



**EUROPEAN AGENCY**  
for Special Needs and Inclusive Education



**RAISING THE ACHIEVEMENT**  
OF ALL LEARNERS IN INCLUSIVE EDUCATION

# **RAISING THE ACHIEVEMENT OF ALL LEARNERS IN INCLUSIVE EDUCATION**

## **Country Report: Lithuania**



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# LITHUANIA COUNTRY REPORT

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## **1. What reference is made to raising achievement in national policies? How is raising achievement defined?**

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The National Education Strategy for 2013–2022 states that in order to achieve a strategic goal – a culture of quality education – it is necessary to create mechanisms of school accountability towards the public and the learners and to publish yearly progress. The aim of this would be the achievements of learners.

Raising achievement in national policies is highlighted in Lithuania’s Progress Strategy ‘Lithuania 2030’, the National Education Strategy 2013–2022 and other documents.

This year, the Descriptor on Rules of Students’ Achievements Research Implementation (project) and the Descriptor on Rules of National Students’ Achievements Review (project) were announced to the public.

The purpose of the Descriptor on Rules of Students’ Achievements Implementation is to define the goals, tasks, organisation, implementation, executors and use of data gathered in national and international students’ achievements research. The Descriptor on Rules of National Students’ Achievement Review (on diagnostic evaluation and standardised tests) regulates the tests on students’ achievements in the areas of mother tongue (reading and writing), mathematics, world knowledge, natural sciences education and social education in primary and secondary education cycles. The whole of this, along with the appropriate data sorting and information tools, is called the National Student’s Achievements Review.

Part 1 of the article 38 of the Law on Education of the Republic of Lithuania (2011), ‘Evaluating Learning Achievements’, states that:

*The purpose of learning achievement evaluation is to help a learner self-check their learning progress, ascertain their achievements and, after comparing them to the achievement levels set in general programmes and (or) professional or vocational training standards, to assist them in making decisions on further learning or activities.*

## **2. What national policies specifically target raising achievement?**

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As mentioned, raising achievement in national policies is highlighted in Lithuania’s Progress Strategy ‘Lithuania 2030’, the National Education Strategy 2013–2022 and other documents. The Descriptor on Rules of Students’ Achievements Research Implementation (project) and the Descriptor on Rules of National Students’ Achievements Review (project) and other documents have also been mentioned previously.



In order to evaluate these policies, it is important to provide overview of the main education indicators.

According to the data of the Ministry of Education and Science, in 2015 the new school year started with 330 thousand secondary school pupils (about 15 thousand less than the previous year), 118 thousand pre-primary education pupils (4.5 thousand more than the previous year), 97 thousand informal education pupils (3 thousand more than the previous year), 47 thousand vocational education learners (500 more than the previous year) and 135 thousand higher education learners (5 thousand less than the previous year). They were taught in 1,200 secondary education schools, 75 vocational education institutions, 715 pre-primary institutions and 46 higher education schools (24 universities and 22 universities of applied sciences). During the school year, 13 sector practical education centres opened, where students learn to work practically; in total, Lithuania had 41 of these centres by the end of the year.

According to the secondary education programmes for 2015/2016, 335 thousand children were taught and about 10% of them had special educational needs.

Over the previous three years, there were no positive changes: the number of disabled learners in inclusive education in general purpose education institutions decreased (from 6,142 to 5,673 or from 65% to 62% of all disabled learners in education). In special purpose education institutions, the number of disabled learners increased (from 3,342 to 3,450 or from 35% to 38% of all disabled learners in education); the number of special purpose education institutions also increased (from 72 to 74).

### **3. What information/data are collected at national level on attainment and achievement?**

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Part 4 of article 38 of the Law on Education of the Republic of Lithuania (2011) states that:

*Institutions authorised by the Ministry of Education and Science and the municipal executive institutions organise the reviews of achievements in learning according to secondary education programmes (final exams, other exams, course credit tests and other learning achievement testing methods) according to learning achievement review programmes approved by the Minister of Education and Science and descriptors on learning achievement review organisation and implementation rules and learner achievement research.*

Perhaps the most illustrative of pupils' achievements are the final exams, which are currently mandatory for those who wish to continue studies in higher education schools. As such, almost all learners choose to take them. In the 2015 National Examination Centre data, requests to take final exams were submitted by 37,279 pupils (in 2014 the number was 38,562 pupils).

Apart from the mandatory Lithuanian Language and Literature exam (21,095 pupils chose to take the final state exam), the following state final exams were the most popular in 2015:

- A foreign language (English), chosen by 21,892 pupils (17,849 in 2014)
- Mathematics, chosen by 15,290 pupils (16,538 in 2014)



- History, chosen by 13,006 pupils (15,268 in 2014).

