



Country Background Report Lithuania

1. Background

Restoration of statehood in Lithuania on 11 March 1990 and the historic shift in national development demanded a change in the mental climate of society.

On 25 June 1991, the Seimas of the Lithuanian Republic passed the Law on Education, which established the structure of the Lithuanian educational system and the basis for the activities and governance/management of the educational institutions, including management of schools.

Education was declared a priority supported by the state, the field in which the Lithuanian Republic manifests its activity. In this context, the General Concept of Education in Lithuania was developed in 1992. It laid the foundation for the overall framework of the educational system in Lithuania, for required reforms and future development.

In 2002, the Seimas of the Republic of Lithuania adopted a resolution on the approval of the Long-term Development Strategy of the State and proposed establishing the system of strategic analysis and monitoring with the involvement of state and scientific institutions in it. Projecting the development of Lithuania as a future member of the European Union, the strategy places a special emphasis on education.

In 2003, the Seimas of the Republic of Lithuania adopted a resolution approving the key Provisions of the National Education Strategy 2003–2012. The provisions of that strategy compliment the Long-term Development Strategy of the State and describe the goals of developing the Lithuanian educational system and the means of achieving them. The National Education Strategy started a new stage in the educational reform of Lithuania

The same year, the Seimas passed a new version of the Law on Education that specifies the goals of education in the Republic of Lithuania, the basic principles of its educational system, the general foundations of the structure, activities and governing of the educational system of the Republic of Lithuania and the obligations of the state in the sphere of education.

The last version of the Law on Education adopted by the Seimas (Parliament of the Republic of Lithuania) on 4 July 2007 provides for the goals of education, which reflect the principal characteristics to be developed in a person aiming at becoming a true leader in the education community and the functions of the principal of the school.

With the aim to implement the education and science reform, the Action Programme of 9th December 2008 by the Seimas of the Republic of Lithuania defines the strategic policies in the field of education and raises objectives of the education system.

2. Context

The national context

Responsibilities with regard to the administration and organisation of the education system are assumed by the central government, regional or local education authorities and the administrative bodies of the establishments involved, depending on their institutional category.

The Ministry of Education and Science of the Republic of Lithuania (MoES) 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 programmes as well as teaching, training and study plans, national standards for attained education levels (except for higher education), standards for vocational training, guidelines for study areas in higher education, accreditation criteria applicable to curricula and the order of accreditation, etc. MoES is the founder of state-funded vocational schools and schools of general education that accept children from all over the country, and it is responsible for appointing principles for the post in the mentioned schools.

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.

The County Governor'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.

The structure of the county includes the County Educational Authorities at the Departments of Social Affairs and Education. The Governor of the County carries out the state policy on education in the county, approves the county strategic plan for education development and annual education programmes, analyses the general state of education in the county, supervises the activities of providers of education under the jurisdiction of the county; upon agreement with the Ministry of Education and Science, the Governor appoints heads of Educational Authorities, shapes the network of special educational establishments, sets up institutions providing assistance to pupils, teachers and schools, etc. The functions of the County Governor are defined by the Law on Education.

The Action Programme contains the commitment to implement the reform of counties and to lay foundations for the future administrative institution of Lithuanian regions to be launched as of 2011–2013. Once the regions are established and the functions of counties transferred to the municipalities, counties will be abolished. As a result the functions of local governments will be expanded by introducing the reform of counties.

The local (regional or municipal) context **Municipality level**

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. Municipalities usually play the role of the

founder of schools of general education (primary, basic, secondary, youth schools and gymnasiums) and are responsible for appointing principals for the post in the mentioned schools; however, non-governmental, confessional organisations as well as private individuals may also be the founders of such schools.

The municipality is comprised of the Town Council and Committees, including the Committee of Culture, Education, Sports and Youth. The municipality has various departments, including the Department of Culture and Education. The Local Educational Authority is an administrative structural unit of the local government, established and dissolved by the municipality council.

The Local Educational Authority deals with all issues related to the activities and work of general education schools, including youth and adult, music, fine arts and sports schools and also other educational institutions for extra-curricular activities, children and youth clubs within the jurisdiction of the municipality. It also deals with all issues related to their establishment, reorganization and closing down. The Local Educational Authority also supervises non-state educational institutions. The scope of authority of municipal institutions in the field of education is defined by the Law on Education and the Law on Local Self-Governance. At school level, the Law on Education stipulates the scope of authorities delegated to the founder of the school.

