MEETING WITH THE EUROPEAN COMMISSION FOR THE EUROPEAN UNION FUNDS’ INVESTMENTS IN 2021–2027

4 POLICY OBJECTIVE “A MORE SOCIAL EUROPE”

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Vice-minister of Education, Science and Sport

2019-09-10
Sources and involvement of social partners

- European Commission’s country report: Lithuania 2019
- OECD „Education in Lithuania, Reviews of National Policies for Education“.
- Financing of Lithuanian Economic Sectors after 2020 evaluation
- National progress programme (draft)

Involvement of social partners:

Participants were representing:

✓ Universities,
✓ Universities of applied sciences,
✓ Various associations of scientific, educational and municipal institutions,
✓ Lithuanian confederations of business and industrials,
✓ Institutions under authority of Ministry of Education, Science and Sports,
✓ Unions of educational workers, students and young scientists,
✓ Lithuanian Council of Youth Organizations and other organizations.
LRS (NES): no less than 6 % of GDP for education!
There are no data for Estonia, Denmark, Greece, Italy, Croatia (2015).
Share of pupils at schools with laboratories

Grade 4

Grade 8

TIMSS, 2015
How much does quality costs?

Expenditures for one pupil in 12 years (USD)

EBPO: 125 100
ES 22 (EBPO): 121 899
61 760

© OECD, 2016
Percentage of decrease of pupils and schools in compared to year 2000

- Pupils
- Schools
### Pupils achievements are increasing
(PISA -72, TIMSS – 57, PIRLS – 50, ICCS – 38 countries and territories)

<table>
<thead>
<tr>
<th>Research</th>
<th>Difference, compared to average of countries</th>
<th>Change, compared to previous research</th>
<th>Newest LT data, points</th>
<th>Best country result</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRLS: reading, IV grade</td>
<td>+50</td>
<td>+22</td>
<td>550 (2016)</td>
<td>581</td>
</tr>
<tr>
<td>TIMSS: natural sciences, IV grade</td>
<td>+30</td>
<td>+15</td>
<td>530 (2015)</td>
<td>590</td>
</tr>
<tr>
<td>TIMSS: mathematics, IV grade</td>
<td>+36</td>
<td>+2</td>
<td>536 (2015)</td>
<td>618</td>
</tr>
<tr>
<td>TIMSS: natural sciences, VIII grade</td>
<td>+22</td>
<td>+8</td>
<td>522 (2015)</td>
<td>597</td>
</tr>
<tr>
<td>TIMSS: mathematics, VIII grade</td>
<td>+12</td>
<td>+10</td>
<td>512 (2015)</td>
<td>621</td>
</tr>
<tr>
<td>ICCS: civic education, VIII grade</td>
<td>+1</td>
<td>+13</td>
<td>518 (2016)</td>
<td>586</td>
</tr>
<tr>
<td>PISA: natural science literacy (15 y/o)</td>
<td>-18</td>
<td>-21</td>
<td>475 (2015)</td>
<td>556</td>
</tr>
</tbody>
</table>

**PISA 2015**: 311 gen. edu. and voc. training schools, 6525 pupils  
**PIRLS 2016**: 195 schools, 243 classes, 4317 pupils  
**TIMSS 2015**: 225 schools, 291 class, 4529 pupils  
**ICCS 2016**: 183 schools, 198 classes, 3631 pupils
### Percentage of 18-24 youth without secondary education and those who do not participate in education (main indicator for EU social equity)

<table>
<thead>
<tr>
<th>Year</th>
<th>Croatia</th>
<th>Slovenia</th>
<th>Lithuania</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>15.0</td>
<td>12.0</td>
<td>18.0</td>
</tr>
<tr>
<td>2001</td>
<td>13.0</td>
<td>11.0</td>
<td>17.0</td>
</tr>
<tr>
<td>2002</td>
<td>12.0</td>
<td>10.0</td>
<td>16.0</td>
</tr>
<tr>
<td>2003</td>
<td>11.0</td>
<td>9.0</td>
<td>15.0</td>
</tr>
<tr>
<td>2004</td>
<td>10.0</td>
<td>8.0</td>
<td>14.0</td>
</tr>
<tr>
<td>2005</td>
<td>9.0</td>
<td>7.0</td>
<td>13.0</td>
</tr>
<tr>
<td>2006</td>
<td>8.0</td>
<td>6.0</td>
<td>12.0</td>
</tr>
<tr>
<td>2007</td>
<td>7.0</td>
<td>5.0</td>
<td>11.0</td>
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<tr>
<td>2008</td>
<td>6.0</td>
<td>4.0</td>
<td>10.0</td>
</tr>
<tr>
<td>2009</td>
<td>5.0</td>
<td>3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>2010</td>
<td>4.0</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>2011</td>
<td>3.0</td>
<td>1.0</td>
<td>7.0</td>
</tr>
<tr>
<td>2012</td>
<td>2.0</td>
<td>0.0</td>
<td>6.0</td>
</tr>
<tr>
<td>2013</td>
<td>1.0</td>
<td>0.0</td>
<td>5.0</td>
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<tr>
<td>2014</td>
<td>0.0</td>
<td>0.0</td>
<td>4.0</td>
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<tr>
<td>2015</td>
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<tr>
<td>2016</td>
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<td>0.0</td>
<td>2.0</td>
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<tr>
<td>2017</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>2018</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
</tbody>
</table>

