

MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF LITHUANIA



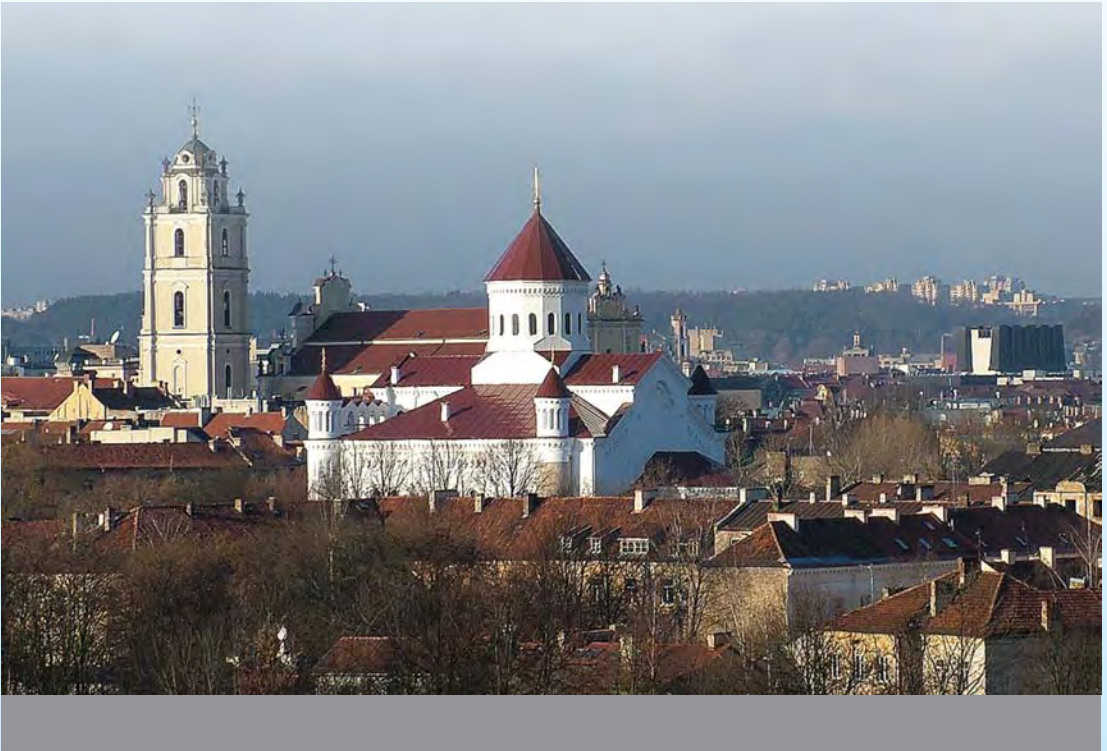
# EDUCATION IN LITHUANIA



## NOTABLE DATES OF LITHUANIAN HISTORY

- I–II century** The Baltic tribes that then populated the current territory of Lithuania were actively trading with the Roman Empire. The main their commodity at that time was amber. The Amber Road joining the Baltic Sea and the Roman Empire emerges.
- 1009** Lithuania's name was first mentioned in written sources (Quedlinburg's Annals).
- Around **1236** unification of Lithuanian lands took place.
- 1236** First major movement of the Lithuanian army against the army of the Knights of the Cross and the Knights of the Sword.
- 6 July 1253** Grand Duke Mindaugas was crowned as King of Lithuania. Lithuanian State Day.
- 1323** Grand Duke of Lithuania Gediminas in his letter to the Pope expressed a wish to be christened. Upon his invitation, craftsmen and farmers from Lubec, Magdeburg, Cologne and other European cities settled down in Lithuania.
- 1363** The Lithuanian army led by the Grand Duke of Lithuania Algirdas defeated the army of the Golden Order that was invading Lithuania and Europe, and took over the Kiev land, which until then was controlled by the Golden Order.
- 1385** In Krėva Castle, the Union between Lithuania and Poland was signed, as a result of which Grand Duke of Lithuania Jogaila undertook the obligation to christen Lithuania and to form a union of the Grand Duchy of Lithuania and the Kingdom of Poland.
- 1387** Christening of Lithuania.
- 1397** The first school opened in Vilnius.
- 1410** The battle of Tannenberg (Žalgiris). The joint army of the Grand Duchy of Lithuania and the Kingdom of Poland defeated the army of Teutonic Order.
- 1539** The first post-secondary school (college) was established.
- 1547** The first Lithuanian book – Martynas Mažvydas' "Katekizmas" was published in Königsberg Area (Mažoji Lietuva).
- 1569** The Polish-Lithuanian Commonwealth came into being.
- 1579** Vilnius University was established.
- 1791** The first Constitution of the Polish-Lithuanian Commonwealth was proclaimed.
- 1793** The Education Commission – the predecessor of the current Ministry of Education and Science – was established.
- 1795** Following the third division of the Lithuanian-Polish Commonwealth, Russia seizes control of Lithuania.
- 1830, 1863** Uprisings against the tsarist government.
- 1864** Lithuanian press was banned. Book smugglers were bringing banned Lithuanian prayer-books, primers and fiction into Lithuania. Lithuanian villages saw the emergence of underground schools where children were taught to read and write in their native tongue.
- 1883–1886, 1889–1905** The first Lithuanian newspapers "Aušra" and "Varpas" were published in Prussia. Book smugglers were secretly bringing them into Lithuania and circulating them in the country.
- 1904** The ban of the Lithuanian press was abolished.
- 1906–1909** The most mature creative period of the famous musician and painter Mikalojus Konstantinas Ciurlionis.
- 16 February 1918** Lithuania was declared to be independent.
- 1933** Lithuanian pilots Steponas Darius and Stasys Gірėnas crossed the Atlantic Ocean by plane. At that time it was the most precise flight in the world and second longest flight without landing.
- 15 June 1940** Lithuania was occupied by the Soviet Union.
- In **1941** the mass deportations of Lithuanians to Siberia started.
- 22 June 1941** The German army entered Lithuania. German occupation started.
- 23–25 June 1941** Lithuanians rose up against the Soviet occupation and declared the Interim Government in full control.
- 1944** Lithuania was occupied by the Red Army.
- 1944–1953** Repressions, mass deportations of Lithuanians to Siberian gulags (around 300,000 people were victimised), nationalisation of farms and industry, active guerrilla resistance.
- 1945–1955** The Lithuanians that fled to the West (usually the USA) form political, cultural and public organisations working in support of Lithuania and Lithuanian identity.
- 1972** Underground publication and circulation of the "Chronicle of the Catholic Church of Lithuania" started. The publication proclaiming the freedom of speech was secretly taken out of Lithuania and published in several languages as well as circulated abroad.
- 14 May 1972** A 19 year-old student, Romas Kalanta, committed self-immolation in the City Gardens of Kaunas in protest of the Soviet occupation. Spontaneous demonstrations took place in different parts of the city. The Soviet regime arrested around 400 people.
- 23 August 1988** A public rally in protest of the Soviet occupation took place in Vilnius and was attended by over 200 000 people.
- 23 August 1989** The Baltic Road. Over 2 million Lithuanians, Latvians and Estonians joined hands in a human chain.
- 11 March 1990** Restoration of independent Lithuania was declared.
- 13 January 1991** Soviet armed forces stormed the Television Tower. As a result, fourteen civilians were killed.
- 11 February 1991** Iceland became the first country to recognise independent Lithuania.
- 2004** Lithuania joined the European Union and NATO.