In 2015, each pupil chose to take an average of 3.42 exams (3.38 in 2014).

Between 2008 and 2015, standardised pupil achievement evaluation tools were created using EU support funds (diagnostic evaluation tools and standardised tests for 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade pupils). In 2012, they began to be put to practical use in the country's secondary education schools, although they were only sparsely implemented.

The State Audit Report (2016) states that, as yet, education monitoring does not include the whole education system. Not all municipalities and schools take part in the standardised evaluations of learners' achievements and the data is not being collected or made publicly accessible. It also states that there is a lack of comprehensive information for making decisions on education quality. In 2016, 52 (87%) municipalities and 877 (74%) schools took part.

#### **4. What information/data on attainment and achievement (including the wider areas outlined above) are collected at school level?**

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Please refer to Annex 1.

#### **5. What information/data are used for school evaluation and quality assurance at national/local level?**

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The external evaluation procedure for quality of activities of general education schools was approved in 2007. It stipulates that external evaluation in all schools in the country should be organised and carried out at least every seven years. The National School Evaluation Agency conducts the evaluation.

The evaluation uses the system of 67 indicators in five areas of school activity:

- School culture
- Education and learning
- Achievement
- Aid to learners
- Strategic management of the school.

External assessment of the quality of school activities is based on the assessment performed by the school.

During the period of 2007–2014, evaluations should have been performed in all Lithuanian schools. However, up to 2016, only 532 out of 1,171 schools had been evaluated (45%). In 2016, the external evaluation of a further 80 schools was planned.



## **6. Are there any specific initiatives in place to support/enable teachers and/or school leaders to raise the attainment and achievement of all learners?**

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In order to empower school societies to raise the attainment and achievement of all learners, one of the best practice examples is the Future Citizen project.

The Lithuanian College of Democracy (LDUK) has run Project Citizen in Lithuania since 1997. It was renamed Future Citizen in 2007. The project is implemented at local, national and international levels and involves three action guidelines:

- the motivation of social and civic activity in society using Project Citizen as the main platform;
- the 'Leader in civic society' academy of leaders;
- publicity and dissemination.

The main participants of the Future Citizen project are children and young people, although the methodology of the project is based on the development of social networks which also involve teachers, school directors and other community institutions. The methodology for schools, which is also used in informal activities, was accredited by the Republic of Lithuania Ministry of Education and Science. The experience of the project also consolidated the methodology in other education and social institutions (for example, the project was successfully implemented in Moletai children's home, Anyksciai youth support and occupation centre and Utena special needs education and occupation centre). Project participants get the opportunity to identify civic-community problem solutions. They can also educate to raise abilities and resolve important problems for local residents. They find information about the problem, research how others solve it and give their own recommendations to problem solvers. It is a great civic attendance practice which shows that most frequently occurring problems are solvable. The success of the project is guaranteed by its continuity and the fact that Project Citizen was well-implemented in different local education institutions.

The project methodology is based on the Center for Civic Education (Calabasas, USA). The American Project Citizen was used by Eastern and Central European countries and successfully implemented in more than 48 countries all over the world. LDUK, in association with Lithuanian University of Educational Sciences, integrated the Project Citizen module into the curricula of social studies bachelor's and master's programmes and prepared the social pedagogical training for teachers and lecturers co-ordinating this project.

Results of the Future Citizen project:

- The Future Citizen project module is integrated into the social pedagogue bachelor's programme at Vilnius Pedagogical University Social Communication Institute.
- More than 200 current and future teachers, social pedagogues and social workers can apply project methodology.



- More than 3,000 school children directly participated in the implementation of the Future Citizen project. Over the year, 100 innovative civic education and democracy motivating projects that integrated the methodology of the Future Citizen project were prepared.
- New interactive methodological material was prepared (e-courses) and present courses improved using material from the USA's Centre for Civic Education.
- A yearly international conference analysing civic and democracy topics is organised.
- Six professional press releases about the project were published.
- Problems in communities in the civic field were identified and solutions suggested.
- It activates schools in Lithuania's towns and regions.
- Children improve communication skills, problem solving, collaboration and team working.
- The attainment and achievement of all learners are raised and effective collaboration is ensured by preparing and implementing civic projects.
- Integration of the Future Citizen project module improved learners' civic and national education devices.
- The Future Citizen project was presented in *Seimas*, the Parliament of the Republic of Lithuania.

