

MINISTRY OF EDUCATION AND SCIENCE OF LITHUANIA

INSTITUTE OF PEDAGOGICS

**EDUCATION FOR ALL 2000**

THE YEAR 2000 ASSESSMENT

VILNIUS  
1999

## **Part I – Descriptive Sections**

### **1. Goals and objectives for education in Lithuania related to the availability and quality of education**

Education is a priority field of development and support as decided in the Republic of Lithuania. It is based on humanistic values of the nation and the world culture, principles of democracy as well as the universally acknowledged human rights and freedoms. Education is decisive for the advancement of cultural, social and economic advancement of the country; it strengthens the solidarity of people and nations, tolerance, co-operation.

The main law that regulates the major educational issues is the Constitution of the Republic of Lithuania, adopted by the citizen on 25 October 1992 by a referendum. The major approaches in the Constitution, related to education, are as follows: persons aged below 16 have to undergo education on compulsory basis that is free of charge at the public, municipal comprehensive schools and vocational and high schools, higher education is available to everyone with regards to one's capacities. Education in public higher education institutions is free of charge for those who have best achievements.

In year 1992 m. the Culture and Education Minister approved the **General Concept of Education in Lithuania** and the programme for educational reform, which serve as major and most important conceptual documents on educational reform.

The major educational goals are defined in the General Concept of Education in Lithuania are as follows:

- to help the individual discover universal human values and base his life upon them;
- to foster a person who is able to think critically, evaluate existential questions, make decisions responsibly, and operate independently;
- to foster an individual who is prepared for professional work, determined and able to adapt to an ever-changing social and economic environment and participate in its betterment;

- to develop the individual's national and cultural consciousness;
- to prepare the person for democracy;
- to raise a citizen of Lithuania.

The permanent educational system as based on differentiation and integration is being developed in Lithuania.

The educational system is based on European cultural values: the absolute value of the individual, neighbourly love, innate equality among men, freedom of conscience, tolerance, the affirmation of democratic social relations.

Educational reform is based on the educational experience of democratic Lithuania and Europe. Principles of Lithuanian education:

1. Humanism: the affirmation of the absolute value of the individual and his freedom and responsibility to choose.
2. Democracy: the learning of and ability to base one's life on democratic values; the creation and application of democratic relations in education; the universal access to education; and the recognition that morality is fundamental to democracy.
3. A commitment to Lithuanian culture and the preservation of its identity and historic continuity. Lithuanian education protects and promotes a pluralistic culture enriched by the experience of national minorities.
4. Renewal: openness to change and critical acceptance of novelty, while retaining universal norms of morality and a core of national culture.

On 25 June 1991, a Law on Education of the Republic of Lithuania was passed. The new edition of this Law (2 July 1998) introduced several major amendments. They list the legalisation of compulsory 10-year schooling; admission of students aged 14 up to vocational schools; new regulations for teacher appraisal; new types of comprehensive schools – gymnasium and international baccalaureate school; establishment of educational institutions in accordance with the Agreement signed by a certain number of founders, etc.

The Law on Education of the Republic of Lithuania defines the following major goals of the educational system:

- to develop the mental and physical abilities of an individual, to lay solid foundations of morality and a healthy way of life, to cultivate his/her intellect, providing conditions for the further development of the individual;
- to offer children both general and professional education in conformity with the current level of science and culture;
- to provide possibilities of a continuing education for the residents of Lithuania;
- to foster civic awareness, the understanding of individual rights and duties to the family the nation, society and the state of Lithuania, as well as the need to participate in the cultural, social, economic and political life of the Republic of Lithuania;
- to grant the members of the traditional religious communities the same rights and conditions as to all the residents, to educate their children in educational institutions in accordance with their confession.

The implementation of the education reform is followed by the development of a uniform system of continuous (permanent) education in Lithuania, which embraces both formal and informal education, network of public and private institutions. The continuous formal education system is being designed as based on the principle of succession of education, granting the flexibility and variety of approaches in the system. It embraces the pre-school education institutions, schools of general education for children and youth, (including special schools), vocational schools, high schools (colleges) and higher schools. The continuous education system is comprised of the formal adult education institutions (adult education schools), training centres, open universities and the like) and the special adult education departments of continuous education system. The formal education in this field embraces a variety of levels, namely, the general and vocational education including the high education and higher studies. The introduction of module training provides conditions for transition from a non-continuous formal education system to a continuous education system.

Informal education – is self-studies as based on personal or societal interests which embraces all education not defined by the Register of public education. It embraces the development of person's general culture or vocational skills and knowledge acquisition and upgrading. Informal education is implemented via organised purposeful self-studies, courses, seminars, lectures; distance education; involvement of mass media to provide

educational programmes. On June 30 1998 a Law on Informal Adult Education of the Republic of Lithuania was passed. It provided legal guarantees for the participants of the informal education as well as the implementers and social partners. They include the guarantee of the assistance in the development of conditions to practice the natural right of everyone for life-long personal development; grant possibility to obtain skills and knowledge, needed by him as a citizen of a democratic state and a specialist of a certain profession as well as the meaningful and pithy leisure time spending.

The main link of the continuous education – the general children and youth education. At this age group it is important to provide general education corresponding to contemporary requirements as well as development of their need for life-long learning.

The numbers of youth undergoing education in Lithuania has increased from 686 thousand in 1990 to 746 thousand in 1998. In 1998 there were 2 016 pupils and students per 10 000 inhabitants (in 1990 – 1 831).

The General Concept has successfully merged the conservative and the liberal trends in education. On one hand, the restoration of gymnasiums as well as confessional schools and religious training, enhanced attention to the culture and history of the country, former differentiation of training and maintenance of the classical or academic subjects – all are the traits characteristic to the conservative education policy. On the other hand, the possibility provided for the parents to freely choose schools for their children, the emergence and development of the private sector, the variety of schools by type and profile, the increase of the administrative and financial independence of school authorities, the first signs of competitiveness among the educational institutions: all of them constituted the liberal elements in educational policy.

Among the major goals of Lithuanian education – the development of the youth' need for life-long learning.

The educational reform in practice is being implemented via changes of all the elements in the system of education: setting of new goals in education, new objectives, structures, new curricular and syllabi, updating the educational process and the methods, improvement of the management of the system of education, training of educators and their professional upgrading.

Those willing to undergo additional training are provided with conditions to attend educational institutions with organised activities in arts, sport, languages, and techniques as well as attend schools of other profiles, courses, study circles.

The major documents of the educational reform in Lithuania:

**General Concept of Education in Lithuania** (1992), which is the major conceptual document of the educational reform;

**Republic of Lithuania Law on Education** (25 June 1991) sets the basic structure of the education system in the Republic of Lithuania basis for operation and management of educational institutions (except higher schools);

**Republic of Lithuania Law on Education Amendment Law** (1998) introduced some amendments that set new approaches in regulation of education (see p. 2).

**Republic of Lithuania Law on Science and Studies** (12 February 1991) regulates the operation science institutions and higher schools;

**Republic of Lithuania Law on Vocational Education and Training** (14 October 1997) sets the structure and management in the system of vocational training, operation of vocational schools and establishments of vocational training;

**Republic of Lithuania Law on Special Education** (15 December 1998) sets the structure and management in the system of special education, as well as the organisational requirements in education of special needs persons';

**Republic of Lithuania Law on Nonformal Adult Education** (30 June 1998) regulates the system of informal adult education, sets the basic structure, requirements for operation and management in the system;

**Republic of Lithuania Draft Law on Higher Studies** (1 June 1999) regulates the system of higher studies, sets the basic structure of higher schools, requirements for their operation and management.

**Republic of Lithuania Law on National Minorities** (23 November 1989), additions and amendments on 29 January 1991) grant the right of national minorities to the development of national culture and education, the right to undertake studies in one's native language, provide conditions to have the pre-school education establishments, separate lessons and comprehensive schools, to train educators and teachers.

**Republic of Lithuania Law on Public Service** (8 July 1999) sets the main public service principles, the public servant status and the legal basis for the public service management.

Education falls under regulation as based on the Government Decisions of the Republic of Lithuania, Legal Acts issued by the Ministry of Education and Science.

## **2. Strategic documents that include undertakings targeted at the accessibility of education and quality**

To handle the issues of educational change in a better way, the Ministry of Education and Science has formed a Strategic Education Reform Group, which sees to the solution of the most urgent education reform problems.

The Ministry of Education and Science has approved the priorities of education reform for 1999 – 2000:

1. Modernisation of education and studies, improvement of education quality.
2. Improvement of social pedagogical conditions of education and studies.
3. Harmonisation of system of education.

The first priority is targeted towards educational quality, when not only the presentation of knowledge comes to be important, but also the development of independent and critical thinking, skills, values and ability to undertake purposeful activities.

The second priority will ensure the accessibility of education, with special attention allotted for the education of socially and pedagogically neglected children, who will be distinguished by the variety of the process, quality of education, openness of the school.

The goal of the third priority – the development of a harmonious system of education, while strengthening of the horizontal and vertical links between the educational institutions, matching the education system with the societal developments.

Recently the Ministry of Education and Science has approved of several documents, important from the point of view of education reform development. They are:

1. Model for Profile Training (26 June 1998).
2. Framework for the Restructuring of the Network of General Education Establishments (4 February 1999).

3. Concept of Gymnasiums (14 May 1999).
4. Tasks for the Implementation of the Education Reform Priorities (23 July 1999).
5. General Regulations for Comprehensive School in Lithuania (23 August 1999).
6. Regulations on Founding, Reorganisation and Liquidation of Educational Institutions (7 June 1999).
7. Higher Education in Lithuania. The White Paper (1999).
8. Classification of Lithuanian Education (25 February 1999).

By the public management of the education the provision of correspondence to the goals posed to overall system of education are granted. The state manages only the formal education. Higher education has autonomy, provided by the state. The operation of non-governmental and informal education establishments is regulated by laws and decisions approved by the Government of the Republic of Lithuania.

The education policy matches the operation of public institutions that fall under regulation and the self-governing institutions established as grass-roots initiative. They both submit projects and project proposals, encourage other organisations and private persons to submit projects and programmes.

On May 1999 the Ministry of Education and Science and the Open Society Fund in Lithuania founded the Educational Change Foundation. The strategic direction of the operation of the Foundation – to provide support to especially urgent educational projects, in order to attract the participation in the education reform activities not only the public institutions, but the initiative citizen, their groups, pedagogues and school communities.

The centralised management does not apply to the process of education, but to the result of education. The state regulates the following issues: professions' register; compulsory requirements to educational programmes and separate modules. Schools and Municipalities are provided with the possibility to define a certain part of curriculum; qualification requirements to pedagogues, which are set with consideration of the world standards and the needs of the society as expressed by vocational organisations, parents and employers with regards to learning conditions; assessment control of the knowledge and skills acquired.



The first steps in the development of the educational monitoring system were made already. The Group for Educational Monitoring, designed at the Ministry of Education and Science, will have a subgroup to work with the exam system. The staff of the system of education, scientists analyse the foreign educational monitoring experience, develop theoretical grounds for the contemporary monitoring system to be introduced.

