



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Lithuania

This profile has been commissioned by EASNIE as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to EASNIE. The information in this document was current in June 2020. The profile can be cited with the following reference: "Profile commissioned by EASNIE for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all". For further information, please contact gemreport@unesco.org.

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2021

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

The following country representatives have contributed to and validated this profile:

Ms. Gražina Šeibokienė – Head Division of Education Support Department of General Education, Ministry of Education, Science and Sport of the Republic of Lithuania

Ms. Teresa Aidukienė – Chief specialist Teacher Activity Division Department of Life-long Learning Ministry of Education and Science of the Republic of Lithuania

Ms. Almeda Kurienė – Representative Board Member, Senior Specialist of Division of Education Support Department of General Education, Ministry of Education, Science and Sport of the Republic of Lithuania

Ms. Lina Palačionienė – National Coordinator, Head Division of Special Education Department of Educational Support, National Agency for Education

Ms. Svajonė Mikėnė – EASIE Data Expert, Analyst of Division of Educational Policy Analysis, Department of Monitoring and Evaluation, National Agency for Education

The main challenges for the preparation of the profile were seen as:

-Data available on vulnerable groups (only SEN data available)

-The National data on monitoring and accountability not available

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. Eurydice https://eacea.ec.europa.eu/national-policies/eurydice/content/lithuania_en

2. European Agency Overview <https://www.european-agency.org/country-information/lithuania>

3. UNCRPD, 2016. *Committee on the Rights of Persons with Disabilities. Concluding observations on the initial report of Lithuania.*

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2fC%2fLTU%2fCO%2f1&Lang=en

4. European Agency, Financing Policies for Inclusive Education, *Country Report: Lithuania*

<https://www.european-agency.org/projects/financing-policies-inclusive-education-systems/country-partner-lithuania>

5. European Agency, 2018. *Country Policy Review and Analysis.* <https://www.european-agency.org/sites/default/files/agency-projects/CPRA/Phase1/CPRA%20Lithuania.pdf>

Internal, non-public or working documents used:

European Agency for Special Needs and Inclusive Education, Lithuania UNCRPD ART 24

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system.

Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

In Lithuania, a child must start attending pre-primary education on turning 6 years of age during the calendar year (pre-primary education is obligatory). Education is compulsory until the age of 16, meaning that primary (ISCED 1) and lower secondary education (ISCED 2) is mandatory.

Early childhood education and care is composed of pre-school and pre-primary education and is attributed to the type of non-formal education. At the request of the parents, the child can be educated according to the pre-school curriculum. Pre-school education is provided for children from birth to pre-primary education. In order for the child to prepare for the successful completion of the primary education curriculum, pre-primary education groups are set up. Attendance is compulsory for pre-primary education when a child turns 6 years of age in the calendar year. Pre-school and pre-primary education can be offered at pre-primary classes in ECEC settings at general education schools. It can be provided by licensed freelance teachers or other education providers in accordance with the legal acts. Pre-school and pre-primary educational institutions fall under the authority of local governments.

Children must start attending primary schools when they turn 7 years of age during the calendar year. Primary education lasts for 4 years. Its purpose is to provide children with the fundamentals of learning, literature and social and cultural skills. It is delivered by primary school, an institution that provides education for grades 1 to 4).

Lower secondary education lasts for 6 years and is also compulsory. Children usually enter lower secondary education when they are 10 to 11 years of age. The lower secondary education school carries out the first part of the lower secondary education for grades 5-8 and the second part for grades 9-10. The lower secondary education school can also implement a broader education programme that includes primary and lower secondary education and covers grades 1-10. The lower secondary education is delivered by pre-gymnasiums (lower secondary education schools providing education for grades 5 to 8), gymnasiums (a general education institution that provides education for grades 9 to 12 which may implement primary, lower secondary (till grade 10) and upper secondary (grades 11-12) curriculum), school-multifunctional centres (a school-multifunctional centre provides not only primary and lower secondary education, but also provides pre-school education for children under 6-years old and compulsory pre-primary education for six-year-olds. Other non-formal and informal education programmes for children and adults are also offered at this school. The local community can also get necessary cultural, social and other services here) and vocational education and training (VET) schools. VET schools along with a vocational education and training curriculum may provide the basis for the last two years of the lower secondary curriculum and/or upper secondary curriculum. Post-secondary non-tertiary curriculum is provided in VET schools and other institutions. Students typically aged from 17 to 19 learn there. A vocational education and training curriculum lasts from 1 to 2 years. Vocational education and training can be organized in school or apprenticeship formats.

Education is compulsory until 16 years of age. By that time the learner will have usually finished the course of lower secondary education (10 grades).

Education is a priority for the state and is publicly funded at all levels. Education is free at all stages, with one exception – higher education. However, successful students are guaranteed free education at State schools of higher education.

Lithuanian education system could be called decentralized. The state's and municipalities' institutions participate in the education process. The schools and other educational institutions have a possibility to take decisions on its management, education content and means.

b. the different authorities responsible for different types of provision etc.

The Seimas adopts the main laws and legal acts regulating the system of education and science. These are applicable at the national level. The Ministry of Education, Science and Sport or the Government adopts other legal acts applicable at the national level such as the Description of the Primary, Lower Secondary and Upper Secondary Curriculum. The municipalities set and implement their own strategic education plans that are in accordance with the national documents. The municipalities are responsible for ensuring formal education up until the age of 16 (for learners with SEN – until the age of 21), organizing non-formal education, transportation to educational institutions and other aspects. The school organizes the education process – for example, teachers are able to adapt the core curriculum to children's individual needs. Formal education is typically provided by public entities. However, private sector education providers are recognised and regulated by national legal acts.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

The European Structural Fund (ESF) is investing in poverty reduction and social inclusion projects which are a key issue in Lithuania where 30% of the population are at risk. ESF projects are helping disadvantaged groups – such as disabled people, ethnic minorities and women – to improve their situation and have the same opportunities as others.

Better access to health and social services for all Lithuanian residents is getting ESF support as well. Projects are also underway for the 'de-institutionalisation' of adults with mental disabilities and children in care.

The ESF is supporting ongoing efforts to modernise the education and training systems, and to ensure the skills and qualifications gained meet the needs of employers and industry. Projects are helping young people stay on at school to get qualifications and then guiding them into working life. For all workers, the ESF is promoting lifelong learning opportunities to ensure skills are up to date and relevant to industry needs.

The 'Let's work together with the Roma: new job opportunities and challenges' project has recently been presented by the Roma Community Centre and associated partners. The organisers invited a cross-section of Lithuanian society, including the parliament, NGOs, relevant ministries and members of the Roma community.

Many Roma suffer from social exclusion, which prevents them from integrating into society. Research suggests that 42 % of Roma are unemployed, and the community also has high illiteracy rates. The project

will use innovative career development tools to motivate the Roma community to gain qualifications and participate in public life. The project team will also focus on trying to change the negative attitude held by some employers and wider society towards the Roma. Childcare services will be provided for parents so that they are free to attend the courses, too.

The project is financed by the European Social Fund and Lithuania's Ministry of Social Security and Labour.
<https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2733>

The project 'Increasing Accessibility to Studies' teamed up with Lithuanian high schools to create favourable environments for students with disabilities. They receive a monthly sum to help them continue higher education.

Students must submit their request to the school where they study, together with a certificate proving their disability and their ID. The allowances have already helped more than 680 students complete their 2015 autumn semester and 2016 spring semester of studies. The total budget for the project, which runs until 2023, is EUR 704500.

<https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2533>

The nationwide 'Discover Yourself' project aims to reduce the number of young people aged between 15 and 29 who are not in education, employment or training ('Neet'). It boosts their personal, social and professional skills to help them return to school or find a job.

One of the methods used involves visiting companies and factories, where youngsters can talk to employees at their workplace.

'Discover Yourself' is financed by the European Social Fund with EUR 33 798 580. It will help 35 000 participants by the end the project in September 2018.

<https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2544>

In 2016 Lithuania has given the green light to 23 additional projects that will help to create and develop social care and nursing services for disabled and elderly people in their own homes. In total, 61 projects will benefit around 2 200 Lithuanians.

Nurses and their assistants, rehabilitation professionals, social workers, volunteers and family members taking care of disabled and elderly people will also receive the necessary training. The available funding will be also used to buy vehicles for staff members to travel to the beneficiaries' homes, nursing equipment, working clothes, etc.

These projects are financed by the European Social Fund, with total funding of EUR 16.34 million.

<https://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=2634>

The ESF project "**In-Service Training for Teachers and Educational Assistance Specialists**" (2018-2021). The aim of the project is to improve the professional qualifications of teachers, other persons involved in the educational process, education departments of municipal administrations. The qualifications of professionals should be improved, because the competencies of teachers, the individualisation of education professionals, the acceptance of diversity among pupils, the co-operation for effective education of all pupils are inadequate and their qualifications should be improved.

Project "**Development of Inclusive Education, Phase I**" (2018-2022). The project aims to reduce early school leaving by increasing inclusive education. Creating an inclusive school environment, providing the support needed, and developing each child's individual abilities. The main objective of the project is to reduce early school leaving by

enhancing inclusive education. This objective will be pursued through a peer review of the educational aid delivery model, development and adaptation of methodologies to assess children's development and provide individualized assistance that meets their needs.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	Article 7 p. 2 of the Law on Education states that pre-school education of children may be compulsory in accordance with the procedure and in the cases laid down by the Minister of Education and Science and the Minister of Social Security and Labour.
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	In some municipalities there are fewer students in the classes of general education schools than provided by law. However, in some schools, students have to study in the second shift or in classes formed in excess of the maximum number of students in a class (primary education program - 24, basic and secondary - 30 students). Mostly the students have to study in the second shift in secondary education programs. (Source: page 39, figure 9.4 https://www.smm.lt/uploads/documents/tyrimai_ir_analizes/SB_apzvalga_2018.pdf)
Grade retention	Yes	An Order of the Minister of Education and Science of 8 of May 2012 No V-766 „On alteration of the order of the Minister of Education and Science of 5 April 2005 No. ISAK-556 „On approval of the description of the procedure for continuous learning under general education programs“ describes the rules of grade retention: At the end of the educational process, teachers suggest that the school head makes a decision about the student's further education: move to a higher grade, leave to repeat the curriculum or assign additional work to the student. When allocating additional work to a student, teachers agree on the duration of the additional work, the forms and methods of consultation, the time, the student's reporting and the date of the reconsideration; reconsider the student's achievements if the additional work has been assessed unsatisfactorily or the student has not reported on time, and submits a proposal to the school head; listens to

	<p>and takes into account the suggestions and wishes of the parents (guardians, caregivers) of the student, except for the student studying according to the general adult education program, regarding the assignment of additional work.</p> <p>A pupil in the final grade of primary, basic and secondary education is considered to have completed the curriculum if he / she has satisfactory annual assessments of all subjects of the respective curriculum according to the curriculum, he / she is not promoted to a higher grade.</p> <p>A student in the final grade of a primary education program with an unsatisfactory annual assessment of at least one subject is left to repeat the final grade of the primary education program in the final grade.</p> <p>A person studying according to the adult primary education program may study only those individual subjects of the education program, the annual assessment of which is unsatisfactory, in the forms of learning established by the Minister of Education and Science.</p> <p>A student in the final grade of a basic education program who has an unsatisfactory annual assessment of at least one subject is left to repeat it in the final grade of the basic education program.</p> <p>A final grade student of the secondary education program with at least one unsatisfactory annual assessment of a subject is not allowed to repeat the secondary education program, he or she may study the subjects for which the annual assessment is unsatisfactory in the forms of learning established by the Minister of Education and Science.</p> <p>A secondary education program's pupil who has dropped out of school in the current school year for important reasons justified by the head of the school may study in the same school year in the same part of the curriculum or continue the dropped-out learning.</p> <p>If a student repeats the entire curriculum of the school year for the second year, the annual assessments of the subjects of that class (school year) held by him / her are considered invalid.</p> <p>If a student does not want to repeat all the subject programs of that class, he / she may study only those subjects of the curriculum for which the annual assessment is unsatisfactory in the forms of learning established by the Minister of Education and Science.</p>
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Multiple languages of instruction	Yes	The general curricula and curricula provide preconditions for ethnic minority students to learn their mother tongue, including Lithuanian, and to achieve educational outcomes appropriate to their abilities. The education process is organized according to whether the school has a legalized a teaching of a minority language or it legalised a teaching in minority language. In schools where the teaching of a minority language is legalized, it is taught according to the mother tongue program; subjects other than foreign languages are taught in Lithuanian; some electives may be taught in a minority language. In schools that teach in the language of the national minority, basic and secondary education programs are conducted in the form of bilingual education: the language of the national minority and the Lithuanian language. Each school ensures a minimum number of subjects taught in Lithuanian by law.
Policies on access to compulsory education in local schools	Yes	There are local policy regulations regarding admitting children to certain schools. According to the Law on Education (Article 58), every local authority must ensure to each child a possibility to attend a necessary educational program and receive a necessary educational support.
(others ...)		

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

Groups of pupils with special education needs (SEN) are defined and special education needs are identified as minor, moderate, major and severe according to the procedure established by order issued jointly by the Ministers.

In the Order of the Minister of Social Protection and Labour from 20 December, 2019 No. A2-791 "On the approval of the social inclusion action plan 2020-2023" there are provided three definitions of vulnerable groups:

- 1. Vulnerable persons - individuals (families) who are more sensitive to social, economic challenges and risks and have fewer resources to deal with them successfully. Vulnerable persons can at the same time be considered as both social risk and socially excluded persons.*
- 2. Socially excluded persons are persons (families) who for some reason are excluded from various areas of society. Socially excluded persons can at the same time be considered as both socially vulnerable and socially vulnerable.*
- 3. Persons at risk of social risk - persons (families) affected by factors and circumstances that cause or threaten their social exclusion: lack or lack of social skills of adult family members to properly supervise and raise minor children (adopted children); lack of comprehensive physical, mental, spiritual, moral*

development and family security conditions for minor children (adopted children); psychological, physical or sexual abuse; violence; exploitation of trafficking in human beings; involvement or inclination to engage in criminal activity; alcohol, narcotic or psychotropic substance abuse; alcohol, narcotic, psychotropic, gambling addiction; begging, hiking or homelessness; lack or absence of motivation to participate in the labor market. People at social risk may at the same time be considered to be both socially excluded and vulnerable. <https://e-seimas.lrs.lt/portal/legalActPrint/lt?ifwid=3ciqibnu2&documentId=63d84ec2236911ea8f0dfdc2b5879561&category=TAD>

Vulnerable to exclusion from education can be pupils with disabilities, learning disorders and difficulties, pupils from unfavourable social, economic, cultural, language, informational, physical environment.

