

Problems in managing the implementation of education policy in Lithuania: The role of small municipalities

Problemas en la gestión de la aplicación de la política de educación en Lituania: El papel de los pequeños municipios

SMALSKYS, Vainius 1; STASIUKYNAS, Andrius 2; GAVKALOVA, Nataliia L. 3 & LASEVIČIŪTĖ, Ugnė 4

Received: 05/04/2019 • Approved: 24/06/2019 • Published 29/07/2019

Contents

1. Introduction

2. Methodology

3. Results

4. Conclusions

Bibliographic references

ABSTRACT:

This article examines the competencies of local authorities and how they are being applied in education arena, with reference to prevailing laws and the planning documents that a local authority must adhere to. The paper explores the major problems they confront while managing education in their jurisdictions. The article concludes that input from parents and the wider public is needed if the New Public Management principles are to be successfully implemented.

Keywords: local authorities, local self - government, education, public

RESUMEN:

Este artículo examina las competencias de las autoridades locales y cómo se aplican en el ámbito de la educación, con referencia a las leyes vigentes y los documentos de planificación que una autoridad local debe cumplir. El documento explora los principales problemas que enfrentan al administrar la educación en sus jurisdicciones. El artículo concluye que se necesita la participación de los padres y del público en general para que los principios de la Nueva Gestión Pública se implementen con éxito.

Palabras clave: Autoridades locales; Autogobierno local; Educación; Administración Pública

1. Introduction

According to the European Charter of Local Self-Government, local authorities have a wide ranging legal responsibility for the regulation and management of certain public matters that fall within their jurisdiction, and which are in the public interest (European Charter of Local Self-Government, 1985). The dynamic of changed social and/or political conditions affects every level of government and its ability to manage its responsibilities (Parado, 2005). In the case of Lithuania, interaction frequently takes the form of the delegation by the central

authorities of certain responsibilities to local government (Lopez, 2007). This practice is shared by many other European countries, including Latvia, Spain, Slovak Republic, etc. With 60 separate municipalities across Lithuania, the central government delegates matters that affect the everyday lives of people at local community level, including: budget, pre-school, primary and secondary education, civil protection, culture, environment, sanitation, housing, transport, labour market and promotion of entrepreneurship, primary health care and others. At the city level in Lithuania, local authorities are responsible for almost all of the educational institutions such as libraries, music schools, youth centers, and school equipment. Schools as educational institutions, however, are a different matter, with the state continuing to implement national policy at local level through its own administrative machinery. The impact is both widespread and costly in terms of the harmonious and efficient working of two distinct levels of government. Integrating the work of the respective parties is financially costly and has to be accommodated alongside other threats with which other areas of local government must contend" (Weis, 2009).

Currently in Lithuania, decision-making and various functions of the state are transferred into the hands of the local authorities. Thus, municipalities in Lithuania are legally empowered to make their own decisions on a wide range of public policy matters and their implementation without intervention from the national government. Such decentralization involves the transfer of political, administrative and fiscal authority from the central government to the local governments and authorities (Klemm, 2008). In 2002, the Organization for Economic Co-operation and Development (OECD) recommended further decentralization of education system that would grant municipalities and educational institutions more power to make their own decisions.

Decentralization processes, however, are complex, and in most cases require a paradigm shift in public management. Decentralization is a strategy, i.e. a means of enhancing the quality and relevance of education and improving its administration (UNESCO, 2005). Whilst decentralization of Lithuania's education system might appear sufficiently advanced, the reality is that local authorities fail to make decisions that produce quality outcomes in education. The nation's educational philosophy is informed by the widely-held belief in free education, and its approach remains pedocentric or child-oriented. Yet, the move towards decentralization of education is inherently expensive (Lietuvos Respublikos Švietimo ir mokslo ministerija, 2011). Local authorities in educational management are regarded as administrators responsible for the provision of, say, school equipment and buildings, but not the quality of the education that pupils receive. Herein, lies an apparent contradiction; investing the local authority with greater powers to decide on matters of educational management does not necessarily mean an end to serious planning errors and poor practices at the local level. Clearly, to mitigate this scenario, planning, organization, coordination, control, financing and public involvement are highly desirable. Although local authorities in Lithuania are able to make decisions without permission from central government. In many other European countries the pattern of decentralisation continues to have enormous influence. For example, in Spain the devolution process has benefited the regional level, whereas in France the local level has been the main beneficiary. In Germany, the role of NGOs in delivering certain types of services and the role of municipalities in public utilities is greater than in other countries (Parado, 2005).

Demographic changes and the challenge of globalization demands a rapid and logical response to how education is managed, as well as the role of local authorities in the process. Abel (2008) posed the questions: "how can we ensure the balanced provision of schooling in all parts of the country? How should discrepancies between 'poor' and 'rich' communities be balanced? How to prevent educational standards from diverging between local authorities?" (Abel, 2008) The aforementioned questions confirm the topicality of this research, but also serve to remind us that processes underpinning the implementation of education policy deserve far more attention. Thorough planning, organizing, coordination, control and public involvement help to ensure the balanced provision of schooling and the implementation of education, although these factors should not be taken in the formal manner.