## SEVERAL FACTS ABOUT LITHUANIA



**The Republic of Lithuania** is a European country on the eastern coast of the Baltic Sea. Lithuania borders on the Russian Federation, the Republic of Belarus, the Republic of Latvia and the Republic of Poland.

**Area:** 65 300 square kilometres.

**Capital:** Vilnius.

**Language:** Lithuanian, belongs to the group of Indo-European languages.

**Population:** 3 440 000; 83.5% are Lithuanians; 6.7% Poles, 6.3% Russians, 1.2% Belarussians, 2.3% others.



### Distribution of population

**by faith:** Roman Catholics (79%), Orthodox (4.07%), Old Believers (Staroviery) (0.78%), Evangelical Lutherans (0.56%), Evangelical Reformists (0.2%), Jehovah's Witnesses (0.1%), Muslim Sunita (0.08%), Jews (0.04%), others.

**Political system:** The Republic of Lithuania is a parliamentary democracy. The President is the Head of State, elected by general election for a five-year term. The Prime Minister is nominated by the President and approved by the Parliament (Seimas). The President also delegates responsibility to the Prime Minister to form the cabinet of executive officers and approves the appointments. The Seimas is elected every four years.



**Administration:** The territory of Lithuania is divided into 10 counties. The counties consist of territories of nine cities and 51 regional municipalities.

**Climate:** Transitional between maritime and continental with the mean air temperature around 6° C. January averages around -5° C (sometimes -20° C) and July–August around 18° C.

**Currency:** Litas (Lt); 1 EUR = 3.45 Lt.

**Time:** GMT plus two hours (e.g. Helsinki, Athens).

## MAJOR OBJECTIVES FOR EDUCATION IN LITHUANIA BY 2012



- Universally accessible, quality, modern education compatible with the needs of an individual as part of an open civic society and market economy.

- All children have equal opportunities to prepare for school.

- All children have a socially just learning environment.

- At least 95% of children receive quality basic education.

- At least 95% of children with basic education stay within the system of education and receive secondary education or a vocational qualification in demand on the labour market.

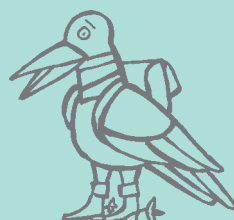
- All children with special needs have an opportunity to learn in a friendly environment.

- At least 60% of youngsters receive quality higher education.

- At least 85% of Lithuanian population of employable age have a real opportunity and ability to use information and communication technologies (ICT).

- The Lithuanian population have real opportunities to engage in lifelong learning.

*Lithuania's Long-term Education Strategy by 2012, approved by the Seimas of the Republic of Lithuania*





## MAJOR REGULATORY DOCUMENTS PROVIDING FOR LEARNING AND STUDIES

Law on Education (2003), National Education Strategy 2003–2012 (2003), General programmes and standards for attained education levels (renewed every four years), Law on Vocational Training (1997, draft law on amendments to the law is underway), Law on Non-formal Adult Education (1998), Law on Special Education (1999), Law on Higher Education (2000), Law on Science and Studies (2002).

## ADMINISTRATION OF EDUCATION

### **The Ministry of Education and Science**

formulates and executes the national policy in the areas of education, science and studies, drafts strategic education plans, annual programmes, submits proposals and resolutions to the Government, organises *matura* examinations, approves the general content of teaching, training and studies under the framework of formal education (general programmes and subject programmes as well as teaching, training and study plans), national

standards for attained education levels (except for higher education and PhD studies), standards for vocational training, guidelines for study areas in higher education, accreditation criteria applicable to curricula and the order of accreditation, etc.

**The County Manager's Administration** implements the national education policy in the county, approves strategic education plans for the county, supervises the activity of subordinate education providers, forms the network of special schools and, together with municipal institutions, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.