Children with disabilities are the most vulnerable to exclusion from education because the school, according to existing Law on Education (Article 29), “A school unable, for objective reasons, to guarantee a learner in compulsory education programmes the psychological, special-pedagogical, special or social-pedagogical assistance, shall, in co-operation with his parents (guardians, curators) as well as the pedagogical-psychological and Children's Rights Protection Services, propose to him to study in another school .”, school has right to refuse to admit a learner, claiming that the school is not adjusted to the learners needs, instead of trying to attract means and make necessary adjustments, especially it concerns the environment (entrance, elevators, etc). According to the data of Educational Information Center, approximately 10 percent of schools are fully adjusted to the needs of people in wheel-chairs, and only 0,3 percent of schools are fully adjusted to the blind people.

Another vulnerable group to exclusion from education is Roma ethnic minority's children. The evidence from the research in 2012 shows that many Roma children live in the families in which one or both parents are illiterate or having just primary education therefore they have limited possibilities to help to a child with school works. The proportion of Roma children taught using special adopted programs is above country's average. However, due to the lack of educational support professionals, Roma children have limited opportunities to adapt and catch up with peers. Besides that, many Roma children of all age groups attend school irregularly, and it also does not help to adopt, to develop social and cognitive skills. (Roma children in the education system: the cases of Vilnius and Ukmergė municipalities. Lithuanian social research center, 2012. https://www.lygybe.lt/data/public/uploads/2016/02/romu-vaikai-svietimo-sistemoje_vilniaus-ir-ukmerges-savivaldybiu-atvejai.pdf

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Lithuania's first post-communist constitution (1992), which was approved by referendum in October 1992, affirms the Lithuanian nation's determination to strive for an open, just and harmonious democratic society. It states that every child must attend compulsory education until 16 years of age. The first basis in legislation for inclusive education of children with special educational needs (SEN) is the document entitled the Act of Special Educational Provision for Children with Special Educational Needs in Mainstream Educational Institutions, of 27 May 1993. It was compiled based on the context of the situation of special education in the country and the accumulated experience of other countries in managing special education. It stated that learners with SEN in in mainstream institutions might be educated:

- *in a mainstream group or class, following the mainstream curriculum, but with special methods applied;*
- *in a mainstream group or class, following a modified mainstream curriculum;*
- *in a mainstream group or class, following an alternative curriculum for those learners who cannot cope with a modified curriculum;*
- *in a mainstream group or class, following an individual curriculum which is specifically designed according to the learners' needs;*
- *partly in a mainstream group or class and partly in a special group or class;*
- *in a special group or class in special schools.*

This document may be considered the first that started to legitimise the inclusive education of learners with SEN in mainstream institutions. It also mandates parents' formal right to choose the educational institution. It recognises the unity of identification of SEN and serving these needs through a special education board of a mainstream school. Lithuania is improving its legislation, gradually leading to facilities provided to enhance developments and processes working towards inclusion.

The National Education Strategy 2003–2012 and a programme for its implementation (2003) in the special needs education field aimed to:

- *implement the ideas of 'A School for All' into real Lithuanian school practice;*
- *ensure accessibility of all school types, introducing formal and non-formal educational programmes for people with SEN;*
- *provide an opportunity for people with SEN to learn in an environment that meets their needs;*
- *gradually decrease the number of special (boarding) schools and facilitate the creation of resource centres; the most advanced special (boarding) schools were to be transformed into resource centres.*

The National Education Strategy 2013–2022 and a programme for its implementation aim to:

- *overcome social exclusion;*
- *strengthen the role of the Ministry of Education and Science and municipal administration in coordinating special education;*
- *provide quality methodological assistance to special education specialists.*

The goal is to include learners with SEN in mainstream education to the maximum possible extent. However, there are also special educational institutions for learners with major or severe special educational needs.

Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Article 41 of the <u>Constitution</u> , 1992	In line with Article 41 of the Constitution, education is compulsory in Lithuania for persons under 16. Education at State and municipal schools of general education, vocational schools and schools of further education shall be free of charge. Higher education is available to all according to individual abilities. Successful students are guaranteed free education at State schools of higher education.
Disability (UNCRPD)	Procedure for providing comprehensive education assistance, social support and health care services to children of pre-school and pre-primary age and to their parents/guardians <u>Procedure for Providing Financial</u>	Order No. V-2068/A1-467/V-946 of the Minister of Education and Science of the Republic of Lithuania, the Minister of Social Security and Labour of the Republic of Lithuania and the Minister of Health of the Republic of Lithuania of 4 November 2011 (Valstybės žinios (Official Gazette) 2011, No. 134-6387) approved the Procedure for providing comprehensive education assistance, social support and health care services to children of pre-school and pre-primary age and to their parents/guardians. It stipulates that comprehensive assistance is intended to secure effective education of children under pre-school and/or pre-primary education programmes and to help parents reinforce their parenthood and social skills. When implementing this legal act in practice, efforts are being made to improve the coordination of the assistance and services rendered to families raising disabled children, to enhance the education quality for such children, and to reduce the social tension resulting from separate and uncoordinated actions of the specialists of every institution, which fail to address the needs of a particular child or family Disabled students are provided with the following financial assistance instruments:

	<p><u>Aid Measures to Disabled Persons Studying in Higher Education Institutions, 2006 (amendments made in 2019)</u></p>	<p>Advanced students, for whom by the procedure established by legal acts is set 45% or lower level of working capacity, may receive a target benefit (EUR 156 per month) to ensure the availability of studies. This support is provided in the framework of the European Social Fund-supported project "Increasing Access to Studies". The project is implemented by the State Study Foundation with partners - Lithuanian higher education institutions. A social stipend of 3.25 BSI (basic social benefit), i. y. EUR 126.75 per month is available to all students of higher education institutions (first cycle, second cycle and integrated studies) who meet the criteria: having a working capacity level of 45 per cent or less or a severe or moderate disability level in accordance with the procedure established by legal acts.</p> <p>Disabled students are provided the following financial support:</p> <ul style="list-style-type: none"> • For the fulfilment of special requirements – a targeted monthly benefit of the amount equal to 50 per cent of the State social insurance basic pension; • For students of State schools of higher education whose tuition is party covered or is not covered from the funds of the State budget of the Republic of Lithuania – a targeted benefit equal to the amount 3.2 times the Government-set basic social insurance benefit for each semester as a partial reimbursement of the cost of studies; • For students of State schools of higher education whose tuition is not covered from the funds of the State budget of the Republic of Lithuania – a targeted benefit equal to the amount 3.2 times the Government-set basic social insurance benefit for each semester as a partial reimbursement of the cost of studies; • The persons mentioned in the sub-paragraphs above may be granted, using the European Union Structural Fund appropriations for the Ministry of Education and Science in accordance with the procedure prescribed by the Minister of Education and Science, a monthly targeted benefit intended to increase the accessibility
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		of education of the amount equal to four Government-fixed basic social benefits.
Gender (Convention on discrimination against women CEDAW)	The Law on Equal Opportunities for Women and Men of the Republic of Lithuania (1998, last amendments in 2016)	<p>The Law on Equal Opportunities for Women and Men since 1998 forbids any discrimination – direct and indirect – on the grounds of sex, harassment on the grounds of sex, sexual harassment and an instruction to directly or indirectly discriminate against persons on the grounds of sex. The Law sets out preconditions for gender mainstreaming. All State and municipal institutions and agencies must ensure that equal rights for women and men are ensured in all the legal acts drafted and enacted by them, must draw up and implement programmes and measures aimed at ensuring equal opportunities for women and men and, in the manner prescribed by laws, must support the programmes of public establishments, associations and charitable foundations which assist in implementing equal opportunities for women and men.</p> <p>The fourth National Programme on Equal Opportunities for Women and Men 2015–2021 and its Action Plan is being implemented in order to achieve gender equality de facto.</p>
	The fourth National Programme on Equal Opportunities for Women and Men 2015–2021 and its Action Plan	<p>The Programme is complex covering gender equality activities in priority areas. They are: employment, science and education, health-care, environmental protection, national defence, decision-making, EU and international cooperation and developing mechanisms and methods to implement equal opportunities for women and men. Different ministries are responsible for the implementation of the concrete measures.</p> <p>Municipalities, women’s organizations, gender studies centres, social partners and other relevant bodies are encouraged to cooperate in implementation.</p>
	Commission on Equal Opportunities for Women and Men set up by Resolution No 266 of 7 March 2000 of the Government of	<p>Commission on Equal Opportunities for Women and Men set up by Resolution No 266 of 7 March 2000 of the Government of the Republic of Lithuania is in charge of coordination of implementation. The Commission is formed of representatives of ministries and non-governmental organizations. The Commission is chaired</p>

	the Republic of Lithuania	by the Vice minister of the Ministry of Social Security and Labour. The composition of the Commission is approved by the Order of the Minister of Social Security and Labour. Each year the Commission prepares yearly reports on the implementation of the Programme and submits them to the Government. Approved reports are published on Ministry's website. A comprehensive impact assessment and a comparative evaluation of the implementation of the Programme is conducted at the end of the Programme. More information related to gender equality https://socmin.lrv.lt/en/activities/gender-equality
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	The Law on Education	<p>Article 28 p. 7. If the community requests so, in areas where a national minority traditionally constitutes a substantial part of the population, the municipality shall guarantee the teaching in the national minority language or the learning of the national minority language.</p> <p>Article 30 p. 2. General education and non-formal education schools shall create opportunities for learners belonging to national minorities to foster the national, ethnic and linguistic identity, to learn the native language, history and culture. At a general education and a non-formal education school the regulations (statutes) of which (respecting the requests of parents (guardians, curators) and learners) provide for teaching a national minority language or teaching in a national minority language, the teaching process may be conducted or certain subjects may be taught in the national minority language. A person who belongs to a national minority may study his native language at a school that implements non-formal education programmes or with another education provider.</p>
	Constitution of the Republic of Lithuania (1992)	<p>Article 26. Freedom of thought, conscience and religion shall not be restricted.</p> <p>Each human being shall have the right to freely choose any religion or belief and, either alone or with others, in private or in public, to profess his religion, to perform religious practices, to practice and teach his belief.</p> <p>No one may compel another person or be compelled to choose or profess any religion or belief.</p> <p>Freedom of a human being to profess and spread his religion or belief may not be limited otherwise than by law and only when this is necessary to guarantee the security of society, the public order, the</p>

		health and morals of the people as well as other basic rights and freedoms of the person. Parents and guardians shall, without restrictions, take care of the religious and moral education of their children and wards according to their own convictions.
Other (e.g. Rights of indigenous people)		
...		

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
The Law on Education	1991, enacted	The Law on Education specifies that every foreigner who has been granted a right to reside or temporarily settle in Lithuania is entitled to education in the state language and a possibility to learn it whereas those who wish to study in the language of any ethnic minority or learn it may choose a school in which the education process is conducted and some subjects are taught in the language of the ethnic minority concerned. The Law on Education also specifies that education must be available to learners from disadvantaged backgrounds experiencing social exclusion, including children from low income families, children of refugees, school drop-outs, unemployed persons, individuals released from prison, also persons who are undergoing treatment for alcohol and drug addiction and people who have problems fitting into society.
Amending Law on Education, No. 38-1804 Valstybės žinios (Official Gazette) 2011	2011, enacted	Law on Education was adopted, setting out the objectives of education, the principles of the education system, the fundamentals of the educational system structure, educational activities and relations in education, as well as State commitments in the area of education. Article 14 of the said Law stipulates that the purpose of educating pupils with special

		<p>educational needs is to help a pupil develop and learn according to his abilities and to attain an education level and acquire a qualification, by recognising and developing his abilities and capacities. The groups of pupils with special educational requirements shall be defined and their special educational needs shall be divided into low, medium, high and very high in accordance with the procedure prescribed by the Minister of Education and Science, Minister of Health and Minister of Social Security and Labour. For pupils with special educational requirements, the programmes of general education, vocational training and higher education are adapted in accordance with their special educational needs. The education of pupils with special educational needs is implemented by all the schools providing compulsory and universal education, other providers of education and, in exceptional cases, by schools (forms) intended for pupils with special educational needs. This law also guarantees the accessibility of education to pupils with special educational needs: if a pupil's parents (guardians/curators) so desire, the pupil is enabled to attend a pre-school education establishment, a general education school, a vocational training school or any other State or municipal/regional school intended for pupils with special educational needs.</p> <p>The accessibility of education is also ensured by adapting the school environment, by offering psychological, special pedagogical, special and social pedagogical assistance, by providing schools with technical aids to education and special teaching aids and by other means prescribed by law. Pupils who are unable to attend a general education school due to illness or pathology are given an opportunity to study at an in-patient health care facility or at home.</p>
<p>Children's education in minority languages and the teaching of minority languages</p>	<p>2012</p>	<p>In 2012, the Ministry of Education and Science developed guidelines to improve children's education in minority languages and the teaching of minority languages. The guidelines specify</p>

