



only seven were fully adapted for students with movement disabilities ([Lithuania. Education in the country and regions 2022](#)). Therefore, the main challenges are related to the need to adapt the school environment for the learning of children with various special educational needs in a short period of time, to accept the necessary number of educational support specialists and teacher assistants. Another problem is society's attitudes. [Representative survey](#) carried out by order of the Office of the Equal Opportunities Ombudsmen in 2022, shows that less than half (43%) of Lithuanian residents agree with the statement that children with disabilities and special educational needs should study together with everyone in general classes; 25% have no opinion, and almost one third (31%) of the respondents would not agree that their own child(ren) should receive general education in mixed classes together with children with disabilities and special educational needs.

For persons who don't have lower secondary education

- Obtain professional qualification (for persons older than 16 years); duration of studies is 2 years.
- Obtain professional qualification and lower secondary education (for persons younger than 16 years); duration of studies is 3 years.

For persons who have lower secondary education

- Obtain professional qualification. Duration of studies is 2 years.
- Obtain professional qualification and upper secondary education. Duration of studies is 3 years.

For persons who have upper secondary education

- Obtain professional qualification. Duration of studies is 1–2 years

For persons with special educational needs, who have completed an individualised lower secondary education programme

- Social skills training programme is offered. Duration of studies is 3 years.

Source: [National Agency for Education, 2020](#)

Vocational education and training can be organised in school or apprenticeship formats.

Children can attend public schools, which are run by municipalities or by the Ministry of Education, Science and Sport, or private schools run by private service providers. Admission to general education programmes is granted by the school head and the admissions commission. Children are admitted to schools in accordance with the Description of the Procedure for Consecutive Learning according to General Education Programmes approved by the Minister of Education and Science of the Republic of Lithuania. Priority is given to children who live in the area assigned to a particular school. The remaining places may be filled by other children regardless their living location, with priority going to children with special educational needs, children whose brothers and sisters are already learning at the school, and those children who live closest to the school.



the heads of the educational institution submit an annual activity report to the school community and the council for consideration.

In carrying out the functions assigned by the Ministry of Education, Science and Sport, in accordance with the *Law on Education* of the Republic of Lithuania and implementing the ‘Methodology for quality assurance of the activities of non-formal children's education and its providers’ – which includes monitoring, self-evaluation of activities and external evaluation and research – the Centre for Non-Formal Education of Lithuanian Students:

- analyses and systematises data on the self-evaluation and external assessment of the activities of non-formal children’s education and schools of supplementary education to formal education, and other non-formal children's education providers;
- conducts the analysis of non-formal children’s education monitoring indicators and other studies of non-formal children’s education;
- organises non-formal children’s education quality and monitoring events.

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 results of the self-assessment of the quality of the school's performance are a way for the school to determine the state of the current performance, to see and analyse the school's progress and its trends, and to predict and plan a strategy for progress. By annually submitting aggregated self-evaluation data to the National Education Agency 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).

The external assessment is organised and the schools for assessment are selected by the National Agency for Education. 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.

External evaluation can be:

- 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 and Science;
- of risks, when the identification and analysis of the risk factors of the school's activities and the prediction of opportunities for improving the activities are carried out.

The *overall evaluation* is carried out using an approved system of 25 indicators covering four areas of school performance – results, education and pupils’ experience, educational environments, and leadership and management.

The indicators determined during the *thematic evaluation* can be restructured taking into account 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 Education Agency 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 (source: [Education and Training Monitor 2022. Lithuania](#)).

During the *risk assessment*, the indicators of the three areas of school activity (results, pupils' support, educational process) are analysed. Leadership and management is not singled out as a separate area, but it is very important (as contextual information) in analysing any school performance data, identifying the significant factors leading to better pupil progress and achievement.

One year after the risk assessment, the data obtained on the change in the quality of the school's activities and the results of the school manager's performance assessment 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.

During school evaluation, the main focus is on monitoring the educational process (at least 75 per cent of the evaluators' working time at school is devoted to this).

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 risk assessment educational activity (lesson).

After the observed lesson, the teacher is told at least three strong aspects of the lesson and no more than two aspects that could be improved.

The school informs the students and their parents about the findings of the external evaluation. After the evaluation, the school and its founder take care of the improvement of the activities; consultants are used for the improvement of the activities. The National Education Agency, together with the Ministry of Education, Science and Sport, monitors and analyses the progress of schools and the impact of aid provided to schools after external evaluation.

Funding

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 for the development of education.

Municipalities' investment funds for the development of education are allocated in accordance with the programmes specified in the budgets approved by local government councils.

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.



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.

4.3 Formal and informal collaboration across ministries

[The Law on Education](#) states:

Article 57. Powers of ministries, state institutions accountable to the Seimas and government agencies in the field of education management

1. Ministries and government agencies shall:

- 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;
- together with the Minister of Education, Science and Sport issue education-related legal acts;
- 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;
- organise – in accordance with the procedure laid down by the Minister of Education, Science and Sport – the performance review of teachers and 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;

2. The Government shall establish particular competences and responsibilities in education management issues of ministries and government agencies.

3. State institutions accountable to the Seimas shall, in accordance with their competence, submit conclusions and proposals to the Seimas and the Government concerning draft laws and other legal acts in the area of education.

