**LITHUANIA**

**EDUCATION IN LITHUANIA. ENROLMENT OF SEN CHILDREN**

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| Early education: |  |
| early childhood and care | Pre-school education shall be provided to a child from his birth until the commencement of provision of pre-primary education (0-6 years old). Pre-school education is considered to be part of non-formal education.  Pre-primary preparatory education is compulsory since 1 September 2016. The provision of pre-primary education to a child shall start on the calendar year when a child reaches the age of 6. |
| Primary: enrolment age | From 6/7 to 10/11 years.  Education of a child according to the primary education curriculum shall start that calendar year when he turns 7. |
| Compulsory subjects  In primary stage | Moral education (religion or ethics), languages (mother tongue and first foreign language), mathematics, perception of the world, arts (drawing, music, dance, and theatre), and physical education. |
| Secondary school 1st grade | Basic (lower secondary) education is compulsory. It lasts for 6 years (ages 10/11 to 16/17).  The program consists of the following subjects: moral education (religion or ethics), languages (mother tongue, first and second foreign languages), mathematics, natural sciences, social education (history, geography, civil education, economics and enterprise, psychology), arts (drawing, music, dance, theatre, and modern arts), information technologies, technologies, physical education. |
| Secondary school 2nd grade | Secondary education is made available to everybody who has successfully completed basic (lower secondary) education. It lasts for 2 years (ages 17/18 to 18/19).  The core of the secondary program consists of the following subjects: moral education (religion or ethics), languages (mother tongue and foreign languages), mathematics, social education (history, geography, or an integrated social sciences course), natural sciences (biology, physics, chemistry, or an integrated natural sciences course), arts (drawing, music, dance, theatre, or modern arts), information technologies, technologies, and physical education. The choice of subjects for each pupil is based on individuality and differentiation. |
| Home Tuition | Children who are unable to attend a general education school due to an illness or a pathological condition shall be provided the opportunity to study at an inpatient personal healthcare institution, to study at home, to study independently and to pass examinations. The procedure for organising teaching of learners at inpatient personal healthcare institutions and at home shall be laid down by the Minister of Education and Science, after consultation with the Minister of Health. |
| Educational support guidance | Educational assistance includes vocational guidance, informational, psychological, socio-pedagogical, special pedagogical and special assistance of education, healthcare at school, consultation, in-service training of teachers and other assistance (Art. 6.4).\* The assistance is provided by specialists to learners, their parents (guardians, curators), teachers and education providers, the aim of which is to increase effectiveness of education. |
| Higher/adult. Universities | 4 years for a Bachelor degree; 1.5-2 years for a Master degree; Specialized professional studies 1-1.5 years; Residency studies 2-6 years. |
| Special education: SEN/LDs | Education of learners with special educational needs shall be organised in accordance with the procedure laid down by the Minister of Education and Science. Law on Education, **Article 14. Education of learners with special educational needs.\***  Groups of learners with special educational needs shall be determined and their special educational needs shall be divided into minor, moderate, major and severe according to the procedure laid down by the Minister of Education and Science, the Minister of Health, the Minister of Social Security and Labour.  National Centre for Special Needs Education and Psychology is the responsible institution under the Lithuanian Ministry of Education and Science for developing the system of special pedagogical and psychological support in Lithuania. |
| 1. Enrolment of SEN students | Upon the request of the parents (guardians, curators) of a learner with special needs, conditions shall be created for him to study at a pre-school education and general education school located closer to his home or at any state, municipal (regional) school designated for learners with special educational needs. The pedagogical-psychological service shall recommend a school for the child.  A municipality in the territory of which learners with special educational needs reside shall take care of the accessibility of such learners to education. Accessibility of education shall be ensured by adapting the school's environment, by providing psychological, special-pedagogical, special and social-pedagogical assistance, by supplying with technical aids at schools and special teaching aids, also in other ways prescribed in laws.  Education of learners with special educational needs shall be implemented by all schools that provide compulsory and universally available education, other education providers and, in certain cases, by schools (classes) designated for education of learners with special educational needs.  Even out classes are designed for learners with learning and socialization difficulties that have discontinued learning under the system of consecutive studies, etc. Such classes are offered by basic and secondary schools or gymnasiums. |
| How? Who decides? Who prepares diagnosis? | 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.  The type of education selected depends on the learner’s special educational needs (SEN) – slight, moderate, severe and very significant. Following the law these are estimated by the school special education boards (SEB) or by specialists of the pedagogical psychological service (PPS). The categorization focuses not only on development disorders, but also on the special educational needs determined by them. The form of education must be relevant and effective in meeting the educational needs of the child. |
| 2. Special classes? Common classes | 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. |