LDUK was founded in 1997 as a voluntary non-governmental organisation. Its goals are to propagate democracy in society, influence change in education and science, youth coaching and the active development of a democratic society. It reaches these goals by promoting democracy in society, organising seminars for teachers, lecturers and learners and developing projects and programmes for the implementation of democracy.

## **7. What other policies may influence levels of attainment and achievement for all learners?**

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The Minister of Education and Science, Audronė Pitrėnienė (2015), believes that learning is too often through frontal methods, education is poorly differentiated, almost totally non-individualised and is more orientated to memory, rather than to creation or discovery. One of the possible solutions is school attendance, and the campaign organised the start of the school year with a slogan: 'Not one lesson missed!'. See also question 8.

## **8. Please provide a short commentary/critical reflection on the main policy challenges**

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Recommendations based on the Discourse of Intelligent Education (optimisation of the educational institutions of Kaunas District Municipality): scientific case study (Giedrė Kvieskienė (editor), Mindaugas Briedis, Sigita Burvytė, Eglė Celešienė, Renaldas Čiužas, 2016):



- At least one educational institution (non-formal education, primary or secondary school) in each settlement of the district municipality should operate as a multifunctional centre. 'Network studies/learning' should be initiated in co-operation with all educational institutions and schools to provide non-formal education, initial vocational training, vacation 'study sessions', 'survival programmes' and other services.
- In small towns with a population of less than 1,000 residents, it is difficult for schools and pre-primary educational or cultural establishments to remain. Occupation and cultural centres are not enough in the settlements which are remote from big cities. Small rural communities need the same things as urban areas: activities enhancing education, culture and employment.
- In optimising the network of educational institutions by reducing or closing school buildings, all socio-cultural institutions in different settlements or towns should be settled under one roof, creating multifunctional centres. These could include services for the elderly, cultural centres, library, school, non-formal educational institution or branch, post office, day centre, dispensary, retirement home and business enterprises and other social or business services (cauterisation of activities, taking advantage of local resources). Alternatively, small, single class schools could be initiated, with other activities also running in the same building.
- It is recommended that additional functions be integrated into all secondary schools: social, community services, public, virtual educational, services that meet the expectations of the local communities and immigrant citizens and meet the needs of regional business and non-governmental organisations.
- Building structures of pre-primary education institutions are more easily adapted to multifunctional activities. These should be gradually integrated, planning modular activities in modular buildings.
- The creation of non-formal educational institutions for children and adults in settlements and small towns of the district municipality, offering services to all Lithuanian children and adults: sabbaticals, 'Know your land' ethnographical activities, using non-formal education funds and other funds to reorganise educational institutions into non-formal and open to knowledge education centres.
- The creation of social service institutions and community centres which operate on a voluntary basis and can initiate and use the funds allocated to social businesses (social incubators). Future school and institutions-orientated knowledge society, enabling teachers, social workers and all members of the community.



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# ANNEX 1. EXAMPLE OF PRACTICE TO RAISE LEARNER ACHIEVEMENT

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Example submitted by: Lina Senkuvienė

Contact person: Stanislava Prazauskienė, the Head of Romuvos Progymnasium, Šiauliai

## 1. Location of school/learning community and short description of context

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Romuvos Progymnasium is a city school in Šiauliai. Customised and personalised programmes of general and basic education are provided here.

## 2. Summary information on school/learning community

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There are 802 learners in forms 1–8 in Romuvos Progymnasium, with 62 educators working here. Learners have access to social and psychological consultations and special help. Vocational guidance and health care is carried out. Complex help in Romuvos Progymnasium is given by a psychologist, special educators, speech therapist, social educator and teaching assistants. The team work and co-operation of all the specialists ensure effective and quality education, making learners' achievements better.

## 3. Summary of key feature/strengths of current practice

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Educational content is personalised and differentiated according to learners' natural abilities, experience, motivation, interests, aims, achievement level, learning styles and moral values. The differentiation and individualisation is carried out through the aims of the lesson, teaching material and tasks, adapted learning tools, special teaching strategies and methods, time and pace and motivation tasks. They take into account learners' individual progress and achievement, gradually developing their self-governing learning skills to enable learners to reach higher knowledge levels.

## 4. Data/information available

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In order to objectively evaluate learners' achievements, Romuvos Progymnasium constantly participates in international and national surveys. Learners in the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> forms perform diagnostic and standardised tests in Lithuanian (reading and writing), maths, social and natural sciences. These tests are created by the National Examination Centre.

The tests help teachers to identify problems, differentiate and personalise education and to raise learners' achievements.





## **5. Focus of example/work to raise achievement**

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When teaching learners with special educational needs in a general education school, there are always situations which are very difficult, or sometimes impossible, for one teacher to solve. That is why partnerships between all educators (teachers, specialists, parents and others) become very important. Common objectives and provisions help to achieve the comprehensive maturity of learners with special needs. Parents play a very important role in this process.

