MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile sheet **LITHUANIA**		Resources; other usable datas
Context – educational system	**Overview**	In the Republic of Lithuania, education is a priority supported by the State. Education policies development and implementation is the responsibility of the Ministry of Education and Science. The Ministry also defines the criteria for the allocation off financial resources. However, each of ten counties has a department of education to which certain ministerial duties are delegated. The main task of these county departments is organizing school inspection. Pre-schools and schools of general education are under local authorities. Children start compulsory education at the calendar year when they turn 7 years of age and end at the age of 16. Under the Constitution of the Republic of Lithuania, education is compulsory to all children up to the age of 16 (inclusively). Public sector primary and lower secondary schools are free of charge. Compulsory education curriculum is delivered by primary schools (*pradinė mokykla*), pro-gymnasiums (*progimnazija*), basic education schools (*pagrindinė mokykla*), secondary schools (*vidurinė mokykla*), gymnasiums (*gimnazija*) and vocational schools (*profesinė mokykla*).	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
	Primary and lower secondary education	The primary education programme is a compulsory four-year programme of schooling (covering grades 1–4) upon completion of which learners attain primary education. Primary schools work according to the General Teaching Plan for the Primary Education Curriculum 2011–2013 approved by the Minister of Education and Science (2011) and the General Curriculum Framework for Primary Education (2008). The General Curriculum Framework describes the content of primary education at the national level. In line with the General Curriculum Framework, individual schools and teachers develop the curriculum at the school and classroom level adapting it to the needs of individual classrooms and their pupils so that they should achieve the best possible results according to their abilities. The school teaching plan of primary education is developed in compliance with the applicable law by a working team set up by an order of the school principal. The school teachers, pupils and parents (foster parents or guardians) are involved in the development of the plan on the basis of cooperation The teaching plan is comprised of two parts: classes of curriculum subjects and hours for non-formal education. Curriculum subject classes are compulsory and non-formal education is elective. Curriculum subject programmes are usually drawn up for two-year educational concentres (grades 1–2 and 3–4, respectively). The compulsory primary curriculum subjects are divided into seven areas, including moral education (ethics or such religions as Catholicism, Orthodox (Eastern Orthodox), Evangelical Lutheran, Evangelical Reformist, Karaite and Judaism); languages (the Lithuanian native language, other native languages, Lithuanian official state language and the first foreign language); mathematics, social and natural sciences (perception and understanding of the world); art education (art and technologies, music, choreography and the theatre); physical education; education for the deaf and hard of hearing (the Lithuanian sign language, Lithuanian language, mathematics and perception and understanding of the world). The content of all curriculum subjects and the learning outcomes of pupils are related to the general competences (such as learning to learn, communication, cognitive, social or personal competences, a sense of initiative and entrepreneurship) and key subject-related competences. Those competences are identified in compliance with the European Framework for Key Competences and with regard to the needs of the country. Basic education in Lithuania is attributed to ISCED level 2. It is the second stage of formal education implemented according to six-year basic education curricula. The first part of the basic education curriculum covers a four-year basic education phase and the second part a two-year basic education phase. The purpose of basic education is to provide an individual with the basics of moral, sociocultural and civic maturity as well as general and technological literacy, cultivate national consciousness, foster an intent and ability to make decisions and choices and continue learning. At the national level, the basic education curriculum content is based on the General Curriculum Framework for Basic Education (2008) approved by the Minister of Education and Science. It is used by both the school and the teacher to shape the curriculum in school and in the classroom. Within the Framework, the curriculum subjects are divided into the following areas of learning: • Moral education (religion or ethics); • Languages (Lithuanian as native language, other native languages, Lithuanian sign language, Lithuanian state language, Lithuanian for the deaf and hard of hearing, first foreign language, second foreign language, foreign language (English) for the deaf and hard of hearing); • Mathematics; • Natural sciences; • Social sciences (history, geography, citizenship, economics and entrepreneurship, psychology); • The arts (art, music, dancing, theatre, contemporary arts); • Information and communication technology (ICT); • Technologies; • Physical education.	
	Upper secondary education	The two-year secondary curriculum is implemented by gymnasiums, secondary, vocational and other (e.g. The International Baccalaureate) schools for persons aged from 17 years to 19 years. The said curricula consist of compulsory and elective subjects of general education and available modules of vocational training programmes. The purpose 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. Upper secondary education in grades 11–12 (gymnasium grades III–IV) is organised according to the Detailed Description of the Secondary Education Curriculum (2006). Pupils choose one of the aspects of moral education, i.e. religion or ethics. In secondary schools, pupils continue learning the languages taken up when following the basic education curriculum. In order to ensure the continuity of studies, **the school may recommend that pupils who followed the integrated artistic education curriculum in grades 9–10 (gymnasium grades I–II) choose photography**, **graphic design**, **film and visual arts** and computer music technology programmes. Pupils can also choose other programmes of artistic education (art, music, dance, drama).	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	The national curricula are open to media literacy and are mainly related to ICT integration in other subjects and cross-curricular learning. However, there is almost nothing concretely prescribed on the use of technology in learning of any other subject.	Media literacy in Lithuania Education (unauthorised manuscript)
	resources		Lilija Duoblienė: Media Literacy Education: Global Tendencies and Search of Lithuanian Path http://www.cpe.vgtu.lt/index.php/cpe/article/view/coactivity.2010.10
	Media literacy in education from a historical wiew	The first steps on the field has done already: to integrate media literacy education into the curriculum and organize teacher trainings. In 2006. mainstream schools participated "training of public communication processes and human rights program". The main objectives of the program - to develop students' critical thinking and the ability to evaluate and use information, promoting their awareness, civic, cultural maturity and social skills. Table of Contents provided to familiarize students with the development of the media, freedom of expression and responsibility principles, grounds of promoting students to critically evaluate advertising, entertainment business and its expression in motion pictures, radio and television broadcasts on the Internet, with other Internet for information and criticism, to prepare most students use the mentioned communication personalizing. As the result of this program courses emerged, integrated into different subjects: ethics, citizenship, literature and history, as well as after-school programmes and activities. The bests had the chanche to get completed and published by PPRC (Teacher Professional Development Centre) website. Media literacy in Lithuania has a photo program. This is a general arts education program alternatives and the concept is clearly about art literacy. Partially media literacy through a variety of integrated lessons from other subjects, such as ethics VII in the classroom, enabling senior teaching ethics classes, as prepared by integrative ethics and Film Program 11-12 (draft).	
	Media literacy in the curriculum – recent wiew	The use of media literacy in the primary school (grades 1-4) is in progress according to the new curriculum. The large scale project has been aimed at development of ICT implementation in primary and special needs education. The curriculum advises integration of ICT skill development into the overall learning process. It recommends using educational software and educational games in the primary grades. Various ICT-based extracurricular activities, where students can participate on the basis of their own interests, may also be offered. Lower secondary education. The introduction of media literacy is related to IT and Communication channels usage and is focused on practical applications and hands-on activities. The education programme of lower secondary schools, starting with the fifth grade, includes a separate course on Media literacy is only related to informatics	