**Municipalities** execute the national education policy in the municipality, approve strategic education plans for the municipality as well as the general plan for restructuring of the school network, form the network of pre-schools, pre-primary schools, primary, basic and secondary schools, ensure the environment necessary to provide compulsory education to children, initiate



the formation of the network of vocational training and adult education providers in line with the needs of the population, independently form the network of non-formal education providers, etc.

**The school founder** ensures the execution of the national education policy, as well as the execution within the school of relevant laws and other legislation providing for school activities, etc.

Usually municipalities play the role of the founder of schools of general education; however, non-governmental, confessional organisations as well as private individuals may also be the founders of such schools.

The founder of State-funded vocational schools and schools of general education that accept children from all over the country is the Ministry of Education and Science.

The founder of State-funded colleges is the Government of the Republic of Lithuania.

The founder of State universities is the Seimas of the Republic of Lithuania.

## FINANCING

Education is financed in the form of allocations from the State budget and municipal budgets as well as other financial means. Programmes of formal education offered at State-funded, municipal and non-State funded schools, except for higher education institutions, and programmes of non-formal education of children are financed out of the State and municipal budgets via the student's basket, which is a principle of allocating financial means per learner. The student's basket contains funds to pay salaries to teachers, buy textbooks, teaching means, in-service training of teachers, etc. The founders of the school (municipalities, confessional organisations, etc.) allocate funds for school maintenance.

Non-state funded schools of traditional religious communities or associations that implement formal education programmes are financed out of allocations from the budget for teaching funds and school maintenance in proportion to the State-funded and municipal schools of the same type, if respective international agreements signed by the Republic of Lithuania provide for that.

Vocational schools, establishments of post-secondary education and schools of non-formal adult education are financed by the founders.

Every year the Seimas allocates money from the State budget to State-funded higher education institutions. These allocations are related to respective programmes and the results of assessment of activities of a particular higher education institution.

Percentage of GDP allocated for education: 5.9% (2003).



# SYSTEM OF EDUCATION

Compared to ISCED – International Standard Classification of Education





## LEVEL 0 (ISCED 0)

### Pre-school education (pre-school and pre-primary preparatory education curricula)

**Pre-school education** is provided to children from the age of one to six. Pre-school education is not compulsory. The purpose of pre-school education is to help a child satisfy inherent cultural (including ethnic), social and cognitive needs.

The pre-school education curriculum is implemented by nurseries, nursery-kindergartens, kindergartens, kindergarten-schools and other schools, licensed freelance teachers or other education providers.

**Pre-primary education** is not compulsory, however it is made available by the State to all children as of six years of age (or as of five years of age, depending on the parents' request). The purpose of pre-primary education is to help a child to prepare for successful learning according to the primary education curriculum.

The curriculum of pre-primary education is implemented by establishments of pre-school education, schools of general education, licensed freelance teachers or other education providers. The child may be educated at home, should this be the wish of the parents. The children that are educated at home are provided educational assistance, i.e. pedagogical, psychological consultations, special-pedagogical assistance and social-pedagogical assistance.





## LEVEL 1 (ISCED 1)

### Primary education (primary education curricula)



A four-year curriculum. According to the Law on Education, a child starts attending the first grade of primary education in the calendar year when he turns seven years of age. Upon the parents' request, primary education may begin before the time specified above if the child has achieved the maturity required for this kind of education.

The purpose of primary education is to provide an individual with the basics of moral, cultural and social maturity and elementary literacy.

Primary school children are not given grades. At least two or three times per year the teacher discusses the progress of learners with the learners and their parents.

The learners are offered an opportunity to choose **non-traditional curricula**, i.e. curricula based on Mari Montessori, Waldorf, Suzuki pedagogical systems.

Primary education curriculum is implemented by kindergarten-schools, primary and other schools.

## LEVEL 2 (ISCED 2)

Basic education (basic and alternative education curricula, curricula for the stage I of basic vocational training)



**Basic education.** The purpose of basic education is to provide an individual with the basics of moral, socio-cultural and civic maturity, general literacy and the basics of technological literacy, to foster the intent to continue learning, etc. It is a six-year curriculum. The basic education curriculum consists of two education content centres, i.e. centre I for grades 5–8 and centre II for grades 9–10. Upon completion of the basic education curriculum, the basic education level is attained.

During the second through to the sixth year of the basic education curriculum, the learners are supposed to study two foreign languages. Some schools provide an opportunity to study a third foreign language as well.

In 2003–2004, 402 700 learners studied English, 68 000 studied German and 13 000 studied French as the foreign language of first choice.

**Youth schools** are meant for 12–16 year old adolescents that have not managed to adapt to studying at schools of general education, lack motivation or have no other choice because of the social situation that they face. Youth schools provide basic education and pre-vocational training.

**Education of children with special needs in accordance with the special basic education curricula and adapted basic education curricula** takes place in schools of general education.

**Primary vocational training results in the attainment of basic education and a qualification.** Three years of training. In order to ensure continuity, schools offering primary vocational training accept those learners that have completed the education curriculum for the ninth grade. Primary vocational training is provided by establishments of vocational training.

**Primary vocational training resulting in vocational qualification only.** Two-year training for learners over 14 years of age offered by establishments of vocational training.

**Primary vocational training of individuals with special needs resulting in vocational qualification.** Usually it is three-year training for learners over 14 years of age, offered by establishments of vocational training and specialised centres of vocational training (There are two such centres in Lithuania, i.e. one for mentally retarded youth and one for deaf and hard of hearing youth. In addition, there are two schools with departments for youngsters with special needs).