		<p>arrangements made for setting a course towards the development of education in minority languages with the goal of preserving the country's cultural diversity. For the first time it was stated that Lithuanian schools should become more open and extend their communication with schools providing education in national minority languages.</p>
Rights of migrants' children for education	2011, enacted	<p>Article 30 of the Law on Education states that the children of a person having the right of permanent or temporary residence in the Republic of Lithuania shall be provided with the opportunity of learning the state language, of receiving instruction in the state language and, where possible, of learning their native language.</p>
	2003	<p>The Law No. 789 (2003) "On the education of the children of foreigners who arrived to work or live in the Republic of Lithuania in general education schools" ensures the right and organization of education of children of foreign citizens in general education schools following the general curriculum and to receive instructions in state language, to learn the state language, and where possible, to learn their native language.</p>
	2005	<p>The Law No. ISAK-556 "On the Approval of the Description of the Procedure for Continuous Learning in General Education Programs" (2005) describes an order of admission to learning under general education programs.</p> <p>Migrants' children (children of foreigners and citizens of the Republic of Lithuania, arriving or returning from a foreign country to live in Lithuania) are entitled to receive an additional 30 percent funding in addition to the student's basket they are entitled to. The additional funding for migrant children, allocated for no longer than one school year (or for a longer period in cases where student achievement is poorer than expected), should cover the expenses of specialists to help the student's faster integration into classes of peers. The children with no proficiency in Lithuanian, prior to attending general education school, have an</p>

		<p>opportunity to learn the Lithuanian language in a special leveling class to bridge the language gap (source: the Ministry of Education, Science and Sport information).</p>
	<p>2019</p>	<p>In the latest Law No. V-417 on the General education plans for 2019-2020 and 2020-2021 school year it is stated that for a learner who came from foreign country, an individual education plan must be created. Article 44 states that the school for a person who completed a part of general, secondary education program in a foreign country, international organisation or who completed a primary education, general education program, accepts him to learning following the order described in the law No. ISAK-556 (2005) "On the Approval of the Description of the Procedure for Continuous Learning in General Education Programs".</p> <p>Article 45 states that If the pupil does not know or speak Lithuanian properly, the school may organize learning the Lithuanian language in an intensive way (in leveling classes, in groups or in other forms), while ensuring that other subjects (such as arts, science, etc.) are learned with peers; intensive study of the Lithuanian language for up to one year (in exceptional cases and longer) or shorter and provision of assistance for a student for several (2-4) years; pupil learning with other peers in the designated classroom, providing appropriate education and learning support; learning in other ways offered by the school in coordination with the pupil's parents (guardians).</p>

Children rights	2019, enacted	Law on the Basis of protection of the rights of the child and its amendments requires that parents, other representatives of the child, state and municipalities' institutions, NGOs and other persons should follow the principle of priority of the best interests of the child. The interests encompass guarantee for a child to the health and education, ensuring special needs as well. It also states that the education is obligatory and the parents and other his or her representatives shall create necessary conditions for a child to be educated till 16 years old. The child's parents or other representatives of the child who do not comply with this requirement shall be liable in accordance with the procedure established by law.
Promotion of non-discrimination action plan 2017-2019	2017-2019	An Order by the Minister of Social security and labour "On the approval of the action plan for the promotion of non-discrimination in 2017-2019 (2017 May 15 No. A1-250) describes measures to promote non-discrimination. The action plan includes training and educational events on integration into society and equal opportunities, activities promoting the integration of national minorities into the labour market and intercultural knowledge and meaningful cultural heritage of national minorities and immigrants, social advertising on non-discrimination and public transport, other activities.

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
<u>National Education Strategy 2013–2022</u>	2013, enacted	Describes Lithuanian education policy priorities, long-term education goals and changes of direction in education content and funding priorities. It aims to 'develop and strengthen non-formal education for children and young people to ensure that pupils,

		<p>students and young people have the best opportunities to fulfil their true potential’.</p> <p>The main target effect is higher quality of education. The quality of education is largely assessed by international comparative studies and data, partly by national ones. The education policy focuses on seeking an EU average for learning achievements. The National Education Strategy also aims to:</p> <ul style="list-style-type: none"> • improve the quality of teacher education at higher education institutions, especially the readiness to work with learners with SEN; • improve the system of funding and accountability for special needs education and enable teachers to provide effective education assistance in consultation with specialists; • ensure access to education and equal opportunities; • maximise the development of children and youth in education enrolment; • provide learners and young people with the most favourable opportunities to develop individual capacity, meeting their special educational and learning needs, and providing effective pedagogical and psychological assistance to learners with learning difficulties; <p>The goal is to include learners with SEN in mainstream education to the maximum possible extent. However, there are also special educational institutions for learners with major or severe SEN.</p>
<p><u>17th Government Programme 2017–2020</u></p>	<p>2016, enacted</p>	<p>This action plan provides measures for strengthening and developing inclusive education until the end of 2020.</p> <p>One of the goals is to create equal conditions for early and general education, including non-formal education, to seek the diversity of educational institutions, taking into account the specific needs of the local community and learners. It aims for educational programmes to:</p> <ul style="list-style-type: none"> • meet different educational needs; • ensure equal opportunities and accessibility for different social groups (bilingual people, people with disabilities or special needs);

		<ul style="list-style-type: none"> • apply flexible measures, such as mobile laboratories and groups of learning advisers.
<p>The <u>Government's Programme Implementation Plan</u></p>		<p>Key priority directions from the Government's Programme Implementation Plan to ensure inclusive education are as follows:</p> <ul style="list-style-type: none"> • to strengthen the system for providing education assistance; • to develop a system for co-ordinated provision of education assistance, health and social services to children and their families at municipal level; • to improve education financing for learners with major and severe SEN; • to consider the financing of schools based on the number of class sets (class basket); • to develop the competence of teachers and other specialists participating in the education process to enable them to work with different groups of learners with SEN; • to develop and implement the 'all-day school' concept; • to improve education, culture, social security and employment systems for people with special needs; • to provide additional learning time for learners with learning difficulties and methodological materials for individual learning needs; • to ensure the provision of complex health, social, education assistance and education services in the remaining special schools using joint finances; • to integrate foreigners into the Lithuanian education system; • to create and implement a school autonomy model; • to ensure inclusive education while providing education and education assistance services close to a learner's area of residence.
<p>Law on Education Article 23</p>	<p>2017</p>	<p>Amendment of Article 23 in 2016 included a description of coordinator for interinstitutional cooperation (further- Coordinator). Since 2017 the position of such coordinator has been established</p>

		<p>in the municipalities. The Coordinator provides a coordination of educational support, social and health care services to the children from birth till 18 years (having major and severe special educational needs – till 21 years), to their parents (guardians), identifies the need for such assistance and services, initiates and jointly with the structural divisions of municipality’s administration, other institutions and organisations, prepares a plan of expansion of above mentioned services, creates a group of specialists that provide social support and health care services, executes the monitoring of accessibility and quality of educational support, social and health care services. In 2018 in 58 municipalities there were 70 Coordinators; in 2019 year 30 percent of all learners and parents have got complex assistance. Hopefully, the functions implemented by Coordinator will increase the inclusion of children having special education needs.</p>
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1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
Funded by EU SF and the Ministry of Education and Sport Project “Improvement of primary education”	2011-2014	The project (2011–2014) “Improvement of primary education” has been prepared. It seeks the establishment of pre-conditions for a more effective development of the practical and problem-solving skills as well as creativity of primary school pupils. The project’s activities devote major attention to the pedagogues’ abilities to adapt the primary education programmes for pupils with special educational needs, while increasing the education system’s accessibility and quality for the disabled as well. According to a large number of surveys, it is adequate preparedness of teachers to accept and educate disabled children that is the key to education quality and stimulation of learning motivation
Funded by EU SF and the Ministry of	2009-2011	In implementing the project “Preparation of special teaching aids” (2009–2011), co financed by the European

<p>Education and Sport Project “Preparation of special teaching aids”</p>		<p>Social Fund and the Republic of Lithuania, nine special teaching aids intended for pupils with different special educational needs were prepared and published. Teaching aids for mathematics, geography, biology and social skills have been prepared and supplied, using the funds allocated under the project, to over 4,000 pupils with visual, hearing and mental disabilities.</p>
<p>Funded by EU SF and the Ministry of Education and Sport Project “Development of the forms of education for persons with special needs”</p>	<p>2009-2011</p>	<p>In 2009–2011, the project “Development of the forms of education for persons with special needs” was implemented with the aim to increase the effectiveness of the education (self-education) of pupils with special needs as well as the competencies of pedagogues, educational assistance specialists and education administration employees in the sphere of special education (self-education). A draft “Model for the development of forms of educating pupils with special educational needs” has been prepared.</p> <p>The following guidelines for special schools concerning the enhancement of education quality when working with pupils having special educational needs have been prepared: “Learning together” (5,800 copies), which present materials concerning the involvement of the family members of pupils with special educational needs in the process of providing assistance, education differentiation and behavioural adaptation; “Inclusive education and team assistance to a pupil”, which set out the ways and methods of the behavioural adaptation of inclusive education, building of the teaching and learning capacities of pupils with special educational needs and encouragement of such pupils’ motivation and activity, as well as the peculiarities of teamwork in responding to the pupils’ special educational needs; and the publication on the choice of a vocation entitled “Vocational training options for pupils with special educational needs”.</p>
<p>Funded by EU SF and the Ministry of Education and Sport Project “Development of Inclusive Education, Phase I” (2018-2022)</p>	<p>2018-2022</p>	<p>The additional funding projects financed by European Union (EU) Structural Funds “Development of Inclusive Education, Phase I” will be used to develop the provision of specialized, special and social pedagogical assistance in the country methodological/resource centers, to provide counseling, methodological functions for the country or region, and major pedagogical psychological services to improve the qualifications of professionals who work in these institutions. It is also planned to pilot one new</p>

		regional methodological/resource center (related to the regional development model), to strengthen specialist team and the positions of education aid specialists.
Funded by EU SF and the Ministry of Education and Sport Project "Purchase of special training aids and technical aids for education"	2017-2020	The aim of the project is to increase access to education for pupils / children with special educational needs. In order to ensure the accessibility and effectiveness of education for children with special needs and to improve their educational conditions, it is necessary to use tailor-made educational tools, y. specific training and technical support measures for education through the following activities: - purchase of special training materials; - equipping schools; - development of methodological recommendations on the use of measures; -preparation of a catalogue of special training materials.
Funded by EU SF and the Ministry of Education and Sport Project "In-service training for educators and education professionals"	2018-2020	The aim of the project is to improve the professional qualifications of teachers, education support specialists, working in educational institutions founded by municipalities and specialists of municipal administrations. The project aims to: - enhance effectiveness of implementation of the prevention of trafficking in human beings, - prevent bullying and violence in schools and to train teachers and educational support specialists to acquire competences for dealing in such situations; - upgrade the competencies of educational support specialists (e. g. social pedagogues, special needs education specialists etc.) and in-service teachers and educational support professionals who deal with different groups of pupils with special educational needs.

1.5 Is there a definition of inclusion in education?

Yes (partially)

If yes, please provide the definition and give the official source:

Currently there is no official definition of inclusion in education, however, the Ministry of Education, Science and Sport in March 2020 submitted a project of amendments (currently awaiting considerations) to the Law on Education and suggested to use following definition. https://e-seimas.lrs.lt/rs/legalact/TAP/5285c7025dee11eaac56f6e40072e018/format/ISO_PDF/ :

"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."

1.6 Is there a definition of vulnerable groups?

Yes

If yes, please provide the definition and give the official source:

In the Order of the Minister of Social protection and work of 20 December, 2019 No. A2-791 "On the approval of the social inclusion action plan 2020-2023" there are provided three definitions of vulnerable groups:

1. Vulnerable persons - individuals (families) who are more sensitive to social, economic challenges and risks and have fewer resources to deal with them successfully. Vulnerable persons can at the same time be considered as both social risk and socially excluded persons.
2. Socially excluded persons are persons (families) who for some reason are excluded from various areas of society. Socially excluded persons can at the same time be considered as both socially vulnerable and socially vulnerable.
3. Persons at risk of social risk - persons (families) affected by factors and circumstances that cause or threaten their social exclusion: lack or lack of social skills of adult family members to properly supervise and raise minor children (adopted children); lack of comprehensive physical, mental, spiritual, moral development and family security conditions for minor children (adopted children); psychological, physical or sexual abuse; violence; exploitation of trafficking in human beings; involvement or inclination to engage in criminal activity; alcohol, narcotic or psychotropic substance abuse; alcohol, narcotic, psychotropic, gambling addiction; begging, hiking or homelessness; lack or absence of motivation to participate in the labor market. People at social risk may at the same time be considered to be both socially excluded and vulnerable. <https://e-seimas.lrs.lt/portal/legalActPrint/lt?ifwid=3ciqibnu2&documentId=63d84ec2236911ea8f0dfdc2b5879561&category=TAD>

Article 33 of the Law on Education describes the accessibility of education to socially excluded persons, by the same providing a notion, who can be socially excluded:

1. The accessibility of education to socially excluded children from poor families, children of refugees, children not attending school, unemployed persons, persons who have returned from imprisonment, persons undergoing treatment for alcohol and drug addiction as well as persons failing to adapt to society shall be ensured by providing them with social services and educational assistance.
2. The Government and municipalities shall implement target social and education programmes directly or through schools. Such programmes may be developed and implemented by non-governmental organisations as well as other legal and natural persons.
3. 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, shall determine the number of children not attending school and their educational needs and shall, together with schools, implement target programmes for the inclusion of these children in education activity.

1.7 Is there a definition of special educational needs?

Yes

If yes, please provide the definition and give the official source:

Law on Education, Article 2 (26): *Special Educational Needs – the need for assistance and service in the educational process resulting from exceptional personal aptitude, congenital or acquired disorders, and unfavourable environmental factors.*

-Learner disabilities are divided into the following groups:

- *disabilities (mental, vision, hearing disorders, cochlear implants, motion and positional, neurological disorders, varied developmental disorders, deaf-dumbness, complex and other disabilities);*
- *disorders (learning, behavioural and/or emotional, speech and language, complex disorders);*
- *learning difficulties (learning a second language, or living in another cultural/linguistic environment, with a slowdown in development, with health problems, suffering from the adverse effects of environmental factors, experiencing emotional crisis, non-realization of exceptional abilities);*
- *other disorders.*

1.8 Please provide information on any future developments planned for inclusion in education.

The Ministry of Education, Science and Sport is preparing a number of suggestions for changing the Law on Education and creating an action plan to push forward development of inclusive education in 2020–2023.