The programme on the monitoring system design includes finding decisions to the following tasks:

- the development of curricular and standards corresponding to the reform statements and approaches;
- the development of tests, meant for the evaluation of pupils' education progress; data bank;
- the development of national maturity examination system;
- the development of the establishment of national Educational Assessment and Accreditation Centre as well as its regional branches;
- the development of national statistics system as based on EUROSTAT, UNESCO and other projects in educational statistics;
- the development of the national system of indicators of education quality as based on OECD, UNESCO as well as the outcomes of the analysis of several national systems of indicators of education quality;
- the development of modern communication network so as to be able to quickly transmit the information circulating in the monitoring system;
- obtaining of the software for data accumulation, processing and analysis;
- raising needed financial, technical and intellectual resources so as to implement the priority tasks of the monitoring system design.

## **2. Educational Strategy Decision-taking, Co-ordination and Control**

Since 1990 the Seimas of the Republic of Lithuania is responsible for educational legislation. There is the Seimas Committee of Education, Science and Culture, responsible for the development of the basis for the system of education, the design of strategic directions for its development, as well as a variety of fundraising solutions.

The Government of the Republic of Lithuania foresees the continuation of the school reform implementation in the Activities Programme for 1999 – 2000 alongside with the further integration into the European Community Educational Space, to go on solving the most urgent issues pertaining to education:

- strive at the strengthening of national grounds, allot time, as much as possible, for moral and civic education;
- provide conditions for the educational improvement, improve the material status of schools, raise the prestige of teachers' profession;
- target at attendance of comprehensive schools and other educational institutions by all the children under 16 years of age;
- provide conditions to undergo studies in the state language for every willing resident of Lithuania;
- to continue the implementation of the school computerisation programme; develop links of higher studies establishments with the research institutes and Science Centres in Western countries;
- to finalise the preparation of the long-term strategy for development of education in Lithuania.

The Ministry of Education and Science is responsible for:

the implementation of the public educational policy; setting of educational standards; defining criteria and ways of financial support; initiating pedagogical research; training of pedagogues and their re-qualification; the initial vocational training. The Ministry of Social Security and Labour is responsible for the vocational training of the unemployed policy. It is responsible for the organisation of the labour market vocational training.

The advisory institution for the Minister of the Ministry of Education and Science is **Collegium**. The Collegium discusses draft orders of the Minister and draft projects of legal acts, participates in hearings and report presentations by heads of the structural units of the Ministry, its Departments, Services and other establishments accountable to the Ministry. The Collegium is headed by the Minister of the Ministry of Education and Science (Chairman of the Collegium). The Collegium is authorised to discuss mutual problems together with other ministries and state institutions.

further integration into the European Community Educational Space, to go on solving the most urgent issues pertaining to education:

- strive at the strengthening of national grounds, allot time, as much as possible, for moral and civic education;
- provide conditions for the educational improvement, improve the material status of schools, raise the prestige of teachers' profession;
- target at attendance of comprehensive schools and other educational institutions by all the children under 16 years of age;
- provide conditions to undergo studies in the state language for every willing resident of Lithuania;
- to continue the implementation of the school computerisation programme; develop links of higher studies establishments with the research institutes and Science Centres in Western countries;
- to finalise the preparation of the long-term strategy for development of education in Lithuania.

The Ministry of Education and Science is responsible for:

the implementation of the public educational policy; setting of educational standards; defining criteria and ways of financial support; initiating pedagogical research; training of pedagogues and their re-qualification; the initial vocational training. The Ministry of Social Security and Labour is responsible for the vocational training of the unemployed policy. It is responsible for the organisation of the labour market vocational training.

The advisory institution for the Minister of the Ministry of Education and Science is **Collegium**. The Collegium discusses draft orders of the Minister and draft projects of legal acts, participates in hearings and report presentations by heads of the structural units of the Ministry, its Departments, Services and other establishments accountable to the Ministry. The Collegium is headed by the Minister of the Ministry of Education and Science (Chairman of the Collegium). The Collegium is authorised to discuss mutual problems together with other ministries and state institutions.

The County Governor implements the public educational policy, carries out in the county public and interregional programmes, ensures the operation and maintenance of the subordinate educational institutions, takes care of the status of education and

laws on vocational training and professional upgrading, on the labour market situation and demand for specialists co-operates with the ministries, counties and institutions interested in training of specialists. The Vocational Education and Training Council lists 18 specialists representing educational organisations, employers, trade unions and non-governmental organisations.

**Lithuanian Distance Education Council** is an advisory institution to the Ministry of Education and Science. It performs the advisory function on the development of distance education. The suggestions and conclusions provided by the Council to the Ministry of Education and Science, educational institutions as well as those of science and studies have the status of recommendations. The Council develops the strategy of distance education in the country, carries out the evaluation of the distance education development programmes. It submits proposals to the Ministry of Education and Science on the development of distance education programmes; promotes contacts with the distance education establishments in the Republic of Lithuania, in foreign countries and international organisations etc.

**Expert Commissions, Councils** – are collegial groups of subject specialists and specialists of schools by types. They submit proposals to Collegium, the corresponding departments at the Ministry of Education and Science so as to take decisions on urgent issues of educational development. They initiate the setting up of creativity groups to perform certain undertakings of educational reform they analyse and submit conclusions as well as proposals concerning the documents regulating the operation of comprehensive schools of various types, issues pertaining to the design and development of syllabus and programmes, educational standards.

#### **4. Partners of the State for the Implementation of the Educational Objectives of Availability and Universality**

##### **4.1. The Financing of Educational Institutions**

In 1998 the state budget allotted 2 749 894 000 litas (27,7 percent of national budget) for education. It comprised 56,2% of total sum of expenditures, allotted to social sphere. The major public and municipal financial sources for the educational institutions are the national and the municipal budgets. During the recent years a tendency was observed of

bigger financial allocations from the municipal budgets (in 1998 this ratio comprised 33,5 and 66,5 percent). The resources were used for the teachers' salaries, pupils' and students' scholarships, and acquisition of teaching aids, equipment.

#### Public and Municipal Expenditures on Education

	1994	1995	1996	1997	1998
<b>Expenditures on Education, in thous. Lt</b>					
National budget	947 415	1 350 390	1 712 880	2 206 077	2 749 894
Including:					
public	339 342	454 428	595 773	801 175	922 260
municipal	608 073	895 962	1 117 107	1 404 902	1 827 634
<b>Percentage</b>					
National budget	100	100	100	100	100
Including:					
public	35,8	33,7	34,8	36,3	33,5
municipal	64,2	66,3	65,2	63,7	66,5
Compared to GNP	5,6	5,6	5,4	5,7	6,4

Other financial sources were the Lithuanian Fund for Education, the County, Town and Region Funds for Education and the financial resources owned by institutions, obtained from other sources.

The foreign capital share in the foreign joint educational institutions is in accordance with the documents of their establishment in the corresponding type (level) of the public or municipal educational institution.

Although the educational allocations comprise more than one fourth of the national budget, the resources are insufficient. The general increase of the allocations to education falls back from the inflation and the increasing prices of the educational services. The municipalities provide different finance as for the teaching aids and equipment of comprehensive schools, as well as the teachers' professional upgrading needs.

It is more than five years by now that the financial independence of the educational institutions is being practised. There are educational institutions in regions and towns that manage independently, establish funds to support them. The sources of finance for the Lithuanian Fund for Education, the County, Town and Region Funds for Education are as follows: the voluntary contributions of persons, organisations or enterprises; income raised from the operation of the Fund itself; foreign countries' and organisations', citizen' resources, also the financial resources and goods donated by international organisations.

The sources of finance for the pre-school educational institutions are the municipal or the national budget. The founders finance the non-governmental pre-school educational institutions. They can also receive the state support as foreseen by procedures. The institutions, which participate in different projects, receive a certain support from the Project Support Funds.

The comprehensive schools have full or partial maintenance from the national or municipal budget. The founders finance the non-governmental schools educational institutions. The order set by the Government allows the provision of public support. Schools are allowed to have non-budget funds. They are comprised of rent of the premises, support and charity from natural and legal persons, income from the provision of supplementary education, courses, events, production etc. The non-budget resources are used in accordance with the regulations set by the state. In 1998 the Ministry of Education and Science approved new regulations for Financing of General Education Institutions which will serve as basis for introduction of changes in the financing system.

The vocational training in the governmental vocational education institutions are financed from the state budget. The founders finance the non-governmental vocational education institutions. The non-governmental vocational education institutions receive budget finance for the implementation of the curricular provide and grant education corresponding to the public educational standards in the manner established by the Government.

The founders finance the youth schools. The non-budget resources can be raised from the production activities at school, the charged services provided and the inventory rents voluntary contributions of legal and natural persons. The founders maintain the non-governmental educational institutions. The Government or its authorised institution grants the non-governmental educational institutions that provide and guarantee education in accordance with the public standards the budget allocations, as to the corresponding type

(level) of the public or municipal educational institutions. The amount of the resources is defined taking into consideration the costs per child, pupil in a corresponding type (level) of the public or municipal educational institution.

The major financial source of a high school is the budget. The non-budget resources of high school come from: the income received from enterprises and organisations for the specialists trained, charged works implemented, sold goods and outcomes of scientific activities, charged services; income obtained from the equipment and the premises' rents, voluntary contributions of legal and natural persons; income obtained for the charged courses, other educational services; Lithuanian and foreign enterprises, organisations, funds and private persons' contributions and offerings.

The assignments to schools from the state budget are appointed with regards to agreements that the higher schools sign with the Ministry of Education and Science. The assignments to higher schools from the state budget are insufficient, thus a variety of taxes are introduced to be paid by the students. The number of state financed places in higher schools is decided upon by the Government. The higher schools enrol the free students who have to pay for their studies. Payment for the studies enables the studies for persons who failed at the entrance competition. The numbers of persons paying for studies increase annually. In accordance with the Decision of the Government (9 July 1998), the number of such students must not exceed 50% of the total number of students enrolled. The higher schools enrol the increasing number of students who have to pay and by this they try to partially solve their financial problems, although alongside they create an unfavourable social situation. In some higher schools the so called rotation practice was introduced when the redistribution of the students who have to pay and those who do not, is conducted on annual basis or even after each semester. The renovation of the system of higher studies in Lithuania as the improvement of the quality of studies increasingly raises the costs of studies. As the personal income level for the majority of inhabitants in Lithuania is low still, it might happen that meanwhile the higher studies be available just for the children of the better-to-do inhabitant's strata.

**Numbers of students financed from the budget and paying tuition fee  
in higher schools**

Year	Number of students financed by the state	Number of students who pay tuition fee
------	--	--

	(thous.)	(thous.)
1970	57	
1975	62,6	
1980	71	
1985	65,3	
1990	67,3	
1991	60,1	0,4
1992	53,9	1
1993	50,9	2
1994	50	1,5
1995	48,7	3,5
1996	53,3	5
1997	56,8	10,3
1998	69,9	12,3

All the interested legal or natural persons as well as its participants can finance the informal adult education. It can also be financed from the municipality or the national budget. The resources needed for the professional upgrading and re-qualification of the national and municipal officials are allotted up to 3% of the annual salary fund from the national or municipality budget allocated for the maintenance of the corresponding institutions. The courses for the unemployed, including those willing to set up their own business, as well as others in search of employment and willing to obtain a new profession or to change the old one, are ordered by the Territorial Labour Exchange. The finance is provided from the Unemployment Fund in accordance with the Law on Support of the unemployed. The adult informal education curricular and the tailor-made educational programmes and projects are financed from the state budget, those ordered by a municipality – from the municipality budget. The informal education of the persons viable to social support and their groups is financed by the state.

