

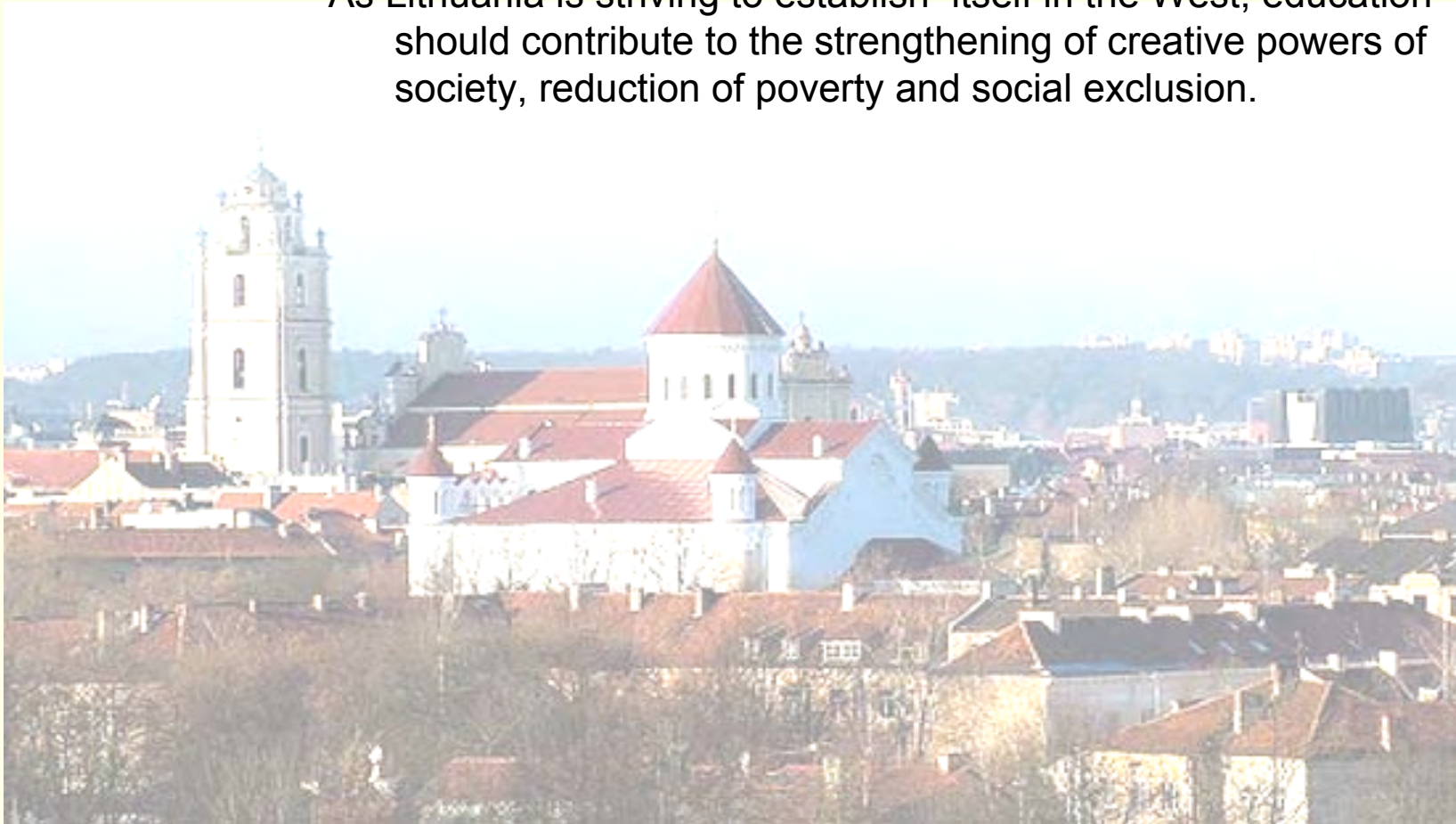


# ASSESSMENT IN INCLUSIVE SETTINGS

Dissemination Conference  
23-24 October 2008, Limassol, Cyprus

**The new challenges for improving  
primary education in Lithuania**

As Lithuania is striving to establish itself in the West, education should contribute to the strengthening of creative powers of society, reduction of poverty and social exclusion.



