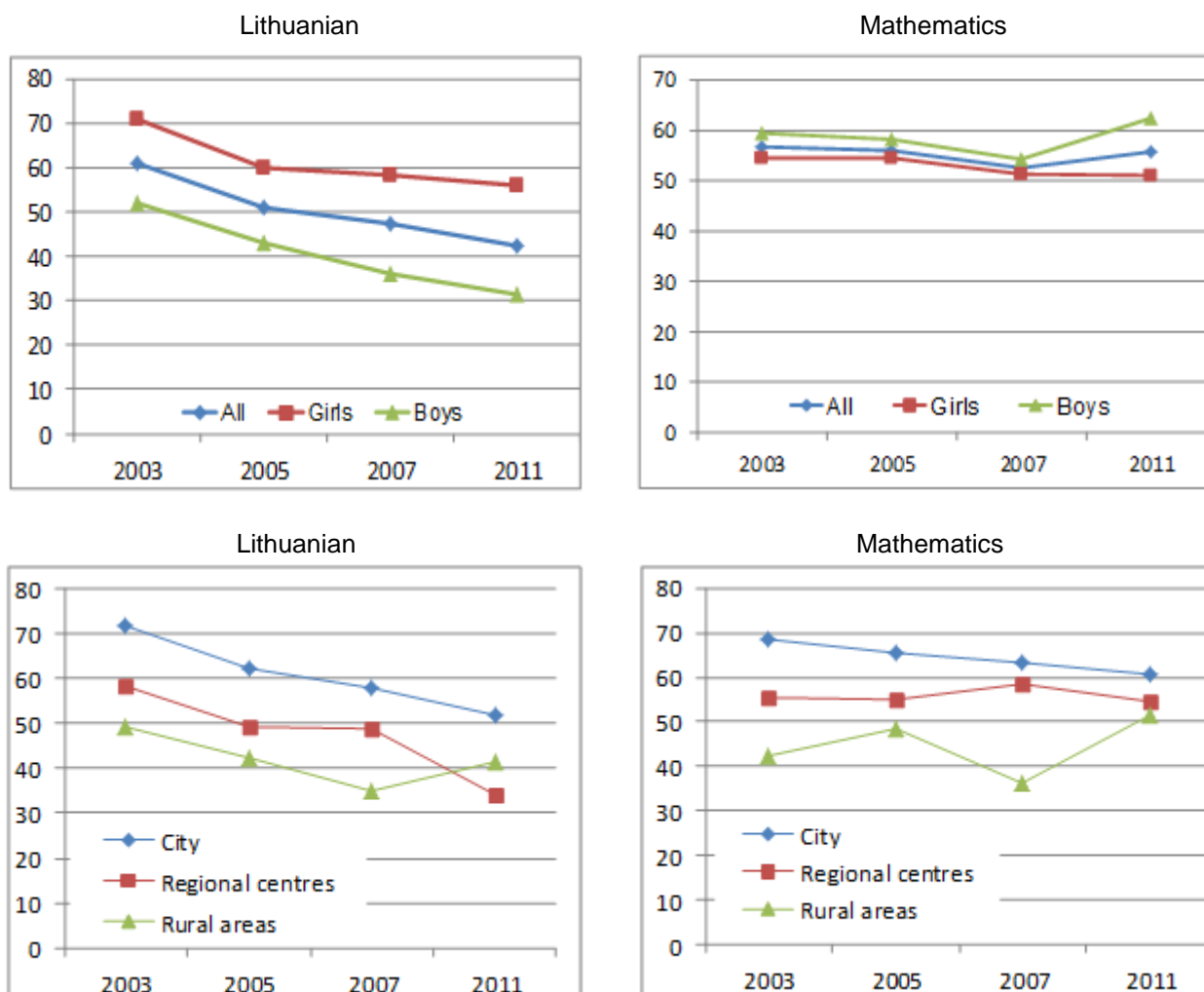
Data source: NEC

In the period of 2003–2011, the eighth grade students' learning outcomes of the Lithuanian language, mathematics and science deteriorated, while those of social sciences improved (Figure 3.6.8).

While girls' language outcomes of the Lithuanian language deteriorated like those of boys, however, during the period remained significantly better than those of boys.

The girls' learning outcomes in mathematics during the mentioned period fell more than those of boys, and in 2011 they were similar to those of boys.

The tendencies of changes in girls and boys' learning outcomes in natural science were similar. Perhaps boys' learning outcomes fell more than those of girls. However, in 2011 the girls and boys' learning outcomes in natural science were similar.

The tendencies of changes in girls and boys' learning outcomes in social sciences were also similar, but the boys' learning outcomes were lower than those of girls (see Tables 3.6.4 and 3.6.5 in Annexes for more detail).

Figure 3.6.8 Percentage of eighth grade students who achieved basic and advanced level of learning outcomes by gender
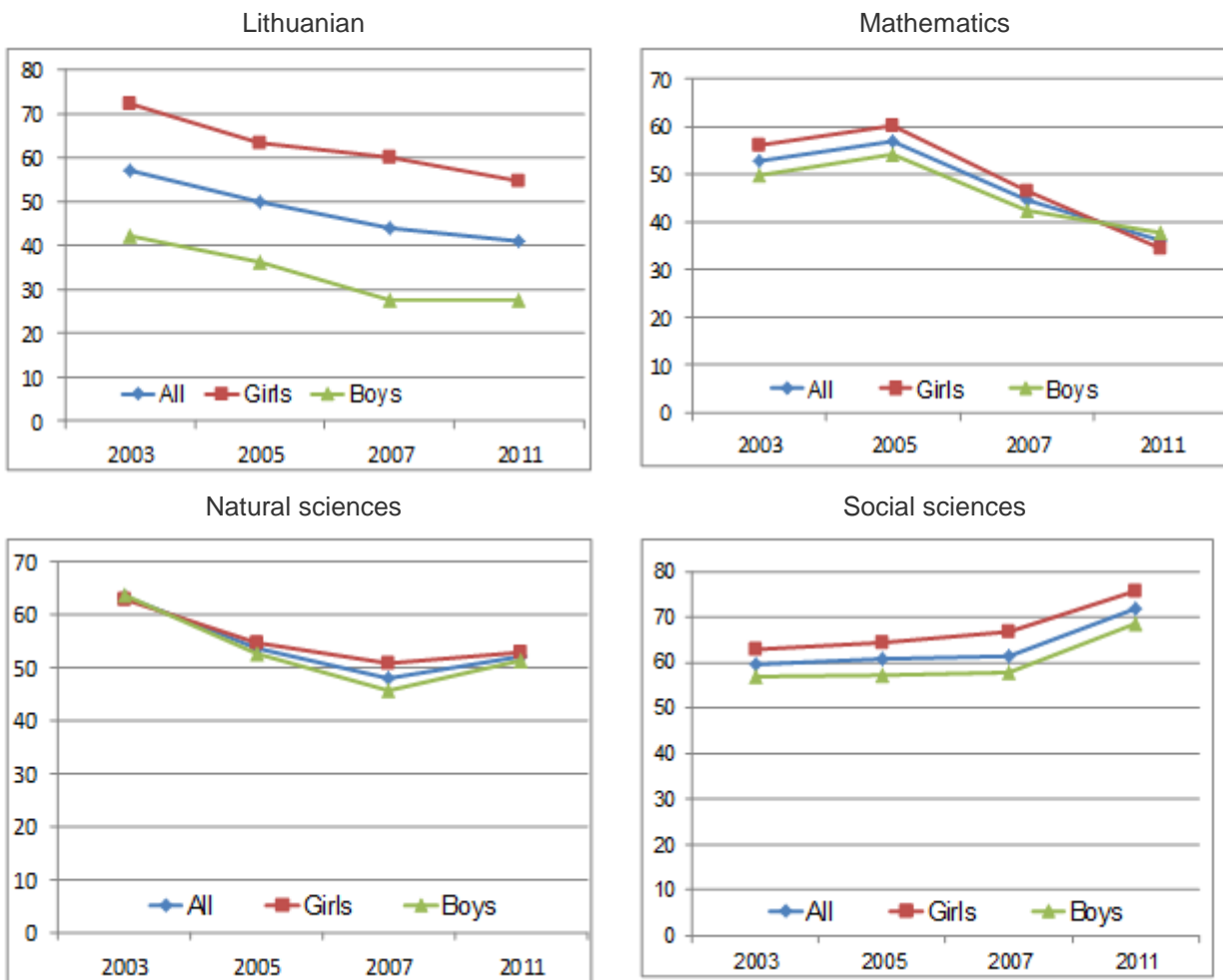
Data source: NEC

Comparison of learning outcomes of the eighth grade students by school location shows that in 2011 achievements of the students from city schools outperformed those from regional centres and rural areas in mathematics and natural sciences. Meanwhile, the students from regional centres outperformed, though slightly, the students from city areas, but more significantly those from rural areas in the Lithuanian language and social sciences. The learning outcomes of students from rural schools were the lowest in all learning areas tested (Figure 3.6.9).

In the period of 2003–2011:

- **Lithuanian language** learning outcomes deteriorated for students from city areas, regional centres and rural areas.
- **Mathematics** learning outcomes were improving for students from city areas, regional centres and rural areas until 2005, but later began to deteriorate, and in 2011 they were significantly lower than those in 2003.
- **Natural sciences** learning outcomes were deteriorating for students from city areas, regional centres and rural areas until 2007. Later city school students' learning outcomes were constant, those of students from regional centres and rural schools slightly improved, but were respectively lower than in 2003.
- **social sciences** learning outcomes for students from city areas remained practically unchanged, those of students from regional centres and rural areas have improved (see Table 3.6.6 in Annexes for more details).

Figure 3.6.9 Percentage of eighth grade students who achieved basic and advanced level of learning outcomes by school location

Lithuanian

Mathematics

Natural sciences

Social sciences
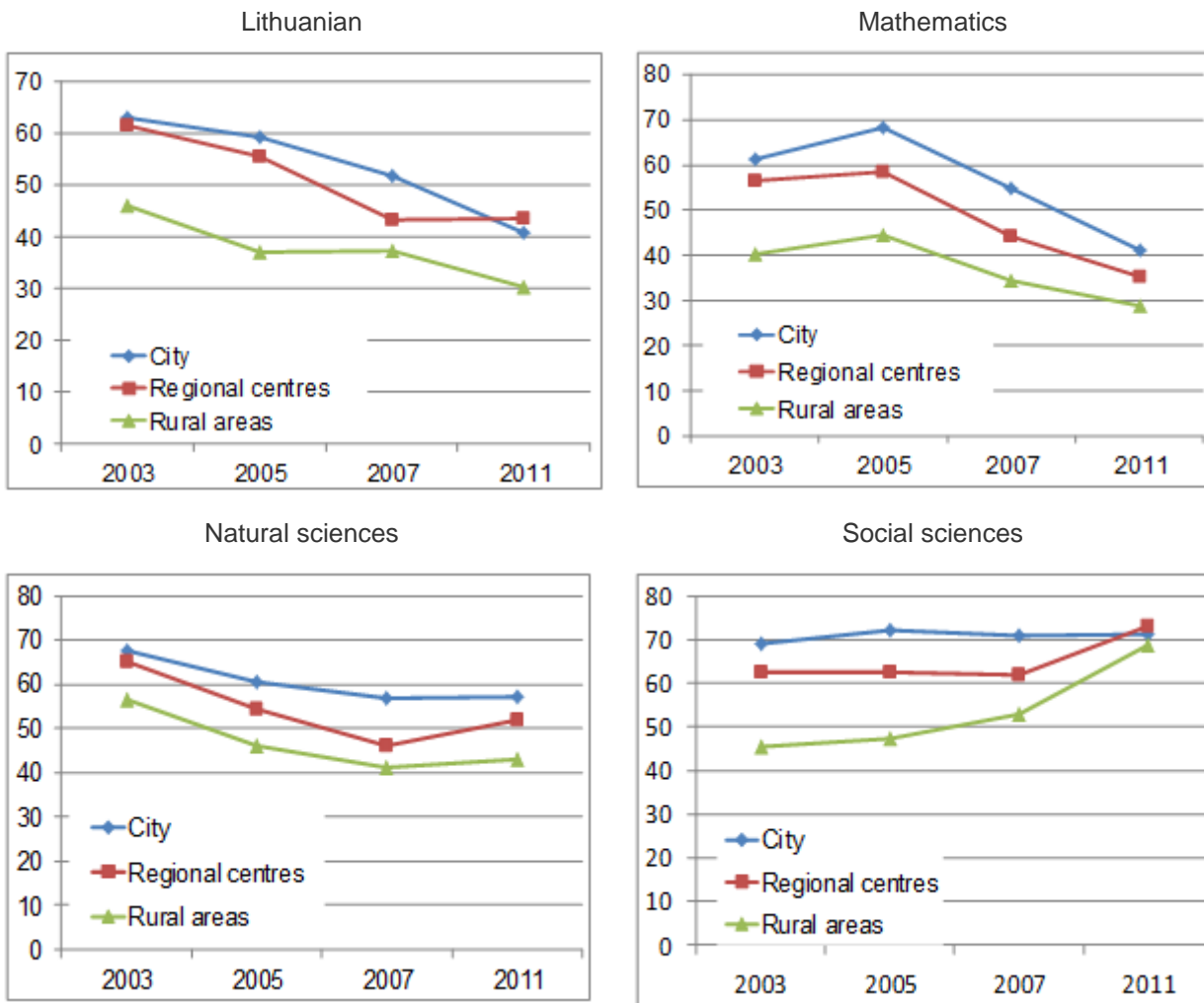
Data source: NEC

Teachers' qualification. One of the prerequisites to achieve high students' performance is highly qualified teachers. In Lithuania, teacher's qualification must meet the following requirements[33]: a person may work as a teacher under pre-school, pre-primary, general education and formal education complementing programmes if:

- has higher education (including of college, acquired before 2009, or a special secondary education, acquired before 1995),
- has teacher's qualifications and
- has completed subject/area matching programmes.

In Lithuania, during 2005–2012, the proportion of pre-school education teachers with higher education increased (Figure 3.6.10). In 2012, about two-thirds of pre-school education teachers had higher education, about two-fifths – that of college. In the city, the proportion of teachers with higher education was slightly (5 per cent) greater than in rural areas (see Tables 3.6.7 and 3.6.8 in Annexes for more details).

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[33] Order No. V-1485 of the Minister of Education and Science of the Republic of Lithuania of 29 July 2011 "Concerning the amendment of Order No. ISAK-506 of the Minister of Education and Science of 29 March 2005 "*On the approval of description of qualification requirements for teachers working under pre-school, pre-primary, non-formal children education, primary, basic, secondary, special education and vocational education programmes*" (Official Gazette, 2011, No. 99-4680).

In 2012, there was almost overwhelming majority (99 per cent) of women in pre-school educational establishments.

Similar tendencies of changes in teachers' education have been observed in primary, basic and secondary education: in the period of 2005–2013 the proportion of primary and 5–12th grade (1–4th grade gymnasium) school teachers with higher education were growing by around 6 percentage points. Although their proportion in rural areas grew more than in cities, but the proportion of primary school teachers with higher education in the city in 2005 was higher by about 7 percentage points, while that of primary and secondary school teachers by about 9 percentage points than in rural areas. In 2013, the proportions of both primary school teachers and basic and secondary school teachers with higher education exceeded 96 per cent (see Tables 3.6.9 – 3.6.12 in Annexes for more details).

Figure 3.6.10 Percentage of pre-school education teachers with higher education
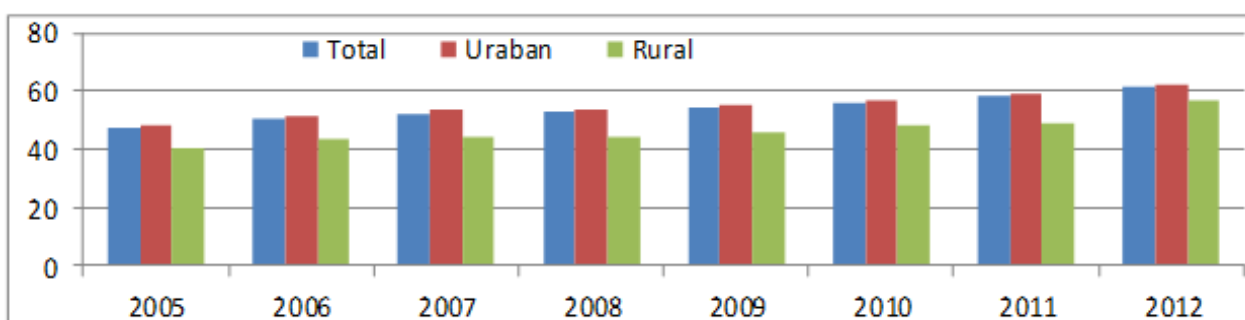
Data source: STD

In 2012, most teachers working under primary, basic and secondary education programmes were women – 98 and 84 per cent, respectively.

From 2005 to 2012, the change in the proportion of pre-school teachers with pedagogical qualification was insignificant. However, it increased significantly (by 28.4 percentage points) in 2012 and amounted to about 99 per cent. (Figure 3.6.11). Similar trends have been observed in urban and rural areas. In the above mentioned period the proportion of such teachers increased by 24.7 percentage points and in 2012 amounted to about 99 per cent, in rural areas – by 35.2 percentage points and in 2012 amounted to about 97 per cent (see Table 3.6.13 in Annexes for more details).

Figure 3.6.11 Percentage of pre-school education teachers with pedagogical qualification
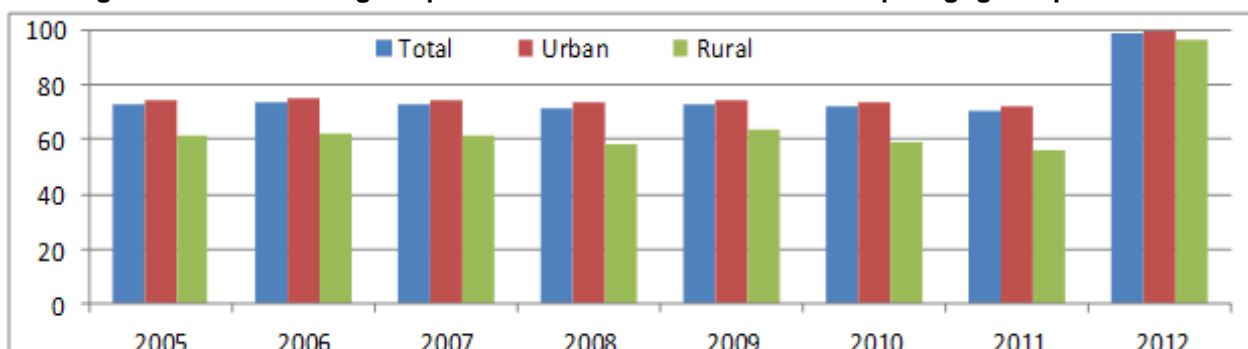
Data source: STD

It is assumed to be related to Order issued by the Minister of Education and Science of the Republic of Lithuania of 29 July 2011 concerning the amendment of the order "*On the approval of description of qualification requirements for teachers working under pre-school, pre-primary, non-formal children education, primary, basic, secondary, special education and vocational education programmes*", which came into force on 1 September 2013. It states that teachers who do not have a pedagogical qualification, must acquire it within 2 years from the start of working as a teacher.