1.1. Aims

The aim of the article is to compare two neighboring local authorities in how they deal with educational management, and to examine the competences of local authorities and their implementation in the field of education with reference to legal aspects and official planning documents that each local authorities must prepare. The paper analyzes how educational competence (pre-school, primary and secondary education) is carried out by two small Lithuanian local authorities: Druskininkai Town and Lazdijai District, and the major problems they confront while managing the education process in their territories.

2. Methodology

For the research data collection the following methods of data analysis were used:

Document analysis. Selected data sources: European Union legislation; scientific books and journals; press releases; operational and strategic documents, etc. Document analysis is focused on the municipal strategic and planning documents and their reports, the education section of the annual and monthly action plans that reflect municipal planning in education: objectives and results to be achieved.

Structured interview. Nine experts were interviewed. Four from each municipal administrations and one from the Lithuanian Association of Local Authorities. The experts were selected on the basis of their experience and position in educational administration.

Qualitative content analysis. The analytical material consists of the text obtained by using various data collection methods (legislative analysis, interviews, document analysis, etc.).

The method of literature analysis is applicable to the analysis of the education sector legislation (laws, regulations), which are defined by the municipal area of education.

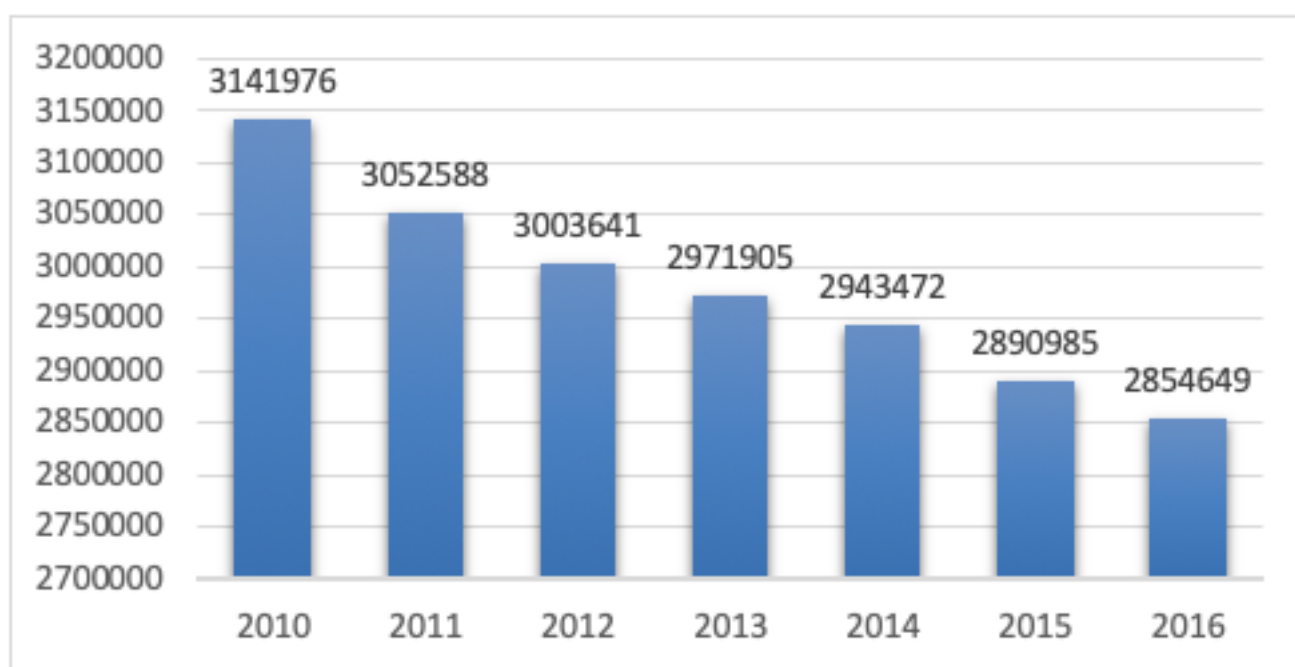
3. Results

3.1. Lithuanian Education in Legal Regulation of Public Administration

The experience of Lithuania bears similarities with other countries, yet there are particular challenges, the most pressing of which include the decline in population and with it a decline in the use of education service (see. Figure no. 1). This is especially dramatic in small local authorities, i.e. small municipalities with a population of between 5000-22000 inhabitants and are represented in this study by the two neighboring municipalities of Lazdijai and Druskininkai in the Alytus district. Lazdijai district municipality has a population 21251, and Druskininkai 20947 inhabitants.