teaching, a part of which is starting to be integrated with other subjects (mats, arts, foreign languages, etc.). Informatics concepts are expressed in introductory course of Informatics in 5-6 grades (approximately 17 hours). Optional IT and Communication course is offered for 9-10 grades of Lithuanian comprehensive schools.

Upper secondary education: the course on IT and Media in grades 9-10 aims to summarize and systematize students' knowledge as well as their purposeful usage of their skills, drawing attention to the right application of the technologies and their legitimacy. For those who wish to grasp fluency in programming principles, a 34 hours optional module on algorithms is offered, or to grasp the journalism knowledge, journalism writing skills module is offered.

Moreover, a pilot Media Literacy module is being implemented for Lithuanian secondary schools. Its purpose is to develop students' critical thinking skills and apply them to mass culture. Initiative for the program came from the Ministry of Education, which is bearing the costs of development and involves the Center for Educational Development and the Center for Teacher Professional Development. It also involves journalists, advertising executives, teachers and other professionals. Four modules comprise the program: the news media, advertising, the Internet and the entertainment industry. Each module consists of nine lesson plans for the 9-10-11 grades.

1. News media: what is news; news as reality or construction; decision-making processes in gathering, preparing and presenting news; journalism and the search for truth; models of journalism; the news business; public journalism; news audience vs news consumers; who owns the news media; how to read a newspaper; deconstruction methods.

2. Advertising: Ubiquitous advertising; products of advertising; common criticism of advertising; consumerism and the free market; supply and demand; needs and wants; John Kenneth Galbraith vs. David M. Potter; advertising and children, hyperbole, myths and reality of subliminal advertising; advertising for social causes.

3. The Internet: Internet tools; the Internet as a source of information; how to determine reliability; the problem of wikipedia; the cut-and-paste syndrome; the Internet and social interaction; chat rooms and their dangers; the Internet as personal expression; virtual reality; the Internet as a tool for school, community and government.

4. The entertainment industry: difference between industry and art; Hollywood, Bollywood and consumers; movies and reality; the tactics of "scary"; computer generation and making movies; TV reality shows; MTV and other players in the music television industry; the Internet as entertainment; the gaming industry; problems of time management.

Almost all school time is assigned for learning compulsory subjects in grades 1 to 8. Some differentiation can be provided at grades 9 and 10, whereas about one third of lessons can be distributed in accordance with the school targets and students' needs in grades 11 and 12. On-going educational reform shifts curricular content and teaching methods towards interdisciplinary and multidisciplinary learning, development of high-level skills (e.g., problem solving, cognition, communication). New national General Curriculum Framework and Educational Standards are oriented towards development of skills and define the goals of education in this context. The main Lithuanian initiative to develop user-generated content is the joint CITE/ Microsoft Corporation project "Virtual Classroom Tour".

	Comments, annexes	Lilija Duoblienė: Media Literacy Education: Global Tendencies and Search of Lithuanian Path http://www.cpe.vgtu.lt/index.php/cpe/article/view/coactivity.2010.10	
Ad Teacher profession development	-		
Specialized network for media educators	–		