Teachers who do not meet the qualification requirements are subject to dismissal in accordance with the procedure prescribed by the Labour Code.

The proportions of primary, basic and secondary school teachers with pedagogical qualification have also increased in the country, but very slightly, compared to the proportion of pre-school and pre-primary teachers (see Table 3.6.14 in Annexes for more details). In 2005, the proportions of the above mentioned teachers were quite high: about 96 per cent of primary school teachers, and about 90 per cent of basic and secondary school teachers). In 2013, they were 98 and 96 per cent, respectively.

When comparing urban and rural areas, the proportion of primary school teachers with pedagogical qualification slightly increased both in urban and rural areas (by 2–3 percentage points), while increase in the proportion of basic and secondary school teachers in rural areas was almost twice as high as in urban areas: by about 6 ppts in urban areas, and by 11 ppts in rural areas. In 2013, the proportion of primary school teachers with pedagogical qualification in urban and rural areas was about 98 per cent, and that of basic and secondary school teachers – about 96 per cent.

In the period of 2005–2011, the proportion of qualified pre-school teachers both country-wide and in urban areas remained practically unchanged and was about 82–83 per cent. Meanwhile, the proportion of such teachers decreased by about 4 ppts and accounted for about 70 per cent in rural areas (see Table 3.6.15 in Annexes for more details).

From 2005, the proportion of qualified primary school teachers both country-wide and in urban and rural areas slightly increased (by 2–3.5 ppts), while the proportion of basic and secondary school teachers – by over 5–13 ppts (see Table 3.6.16 in Annexes for more details). In 2013, the proportion of above mentioned primary school teachers country-wide, in urban and rural areas was over 98 per cent, the proportion of basic and secondary school teachers was about 98 per cent country-wide and in urban areas, and 95 per cent in rural areas.

Full-time teachers. Teachers' workload determines their motivation to work better. Full-time teachers do not need to search for additional revenue. In 2012, as in 2005, there were about 78 per cent full-time pre-school and pre-primary teachers country-wide. The proportion of such teachers in urban areas was about 23 ppts higher than in rural areas (Figure 3.6.12). It can be assumed that many parents in rural areas take care of their children at home, therefore a large part of pre-school and pre-primary teachers do not have full workload.

Figure 3.6.12 Percentage of full-time pre-school and pre-primary teachers
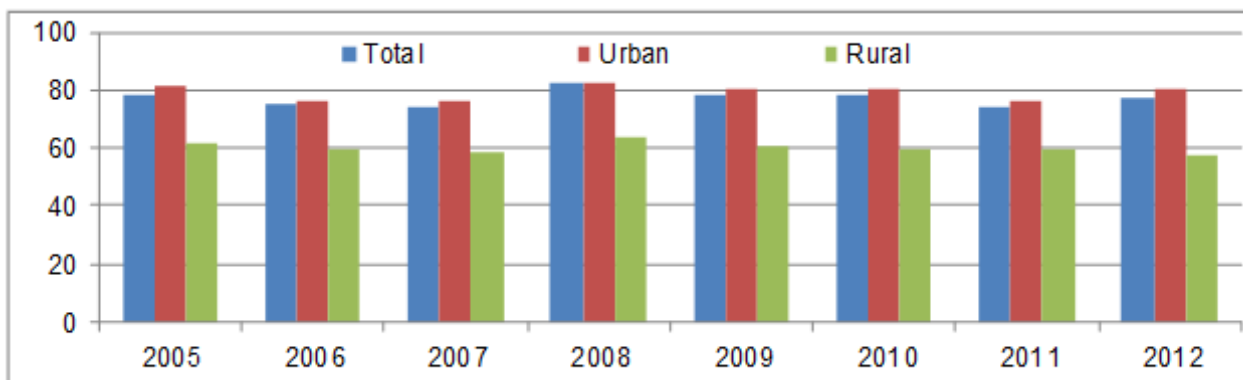
Data source: LSD

Meanwhile, there were about 90 per cent full-time primary school teachers in 2013. Comparing urban and rural areas, the proportions of such teachers were similar (Figure 3.6.13).

However, a very different situation is observed in general education schools for teachers working in 5–12th and 1–4th gymnasiums classes. In the same year, only about 80 per cent of teachers of those

classes were full-time employed. Full-time teachers were 10 ppts more in urban areas than in rural areas (Figure 3.6.14).

Figure 3.6.13 Percentage of full-time primary school teachers
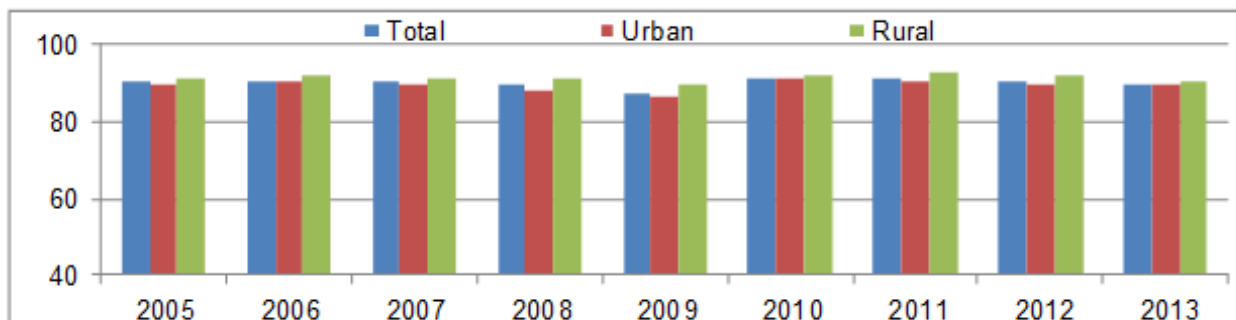
The analysis of tendencies of change in the proportion of full-time teachers shows that in the period of 2005–2013 they practically remained unchanged for primary school teachers country-wide, in urban and rural areas, while changed unevenly for basic and secondary school teachers. From 2005 to 2008, the proportion of full-time basic and secondary school teachers remained practically unchanged country-wide and amounted to an average of 75 per cent, in 2009 decreased to 70 per cent, and in 2010 increased to 82 per cent. Later, the proportion of these teachers decreased, but only slightly (see Table 3.6.17 in Annexes for more details).

Figure 3.6.14 Percentage of full-time teachers working in 5-12th general education school (I-IVth gymnasium) classes
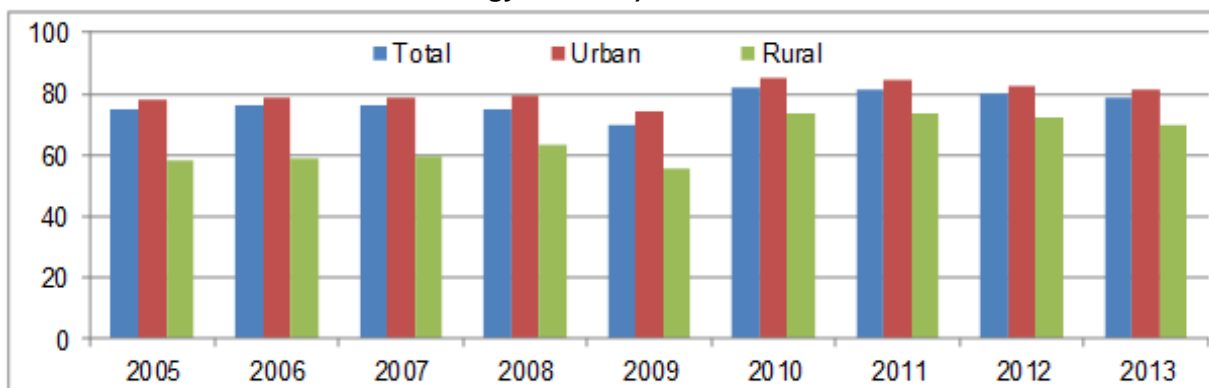
Teacher–student ratio. The number of students per teacher provides information on both the quality of education and on educational performance. In the event of a small ratio one child is given a lot of attention and it facilitates the personalization of the curriculum. However, there is a potential negative aspect, i.e. inefficient use of resources.

In 2012, one pre-school and pre-primary teacher had an average of 11 children both country-wide and in urban areas, whereas 12 children in rural areas (see Table 3.6.18 in Annexes for more details). In the period of 2000–2012 the above mentioned ratio increased by two units country-wide and in urban areas, and by one unit in rural areas.

In contrast to pre-school education, the number of students decreased in primary, basic and secondary education more rapidly than the number of teachers, so the student-teacher ratio also decreased. In the period of 2005–2013, the number of students per teacher in primary education declined slightly country-wide – from 15 to 14, while in basic and secondary education – from 13 to 11 (see Table 3.6.19 in Annexes for more details).

The number of students per primary school teacher in urban areas remained unchanged in the period 2005–2013 and was equal to 16, whereas it declined slightly in rural areas – from 12 to 11. Meanwhile, the number of students per basic and secondary school teacher fell from 14 to 12 in urban areas in the above mentioned period, whereas in rural areas – from 9 to 8.

EUROSTAT data show that in Lithuania the student-teacher ratio of general education schools at primary, basic and secondary education levels (ISCED 1–3) is among the lowest in the European Union. In 2012 it was 8.1. Such a situation occurred in Lithuania because the number of students in general education schools is decreasing more rapidly than the number of teachers. Due to decrease in the birth rate during the period of 2001–2007 and emigration during the last six years (2006–2012), the number of students in general education establishments dropped by 27 per cent, while the number of teachers within a respective period dropped by 17 per cent. The problem of decrease in the number of students is usually solved by keeping all the teaching staff, while reducing the average workload per teacher.

To solve the teachers' workload problem in schools, the actions have already been taken: in 2012 the *Teacher preparation regulations* were amended. These regulations provide the opportunity for employed teachers to gain the right to teach other subjects or engage in new pedagogical activities without necessarily acquiring another higher education diploma. Universities and colleges will offer a wider range of study programmes for prospective teachers: two subjects or one subject and one type of pedagogical activities (social or special education pedagogics, pre-school and primary education). Therefore, teachers with dual qualifications will have more possibilities to receive sufficient/full pedagogical load.

Average number of students/children in a class/group. The number of students in a class affects the quality of education. It allows applying individualized teaching that meets the needs of each child. Teacher's working conditions and workload also depends on the size of a class.

In the period of 2000–2013 the number of children in a group of pre-school education changed only slightly from 17 to 18. In urban areas, compared to rural areas, a more significant change in this number has been observed: the number of children in a group has grown from 17 to 19 in urban areas, while it has declined from 15 to 14 in rural areas (see Table 3.6.20 in Annexes for more details).

In the period of 2005–2013, the average number of students in classes of primary education grew slightly country-wide, as well as in urban areas; it declined in classes of basic education and remained unchanged in classes of secondary education (Figures 3.6.17–3.6.19.). In rural areas, the average class size has grown, but it has remained practically unchanged in basic and secondary education classes. In 2013, in comparison to rural areas, the average number of students in primary school classes was about 2 times, in basic education – 1.6 times, and in secondary education – 1.3 times higher.

Figure 3.6.17 Pupil/class ratio in primary education (ISCED 1)
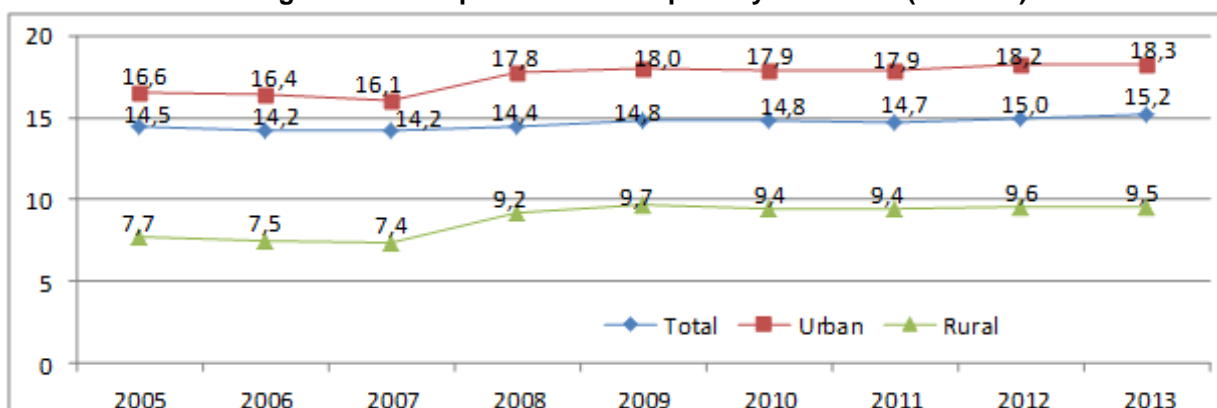
Data source: ITC

Figure 3.6.18 Pupil/class ratio in basic education (ISCED 2)

Figure 3.6.19 Pupil/class ratio in secondary education (ISCED 3A)
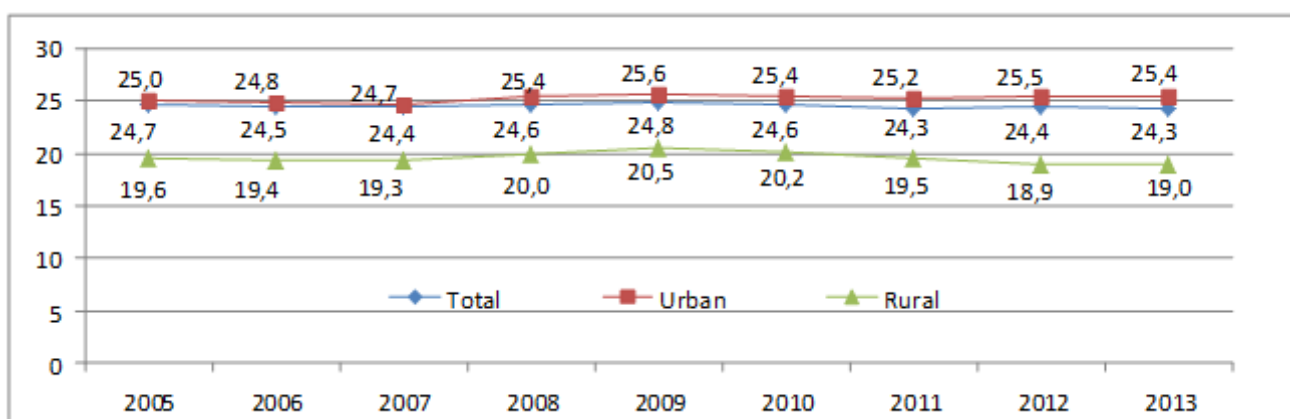
Educational costs for pedagogical workers' salaries. In Lithuania, pedagogical workers (teachers, school administration pedagogical staff, i.e. the director, the deputy for education, etc.), educational support pedagogical workers (special educator, social educator, psychologist, etc.) are maintained from the student's basket funds. In 2012, an amount of LTL 1 463 million was spent for their salaries (Table 3.6.2). This accounted for about a quarter of the national education budget. In the period of 2008–2012, the proportion of expenditure allocated from the student's basket for teachers' salaries grew by 4.4 percentage points.

Table 3.6.2 Expenditure allocated from the student's basket for all pedagogical workers' salaries in the period of 2008–2012

Year	Expenditure allocated from the student's basket for pedagogical workers'* salaries, in million LTL	National education budget, in million LTL	Percentage of expenditure allocated from the student's basket for pedagogical workers' salaries compared to national education budget
2008	1273	6278	20.3
2009	1584	6691	23.4
2010	1410	5913	23.8
2011	1530	6142	24.9
2012	1463	5918	24.7

*pedagogical workers (teachers, school administration pedagogical staff, educational support pedagogical staff).

Educational costs for textbooks and other teaching aids. Supply of schools with textbooks and other teaching aids is important for high-quality teaching and learning. In Lithuania, an average of 0.83 per cent of the national education budget was allocated for textbooks and other teaching aids in the period of 2004–2012 year (Table 3.6.3). In 2012, 36.9 million LTL or 0.62 per cent of the

national education budget was spent to satisfy those needs. This is one of the smallest portions of the education budget over the entire above mentioned period (less funds were allocated only in 2009).

Table 3.6.3 Expenditure allocated from the student's basket for textbooks and teaching aids in the period of 2004–2012

Year	Expenditure allocated from the student's basket* for textbooks and teaching aids in municipal schools, in million LTL	National education budget, in million LTL	Percentage of expenditure allocated from the student's basket for textbooks and teaching aids compared to national education budget
2004	29.1	3642	0.80
2005	33.6	3917	0.86
2006	36.7	4470	0.82
2007	53.5	5129	1.04
2008	50.7	6278	0.81
2009	36.7	6691	0.55
2010	67.5	5913	1.14
2011	49.6	6142	0.81
2012	36.9	5918	0.62

* Student's basket funds are municipal school education funds assigned to the management area of the Ministry of Education and Science (all general education, as well as part of pre-school and pre-primary education).

Data source: The Ministry of Education and Science (MES)

Education quality improvement measures needed in the future

Currently, education quality and its improvement issues are the most pressing in Lithuania. The need to improve quality of education, as it has already been mentioned, is observed both in *the National Education Strategy for 2013–2022*, and in *the Programme of the Government of the Republic of Lithuania for 2012–2016*.

