



# LITHUANIA

## School Inspection Summary

National Agency for Education, 2026

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# 1. Basic information

This summary presents the conceptual framework and implementation of **state supervision of education** in the Republic of Lithuania. General information about the Lithuanian education system is available on the official [website](#) of the Ministry of Education, Science, and Sport of the Republic of Lithuania.

## 1.1. The development of the inspectorate

Since the restoration of independence in 1990, supervision of school activities in Lithuania has been based on **administrative control and inspection**, with municipal and state institutions verifying compliance with legal acts, education plans, and procedural requirements. In 2004, the State supervision system of education was legally established, more clearly defining functions and responsibilities. In 2006, the National Schools Evaluation Agency was established under the Ministry of Education, Science and Sport (hereinafter - the Ministry). This marked a shift from control toward **quality evaluation**, introducing a model based on **school self-evaluation and external evaluation of the quality of activities** oriented toward institutional improvement. In 2010, an increased focus was placed on student achievement, progress, and the quality of the educational process. In 2018, **quality improvement supervision** was strengthened to apply targeted aid and supervision measures to schools facing difficulties.

In 2019, the **National Education Agency** (hereinafter - the Agency) was established by merging six institutions subordinate to the Ministry. This consolidation centralized previously dispersed functions, including school evaluation, into a single body. Currently, the Agency's Quality Assessment Department includes specialized divisions that conduct quality assessment and supervision. These include methodological support for self-evaluation, formative **external evaluation of the quality of activities**, and compliance assessments (planned and unplanned inspections). School evaluation is viewed as **a combination of assistance, consultation, and accountability** intended to promote for long-term improvement in educational quality.

## 1.2. Structure of inspectorate

State supervision of education for all providers (excluding higher education institutions) is conducted **centrally** by the Agency, the institution authorized by the Ministry. The Ministry defines the legal framework, and regulations and standards apply across all regions of Lithuania. The Agency conducts centralized supervision, evaluates, and monitors compliance with legislation.

The primary legal foundation is the [Law on Education](#) of the Republic of Lithuania, which defines the purpose of supervision as monitoring educational accessibility and quality, encouraging continuous improvement, and providing consultations.

**Supervision of school activities** is carried out by an institution that implements the rights and obligations of the owner: municipalities for municipal schools, the state for state schools, or private entities for non-state schools, with the assistance of external evaluators.

The implementation of educational programs of foreign states and international organizations (except higher education programs) in Lithuania is regulated by the [\*Description of the Procedure for Issuing, Suspending and Revoking of Consent to Implement Educational Programs of Foreign States and International Organizations\*](#). Entities wishing to deliver international education programs (excluding higher education) must apply to the Ministry for a written consent from the Minister of Education, Science and Sports.

The supervision of education providers covers compliance (**diagnostic**) assessment and **formative** external evaluation (see section 2.2). This includes broad (comprehensive), thematic, and risk assessments of schools.

### 1.3. Size

The Quality Assessment Department of the Agency comprises three divisions staffed by 36 civil servants who conduct State supervision of education. Additionally, the Agency maintains a pool of approximately 250 certified freelance external evaluators (experts who are not Agency employees). These experts are primarily practicing teachers, school principals, heads of education centers, or municipal education officers.

### 1.4. Remits

The Agency oversees state supervision of all education providers except higher education institutions. This remit includes institutions that implement pre-school, pre-primary, general education (primary, basic, and secondary), vocational training, and non-formal education programs.

### 1.5. Unit of inspection

Inspections may target the activities of a single school or groups of schools based on a specific planned theme. The units of inspection include evaluating school heads, teachers, and educational assistance specialists (e.g., verifying that education and qualifications meet legal requirements).

During external evaluations, focus is placed on activity quality, including lesson observations and internal school processes. Depending on the program and the type of evaluation, the assessed areas and their number vary (see section 2.2).

The Agency organizes the appointment of evaluators for the practical activities of teachers and students support specialists and conducts the certification of school psychologists and students support specialists of educational support institutions.