Ramutė Skripkienė, Lithuania, 2008



The Parliament of the Republic of Lithuania approved  
***THE NATIONAL EDUCATION STRATEGY 2003–2012***

The Strategy projects development of Lithuania, as a EU member state.  
 The role of education in this development is of exceptional importance.



# *Meeting special needs*

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The Ministry of Education and Science is actively co-operating with similar ministries of other EU and West European countries with a goal of improving the policy providing for the education of individuals with special needs.

In 2004, the Ministry of Education and Science of the Republic of Lithuania became a member of the *European Agency for Development in Special Needs Education*.



Development of education should take into account the new challenges and new opportunities for the Lithuanian society.

This necessitates essential reforms in the educational system of Lithuania in order to increase its efficiency, improve accessibility to education, create conditions enabling continuing education and life-long learning, ensure the quality of education that conforms to the European standards and meets the needs of the modern Lithuanian society.



# Why we need to improve the primary education?

European and world experience shows us that the quality of children's early learning experience is very effective in improving learning performance and social justice. Some key factors are more effective teacher training and in-service training, teaching experience and motivation, as well as use of active teaching methods and applying assessment for learning and ICT.

The shift from the view that a child is like an empty vessel into which the teacher tries to "put" more knowledge, pedagogy moved to the understanding that learning is individual, constructive activity, and needs favourable learning conditions and providing the necessary support. This understanding requires teachers to change attitudes to their role and the selection of teaching methods to meet the individual needs of children and ensure their educational success.



## *Meeting special needs*



The objective **to promote inclusive education**, enabling students with special educational needs to enter ordinary schools and ensure quality education for each child, to give all children the maximum opportunity for an optimal development.



# Some measures of implementation

## ■ Ensuring socially fair conditions for learning:

- opportunities for efficient education of children with different abilities and needs shall be created;
- targeted complementary pedagogical and social work programmes shall be developed for working with children experiencing difficulties.





# Some measures of implementation



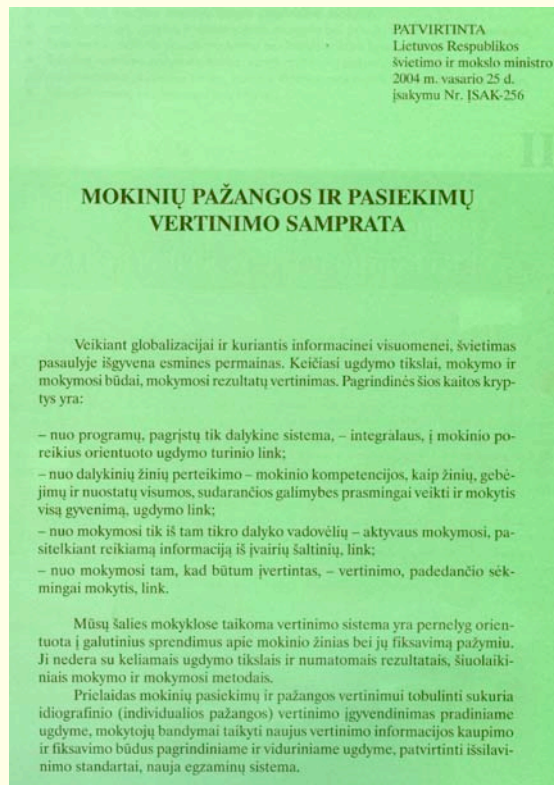
## To ensure the quality of education development:

- the content of education shall be updated and related to new competencies of an individual;
- new developments in the training and work of teachers;
- modernisation of education research and assessment:
  - the system of assessing pupils' achievements in education shall be reformed; pupils should be motivated to learn better, teachers – to seek the quality of education and to provide better information for pupils and their parents alike about the learning results; pupils should be taught to evaluate their achievements;
  - ...