In future, the improvement of quality of education will require:

- Development of a strategy that would provide long-term, targeted complex, mutually coordinated measures to improve student learning outcomes. Monitoring of the implementation of such measures should be initiated, by assessing their effectiveness and impact on student learning outcomes.
- Development and implementation of measures that encourage the brightest and most diligent graduates to choose teacher's profession, to develop teachers' preparation programmes, responsive to the world's scientific achievements and modern didactic principles.
- Improvement of teachers' qualification and training so that teachers are able to implement an updated curriculum: to differentiate and individualize education, to specifically use active teaching (learning) methods and evaluation methods which help the students learn, to apply information and communication technologies in the educational process; to be able to systematically provide good quality support for students with special educational needs.
- Development of an effective mechanism to ensure high-quality services of teachers' professional development.
- Organization of professional qualification improvement courses for school managers and teachers, management tools, which allow ensuring individualized and differentiated teaching in the class.
- Changing the selection system of faculties, organization of international competitions for faculties to fill the position. In order to attract young, talented and motivated people to higher education establishments, the introduction of age limit for faculties should be considered.

- Increase in the prestige of teacher's profession and pedagogical studies: to maintain relatively high and equitable wages, to improve working conditions and to provide a wide range of support for teachers.
- Creation of a system for students' achievement assessment, recognition and promotion. Measures and methods to evaluate students' learning outcomes are required to allow assessing not only the students' acquired knowledge and skills, but also the core competencies.
- Improvement of school infrastructure by providing schools with high quality teaching (learning) resources (textbooks, learning aids and tools).
- Reduction of social exclusion and increase in the provision of teaching (learning) resources, i.e. material and intellectual resources, for schools, particularly in rural areas. This situation could be improved by, for example, creating a database of electronic teaching (learning) resources open to schools and students and attracting the most talented graduates of pedagogical studies and teachers to rural schools.
- Development and improvement of the education quality assurance system. Initiation of the general education quality assessment in pre-school and vocational training establishments. Reduction of time periods between external evaluations of schools to better monitor their progress.
- Creation of a mechanism that enables to identify schools whose quality of education is questionable. The external evaluation should be performed first for such schools. In addition, there should be an efficient system of sanctions applicable to inefficient schools and those schools which do not take care of the quality of education.
- Improvement of funding for education so as it would not be limited only to "student's basket" approach. Alternative funding models or a combination of several funding principles also need to be considered. This would help solving the issues of fair and optimal allocation of resources, promotion of schools, correction of learners and students' choices, taking into account the needs of the state, etc.
- Increase in the schools' independence and accountability. Changes of school accountability principles: focusing more not on the formal requirements but on the needs of stakeholders (students, parents, local communities) and accounting for results to the public. Strengthening the leadership of teachers and the whole school community. Provision of advice to educational establishments which are becoming more autonomous, creation of the system of accountability of schools and other founders for educational outcomes.
- Creation and development of evidence-based education management culture: to avoid impulsive, unconsidered, authoritarian decisions and to take decisions based on public debate and social partnership. Making greater use of information technologies in education management, improving education information databases and analysis based on them. Carrying out studies to determine the most relevant problems and to base the solutions of most problematic management issues.
- Depolitization of education management and ensuring continuity of reforms launched, by providing the education community, especially its professionals, other stakeholders (eg. employers, parents) with decision-making power.

4. IMPLEMENTATION OF NATIONAL STRATEGIES TO ACHIVE THE SIX EFA GOALS

Inclusion of "Education for All" goals into national strategies and documents. As it was mentioned in Section 1, the Lithuanian "Education for All" Action Plan was developed simultaneously with the National Education Strategy for 2003–2012 and the new version of the Law on Education, so the concepts and goals were aligned. The National Education Forum, which assumed responsibility for implementing the "Education for All" Action Plan, held its last meeting in 2004, but "Education for All" goals have been implemented through other programmes. The main and most extensive programme is the *Programme for implementation of the Provisions of the National Education Strategy 2003–2012*, which consists of five priority areas: improving management, improving infrastructure, improving he support, improving content and improving human resources. All measures had greater or lesser impact on the implementation of the "Education for All" goals, but three were directly related. We quote the programme:

- **Improving infrastructure.** *To improve infrastructure, the education services network will be streamlined, new educational services and education system connections will be developed. The highest values are lifelong learning, access to learning, and social justice.*
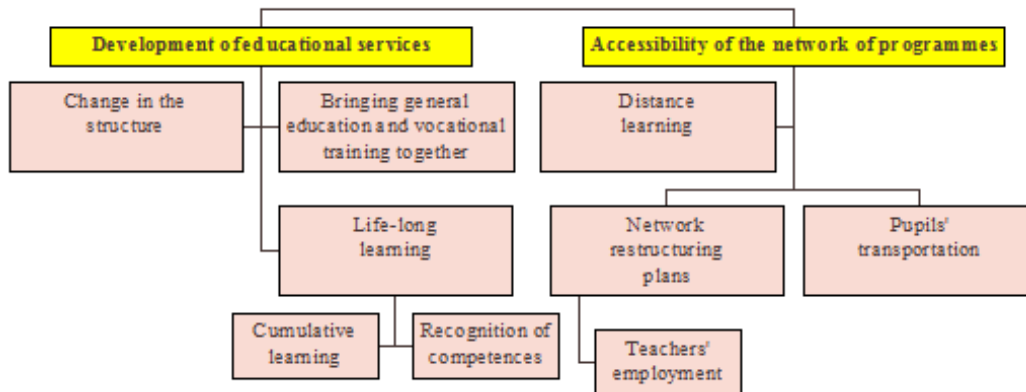
- **Improving support.** *Most attention will be given to fostering socially just and equal educational opportunities: fostering various general and criteria-based individual support for students, organizing provision of material, psychological and other assistance to schools. The highest values are social justice, access to learning, and quality.*
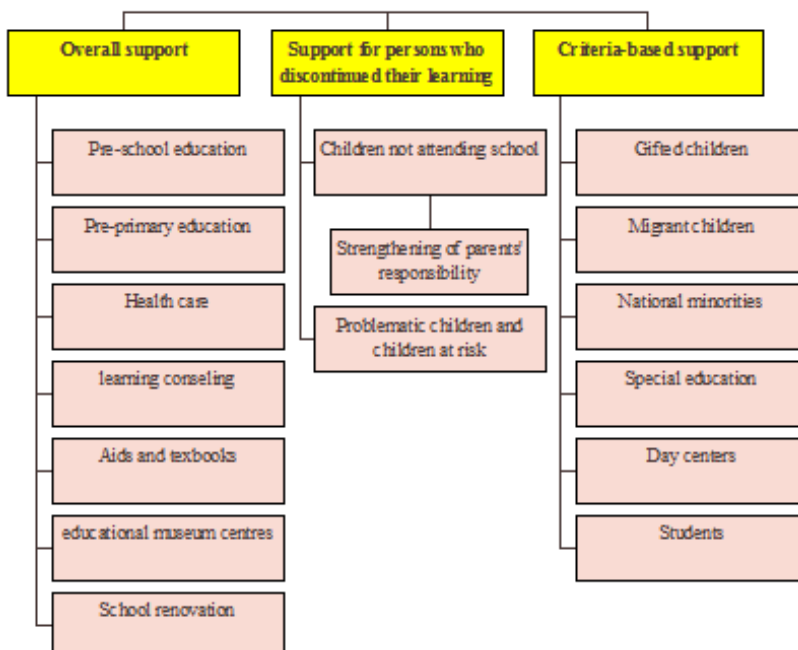
- **Improving content.** *Conformity of learning and curriculum to the labour market needs of the knowledge society has been improved, and general education of social, information, communications and other basic skills has been strengthened; learning will be personalized according to individual needs and abilities, and learning load will be balanced. The highest values are quality, contextuality, and social justice.*

Implementation of national "Education for All" goals.

1. To achieve universal pre-school education by 2007. Universal pre-primary education has been implemented in Lithuania since 2003. The aim is to enable every child to participate in pre-primary education programme one year before entering a general education school, but parents retain the right to decide whether to allow the child to pre-primary group, or not. LSD data shows that in 2012–2013 the proportion of children attending pre-sprimary groups was 93.3 per cent, compared to 6 year-age population. Thus, the aim of implementing universal pre-primary education has been attained, and there is an intention to move to compulsory pre-primary education.

2. To achieve that all children are guaranteed real conditions to start pre-school education at three years of age by 2015. The objective to ensure real conditions for all children to start pre-school education at three years of age by 2015 has not been fully achieved. Although from 2000 to 2012 the proportion of 3–6 year-old children participating in pre-primary or pre-school education increased significantly (from 53 per cent to 82 per cent), but so far not all children have the opportunity to attend pre-school education establishments. In rural areas, there is lack of access to pre-school education, because the schools are far from the child's home; this issue is also affected by other factors (such as socio-economic status of the family), while in the major cities there is lack of places in pre-school groups. Various measures have been applied to solve these problems (universal multifunction centres are established in rural areas, where pre-school, pre-primary groups are set up; in urban areas pre-school groups are set up in schools, and thus the number of places is increased in pre-primary education establishments for children attending pre-primary groups, etc.

Table 4.1 Proportion of 3−6 year-old children participating in pre-school and pre-primary education

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
53.1	55.9	60.9	62.4	66.1	70.7	72.7	76.1	79.2	78.7	79.3	80.2	82.0

Data source: LSD

3. The goal to achieve that **by 2015 more than 95 per cent of students' complete primary school and acquire basic education until 18 years of age has already been reached** in 2011; in addition, over the last ten years the situation has been more or less the same (see Table below).

Table 4.2 Percentage of 18 year-old persons who acquired at least basic education compared to the total population of that age

2003	2004	2005	2006	2007	2008	2009	2010	2011
96.3	97.0	97.1	96.1	96.1	97.6	95.8	94.8	96.7

Data source: EMIS

4. The goal to achieve that **the proportion of 25–59 year-old persons with at least secondary education reaches 80 per cent or more by 2015 has already been exceeded in 2011**. At that time, the general population census confirmed the proportion of 88.6 per cent. The goal has been achieved in all age groups, except for 30–34 year-olds, whose indicator was slightly lower (see Figure 4.3).

5. The goal to achieve that **the percentage of drop-outs and early leavers (individuals of 18–24 years of age who completed only the basic or secondary education and not continuing their education or vocational training) does not exceed 9 per cent** was achieved in 2005 (see Figure 4.4). In 2013, the proportion of such individuals was relatively small – 6.3 per cent; moreover, it was significantly lower than the EU27 average of 12 per cent.

Figure 4.3 Education of the Lithuanian population by age groups based on the 2011 census
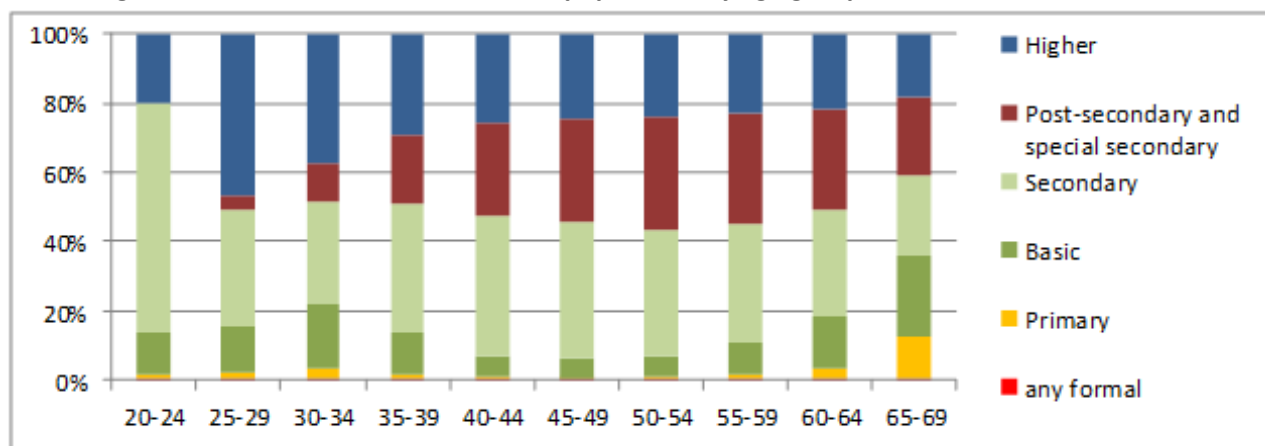
Figure 4.4 Percentage of early leavers of 18–24 years of age
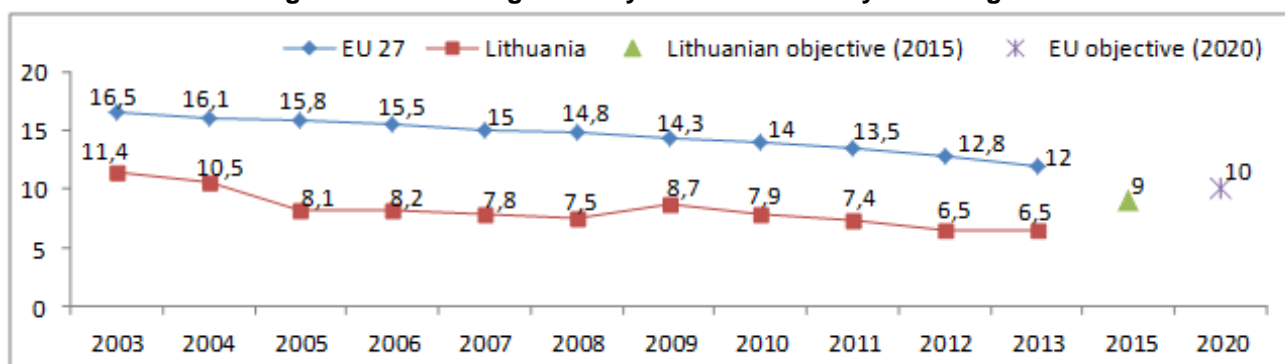
6. The goal to achieve that **young people and adults who dropped out of the education system and did not acquire basic education should have the opportunity to go back and continue their learning. Basic education should be acquired by no less than 5000 persons every year.**

Access to education, i.e. general education (both the basic and secondary), is available to all citizens of Lithuania; it is free, regardless of their age. However, the number of five thousand adult students completing basic training is not reached annually; in the past few years this education has been acquired by about 1.5 thousand students. One of the reasons is low total number of adults without basic education: the 2011 census shows that there were still about 30 thousand of such adults in 20–64 age-group.

7. The goal to achieve that **all municipalities have their educational psychological services by 2015.**

In 2013, 55 municipalities (the total number is 60) had their educational psychological services.

8. The goal to achieve **the improvement in learning outcomes of children with special educational needs, who are learning together with peers in general education schools. The number of children with special educational needs and without basic education should be reduced in half, and no less than 50 per cent of children of this group should complete secondary education.**

We have no data – they have not been collected; in addition, the concept of special educational needs was changing, so the data of different years cannot be compared.

9. The goal to achieve that general education curriculum is updated every four years in line with the social partners in the field of education, by periodically performing analysis of their

needs. A periodical quality assessment of basic and secondary education should be carried out.

In Lithuania, *General curriculum* have been updated since the period of restoration of independence. Until 2007 the updating of General curriculum was irregular. After having implemented *the Strategy of formation, evaluation, updating and implementation of general curriculum,* the regular updating system of *general curriculum* was developed. The curriculum has been updated **taking into account:**

- curriculum assessment results,
- students' learning outcomes,
- needs of society,
- pedagogical findings.

The strategy emphasizes that the renewal of the curriculum must be reasonable and appropriate, i.e. it must help solve the problems of education quality, based on available resources. It is stated that General curriculum is updated no more than every 7 years.

In 2012, compulsory basic education testing for the Lithuanian language, mathematics and foreign language learning outcomes was introduced, and since then general data about the results of basic education can be received. Data for diagnostics has been and continues to be available from national and international surveys of student achievement. The quality of secondary education is assessed by carrying out Matura examinations.

10. By 2015, to reduce by half the percentage of fifteen-year-old students who fail to achieve the minimum literacy level in reading, writing, mathematics, natural sciences and social sciences.

Lithuania started participating in the OECD PISA study in 2006. It last participated in the study in 2012. This study assesses reading skills, mathematical and natural science literacy of fifteen-year-old students. In 2012, the situation was as follows (compared to 2006):

- the proportion of fifteen-year-old students who fail to achieve the minimum achievement level (I) in OECD PISA study in reading decreased 8,7 times,
- increasing by 1,1 times in mathematics,
- and decreasing by 1.3 times in natural sciences.

Table 4.3 Percentage of students who failed to achieve the minimum achievement level (I) in OECD PISA study

Research areas	Percentage of students		Change in the proportion, occasionally
Year	2006	2012	
Reading skills	8.7	1	⬇ 8.7
Mathematical literacy	7.8	8.7	⬆ 1.1
Natural science literacy	4.3	3.4	⬇ 1.3

Data source: PISA, 2006, 2012

11. The goal to achieve that by 2015 the students who completed primary school education possess new competencies necessary for information society, i.e. information technology, foreign languages, entrepreneurship, economic literacy, and other.

Primary, basic and secondary education *General curriculum* have been updated; it is focused on teaching/learning core competencies (communication in native and foreign language, mathematical, natural science and technology, digital competence, ability to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression) that are necessary for the knowledge society. The students, having completed these programmes, acquire the above mentioned competencies.

12. **The goal to achieve the increase in the relative proportion of learners of working age (25–64 year-old) at least up to 15 per cent.** However, this figure is still three times lower (5.2 per cent) and one of the lowest in Europe (EU average – 9 per cent in 2012).