The Agency does not supervise municipalities' administrative activities. This responsibility falls to Government representatives under the [Law on Administrative Supervision of Municipalities](#).

## 1.6. Purpose of inspectorate

As defined by the Law on Education, the purpose of educational supervision is to ensure educational accessibility and quality and to encourage institutional improvement through monitoring, evaluation, consultation, and other measures provided for in legal acts.

**The purpose of inspections** is to determine how education providers comply with the requirements of legal acts regulating education, to evaluate information and data about the education providers, and to provide them with methodological assistance.

**The purpose of external evaluation** is to encourage schools to improve in order to achieve better quality of teaching and learning and better student achievement (as stated in the *Regulation of the Procedure for the Organization and Implementation of External Evaluation of the Activities of Schools Implementing General Education Programs*).

Results from inspections and external evaluations enhance overall educational quality. Based on these findings, education providers receive recommendations on how to plan their activities and improve quality, while school owners receive suggestions regarding the provision of appropriate support to schools.

The Agency's [Statutes](#) outline its role in improving the work of education providers. According to the Statutes, the Quality Evaluation Department oversees both the improvement and the ongoing supervision of education providers' activities:

- providing methodological assistance and preventive consultations to help education providers comply with legal requirements;
- conducting risk analysis of education providers and providing recommendations to schools, municipalities, and the Ministry;
- organizing and executing planned and unplanned inspections to assess the quality of activities;
- applying enforcement measures established by law to help providers operate effectively and efficiently.

The Agency operates on the principle that the best results are achieved not only through planned school inspections but also through the interaction of **school self-evaluation, professional dialogue, and targeted assistance**. Supervision and external evaluation of the quality of activities (formative consultation) serve as tools for reflection, learning, and organizational

change. This is defined by both the [Law on Education](#) and the [Description of the Procedure for the Organization of External Evaluation of the Activities of Schools Implementing General Education Programs](#).

## 1.7. What is your strapline/motto?

### **A reliable partner for educational progress!**

The Agency aims to be a *driver* that advances education more efficiently and with higher quality. Today, as education faces new challenges – digitalization, greater inclusion, strengthened teacher motivation, and an increased focus on each student’s personal growth – we are guided by the [Concept of a Good School](#), the Education [Development Program 2021–2030](#), and a vision of strengthened trust.

Our goal is for every school to become a safe, open, and learning community – where students discover meaning, teachers feel valued, and parents and leaders become active co-creators.

The Agency not only helps schools assess their progress but also helps create that progress together with them. Together, we care about the quality of education.

## 1.8. Relationship with government

The Agency is a budgetary institution accountable to the Ministry, as defined in its [Statutes](#). It operates in the field of education management assigned to it by the Ministry and implements education policy in accordance with its approved goals. The Agency publishes external evaluation reports, conclusions and recommendations from school inspections, analyses of education monitoring results, and assessments of student achievements independently, without requiring separate approval from the Government or the Ministry.

The Agency's public announcements are published on the Agency's [website](#) and, where required by law, through other public information channels.

## 1.9. Accountability

The Agency is accountable for its performance through the submission of annual activity reports to the Ministry on Agency goals and the implementation of the Government Program, and by reporting to the Minister upon request. Public annual reports are available on the Agency’s official [website](#).

## 1.10. Impact of inspections

The impact assessment of educational supervision is conducted through data-based monitoring, analysis of the implementation of post-external evaluation recommendations, re-evaluations,

and supervision of education providers' activities. Following a planned or unplanned inspection, civil servants evaluate whether a school has corrected violations within the set deadlines.

The Agency prepares annual overviews of the state's education, conducts thematic reviews and in-depth analyses of problem areas, and monitors schools' progress following external evaluations. For example, for schools undergoing risk evaluations, the Agency analyzes changes in quality after **one year** using data from the school and owner. **Two years after** the risk assessment, a re-evaluation is conducted at the school based on previously assessed indicators and the most significant risk factors identified during the assessment.