The purpose of the project of the law is to create legal preconditions for inclusion in education by waiving the provisions of the law that discriminate against students with special educational needs due to exceptional personal abilities, congenital or acquired disorders (disabilities, impairments, etc.), learning disorders and difficulties, adverse environmental factors and to establish the provisions of the law on the forms of assistance in educational activities in order to achieve quality inclusion in education, for reasons of legal certainty. There are suggested following tasks to implement:

1) to refrain from discriminatory provisions of the law with regard to pupils with special educational needs, which allow educational institutions not to accept a person due to the need for assistance and services in the educational process;

2) to enshrine in the Law on Education the principle of inclusion in education, which would establish a basic provision of education that promotes the creation of an open education system that ensures the participation of each person, responds to the diversity of individual educational needs and recognizes everyone's unparalleled value.

3) to develop assistance in the classroom / educational activities by establishing in the Law on Education the possibility for two teachers, educational support specialists and other providers of educational assistance to participate in the classroom in the activities in which students with special educational needs participate.

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

Possible source:

UNCRPD, 2016

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2fC%2fL U%2fCO%2f1&Lang=en

- Results of social integration activities for people with disabilities and United Nations convention on the rights of disabled persons and its optional protocol 2018 monitoring report
<http://www.ndt.lt/neigaliuju-teisiu-konvencija/>
- Accessibility and need for education, health, social and cultural services for children and family in Lithuania 2017
https://www.smm.lt/uploads/documents/tyrimai_ir_analizes/VDM_poreikio%20tyrimas_GALUTINIS.pdf
- Compatibility of local Roma integration measures with Roma Action Plan for Integration into Lithuanian Society 2015-2020 and the Council of Europe Recommendations on Effective Roma Integration Measures in the Member States: Participation of Lithuanian Roma in the Education System, 2017
<http://www.romuplatforma.lt/wp-content/uploads/2017/02/4.6.-WS-3-output-5-research-study-on-local-Roma-integration-measures-with-special-focus-on-education.pdf>
- Study of the need of educational services for returnees in municipalities, 2018
https://www.smm.lt/uploads/documents/svietimas/%C5%A0vietimo%20paslaugos%20sugr%C4%AF%C5%BEusiems_galutin%C4%97%20ataskaita_20181120.pdf
- An integration of children that returned/arrived to Lithuania in education system at schools of different municipalities <http://kurkl.lt/wp-content/uploads/2019/04/%C4%AF-Lietuv%C4%85-gr%C4%AF%C5%BEtan%C4%8Di%C5%B3-vaik%C5%B3-integracija-%C4%AF-%C5%A1vietimo-sistem%C4%85-esama-situacija-06.14.pdf>
- Analysis of the state of education of Lithuanian national minorities 2018 <http://www.nmva.smm.lt/wp-content/uploads/2019/02/Lietuvos-tautini%C5%B3-ma%C5%BEum%C5%B3-%C5%A1vietimo-b%C5%ABkl%C4%97s-analiz%C4%97-2018-m.1.pdf>
- Description of the procedure for coordinated provision of educational assistance, social and health care services. 28 of August, 2017 No. V-651/A1-455/V-1004, Vilnius <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/a3d680508cc111e7a5e2b345b086d377?jfw>

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

Challenges:

The amended provisions of the Law on Education directly affect more than 37,600 (Education Management Information System, hereinafter referred to as EMIS) students with special educational needs due to congenital or acquired disorders (disability, development, behaviour and / or emotions, movement and position, speech and language) for whom the need of assistance and services has already been identified. Most of them, 32,600, are educated in mainstream schools, but face shortages of support and services. 0.3% of children are diagnosed with a disability each year and do not receive the required amount of early care or do not receive it at all because the children do not participate in pre-school

education. By not providing these students with the support and services they need, these students and their inclusion become the task and concern of class teachers and the class community. Failure to provide assistance to these students also violates the rights of other students to quality and safe education, leading to a negative attitude towards these students in society, which contradicts their legitimate expectations and often forces them to change schools, change classes, in which they study. Therefore, the current legal framework does not provide real opportunities for inclusion in education, and the marginalization and exclusion of learners from the general education system is not a consequence of their inability to learn, but a result of insufficient classroom support, inadequate teacher training or classroom inaccessibility due to non-adapted physical and information environment.

Others affected by this problem are 23,273 (EMIS) students who receive financial and other support. According to the Lithuanian Department of Statistics, children under the age of 17 remain one of the most at-risk-of-poverty age groups, at the same time facing the need for additional help and services. As many as 3.6% of children grow up in families experiencing material or psychological difficulties, 28.3% of Lithuanian inhabitants are below the at-risk-of-poverty line, mostly single parents with one or more children (47.6%). About 6% of children who have dropped out of compulsory education or are at risk of early school leaving. Lower learning outcomes are later barriers to choosing occupation and integration into the labour market. This is also shown by the latest PISA surveys in 2018, and although students with a higher SEK status achieve better results in all countries, in Lithuania this difference is 90 points (increased by 11 points). Quality education cannot be created without eliminating the impact of unfavourable home environment, and the existing legal regulation, principles of education financing and lack of student support only perpetuate social inequality. The success of children's learning and participation in education depends on their social context (this was recorded by Eurostat in 2017, the value of the Lithuanian Gini index was one of the highest in the European Union. Higher inequality was recorded only in Bulgaria).

As a person's individual needs are still considered a person's deprivation and a person's difficulties (temporary or permanent) are seen as a natural reason why some individuals are unable to attend regular school, get a job or participate in social life, therefore more than 5,000 (EMIS) students in Lithuania are educated in special education institutions (including pre-school children), and the negative attitudes to inclusion in education continue to thrive in our society, and one of the two responses to a person's needs and powers is still rooted: a person can be "corrected" or educated and cared for only by a special education institution. institutions, it is said that this will be better for the individuals themselves and less burdens for the state. According to this model, the lives of some members of society are transferred to specialists (doctors, pedagogical psychological service, social workers) who make such essential decisions for the person as to which school he should attend, what support he will receive, and ultimately where he will live. Thus, the inability to take into account individual differences and to create inclusion in education also indicates a lack of quality in education. This is noticed by the State Audit Office of the Republic of Lithuania when conducting a state audit and providing recommendations in 2017. November 28 in report no. VA-2017-P-50-1-20 "Can the achievements of Lithuanian students improve". United Nations Committee on the Rights of Persons with Disabilities in 2016 submitted the comments to Lithuania on the implementation of the Convention on the Rights of Persons with Disabilities in Lithuania (CRPD) / C / LTU / CO / 1) in which it also states that the country should step up its efforts to develop inclusion in education and remove legal barriers to participation in mainstream education. According to the data of EMIS, about half of the students, i. e. 150 thousand, in Lithuania face the challenges of participation in education due

to social, economic, cultural environments (hereinafter - SEC) and congenital or acquired disorders. Therefore, changes in the law are needed to remove obstacles and create the necessary preconditions for the creation of a universally open and accessible education.

Opportunities:

The future plan 2020-2023 focuses on inclusive education

By an order No. V-1100 (October 7, 2019) "On the formation of the working group" of the Minister of Education, Science and Sports, a working group was formed, which includes representatives of non-governmental organizations of the disabled, heads of associations of education support specialists, heads of school associations, representatives of Lithuanian municipal associations and the Ombudsman for Children, researchers. The working group will make suggestions for improving the action plan for children's inclusion in learning and multidisciplinary education. The proposed measures should provide a breakthrough, be realistic and affordable, and provide funding for the largest measures in conjunction with new EU structural support. The measures are planned for four years and should be continuous and sustainable.

Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	The Government of the Republic of Lithuania (further – the Government), the Ministry of Education, Science and Sport and other state institutions adopt other legal acts. An institutionalized 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 section <u>The Law on Education</u> and the <u>Law on Local Self-Governance</u> establish the authority of municipal institutions in the field of education.
Identification of needs / referral for services	Yes	Three levels are identified: <ul style="list-style-type: none"> • At the school level, a Child Welfare Commission (hereinafter referred to as the Commission) consisting of a representative from the school administration and educational assistance specialists (psychologists, special educational needs teachers, speech therapists, specialists in surdo-pedagogy and typhlo-pedagogy, specialists in social pedagogy and teaching assistants), observes and consults learners and their parents. Their task is to create and maintain a safe and healthy environment. The Commission brings together school staff, parents, local communities and support specialists to provide educational assistance; they organise minimum and moderate assistance for children who need it and undertake other activities related to child welfare.

		<ul style="list-style-type: none"> • At the municipal level, a Pedagogical-Psychological Service (hereinafter referred to as PPS) identifies special needs and determines their causes; the educational unit of the municipal administration provides assistance for children and families residing in the municipality. • At the national level, National Agency for Education designs learning aids and implements national projects and programmes. <p>National Agency for Education is educational assistance institution founded by the Ministry of Education, Sport and Science of the Republic of Lithuania. The budgetary institution National Agency for Education was established in 2019 years by merging the former Education Development Centre, National Centre for Special Needs Education and Psychology, Education Supply Centre of the Ministry of Education and Science of the Republic of Lithuania, National Examination Centre, Centre of Information Technologies in Education and National Agency for School Evaluation.</p>
Data sharing	Yes	<p>Since 2010 the student register collects data on the child's special needs and disability. From 2019 the data on disability have also been received from the information system of the Disability and Working Capacity Assessment Service. Type of support and amounts received, are received from the Social Support for Child Information System. All this data is processed in the Education Management Information System and statistics are provided.</p>
Monitoring and evaluation	Yes	<p>In Lithuanian institutions of early childhood and school education and also formal adult education, evaluation processes are undertaken at the level of the evaluation of educational institutions (external evaluation and self-evaluation of their quality assurance) and at the level of the individual teacher evaluation (appraisal of teachers and school heads).</p> <p>In higher education institutions, evaluation processes cover the external evaluation of higher education institutions' activities, evaluation of study programmes and evaluation of research and artistic production (activities).</p>

		<p>The evaluation system consists of indicators in 4 fields of school activity, the 4 fields are:</p> <ul style="list-style-type: none"> • Results • Education and student experiences • Educational environments • Leadership and management <p>The evaluation begins with a self-analysis report of the school. The experts that are enlisted to evaluate the school visit the school and gather information. Then, based on the information from the visits and the self-analysis report the school has provided the experts offer the school recommendations for improvement and evaluate every field of activity by allocating it to a certain level of quality (out of 5 levels available).</p> <p>The schools are evaluated periodically, at least every seven years.</p> <p>The National Agency for Education (it was established in 2019 years by merging the former institutions, including the National Agency for School Evaluation, which earlier was responsible for external evaluations of the schools) and the external evaluators it selects perform the external evaluation of the quality of performance in schools providing general education.</p>
Quality assurance and accountability	Yes	<p>According to the Law on Education, the Ministry of Education and Science 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. In 2016 new <u>Recommendations for Self-Evaluation of the Quality of Performance in General Education Schools</u> were approved. Under this document, self-evaluation of the quality of performance in general education schools is based on the selected methods, forms and instruments. School self-evaluation is a process of planned activities. Collection of data is aimed at finding answers to questions related to pupil progress and achievement, school activities and the quality of their individual aspects as well as the success of ongoing programmes or projects. Through participating in the self-assessment process, members of the</p>

		school community acquire unique experience in lifelong learning and interactive knowledge building.
(others ...)		

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	<p>According to the Law on Education (Article 58), a representative institution of the municipality shall implement the state education policy, set out long-term objectives of education development as well as measures for the achievement thereof; found, reorganise and liquidate education subdivisions of the municipal administration; develop a network of schools carrying out pre-school, pre-primary, primary, basic and secondary education curricula, children's and adults' non-formal education programmes; create conditions for the implementation of compulsory education of children. It shall initiate that a network of vocational training and adult education providers, which meets residents' needs, would be developed, and shall independently develop a network of non-formal education providers.</p> <p>A municipal executive body shall analyse the state of education, ensure the fulfilment of the state education policy, organise pre-school education, pre-primary education, general education, vocational training and vocational guidance, other children's non-formal education, non-formal adult education; organise and coordinate the provision of educational assistance to learners, teachers, family, schools, the implementation of minimum supervision measures of a child; in accordance with the procedure laid down by legal acts, appoint heads and specialists of education subdivisions of the municipal administration; in accordance with the procedure laid down by the Minister of Education and Science, execute performance review of principals, deputy principals responsible for education, chiefs of teaching organising divisions; organise performance review of teachers, specialists in educational assistance in accordance with the procedure laid down by the Minister of Education and Science; in accordance with the procedure laid down by the Government, organises and keep an accounting of children living within the municipality; ensure that all children study according to compulsory education</p>

		<p>programmes; organise testing of learning achievements of learners attending schools located within the municipality; in accordance with the procedure laid down by laws, be responsible that every learner residing within its territory would be transported to and from school, organise free-of-charge transportation of learners to schools in compliance with paragraph 1 and 2 of Article 36 of this Law; provide information to the Ministry of Education and Science and the public about the state of education in the municipality.</p>
<p>Identification of needs / referral for services</p>	<p>Yes</p>	<p>Local Pedagogical Psychological Service/ Educational support service ensure accessibility of provision in municipal level. Pedagogical psychological service/ Educational support service assesses the child's learning difficulties, educational, psychological and learning problems, special educational needs, maturity of the child's school, if necessary, appoint a special education. Provides information, counseling to parents and schools, the educational staff, psychological, social, pedagogical, special pedagogical assistance to schools that do not help education professionals. To consult children with psychological problems (behavioral, emotional problems, relationship with peers, parents, teachers, etc.), implement programs and projects on the prevention of violence, bullying, drug abuse, suicides; organize training courses, seminars, lectures for teachers, school specialists, parents on child psycho- emotional development, education. For children with special educational needs provided special educational materials, technical aids for education at school. A municipality in the territory of which learners with special educational needs reside shall take care of the accessibility of such learners to education. The Lithuanian Educational Centre for the Deaf and Hard of Hearing and the Lithuanian Training Centre for the Blind and Visually Impaired carry out students' special educational needs assessments.</p> <p>Providers – Pedagogical psychological service /Educational support service, municipality Child welfare commission,</p>

		the Lithuanian Training Centre for the Blind and Visually Impaired, the Lithuanian Educational Centre for the Deaf and Hard of Hearing.
Data sharing	Yes	The municipalities and the schools provide the data to the register of the students.
Monitoring and evaluation	No	
Quality assurance and accountability		No information available
(others ...)		