Figure 4.5 Life-long learning rate (25–64 year-old population), in per cent
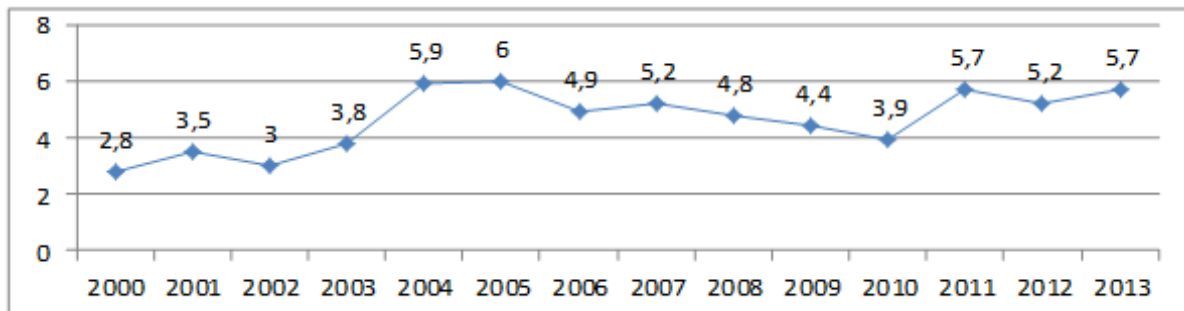
Data source: LSD

Implementation delays and problems. Responsibility for the implementation programme of the Strategy almost exclusively lies with the Ministry of Education and Science. However, there is no political force that is committed to the programme due to constantly changing political powers; there were periods when the ruling coalition priorities did not coincide with the strategic priorities, not all of the measures were based on the funds; in addition, the context and challenge weighting were rapidly changing. As a result, some of the goals have been abandoned, and the implementation of other goals was delayed for the future, while some of the goals turned out to be almost continuous and have been implemented so far. For example:

- Due to the constantly decreasing birth-rate and high emigration Lithuania has too many schools. Maintenance of half-empty buildings and teaching in small classes consume resources, which should be used to improve the quality of education. Therefore, one of the main concerns was the reorganization of the school network by closing schools with few students left and enlarging more promising ones. However, due to geographical reorganization of the school network they are moving away from the students' homes, and in order not to reduce the availability of education it requires well-organized transporting of students to schools. So far, attention has been given to combine transporting schedules with time of lessons, but now it is increasingly clear that school should be available for a child living in remote rural areas after school, as well.
- The growth of temporary migrants and international community of Lithuanian emigrants, the need of distance learning for emigrant children is growing. However, children's distance learning is a much heavier burden for teachers than adults' distance learning, so the development and maintenance of this system becomes a constant concern.
- Introduction of the student's basket-based funding of schools created incentives for schools to find and keep even those children who are reluctant to learn, but in recent years, there was a lack of up to 4.5 per cent of students compared to the number of compulsory school age children. The integration of population and student registers and the creation of children's search system revealed that the majority of the lacking children left the country with the parents who failed to declare their emigration status. Currently, the search of lacking children is conducted continuously.
- In order to improve the quality of school education, especially that of basic education, the School Improvement Programme was conducted in the period of 2002–2006; the programme was funded by the World Bank and the Lithuanian government. It has introduced a lot of innovation in the Lithuanian Education, i.e. the Education Management Information System, national student achievement surveys, school performance quality assessments, networks of learning schools; however, the average learning outcomes of students have not improved, only the proportion of students with the lowest achievements decreased. It has shown that the quality of education is determined by many interacting factors, and it is not easy to find the right combination of them.

- In order to create incentives for lifelong learning, it was planned to move to cumulative learning and recognition of competences. However, the preparatory work is very slowly, and adult learning indicators lag far behind those expected (see Figure 4.5).

Links with other initiatives. The programme "Education for All" has not started a new education reform in Lithuania; however, it has had an impact on some policies. Perhaps the most obvious influence is on the Programme of Pre-school Education Development for 2007–2008 aimed at increasing the availability of early childhood education and inclusion, and one of the main measures to reach these goals is the pre-schooler's basket. The positive impact of the programme is illustrated by data provided on Table 4.1.

The choice of Lithuania to introduce a set of individual school subjects in the last two general education school classes is also close to the "Education for All" programme ideals, as well as the decision to establish the diversity of education organization options in general education plans[34] – a state document defining the minimum mandatory period of time for implementing education programmes and providing recommendations concerning education organization. Although these changes are criticized by "Equal Education for All" supporters, they made the general education more flexible, considering different needs, and more attractive.

The national debate on education for all concept also influenced the approach to lifelong learning – it has made it wider and more democratic, more focused on the motivation and ability to learn; however, greater achievements in this area are not observed. One of the successful cases, which though have no effect the labour market, is the development of universities of the third age[35].

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[34] See the following link for the most recent plans: http://www.smm.lt/uploads/documents/ugdymo-planai/BUP%2020130519.pdf
[35] See the following link for their activity survey report:
http://www.upc.smm.lt/svietimas/tyrimai/TAU%20tyrimo%20ataskaita%202012.pdf

5. PROSPECTS FOR POST-2015

Future trends. There is more apparent trend to shift from "education for all" to "education for everyone" or personalized education. This will result not only in the ideological tensions, but also in the pressure for education organization opportunities: this principle will be easier to implement in wealthier communities than in those lacking resources.

Schools will also be differentiated. Some will offer a universal, generic and not particularly deep and diverse education to any student, others will decide to specialize, to declare their uniqueness and attract students with certain needs or dispositions. This will raise political tensions, because the state will have to decide how, where, what schools to build.

We will have to pay more attention to special educational needs. The integration of students with these needs in general education schools was not sufficiently beneficial to them, as the issues of social integration were dealt instead of the problems of adequate quality of education. The growing number of these students will need to carefully build their education organization models and allocate more resources.

Learning opportunities and methods will be dramatically displaced by technologies – the models of "school without walls", networked learning and learning without formally defined time for lessons will be established. This will increase the attractiveness and accessibility of learning, but will require more skills and ingenuity from teachers. In addition, it will become more difficult to notice, to grasp, and to assess the unique learning outcomes.

The approach to learning organization by age should be changed. So far, the grouping of students has been formal, by year of birth, avoiding the "long schools", enrolling children of different age groups. In the future, this should be put on a more liberal view perceiving that the younger students can learn and communicate with the older, and vice versa. This will be especially true in developing social skills and democratic provisions.

The concepts of formal and non-formal education may also change – they would crisscross and merge both in forms of learning, and in space and time.

With coming modular cumulative life-long learning, a rigorous divide in education levels will disappear: people with higher education may want to acquire a specialty in a vocational school, or learn in a few places at the same time.

What is planned considering the problems? The national education strategy for the next decade is already in place – it is *the National Education Strategy for 2013–2022*. Two out of four its goals are directly related to Education for all:

- by ensuring access to education and equal opportunities, to develop at the maximum the education coverage for children and young people, to provide learners, students and young people with the most favourable opportunities to reveal their individual capacities and to meet the special educational and learning needs; to provide effective pedagogical and psychological assistance to students with learning difficulties;
- by ensuring the effectiveness of the education system, to create a system of incentives and a level playing field for life-long learning based on effective assistance when identifying oneself and choosing one's own way in the world of work. To combine personal choice with state planning.

The tasks for implementing the first goal of access to education and equal opportunities are as follows:

- To expand learning options and increase the availability through the funding model of educational establishments "money follows the student", by combining this model with the state regional policy, state planning and commission; To create financial mechanisms to increase the

educational system coverage in the regions; To strengthen the State Education Fund activities by providing study loans;
- To enrich the learning environment in schools, to expand the range of non-formal schools and diversity of activities of all schools, particularly educational opportunities for cultural expression, leadership, creativity, entrepreneurship, professional skills, support for volunteer initiatives, accompanied by a continuous dialogue on development priorities; To take care of social, emotional, sexual, and intercultural education; To introduce systemic changes leading to the reduction of bullying, human trafficking and violence, alcohol and tobacco use in order to ensure psychological safety of the school community;
- To ensure priority to education for the victims of social exclusion, human trafficking, risk groups and groups of people with special learning needs in order to overcome social exclusion and to ensure coherence in talented persons' education; To create an effective social support system for disadvantaged participants of the educational system. To strengthen the role of the Ministry of Education and Science and local government in coordination of special education, to provide high-quality methodological support for special education professionals. To implement the reform of rural schools and schools proving education in minority languages taking into account the interests of communities, especially those of children, subject to the principle of effectiveness of schools and reduction of social exclusion; To ensure the strengthening of national, civic Lithuanian identity, the quality of teaching of the Lithuanian language, national languages of ethnic minorities and education in ethnic minority languages, as well as fostering and continuity of the Lithuanian culture;
- To develop formal and non-formal educational integrity and mutual complementarity, to introduce open and flexible methods of learning; to create self-learning opportunities, if necessary.

In order to create a system of incentives and a level playing field for life-long learning, the following actions have to be taken:
- Promotion of the variety of life-long learning, considering economic and social needs and capacities of continuity of activities, as well as to create a flexible system of availability, to ensure the quality of education, to strengthen opportunities for cultural institutions and businesses to participate in life-long learning processes;
- Organization of educational civic activities and personal self-development across the country, to develop its various organizational forms, to strengthen local and national organizations that unite learners and students;
- Strengthening the motivation to learn, by linking life-long learning with the choices of students and by creating a system of financial support; Developing the integrity of lifelong learning and work experience, especially through practice, internships, vocational training, by implementing a form of apprenticeship; Development and introduction of the assessment and recognition system of learning competencies acquired in a variety of learning ways;
- Enabling individuals to self-manage a career, by providing individualized support of various forms in real and virtual environment, by expanding the necessary skills and opportunities, by developing key competencies, and by shaping awareness to choose the way of life (a career) and educational continuity. Initiation and support of high-quality promotion of study programmes, professions, especially the most promising ones;
- Development of a coherent system of adult education, covering a non-formal adult funding mechanism, inter-institutional coordination, information and counselling, quality assurance of non-formal learning and recognition of competences acquired non-formally.

The Ministry of Education and Science invites to organize open forums for the implementation of the National Education Strategy for discussions on the quality of implementation of education policy change directions, improvement of the curriculum and suggestions of ways to better collaborate among teachers and researchers, professors and employers, other society groups,

agreeing on the next educational change priorities and improving educational content. Subsidies from the state budget allocated to the Ministry of Education and Science will be assigned by order of priority for the implementation of the Strategy, and whereas the Strategy seeks for solidary, active and learning society, the implementing subjects should be all interested natural and legal persons, other organizations and departments, society groups and associations.

Other national initiative is *the Non-formal Adult Education Development Action Plan for 2014–2016* (currently only a draft). Its goal is to create a supply and demand system for life-long learning, which would allow social and work inclusion, active citizenship and personal development for adults. The tasks are as follows:

1. To create the conditions for adults to acquire core competencies and develop their positive life-long learning attitudes, by developing formal and non-formal education services;
2. To facilitate the development of life-long learning services in vocational education establishments and higher schools;
3. To create a sustainable financial and legal incentive system that facilitates the participation of adults in life-long learning activities.

Some of the non-formal learning incentives provided for in this plan:
- To develop and implement general competency programmes for adults in all municipalities of the country;
- To implement non-formal education programmes designed for third-age people;
- To support activities for digitization of scientific, educational, methodical literature and adult learning resources;
- To organize the information campaigns for adult learning motivation enhancement in the media;
- To promote the openness of vocational schools for life-long learning activities;
- To organize initial evaluation of competences acquired in formal, non-formal and self-education ways in state vocational education establishments;
- To develop and implement the formalization system for informally acquired competences in higher education schools;
- To implement "a learning voucher system" (new funding models) for adults, available to residents of smaller cities and rural areas;
- To establish a continuing education fund for employers to improve workers' qualification.

What is the international programme which could be particularly useful for supporting the outbursts of education, strategies and policy trends in your country after 2015?

Continuous learning.

ANNEXES

Table 3.1.1. Gross enrolment ratio at ISCED 0 level

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	56.3	58.7	61.9	62.9	65.4	71.2	73.2	76.5	79.4	78.8	79.5	80.3	82.1
Boys	57.2	59.9	62.7	63.9	66.3	72.0	73.8	76.9	80.4	79.7	80.2	80.9	82.2
Girls	55.3	57.5	61.1	61.7	64.5	70.4	72.4	76.2	78.4	77.9	78.7	79.5	81.9

Data source: LSD

Table 3.1.2. Percentage of children participating in pre-school and pre-primary education by age

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1−6 year-old and older children													
Total	41.1	42.4	47.4	49.3	51.5	55.6	57.3	59.8	61.0	59.7	60.2	61.5	64.4
Urban	58.0	59.3	63.3	67.0	71.1	76.0	77.9	81.0	80.8	78.7	76.6	77.3	80.1
Rural	11.8	13.3	19.2	19.5	28.7	20.0	21.3	22.0	25.2	23.9	26.0	26.5	28.8
Difference between urban and rural areas, in percentage points (ppts)	46.2	46.0	44.1	47.5	42.4	56.0	56.6	59.0	55.6	54.8	50.6	50.8	51.3
1−2 year-old children													
Total	13.7	14.9	16.8	18.2	19.9	22.2	26.5	28.1	25.4	24.0	22.6	27.4	31.4
Urban	19.9	21.0	24.4	27.0	29.6	32.1	35.1	36.7	34.9	32.8	34.1	35.4	40.3
Rural	3.2	3.8	3.6	3.9	3.9	5.0	6.0	7.2	6.7	5.9	7.5	8.4	9.7
Difference between urban and rural areas, in percentage points (ppts)	16.7	17.2	20.8	23.1	25.7	27.1	29.1	29.5	28.2	26.9	26.6	27.0	30.6
3−6 year-old children													
Total	53.1	55.9	60.9	62.4	66.1	70.7	72.7	76.1	79.2	78.7	79.3	80.2	82.0
Urban	74.4	75.5	87.8	87.6	86.5	85.2	83.7	83.3	84.1	84.3	82.8	82.4	81.4
Rural	15.6	17.8	26.2	26.5	28.9	26.9	28.3	28.8	34.0	32.6	35.6	35.6	38.3
Difference between urban and rural areas, in percentage points (ppts)	58.8	57.7	61.6	61.1	57.6	58.3	55.4	54.5	50.1	51.7	47.2	46.8	43.1

Data source: LSD

Table 3.2.1. Gross and net enrolment ratio at ISCED 1 level

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Gross													
All	103.6	103.2	103.0	104.0	102.9	102.0	101.1	99.5	100.0	100.4	101.3	101.9	101.7
Boys	104.1	103.6	103.6	104.5	103.2	102.4	101.5	100.1	100.7	101.0	101.8	102.1	101.8
Girls	103.0	102.6	102.2	103.4	102.4	101.7	100.7	98.9	99.2	99.9	100.7	101.6	101.7
Net													
All	96.8	96.1	95.4	95.6	96.0	96.4	96.0	95.3	96.3	97.1	98.1	98.8	98.9
Boys	97.1	96.4	95.6	96.0	96.2	96.6	96.3	95.9	96.9	97.7	98.6	99.2	99.1
Girls	96.4	95.8	95.2	95.2	95.7	96.1	95.7	94.7	95.7	96.6	97.5	98.5	98.6

Data source: LSD

Table 3.2.2. Gross and net enrolment ratio at ISCED 2 level

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Gross	All	100.3	102.0	105.3	107.6	108.4	108.3	107.3	106.4	105.4	105.6	105.9	105.1	104.7
	Boys	102.1	104.2	107.5	109.4	110.1	109.7	108.7	107.8	106.5	107.8	108.1	107.0	106.9
	Girls	98.4	99.8	103.1	105.7	106.6	106.7	105.8	104.8	103.7	103.3	103.5	103.1	102.4
Net	All	93.4	94.4	97.1	98.6	99.3	100.1	99.0	97.6	97.0	96.7	97.2	97.4	97.3
	Boys	93.8	94.9	97.5	98.6	99.5	100.0	98.9	97.6	96.5	96.9	97.3	97.6	97.6
	Girls	92.9	93.7	96.7	98.5	99.2	100.0	99.1	97.6	96.9	96.5	97.0	97.1	96.9

Data source: LSD

Table 3.2.3. Adjusted net enrolment ratio at ISCED 1 level*

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	99.2	99.2	98.3	98.7	99.0	99.2	98.8	98.8	99.9	100.2	100.7	100.9	100.7
Boys	99.3	99.4	98.1	98.7	98.6	98.8	98.4	98.6	99.7	100.1	100.7	100.7	100.5
Girls	99.1	99.0	98.5	98.8	99.4	99.6	99.1	99.1	100.0	100.2	100.8	101.0	100.8

*Characteristics of statistical data collection have impact on inaccuracy of values of the ratio (for example, it exceeds 100 per cent for several years).

Data source: LSD, MES

Table 3.2.4. Efficiency rates of primary education

		Promotion rate, per cent			Repetition rate, per cent			Dropout rate, per cent			Survival rate, per cent		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
1st grade	2005	97.9	97.7	98.2	1.3	1.5	1.1	0.8	0.8	0.7	100.0	100.0	100.0
	2006	97.8	97.4	98.3	1.5	1.8	1.1	0.7	0.8	0.6	100.0	100.0	100.0
	2007	98.1	97.7	98.5	1.5	1.8	1.1	0.5	0.6	0.3	100.0	100.0	100.0
	2008	98.1	97.8	98.5	1.3	1.6	1.0	0.6	0.6	0.5	100.0	100.0	100.0
	2009	97.7	97.1	98.4	1.3	1.6	0.9	1.0	1.4	0.6	100.0	100.0	100.0
	2010	98.2	97.8	98.6	1.1	1.4	0.8	0.7	0.7	0.6	100.0	100.0	100.0
	2011	98.0	97.6	98.4	1.1	1.4	0.8	0.9	1.0	0.8	100.0	100.0	100.0
	2012	98.0	97.6	98.5	1.1	1.3	0.9	0.9	1.1	0.7	100.0	100.0	100.0
2nd grade	2005	98.8	98.7	99.0	0.5	0.6	0.3	0.7	0.7	0.6	99.2	99.1	99.3
	2006	98.9	98.9	99.0	0.4	0.5	0.3	0.6	0.6	0.7	99.3	99.2	99.4
	2007	99.2	98.9	99.4	0.3	0.5	0.2	0.5	0.6	0.4	99.5	99.4	99.6
	2008	99.1	98.9	99.4	0.3	0.4	0.2	0.5	0.7	0.4	99.4	99.4	99.5
	2009	98.3	98.3	98.4	0.3	0.4	0.3	1.3	1.3	1.3	99.0	98.6	99.4
	2010	98.8	98.8	98.8	0.4	0.4	0.4	0.8	0.8	0.9	99.3	99.3	99.4
	2011	98.4	98.3	98.5	0.3	0.4	0.2	1.3	1.3	1.3	99.1	99.0	99.2
	2012	98.5	98.3	98.6	0.4	0.5	0.2	1.2	1.1	1.2	99.1	98.9	99.3
3rd grade	2005	98.8	98.6	98.9	0.4	0.4	0.4	0.8	0.9	0.7	98.5	98.4	98.6
	2006	99.1	99.1	99.1	0.3	0.4	0.3	0.5	0.5	0.6	98.7	98.6	98.7
	2007	99.1	99.1	99.1	0.3	0.4	0.2	0.6	0.5	0.6	99.0	98.8	99.3
	2008	99.2	99.2	99.2	0.2	0.3	0.1	0.5	0.5	0.6	98.9	98.7	99.1
	2009	98.6	98.7	98.5	0.2	0.2	0.2	1.2	1.1	1.3	97.6	97.3	98.0
	2010	98.8	98.9	98.8	0.2	0.3	0.2	0.9	0.9	1.0	98.5	98.4	98.5
	2011	98.6	98.5	98.7	0.2	0.3	0.2	1.2	1.2	1.1	97.8	97.7	97.9
	2012	98.5	98.4	98.6	0.3	0.4	0.3	1.2	1.2	1.1	97.9	97.9	98.2
4th grade	2005	98.9	98.9	99.0	0.3	0.4	0.3	0.7	0.7	0.8	97.7	97.5	97.9
	2006	98.8	98.7	98.8	0.3	0.4	0.2	0.9	0.9	0.9	98.1	98.1	98.1
	2007	99.0	98.9	99.0	0.3	0.4	0.1	0.7	0.7	0.8	98.5	98.3	98.7
	2008	99.0	98.8	99.2	0.3	0.3	0.2	0.8	0.8	0.7	98.4	98.3	98.5
	2009	98.6	98.2	99.0	0.2	0.3	0.2	1.2	1.5	0.9	96.5	96.2	96.7
	2010	99.1	98.6	99.7	0.3	0.4	0.2	0.6	1.0	0.1	97.6	97.6	97.6
	2011	98.9	98.5	99.4	0.3	0.4	0.2	0.8	1.1	0.4	96.7	96.6	96.7
	2012	98.9	98.4	99.4	0.3	0.4	0.2	0.8	1.1	0.4	96.8	96.6	97.1
5th grade	2005										97.0	96.8	97.2
	2006										97.2	97.3	97.2
	2007										97.7	97.6	97.8
	2008										97.6	97.5	97.8
	2009										95.3	94.7	95.9
	2010										97.0	96.6	97.4
	2011										95.9	95.5	96.4
	2012										96.0	95.4	96.7

* 4th grade is the last grade of primary education level (ISCED 1).