### 1.11. Quality assurance of inspections

In Lithuania, the quality of education is ensured through legal regulation, methodological guidelines, institutional evaluation, strengthening evaluators' competencies, and conducting impact analysis of education supervision.

To ensure validity and reliability, the Agency adheres to the Law on Education and to the specific *Regulation of Procedures* for general and preschool education. Standardized tools, indicators, and instruments **are used in all evaluations**. Training and certification of external evaluators, as well as their continuous professional development, are carried out **to ensure the objectivity of evaluations**. Regular surveys of school owners, electronic surveys, and consultations with municipal education heads and school leaders are conducted **to gather feedback** on inspection procedures.

## 2. Evaluation process

In Lithuania, the evaluation of education providers is data-based (monitoring indicators, compliance criteria values, institutional self-evaluation reports, student achievement results, lesson observation records/protocols, etc.) and combines **diagnostic** (compliance) and **formative** (qualitative) evaluation models.

Under the regulations for both **planned and unplanned** inspections, an on-site visit typically lasts between **1 and 3 days**. If necessary, the Agency Director may extend this period by an additional 2 days. Each inspection is conducted out by at least 2 **civil servants**. These inspections follow an annual inspection plan approved by the Agency Director.

Legal regulation requires a comprehensive external evaluation of school activity quality at least **once every 7 years**; however, due to changes in national strategic direction, this requirement has not always been fully observed.

An **external evaluation visit** typically lasts **1 to 5 days**, depending on the school's size. During this time, evaluators observe lessons and activities, interview the management, teachers,

students, and parents, and review the school's internal documents and self-evaluation data. The evaluation team consists of 2 to 6 independent external evaluators working under temporary contracts and is selected through a dedicated procurement process for each school. The Agency is responsible for the selection, training, and certification of these evaluators, ensuring they meet the [requirements](#) set by the Ministry.

## 2.1. Self-evaluation

Under the Law on Education, educational institutions are responsible for educational quality. This means that school **self-evaluation is one of the mandatory** measures for improving educational quality.

Education providers annually submit data about their school (students, teachers, school environment, education programs, etc.) through the Education Management Information [System](#) (ŠVIS). This system is intended to collect and provide the data and information necessary for education stakeholders to analyze and evaluate the state of education from various perspectives, forecast changes, make evidence-based decisions, and ensure quality management.

These data are used **annually to select schools, plan inspections**, and to support external school evaluations.

Before a planned inspection, civil servants inform the education provider of the upcoming inspection, specifying its legal basis, timeframe, and scope, and providing a checklist and a preliminary list of documents to be submitted during the inspection. Thus, schools can self-assess compliance with legal requirements in advance.

**External evaluation is closely linked to self-evaluation:** the same activity areas and indicators recommended for school self-evaluation are assessed (see the [Methodology Implementing General Education](#) and the [Methodological Recommendations Implementing Pre-school and/or Pre-primary Education](#)). Although a recommended methodology exists, the school council retains the right to select the most suitable one. The Agency has also **prepared self-evaluation tools** ([questionnaires](#) and [recommendations](#)) that schools can download, adapt to their context, and use to survey teachers, students, and parents.

**Schools conduct annual self-evaluations, which help** them reflect on and plan their activities. During external evaluation, evaluators rely on the school's self-evaluation data (reports from recent years, and survey results). Before external evaluation, schools are asked to provide self-evaluation data to evaluators, who compare it with their own observations and offer recommendations for improvement.

Thus, in Lithuania, **there is a “dual” system:** self-evaluation enables the school to continuously monitor its progress, while external evaluation provides objective, independent feedback.

## 2.2. External evaluation

Supervision of education providers includes **formative and diagnostic evaluations** as well as other inspections.

In Lithuania, external school quality evaluation is a formative process that provides information for planning activities and improving results. It has been implemented since 2005–2006 and is conducted in accordance with clearly defined regulations approved by the Ministry:

- [Regulation](#) of the Organization and Conduct of External Evaluation of General Education Schools;
- [Regulation](#) of the Organization and Conduct of External Evaluation of Pre-school and/or Pre-primary Education Schools.