The founder of the school

- ensures that schools implement the state policy in education and also Government resolutions, orders of the Minister of Education and Science and other legal acts regulating school activities,
- takes decisions regarding submission of educational programmes,
- establishes the beginning and duration of the school year in institutions of non-formal education and non-public schools,
- sets up, reorganizes, closes and restructures schools,
- approves the school statute and its amendments,
- ensures the functioning of the school and its democratic management,

- approves the strategic plan for education development and annual educational programmes of schools (except for higher schools),
- approves the description of functions performed by school principals (except for higher schools) and the list of the school's pedagogical staff,
- appoints and dismisses the principal of the school,
- performs evaluation of principals in state and municipality maintained schools subject to the procedure established by the Ministry of Education and Science,
- organizes provision of information, psychological, socio-pedagogical, specialized pedagogical assistance and health care to pupils and also provision of information, in-service training, consultancy and other assistance to schools and the teaching staff,
- organizes in-service training for principals and teaching staff of schools (except for higher schools) and the process of their evaluation,
- supervises the school activities,
- arranges provision of meals and accommodation services for pupils and also transportation services for children with special needs, etc.

The Seimas, the Government, municipality councils or persons that have signed an agreement on setting up a school may delegate part of the school founder's functions to be performed by some other institution.

3. School Management concepts and practices

Conceptual framework

In the light of the challenges faced by society today, as well as taking into account that the knowledge society, the security of the people and a competitive economy are defined as priorities in the Long-Term Development Strategy of the State, the mission of education is set, while the Strategic Provisions outline the vision of implementing the above mission.

By joining their efforts, the State and society shall seek to achieve the following key aims of developing education in 2003–2012:

1. to develop an efficient and consistent education system which is based on the responsible management, targeted funding and rational use of resources;
2. to develop an accessible system of continuing education that guarantees life-long learning and social justice in education;
3. to ensure a quality of education which is in line with the needs of an individual living in an open civil society under market economy conditions, and the universal needs of society of the modern world.

Article 5 of the Law on Education of the Republic of Lithuania No I-1489 adopted on 25 June 1991 (as last amended on 4 July 2007 – No X-1266) institutes the above Aim 1 as a principle of the education system thus spotlighting the importance of successful management.

The National Education Strategy 2003–2012 includes measures for implementation of the key aims set in the document:

“To ensure efficiency and sustainability of the education development, the following shall be done:

- introduction of a responsible management system based on periodic status analysis of all levels of an education, education improvement-oriented management culture, information and participation of the society at large. For this purpose:
- functions, powers, obligations, responsibility and accountability of the state, municipalities and schools shall be redistributed and clearly defined, and the procedure of co-operation between the schools shall be described;
- management shall be decentralised and de-concentrated according to the principle of subsidiarity; [...]
- the independence of schools – learning communities – shall be reinforced, and transparency of their activity shall be ensured. Schools shall conclude contracts with pupils and/or their parents and undertake responsibility for the quality of education of each and every pupil; [...]
- strategic planning shall be introduced on all levels of education. The education information system shall be developed, capable of timely

provision of information that is necessary for education managers of different levels and social partners. [...] A contemporary self-evaluation and assessment culture shall be introduced at all levels of education;

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

The Law on Education of the Republic of Lithuania adopted on 25 June 1991 (as last amended on 4 July 2007) provides for powers and the appointment procedure of the school principal/headmaster.

The School Principal is in charge of general education school: primary, basic, secondary, gymnasium or youth school. School principals are appointed by the founders of state and municipality schools for the period of five years according to the qualification requirements for the candidates approved by the MoES and following an open competition procedure.

The School Principal is responsible for the implementation of educational objectives in the school, concentrates the efforts of the school community on the implementation of the educational policy objectives and school curricula, organises basic and secondary school leaving examinations, represents the school in different institutions, is responsible for the results of school activities, develops an annual estimate of the school's costs and income, prepares an annual account of school activities (Annual Report) and performs functions provided in the Regulations of the Lithuanian School of General Education.

Deputy Principal for Education organises implementation of the teaching plan, general curricula, prepares timetables of regular lessons and extra-curricular education, supervises the observation of documents regulating the school activities, observes the educational process and evaluates its performance, etc.

The Deputy Principal for Administration and Economy takes care of the school material resources, organises the work of support and site staff, etc.

The Action Programme of the Fifteenth Government of the Republic of Lithuania sets the objectives of the education system in the field of fostering independent schools.