Figure 1

Population in Lithuania 2010 - 2016. Compiled by the authors with reference to the Lithuanian Department of Statistics.



The education sector across the European Union (EU) is strictly regulated through a legal framework, which applied to Lithuania as soon as it became a member state. This body of legislation includes documents and protocols arising from: The Copenhagen process; The Bologna process; and the Lisbon strategy, which was a detailed action program for the EU's education and training objectives, etc.

“An education system may be decentralized in one area (e.g. the curriculum) while remaining centralized in another (e.g. financing) (Urbanovič, 2009). Table 1, according to the state and municipal level management phases, distinguishes two levels (central and local) of educational processes (Lopez, 2007).

Further in the article the municipal level will be analyzed following such evaluation criteria as planning, organization, coordination, control, financing, public involvement, provision of services.

Table 1
Public Administration (public policy formulation and implementation)
in the field of education at national and local levels.

| | National level | Local level |
|---|--|---|
| Public policy – making | The Constitution of the Republic of Lithuania; Law on Local Municipalities of the Republic of Lithuania; Law on Education of the Republic of Lithuania Law on Science and Studies of the Republic of Lithuania. | |
| Public administration functions in the education sector | | |
| Planning | National Education Strategy (2003 - 2012, 2013 - 2022) | Local authorities strategic plans; Local authorities education strategic plans; Education departments and centres operating plans; Educational institutions, annual and monthly activity plans |
| Organization | Education and Science Ministry and its subordinate institutions: the Education Development Centre, Education Supply Centre, and National School Evaluation Agency. | Local authorities Education centre Education Department Educational institutions |

| | | |
|-----------------------|---|--|
| Coordination | Ministry of Education and Science; The National School Evaluation Agency; National Examination Centre; Educational Information Technology Centre | Education centres and units; Local authorities School Council |
| Control | Performance audits are carried out by the Republic of Lithuania; Control is also carried by the Minister of Education appointed civil servants or employees working under an employment contract; Strategic and annual operating plans for the implementation of the control of the Minister of Education and Science | Municipal Department of Education; School of the quality of self-assessment; School activities External Quality Assessment; Students learning achievements; School principals and teachers certification |
| Financing | State Budget European Union fund | State and municipal budget (appropriations for education, student's basket funds, training of environmental resources) Grant European Union funds |
| Public involvement | NGO activities | NGO activities |
| Provision of services | The Ministry of Education, together with its subordinate bodies | The municipal administration; Municipal Department of Education; Education Centre; Educational institutions |

Source: Compiled by the authors

3.2. Municipal Authorities and their competence in Education

In Lithuania, the competence of a local authority in terms of its decision-making can be autonomous, but also includes that which the state entrusts to the municipality (Astrauskas, 2013). Hence, for local authorities education is a partly autonomous function, i.e. a single function they perform which may include learning in compulsory education programs and the compliance of non-formal education and employment organizations, etc. However, the state may transfer other of its education-related functions such as: organizing professional orientation educational program; the provision of free school meals; and various administrative functions that relate to poor families, child welfare and school supplies. Table 2 represents the division of powers between the municipal representative and executive bodies.

Table 2
Education division of powers between local authorities.

| Local authorities representative body | Local authorities executive body |
|---|---|
| Implements the national education policy in the municipality, establishes long-term educational development goals and ways of achieving them. | Analyzes the state of education, ensures public education policy. |
| Establishes, reorganizes and closes municipal | Organizes general students' education, vocational |

| | |
|--|---|
| administration education units. | training and vocational guidance, and the other children non-formal education, non-formal adult education. |
| Forms of primary, basic and secondary education, children and adult non-formal education programs in schools providing compulsory education to children. | Organizes and coordinates educational assistance to pupils, teachers, families, schools, the child's minimal maintenance measures. |
| | According to the laws, municipal administration appoints leaders and professionals of the departments of education. |
| | Executes the municipal school principals, appoints school leaders' deputies and heads of the departments organizing attestation of the Minister of Education. |
| | Organizes certification of municipal school teachers, education support professionals by the Minister of Education. |
| | Prescribed by the Government organizes and manages the municipal area of children living to ensure that all children are enrolled in compulsory education programs. |
| | Organizes school pupils and students examination. |
| | Ensures that every pupil will be transported to school and back. |
| | Provides information to the Ministry of Education and Science and the public on the state of education in the municipality. |