More concretely the *Law on Education* specifies:

Article 22. Health care in schools

‘The procedure for organising public health care in schools (with the exception of higher education institutions) shall be defined by the Minister of Health together with the Minister of Education, Science and Sport. Schools may implement only those learners’ health promotion programmes which are approved by the Ministry of Education, Science and Sport, other ministries or municipal institutions’.



Article 23. Assistance to the school and the teacher

‘At a municipality, the co-ordination of co-ordinately rendered educational assistance, social and health care 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/caregivers) shall be guaranteed. A civil servant of the municipal administration who is a co-ordinator of inter-institutional co-operation 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’.

‘Carry out the supervision of accessibility and quality of co-ordinately rendered educational assistance, social and health care services in compliance with the monitoring indicators and arrangements of accessibility and quality of the co-ordinately rendered educational assistance, social and health care services 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’.

Article 26. Provision of information about education

Version valid as of 1 October 2018:

Vocational information and vocational guidance services shall include provision of information about opportunities afforded by vocational training programmes, higher education study programmes, possible studying abroad, employment prospects in the labour market of Lithuania, as well as consulting. These services shall be provided in schools, information centres, consulting services and the Employment Service under the Ministry of Social Security and Labour in compliance with requirements laid down by the Minister of Education, Science and Sport and the Minister of Social Security and Labour.

Article 35. Accessibility of Education to Persons with Limited Mobility

Children who are unable to attend a general education school due to an illness or a pathological condition shall be provided the opportunity to study at home, to study independently and to pass examinations, or, upon the doctor’s consent, to study at an inpatient personal health care institution starting from the second day of arrival to the said institution. The procedure for organising the teaching of learners at inpatient personal health care institutions and at home shall be laid down by the Minister of Education and Science, upon co-ordination with the Minister of Health.

Article 40. Material Provision of Education and Learning Workload

The Minister of Education and Science shall approve the description of the procedure for evaluating the conformity of textbooks of general education subjects and teaching aids with legal acts, and supplying such textbooks and teaching aids; the Minister of Education, Science and Sport shall, according to the established procedure, collaborate in drafting school hygiene norms confirmed by the Minister of Health.



4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

Development of a shared vision for inclusive education

Agreement on National Education Policy (2021–2030) by political parties represented in the Seimas of the Republic of Lithuania, together with the Association of Local Authorities in Lithuania and the National Education Council.

'[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.'

Policy development, implementation and co-ordination

The Government of the Republic of Lithuania, the Ministry of Education, Science and Sport and other state institutions adopt other legal acts. 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 sections of the [Law on Education](#), and the [Law on Local Self-Governance](#) establishes the authority of municipal institutions in the field of education.

Identification of needs/referral for services

The description of the procedure for identifying groups of students with special educational needs and dividing their special educational needs into levels is approved by three ministers: the Minister of Education, Science and Sport, the Minister of Health, and the Minister of Social Security and Labour. This description identifies special educational needs.

The National Agency for Education is the educational assistance institution founded by the Ministry of Education, Sport and Science. A budgetary institution, the National Agency for Education was established in 2019 by merging the former Education Development Centre, National Centre for Special Needs Education and Psychology, Education Supply Centre of the Ministry of Education, Science and Sport, National Examination Centre, Centre of Information Technologies in Education, and the National Agency for School Evaluation. The National Education Agency, as an educational assistance institution, contributes to ensuring the quality of education, shaping the content of education and co-ordinating its implementation, organising student achievement tests, conducting educational research, and providing comprehensive support to the education system.

Data collection and sharing

Since 2010, the student register has collected data on children's special needs and disability. From 2019, data on disability are also received from the information system of the Disability and Working Capacity Assessment Service under the Ministry of Social Security and Labour. Type of support and amounts received are received from the



Information system for social assistance for families, established by the agreement between the Ministry of Social Security and Labour and all municipalities.

All this data is processed in the Education Management Information System and statistics are provided.

Article 33 of the *Law on Education* obliges state and municipal institutions and agencies – on the basis of the data of the registers recording residents, as well as of other state and departmental registers – 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 activity.

The Ministry of Education, Science and Sport manages the Information system of children who are not learning or not attending school (NEMIS). The municipal executive body, in order to ensure that children learn through compulsory education programmes, appoints a unit of the municipal administration responsible for organising and maintaining children's accounts. Children's accountants organise and co-ordinate the collection and management of data on children who are not learning or not attending school, determination of the actual place of residence of children and reasons for them not attending education. If necessary, children's accountants collaborate with other municipalities, NGOs and other institutions. The Ministry of Internal Affairs, the Ministry of Social Security and Labour, the Ministry of Health, and the Ministry of Foreign Affairs collaborate with the Ministry of Education, Science and Sport to provide the data for NEMIS.

Monitoring and evaluation

The National Agency for Education and the external evaluators it selects perform the external evaluation of the quality of performance in schools providing general education.

A monitoring system is one of the main issues raised at policy level with regard to the quality of ECEC services. In 2021, there were created: [Methodology for self-assessment](#) of the quality of activities of schools implementing pre-school and/or pre-school education programmes, and the [Methodology of external evaluation](#) of the quality of activities of schools implementing pre-school and/or pre-school education programmes.

[STRATA](#) – 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 (e.g. analytical support to individual ministries as required), and the quality assurance of *ex ante* and *ex post* evaluations. It also offers support in the preparation, implementation, monitoring and evaluation of 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. Other functions that STRATA provide include giving strategic advice, collecting data from other primary sources for analysis, performing research and evaluation, partially collecting its own primary data as part of specific surveys, and distributing data and analysis to individual ministries.