With the aim to free the school heads and teachers from bureaucratic work, on the initiative and by Orders signed by the current Minister of Science and Education, a special work group has been already formed, which has developed proposals on how to reduce paperwork at schools. <http://www.smm.lt/pmm/index.htm>

The focus on teaching and learning of managers

It is apparent to all those involved in education at national, municipal and school level that the quality of management is critical to bringing about the changes required to implement the reform agenda.

In this context, the Centre for Educational Leadership at the University of Manchester was approached jointly by the British Council, Lithuania and the MoES to conduct a scoping exercise into education leadership development in Lithuania. The National leadership and school improvement scoping exercise executed in 2006 and delivered in the form of a report for the British Council, Vilnius, Lithuania, looked at the role of leadership development in delivering the Lithuanian reform agenda within the National Education Strategy 2003–2012.

During the exercise, it was revealed that the quality of leadership is a prerequisite for inducing the changes required to put through the reform agenda. The key issues that emerged from the analysis were incorporated into a development of the standard SWOT analysis adapted for this process: school leadership development in Lithuania. The report drew on that analysis, took these issues further and suggested some of the factors that should be incorporated in a national leadership development programme and the structural changes.

In summary, the challenges are around the leadership and management of change and how

to work with government, school staff and the community to achieve the changes needed. The agenda for change is set out in the “The National Education Strategy 2003–2012” with clear aims, objectives and success criteria. A command of the policy would enable school leaders to better understand their role and their role in systems leadership.

The Education Improvement Project (2002–2006) was an initiative that sought to implement key aspects of the reform agenda. Two of its four components are directly relevant to leadership development:

- improvements of teaching and learning at basic schools; and
- the creation of the system of education quality management.

Creating a system of education quality management has led to the development of the Education Management Information System (EMIS) and the School Improvement External Audit (SIEA) process. A number of issues were raised by the National Agency for School Improvement relevant to the development of school leadership. However, it is apparent that there is no common understanding of what leadership looks like across the system.

It is clear that schools and municipalities need a national school leadership framework that advises on recruitment and selection, structures, pay and conditions and leadership development focused on the task of delivering the national strategy.

There are a number of processes and practices that should be built on or developed as part of the process of introducing a National School Leadership Development Programme across Lithuania, the purpose of which is to provide leaders with the skills and capabilities, knowledge and understanding to implement the national strategy in their school to improve the quality of education.

<http://www.lyderiulaikas.smm.lt/llen/index.php/p-reparation.html>

Restructuring and re-culturing school organisations

The Law on Education of the Republic of Lithuania lays down provisions regarding the self-governance of a school. The self-governance of a

school is founded upon education goals, the education programs implemented in the school and the traditions existing in that school.

- **Self-governance bodies** of the school collectively discuss issues of school activity and funding and, within the scope of their competency as defined in the by-laws (statute) of the school, adopt decisions and influence decisions of the Principal; also they perform public supervision of the school's management. The variety and competency of self-governance bodies and the principles of their establishment are defined in the by-laws (statute) of the school.
- **The School Council** is the school's highest self-governance body, representing the students, the teachers, the parents (guardians, curators) and the local community. The School council accounts for its activity to the members of the school community who have elected the School council.
- **The Teachers' Council** is a standing school self-governance body dealing with teachers' professional and overall education issues (except in schools of higher education and non-formal education). It consists of the school administration, all the teachers working at that school, healthcare personnel, psychologists, social pedagogues, special pedagogues, librarians and other persons directly involved in the education process.
- **Other school self-governance bodies** (learners'/pupils', parents'/guardians'/curators') may also take on a function at school.

School self-governing institutions collegially discuss various issues concerning school activities and financing and, within the scope of their competence defined by the school regulations (statute), take decisions influencing the decision making process by the school head and also perform public supervision of the school management. Various types of school self-governing institutions, their competences and principles of formation are provided in the school regulations (statute).

Any member of the school community may participate in the management of education by joining any association, organisation or union composed of various groups (pupils, students,

teachers, parents, schools or leaders at different education management levels) sharing similar interests to perform different tasks and functions in the field of educational, cultural or scientific development, as defined by their members and stipulated in the regulations (statute) of such associations, organisations or unions.

Teachers' associations, societies and unions take part in forming the contents of the subjects taught and address matters relating to teachers' in-service training pursuant to the Law on Non-governmental Organisations and the Law on Associations.