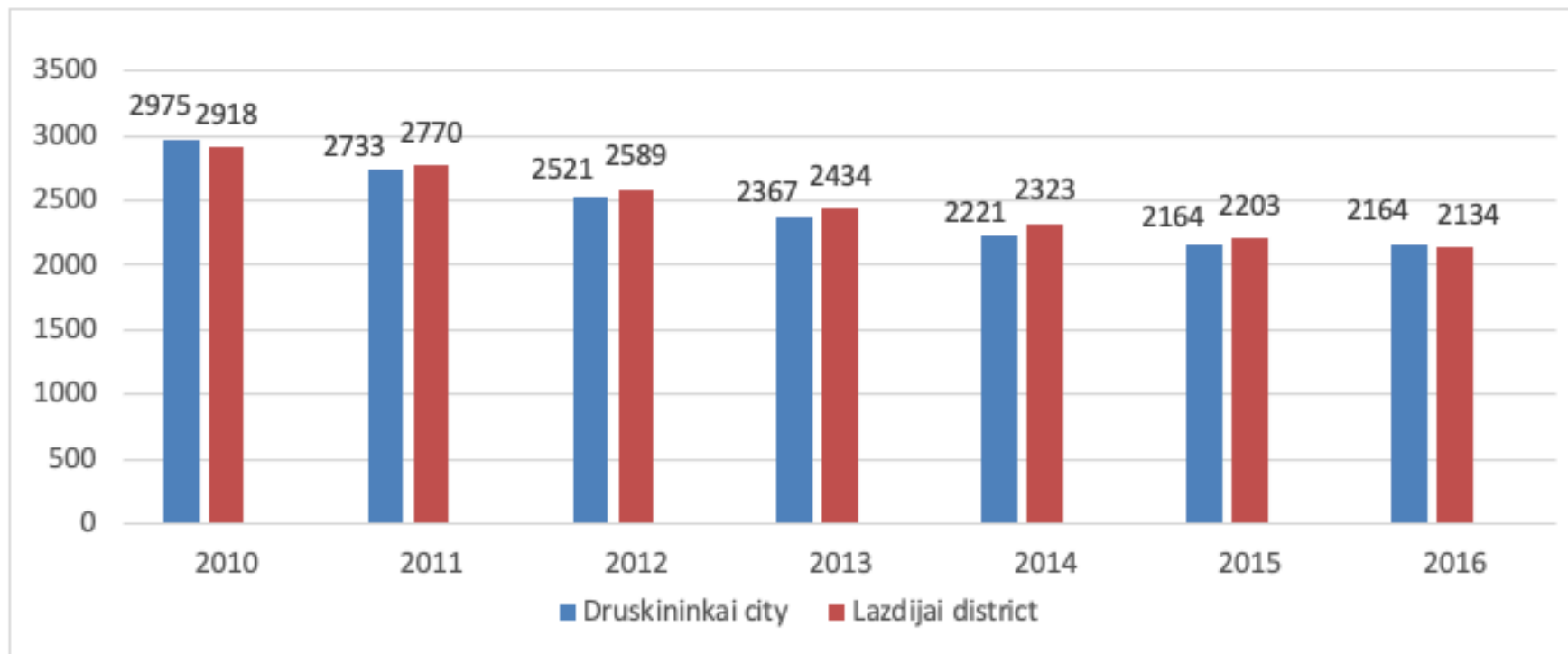
Source: Compiled by the authors with reference to Lithuania Republic Education Act (2013)

3.3. Managing education in Druskininkai town and Lazdijai district municipality

Based on planning documents and data for the period 2010-2016, the research analyzed the implementation of educational competences for planning, organizing, financing, coordination, control and public involvement. Two small local authorities were selected and comprised the municipality of Druskininkai (pop. about 20000) with its 10 educational institutions, and the district of Lazdijai (pop. 18000) with its 18 educational institutions). Over the four-year period, the number of students in Druskininkai municipality fell by 801, while in the Lazdijai district municipality 683 fewer students were recorded as being enrolled in educational institutions.

Figure 2

Changes in the number of pupils of Druskininkai and Lazdijai district municipalities 2010 - 2016



Planning. Local Authorities Strategic Planning to develop a common vision, mission and goals (Organization for Security, 2013) is a complex process that involves community members (citizens, businessmen, NGOs) and administration and management personnel in local authorities.

At the national level, education policy priorities, objectives, financing and development trends are determined by the National Education Strategy, which are prepared for a decade in advance and adjusted at least every four years. In turn, self-governments while implementing the National Education Strategy, establish long-term educational development goals and the appropriate means to achieve them. Strategic planning documents prepared by the municipality and approved by the Government of the Republic of Lithuania consist of: the municipal strategic development plan; the municipal separate industry development program; and the municipality's strategic action plan and annual operating plans.

Educational institutions may develop a strategic plan, which must be approved by the head of school, provided it has the support of the chief executive (or similar) of the municipal authority. Educational institutions also prepare an annual operating plan, which must receive the approval of the school board and the school head.