Data source: EMIS

Table 3.2.5. Primary cohort completion rate

	2005	2006	2007	2008	2009	2010	2011	2012
All	0.89	0.95	0.95	0.94	0.92	0.93	0.92	0.94
Boys	0.88	0.94	0.94	0.93	0.91	0.92	0.91	0.93
Girls	0.90	0.96	0.96	0.95	0.94	0.94	0.93	0.95

Data source: EMIS

Table 3.2.6. Effective transition rate from primary to general education

	2005	2006	2007	2008	2009	2010	2011	2012
All	98.8	98.6	99.9	99.2	98.8	99.4	99.2	99.0
Boys	98.8	98.6	100.0	99.1	98.5	99.0	98.9	98.8
Girls	98.8	98.5	99.8	99.2	99.1	99.9	99.6	99.2

Data source: EMIS

Table 3.2.7. Number of schools implementing the primary education programme by languages of instruction and the proportion of schools using ethnic minority languages for instruction

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of schools with 1–4th grade pupils	1467	1338	1303	1272	1218	1159	1114	1101	1040	1006
Of these, by languages of instruction										
Only Lithuanian	1278	1176	1151	1126	1070	1017	988	978	922	889
Only Russian	44	43	38	36	34	31	31	31	27	29
Only Polish	62	62	62	62	63	62	56	55	53	50
Only Belorussian	1	1	1	1	1	1	1	1	1	1
Other languages					1	2	2	2	2	3
Several languages	82	56	51	47	49	46	36	34	35	34
Schools using ethnic minority languages for instruction										
total	189	162	152	146	148	142	126	123	118	117
proportion (%) compared to all schools	12.9	12.1	11.7	11.5	12.2	12.3	11.3	11.2	11.3	11.6

* Since 2008, non-state schools have been included.

Data source: ITC

Table 3.3.1. Proportion of 15–24 year-old population with at least primary education and without education, in 2011

	Primary	Percentage compared to population of that group	Have not completed primary school. Have not attended school. Illiterate.	Percentage compared to population of that group
15-24 year-old persons, all	**76728**	**17.8**	**760**	**0.2**
Men	41192	18.7	422	0.2
Women	35536	16.9	338	0.2
Urban	46750	16.5	442	0.2
Rural	29978	20.2	318	0.2

Data source: LSD, the 2011 population census.

Table 3.3.2. Education of 15-24 year-old population, in 2011

	Total	Higher education	Proportion compared to population of that age group	Secondary education	Proportion compared to population of that age group	Basic education	Proportion compared to population of that age group	Primary	Proportion compared to population of that age group
15-24 year-old, all	**431356**	**43071**	**10.0**	**182938**	**42.4**	**127852**	**29.6**	**76728**	**17.8**
Men	220675	17072	7.7	92023	41.7	69961	31.7	41192	18.7
Women	210681	25999	12.3	90915	43.2	57891	27.5	35536	16.9
Urban	282861	32251	11.4	126827	44.8	76588	27.1	46750	16.5
Rural	148495	10820	7.3	56111	37.8	51264	34.5	29978	20.2

Data source: LSD, the 2011 population census.

Table 3.3.3 15 year-old and older population by education*, thousands

	15 year-old and older, all	Higher, Professional colleges	Vocational upper secondary, general upper secondary, vocational lower secondary	Vocational upper secondary, general upper secondary, vocational lower secondary	Primary	Special upper secondary, vocational post-secondary
2001	**2800.1**	480.3	811.4	414	503.4	591.4
2002	**2799.2**	484.8	830.9	439.4	465.6	595.4
2003	**2773.8**	503.5	855.2	444.5	435.4	591.1
2004	**2800**	537.8	857.5	465.8	408.1	567.8
2005	**2781.6**	561.3	880	448.3	401.4	549.2
2006	**2744.9**	571.5	904	430	389.7	547.7
2007	**2729.3**	582.4	859.1	417.4	364.1	506.2
2008	**2715.1**	619.5	851.9	399.6	343.8	500.3
2009	**2702.2**	619.3	866.4	390	330	496.5
2010	**2672**	641.3	877.5	368.7	314.6	469.9
2011	**2598.2**	643.8	864.1	344.6	282	447.2
2012	**259.6**	653.6	861.7	329.4	262.9	443.1
2013	**2535.3**	668.5	870	317.6	240.5	429.7

* by completion of educational institution

Data source: LSD

Table 3.3.4 15 year-old and older male population by education*, thousands

	Men, all	By education, all	Higher, Professional colleges	Vocational upper secondary, general upper secondary, vocational lower secondary	Vocational upper secondary, general upper secondary, vocational lower secondary	Primary	Special upper secondary, vocational post-secondary
2013	**1144.8**	1140.9	254.7	478.2	146.7	86.9	174.4
2012	**1155.5**	1151.7	245.7	471.2	157.1	93.5	184.1
2011	**1174.1**	1166	248.6	468	162.6	99.5	187.3
2010	**1209.1**	1209.1	243.2	474.7	174.6	115.6	201
2009	**1226.2**	1226.2	242.3	463.8	184.5	126.8	208.9
2008	**1232.2**	1232.2	247.8	451.7	191.8	127.5	213.4
2007	**1239.9**	1239.9	236.2	457.5	209.3	131.7	205.2
2006	**1248.9**	1299.3	231.1	484.5	220.5	144.5	218.6
2005	**1268.1**	1298.1	231.4	473.3	222.9	148.2	222.3
2004	**1277.0**	1296.3	228	454	234.9	144.1	235.2
2003	**1281.0**	1292.8	206	449.5	230.1	160.5	246.7
2002	**1278.3**	1286.8	194.5	448.9	220.8	178.5	244
2001	**1278.9**	1279.1	190	432.3	206.3	197.7	252.8

* by completion of educational institution

Data source: LSD

Table 3.3.5 15 year-old and older female population by education*, thousands

	Women, all	By education, all	Higher, Professional colleges	Vocational upper secondary, general upper secondary, vocational lower secondary	Vocational upper secondary, general upper secondary, vocational lower secondary	Primary	Special upper secondary, vocational post-secondary
2013	**1390.5**	1385.4	413.8	391.8	170.9	153.7	255.3
2012	**1404.1**	1399.1	407.9	390.5	172.3	169.4	259
2011	**1424.0**	1415.7	395.2	396.1	182	182.5	259.8
2010	**1462.8**	1462.8	398.1	402.8	194.1	199	268.9
2009	**1476.0**	1476	377	402.6	205.5	203.2	287.6
2008	**1482.8**	1482.8	371.7	400.1	207.8	216.3	286.9
2007	**1489.4**	1489.4	346.2	401.7	208.1	232.4	301
2006	**1496.0**	1543.6	340.4	419.5	209.6	245.2	329.1
2005	**1513.5**	1542.1	330	406.7	225.4	253.2	326.8
2004	**1523.1**	1540.8	309.8	403.5	230.9	264	332.6
2003	**1525.1**	1536.8	297.5	405.7	214.4	274.9	344.3
2002	**1521.0**	1529.3	290.3	381.9	218.6	287.1	351.3
2001	**1521.2**	1521.3	290.3	379.1	207.7	305.7	338.5

* by completion of educational institution

Data source: LSD

Table 3.3.6. Enrolment ratio (per cent) by secondary education level (gross)

	2000	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	**95.6**	**104.1**	**107.5**	**108.2**	**107.3**	**107.6**	**110.1**	**118.1**	**119.9**	**119.9**
Women	99.6	106.4	109.8	110.3	108.8	108.8	109.4	115.8	116.4	116.7
Men	91.8	101.9	105.2	106.2	105.9	106.5	110.8	120.4	123.2	123.0

Figure 3.3.7. Enrolment ratio (per cent) at secondary education level (gross) by gender
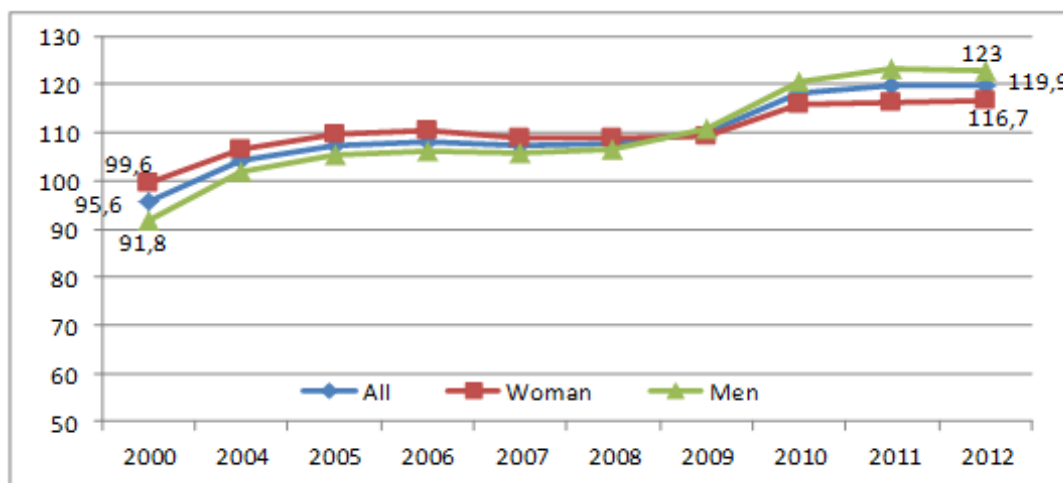
Table 3.3.8. Enrolment ratio (per cent) by secondary education level (net)

	2000	2004	2005	2006	2007	2008	2009	2010	2011	2012
All	**65.4**	**75.9**	**77.6**	**77.7**	**78.4**	**80**	**80.9**	**85.7**	**85.2**	**84.8**
Women	69.4	79.4	81.6	81.9	82.4	83.8	84.1	88.3	86.9	86.5
Men	61.6	72.6	73.8	73.7	74.6	75.9	77.9	83.3	83.5	83.1

Figure 3.3.9. Enrolment ratio (per cent) at secondary education level (net) by gender
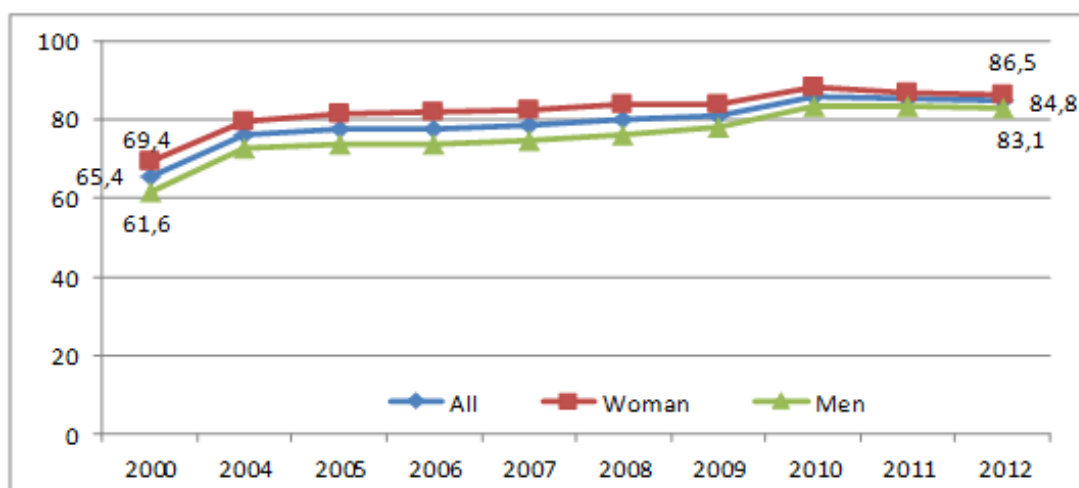
Table 3.3.10. Vocational education programmes in the period of 2013–2014

Purpose of programmes	Number of programmes
For persons without basic education	106
For persons with basic education and not pursuing secondary education	65
For persons with basic education and pursuing secondary education	174
For persons with secondary education	165
For adults to acquire vocational qualification	480
For adults to acquire supplementary vocational qualification	32

Table 3.3.11. Programmes delivered by vocational education establishments and vocational training centres

Purpose of programmes	Number of programmes				
	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
For persons receiving vocational training and seeking to acquire basic education	26	27	28	28	28
For persons without basic education and receiving only vocational training	43	46	50	50	52
For persons with special needs receiving only vocational training	27	27	27	28	28
For persons with basic education and receiving only vocational training	68	78	79	79	79
For persons receiving vocational training and seeking to acquire secondary education	181	182	186	186	187
For persons with secondary education or having completed a secondary education programme and receiving vocational training	157	161	165	167	170

Data source: EMIS

Table 3.3.12. Students of vocational education establishments by programmes

	All	Of them, girls	Proportion of girls	Without basic education and receiving vocational training	Of them, girls	With basic education and receiving vocational training	Of them, girls
2008–2009	**43818**	16497	37.6	4992	1089	587	168
2009–2010	**47886**	17849	37.3	5003	948	464	185
2010–2011	**49505**	18780	37.9	4469	938	581	196
2011–2012	**46528**	18147	39.0	3773	807	664	174
2012–2013	**44797**	18074	40.3	3683	792	557	168

Data source: EMIS

Table 3.3.12. (continued) Students of vocational education establishments by programmes

	With basic education and seeking to acquire secondary education	Of them, girls	With secondary education and receiving vocational training	Of them, girls	Without basic education and seeking to acquire basic education	Of them, girls
2008–2009	29223	10720	8748	4457	268	63
2009–2010	30944	10895	11088	5710	387	111
2010–2011	30281	10500	13701	7014	473	132
2011–2012	27532	9527	14174	7520	385	119
2012–2013	24582	8692	15376	8224	599	198

Data source: EMIS

Table 3.3.13. Percentage of students in vocational education establishments by programmes, compared to all learners

	2008–2009	2009–2010	2010-2011	2011-2012	2012-2013
Without basic education and receiving vocational training	11.4	10.4	9	8.1	8.2
With basic education and receiving vocational training	1.3	1	1.2	1.4	1.2
With basic education and seeking to acquire secondary education	66.7	64.6	61.2	59.2	54.9
With secondary education and receiving vocational training	20	23.2	27.7	30.5	34.3
Without basic education and seeking to acquire basic education	0.6	0.8	1	0.8	1.3

Data source: EMIS

Table 3.3.14. Percentage of girls in vocational education establishments by programmes

	2008–2009	2009–2010	2010-2011	2011-2012	2012-2013
Without basic education and receiving vocational training	21.8	18.9	21	21.4	21.5
With basic education and receiving vocational training	28.6	39.9	33.7	26.2	30.2
With basic education and seeking to acquire secondary education	36.7	35.2	34.7	34.6	35.4
With secondary education and receiving vocational training	50.9	51.5	51.2	53.1	53.5
Without basic education and seeking to acquire basic education	23.5	28.7	27.9	30.9	33.1

Data source: EMIS

Figure 3.3.15. Percentage of girls in vocational education establishments by programmes
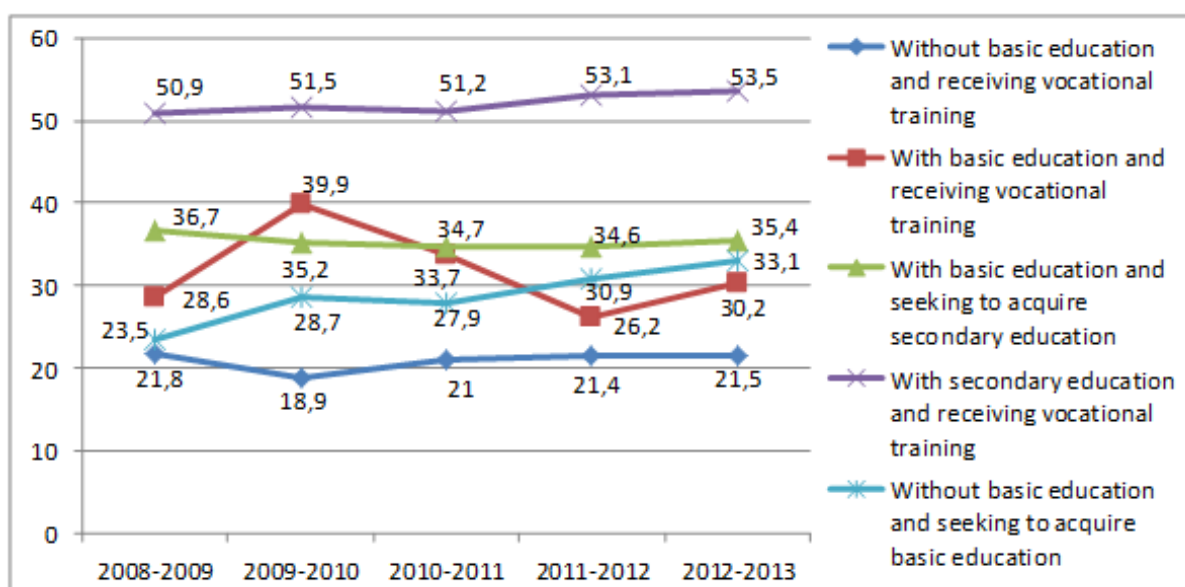
Data source: EMIS