Establishing and negotiating the direction of the school development

Schools can co-operate with legal and physical persons (educational, health, cultural, sports, juridical, protection of children's rights, research and study institutions, etc.) which influence their activities. Schools can co-operate with higher educational institutions (conclude co-operation agreements) and representatives of employers.

Various councils, associations and unions that participate in the solution of education-related problems include the Lithuanian Primary Education Association (LPUPA), a public organisation uniting teachers in primary education from both urban and rural areas of Lithuania, whose goal is to develop the ideas of the reform in primary education and disseminate non-traditional methods and forms of work; the Lithuanian Language and Literature Teachers' Union of the Republic of Lithuania, a public, professionally orientated non-political organisation addressing the problems of the Lithuanian language as a subject taught; the Lithuanian Association of Social Pedagogues, the Lithuanian Pupils' Association, the Lithuanian Pupils' Union, etc.

To promote the involvement of the county (municipality) communities into the process of developing the county (municipality) policy on education and foster its implementation, county (municipality) councils for education, vocational education, special education and other types of education are set up. Such county (municipality) councils are composed of representatives of pupils, teachers, parents, social partners, providers of education and/or their associations. The statute

of the county education council is approved by the county governor and that of the municipality education council by the municipality council. The county (municipality) council analyses how the general education policy is pursued, approves the strategic education plans, annual programmes for the development of education activities and concentrates the efforts of the community on implementing them.

Society can participate in the management of education by forming organisations, societies of common interests and various associations such as associations of pupils, students, teachers, parents, foster parents, schools, heads of schools, etc. Educational institutions can cooperate with other institutions in the country and abroad, with various associations, NGOs, international organisations, they can participate in national and international projects.

The European School Heads Association (ESHA) was founded in November 1988. In 1992 the school heads of Lithuania decided to follow the example of their European colleagues and established the Lithuanian School Heads Association (LSHA). The LSHA registered its articles of association and became a public voluntary organisation aiming at the improvement of managerial skills and competencies of the heads and deputy heads of schools of all types that are members of the Association. In 1994, the LSHA became member of the European School Heads Association (ESHA). <http://www.lmva.eu/>

System leadership and cooperation in networks

One of the examples of cooperation in networks, including also principals of schools, is the national project "Networks of Learning Schools" (2009–2013) that will contribute to the implementation of a number of programme and regulatory documents.

The following Project goals are set: to provide conditions for the schools that have joined the networks of learning schools (NLS) to enhance the ability of their communities to solve the problems that occur in relation to the changes in the education process; to improve the quality of teaching and learning; to help solve the problems faced when organising the process of education,

planning the content of education, dealing with the lack of motivation to learn, meeting the needs of students, etc. The key goal of the project “Networks of Learning Schools” is to provide conditions for the cooperating schools to enhance the ability of their communities to solve the problems that occur in relation to the changes in the education process and to improve the quality of teaching and learning; to help solve the problems faced when organising the process of education, planning the content of education, dealing with the lack of motivation to learn, meeting the needs of students, and others. Target groups include the following: teachers, administrative staff of the life-long learning system (school heads and their deputies, county and municipal education specialists, specialists from teacher training centres, staff of expert institutions), education support specialists, lecturers from the establishments of higher education. The project will be implemented in the following two stages: 2009–2012 and 2012–2013.

The main idea behind the Clubs of Quality Seeking Schools (Lith. acronym *KSM*) is the acknowledgement and implementation of self-assessment as a form of improvement of school activities. There are 11 such clubs in Lithuania. In 2009, the clubs formed an association called the Quality Seeking Schools Club. The aim of the association is to bring schools of general education, individual members, other legal entities as well as private individuals related to the operations of educational institutions together for the sake of quality assurance and improvement of formal education. In 2009, the portal emokykla was supplemented with a section on the Clubs of Quality Seeking Schools.
<http://portalas.emokykla.lt/ksm/default.aspx>

Examples of good practice / success stories

Project “Time for Leaders”

Educators in Lithuania are in the process of development of the national leadership promotion project “Time for Leaders” (hereinafter – the Project), which is aimed at encouraging the independence of schools is a constituent part of the School Improvement Program plus (hereinafter – the Program) and implements the goals of the Program. The Program was approved by a decree of the Minister of Education and

Science and is scheduled for the period 2008–2013.

