In Lithuania, provisions concerning cultural and artistic education are integrated into the various educational programs and instruments in the understanding that it is an important part of raising a full-fledged individual, which often determines a person’s creativity, communication skills, and skills for developing competences possessed, and applying the acquired knowledge and experience in new life situations.

Taking into account the new challenges facing our society, the field of cultural and artistic education demands even more attention based on the results of analysis of contemporary cultural, technological and political trends, develop cultural and artistic education drawing upon the experience of other countries (multicultural aspects, creative industries, attention to practical creative activities in studios, offices, laboratories, etc., introduction of new technologies and provision of instruments and equipment required for this purpose; comprehensive integration of artistic subjects into the teaching of other subjects and the cultural life of the school, e.g. social drama and cultural heritage protection projects).

Global co-operation challenges form the need to participate in the processes of the world culture increase competitiveness inevitably: success will accompany those countries which rely upon high-end technologies and creative people with good cultural education.

The current rapidly changing economic and cultural situation has impact on the social and cultural exclusion of children and young people. Diverse cultural experience permeating our society also influences the development of traditional culture. In order to ensure the cohesion of cultural interaction in education, it is crucial to examine the ongoing changes and improve the management.

The implementation of the Conception of Cultural Education of Children and Young People is also associated with several governmental programs of formal and nonformal education. Conception is synergetic with Children and Youth Cultural Education Programme approved by the Government. All together create favourable conditions for active participation of state and municipal cultural and educational institutions, NGO’s and creators of culture and
arts in the cultural and artistic education. This model of co-operation in cultural and artistic education is possible on different levels and in different areas of the cultural life of the country. During the past century, cultural and artistic education in the Lithuanian education system was given comparatively much attention during the years of independence and much less during the periods of occupation. In 1918–1940, cultural and artistic education in Lithuania was developed by various organisations of pupils and young people and cultural projects were implemented at the public’s initiative. As far as nonformal education is concerned, cultural and artistic education is developed in art schools, cultural institutions, centres, clubs and informal education activities. The current conditions of cultural and artistic education have also been expanded by new forms of nonformal education, activities of NGOs, broader opportunities for cultural relations, etc. A significant influence on the dissemination of cultural and artistic education is made by traditional cultural and artistic projects involving most of the young people in the general education system. Those include pupils’ song festivals, the contest “Dainų dainelė”, children’s and youth’s theatre festivals, various art competitions for pupils. The year 2007 was declared to be the Year of Children’s Culture in Lithuania. The artistic culture of children and young people is developed in formal and nonformal education, and in local communities. This process is organised by schools, other educational and cultural institutions, a variety of associations and by employees in the cultural and arts sector.

The artistic culture of children and young people consists of:

- Artistic culture created by adults for children: artistic creation—works of art, drama, literature, music, media, cinema and other works; creative works introduced through television, mass media, computer environment and advertising; cultural environment created by adults—public institutions, churches, playgrounds and sports fields, various public spaces such as parks, green areas, etc.; products for children such as toys and clothes;

- Artistic culture created by adults together with children: special leisure activities, sports and arts festivals, creative workshops, various cultural projects;

- Various forms of artistic culture created by children: artistic culture created by children—arts, literature, music; game culture—traditional and authentic, telling fairy-tales, counting-out rhymes, songs, riddles, rhythmic sounds; communication culture of children: expression, mimicry, etc.

Interaction of cultural and artistic education and integration of subjects
Schools that give more attention to cultural and artistic education, and intensive creative and practical activities of pupils, are notable for higher learning motivation, improvement of psychological learning environment and strengthening of community relationships. Pupils have a much better grasp of various subjects, the process of learning itself becomes more attractive, and additional points of connection between real life and cultural environment are discovered.

Cultural and artistic education is not only implemented in the course of learning during the lessons of artistic education but is also integrated into other subjects on various levels:

by bringing to attention the cultural aspects of every subject and their interaction;

by integrating the contents of various subjects in the process of learning;

by implementing projects.

Cultural attitudes and competences are developed in the process of general education:

by teaching artistic subjects;

in the course of teaching all the other subjects;

by integrating the contents of various subjects;

in the course of project education;

by organising out-of-school activities;

by organising the cultural life of the school's community;

by organising educational activities.

Cultural and artistic education forms a positive approach towards the learning process, creates additional long-term learning motivation and encourages lifelong learning.

