

COUNTRY POLICY DEVELOPMENT SUPPORT

Country Repository – Lithuania



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INTRODUCTION

The European Agency for Special Needs and Inclusive Education (the Agency) developed the [Country Policy Development Support \(CPDS\) Framework](#) to be completed with individual country information about policies and their implementation into practice across the whole inclusive education system.

The framework is based on the [Key Principles 2021](#) (European Agency, 2021a). These focus on policy development and implementation in inclusive education systems, at different levels and in different contexts.

Completing the framework is the first step in the CPDS activity. CPDS is at the heart of the Agency's [Multi-Annual Work Programme \(MAWP\) 2021–2027](#) and will inform, and be informed by, all Agency activities. CPDS is in line with the Agency's intention to act as an active agent for change. This work has emerged from [Country Policy Review and Analysis \(CPRA\)](#) and Representative Board member (RB) requests to extend the outputs and build on existing methodologies.

The overall goal for CPDS is *to support countries from where they are* in their policy development and implementation work. CPDS is an individualised activity for all Agency member countries. It will provide each country with a record of its recent participation in Agency activities and projects and evidence of policy development and implementation across all the Agency's Key Principles **at a given point in time**.

This completed framework has become the CPDS Country Repository for Lithuania. It will be the basis for later steps in the CPDS work.

The country repository

The repository has **15 sections**, with 14 sections based on the Agency's **Key Principles**, and 1 section addressing policy related to **unforeseen global events**.

Each section begins with an overall statement, drawn from the Agency's **Key Principles**, followed by a number of sub-sections. Each sub-section has a Policy statement which focuses on an aspect of the section's overall statement. The Policy statements aim to guide policy-makers and other stakeholders to identify evidence of relevant information on legislation/policies and their implementation under each topic.

Below each Policy statement is a table with **two columns**:

- **Column 1** provides **indications of policy** in relation to the Policy statement.

This column includes direct quotes from official policy documents. These documents may include:

- **Existing legislation** on inclusive education and the rights of learners and their families (i.e. public laws, bills, resolutions, hearings, etc.)
- **National policies and policy statements** containing principles and a broad course of action adopted by the national government in pursuit of inclusion



- **Policy strategies:** high-level plans designed to achieve a particular long-term aim for inclusive education. These should address major issues, principles and beliefs. Policy strategies may arise from government aims across a number of policy areas
 - **Official public documents** or reports
 - **Policy tools** or levers to accomplish relevant legislation
 - **Policy recommendations.**
- **Column 2** provides **indications of implementation** of the policy into practice.

Some broad types of evidence of implementation may include:

- **Regulations, policy directives:** statements of and instructions for implementing important, high-level internal direction and positions that guide the schools' decisions and actions
- **Implementation strategies:** clear guidance on strategies and processes to follow
- **Existing standards** that support practice that aims at high expectations for all learners, as well as effective and equitable education systems
- **Tools and guidance** empowering stakeholders to be innovative and inclusive on a daily basis
- **Quality assurance mechanisms**, supporting high-quality inclusive education policies and practices
- **Monitoring mechanisms** (e.g. existing data) to ensure effectiveness, quality, equity and cost-effectiveness
- **Requirements outlined to schools** that describe the commitments required from school stakeholders to ensure that inclusive education is embedded within schools' policies and strategic action plans
- **Guidelines for schools/education professionals**, in the form of statements/instructions/recommendations on how to ensure high-quality inclusive education services.

The main source of information is the [Country System Mapping \(CSM\) Country Report](#) and/or other **Agency activities** the country has participated in since 2015. Additional sources may be used for each country, such as publicly-available policy documents and reports from international organisations in English (i.e. from OECD, GEM reports, etc.). The [references](#) section at the end of the repository lists the main sources used.

The [operational definitions](#) section provides clarifications of terms used in the repository.

The repository is a **dynamic document**. The Agency team will continue to use it to record the country's on-going policy development and implementation.



CPDS COUNTRY REPOSITORY – LITHUANIA

Section 1: Legislation and policy

There must be a clear concept of equitable high-quality inclusive education, agreed with [stakeholders](#). This should inform a single legislative and policy framework for all learners, aligned with key international and European-level conventions and communications, as the basis for rights-based practice.

Policy statement 1.1: There is a clear concept of equitable high-quality inclusive education within the single legislative and policy framework implemented for all learners, in all phases of education and into adult life

Indications of policy	Indications of implementation
<p>Definition: ‘Inclusion – the education system enables everyone to be educated, develop their powers and abilities, receive the help they need, experience success in learning, in social, cultural and / or other activities, and not be discriminated because of the diversity of educational needs and / or educational assistance needs.’</p> <p><i>Source: Country System Mapping (CSM) Country Report (European Agency, 2023a), p. 12</i></p>	–



Indications of policy	Indications of implementation
<p>The main ideas of inclusive education and the concept of ‘inclusion’ are stated in different national-level documents, including the Law on Education (2011); the National Education Strategy 2013–2022; Profile of the Competence of the Teaching Profession (2014); the ‘Good School’ concept (2015); Teacher Training Standards (2018).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 10</i></p>	<p>–</p>
<p><u>Law on Education of the Republic of Lithuania</u> (2011, and its amendments). This law determines the accessibility of education for learners with special needs. This is ensured by adapting the school’s environment, by providing psychological, special pedagogical, special and social-pedagogical assistance, and by supplying schools with technical aids and special teaching aids.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 10</i></p>	<p>Upon adoption of the amendments of the Law on Education, all general education schools will have to accept all pupils without any exceptions. Until 1 September 2024, if a school is unable for objective reasons to guarantee a learner in compulsory education programmes the psychological, special – pedagogical, special or social pedagogical assistance, it must propose that the learner studies in another school (article 29 of the Law on Education).</p> <p>The amendments to the Law on Education abolished this discriminatory provision and, since 1 September 2024, schools must ensure access to education for a learner with special educational needs by providing psychological, special pedagogical, special, social pedagogical assistance, social, health care and other services, providing educational technical support tools at school, special teaching tools, adapting the educational environment (physical, informational) and by other ways, established by the Law (entry into force on 01/09/2024; source: <u>Amendments to the Law on Education</u>).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 11</i></p>
<p>There is no transition period in the current legislation to facilitate the placement of learners in the nearest mainstream</p>	<p>Lithuania will introduce a centralised enrolment system to schools from September 2024 and under current legislation a pupil can only be enrolled in</p>



Indications of policy	Indications of implementation
<p>school. However, new amendments to the Law on Education were proposed by Members of the Seimas in December 2023. The discussions on these amendments are just beginning in Parliament.</p>	<p>the school nearest to where they live. The proposed amendments provide that a learner with very significant special educational needs may be offered a placement in another school (in the same municipality) that is better prepared for their education.</p> <p>With the permission of the psychological service, the municipality could propose to place learners with severe disabilities to another, better prepared school.</p>
<p>–</p>	<p>Preparations for inclusive education, so that every school is ready to accept learners with special educational needs (SEN), started even before the Law on Education was amended. Since 2014, investments have been made to upgrade and adapt school infrastructure for children with SEN. School buses adapted for transporting children with disabilities have also been purchased to ensure that children with disabilities are transported to school. Schools are provided with teaching aids and technical aids for education.</p> <p>Particular attention was paid to the preparation of teachers to work with pupils with various disabilities. In-service training for teachers and educational support specialists on the application of new educational methodologies and on the specific features of educating children with a particular disorder (autism, dyslexia, intellectual disability, etc.) was provided. Three national professional development programmes on inclusive education were launched from 2023.</p> <p>Additional funding has been made available for teaching assistant staff in schools, which has almost doubled:</p> <ul style="list-style-type: none"> • 2019/2020 – 2,069 • 2023/2024 – 4,280.



Indications of policy	Indications of implementation
	<p>Educational support positions in schools include assistants, psychologists, social and special pedagogues, pedagogical/psychological services. The allocation for salaries has increased:</p> <ul style="list-style-type: none">• 2019: EUR 100 million• 2024: EUR 162 million. <p>Enrolment in special education study programmes has increased, learners are given a scholarship which increases if they sign an agreement with the school that they will work there after graduation. In addition, all teacher training programmes include a compulsory course on the education of children with SEN.</p> <p>A network of national and regional school support institutions is being set up: the National Centre for Inclusion in Education (January 2023) which develops and disseminates new teaching and assessment methodologies, co-ordinates the activities of educational psychological services and regional counselling centres, and provides advice in particularly difficult cases. Nine Regional Assistance and Counselling Centres have been set up (September 2023) to provide advice and support to schools.</p> <p>Two European Union (EU) projects have been implemented – seminars for teachers introducing different methods for learners with SEN and for developing teaching materials and equipment. Both projects finished in 2023.</p>



Indications of policy	Indications of implementation
<p>Apart from the implementation of the provisions based on the Law on Education, Lithuania adopted an agreement across the political spectrum regarding the implementation of inclusive education.</p> <p><u>Agreement on National Education Policy (2021-2030)</u>: Leaders of Lithuania’s political parties signed an agreement on education policy on 1 September 2021, agreeing to test and implement inclusive education measures in at least five municipalities and schools by the end of 2023. This will allow for a consistent expanding of the network of institutions fostering inclusive education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 11</i></p>	<p>In collaboration with experts, three inclusive education models were developed. The Ministry initiated a call for the municipalities to develop proposals based on the models they would like to implement in their schools, including the specification of necessary resources. Additional funding was allocated to test the implementation of the models.</p> <p>Twenty municipalities applied. The selection was carried out by evaluating which model was chosen, how all conditions for implementing it were addressed, whether the municipalities planned additional contributions, how many learners/classes would be involved and other criteria. In total, 15 municipalities and 103 classes were selected.</p> <p>The project will be implemented over two school years until 2026. Additionally, there is a plan to form a team of researchers and foreign experts to evaluate the implementation of the project. Based on the evaluation, proposed models will be adjusted and their application expanded across Lithuania.</p>



Indications of policy	Indications of implementation
<p>Preparation for inclusion in 2021-2024 Action Plan aims to remove physical, informational and social barriers and ensure quality education for every child while learning together with their peers in the nearest educational institution, which provides the necessary assistance that meets their educational needs. The action plan envisages a whole complex of measures necessary for inclusive education – from adapting school infrastructure, providing necessary teaching tools, to establishing advisory assistance and additional educational assistance positions in schools and strengthening the training of qualified specialists.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 11</i></p> <p>The Action Plan and Agreement on National Education Policy are closely related. The agreements are included in the Action Plan as measures.</p>	–
<p>Education Development Programme of the National Progress Plan 2021-2030 (2021) indicates the main problems in education and describes their reasons, such as unequal opportunities to start school, insufficient use of educational technologies and digital innovations to increase the efficiency of the education system and the quality of learning outcomes; insufficiently developed educational support in schools, etc.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 12</i></p>	<p>An example of reflecting inclusive education principles in other policy areas is the setup of the social support provided, particularly the integrated measures introduced in kindergartens.</p> <p>Another example initiated by the Ministry of Economy supports digital projects to provide educational support for learners with SEN. There is a central Register of learners with SEN – a database comprising data on any support needed for individual learners, allowing for their smooth transfer between schools and educational levels. It is a pilot project implemented in Vilnius municipality to be later scaled up across the country.</p>



Policy statement 1.2: There is a single legislative and policy framework aligned with key international and European-level conventions and communications, as the basis for rights-based practice

Indications of policy	Indications of implementation
<p>In 1994 Lithuania signed UNESCO’s Salamanca Declaration of the Development of Special Needs Persons, and in 1995, ratified the United Nations Convention on the Rights of the Child. Before that there was a clear segregation of traditional schools and special schools, but later the process of integration started. The strategic documents of the European Union and Lithuania emphasise inclusive education that ensures the right and development of all learners to study at their nearest educational institution in the environment, adapted to their needs and abilities.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 13-14</i></p>	–
<p>Since ratifying the UN Convention on the Rights of Persons with Disabilities (2010), Lithuania committed to ensure equal opportunities for all children to study in any educational institution with other learners. However, until now, children who needed educational assistance or physical adaptation of classroom facilities were offered to study in special schools and were unable to learn with their peers who do not have special needs.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 14</i></p>	–



Indications of policy	Indications of implementation
<p>In 2021 an expert evaluation of the model for providing pedagogical and psychological assistance in Lithuania was conducted, during which the legal basis regulating educational support in line with the provisions of inclusive education was also analysed. Based on the evaluation findings: ‘National education policy is developed in accordance with international political guidelines, strengthening the development of inclusive education, supporting positive attitudes towards the diversity of learners and their needs, regulating the processes of meeting needs, and ensuring responsibility for their effectiveness, accessibility, and quality. Assistance is provided to education decision-makers and implementers. Lithuania’s education policy is based on the principle of the ‘right to education’ – every learner has the right to attend mainstream schools and, when needed, receive support at all levels’ Evaluation of PPA model (2021).</p>	–

Policy statement 1.3: The implementation of the legislation and policy framework ensures support for [learners who are vulnerable to exclusion from inclusive education](#), throughout their school careers

Indications of policy	Indications of implementation
–	<p>Since the 2024 school year, every child has the opportunity to study at their nearest educational institution. This means that children with disabilities will be able to study in mainstream pre-schools and general education schools equally with others. This means that educational institutions will have to meet the needs of all community members – for example, the place of education will have to be accessible, safe, attractive, functional, with clear visual and audio directions. However, to achieve this goal in 2024, it is necessary to expand the support system in schools, admit more educational support professionals and teaching assistants to schools and allocate money to their salaries, adapt the school environment for inclusive education, improve the qualifications and competences of all teachers so that they can work in the classroom with children with special educational needs. It can be rather difficult for schools to get ready for this in such short period of time.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 14</i></p>



Indications of policy	Indications of implementation
–	<p>Provisions have been in place for children from families at risk – pre-primary education is mandatory for them.</p> <p>Since 2014, investments have been made to upgrade and adapt school infrastructure for children with special educational needs. School buses adapted for transporting children with disabilities have also been purchased to ensure that children with disabilities are transported to school. Schools are provided with teaching aids and technical aids for education.</p> <p>Particular attention was paid to the preparation of teachers to work with pupils with various disabilities. In-service training for teachers and educational support specialists on the application of new educational methodologies and on the specific features of educating children with a particular disorder (autism, dyslexia, intellectual disability, etc.) was provided. Three national professional development programmes on inclusive education were launched from 2023.</p> <p>Additional funding has been made available to create teaching assistant roles in schools, which have almost doubled in the last two years.</p> <p>Enrolment in special education study programmes has been increased; learners are given a scholarship which increases if they sign an agreement with the school that they will work there after graduation. All teacher training programmes include a compulsory course on education for children with special educational needs.</p>



Policy statement 1.4: The general legislation and policy framework ensures support for some learners/groups of learners and ensures rights-based practice, in line with key international and European-level conventions and communications

Indications of policy	Indications of implementation
<p>In 2021, an expert evaluation of the model for providing pedagogical and psychological assistance in Lithuania was conducted, during which the legal basis regulating educational support in line with the provisions of inclusive education was also analysed. Based on the evaluation findings: 'National education policy is developed in accordance with international political guidelines, strengthening the development of inclusive education, supporting positive attitudes towards the diversity of learners and their needs, regulating the processes of meeting needs, and ensuring responsibility for their effectiveness, accessibility, and quality. Assistance is provided to education decision-makers and implementers. Lithuania's education policy is based on the principle of the 'right to education' – every learner has the right to attend mainstream schools and, when needed, receive support at all levels' Evaluation of PPA model (2021).</p>	–



Section 2: Flexible mechanisms for funding and resource allocation

Mechanisms exist to support the on-going development of inclusive school communities and enable them to increase their capacity to respond to diversity, support all learners and meet the full range of their diverse needs.