The Project is divided into two stages: stage one – 2009–2011 and stage two – 2011–2013. The Project is financed with European Union Structural Funds and national co-funding allocated for the 2007–2013 Human Resource Development Action Program, Priority 2 “Lifelong learning” Objective 1: “To improve and strengthen the institutional system for lifelong learning” which involves decentralization of management, expansion of the autonomy and independence of educational institutions, enhancement of internal management and personnel motivation systems, strengthen managerial capacities, etc.

The main idea of the project is not just to train people, but to establish a safe risk environment for leaders to assume responsibility, use external help and become a support for others leaders. The main components of such incentive surroundings could be possibilities of studying leadership as well as leadership consultancy, virtual environment for leaders, publications, promotional career system, new models of school organizational structure, supportive supervision, etc.

The following key concepts are used for the purpose of the Project: leadership and leading mean an independent obligation to ensure the improvement of an organization. Leadership in education is a systematic community process, rather than an individual undertaking, which includes the following nine principles of activity:

- 1) working in large groups and involving the entire system,
- 2) involving all types of schools and different levels of the education system,
- 3) networking,
- 4) improving an individual and the system,
- 5) developing the attitude of permanent change,
- 6) training of system developers,
- 7) analysing and linking,
- 8) maintaining relationship between leadership, learning, and improvement, and
- 9) using energy for dissemination of leadership competence.

Leader means a community (a person bringing the community together) that is committed to and acts with the view of permanent improvement in order to exceed the standards set or achieved in an organisation. The positive leadership culture inside every single school and education system is seen as one of the main factors of lifelong learning success. Website: www.lyderiulaikas.smm.lt - English

School Structure Improvement Programme 2006–2009

One of the goals for the development of state education for the period 2003–2012 is to ensure the quality of education. In addition to other factors, the quality of education can also be ensured by an efficient school structure.

In order to create a basis for efficient school activities, the School Structure Improvement Programme 2006–2009 was started. 258 schools from 29 municipal areas sought to participate in the Programme.

Professional consultants were engaged to implement the Programme measures. They helped schools participating in the Programme to improve the internal structure of the school. New legislation as well as amendments and supplements to existing laws were drafted that would create premises for schools and school founders to enable them to implement new school structure management models. To ensure more efficient work of teachers and principals at schools, additional administrative positions were established. Internal school documentation and filing software was developed (or old software adapted) and tested. School representatives participating in the Programme had an opportunity to improve their managerial skills and PC literacy. Teams from schools that participated in the Programme are ready to liaise with representatives of those schools that did not participate in the Programme.

Experience of the Education Division of Utena District Municipal Government Administration

The Education Division of Utena District Municipal Government Administration implements the following programme: a workgroup of district employees in the field of education puts together a list of various topics that are relevant and important to the management of schools.

Subsequently, schools select a topic from the list that they will explore and present to their colleagues. Time for preparation is set. The topic must be substantiated theoretically. When preparing the presentations, schools search for best practice examples of their own, from Lithuania and from colleagues in other countries. Therefore, within two years schools will be able to speak on a topic relevant to all schools. Presentations are placed on the website of the municipal government. Such shared training is also organised separately for principals and deputy principals of education. This approach has multiple benefits – no training costs are involved, people are given autonomy, they are able to demonstrate their skills, and many good ideas are collected for schools to implement. This year the programme has been extended to the Education centre of Utena District which will prepare a universal programme for professional development of school principals.

Experience of the Education Division of Kaunas Municipal Administration

It organizes seminars for school principals on the following basis: – national or local priorities (for instance, “Implementation of the strategy for the development, implementation, assessment, and renewal of the general education curriculum”, “Preparation for work according to renewed curricula”, etc). Meetings are attended by representatives of the Ministry of Education and Science, the State Education Supervision Agency of Kaunas County Governor’s Administration, etc; – summarized results of school revisions (specialists of the Division conduct revisions. They encourage others to share their experience on what is considered to be good); – relevant areas of education.

Seminars and courses, according to national or local priorities, information on teachers’ and principals’ needs, etc. are organized by Kaunas Teacher Training Centre.

Experience of the Education Division of Rokiškis District Municipal Administration

Rokiškis Division of the Lithuanian School Heads Association is involved in solving various school-related issues: the association represents school heads in work groups that prepare proposals for school financing, staffing of schools, optimisation of the school network, etc; it discusses and makes

proposals for the improvement of legal acts; it keeps in contact with managers of other municipal institutions and exchanges delegations with them. Urgent issues are dealt with at the working meetings of school principals.