Table 3
Planning in Druskininkai and Lazdijai district municipalities

| Criterion | Druskininkai municipality | | Lazdijai district municipality | |
|-----------|---|--|--|--|
| | Period | | | |
| | 2010-2012 | 2012-2016 | 2010-2012 | 2012-2016 |
| Planning | 2010 Council Activity Report; 2011 Municipal Council activity report; 2012 Council Activity Report 2004-2013 Strategic Action Plan. 2012 - 2014 | 2013 Druskininkai City Council Annual Report; 2014 City Council Annual Report; 2015 City Council Annual Report; 2016 City Council Annual Report; 2014 - 2016 strategic | 2010 Lazdijai education centre operating plan; 2011 Municipal Administration Director's Report Education, Culture and Sports Department report in 2012; Education, Culture and Sports | Lazdijai Education Centre Annual Activity Report; 2014 Municipal Government action plan and the report; Lazdijai education centre 2012, 2013, 2014, 2015, 2016 annual reports; Lazdijai District 2013 - 2015 action plan; |

| | | | | |
|--|--|---|--|---|
| | Strategic Action Plan; 2010 - 2012 Druskininkai Municipality, Education Department annual (monthly) activity plans. | implementation of 2014 report; 2012 - 2015 Druskininkai municipality school network transformation; 2012 - 2014 Municipality, Education Department annual (monthly) activity plans. | Department 2012 action plan; Council and mayor 2011 and 2012 activity reports; Lazdijai District 2011 - 2020 m. Strategic Development Plan Report for 2011 - 2012 m. | Lazdijai District general education school network reorganization in 2012 - 2015. |
|--|--|---|--|---|

The analysis of local authorities in this study showed that over a four-year period, education planning documents became increasingly informative and detailed, so that they were able to introduce key performance indicators to measure the coordination and control of public administration. Druskininkai municipality prepared strategic business and development plans for each of the years in the study, and these became increasingly accurate and comprehensive. The result is that education documents complement each other, which is confirmed by a survey conducted by experts from the municipality's education department. These showed that collegial cooperation and planning documents led to improved work practices among employees in the education sector. Analysis also reevaluated that from 2012 Lazdijai district municipality significantly improved its plans and reports, in contrast to the absence of such documentation in the period, 2010 – 2011.

Reference planning documents are necessarily formal, and to remain compliant they must be updated regularly. To expedite this, staff in local authorities staff should receive appropriate training in the preparation of such documents. In this regard, both local authorities in this study have made considerable progress, however they will need to pay particular attention to monitoring and evaluating strategic plans. From time to time, they should be reviewed to ensure their ongoing relevance, or at least modified if unforeseen circumstances arise. Over time, and with continuous improvement, we can expect planning documents to improve as basic guidelines for the implementation of public administration in education.

The presence and importance of collegiality in small local authorities was noted in the course of research. Documents analyzed reveal similarities in the way municipal education departments were organized. For example, Druskininkai City Department of Education was especially efficient and its well-organized managerial approach allowed all responsible authorities to work together productively and achieve outstanding results. Since 2012-13, Lazdijai District has increased the infrastructure efficiency of schools, which has enabled them to better target financial resources, and thereby improve the learning process on secure, rather than put money into maintaining infrastructure. An analysis of the documents can be distinguished both municipal weakest educational aspects of the organization. Druskininkai town, as the best education in the field of municipal management, the main problem area for improvement is greater civil society organizations in the provision of education services. On the other hand, the main problem for Lazdijai district municipality is inadequate service administration and the provision of separation of functions. Hence, without the necessary skills, the municipality has little success in attracting private sector organizations willing to partner with the public sector to develop capacity, especially in the field of education services.

Coordinating. Coordination of education in the city of Druskininkai and Lazdijai district is the responsibility of local authorities through the institution that is also responsible for the organization of educational services. In Druskininkai the body is the municipal Department of education, and in Lazdijai district the responsible authority is Department of education, culture and sports. In the course of research, it became apparent that the co-ordination of education and educational co-ordination effects in both of these municipalities have not been

studied previously. Indeed, the respective municipalities now have to contend with the problem of coordinating education services, This is mainly due to the lack of clear legal guidelines in which they must operate, lack of clarity in the coordination and distribution of functions between the institutions and the current assessment system for Coordination impact. The result is a prevailing, debilitating inertia that saps initiative and morale in educational institutions. This is hardly surprising in view of the fact that not one municipality is able to coordinate provision of its education services.

Interviews with experts showed that education coordinating activities depend entirely on the level of education of employees, their professional relations with one another, and the approach of the municipality towards education and education management. Note that it was not possible to determine the lack of Education Coordination due to the lack of a legal framework and the inadequate funding for the necessary personnel.

Control: The research used similar methods to investigate operational control for the Druskininkai and Lazdijai district municipalities in the given period. Educational activity was checked on State Control, and constantly checked by the local authorities controller and audit. The Ministry of Education conducted an external evaluation of the results, which shows that in most respects the municipality operates in much the same way to provide a similar quality of education services. In both cases this has led to the exclusion of the public from all public administration functions. Put simply, the main control mechanisms were not only weak, but punitive and oriented towards punishment, rather than encouragement. Hence, the principle of proportionality ensures that controls exercised by the central authorities are applied in such a way that any interference does not exceed the importance of the interest defended. (5)

Financing. The following sources comprise education funding: the state budget, local budgets and other funds. Figure 3 shows municipal funding percentages of the total municipal budget change.