Quality assurance and accountability

According to the *Law on Education*, the Ministry of Education, Science and Sport is primarily responsible for the quality of education. It submits to the Government drafts of amendments to the laws, other legal acts and financing for education.

The National Agency for Education supports and analyses initiatives produced by stakeholders in education, co-ordinates and/or implements projects intended to improve performance quality of educational institutions and other education providers (source: [A Deep Dive into the European Child Guarantee in Lithuania](#) – Main report, UNICEF, 2022, p. 44).

Funding

Methodology for planning the need for state budget funds for free school meals and their distribution; the descriptions of the procedure for providing data on the need for state budget funds for social support for students, and data on the provided social support for students are prepared and approved by the Minister of Social Security and Labour (see [2023 summary](#)).

Social support for pupils is financed from the state budget's special targeted grants to municipal budgets, general appropriations allocated in the state budget to the Ministry of Education, Science and Sport, funds from municipal budgets, funds allocated by the founders of non-state schools and other funds received in accordance with the law.

Free meals in schools are financed from general appropriations allocated in the state budget to the Ministry of Education, Science and Sport. In the municipalities' schools, targeted funds from the state budget are allocated for the free meals of students, which are used only for the purchase of food products (including goods value added tax). The administration of free meals provision is funded from the municipality's budget.

According to the Article 14 of the [Law on Social support for learners](#), school founders provide the Ministry of Social Security and Labour with data on social support provided to learners, following the procedure for providing data on social support provided to learners approved by the Government or its authorised institution, and, if necessary, other information.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system governance for the implementation of inclusive education in practice. It specifically considers the impact of levels of decentralisation/centralisation in the country on inclusive education in practice.

The Lithuanian education system is decentralised or at least partially decentralised. The directions of education policy are set at the national level. Municipal institutions (representative and/or executive) share responsibility by implementing the national education policy in the municipality.

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. The Centre for Non-Formal Education of Lithuanian Students analyses and systematises data on the self-evaluation and external assessment of the activities of non-formal children's education.

There are two forms of school assessment taking place: external assessment and self-assessment of the quality of the processes taking place at school. The National Education Agency, together with the Ministry of Education, Science and Sport, monitors and analyses the progress of schools and the impact of aid provided to schools after external evaluation.

In 2021, the National Education Agency 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. One of the findings of the evaluation is that teaching practices are not adapted. The Millennium School programme will help achieve this objective by providing funding to improve the physical environment of schools in line with the principles of universal design, and by strengthening teachers' skills in working with pupils with special needs. In 2021–2027, Lithuania plans to strengthen the provision of educational assistance by setting up regional advisory centres. The purpose is to provide schools and parents with guidance to better assess educational needs and to adapt didactics in the whole territory ([Education and Training Monitor 2022. Lithuania](#)).

The state funds education from the state budget. Additionally, through differed programmes, the state can allocate investment funds for the development of education. Municipalities' investment funds for the development of education are allocated in accordance with the programmes specified in the budgets approved by local government councils. The municipalities also provide schools with school maintenance funds.

The Co-ordinator of inter-institutional co-operation is an important institution. It helps to carry out the supervision of accessibility and quality of co-ordinately rendered educational assistance, social and health care services in compliance with the monitoring indicators, as well as arrangements of accessibility and quality of the co-ordinately rendered educational assistance, social and health care services 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.

Collaboration between the Ministry of Education, Science and Sport and the other ministries is relatively limited.



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

Sources: [National Agency for Education](#)

Sources: [FPIES country report](#) for Lithuania

Sources: [Eurydice](#)

National Agency for Education (Agency) is an educational assistance institution founded by the Ministry of Education, Sport and Science of the Republic of Lithuania. It is tasked to take part in the implementation of the state pre-school, pre-primary and general education policies, and induce education institutions (except for higher education institutions) and other education providers to ensure quality of education. It is an institution operating at the national level, preparing national evaluators for the evaluation of schools throughout Lithuania.

Among other responsibilities of the Agency, it conducts monitoring and evaluation of compliance with the set requirements for quality of activities carried out by education institutions, practical activities and competences of the pedagogical staff, instructional aids and technological solutions, and provides methodical counselling assistance.

National Agency for Education organises and carries out the external evaluation of the performance of schools carrying out a general education curriculum and formal vocational training programmes, organises evaluation of the performance of institutions providing qualification improvement for teachers and specialists providing educational assistance; makes selection of evaluators, provides their training and/or carries out evaluation of their performance.

The work of the Agency started on 1 September 2019.

At a local level, municipal education departments ensure municipal school supervision, initiate periodic assessments and implement preventative measures. Municipal audit services perform external and performance audits in municipal schools.

Pre-school and pre-primary education

The *municipalities* are responsible for organising the provision of pre-school education.

As there was no procedure for external evaluation of pre-school education institutions at the state level, some municipalities have approved the descriptions of the procedure for evaluation of their non-formal education schools (as well as pre-school and pre-primary education institutions). The Ministry of Education, Science and Sport was committed to establishing a system for the external evaluation of pre-school education institutions by



2022. In 2021, a [Methodology for self-assessment](#) of the quality of activities of schools implementing pre-school and/or pre-school education programmes was created, as well as the [Methodology of external evaluation](#) of the quality of activities of schools implementing pre-school and/or pre-school education programmes.