Table 3.3.16. Students of vocational education establishments

	2008	2009	2010	2011	2012
Learners, all	43818	47886	49505	46528	44797
Completed the school	12718	12327	13907	15479	15557
Percentage of graduates compared to all learners	29	25.7	28	33.3	34.7

Data source: EMIS

Table 3.3.17. Pedagogical staff of vocational education establishments

	2008	2009	2010	2011	2012
Pedagogical staff, all	3908	3882	3962	3897	3693
Of them, women	2666	2638	2698	2667	2538
Percentage of women	68.2	37.9	68.1	68.4	68.7

Data source: EMIS

Table 3.3.18. Students seeking to acquire secondary education (at the beginning of the school-year)

	Seeking to acquire secondary education, total	Of them			
		In general education schools	Percentage	In vocational education establishments	Percentage
2008–2009	112336	83047	73.9	29289	26.1
2009–2010	113074	82130	72.6	30944	27.4
2010-2011	108469	77622	71.6	30847	28.4
2011-2012	97624	70092	71.8	27532	28.2
2012-2013	90297	65715	72.8	24582	27.2

Data source: LSD

Table 3.3.19. Lithuanian national education budget expenditure for 2013 by education levels

Education level	Expenditure (in LTL)	Percentage of general budget expenditure
Pre-school education (ISCED 0)	**732029**	**12,3**
General education (ISCED 1,2,3)	**2499946**	**42,1**
Vocational training (ISCED 2,3,4)	**296022**	**5,0**
Higher education (ISCED 5-6)	953010	16,1
Other (non-formal education, etc.)	1455966	24,5
Total	**5936974**	100

Data source: The Ministry of Education and Science

Figure and table 3.3.20. State and municipal budget resources per learner, thousands
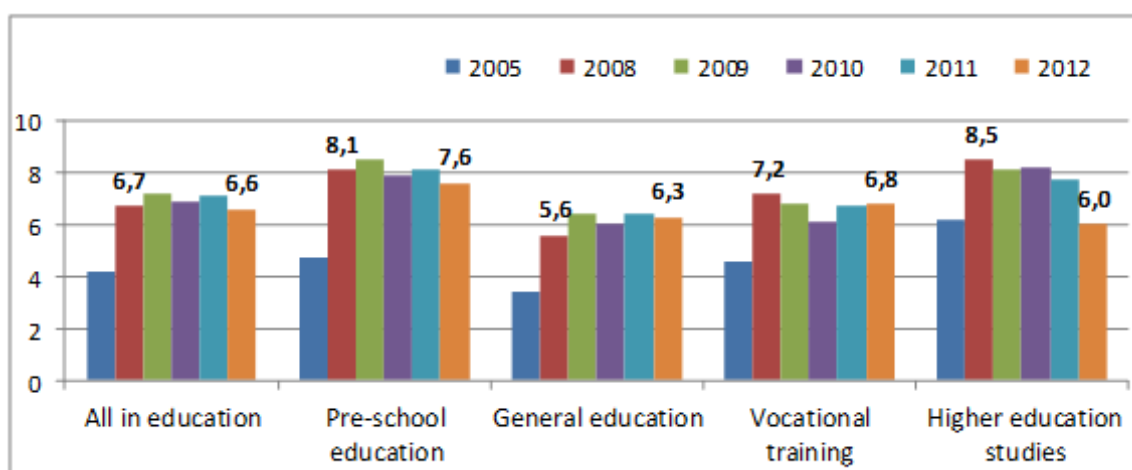
	2005	**2008**	**2009**	**2010**	**2011**	**2012**
All in education	4,2	6,7	7,2	6,9	7,1	6,6
Pre-school education	4,7	8,1	8,5	7,9	8,1	7,6
General education	3,4	5,6	6,4	6,0	6,4	6,3
Vocational training	4,6	7,2	6,8	6,1	6,7	6,8
Higher education studies	6,2	8,5	8,1	8,2	7,7	6,0

Data source: The Lithuanian Department of Statistics

Table 3.3.21 State and municipal budget expenditure for formal and non-formal education

	2005	2007	2008	2009	2010	2011	2012
Total, million LTL	**3918.5**	**4779.1**	**6271.5**	**6221.7**	**5912.9**	**6271.0**	**5931.1**
Vocational training	215.4	311.1	313.7	327.1	301.9	311.4	302.7
Non-formal children and adult education	248.3	-	407.9	440.8	401.5	410.3	399.4
Total, compared to GDP, per cent	**5.4**	**4.94**	**5.6**	**6.8**	**6.2**	**5.9**	**5.2**
Vocational training	0.3	0.3	0.3	0.4	03	0.3	0.3
Non-formal children and adult education	0	-	0.4	0.5	0.4	0.4	0.4

Data source: LSD

Table 3.4.1 Number and percentage of students who learned under adult general education curriculum, compared to the number of general education students

School year			2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Total								
Men and women	Total		465013	440551	415873	392922	373874	357530
	Adults	Number	15269	15052	13660	12779	12392	10926
		Proportion	3.3	3.4	3.3	3.3	3.3	3.1
Women	Total		229967	217198	204467	192838	183076	175170
	Adults	Number	5972	5675	5168	5226	4969	4219
		Proportion	2.6	2.6	2.5	2.7	2.7	2.4
Men	Total		235046	223353	211406	200084	190798	182360
	Adults	Number	9297	9377	8492	7553	7423	6707
		Proportion	4	4.2	4	3.8	3.9	3.7
Urban								
Men and women	Total		364588	346738	327249	309619	296685	285448
	Adults	Number	15179	14935	13363	12506	12203	10741
		Proportion	4.2	4.3	4.1	4.0	4.1	3.8
Women	Total		181828	172180	161964	153013	146182	140744
	Adults	Number	5931	5624	5052	5095	4900	4154
		Proportion	3.3	3.3	3.1	3.3	3.4	3
Men	Total		182760	174558	165285	156606	150503	144704
	Adults	Number	9248	9311	8311	7411	7303	6587
		Proportion	5.1	5.3	5	5	4.9	4.6
Rural								
Men and women	Total		100421	93918	88705	83374	77238	72082
	Adults	Number	90	117	297	273	189	185
		Proportion	0.1	0.1	0.3	0.3	0.2	0.3
Women	Total		48139	45018	42503	39825	36894	34426
	Adults	Number	41	51	116	131	69	65
		Proportion	0.1	0.1	0.3	0.3	0.2	0.2
Men	Total		52282	48900	46202	43549	40344	37656
	Adults	Number	49	66	181	142	120	120
		Proportion	0.1	0.1	0.4	0.3	0.3	0.3

Data source: EMIS

Table 3.4.2. Distribution of students who learned under adult general education curriculum by gender

School year	2008–2009	2009–2010	2010-2011	2011-2012	2012-2013	2013-2014
Total						
Adults, total	15269	15052	13660	12779	12392	10926
Women	5972	5675	5168	5226	4969	4219
Percentage of women	39.1	37.7	37.8	40.9	40.1	38.6
Men	9297	9377	8492	7553	7423	6707
Percentage of men	60.9	62.3	62.2	59.1	59.9	61.4
Urban						
Adults, total	15179	14935	13363	12506	12203	10741
Women	5931	5624	5052	5095	4900	4154
Percentage of women	39.1	37.7	37.8	40.7	40.2	38.7
Men	9248	9311	8311	7411	7303	6587
Percentage of men	60.9	62.3	62.2	59.3	59.8	61.3
Rural						
Adults, total	90	117	297	273	189	185
Women	41	51	116	131	69	65
Percentage of women	45.6	43.6	39.1	48	36.5	35.1
Men	49	66	181	142	120	120
Percentage of men	54.4	56.4	60.9	52	63.5	64.9

Data source: EMIS

Table 3.4.3. Number of students who learned under adult primary education programme[36]

School year	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Total						
Total	20	24	21	29	50	60
Women	11	17	14	21	40	33
Men	9	7	7	8	10	27
Urban						
Total	20	24	21	29	50	60
Women	11	17	14	21	40	33
Men	9	7	7	8	10	27

Data source: EMIS

Table 3.4.4. Number and percentage of students who learned under adult basic education programme, compared to the number of students seeking to acquire basic education

School year			2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Total								
Men and women	Total		252173	235803	222555	211392	194062	185996
	Adults	Number	3935	4337	4395	4326	4175	3802
		Proportion	1.6	1.8	2	2	2.2	2
Women	Total		122639	113782	107208	101825	93772	89468
	Adults	Number	1163	1277	1425	1682	1459	1272
		Proportion	0.9	1.1	1.3	1.7	1.6	1.4
Men	Total		129534	122021	115347	109567	100290	96528
	Adults	Number	2772	3060	2970	2644	2716	2530
		Proportion	2.1	2.5	2.6	2.4	2.7	2.6
Urban								
Men and women	Total		194179	182541	172448	163975	151789	145669
	Adults	Number	3916	4299	4284	4227	4093	3747
		Proportion	2	2.4	2.5	2.6	2.7	2.6
Women	Total		95303	88840	83722	79692	73931	70666
	Adults	Number	1151	1263	1388	1648	1433	1255
		Proportion	1.2	1.4	1.7	2.1	1.9	1.8
Men	Total		98876	93701	88726	84283	77858	75003
	Adults	Number	2765	3036	2896	2579	2660	2492
		Proportion	2.8	3.2	3.3	3.1	3.4	3.3
Rural[37]								
Men and women	Adults		19	38	111	99	82	55
Women			12	14	37	34	26	17
Men			7	24	74	64	56	38

Data source: EMIS

Table 3.4.5. Distribution of students who learned under adult basic education programme by gender

School year	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Total						
Adults, total	3935	4337	4395	4326	4175	3802
Women	1163	1277	1425	1682	1459	1272
Percentage of women	29.6	29.4	32.4	38.9	34.9	33.5
Men	2772	3060	2970	2644	2716	2530
Percentage of men	70.4	70.6	67.6	61.1	65.1	66.5
Urban						
Adults, total	3916	4299	4284	4227	4093	3747
Women	1151	1263	1388	1648	1433	1255
Percentage of women	29.4	29.4	32.4	39	35	33.5
Men	2765	3036	2896	2579	2660	2492
Percentage of men	70.6	70.6	67.6	61	65	66.5
Rural						
Adults, total	19	38	111	99	82	55
Women	12	14	37	34	26	17
Percentage of women	63.2	36.8	33.3	34.3	31.7	30.9
Men	7	24	74	64	56	38
Percentage of men	36.8	63.2	66.7	64.6	68.3	69.1

Source: EMIS

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[36] The percentage is not calculated due to low number of learners.
[37] The percentage is not calculated due to low number of learners.

Table 3.4.6. Number and percentage of students who learned under adult secondary education programme, compared to the number of students seeking to acquire secondary education

School year			2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Total								
Men and women	Total		83137	82156	77612	70091	65388	63419
	Adults	Number	11314	10691	9244	8424	8167	7064
		Proportion	13.6	13	11.9	12	12.5	11.1
Women	Total		44966	44202	41417	36883	34099	32925
	Adults	Number	4798	4381	3729	3523	3470	2914
		Proportion	10.7	9.9	9	9.6	10.2	8.9
Men	Total		38171	37954	36195	33208	31289	30494
	Adults	Number	6516	6310	5515	4901	4697	4150
		Proportion	17.1	16.6	15.2	14.8	15	13.6
Urban								
Men and women	Total		73288	72024	67634	61106	57223	55385
	Adults	Number	11243	10612	9058	8250	8060	6934
		Proportion	15.3	14.7	13.4	13.5	14.1	12.5
Women	Total		39639	38670	36097	32152	29845	28785
	Adults	Number	4769	4344	3650	3426	3427	2866
		Proportion	12	11.2	10.1	10.7	11.5	10
Men	Total		33649	33354	31537	28954	27378	26600
	Adults	Number	6474	6268	5408	4824	4633	4068
		Proportion	19.2	18.8	17.1	16.7	16.9	15.3
Rural[38]								
Men and women	Adults		71	79	186	174	107	130
Women			29	37	79	97	43	48
Men			42	42	107	77	64	82

Data source: EMIS

Table 3.4.7. Distribution of students who learned under adult secondary education programme by gender

School year	2008–2009	2009-2010	2010–2011	2011–2012	2012–2013	2013–2014
Total						
Adults, total	11314	10691	9244	8424	8167	7064
Women	4798	4381	3729	3523	3470	2914
Percentage of women	42.4	41	40.3	41.8	42.5	41.3
Men	6516	6310	5515	4901	4697	4150
Percentage of men	57.6	59	59.7	58.2	57.5	58.7
Urban						
Adults, total	11243	10612	9058	8250	8060	6934
Women	4769	4344	3650	3426	3427	2866
Percentage of women	42.4	40.9	40.3	41.5	42.5	41.3
Men	6474	6268	5408	4824	4633	4068
Percentage of men	57.6	59.1	59.7	58.5	57.5	58.7
Rural						
Adults, total	71	79	186	174	107	130
Women	29	37	79	97	43	48
Percentage of women	40.8	46.8	42.5	55.7	40.2	36.9
Men	42	42	107	77	64	82
Percentage of men	59.2	53.2	57.5	44.3	59.8	63.1

Data source: EMIS

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[38] The percentage is not calculated due to low number of learners.

Table 3.4.8. Number of adults with primary education[39]

School year	Total	Women	Men
Urban and rural areas			
Students who had to receive education certificates			
2009-2010	5	3	2
2010–2011	5	1	4
2011–2012	4	1	3
2012–2013	8	6	2
Of them, received education certificates			
2009–2010	3	1	2
2010–2011	3	-	3
2011–2012	3	-	3
2012–2013	6	4	2
Urban areas			
Of them, had to receive education certificates			
2009–2010	5	3	2
2010–2011	5	1	4
2011–2012	4	1	3
2012–2013	8	6	2
Of them, received education certificates			
2009–2010	3	1	2
2010–2011	3	-	3
2011–2012	3	-	3
2012–2013	6	4	2

Data source: EMIS

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[39] The percentage is not calculated due to low number of learners.

Table 3.4.9. Number and percentage of students who acquired basic education, compared to the number of adults who had to acquire basic education

School year	Total	Women	Men
Total			
Of them, had to receive education certificates			
2009–2010	2692	815	1877
2010–2011	2141	665	1476
2011–2012	1430	434	996
2012–2013	1755	516	1239
Of them, received education certificates			
2009–2010	2114 (78.5 %)	642 (78.8 %)	1472 (78.4 %)
2010–2011	1730 (80.8 %)	533 (80.2 %)	1197 (81.1 %)
2011–2012	1242 (86.9 %)	375 (86.4 %)	867 (87 %)
2012–2013	1284 (73.2 %)	379 (73.4 %)	905 (73 %)
Of them, received certificates of learning outcomes			
2009–2010	95 (3.5 %)	30 (3.7 %)	125 (6.7 %)
2010–2011	143 (6.7 %)	51 (7.7 %)	194 (13 %)
2011–2012	228 (15.9 %)	63 (14.5 %)	165 (16.6 %)
2012–2013	344 (19.6 %)	94 (18.2 %)	250 (20.2 %)
Urban			
Of them, had to receive education certificates			
2009–2010	2652	798	1854
2010–2011	2071	641	1430
2011–2012	1391	422	969
2012–2013	1691	499	1292
Of them, received education certificates			
2009–2010	2075 (78 %)	625 (78.3 %)	1450 (78 %)
2010–2011	1667 (80.5 %)	509 (79.4 %)	1158 (81 %)
2011–2012	1217 (87.5 %)	366 (86.7 %)	851 (87.8 %)
2012–2013	1233 (72.9 %)	365 (73 %)	868 (67.2 %)
Of them, received certificates of learning outcomes			
2009–2010	95 (3.6 %)	30 (3.8 %)	65 (3.5 %)
2010–2011	137 (6.6 %)	51 (8 %)	86 (6 %)
2011–2012	216 (15.5 %)	61 (14.5 %)	155 (16 %)
2012–2013	331 (19.6 %)	91 (18.2 %)	240 (18.6 %)
Rural			
Of them, had to receive education certificates			
2009–2010	40	17	23
2010–2011	70	27	43
2011–2012	39	12	27
2012–2013	64	17	47
Of them, received education certificates			
2009–2010	39 (97.5 %)	17 (100 %)	22 (95.7 %)
2010–2011	63 (90 %)	24 (88.9 %)	39 (90.7 %)
2011–2012	25 (64.1 %)	9 (75 5 %)	16 (59.3 %)
2012–2013	51 (79.7 %)	14 (82.4 %)	37 (78.7 %)
Of them, received certificates of learning outcomes			
2010–2011	6 (8.6 %)	- (-)	6 (14 %)
2011–2012	12 (30.8 %)	2 (16.7 %)	10 (37 %)
2012–2013	13 (20.3 %)	3 (17.6 %)	10 (21.3 %)

Data source: EMIS

Table 3.4.10. Number and percentage of students who acquired secondary education, compared to the number of adults who had to acquire secondary education