Policy statement 2.1: Funding mechanisms are flexible enough to support the on-going development of school communities

Indications of policy	Indications of implementation
<p>The state funds education from the state budget. This is a purposive state subsidy – a basket – part of which is directly allocated to the school, and municipalities receive a smaller part for further reallocation. Additionally, through differed programmes, the state can allocate investment funds to develop education.</p>	<p>–</p>
<p>In 2018, a mixed funding method changed the ‘pupil’s basket’. Starting from 1 September 2019, a mixed funding method has been applied to fund pre-primary, pre-school and general education curricula in state, municipality and private schools. It is a basket of basic education costs, linked with the implementation of educational content. A formula is calculated for each school according to the actual number of hours needed to implement the education plan.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 27</i></p>	<p>When teaching funds are calculated in pre-school, pre-primary and every general education class, the basic size of a group (maximum size) is set and the minimum possible number of children/pupils in the group/class is indicated. In addition, a conditional size of a group/class is indicated, i.e. several class options are listed, indicating the interval number of pupils. According to the class size, the number of contact hours per year is indicated. Knowing these indicators and the number of average contact hours for a teacher per year, the number of teachers needed for a class is calculated. In the calculation formula, the teacher’s salary factor, which depends on experience and category of qualification, is applied.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 28</i></p>



Indications of policy	Indications of implementation
–	According to this methodology, teaching funds (for teachers' salaries for conducted lessons) are calculated and allocated per class, while for other educational needs, such as teaching materials, funds are allocated per learner. By establishing a range between the minimum and maximum number of learners in a class, the practice of artificially creating classes of only maximum size was avoided. This preserved adequate school financing, reduced competition among schools for each learner, each of whom brings their 'basket'.
<p>The fixed state subsidy to cover teaching costs contains:</p> <ul style="list-style-type: none">• Funds to implement an education plan. In principle, these are funds for salaries calculated according to the number of teachers needed to implement an education plan.• Funds to reduce the difference in education funding needs between schools. 2.4% of the funds to implement the education plan. These funds can be used to increase teachers' salaries, improve education quality and accessibility, for example to fund home-schooling, or to introduce various forms of pre-school and pre-primary education. If necessary, learning a foreign language in smaller groups than set out in the General Education Plans can be funded. In addition, municipalities can fund measures that aim to reduce learning differences for pupils from an adverse social, economic, cultural environment.• Funds for other education needs. These funds are allocated separately for municipalities and schools for education needs. <p><i>Source: CSM Country Report (European Agency, 2023a), p. 27</i></p>	–



Policy statement 2.2: Mechanisms are in place to ensure that stakeholders in communities and schools are aware of the resource allocation and funding processes

Indications of policy	Indications of implementation
<p>Municipalities receive funds to organise and manage the educational process; provide education aid in schools and in pedagogical psychological aid institutions (these are funds for preventive programmes, education aid specialists, implementing the educational process, when it becomes more expensive due to children with special education needs, education aid for migrants); to assess learning achievements; or to fund curricula supplementing formal education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 27</i></p>	–
<p>Municipalities’ investment funds for developing education are allocated in accordance with the programmes specified in the budgets approved by local government councils.</p> <p>The municipalities also provide schools with school maintenance funds. These funds are used to pay the salaries of service staff and to cover the operating costs of the school such as heating, electricity and stationery supplies.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 62</i></p>	–



Policy statement 2.3: The funding mechanisms in place are flexible enough to enable schools to build capacity to support all learners

Indications of policy	Indications of implementation
<p>Education Development Programme for 2021-2030</p> <p>An insufficient proportion of learners with special educational needs receive educational assistance out of all learners identified as needing assistance. The proportion of learners with special educational needs who get educational assistance is expected to rise to 85% by 2025 and to 97% by 2030, compared with 57.6% in 2019.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 37, 54</i></p>	<p>From 2018 to 2021, the funds used for educational assistance increased by EUR 25.47 million, and from 2019 to 2021 educational assistance funds per learner increased by EUR 55.81. More education funds are allocated to learners with special educational needs, learners learning in national minority languages, learners learning in the state language of instruction in a multilingual environment, and migrants. In 2022, additional funding was allocated for the education of war refugees from Ukraine.</p>
–	<p>The Education Development Programme envisages financial projections for increasing inclusive and accessible education and ensuring a safe environment for everyone. The planned funds are EUR 340 million (EUR 123 million – State Budget, EUR 217 million – EU Structural Funds and co-financing funds). To achieve the goals set in the Education Development Programme, Progress Measures (e.g. ‘Implementing inclusive education’) are being developed for each task, fully detailing activities, projects, measures, along with specific allocated funding, implementation timelines and performance indicators. Implementing activities, using funds and achieving indicators are monitored through a national centralised monitoring information system.</p>



Indications of policy	Indications of implementation
<p>Municipalities are responsible for organising all necessary assistance for disabled children and children with special educational needs to enable them to participate in integrated education. This assistance includes transport, equipment, tutoring in the classroom, and all the necessary learning support specialists. Nevertheless, many municipalities have not yet arranged for proper access to schools, or educational services for children with special educational needs and disabilities.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 62–63</i></p>	<p>From 2018 to 2022, EUR 24.67 million was disbursed from EU structural funds to ensure the development of inclusive education. This was used to improve the infrastructure, provide special teaching tools, create inclusive education models and methodologies, improve the qualifications of pedagogues and educational support specialists, and other inclusive education purposes.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 31</i></p>
–	<p>Most interventions exceeded the set goals at the beginning of the investment period: more educational institutions were renovated, more educators and other individuals participated in training than planned, and so on. However, in some cases, these significantly higher numbers are more related to prudent planning and the choice to implement more but smaller-scale activities. The activities were implemented across the entire country and covered various target groups within the education community.</p> <p>(Evaluation of the Achievement of the Objectives of the 2014-2020 EU Funds Investment Action Programme)</p>



Indications of policy	Indications of implementation
–	<p>The impact of investments from 2014 to 2020 to grow accessibility and quality in education is assessed ambiguously, although most of the planned result indicators of the EU funds have been formally achieved.</p> <p>On the one hand, widespread investments in educational infrastructure, updating educational content and teacher training create conditions for improving the quality of education and learner achievements.</p> <p>On the other hand, in the General Education sector, there are systemic challenges related to teachers' workload, payment and motivation, as well as challenges in educational content and organisation, which the EU fund interventions are unable to solve.</p> <p>A more significant positive impact of EU fund investments is in contributing to the development of inclusive education. However, the funds from EU sources were primarily used to develop methodological support and improve accessibility to technical assistance tools. The contribution of these developments to enhancing the quality and opportunities of inclusive education will depend on how the current challenges related to the availability of education assistance specialists in different level educational institutions will be addressed.</p> <p>(Evaluation of the Achievement of the Objectives of the 2014-2020 EU Funds Investment Action Programme)</p>



Indications of policy	Indications of implementation
<p>Schools receive funds to buy textbooks and other education supplies and to additionally fund the educational process when pupils learn in a national minority language or in the state language in a multilingual environment; for pupils’ cognitive activities and professional orientation; for the improvement of qualifications for teachers and others participating in the educational process; and for the introduction and usage of information and communication technologies (ICT). The funds for this group are calculated according to the real number of pupils.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 28</i></p>	<p>Despite the fact that additional funding is allocated to schools, education assistance provision is still not guaranteed for everyone who needs it; the availability of assistance is insufficient.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 31</i></p> <p>From 2024, after the amendments to the Law on Education, which aim to consolidate the principle of inclusion in educational institutions, an additional EUR 220 million investments from EU structural funds and the state budget are planned.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 32</i></p> <p>Every year during budget negotiations, substantiated applications for budget reallocation and additional funding for targeted activities are submitted by the Ministry of Education to the Ministry of Finance. Such requests require precise justification why more resources are needed along with precise calculations.</p>



Indications of policy	Indications of implementation
–	<p>The implementation of the European Development Programme (EDP) for 2021–2030 foresees:</p> <ul style="list-style-type: none">• improving the educational conditions of persons with various needs who experience exclusion, by providing educational and co-ordinated services, starting in the second quarter of 2024;• developing up to 10 regional education support centres, starting in the second quarter of 2023;• increasing the availability of pre-school and full-day school services for persons experiencing exclusion, starting in the fourth quarter of 2023. <p><i>Source: CSM Country Report (European Agency, 2023a), p. 32</i></p> <p>The National Centre for Inclusion in Education (from January 2023) and nine Regional Assistance and Consultation Centres (from September 2023) have been set up to provide advice and support to schools. The remaining activities will realistically start in the second half of 2024.</p> <p>Regional centres operate under municipalities. They are special schools which were additionally financed to provide services and methodological support to mainstream schools. Currently, there are 42 special schools in Lithuania; 9 of them have the status of regional centres and continue to operate as special schools.</p> <p>The National Centre operates under the Ministry and has a co-ordinating role for the regional centres. The setup is similar to the pedagogical-psychological services co-ordinated by the National Centre.</p>



Policy statement 2.4: Processes are in place to ensure that the allocation of funding supports capacity building in individual schools to reduce barriers to learning for learners vulnerable to exclusion

Indications of policy	Indications of implementation
<p>When calculating the educational funds, different coefficients are applied, 1) for learners with special educational needs, depending on the severity of their special educational needs; 2) for migrants.</p> <p>Funds from the state budget are allocated for education, catering and transport for children experiencing social risk who are assigned compulsory education according to the pre-school education programme, to ensure their pre-school education in a state, municipal or non-state school.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 29</i></p>	<p>Insufficient funding is a result of both the setup of the funding formula and the amount of available finances. However, it is important to consider the financing specifics in Lithuania. Providing educational assistance is an independent function of municipalities. Teaching funds (salaries of educational support specialists in schools and pedagogical psychological services) are financed from the national budget according to a set formula. The municipality is responsible for adapting school infrastructure for pupils with disabilities, transportation arrangements, establishing teacher assistants' positions. After analysing information about the funds allocated for education assistance in municipalities, it is evident that the allocated funds constitute only one-third compared to the targeted grants for education assistance from the national budget for municipalities.</p>



Indications of policy	Indications of implementation
<p><i>Additional funding:</i></p> <ul style="list-style-type: none">• If pupils follow pre-school and pre-primary education curricula in special schools or special groups, the basic education funds are doubled.• The actual number of pupils with major or severe special education needs learning pre-school or pre-primary education curricula in general groups is doubled.• Basic education funds are increased by 5% for pupils learning pre-primary curricula in an ethnic minority language or learning its language.• For special education centres intended for pupils with special education needs from the whole country or region. In this case, the indexation factors for the conditional number of teachers needed for a class are increased by 5%. <p><i>Source: CSM Country Report (European Agency, 2023a), p. 29</i></p>	–



Indications of policy	Indications of implementation
<p><i>Financial support for learners' families:</i></p> <ul style="list-style-type: none">• free school meals;• basic school supplies;• other support: to ensure that schools are accessible to all pupils, municipalities compensate transportation expenses. <p>Children become entitled to free school meals and social assistance when the income per family member is under a certain amount. This amount is calculated by multiplying the annually determined state-supported income by a coefficient of 1.5. In 2024, the amount is EUR 264 and in 2023 it was EUR 235.5.</p> <p><i>Financial support for families of pupils with special educational needs</i></p> <ul style="list-style-type: none">• the school's founder arranges free transportation for pupils with special educational needs to school and back home according to its regulations. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 29–30</i></p>	–



Indications of policy	Indications of implementation
<p><i>Education fee reduction in pre-school education institutions</i></p> <p>The payment for children’s care in pre-school institutions (except private ones) is reduced by 50% if:</p> <ul style="list-style-type: none">• the child (children) has (have) only one parent;• the family is raising three or more children;• a child has major or severe special education needs; etc. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 29–30</i></p>	<p>The impact of these measures is not observed. They are intended to create more favourable conditions for children to attend school. In Lithuania, education is compulsory until the age of 16. To ensure equal starting opportunities, pre-school education is mandatory for children from families at social risk. Municipalities are responsible for identifying such children in their territory (including those who do not attend school) and ensuring that they attend pre-school education institutions.</p>
<p><i>Non-formal education pupil’s basket</i></p> <p>‘Pupil’s basket’ funds for the non-formal education of children can be used for teachers’ salaries and for social security contributions and expenses for teaching materials and other expenditures that are directly related to the implementation of non-formal education programmes for children.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 28</i></p>	<p>In 2011, a pilot project aimed at testing the non-formal education pupils’ basket was implemented in five municipalities. Based on the results of the project, the non-formal education pupil’s basket was introduced in October 2015.</p> <p>In January 2022 the Ministry of Education, Science and Sports approved new procedures for financing and administering children’s informal education programmes. Since March 2022, all informal education programmes are assigned to municipal and national level programmes. It is recommended that municipality-level programmes set a ‘basket’ size from EUR 15–20. A EUR 20 basket is recommended for the national-level programmes. An important innovation is that children with medium and high special educational needs will be allocated a double ‘basket’ of informal education programmes, i.e. EUR 30–40.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 28-29</i></p>



Policy statement 2.5: Requirements are in place for schools to report back and justify their additional [discretionary funding](#) to national or regional bodies

Indications of policy	Indications of implementation
<p>The school is accountable for the purpose-specific use of funds to the school founder. The founder also has the right to check whether the school uses the received funds according to their intended purpose. In municipal schools, this function is performed by the Internal Audit Service.</p> <p>Schools in Lithuania lack financial autonomy, as their legal form is a budgetary body. This implies that the budget is planned and implemented in accordance with the Law on Budgeting. At the end of the year, the budget funds in accounts controlled by appropriations managers and subordinate bodies and other entities are returned to the budget (except for unused appropriations for financing specialised programmes and for completing construction works).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 28</i></p>	<p>A certain amount of funds (not a high percentage) can be reallocated by municipalities among their schools.</p> <p>Schools do not receive funds based directly on the number of learners and/or classes as ‘one piece’. The allocated amount for a school is strictly distributed according to the designated purpose outlined in the methodology.</p> <p>If for any reason a school has saved a certain amount from teacher in-service training, it cannot be used for teacher salaries or the purchase of teaching materials.</p>
<p>–</p>	<p>Schools or municipalities can only receive additional funding for their needs by participating in certain projects, for example, those funded by the EU, which are administered by, for instance, the Ministry of Economy and Innovation or the Ministry of Social Security and Labour. The primary funds are targeted state budget allocations to municipalities (per learner/class basket).</p>



Section 3: An effective governance plan

An effective plan is in place that sets out clear roles and responsibilities, opportunities for collaboration and levels of [autonomy](#) throughout all system levels and [sectors](#).