Cultural and artistic education also takes place in the educational process indirectly:

by teaching in a professionally equipped environment specifically intended for this purpose;

by forming a creative, culturally-oriented community;

by promoting the creativity and curiosity of pupils, encouraging the expansion of their horizons.
Cultural and artistic education takes place both after lessons, and in social and cultural activities of pupils:

During out-of-school activities, various subjects are integrated traditionally and on a broader scale, account is taken of the pupil’s additional cultural interests and abilities. This promotes learning motivation and provides additional skills and knowledge;

Social and cultural activities of pupils at school integrate cultural and artistic expression naturally. The goal of creating better conditions for these activities at schools should be pursued;

Creators of art participate in the process of nonformal education during out-of-school activities.

Cultural and artistic education in nonformal education:

In nonformal education, schools and studios, and other means of providing cultural and artistic education are particularly important: the pupils’ parents wish to give extra education to their children in these areas at their own initiative.

The sectors of formal and nonformal education work together—this is implemented by drawing upon the experience and teaching materials of informal educators and hosting joint artistic events.

Cultural and artistic education is implemented by organising summer recreational activities and cultural-educational tourism for pupils. All opportunities are used to familiarise pupils with the cultural heritage of the country; creative camps, plain-air workshops, educational trips and other activities are organised both for pupils and their teachers.

Co-operation in cultural education

Young people are culturally educated and their attitudes are shaped not only by formal, nonformal and informal education but also by public life, traditions, environment and the processes of cultural interaction in the world. Cultural education and formation of cultural attitudes takes place in all areas of cultural expression in the society and the country. Family, school as a cultural community, professional artists or their teams, public organisations,
religious communities, political organisations and other actors all contribute to these processes.

Co-operation in cultural and artistic education is possible on different levels and in different areas of the cultural life of the country. Carrying out of joint educational projects with cultural institutions and professional arts groups should be encouraged.

**Areas for co-operation:**

**Mass media:**
- Periodical press;
- Radio and television;
- Advertising.

**Public cultural life:**
- Activities of religious communities;
- Cultural events organised by public organisations;
- Public space, public places (squares, parks, green areas, sculptural objects, etc.);
- Cultural and educational tourism in Lithuania;
- Book publishing.

**Family life:**
- Traditions and skills of an education-oriented family;
- Cultural attitudes and motivation;
- Living environment, daily life.

**International cultural interaction:**
- International cultural organisations and foundations;
- Cultural exchange;
- Purposefully disseminated experience of other countries;
- Cultural and educational tourism in foreign countries.

The current rapidly changing economic and cultural situation has impact on the social and cultural exclusion of children and young people. Diverse cultural experience permeating our society also influences the development of traditional culture. In order to ensure the cohesion of cultural interaction in education, it is crucial to examine the ongoing changes and improve the management.
It is likely that upon the implementation of the Conception, the development of cultural and artistic education under the new conditions will have a positive impact on:

Current pressing educational issues such as learning motivation, attendance, participation of family and community in the educational process;

will help solve the problems of social cohesion, and have a positive impact on civic and national education;

will have an impact on the personal life of pupils and help solve the problems arising in the family;

will help pupils understand the diverse contemporary culture and form their personal values;

strengthen the community of the school, promote creative innovation in teaching, application of creative methods in education, raise the prestige of learning and teaching in the society, and encourage the constant renewal of educational processes at school;

A system of cultural education for children and young people will be created by state and municipal cultural and educational institutions, and will encompass the regions and rural areas of Lithuania;

Favourable conditions will be created for the active participation of state and municipal cultural and educational institutions, NGOs, and creators of culture and art in the cultural and artistic education of children and young people;

A map of good practice in cultural and artistic education (Road Map of Arts Education in Lithuania) will be prepared and the dissemination of that practice will be carried out;

The cultural and artistic activities of children and young people will improve, especially in the regions and rural areas as a result of strengthening the co-operation between the areas of formal and informal education and cultural institutions, and drawing upon the experience and teaching materials of informal educators and cultural workers.

The implementation of the Conception is associated with the programmes of formal and informal education, sustainable development, citizenship and lifelong learning.
The stages of implementation of the Conception are projected as follows:

Preparation of a long-term plan of measures for the implementation of the conception of cultural education of children and young people, which would provide for:

Conducting the dissemination of the Conception in order to promote a wide-scale discourse on the issues of cultural and artistic education on different levels of education;

Initiation of advanced training programmes for teachers necessary for the implementation of the purpose provided for in the Conception;

Pursuing to create a mechanism for the competences acquired in the course of informal education to be recognised;

Pursuing to enable the artists who have knowledge of artistic subjects and creative work experience to become educators after finishing the course of pedagogical and psychological knowledge;

Providing the conditions for and pursuing to enable private businesses and foundations to support cultural and artistic education in formal and informal education, and to find additional sources of support.

Implementation of the Conception 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.

References

Concept of cultural education of children and young people. Approved by the Minister of Education and Science of the Republic of Lithuania, 2008
