

Lessons learned for monitoring indicators during 2007-2013 period: the case of Higher Education in Lithuania

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What is it? Why don't you know?





Context – EU Higher Education policy initiatives

- Resolution of the Council (2005) dedicated to
 - a) improvement issues of **governance** of Higher Education Systems and Institutions;
 - b) **Cooperation** with society and **business** world.

- Communication from the Commission (2006) dedicated to
 - a) Higher Education governance issues: **autonomy** and **accountability**, **funding**, **partnerships** with business,
 - b) **Interdisciplinary** and **Transdisciplinarity**, sharing of knowledge, reward excellence.



EU indicators and benchmarks for Higher Education sector (2007)

- INDICATORS

- Private and public investment to a modernised higher education sector
- Investment in R&D
- HE graduates
- Cross – national mobility of students in HE
- Participation of adults in Life Long Learning

- BENCHMARKS

- At least 2% of GDP investment (public and private) to a modernised higher education sector by 2015
- an increase of 15% in the number of graduates of maths, science and technology by 2010

Structural funds in Lithuania: operational programme of European Social Fund for 2007- 2013

- Human Resources Development Operational Programme
- HRD Operational Programme priorities in which actions are dedicated to Higher Education:
 - 2 priority „Life Long Learning“
 - 3 priority „Strengthening of Researchers’ Skills”
 - 4 priority „Strengthening of Administrative skills and Efficiency of Public Administration“



Structural funds for Lithuanian Higher Education in 2007-2013

There were 4 national programmes dedicated to Higher Education during 2007 -2013 period.

1. **National Education Programme**
2. Researchers Career Programme
3. Joint National Integration Programme
4. Gross National Research and Science and Business Cooperation Programme

Identified needs, problems, issues in national education programme

- 37.2% employers reported that graduates **lack of individual work skills**.
- About 20 % of graduates **work in other area** than their specialty field.
- Student ration to and from Lithuania in 2006: one incoming student had four outgoing students.
- Participation of adults in LLL: according to **EUROSTAT** 6.3% of the Lithuanian population aged 25-64 during the last 4 weeks of the time involved in education and training activities (EU-25 average - 10.8%).
- Lack of attention from HEI leaders to **teaching competence** of lecturers.
- **Quality** is not a cultural value.



National Education Programme

■ MAIN TARGETS

1. **Quality** improvement of higher education
2. Increasing the degree of **internationalisation** of higher education and **availability**
3. Improving **efficiency** of higher education system

Allocated amount 764.04 million LTL (221.28 million EUR)

National Education Programme

1st target Quality	2nd target Internationalisation and Availability	3rd target HES efficiency
1.1. To improve the curriculum	2.1. To promote the internationalization of higher education	3.1. To optimize the network of universities
1.2. To increase teachers' pedagogical competence	2.2. To install innovative study organization forms	3.2. To improve internal management systems of HE schools
1.3 To improve infrastructure of HE schools		3.3. To improve evaluation and monitoring of higher education performance
1.4. To install internal quality assurance systems		3.4. To improve the students' practical skills and entrepreneurship

NEP 1st target - quality improvement of higher education

Outputs (2007/2011)	Results (2007/2011)
Teachers who are enrolled in non-formal education programs – 1218/3320	Teachers who have received non-formal education programs certificates (%) – 95/90
Students who are enrolled in formal higher education programs* – 320/1571	Students who have successfully graduated from higher education programs and has gained state certified qualification(%) – 95/80
Lifelong learning system administrators who are enrolled in non-formal education programs – 750/30	Lifelong learning system administrators who have received non-formal education program certificates (%) – 95/90
	High schools that implement quality management systems - 40 (75 %)

NEP 2nd target - Increasing the degree of internationalisation of higher education and availability



Outputs (2007/2011)	Results (2007/2011)
Teachers who are enrolled in non-formal education programs – 1038/200	Teachers who have received non-formal education programs certificates (%) – 95/90
Pupils, students, teachers, professors, who have received non-formal education programs certificates – 320/1571	Pupils, students, teachers, professors, who have received non-formal education programs certificates (%) – 95/90
Lifelong learning system administrators who are enrolled in non-formal education programs – 240/350	Lifelong learning system administrators who have received non-formal education program certificates (%) – 95/90

Planned NEP impact effect

Indicator (measurement unit)	Initial State	In 2016
Percentage of employers reported about positive student's individual work skills	62.8 %	75.0 %
Percentage of graduates employed in their speciality field	80.0 %	87.0 %



Changes in National Education Programme

- There were two major changes of the Programme in 2009 and 2011.
- The actions of NEP objectives and monitoring indicators were changed.