**EU average**: 10.6

© EUROSTAT
Unemployment of 25-29 youth, 2018 (%)
Number of new persons, who successfully defended PhD theses, for 1000 inhabitants

<table>
<thead>
<tr>
<th>GEO</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Union - 28 countries</td>
<td>1.9</td>
<td>1.9</td>
<td>2.0</td>
<td>2.1</td>
<td></td>
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<tr>
<td>Belgium</td>
<td>1.7</td>
<td>1.8</td>
<td>1.9</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Bulgaria</td>
<td>1.2</td>
<td>1.4</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
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<tr>
<td>Czechia</td>
<td>1.6</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
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<tr>
<td>Denmark</td>
<td>2.9</td>
<td>3.2</td>
<td>3.3</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Germany (until 1990 former GDR)</td>
<td>2.7</td>
<td>2.8</td>
<td>2.9</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Estonia</td>
<td>1.2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Ireland</td>
<td>2.1</td>
<td>2.5</td>
<td>2.6</td>
<td>2.2</td>
<td>2.2</td>
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<tr>
<td>Greece</td>
<td>1.0</td>
<td>1.1</td>
<td>1.3</td>
<td>1.5</td>
<td>1.5</td>
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<tr>
<td>Spain</td>
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<td>1.8</td>
<td>1.9</td>
<td>2.6</td>
<td>3.7</td>
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<tr>
<td>France</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
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<tr>
<td>Croatia</td>
<td>1.4</td>
<td>1.5</td>
<td>1.6</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Italy</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.4</td>
<td>1.4</td>
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<tr>
<td>Cyprus</td>
<td>0.4</td>
<td>0.4</td>
<td>0.6</td>
<td>0.7</td>
<td>0.7</td>
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<tr>
<td>Latvia</td>
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<td>0.9</td>
<td>0.9</td>
<td>0.7</td>
<td>0.5</td>
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<tr>
<td>Lithuania</td>
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<td>1.1</td>
<td>1.1</td>
<td>0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>

LT – 0.9 (2016 m. ir 2017 m.), EU average – 2.1 (2016 m.).

Data source: Eurostat
The main problems

Pupils achievements (PISA 3)
- Richest 20% and poorest
  © OECD PISA 2015
  © UOE-SILC

Higher education
- Richest 20% and poorest
  © UOE-SILC, 2014

Youth unemployment
- Rural and urban 25–29 y/o
  © LSD

Vilnius – 507–511, rural – 435–448
Creativity is the skill of the future - The Global Creativity Index

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Technology</th>
<th>Talent</th>
<th>Tolerance</th>
<th>Global Creativity Index</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Australia</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>0.970</td>
</tr>
<tr>
<td>2</td>
<td>United States</td>
<td>4</td>
<td>3</td>
<td>11</td>
<td>0.950</td>
</tr>
<tr>
<td>3</td>
<td>New Zealand</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>0.949</td>
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<tr>
<td>4</td>
<td>Canada</td>
<td>13</td>
<td>14</td>
<td>1</td>
<td>0.920</td>
</tr>
<tr>
<td>5</td>
<td>Denmark</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>0.917</td>
</tr>
<tr>
<td>5</td>
<td>Finland</td>
<td>5</td>
<td>3</td>
<td>20</td>
<td>0.917</td>
</tr>
<tr>
<td>33</td>
<td>Estonia</td>
<td>33</td>
<td>16</td>
<td>87</td>
<td>0.625</td>
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<td>40</td>
<td>Latvia</td>
<td>54</td>
<td>22</td>
<td>77</td>
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<tr>
<td>51</td>
<td>Lithuania</td>
<td>65</td>
<td>12</td>
<td>105</td>
<td>0.490</td>
</tr>
</tbody>
</table>

Average age of teachers – about 50 years

Pre-school educators and pre-primary teachers

General education teachers

Private schools has more young teachers of general education (2017 m.)
“A more social Lithuania” (ESF+)

4.4 objective
Improving the quality, effectiveness and labour market relevance of education and training systems, to support acquisition of key competences including digital skills
To improve the quality and effectiveness of education and training systems

To attract missing professionals and new teachers to the education system. To improve the qualification of existing teachers

To improve monitoring, evaluation at all levels of education system

To implement updated curriculum and innovations in education

Focus: IMPROVEMENT OF STUDENTS ACHIEVEMENTS
“A more social Lithuania” (ESF+)

