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Questions on resources and existing structures

What is meant by resources for arts education in your country for institutions?

Finances, equipment, people working in the field consistent with the professional qualification and education requirements

Which kind of existing structures, figures and data are available in your country?

In non-formal arts education: number of pupils, number of teachers, number of schools, in formal education: number of arts teachers (visual art, music, dance, drama), number of specialized schools (art gymnaziums, national art school), standards for attained education levels and programs for primary, basic education in visual arts, music, drama, dance, programme modules for gifted and talented in music education, optional matura exams on music, musicology, visual arts

Is there a systematic mapping out of arts education, does a structural tool exist? (Sorry I do not understand the question, maybe, **Conception of cultural education of children and young people, 2008**

Which institutions are providing data and research in term of arts education? **Information Technologies and Education Supply Center (according to the ministry request), universities**

Is available data on arts education used in the decision making process by politics?

Mostly the data collected spontaneously, but there is the need to make decisions, concerning 110 music schools in the country, in this context the ministry plans to perform a full audit of the system

How could a resource-based analysing tool look like in your context?

There are many things that need to be adjusted for the requirements of the times, the system. The present system covers only about 20 percent. child and youth arts education and cultural needs.

Who should be involved in the process to ensure sufficient implementation?

After extensive investigations, the audit could be based on facts, collected data and serve as a basis for positive changes, but policy makers dare not start because of the dissatisfaction of the teachers side and part of society .

How should the structure be designed with regards to existing evaluations and statistics?

Implementation of the Conception of cultural education of children and young people is correlative to the reform for funding system for schools. In order to change the education funding system „student basket“ (methodology and new principles of school funding) has been introduced. The funding system for state schools in Lithuania until the year 2000 appeared to be inefficient. The government decided to investigate the situation and carefully implement a new system. In 2000, Lithuania started preparations for changing its general education funding system. At that time all 60 municipalities were responsible for financing general education schools as they were the founders of those schools and, according to the Local Municipality Law, they were required to approve school budgets. School budgets comprised the cost of teacher's salaries, textbooks, training aids, the training of teachers in-service, building maintenance, electricity, heating and the technical personnel. Each years budget depended upon previous expenditure

and the goodwill of municipal politicians and staff. The school financing system was decentralized, allowing municipalities to spend their money as they wished. The government decided to change the education funding system as of 2002 in order to create the *student basket*. The *student basket* corresponds to the annual amount of resources to be spent for teaching one student, including teachers salaries, teaching materials, school management, pedagogical assistance, social help. The principles of funding define how all education budgets (school, municipality, and state) can be set up, how private schools being funded, and the respective responsibilities and duties of schools, municipalities and the state. Later these principles were included into the language of new Education Law (2003), National and State Budget Law (2002), The Local Municipality Law (2004) and other government acts. Every reference student is assigned equal funds – namely, a student basket of LTL 2550. To calculate the funds required for the education of a particular student, in a particular school, the student basket should be multiplied by the coefficient applicable to the reference student of the school in question. To calculate the funds to be allocated for the teaching process in a particular school, the number of reference students of that school should first be calculated (the standard student coefficients determined according to the type of school, the level of education, the location and other indicators should be multiplied by the actual number of students) and then multiplied by the student basket. Right now the Ministry prepares the financing model for cultural and arts education. It should be like „a pocket in a student’s basket“.

How should arts education resource be defined on an institutional level?

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How can we count arts education in schools?

Schools have various optional and compulsory programs.

How to measure arts education programs in other institutions like museums?

Nearly all museums work with educational programmes, but schools still have very limited opportunities to get in to museums , because they strongly follow curriculum and because of lack of finances for the transport to reach museums.

How can we be aware of double collection of resources by school programs out of school (like in a museum)?

Museums, Philharmonic Hall, some theatres permanently work with schools, but they do not have the programs translated into English.