Policy statement 3.1: Roles and responsibilities are clearly presented

Indications of policy	Indications of implementation
<p>The Lithuanian education system can be called decentralised as it gives some autonomy to schools and local authorities.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 56</i></p>	–
<p><i>National level</i></p> <p>The directions of education policy are set at the national level. The Government, the Ministry of Education, Science and Sport and other ministries participate in the formation and implementation of the national education policy. The Government prepares the national education strategy and may submit drafts of laws to the Seimas. It also approves development programmes in a specific area or in several areas, as well as legal acts that implement the laws.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 56</i></p>	–



Indications of policy	Indications of implementation
<p><i>Municipal level</i></p> <p>Lithuania’s municipalities are responsible for the implementation of the state education policy and set long-term goals and action plans for education development. Municipal councils and administrations are the founders of schools providing pre-school, pre-primary, primary, lower-secondary and upper-secondary education, and organise non-formal and informal education for children and adults. Municipal institutions also ensure conditions to implement compulsory education, e.g. organising and co-ordinating the provision of educational assistance to the pupil, teacher, family and school; bearing responsibility for school transport and catering.</p> <p>In order to promote society’s participation in shaping and implementing education policy, the municipal education council and councils for concrete education sphere can be established. The pupils, teachers, parents, social partners, education providers and/or their associations are represented in the municipal education council. The municipal education council analyses how municipality implements national education policy, approves long-term education goals and gathers society to reach these goals.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 26</i></p>	<p>Every year, a State of education overview is prepared, focusing on a specific aspect. However, over the last 15 years, this analysis has not been conducted (e.g. Lithuania. Education in the country and regions 2022, overview of inclusive education, p. 20).</p> <p>Annual overviews were prepared by the Ministry. From 2024 they are developed by the National Agency for Education. A dedicated report on inclusive education was prepared in 2022.</p> <p>Report on external evaluation of inclusive education</p>



Indications of policy	Indications of implementation
<p>School level</p> <p>According to the Law on Education, the school founder (state, municipality or private entity) supervises school activities, and the quality of education is a joint responsibility of the school and the owner. The Law on Education sets forth provisions for school self-governance and singles out the school's council as the school's highest self-governance body, representing learners, teachers, parents (guardians, caregivers) and representatives of the local community.</p> <p>The school council has decision-making power with regards to school activities and funding and other issues as defined by school statutes.</p> <p>Every year, the school council evaluates the head of school's annual activity report and submits its decision on the report to the institution implementing the rights and obligations of the school owner or its authorised institution. If, for two years in a row, the school council assesses the activities of the school head to be unsatisfactory, the institution implementing the rights and obligations of the school owner or its authorised institution will decide upon dismissal of the school head.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 26</i></p>	–
<p>Other school self-governance bodies (Teachers' Council, Pupils' Council, Parents'/foster parents'/guardians' Council) may also function at school.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 26</i></p>	–



Policy statement 3.2: Measures are in place to monitor, evaluate and review the governance plan’s effectiveness at different levels across the education system

Indications of policy	Indications of implementation
<p>An institutionalised regional level and regional legislation were no longer in place when, in 2010, counties were abolished. The local level is the municipality and the school. Their role and functions are described in the Law on Education and the Law on Local Self-Governance establishes the authority of municipal institutions in the field of education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 65</i></p>	<p>The National Agency for Education is responsible for conducting education monitoring, organising national and international education research. It analyses results and challenges in the national education system, submits conclusions and recommendations with respect to improving education quality and effectiveness of the education system. It produces reviews on education and administers the Education Management Information System. There are established indicators at the state, municipality and school levels. Data is collected from various registers and presented on dashboards for municipalities and schools, allowing comparison, based on specific indicators, between municipalities or at the national level.</p> <p>Every school has a ‘school card’ which contains data from various registries about the number and structure of learners, number and structure of teachers, teacher/learner ratio, results of national exams, infrastructure, etc. The Ministry decides what will be included in the card.</p>



Policy statement 3.3: Opportunities exist for collaboration between stakeholders at every level of the education system, and across different sectors (including all public and private sectors)

Indications of policy	Indications of implementation
<p>The Law on Education includes a dedicated Article (57) on the powers of ministries, state institutions and government agencies in the field of education management.</p> <p>Ministries and government agencies shall:</p> <ol style="list-style-type: none">1) participate in working groups for the drafting of documents that regulate educational policy and schools' activities, submit proposals to the Ministry of Education, Science and Sport concerning draft legal acts;2) together with the Minister of Education, Science and Sport issue education-related legal acts;3) carry out according to the procedure laid down by the Minister of Education, Science and Sport the assessment of annual activity reports of the heads of those educational institutions in which they exercise the rights and duties of the State as the owner or stakeholder in accordance with the procedure laid down by legal acts;4) to organise in accordance with the procedure laid down by the Minister of Education, Science and Sport the performance review of teachers, specialists in educational assistance at schools in which they exercise in accordance with the procedure laid down by legal acts the rights and duties of the State as the owner or stakeholder.	<p>Ministries' powers and responsibilities are laid down in laws and other legal acts. There are also procedures for drafting and negotiating new legislation with ministries, social partners and the public. This process often takes a long time, especially if there are disagreements on certain issues. However, collaboration is reasonably smooth.</p> <p>New laws are proposed by the Ministry to the government which submits them to the Seimas where they are discussed.</p> <p>Ministers' regulations are prepared at the Ministry, negotiated with stakeholders, other ministries and the public and then adopted.</p>



Indications of policy	Indications of implementation
<p>Other articles of the Law on Education specify collaboration with individual ministries related to the provision of healthcare in schools (Art. 22), assistance to the school and the teacher (Art. 23) through ‘co-ordinately-rendered educational assistance, social and healthcare services at the municipal level’ to children from birth until 18 years of age (for those with major SEN until 21 years of age) and to their parents, which is guaranteed by a civil servant of the municipal administration who is a co-ordinator of interinstitutional co-operation.</p> <p>Other examples of intersectoral co-operation address the provision of information about education and employment prospects (Art. 26), accessibility of education to persons with limited mobility (Art. 35), allowing homeschooling and study at healthcare institutions, and material provision of education (Art. 40).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 63–64</i></p>	<p>–</p>
<p>State – municipal collaboration</p> <p>Development of a shared vision for inclusive education: Agreement on National Education Policy (2021-2030) by political parties represented in the parliament (the Seimas) together with the Association of Local Authorities in Lithuania and the National Education Council.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 64</i></p>	<p>‘By the end of 2023, to pilot and roll out inclusive education measures in at least five municipalities of different type and their schools, and to consistently expand the network of schools practising inclusive education. To develop the system of education assistance across education establishments so that the number of children per one education assistance specialist does not exceed the requirement’ (Agreement on National Education Policy (2021-2030)).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 65</i></p>



Indications of policy	Indications of implementation
–	<p>The National Network of Education NGOs states there is a need to ‘open up’ the education system. The OECD recommends Lithuania should include NGOs in modelling and providing public services. Although the 2014–2020 National Progress Programme had an indicator to procure at least 15% of public services from independent entities, including NGOs, it only reached 2.9% in the field of education in 2019. It described Lithuania’s education system as very closed, focused on maintaining a network of subordinate institutions, and very slow involvement of non-profit organisations in education as social partners in both decision-making and service provision.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 83</i></p> <p>The non-state education sector in Lithuania is not large, but is slowly expanding. Counting all private educational institutions from pre-school to higher education, the number of private educational institutions in 2022 was 14.6%.</p> <p>The expansion of pre-schools is particularly pronounced. In 2010–2011, there were only 4. In 2022 there were already 175. Private pre-schools account for almost one fourth of all pre-schools. Municipalities facing a shortage of state-run kindergartens are taking various measures to increase availability of non-state kindergartens. In Vilnius, for example, a family enrolling their child in a private kindergarten can benefit from a EUR 100 reimbursement on the monthly fee.</p>



Indications of policy	Indications of implementation
–	<p>To encourage NGOs to become more involved in the education system, the NGO Education Network implemented a project funded by the Ministry of Social Security and Labour, which is responsible for NGO development. The project aimed to ensure the sustainable integration of NGOs into the overall education system at national and local levels, strengthening their capacities as social partners and fostering change in the education system.</p> <p>The National Network of Education NGOs was established in 2016 and since 2019 has been operating as an association of education NGOs working in the fields of pre-school and general education, higher education, and non-formal education for children and adults.</p> <p>At national level, the involvement of NGOs in preparing strategies and action plans is a common practice, as is their inclusion in monitoring groups for implementing action plans. In the Working Group on monitoring and co-ordination of the Preparation for inclusion in 2021-2024 Action Plan, NGOs on disability and education are well represented.</p>



Policy statement 3.4: There is sufficient autonomy within the governance plan to enable all [leaders](#) at different levels across the education system to use their discretion in making decisions

Indications of policy	Indications of implementation
<p>The municipality (local level), based on the directions of national education, forms its own educational strategy lasting several years, taking into account the needs of the community, the municipality and the region. The municipality also sets tasks and measures to achieve the goals set in the strategy.</p> <p>In accordance with the Law on Local Self-Government, autonomous functions of the municipality include: organising and co-ordinating the provision of educational assistance to pupils, teachers, families, schools, and implementing minimum care measures for the child; organising free transportation to schools and home for pupils of general education schools living in rural residential areas; organising pre-school education, non-formal education of children and adults, organising employment of children and youth.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 56</i></p>	<p>Evidence of municipal educational strategies is not collected and no analysis of municipal strategic plans has been carried out.</p> <p>Municipalities are free to take their own decision to meet the targets. These are set at the national level, but municipalities can choose their own strategies. Some municipalities have dedicated inclusion plans, others address inclusion in their strategic plans.</p>



Policy statement 3.5: The governance plan sets out clear roles and responsibilities, at every level of the education system, with processes in place to resolve conflicts

Indications of policy	Indications of implementation
–	<p>According to the division of responsibilities, in the case of conflicts between parents and the school, the founder (in most cases, the municipality) is involved in resolving the conflict. If the problem is not resolved, the National Agency for Education addresses the problem. Where appropriate, a government representative in the county is also involved.</p> <p>Potential conflicts in schools (e.g. parents complaining about the finances allocated for their child) are first addressed by the headteacher, next by the municipality's educational division and eventually by submitting an appeal to the National Agency for Education.</p>



Section 4: Quality assurance and accountability

There is a comprehensive framework of quality assurance and [accountability](#) for monitoring, review and evaluation that supports high-quality provision for all learners, with a focus on equitable opportunities for those at risk of marginalisation or exclusion.

Policy statement 4.1: There is a framework to monitor and evaluate high-quality provision for all learners across the whole education system

Indications of policy	Indications of implementation
<p>The Ministry of Education, Science and Sports and its authorised institutions are responsible for national-level education and science monitoring. The monitoring is carried out by the National Agency for Education, which is responsible for the management of Educational Management Information System (EMIS), and by other authorised bodies, but is mostly based on performance monitoring and not funding.</p> <p>Monitoring of resource use is performed via EMIS, municipal reports on the status of education are produced by the National Agency for Education in addition to national statistics.</p> <p>At the local level, municipality education bodies monitor general education for children, young people and adults, vocational training, the education of learners with special needs, pre-primary education, non-formal education, the provision of educational assistance, child and youth engagement, and the implementation of children's minimum care measures.</p>	–



Indications of policy	Indications of implementation
<p>Under the Law on Education, the external evaluation of schools (except for higher education institutions and vocational training institutions) is carried out periodically. It is initiated by the institution implementing the rights and obligations of the school owner (state schools – budgetary institutions), the executive institution of the municipality (municipal schools – budgetary institutions), the institution implementing the rights and obligations of the owner (state and municipal schools – public institutions), owner (other schools).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 60</i></p>	<p>The National Agency for Education organises the external assessment and selects the schools for assessment. External assessment of the quality of school activities is a formative assessment of the processes taking place in the school, which provides information for adjusting the school’s activities and improving its results. External evaluation is based on self-evaluation carried out by the school.</p> <p>External evaluation can be:</p> <ul style="list-style-type: none"> • overall, when all school activities are assessed; • thematic, when the school’s activities are evaluated, delving into the relevant topic (problem, question) determined by the Minister of Education, Science and Sport; • of risks, when the risk factors of the school’s activities and the prediction of opportunities to improve the activities are identified and analysed.
<p>–</p>	<p>The <i>overall evaluation</i> is carried out using an approved system of 25 indicators covering 4 areas of school performance – results, education and pupils’ experience, educational environments, and leadership and management.</p> <p>The indicators determined during the <i>thematic evaluation</i> can be restructured to consider the problematic issue identified by the Minister of Education, Science and Sport. Three areas of school performance are analysed: outcomes, education and pupils’ experience, leadership and management. In 2021, the National Agency for Education carried out the first external evaluation of inclusive education in 30 schools to improve the design of measures for effective inclusive education in mainstream schools.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 61–62</i></p>



Indications of policy	Indications of implementation
–	<p>External evaluation data on school performance and lesson quality shows that inclusive education processes are stronger at school level than at individual teacher level. Schools often declare inclusive education culture and attitudes, and this is reflected in school planning documents, but in educational practice these processes are not reflected in the evaluation of pupils' achievements and progress.</p> <p>Elements of inclusive culture documented in formal school documents (educational plans, activity programmes, procedure descriptions, etc.) do not reach the individual learner and fail to create the most suitable conditions and environment for learning.</p> <p>Formalised processes (plans, visions, agreements, etc.) rarely manifest at the classroom level, making it difficult to achieve the planned outcome. Evaluators often describe learner achievements and progress, support in the educational process, and other important aspects as needing improvement.</p> <p>Teachers, in line with the legal regulation of educational processes, develop various inclusive education activities (individual education plan, child support plan, adapted programmes), however, the document contents are not reflected much in the classroom when organising inclusive education for each learner.</p> <p>The school's teachers, educational support staff and teaching assistants work together to improve quality lesson planning, but organising learning based on involving pupils in planning their own learning, developing flexible learning content, adapting its elements for all learners, are aspirations rather than prevailing practice.</p> <p>Some schools focus on improving teachers' competences to strengthen and develop inclusive education practices. However, there is a lack of leadership among teachers to reach common agreements to consistently and systematically put the acquired competences into practice. Report on external evaluation of inclusive education</p>