Municipalities, as institutions implementing the rights and obligations of the owner, organise or (through their internal audit departments) perform audits and thematic inspections of educational institutions.

Schools can carry out a self-evaluation of their activities. The school council chooses the areas of activity for school self-evaluation and also the methodology for conducting it. It analyses the results of the self-evaluation and makes decisions on performance improvement.

General education

The Ministry of Education, Science and Sport performs public supervision of general education school activities. Supervision of activities in individual schools is carried out by the institution implementing the rights and obligations of the owner. If necessary, external evaluators are used.

The external evaluation of a general education school is initiated by the institution implementing the rights and obligations of the owner. The external evaluation of a general education school is carried out by the National Agency for Education and its external evaluators. Evaluators assess the schools by using a single evaluation system.

External evaluation aims to encourage schools to achieve better-quality education, better student achievement and thus better school development. External evaluation of the school activities' quality is a formative evaluation of the processes taking place in the school. The external evaluation is based on the self-evaluation carried out by the school.

General education schools perform self-evaluation themselves. The self-evaluation is initiated by the school head. The area of self-evaluation of the school's activities and the methodology of performance are chosen by the school council.

The *evaluation process* begins with the school's self-assessment. External evaluators familiarise themselves with the school's self-assessment, then they visit the school and gather information. School evaluation focuses on monitoring the educational process (at least 75% of the evaluators work is at the school). Five evaluation levels are used to evaluate the school's performance. The school communicates the findings of the external evaluation to students and their parents. After the evaluation, the school and its founder take care of the improvement of the activity. Consultants are used for the improvement of the activity.

The National Agency for Education together with the Ministry of Education, Science and Sport monitor and analyse the schools' progress and the impact of school support following an external evaluation.

Schools are evaluated periodically, at least every seven years.



5.2 Other quality assurance processes for all forms of educational provision

Source: [GEM country report](#), p. 39

[Agreement](#) on National Education Policy (2021–2030) by political parties represented in the Seimas of the Republic of Lithuania, *together* with the Association of Local Authorities in Lithuania, and the National Education Council:

‘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’.

In accordance with legislation act ‘Qualification Requirements for Teachers and Education Support Specialists (Except Psychologists)’ approved by the order of the Minister of Education, Science and Sport (2014; 2019) every teacher must have certain knowledge and understanding and competences to deal with pupils with special educational needs and all vulnerable groups.

5.3 Evaluation mechanisms used to monitor outcomes at different system levels

Source: [GEM country report](#), pp. 39–40

Source: [National Agency for Education](#)

Source: [Eurydice](#)

Source: [Reforming the network of teacher education institutions in Lithuania](#), 2020.

Source: [A Deep Dive into the European Child Guarantee in Lithuania](#) – Main report, UNICEF, 2022, p. 57, p. 60

Source: [Education and Training monitor 2022. Lithuania](#), p. 8

General outcomes (academic, social, well-being, etc.) for all learners

National Agency for Education organises and administers evaluation of learning achievements, Matura examinations and other examinations.

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

No information.



Outcomes for schools (professional development, staff and personal well-being, etc.)

The National Agency for Education:

- conducts monitoring and evaluation of compliance with the set requirements for quality of activities carried out by education institutions, practical activities and competences of the pedagogical staff, instructional aids and technological solutions, and providing methodical counselling assistance;
- ensures the functioning reserve of school heads, organises and carries out evaluation of competences of candidates to school heads or equivalent evaluation and monitors evaluation of school heads' annual performance;
- participates in the evaluation of practical performance of teachers and educational assistance specialists and/or in their certification; organises certification of psychologists providing assistance to learners.

Outcomes for parents and families (support, participation, family well-being, etc.)

The school community, the institution implementing the rights and obligations of the owner, and other interested parties are informed about the generalised self-evaluation results and improvement directions of the school activity quality. The school communicates the findings of the external evaluation to students and their parents. The specific data obtained during the self-assessment is confidential and belongs to the school community. The school may provide the information to other people or institutions only with the consent of the school community.

Other(s)

The programme funded by the EU relates to improving the quality of overall education in schools. This programme introduces 'quality baskets' for schools, intended to help them improve the academic achievements of their pupils. This intervention is taking place between 2019 and 2023, and EUR 30,324,200.95 is allocated to the programme. Its aim is to provide support to 270 schools and to achieve the goal of improving pupils' academic achievements in 70 per cent of these schools. The programme includes the evaluation of schools and the provision of improvement plans based on these evaluations, followed by financing being allocated to fulfil the goals, as well as monitoring schools' success.

The XVIII Government of Lithuania introduced a new generation of schools – [Millennium schools](#). These schools are targeted at reducing differences in academic achievements between children learning in schools in rural and city areas. Only those teachers with the highest qualifications will be employed in these schools, and the schools will be provided with all the necessary modern educational infrastructure (e.g. STE(A)M laboratories). The infrastructure and non-formal education activities can be accessed by all children within the school's region, and the school should become a mentorship centre for teachers from surrounding schools and new graduates. 56 of the country's 60 municipalities have expressed their desire to participate in the 'Millennium Schools' programme, which provides opportunities to fully renovate and adapt schools for inclusive education, improve teachers' competencies, and improve the quality of education. The programme promotes networking between municipalities and schools that choose to apply for it. All children from the surrounding region will be able to use the facilities and



courses provided at these schools. The schools admitted to the programme cannot select students and must present a five-year programme to increase school quality and inclusiveness. Monitoring the implementation of the programme and steering the process at central level are key to ensuring that all municipalities are benefiting from the programme ([Education and Training monitor 2022. Lithuania](#)).