Experience of the Education Division of Klaipėda Municipal Administration

The methodological group of management of schools was established long ago to discuss various managerial issues, organize mutual relevant seminars, where lecturers are invited from universities or other institutions, or principals of schools become lecturers themselves to share good experience in solving various problems.

Experience of the Education Division of Panevėžys District Municipal Administration

Special seminars for school principals are organised in Panevėžys District. Some of the seminars are of a general informative nature and 3-4 of them are organised as theme seminars in schools.

Experience of the Education Division of Kelmė District Municipal Administration

For the last three years meetings of school principals and their deputies from Kelmė District are held regularly. Recently a seminar titled "Implementation of General Curricula in Schools. The First Steps" was held in one of the schools of Kelmė District. Topics for the said seminars are chosen by considering the acute problems, suggestions given by the specialists working at the Municipal Education Division, and the priorities voiced by school heads. Theory and practice, presentations by the specialists of the Municipal Education Division and school heads, and various ways to present the good practice became the inseparable components of the seminars.

In 2006, at the request of the Teacher Competence Centre of the Ministry of Education and Science "A Study on the Expression of Leadership of a School Principal" was carried out. Participants of the study were 53 primary schools, secondary schools, and gymnasiums and 10 counties of Lithuania. Respondents of the study were 935 teachers, 818 pupils of Grades 11–12, 503 parents of the pupils, 93 deputy principals of schools, and 53 school principals (total: 2.402

respondents). They provided answers to the questions of the questionnaire on the identification of leadership characteristics of principals. On the basis of the study results, specific characteristics of the expression of leadership of principals of general education schools in Lithuania were defined.
<http://www.lyderiulaikas.smm.lt/II/index.php/ne-projekto.html>

4. Recruiting and educating school leaders

Pursuant to the written consent given by the Ministry of Education, the Ministry of Education, county governors and municipal governments may establish, reorganise or close down any primary, basic or secondary schools of general education and appoint or remove their principals from office.

Appointment of school principals is regulated by Decree No. 1192 of 3 August 2001 of the Minister of Education that approves procedures for appointing principals of state and municipal education institutions (except for higher schools). This decree was supplemented in 2002 and 2003.
http://www.smm.lt/teisine_baze/docs/isakymai/01-08-03-1192.htm

The qualification training of school principals is regulated by Decree No. ISAK-556 of 29 March 2007 of the Minister of Education of the Republic of Lithuania that approves provisions for the qualification training of principals, deputy principals of education, heads of education organisation divisions, teachers, and pupil assistants of state and municipal schools. These provisions regulate the aims, objectives, means, types of qualification training of principals, deputy principals of education, heads of education organisation divisions, teachers, and pupil assistants of state and municipal schools as well as the organisation and financing of qualification training.
<http://www.smm.lt/prtm/mkt/index.htm>

Evaluation of school principals is regulated by Decree No. ISAK-1521 of 21 July 2005 of the Minister of Education of the Republic of Lithuania that approves provisions for the certification of

principals, deputy principals of education, and heads of education organisation divisions of state and municipal schools. These provisions were amended by Decree ISAK-95(1) of 16 January 2009. They regulate the aims and principles, content and assessment criteria for certification of school principals, activities of certification commissions and management experts, and the procedure for awarding the categories of management qualification and investigation of appeals.

http://www.smm.lt/teisine_baze/docs/isakymai/05-07-21-ISAK-1521.htm

The accreditation procedure for the qualification training programmes of school principals is regulated by Decree No. ISAK-2275 of 23 November 2007 of the Minister of Education that approves a Description of the Accreditation Procedure for the Qualification Training Programmes of School Principals; requirements for the programmes; requirements for education consultants (experts assessing the programmes) and their training; procedure for filing and investigating appeals; and funding of the accreditation programme.

[http://www.smm.lt/teisine_baze/docs/isakymai/2007-11-23-ISAK-2275\(1\).doc](http://www.smm.lt/teisine_baze/docs/isakymai/2007-11-23-ISAK-2275(1).doc)

In 2008, at the request of Panevėžys Regional Teacher Training Centre, the Lithuanian Association of Social Teachers carried out research on the "Application of Contemporary Managerial Functions in Organising School Activities". The aim of the research was to reveal the peculiarities of applying managerial functions in organising school activities. The subject of the research was application of managerial functions in school governance.