**General education of adults** is offered to those over 18 years of age and younger by schools of general education that have classes for adults, by adult education centres and adult schools.

## LEVEL 3 (ISCED 3)

### Secondary education (secondary education curriculum, stage II and III curricula of basic vocational training)

**Secondary education.** The purpose of the curriculum of secondary education is to assist a person in the acquisition of general academic, socio-cultural and technological literacy, moral, national and civic maturity, and the basics of vocational competence and/or qualification. Secondary education is offered to learners that have attained the basic education level. It is a two-year curriculum with focus on profiling and differentiation of the content of education. Profiles offered are humanitarian, real, technological and artistic.

Secondary education curriculum consists of a module of compulsory education and a content of elective education depending on the chosen profile.

Learners may choose to study according to general or expanded curricula.

Secondary education is offered by gymnasiums, secondary, vocational and other schools.

**Other possibilities:**

**Even out classes** are designed for learners with learning and socialization difficulties that have discontinued learning under the system of consecutive studies, etc. Such classes are offered by basic and secondary schools or gymnasiums.

**Evening classes and youth studies in shifts** are designed for 16–17-year old youth that cannot study at day schools of general education due to an unfavourable social situation. The classes are offered by schools of general education.

**Basic vocational training according to stage III curricula resulting in secondary education and vocational qualification.** Three years of training designed for individuals with basic education and offered by establishments of vocational training.

**Basic vocational training according to stage II curricula resulting in vocational qualification only. Two years of training** designed for individuals with basic education and offered by establishments of vocational training.

**Basic vocational training of individuals with special needs according to stage II curricula** is offered by establishments of vocational training and specialized vocational training centres.

**General and secondary education of adults** is available to those over 18 years of age and is offered by schools of general education (in adult classes), adult education centres or adult schools.



**School of general education**

**Start of school year:** September 1.

**Enrolment:** An individual may choose to attend a State-funded, municipal or non-State funded school and to move to another school of choice. In the process of enrolment in a State-funded or municipal school of general education, priority is given to those individuals that reside in the territory which, upon a decision of the founder of the school, is served by that particular school.

**Average number of learners per class in senior grades:** 23–25 learners.

**Number of schooldays per week:** five.

**Duration of a class:** 45 min.,  
grade I – 35 min.

**School holidays:** autumn (seven calendar days), Christmas (14 calendar days), Easter (seven calendar days) and summer holidays (at least two months).

In grades 5–12, **learning achievements are assessed** on the 10-point scale.

**Language of instruction:** In 2003–2004, 505 086 learners chose the Lithuanian language of instruction; 30 465 chose Russian; 20 549 chose Polish; 159 chose Belarussian; 66 chose English; 30 chose French.





**Additional education.** Schools of general education allocate 4–5 hours per week for extracurricular activities of children. These hours are financed out of the student's basket and are used by schools to organize club activities, studies and other additional educational activities. Extracurricular education is not compulsory and is elective. In 2003–2004, 69% of learners attended additional extracurricular education activities organized by general education day schools. Art and sport studies were the most popular types of extracurricular education.

After school, learners may choose to attend schools of non-formal education for children, i.e. music, art, sport, etc. Studies at these schools are not totally free and the founder of a particular school defines the tuition fee.

**Special education.** Learners with special needs amount to 10% of all learners in Lithuania.

With every year more and more learners with special needs attend schools together with the learners of day schools of general education. In 2004, the number of such learners

with special needs in day schools of general education was as high as 88.5% of all learners with special needs attending day schools of general education. In 2003, the number was 87.4%. The State allocates 20% more financing to learners with special needs attending classes of general education.

With the emergence of pedagogical-psychological services in municipalities, the identification of children with special educational needs improved, while special pedagogical and psychological assistance became more accessible to them as these services are provided at the place of residence of these children. In 2004, pedagogical-psychological services were established in 49 out of 60 municipalities.

The Ministry of Education and Science is actively co-operating with similar ministries of other EU and West European countries with a goal of improving the policy providing for the education of individuals with special needs. In 2004, the Ministry of Education and Science of the Republic of Lithuania became a member of the European Agency for Development in Special Needs Education.

**Examinations.** Individuals that have completed the secondary education curriculum take *matura* examinations. *Matura* examinations may be of two types, i.e. school-level or national-level. Those willing to receive *matura* attestation must pass four examinations in subjects that are part of the individual teaching plan. The Lithuanian language (mother tongue or State language) is a compulsory examination, while the other three are elective.

School-level examination material is based on the general curriculum covering a particular subject. The examination results are assessed at schools by following centrally-drafted assessment guidelines.

National-level examination material is based on the expanded curriculum covering a particular subject. The examination process takes place at a national-level examination centre. The examination papers are coded and assessed at assessment centres. The assessment process and the drafting of examination material is organized by the National Examination Centre.



## LEVEL 4 (ISCED 4)

Post-secondary education not resulting in the attainment of college or higher education level (stage IV curricula of basic vocational training)

### Vocational school

**Start of school year:** September 1.

**Enrolment:** Based on the attained level of education and documents proving that an individual completed studies in accordance with basic or secondary education curricula. Priority is given to former residents of children care homes and children that have served sentences awarded by courts.

**Average number of learners per group:** 25.

**Areas of study:** art, business and administration, computer science, engineering and engineering professions, manufacturing and processing, architecture and construction, agriculture, forestry and fisheries, health care, social services, services to individuals, transportation services.