At the Progymnasium, the Child Welfare Commission (CWC) plays an active role. When a new learner with special educational needs comes to school, specialists conduct a primary evaluation of the learner. They then organise the learner's education process, consulting teachers and parents. They give teachers recommendations on how to individualise and differentiate teaching programmes. Halfway through and at the end of the year, parents, teachers and special educators evaluate the learner's progress and achievements, in co-operation with the learner and further strategies are decided.

The success of complex support depends a lot on the school administration's attitude to inclusive education. Quality education of learners with special needs and adaptation of the educational environment are priorities for school leaders.

For primary 1–4 forms, educational content is integrated with LEGO Dacta games. Learners in forms 5–8 work with LEGO Mindstorms robots and RobotSmartClass.

Specialists who work at the Progymnasium are mediators between teachers and parents because they are united by the same goal of the learner's welfare. That is why complex support to the family is very important. Partnerships with families are built through: correspondence, email, comments in the e-register, individual conversations, open lessons, lectures, conferences, round table discussions, questionnaires, surveys, parent days, newsletters, etc.

In addition to the strategies listed above, inclusive education is also implemented through: group work, pair work, socialisation, consultations, discussions, peer co-operation, team teaching, problem solving together, clear rules of behaviour, a system of encouragement and penalties, learning in stages, self- evaluation, individual progress, personal responsibility, personal folders.

## **6. Summary information about developments/current work in this area**

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All learners in forms 5–8 complete special 'Learning Progress and General Competence Self-Evaluation' folders. These consist of:

- learner's progress self-evaluation paper, completed by the class tutor with a parent's comment;
- general competence: learning to learn, communication, personal initiative and creativity, social and cognitive schedule;
- learner self-evaluation reflection on general competence, with comment from class tutor and parents;



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- career education plan.

See Annex 2.

## **7. Key learning points from this example**

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The main aim is to help learners to know the surrounding world and their interests. Learners with special needs take part in various activities with other learners. This encourages learners to discover their strengths, learning and personal qualities, to reflect on their wishes, set goals and be able to assess real possibilities.

## **8. Supporting materials (web links, papers, presentations, etc.)**

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[Romuvos Progymnasium school website](#)

[Education competency development website](#)



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## ANNEX 2. DETAILS OF ROMUVOS PROGYMNASIUM

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[Romuvos Progymnasium](#) offers customised and personalised programmes of general and basic education. There are 802 learners in forms 1–8, with 62 educators working here.

The Progymnasium community has experience in inclusive education. The school participates in the European Agency for Special Needs and Inclusive Education project on raising learners' achievements.

Complex help is related to meeting learners' psychological and socio-pedagogic needs.

Learners can receive social, psychological consultations and special help. Vocational guidance and health care is carried out. Complex help in Romuvos Progymnasium is given by psychologists, special educators, speech therapist, social educator and teaching assistants. The team work and co-operation of all the specialists ensure effective and quality education, making learners' achievements better.

In the Progymnasium we strive to provide quality education to learners with different abilities. Learners in forms 1–4 can attend after-school care groups and those in forms 5–8 can prepare their homework in the homework centre, where they can consult with a teacher. Consultations by maths, Lithuanian and English teachers are organised according to draft timetable. If there is need, consultations in other school subjects are also available.

Educational content is personalised and differentiated according to learners' natural abilities, experience, motivation, interests, aims, achievement level, learning styles and moral values. The differentiation and individualisation is carried out through the aims of the lesson, teaching material and tasks, adapted learning tools, special teaching strategies and methods, time and pace and motivation tasks. They take into account learners' individual progress and achievement, gradually developing their self-governing learning skills to enable learners to reach higher knowledge levels.

Learners in forms 5–8 can choose an optional subject or module according to their abilities and interests, through school priorities in IT or integrated subjects. Optional subjects and modules are focused on raising learners' achievements and competences.

Groups of differentiated training in English are organised in forms 3–8. Lithuanian and Maths are differentiated in forms 7 and 8.

When teaching learners with special needs at general education school there are always situations which are very difficult, or sometimes impossible, for one teacher to solve. This is why partnerships between all educators (teachers, specialists, parents and others) become very important. Common objectives and provisions help to achieve the comprehensive maturity of learners with special needs. Parents play a very important role in this process. They are actively involved, not only in the educational process but in non-formal education. They take part in conferences, sports competitions, open lessons, school shows and other events and training.