If no, please give further information:

Lithuania's education system is more decentralized than centralized. National institutions, municipalities and educational institutions all share responsibility for the quality of the education provided.

The Seimas (Parliament) forms education policy at the national level. It adopts laws and declarations on policy changes. The Government in corpore and the Ministry of Education, Science and Sport (and other related ministries) also formulate and implement education policy and adopt and implement legal acts other than laws and declarations.

The Seimas adopts the main laws and legal acts regulating the system of education and science. These are applicable at the national level. The Ministry of Education, Science and Sport or the Government adopts other legal acts applicable at the national level such as the Description of the Primary, Lower Secondary and Upper Secondary Curriculum. The municipalities set and implement their own strategic education plans that are in accordance with the national documents. The municipalities are responsible for ensuring formal education up until the age of 16, organizing non-formal education, transportation to educational institutions and other aspects. The school organizes the education process – for example, teachers are able to adapt the core curriculum to children's individual needs. Formal education is typically provided by public entities. However, private sector education providers are recognised and regulated by national legal acts. (Source: Eurydice).

2.3 Are non-governmental organisations and/or associations involved in governance processes?

Yes

If yes, please describe their involvement:

Representatives of non-governmental organizations are invited to working groups that submit proposals for the projects of the legal acts.

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

Yes

If yes, what is the focus of the mechanisms?



Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Each natural and legal person shall have the right to file a complaint with the Equal Opportunities Ombudsperson concerning a violation of equal rights. Equal Opportunities Ombudsperson investigates residents' complaints on these grounds of discrimination: gender, race, nationality, language, origin, social status, belief, convictions or views, age, sexual orientation, disability, ethnic origin, religion. https://www.lygybe.lt/en/activities/complaints/make-a-complaint/763
School inspection	Yes	National Agency for Education organises and carries out external evaluation of performance of schools carrying out a general education curriculum and formal vocational training programmes, organises evaluation of 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.
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	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 SEN and all vulnerable groups.
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	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 Sports 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, other institutions. The Ministry of Internal Affairs, the Ministry of Social Security and Labour, the Ministry of Health, the Ministry of Foreign Affairs collaborate with the Ministry of Education, Science and Sports to provide the data for NEMIS.
(others ...)		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
A ‘class basket’	<p>Since 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 education content. This means that a formula is calculated for each school according to the actual number of hours needed to implement the education plan.</p> <p>The <u>Government</u> approved the <u>Rules for calculation, allocation and application of teaching funds</u>.</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 in it. 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’s factor,</p>

	<p>which depends on experience and category of qualification, is applied.</p> <p>Additional funding is allocated:</p> <ul style="list-style-type: none"> • If pupils learn 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 state or municipality schools implementing land or sea cadets' curricula or its elements, also specialised primary, lower secondary and upper secondary education with engineering curricula, which do not have joint classes. In these cases, the indexation factors of the conditional number of teachers needed for a class are increased by 10%. • For special education centres intended for the whole countries' or region's pupils with special education needs. In this case, the indexation factors for the conditional number of teachers needed for a class are increased by 5%. <p>Schools do not have to calculate the allocated funds themselves. There are special formulas for that, and registry data is used. More information: https://eacea.ec.europa.eu/national-policies/eurydice/content/early-childhood-and-school-education-funding-44_en</p>
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2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

Yes

If yes, please describe the flexibility:

Annually, at the beginning of the school year, each school informs its funder (municipality or other) about the number of pupils with SEN. The funder informs the Centre of Information Technologies of Education (under the Ministry of Education, Science and Sport), which is responsible for compiling a database of all learners.

Every school funder (e.g. municipality) also uses the recommendations for calculating pupils' basket funding and for calculating basket funding for pupils with SEN attending mainstream settings. Therefore, the funder divides finances among its schools accordingly. Non-teaching staff, operational resources and capital assets (movable and fixed) remain within municipal/local education budgets.

Between 2006 and 2008, the Ministry of Education, Science and Sport allocated about three million Lithuanian Litas (former Lithuanian currency, approximately EUR 860.5 thousand) to finance five hundred newly-established pupil support specialists in mainstream schools. However, this number is not sufficient and is decreasing over time. In 2018, there were 0.72 support teachers for every 100 pupils with SEN in mainstream schools. There were no support teachers in 9.4% of schools. As a result,

the workload for support teachers is increasing. In 2018, one specialist worked with 44 pupils with SEN. (Source: An Overview of the State of Education 2019).

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Social scholarships	<p>Students from families with low financial income can be provided with scholarships (in vocational schools, universities).</p> <p>Social scholarships may be granted to students at an institution of higher education who are enrolled in state-funded or fee-paying first or second cycle programmes, integrated studies, or studies that do not award a degree (other than residency studies), except for students who are not eligible for state-funded student places or compensation for the tuition fee according to the Law on Higher Education and Research or those who have temporarily suspended their studies at the higher education institution, are on academic leave, or have more than one academic failure as established by the institution of higher education.</p> <p>The size of a social scholarship is three basic social allowances (EUR 114) per month. A student may be awarded a single social scholarship per semester.</p> <p>A social scholarship is allocated for:</p> <ul style="list-style-type: none"> • a student who is from a disadvantaged family or who lives alone and receives or has the right to receive a social allowance under the Law on Monetary Social Support to Disadvantaged People; • disabled people who have been recognised as having a 45 per cent or lower disability level or severe or average disability; • students who are 25 years of age or less and who had a guardian until adulthood or whose parents (single parent) are dead. <p>https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-funding-44_en</p>
Financial support to students with disabilities	<p>Students with disabilities who study in universities can apply and to be provided with certain financial support for their special needs.</p> <p>Advanced students, for whom by the procedure established by legal acts is set 45% or lower level of working capacity, may receive a target benefit (EUR 156 per month) to ensure the availability of studies. This support is provided in the framework of the European Social Fund-supported project "Increasing Access to</p>

	<p>Studies". The project is implemented by the State Study Foundation with partners - Lithuanian higher education institutions. A social stipend of 3.25 BSI (basic social benefit), i. y. EUR 126.75 per month is available to all students of higher education institutions (first cycle, second cycle and integrated studies) who meet the criteria: having a working capacity level of 45 per cent or less or a severe or moderate disability level in accordance with the procedure established by legal acts.</p>
State-supported loans	<p>State-supported loans are provided for one year of studies once a year in the autumn semester. In addition, loans for living expenses (up to 25 basic social allowances [EUR 950]) and loans for the payment of partial studies under international (interdepartmental) agreements are provided in the spring semester.</p> <p>State-supported loans include:</p> <ul style="list-style-type: none"> - loans for the payment of tuition fees: within one year of studies, the size of this loan cannot exceed the amount of tuition fees paid by the student for one year of studies or part thereof (if the particular institution of higher education and research provides a discount on the tuition fee); - loans for living expenses: within one year of studies, the size of this loan cannot exceed 50 basic social allowances (EUR 1,900); - loans for the payment of partial studies under international (interdepartmental) agreements: within one year of studies, the size of this loan cannot exceed 60 basic social allowances (EUR 2,280).

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

No information available

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

No information available

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Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	In Lithuanian institutions of early childhood and school education and also formal adult education, evaluation processes are undertaken at the level of the evaluation of educational institutions (external evaluation and self-evaluation of their quality assurance) and at the level of the individual teacher evaluation (appraisal of teachers and school heads). In higher education institutions, evaluation processes cover the external evaluation of higher education institutions' activities, evaluation of study programmes and evaluation of research and artistic production (activities).
For quality assurance across all levels of the system (national, regional, school)	Yes	<p>On 24 November 2008, the Minister of Education and Science approved the <u>Concept for Quality Assurance in Formal Education</u>. The purpose of the Concept is to provide a conceptual framework for political and social arrangements regarding the understanding of education quality and methods for quality assurance in formal education, as well as to create preconditions for harmonisation of the quality assurance policy in education.</p> <p>Quality assurance in formal education is understood as an analysis of the overall education system, its components and interrelations to determine to what extent the fields under evaluation comply with the quality requirements or conceptual understanding of quality assurance in formal education. It also includes collection of relevant data necessary for undertaking other functions of evaluation: revealing, understanding and explaining the formal education processes, encouraging and teaching providers of formal education to work better, providing arguments for the new goals of formal education and improvement of its quality, gathering information about the activities of formal education providers, creating conditions for the transparency of these activities, and reporting on the work carried out.</p>

		<p>In Lithuanian institutions of early childhood and school education and also formal adult education, evaluation processes are undertaken at the level of the evaluation of educational institutions (external evaluation and self-evaluation of their quality assurance) and at the level of the individual teacher evaluation (appraisal of teachers and school heads).</p> <p>In higher education institutions, evaluation processes cover the external evaluation of higher education institutions' activities, evaluation of study programmes and evaluation of research and artistic production (activities).</p>
<p>Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)</p>	<p>Yes</p>	<p>Minister of Education, Science and Sports by order no. V-757 of June 27, 2019 approved the Description of the State Education and Science Monitoring Procedure, which sets out the purpose, tasks, object and subject of education and science monitoring, principles, organization and implementation of education and science monitoring, indicators, their selection criteria and approval, disposal of monitoring information and funding.</p> <p>The indicators for monitoring education and science are of the following groups:</p> <ul style="list-style-type: none"> - state (strategic) indicators of education monitoring, which briefly reveal the totality of the state and change of the education system. They are constantly monitored; - tactical indicators of education and science monitoring, which describe in detail the main areas of education monitoring and develop state (strategic) indicators. They are constantly monitored; - operational monitoring indicators for the monitoring of education and science strategies, programs, projects, strategic and inter-institutional action plans, when there are no appropriate state (strategic) or tactical indicators for education and science monitoring. They are monitored for a set period of time (fixed term). <p>https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/74fae9a0991311e9aab6d8dd69c6da66?ifwid=15ba8mzsr4</p>

3.2 What data is collected on learners from vulnerable groups, how and why?

Department of Statistics of Lithuania collects data on the number of students with special educational needs and disabilities.

Education Management Information system collects data on number of learners with special educational needs in pre-school, pre-primary, primary, secondary, post-secondary and higher education. They also collect data on the number of pupils with SEN educated in mainstream education classrooms, in special classes, in special schools.

Statistics on numbers and characteristics of higher education institutions can be found in the [European Tertiary Education Register](#).

More information: https://eacea.ec.europa.eu/national-policies/eurydice/content/statistics-organisation-and-governance-44_en

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS:

<http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that	Total: 387,072 Male: 198,291 Female: 188,781	EASIE data covering ISCED levels 02, 1 and 2	<u>https://www.european-agency.org/data/lithuania/datatable-overview#tab-</u>

should, by law, be in some form of compulsory education)?		School Year 2016-2017	population and enrolment table 1 question 1
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 381,252 Male: 195,860 Female: 185,392	EASIE data covering ISCED levels 02, 1 and 2 School Year 2016-2017	https://www.european-agency.org/data/lithuania/datatable-overview#tab-population and enrolment table 1 question 2
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 4,396 Male: 2,267 Female: 2,129	Data are not available for ISCED 02 Total only includes ISCED 1 and ISCED 2 School year 2016-2017	https://www.european-agency.org/data/lithuania/datatable-overview#tab-population and enrolment table 1 question 3
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 366,235 Male: 187,655 Female: 178,580	EASIE data covering ISCED levels 02, 1 and 2 School Year 2016-2017	https://www.european-agency.org/data/lithuania/datatable-overview#tab-population and enrolment table 1 question 4
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 364,474 Male: 186,470 Female: 178,004	EASIE data covering ISCED levels 02, 1 and 2 School Year 2016-2017	https://www.european-agency.org/data/lithuania/datatable-overview#tab-population and enrolment table 1 question 5
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in	Total: 1764 Male: 1189 Female: 575	EASIE data covering ISCED levels 02, 1 and 2	https://www.european-agency.org/data/lithuania/datatable-overview#tab-

separate, special groups/classes, away from their peers?		School Year 2016-2017	population and enrolment table 3 question 3
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 3929 Male: 2581 Female: 1348	EASIE data covering ISCED levels 02, 1 and 2 School Year 2016-2017	https://www.european-agency.org/data/lithuania/datatable-overview#tab-population and enrolment table 3 question 4

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

No information available

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

There is a lack of education support specialists in schools particularly in rural areas. Municipalities in accordance with the Law on Education have to ensure availability of educational programmes and educational support. Therefore, they can provide additional financing for establishing necessary educational support specialists, but still there is a lack of educational assistance specialists in many schools of Lithuania.

Another problem is that the schools not always provide precise data on the non-attendance.

One more problem is a lack of cooperation between education assistance specialists and teachers, still prevailing negative attitudes of some teachers towards the children with special educational needs, provision of educational assistance, sharing of responsibilities.

Section 4: Curricula, learning materials and assessments

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

In 2014, The Minister of Education and Science has developed this framework:

The General Curriculum Framework for Pre-Primary Education

The programme is aimed at increasing the availability and diversity of pre-school education, especially in rural areas, reducing social exclusion and differences between municipalities, and providing flexible and high-quality pre-school and pre-primary education services with the necessary educational support.

The Law on Education (2011) Article 14 (5) states: when necessary, general education curricula and vocational training programmes shall be adapted to learners with special educational needs. 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 and complete said programmes by way of separate modules. Learners with major and severe special educational needs may study in general education schools or classes designated for learners with special educational needs until 21 years of age.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No

If no, please give further information:

The Law on Education states that in early childhood and school education the responsibility for creation of a safe and supportive environment for the learner rests with the Child Welfare Committee. It organises and coordinates adaptation of education curricula and provision of education support to pupils with special education needs and performs other functions related to child welfare assurance. The procedure for setting up the Child Welfare Committee and organising its activities is established by the Minister of Education and Science.