5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

School activities are assessed in the following areas: results; education, self-education and student experiences; educational environments; leadership and management. During the evaluation, these areas are detailed by topics, which are divided into indicators. School culture is not singled out as a separate area; its aspects are described in the areas that determine the results.

Effectiveness of school management processes

As above.

Effectiveness of teacher professional development processes

Teacher education regulation, adopted in 2018, provided a set of criteria for teacher education centres to be evaluated. All concrete criteria fall under three major categories: quality, eligibility and efficiency.

Under the category of *quality*, criteria are as follows:

1. the centre concentrates the permanent research potential of education sciences and specific subjects (pedagogical specialisation);
2. the centre provides PhD in education sciences;
3. the centre brings together high-level international partners in education science and specific subjects (pedagogical specialisation);
4. the study programmes have been prepared or updated in accordance with the principles of modern didactics, based on the latest national and international educational research;
5. there are opportunities to acquire international experience, the *mobility window* is integrated in initial teacher education study programmes;
6. the centre invests into andragogical and/or pedagogical competencies of teacher trainers.

Under the *eligibility* category criteria are as follows:

1. the centre offers a wide range of study and non-formal education programmes: study programmes that provide teacher qualification; teacher and teacher educator professional competence development programmes; they carry out



national and international projects on teacher professional competence development;

2. the supply of study programmes every four years is based on the national forecast of teacher needs, long-term demographic forecasts, analysis of labour market needs and national and regional development strategies;
3. the centre participates in the development and implementation of Lithuanian education policy: updating the curriculum, improving the educational process, developing a lifelong learning system, developing quality education culture.

Under the *efficiency* category criteria are as follows:

1. the centre and other higher education institutions operating in the region on the basis of co-operation do not duplicate study programmes, except in cases when the higher need for teachers of the respective specialisation is based on data of teacher needs or when higher education institutions offer study programmes with different degrees (bachelor, professional bachelor);
2. the centre, in co-operation with other higher education institutions in the region, makes sustainable use of educational science infrastructures and human resources, which ensure the development of educational sciences and related fields of science, the highest quality of studies and international competitiveness;
3. the plan for the establishment and operation of the centre is based on the available financial resources and co-ordinated with the investment programmes of the country, region and city.

Efficiency and effectiveness of funding mechanisms

The funding scheme assigns additional funding for the education of learners with special educational needs, migrant learners and national minority language learners. However, there is no systematic evaluation of the actual costs (Shewbridge et al., 2016).

[FPIES Country report](#) for Lithuania.

Effectiveness of (vertical) co-operation between stakeholders at different system levels

No information.

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

No information.

5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

Source: [A Deep Dive into the European Child Guarantee in Lithuania](#) – Main report, UNICEF, 2022, pp. 59–60

The Government has allocated funds provided by the EU that are aligned with general national education plans. The measures directly targeted towards vulnerable children are improving the inclusion of children with special educational needs, and support for socially



vulnerable children (children with special educational needs, children from families at social risk, and children experiencing any kind of social exclusion) studying in vocational schools. The monitoring indicators used to assess measures to support socially vulnerable children in vocational schools with the target value established by 31 December 2023:

- Percentage of socially vulnerable children who have received financial aid to improve their access to vocational education compared to all socially vulnerable children (Target value: 4%)
- Number of people who have attend European Social Fund (ESF) activities on career opportunities (Target value: 400,000)
- Number of socially vulnerable children who have received aid to improve access to education (Target value: 200).

This shows that the support is mostly directed towards improving children’s career opportunities, while individual support for children in need is foreseen as reaching only 200 children across Lithuania.

Variety of indicators used to monitor the inclusion of children with special educational needs (target value established by 31 December 2023):

- Decrease in percentage of children not attending school
- Percentage of children who have received ESF support and have been enrolled in a higher class or graduated from school
- Number of school staff who have attended ESF-funded programmes
- Number of pupils who have received ESF-funded educational support
- Number of children attending STE(A)M activities
- Number of schools receiving ESF-funded educational support.

In the [National Progress Plan for 2021–2030](#), strategic goal 3 is *to increase the inclusiveness and effectiveness of education in order to meet the needs of the individual and society*.

Table 2. Impact indicators related to inclusion for strategic goal 3

| Impact indicator | Initial value (year) | To be achieved intermediate (2025) value | Final (2030) value to be achieved |
|-----------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------|-----------------------------------|
| 3.2.1. Proportion of pupils receiving educational assistance out of all pupils identified as needing assistance | 57.6% (2019–2020) | 85% | 97% |



| Impact indicator | Initial value (year) | To be achieved intermediate (2025) value | Final (2030) value to be achieved |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------|------------------------------------------|
| 3.2.2. Share of pupils who used non-formal education opportunities for children (excluding children participating in pre-school and pre-primary education) | 60.3% (2018) | 65% | 75% |
| 3.2.3. Share of children with special educational needs, excluding the gifted, participating in non-formal education of children | 30% (2018–2019) | 40% | 50% |
| 3.2.4. Share of pupils with disabilities educated in an inclusive manner in general purpose educational institutions | 48.6 % (2019) | 85% | 90% |
| 3.2.6. Proportion of pupils who have never been bullied within two months | 48.2 % (2018) | 55% | 70% |
| 3.3.1. Share of returnees who received help to integrate into the education system (pre-school, pre-primary and general education combined) from those who applied | 88.7% (2019) | 93% | 95% |

Source: Appendix 1 to the [National Progress Plan for 2021–2030](#)

The Educational development programme for 2021–2030 is designed to implement the tasks set for National Progress Plan’s goal 3 ‘Increasing the inclusion and effectiveness of education in order to meet the needs of the individual and society’.