Indications of policy	Indications of implementation
–	<p>Schools are evaluated periodically, at least every 7 years.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 70</i></p> <p>During school evaluation, the main focus is on monitoring the educational process. Observations are recorded: 1) during overall and thematic evaluation – in the educational activity (lesson) monitoring form; 2) during the risk assessment – in the monitoring form of the school’s external educational activity (lesson) risk assessment.</p> <p>After the observed lesson, the teacher is told at least three positive aspects and no more than two aspects of the lesson that could be improved.</p> <p>The school informs the learners and their parents about the findings of the external evaluation. After the evaluation, the school and its founder improve the activities, using consultants to improve the activities. The National Agency for Education, together with the Ministry of Education, Science and Sports, monitors and analyses the schools’ progress and the impact of aid provided to schools after external evaluation.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 61–62</i></p> <p>Consultants are trained according to a training programme approved by the Director of the National Agency for Education. Consultants are usually teachers or specialists from municipal education departments.</p>



Indications of policy	Indications of implementation
<p>Education remains a priority area for the National Audit Office of Lithuania. It regularly conducts audits of education system quality.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 60</i></p>	<p>The last audit was ‘Do Changes in Education Determine Pupils’ Better Learning Outcomes?’ (2020). Implementing the audit recommendations at the national level would improve the quality of education and pupils’ learning outcomes, reduce the achievement gap between urban and rural areas, reduce social exclusion in the long run, increase the attractiveness of the teaching profession, and ensure transparent and fair remuneration.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 60</i></p>
–	<p>Recommendations to the Ministry of Education, Science, and Sport:</p> <p>1. In order to reduce discrepancies in learning achievements of pupils, to plan and implement measures aimed at bridging the gap between pupils’ learning achievements. Measures include the allocation of funds:</p> <p><i>Obligatory attendance of pre-schools by children from families at risk.</i></p> <p><i>Finances for additional consultations for learners at schools with identified gaps and lower performance in international examinations.</i></p> <p><i>National CPD training for in-service teachers focusing on maths.</i></p> <p>1.1. for high-quality long-term maintenance of computer equipment and connectivity:</p> <p><i>Supply of computers to schools, used also for hybrid education.</i></p> <p>1.2. for accessibility of laboratories for all pupils so that the practical tasks of the natural science subjects can be carried out by all in laboratories (e.g. schools equipped with modern laboratories should make them available to all pupils in the municipality);</p> <p><i>Thematic laboratories were established through a national project focusing on science, math, technology and arts.</i></p>



Indications of policy	Indications of implementation
	<p>1.3. strengthen the ability of schools to assess the individual progress of pupils in schools:</p> <p><i>New curricula and programmes are being implemented in the 2023/2024 school year for grades 1, 3, 5, 7, 9, 11, in 2024/2025 for the remaining grades. Amendments on the assessment of learners have been adopted.</i></p> <p>1.4. ensure access to consultations for all pupils in need.</p> <p><i>Projects for career guidance have been implemented and the position of career guidance specialists in schools was established.</i></p> <p><i>Special and social pedagogues, psychologists and teacher assistants provide educational support. There is a shortage of specialists – currently 85% of learners have access to support services.</i></p> <p>2. In order to ensure education of equal quality and more efficient application of resources, provide for measures obligating to organise the educational process in such a way that there are no combined classes of grades 5–8 and combined compulsory subjects if the progress of pupils is not ensured.</p> <p><i>From January 2024 new legislation/ amendment came into force: combined classes or subjects are not organised anymore. Compensations will be funded from the state budget.</i></p> <p>3. In order to exploit pre-school education to a greater extent, by reducing the gap in educational achievements among pupils, especially among children growing up in families at social risk, taking measures to ensure pre-school education for children living in remote areas (e.g. transportation, etc.).</p>



Indications of policy	Indications of implementation
	<p><i>Provisions are in place. Municipalities identify children from families at risk and provide transportation if needed. They have additional finances for this purpose.</i></p> <p>4. In order to make the provisions of the legislation on the remuneration of teachers clear and uniformly applied in schools:</p> <p>4.1. regulate the principles of the structure of the teacher’s workload (proportion of hours/ranges and general principles for setting minimum hours for the community and professional development activities to be performed), in cases where the annual rate of hours is set above or below the total workload (1,512 hours);</p> <p><i>The law on financing addresses the number of hours teachers have for contact/in-class work and for other work not performed in class (school community activities, consultations with parents, co-operation with educational support specialists, etc.). This was introduced three years ago and applies to all ISCED levels</i></p> <p>4.2. to provide assistance in implementing the provisions of legal acts (preparing standardised and/or automated measures for the formation of the workload structure, providing clarifications regarding the application of the requirements of legal acts in specific practical situations, publishing examples of good practice in preparing school remuneration systems, workload structure).</p> <p><i>Schools get support in this regard and municipalities receive recommendations from the Ministry. Contact hours and other duties are determined.</i></p>



Policy statement 4.2: Structures and processes are in place to monitor and evaluate whether learners at risk of marginalisation receive high-quality provision and equitable opportunities

Indications of policy	Indications of implementation
<p>The municipality ensures the availability and quality of education for each learner with special educational needs living in the municipality’s territory.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 10</i></p>	<p>There has been an educational assessment procedure involving a multi-disciplinary team – the Child Welfare Commission. The multi-disciplinary team includes 3–5 members from within and external to the child’s/learner’s (pre-)school. It may include the school head, the head of the school’s department for education, educational assistance specialists (social pedagogue, psychologist, special pedagogue, speech therapist), health care professionals, class leaders (tutors), teachers and educators. The Commission may also include parents/guardians/carers, local community representatives and other stakeholders in the child’s/learner’s welfare.</p> <p><i>Source: Country Background Information to the 2020/2021 European Agency Statistics on Inclusive Education (EASIE) data (European Agency, 2023b)</i></p> <p>Child Welfare Commissions are permanent bodies operating at municipality and school levels. Their functions are partly defined by the Law on Minimum and Average Care for Children of the Republic of Lithuania. The mayor of the municipality approves the Commission. The functions of the School Child Welfare Commission, its composition and the procedure for organising its work are defined by the Minister of Education, Science and Sport.</p> <p>The Law on Education states that the initial assessment of educational needs is carried out by the school’s Child Welfare Commission. The assessment can be initiated by a teacher, an educational support specialist or a parent. If further assessment is needed, the school will contact the Pedagogical Psychological Service to assess the pupil’s special educational needs. If the child needs complex services, the school will contact the municipal Child Welfare Commission.</p>



Indications of policy	Indications of implementation
–	<p>The Child Welfare Commission conducts a primary evaluation of children’s/learners’ special educational needs. A child’s/learner’s special educational needs (except those arising from exceptional talents) are evaluated by a pedagogical-psychological service for pedagogical, psychological, medical and socio-pedagogical aspects. Special education shall be allocated by the head of a pedagogical-psychological service and, in certain cases, by the school principal with the consent of the parents/guardians/carers, in accordance with the procedure laid down by the Minister of Education, Science and Sport.</p> <p><i>Source: Country Background Information to the 2020/2021 EASIE data (European Agency, 2023b)</i></p> <p>The decision on the provision of special education does not specify where it will be provided (mainstream school, special class within the mainstream school, special school). The parents decide where their child will be educated. They can only be recommended which school would best suit their child’s needs. According to current legislation, children with only severe and very severe special educational needs can be educated in special schools.</p>



Indications of policy	Indications of implementation
–	<p>The Child Welfare Commission is in charge of periodically (e.g. every three months) re-assessing a child's performance. If a child makes sufficient progress and their parents approve, transfer to a mainstream school is possible and recommended.</p> <p>There are 'customised' and 'individualised' programmes for learners with SEN. Customised programmes are the same as mainstream/general programmes but with some technical or learning assistance/support specified. Learners in these programmes can achieve minimum education standard and acquire a certificate.</p> <p>Learners in individualised programmes only receive a certificate of attendance and finish education without acquiring a qualification.</p> <p>Transfers from special to mainstream schools are possible with both programmes, but qualification is not acquired with the individualised programme.</p> <p>The Child Welfare Commission requests re-assessment from the pedagogical-psychological service, which recommends whether the child should follow the customised programme or, if they are not performing well, an individualised programme at school.</p>



Indications of policy	Indications of implementation
–	<p>A legal document describes the support the child/learner is eligible to receive and is used as the basis for planning.</p> <p>In the result of the assessment, education assistance specialists work hand-in-hand with teachers to adapt tasks or the teaching programme. In case of major or severe special educational needs, an individualised teaching programme may be prepared.</p> <p><i>Source: Country Background Information to the 2020/2021 EASIE data (European Agency, 2023b)</i></p> <p>The legal document is issued by the pedagogical-psychological service. It is not regularly re-assessed, unless the Service decides so, e.g. when reassessment is required or when the School's Child Welfare Commission requests it.</p> <p>Schools prepare an individual education plan for each pupil with SEN. It is developed by teachers and educational support specialists, monitored and updated by the Child Welfare Commission.</p>
<p>The Co-ordinator of inter-institutional co-operation is an important institution, helping to supervise the accessibility and quality of co-ordinately rendered educational assistance, social and healthcare services, in compliance with the monitoring indicators, as set out by the Minister of Education, Science and Sport together with the Minister of Social Security and Labour and the Minister of Health.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 68</i></p>	<p>There is no report on the roles, tasks and performance of the co-ordinators available. No evaluation / report about the provided services is conducted.</p> <p>The co-ordinator of inter-institutional co-operation acts as an intermediary between the school, parents, the municipality's Child Welfare Commission and providers of education, social and health services. Upon receiving, for example, a school's request for co-ordinated services for a learner and/or family, the co-ordinator organises their provision at the municipal level.</p>



Policy statement 4.3: Processes are in place to ensure that the quality assurance and accountability framework supports and reviews the quality of provision for all learners

Indications of policy	Indications of implementation
<p>Under the Law on Education, education quality is the responsibility of the education provider and the institution implementing the rights and obligations of the owner. The state ensures the quality of formal education.</p> <p>Educational monitoring, research, self-evaluation and external evaluation of school activities, certification of teachers and educational support specialists and evaluation of learning achievements are carried out to improve education quality. The heads of the educational institution submit an annual activity report to the school community and the council for consideration.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 60–61</i></p>	<p>There is no strictly defined format for the school annual activity report. The report is presented to the school community and school founder. At national level their content and quality are not analysed.</p>



Indications of policy	Indications of implementation
–	<p>Schools can regularly perform self-assessment, based on the Methodology of self-assessment of the performance quality of the School implementing general education programmes (2016). The self-assessment results are a way for the school to determine the state of its current performance, to see and analyse its progress and trends, to predict and plan a strategy for progress.</p> <p>By annually submitting aggregated self-evaluation data to the National Agency for Education and announcing the school's progress, schools contribute to the implementation of the goals (goal 2) and performance indicators (goal 2 indicator 16) of the State Education Strategy 2013–2022 (2013).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 60–61</i></p>
–	<p>The 'Methodology for quality assurance of the activities of non-formal children's education and its providers' includes monitoring, self-evaluation of activities and external evaluation and research.</p> <p>The Agency for Non-formal Education of Lithuania analyses and systematises data from self-evaluation and external assessment of the activities of non-formal education (NFE), analyses NFE monitoring indicators and other studies, and organises NFE quality and monitoring events.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 61</i></p> <p>The Agency for Non-formal Education deals with subject competitions and evaluates NFE programmes / accredits NFE providers. It also sets qualification standards, provides pedagogical and psychological training and certifies individual NFE providers.</p>



Policy statement 4.4: Accountability measures are built into the framework to ensure that there is on-going review, with evidence of the allocation of inputs and resources to ensure equitable opportunities for vulnerable learners across the education system

Indications of policy	Indications of implementation
The Ministry of Education, Science and Sports and the municipality are accountable for the allocation of resources to ensure equitable opportunities for vulnerable learners.	If the student register indicates a learner’s poor social background (e.g. the learner is eligible for free meals, has migrant background, etc.), different coefficients in the funding formula are applied to provide finances from the state budget to the municipality, which allocates them to schools. EMIS provides this data based on which calculations and transfers are managed.



Policy statement 4.5: There are early indicators in place, at all levels, to identify and address when aspects of policy or provision of support for learners and families vulnerable to exclusion are unlikely to be fulfilled

Indications of policy	Indications of implementation
<p>The description of the procedure for identifying groups of learners with SEN and dividing their SEN into levels is approved by three ministers: the Minister of Education, Science and Sports, the Minister of Health and the Minister of Social Security and Labour.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 65</i></p>	–
<p><u>Procedure for Assessment of Pupils with Special Educational Needs and Assignment of their Special Education (2011, and its amendment in 2013)</u> describes the procedure for determining groups of learners with SEN and allocating their SEN into levels. It regulates the identification of disabilities, disorders and learning difficulties that constitute SEN and the criteria for categorising them into levels.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 10</i></p>	–



Section 5: Learning opportunities for all teachers and all educational professionals

There is a continuum of teacher professional learning – initial teacher education, induction and continuing professional development for teachers and [teacher educators](#) – that develops areas of competence in all teachers regarding assessment and needs identification, curriculum planning (universal design), inclusive pedagogy, engagement with and in research, and use of evidence.