**School year** is divided into two half-years.

**Duration of a class (theoretical and practical training):** 45 min.

**Holidays:** Christmas and summer holidays, i.e. a total of eight weeks per year.

**Learning achievements** are assessed on the 10-point scale.

**Language of instruction:** Lithuanian (97.8%), Russian, Polish. In 2003–2004, 1% of stage II–III learners attending vocational schools chose instruction in two languages.

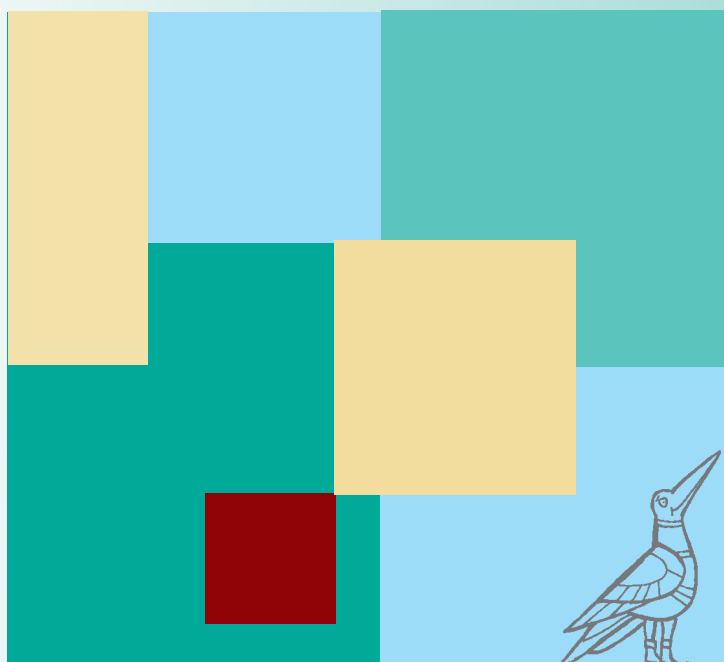
**Tuition fee:** Studies at State-funded vocational schools are free of charge and learners are paid student grants.



### Basic vocational training in accordance with stage IV curricula.

One to two years of training designed for individuals with secondary education or those that have completed the curriculum of general secondary education. This type of training is offered by establishments of vocational training.

**Basic vocational training of individuals with special needs according to stage IV curricula.** One to two years of training designed for individuals with secondary education or those that have completed the curriculum of general secondary education. This type of training is offered by establishments of vocational training and specialized vocational training centres.



## LEVEL 5 (ISCED 5)

Post-secondary studies (post-secondary education curricula)



The purpose of post-secondary studies is to assist a person in attaining a post-secondary education level and in acquiring a particular qualification. Post-secondary studies are offered by post-secondary schools to those individuals that have attained secondary education.

*By following the Law on Education, the enrolment of students for post-secondary studies stopped in 2003. As of 2000, the establishment of colleges started.*





## LEVEL 6 (ISCED 5)

**Higher education** may be of two types, i.e. **university studies** (usually at universities) and **non-university studies** (usually at colleges)

**University studies** are undergraduate studies (first cycle), Master studies and specialized professional studies (second cycle), doctoral studies, post-graduate art studies, residency studies (third cycle).

The university studies that encompass the first and the second cycle are called **integrated studies**.

**Non-university studies** are **undergraduate** professional studies focussed on practical activities. Duration of studies: 3–4 years. The graduates of non-university undergraduate studies obtain vocational qualification.

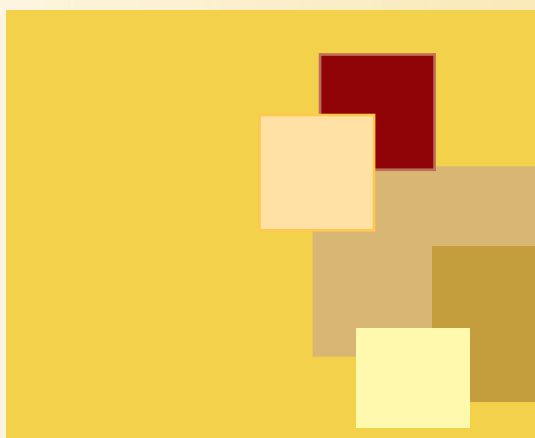
**Undergraduate studies** at universities. Duration of studies: four years. Graduates of undergraduate studies are awarded a Bachelor's degree and (or) a professional qualification.

**Master studies** are open for those that have obtained a Bachelor's degree. Duration of studies: 1.5–2 years. Graduates of Master studies are awarded a Master's degree.

**Specialized professional studies** are intended to help better prepare an individual for a job that requires special practical skills and are designed for individuals that have graduated from undergraduate stu-

dies at universities. Duration of studies: 1–1.5 years. The graduates of specialized professional studies obtain a professional qualification.

**Residency studies** are intended to help those individuals that have obtained respective qualifications in the subject areas defined by the Government (medicine, odontology, veterinary medicine) to prepare for independent practical activities. Duration of studies: 2–6 years. The graduates of residency studies obtain a professional qualification.



# LEVEL 7 (ISCED 6)

Doctoral studies and post-graduate art studies are organized by universities

**Doctoral studies.** The purpose of these studies is to train researchers. Individuals that have graduated from Master studies or integrated studies may enrol in doctoral studies. Studies are organized in line with an individual education curriculum. At the end of the studies, students must present their thesis. Duration of studies: 4 years. After the thesis is publicly viva voce defended, the university awards a Doctor's degree.

**Post-graduate art studies** are designed to train art teachers for higher education institutions and facilitate the specialization of artists. Studies are organized in line with an individual education curriculum. Students must work on and present an art project. The studies last for two years. After the art project is presented and viva voce defended, the qualification degree of Art Licensee is awarded.