Table 3. Outcome indicators for strategic goal 3

| Outcome indicator for the progress measure | Progress indicator’s initial value (years) | Value in 2030 year |
|---------------------------------------------------------------------|---------------------------------------------------|---------------------------|
| Share of schools adapted for persons with disabilities (percentage) | 0.6 (2021) | 20 |



| Outcome indicator for the progress measure | Progress indicator's initial value (years) | Value in 2030 year |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------|
| Number of pupils per educational assistance specialist in general education schools | 18.6 (2020) | 12.5 |
| Share of children who received educational assistance for at least three months (percentage) | 0 (2021)* | 85 (2029) |
| Number of users of new or modernised educational infrastructure per year | 0 (2021)* | 1,200 (2029) |
| Share of persons who gained competence after participating in the training, number | 0 (2021)* | 80 (2029) |
| Share of children participating in pre-school education programmes from the age of 3 to the age of compulsory primary education (percentage) | 89.6 (2019) | 95 |
| Share (percentage) of learners with disabilities educated in an inclusive manner in general purpose educational institutions (general classes) | 48.9 (2020–2021) | 90 |
| Share (percentage) of pupils who used non-formal education opportunities for children (except children participating in pre-school and pre-primary education) | 61.7 (2020) | 75 |

* 2021–2027 Indicator of EU fund investment programme for Lithuania. In order to count the achievements financed with the funds of the 2021–2027 EU fund investment programme for Lithuania, the initial value of the indicator is equal to zero.

5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

In 2021, the National Education Agency 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 ([Education and Training Monitor 2022. Lithuania](#))



5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

According to the Article 53 of the *Law on Education*, the Ministry of Education, Science and Sport and other institutions authorised by the Minister of Education, Science and Sport, municipal administrations and schools carry out state education monitoring in accordance with the education monitoring indicators approved by the Minister of Education, Science and Sport and the procedure they establish. Every year, the Ministry of Education, Science and Sport publishes [a report on the state of the education system](#) in the country and regions. The report consists of three parts. The first part is devoted to the analysis of the national state of education. The second part presents the results of the thematic analysis; in 2022, the topic of the second part was Inclusive education. The third part is devoted to information about the state of education in each municipality: the extent of education, the socio-economic context, the contribution to education, its processes and the achieved results.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of quality assurance and accountability for inclusive education in practice. It specifically considers the implications of how different stakeholders across the education system are accountable for ensuring the effective implementation of policy for inclusive education in practice.

Six strands of policy and practice on school quality assurance can be distinguished:

- self-evaluation by schools;
- external evaluation;
- national qualifications and exams during upper-secondary stages;
- the assessment of students' progress at earlier stages;
- stakeholder engagement (including the involvement of students and their parents in the process of planning and implementing improvements);
- the evaluation of teachers and school leaders ([A Deep Dive into the European Child Guarantee in Lithuania](#), p. 73).

The main institution responsible for educational assistance, implementation of the state pre-school, pre-primary and general education policies, monitoring and evaluation of quality of activities carried out by educational institutions, competences of pedagogical staff, carrying external evaluation of performance of schools, organising evaluation of performance of institutions providing qualification improvement for teachers and specialists providing educational assistance, is National Agency for Education.

The main evaluation processes that are taking place are schools' self-evaluation and schools' external evaluation, performed by the National Agency for Education. The general schools are evaluated applying the methodology created in 2016, but pre-school and pre-primary education institutions can be evaluated applying the methodology which has



been just recently created, in 2021. The self-evaluation is initiated by the school head. The external evaluation of a general education school is initiated by the institution implementing the rights and obligations of the owner.

Concerning other quality assurance processes, there are 'Qualification Requirements for Teachers and Education Support Specialists (Except Psychologists)' approved by the order of the Minister of Education, Science and Sport (2014; 2019), which require every teacher to have certain knowledge and understanding and competences to deal with pupils with special educational needs and all vulnerable groups. Also, following the [Agreement on National Education Policy \(2021–2030\)](#), it is aimed 'To develop, by 2024, a single quality standard for general education accessible to all children'.

Monitoring of the outcomes at different levels of the education system should be developed further. Currently used are the monitoring of learning outcomes for all learners and external assessments of schools. Also, schools organise self-assessment and share the results with their communities. There are also the programmes, addressed to the improving the quality of schools, such as 'quality baskets', and 'Millennium schools', funded by the EU. The schools and municipalities have to publish progress reports, but not all are doing this. However, if the municipality wants to participate in the Millennium schools' programme, it is obligatory to publish the progress report, and it was the main reason for the breakthrough in publishing progress reports in 2021: 78 per cent of schools and 57 of 60 municipalities published progress reports at the national level ([Lithuania. Education in the country and regions 2022](#), p. 79).