External evaluation of general education schools may be:

- **Broad (comprehensive)** – periodic evaluation of all Lithuanian schools, assessing the entire activity across **4 areas** (results; teaching/learning and student experiences; learning environment; leadership and management) and comprising 25 indicators.
- **Thematic** – evaluation of randomly selected schools based on a theme, issues, and indicators set by the Ministry (e.g., implementation of inclusive education, introduction of updated curricula, etc.).
- **Risk-based** – evaluation of schools selected according [to selection criteria](#); focuses on identifying and analyzing factors that hinder better student progress and achievement; examines **3 areas** (results, student support, organization of teaching/learning processes) comprising **10 indicators**. One year after the risk-based evaluation, the school's owner submits a report to the Agency on decisions taken and support provided to address risk factors. The Agency issues an inspection statement on the measures taken. Two years later, **a repeat evaluation** is conducted to determine whether and how risk factors have been eliminated, and to provide further recommendations for improvement to the school and its owner.

**In pre-school and/or pre-primary education, external quality evaluation follows a mixed participatory model** in which the Agency, together with the school owners, has the authority and resources to conduct external evaluation. Through their cooperation, a balance is achieved **between centralization and decentralization**.

Broad (comprehensive), thematic, and risk-based evaluations are also possible. Evaluation is conducted in accordance with the Ministry-approved external quality evaluation [Regulation](#). **7 areas** are assessed (child well-being, teaching/learning, learning environment, education strategy, achievement assessment and planning, cooperation with families, learning organization culture), comprising **21 indicators**.

External evaluation (both general and pre-school) is organized into **four main stages**: preparation, on-site evaluation, resume and report preparation. During the on-site stage, primary attention is given to observing teaching and learning processes (at least 75% of evaluators' time in the school).

**Five evaluation levels** are used for general education schools, and **four levels** are used for pre-school and/or pre-primary schools. The external evaluation concludes with the preparation of a report that sets out recommendations. The school and its owner (municipality / Ministry) are responsible for further improvement, while the Agency monitors progress.

Initially, external evaluation was treated as a separate quality assurance mechanism (with its own set of indicators, stages, evaluator preparation, and so on). Since 2019, consistent efforts have been made to **align inspections and external quality evaluation more closely**. This includes preparing **joint supervision plans** and the using the same indicators to select schools for both planned inspections and risk-based external evaluations. The rules for selecting schools for risk-based external evaluation – along with the **procedure** for suspending a general education program or part of it – require the Agency to check each school's data in the Education Management Information System (ŠVIS) once a year. If the Agency finds that a school fails to meet one or more of the required **criteria**, it initiates a risk-based external evaluation of that school.

**Diagnostic evaluation** – assessment of compliance with the prescribed activity requirement:

- compliance of schools implementing general education programs with general criteria (as decided by the Agency);
- evaluation and accreditation of schools implementing upper secondary programs (decision by the Ministry);
- compliance of vocational training with licensing requirements (decision by the Center for Study Quality Assessment - SKVC);
- evaluation and accreditation of institutions that provide teacher professional development (decision by the Ministry).

**Planned and unplanned inspections of education providers are conducted to verify compliance with the legal acts governing education.** These inspections follow the annual plan for planned inspections of education providers (excluding higher education institutions), which is approved by the Agency Director. These inspections include, for example, the organization and conduct of maturity examinations, the payment of teachers' salaries, and the accuracy of data submitted to various registers and statistical reports. **Compliance is assessed in relation to** the school's material resources, the learning environment, student workload, record-keeping of students' learning progress, the qualifications and professional competence of school leaders, teachers, and education support specialists, the programs being delivered, and the provision of learning support and other educational assistance.

As part of supervising education providers (excluding higher education institutions), the Agency regularly analyzes data from the Education Management Information System (ŠVIS), the Open Information, Counselling and Guidance System (AIKOS), other information systems, and students, teachers, and other relevant registers. This helps the Agency check whether the activities of education providers comply with the requirements set out in legal acts.

