NATIONAL AGENCY FOR SCHOOL EVALUATION
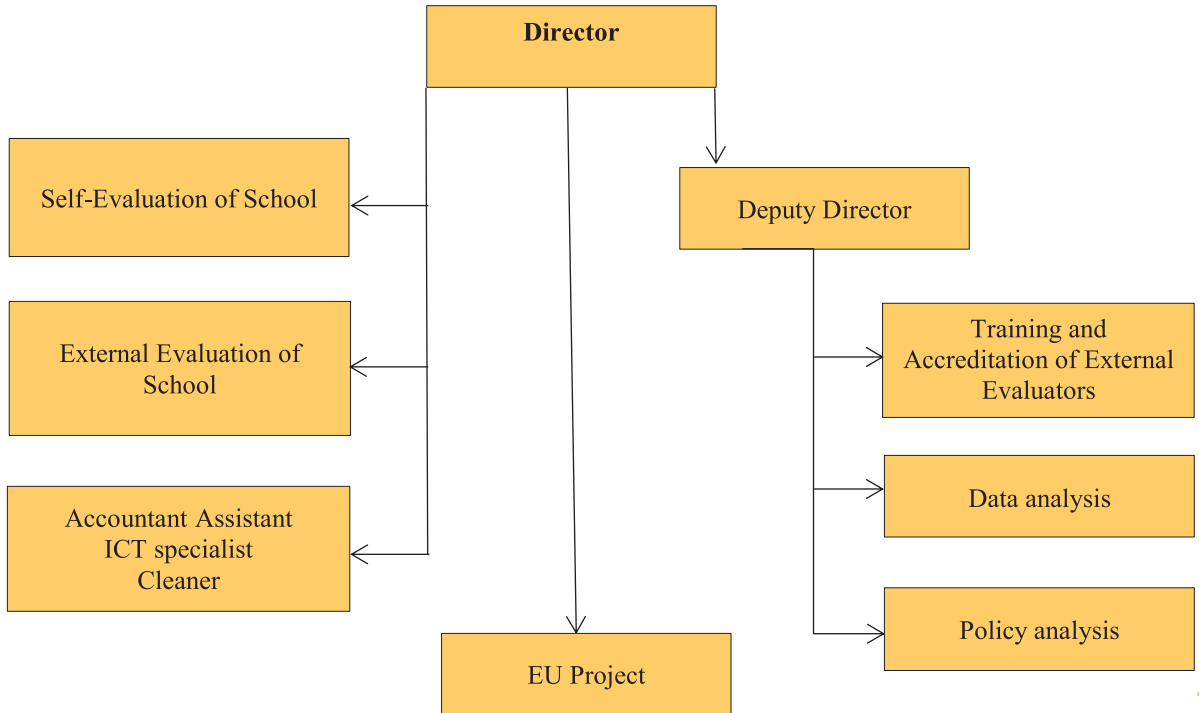
OF THE REPUBLIC OF LITHUANIA

Basic Information and Data

STRUCTURE OF NATIONAL AGENCY FOR SCHOOL EVALUATION

Director

Deputy Director

Self-Evaluation of School

External Evaluation of School

Accountant Assistant
ICT specialist
Cleaner

EU Project

Training and Accreditation of External Evaluators

Data analysis

Policy analysis

MISSION OF THE NATIONAL AGENCY FOR SCHOOL EVALUATION (NMVA)

To assist the Ministry of Education and Science in ensuring the quality of education by developing educational establishments through self-evaluation and evaluation, and enabling school leaders and founders to improve the quality of solutions by using the available data.

GOALS OF THE INSTITUTION

➢ To perform **quality evaluation** of the performance of general education schools.
➢ To provide schools and school founders with **methodological assistance** and **recommendations** for improving the quality of school performance.
➢ To perform education monitoring: analysis, evaluation, forecast.
➢ To develop **recommendations for education managers.**
➢ To **organize** and implement activities involved in the selection of school principals and **qualification improvement.**
➢ To **coordinate** the **Eurydice** information network.

EXTERNAL EVALUATORS

Now we have 260 external evaluators who are non-staff people

- ➤ ¼ – teachers
- ➤ 1/2 – headmasters and deputy headmasters
- ➤ 1/4 – specialists of local/municipal and regional educational departments

How to become an external evaluator?

There are three steps to becoming an external evaluator:

1. **Selection** (an open competition), training, and accreditation. Implicit and explicit criteria are needed to select external evaluators. Implicit criteria: university background and 3 years of experience in education and/or management. Explicit criteria: knowledge of education legislation, competence to analyse, classify, review information and draw conclusions, communication and teamwork skills, and ability to make objective decisions.
2. Selected evaluators **participate in the training programme** which consists of 80 lecture-hours (4 seminars) and 45 hours of practice in two schools.
3. After the training programme is completed evaluators are **accredited.** There are three categories of external evaluators: an evaluator, a mentor of candidates for external evaluation, a team leader of external evaluators. Each category is subject to a three-year term.

Regarding the continuous professional development of external evaluators most attention is paid to personal and professional development. During the three-year term every external evaluator is required to take part in the following: 90 hours of training courses, and the external evaluation process in 6 schools.

What are the good points of this model?
- ➤ It helps to avoid routine at work
- ➤ Teachers trust teachers-evaluators more than officials

EXTERNAL EVALUATION AND SELF-EVALUATION – DUAL SYSTEM

SCHOOL PERFORMANCE QUALITY SELF-EVALUATION	EXTERNAL EVALUATION OF SCHOOL PERFORMANCE QUALITY
The same **67**-indicator system is used for self-evaluation and evaluation for **5 areas of school performance:** School Culture, Education and Learning, Achievements, Support for Students, School Strategic Management	
Self-evaluation and external evaluation mean the formative assessment of processes ongoing in schools, which provides information regarding the adjustment of school performance and improvement of its results.	
The goal of self-evaluation is to forecast the prospects for school improvement. **The school council** selects the areas of activities for self-evaluation, the methodology for its performance, evaluation methods, forms and tools, and analyses the self-evaluation results as well as making decisions regarding the improvement of its performance.	**The goal** is to promote the improvement of schools for the better quality of (self-) development and better achievements of students. **External evaluation** of the school performance quality is based on a self-evaluation conducted by the school.
Self-evaluation is carried out in the following stages: Stage 1 – preparation for self-evaluation; Stage 2 – extensive self-evaluation; Stage 3 – in-depth analysis of a selected problem and self-evaluation; Stage 4 – a report on conducted evaluation procedures and notification of the conclusions; Stage 5 – the use of results in planning further performance improvement.	Schools are evaluated at least once in **7 years.** In Lithuania only an overall external evaluation is employed (all 5 areas are evaluated). The evaluation schedule is developed and published with a **35-day advance notice.** The main focus is on observation of a lesson and analysis of processes ongoing in the school (i.e. 75 % of collected information). After the observed lesson a teacher is told at least 3 strengths of the lesson and at least 2 areas for improvement. **Five evaluation levels** are used.

|	
The school community, when participating in the self-evaluation process, acquires unique experience subject to life-long learning and knowledge creation through activities as well as understanding that the self-evaluation process is directly related to the improvement of school performance. The self-evaluation experience acquired by the school should not be transposed in order to improve performance of another organisation. Self-evaluation helps create a school as a continuously learning organisation. Every year **NMVA** requests schools to optionally provide reports on the use of self-evaluation results for performance improvement. **Some 80 per cent of general education schools provide self-evaluation results and present their progress in terms of improving their performance.** The Agency analyses such data and presents them in their annual report. **Schools mostly focus on the improvement of performance indicators of Area 2 "Education and Learning".** The most relevant points to be improved after self-evaluation are as follows: *students' motivation to learn, students' learning to learn, parent education and teaching and learning differentiation.* The latter point (*differentiation)* is usually referred to as the area for improvement by external evaluators as well.	The report is submitted to the school within 36 days. It contains the school context, all 5 areas and conclusions – at least **10 strengths** and at least **5 areas for improvement** in terms of school performance. **Only a part of the report is published** – the strengths and the areas for improvement in terms of school performance are pointed out; however, the school may publish the entire report at its own discretion. The school may decide **to distribute the conclusions** of external evaluation to parents and students. After the evaluation is conducted the school and its founder **become responsible for respective performance improvement**. In the case where at least one topic (area) of the school performance receives an evaluation of "1" or level "N", it is requested to notify the Agency of the progress the school has made with time. **Re-evaluation in schools** is organised: **- in one year**, if in at least one area of performance the evaluation of "1" or level "N" is given; **- in three years**, if an evaluation of levels 2 and 1 is given in the areas of "Education and Learning", "Achievements" and "School Strategic Management", but the school progress is insignificant or not recorded at all; The Agency alongside the Ministry of Education and Science **monitor the school's progress** after an external evaluation is conducted, if at least one indicator out of the following – "Values, Behaviour Standards, Principles", "Personal Development Expectations", "Teaching Quality", "Learning Quality", "Progress", "Learning Achievements", and "Personnel Management" – is evaluated at level 1. NMVA prepares **annual reports,** which present the situation regarding the performance quality of the schools in question and analyses the target area in more detail (for instance, school strategy, quality of students' self-development).
The efficiency of self-evaluation may be assessed according to the **progress the school has made in terms of performance improvement**.	Success is measured according **to the extent it helped the school improve the services provided to students**.