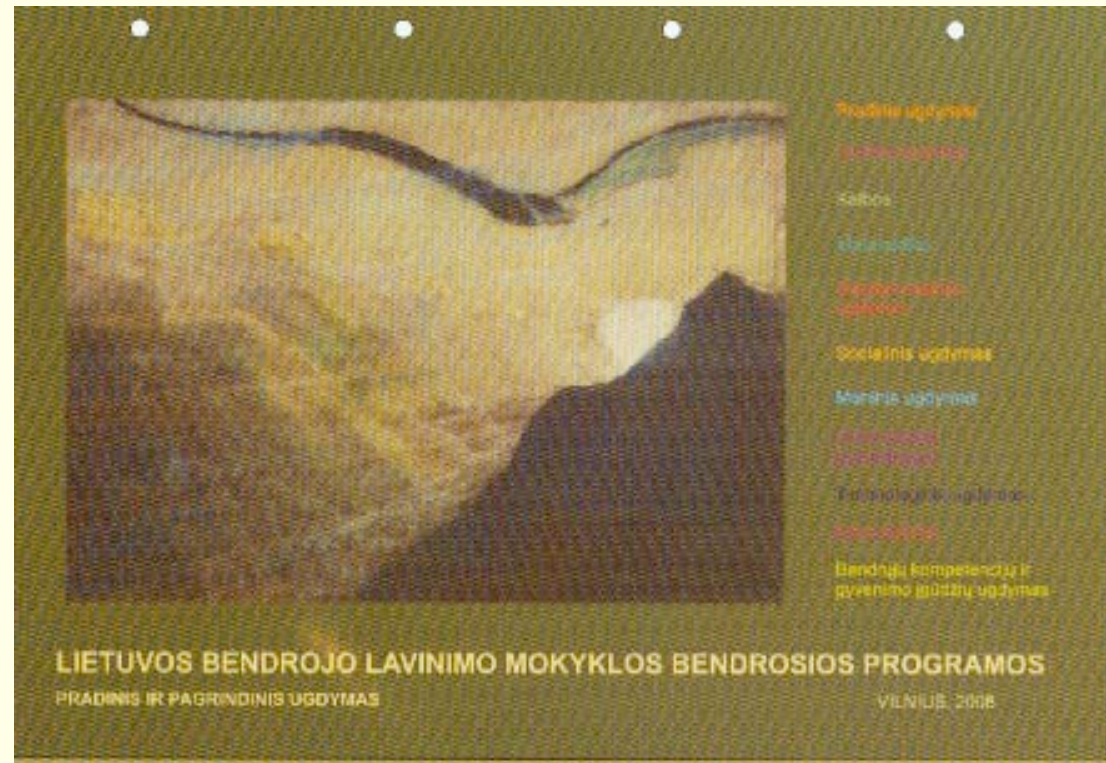




# Some measures of implementation



*The Concept of Assessment of Pupils Achievement and Progress*



Updated National Curriculum, 2008



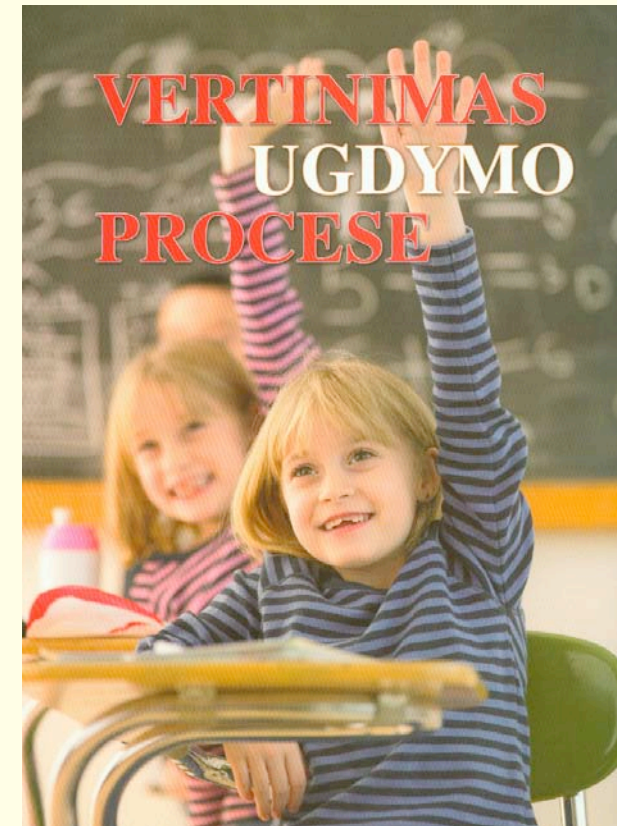
# Some measures of implementation

- The Updated Curriculum for Primary education requires the adaptation for students with special needs. This prompted the Ministry of Education and Science to initiate a special document for primary school teachers, special education teachers and other professionals.
- The aim of the document is to draw the guidelines of content for teaching language, mathematics, social and natural sciences, to facilitate decision making in the implementation of updated curriculum in inclusive settings, to give detail recommendations and help the pedagogues to plan the individualized process of teaching and learning and assessment of pupils with special needs.
- The recommendations will help teachers and professionals' understand better their role and purpose implementing the updated curriculum when working in inclusive settings and considering on individual needs and abilities of pupils with special needs.



# Some measures of implementation

- The result of implementation of new assessment policy was national project for primary education with support of British Council in 2004-2005.
- Implementing national projects and planning new steps for the future it was developed a draft of the *Strategy for Quality Assurance*.
- Currently, Lithuania has disseminated the idea of inclusive education, and preparing a document *The Concept of Inclusive Education*.



Assessment in the education process

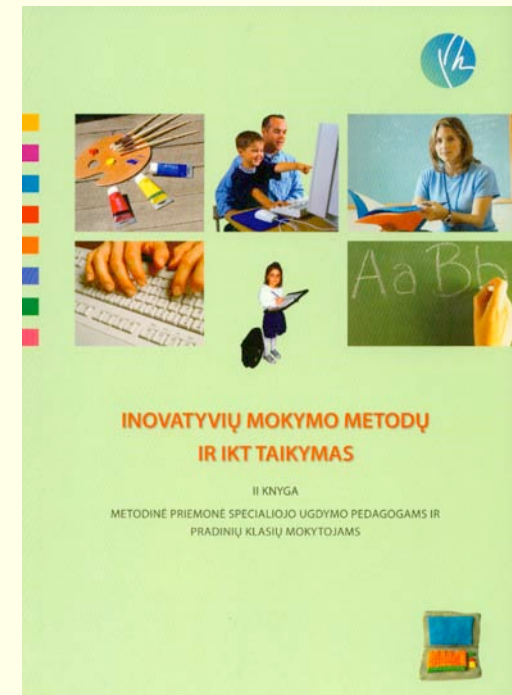




# Some measures of implementation

## Project

“Improving the competences of primary teachers and teachers of special education to use innovative teaching methods and ICT”



ALL training courses, also published and digital materials for teachers were related with assessment issues.