Article 14 (3) states: Primary evaluation of learners' special educational needs shall be executed by a child welfare commission. Special educational needs of a learner (except those occurring because of exceptional talents) shall be evaluated by a pedagogical psychological service from pedagogical, psychological, medicinal and socio-pedagogical aspects; special education shall be assigned by the head of a pedagogical psychological service and in certain cases – by the school principal with the consent of the parents (guardians, curators) in accordance with the procedure laid down by the Minister of Education and Science.

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

Yes, partially

If yes, please give a description and examples of this flexibility.

-Primary, basic and secondary curricula are modified and adapted for the teaching of SEN pupils in mainstream schools. The Ministry of Education, Science and Sport, Education Development Centre and the Centre for Special Education and Psychology of the National Agency for Education develop methodological guidance for teachers on how to adapt the general curricula for various types of pupils recognised as having special educational needs.

-In addition, the general curriculum framework for ethnic culture is to be renewed and extended to include ethnic culture elements of those national minorities that have been living in Lithuania for ages. Preparations are also made to develop folders of the necessary teaching materials by involving members of the ethnic minority communities in the work to be carried out.

The Law on Education states that in early childhood and school education the responsibility for creation of a safe and supportive environment for the learner rests with the Child Welfare Committee. It organises and coordinates adaptation of education curricula and provision of education support to pupils with special education needs and performs other functions related to child welfare assurance. The procedure for setting up the Child Welfare Committee and organising its activities is established by the Minister of Education and Science.

The Child Welfare Committee carries out the initial identification of the pupil's special education needs. Pupils' special education needs (exclusive of needs due to the child's exceptional giftedness) are evaluated from the point of view of educational, psychological, medical and social educational aspects by the Educational Psychology Service and special education provision is assigned by the Head of the Service or, in particular cases, by the school head with the parents' (foster parents' or guardians') consent according to the procedure established by the Minister of Education and Science.

Eurydice, Lithuania

The Law on Education Article 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.

(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.

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

The General Yearly Teaching Plans for lower and upper secondary education programs specify that the school must respond to the needs of pupils with special education needs when developing its own Teaching Plan and establish the procedure for meeting those needs: take decisions regarding the learning load of SEN pupils (plan obligatory and special lessons) and provision of special education and/or special support measures.

At the school level, the policy of special-needs pupils' integrated education is the responsibility of the school heads but all the teaching staff are involved in the implementation process. The key provisions of SEN pupils' education include: ^[L]_[SEP]

application, where possible, of alterations to school building facilities and other specific support measures to cater for the needs of children with limited mobility; ^[L]_[SEP]

provision of objectives and ways to meet the needs of children with disabilities in the school activities programme and compliance with the equality of rights principle; ^[L]_[SEP]

creation of conditions for teachers' continuing professional development in the field of special education needs provision;

involvement of the parents of children with disabilities into the education process, etc.

Primary, basic and secondary curricula are modified and adapted for the teaching of SEN pupils in mainstream schools. The Ministry of Education, Science and Sport, Education Development Centre and the Centre for Special Education and Psychology develop methodological guidance for teachers on how to adapt the general curricula for various types of pupils recognised as having special educational needs. The teaching methods, syllabus content, teaching plan and organisation of evaluation of pupils' attainments and progression and also procedures for their performance evaluation may be adapted to fit the pupils' special education needs.

Special educational support (special training) for pupils educated by way of complete integration (in mainstream classes) is provided during lessons and training in speech therapy is provided after school.

Eurydice, Lithuania

The General Teaching Plans for lower and upper secondary education programs specify that the school must respond to the needs of pupils with special education needs when developing its own Teaching Plan and establish the procedure for meeting those needs: take decisions regarding the learning load of SEN pupils (plan obligatory and special lessons) and provision of special education and/or special support measures.

In response to the needs of pupils with special education needs, the teacher adjusts (modifies, adapts or individualises) the general curriculum of separate subjects to tailor it to the pupils' education needs. He/she does that with the view of pupils' education needs and recommendations provided by both the school special education commission and the special teacher. If the school has neither of them, the teacher receives guidance and counselling from specialists of the educational psychology service attending to the needs of that school.

Children following the primary education curriculum study moral education (religion or ethics), Lithuanian and a foreign language, mathematics, perception and understanding of the world, art and technologies, music, physical education and other subjects selected at the school's discretion. Pupils following the basic and secondary education curricula study moral education (religion or ethics), Lithuanian and foreign languages, mathematics, information technologies, history, geography, biology, chemistry, physics, art and technologies, music, physical education and other subjects selected at the school's discretion.

When organising the education process for SEN pupils, the school takes account of the following aspects: the pupils' special education needs and disabilities; form of education (complete or partial integration in mainstream education, provision at home or in institutions of separate special education); curriculum (the General Education Curriculum Framework or the curriculum tailored to the needs of pupils with special education needs: modified, adapted or individualised); available funds for education and teaching (learning) environment.

When drawing up a teaching plan for the school, a separate class or an individual SEN pupil, the special or general education school providing education to SEN pupils must be guided by the number of weekly lessons allocated for the implementation of the primary education curriculum subjects in the General Teaching Plan. In addition, the school may adjust (from 20 up to 30 per cent) the number of weekly lessons allocated for the implementation of the curriculum subjects, change (reduce or increase) the number of lessons allocated for individual subjects, plan special classes and/or increase the number of lessons allocated for artistic education, the teaching of other subjects and provision of the teacher's additional assistance. For pupils with minor or average mental health difficulties following either the adapted General Curriculum Framework tailored to the needs of SEN pupils or the special primary education curriculum, the school may reduce the minimum number of compulsory lessons per pupil by 1–2 lessons by increasing the number of hours allocated for non-formal education.

In the course of the school year, the school may take into account the evaluation and advice of the school special education commission or educational psychology service and change the number of lessons (hours) allocated for special classes, practical training and individual support or allocate additional hours for a certain period of time for each individual pupil or group in order to intensify the provision of special educational support or teacher's assistance.

With regard to individual pupils' health issues and recommendations of the school special education commission, the school may decide to reduce the duration of lessons by five minutes and spend the time gained on changing the pupils' activities and arranging breaks.

In implementing the formal and non-formal education curricula, the school is free to set the number of SEN pupils in the group based on the funds allocated, the pupils' needs and also the available teaching and learning conditions and teaching aids.

For pupils with complex disabilities when limited intellectual capacity is part of the complex, the teaching plan is drawn up taking into account the limitation of intellectual capacity and planning special education support for the development of other dysfunctions. To that end, in special developmental classes for pupils recognised as having moderate, significant and very significant intellectual disabilities and pupils with complex disabilities when moderate, significant and very significant intellectual disability is part of the combination, the teacher designs an individual curriculum, and the school may make arrangements for

classes like that to be engaged in various activities during the school holidays (except summer). Senior pupils engaged in social activity programmes may volunteer and help teachers organise those activities.

On advice from the school special education commission and educational psychology service and subject to the agreement of the pupils' parents, a number of SEN pupils, including those who are deaf and hard of hearing, have average or significant speech and language impairments, pupils with autism (normal intelligence), behaviour, emotional and social difficulties, dyslexia, average or significant limited mobility (motor and support apparatus dysfunctions), limited or impaired intellectual capacity, pupils suffering from mental illnesses as well as pupils with the above mentioned disorders who are learning at school in the ethnic minority language may not study foreign languages or may take them up later; pupils with hearing disorders may not learn and the deaf do not need to learn music; pupils with limited mobility (motor and support apparatus dysfunctions) may be exempt from technology lessons; instead of those subjects, the school may provide for the pupil's special education needs, organise special classes and provide teacher's additional assistance and allocate additional hours for the teaching of the state Lithuanian language for pupils who are learning at school in the ethnic minority language as well as those who are deaf and hard of hearing. All changes in the teaching plan related to exemption of pupils within mainstream education from learning particular subjects are documented by orders issued by school heads.

Pupils with special needs who are attending special schools for those who are deaf and hard of hearing and pupils with impaired vision, impaired speech and other communication impairments are allocated an additional year of compulsory schooling in a preparatory class in order to achieve, over a longer period of time, the outcomes specified in the General Curriculum Framework. The number of hours allocated for separate subjects may be altered at the school's discretion to meet the child's education needs but preserving the minimum number of compulsory lessons per week.

For pupils who are deaf and hard of hearing, classes of communication activities (seven classes per week) are organised instead of classes of foreign languages. Those communication activities include the following: Lithuanian, communication and one lesson per week allocated for the teaching of the Lithuanian sign language. Classes of cognitive activities for those pupils include social and cultural activities, understanding of the natural environment and formation of the elementary mathematical images; classes of artistic activities consist of getting to know the rhythmic patterns of music and fields of art; three lessons per week are allocated for practical activities and two individual lessons per week for each pupil (2–3 individual lessons per week for Cochlear implant users) are allocated for the training of pronunciation and development of speech and hearing skills. Individual sessions for the training of pronunciation and development of speech and hearing skills are conducted during the classes of communication and cognitive activities (the contents of the training sessions and the respective classes should be consistent).

The teaching plan for children with speech, language and other communication needs must include special classes for the development of pronunciation, speech and hearing. One class per each pupil is allocated for individual training.

The teaching plan for children with visual impairments must contain a special class for abilitation training (development of sensomotors and eyesight).

The school designs the curriculum for the teaching of shut-in SEN pupils at home by selecting the corresponding areas of education, tailoring the syllabuses of the subjects taught to those pupils' aptitudes and education needs and taking into account the recommendations of doctors.

While educating deaf or hard of hearing children at home, surdopedagogues or speech and language therapists together with the parents (foster parents or guardians) adjust the curriculum to the child's individual needs, develop his/her skills and provide counselling to the parents taking into account the individual abilities of the child and the level of his/her hearing impairment.

The number of hours allocated for at home education of SEN pupils with minor mental health difficulties as well as SEN pupils with minor mental health difficulties who are learning in an ethnic minority language amounts to 6 hours per week. Those hours are allocated for linguistic, mathematical and social education as well as special lessons to meet the pupil's special education needs.

The number of hours allocated for at home education of SEN pupils with moderate, major and severe mental health difficulties as well as SEN pupils with minor, major and severe mental health difficulties who are learning in an ethnic minority language amounts to 6 hours per week. Education is organised in separate areas of activities including communication, cognition, orientation, art and practical work. The child is educated at home by a special teacher who, with the view of every child's individual abilities, together with the parents (foster parents or guardians) adjusts the general primary curriculum to the child's individual needs, develops his/her abilities and provides counselling to the parents. In organising education at home for children with major and severe mental health difficulties who are recognised as having limited mobility (motor and support apparatus dysfunctions), 1–2 hours per week are recommended for therapeutic exercise.

Special educational needs provision at home to pre-school SEN children to whom attendance of an early childhood education institution is unavailable is organised as follows: educated in accordance with the Procedure of the Special Educational Assistance at Home to the pre-school children(Specialiosios pedagoginés pagalbos teikimo specialiuju poreikiu ikimokyklinio amžiaus vaikams namuose tvarka.)

Eurydice, Lithuania

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

Yes

If yes, please give a description of the main characteristics/organisation.

If special educational needs are identified for a student, for example, a student has learning difficulties, the school can prepare adapted program, create an individual plan of education.

In 2012, the Ministry of Education and Science developed guidelines to improve children's education in minority languages and the teaching of minority languages. The guidelines specify arrangements made for setting a course towards the development of education in minority languages with the goal of preserving the country's cultural diversity. For the first time it was stated that Lithuanian schools should become more open and extend their communication with schools providing education in national minority languages.

The guidelines also encourage schools teaching in minority languages to get involved in joint projects of cooperation among different schools and pupil organisations. In addition, the general curriculum framework for ethnic culture is to be renewed and extended to include ethnic culture elements of those national minorities that have been living in Lithuania for ages. Preparations are also made to develop folders of the necessary teaching materials by involving members of the ethnic minority communities in the work to be carried out.

Eurydice, Lithuania

Under the terms of the Law on Education every foreigner who has been granted a right to reside or temporarily settle in Lithuania is entitled to education in the state language and a possibility to learn it.

Schools of general and non-formal education create conditions for pupils of ethnic minorities to cherish their national, ethnic and linguistic identity, study their mother tongue, history and culture. In schools of general and non-formal education the regulations of which provide for a possibility to use, at the request of the parents, the language of a particular ethnic minority as the language of instruction and to study it, the education process may be conducted and certain subjects taught in the language of the ethnic minority concerned. In those schools, the teaching of Lithuanian is an integral part of the curriculum and the number of hours allocated for its teaching may not be fewer than those allocated for the teaching of the mother tongue.

Availability of education to learners from disadvantaged backgrounds afflicted by social exclusion, including children from low income families, children of refugees, school drop-outs, unemployed persons, individuals released from prison, also persons who are undergoing treatment for alcohol and drug addiction and people who have problems fitting into society is ensured through provision of social services and educational assistance to them.

Purpose-specific social and educational programmes are implemented by the Government and municipalities either directly or through schools. Those programmes may be initiated and carried out by non-governmental organisations and other legal entities and individuals.

Children living in the Refugee Reception Centre have a right to attend general education schools and institutions of pre-school education. The Refugee Reception Centre creates conditions for its residents to enrol in a free-of-charge programme of the Lithuanian language.

Eurydice, Lithuania

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

Yes

If yes, please give a description.

Teachers who educate persons with special needs must adjust educational methods, curriculum and content and also select relevant teaching aids to match their special needs.

Education according to the curricula adapted for the special needs of the disabled determines the application of new teaching and learning methods. Pupils with different disabilities and different learning needs are taught by using different ways and methods. The main principles in selecting educational methods are differentiation and individualisation of teaching. Teaching methods are chosen according to individual

special needs. Even when following the same educational curriculum, different methods can be applied for different individuals.