<b>Higher education institution</b>
<b>Start of school year:</b> usually September 1.
<b>Enrolment</b> in higher education institutions is on a competitive basis. Rules of enrolment are set by the higher education institution, while a State-funded higher education institution has to agree its own rules of enrolment with the Ministry of Education and Science. An individual may choose to compete for a position of a student at a number of higher education institutions at a time by taking part in the general enrolment procedure. The general enrolment procedure is held for those willing to follow undergraduate and integrated studies (as of 2005, the biggest college in Lithuania, i.e. Vilnius College, is to join the general enrolment procedure held by universities).
<b>Study methods offered:</b> work in auditoriums, independent work, practical training and internship.
<b>Duration of work in auditoriums:</b> calculated in academic hours.
<b>Scope of studies</b> is measured in national credits. One national credit corresponds to 40 academic hours of student work (in classes, laboratories, independent work, etc.), or to one working week. Students usually get 20 national credits per semester. 1 national credit equals to 1.5 ECTS credit.
There are three <b>modes of studies</b> : daytime, evening and extra-mural.
<b>Areas of study:</b> humanities, arts, social, physical, biomedical and technologies.
<b>School year</b> is divided into two semesters, i.e. fall and spring semester. Usually, one semester entails 16 weeks of auditorium work and four weeks of examinations.
<b>Holidays:</b> Christmas (as of December 25), winter (end of January – beginning of February), summer (two months; also a time of practical training for students).
<b>Assessment:</b> 10-point scale.

<b>Language of instruction:</b> Lithuanian (98.9% university students), English, German, French, etc. In some cases there are two languages of instruction (2.4% university students).
<b>Tuition fee:</b> Students of State-funded higher education institutions (universities and colleges) following any undergraduate and integrated studies (second cycle students enrolled as of autumn 2006) pay the higher education institution a tuition fee that equals four minimum subsistence levels defined by the government. Students with top learning achievements are guaranteed free education as their tuition fee is paid by the State. The State covers the tuition fees to be paid by at least 50 per cent of the day students with top learning achievements selected on a competitive basis. Every year the government defines the share of newly enrolled students that will have their tuition fees covered out of the State budget and provides their breakdown by the form and cycle of studies. A much bigger share of students following evening and extra-mural studies pay the tuition fees themselves. Individuals defined in the Law on Higher Education pay the full cost of studies defined by a respective higher education institution in agreement with the Ministry of Education and Science. Students following evening and extra-mural studies of all cycle (as well as students that will enrol in second cycle daytime studies as of 2005) pay the full cost of studies themselves. Students studying at non-State funded higher education institutions pay a defined tuition fee. Students of higher education institutions are eligible for student grants and loans.



## ADULT EDUCATION



Adults may choose to study at adult schools or adult education centres, vocational schools, colleges, universities, labour market training centres in accordance with formal and non-formal education programmes, or attend courses organized by private companies or public organizations as well as study at distance education centres.

In 2004 (over the four weeks prior to survey), 6.5 % of 25-64 year old adults in Lithuania were involved in some kind of training or education. The EU average is 9.4 %.

In 2004, in order to have as many adults as possible involved in the learning process, the Lifelong Learning Strategy and the Action Plan to implement this strategy were approved. The Strategy provides an overview of major policy aspects providing for lifelong learning, the current situation with continuous involvement in learning activities by the adult population, as well as the lifelong learning development objectives.





## PROGRAMMES FOR MODERNIZATION OF EDUCATION

### **Education Improvement Project (2002–2005).**

The goal of the project is to improve educational achievements of students attending grades 5–10 in basic schools by enhancing the quality of teaching and learning conditions and by optimizing the utilization of education funds and resources.

The project is financed by the Lithuanian government, municipalities, as well as from a World Bank loan and grants.

The Education Improvement Project consists of four integrated components: **improvement of teaching and learning conditions at basic schools; creation of the system of quality management of education; energy efficiency; optimization of school network.**

*Improvement of teaching and learning conditions at basic schools.* The purpose of this component is to develop teachers' professional competence and improve teaching/learning conditions by encouraging active learning of pupils and co-operation between teachers at school and between schools. *Creation of the system of education quality management.* The main objective of this component is to create a system of education quality management, which is understood as the

timely use of reliable and relevant information about the consequences of prior decisions, in order to improve our ability to raise system efficiency and pupils' achievements. *Energy efficiency.* By means of this component, 62 basic school buildings will be renovated so that energy expenses may be reduced and learning conditions for pupils improved. *Optimization of the school network.* By means of this component the economic capacity and skills of local governments to rationalize the school network in order to ensure accessibility to high quality pre-school education and general education to children and adults will be strengthened.

**“Yellow Bus” programme.** The programme was launched in 2000. Under the framework of the “Yellow Bus” programme, the Ministry of Education and science is buying school busses adapted to transport learners. Until 2004, in the process of implementation of the School Improvement Programme, a total of 200 school busses were purchased.

The school busses are used to transport to school children with special needs and those learners that live far away from the school. They are also used to take children living in regions on excursions and to extracurricular events.





**E-school programme “Education for Information Society”.** The programme helps to provide schools with computers and IT, internet, computer teaching aids, as well as improves the computer literacy of teachers. One of the objectives is to make sure that the school computerization indicator for Lithuania is as close to the EU average as possible. One of the important indicators is the number of computers per learner. Currently this indicator for senior grades is in line with the EU average, i.e. there is one computer per 5–7 learners in grades 9–12. In 2001–2004, over 14 000 teachers working at schools of general education improved their computer literacy.