School year	Total	Women	Men
Total			
Of them, had to receive education certificates			
2009–2010	4118	1900	2218
2010–2011	3451	1534	1917
2011–2012	2500	1147	1353
2012–2013	3072	1313	1759
Of them, received education certificates			
2009–2010	3422 (83 %)	1639 (86.3 %)	1783 (88.4 %)
2010–2011	2800 (81 %)	1296 (84.5 %)	1504 (78.5 %)
2011–2012	2449 (98 %)	1139 (99.3 %)	1310 (96.8 %)
2012-2013	2168 (70.6 %)	972 (74 %)	1196 (68 %)
Of them, received certificates of learning outcomes			
2009-2010	655 (16 %)	247 (13 %)	408 (18.4 %)
2010–2011	625 (18 %)	226 (14.7 %)	399 (20.8 %)
2011–2012	708 (28.3 %)	233 (20.3 %)	475 (35.1 %)
2012–2013	875 (28.5 %)	330 (25 %)	545 (31 %)
Urban			
Of them, had to receive education certificates			
2009–2010	4057	1865	2192
2010–2011	3369	1501	1868
2011–2012	2445	1124	1321
2012–2013	3020	1291	1729
Of them, received education certificates			
2009–2010	3366 (83 %)	1604 (86 %)	1762 (80.4 %)
2010–2011	2743 (81.4 %)	1268 (84.5 %)	1475 (79 %)
2011–2012	2405 (98.4 %)	1118 (99.5 %)	1287 (97 %)
2012–2013	2125 (70.4 %)	954 (73.9 %)	1171 (67.7 %)
Of them, received certificates of learning outcomes			
2009–2010	650 (16 %)	247 (13.2 %)	403 (18.4 %)
2010–2011	605 (18 %)	222 (19.8 %)	383 (20.5 %)
2011–2012	697 (28.5 %)	231 (20.6 %)	466 (35.3 %)
2012–2013	866 (28.7 %)	326 (25.3 %)	540 (31.2 %)
Rural			
Of them, had to receive education certificates			
2009–2010	61	35	26
2010–2011	82	33	49
2011–2012	55	23	32
2012–2013	52	22	30
Of them, received education certificates			
2009–2010	56 (91.8 %)	35 (100 %)	21 (80.8 %)
2010–2011	57 (70 %)	28 (85 %)	29 (59.2 %)
2011–2012	44 (80 %)	21 (91.3 %)	23 (71.9 %)
2012–2013	43 (82.7 %)	18 (82 %)	25 (83.3 %)
Of them, received certificates of learning outcomes			
2009–2010	5 (8.2 %)	- (-)	5 (19.2 %)
2010–2011	20 (24.4 %)	4 (12.1 %)	16 (32.7 %)
2011–2012	11 (20 %)	2 (8.7 %)	9 (28.1 %)
2012–2013	9 (17.3 %)	4 (18.2 %)	5 (16.7 %)

Data source: EMIS

Table 3.4.11. Number and percentage of adult school teachers and managers compared to the number of general education school teachers and managers

Year	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009-2010	2010–2011	2011–2012	2012–2013	2013–2014
Total										
Total	46642	44586	43885	42846	41393	39842	38104	37436	35826	34360
Adults	583	518	523	528	528	554	563	526	573	474
Proportion	1.2	1.2	1.2	1.2	1.3	1.4	1.5	1.4	1.6	1.4
Urban										
Total	32368	36761	36206	35742	29314	28486	27188	26757	25823	24880
Adults	-	518	523	528	528	554	553	506	563	463
Proportion	-	1.4	1.4	1.5	1.8	1.9	2	1.9	2.2	1.9
Rural										
Total	14274	7825	7679	7104	12079	11356	10916	10679	10003	9480
Adults	-	-	-	-	-	-	10	20	10	11
Proportion	-	-	-	-	-	-	0.1	0.2	0.1	0.1

Data source: EMIS

Table 3.4.12. Percentage of state and municipal budget education expenditure for non-formal children and adult education

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total expenditure (million LTL) for education	3266.2	3642.1	3918.5	4469.9	5128.9	6277.5	6221.7	5912.9	6271	5931.1
Expenditure (million LTL) for non-formal and adult education	169.1	223.9	248.3	304.7	347.8	407.9	440.8	401.5	410.3	399.4
Percentage of expenditure for non-formal children and adult education	5.2	6.1	6.3	6.8	6.8	6.5	7.1	6.8	6.5	6.7

Data source: LSD

Table 3.4.13. Number of adult schools

Year	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Total	23	25	27	28	29	30	30	31	32	33	34	32	34
Urban	23	25	27	28	29	30	30	31	32	33	33	30	33
Rural											1	2	1

Data source: LSD

Table 3.4.14. Number and percentage of Lithuanian population who have not completed primary school, did not attend school and are illiterate by age groups

	2001			2011		
	Total	Have not completed primary school, did not attend school, are illiterate	Percentage compared to population of that group	Total	Have not completed primary school, did not attend school, are illiterate	Percentage compared to population of that group
Total						
15–19	265842	667	0.25	213394	228	0.11
20–24	234503	818	0.35	217962	532	0.24
25–29	240007	805	0.34	193362	616	0.32
30–34	255410	813	0.32	186317	766	0.41
35–39	271340	705	0.26	203781	790	0.39
40–44	266280	672	0.25	218409	702	0.32
45–49	217954	450	0.21	231517	641	0.28
50–54	195329	419	0.21	231802	594	0.26
55–59	184810	506	0.27	184616	370	0.20
60–64	182838	669	0.37	163113	378	0.23
65–69	167594	943	0.56	148603	790	0.53
	2481907	**7467**	**0.30**	**2192876**	**6407**	**0.29**
70–74	143502	743	0.52	144300	1930	1.34
75–79	97523	581	0.60	118684	4700	3.96
80	80729	1092	1.35	134339	7863	5.85
Urban						
15–19	180920	362	0.20	134568	140	0.10
20–24	169940	372	0.22	148293	302	0.20
25–29	172754	309	0.18	139966	302	0.22
30–34	178668	242	0.14	132006	310	0.23
35–39	190679	189	0.10	138439	296	0.21
40–44	187911	191	0.10	143666	226	0.16
45–49	154861	117	0.08	153496	192	0.13
50–54	136128	104	0.08	157612	184	0.12
55–59	122172	126	0.10	125946	103	0.08
60–64	116645	164	0.14	111245	109	0.10
65–69	100267	313	0.31	97373	213	0.22
	2710945	2489	0.15	1482610	2377	0.16
70–74	84857	268	0.32	94222	585	0.62
75–79	55274	219	0.40	74376	1725	2.32
80	44125	592	1.34	84484	3463	4.10
Rural						
15–19	84922	305	0.36	78826	88	0.11
20–24	64563	446	0.69	69669	230	0.33
25–29	67253	496	0.74	53396	314	0.59
30–34	76742	571	0.74	54311	456	0.84
35–39	80661	516	0.64	65342	494	0.76
40–44	78369	481	0.61	74743	476	0.64
45–49	63093	333	0.53	78021	449	0.58
50–54	59201	315	0.53	74190	410	0.55
55–59	62638	380	0.61	58670	267	0.46
60–64	66193	505	0.76	51886	269	0.52
65–69	67327	630	0.94	51230	577	1.13
	770962	4978	0.65	710284	4030	0.57
70–74	58645	475	0.81	50078	1345	2.69
75–79	42249	362	0.86	44308	2975	6.71
80	36604	500	1.37	49855	4400	8.83

Data source: LSD, the 2001 and 2011 population censuses

3.4.15. Number and percentage of Lithuanian population who have not completed primary school, did not attend school and are illiterate by gender

	2001			2011		
	Adults, total	Have not completed primary school, did not attend school, are illiterate	Percentage compared to population of that group	Adults, total	Have not completed primary school, did not attend school, are illiterate	Percentage compared to population of that group
Women						
15–19	130463	305	0.23	104258	94	0.09
20–24	115731	326	0.28	106423	244	0.23
25–29	120419	326	0.27	95435	271	0.28
30–34	129398	347	0.27	93410	300	0.32
35–39	137734	318	0.23	104889	342	0.33
40–44	138450	298	0.22	113470	293	0.26
45–49	114762	218	0.19	120803	287	0.24
50–54	106219	214	0.20	124058	285	0.23
55–59	103525	265	0.26	101963	191	0.19
60–64	106144	368	0.35	94527	200	0.21
65–69	101351	557	0.55	90323	502	0.56
	1304196	3542	0.27	1149559	3009	0.26
70–74	91740	467	0.51	91935	1465	1.59
75–79	68593	411	0.60	79726	3869	4.85
80	58600	917	1.56	98887	6669	6.74
Men						
15–19	135379	362	0.27	109136	134	0.12
20–24	118772	492	0.41	111539	288	0.26
25–29	119588	479	0.40	97927	345	0.35
30–34	126012	466	0.37	92907	466	0.50
35–39	133606	387	0.29	98892	448	0.45
40–44	127830	374	0.29	104939	409	0.39
45–49	103192	232	0.22	110714	354	0.32
50–54	89110	205	0.23	107744	309	0.29
55–59	81285	241	0.30	82653	179	0.22
60–64	76694	301	0.39	68604	178	0.26
65–69	66243	386	0.58	58280	288	0.49
	1177711	3925	0.33	1043335	3398	0.33
70–74	51762	276	0.53	52365	465	0.89
75–79	28930	170	0.59	38958	831	2.13
80	22129	175	0.79	35452	1194	3.37

Data source: LSD, the 2001 and 2011 population censuses

Table 3.4.16. Number and percentage of 25–59 year-old population with at least secondary education

Age group	Any formal	Primary	Basic	Secondary	Post-secondary and special secondary	Higher	Total	Proportion
25–29	616	3476	25933	64929	7867	90530	193351	
25–29 year-old persons with at least secondary education							163326	84.5
30–34	766	4994	35367	55339	20274	69572	186312	
30–34 year-old persons with at least secondary education							145185	77.9
35–39	790	2313	25624	75105	40375	59565	203772	
35–39 year-old persons with at least secondary education							175045	85.9
40–44	702	1094	13036	88373	59417	55754	218376	
40–44 year-old persons with at least secondary education							203544	93.2
45–49	641	1066	12168	91609	68748	57236	231468	
45–49 year-old persons with at least secondary education							217593	94
50–54	594	1495	13987	84910	75346	55407	231739	
50–54 year-old persons with at least secondary education							215663	93.1
55–59	370	2164	17913	63457	57954	42734	184592	
55–59 year-old persons with at least secondary education							164145	88.9
25–59	4479	16602	144028	523722	329981	430798	1284501	
25–59 year-old persons with at least secondary education							1449610	88.6

Data source: LSD, the 2011 population census

Table 3.4.17. Proportion of 18–24 year-old young people without secondary education and not in education

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total											
All	11.4	10.5	8.1	8.2	7.8	7.5	8.7	7.9	7.4	6.5	6.3
Men	13.7	12.3	10.7	10.5	10.1	10.2	11.6	9.8	10	8.1	7.8
Women	9.1	8.6	5.6	5.8	5.5	4.7	5.8	6	4.6	4.6	4.7
Urban											
All	8.2	6.9	4.8	4.3	4.9	5.8	5.3	3.9	4.8	3.7	3.6
Men	10.7	8.4	6.6	6.3	7.3	7.9	7.1	5.1	6.7	4.7	3.8
Women	6.8	5.4	3	2.2	2.2	3.7	3.5	2.7	2.8	2.6	3.4
Rural											
All	19.1	18.4	15.3	16.1	13.6	10.7	14.9	15	12.4	11.7	11.4
Men	20.2	20.1	18.8	18.7	15.1	14.4	19.4	17.6	15.8	14.3	14.7
Women	17.7	16.4	11.4	13.2	11.9	6.8	10.1	12.2	8.3	8.7	7.3

Data source: LSD

Table 3.5.1. Percentage of women

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Women in education														
ISCED 0	47.9	47.6	47.9	47.5	47.7	47.9	48.1	48.5	48.1	48.3	48.5	48.4	48.7	48.7
ISCED 1	48.5	48.6	48.5	48.6	48.6	48.4	48.3	48.1	48.1	48.3	48.3	48.6	48.6	48.8
ISCED 2	48.1	48.0	48.0	48.1	48.1	48.2	48.2	48.1	48.1	47.6	47.6	47.7	47.6	47.5
ISCED 3	51.0	50.6	50.1	49.8	49.9	50.1	50.0	49.8	49.5	48.7	48.0	47.4	47.5	47.7
Teachers														
ISCED 0	99.5	99.6	99.6	99.6	99.6	99.5	99.6	99.5	99.5	99.5	99.5	99.3	99.3	.
ISCED 1	.	.	.	.	98.3	98.3	98.2	98.2	98.2	98.0	98.1	98.1	97.9	98.0
ISCED 2+3	.	.	.	.	82.9	83.3	83.7	83.9	83.9	83.9	83.9	83.9	84.0	84.2
School directresses														
ISCED 1∗	.	.	.	.	95.7	96.5	96.9	96.2	95.1	95.3	96.0	95.4	94.2	93.2
ISCED 2∗∗	.	.	.	.	58.3	59.0	58.3	59.3	59.5	57.8	56.9	56.5	55.5	57.4
ISCED 3∗∗∗	.	.	.	.	41.3	41.4	42.9	46.7	48.3	48.7	49.3	49.5	50.2	50.6

∗ nursery schools, primary schools
∗∗ pro-gymnasiums, basic schools
∗∗∗ secondary schools, gymnasiums

Data source: LSD, EMIS

Table 3.5.2. Gender parity index

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Gross enrolment rate														
ISCED 0	0.97	0.96	0.97	0.97	0.97	0.98	0.98	0.99	0.98	0.98	0.98	0.98	1.00	1.00
ISCED 1	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	1.00	1.00
ISCED 2	0.97	0.96	0.96	0.97	0.97	0.97	0.97	0.97	0.97	0.96	0.96	0.96	0.96	0.96
ISCED 3	1.08	1.06	1.03	1.03	1.04	1.03	1.03	1.03	1.03	0.99	0.96	0.94	0.95	0.96
ISCED 1+2	0.97	0.97	0.97	0.97	0.98	0.98	0.98	0.98	0.97	0.97	0.97	0.97	0.97	0.97
ISCED 2+3	0.99	0.98	0.98	0.98	0.99	0.99	0.99	0.99	0.99	0.97	0.96	0.96	0.96	0.96
Net enrolment rate														
ISCED 1	0.99	0.99	1.00	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99
ISCED 2+3	1.01	1.00	1.00	1.00	1.00	1.01	1.01	1.01	1.02	1.00	1.00	1.00	1.00	1.00
Adjusted net enrolment rate														
ISCED 1	1.00	1.00	1.00	1.00	1.01	1.01	1.01	1.01	1.00	1.00	1.00	1.00	1.00	1.00
ISCED 2+3	1.05	1.03	1.02	1.03	1.03	1.04	1.04	1.05	1.05	1.05	1.04	1.04	1.03	1.03

Data source: LSD, EMIS

Table 3.5.3. Gender parity index

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Gross intake rate in ISCED 1	0.97	1.01	1.00	0.99	0.99	1.00	0.98	1.00	0.99	1.00	1.00	1.00	1.00
Net intake rate in ISCED 1	0.97	0.98	0.98	0.95	0.95	0.96	0.95	0.97	0.97	0.97	0.97	0.97	0.97

Data source: LSD, EMIS

Table 3.5.4. Gender parity index

	2005	2006	2007	2008	2009	2010	2011	2012
Survival rate to 5 grade	1.00	1.00	1.00	1.00	1.01	1.01	1.01	1.01
Survival rate to last grade of primary	1.00	1.00	1.00	1.00	1.01	1.00	1.00	1.01
Primary cohort completion rate	1.02	1.01	1.02	1.02	1.02	1.02	1.02	1.02
Effective transition rate from primary to secondary education	1.00	1.00	1.00	1.00	1.01	1.01	1.01	1.00

Data source: LSD, EMIS

Table 3.5.5. Gender parity index for teachers with pedagogical education

	2009	2010	2011	2012	2013
ISCED 1	1.28	1.15	1.10	1.05	0.99
ISCED 2+3	1.08	1.07	1.05	1.04	1.03

Data source: LSD, EMIS

Table 3.5.6. Gender parity index of literacy rate

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Youth literacy rate	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Adult literacy rate	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Data source: LSD, EMIS

Table 3.5.7. Gender parity index of persons in education by type of school

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Primary school	0.93	0.96	0.96	0.94	0.92	0.94	0.94	0.95	0.97
Basic school	0.89	0.90	0.90	0.88	0.89	0.89	0.89	0.88	0.88
Youth school	0.42	0.40	0.46	0.43	0.43	0.40	0.42	0.43	0.44
Secondary school	0.97	0.98	0.98	0.98	0.97	0.96	0.94	0.92	0.93
Gymnasium	1.20	1.17	1.17	1.17	1.17	1.18	1.14	1.12	1.09
Adult school and adult classes in general education schools	0.78	0.82	0.74	0.65	0.63	0.59	0.57	0.63	0.65

Data source: LSD

Table 3.6.1. National results of the survey of learning outcomes.
Distribution of 4th grade pupils by subject achievement levels, in per cent

Subject	Lithuanian language				Mathematics			
Achievement levels	2003	2005	2007	2011	2003	2005	2007	2011
Low	5.0	9.0	23.0	29.4	9.4	9.6	10.7	10.6
Satisfactory	34.0	40.0	29.8	28.1	33.9	34.4	36.8	33.7
Basic	45.0	43.0	40.8	38.5	43.3	42.2	40.0	39.7
Higher	16.0	8.0	6.4	3.9	13.4	13.8	12.5	16.0

Data source: LSD

Table 3.6.2. National results of the survey of learning outcomes.
Distribution of 4th grade pupils by subject achievement levels and gender, in per cent

	Subject	Lithuanian language				Mathematics			
Achievement levels	Gender	2003	2005	2007	2011	2003	2005	2007	2011
Low	Girls	2.5	5.8	15.1	22.4	9.5	9.1	10.9	8.7
	Boys	6.6	11.2	30.9	33.6	8.4	9.4	10.0	11.1
Satisfactory	Girls	26.8	34.4	26.4	21.7	36.0	36.5	37.9	40.3
	Boys	41.6	45.9	33.2	34.9	32.3	32.5	35.8	26.7
Basic	Girls	49.3	49.3	48.7	50.5	42.3	41.7	39.8	40.8
	Boys	41.0	37.3	32.9	29.7	44.5	43.0	40.5	41.0
Higher	Girls	21.5	10.5	9.7	5.4	12.1	12.7	11.4	10.2
	Boys	10.8	5.6	3.0	1.8	14.8	15.1	13.7	21.3

Data source: LSD

Table 3.6.3. National results of the survey of learning outcomes.