| 3. Special schools? | Education of learners with special educational needs shall be implemented by all schools that provide compulsory and universally available education, other education providers and, in certain cases, by schools (classes) designated for education of learners with special educational needs (special education institutions for children with special needs; in speech therapy specialised kindergartens; day care centres; day care social groups). |
| Specific support measures:  from integration to inclusion | ***Total integration into general education schools*** (individuals with special needs attend general education institution and they are provided with minimum special assistance or are not provided any assistance at all);  ***Partial integration into general education schools*** (individuals with special needs attend are provided with combined education in special education and general education institutions);  ***Education at a special school*** (provided to individuals with severe and very significant disabilities, also to anyone who has experienced difficulty learning);  ***Home education*** is intended only in exceptional cases where there are health or socialization disorders, that would prevent the student from studying at a school. The request for education at home is submitted by the health care institution to which the student is enrolled.  The tendency to educate SEN students in mainstream schools with other peers is related to integration, inclusive education. |
| Compulsory subjects: I.C.T. technology, English? | The same curriculum as in mainstream school. In order to meet the needs of a pupil, the programmes have to be changed, adapted or new special educational programmes created. |
| Primary: Max pupils in classroom | The maximum number of pupils without disabilities/disorders per class is 24 in primary education (grades 1-4).  A pupil with congenital or acquired disorders who has severe and very significant special education needs and who studies in general education class is compared to two pupils from this class. Accordingly, the biggest fixed number of pupils in the class can be reduced.  For specialized schools, number of pupils in classroom is different according to different types of disorders and types of special educations needs – slight, moderate, severe and very significant. |
| Secondary Education | The maximum number of learners without disabilities/disorders per class in senior (5-12) grades is 30 learners.  A pupil with congenital or acquired disorders who has severe and very significant special education needs and who studies in general education class is compared to two pupils from this class. Accordingly, the biggest fixed number of pupils in the class can be reduced.  For specialized schools, number of pupils in classroom is different according to different types of disorders and types of special educations needs – slight, moderate, severe and very significant. |
| Lessons timetables | Grades 1 to 5 – 1st September to 31st May  Grades 6-12 – 1st September to 10th June |
| 1. How many school days per year? | Grades 1-5 – 32 weeks  Grades 6-1 – 34 weeks |
| 2. How many lesson- hours per week? | 23 lessons at primary education (with the lessons lasting 35 minutes in the first year of primary school),  26 lessons lasting 45 minutes in the first year of lower secondary school (form 5),  28 lessons in form 6,  29 lesson in form 7,  30-31 in forms 8 and 9,  31-32 lessons in form 10 |
| 3. What time do lessons start?End? | Most usually lessons start at 8.00 or 8.30 and ends accordingly to the number of lessons. |
| 4. How many breaks? | After each lesson there is a break of 10 min. A physically active day break between classes, with duration of at least 25 min., is recommended. |
| Teaching methods and materials | The curriculum is determined at national level.  Teachers are free to use the teaching methods and textbooks of their choice from a list approved by the Ministry of Education and Science. |
| External Assessment Agency | Institutions authorised by the Minister of Education and Science and municipal executive bodies shall organise testing of learning according to general education curricula (Matura examinations, other examinations, credits and other ways of testing learning achievements) in compliance with learning achievements testing programmes approved by the Minister of Education and Science and descriptions of the procedure for organising and implementing the testing of learning achievements, studies of learners’ achievements. |
| Students assessments skills acquired | Learning achievements shall be evaluated by a learner himself, a teacher, an education provider, the institution exercising the rights and duties of the owner of the school (a state school – a budgetary institution), the municipal executive body or a person authorised by it (a municipal school – a budgetary institution), the institution exercising the rights and duties of the owner (the meeting of the participants) (a state and a municipal school – a public establishment), the owner (the meeting of the participants) (other schools), the Ministry of Education and Science and an institution authorised by it.  **Primary school (grades 1-4):** assessment may take any form, depending on the teacher, such as notes, reviews, and descriptions. However, no grades are given at this stage.  **In grades 5–12**, learning achievements are assessed on the 10-point scale. A 1 to 10 marking system is used with 10 as the highest mark and 4 as the lowest passing mark. |
| Students' evaluation: competency goals levels | After successful completion of the **primary education** programme, pupils are awarded Primary Education Certificate.  **At lower basic education stage,** assessment is criterion-referenced. Pupils who satisfactory complete basic (lower secondary) education after basic educational achievements testing are awarded Basic Education Certificate.  **After pupils complete secondary education curriculum,** they have to take leaving examinations (Matura examinations), which are of two types: state-level and school-level. School-level examinations are held and assessed at school, while state-level examinations are held and assessed at National Examination Centres. |
| SpLD specific learning difficulties students' evaluat. | Evaluation of learning achievements of learners with special educational needs shall be appropriately adapted in accordance with the procedure laid down by the Minister of Education and Science\*. |

\* REPUBLIC OF LITHUANIA

LAW ON EDUCATION

25 June 1991 No I-1489

Vilnius

(As last amended on 22 December 2015 - No XII-2213))

[https://www.ism.lt/en/system/files/law\_on\_**education**.pdf](https://www.ism.lt/en/system/files/law_on_education.pdf)