Policy statement 5.1: Teacher education – from initial teacher education, through induction and continuing professional development – gives teachers the skills and competences required to teach in inclusive classrooms and schools, such as assessment and needs identification, curriculum planning (universal design) and inclusive pedagogy

Indications of policy	Indications of implementation
<p>Teacher training centres on:</p> <p>Complex selection to pedagogical studies. The candidate’s learning achievements (competitive score), motivation, personal qualities and values will be assessed. During the study pedagogical practice, the person’s suitability for a profession will be re-evaluated.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 46</i></p>	–
<p>Educators working with children with special needs are trained according to special pedagogy study programmes.</p> <p>Concerning the education of children with special educational needs, all pedagogical study programmes must include a course on the education of children with special educational needs. Initial Teacher Education includes a subject: ‘Diversity of learners, taking into account the context of those with special educational needs (inclusive education) and those who are talented’.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 46–47</i></p>	–



Indications of policy	Indications of implementation
<p>Every teacher who works in pre-school or primary school or as a subject, vocational or supplementary informal education teacher must complete at least 60 hours of training in special needs education and psychology.</p> <p>Since 2019, teachers who work in vocational or supplementary informal education must also complete at least 60 hours of training in special needs education and psychology before 31 August 2020 (all teachers already had this obligation).</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p>	<p>Teachers working with pre-school, pre-primary, general education, vocational training and non-formal education programmes must have completed a course in special pedagogy and special psychology for teachers according to the Programme for Qualification Improvement Courses in Special Pedagogy and Special Psychology, approved by the Minister of Education and Science of the Republic of Lithuania. This must be completed within one year from the start of teaching if they have not completed courses earlier or during their studies.</p> <p>Three 10-credit national teacher in-service training programmes on inclusive education have been prepared and approved, and teachers are recommended to complete these programmes.</p>



Policy statement 5.2: A continuum of teacher professional learning is available to all teachers, at all stages of their careers, enabling them to build capacity throughout their careers

Indications of policy	Indications of implementation
<p>In Lithuania, teachers are trained in higher education institutions – universities and colleges. Prospective teachers study pre-primary education, primary education or specific subject study programmes.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 46</i></p>	<p>Lithuania introduced a revised teacher education model in 2017. The model describes teacher education as a continuum, which begins with initial teacher education and encompasses regular, continuous professional development activities. Clearer pathways towards acquiring teacher qualification are defined through both consecutive and concurrent study programmes, which are complemented by an official induction period for beginning teachers.</p> <p><i>Source: Order on the approval of teacher training regulations</i></p>
<p>In 2017, the Ministry of Education, Science and Sport approved a new description of the Teacher Training Model prepared by various stakeholders. Its purpose is to create the preconditions for effective and qualitative functioning of the teacher training and continuous professional development (CPD) system.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 46</i></p>	<p>–</p>
<p>Teacher training is described in the Regulations on Teacher Training adopted in 2018. The Regulations state that Teacher Training Centres and other higher education institutions that have co-operation treaties with Centres provide initial teacher education. Three teacher education centres were established to enhance the quality of initial teacher education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 47</i></p>	<p>–</p>



Indications of policy	Indications of implementation
<p>Teachers' conditions of service entitle them to continuing professional development (CPD). The founder of the school ensures that teachers and other staff engaged in the process of education receive remuneration for their CPD for at least five days per year. This provision is laid down in the Law on Education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 47</i></p>	<p>The Ministry of Education, Science and Sport plans funds for teachers' continuing professional development (...) Each year, some funding from the Ministry for CPD is allocated to special needs education.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p> <p>According to the learner/class basket methodology, a certain amount of funds is allocated for CPD.</p>
<p>Participation in continuing professional development activities is very important for teachers as five days of in-service training per year is a necessary pre-condition for a teacher to be appraised and acquire a higher or retain the same qualification category. A higher qualification category leads to a higher salary.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 47</i></p>	<p>If a teacher does not participate in CPD, during the attestation or annual evaluation, they may lose their current category, and in the new academic year they may not be assigned a workload.</p> <p>Providing data on the number/share of teachers participating in CPD activities every year is challenging because it is impossible to calculate the exact number of unique participants. Throughout the year, numerous training sessions are offered, and participants may attend multiple sessions, leading to repetition in the count.</p>
<p>In 2012 the Teachers' Professional Development Concept was approved by the Minister of Education and Science. The Concept specifies that teachers can accumulate funds provided by the State for their continuing professional development for several years.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 47–48</i></p>	<p>In the school basket there are funds allocated specifically for in-service training. Every teacher is supposed to have five days per school year. It is paid from the school budget.</p>



Policy statement 5.3: Teacher professional learning is provided by teacher educators and trainers with the knowledge and experience in inclusive education required to develop essential competences in others

Indications of policy	Indications of implementation
<p>Teacher training centres on:</p> <ul style="list-style-type: none"> • Pedagogical studies (teacher training). Teacher training will take place in the strongest higher education institutions. International experts will be involved. Teacher training programmes will be updated; a variety of teaching methods for teachers (concurrent, consecutive, pedagogical professional studies, alternative methods) will be established. • Professional growth through pedagogical internship, pedagogical activities and improvement of continuous professional development. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 46–47</i></p>	<p>–</p>
<p>Schools have the opportunity to have CPD consultants who help build up a professional development plan.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p>	<p>Consultants are paid from the quality basket (improvement and innovation) or school basket. They are experienced teachers and headteachers. There is an in-service training programme for them to conduct internal evaluation at schools. Consultants usually visit schools to provide support to teachers. They are co-ordinated by the National Agency for Education.</p>
<p>Every eight years, teachers acquire a right to get sabbatical leave of up to one year for study or internship, without losing their monthly salary.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p>	<p>Sabbatical is used occasionally for one year, e.g. for writing textbooks. It is not used extensively.</p>



Policy statement 5.4: Systems are in place to monitor and evaluate the skills and competences of teacher educators and trainers and the content and quality of professional development training and courses

Indications of policy	Indications of implementation
<p>Institutions providing teachers' professional development include methodological centres at schools, municipal teacher education centres and professional development providers at higher education institutions. Other institutions, such as non-governmental organisations and agencies under the subordination of the Ministry of Education, Science and Sport, can also arrange professional development events.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p>	<p>The Ministry of Education, Science and Sport in conjunction with other relevant institutions engaged in the process, organises, co-ordinates and studies the system of teachers' continuing professional development and analyses the need for arranging professional development events.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 48</i></p> <p>The priority areas for CPD are approved every three years. The National Agency for Education prepares an annual report. CPD can only be carried out in the programmes accredited by the Agency.</p>

Policy statement 5.5: There are opportunities for teachers to use evidence from research to inform their practice, and to engage in education research within university settings or through in-school action research projects

Indications of policy	Indications of implementation
–	<p>A few (4–5) schools established by universities serve as 'laboratories' for innovations and engage teachers in education research.</p>



Policy statement 5.6: [Educational professionals](#) and [everyone who works with teachers](#) and schools have on-going learning opportunities that align with the key goals for inclusive education

Indications of policy	Indications of implementation
–	Teacher assistants are not considered as pedagogical employees and they are provided with a training course. They can apply for other programmes but there are not many courses available for them. Sometimes they are invited to participate in the programmes for teachers.

Policy statement 5.7: Teachers and everyone who works with them have regular opportunities to collaborate and engage in reflective professional learning, as an important aspect of their diverse professional development

Indications of policy	Indications of implementation
–	Teacher assistants work alongside teachers and also receive training.



Section 6: Curriculum framework

There is a [single curriculum framework](#) that is sufficiently flexible to provide relevant opportunities for all learners, and an [assessment framework](#) that recognises and validates attainment and [wider achievement](#).

Policy statement 6.1: The single curriculum framework is sufficiently flexible to provide relevant learning opportunities for all learners, including learners who are vulnerable to exclusion

Indications of policy	Indications of implementation
<p>The general curriculum framework governs the content of national-level education, which helps to pursue the goals of primary education, basic education and secondary education. The general curriculum framework defines the learning outcomes pursued, laying down the scopes of teaching and learning, and specifying features of levels of attainment of learning outcomes.</p> <p>The curriculum specifies the development of competences every two school years; evidence of the development of competences at the four levels of achievement and provisions for assessing learner achievements.</p> <p>The scope of the education content is presented by distinguishing the content of compulsory subjects (about 70%) and elective subjects (about 30%) to be selected by teachers based on the learners' capabilities and in co-ordination with other teachers.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 38–39</i></p>	<p>The National Curriculum was planned to be redesigned following some main principles:</p> <ul style="list-style-type: none"> - The future curriculum will have some degree of flexibility to address the educational needs of different learners. - Since the focus is on the development of learner competences, learning progressions will be developed as a tool to allow learners to progress through educational stages at their own pace. - Different levels of learner performance defined in the new curriculum will ensure all learners' participation in formal education. - There is also some flexibility regarding the teaching content in the new curriculum; the teachers are supposed to select teaching content that is relevant for particular learners' interests and capacities. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 38–39</i></p>



Indications of policy	Indications of implementation
–	<p>In September 2022 the Minister of Education, Science and Sports approved 44 redesigned subject curricula. A total of 47 curricula have been redesigned.</p> <p>The learning content in the redesigned curricula is presented by distinguishing between compulsory subject content (about 70%) and optional content (about 30%), which is chosen by the teacher based on the learners' abilities and in co-ordination with other teachers. The size of this proportion may vary depending on the level of education, subject logic, goals and teaching tradition.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 38–39</i></p>
–	<p>The redesigned curricula will be implemented in grades 1, 3, 5, 7 and 9 and grade 3 gymnasium from the 2023/2024 academic year, and in the remaining grades from the 2024/2025 academic year.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 38–39</i></p>



Policy statement 6.2: The assessment framework recognises and validates attainment and achievement beyond academic success, such as certifying and marking achievement across a range of measures and over time, to highlight individual learner progress

Indications of policy	Indications of implementation
<p>The redesigned general curricula follow a competence-oriented direction of education: the learner’s goal should be not only to acquire knowledge, but also to be able to apply it, to have more skills needed in the modern world. The aim is to develop cognitive, digital, social, emotional and healthy lifestyle, creativity, civic, cultural and communication competences.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 40</i></p>	<p>Formative assessment is encouraged to enable individual learner progress. Teachers are encouraged to provide feedback and use other assessment methods that support each learner’s development and growth.</p> <p>Some external summative assessment will move to digital platforms and will enable more learners to participate in it.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 40</i></p> <p>The competence models, descriptions of achievement levels and related assessment frameworks are aligned.</p>



Policy statement 6.3: Systems are in place to ensure that all learners have access to relevant learning opportunities across all stages of the education system, including preparations for and access to further, higher and vocational educational and employment opportunities

Indications of policy	Indications of implementation
<p>The Law on Education Art. 14. (5). ‘When necessary general education curricula, vocational training programmes shall be adapted to learners with special educational needs in accordance with the procedure specified in paragraph 1 of this Article, while study programmes shall be adapted in accordance with the procedure laid down by a higher education institution.</p> <p>(6). Learners with special educational needs may complete formal education programmes within a period of time shorter or longer than the period of time set for such programmes; they may study at intervals, complete the said programmes by way of separate modules. Learners with major and severe special educational needs may study in general education schools (classes) designated for learners with special educational needs until the age of 21.’</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 40</i></p>	<p>Agreement on National Education Policy (2021-2030):</p> <p>‘To develop, by 2024, a single quality standard for general education accessible to all children, both rural and urban, including foreign Lithuanians and children from ethnic communities and minorities, in response to the challenges of the 21st century, ensuring essential everyday skills (linguistic, natural science, information technology, financial, cultural and civic literacy), and competencies for complex real-world-problems, and fostering values needed to operate in a fast-paced, ever-changing world’.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 40</i></p> <p>Learners with SEN obtain the same school leaving qualification/certificate upon the completion of the education programme if they follow a customised programme, not an individualised one, and achieve at least a satisfactory level.</p>



Indications of policy	Indications of implementation
<p>General educational plans for primary, lower-secondary and upper-secondary education programmes for 2021–2022 and 2022–2023 school years.</p> <p>Chapter VI describes the organisation of education for learners with special educational needs: preparation of an individual educational support plan, assessment of learning achievements and progress, provision of educational assistance, teaching at home, and organisation of education in preparatory classes of special schools.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 40</i></p>	–
<p>The General Yearly Teaching Plans for lower- and upper-secondary education programmes specify that the school must respond to the needs of pupils with special education needs when developing its Teaching Plan and establish the procedure for meeting those needs: make decisions regarding the learning load of learners with SEN (plan obligatory and special lessons) and provide special education and/or special support measures.</p> <p>At the school level, the policy of integrated education for learners with special needs is the responsibility of school heads, but all teaching staff are involved in the implementation process.</p> <p>In response to the needs of pupils with SEN, the teacher adjusts (modifies, adapts or individualises) the general curriculum of separate subjects to tailor it to the pupils' educational needs. They do this based on the pupils' education needs and recommendations provided by both the school child welfare commission and the special teacher. If the school has neither of these, the teacher receives guidance and counselling from specialists of the educational psychology service attending to the school's needs.</p> <p><i>Source: CSM Country Report, pp. 40–42</i></p>	<p>Primary, basic and secondary curricula are modified and adapted for the teaching of pupils with special educational needs in mainstream schools. In 2022, the Ministry of Education, Science and Sport, Education Development Centre and the National Agency for Education developed the Recommendations regarding the adaptation of updated general curricula to the learners with special educational needs.</p> <p>The teaching methods, syllabus content, teaching plan and organisation of evaluation of pupils' attainments and progress and also procedures for their performance evaluation may be adapted to fit the pupils' special educational needs.</p> <p><i>Source: CSM Country Report, p. 41</i></p>



Section 7: Collaboration and communication

Structures and processes are in place to enable [collaboration](#) and effective communication at all levels – between ministries, regional- and local-level decision-makers and between services, sectors (public and private) and disciplines, including non-governmental organisations and schools.

Policy statement 7.1: Processes for co-operation and collaboration (negotiation and shared activities) are structured and implemented between all relevant stakeholders working within and across all levels and sectors

Indications of policy	Indications of implementation
<p>National level / ministries</p> <p>The Law on Education states:</p> <p><i>‘Article 57. Powers of ministries, state institutions accountable to the Seimas and government agencies in the field of education management</i></p> <p>Ministries and government agencies shall:</p> <ol style="list-style-type: none"> 1) participate in working groups for the drafting of documents that regulate educational policy and schools’ activities, submit proposals to the Ministry of Education, Science and Sport concerning draft legal acts; 2) together with the Minister of Education, Science and Sport issue education-related legal acts 	<p>–</p>
<p>The Law on Education, Article 57:</p> <ol style="list-style-type: none"> 3) carry out according to the procedure laid down by the Minister of Education, Science and Sport the assessment of annual activity reports of the heads of those educational institutions in which they exercise the rights and duties of the State as the owner or stakeholder in accordance with the procedure laid down by legal acts 	<p>Some Ministries are the founders or shareholders of a number of educational institutions, and these institutions submit reports, which are analysed by the Ministry’s supervising department.</p>



Indications of policy	Indications of implementation
<p>The Law on Education, Article 57:</p> <p>4) to organise in accordance with the procedure laid down by the Minister of Education, Science and Sport the performance review of teachers, specialists in educational assistance at schools in which they exercise in accordance with the procedure laid down by legal acts the rights and duties of the State as the owner or stakeholder</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 63</i></p> <p>According to the current legislation, when a teacher or educational support specialist applies for the category of teacher methodologist or expert, a representative of the founding authority has to take part in the assessment board and has to appoint an assessor of practical activities.</p>	<p>Headteachers monitor/assess teaching practice. External consultants are invited as well to observe teaching in the classes and provide guidance. Reports with suggestions are prepared for assessed teachers with five positive and five critical things.</p> <p>An attestation system is in place. An assessment commission assesses the performance of a teacher applying for higher qualification level.</p> <p>There is no system to assess teachers' performance through learner performance.</p>
<p>Shared responsibilities</p> <p>The Law on Education:</p> <p><i>Article 22. Healthcare in schools</i></p> <p><i>Article 26. Provision of information about education</i></p> <p><i>Article 35. Accessibility of Education to Persons with Limited Mobility</i></p> <p><i>Article 40. Material Provision of Education and Learning Workload</i></p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 63–64</i></p>	–



Indications of policy	Indications of implementation
<p>Local level / municipalities</p> <p>The Law on Education, Article 23. Assistance to the school and the teacher</p> <p>‘3. At a municipality, the coordination of co-ordinately-rendered educational assistance, social and healthcare services to children from their birth until they reach 18 years of age (for those having major and severe special educational needs – until they reach 21 years of age) and to their parents (guardians, curators) shall be guaranteed a civil servant of the municipal administration who is a coordinator of interinstitutional cooperation and the qualification requirements shall be established by the Minister of Education, Science and Sport together with the Minister of Social Security and Labour and the Minister of Health’.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 63–64</i></p>	<p>–</p>

Policy statement 7.2: Structures and processes are in place to monitor and evaluate the transparency and effectiveness of collaboration between decision-makers working within and across all levels and sectors to ensure successful and sustained outcomes of communication

No information.