Figure 3
Druskininkai city and Lazdijai district municipalities
education sector funding change in 2010 – 2016

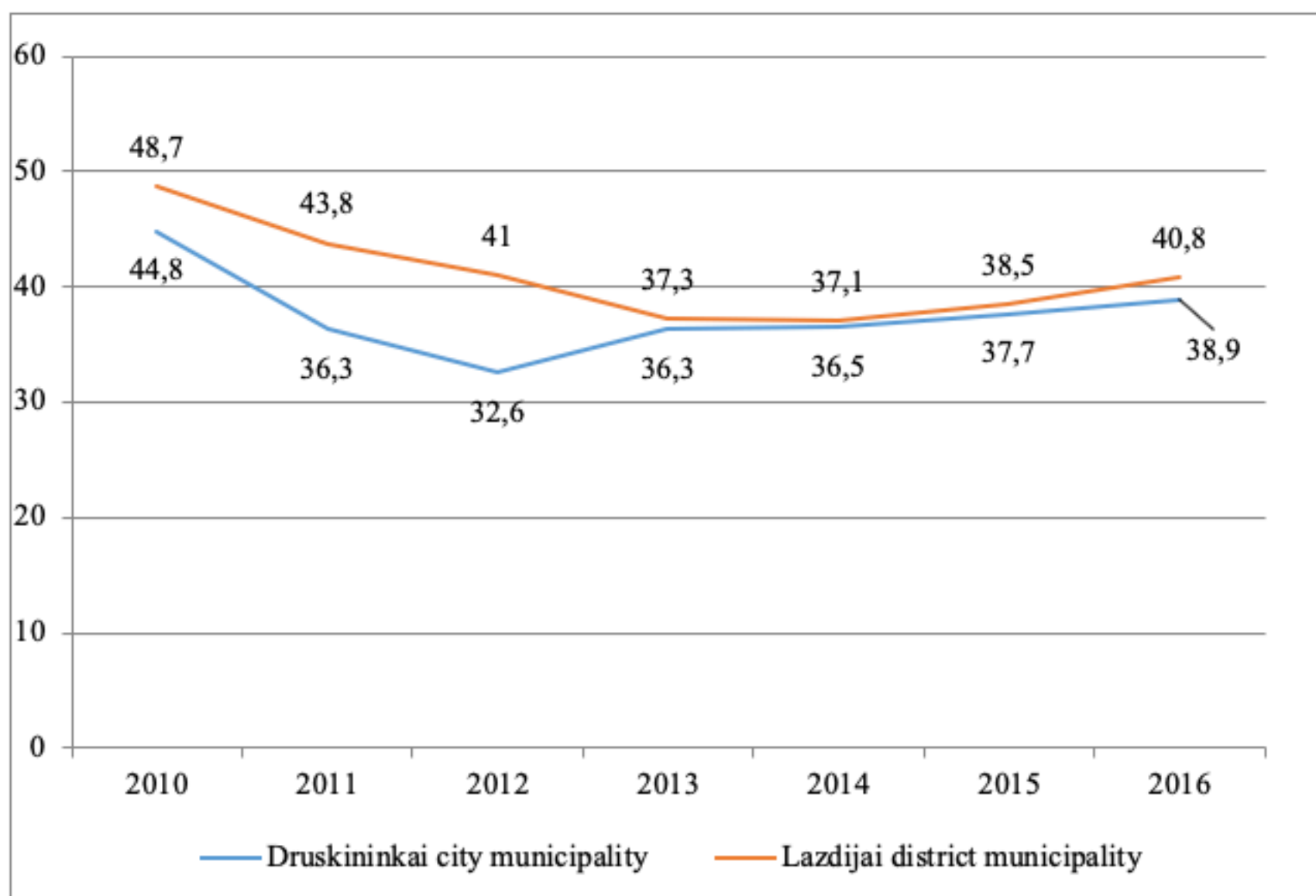


Figure 3 shows that from 2010-2016, education funding overall decreased by about 9 percent. The education budget allocated for Druskininkai municipality fell by 8.3 per cent, while the public administration functions in education for Lazdijai District decreased by 9.2 per cent. After 2015, funding begins to rise, with Druskininkai increasing its budget by almost 2 percent, and Lazdijai's budget rising by 3 percent. Financing Education of the 2010-2014 period declined due to the fact that municipal budgets were reduced by about 30%, which resulted in a systemic reduction in all areas of funding, including education.