#### **4.2. International co-operation**



After the restoration of independence and with the very start of the independent foreign policy, Lithuania strive for a partnership on equal grounds with the countries of Europe and to make her input into promotion of security in Europe. On 12 June 1995 the Republic of Lithuania and the European Union signed a Treaty on Association (European). On 1 February 1998 Lithuania became an Associated Member of European Union.

The Departments for International Co-operation and for the European Integration at the Ministry of Education and Science analyse the needs of Lithuania for international co-operation, set up special programmes to satisfy those needs, organise drafts of the intergovernmental and international interdepartmental agreements and contracts as well as their implementation; provide information about the educational priorities of the Republic of Lithuania, implementation of international programmes. The educational community of Lithuania obtained greater possibilities to participate in seminars, conferences, projects, and programmes.

Since 1993 the Open Society Fund - Lithuania (ALF) helps the Ministry of Education and Science in the implementation of the educational reform. On 15 September 1993 the former Ministry of Education and Culture made an agreement concerning the implementation of a project "Education for the Future of Lithuania". At present there are 5 educational programmes under operation, receiving funding from the Open Society Fund - Lithuania. The Project is comprised of the following programmes: Development of Educators' Training, Educational Innovations and Initiatives, Curriculum Change, New Technologies, Modernisation of School Libraries. The Educational Studies Centre also participates in the programmes. Almost 6,5 mln. USD were invested into the project. Over 330 events for the Lithuanian teachers were supported, 36 competitions organised, around 900 projects financed, around 20 000 pedagogues participated in the project events. More than 300 various textbooks, teaching materials, teachers' books were published, 16 computer programmes designed, 882 schools use the E-mail, 237 of them – the Internet.

In 1996 a Nordic – Baltic countries project "The development of Curriculum and Professional Culture of Educators" was started. The main goals of the Project were to promote school changes, develop teachers' competence, design a methodology for drafting school-based curricular and implementation of the integrated programmes.

In 1996 Lithuania started the PHARE Vocational Training Reform Programme. The goal of the Programme is to train a qualified flexible specialist. The PHARE Vocational Training

Reform Programme implements important undertakings pertaining to the reform of vocational training:

- development of the vocational training curricular (28 module programmes are finalised, the rest 5 – are in the process). Since 1997 the module programmes are used by 27 Vocational and High Schools and the Labour Market Training Centres;
- development of the training and methodological materials (285 sets for active training and learning materials were published);
- training of lectures (teachers) and the administration;
- modernisation of training equipment: 27 Lithuanian Schools and the Labour Market Training Centres are supplied with the new technical equipment amounting in worth to over 1 mln. ECU;
- partnership with the European Union Vocational training schools;

formation of policy and experience dissemination: in 1997 a Resource Centre was founded to implement the dissemination of training innovations in Lithuania.

PHARE supports the examination reform, which was started in Lithuania already in year 1997.

On 5 November 1998 a European Union SOCRATES Programme Launching Conference the Republic of Lithuania was held. The SOCRATES LINGUA and COMENIUS I operate in Lithuania. The Lithuanian secondary and vocational schools take part in the LINGUA E projects. In 1999 the Republic of Lithuania intends to join the SOCRATES ERASMUS sub-programme, dealing with the support to European institutions of higher education, with the promotion of the European dimension in university co-operation. During the recent years the Ministry of Education and Science joined the EURYDICE sub-programme.

On 27 November 1998 the European Union Leonardo da Vinci Programme Launching Conference in the Republic of Lithuania was held. During one year and a half there were around 200 projects set up and registered. Since 1 November Lithuania became a full member of this programme. This is a programme that promotes European cooperation in the development of vocational training. This programme is being implemented the Republic of Lithuania by the National Co-ordination Unit of the ES Leonardo da Vinci Programme. In 1999 31 project was selected for financing. The teachers, instructors, curators, lecturers and programme developers are especially active in Lithuania.

The European Union allotted 4 mln. ECU for the implementation of the National Vocational Training Reform Programme: the curricular development, module design, national standards group setting, and implementation of modern and universal qualifications. Alongside with the project the National Resource centre was established to perform the functions of learning, development and dissemination.

The Republic of Lithuania participates in the PHARE Programme, which targets at the establishment of Distance Education Centres' network, at the development of education courses of the kind and design of the development strategy. In accordance with this programme two Distance Education Centres are already established in Lithuania and three Distance Education Support Centres. In Lithuania there are three courses financed by PHARE. Kaunas Regional Distance Education Centre as a partner participates in the courses arranged by Latvians and Estonians.

The Ministry of Education and Science comes to be one of the major executors of the projects supported by UNESCO and implemented in the Republic of Lithuania. There is cooperation in the field of civic education teachers' training. UNESCO provides support to the project "Philosophy for Children".

The Republic of Lithuania and UNESCO signed a Memorandum to consolidate the intention of Lithuania's participation in the UNESCO Associated Schools Project. At present there are five Lithuanian schools UNESCO Associated Schools Project network participants and they carry out special projects. The major thematic areas include the world wide concerns and the role of the United Nations; human rights, democracy and tolerance; cultural education; environmental protection. The pupils and teachers via the national UNESCO Commission are constantly invited to participate at a variety of international projects and events. The school partners – the local authorities, foundations, private persons, and other schools, UNESCO clubs, non-governmental organisations, mass media.

##### **5. Resources for the Implementation of the Educational Reform and the Accessibility of Education**

Lithuania in 1997 has allotted 25,6 percent of the national budget, which comprised 5,8 percent of GNP. Expenditures to education comprised 2,2 billion litas. In year 1998 the

state budget allocations for education comprised 27,7 percent of the national budget. It amounted to 2 749 894 000 litas.

During the school year of 1996 – 1997 there were 1 428 litas allotted per pupil in average, although the maintenance of a pupil in a rural school received by 57 percent more funding compared to an urban.

45,9 percent of the budget allocations for education went for salaries. Out of the total budget 16,7 percent was allocated for salaries to be paid out for the teachers in urban schools, 29,2 percent – to these in rural schools. The average salary of the officials employed at the public educational institutions in year 1997 comprised 85 percent of the average salary in the national economy, i.e. 766 litas. In September 1998 the average salaries paid out for the teachers increased in average by 15 percent, as for the January 1999 the average salaries paid out for the pedagogues increased in average by another 13 percent. The increase of the salaries for the teachers to whom the titles of teachers-method specialists and teachers-experts was even more substantial.

The salaries for the education staff, including those of the teachers at secondary schools for December 1998, compared to those in 1997, increased and comprised 120,16 percent, including those of the teachers – 120,68 percent. In 1998 the average monthly salary of a teacher was in average 17,3 percent bigger compared to the salary of the education staff, although it was by 1,88 percent lower compared to the average salary of the staff of the public sector. During the 5-year period (year 1998 compared to 1993, the salary increase in education was by 6,9 times, for the staff at the higher education institutions by 7,4 times, in the country at large – by 6,3 times. The salaries for the education staff for the year 1998 was 886,1 Lt, including the average for the secondary schools staff – 894,8 Lt, teachers – 1039,3 Lt, higher education staff – 1116,4 Lt.

The contemporary rules of the finance provision to the educational institutions make the construction of schools difficult. Since 1990 till 1997 the school construction decreased for more than 5 times, as for the rural schools - even six times. In July 1998 the Government allotted 40 mln. Litas to improve the sanitary status at the Lithuanian educational institutions.

#### **General education schools construction**

	Schools		Number of local pupils	
	In total	Rural	In total	Rural
1990	18	12	8 362	2 280
1991	11	7	6 860	1 334
1992	15	12	5 084	2 150
1993	11	8	3 196	1 216
1994	7	5	3 230	948
1995	11	6	4 323	1075
1996	11	7	2 483	961
1997	6	4	1 594	388

In 1998 there were books and brochures of 764 titles published for the educational institutions. The textbook publication and schools' supply with them reform was started in 1998. It enables schools to independently decide which textbooks they needed. During the period of 1998 – 1999 there were 15,7 mln. Litas allotted for the textbook publication. Since 1999 the schools choose the needed textbooks from the list offered, and order them in accordance to the number of pupils at school as well as other criteria defined by the founder. The schools although do not always use the resources in the best possible way (e.g., they order a variety of alternative expensive textbooks), thus the pupils experience a lack of textbooks, especially in big schools. The pupils have to purchase the lacking textbooks themselves, as well as other educational materials (exercise books, atlases, maps, dictionaries et).

#### National budget expenditures on education

	1995			1996			1997		
	Thous. Lt	%	%	Thous. Lt	%	%	Thous. Lt	%	%
<b>Social sphere expenditures</b>	<b>2 983 429</b>	<b>100,0</b>	<b>X</b>	<b>3 821 972</b>	<b>100,0</b>	<b>x</b>	<b>4 033 068</b>	<b>100,0</b>	<b>X</b>
<b>Education expenditures</b>	<b>1 350 390</b>	<b>45,3</b>	<b>100,0</b>	<b>1 712 880</b>	<b>44,8</b>	<b>100,0</b>	<b>2 206 077</b>	<b>54,7</b>	<b>100,0</b>

Pre-school education	179 603	6,0	13,3	246 549	6,5	14,4	321 803	8,0	14,6
Schools for general education and vocational training	799 729	26,8	59,2	978 024	25,6	57,1	1 239 207	30,7	56,2
Schools for general primary education and secondary education, incomplete secondary schools	624 872	20,9	46,3	755 584	19,8	44,1	955 171	23,7	43,3
Boarding schools and Children Homes	75 907	2,5	5,6	97 824	2,5	5,7	121 042	3,0	5,5
Vocational schools	98 950	3,3	7,3	124 616	3,3	7,3	162 994	4,0	7,4
Higher schools	236 053	7,9	17,5	310 503	8,1	18,1	425 091	10,5	19,3
Higher schools (the graduates are conferred university diplomas)	176 388	5,9	13,1	229 438	6,0	13,4	320 620	7,9	14,5
High schools	59 665	2,0	4,4	81 065	2,1	4,7	104 471	2,6	4,7
Other training establishments and measures	72 946	2,4	5,4	88 246	2,3	5,2	112 967	2,8	5,1
Support to non-governmental educational establishments	-	-	-	1 129	0,0	0,1	1 832	0,0	0,1
Other educational functions	57 228	1,9	4,2	76 751	2,0	4,5	84 214	2,1	3,8
Maintenance of the National and Municipal institutions	4 106	0,1	0,3	5 864	0,2	0,3	8 445	0,2	0,4
Scientific research works and science institutions	725	0,0	0,1	842	0,0	0,0	2 945	0,1	0,1
Social economic programme	-	-	-	4 972	0,1	0,3	9 553	0,2	0,4

## **Part II - Analytic Sections**

### **6. Progress towards availability and quality of education**

The available statistical data and education surveys conducted until now enable to describe much more than only the indicators presented below.

#### **6.1. Participation of junior schoolchildren in pre-school education programmes**

**The indicator characterises:**

- what percentage of the total of 3-5 year-old children participates in the pre-school education programmes;
- what is the distribution of such children by educational areas (rural and urban).

In Lithuania, the pre-school education programmes are attended by 3-6 year-old children and by a small share of the 1-3 year-olds.

During the Soviet period, the privilege to educate the pre-school age children was given not to their families, but to children education institutions: all mothers had to resume their jobs

as soon as their children were 1.5 years old. This is why the pre-school education was generally accepted, and the construction of the pre-school institutions was developing rapidly enough.