Policy statement 7.3: Existing structures and processes enable sustainable partnerships that bring about long-term, effective collaboration and communication at all levels and across all sectors

Indications of policy	Indications of implementation
<p>–</p>	<p>Co-operation and partnership between the different levels is generally not formalised. The Ministry usually has partnerships with associated bodies of school heads, municipalities, teachers and others.</p>



Section 8: Early childhood education and family support

There is a strategy to increase participation in [quality inclusive early childhood education](#) and support families experiencing disadvantage.

Policy statement 8.1: Processes are in place to increase access to and participation in early childhood education

Indications of policy	Indications of implementation
<p>Early childhood education and care (ECEC)</p> <p>Pre-school education, which is listed under non-formal education, is not compulsory except when it is stated that a child lives in a social-risk family.</p> <p>Pre-school education institutions and general education schools, freelance teachers and other education providers provide the pre-school education curriculum. This can be a state/municipal provider as well as a non-state provider.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 15</i></p> <p>The age range for pre-school education is 0–5 years.</p>	<p>The rationale for considering ECEC as non-formal education stems from the fact that there is no national curriculum for pre-school education, only guidelines for this level of education. Pre-school education is an autonomous municipal function. This does not have any implications for the enrolment rates and the quality of provision at the pre-school level.</p>



Indications of policy	Indications of implementation
–	<p>Participation in early childhood education tends to be lower in rural areas, and learner outcomes are marked by a significant urban-rural gap.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 15</i></p> <p>Voluntary provision of ECEC by municipalities and non-state providers is not a major factor for the lower enrolment rates in rural areas. This is more to do with the fact that there is less employment than in urban areas and parents can stay at home with their children. However, pre-school education is compulsory for children from socially at-risk families, and municipalities are provided with additional funding to educate such children free of charge in pre-school institutions, including through the provision of transportation.</p>

Policy statement 8.2: Processes and strategies are in place to reach and support those families who experience disadvantage, to ensure their greater participation in early childhood education

Indications of policy	Indications of implementation
<p>Pre-school education may be made mandatory for children living in families at social risk. Mandatory pre-school education for children in families at social risk is the government’s attempt to reduce inequalities in academic achievement during the school year and to ensure the safety of these children.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 23–24</i></p>	<p>The decision on whether a child lives in a family at social risk is a matter for the child protection authorities, while the municipality is responsible for providing education.</p>



Indications of policy	Indications of implementation
<p>Every child in Lithuania is entitled to at least 20 hours of ECEC services a week funded by the state, with the rest of the time being financed by a public ECEC provider (for example, the municipalities).</p> <p>Municipalities have the right to determine the fees for education, meals or other services provided to children participating in ECEC. In cases where children do not obtain placements in public ECEC, some municipalities provide EUR 100 compensation for children to attend private ECEC.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 24</i></p>	<p>The state provides municipalities with funds for 20 hours of education per week for each child, with the municipality covering the rest. The funds are allocated according to the number of children attending the pre-school.</p> <p>The fees are set by the founder (usually the municipality). The Ministry does not have data about the compensations applied.</p>



Indications of policy	Indications of implementation
–	<p>In September 2021, new amendments were adopted to the Minister of Education, Science and Sport, and the Minister of Social Security and Labour’s joint law ‘Regarding the approval of the description of the procedure for determining and assigning compulsory pre-school education’, in relation to compulsory ECEC for children from families at social risk. This law provides additional financing to municipalities and ECEC providers that enrol children assigned to compulsory ECEC, as it was noted that the biggest barriers to access to compulsory ECEC were a lack of transportation and additional financial burdens such as meals and salaries for accompanying persons.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 38</i></p> <p>The number of 0–5-year-old children enrolled in pre-school education has slightly increased:</p> <ul style="list-style-type: none">• 2019–2020: 104,054• 2020–2021: 104,292• 2021–2022: 104,644• 2022–2023: 104,933.



Indications of policy	Indications of implementation
<p>Pre-primary education has been compulsory for all children in Lithuania since 1 September 2016, and is intended to help improve their academic achievements and social inclusion. The usual age for pre-primary education is 6 years old. Parents can send their children to pre-primary education a year earlier, but not before they are 5 years old.</p> <p>Pre-primary institutions and general education schools, freelance teachers and other education providers provide the pre-primary education curriculum. This can be a state/municipal provider as well as a non-state provider. Pre-primary education is organised according to the pre-primary education programme prepared by the Ministry of Education, Science and Sport. This programme sets out goals, objectives, and implementation measures to ensure quality education for children.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 24</i></p>	–

Policy statement 8.3: Measures of quality are in place in early childhood education, and undergo a process of monitoring, evaluation and review at local, regional and national levels

Indications of policy	Indications of implementation
<p>A monitoring system is one of the main issues raised at policy level with regard to the quality of ECEC services.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 66</i></p>	<p>In 2021, the Methodology for self-assessment and the Methodology for external evaluation of the quality of activities of schools implementing pre-school and/or pre-school education programmes were created.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 66</i></p>



Policy statement 8.4: There is a strategy to increase participation in early childhood education that actively promotes the benefits for children and families in overall child development, improving social inclusion and academic development, and increasing life chances

See [8.2](#).



Section 9: Support for transitions

There is a strategy to support all learners at times of transition between phases of education – and particularly as they move into adult life – through vocational education and training, further and higher education, independent living and employment.

Policy statement 9.1: Strategies are in place to support all learners at times of transition between levels and phases of education

Indications of policy	Indications of implementation
<p>Three types of guidance are available at times of transition between phases of education and adult life:</p> <ul style="list-style-type: none">• Academic guidance can be provided by a subject teacher and/or a special needs education specialist.• Career guidance shall be provided in most educational institutions (general education schools, vocational training and other educational institutions, career guidance centres and other). Career guidance is carried out by schools and their vocational information points. Vocational information is provided by: vocational information consultants (professional advisors, social educators and school psychologists), social teachers, vocational teachers, general education teachers and form teachers.• Psychological counselling for learners who experience personal and learning problems is universally rendered by assistance providers who work in close co-operation with the learner's parents (foster parents or guardians) and teachers and provide consultations to them. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 53–54</i></p>	<p>Career guidance is provided in all schools. Career consultants will work in every school; the related project started in 2023.</p>



Policy statement 9.2: Strategies are developed and implemented at different levels of the education system, through processes of collaboration between educational professionals and others in each sector

Indications of policy	Indications of implementation
<p>Organisation and monitoring of career guidance services in general education schools is managed by local municipalities. The Lithuanian Centre of Non-Formal Youth Education has the mandate for co-ordinating career guidance services at national level, developing methodology and evaluating the need for training and further professional development of guidance counsellors.</p> <p>Funding for career guidance services comes from diverse resources: the state budget, European Social Fund (ESF), Active Labour Market Resources and the Youth Guarantee Initiative.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 50</i></p>	–
–	<p>The National Progress Plan for 2021–2030 years, strategic aim 3: ‘To increase the inclusiveness and effectiveness of education to meet the needs of the individual and society’ includes indicator 3.4.8: ‘Share of pupils (grades 5–12) who received career guidance services’. In 2018, 25.6% of pupils received these services. The target value for 2025 is 60%, for 2030, 100%.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 51</i></p>



Policy statement 9.3: Strategies are in place to ensure that teachers and other educational professionals are provided with training, time and resources to collaborate and support all learners at times of transition between levels of education

Indications of policy	Indications of implementation
<p>The Law on Education defines career guidance as a form of educational assistance. The law defines career guidance as: ‘by measure of career information, career counselling and career education to help a person to choose education and employment, to acquire career planning and management competences and to actively shape their professional career’.</p>	–
<p>The General education plans foresee that in grades 9–10, at least 100 of the lessons allocated per year to meet the learners’ educational needs must be devoted to teaching in an individualised and differentiated manner and to developing career management competencies. For learners with special educational needs, the number of lessons devoted for developing career competencies can be increased.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 50</i></p>	Career guidance is additional to the curriculum. Formal curriculum consists of subjects, career guidance is not a subject. Schools decide how to integrate it in the education plan.
<p>In school-based vocational education and training (VET) tracks, career education is integrated into appropriate vocational subjects (economy, ethics, language subjects, IT, etc.). Transition skills are developed in co-operation with local employment offices, companies and local youth services.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 50</i></p>	–



Indications of policy	Indications of implementation
<p>Career guidance is carried out by schools and their vocational information points. Vocational information is provided by: vocational information consultants (professional advisors, social educators and school psychologists), social teachers, vocational teachers, general education teachers and form teachers.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 53–54</i></p>	–

Policy statement 9.4: Strategies are in place to ensure that learners and their families are supported as they transition from school to post-school educational destinations (such as vocational education and training, further and higher education), independent living and employment

Indications of policy	Indications of implementation
<p>The Career education programme (2014) determines career education goals, areas and tasks, career competencies – i.e. self knowledge and understanding, abilities and attitudes, opportunities for learning, self-expression and work, career decision-making, career planning, co-ordination with other areas of life and realisation, development and structure of career competencies, guidelines for developing career competencies, assessing learners’ career competencies in schools, in general education and/or vocational training programmes.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 50</i></p>	–



Policy statement 9.5: Strategies are in place to raise awareness among stakeholders from different sectors to enable them to co-operate and co-ordinate their approaches, to ensure that the delivery of provision continues smoothly between all levels and towards all post-school destinations

Indications of policy	Indications of implementation
<p>The Ministry of Education, Science and Sport is responsible for career guidance policy related to the provision of quality career education, information and counselling services for pupils, adult learners, etc. The Ministry establishes the procedure for delivering career information and careers education in the educational system. The aim is for all learners to receive career guidance services in their educational institution, and for these services to help them not only to prepare for their future career, but also to plan, develop and assess their career.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 49</i></p>	<p>Lithuania continues to develop a new career guidance model. Career guidance will be compulsory for all learners from the first to the final grade in all schools including vocational education schools, and will be provided by career specialists, who will work based on a standardised programme. Strengthening career guidance may help improve equity in access to higher education. Making the provision of career guidance mandatory may be a way of promoting social mobility and making more informed decisions also taking into account labour market trends. The Ministry of Education, Science and Sport adopted the qualification requirements for career specialists and works on the development of the necessary training. The aim was that career specialists who meet new qualification would start working in schools from 1 September 2022; however, the transition period for current specialists who do not meet the qualification requirements may take longer.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 51</i></p>



Section 10: Co-operation between school-level stakeholders

Structures and processes are in place to facilitate co-operation between [stakeholders in schools](#), families and local communities. Strategies are in place to ensure that all stakeholders support inclusive school development and enhance learner progress.

Policy statement 10.1: Structures and processes are in place to establish and sustain co-operation between schools, families and local communities

Indications of policy	Indications of implementation
<p>Article 63 of the Law on Education – Participation of school community members in education management.</p> <p>Members of the school community may participate in education management, and unite into associations, organisations and alliances of various interest groups (learners, teachers, parents (guardians, curators), schools, education management level heads) that fulfil tasks and functions for education, culture, scientific research development as set out by their members and provided for in their statutes.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 80</i></p>	<p>To promote society’s participation in shaping and implementing education policy, municipal education councils and councils for concrete education sphere can be established. Pupils, teachers, parents (foster parents), social partners, education providers and/or their associations are represented in the municipal education council. The municipality council approves the statute of the municipal education council. The municipal education council analyses how the municipality implements national education policy, approves long-term education goals and gathers society to reach these goals.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 81</i></p>



Indications of policy	Indications of implementation
–	<p>The school council is the school’s highest self-governance body, representing the pupils, teachers, parents (foster parents, guardians) and local community. The school council accounts for its activity to the members of the school community who have elected the school council.</p> <p>From 1 January 2018 the provision that the school council consists of pupils, teachers, parents (foster parents, guardians) and representatives of the local community came into force. A member of the school council can be a person who has the knowledge and ability to help achieve the school’s strategic goals and fulfil its mission.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 81–82</i></p>



Policy statement 10.2: There is a strategy to enhance learner progress through co-operation with families and communities, using a range of interactions and initiatives which result in measurable and sustained learner progress

Indications of policy	Indications of implementation
–	<p>The 'Description of the activities of teachers working in the general education, vocational training and non-formal education programmes (except pre-school and pre-primary education programmes) for the school community' defines activities for the school community – part of the teacher's work aimed at achieving the goals of the school community, carried out in co-operation with other members of the school community, partners or working individually. Some activities are obligatory, like consulting parents. Other co-operation activities aimed at planning and improving school activities, creating a positive school microclimate, ensuring the quality of education and educational assistance, and ensuring the safety of school-educated pupils, can be agreed with the teacher individually, but the activities for the community are included in the teacher's workload and are paid. These activities help to support the development of the learning communities.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 85</i></p>
–	<p>Legislation determines the percentage of workload of teachers dedicated to school and school community activities besides teaching. There is some flexibility on the ratio of teaching hours and other duties/activities, also depending on individual teachers' subjects.</p> <p>The types of non-teaching activities are specified in the law (consultations, school activities, administration).</p> <p>For instance, in kindergartens, 33 out of 36 hours per week are dedicated to teaching and no less than 3 hours to non-contact work. This ratio differs for different ISCED levels.</p>



Policy statement 10.3: There is a strategy to ensure sustainable development and on-going progress in inclusive schools through collaboration and interaction between schools, families and members of the local community

Indications of policy	Indications of implementation
–	<p>The Learning Schools Network (LSN) is a form or system of school co-operation (meetings, seminars, consultations, informal meetings to share experiences, etc.) that helps schools to solve emerging problems and share good practices and effectively implement innovations. It also helps to create collaborative networks of schools, where school communities with more problem-solving experience help less experienced schools learn how to solve them.</p> <p>The networks were established in 2009, as part of the Networks of Learning Schools project, financed by ESF.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 85</i></p>

Policy statement 10.4: Strategies are in place to publicly recognise and acknowledge that active family involvement in the education process is crucial, because it enriches learning experiences and supports young people to develop the competences they need

No information.