Regarding the evaluation mechanisms, the assessments of school activities and teacher professional development processes are well-developed. However, there is no systematic evaluation of the actual costs; detailed evidence should be gathered regarding costs and the adequacy of funding in general. The effectiveness of vertical and horizontal co-operation between stakeholders and ministries is not evaluated as well.

Concerning monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education, there are indicators set for monitoring the increase of inclusion in the National Progress Plan for 2021–2030 and in the Educational development programme, managed by the Ministry of Education, Science and Sport. Also, there are funds provided by the EU that are aligned with general national education plans. The measures directly targeted towards vulnerable children are improving the inclusion of children with special educational needs, and support for socially vulnerable children (children with special educational needs, children from families at social risk, and children experiencing any kind of social exclusion) studying in vocational schools. Also, various indicators are used to monitor the inclusion of children with special educational needs.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

Article 63 of the [Law on Education](#) – Participation of school community members in education management.

1. Members of the school community may participate in education management, and unite into associations, organisations and alliances of various interest groups (learners, students, teachers, parents/guardians/caregivers, 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.

The Interdepartmental Child Council under the Government of the Republic of Lithuania is a collegial institution that seeks to improve the co-ordination of the activities of the state and municipal authorities and institutions, their co-operation with non-governmental organisations and the implementation of the legislation in the field of Children Rights Protection. The Council consists of representatives of the Lithuanian School Student Union, municipalities, ministries and non-governmental organisations.

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

No.

6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

Not applicable.

6.2b Explanation

'School curricula in Lithuania are currently very inflexible, and outdated books and other tools restrict teachers with regard to the provision of information that is more relevant to



the current times', is stated in the [A Deep Dive into the European Child Guarantee in Lithuania](#) – Main report, UNICEF, 2022, p. 71. However, the situation is changing as currently school curricula have been renewed. In 2022, the Minister of Education, Science and Sport approved re-designed 47 curricula of the subjects. The re-designed general curricula follow a competence-oriented direction of education – the student's goal should be not only be 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. The re-designed curricula will be implemented in grades 1, 3, 5, 7, 9 and III gymnasium grade from 2023/2024 academic year, and in the remaining grades from 2024/2025 academic year (Source: [Redesigned curricula](#)). The curricula do not aim to address specific differences such as LGBTQ+ community, but some aspects are covered. For example, the curriculum of ethics includes topics related to 'otherness' – differences related to traditions and culture, introduces the principles of tolerance, respect, and the variety of cultures.

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, the '[Recommendations regarding the adaptation of updated general curricula to the learners with special educational needs](#)' were prepared.

Also, the National Agency for Education in 2022 published the '[Guidelines for the implementation of the principle of inclusion in the school](#)'. The guidelines aim to help schools review the policy of the institution, encourage self-evaluation of the available human and material resources, educational practices, to help analyze and improve the inclusion processes taking place in the school, encourage mutual co-operation, adopt joint agreements, the observance of which will help to overcome the challenges arising in the school in implementing the principle of inclusion.

6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

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 (foster parents, guardians), social partners, education providers and/or their associations are represented in the municipal education council. Municipality council approves the statute of the municipal education council. Municipal education council analyses how municipality implements national education policy, approves long-term education goals and gathers society to reach these goals.

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.



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 the school's mission.

School-leaders/leadership teams, teachers and specialist staff

[New measures](#) were proposed in 2020 within the the EU's [Structural Reform Support Programme](#) (SRSP) project for Lithuania, and aimed at having a comprehensive and coherent system in place for the support and development of 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.

With the support of the EU's Structural Reform Support Programme, Lithuania has worked to increase school principals' 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 principals will have to encourage teachers to take part in specific, and school-based professional development activities on the new curriculum. The project provided Lithuania with recommendations for the curriculum reform to bring about the desired changes, including:

1. identifying future training and development needs of school leaders, teachers and municipal decision-makers;
2. investing in specific formats of professional development, such as school-based coaching, upskilling on digital education, and a Master-level qualification on school and curriculum leadership;
3. further aligning policies on school leadership and teachers' career progression with the curriculum reform.

More information is available from project partners the [British Council](#).

[\(Education and Training Monitor 2022. Lithuania\)](#)

Lithuanian School Student Union (LMS) aims to represent school students by forming Education and Youth policies, educating school students with urgent issues, joining them in common activities by co-operating with governmental and non-governmental institutions, and creating a perfect community for schools and their students.

[Lithuanian School Student Union:](#)

- encourages school students' initiatives, inter-understanding and collaboration;
- represents school students by forming an impact of Youth and an Education policy, as well as by collaborating with governmental and non-governmental institutions;
- unites school students to solve common problems;
- collects, analyses and promotes school student councils' guidelines in Lithuania and abroad;
- develops international relations between school students;



- organises meetings, debates and conferences on relevant topics for students.