## 2.3. Non-evaluation functions

The Agency also conducts activities beyond educational supervision, including the following:

- coordinating and organizing international education studies in Lithuania, such as PISA, TIMSS, TALIS, EURYDICE, and others
- organizing national achievement tests in basic education, maturity examinations, and intermediate assessments;
- conducting mandatory competence assessments of candidates for leadership positions in state or municipal education institutions (excluding higher education institutions) as part of the selection process; Agency staff participate in competitions as commission members;
- analyzing the compliance of pedagogical staff (excluding higher education staff) with qualification requirements, assessing the need for qualification acquisition/improvement, and initiating professional development programs;
- organizing practical activity assessments for teachers, student support specialists, and psychologists, and conducting certification of school psychologists and student support specialists in education support institutions;
- administering and developing state education information systems and registers within its competence, ensuring data accessibility and quality;
- implementing projects funded by the European Union.

## 3. Consequences of inspection

### 3.1. Reporting

The results of planned and unplanned inspections of an education provider are formalized in an official inspection statement. The statement is sent to the education provider and to the institution that exercises the rights and duties of its owner (e.g., the municipality or the Ministry). These individual inspection statements are not made public. However, **after a planned inspection**, the Agency prepares a summarized report that highlights the key findings, main conclusions, and practical recommendations to improve the provider's work. These summary reports are published on the Agency's [website](#) and are openly available - not only to the inspected institution, but to the entire education community.

**When an external evaluation is completed**, the school receives a detailed report that clearly identifies its strengths and areas for improvement. All external evaluation reports are made publicly available on the Agency's [website](#). Before the final version is published, the external

evaluators share a draft report with the school for review. The school familiarizes its community (teachers, parents, students, etc.) with the final conclusions.

Parents can review external evaluation reports (if one has been conducted) and use this information when choosing a school for their child. The Agency also prepares summary reports on external evaluations for municipalities and the Ministry to inform education policy and quality improvement, and for the wider public – to ensure accountability.

### 3.2. Ranking

The Agency does not rank educational providers.

### 3.3. What happens after an inspection?

As previously noted, summary reports of planned inspections and external evaluation reports are published on the Agency's website. The results of planned school inspections and ongoing supervision (including statistics and overviews) are presented in the "Analysis and Statistics" [section](#).

Following an external evaluation, responsibility for improvement lies with the school and its owner. Where necessary, the school may engage external consultants. The evaluation results help the school build on its strengths, address weaknesses, and plan improvements aimed to deliver higher-quality education.

Summarized external evaluation results are used in national education monitoring and to provide the Ministry with suggestions for improving education policy.

#### **Are schools closed?**

Under Article 43(15) of the [Law on Education](#), if a school delivering general education programs fails to meet at least one of the criteria set out in Article 43(8)(1–6) and (9–14) and fails to correct the deficiencies within a set timeframe, the Government's established [procedure](#) allows the implementation of the general education program - or part of it - **to be suspended** in that school.

Starting **September 1, 2026**, the execution of a general education program or part thereof will be suspended if a school receives a negative evaluation during a **repeated risk evaluation**.

When a minor violation of legal requirements is identified and can be corrected immediately in the inspector's presence, no sanctions are applied, and the school receives **a verbal warning**. If immediate correction is not possible, a deadline for rectification is set, which may be extended once.

## Post Scriptum

The [Concept of a Good School](#) remains the humanistic vision for Lithuanian education, focusing on meaning, discovery, and community growth. Between 2025 and 2027, the Ministry and the Agency plan to re-view the external evaluation concept and update the system. Public consultations are underway with stakeholders: researchers, education experts, school leaders, teachers, external evaluators, and other representatives of the education community. This reform, **planned for completion by 2027**, aims to increase trust in schools, strengthen internal self-evaluation, reduce bureaucratic burdens, and foster a culture of quality.