In the process of educating pupils with special needs, a variety of methods are used, including narration, explanation, observation, conversation, demonstration, printed or audio materials and usual or computer games. Pupils learn to understand the reality, evaluate phenomena, and develop individual views about people, things, the environment and themselves. Children are engaged in practical work, experiments, observation, active and didactic creative games, and are given logical tasks to solve. Games are played in groups or teams and children are allowed to evaluate their work. Individual work with children is used as corrective education. Excursions and practical work are extensively used as methods of education.

Eurydice, Lithuania

In mainstream school:-

The teaching methods, syllabus content, teaching plan and organisation of evaluation of pupils' attainments and progression and also procedures for their performance evaluation may be adapted to fit the pupils' special education needs.

In special school:

-In response to the needs of pupils with special educational needs, the teacher adjusts (modifies, adapts or individualises) the general curriculum of separate subjects to tailor it to the pupils' education needs. He/she does that with the view of pupils' educational needs and recommendations provided by both the School's Child Welfare commission and a special needs education teacher. If the school has no special needs education teacher, the mainstream teacher receives guidance and counselling from the pedagogical psychological service.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

Yes

If yes, please give a description.

Educational, science and higher education institutions as well as the bodies implementing adult education programmes must ensure, within their remit, that teaching programmes and textbooks do not contain provisions discriminating or promoting discrimination on grounds of age, sexual orientation, disability, race, ethnicity, religion or beliefs

Regarding availability of the educational materials and textbooks for learners from vulnerable groups (e. g. from families with low income) each school's Child Welfare Commission is supposed to discuss and find out a solution. The school founder also bears a responsibility for the quality of education therefore including the provision matters.

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

Yes

If yes, please give a description.

In teaching hearing-impaired pupils, the prevailing tools are visual aids; verbal communication (pronunciation and lip-reading skills) is developed, more information is provided in writing and individual work is organised. Of great importance are visual aids and visual information (various charts, pictures, tables, formula and arbitrary signs) as well as specific communication means like the sign language and finger language (dactylology). Hearing-impaired children in mainstream schools are provided with special assistance of a surdopedagogue. The deaf and hard of hearing children are taught total communication by a verbal or bilingual method. Artistic development is very important in educating the deaf. Pupils are encouraged to express themselves through the synthesis of elements of modern dancing and movement on the stage.

Special teaching aids, assistive devices and special educational materials are used for this purpose are used in the process of educating visually impaired children (with low vision, blind). Every high-risk visually impaired child is given half a lesson every week (during a period of up to four years) for the learning of Braille. With the help of touch, low vision and blind children are taught to perceive the surrounding things and people, mobility, daily living skills, social competences, communication skills etc. with assistance of tiflopedagogue (teacher of blind and low vision pupils).

In teaching hearing-impaired pupils, the prevailing tools are visual aids; verbal communication (pronunciation and lip-reading skills) is developed, more information is provided in writing and individual work is organised. Of great importance are visual aids and visual information (various charts, pictures, tables, formula and arbitrary signs) as well as specific communication means like the sign language and finger language (dactylology). Hearing-impaired children in mainstream schools are provided with special assistance of a surdopedagogue. The deaf and hard of hearing children are taught total communication by a verbal or bilingual method. Artistic development is very important in educating the deaf. Pupils are encouraged to express themselves through the synthesis of elements of modern dancing and movement on the stage.

Special teaching aids are used in the process of educating visually impaired children. Every high-risk visually impaired child is given half a lesson every week (during a period of up to four years) for the teaching of Braille. With the help of touch, visually impaired and blind children are taught to perceive the surrounding things and people.

The school supplies SEN pupils with teaching resources free of charge by using funds included in the 'pupil's basket' for the purpose.

Eurydice, Lithuania

d. Is ICT used to improve access to materials for vulnerable groups?

Yes

If yes, please give a description.

Distance learning, digital teaching aids are available for schools. An important principle of equal opportunities in education is that all pupils, with special educational needs, must have equal access to the opportunities of available education. Important issue to provide for student with special educational needs (student with behavioral and emotional disorders, autism spectrum disorders, children with movement, intellectual disabilities, etc.) special educational tools and educational technical aids in quality education service.

In National Agency for Education evaluates special training tools for students with special educational needs. Special pedagogues by themselves create special learning tools, educational materials and introduce to and share with mainstream or specialised schools' teachers and education support specialists.

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

Yes

If yes, please give a description.

The school supplies SEN pupils with teaching resources free of charge by using funds included in the 'class basket'. Additional funding is allocated for pupils with SEN. The actual number of pupils with major or severe special education needs learning in general groups is doubled when counting the funds necessary for a class.

Eurydice, Lithuania

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.

Eurydice, Lithuania

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

Yes

If yes, please give a description.

Assessment of pupils' learning achievements and progress is part of the school curriculum. It must be consistent with the educational objectives. The school, in accordance with the legislation and school agreements, develops its own Description of the procedure for assessing the achievements and progress of the school pupils. The principal approves it and publishes it on the school's website.

According to the Description of Primary, Lower Secondary and Upper Secondary Education

Curriculum approved by the Minister for Education, Science and Sport, the school decides on:

- Methods and tools used to assess or/and evaluate pupils' achievements and progress. The school decides whether it will use: marks (ten-point evaluation system), comments, cumulative points, folder (e-portfolio, e-*

folder), descriptions of learning achievements, pupil's characteristics, pupil's success stories, (self-) assessment, descriptive evaluation, etc.

- Evaluation methods for studying subjects, chosen subjects, subjects modules. For example, if a student in an upper secondary education programme intends to choose a degree in sport, it is suggested that the learning achievement in physical education be evaluated using marks and not a record.
- Conversion of assessment to a ten-point system. If a teacher is not using a ten-point system to evaluate pupils' achievements, the school establishes the time by which the assessment must be converted to a ten-point system. It is not necessary to convert achievements if the pupil is evaluated by "credited"/"not credited".
- Ensuring consistency between forms of student achievement and progress assessment.

More information: https://eacea.ec.europa.eu/national-policies/eurydice/content/assessment-general-lower-secondary-education-22_en

There is a national framework for SEN students:

Primary, basic and secondary curricula are modified and adapted for the teaching of SEN pupils in mainstream schools. The Ministry of Education, Science and Sport, Education Development Centre and the Centre for Special Education and Psychology develop methodological guidance for teachers on how to adapt the general curricula for various types of pupils recognised as having special educational needs.

The teaching methods, syllabus content, teaching plan and organisation of evaluation of pupils' attainments and progression and also procedures for their performance evaluation may be adapted to fit the pupils' special education needs.

Assessment of progress and achievements of SEN pupils who were recommended to follow the General Curriculum Framework or the modified General Curriculum Framework adapted to the needs of SEN pupils is based on the Concept of Assessment of Learners' Progress and Achievements approved by the Conception of Pupils' Progress and Achievements Assessment.

In assessing pupils' progress and achievements, the types of assessment used include formative assessment (oral and in writing), diagnostic assessment (according to the formalised way of assessment chosen by the school) and informative assessment (used to report on a child's progress). In primary grades, pupils' progress and achievements are not assessed in marks.

At the end of each term (semester), information on pupils' progress is entered into the Primary Education Record Book or into the Electronic Education Record Book. In 2013–2014, achievements of pupils in grades 1–4 were recorded by indicating the level of learning outcomes attained.

Achievements of pupils following individual, general education curricula adapted to meet the needs of SEN pupils or special primary education curricula are assessed based on the level of learning outcomes specified in those curricula.

Progress and achievements of pupils learning in developmental classes are not assessed in marks. Schools choose their forms of assessment and use the entry 'attested' or 'not attested'.

Under the terms of the Concept of Assessment of Learners' Progress and Achievements, teachers are recommended to use the methods of formative or diagnostic assessment in evaluating SEN pupils' progress and achievements. The positive assessment is recorded in marks (scores 4–10, with 4 as the lowest and 10 as the top score) or such entries as 'exempt', 'attested' or 'progress made'.

The learning outcomes of pupils who were recommended to follow adapted or modified curricula are assessed according to the particular requirements raised and tasks set for pupils in the respective curricula.

The progress and learning achievements of SEN pupils are discussed in the presence of teachers, specialists providing assistance and the parents (foster parents or guardians).

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

Yes

The teaching methods, syllabus content, teaching plan and organisation of evaluation of pupils' attainments and progress and also procedures for their performance evaluation should be adapted to meet the particular od diverse needs of each pupil.

It is expected that teachers are going to use curriculum-based assessment to detect and identify all learning needs in the classroom by using the Concept of Assessment of Learners' Progress and Achievements approved by the Conception of Pupils' Progress and Achievements Assessment.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

Yes

If yes, please give a description.

*Along with the application, a student with special educational needs provide a statement issued by the pedagogical psychological service with recommendation on a procedure of basic educational achievement test, language tests, maturity exam, (e. g. time provided for doing the tasks might be prolonged, tasks could be read for him/her loudly or given in Braille etc). So in such statement issued by the service recommendations regarding performance and the nature of the adaptation of the assessment instructions, exam task form which should take into account student's SEN are indicated (Order by the Minister of Education and Science of 5 of April 2005 No. ISAK-556 "On ratification of the description of the procedure for continuous learning in general education programs" and its amendments
<https://www.smm.lt/uploads/documents/ugdymo-planai/Nuosekliojo%20tvarka.pdf>*

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

Assessment of progress and achievements of SEN pupils who were recommended to follow the General Curriculum Framework or the modified General Curriculum Framework adapted to the needs of SEN pupils is based on the Concept of Assessment of Learners' Progress and Achievements (see the Conception of Pupils' Progress and Achievements Assessment).

The legislation on the Procedure for Assessment of Pupils with Special Educational Needs and Assignment of their Special Education (2011) states that a learner's with special educational needs evaluated or special education dedicated by a pedagogical-psychological service/educational support service for pedagogical, psychological, medical and socio-pedagogical aspects (team of specialists – psychologist, speech therapist, special pedagogue, social pedagogue, neurologist). When it is not necessary for assessment of all team specialists, school Child Welfare commission make decision for educational assistant, for example just speech therapist service for child. This legislative act sets out a statement to identify learners with disabilities, learning difficulties, disadvantages and levels of SEN according to A, B and C (based on the Organisation for Economic Co-operation and Development's tripartite cross-national categorisation system: learners with disabilities, learning difficulties and disadvantages).

The Lithuanian Educational Centre for the Deaf and Hard of Hearing and the Lithuanian Training Centre for the Blind and Visually Impaired carry out children's/learners' assessments of SEN. The School Child Welfare Commission appoints educational assistance, while the PPS designates special education provision.

The procedure of providing special pedagogical assistance was improved in 2011. The municipal administration department of education and/or the PPS should provide assistance for all types of schools.

e. Is ICT used in the assessment of vulnerable groups?

No information available

4.4. Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

No information available

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

The National Curriculum is currently redesigned, however the main principles of the new curriculum have been identified. Some of them are:

- The future curriculum will have some degree of flexibility to address the educational needs of different students.
- Since the focus is on the development of student competences, learning progressions will be developed as a tool to allow students progress through educational stages at their own pace.
- Different levels of students' performance defined in the new curriculum will ensure the participation in formal education for all students.
- 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 students' interests and capacities.

As to assessment of students' performance, formative assessment is encouraged to enable individual student's progress. The teachers are encouraged to provide feedback and use other assessment methods that support each student's development and growth.

Some external summative assessment will move to digital platforms and will enable more students to participate in it.

Challenges:

Guidelines and national framework provide accurate information for teachers but perhaps the implementation to the local context/learning environment is not enough documented.

Teachers sometimes struggle in students assessment because it is not fully clear how to assess children with special needs (learning difficulties), also new challenge is migrant background children because of their different experience in education curricula in country they came from.

Opportunities:

One of the goal of the National Education Strategy 2013-2022 is to *achieve an educational community level at which teachers and lecturers work to their most effectiveness and are committed to continuous professional learning.*

More and more education tools and platforms come to schools for inclusive education and teachers have a high demand in qualification in this sphere to get a better results in their work. One of the national priorities for qualification of state and municipal school heads, their deputy teachers, heads of school department, teachers and support teachers for 2020-2022 year is - Improving the competencies needed to effectively educate students with different educational needs.

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	29042	Higher education- pedagogical studies	Data 2018/19
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	~2194	Higher education	Data- 2019/20
Teacher Assistants (specify role and add rows as required) See the additional information provided below the table	1783	Secondary education	Data-2018/19
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers			
Professional staff (psychologists, special pedagogues, social pedagogues, speech and other types of therapists)	~336	Higher education	Data- 2019/20
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc). Vocational schools			
Teachers			
Professional staff (psychologists, special pedagogues, social			

pedagogues, speech and other types of therapists)			
Professional staff (psychologists, special pedagogues, social pedagogues and other types of therapists)	~103 /etatų skaičius	Higher education	Vocational schools data-2019/20
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

Additional information:

The Law on Education

Article 21. Special pedagogical assistance and special assistance

The Law on Education ensures psychological assistance, social pedagogical assistance, special pedagogical and special assistance, assistance to the school and the teacher. The purpose of special pedagogical assistance and special assistance shall be to increase the effectiveness of learning for individuals with special educational needs. Special pedagogical assistance for people under 21 years of age shall be provided by special pedagogues from pedagogical-psychological services, schools.

Special assistance in schools shall be provided to individuals in need of such assistance. They shall be provided with services which increase education accessibility, including translating verbal language into sign language, text reading. The Minister of Education, Science and Sport shall set out the procedure for providing special assistance in schools (except higher education institutions). Special assistance in higher education institutions shall be provided in accordance with the procedure laid down by the higher education institution.

Special pedagogues from pedagogical-psychological services shall provide consultancy to the recipients of special assistance and their parents or guardians, as well as to teachers.

Between 2006 and 2008, the Ministry of Education, Science and Sport allocated about three million Lithuanian Litas (former Lithuanian currency, approximately EUR 860.5 thousand) to finance five hundred newly-established pupil support specialists in mainstream schools. However, this number is not sufficient and is decreasing over time. 2018–2019 m. there were 1,783 teaching assistants in educational institutions, but the help provided by these specialists is not sufficient, especially in the early childhood, when participating in pre-school education.