After regaining the independence, the privilege of educating small children was legally given to the family. More families then opted to raise their pre-school age children at home, and used services of baby-sitters and governess'. This is why in 1990-1993 the pre-school institutions have become deserted, more than 900 of them were closed, and day nursery institutions have vanished completely. However, in 1995-1999 the importance of the pre-school institutions started growing again, and the parents now willingly permit their 3-6 year-old children to attend the educational institutions. There is a shortage of the pre-school institutions, since the construction of nurseries has stopped in 1995 due to the lack of financial resources.

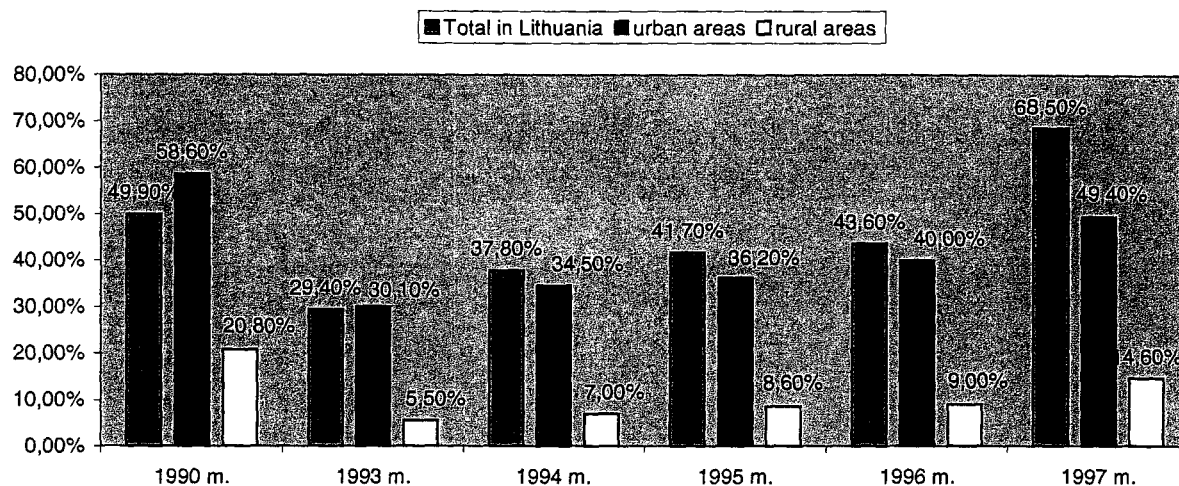
A positive fact is that most of the children under 3 years old are educated in the family (12.1% of children attended the pre-school institutions in 1997: 17.2% out of them in urban areas, and 3.0% in rural areas). Seeking to guarantee maturity of children for school, the authorities have started establishing one-year pre-school education groups and classes for children who were raised at home only. In rural areas such groups were established at primary schools. So as to guarantee the continuity of pre-school and primary education, since 1995 the authorities have started establishing nursery-schools. In 1998 - 1999 there were 150 nursery schools in Lithuania, of which 46 were established in rural areas.

In 1997, 10,074 (or 14.6%) children out of the total of 3-6 year-old children (69,234) attended pre-school institutions in rural areas, and 86,369 (or 68.5%) of children (3-6 years-old) attended pre-school institutions in urban areas.

In 1997, 96,443 (or 49.4%) out of 195,387 children of the same age group participated in the pre-school education programmes. In that number, the girls comprised 48.6% of the total of girls in the same age group, as for the boys - 50.1% of the total of boys in the same age group.



**Table 1. Junior children (3-6 years old) participating in the pre-school education programmes as percentage of the total of children of the same age group**



## 6.2. Schoolchildren of a Particular Age Group Newly Admitted to the First Grade as Percentage of the Total Schoolchildren Admitted

**The indicator characterises the following items:**

- schoolchildren of a particular age-group as percentage of the total schoolchildren admitted to the first grade;
- Distribution of the schoolchildren admitted to the first grade by areas of education (urban or rural).

The Law on Education points out that parents (tutors) must permit the children to the general education school when they are 6-7 years old, if the physical and mental maturity of the children is sufficient. The data evidence, that of the total school-age children (6-7 years old) eligible to enter the first grade of the primary school, 91.53% (or 56,047) actually entered the school in year 1995. In year 1996 of the total of 53,920 children or 93.93% and in year 1997 of the total of 55,634 children or 94.28% entered the first grade.

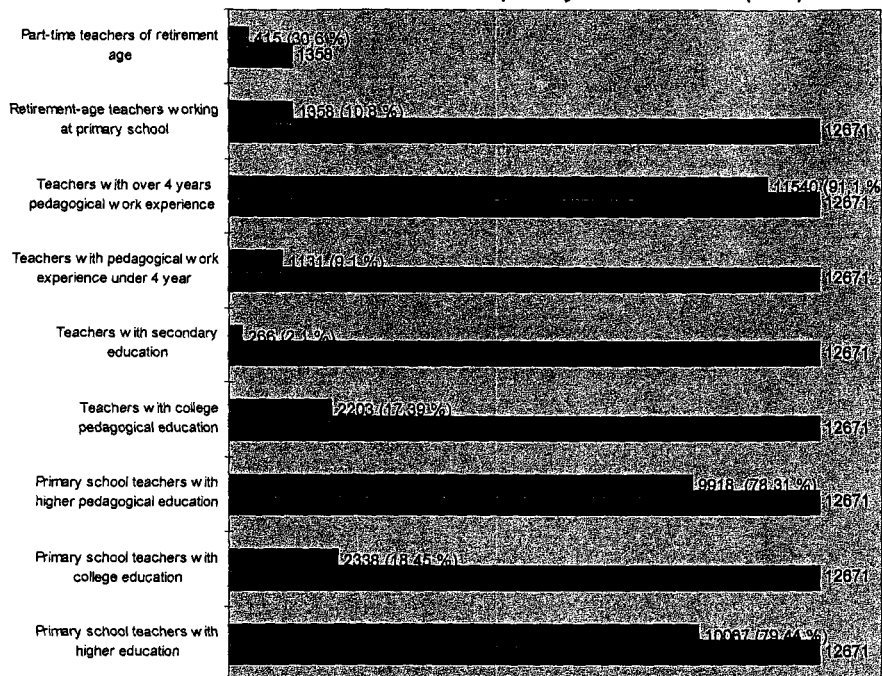
The data indicates that the percentage of all the schoolchildren who enter the first grade is increasing as compared to the total of children of a particular age group.

During the years 1995 – 1997, the number of the 6-7 years-old children who entered the first grade in the rural primary schools has increased by more than 4 per-cent. In year 1995 such children made up 90.33% of the total children in the same age group residing in the rural areas, while in year 1997 the percentage increased up to 94.94%. This evidences, that the number of 6-7 year-old children admitted to the first grade has approached the national average both in urban, and rural areas.

The same period also witnessed the growing number of schoolchildren who entered the non-governmental primary schools: in year 1995 the schoolchildren admitted to the first grade in the non-governmental schools made up 0.34% of the total first-grade pupils admitted, while in year 1997 this share increased up to 0.45%. Since the non-governmental primary schools operate in the urban areas, the percentage of the entrees in the total number of children entering urban

primary schools has an even stronger tendency of growth. The numbers in 1995 comprised 0.48 per-cent of pupils, in year 1996 – 0.59%, and in year 1997 – 0.62 per-cent of the pupils admitted.

**Table 6. Academic and pedagogical background of the primary school teachers (1998)**



### 6.3. State Funds Allocated to Primary Education

The indicator characterises the following items:

- the share of GNP allocated to primary education;
- The share of GNP allocated for maintenance of one primary school pupil (percentage of the GNP allocation per capita).

In Lithuania, finance allocation for the primary education is not excluded from financing of the general system of primary, basic and secondary education. Such scheme of accounting for finances does not allow making precise assessment of the GNP share allocated for the maintenance of one primary school pupil. It does not make it possible to estimate the percentage of the primary school funds in the total budget of the state funds that was allocated to education.

According to the available data, the state expenditure for the maintenance of the general education schools (primary, basic and secondary) make up the following percentages of the total state funds for education: in year 1995 - 46.3%, in year 1996 - 44.1%, and in year 1997 - 43.3%. These figures evidence that the funds allocated to general education schools have a tendency to be gradually reduced.

The available statistical data allows making an assessment of the GNP share per Lithuanian resident, and the percentage thereof allocated for the maintenance of one primary school pupil.

Table

1

**GNP per Capita (in LTL)**

Year	1993	1994	1995	1996	1997
GNP per capita (LTL)	3,107	2,810	2,907	3,049	3,226

Table

2

**Change of the expenditure for maintaining one general education school pupil and the percentage thereof in the GNP per capita (in LTL), years 1993 - 1997**

Year	1993	1994	1995	1996	1997
Maintenance of one general education secondary school pupil (LTL)	438	829	968	1,428	1,500
Maintenance of one pupil in the GNP per capita (%)	14.8	28.5	31.7	44.3	46.5

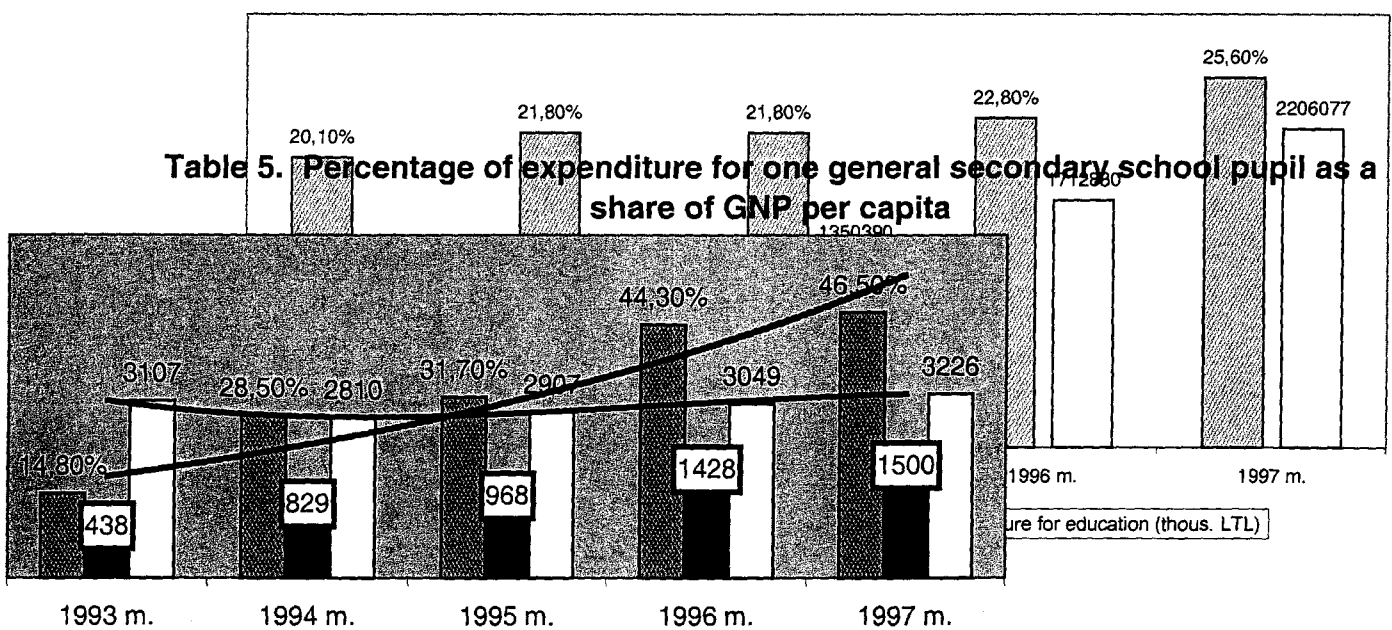
Thus, the data of Tables 1 and 2 demonstrate the growth of the funds allocated for the maintenance of one general school pupil. On the other hand, the expenditure for the maintenance of one pupil in urban and rural areas is not equal. In years 1994-1995, the average sum allocated for maintenance of one general school pupil throughout the school year was 829 LTL.