Distribution of 4th grade pupils by subject achievement levels and school location, in per cent

Year	2003			2005			2007			2011		
	City	Regional centre	Rural areas	City	Regional centre	Rural areas	City	Regional centre	Rural areas	City	Regional centre	Rural areas
Lithuanian language												
Low	2.6	5.4	7.6	5.3	9.6	12.0	14.2	20.8	33.8	22.6	35.1	30.6
Satisfactory	25.5	36.1	43.1	32.6	41.4	45.5	27.7	30.4	31.3	25.5	30.9	27.9
Basic	52.5	42.5	37.8	51.7	42.3	35.6	48.7	41.9	31.8	45.6	31.4	38.5
Higher	19.4	16.0	11.5	10.5	6.8	6.9	9.3	6.8	3.1	6.1	2.6	2.9
Mathematics												
Low	4.2	8.2	17.5	4.5	8.9	14.8	4.9	8.9	18.1	5.1	13.2	13.9
Satisfactory	27.3	36.4	39.9	30.1	36.2	36.7	31.5	32.5	45.8	34.2	32.4	34.6
Basic	49.8	43.7	34.3	45.7	43.4	38.0	47.0	42.3	30.8	39.4	41.1	38.5
Higher	18.7	11.7	8.2	19.7	11.5	10.5	16.5	16.2	5.3	21.3	13.3	13.0

Table 3.6.4. National results of the survey of learning outcomes.

Distribution of 8th grade pupils by subject achievement levels, in per cent

Subject	Lithuanian language				Mathematics			
Achievement levels	2003	2005	2007	2011	2003	2005	2007	2011
Low	10.0	5.0	18.0	16.4	12.7	15.0	18.2	18.8
Satisfactory	33.0	45.0	38.0	42.7	34.5	28.0	37.3	45.2
Basic	52.0	35.0	39.0	38.1	39.3	39.0	27.8	27.4
Higher	5.0	15.0	5.0	2.9	13.5	18.0	16.7	8.7
	Natural sciences				**Social sciences**			
Low	9.2	4.0	7.0	7.2	11.9	10.5	10.5	7.3
Satisfactory	27.5	42.5	45.0	40.7	28.6	28.6	27.5	20.5
Basic	57.5	46.0	44.0	44.8	52.1	53.4	54.0	59.5
Higher	5.8	7.5	4.0	7.3	7.4	7.5	7.5	12.3

Table 3.6.5. National results of the survey of learning outcomes.

Distribution of 8th grade pupils by subject achievement levels and gender, in per cent

	Subject	Lithuanian language				Mathematics			
Achievement levels	Gender	2003	2005	2007	2011	2003	2005	2007	2011
Low	Girls	4.9	2.6	7.7	10.5	12.0	14.5	16.9	16.9
	Boys	14.4	7.6	28.6	22.1	13.2	15.4	19.6	20.7
Satisfactory	Girls	22.9	34.1	32.3	34.8	32.0	25.4	36.6	48.6
	Boys	43.3	56.1	43.9	50.4	37.1	30.5	37.9	41.5
Basic	Girls	63.3	41.0	51.8	50.2	40.9	40.9	29.1	29.3
	Boys	41.0	28.9	26.0	26.3	37.9	37.2	26.5	25.3
Higher	Girls	8.9	22.3	8.3	4.4	15.2	19.2	17.4	5.1
	Boys	1.2	7.4	1.6	1.3	11.9	16.9	16.0	12.5
		Natural sciences				**Social sciences**			
Low	Girls	9.0	2.8	7.1	7.6	10.5	7.7	8.6	4.1
	Boys	9.4	4.9	6.8	6.8	12.6	13.3	12.1	10.8
Satisfactory	Girls	28.0	42.4	42.3	39.5	26.7	27.8	24.7	20.2
	Boys	26.9	42.6	47.5	41.9	30.4	29.4	30.0	20.8
Basic	Girls	57.3	47.6	47.4	44.3	54.9	56.0	57.8	63.0
	Boys	57.7	44.5	40.9	45.3	50.0	50.8	51.8	56.5
Higher	Girls	5.7	7.1	3.3	8.6	7.9	8.5	9.0	12.8
	Boys	6.0	8.0	4.8	6.0	7.0	6.5	6.1	11.9

Table 3.6.6. National results of the survey of learning outcomes.
Distribution of 8th grade pupils by subject achievement levels and school location, in per cent

Year	2003			2005			2007			2011		
	City	Regional centre	Rural areas	City	Regional centre	Rural areas	City	Regional centre	Rural areas	City	Regional centre	Rural areas
Lithuanian language												
Low	7.0	7.4	15.9	4.9	2.6	7.2	12.3	18.0	23.7	11.5	16.9	23.6
Satisfactory	30.1	31.2	38.0	36.0	42.1	55.7	36.0	38.9	39.2	47.8	39.7	46.1
Basic	57.1	55.3	43.1	38.2	40.8	27.2	44.8	38.2	34.2	40.1	39.3	28.5
Higher	5.8	6.1	3.0	21.0	14.6	9.9	7.0	5.0	3.0	0.7	4.1	1.8
Mathematics												
Low	8.5	12.3	17.7	8.9	12.1	23.4	11.7	17.8	25.0	16.4	16.8	32.5
Satisfactory	30.2	31.3	42.1	22.6	29.5	32.0	33.4	38.1	40.5	42.5	47.8	38.7
Basic	43.5	41.4	32.7	44.4	41.0	32.0	30.9	29.6	23.1	30.9	26.3	24.9
Higher	17.8	15.0	7.5	24.0	17.4	12.6	24.0	14.5	11.4	10.2	9.0	3.9
Natural sciences												
Low	9.1	8.2	10.4	3.4	2.6	5.8	4.2	8.4	8.5	2.5	8.3	11.4
Satisfactory	23.2	26.8	33.0	36.1	43.0	48.2	39.0	45.6	50.3	40.4	39.8	45.5
Basic	61.8	58.8	51.5	47.3	49.2	41.9	49.8	42.9	39.4	51.9	43.2	38.0
Higher	5.9	6.2	5.1	13.2	5.3	4.1	7.1	3.1	1.8	5.2	8.7	5.1
Social sciences												
Low	7.5	7.1	21.4	5.7	6.2	19.2	7.1	10.6	13.8	6.5	6.2	14.0
Satisfactory	23.5	30.4	33.1	22.1	31.3	33.3	21.8	27.3	33.2	22.2	20.5	17.1
Basic	56.9	56.2	42.8	61.8	56.6	41.7	60.4	55.0	48.2	64.3	57.9	59.7
Higher	12.1	6.3	2.7	10.4	6.0	5.8	10.7	7.1	4.7	7.0	15.4	9.2

Data source: NEC

Table 3.6.7. Distribution of the number of pre-school teachers by education

Education \ Year	2005	2006	2007	2008	2009	2010	2011	2012
Total								
Higher	4144	4446	4748	4321	4418	4504	4702	5192
Post-secondary	4479	4198	4085	3637	3530	3364	3261	3179
Secondary	144	190	228	241	202	180	139	89
Total	*8767*	*8834*	*9061*	*8199*	*8150*	*8048*	*8102*	*8460*
Urban								
Higher	3790	4034	4307	3928	4041	4082	4301	4716
Post-secondary	3978	3695	3562	3194	3119	2946	2868	2831
Secondary	118	154	189	195	164	150	111	73
Total	*7886*	*7883*	*8058*	*7317*	*7324*	*7178*	*7280*	*7620*
Rural								
Higher	354	412	441	393	377	422	401	476
Post-secondary	501	503	523	443	411	418	393	348
Secondary	26	36	39	46	38	30	28	16
Total	*881*	*951*	*1003*	*882*	*826*	*870*	*822*	*840*

Data source: NEC

Table 3.6.8. Distribution of percentage of pre-school teachers by education

Year \ Education	2005	2006	2007	2008	2009	2010	2011	2012
Total								
Higher	47.3	50.3	52.4	52.7	54.3	56.0	58.1	61.4
Post-secondary	51.1	47.5	45.1	44.5	43.3	41.9	40.3	37.6
Secondary	1.6	2.2	2.5	2.8	2.4	2.1	1.6	1.0
Urban								
Higher	48.1	51.1	53.4	53.7	55.2	56.9	59.1	61.9
Post-secondary	50.5	46.9	44.2	44.0	42.6	41.1	39.4	37.2
Secondary	1.4	2.0	2.4	2.3	2.2	2.0	1.5	0.9
Rural								
Higher	40.2	43.2	44.0	44.6	45.8	48.5	49.1	56.7
Post-secondary	56.8	52.9	52.1	50.2	49.9	48.1	47.6	41.4
Secondary	3.0	3.9	3.9	5.2	4.3	3.4	3.3	1.9

Data source: NEC

Table 3.6.9. Distribution of the number of primary education teachers in general education schools by education

Year / Education	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total									
Higher	9143	9041	8889	8643	8363	7988	7670	7642	7447
Post-secondary	967	865	728	636	562	459	392	320	280
Secondary	93	90	76	83	81	50	36	32	18
Total	*10203*	*9996*	*9693*	*9362*	*9006*	*8497*	*8098*	*7994*	*7745*
Urban									
Higher	7284	7141	7062	5763	5584	5335	5355	5277	5188
Post-secondary	571	482	433	285	234	199	165	145	131
Secondary	60	53	57	45	28	18	18	12	13
Total	*7915*	*7676*	*7552*	*6093*	*5846*	*5552*	*5538*	*5434*	*5332*
Rural									
Higher	1757	1748	1581	2600	2404	2335	2287	2170	2039
Post-secondary	294	246	203	277	225	193	155	135	115
Secondary	30	23	26	36	22	18	14	6	3
Total	*2081*	*2017*	*1810*	*2913*	*2651*	*2546*	*2456*	*2311*	*2157*

Data source: EMIS

Table 3.6.10. Distribution of primary education teachers by education, in per cent

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total									
Higher	90.4	91.7	92.3	92.9	94.0	94.7	95.6	96.2	96.5
Post-secondary	8.7	7.5	6.8	6.2	5.4	4.8	4.0	3.6	3.3
Secondary	0.9	0.8	0.9	0.9	0.6	0.5	0.4	0.2	0.2
Urban									
Higher	92.0	93.0	93.5	94.6	95.5	96.1	96.7	97.1	97.3
Post-secondary	7.2	6.3	5.7	4.7	4.0	3.6	3.0	2.7	2.5
Secondary	0.8	0.7	0.8	0.7	0.5	0.3	0.3	0.2	0.2
Rural									
Higher	84.4	86.7	87.4	89.3	90.7	91.7	93.1	93.9	94.5
Post-secondary	14.1	12.2	11.2	9.5	8.5	7.6	6.3	5.8	5.3
Secondary	1.5	1.1	1.4	1.2	0.8	0.7	0.6	0.3	0.2

Data source: NEC

Table 3.6.11. Distribution of the number of basic and secondary education teachers in general education schools by education

Year / Education	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total									
Higher	27168	26942	26489	26157	25860	24873	24616	23658	22558
Post-secondary	1647	1428	1284	1082	890	717	612	516	425
Secondary	755	716	678	606	377	252	156	109	66
In total	*29570*	*29086*	*28451*	*27845*	*27127*	*25842*	*25384*	*24283*	*23049*
Urban									
Higher	23383	23191	22946	19561	19400	18554	18358	17737	16936
Post-secondary	1183	1030	946	614	510	406	342	288	235
Secondary	510	473	474	312	209	146	94	66	39
In total	*25076*	*24694*	*24366*	*20487*	*20119*	*19106*	*18794*	*18091*	*17210*
Rural									
Higher	3785	3751	3543	6596	6460	6319	6258	5921	5622
Post-secondary	464	398	338	468	380	311	270	228	190
Secondary	245	243	204	294	168	106	62	43	27
In total	*4494*	*4392*	*4085*	*7358*	*7008*	*6736*	*6590*	*6192*	*5839*

Data source: EMIS

Table 3.6.12. Distribution of basic and secondary education teachers in general education schools by education, in per cent

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
					Total				
Higher	91.9	92.6	93.1	93.9	95.3	96.2	97	97.4	97.9
Post-secondary	5.5	4.9	4.5	3.9	3.3	2.8	2.4	2.1	1.8
Secondary	2.6	2.5	2.4	2.2	1.4	1	0.6	0.5	0.3
					Urban				
Higher	93.2	93.9	94.2	95.5	96.4	97.1	97.7	98	98.4
Post-secondary	4.7	4.2	3.9	3	2.5	2.1	1.8	1.6	1.4
Secondary	2.0	1.9	1.9	1.5	1.0	0.8	0.5	0.4	0.2
					Rural				
Higher	84.2	85.4	86.7	89.6	92.2	93.8	95	95.6	96.3
Post-secondary	10.3	9.1	8.3	6.4	5.4	4.6	4.1	3.7	3.3
Secondary	5.5	5.5	5	4	2.4	1.6	0.9	0.7	0.5

Data source: ITC

Table 3.6.13. Percentage of pre-school teachers with pedagogical qualification

Year	2005	2006	2007	2008	2009	2010	2011	2012
Total	73.0	73.7	73.1	71.5	72.9	72.1	70.5	98.9
Urban	74.5	75.4	74.7	73.4	74.1	73.9	72.3	99.2
Rural	61.5	62.0	61.3	58.7	63.7	59.4	56.5	96.7

Data source: LSD

Table 3.6.14. Percentage of teachers with pedagogical qualification

	2005	2006	2007	2008	2009	2010	2011	2012	2013
					Primary education				
Total	95.7	96.1	95.9	95.5	96.1	96.8	97.2	97.6	97.8
Urban	95.9	96.4	96.2	95.7	96.2	96.7	97.2	97.4	97.6
Rural	95.1	95.3	94.9	95.3	95.8	97.0	97.1	98.1	98.3
					Basic and secondary education				
Total	89.8	90.6	90.7	91.0	92.5	93.8	94.7	95.4	96.3
Urban	90.8	91.5	91.5	92.2	93.3	94.4	95.1	95.8	96.5
Rural	84.5	85.5	85.7	87.6	90.1	91.9	93.6	94.3	95.7

Data source: ITC

Table 3.6.15. Percentage of pre-school teachers with educational qualification

	2005	2006	2007	2008	2009	2010	2011
Total	82.8	84.4	83.5	83.4	83.3	83.3	81.8
Urban	83.7	85.5	84.6	84.0	84.3	84.5	83.1
Rural	74.1	75.4	74.0	78.2	75.0	73.7	70.3

Data source: LSD

Table 3.6.16. Percentage of teachers with educational qualification

	2005	2006	2007	2008	2009	2010	2011	2012	2013
					Primary education				
Total	96.1	96.7	97.2	97.2	97.5	96.6	97.8	98.0	98.6
Urban	96.5	96.9	97.4	97.3	97.6	96.9	98	98.2	98.7
Rural	94.9	96.1	96.3	96.9	97.4	95.9	97.3	97.6	98.3
					Basic and secondary education				
Total	91.3	91.8	92.5	93.4	94.4	94	95.4	96.5	97.5
Urban	93.1	93.7	94.2	95.6	96.1	95.6	96.7	97.6	98.2
Rural	82.1	81.8	83	87.8	90.1	89.8	92	93.7	95.4

Data source: ITC

Table 3.6.17. Percentage of full-time teachers

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Primary education									
Total	78.6	75.2	74.2	82.8	78.3	77.8	74.2	77.5	25–59
Urban	80.9	76	76.4	82.8	80.7	80.4	76.2	80.3	25–59
Rural	61.3	60.1	58.8	63.9	60.7	59.2	59.2	57.4	25–59
Primary education									
Total	90.3	90.7	90.2	89.5	87.4	91.7	91.5	90.6	90.1
Urban	89.9	90.4	89.9	88.6	86.4	91.4	90.8	90	89.8
Rural	91.7	91.8	91.6	91.5	89.6	92.2	93.1	92	90.8
Basic and secondary education									
Total	75.2	76.1	76.3	75.1	69.7	82.3	81.5	79.9	78.7
Urban	78.3	79.1	79.0	79.2	74.6	85.3	84.3	82.6	81.7
Rural	58	59.1	59.6	63.6	56	73.6	73.8	72.2	69.9

"-" no data

Data source: LSD, EMIS

Table 3.6.18. Pupil/teacher ratio in pre-school and pre-primary education (ISCED 0)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total	9	9	10	10	10	10	10	10	10	10	10	10	11
Urban	9	9	9	9	9	10	10	10	10	10	11	10	11
Rural	11	11	11	11	11	11	11	11	10	10	10	11	12

Data source: LSD

Table 3.6.19. Pupil/teacher ratio

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Primary education (ISCED 1)									
Total	15	15	14	14	14	14	14	14	14
Urban	16	16	15	16	16	16	15	15	16
Rural	12	12	12	11	12	11	11	11	11
Basic and secondary education (ISCED 2 and 3A)									
Total	14	13	12	12	12	12	11	11	11
Urban	16	16	15	16	16	16	15	15	16
Rural	12	12	12	11	12	11	11	11	11

Data source: ITC

Table 3.6.20. Pupil/class ratio in pre-school and pre-primary education (ISCED 0)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total	16.7	16.7	16.8	16.7	16.9	17.1	17.2	17.6	17.6	17.4	17.7	18.1	18.1	18.2
Urban	16.9	16.9	17.1	17.1	17.2	17.3	17.4	17.8	17.8	17.6	17.9	18.3	18.6	18.8
Rural	15.1	15.2	15.0	14.5	14.7	15.7	15.8	16.2	16.1	15.8	15.9	16.3	14.5	14.4

Data source: LSD

Table 3.6.21. School life expectancy (years)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
7–16 year-old persons													
All	10.0	10.0	10.0	10.0	10.3	10.2	10.1	10.0	10.0	10.0	10.0	10.0	10.0
Women	10.0	10.0	10.0	10.2	10.3	10.2	10.1	10.0	10.0	10.0	10.0	10.0	10.0
Men	10.0	10.0	10.0	10.0	10.2	10.2	10.1	10.0	10.0	10.0	10.0	10.0	10.0
7-18 year-old persons													
All	11.7	11.9	11.9	11.9	12.3	12.2	12.2	12.0	12.0	12.0	12.1	12.0	11.9
Women	11.9	11.9	11.9	12.1	12.2	12.2	12.1	12.2	12.0	12.0	12.1	12.0	12.0
Men	11.7	11.7	11.9	12.0	12.2	12.3	12.2	12.0	11.9	12.0	12.0	12.0	11.9
7–24 year-old persons													
All	14.2	14.6	14.7	15.0	15.6	15.5	15.5	15.5	15.8	15.7	15.7	15.5	15.3
Women	14.6	14.8	14.4	14.9	15.1	15.1	15.2	16.1	16.1	16.2	16.2	16.0	15.8
Men	13.9	14.0	15.2	15.3	15.8	16.0	15.9	15.3	15.2	15.4	15.2	15.3	14.9

Data source: LSD

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