3. In summary, at the lower and upper secondary education levels, the most positive results of the education reform were observed in Lithuania, while in Russia, the results of the education reform were negative.

**Limitations**

The analysis of the results of the education reform was carried out in terms of the population literacy change. It is obvious that the literacy change is just one of the possible measures for estimating the results of the reform. Moreover, the degree of population literacy is determined not only by the education system, it is influenced by other factors as well. It would be relevant to estimate the results of the reform in other ways; this offers great opportunities for a series of further surveys.

The presented article provides a detailed analysis of only two components of literacy – reading literacy and numeracy. Although reading literacy and numeracy are fundamental components of literacy, they do not fully cover the concept of literacy. It would be important to analyse population literacy and its change in a wider range of aspects. However, such work is limited by the actual data collected in the OECD PIAAC survey.

The comparison of the education reform results did not cover all post-Soviet countries, but only the ones the data on which are available in the OECD PIAAC survey databases. Other post-Soviet countries did not participate in this survey and did not carry out the estimation of population literacy. There has been no survey of adult literacy other than PIAAC survey so far.

This article provides an initial analysis of population literacy change as a result of education reform, which tends to focus on providing summarized results of literacy changes. More detailed analysis could be a further step in this subject.

**References**