Description of the procedure for providing special assistance in school (except for higher education institution). Paragraph 3 of Article 21 of the Law on education of the Republic of Lithuania. <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.403928>

Teaching assistant, sign language interpreter are provided to a student or a group of students who have moderate, severe and profound special educational needs and who are unable to participate independently in the educational process due to acquired and congenital disorders, cannot use oral language due to hearing

or complex impairment (when complex impairment includes hearing impairment). The teacher assistant assist the students to perform activities related to education, self -service, helps to orientate in the environment, use technical aids for education, provides text reading and other services.

Teacher assistance, as appropriate participate in meetings of the Teachers Council and the school’s Child Welfare Commission to discuss plans, programs, methods individual work plans for students.

Special schools for learners with severe and profound special educational needs (According to Minister of Education and Science of the Republic of Lithuania, 8 December 2014 No. V-1191, "On the Approval of the Classification of Groups of Students with Special Educational Needs"):

- Moderate low vision, severe low vision, blindness;
- Moderate intellectual disability, severe intellectual disability, profound intellectual disability, unspecified intellectual disability;
- Pervasive developmental disabilities;
- Moderate hearing impairment, severe hearing impairment, profound hearing impairment, deafness, students with cochlear implants;
- Sustained neurological impairments;
- Severe and profound physical disorders;
- Multiple disability;
- Behavior disorders;
- Speech and language impairments;
- Multiple disorders.

Depend of special schools tipe, working speech therapists psychologists, social pedagogues, special pedagogues, teacher assistants.

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	In pro			2019 October 2020 month of January. training for pre-school teachers on how to implement the "Friends of Zip" program for children with special educational needs

	ces s		<p>It is planned from the project "Development of Inclusive Education Opportunities, Phase I" in 2021.</p> <p>Training of methodological centers, special schools, pedagogical psychological services, project promoter for educational support specialists, school leaders of those institution on the experience of other foreign countries in educating children with special educational needs.</p> <p>Topics are sensory integration, inclusion in a general education school classroom, management of aggressive behavior, development of life skills, sex education, work with parents, and so on.</p> <p>Training for school leaders and their deputies on how to organize school life and prepare the community for inclusive education (how to educate parents, teachers to reduce the resistance and conflict arising from a being child with special educational needs in the classroom)</p> <p>Training for teachers on the possibilities of education of children with various developmental disorders</p>
Teachers	Yes		<p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p> <p>-Initial Teacher Education of all forms 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>-All teachers have the opportunity to attend in-service teacher training courses offered by regional teacher education centres, teacher professional development centres or higher institutions in order to enhance their knowledge and competences or acquire a specialisation in special needs education (the latter programme can be available in higher schools). There is 60-hours course about concept of inclusion and meeting pupils SEN in mainstream settings. In accordance with legal act every teacher who have not been studied these issues earlier must attend such the course offered regional teacher education centres, teacher professional development centres or higher institutions.</p> <p>-Pupils with special educational needs (speech disorder, poor hearing, deaf, blind, partially Iblind, intellectual or development disorders, complex disabilities) can be taught in groups or classes by teachers with a teaching qualification in the field of special pedagogy.</p>

				-Pupils with health issues, movement and posture disorders, behavioural and emotional disorders are educated by teachers of pre-school, pre-primary, primary education or subject teachers. They have to complete a minimum 40-hour course in special pedagogy according to the program approved by the Minister for Education and Science.
Teacher Assistants		No		No training is required
Professional Staff				
Inspectors				
Teacher Trainers		No		There is no compulsory to attend such a course, but during the EU SF project 'Continue' they have a possibility to upgrade their knowledge and competences attending study visits to those EU countries which are advanced in this issue.
Others (please list add rows as required)				

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

Yes

Vytautas Magnus University Academy of Education Institute of Professional Development.

Continuing - Vytautas Magnus University master's study program Inclusive education: socio-educational industries. https://drive.google.com/file/d/1mYcUL_mbytzgT9dEgUi1KnjPGKVIPP4v/view

New the wording of the provisions aims to strengthen continuous professional development, which includes at least 40 hours professional development activities focused on the acquisition of competencies and their formation of new practical skills.

Research data show that teachers do not have enough competencies to work with diversity in the classroom, differentiate and individualize, personalize curriculum, value aspect in education, therefore in the list of programs these programs are given the first priority: Sustainable, trust - based culture and inclusion.

Vytautas Magnus University

Short-term a variety of in-service training programs by measures. Sustainable, trust- based culture and inclusion. https://drive.google.com/file/d/1mYcUL_mbytzgT9dEgUi1KnjPGKVIPP4v/view

To train highly qualified inclusive education specialists who are able to provide integrated assistance in the field of socio-educational industries: operating in multifunctional support groups, applying special educational and compensatory measures, initiating and implementing positive socialization activities focused on complex assistance (family, community, social groups); the effectiveness of participation in the

educational process at all levels, promoting the quality of personal empowerment, and the social clustering of the public, private, civic and scientific sectors.

Study field group: Educational sciences (M) Study field: Educology. Duration of studies: NL (2) Program credits: 120

Degree / professional qualification awarded: Master of Education. Specializations of the study program: Social pedagogy in the environment of multifunctional design; Special pedagogy in the context of educational inclusion.

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

There are various forms of ITE study programs.

In the case of Bachelor's or Professional Bachelor's[i] integrated pedagogical studies, their duration corresponds to the Bachelor's and Professional Bachelor's requirements. Bachelor's pedagogical studies last for 4 years (240 ECTS), while Professional Bachelor's pedagogical studies last for 3 years (210 ECTS).

A study module on pedagogy comprises 60 ECTS. These study credits are usually distributed through one year.

The scope of an educational subject or pedagogical specialization[ii] is no less than 60 ECTS. Up to 180 ECTS can be allocated to a few modules of educational subjects or pedagogical specializations.

No less than 30 ECTS are given to school (teaching) practice.

There are might be the following subjects included:

General and Pedagogical Psychology (3 cred.); Special Pedagogy and Psychology (3 cred.) or Development and Pedagogical Psychology (4 cred.);

Developmental Impairments of Children with SEN (2 cred.) etc.

Actually all ITE programmes include certain subjects devoted to the theme of SEN and inclusive education matters because the general policy direction – inclusive education.

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

-The project "Testing and introduction of a model for the development of the competencies of primary school teachers and special education pedagogues in the application of information and communication technologies (ICT) and innovative teaching methods", financed by the European Social Fund and the Ministry of Education and Science, is being implemented. The education assistance specialists from around

the country are taking part in training and, together with primary school teachers, are acquiring the competencies of ICT development and application in educating pupils with special educational needs.

-OECD 2018, Results from TALIS 2018, Lithuania

https://www.oecd.org/education/talis/TALIS2018_CN_LTU.pdf

UNESCO & Raudonytė I., 2019, Teacher career reforms in Lithuania.

<http://www.iiep.unesco.org/en/teacher-career-reforms-lithuania-13231>

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

Challenges:

According to [OECD TALIS 2018 programme in Lithuania](#):

-Teachers in Lithuania appear satisfied with the training they received, as 89% report that it had a positive impact on their teaching practice, a share that is higher than the average of OECD countries and economies participating in TALIS (82%). It is also true that teachers who report participating in such impactful training tend to display higher levels of self-efficacy and job satisfaction.

-But some areas of professional development are still lacking, according to teachers. Across the OECD, developing advanced ICT skills is one area in which teachers say that they need more training, along with teaching in multicultural/multilingual settings and teaching students with special needs. Among these three areas, teachers in Lithuania expressed a higher need for training in ICT for teaching

Opportunities:

On 14 September 2017 the Minister of Education and Science approved a new description of the Teacher Training Model (Model) prepared by various stakeholders. Its purpose is to create the preconditions for effective and qualitative functioning of teacher training and continuous professional development (CPD) system. The teacher training centres on:

- *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.*
- *Pedagogical studies (teacher training). Teachers training will take place in three strongest higher education institutions. International experts will be involved. Teacher training programs 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.*

The legislation on teacher training is currently underway and the process of optimizing state higher education institutions has already begun. The Ministry of Education and Science expects a new Teacher Training Model to be launched from 2020.

2)

-One of the key challenges identified:

Leadership in educational institutions. Reform among educational institutions' heads (principals) has shown that it is difficult to attract new and motivated school heads to educational institutions. Low salaries, great responsibilities, administrative burdens, difficult competition when applying for the position and fixed-term contracts do not motivate people to apply for a managerial position.

A working group set up by the Ministry on Education, Science and Sport is preparing a set of measures to encourage school heads to apply and to renew the corps of school principals.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

By the law everyone should have access to any form of school: *Each citizen of Lithuania and each foreigner with a permit for permanent or temporary residence in Lithuania has the right to study and acquire a level of education and a qualification. The State guarantees each citizen of Lithuania and each foreigner with a permit for permanent or temporary residence the availability of: 1) primary, lower secondary and upper secondary education and 2) access to higher education studies or vocational education and training that result in the acquisition of a primary qualification.*

According to a general curriculum plans for primary and secondary education programs for the school years 2019-2020 and 2020-2021 (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/d41c3b115fb511e99684a7f33a9827ac?jfwid=12nbarx4pc>) the education in the hospital or sanatoriums schools is organised. The content of education is individualized for each student after assessing his or her physical and mental abilities. In coordination with the pupils' parents (guardians) and taking into account the pupil's state of health, the scope, pace (slowing down, intensifying) or dropping out of 1-2 subjects may be adjusted, but these decisions should not adversely affect the pupil's achievement and progress.

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No information available

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

No information available

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No information available

b. counselling and mentoring possibilities

Yes

Three types of guidance are identified and available:

-Academic guidance

--Career guidance

-Psychological counselling:

Psychological assistance to a learner who experiences personal and learning problems is universally rendered by assistance providers who work in close cooperation with the learner's parents (foster parents or guardians) and teachers and provide consultations to them.

An academic or pedagogical guidance can be provided by a subject teacher and/or a special needs education specialist.

Quite often a school psychologist provides pupils with career guidance as well. If the psychologist has a necessary certificate and competence for that.

c. input from specialist teachers/therapists

No information available

d. input from learning support assistants

No information available

e. availability of ICT / assistive technology

No information available

f. Please describe any other forms of support available.

Some pupils can be taught at their home by qualified teachers when they cannot attend school (e. g. because of severe health problems/ diseases, severe mental disorder and health state or physical conditions etc). The school is allowed to organise such education according to legal act approved by the Minister of Education and Science but if there is a statement of medical doctor. There is a possibility to learn via distance learning as well.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

From 2018 The Education Management Information System (EMIS) collects data on the accessibility of general education schools for the disabled. Using the Internet link <http://svis.emokykla.lt/mokyklu-prappalymo-neigalëms-anketos-duomenys/>, it is possible to see the situation of the country and each municipality regarding the adaptation of educational institutions for the disabled in various aspects. The Ministry of Education, Science and Sports has no data on the adaptation of higher education institutions for people with disabilities, but notes that school founders invest too little in adapting to the environment and have too narrow understanding of environmental adaptation, for example, for the disabled.

Currently, only 10% of general education schools are fully adapted for students with physical disabilities (wheelchair users). About 60 percent of schools are partially adapted to accept such children. Only 3 percent of schools are fully adapted for the visually impaired.

In January 2020, the President of the Association of Lithuanian Municipalities, the Minister of Health, the Minister of Education, Science and Sport, and the President of the Lithuanian Disability Organizations Forum signed a memorandum "On Access to Education and Health Care Institutions". The memorandum will ensure that by 2020 and in each subsequent year, all Lithuanian municipalities, together with the Ministries of Education, Science and Sport and Health, would undertake to adapt at least one general education school and one health care institution to people with disabilities. Full adaptation would include: access to the facility, the indoor environment, including catering, hygiene facilities, dignified provision of necessary services, communication and staff awareness, assistance in responding to the individual needs of a person with a disability.

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
The Law on Construction	Pursuing the requirement of Article 8 of the Law on Construction of the Republic of Lithuania "System of Normative Construction Technical Documents" and the Technical Requirements Regulation STR 2.03.01: 2001 "Buildings and Territories" approved by the Minister of Environment of the Republic of Lithuania. Requirements for the Needs of People with Disabilities " sports, education and science facilities, the construction of which uses state budget funds, must comply with all the requirements of legal acts regarding the accessibility of the sports facility for the disabled.
Memorandum "On Access to Education and Health Care Institutions".	In January 2020, the President of the Association of Lithuanian Municipalities, the Minister of Health, the Minister of Education, Science and Sport, and the President of the Lithuanian Disability Organizations Forum signed a memorandum "On Access to Education and Health Care Institutions". The memorandum will ensure that by 2020 and in each subsequent year, all

	Lithuanian municipalities, together with the Ministries of Education, Science and Sport and Health, would undertake to adapt at least one general education school and one health care institution to people with disabilities. Full adaptation would include: access to the facility, the indoor environment, including catering, hygiene facilities, dignified provision of necessary services, communication and staff awareness, assistance in responding to the individual needs of a person with a disability.
...	

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

No information available

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

-Learning support when required seems to be well structured and mainly available, but the schools should be given much more guidance and practical support for development and/or improvement of an inclusive learning environment.

Network of schools should be improved, material and human resources more concentrated and awareness of school founders and local communities should become much higher.



Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No information available

7.2 Does legislation/policy support parental involvement in schools?

Yes

If yes, please give a description.

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), social parents, 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 will come 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.

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No information available

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No information available

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

Yes

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

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

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

No information available

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

Opportunities:

One of the National Education Strategy 2013-2022 objective is:

'To develop an education culture that is driven by data analysis and self-evaluation and that ensures effective interaction among institutions of self-governance, social partners, and the management of educational institutions. The Strategy aims at strengthening the power of educational institutions to make decisions'.

According to teachers there is a lot of challenges in this field. Collaboration between schools and parents even today is still a hot issue in Lithuania.