Figure 3 also shows that by 2012 Druskininkai municipality was most affected by reduced education funding, although the restoration of funding from 2013 allowed education spending to increase per student. Education funding for Lazdijai district was most pronounced in 2013, thereafter stabilizing and subsequently increasing.

With regard to public involvement in matters of educational excellence, experts believe that both local authorities fail. In fact, the absence of such involvement is reflected in their documentation, e.g. strategic plans and reports, and operating plans for local authorities and educational institutions. Again, this is unsurprising in view of the formal approach to strategic planning (planning stage), and the legal exclusion of a public voice. Little wonder that Lithuanian municipal education administration processes are impervious to modern public management principles and practice – the New Public Management (New Public Governance) – which emphasize citizen participation in the decision-making process in public sector organizations.

3.4. Discussion

The participation of citizens in the decision-making process is a key factor in local democracy (Organization for Security, 2013). Expert opinion holds that having the appropriate legal framework is a prerequisite for greater public involvement because the law defines the forms and perspectives necessary for social inclusion. Clarification of the legal framework can help to inform the public about the changes and stimulate closer cooperation between civic authorities and the people. The involvement of stakeholders in the development of education management processes is surely beneficial for municipal employees. New and more inclusive perspectives would encourage them to consider problems and issues afresh and also increase transparency in decision-making. Furthermore, the public as facilitator is worthy of consideration, especially if citizen involvement could take over certain non-core functions of the bureaucracy, or at least help it to better to fulfill its mandate. Education working groups have a role to play in the search for effective solutions. At the municipal school level, parent committees are active and contribute to the school's development strategies. They also contribute in many other ways, including close cooperation with teachers in the education process, or fund-raising (as well as in-kind donations) that help to improve infrastructure facilities and computerization throughout the school. Members of the school parent council play a vital role in developing and implementing interesting alternatives to extracurricular activities, all of which help to unite the whole community – staff, pupils, teachers and parents.

Hauf (2007) noted the challenges in implementing education policy initiatives in urban areas, especially the integration of immigrant families in local education (8) (Hauf 2007, 311). To date, this has not been an issue for local authorities in Lithuania, but this may change and will need to be taken into account in the planning process. Maishanu (2009) remarks that there are many powerful factors encouraging the leaders of local authorities to replace short-term, ad hoc planning with long-term, "strategic" planning as an ongoing, mainstream activity. For example, among these factors include the increased call on local authorities to become more accountable for their expenditure, dwindling financial resources, rapid technological advances, and changing demographics. An effective planning process can be an effective way in going some way towards solving emerging demographical and geopolitical issues.

Additionally, as this research has shown, the implementation of educational policy needs to be address on a holistic basis, which starts with a robust planning process, that is reconciled with the government policy. Thus, education implementation requires that a far-sighted

planning process includes profound organizational and control mechanisms whereby local authorities are not 'punished', but motivated to move forward through this complex and problematic process.

4. Conclusions

This empirical research examined Lithuanian public administration (public policy formulation and implementation) in the field of education, and also the related legal bases of municipal competencies. It found that both EU and Lithuanian (national and local level) practices and protocols now form a single system, such that it is possible to make some general assumptions about municipal competencies in education. At the municipal level there is a clear division in the functions assigned to the exercise of competence with regard to representative and executive bodies. This was evidenced in the study of two small Lithuanian municipalities, Druskininkai and Lazdijai, and the implementation of district educational competence for the period 2010-2016.

It is evident from the research that planning significantly improved in both municipalities, although findings from the study of Druskininkai showed that the city was more developed than its study counterpart, Lazdijai. Experts note the planning of those involved in the more formal than a realistic approach to business plans. Education organization in both municipalities is carried out similarly, during the investigation period there were no major changes.

In both municipalities, cooperation and coordination in education coordination is somewhat tenuous, but could be improved by strengthening legal regulation and implementing best practice across the board. The municipalities surveyed find it difficult to improve standards of educational excellence due to the somewhat heavy-handed approach of the central government with the emphasis on punishment rather than mechanisms that forestall problems. There is also the allied problem of poor public representation in policy formulation and processes. A downward trend in funding was also identified in the period monitored, which was due to stringent municipal budgets and continuing decline in revenue.

Thus, despite the introduction of New Public Management principles, there is little evidence that the general public is engaged in any of the strategic activities in the field of education under consideration by the municipalities. According to research, community involvement is minimal at a time when greater participation would help to facilitate the implementation of educational competencies.