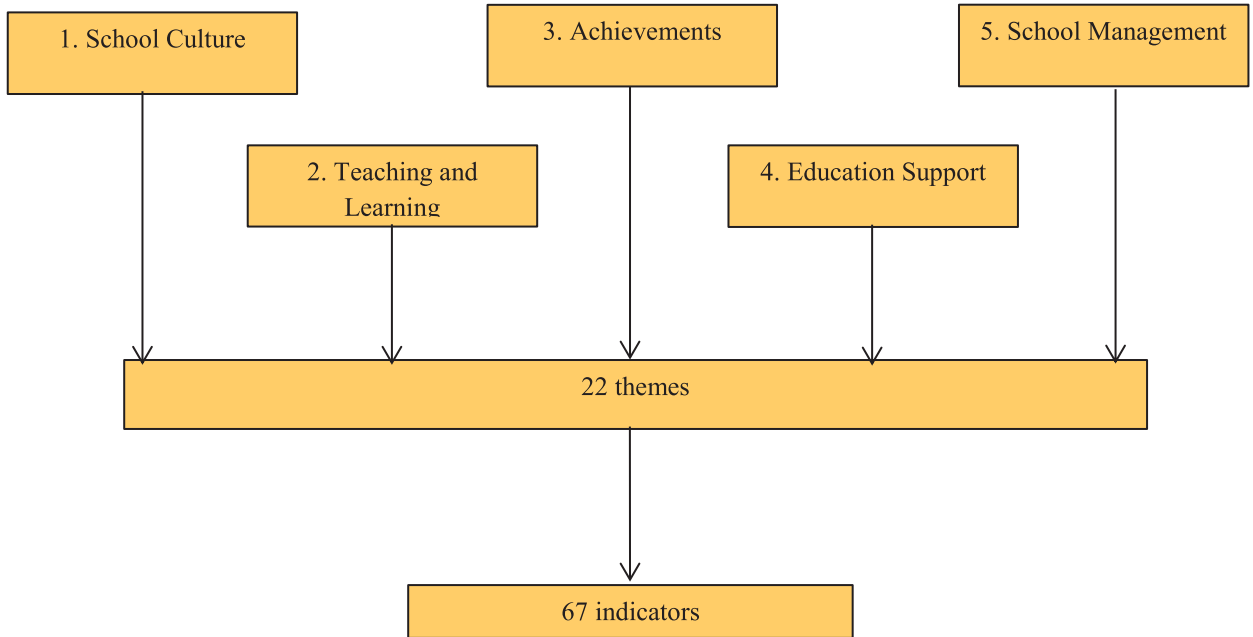# SELF-EVALUATION AND EXTERNAL EVALUATION RATIO
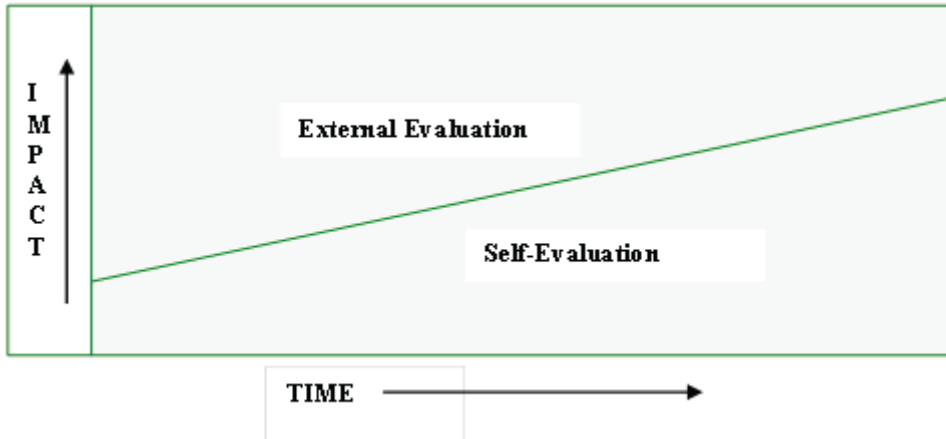
EVALUATION EVOLUTION
(according to Egon G. Guba, Yvonna S. Lincoln)

- ➢ MEASUREMENT – measurement of various features by standardized tests.
- ➢ DESCRIPTION – attention is paid not only to things the tested students know, but also to the way they are taught.
- ➢ DECISION, OPINION – the opinion is issued based on stringent standards and responsibility to be objective is assumed.
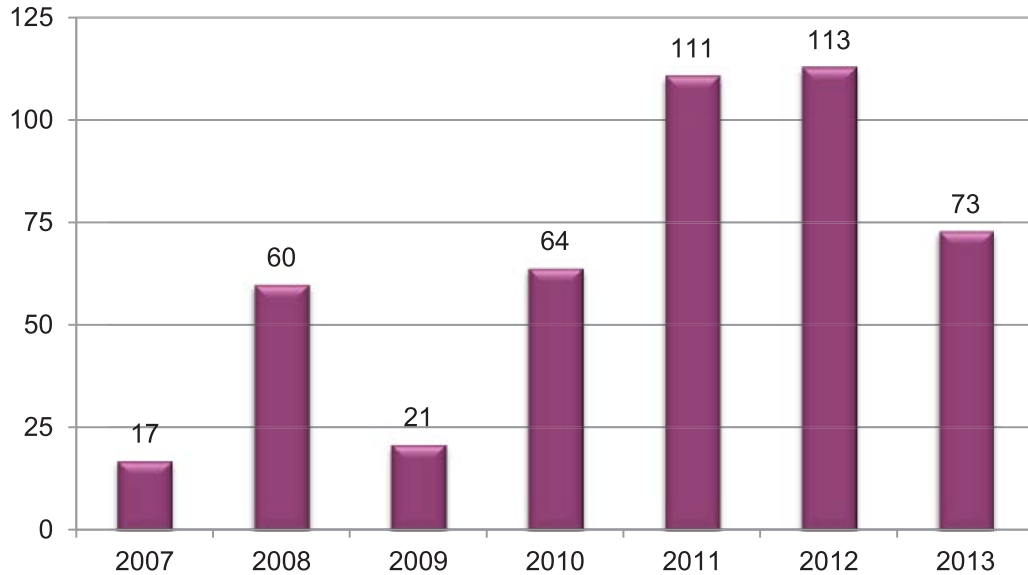- ➢ **CONSTRUCTIVELY RESPONSIVE EVALUATION**

FRAMEWORK OF GENERAL SCHOOL EVALUATION METHODOLOGY (2009)

1. School Culture

3. Achievements

5. School Management

2. Teaching and Learning
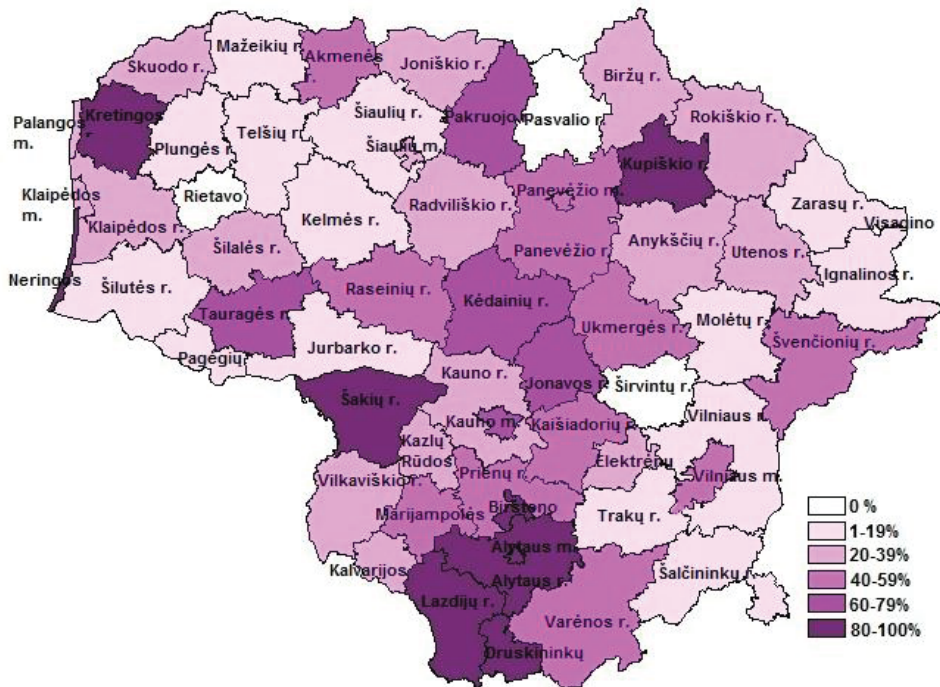
4. Education Support

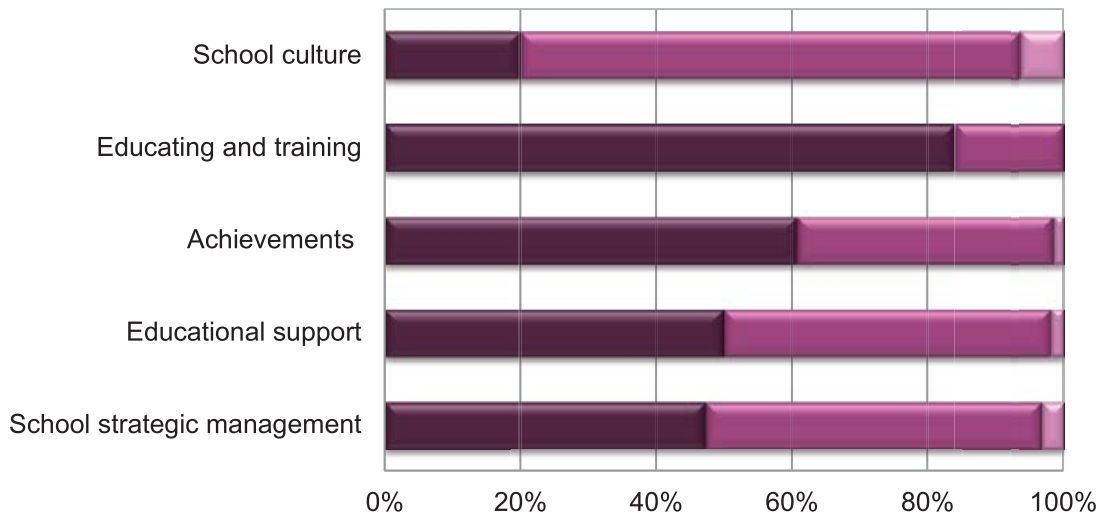22 themes

67 indicators

EXTERNAL EVALUATION STATISTICS

NUMBER OF SCHOOLS EVALUATED FROM 2007 TO 2013

# TOTAL EVALUATED MUNICIPALITY SCHOOLS FROM 2007 TO 2013 (PERCENTAGE)

EVALUATIONS OF SCHOOL PERFORMANCE QUALITY AREAS FROM 2011 TO 2013 (N=297)

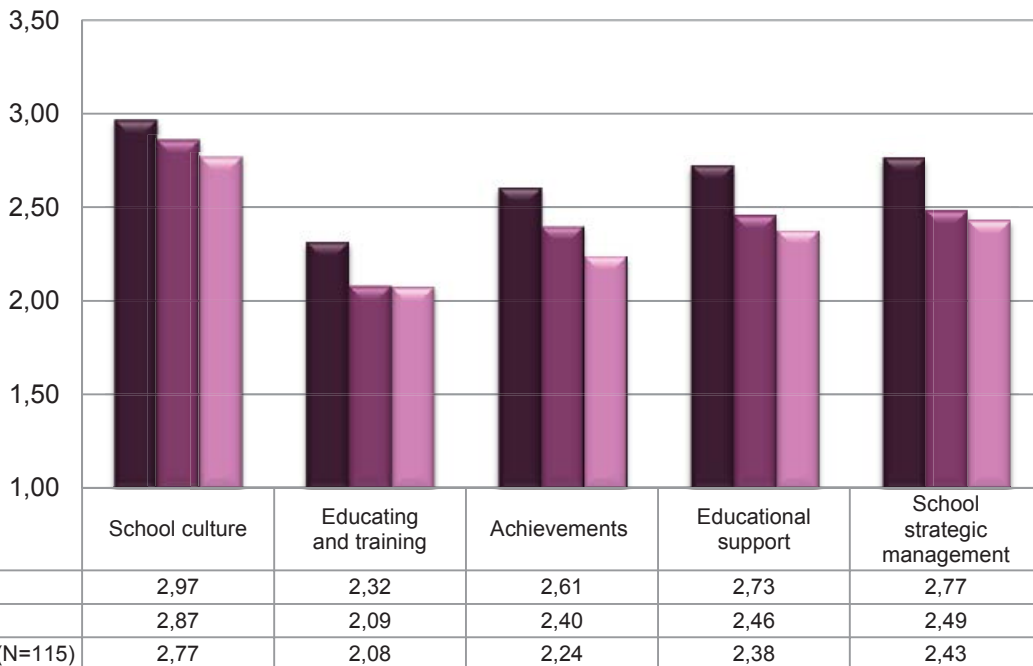|	School strategic management	Educational support	Achievements	Educating and training	School culture
Level 2	140	148	180	249	59
Level 3	147	143	112	48	219
Level 4	10	6	5	0	19