In the urban areas the expenditure per pupil was 603 LTL, while in the rural areas it was 885 LTL. Thus, the funds allocated per urban pupil were by 32% less than the funds allocated per rural pupil, although the number of schoolchildren in the rural area schools was three times less compared to those in the urban areas. During years 1996-1997 the difference increased up to 57%. It has a tendency of further growth still.

The following factors account for higher expenditure for the maintenance of schoolchildren in the rural areas: small number of pupils in classes, irrational dislocation of schools in the country, comparatively large portion of educational funds is being spent for salaries of the teachers and exploitation, maintenance of the school buildings.

The above tendencies compel making a material review of the main provisions regarding the funding allotted for education, and to resort to the more rational approach when addressing the school network problems. Several projects have been drafted and prepared in these areas already.

Table 4. Expenditure for education



- █ Expenditure for one general education secondary school pupil as percentage of GNP per capita
- █ Average expenditure for one general education secondary school pupil (LTL)
- █ A share of GNP per capita (LTL)
- - - BNP dalies vienam gyventojui (Lt) tendas
- Išlaidų vienam mokiniui bendrojo lavinimo vidurinėje procento nuo BNP dalies vienam gyventojui tendas
- Išlaidų vidutiškai vienam mokiniui bendrojo lavinimo vidurinie mokyme (Lt) tendas

#### **6.4. Academic and Pedagogical Education of the Primary School Teachers**

**The indicator characterises the following items:**

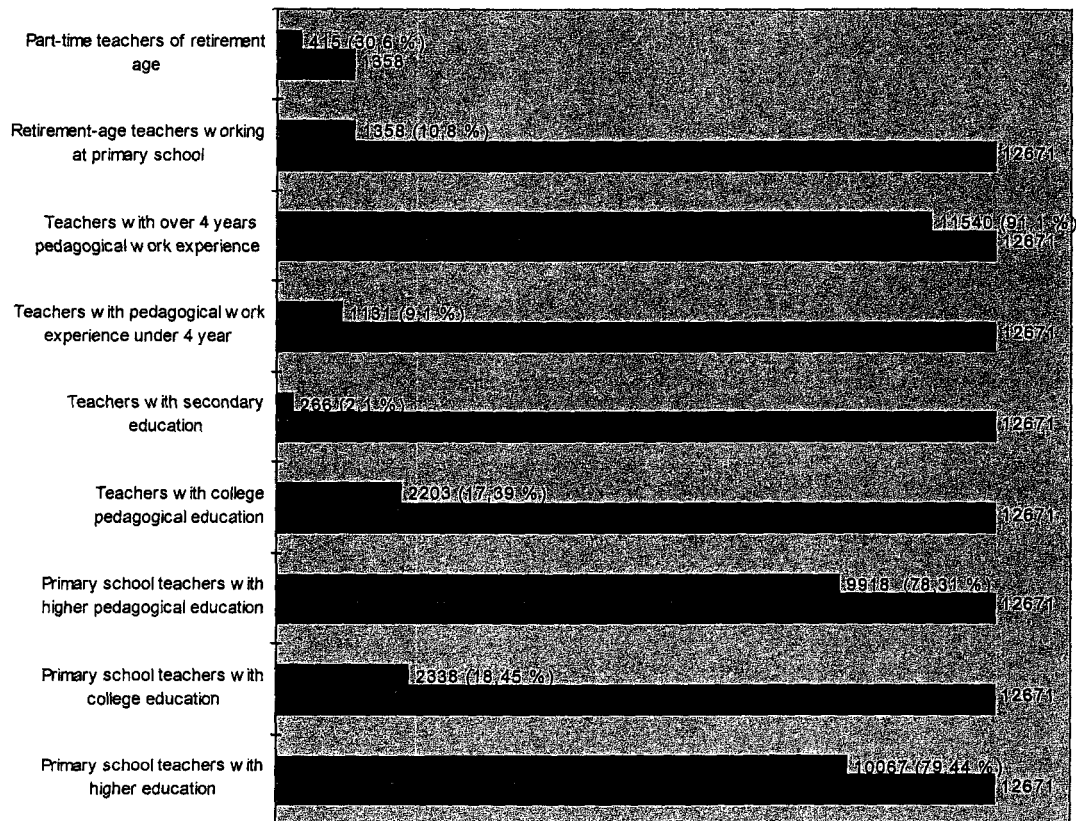
- Percentage of primary school teachers that have academic qualifications and pedagogical education set by the State to be enabled and allowed teaching children.

Lithuanian primary school employ teachers with a variety of academic and pedagogical backgrounds. According to the available statistics, in year 1998 there were 12.671 primary school teachers, of which 97.8% were women. 79.44% of teachers had higher education, 78.27% - higher pedagogical education; 18.45% - college education, and 17.39% - college pedagogical education; and only 2.1% of primary school teachers had secondary education.

According to the duration of years of the pedagogical activities served, the distribution of the primary school teachers is as follows. 91.1% of primary school teachers had experience of pedagogical work of more than 4 years, while the teachers with the pedagogical work experience of less than 4 years made up 9.1% of the total number of the primary school teachers. 10.8% of the primary school teachers were of the retirement age, and 30.6% of them worked as part-time educators.

To summarise we may allege, that four fifths of all the primary school teachers have as their background the higher education that is also the pedagogical education. It is likely, that the good training and positive pedagogical experience allows them to ensure the quality of education in the primary schools.

Table 6. Academic and pedagogical background of the primary school teachers (1998)



### 6.5. The Pupil-to-Teacher Ratio in Primary Schools

The indicator characterises the following items:

- the general pupil-to-teacher ratio in primary schools;
- the pupil -to-teacher ration in urban and rural primary schools;
- the percentage of the primary school teachers in the total number of the general education school teachers.

Since year 1990 the tendency of reduction has been observed in the pupil-to-teacher ratio in primary schools. In year 1990 there were 18.1 pupils per teacher on average; in year

1991 - the number was 17.2. As for the following years, in 1994 - it was 16.9 pupils per teacher on average, in year 1995 - 16.8, in year 1996 - 16.9, and in year 1997 - 16.7 pupils per teacher.

Despite the growing number of the primary school teachers in the private schools, (in year 1995 they made up 0.91% out of the total number of the primary school teachers, in year 1996 - 1.12%, and in year 1997 - 1.39%), the same tendency of reducing pupil-to-teacher ratio is observed there as well. In year 1995 there were 5.1 pupils per teacher, in 1996 - 5.3, while in year 1997 there were 4.8 pupils per teacher.

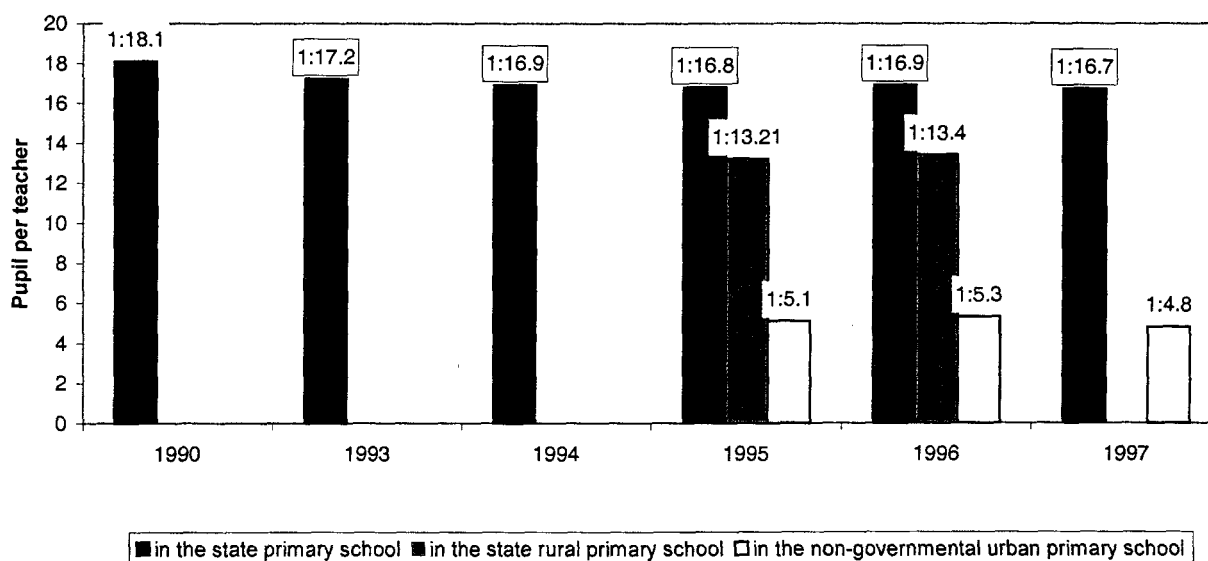
The pupil-to-teacher ratio in the urban and rural area primary schools also differs by its characteristics. In urban schools, the ratio in year 1995 was (including the private school teachers and pupils) 18.9 pupils per teacher; in year 1996 - 19.06 pupils per teacher, and in year 1997 - 18.8 pupils per teacher. In the rural areas, the ratio is lower by one third. In year 1995 there were 13.2 pupils per teacher, and in year 1996 - 13.4 pupils per teacher. It has to be pointed out, that this relatively high pupil-to teacher ratio is first of all determined by a rather dense network of rural schools, although almost all the classes have a relatively small number of pupils.

The statistical data evidence, that the primary school teachers make more than one fourth of the total number of teachers employed at the general education schools. In years 1995-1996 there were 48.2 thousand teachers employed at general education schools, of which 13,156 (or 27.29%) were primary school teachers. In years 1996-1997 the number of general education schoolteachers was 49.4 thousand persons, of which 13,131 (or 26.56%) were the primary school teachers; and in years 1997-1998 there were 49.9 thousand teachers, of which 13,471 (or 27%) were engaged as the primary school teachers. Thus, in year 1995 the primary school teachers made up 0.80%; in 1996 - 0.79%; and in year 1997 - 0.81% of the total number of the employed teachers.



To summarise we may allege, on one hand, that Lithuania meets the average indicators of the OECD countries in terms of the numbers of primary school teachers and the general pupil-to-teacher ratio. On the other hand, the tendency of reducing the pupil-to-teacher ratio is observed, which reflects the changing demographic situation in Lithuania. It also requires seeking for more rational dislocation of the educational institutions and the ways for improving the quality of services to ensure the equal quality of educational services throughout the country.

**Table 7. Pupil-to-teacher ratio in primary school**



**6.6. Rate of the Remaining for the Second Year in the Same Primary School Grade to Repeat the Course Pupils**

**The indicator characterises the following items:**

- the percentage of pupils remaining for the second year in the same grade in the total number of pupils.