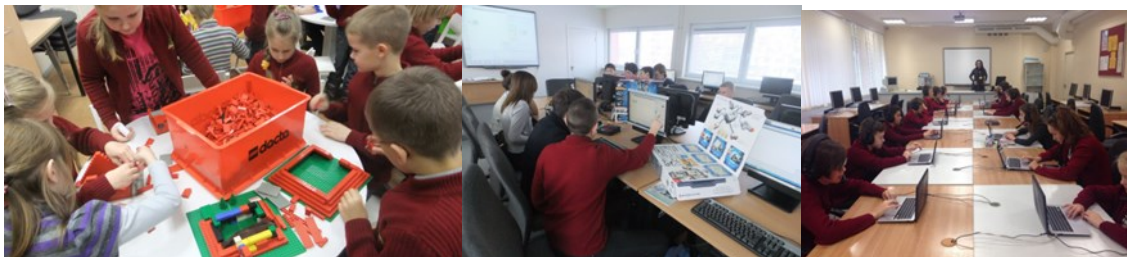


**Figure 1. Pupils and their parents at the ‘After the Angel’s Wing’ party**

At the Progymnasium, the Child Welfare Commission (CWC) plays an active role. When a new learner with special educational needs comes to school, specialists conduct a primary evaluation of the learner. They then organise the learner’s education process, consulting teachers and parents. They give teachers recommendations on how to individualise and differentiate teaching programmes. Halfway through and at the end of the year, parents, teachers and special educators evaluate the learner’s progress and achievements, in co-operation with the learner and further strategies are decided.

The success of complex support depends a lot on the school administration’s attitude to inclusive education. Quality education of learners with special needs and adaptation of the educational environment are priorities for school leaders.

For primary 1–4 forms, educational content is integrated with LEGO Dacta games. Learners in forms 5–8 work with LEGO Mindstorms robots and Robotel SmartClass.



**Figure 2. LEGO Dacta, LEGO Mindstorms and Robotel SmartClass**

The CWC activities are co-ordinated by the school principal, who has not only rallied a united and competent team of educational specialists but also focuses on the formation of a positive attitude towards inclusive education in the community.

Specialists who work at the Progymnasium are mediators between teachers and parents because they are united by the same goal of the learner’s welfare. That is why complex support to the family is very important. Partnerships with families are built through: correspondence, email, comments in the e-register, individual conversations, open lessons, lectures, conferences, round table discussions, questionnaires, surveys, parent days, newsletters, etc.



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In addition to the strategies listed above, inclusive education is also implemented through: group work, pair work, socialisation, consultations, discussions, peer co-operation, team teaching, problem solving together, clear rules of behaviour, a system of encouragement and penalties, learning in stages, self- evaluation, individual progress, personal responsibility, personal folders.

All learners in forms 5–8 complete special ‘Learning Progress and General Competence Self-Evaluation’ folders. These consist of:

- learner’s progress self-evaluation paper, completed by the class tutor with a parent’s comment;
- general competence: learning to learn, communication, personal initiative and creativity, social and cognitive schedule;
- learner self-evaluation reflection on general competence, with comment from class tutor and parents;
- career education plan;
- self-evaluation of social civic activity, with comment from class tutor and parents.



## Folder of Evaluation of Learning Progress, General Competence and Socio-Civic Activities

### Career Plan

Educational goals .....

Subject	Evaluation of the last school year	Expected evaluation of the present school year	Signal assessment of the 1 <sup>st</sup> half-year	Signal assessment of the 2 <sup>nd</sup> half-year	1 <sup>st</sup> half-year evaluation	1 <sup>st</sup> signal assessment of the 2 <sup>nd</sup> half-year	2 <sup>nd</sup> signal assessment of the 2 <sup>nd</sup> half-year	2 <sup>nd</sup> half-year evaluation	School year evaluation	Change of learning progress (improved, got worse, did not change)
Lithuanian	–	–	–	–	–	–	–	–	–	–
English	–	–	–	–	–	–	–	–	–	–
2 <sup>nd</sup> Foreign Language	–	–	–	–	–	–	–	–	–	–
Maths	–	–	–	–	–	–	–	–	–	–
History	–	–	–	–	–	–	–	–	–	–
Nature, Biology	–	–	–	–	–	–	–	–	–	–
Geography	–	–	–	–	–	–	–	–	–	–
IT	–	–	–	–	–	–	–	–	–	–
Physics	–	–	–	–	–	–	–	–	–	–
Chemistry	–	–	–	–	–	–	–	–	–	–
Art	–	–	–	–	–	–	–	–	–	–
Music	–	–	–	–	–	–	–	–	–	–
PE	–	–	–	–	–	–	–	–	–	–
Technology	–	–	–	–	–	–	–	–	–	–
Moral Education	–	–	–	–	–	–	–	–	–	–
Safety	–	–	–	–	–	–	–	–	–	–

Class mentor's remarks and evaluation .....