# FIVE GOALS FOR THE EUROPEAN EDUCATION SYSTEM BY 2010 AND THE CURRENT SITUATION

**1. EU goal: reduce the average number of early school leavers to 10%.**

*Share of the population aged 18–24 with only lower secondary education (without ISCED level 3 education) and not in education or training*

Situation in Europe: 15.9% (2004)

Situation in Lithuania: 9.5% (2004)

**2. EU goal: increase the share of graduates in mathematics, science and technologies aged 20–29 per 1000 of population of the relative age range to 15%.**

Situation in Europe: 10.2% (2000)

Situation in Lithuania: 13.5% (2000); 16.3% (2003)

Alteration rate – 21.74%

*Share of female graduates in technologies increases slightly faster than that of male.*

**3. EU goal: increase the share of those aged 22 who have successfully completed upper secondary education to at least 85%.**

Situation in Europe: 78.7% (2002)

Situation in Lithuania: 79.3% (2003)

**Age range 20–24 years:**

Situation in Europe: 76.4% (2004)

Situation in Lithuania: 86.1% (2004)

**4. EU goal: reduce the share of those aged 15 with low reading literacy proficiency to at least 20% as compared to 2000.**

*Percentage of pupils with reading literacy proficiency level 1 and lower (on the PISA reading literacy scale)*

Situation in Europe: 17.2% (2002)

Situation in Lithuania: not known as we did not participate in the survey in 2000.

**TIMSS data (2003):** In Lithuania since 1999 the share of pupils with low achievements in science has decreased by 40%, in mathematics – by 21%.

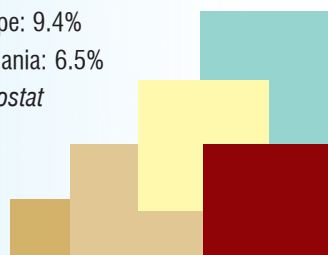
**5. EU goal: ensure that at least 12.5% of the adult population of employable age (25–64 years of age) participate in lifelong learning.**

*Percentage of population aged 25–64 participating in education and training in four weeks prior to the survey*

Situation in Europe: 9.4%

Situation in Lithuania: 6.5%

Data source: Eurostat





## Number of schools (2004–2005)

**Schools of general education:** 1 562 (28 State-funded, 1 515 municipal, 19 non-State funded).

**Educational establishments providing additional education and establishments of non-formal education for children:**

334 (19 State-funded, 271 municipal, 44 non-State funded).

**Vocational schools and centres:** 81 (73 State-funded, 8 non-State funded), among them:

**Vocational schools:** 72 (70 State-funded, 2 non-State funded);

**Centres of vocational training:** 9 (3 State-funded, 6 non-State funded)

**Post-secondary schools:** 12 (10 State-funded, 2 non-State funded).

**Higher education institutions:** 48 (31 State-funded, 17 non-State funded), among them:

**Colleges:** 27 (16 State-funded, 11 non-State funded).

**Universities:** 21 (15 State-funded, 6 non-State funded).

Data source: *Ministry of Education and Science*

**Schools for foreign-born Lithuanians (Lithuanian schools, classes, faculties of any type operating in other countries):**

In 2003–2004, education with the Lithuanian language of instruction was available in 19 foreign countries.

135 Lithuanian schools of various types were operating (attended by 4 798 learners).

Data source: *Department of National Minorities and Emigration under the Government of the Republic of Lithuania*



## Student to teacher ratio

In 2003, at **pre-school educational establishments** there were 9.6 children per one full-time educator.

At **schools of general education**, there were up to 14 learners per one educator in urban areas and 10 learners per educator in rural areas.

In **vocational schools**, there were 19 learners per one teacher of vocational training and 23 learners per one subject teacher of general education.

In **higher education institutions** there were seven students per one teacher.

In **colleges** there were 20 students per teacher.

In **universities** there were 22 students per teacher.

Data source: *“Education in 2004”, Ministry of Education and Science, Centre for Information Technology in Education*

## Continuing education and training

In 2003, 93.7% of learners that completed the basic education curricula continued their education.

92.7% of those that completed basic education curricula in 2003 attained basic education. The same year, 81.7% of learners continued their studies at schools of general education.

In 2003, 80.6% of those that attained secondary education in schools of general education continued their studies.

In 2003–2004, 82% of 7–24 year olds were in education or training. Every third 19–24 year old was studying at higher education institutions.

Data source: *Lithuanian Department of Statistics under the Government of the Republic of Lithuania*



### Continuation of education at schools of general education (that same year) among those learners that attained basic education in 2003

No. of those that obtained the certificate of basic education at schools of general education: <b>49,450</b>	→	Total No. of those that attained basic education: <b>50,213</b>	→	No. of those that continued education at schools of general education: <b>41,017</b> (81.7%)
No. of those that obtained the certificate of basic education at vocational schools: <b>763</b>	→			

Data source: *Department of Statistics*

### Continuation of education or training (that same year) among those school-leavers that attained secondary education in 2003

Attained secondary education at:		Total No. of those that attained secondary education:		Total No. of graduates from schools of general education that continued education or training that same year:	→	Universities <b>17,542</b> (48.6%)
secondary schools and gymnasiums: <b>32,048</b>	→	(No. of graduates from schools of general education among them: <b>36,099</b> )	→	<b>29,104<sup>1</sup></b> (80.6%)	→	Colleges <b>7,285</b> (20.1%)
adult schools: <b>4,051</b>	→				→	Post-secondary schools <b>130</b> (0.4%)
vocational schools: <b>7,828</b>	→				→	Vocational schools <b>4,147</b> (11.5%)
post-secondary schools: <b>80</b>	→				→	

Data source: *Department of Statistics*

<sup>1</sup> This figure does not include those that attained secondary education at vocational and post-secondary schools, as the year when secondary education was attained at the said schools does not always coincide with the year of graduation from the school resulting in the acquisition of vocational qualification.

