

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Lithuania 2014/2015 data
background information**



BACKGROUND INFORMATION

How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.

Pupils' legal entitlements under what legislation

SEN refers to the need for assistance and services in the course of the training process, arising from a person's exceptional capabilities, congenital or acquired disorders, or adverse environmental factors ([Law on Education](#) of the Republic of Lithuania, 2011).

How additional support is understood within the country context

The purpose of special pedagogical assistance and special assistance is to increase the effectiveness of learning for individuals with SEN. Special assistance is provided in school to individuals in need of such assistance. They are provided with sign language interpreting, text reading and summarising services, which increase education accessibility.

Assistance providers, who co-operate with and provide consultation to learners' parents/guardians and teachers, provide universal psychological assistance to learners experiencing personal and learning problems (Law on Education of the Republic of Lithuania, 2011).

The criteria for an official decision are

There has been an educational assessment procedure involving a multi-disciplinary team

A child welfare commission performs primary evaluation of learners' SEN. A learner's SEN (except those arising from exceptional talents) are evaluated by a pedagogical psychological service from the pedagogical, psychological, medicinal and socio-pedagogical points of view. Special education is allocated by the head of a pedagogical psychological service and, in certain cases, by the school principal with the consent of the parents/guardians, in accordance with the procedure laid down by the Minister of Education and Science.

The multi-disciplinary team includes members from within and external to the pupil's school

The child welfare commission consists of the school principal or vice-principal, social pedagogue, psychologist, special pedagogue, speech therapist, health specialist, class heads and other teachers. Parents and members of local authorities or other organisations may also be involved.



There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning

The data on assessment, special education and the educational assistance allocation are recorded in different school and pupil documents.

As regards planning, pupils have a record of their achievements, portfolio, diaries and other documents.

The official decision is subject to a formal, regular review process

Pupils' achievements and progress are monitored, the data recorded, and assessment can be repeated.

Proxy indicator(s) for the 80% benchmark used for the country's data collection

Placement in a mainstream class implies over 80% or more with non-disabled peers.

Details on what the country proxy is

Pupils with SEN in mainstream classes spend no less than 80% of school time with their non-disabled peers. They have some hours for special assistance or special lessons, but no more than 20%.

Why this proxy was used

This proxy was used because there is no clearer data on the number of support hours allocated to a pupil.

Difficulties in using any proxy

The data on the total number of pupils with SEN is questionable. This is because the data mostly refers to comprehensive school pupils, but there are pupils in ISCED level 1 and 2 programmes in vocational schools, too.

Detailed description of what is meant by 'out of formal education' within the country's data collection

The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications



from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, International Standard Classification of Education ISCED 2011, p. 11).

Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)

Out of formal education – refers to children of compulsory school age (7–16) who are not attending primary or lower-secondary education programmes.

Not learning child – refers to a child under the age of 16 not registered in the Pupils' Register, whose place of residence is declared in the relevant municipality, or a child enrolled in the record of people without a residence, according to the municipality where they live.

Child not attending school – refers to a child who is registered in the Pupils' Register, whose place of residence is declared in the relevant municipality, or a child enrolled in the record of people without a residence, according to the municipality where they live, but who did not attend school for a month without a justifiable reason, and has spent more than half of the lessons or hours allocated for education.

(Resolution of the Government of the Republic of Lithuania, 2012)

Country definitions of formal, non-formal and informal education

Formal education – refers to education implemented according to education programmes approved and registered in accordance with a procedure laid down by legal acts of the Republic of Lithuania, the completion of which results in the attainment of primary, basic, secondary or higher education and/or a qualification, or in the recognition of a competence necessary to carry out work or fulfil a function regulated by law.

Non-formal education – refers to education according to a variety of programmes geared to satisfy education needs, provide in-service training and acquire an additional competence, with the exception of formal education programmes.

(Law on Education, 2011)

Pupils who are educated at home through formal education programmes are considered as being in formal education. Home education is the form of organisation.

Provision of data on private sector education

The data collection covers all sectors of education, including numbers for the pupil population in the private sector.



Private sector education in the country

A non-state school refers to a school in which the owner or stakeholders are not the state or a municipality.

Data from private sector schools is included in the country data collection.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 7 to 10

Usual pupil age ranges in the country at ISCED level 2: 11 to 16