CHANGE IN EVALUATIONS OF SCHOOL PERFORMANCE AREAS FROM 2011 TO 2013
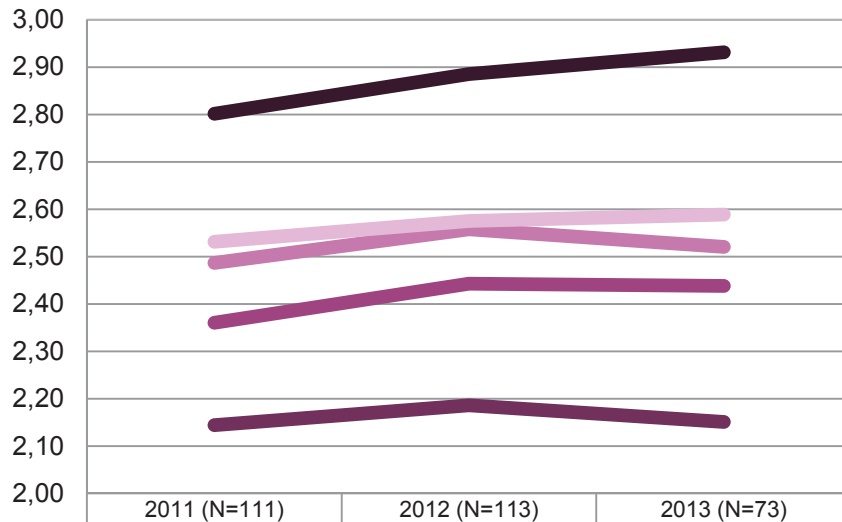
	2011 (N=111)	2012 (N=113)	2013 (N=73)
School culture	2,80	2,88	2,93
Educating and training	2,14	2,19	2,15
Achievements	2,36	2,44	2,44
Educational support	2,49	2,56	2,52
School strategic management	2,53	2,58	2,59

DISTRIBUTION OF PERFORMANCE AREA EVALUATIONS BY SCHOOL LOCATION FROM 2011 TO 2013

	School culture	Educating and training	Achievements	Educational support	School strategic management
City (N=100)	2,97	2,32	2,61	2,73	2,77
Town (N=82)	2,87	2,09	2,40	2,46	2,49
Countryside (N=115)	2,77	2,08	2,24	2,38	2,43

DISTRIBUTION OF PERFORMANCE AREA EVALUATIONS BY SCHOOL TYPE FROM 2011 TO 2013
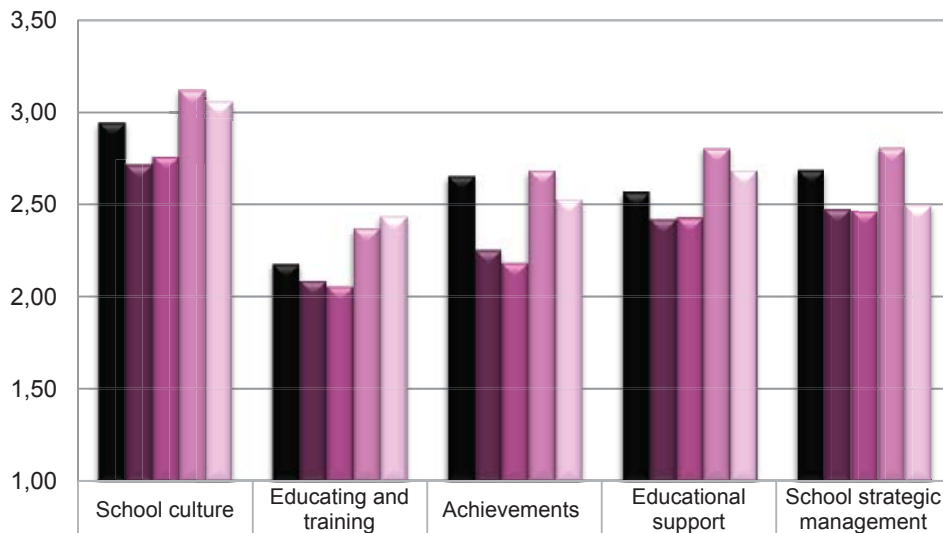
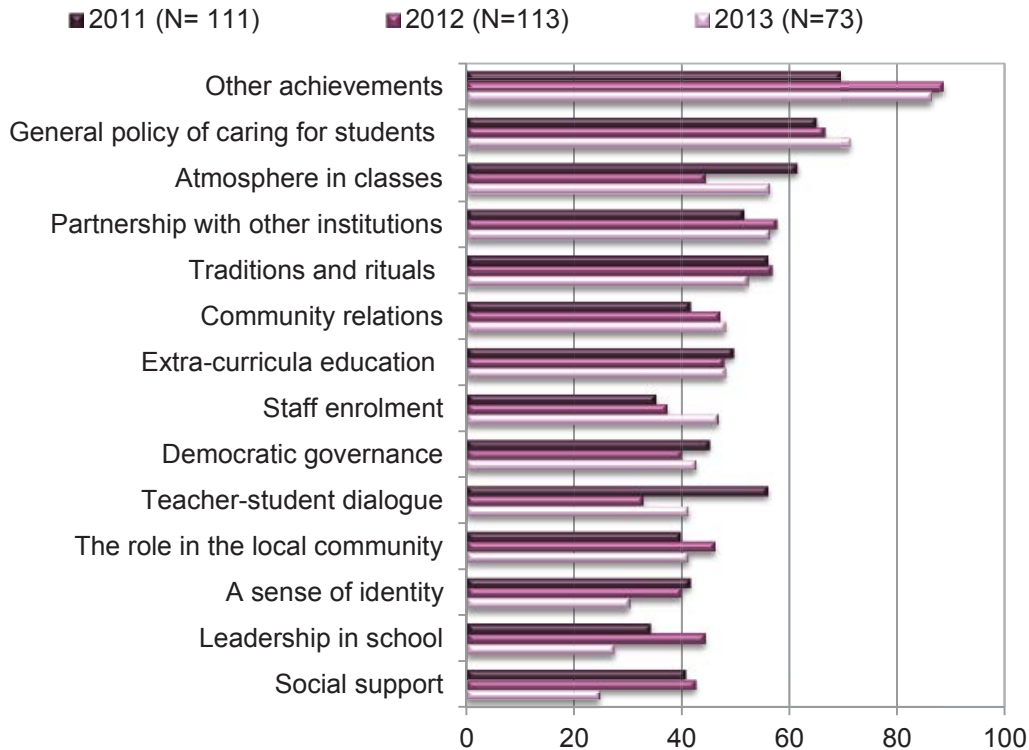|	School culture	Educating and training	Achievements	Educational support	School strategic management
Gymnasium (N=93)	2,95	2,18	2,66	2,57	2,69
Secondary school (N=54)	2,72	2,09	2,26	2,43	2,48
Lower secondary school (N=102)	2,76	2,06	2,19	2,43	2,47
Progymnasium (N=16)	3,13	2,38	2,69	2,81	2,81
Primary School (N=32)	3,06	2,44	2,53	2,69	2,50

DISTRIBUTION OF PERFORMANCE AREA EVALUATIONS BY THE NUMBER OF STUDENTS PROVIDED WITH FREE SCHOOL MEALS (PERCENTAGE) FROM 2011 TO 2013
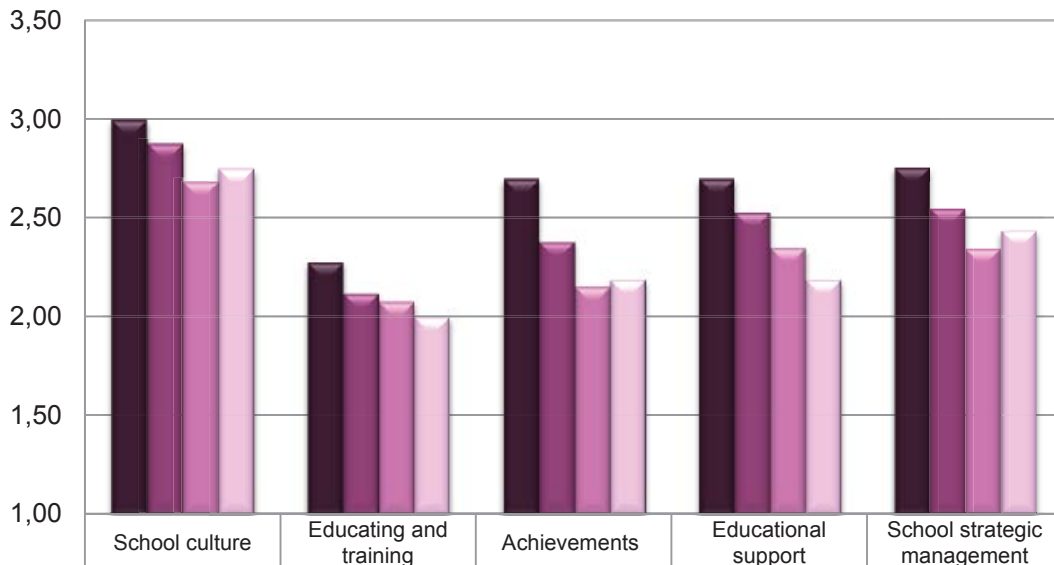
	School culture	Educating and training	Achievements	Educational support	School strategic management
≤24% (N=83)	3,00	2,28	2,70	2,70	2,76
25–49% (N=100)	2,88	2,12	2,38	2,53	2,55
50–74% (N=66)	2,68	2,08	2,15	2,35	2,35
≥75% (N=16)	2,75	2,00	2,19	2,19	2,44

THREE-YEAR COMPARISON OF PERFORMANCE STRENGTHS (PERCENTAGE)

■ 2011 (N= 111)   ■ 2012 (N=113)   ■ 2013 (N=73)

Other achievements
General policy of caring for students
Atmosphere in classes
Partnership with other institutions
Traditions and rituals
Community relations
Extra-curricula education
Staff enrolment
Democratic governance
Teacher-student dialogue
The role in the local community
A sense of identity
Leadership in school
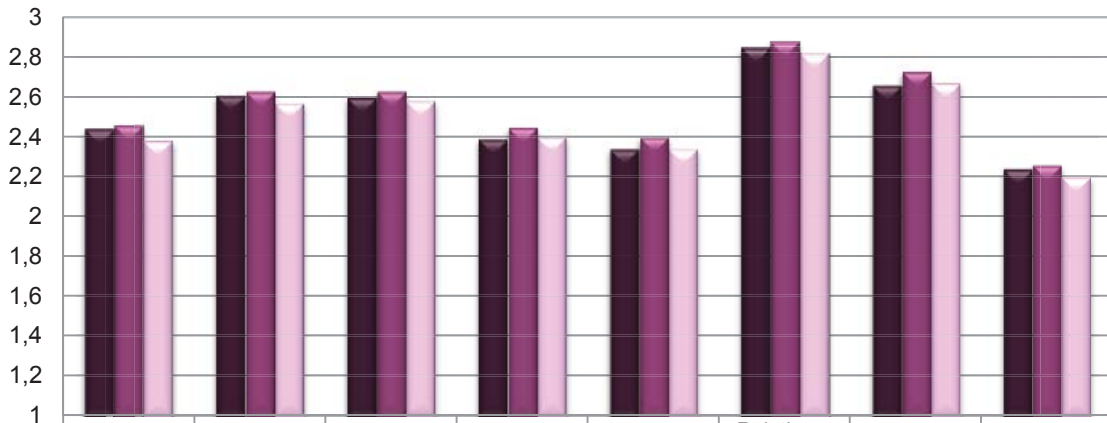Social support