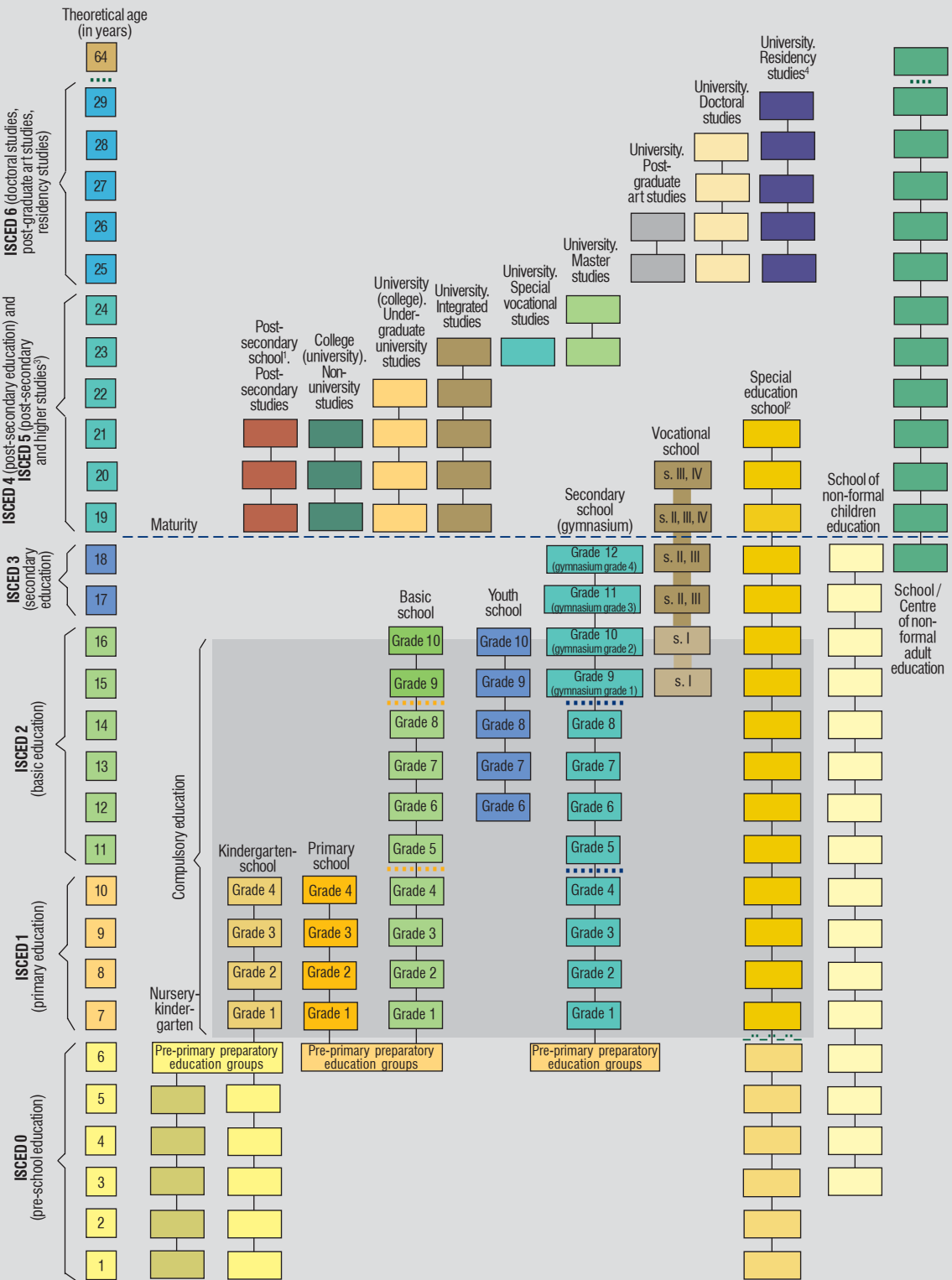
### Continuation of education or training (that same year) among those youngsters that acquired vocational qualification in 2003

No. of graduates from vocational schools:		Total No. of those that acquired vocational qualification:		Total No. of those that continued education or training that same year:	→	Universities <b>215</b> (1.5%)
stage I: <b>2,352</b>	→	<b>14,465</b>	→	<b>1,258</b> (8.7%)	→	Colleges <b>621</b> (4.3%)
stage II: <b>850</b>	→				→	Post-secondary schools <b>62</b> (0.4%)
stage III: <b>7,908</b>	→				→	Vocational schools <b>360</b> (2.5%)
stage IV: <b>3,355</b>	→					

Data source: *Department of Statistics*



# THE EDUCATIONAL STRUCTURE OF THE REPUBLIC OF LITHUANIA



1 Enrolment stopped in 2003.  
 2 Children with special needs may attain education at special schools or by attending classes of general education.  
 3 The scheme includes an indication of the most usual duration of higher studies.  
 4 Residency studies are cycle III studies (just like doctoral and post-graduate art studies).  
 ..... Some special schools have preparatory classes.  
 ..... Basic schools may choose to not implement pre-primary preparatory and primary education curricula as well as curricula falling under the second content concentre of basic education.  
 ..... Secondary schools may choose to not implement pre-primary preparatory and primary education curricula as well as curricula falling under the first content concentre of basic education. In separate cases gymnasiums may choose to implement pre-primary preparatory and primary education curricula as well as curricula falling under the first content concentre of basic education.





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