Section 11: The use of system data and information collection

A system is in place for data and information collection that provides feedback to inform [on-going improvement](#) across the whole system and supports decision-makers at all levels to identify ‘signals’ that indicate the need for urgent action regarding schools needing additional support.

Policy statement 11.1: The data and information collection system is linked to a process of providing feedback to inform on-going improvement across the whole education system

Indications of policy	Indications of implementation
<p>The National Agency for Education manages the register of all learners. The register provides information on effective education system management and accounting at national and local levels. Schools place their performance and expenditure reports on their respective webpages and are held accountable to school and local communities in the annual accounting meeting.</p> <p><i>CSM Country Report (European Agency, 2023a), p. 60</i></p>	–
<p>Since 2010 the register has collected data on learners’ special needs and disabilities. From 2019, data on disability has also been received from the information system of the Disability and Working Capacity Assessment Service under the Ministry of Social Security and Labour. The type of support and amounts received are provided by the information system for social assistance for families, established by the agreement between the Ministry of Social Security and Labour and all municipalities.</p> <p>All this data is processed in the Education Management Information System and statistics are provided.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 65</i></p>	<p>Every year, State of education overviews are prepared, focusing on a specific aspect of education. They also present the overall situation in the country according to the national monitoring indicators, as well as information on each municipality in comparison with the national average.</p>



Policy statement 11.2: Data collection mechanisms aim to have a positive and sustained impact on monitoring access to formal and informal education, leading to increased participation, learning and accreditation

Indications of policy	Indications of implementation
<p>Based on the data from the registers recording residents as well as of other state and departmental registers, Article 33 of the Law on Education obliges state and municipal institutions and agencies to determine the number of children not attending school and their educational needs and, together with schools, implement target programmes for the inclusion of these children in education.</p> <p>The Ministry of Education, Science and Sports manages the Information system of children who are not learning or not attending school (NEMIS). The municipal executive body appoints a municipal administration unit responsible for organising and maintaining children’s accounts, to ensure that children learn through compulsory education programmes. Children’s accountants organise and co-ordinate the collection and management of data on children who are not learning or not attending school, determine the children’s actual place of residence and reasons for them not attending education. If necessary, children’s accountants collaborate with other municipalities, NGOs, other institutions.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 65–66</i></p>	<p>The information system on children who are not learning or not attending school collects, stores and provides information on the reasons why children are not learning or not attending school. Registered users can access the data in this system. The data on children aged 7–17 who are not learning is available in the Statistics Lithuania database. Data distribution is available by urban/rural place, gender, school year, learners’ age and the reasons for not learning (four options: total; out of the country; social, psychological and other reasons; undetermined reason). The Centre of Information Technologies in Education collects and manages data on children who are not learning according to the ‘causes of not learning’ classification (2010). The classification presents six options for the causes: non-compulsory education; parents’ inhibition; changing place of residence; moving abroad; disability; other causes.</p> <p><i>Source: EASIE Out-of-School Country Survey (European Agency, 2020b), p. 30</i></p>



Policy statement 11.3: Monitoring processes are in place to ensure access to valid and reliable system data, as an essential evidence base for decision-makers to develop educational policy at all levels

Indications of policy	Indications of implementation
–	A large part of depersonalised/aggregated data is publicly available. Access to the databases is authorised by the National Agency for Education. Special requests are required if information on any specific sections is needed.

Policy statement 11.4: System data provides an early and accurate means of identifying, monitoring and following up on ‘signals’ that indicate the need for urgent action regarding schools requiring additional support

Indications of policy	Indications of implementation
–	<p>The risk assessment analyses the indicators for three areas of school activity (results, pupil support, educational process). Leadership and management are not singled out as a separate area, but are very important (as contextual information) in analysing any school performance data, identifying significant factors leading to better pupil progress and achievement.</p> <p>One year after the risk assessment, data on the change in the quality of the school’s activities and the school manager’s performance assessment results are analysed. After two years, a re-evaluation is organised. A positive change in the school’s performance is established if more than half of the indicators are evaluated at a higher level during the re-evaluation.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 62</i></p> <p>Each school has its own aggregated scorecard, which is compiled from data provided to various registers. If the key indicators are significantly different from the national average, the school may be included in the risk assessment.</p>



Policy statement 11.5: System data is used as an evidence base to inform and develop educational policy and recommendations at regional, national and [international](#) levels

Indications of policy	Indications of implementation
–	<p>STRATA is an expert institution. Its general function is to provide the government and all ministries and municipalities with support regarding evidence-informed policy-making, including advice, methodological guidance and support, analytical support, and quality assurance evaluations. It also offers support in preparing, implementing, monitoring and evaluating high-level planning documents (e.g. State Progress Strategy, National Progress Plan). It provides all ministries with the information needed for evidence-informed decision-making in the areas of education, science, innovation and human resource policies.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 66</i></p>



Section 12: Transforming specialist provision

There is a strategy to transform [specialist provision](#) to support all learners and increase the capacity of mainstream schools, detailing cross-sectoral working and professional development for all staff.

Policy statement 12.1: Strategies and processes are in place to transform specialist provision to support a more inclusive school system

Indications of policy	Indications of implementation
–	<p>The Ministry of Education, Science and Sport, Education Development Centre and the National Agency for Education are developing methodological guidance for teachers on how to adapt the general curricula for various types of pupils recognised as having special educational needs. In 2022 they prepared the Recommendations regarding the adaptation of updated general curricula to the learners with special educational needs.</p> <p>In 2022 the National Agency for Education published Guidelines for the implementation of the principle of inclusion in the school. They aim to help schools review their policy, encourage self-evaluation of the available human and material resources and educational practices, help analyse and improve the inclusion processes taking place in the school, encourage mutual co-operation and adopt joint agreements, the observance of which will help to overcome the challenges arising in the school in implementing the principle of inclusion.</p> <p><i>Source: CSM Country Report, pp. 80–81</i></p>



Policy statement 12.2: Collaborative practices/strategies ensure that the expertise and resources from specialist provision support the education system to become more inclusive

Indications of policy	Indications of implementation
–	<p>The main problems and challenges are related to:</p> <ul style="list-style-type: none">• insufficient educational assistance provision to learners with special educational needs as there is the lack of special pedagogues and other educational assistance specialists at schools (in 2021, 7.7% of schools had no educational assistance specialist);• lack of competences among teachers to work with learners with special educational needs;• a lack of accessibility in schools for children with disabilities (in 2021, only seven (0.7%) schools were fully adapted for learners with disabilities). <p><i>Source: CSM Country Report (European Agency, 2023a), p. 54</i></p>



Indications of policy	Indications of implementation
–	<p>Enrolment in special education study programmes has increased, learners are given a scholarship, and the scholarship is increased if they sign an agreement with the school that they will work there after graduation. All teacher training programmes include a compulsory course on the education of children with special educational needs.</p> <p>Particular attention was paid to preparing teachers to work with pupils with various disabilities. In-service training for teachers and educational support specialists on applying new educational methodologies and on the specific features of educating children with a particular disorder (autism, dyslexia, intellectual disability, etc.) was provided. Three national professional development programmes on inclusive education were launched from 2023.</p> <p>Additional funding has been made available for teaching assistant staff in schools, which have almost doubled in the last two years.</p> <p>A network of national and regional school support institutions is being set up: the National Centre for Inclusion in Education develops and disseminates new teaching and assessment methodologies, co-ordinates the activities of educational psychological services and regional counselling centres and provides advice in particularly difficult cases. Nine Regional Assistance and Consultation Centres provide advice and support to schools.</p> <p>Investments have been made to upgrade and adapt school infrastructure for children with special educational needs. School buses adapted for transporting children with disabilities have also been purchased to ensure that children with disabilities are transported to school. Schools are provided with teaching aids and technical aids for education.</p>



Indications of policy	Indications of implementation
–	<p>In most cases, schools in small municipalities do not have educational assistance specialists, as it is difficult to offer them a full-time workload due to the small number of pupils. In this case, pedagogical / psychological services help schools – in addition to their other functions, they provide psychological, social pedagogical, special pedagogical assistance in educational institutions where there are no educational assistance specialists. However, their capacity to provide as much help as is needed is insufficient in individual municipalities.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 54</i></p> <p>To ensure availability and quality of the educational psychological services, criteria have been established to define the conditions under which they can provide services.</p> <p>The lack of provided services will also be partially compensated by teams of educational support specialists established in regional consulting centres.</p>



Indications of policy	Indications of implementation
<p>Based on the Law on Education the Minister decides the criteria for the provision of specialist services. They were prepared after consultations with associations and NGOs, and will be adopted in 2024.</p> <p>One reason to adopt the criteria/standards was to harmonise the different structures and organisations providing services and to respond to the lack of specialists with additional measures.</p> <p>Each school should have a psychologist, social pedagogue, special pedagogue, according to the size of the school population.</p> <p>Specialists must undergo in-service training and use the approved assessment methodologies. Headteachers must ensure appropriate working conditions for specialists.</p> <p>The educational support specialist teams are supposed to be a permanent solution, to compensate for the current lack/shortage of provided services and to support teachers with more severe cases. These pupils can be temporarily placed in regional educational centres / special schools who employ the specialist teams.</p>	–



Indications of policy	Indications of implementation
–	<p>To encourage the inclusion of students with special educational needs in vocational training programmes and to increase the quality of education, the requirements and qualifications of pedagogues working under these programmes have been tightened. For example, from 2019 pedagogues must have attended at least 60 hours of courses on the topic of education and inclusion of learners with special educational needs. However, due to decentralised qualification improvement, the quality of implementation of these qualification improvement programmes is not ensured, therefore teachers and educators do not recognise students' educational needs, or because they do not have the competence to meet their needs while working in a classroom, they ignore them and apply the same educational, communication, assessment methods and tools to all learners.</p> <p>This programme was implemented until 2021. Currently, three national in-service teacher training programmes on inclusive education have been prepared. Their scope is 10 credits each. These programmes have been approved by the Minister of Education, Science and Sports.</p>
–	<p>The data from the research carried out by the National Agency for Education in 2018 shows that teachers experience difficulties and most want to improve their competences in educating children with special educational needs, to carry out assessment and self-evaluation of pupils' personal progress, to individualise and differentiate the educational content, aiming for interdisciplinary integration and using ICT in the educational process.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 54–55</i></p> <p>Teachers are offered a wide range of programmes, and many training sessions are organised within projects. In recent years, the supply of programmes is extensive, but it is increasingly challenging to attract participants to the training sessions.</p>



Policy statement 12.3: Processes are in to place to implement shared, cross-sectoral (mainstream and specialist) professional development opportunities for all staff, to increase the capacity of mainstream schools to support all, and not just some, learners

Indications of policy	Indications of implementation
–	<p>‘The European Social Fund project ‘Smart and Learning Children of Kaunas district’ aims to increase the inclusion of pupils with special educational needs into mainstream schools in Kaunas.</p> <p>The 2020–2022 project develops and pilots an innovative model for providing education, social and health services to children of all ages. To support children, a multidisciplinary team is available, but also workshops, stress management seminars, art and music therapy sessions. The project also aims to develop an interactive platform to provide support and guidance material to professionals and parents’</p> <p>Source: Education and Training Monitor 2022 – Lithuania</p> <p>The project is replicable in other municipalities and schools, particularly in relation to providing professional development opportunities for all staff. Activities of this nature are planned in an upcoming project to start in 2024. As municipal projects will be selected through a competition, it is not currently possible to determine how many municipalities will be included.</p>



Indications of policy	Indications of implementation
<p>In 2020, a memorandum was signed on the adaptation of educational and healthcare institutions for people with disabilities. The memorandum aims to ensure that the municipalities, together with the Ministry of Education, Science and Sports and the Ministry of Health, will concentrate their efforts and commit to adapting at least one general education school for children with disabilities in the municipality every year.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 55</i></p>	<p>The Government Office oversees the memorandum’s implementation, with periodic meetings held to discuss the progress and plan the next steps.</p>



Section 13: Inclusive school leadership

There are strategies in place to develop and support school leaders who work with others to create an inclusive and equitable school ethos with strong relationships, high expectations, proactive and preventative approaches, flexible organisation and a continuum of support to intervene when learners are at risk of failure and exclusion.