Schools are not obliged to collaborate and this is not encouraged in any way; the [research data](#) from 2015–2016 allow us to distinguish a few basic types of school collaboration: with distant schools, with nearby schools, with similar ones and schools that share the same name. Usually schools very actively collaborate with distant schools, i.e. schools that are located in another municipality, the ones which do not need to compete for pupils, teachers, etc. Moreover, schools collaborate more actively with similar ones. The provision of the same programme or the same type of school can be viewed as a similarity. The collaboration often exists between nearby schools which provide different education programmes and teach the same streams of pupils. This makes it possible to further monitor pupil achievement and to improve the educational process on the basis of feedback. Typically, schools which provide an educational programme of a lower level, such as a pro-gymnasium, tend to collaborate with schools which provide an educational programme of a higher level, such as a gymnasium. Schools which are located further from each other collaborate to share best practices. Schools, especially small and/or rural schools, in order to mobilise their available human resources, collaborate by creating committees for pupil achievement evaluation or to deal with unforeseen or crisis situations. They also collaborate in order to save the available material resources, such as transport, through sharing the existing infrastructure for educational purposes. When school autonomy increases, school collaboration is an important factor which strengthens the leadership of principals. When schools collaborate, principals provide support and advice to each other on various issues of school activities. Also, principals share ideas and experiences on how to implement certain changes or innovations.

Stakeholders in the local communities

No information.

Local-level decision-/policy-makers

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.

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 multi-disciplinary 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 ([Education and Training Monitor 2022. Lithuania](#)).

Non-governmental organisations, disabled people’s organisations or other organisations representing vulnerable groups

Non-governmental organisations, disabled people's associations, day care centers provide social/social exclusion-decreasing services. The Autism Association, for example, like association of ‘Lietaus vaikai’ (‘Rain Children’), is a non-profit organisation that unites parents of children with autism spectrum and other developmental disorders, and adults



with autism spectrum disorders. The association 'Kitoks vaikas' ('Other child') takes care of all the necessary information about autism disorder and an effective help method – Applied Behavioral Therapy (ABA). The association unites Lithuanian families whose children have been diagnosed with autism spectrum disorder. The Association's activities also involve its members as professionals whose mission is to help a child with autism understand the world and learn how to live independently.

According to the [National Network of Education NGOs](#), there is a need for 'opening up' the education system. One of the recommendations for Lithuania by the OECD is to include NGOs in the modelling and provision of public services. Although the 2014–2020 National Progress Programme had an indicator to procure at least 15% of public services from independent entities, including non-governmental organisations, this indicator reached only 2.9% in the field of education in 2019. Lithuania's education system was named as 'very closed, focused on maintaining a network of subordinate institutions, and the involvement of non-profit organisations in education as social partners in both decision-making and service provision is very slow'.

However, it is worth noticing that there are various possibilities for all citizens to participate in the decision-making processes. The state and municipal institutions and bodies, the Government, the Seimas, and the European Commission consult with the public when making decisions. Often, when a work group is created for preparation of the documents, the representatives of an NGO working in the field are included.

Also, citizens have possibilities to participate in the legislative processes from the earliest possible stages, when the open consultations are organised. (Source: [Lithuania My Government website](#))

6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

No.

6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

Not applicable.

6.4b Explanation

The Ministry of Education, Science and Sport received comments from various organisations after the draft guidelines for general education general curriculum were prepared. Then, after adjusting the project, together with three universities, they organised public consultations to which they invited teachers of various subjects, school principals, parents of students, representatives of higher education institutions, representatives of municipalities, non-governmental organisations and other interested persons. The purpose of the consultations is to present the updated draft of the Guidelines based on the comments received, to discuss the progress of updating the general programmes and to consult with the educational community on the possibilities



of implementing practical changes. Also, subject teachers were invited to submit their suggestions and observations for the current versions of the general curriculum projects by email.

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

In 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' the Activities for the school community are defined – part of the teacher's work is 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 of parents; other co-operation activities aimed at planning and improving school activities, creating a positive school micro-climate, 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. For example, teachers can carry out counselling and experience dissemination activities, and co-operation activities with school partners, including the organisation of joint projects and events and their implementation at school or beyond.

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. This encourages closer communication and co-operation between schools and the dissemination of good practices. The networks were established in 2009, as part of the project 'Networks of Learning Schools', financed from ESF funds.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of stakeholder collaboration, co-operation and effective communication for the implementation of inclusive education in practice. It specifically considers how effectively different stakeholders across the education system are supported to increase their personal and collective ability to be inclusive in practice.

In Lithuania there are some opportunities of stakeholder collaboration and co-operation. *Law on Education* indicates that the members of the school community may participate in



education management, and create various interest groups of learners, teachers, parents, schools, or education management level heads.

The pupils, teachers, parents (foster parents, guardians), social partners, education providers and/or their associations are represented in the municipal education council. Municipal education council analyses how the municipality implements national education policy, approves long-term education goals and gathers society to reach these goals. The school council is the school's highest self-governance body, representing the pupils, teachers, parents (foster parents, guardians) and local community.

Lithuanian School Student Union represents school learners by forming an impact of Youth and an Education policy, as well as by collaborating with governmental and non-governmental institutions.

Schools are not obliged to collaborate and this is not encouraged in any way, though they tend to collaborate for various reasons together and with other institutions. There are no reliable statistics collected related to school collaboration.

Concerning curriculum development, discussions are encouraged. General curricula programmes were recently renewed, and there were public consultations organised with teachers of various subjects, school principals, parents of students, representatives of higher education institutions, representatives of municipalities, non-governmental organisations and other interested persons.

Lithuania's education system is slowly involving non-profit organisations as social partners in both decision-making and service provision. However, citizens and interests' groups can participate in the open consultations that take place in the processes of reforms, preparing new laws or amendments, and decisions taken by institutions that affect society or individual groups.