Recruitment and retention of leaders

The requirements for competences and professional skills of school principals are regulated by Decree No. ISAK-55 of 15 January 2007 of the Minister of Education, which approves the description of the competences of school principals. The aim of the description is to establish uniform criteria for the professional training of school principals.

The following competences for school principals should be highlighted: awareness of education policy, strategy development, preparation and

implementation of strategic plans, management of the education process, human resource management, and management of school assets and budget.

General competences, such as learning how to learn; communication competence; information management; and management of change are also regulated.

<http://www.mkc.lt/mkc-2/index.php?option=content&task=view&id=75&Itemid=116>

The Action Programme of the Fifteenth Government of the Republic of Lithuania raises the following objectives of the education system in the field of professional management:

The head of school will be selected for a time-limited period by means of a competition taking account of the results of management test and psychological eligibility test. In case the results of school activity are negative, there will be a possibility to depose the head of school prior to the fixed period. The school board will have the right to initiate such a procedure.

The Government of the Republic of Lithuania aims at strengthening the quality of schools' management (government of schools): the model for quality management system at school will be established, a new system for appointment of heads and evaluation that assesses necessary abilities more precisely will be prepared, heads of education institutions will be motivated to improve their skills in the fields of management and strategic planning, advanced methodologies of informal, informal alternative education. The quality of teacher's work will be evaluated according to the evaluation of schoolchildren' competence and motivation advancement, ratings by schoolchildren and colleagues as well as other criteria established by the school community. By means of a simplified system the current attestation of teachers and heads will be withdrawn.

Attractiveness of school leadership

Salaries of school principals are regulated by Resolution No. 511 of 8 July 1993 of the Government of the Republic of Lithuania which establishes that the work of employees of budgetary institutions and organisations is paid for by applying tariffs that serve as the basic

monthly salary approved by the Government of the Republic of Lithuania.
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=11249

The report on the national leadership and school improvement contains the conclusions that there is no formal leadership structure below directors and their deputies although there are a number of leadership roles but in a variety of forms. Often these are heads of methodological circles (pedagogical leaders) but there is no formal career path or financial incentive to encourage teachers to take on a middle leader role. This leaves a gap at middle leader level making sustainable whole school change very difficult. Also, since there are no formal intermediary leadership and management roles between the teacher and the head teacher, there are no opportunities to progressively develop leadership and management skills. There are no genuine consultants in Lithuania capable of developing the kind of leadership and management system and development programme that will enable school leaders to deliver the required changes. Therefore, the country needs to tap into international expertise. At another level, schools also need external consultancy to support them in implementing the change process. And finally, improvements in the quality of leadership will need to allow for management time and reward leaders for improving the quality of education and not for the amount of time they spend in the classroom.

National structures of pre-service, induction and in-service education of school leaders

Until 2009 the Teacher Professional Development Centre (TPDC) was a budgetary adult education institution, which was directly subordinated to MoES and which provided a specific service package: to ensure re-qualification of teachers, diverse professional development of teachers, educators, specialists, heads of the educational institutions and an effective functioning of certification mechanism. School principals were offered a list of various topics relevant for their activities at school, and they could choose any programme which was paid from the “pupil’s basket”.

Starting with 2009 TPDC as well as two other institutions affiliated with the Ministry were reorganized into the Education Development Centre. The Centre will not deal with in-service of school principals.

However, in-service training is also organised and delivered by various qualification training institutions (universities, education centres, institutes of continuing education, etc.), and teacher trainers who are entitled to deliver training programmes. Some universities offer a course in leadership, while the Institute of Educology of Kaunas University of Technology offers education management studies with an opportunity to attain a respective Master's degree.

Several national programmes have prepared or are developing in-service training programmes for school principal training on relevant topics, e.g. the Programme for School Improvement, 2002-2005, Programme for School Structure Improvement, 2006–2009, Programme for School Improvement, 2007–2013, which include the project “Time for Leaders”:
www.lyderiulaikas.smm.lt

The Division of Teacher Pre-Service and In-service Training at the MoES intends to:

- modernise teacher training and teaching and learning practices;
- introduce integrated and coherent processes for evaluating the efficiency and effectiveness of teacher development programmes;
- develop an integrated quality assurance system for assessing and developing the quality of teaching and teachers;
- develop an agreed set of standards for teacher training;
- create a clear and visible career path for teachers to improve morale and reduce the exodus of good people from the system; and
- use international expertise as part of the development process.