Policy statement 13.1: Policies demonstrate a clear understanding of the qualities, skills and competences needed for school leaders to be effective in inclusive and equitable schools

Indications of policy	Indications of implementation
<p>Heads of public or municipal schools are appointed through open competition. To ensure the management quality of the schools, a five-year term of office was introduced in 2018. After the five years, the school head can participate in the open recruitment process once again, applying for the same position in the same school, because the number of terms of office is not limited.</p> <p><i>Source: Inclusive School Leadership (SISL) synthesis report (European Agency, 2019a), p. 46</i></p>	<p>The ‘Time for Leaders’ project aims to encourage schools’ independence and implement the School Improvement Programme Plus goals. The programme aims to create conditions for potential leaders to become students of the formal educational leadership programme at master’s degree level or to take part in the non-formal educational leadership study programme. The latter focuses on improving leadership competences and knowledge of education management. The formal programme is for novice and potential school leaders and the non-formal programme is for those who have experience in the field of education.</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 32-33</i></p>
<p>The school leader in Lithuania is part of a governing body. School leaders are responsible for financial planning and deploying resources to ensure quality and equality of education. They organise and co-ordinate the process of providing additional support and special needs education.</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 22-23</i></p>	<p>–</p>



Indications of policy	Indications of implementation
<p>School leaders are able to appoint teachers and can adapt curriculum content to local needs.</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 40</i></p>	–
<p>School leaders can influence changes and developments in education policy and organisation within their schools. The vehicles for voicing and effecting changes and developments are a steering plan or a development plan drawn up to ensure the school’s consistent development. School leaders’ ability to influence changes and developments in school policy is only partial, as this is mainly set out in the frameworks of higher authorities.</p> <p>School leaders are able to set direction and secure the commitment of all stakeholders for a joint vision. The main means mentioned for school leaders to do so is through a school development plan (annual work plan).</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 38-39</i></p>	–



Policy statement 13.2: Processes are in place to develop and support effective school leaders, who work with others to create an inclusive and equitable school ethos

Indications of policy	Indications of implementation
<p>The Good School concept in Lithuania states that leadership and its empowering management are reflected by a clear, unifying and inspiring vision known and acceptable to all, with implementation based on human values.</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 23</i></p>	<p>–</p>
<p>Leadership and management are reflected by: ‘... a culture of dialogue and agreements (participation of all members of the school community in decision-making); shared leadership (management culture based on trust, commitment and empowerment, promoting initiative and assuming of responsibility).’</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 28</i></p>	<p>–</p>
<p>–</p>	<p>New measures were proposed in 2020 within the EU’s Structural Reform Support Programme (SRSP) project for Lithuania aimed at putting a comprehensive and coherent system in place to support and develop school leaders. These include introducing a mentoring system, creating professional networks for school leaders, as well as strengthening the role for universities in the professional development of school leaders.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 82</i></p>



Policy statement 13.3: Strategies are in place to support school leaders to have high expectations for their team and for all learners, and to establish a continuum of support for staff and learners with both proactive and preventative approaches

Indications of policy	Indications of implementation
<p>School leaders are held accountable for school results through both inspection processes and annual work performance evaluation. The school leader is responsible for the school's results and is required to submit an annual activity report each year. This is sent to the school community and the school council for consideration and is also made public.</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 45</i></p>	<p>Headteachers are appointed for five years. Annual evaluation of their work is based on set measures and is conducted every year.</p> <p>The municipality/school founder conducts the assessment and can fire the headteacher if the results are not satisfactory. The school council has the right not to approve the annual report, but it is uncommon.</p>
–	<p>With the support of the EU's Structural Reform Support Programme (SRSP), Lithuania has worked to increase school headteachers' ability to play a pivotal role in improving teaching quality in their schools as part of the on-going reform. The shift to a competence-based curriculum will require changes in teaching practices, for instance, 30% of the curriculum will be at the discretion of teachers, to achieve more enquiry-based learning and support from school leaders and structures of leadership in schools. School headteachers will have to encourage teachers to take part in specific, and school-based professional development activities on the new curriculum.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 82</i></p>



Indications of policy	Indications of implementation
–	<p>The SRSP project provided Lithuania with recommendations for the curriculum reform to bring about the desired changes, including: identifying future training and development needs of school leaders, teachers and municipal decision-makers; investing in specific formats of professional development, such as school-based coaching, upskilling on digital education, and a master’s-level qualification on school and curriculum leadership; further aligning policies on school leadership and teachers’ career progression with the curriculum reform.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 82</i></p>

Policy statement 13.4: Strategies are in place to monitor and ensure effective leadership has an on-going, sustained and positive impact on learner achievement, teaching quality and staff motivation in schools

Indications of policy	Indications of implementation
<p>Lithuania’s Law on Education states that school leaders are responsible for in-service training for educational and non-educational staff and for the working conditions of teachers and other employees (Article 59).</p> <p><i>Source: SISL synthesis report (European Agency, 2019a), p. 34</i></p>	<p>Headteachers are responsible for arranging special rooms for specialists to provide consultations and interventions.</p> <p>They are also responsible for the purchase of textbooks, educational materials and special/ technical equipment. The school basket has a budget for this, and additional subsidies can also be provided from the state budget, e.g. for new textbooks following the renewed curriculum.</p>



Policy statement 13.5: Processes are in place to ensure that effective leadership is flexible and able to intervene when learners are at risk of failure or exclusion, to support them to more positive outcomes

Indications of policy	Indications of implementation
–	<p>Headteachers can contact the Child Welfare Commission and social services in the municipality. They can apply for personal assistants for learners with SEN who need them.</p> <p>There is also a monitoring system for learners who do not attend school / are out of education. It is the school's responsibility to find these learners and bring them back to school.</p>



Section 14: Learner voices

A guidance framework is in place to develop learning and teaching environments where learners' voices are heard and included in decision-making processes and their rights are fulfilled through personalised approaches to learning and support.

Policy statement 14.1: Strategies are in place to ensure that all school-level stakeholders (learners, teachers, families and communities) equitably and ethically co-create goals for supportive learning and teaching environments, and the goals undergo regular monitoring, evaluation and review processes

Indications of policy	Indications of implementation
<p>Other school self-governance bodies (Teachers' Council, Pupils' Council, Parents' (Foster Parents', Guardians') Council) may also function at school.</p> <p><i>Source: CSM Country Report (European Agency, 2023a), p. 26</i></p>	<p>Every public school has a pedagogical council, a student council, and a parents' committee.</p>

Policy statement 14.2: Strategies are in place to ensure that all schools acknowledge, promote and implement the importance of all learners, teachers, families and communities working together to support progress towards shared goals

See [10.1](#) and 14.1.



Policy statement 14.3: Strategies are in place to ensure that all stakeholders listen to learners' voices and ensure learners can meaningfully participate in learning and support processes, by implementing approaches that consider the concepts of 'space, voice, audience and influence'

Indications of policy	Indications of implementation
<p>The Lithuanian School Student Union (LMS) aims to represent school learners by forming Education and Youth policies, educating learners on urgent issues, joining them in common activities by co-operating with governmental and non-governmental institutions, creating a perfect community for schools and their learners. It:</p> <ul style="list-style-type: none">• encourages school learners' initiatives, inter-understanding and collaboration;• represents school learners through youth impact and education policy and by collaborating with governmental and non-governmental institutions;• collects, analyses and promotes school student council guidelines in Lithuania and abroad. <p><i>Source: CSM Country Report (European Agency, 2023a), pp. 82–83</i></p>	<p>LMS actively participates in discussing issues related to updated educational programmes and the organisation of maturity exams. Additionally, LMS members participate in various working groups.</p>

Policy statement 14.4: Processes are in place to enable learners and families to fulfil their rights as active participants in decisions around their own/their children's learning and support, with emphasis on the practical and ethical aspects of 'space, voice, audience and influence'

No information.



Section 15: Resilience within the education system

Policy and practice have developed in response to unforeseen events to build [resilience](#) within the education system.

Policy statement 15.1: There are processes to identify aspects of education policy and practice that have been amended in response to unforeseen events

Indications of policy	Indications of implementation
<p>At the European level, countries implemented several emergency measures in response to COVID-19 as early as March 2020. These included initial actions for learners with special educational needs and inclusive education.</p> <p><i>Source: The Impact of COVID-19 on Inclusive Education: Literature Review (European Agency, 2021c), p. 17</i></p>	<p>In Lithuania the analysis of the available evidence indicates the introduction of:</p> <ul style="list-style-type: none"> • Measures to compensate for learning disadvantages: lack of technological infrastructure, language barriers, skills gaps, learning support; specific financial resources for computers and digital material for learners from socio-economically disadvantaged backgrounds • Measures for social support and to reduce the social gap: free meals for disadvantaged children <p><i>Source: The Impact of COVID-19 on Inclusive Education: Literature Review (European Agency, 2021c), pp. 17–18</i></p>
<p>–</p>	<p>These measures enhanced pre-existing measures (provision of meals, technologies, additional specialist support). During the COVID-19 pandemic the support was more systematic and provided on a larger scale.</p> <p>There is evidence that the pandemic had an impact on emotional health and well-being, but no significant impact on performance.</p> <p><i>Source: Recommendations for the development of inclusive education by reducing emotional and educational difficulties experienced by learners</i></p>



Policy statement 15.2: There are long-term strategies in place to identify changes made in response to unforeseen events that have had a positive effect on the education system, on schools or on learners

No information.

Policy statement 15.3: There are processes/strategies in place to monitor when unanticipated and unavoidable events have helped progress towards a more inclusive education system

No information.

Policy statement 15.4: There are processes/strategies in place to indicate when unanticipated and unavoidable events have disrupted progress towards a more inclusive education system

Indications of policy	Indications of implementation
The COVID-19 crisis increased the education gap between learners from wealthier backgrounds and those from disadvantaged or migrant backgrounds. <i>Source: The Impact of COVID-19 on Inclusive Education: Literature Review (European Agency, 2021c), p. 22</i>	–



OPERATIONAL DEFINITIONS

The intended meaning of some key terms or phrases in the framework's Policy statements require additional clarification. The table below provides these clarifications in the form of operational definitions. Some of these operational definitions are from the Agency's [glossary](#). Other terms are clarified in the context of their use in the Policy statements. These are marked with *.

Accountability

'A government's mechanism for holding education institutions to account for the delivery of high quality education' and 'the practice of holding educational systems responsible for the quality of their products – students' knowledge, skills and behaviors' ([Brill, Grayson, Kuhn and O'Donnell, 2018](#), p. 1).

Accountability may be vertical (top-down) or horizontal (e.g. school-to-school or peer-to-peer support systems). It may include compliance with regulations, adherence to professional norms and/or be driven by outcomes. The purpose of accountability is widely accepted as one of strengthening the education system (ibid.).

All learners*

All those in education or training, particularly, but not exclusively, of compulsory school age, with no exceptions in relation to characteristics or markers.

Assessment framework

Assessment frameworks enable the wider learning and achievements of all learners to be recognised and valued. They allow systematic monitoring of learners' progress (and related school performance) in areas that were often regarded as less important than academic progress but are now recognised as essential to learning and success, such as mental health and well-being.

Assessment refers to the ways teachers and other people involved in a learner's education systematically collect and then use information about a learner's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social). Assessment enables adjustments to the curriculum and teaching approaches, identifies and overcomes barriers to learning, and informs support decisions ([European Agency, 2021a](#)).

Autonomy

'The freedom for a country, a region or an organisation to govern itself independently';
'The ability to act and make decisions without being controlled by anyone else'
([Oxford Learner's Dictionaries](#)).

In education, autonomy may include local-governance autonomy, school autonomy and teacher autonomy (the extent to which teachers can make autonomous decisions about what they teach to learners and how they teach it). Also important are parent autonomy



(around curriculum, school performance) and learner autonomy (giving learners control over their own learning process) (adapted from 'autonomy' in the Great Schools Partnership [Glossary of Education Reform](#)).

Collaboration*

Working together with others through processes of listening, sharing and dialogue to reach decisions based on mutual agreement.

Discretionary funding

A system of flexible resource allocation, where actors at different levels (e.g. communities/schools/school leaders/teachers) are able to access funds, in addition to their general funding arrangements, to meet an identified need for support or as a preventative measure to address an emerging issue, to support learners and to decrease exclusion.

Educational professionals*

All professionals who work in education, at all levels, across all sectors and disciplines, and in all contexts.

Everyone who works with teachers*

All those who work alongside and support teachers, in any capacity, such as teaching assistants, specialists, experts and other professionals.

International*

In relation to levels of educational policy, this refers to initiatives and directives from internationally renowned bodies, such as the European Commission or the United Nations.

Leaders/leadership

School leadership:

... refers to all those in key leadership roles in schools and learning communities. Such leaders may also be referred to as headteachers, school directors or principals. There are various stages of school leadership, including teacher, middle and senior leadership. In this role, they focus on enlisting and guiding the talents and energies of teachers, learners and parents to achieve common educational aims.

Leading a school involves both leadership and management. It is important to acknowledge that school leaders need a balance of these two processes. Leadership is focused on values, vision and the future, whereas management is concerned with making the present work ([European Agency, 2020](#), p. 42).

Learners vulnerable to exclusion from inclusive education

The framework refers to **all learners**. This phrase is intended to include learners who are vulnerable to marginalisation and exclusion from quality inclusive education.



Learners vulnerable to exclusion encompasses all learners whose educational experience is ‘impacted upon by a number of pressures, forces, levers, discriminations and disadvantages’ (European Agency, 2021b, p. 6). ‘These learners may or may not fall into categories of special needs and a special type of provision may or may not be available to support them’ ([European Agency, 2022](#), p. 34).

The following are some **examples** of how learners vulnerable to exclusion should be considered in the framework. These are not definitive.

In terms of **monitoring and evaluation**, the framework should show progress made towards implementing policy into practice for learners vulnerable to exclusion, and towards **embedding quality education in teacher education** to build understanding and capacity within schools and teachers to support all learners.

It is also important to consider the importance of building teachers’ understanding of the structures and cultures of **exclusionary policies and practices**, as a necessary aspect of mitigating their negative impact.

The processes in place to **mitigate challenges** encountered when developing or implementing policy for some learners/groups of learners are crucial to ensure more equitable educational opportunities for all learners.

The strategies that are in place to enable the **voices of marginalised and vulnerable** communities, groups and families to be heard and included in educational decisions should also be considered. These include working with vulnerable stakeholders (including learners and their families) to build **co-operation and collaboration** across all levels of the education system.

On-going improvement*

A range of strategies and processes to plan, promote and support the implementation of new initiatives, then systematically monitor their effects to collect evidence that will be used to plan and implement further initiatives.

Quality inclusive early childhood education

Early childhood education (pre-compulsory education in most countries) should be for all children, in inclusive settings, and meet internationally-agreed quality standards (such as those from the OECD) in terms of access, structures, processes and outcomes ([European Agency, 2017](#)).

Resilience*

The ability of educational systems, policies and practices to prepare for, work through, respond to and mitigate unforeseen external challenges.

School-level stakeholders*

School leaders, teachers, all staff, learners, families/carers and community leaders and members who are involved in the education, care and support of learners in schools.

Sectors*

All bodies, organisations and ministries, whether public, private or non-governmental.



Single curriculum framework*

A curriculum structure for all learners (rather than specific curriculum framework(s) for different groups of learners).

'Space, voice, audience and influence'*

These are the four key elements of the Framework for Meaningful Participation from the Agency's [Voices into Action](#): Including the Voices of Learners and their Families in Educational Decision-Making activity (adapted from Lundy, 2007).

Specialist provision

This covers different types of specialist provision services, specifically:

- in-school provision, which ensures assistance to learners who are in mainstream classrooms, or partially out of mainstream classrooms (special classes, units, programmes, inclusion classes, and parallel support, i.e. one-to-one provision by specialised staff);
- external provision to schools aiming to empower them to act inclusively (resource centres, networks of special schools, networks of mainstream and special schools);
- external provision to schools through individualised support to learners enrolled in mainstream settings (physiotherapists, speech therapists) with the support of education, health or welfare authorities;
- external provision to learners, such as special schools dedicated to learners requiring intensive support, under the responsibility of education, health or welfare authorities ([European Agency, 2019b](#), p. 10).

Stakeholders

Policy-makers, education professionals, school leaders, learners/peers, families and the members of the community ([European Agency, 2019b](#)).

Teacher educators and trainers*

Professionals who work in higher or further education contexts, or in private schools, organisations and companies, and who provide initial and further education, training and professional development to teachers.

Wider achievement*

Showing progress in aspects of learning that go beyond the academic curriculum and include social, emotional and physical development, as well as skills in leadership or voluntary, cultural or sporting activities, for example.



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