The available statistical data evidences, that the total number of grades I to IV pupils who redid the course for the second and the third year in years 1995-1996 and in the

period of years 1996-1997 was 3 thousand pupils, in years 1997-1998 - 2.5 thousand pupils. As compared to the total number of the pupils in grades I to IV, percentage of the pupils left to repeat the course in years 1995-1996 and during the period of years of 1996-1997 was 1.4%, and in years 1997-1998 it was 1.1%. It shows that the total number and the percentage of the pupils remaining for the second and the third year is reducing as compared to the total number of primary school pupils.

Table

3

Pupils Remaining for the Second and the Third Year in the Same Grade

Grades	Pupils remaining in the same grade for the second or third year to repeat the course (in thousands)			Percentage thereof in the total number of pupils		
	1995-1996	1996-1997	1997-1998	1995-1996	1996-1997	1997-1998
The total number of pupils in grades I to IV	3.0	3.0	2.5	1.4	1.4	1.1

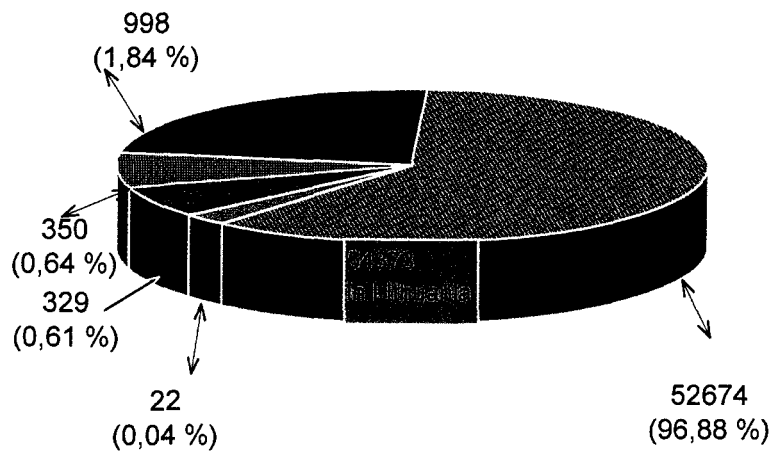
On the other hand, percentage of distribution of the two-and-third-year course repeaters by grades (I through to IV) is not even. Tables 8 evidence this, as well as 9, 10 and 11 (see the Attachments). Data in these tables show that the highest percentage of the pupils repeating the course for the second or third year in years 1998-1999 was in grade I (1,3% of the total number of pupils). The numbers are half less in grades II (amounting to 0.9%), in grade III (amounting to 0.60%) and in grade IV (amounting to 0.62%).

The number of girls repeating the course is less than the number of the boys, although the girls-to-boys ratio in primary schools is almost equal. The highest number of the girls repeating the course for the second and third time is in grade I (almost one third); in grade II it is 3.6 times,

in grade III it amounts to 4.3 times. As for the grade IV - it is by 5.9 times less than the number of the boys repeating the course.

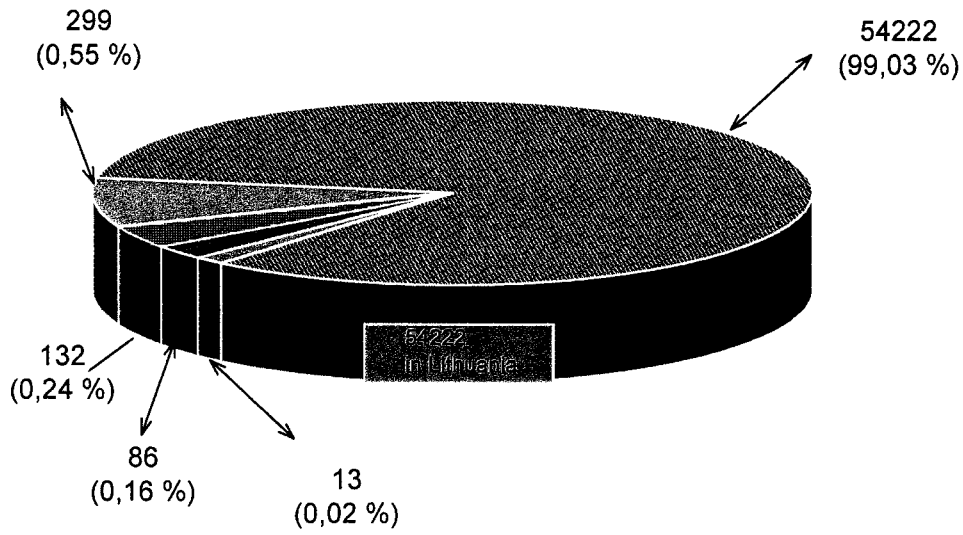
The attrition rate is high in grade I (amounts to 0.64%), as compared to the attrition rate in grades II (0.24%), III (0.23%) and IV (0.1%). This fact once again proves the necessity to pay more attention to the maturity and education of a child in the family and the pre-school institutions, by providing a child with the basic knowledge and skills required for adequate adaptation in the primary school.

**Table 8. Pupils remaining for the second year to repeat the course in the first primary school grade (1998 - 1999)**



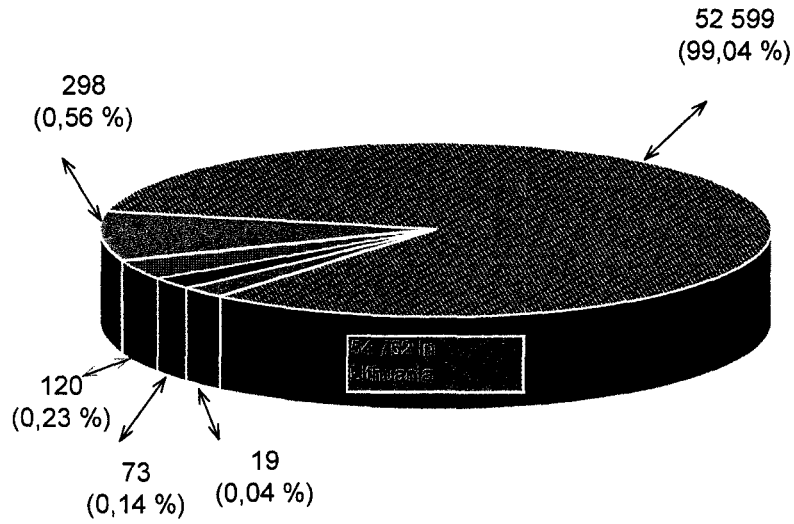
- pupils remaining for the third year
- girls remaining for the second and third year
- attrition rate
- pupils remaining for the second year
- total number of pupils

**Table 9. Pupils remaining for the second year to repeat the course in the second primary school grade (1998 - 1999)**



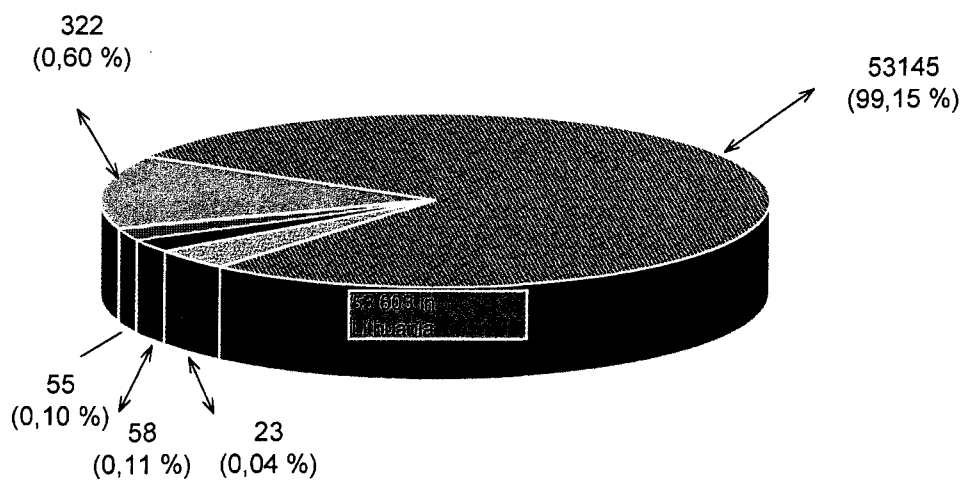
▒ pupils remaining for the third year	■ girls remaining for the second and third year
■ attrition rate	▒ pupils remaining for the second year
▒ total number of pupils	

**Table 10. Pupils remaining for the second year to repeat the course in the third primary school grade (1998 - 1999)**



■ pupils remaining for the third year	■ girls remaining for the second and third year
■ attrition rate	■ pupils remaining for the second year
■ total number of pupils	

**Table 11. Pupils remaining for the second year to repeat the course in the fourth primary school grade (1998 - 1999)**



■ pupils remaining for the third year	■ girls remaining for the second and third year
■ attrition rate	■ pupils remaining for the second year
■ total number of pupils	

## 7. Education Reforms

Lithuania is creating a permanent educational system meant to reflect the advanced global developments and in particular the European ones, as well as the modern tendencies of educational development. The focal point of the process is the realisation of the European education dimensions, such as the life-long-learning, assurance of quality and quantity of education, etc.

The 1990-1999 reforms of the Lithuanian education system consisted of the following activities: drafting the conceptual papers on education, revising the structure of the educational system, changing the curriculum, development of the legislative framework and the secondary school legislation, restructuring the system of teacher training and retraining.

The most important changes took place in *revising the structure of the educational system and reforming the curricula*.

- **Revising the structure of the educational system** was focused on the establishment of the new, alternative institutions of the educational system, capable to better responding to the needs of the changing society and the tendencies of educational developments.

During the period of 1990-1999, the new types of pre-school institutions have been created, such as the Pre-school Education Centres, Nursery Schools, General Education Schools containing the Pre-school Groups.

The Youth Schools and the stage I system Vocational Schools have become an alternative to the General Education Schools. They provide the possibility not only to graduate from the basic school, but also to acquire a certain professional qualification. Such educational institutions help to address the problems of the pupils having low-motivation, pupils with the learning



difficulties, the ones that have dropped out from the primary school.

The Gymnasium has become an alternative to the general education secondary school. The Gymnasiums target at a more profound, profiled and more demanding general education.

The reform launched establishment of the stage II Vocational Schools, which grant the professional qualification, and the stage III Vocational Schools, which offer both professional qualification and the secondary education.

The adult education system has been supplemented with the Adult Education Centres, the Adult Education Information Centres, the Women Centres, the Teachers' Education Centres, the Distance Education Centres (at Universities), etc.

As an alternative to the state-funded educational institutions, the non-governmental educational institutions (excluding the institutions for higher education so far) have started their operation.

- **Reforming the curricula** was focused on educating a comprehensive personality with social, cultural and civic competence, mature and capable of decision-making, lifelong learning, choice-making skills. To achieve the above-mentioned purpose, the new concepts of the curricula, the educational programmes, the education attainment standards, the teaching and learning tools have been developed.

The Pre-school Institutions implement a variety of educational programmes, such as „Verinelis“ the Education Guidelines (Ugdymo gaires), programme of the Egmont Foundation (Egmonto fondo programa), Good Start („Gera pradžia“), Waldorf and Montessori school programmes, etc.; the child maturity indicators have been defined, as well.

To help the general education schools, the General Programmes for General Education Schools have been published (year 1997); general education attainment standards have been drafted for the basic and secondary general education school (the years 1997, 1999). The curricula reform restructures the curricula and programmes of the final general education phase so as to provide the students with the possibility to choose specialisation (the realia sciences, the humanities, the arts, the technology), which eventually helps to achieve optimal development and to make the choice as to the further education or working activities.

Taking into consideration the new requirements of today the effort was undertaken and the new vocational training programmes for the four stages of the vocational school were developed.