A paper on the modernisation of teacher training is about to be submitted to the Cabinet. It includes proposals for leadership and management development.

There are 57 regional education centres which provide a range of professional development activities for teachers. Many have been refurbished through structural funding. Vilnius is the largest and conducts training the trainers for other teacher centres. The dominant model is one of transmission through a cascading process. None of the courses offered by regional education centres are currently accredited at degree level although there are moves to change this. Nor are there distance learning or online elements in the current programmes. However, teachers can come out of school five days a year to train at an external centre and trainers go into schools to deliver whole school training.

<http://www.lyderiulaikas.smm.lt/l/en/index.php/p-reparation.html>

It is expected that the project "Time for Leaders" www.lyderiulaikas.smm.lt will create carrier possibilities for anybody who will join school and will have ambitions to become a leader in the future.

Coaching and other forms of support

The report on the national leadership and school improvement comes to a conclusion that no support structure is available for directing, instructing and training of school heads.

Nevertheless, the development of leadership teams increases the probability that new ways of working will be implemented effectively and will have maximum impact, provided that they are successfully incorporated in any development programme.

Consideration should also be given to the development of local consultants, school improvement officers who can support leaders and their teams implement change.

As a starting point the process of educating key staff about leadership development processes and practices, concepts of professional and organisation development, the qualities of effective facilitation of learning etc would inform the production of a well founded functional specification and illuminate the recruitment and selection of a cadre of skilled trainers and consultants.

<http://www.lyderiulaikas.smm.lt/l/en/index.php/p-reparation.html>

In 2007, Doc. Dr. Regina Kontautienė from the Department of Social Pedagogy, Faculty of Pedagogy of Klaipėda University, and her Assistant Julija Melnikova, who is doing her research work at Šiauliai University, conducted a study "Approaches to School Heads Professional Training: Connecting Theory to Practice". The results of the study were presented in the form of an article (published in 2008) summarising their findings and providing conclusions on relevant issues. The article is available at:
<http://su.lt/filemanager/download/6356/Kontautiene.pdf>

5. To sum up: challenges, areas of innovation and underlying evidence

Current tendencies in Lithuania's education system development are reflected in actions taken in response to the ultimate challenge: to develop a modern, knowledge-driven economy by means of implementation of three major objectives set in the current educational strategy:

1. to establish an effective and sound educational system based on responsible management, accurate financing and expedient use of resources
2. to develop a continuous socially well-balanced system of education providing life-long learning available to every member of society
3. to ensure the quality of education catering for the needs of a civic-minded individual living in conditions of an open society and market economy.

Challenges faced in the area of education are addressed by a number of projects developed and implemented in recent years and those underway or forthcoming: MTP (Programme for School Improvement, 2002-2005), MSTP (Programme for School Structure Improvement, 2006-2009), MTP plus (Programme for School Improvement plus, 2007-2013) with its components, "Time for Leaders" included, aim at implementation of the goals set within the framework of the Operational Programme "Human Resources Development 2007-2013" and the Operational Programme for Promotion of Cohesion 2007-2013.

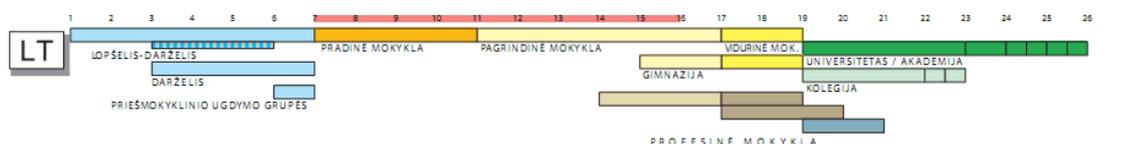
The programme component “Time for Leaders” has been developed to plan the employment of the EU Structural Funds and co-financing allocations for implementation of activities relating to management decentralization, autonomy enhancement of education establishments, improvement of internal management and personnel motivation systems as well as enhancement of managerial capacities etc. covered by Task 1 “To Improve and

Consolidate the Institutional System of Life-long Learning” under Priority 2 of the Operational Programme “Human Resources Development 2007–2013”. The aim is to build the support infrastructure for independent leaders, which would develop managerial competences of specialists, render consultancy services during the period of independent management and would open new possibilities for career building.

Appendix

The Lithuanian Education System

Organisation of the Education System in Lithuania 2008/09. Eurydice. National Education System Descriptions, p. 36



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

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