0   20   40   60   80   100

THREE-YEAR COMPARISON OF AREAS FOR IMPROVEMENT (-5)

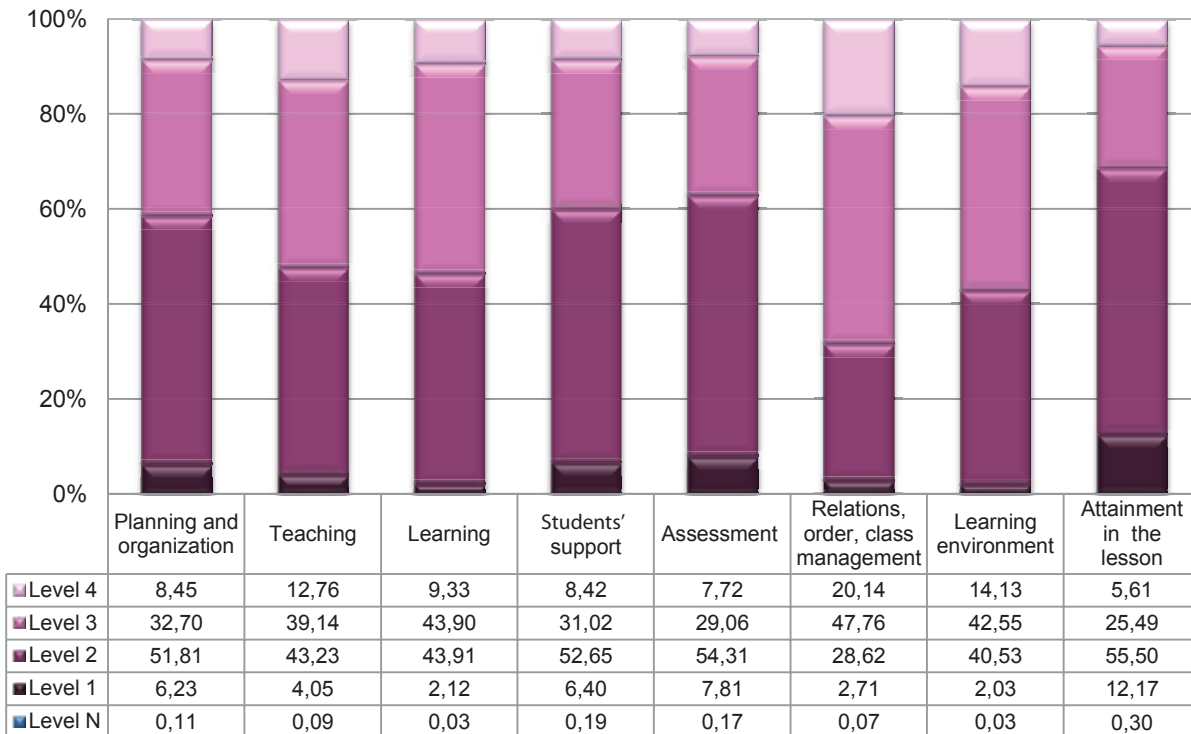■2011 (N= 111)   ■2012 (N=113)   ■2013 (N=73)
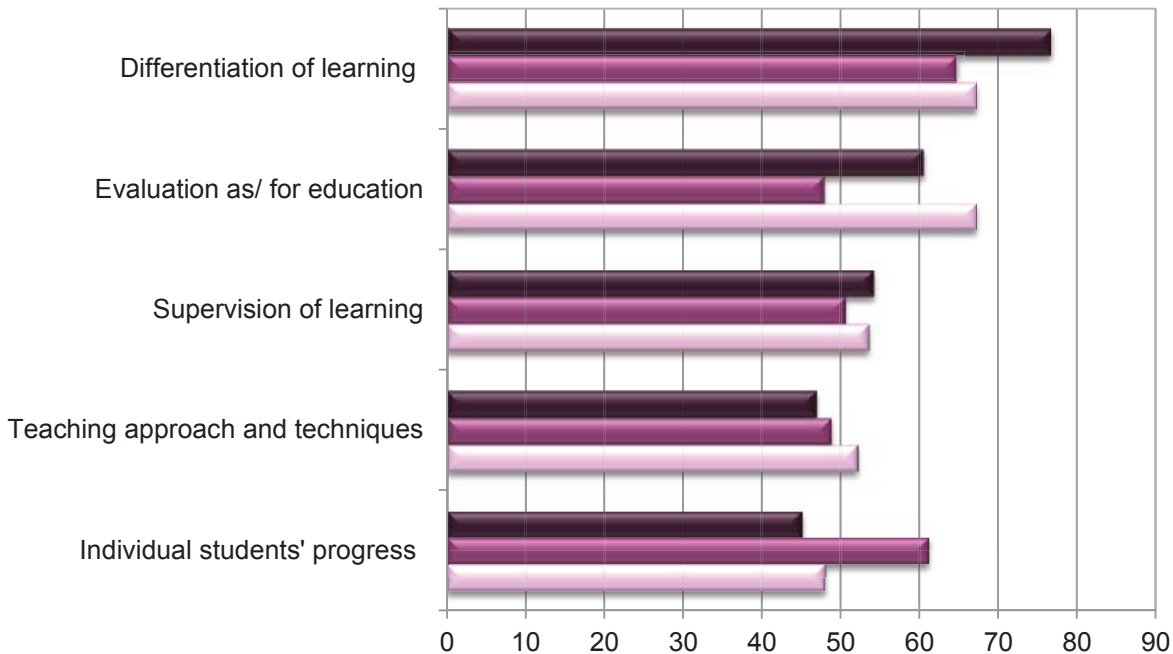
THREE-YEAR AVERAGE OF LESSON COMPONENT EVALUATION

	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
2011 (N=10152)	2,44	2,61	2,6	2,39	2,34	2,85	2,66	2,24
2012 (N=10269)	2,46	2,63	2,63	2,45	2,4	2,88	2,73	2,26
2013 (N=6480)	2,38	2,57	2,58	2,4	2,34	2,82	2,67	2,2

LESSONS (PERCENTAGE) BY EVALUATION OF LESSON COMPONENTS FROM 2011 TO 2013
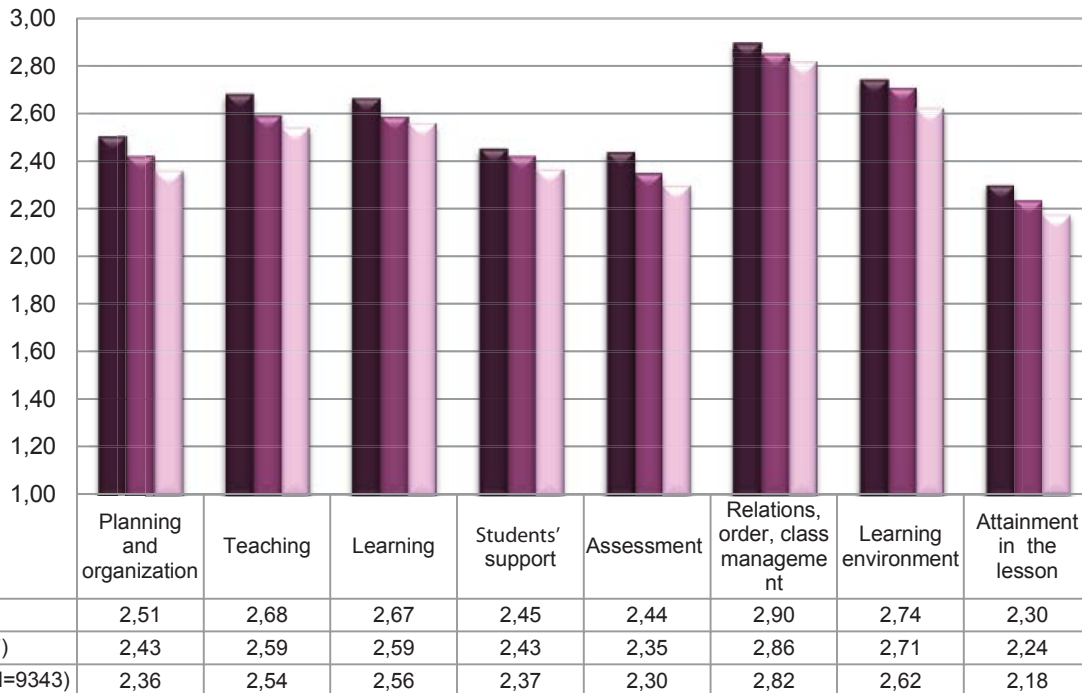

	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
Level 4	8,45	12,76	9,33	8,42	7,72	20,14	14,13	5,61
Level 3	32,70	39,14	43,90	31,02	29,06	47,76	42,55	25,49
Level 2	51,81	43,23	43,91	52,65	54,31	28,62	40,53	55,50
Level 1	6,23	4,05	2,12	6,40	7,81	2,71	2,03	12,17
Level N	0,11	0,09	0,03	0,19	0,17	0,07	0,03	0,30

LESSON COMPONENT EVALUATION AVERAGE BY SCHOOL LOCATION FROM 2011 TO 2013

	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
City (N=9911)	2,51	2,68	2,67	2,45	2,44	2,90	2,74	2,30
Town (N=7647)	2,43	2,59	2,59	2,43	2,35	2,86	2,71	2,24
Countryside (N=9343)	2,36	2,54	2,56	2,37	2,30	2,82	2,62	2,18

LESSON COMPONENT EVALUATION AVERAGE BY SCHOOL TYPE FROM 2011 TO 2013
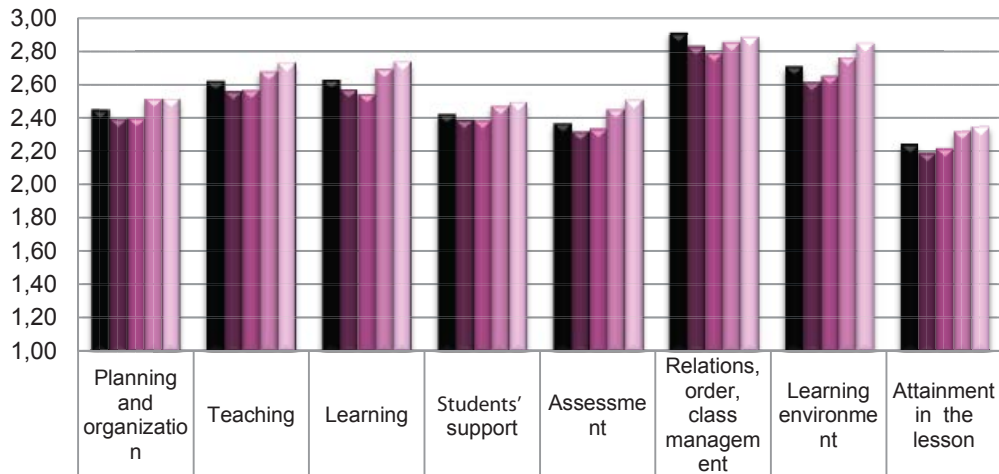
	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
Gymnasium (N=10426)	2,45	2,63	2,64	2,43	2,37	2,91	2,72	2,25
Secondary school (N=4905)	2,40	2,56	2,58	2,39	2,32	2,84	2,62	2,20
Lower secondary school (N=8449)	2,40	2,57	2,55	2,39	2,34	2,80	2,66	2,22
Pre-gymnasium (N=1652)	2,52	2,69	2,70	2,48	2,46	2,86	2,77	2,33
Primary school (N=1469)	2,52	2,74	2,74	2,50	2,51	2,89	2,86	2,35