4.5 objective
Promoting equal access to and completion of, quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care through general and vocational education and training, and to tertiary level, as well as adult education and learning, including facilitating learning mobility for all
To increase access to education by providing equal possibilities to get qualified and inclusive education services

Focus: ACCESSABILITY OF EDUCATION

To improve educational inclusion for disadvantaged children. Educational assistance and coordinated services

To implement preventive and other educational measures to ensure a safe educational environment in schools

To render social and financial incentives for pupils and students from disadvantaged groups
„A more social Lithuania” (ESF+)

4.6 objective
Promoting lifelong learning, notably flexible upskilling and reskilling opportunities for all taking into account digital skills, better anticipating change and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility
To promote flexible training and retraining opportunities

Focus: QUALIFICATION IMPROVEMENT, RE-QUALIFICATION

- To develop funding models for non-formal adult education
- To improve the skills of low-skilled adults and develop opportunities and attractiveness of work-based learning
- To promote international mobility of higher education and improve students' practical skills
- To improve the system for the recognition of competences acquired in different ways
To develop, retain and attract talents for creation of high-level science and science-based innovation*

To increase the competencies of researchers. Develop international mobility programs

To attract students and foreign researchers to implement R&D activities

To improve the quality of doctoral studies. Encourage postdoctoral internships

To develop science diplomacy and national science cognition

Focus: COMPETENCES OF RESEARCHERS

* This proposed objective is necessary for full implementation of 1 PO. It was proposed to transfer this objective to 4 PO.
Specific objective, proposed by the Ministry:
To promote participation in labor market, facilitate the reconciliation of professional and private life, including access to childcare

Financing of pre-school and „all-day school“ services that help to reconcile work and family life

To finance from which specific objective?
4.3 „Promoting a gender-balanced labour market participation and a better work/life balance including through access to childcare and care for dependent persons“

or

4.5. objective „Promoting equal access to and completion of, quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care<..>“
2021-2027 EU period. „A more social Lithuania” (ERDF)

4.2 objective
Improving access to inclusive and quality services in education, training and lifelong learning through developing infrastructure
To improve education, training and lifelong learning services by developing infrastructure

Focus: QUALITY OF EDUCATION

To improve the quality of education services establishing educational spaces and supplying institution with equipment and devices

To improve infrastructure of studies in order to ensure good quality studies (with a focus on teacher centers)

To upgrade infrastructure and equipment necessary for practical vocational training
„A more social Lithuania” (ERDF)

4.3 objective
Increasing the socioeconomic integration of marginalised communities, migrants and disadvantaged groups, through integrated measures including housing and social services
To enhance the availability and quality of education and complex coordinated services in educational institutions for disadvantaged students

Improvement of education accessibility for children groups in unfavorable conditions („yellow buses“, adaptation of infrastructure for disabled people)

Adaptation of educational infrastructure for „All-day school“ activities

Focus: ACCESSABILITY OF EDUCATION
For everyone to feel respected and to get good education!

More social Lithuania
Project implemented by Lazdijai sports center „Improvement of infrastructure of non-formal education institutions in Lazdijai district municipality” (Allocated funding – 115 thousands Eur)

Improved conditions for non-formal physical education (local community was actively involved):

- improvement of wellness of 500 pupils;
- strengthening of the community;
- contribution to principles of universal design.
Story of success:
Project „Provision of schools with science and technology supplies“, (Allocated funding – 9.9 millions Eur)

Modernization of teaching / learning environment of natural and technological sciences:
• supplying schools with science and technology teaching materials and equipment and developing methodologies for their use;
• establishment of 7 regional STEAM centres.
Storry of success: „Quality basket”, (Allocated funding: 18,5 millions Eur)

- **180 schools** (150 with poor and 30 with strong expression of features of the good school) **participating in the project to improve student achievement and progress:**
  - develops its activities in the areas of concern to them by purposefully channeling funds for improvement;
  - weaker schools are supported by the National School Evaluation Agency, including representatives of municipal administrations;
  - after two years of implementation, progress will be measured.
Story or success: „Improvement of pre-school and general education schools”, 51 ongoing projects (Allocated funding: 3,54 millions Eur)

Collaborative networks are being developed in which schools learn from one another in order to improve the performance of pupils in general education:

- changing models for organizing the educational process (29 projects)
- virtual education / learning environments are being improved (14 projects)
- mobilizing the school communitys (8 projects)

Examples:

- Kaunas Varpelis Primary School Project “Improvement of Literacy Skills of 4th Grade Students through Integrated Curriculum Based on Lego Methodology”.

- Vilnius Gediminas Technical University Engineering Lyceum Project updates curriculum by adapting it to STE(A)M concept and reaping the benefits of partnership with Vilnius Gediminas Technical University.
Story of success: Project "Creating a Safe Environment at School II"
(Allocated funding – 8,04 millions Eur)

822 schools implement prevention programs:
• creating a safer learning environment;
• reducing social exclusion;
• improving academic achievement and emotional microclimate;
• creative personalities are nurtured.