Parents' remarks and evaluation .....

Student's reflection .....



## Self-evaluation of the Competence Learning to Learn

5–8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Obtained competence	5. Further development
I learn with help, I understand I must study	Learn when promoted, understand it as duty	Learn willingly, understand its significance.	I learn by myself, self-confident, knowing the significance of learning	I look for new opportunities to learn, involve others.
Setting new goals with help	With encouragement I set new learning goals.	With help I set new goals and objectives, provide criteria for success.	I set real targets and objectives, provide criteria for success.	I purposefully seek goals, after evaluation of my progress, I can adjust objectives.
I choose learning strategies with help.	With encouragement I choose learning strategies.	Sometimes in consultation, I choose learning strategies.	I choose learning strategies independently.	I choose learning strategies after evaluation of my circumstances and progress.
With help I plan my learning time to fulfil simple tasks.	I plan my learning time by myself to fulfil simple tasks.	With help I plan the time to fulfil difficult tasks.	I plan the time for difficult tasks independently.	I plan my time exactly and help others to do the same.
I sometimes prepare and use indicated tools.	Prepare and use indicated tools.	I usually use suitable learning tools.	I choose suitable learning tools and use them effectively.	I choose learning tools and use them resourcefully.
With help I evaluate myself and others.	With examples I evaluate myself and others and discuss progress.	I evaluate myself and others and discuss progress.	With learning progress in mind, I foresee further steps.	I observe, contemplate and adjust my learning and help others to do the same.



## Self-evaluation of the Progress of Communication Competence

5-8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Competence obtained	5. Further development
I find information in the given source.	I find information in the given source and, with help, summarise it.	I find information in different sources, select it and summarise it.	I critically evaluate sources of information, choose the right ones and summarise.	I choose targeted sources of information, evaluate and summarise.
With help, I convey the information by given means.	I convey information by given means.	I convey information by chosen means.	In a targeted and responsible way, I use means to convey the information.	I creatively choose and use means of conveyance of information.
With the help of given criteria and examples, I analyse and create simple texts.	On the basis of given criteria, I analyse and create simple texts.	With help, I interpret, critically evaluate and create complicated texts.	I interpret, critically evaluate and create complicated texts.	I creatively interpret and create various texts.
When I communicate, I take into account the topic.	When I communicate, I take the topic and aim into account.	When I communicate, I take topic, aim and addressee into account.	When I communicate, I take topic, aim, addressee and situation into account.	I help others to reach aims of communication.
When encouraged, I can express my attitude in normal environments. I sometimes follow speech etiquette.	Sometimes I express and ground my attitude in normal environments. I follow speech etiquette.	When encouraged, I express and ground my attitude in public discussions. I usually speak responsibly.	I boldly express and base my attitude in public discussions without prejudice to others' dignity.	I boldly express my own attitude and lead discussions.





## Self-evaluation of the Progress of Personal Competence

5–8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Competence Obtained	5. Further development
With help, I try to understand my personal qualities	I understand my strengths and weaknesses.	I know myself and try to use my strengths.	I know myself and lean on my strengths.	I am targeted to improve my personal qualities.
With help, I set myself simple goals and try to implement them.	I try to seek goals, mainly relying on myself.	I seek goals and rely on myself.	Depending on the situation, I evaluate my powers and accept challenges.	I am self-confident in unusual situations. I choose the right strategies to reach goals.
When helped, I am positive in self-evaluation. I try to follow my word.	I am positive in self-evaluation. I usually follow my word.	I enjoy my achievements. I follow my word.	I am proud of my identity and achievements. I follow my word.	In difficult situations, I do not lose self-esteem and remain responsible and dignified.
When helped, I try to recognise my emotions and feelings and express them adequately.	I know my emotions and feelings and try to control them. I accept and look for the help of my contemporaries.	I usually control my emotions and feelings. I try to have good relations with my contemporaries.	I control my emotions and feelings. I get in touch and have good relations with people of different ages.	In difficult situations I control my emotions and feelings.
I follow elementary rules of safety and healthy lifestyle.	I try to follow healthy lifestyle principles and behave safely.	I follow healthy and safe lifestyle, resist negative influence.	I take care of other people's health and safety.	–