LESSON COMPONENT EVALUATION AVERAGE BY THE NUMBER OF STUDENTS PROVIDED WITH FREE SCHOOL MEALS (PERCENTAGE) FROM 2011 TO 2013
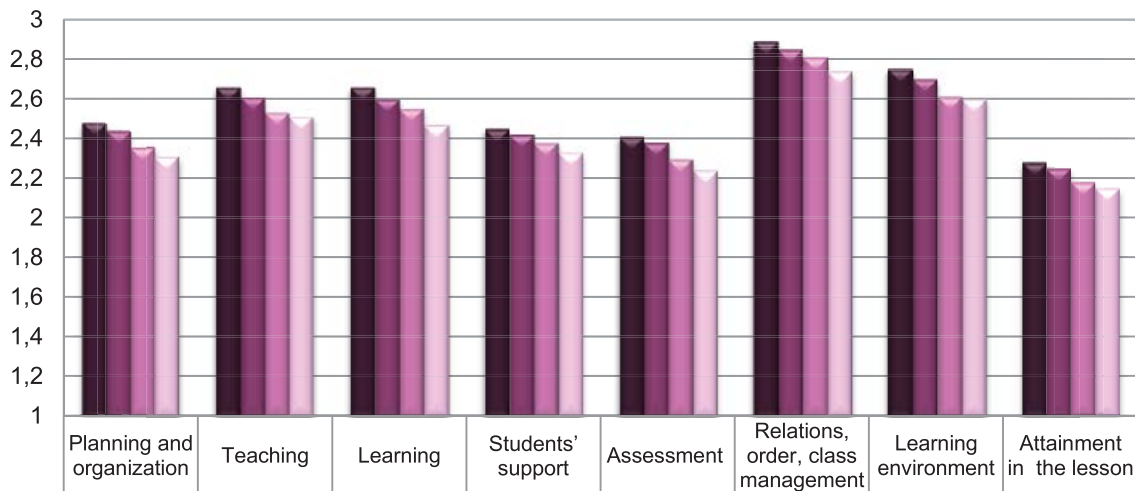
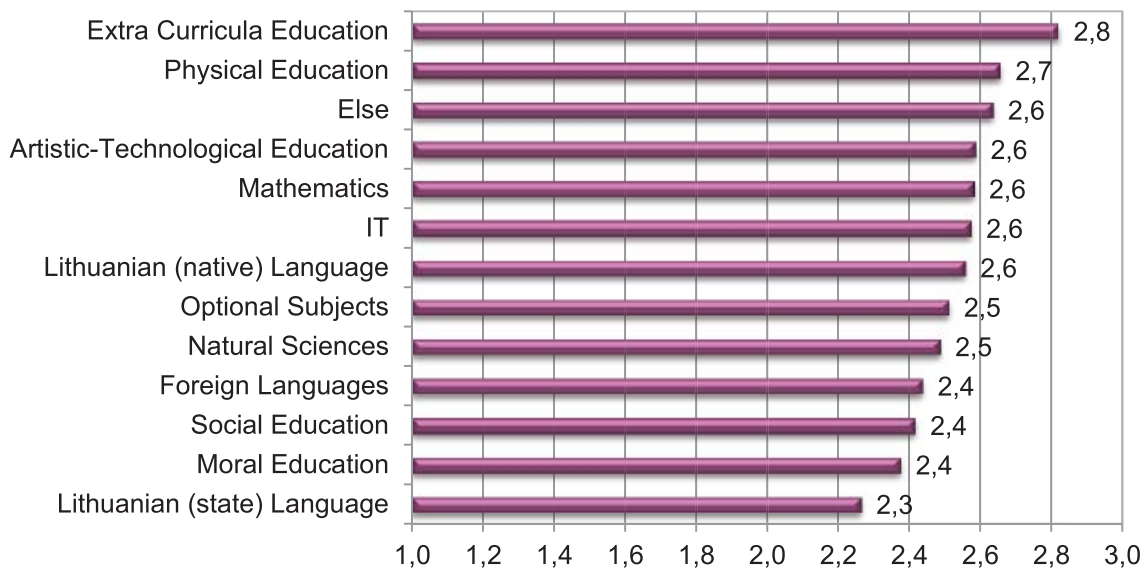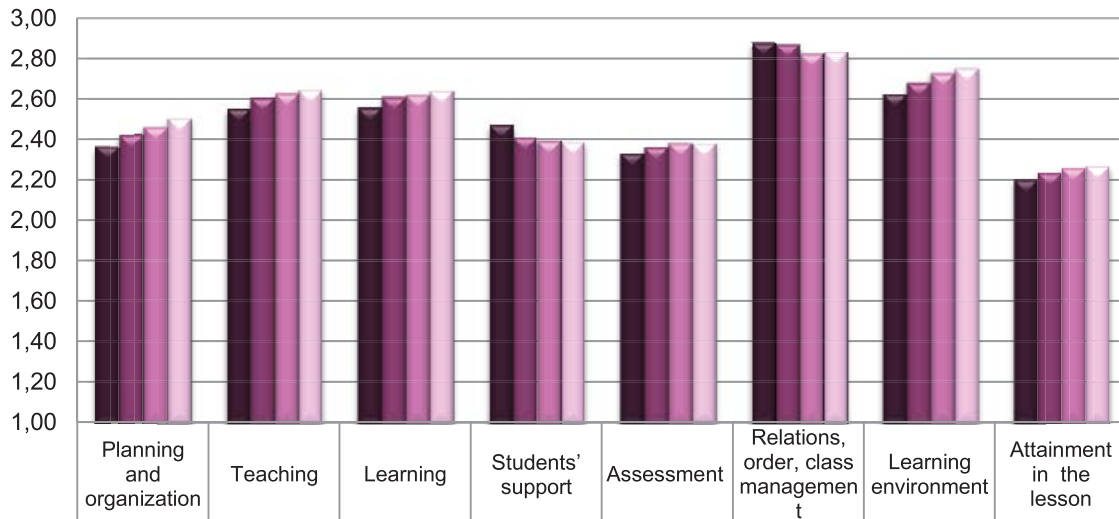|	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
≤24% (N=8420)	2,48	2,66	2,66	2,45	2,41	2,89	2,75	2,28
25–49% (N=9473)	2,44	2,61	2,6	2,42	2,38	2,85	2,7	2,25
50–74% (N=4724)	2,36	2,53	2,55	2,38	2,3	2,81	2,61	2,18
≥75% (N=838)	2,31	2,51	2,47	2,33	2,24	2,74	2,6	2,15

LESSON COMPONENT EVALUATION AVERAGE BY GRADES FROM 2011 TO 2013
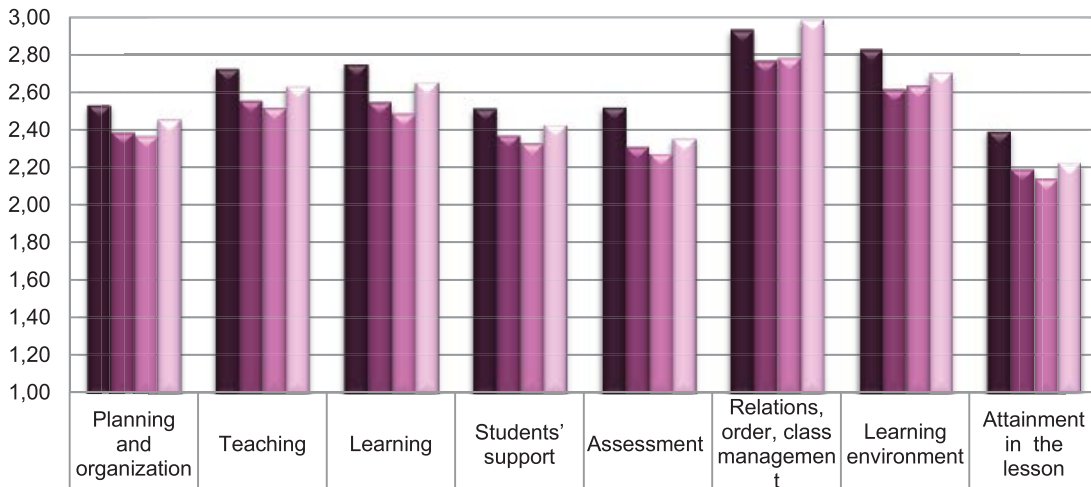
	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
■ 1-4 gr. (N=6071)	2,53	2,73	2,75	2,52	2,52	2,94	2,83	2,40
■ 5-8 gr. (N=9479)	2,39	2,56	2,55	2,37	2,31	2,77	2,62	2,20
■ 9-10 gr. (N=6015)	2,37	2,52	2,49	2,33	2,28	2,79	2,64	2,14
■ 11-12 gr. (N=4637)	2,46	2,64	2,65	2,43	2,36	2,99	2,71	2,23

EVALUATION AVERAGE OF DIFFERENT DISCIPLINES FROM 2011 TO 2013

Discipline	Average
Extra Curricula Education	2,8
Physical Education	2,7
Else	2,6
Artistic-Technological Education	2,6
Mathematics	2,6
IT	2,6
Lithuanian (native) Language	2,6
Optional Subjects	2,5
Natural Sciences	2,5
Foreign Languages	2,4
Social Education	2,4
Moral Education	2,4
Lithuanian (state) Language	2,3

LESSON COMPONENT EVALUATION AVERAGE BY THE NUMBER OF STUDENTS IN ONE GRADE FROM 2011 TO 2013

	Planning and organization	Teaching	Learning	Students' support	Assessment	Relations, order, class management	Learning environment	Attainment in the lesson
■ ≤ 8 (N=4697)	2,37	2,55	2,56	2,47	2,33	2,88	2,63	2,20
■ 9-16 (N=11601)	2,43	2,61	2,61	2,41	2,36	2,87	2,68	2,24
■ 17-24 (N=8011)	2,46	2,63	2,62	2,40	2,39	2,83	2,73	2,26
■ ≥ 25 (N=2378)	2,51	2,65	2,64	2,39	2,38	2,84	2,75	2,27

EDUCATION SUCCESS – STUDENTS' ACADEMIC, PERSONAL AND SOCIAL PROGRESS AND ACHIEVEMENTS

Having performed the quantitative and qualitative analysis of external evaluations of schools the following has been determined:

3.2. Achievements =

Students' academic achievements, other achievements, success of further learning)

5.4. Personnel Management × 0,266 +

(Proper qualification of teachers; Dissemination of personnel's experience inside/outside of school; Respect for personnel; Promoted personnel cooperation; Assistance to new employees; Effective team work; Self-evaluation of promoted personnel; Proper working conditions)