Bibliographic references

- Abel, M. 2008. Kommunalisierung verschärft Bildungsdefizite. Warum eine neue Organisationsdebatte überflüssig ist; in: Pädagogische Führung, Heft 3 (2008), 106-108
- Astrauskas, A. 2013. Vietos savivalda Lietuvoje 1990-2013 metais: vietos savivaldybių kompetencijos pokyčiai. *Ekonomika ir vadyba: aktualijos ir perspektyvos*, 4(32) (2013): 127-133.
- European Charter of Local Self-Government, 1985.
- Gavkalova N. L. 2018. Decentralization of public administration in the process of building a democratic society. *Public Policy and Administration*, Volume 17, Issue 2 (2018), 216 – 225.
- Hauf, T. 2007. Innerstädtische Bildungsdisparitäten an der Übergangsschwelle von den Grundschulen zum Sekundär Schulsystem, in: *Zeitschrift für Pädagogik*, Heft 3.
- Katorobo, J. 2007. Decentralization and Local Autonomy for Participatory Democracy. *Public administration and democratic governance: governments serving citizens*.
- Klemm, K. 2008. Zum Verhältnis von Bildung und Stadt Gesellschaft; *In der Städtetag*, Heft 1.
- Kolodiziev O. 2018. Assessment of the level of development of information and communication infrastructure in the regions of Ukraine. *Problems and Perspectives in Management*, Volume 16 2018, Issue 2, 134 – 144.

- Lazauskienė A. 2008. Optimalaus savivaldybių dydžio paieškos. *Ekonomika ir vadyba aktualijos ir perspektyvos*, 1(10) (2008): 92-68.
- Lopez, A. N. 2007. The relationship between central and local authorities. Report of the European Committee on Local and Regional Democracy.
- Lietuvos Respublikos švietimo įstatymas. 2013. *Valstybės žinios*, Nr. XI-1281 (2013).
- Lietuvos Respublikos švietimo pakeitimo įstatymas. 2003. *Valstybės žinios*, Nr. 63 – 2853 (2003).
- Lietuvos Respublikos Konstitucija. 1992. *Valstybės žinios*, Nr. 33-1014 (1992).
- Lietuvos Respublikos vietos savivaldos įstatymo pakeitimo įstatymas. 2000. *Valstybės žinios*, Nr. 91 – 2832 (2000).
- Lietuvos Respublikos vietos savivaldos įstatymo pakeitimo įstatymas. 2008. *Valstybės žinios*, Nr. 113-4290 (2008).
- Lietuvos Respublikos viešojo administravimo įstatymas. 1999 *Valstybės žinios*, Nr. 60 – 1945 (1999).
- Lietuvos Respublikos Seimo 2013 m. gruodžio 23 d. nutarimas Nr. XII-745 Dėl Valstybinės švietimo 2013-2022 metų strategijos patvirtinimo. *Valstybės žinios*, Nr. 140-7095 (2013).
- Lietuvos Respublikos Švietimo ir mokslo ministerija. 2011. Švietimo decentralizacija ir savivaldybių funkcijos, 2011.
- Lietuvos Respublikos Vyriausybės 2011 m. liepos 13 d. nutarimas Nr. 883 Dėl švietimo įstaigų steigimo, reorganizavimo, likvidavimo ir pertvarkymo kriterijų sąrašo patvirtinimo. *Valstybės žinios*.
- Lietuvos Respublikos Vyriausybės 2013. rugpjūčio 28 d. nutarimas Nr. 790. Dėl mokinio krepšelio lėšų apskaičiavimo ir paskirstymo metodikos 2001 m. birželio 27 d. patvirtinimo pakeitimo. *Valstybės žinios*, Nr. 94-4699 (2013).
- Lietuvos Respublikos Vyriausybės 2014. gruodžio 15 d. nutarimas Nr. 1435. Dėl strateginio planavimo savivaldybėse rekomendacijų patvirtinimo.
- Lietuvos Statistikos departamentas. URL: <http://osp.stat.gov.lt/temines-lenteles19>
- Maishanu, M. M. 2009. Strategic planning in local governments: concept, context and application.
- Organization for Security and Co-operation in Europe Mission to Skopje, 2013.
- Parado, S. 2005. Assigning Competences and Functions to Local Self-government in Four EU Member States: A Comparative Review.
- Schacter, M. 2008. How good is your government? Assessing the quality of public management.
- UNESCO. 2005. Decentralization in education: national policies and practices.
- Urbanovič, J. 2009. Aspects of Decentralization in Management Reforms of the Education System in Lithuania. *Viešoji politika ir administravimas*, 30 (2009): 102-113.
- Weis, W. W. 2009. Local Government Education Policy: Development Concepts and Perspectives.

-
1. Head of Faculty of Politics and Management. Institute of Public Administration. Mykolas Romeris University. vainius.smalskys@gmail.com
 2. Faculty of Politics and Management. Institute of Public Administration. Mykolas Romeris University. Stasiukynas@mruni.eu
 3. Head of Public Administration and Regional Economy Department. Simon Kuznets Kharkiv National University of Economics. gavkalova@gmail.com
 4. Master of Public Administration, ugne.laseviciute@gmail.com
 5. Lopez, Alba Nogueira. "The relationship between central and local authorities". Report of the European Committee on Local and Regional Democracy, 2007.
-