## Self-evaluation of the Competence of Initiative and Creativity

5–8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Competence obtained	5. Further development
When helped, I pose ideas in my normal surroundings.	With encouragement, I pose ideas in my normal surroundings.	I bravely pose ideas in my normal and sometimes in new surroundings.	I think creatively and pose new ideas bravely in new surroundings.	Being self-confident, I pose ideas and share them with others.
When helped, I choose ideas suggested by others.	When encouraged, I choose my own ideas and those suggested by others.	I choose ideas independently.	I choose ideas in accordance with agreed criteria	I suggest criteria for choosing ideas.
I think over how to implement ideas suggested by others.	When helped, I suggest ways to implement ideas	When helped, I make a plan to implement ideas.	I take initiative to implement ideas, I make a plan.	When making a plan, I suggest alternative ideas and implementation methods.
When helped, I assess the risk of implementing ideas.	I am not afraid of risks when implementing ideas in my normal surroundings.	I take risks and I am not afraid of failure when implementing ideas in new surroundings.	I take risks and reasonably, learn from my failures.	I accept challenges and responsibility for implementing ideas.
When helped, I take actions to implement ideas.	Sometimes I am active in implementing ideas.	I am usually active in implementing ideas.	I am active and creative when implementing ideas. I involve others.	I creatively use my experience in posing and implementing new ideas.



## Self-evaluation of the Progress of the Socio-civic Activities

5–8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Competence obtained	5. Further development
When helped, I understand the impact of my words and actions on others.	I evaluate the impact of my words and actions on others.	I understand others' feelings, needs and convictions.	I respect others' needs and convictions.	I promote others' tolerance and empathy.
When reminded, I comply with the rules of conduct. I willingly communicate and, with help, try to resolve conflicts.	I comply with the rules of conduct and try to perform my duties. I sometimes communicate positively and try to solve conflicts.	I recognise others' rights and perform my duties. I usually communicate positively and solve conflicts.	I respect others' rights. I perform my duties responsibly. Positive communication, conflict management.	I rightly defend my rights and the rights of others, help others to solve conflicts.
When helped, I ask for help and try to help others.	Encouraged, I look for help and help others.	I look for help, try to accept it properly, help others.	I purposefully look for help, accept it properly, help others willingly.	I initiate help for others, take part in voluntary activities.
I perform the given activity when seeking for common goals. When encouraged, I work in group.	When prompted, I act to seek common goals. I work willingly in a chosen group.	I work towards common goals. I work in different groups.	I work responsibly for common goals. I work effectively in different groups.	I co-operate constructively, become a leader.
I know what is going on in the community and sometimes perform the given activity.	When prompted, I take part in making decisions, do indicated activities in the community.	I take part in making decisions and implementing community activities.	I plan, initiate decisions and implement various community activities.	Together with adults, I make decisions on how to improve life in the community and implement them.



## Self-evaluation of the Progress of Cognitive Competence

5–8 form students

1. First steps	2. Taking the right direction	3. The goal is near	4. Competence obtained	5. Further development
When encouraged, I ask and find answers.	I often ask and find answers by myself.	I am interested in lots of subjects and look for information about them.	I am interested in new subjects, purposefully look for information.	I purposefully go deeper into the chosen sphere.
When helped, I identify problems and look for ways to solve them.	When consulted, I identify problems and look for ways to solve them.	I identify problems independently, look for ways to solve them.	I independently analyse problems in various aspects and choose ways to solve them.	I am interested in actual problems and the ways to solve them.
When helped, I foresee the phases of cognitive activities and carry them out.	When consulted, I foresee the phases of cognitive activities and carry them out.	I foresee the phases of cognitive activities and carry them out independently.	Consistently and independently I work in order to know the surroundings.	I purposefully work in order to thoroughly know the surrounding.
When helped, I distinguish essential things and try to make conclusions.	When consulted, I distinguish essential things and make conclusions.	Mostly independently, I distinguish essential things, make conclusions and try to base them.	I independently distinguish essential things and make based conclusions.	Based on the conclusions, I foresee the perspective.
When reminded, I act safely.	Sometimes I act safely	I usually act safely	I act safely without harm to myself or my surroundings.	When exploring, I take care of safety for myself and my surroundings.

Conventions: 5 form – yellow, 6 form – green, 7 form – red, 8 form – blue.