3.1. Progress × 0,243 +

(Benchmarking of achievements; Parents are involved in monitoring students' achievement; Students are involved in monitoring achievement and discussions; Encouragement for progress; Achievement analysis is used to improve performance; Progress evaluation is agreed upon; School monitors progress made by each student)

1.1.1. Values × 0,213 +

(Values (standards) are agreed upon; Most students or almost all of them are aware of the behaviour acceptable at school; Values are publicised; Values are reflected in school vision and philosophy; Most students successfully self-develop values)

2.4. Learning Quality × 0,086 +

(Students have the tools necessary for lessons; Good attendance; Students are active during lessons; Students feel responsible for their learning; Students perform teacher's assignments; Students ask, clarify, are not afraid to make mistakes; Students are able to find sources, information, choose a suitable way to perform a task; Students are able to work in teams and groups)

## 1.2.1. Personal Development Expectations × 0,066 +

(Clubs (informal education); School events (self-expression); Competitions, olympiads, projects; Teachers' positive attitude, they believe in students' success; Focus on self-development and self-expression; Educational excursions; Surveys of students' needs; Parent involvement; Personal progress is emphasised)

2.3. Teaching Quality × 0,031 + 0,297

(Proper variety of approaches used during lessons; Individual work, group work and class work are coordinated; Topics of the lesson are related to students' experience, interests and environment; Clear criteria for task performance; Integrated (non-conventional) lessons; Students' self-evaluation is encouraged; Effective monitoring of learning; Homework is related to the topic of the lesson for knowledge consolidation)

SELF-EVALUATION RESULTS

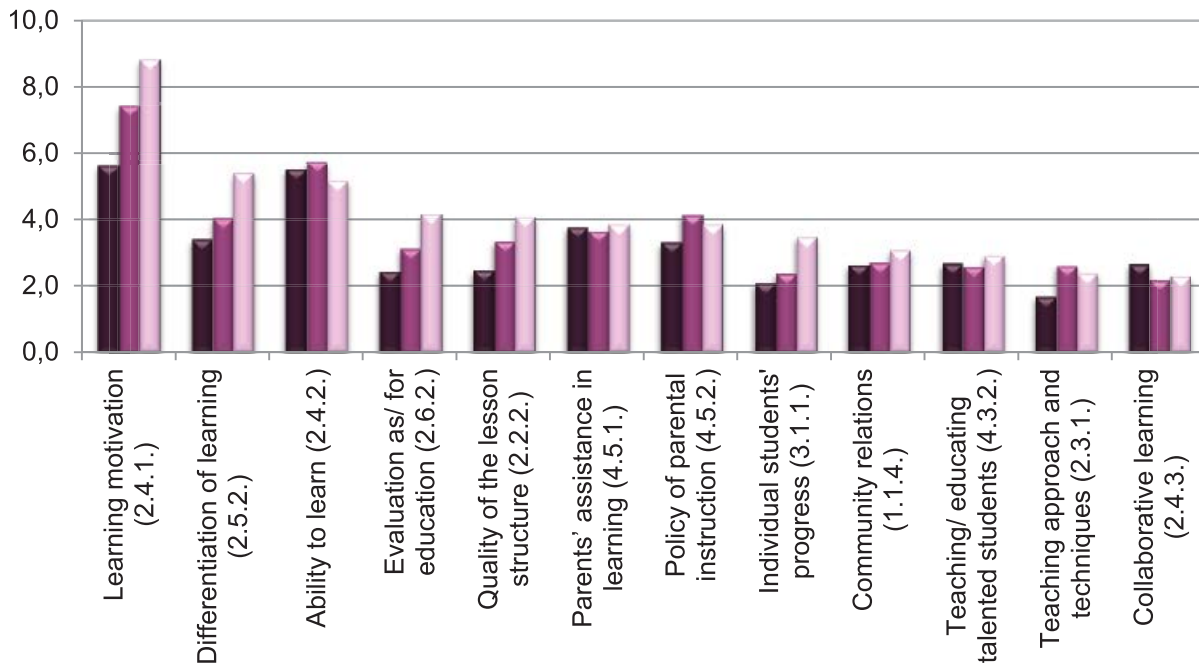## SCHOOLS PROVIDING DATA ON SELF-EVALUATION RESULTS (PERCENTAGE)
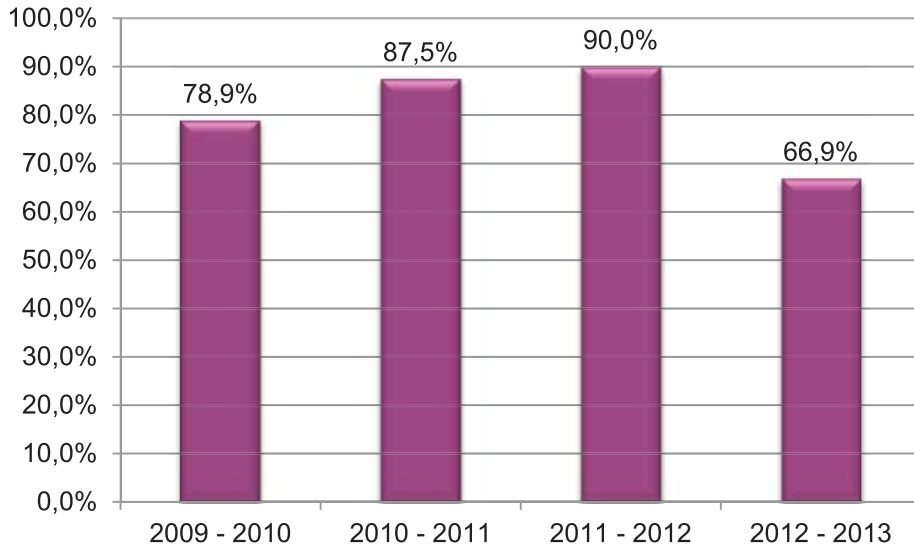
SCHOOLS PROVIDING DATA ON SELF-EVALUATION RESULTS IN MUNICIPALITIES (PERCENTAGE) IN 2013
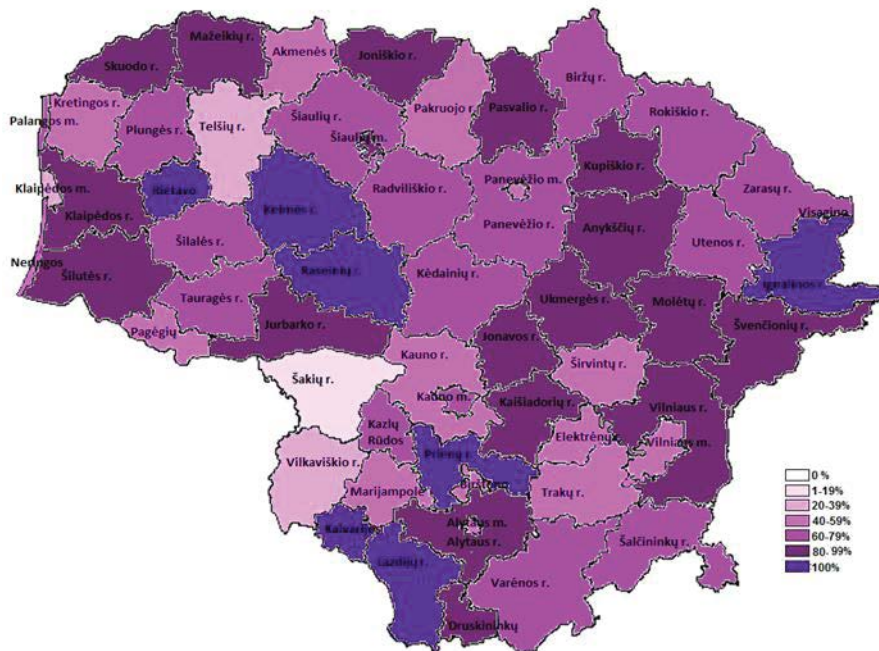
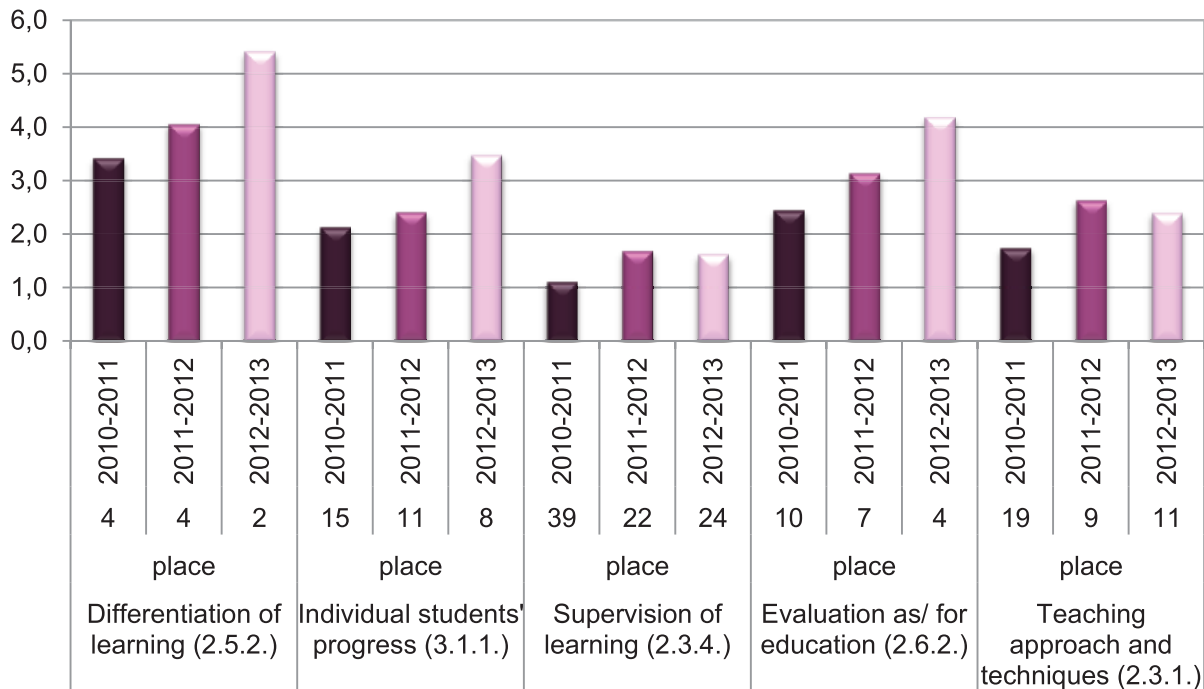# CHANGE IN MOST FREQUENTLY SELECTED INDICATORS FOR IMPROVEMENT IN THREE SCHOOL YEARS

■ 2010-2011　■ 2011-2012　□ 2012-2013

Self-evaluation (N=808)	External Evaluation (N=73)
2.4.1. Learning motivation	**2.5.2. Differentiation of learning**
2.5.2. Differentiation of learning	3.1.1. Individual students' progress
2.4.2. Ability to learn	2.3.4. Supervision of learning
2.6.2. Evaluation as/for education	**2.6.2. Evaluation as/for educations**
2.2.2. Quality of the lesson structure	2.3.1. Teaching approach and techniques