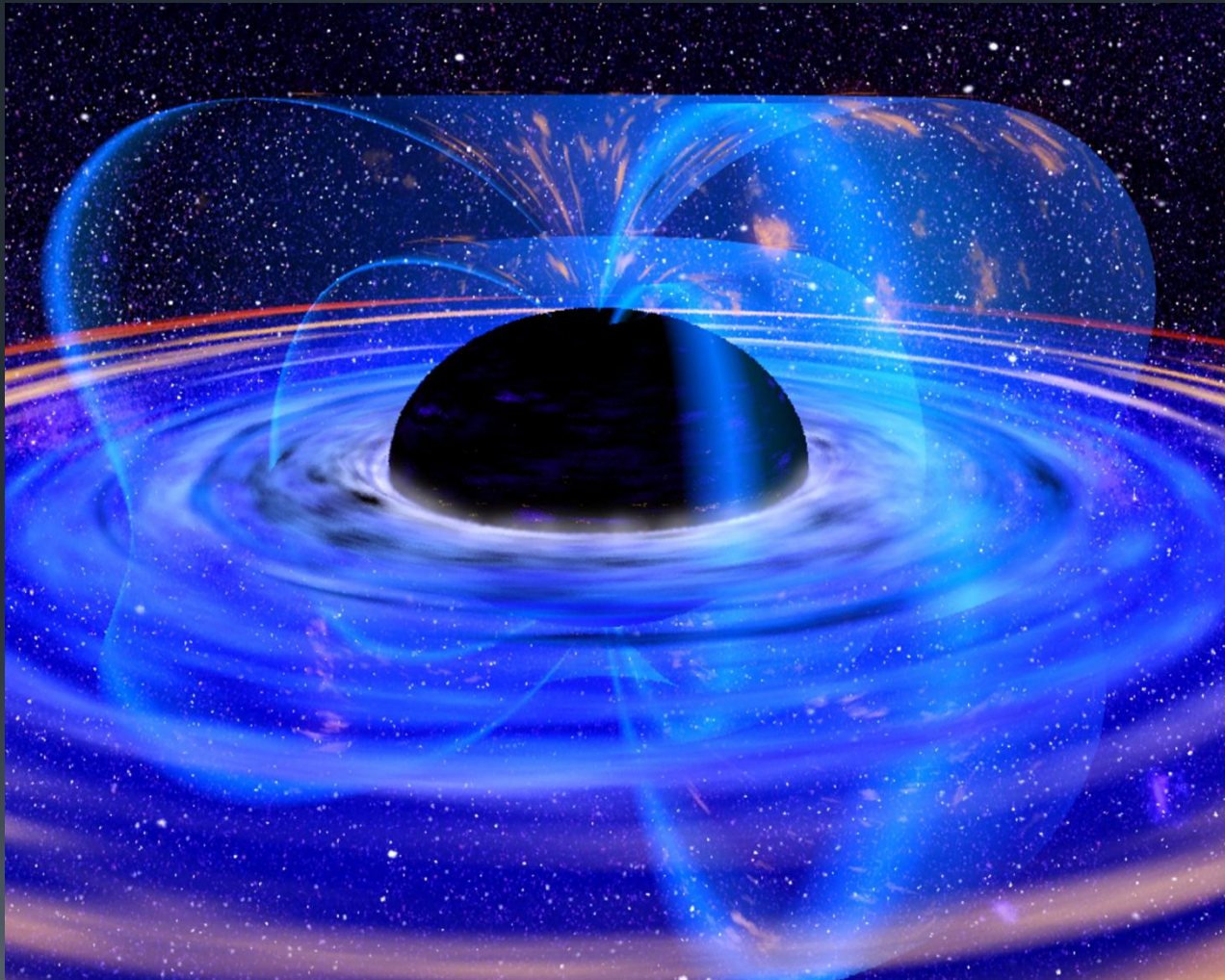
Leasons

- At the beginning there were no specific indicators to monitor, just direct outputs on HRD OP level. Additional outputs and results appeared at the level of National Programme level after reviewing it. Monitoring could be done only on project level outputs.
- Operational Programme outputs indicators did not reflect National Programme Actions due to specific nature at the beginning of implementation.
- Missed baseline and not very clear intervention logic – ex ante?
- Relevance of the outputs in the past and present.

Higher Education for whom and why? Tailor made



or...





Thank you

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