The bachelor (basic studies), master, doctoral, residency, professional and specialised study programmes of higher education, as well as different qualification upgrading and retraining programmes have been revised, too. The adult education modules are in the process of development.

The above changes evidence the progress of the reform focused on the advanced global developments which in particular include the European ones, as well as the modern tendencies of educational development. Today it is not easy to make an objective assessment of the quality of these changes, conduct the assessment that could be adequate enough to reflect them. The contemporary situation has it that the education monitoring systems have not been created yet, while the educational institutions' internal and external audit models are also undergoing the process of being developed. It is expected, that the implementation of the monitoring system will allow evaluating ourselves and evaluating the process of the reform of the educational institutions and the entire educational system.

## **8. Major Obstacles Impeding the Availability and Quality of Education**

The availability and quality of education are the goals of the Lithuanian system of education that is under the reform process. It encounters the following major obstacles:

- Insufficient objectivity, reliability and compatibility of the present education monitoring system compels speeding up the development of the modern education monitoring system in order to be able to assess efficiency of the education system, the individual subsystems thereof, and the educational institutions in a more objective way. The development of such a new monitoring system would ensure the efficiency assessment of the activities of our educational institutions, enable us to compare them with the analogous domestic and foreign institutions; provide the possibility for us to assess the overall functioning of the entire educational system as a whole by identifying the problems, distinguishing their causes and finding the optimal ways of their solution.
- Although the Lithuanian legislative framework contains provisions enabling the development of the up-to-date modern educational system, the secondary legislation concerning implementation mechanisms still has to be drawn up and perfected. This is especially important for the regulation of the interaction not only between the educational institutions, but also between the educational institutions and the authorities. For instance, in year 1998 it was decided to transfer the Vocational Schools from the subordination of the Ministry of Education and Science (MES) to the subordination of the Counties. However, the mechanism for such a transfer does not exist until nowadays. The supervisory functions over the educational institutions of the Ministry of Education and Science (MES), Counties and Municipalities, as well as their authority and responsibilities thereof are not clearly defined, etc.
- The restructuring of the educational system management also encounters a number of problems. In the light of the transforming attempts of the Lithuanian educational system switching from the centralised Soviet-type educational system into a decentralised one, it is important to define the subordination of different educational institutions in order to settle the equilibrium between the centralisation and the decentralisation. Excessive centralisation has a negative impact on the autonomy and development of democracy of an institution, while excessive decentralisation, on the contrary, may turn into a hindrance to optimisation of the educational services proved by the educational institutions.
- The financing of the educational system is a rather sore problem, although the percentage of the National Budget allocated to education as compared to the total expenditure of the National Budget is increasing every

year (in 1995 - 21,8%, 1998 - 27,7%). The share of GNP allocated to education is also growing (in 1995 - 5,7%; 1998 - 6,6%), however, the allocations are not sufficient for the educational system that is undergoing a material reform. Moreover: the cut of allocations intended in 1999 may bring to a stop some of the activities pertaining to the reform and to burden the daily functioning of the educational institutions.

- The restructuring activities implemented on the educational institutions still have to address the problem of further education of persons who drop out of the system. The dropouts under 16 years old, who have to study under the formal system of education by law, cause major concern. The pupils and the participants of different courses dropping-out from the educational institutions face the same problem. For example, in the period of 1997-1998 the rate of attrition in full-time general education schools was 0.9%, in vocational schools - 9,0% in college-type schools - 13.4%, in higher schools - 10.5%; in different qualification upgrading and retraining courses at vocational, college and higher schools the rate of attrition was somewhat around 16%. This problem impedes the implementation of the European qualitative and quantitative educational dimensions, and compels us to search for possibilities to optimise the activities of the entire educational system.

#### **9. Public Support, Political Aspirations and Capacity of the State**

Lithuania seeks to develop a permanent educational system enabling realisation of the "education for all" idea, possibility to obtain high quality education for everyone, lifelong learning skills, etc.

The achievement of the above-mentioned aspirations is related to the constantly increasing educational needs of the population. The statistical data evidence the growing need for the initial vocational training acquisition. This can be

proved by the increasing number of applicants; e.g., in years 1997-1998 there were 349 applicants to every 100 first year student place of the higher schools, while in years 1998-1999 the numbers amounted to 355 applicants. In the college-type schools there were 145 applicants to 100 first year student places in years 1997-1998 and 1998-1999. The vocational schools had the numbers of 112 and 113 persons correspondingly.

The developing adult education offers different educational opportunities, too (such as upgrading of qualification and in-service training in the Vocational Schools, Colleges and Higher Schools, Vocational Upgrading Centres and the like). For instance, the statistical data indicates that increasingly more people seek for the educational opportunities in the institutions of formal adult education. In year 1995 there were 95,000 students who upgraded their professional qualification or were retrained (of which 5% were persons of the working age), while in year 1998 their number increased up to 171,000 (of which 8% were persons of the working age). It has been determined, that in the period of years 1997 - 1998 the percentage of the unemployed students increased by 3%, and the number of the unemployed female students increased by 23%. We may presume that such growth of the unemployed participants of the adult education activities has been influenced by the proposals on behalf of the Labour Exchange to retrain or upgrade their qualification, as well as by the eagerness of the population to acquire a more popular qualification which would provide more chances in the process of job seeking and to become economically more active.

Table

8

	1995	1997	1998
--	------	------	------

Professional qualification upgraded or retrained, thous.	95	157	171
% (compared to the working age population)	5	7	8
Out of the total number of students, thous.	-	24	27
Unemployed Women	68	77	90

The recent years saw the change in the number of studying persons who upgraded their qualification or were retrained at the courses arranged by the Vocational Schools, Colleges and Higher Schools. The number of the students at such courses has a trend of growth: in years 1993-1994 there were 6,264 such students in Vocational Schools, 4,169 in Colleges, and 9,734 in Higher Schools (or 20,167 in total), while in 1997-1998 the number of students went up by almost 30 per-cent (or by 8,652 students: in Colleges the number of students went down by 0.8%, while in Vocational Schools it increased by 1%, and in Higher Schools by 50%).

This evidences the growing need for education. In fact, by the level of education of the economically active population in year 1997, Lithuania was far ahead of some other countries. For instance, the share of population with higher education (ISCED levels 6, 7) in Lithuania was 18%, in Hungary 5.4%, in Slovenia 6.6%, in Ireland 12.6%. Lithuania was just a little behind Estonia (19.2%). Lithuania also leaves behind the above countries (except for Ireland) by the number of population with the primary education (ISCED level 1). Considering a rather low level of education among the economically active population (i.e., there is 14.9% of population with the basic (ISCED level 2), 37.4% with the secondary (ISCED level 3) education, of which as much as 4.5% have graduated from the primary (ISCED level 1) school). It is obvious, that the growth of modern society will evoke an increasing need for education.

Thus, on one hand, it would be appropriate to analyse the adult education needs and to design a model for development of the continuous educational system within the context of the whole educational system. On the other hand, today people tend to seek for education; however, the lack of resources and the existing capacity does not provide sufficient possibilities to meet those educational needs. Therefore, it would be expedient to develop an educational strategy and policy based on human, material and financial resources, as well as to project the change of education in the context of social evolution of the society.

## **10. Overall Assessment of the Progress**

The conceptual ideas of the educational reform were first formulated in the National School Concept still in the Soviet times (year 1988). After Lithuania regained her independence in 1990, these ideas served as preconditions for the reform of educational system. In 1992 the conceptual provisions of the educational reform covering not only the general education school, but also the entire educational system, were documented in the General Concept of Education in Lithuania. The Concept was discussed by the public at large, the society and afterwards approved by the Lithuanian Education Council as well as confirmed by the Minister of Culture and Education. Considering the main activities accomplished in the period of 1990-1992, and assessing the reorganisation of the educational structures commenced after year 1990, in 1992 the programme for the first stage of the educational reform (1992-1997) in Lithuanian was prepared. The Programme defined the problems, the content activities to be undertaken, the time framework and the responsible executors. The Programme consisted of 8 parts: the general section presenting issues of educational reform, the restructuring of the pre-school education, the restructuring of the comprehensive school education, the youth schools, the vocational training, the teachers' training and the upgrading of their qualification, the adult education, the general management and funding.

Seeking for the higher degree availability and the quality of education, the reform achieved the following results during the above-identified period:

the conceptual documents on the educational system have been prepared, which created and provided the pre-conditions for the development of the modern educational system that reflects the advanced tendencies of the education developments;

the development of the educational system with characteristic variety of educational institutions has been started;

the reformed curriculum has been designed to meet the different needs and abilities of individuals at general education schools;

the vocational, college and higher school study programmes, as well as different qualification upgrading and retraining programmes have been prepared;

the legislative framework for the educational system has been created and is being perfected further on, thus making the realisation of the conceptual education ideas possible. The activities provided for in the Programmes have been accomplished in essence; however, the main problem faced in this stage is that the reform activities have not been financed to a sufficient extent.

In year 1998 the Board of the Ministry of Education and Science has identified priorities for the second stage of the educational reform, and outlined "Activities for the Implementation of Priorities on Stage II of Educational Reform in 1999-2000". The project outlines the following priorities of the second stage of the educational reform: the restructuring of the curricular in accordance with the conceptual documentation of the educational reform; the development of the state education attainment standards for all the levels of general education and vocational education; harmonisation of the overall educational system. For the implementation of the above-mentioned priorities, the Ministry of Education and Science identified the measures and tasks to be fulfilled, and appointed the task managers. Undoubtedly, the priorities identified are the significant ones, however, it is important that the implementation thereof is based on the timely information about the reform progress, which enables to make timely revisions of activities, as well as to mobilise the available and potential resources. This would enable us to make an objective assessment of the progress of the educational



reform, implementation of the conceptual ideas in practice, as well as to compare the European and Lithuanian education tendencies, which is very important to Lithuania seeking for integration into Europe.

### **Part III - Prospects**

#### **11. Future Prospects of Educational Policy**

##### **Possible and necessary education policy changes**

The implementers of the Lithuanian education reform see to it that the continuity of the education reform trends, maintenance of the major conceptual approaches that were followed in a stable way since year 1992. The main activities were set in the document – The General Concept of Education in Lithuania. Such a stable and foresighted document was considered by international experts to be unique in the Central and Eastern Europe.

The contemporary priorities of education reform do not deviate from the statements of the Concept; they are being implemented in a consequent way as well as further developed. No radical changes are expected to be undertaken in the nearest future. The major priorities of education reform for the period of at least 15 years will be the quality of education, accessibility and harmonisation of the education reform system. In their realisation, undoubtedly, certain innovations will be introduced, different issues will be emphasised in accordance with the data of the education status, changes introduced in the concept of quality.

The system that ensures quality of education should be improved on permanent basis, delegating more responsibility for quality ensuring to schools. On one hand, the schools are to be educated to be prepared to undertake the decentralisation measures. On the other hand the state should enhance its support provided to schools, especially in the field of finance system reform, renovation of schools, improvement of their material basis, supply with new information and communication technologies, upgrading teachers' qualification. Special attention should be given to ensure variety of schools by types, the links making the education system accessible, providing guarantee for everyone seeking for education to find proper gates to the system of education and reception of adequate educational services.