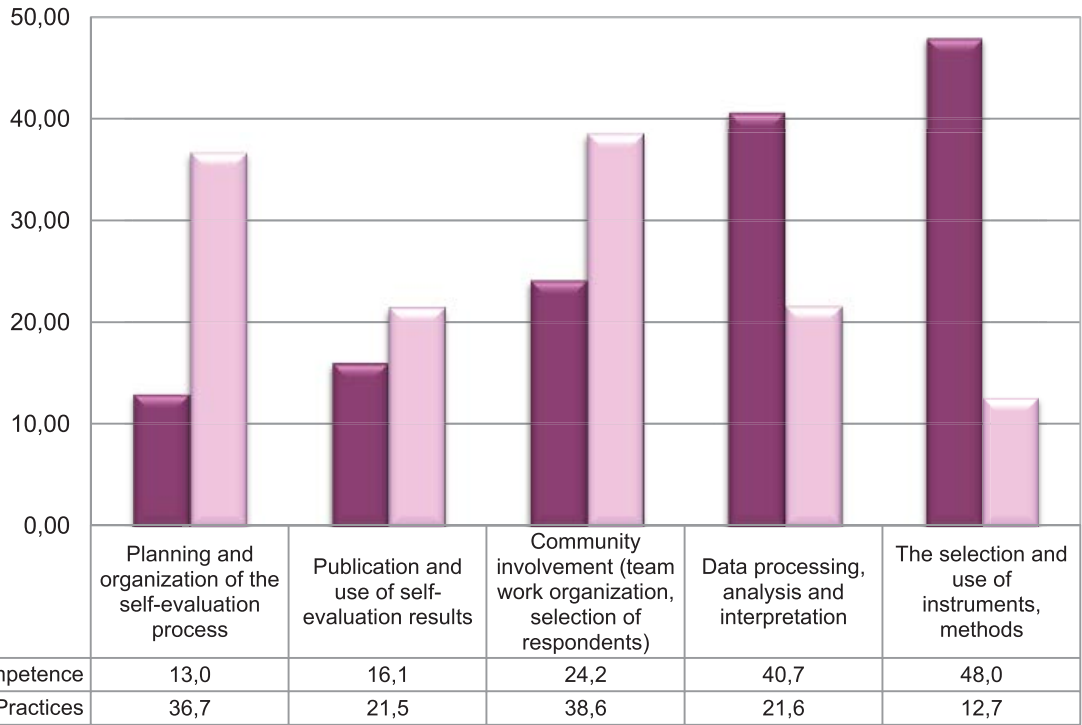# CHANGE IN SELECTION OF INDICATORS FOR IMPROVEMENT (-5) IN THREE SCHOOL YEARS

	Differentiation of learning (2.5.2.)			Individual students' progress (3.1.1.)			Supervision of learning (2.3.4.)			Evaluation as/ for education (2.6.2.)			Teaching approach and techniques (2.3.1.)		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
place	4	4	2	15	11	8	39	22	24	10	7	4	19	9	11

SCHOOLS WHICH INDICATED THE IMPROVEMENTS AND THE RELATED CHANGES (PERCENTAGE) FROM 2011 TO 2013

Activities 99,3
Changes 21,0

0,0 10,0 20,0 30,0 40,0 50,0 60,0 70,0 80,0 90,0 100,0
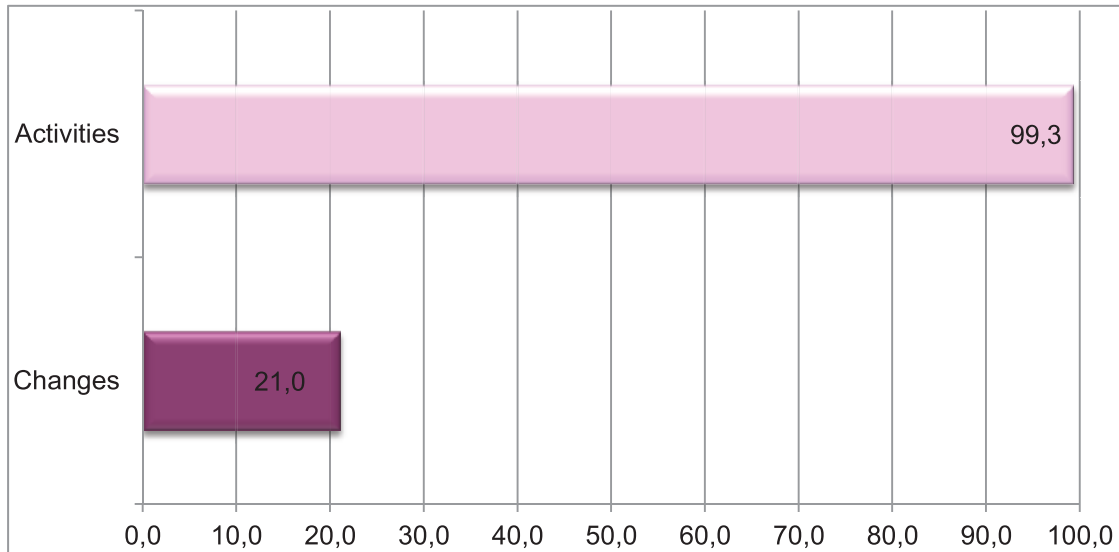
COMPETENCE OF SCHOOL COMMUNITY DURING SELF-EVALUATION

	Planning and organization of the self-evaluation process	Publication and use of self-evaluation results	Community involvement (team work organization, selection of respondents)	Data processing, analysis and interpretation	The selection and use of instruments, methods
Lack of Competence	13,0	16,1	24,2	40,7	48,0
Can Share Practices	36,7	21,5	38,6	21,6	12,7

EU SF project
"Enhancement of Quality Management in General Education Schools (model development)"

Quality system for selection, evaluation and qualification improvement of school principals and school management and implementation thereof

- National Competence Assessment Framework
- Training programmes for aspiring principals of general education schools
- Practical performance assessment framework for school principals and deputy principals
- Qualification improvement programme for school principals and deputy principals
- Mentoring programme for school principals and its testing
- Database of heads of educational establishments

Support system for promotion of quality management in schools

- Development of web-based self-evaluation tools
- Qualification improvement of evaluation consultants
- Updating indicators
- Publications summarizing good practice of educational consulting
- Training of school improvement partners and operational model testing
- Staff training of municipal education divisions and education assisstance agencies

Development of promotion system for high-quality schools

- Assessment model for high-quality schools
- Establishment of high-quality school nomination and dissemination of their good experience

IQES ONLINE – DIRECT WEB-BASED SYSTEM FOR SELF-EVALUATION IN PERFORMANCE AND LESSON IMPROVEMENT

QUALITY SYSTEM FOR SELECTION, EVALUATION AND QUALIFICATION IMPROVEMENT OF SCHOOL PRINCIPALS AND SCHOOL MANAGEMENT AND IMPLEMENTATION THEREOF

Taking into account the recommendations of Lithuanian and foreign experts, the **list of competences** relevant for efficient management of educational establishments has been developed during the project. This list has become the basis for the model of the entire system of educational establishment management. It is used when selecting aspiring heads of educational establishments; **the competence evaluation methodology** for selection of aspiring heads of educational establishments has been developed and tested, the **guidelines** for its further improvement have been developed as well. Based on the same competences **the practical performance evaluation model** regarding heads of educational establishments is under development. The developed and implemented **qualification improvement and mentorship programmes** for aspiring heads of educational establishments and acting heads are also based on such competences. During the project the **database** of heads of educational establishments has been developed which will enable the more successful formation and execution of the head reserve policy.

COMPETENCES FOR MANAGING AN EDUCATIONAL ESTABLISHMENT

- Evaluation of competences of aspiring heads of educational establishments
  - Evaluation of practical activities of heads of educational establishments
- Training of aspiring heads of educational establishments
  - Advance courses for heads of educational establishments
- Mentorship of heads of educational establishments
- Database of heads of educational establishments

What EURYDICE does?

The Eurydice Network aims to facilitate European cooperation in the field of education. Its main mission is to provide those responsible for education policies at European, national and local level with analyses and information which will assist them in their decision making.

Eurydice collects information on national laws, regulations and policies as well as relevant statistics. Results from research and major international surveys complete the analysis when appropriate. This makes it possible to identify common patterns and trends and provides a basis for reflection on effective strategies in education. Eurydice supports work in the context of the Europe 2020 strategy and contributes to the reporting on the Bologna Process in higher education

Who we are?

Eurydice consists of:

- EUROPEAN UNIT which coordinates the Network and produces its publications. The Unit is based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.
- **40 NATIONAL UNITS BASED IN ALL 36 COUNTRIES** participating in the Erasmus + programme. These gather national information and contribute to analysis. **In 2009 the Lithuanian Eurydice Unit was moved to the National Agency for School Evaluation.**

EURYDICE publications

- EURYPEDIA, THE EUROPEAN ENCYCLOPEDIA ON NATIONAL EDUCATION SYSTEMS: readily comparable and up-to-date descriptions of the organisation of 38 European systems;
- COMPARATIVE STUDIES on issues on the agenda of European cooperation in education;
- A SERIES OF KEY DATA offering indicators on various key topics such as the use of new technology at school or learning languages; and
- FACTS AND FIGURES on the structure and the main features of education systems such as school and academic calendars, taught time in compulsory education, teacher and school heads salaries.

GOOD SCHOOL PERFORMANCE ASPECTS AND THEIR RELATIONS

A good school is the school seeking the meaning, discoveries and success in learning based on community agreements and learning
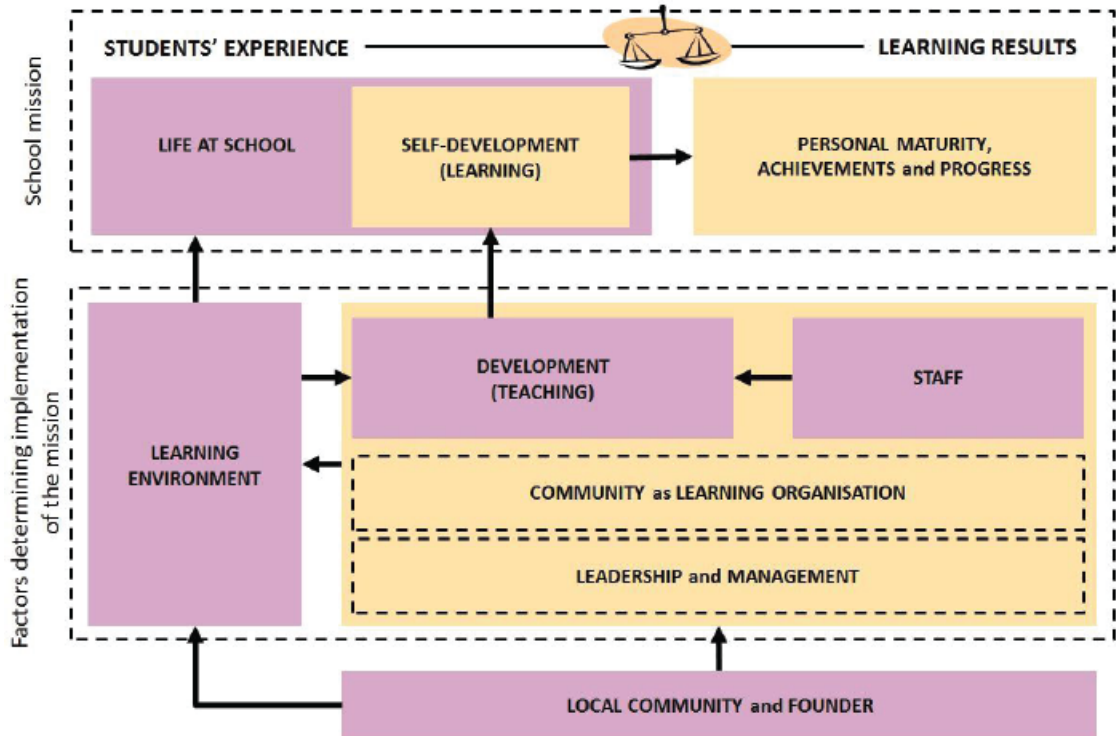
Annual reports of the National Agency for School Evaluation:

Performance quality of general education schools. Annual report of the National Agency for School Evaluation
Performance quality of general education schools. Annual report of the National Agency for School Evaluation
Performance quality of general education schools. Annual report of the National Agency for School Evaluation
Overview of performance quality of general education schools evaluated in 2007 through 2008

http://www.nmva.smm.lt/nmva/leidiniai/nmva-leidiniai/

Overview of education:

Education in Lithuania. Facts Only
Implementation of the National Strategy for Education 2003–2012
Insights for education development in Lithuania. Material for discussions

http://www.smm.lt/web/lt/teisesaktai/tyrimai-ir-analizes/svietimo-ir-mokslo-bukles-apzvalgos

Analyses of education challenges:

2013
Early leavers: situation in Lithuania
Can our fifteen-year olds read? Glance at the results of OECD PISA 2009 survey
Mental health of youth and suicides
Mathematical reasoning of Lithuanian students (based on TIMSS research)

Lithuanian education in the context of European education goals
Importance, challenges and opportunities of Lithuanian education – education for Lithuania
Competence of learning to learn: concepts and development
Development of students' thinking abilities
School evaluations for the improvement of their performance: EU trends and models (August, 2013)
Lessons of the independent state education development: 1988–2012
From education profile programmes to modern individualisation
Civil education implementation policy: goals, measures, and results
Education funding: how much, to whom and how
Quality in education
Education of national minorities in Lithuania
Technological education: situation, opportunities, and prospects

2012
Recipes of a good lesson
Quality in pre-school education
Challenges for schools: towards inclusion
What is a *good school*?
What we are aiming at with the development of the national qualifications framework
How will Lithuania benefit from sector-specific practical training centres?
The Lithuanian language lesson in a lower secondary school (eighth grade)
Teaching/Learning environment in the 21st century
Informal education issues
Distant learning: expansion of learning opportunities
Reform of vocational training schools: goal, opportunities, benefit
Distinctive schools: non-conventional, alternative or just different?

Adult education: relevant issues and trends
Parental involvement in students' education
National Education Strategy 2003–2012: goals, challenges, directions for improvement

2011
Pre-school education funding. Will the pre-school education basket meet expectations?
Pre-school education: what research data say about its impact on a child's development?
How school principals are selected, educated and evaluated in foreign countries (September, 2011)
How does education differ in rural and urban schools?
Lithuanian population and students: statistical portrait
School information system as a school management tool
School autonomy: experience of the EU Member States
Possibilities to increase the school autonomy and limits
Education decentralisation and municipal functions
Education policy for national minorities: where does it take us?

http://www.smm.lt/web/lt/teisine-inforamcija/tyrimai-analizes/leidiniai-svietimo-problemos-analize

Methodologies, recommendations:

Recommendations for the internal audit of a general education school
Concept of research tools used in the school's self-evaluation process
School self-evaluation tools and recommendations for their use
Success indicators for the implementation of plans. Recommendations for education planning 2
Steps towards effective planning. Recommendations for education planning

http://www.nmva.smm.lt/nmva/leidiniai/nmva-leidiniai/

Filmed examples of good practice:

Find Your Success (examples of eight schools illustrating the impact of management solutions on the improvement of school performance)
Road to Success (a road map for improving the performance of one school)
School success stories
Success story: application of active learning approaches (history lesson)
Success story: development of values characteristic of a mature personality (informal educational activities)
Success story: monitoring of learning (art lesson)
Success story: creative education (music lesson)
Success story: individualisation of students' activities (IT lesson)
Success story: students' evaluation (Lithuanian language lesson)
Success story: learning to learn (geography lesson)
Success story: cooperative learning (English language lesson)
Success story: teaching and learning interaction (physics lesson)
Success story: differentiation of learning activities (mathematics at the primary stage)
Success story: dialogue between a teacher and a student (technology lesson)
Success story: lesson planning (religion education/ethics)
Success story: formation of practical skills (biology lesson)
Success story: practical learning (chemistry lesson)
Success story: inter-disciplinary relations (religion education/ethics)
Success story: variety of tasks and measures (physical education lesson)
Success story: evaluation in education and mutual assistance (mathematics)

http://www.nmva.smm.lt/nmva/leidiniai/nmva-leidiniai/

Eurydice

Thematic reports and Key Data Series
Education and Training in Europe 2020. Responses from t EU Member States
Funding of Education in Europe 2000-2012: The Impact of the Economic Crisis
Key Data on Teachers and School Leaders
Physical Education and Sport at School in Europe
Towards a Mobility Scoreboard: Conditions for Learning Abroad in Europe

Facts and Figures
Compulsory education in Europe 2013/14
Education Budgets in Europe 2013
National student fee and support systems 2013/14
Recommended annual taught time in full-time compulsory education in Europe
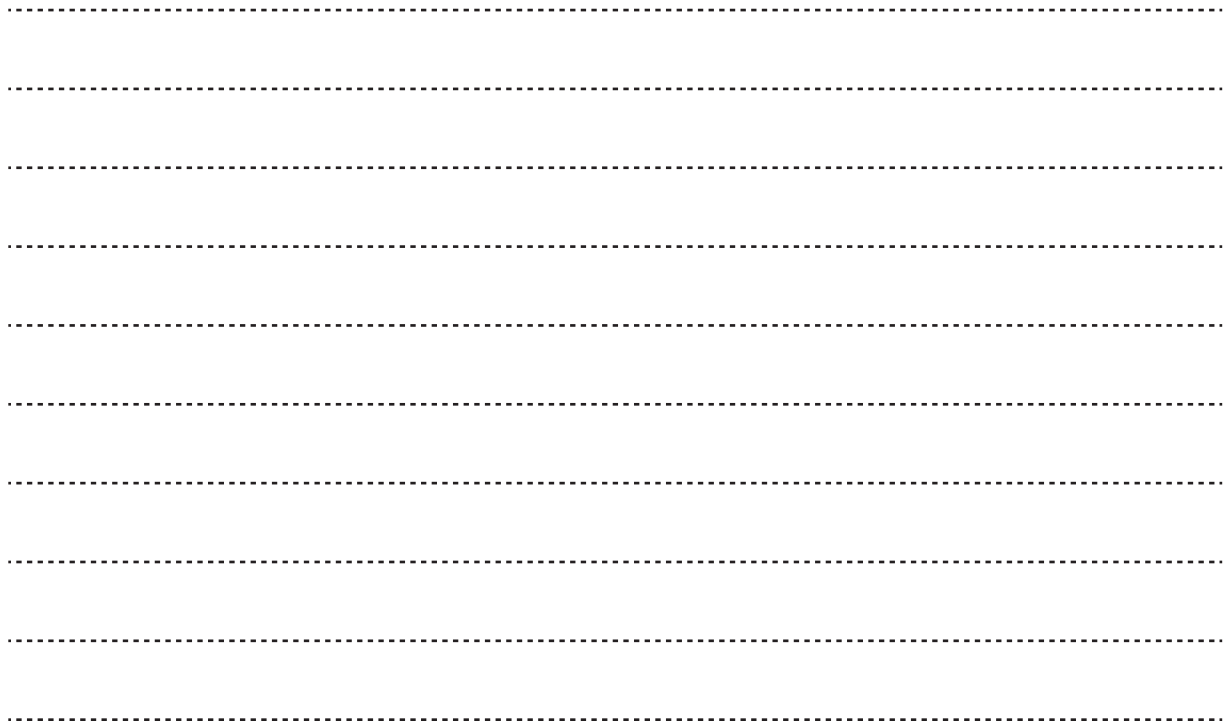School and academic calendars 2013/14
Structure of European education systems 2013/14
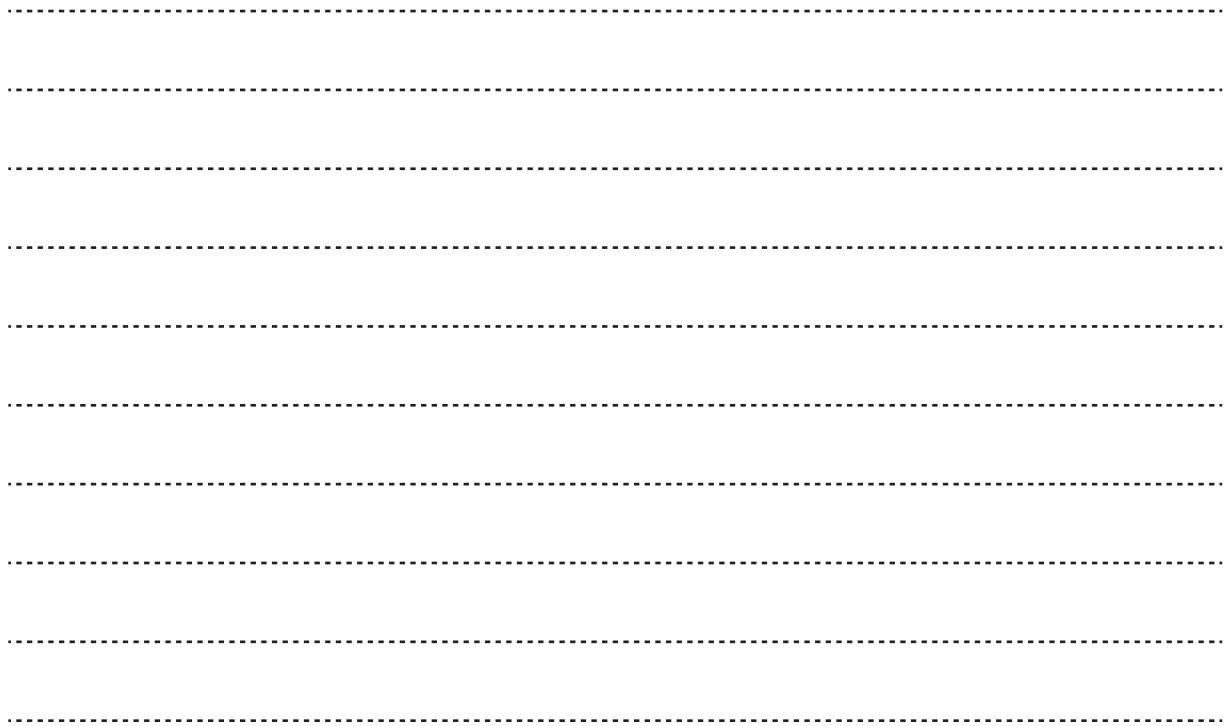Teachers' and School Heads' Salaries and Allowances in Europe, 2012/13

http://eacea.ec.europa.eu/education/eurydice/

Eurypedia, European Encyclopaedia of National Education Systems:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home