### Reflection of Self-evaluation Progress of General Competences

Competence	Self-evaluation of progress and reflection	Self-evaluation and reflection
Learning to Learn (LL)	Date:	Date:
	I can	I can
	I would like	I would like
	How would I achieve it	How would I achieve it
Progress Reflection	I did it	
	I did not do it	
Communication (C)	Date:	Date:
	I can	I can
	I would like	I would like
	How would I achieve it	How would I achieve it
Progress Reflection	I did it	
	I did not do it	

Competence	Self-evaluation and reflection	Self-evaluation of Progress and Reflection
Cognitive (Cg)	Date:	Date:
	I can	I can
	I would like	I would like
	How would I achieve it	How would I achieve it
Progress Reflection	I did it	
	I did not do it	
Social (Sc)	Date:	Date:
	I can	I can
	I would like	I would like
	How would I achieve it	How would I achieve it



Competence	Self-evaluation and reflection	Self-evaluation of Progress and Reflection
Progress Reflection	I did it	
	I did not do it	

Competence	Progress self-evaluation and reflection	Progress Self-evaluation and reflection				
Informative and Creativity (I/C)	Date:	Date:				
	I can	I can				
	I would like	I would like				
	How would I achieve it	How would I achieve it				
Progress Reflection	I did it					
	I did not do it					
Personal (P)	Date:	Date:				
	I can	I can				
	I would like	I would like				
	How would I achieve it	How would I achieve it				
Progress Reflection	I did it					
	I did not do it					
Date	LL	C	Cg	Sc	I/C	P
–	–	–	–	–	–	–

Class mentor's evaluation (contractual symbols)

Class mentor's suggestions: \_\_\_\_\_

Parents' comments: \_\_\_\_\_



## Career Education Plan

<b>My achievements of which I am proud</b> <i>Achievement is what you did successfully, what you are pleased with</i>	<b>Two men that are important to me, who I trust</b>
<b>My top 3 interests</b> <i>Think about the school and after-school activities that give you pleasure, e.g. playing team games, organising parties. Computer games and listening to music may also be part of your interests.</i>	–
<b>My top 3 values</b> <i>Values are things that you consider to be important, that you follow in your life, e.g. health, freedom, helping others.</i>	–
<b>My main important personal qualities</b> <i>Positive words that characterise me, e.g. friendly, sporty, polite, healthy, creative.</i>	–
<b>My skills</b> <i>Skills are the things that you can do well. We all have some skills, e.g. ability to listen to others, solve problems, plan, work in a team.</i>	–
<b>My Favourite Subjects</b>	<b>Professions</b> <i>Think over what jobs you are interested in, what you would like to be when you grow up.</i>
<b>Class mentor, career specialist or other school personnel's remarks about me</b>	Remarks: Date:



Parents' comments on the learning progress self-evaluation paper:

*I wish you no sevens in the 2<sup>nd</sup> half of the year.*

*I am glad there are no sixes. I hope the results in Maths and Lithuanian will be better. It is fine that you want to help others. Don't be afraid to take risks.*

*Try to reach your goals. I know you can be tolerant, friendly and independent, don't be afraid of challenge! Good girl! I believe in you!*

Special educators, teachers and learners with different abilities take part in various events which are organised in Šiauliai (conferences, contests, exhibitions). Great attention is paid to after school education.

With reference to the edict of the Minister of Education of Lithuania of 2012, vocational guidance must be introduced in all schools. In primary education, vocational guidance is integrated in school subjects. Practical activities take place both in school and in other places. The Progymnasium co-operates with Šiauliai Vocational Centre, which carries out an early vocational guidance programme. The main aim is to help learners to understand the surrounding world, their interests and existing jobs. Learners with special needs take part in various activities with other learners and 'try out' different jobs, such as locksmith, restorer and hairdresser.



**Figure 3. Doctors, tailors and locksmiths**

Vocational guidance is actively performed in forms 5–8. Learners go willingly on excursions to various organisations and companies. The Progymnasium has good relationships with its social partners. Every year, learners in forms 5–8 fill in individual career plans. These plans encourage learners to evaluate their abilities and skills.

In order to objectively evaluate learners' achievements, Romuvos Progymnasium constantly participates in international and national surveys. Learners in the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> forms perform diagnostic and standardised tests in Lithuanian (reading and writing), maths, social and natural sciences. These tests are created by the National Examination Centre.

The tests help teachers to identify problems, differentiate and personalise education and to raise learners' achievements.

The success of teachers at Romuvos Progymnasium giving complex help is determined by the following factors:

- Properly formulated aims of complex help, clear plan of measures





- Team work, experience
- Competence of the special educators
- Interaction of all members of the community.

Forms of co-operation in the Progymnasium include meetings of methodical groups, CWC, community, teacher council, individual talks, seminars, parent days, etc.



**Figure 4. Learners enjoying the newly-implemented mobility break**

While taking part in the 'Raising the Achievement of all Learners in Inclusive Education' project, the school started to use the experience of Istituto Comprensivo Antonio Rosmini (Italian primary/lower-secondary school) and successfully implemented a mobility break.