### **New policy and measures' action plan**

A working group to create a long-term education reform strategy was approved of by the decree No. 331 as of 2 March 1999 of the President of the Republic of Lithuania. The group analyses in a consistent way the former lessons of the educational reform experienced by the country, the emerging educational problems, the experience of the foreign countries and their developmental tendencies, the challenges caused by the societal as well as technological developments. The group adheres to the three above-mentioned priorities: education quality, education availability and the harmonisation of the education system. At the end of year 1998 a new department of Educational Strategy was established at the Ministry of Education and Science that was especially meant to perform the function of the education reform sustainable development. The Educational Development Division purposefully tackles the strategic planning objectives at the Department. All the above-mentioned structures work in close collaboration so as to create the long-term educational development strategy.

The Education Strategy Group operates under the Ministry of Education and Science. It is comprised of competent experts in the field of education. The work of the group includes constant discussions on the change strategy and the problems of its implementation, submits proposals to the Minister. It analyses the measures proposed by the specialists working at the Ministry on how to best select measures for the implementation of the education reform strategy, aims at granting of the continuity of the reform.

The inclusion of broader societal layers into the strategic planning is being guaranteed via the National Education Council, composed under the representation principle. In its composition the representatives of major non-governmental educational organisations are included. In its own accord, the Education Strategy Group, the Education Strategy Department maintains close collaboration with the Local Authorities Association, other Associations that unite schools by types.

So as to make the planning process more rational, the attempts to substantially renovate the educational status monitoring system were undertaken, as well as those of the improved procedures of data collection, analysis and their presentation to public at large.

The measures and objectives for the implementation of the priorities of the second education reform stage were approved by the Minister of the Ministry of Education and Science Order No. 951 as of 23 July 1999. (Refer to Attachment 1).

**OBJECTIVES FOR THE IMPLEMENTATION OF THE PRIORITIES OF  
EDUCATION REFORM**

<b>Priority 1. Modernisation of education and studies, improvement of educational quality</b>	
<b>Priority implementation measures</b>	<b>Objectives</b>
1.1. To reform the curriculum in accordance with the conceptual education reform documents	1.1.1. To create and apply the curricular and teaching aids for the pre-school education and the final stage (IV co-centre) of comprehensive school
	1.1.2. To investigate the causes of lack of pupils' motivation to learn and to decrease the groundless overload
1.2. To draft national standards of education for all the sections of the secondary and vocational training	1.2.1. To draft and publish the standards as well as the methodological comments to supplement them targeted at the profiled secondary school
	1.2.2. To draft the vocational training standards

	1.2.3. To create the evaluation system as foreseen in the standards for the evaluation of the attainment
1.3. To implement profiled secondary education	1.3.1. To conduct the experiment on the profiled teaching and to create as well as approve of the document kit on the implementation of profiled training as based on the profiled training
	1.3.2. To implement the dissemination programme on profiled training
1.4. To accommodate the vocational training to the changing labour market conditions	1.4.1. To draft the vocational qualification analysis by sectors and regions
	1.4.2. To involve social partners into the process of management and evaluation of vocational colleges
1.5. To continue the implementation of the examination reform	1.5.1. To draft and approve the concept of examinations in the comprehensive schools in Lithuania, to continue the dissemination of the examination reform ideas
	1.5.2. To draft the programmes and tasks for the basic school graduation exams and the maturity exams, to develop the infrastructure, which would provide conditions needed to conduct the basic school graduation exams and the secondary school maturity exams
1.6. To start the development of an integral educational monitoring system	1.6.1. To analyse the educational indicators, such as those by OECD, UNESCO etc. and use them as basis alongside with the educational needs in Lithuania so as to define the Lithuanian indicators, to constantly inform the general public on the status of education in Lithuania
	1.6.2. To draft a programme for the design of the monitoring system
1.7. To start the development and introduction of the methodology for the external and internal audit of the educational institutions	1.7.1. To create the concept of the external and internal audit, corresponding legislation and methodology to train the auditors
1.8. To provide material as well as technical conditions for the modernisation of education and studies	1.8.1. To define the standards for the supply of the educational institutions with the teaching materials, to investigate the situation at schools and foresee the measures for its improvement
	1.8.2. To create the regulation for the major directions of study and set the conditions needed for the implementation of the study standards
1.9. To modernise the libraries of the educational institutions and start the establishment of the network of school libraries – information centres	1.9.1. To create the concept of modern school library, to establish such libraries in every county and unite them into one network
1.10. To establish a computerised educational network	1.10.1. To create the Lithuanian school education information
	1.10.2. system, the subsystems of training and information
	1.10.3. To create the Lithuanian education information system technical installations, mail systems and the network subsystem

	1.10.4. To create the information system of Higher schools in Lithuania
1.11. To provide support for the initiatives of the educators and school communities targeted at change, to disseminate the cases of the best practice and experience	1.11.1. To guarantee the activities of the Educational Change Foundation
	1.11.2. To promote the implementation of educational innovations in the educational institutions, to encourage the collaboration of the pedagogues from the professional upgrading institutions and other educational establishments so as to set up joint curricular and projects
1.12. To confer accreditation for higher schools and study programmes	1.12.1. Alongside with the Law on Higher studies to draft the supplementing under-laws for the accreditation as well as the other measures needed
	1.12.2. To create the Concept of Change in the Pedagogue Training system as well as the action programme and start its implementation
1.13. To promote the further integration of science and studies	1.13.1. To conduct a systemic control on the scientific level of the doctorate studies and the quality of dissertations (together with the Centre for the Studies' Quality Evaluation and the LSC Commission on the Qualification of Scientists)
	1.13.2. To define the criteria for the appraisal of pedagogues and scientific staff working at the public institutions of education an science as well as the requirements for tenders

<b>Priority 2. Improvement of social pedagogical conditions of learning and studies</b>	
<b>Priority implementation measures</b>	<b>Objectives</b>
1.14. To expand possibilities to change the learning direction that was initially chosen or if needed to continue the ceased learning process	1.14.1. To find out ways of the organisation of the educational process to meet the demands of the 12-16 years old teenagers and youth devoid of motivation to learn as well as the persons 16-18 years of age who, due to the social and economic conditions cannot continue their studies at the regular day time schools
	1.14.2. To provide continuous training conditions for the persons undergoing the compulsory military service
	1.14.3. To decide upon the ways of the continuous training process organisation for the imprisoned persons
1.15. To enact the Law on Special Education	1.15.1. To draft a set of legal acts needed for the implementation of the Law on Special Education
	1.15.2. To draft a programme for the enactment of the Law on Special Education, to define the priorities and start to implement the priority measures

1.16. To enact the Law on the Non-Formal Adult Education	1.16.1. To draft the order for the recognition of the knowledge obtained by the means of the non-formal education to be executed by a formal education establishment
	1.16.2. To draft the order of the ordered by the state non-formal education curricular and targeted projects' submission, selection and funding
1.17. To establish schools of different types that would to the full scope meet the needs of local communities and the region	1.17.1. To finalise the development of the normative basis documents for the Special Care Homes for Children
	1.17.2. To draft and implement the model of integration of the national minorities schools into the overall system of education
	1.17.3. To draft two new models of schools, alternative to the one of the comprehensive school
	1.17.4. To draft the open school concept and the models for its implementation
1.18. To develop extra-curricular activities of the pupils and integrate it into the system of comprehensive education	1.18.1. To execute the audit of arts education system in the country
	1.18.2. To draft a project on extra-curricular education system, which would consider the inclusion of the extra-curricular education as an integral part of the general education system
1.19. To develop the variety of forms of the leisure-time activities offered	1.19.1. To draft a programme on the pupils' extra-curricular activities and their leisure time passing culture and implement it
1.20. To ensure the social conditions for learning in the educational institutions, to introduce the new positions of special pedagogues and social pedagogues	1.20.1. To draft the normative documents that regulate the position of social pedagogue and the model of the social management at school
	1.20.2. To provide support to schools taken care of by the Department of National Minorities and Lithuanians Living Abroad under the Government of the Republic of Lithuania
1.21. To ensure the availability of vocational training in accordance with the field chosen for everyone having had decided upon it	1.21.1. To create the programme for the optimisation of the vocational schools network
1.22. To grant the availability of studies at higher schools and colleges for everyone able to undertake studies	1.22.1. To introduce an order in accordance to which the enrolment to higher schools in accordance to the results of national examination
1.23. To ensure the needed material support from the state and provide students with it	1.23.1. To provide conditions for the Science and Studies Fond to provide the social support for the higher school students
	1.23.2. To establish a Fund for pupils of Lithuanian origin residing abroad who wish to undergo studies in higher schools in Lithuania
1.24. To define a precise order of enrolment into higher schools	1.24.1. To create the centralised system for the enrolment of students into higher schools
	1.24.2. To ensure, that the enrolment of students into higher schools conditions be set up no later than 24 months in advance prior to the student admission

<b>Priority 3. Educational system harmonisation</b>	
<b>Priority implementation measures</b>	<b>Objectives</b>
1.25. To broaden the variety of the educational institutions and perfect their network	1.25.1. Alongside with the formation of the permanent education system to create the model of joints that would provide conditions to switch from an educational institution of one type to continue studies in an institution of another type
	1.25.2. To handle the network that embraces all types of the educational institutions in accordance with the variety of methodologies drafted
	1.26.2. To create the system of self-governing at school so as to provide information and support
1.26. To promote the self-governing at school level	1.26.1. To create the models of democratic relationship between school and Local Authorities and start their implementation
1.27. To develop the harmony between the general education and the vocational	1.27.1. To harmonise the general education and vocational training curricular
	1.27.2. To introduce technological profile into the vocational and comprehensive schools
1.28. To provide more real options and conditions for the vocational school graduates to continue studies at higher educational institution	1.28.1. To develop vocational studies at the non-university higher schools
	1.28.2. To draft the maturity exam programmes for several technological subjects
1.29. To implement the concept of regional development of higher studies, to legalise the non-university higher education as well as establish the type of institution – collegium to provide such education	1.29.1. To draft the normative acts for the collegium establishment and establish 3-5 collegiums
	1.29.2. To draft the concept of regional development of higher studies and the programme for its implementation
1.30. To develop the principle of the academic mobility and to ensure the comparability of the qualifications conferred	1.30.1. To participate in the student and teacher mobility programmes of the European Union, the Nordic and Baltic countries
	1.30.2. To draft the projects and draft agreements for the recognition of the higher schools academic qualifications to be signed with the neighbouring countries
	1.30.3. To draft the comparison procedures of the higher schools' students mobility and qualifications conferred
1.31. To involve the social partners into the planning of education, evaluation and conferring of qualification	1.31.1. To define the procedures of the implementation of apprenticeship in enterprises as a constituent part of the vocational training as well as the support requirements
	1.31.2. To establish together with social partners the Vocational Training Fund
	1.31.3. To draft the Regulations for the Councils of the University type and the non University type higher educational establishments and establish Councils of the Universities for the efficient operation

1.32. To more precisely define the content of the higher school autonomy	1.32.1. To draft the under-laws and supplementary documentation for the Law on Higher Studies
1.33. To finalise the funding of the educational institutions system as well as the system of their financial accountability	1.33.1. To change the salary for the educators principle to a position based
	1.33.2. To create the new funding principles and methodologies to be applied in all educational institutions
1.34. To match the educational reform undertakings with the Lithuania's pre-accession to the European Union attempts	1.34.1. To ensure the implementation of the principle of free student mobility/movement (as of NAP programme)
	1.34.2. To provide conditions for the children of migrating workers to correspond the requirements of the EU Regulation 77/486
	1.34.3. To participate in the second stage of the EU Educational programmes