Localized digital learning objects for primary pupils have instruments for self assessment.



# Dissemination of the results of ASSESSMENT PROJECT in Lithuania

- At the end of this project we had 6 seminars for education experts, consultants, education policy makers from municipalities. The aim of these seminars was to inform participants about the results of our national project and international ASSESSMENT PROJECT.
- All the publications: EuroNews on Special Needs Education publications (in Lithuanian) and the report “Assessment in Inclusive Settings” (in Lithuanian) we’ve got from the Agency were delivered to the participants of seminars. The Lisbon Declaration, Indicators for Inclusive Assessment, Phase 1 Country Report and “Assessment in Inclusive Settings” (PDF files in Lithuanian) were written on CD and delivered for participants of seminars.
- The same information was presented at the meeting with group of experts and university professors at Educational Development Centre in June. The group is working on developing recommendations for primary teachers how to use the new national curriculum for inclusive teaching and learning, and assessment of pupils with special needs.



# Future developments

Education Improvement Program for 2008 – 2013 will implement educational projects at national and local levels. The program (608 million Lt) is financed by the Lithuanian government, municipalities, as well as from a European Social and Structural Funds.

One of the purposes is to improve educational achievements of students, to develop teachers' professional competence and improve teaching/learning conditions by encouraging active learning of all pupils and co-operation between teachers at school and between schools.

Many of these projects will be related with implementing the issues of inclusive education and assessment for learning.



Thank you!

