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Abstract

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About CLiViE

The Cultural Literacies' Value in Europe (CLiViE) project develops and applies a Theory of Change (ToC) methodology and Social Return on Investment (SROI) framework to increase our understanding of the value of cultural literacy through arts-based education on social cohesion. It will be delivered through four main phases: it 'maps' arts-based education within the context of cultural literacy learning across different learning environments and over different stages of a young person's education; it 'evaluates' arts-based education to help identify and assess their actual outputs and outcomes; it 'values' arts-based education activities through calculating its impact to further contribute to our understanding of the 'where', 'when', 'what' and 'how' young people's cultural literacies are developed, and differentiated in various learning environments; and it 'practices' pedagogies through developing an innovative set of practices and materials to support art-based educators to develop social justice and inclusion and improve the lives of young people through collaborative pedagogy. It has been designed to meet the three main research outcomes of the work programme topic: the ToC methodology and SROI framework for cultural literacies will directly increase our understanding of the value of cultural literacy on social cohesion; the evidencing of value in arts-based education and the collaborative pedagogy practices in cultural literacy through the co-creation of communities of practice (COPs) and a professional development programme (PDP) for arts educators will support the targeted commissioning of activities that will increase cultural literacy in Europe; and the innovative methodology for data gathering (and engaging) through emotional cartography allows young people to find a voice through more effective initiatives to foster cultural literacy around European cultures. CLiViE is funded under the call topic HORIZON-CL2-2023-HERITAGE-01-07 - Promoting cultural literacy through arts education to foster social inclusion, and brings together a multidisciplinary team from thirteen partners across eight countries:

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Executive Summary

This report provides an analysis of arts education in formal and non-formal education contexts in Lithuania. The development of education policy in relation to arts-based education has been influenced by the historical context following the restoration of independence of the Lithuanian state in 1990 and by political decisions based on neoliberal attitudes. The report discusses how decentralisation through funding, the involvement of different actors and the governance of the system have influenced arts-based education; analyses innovations and instruments in arts-based education policy; and reviews documents and programmes that ensure access to cultural education for different social groups and social cohesion. This report highlights the forms of arts education in formal and non-formal education that are specific to Lithuania, the specificities of the institutions that provide arts education, and the main national forms of non-formal arts education. The study highlights the diversity and importance of cooperation with artists, cultural institutions, municipalities and private foundations. The main findings are presented according to areas of participation (music and sport are the most common); gender (girls participate more often than boys); age (children under 11 years old make up the largest share). The findings highlight that arts education in Lithuania is linked to the development of cultural and creative competences but still does not receive sufficient attention in general education policy. Finally, recommendations for further development of cultural education are made.

Šioje ataskaitoje pateikiama menų ugdymo analizė formaliojo ir neformaliojo švietimo kontekstuose Lietuvoje. Švietimo politikos raidai, susijusiai su menu grindžiamo ugdymo sistema, įtakos turėjo istorinis kontekstas po Lietuvos valstybės Nepriklausomybės atkūrimo 1990 m. ir politiniai sprendimai, grindžiami neoliberaliomis nuostatomis. Ataskaitoje aptariama, kokią įtaką meniniu ugdymu grindžiamam švietimui darė decentralizacija per finansavimą, įvairių veikėjų dalyvavimas ir sistemos valdymas; analizuojamos meniniu ugdymu grindžiamos švietimo politikos naujovės ir priemonės; apžvelgiami dokumentai ir programos, užtikrinančios kultūrinio ugdymo prieinamumą įvairioms socialinėms grupėms ir socialinę sanglaudą. Šioje ataskaitoje išryškintos Lietuvai būdingos meninio ugdymo formos formaliajame ir neformaliajame ugdyme,

meninį ugdymą vykdančių institucijų specifika, taip pat nacionalinės pagrindinės neformaliojo menų ugdymo formos. Tyrime pabrėžiama bendradarbiavimo su menininkais, kultūros įstaigomis, savivaldybėmis ir privačiais fondais įvairovė ir svarba. Pagrindinės išvados pateikiamos pagal dalyvavimo sritis (dažniausiai dalyvauja muzikos ir sporto srityse); lytį (mergaitės dalyvauja dažniau nei berniukai); amžių (didžiąją dalį sudaro vaikai iki 11 metų). Pateikiamos išvados, kurios akcentuoja, kad Lietuvoje meninis ugdymas siejamas su kultūrinių ir kūrybinių kompetencijų ugdymu, tačiau vis dar negauna pakankamai dėmesio bendroje švietimo politikoje. Pabaigoje pateikiamos rekomendacijos dėl tolesnio kultūrinio ugdymo plėtojimo.

Abstract

This report provides an overview of arts-based education activities and initiatives in Lithuania. It includes the findings and analysis of a comprehensive mapping exercise as well as desk research. This report also provides a context for several in-depth case studies undergoing a SROI analysis in Lithuania.

Timeline

The turning point for the entire education policy and system, and thus for cultural education, was 1990, when the independence of the Lithuanian state was restored.

Before 1990s

Strong focus and tradition of specialized schools: music, fine arts, sports have represented the elite form of specialised education for talented children. Folklore supported through non-formal education. Musical culture, as well as all forms of artistic creation, was regarded as an instrument of ideological education.

After 1990s

Lithuania had tremendous changes in the education system. A strong focus was on the development of the national school

and holistic education approach dominated the discourse of national reforms. These changes also had an impact on arts-based education.

1991

Law on Education and its subsequent revisions state that a teacher is "free to choose the ways and forms of organizing pedagogical activities", thus opening more opportunities for innovation and creativity in schools, for courageous initiatives and innovative ideas.

1992

Concept of Education in Lithuania was approved.

2005

Concept of Non-formal Education for Children of the Republic of Lithuania defined the aims, objectives, principles, object of education, competences to be developed, outcome, organization, system, and financing of the educational process (including arts-based education).

2011

Law on Amendments to the Law on Education of the Republic of Lithuania included a branch of non-formal education proposed in the Concept: non-formal education that complements formal education, the purpose of which is to systematically develop knowledge in a specific field (for example, art), strengthen skills and abilities, and provide a person with additional subject competences within long-term programmes. Music, art, fine arts, sports, and other schools can provide programmes to complement formal education.

Student basket/voucher for non-formal education has been introduced

2012

Established national Non-formal Education Centre (2023 reorganized into Non-formal Education Agency). Its aim is to support public policy in the implementation of non-formal education in the fields of children's education and career guidance.

2018

The concept of the Culture Passport approved by the Lithuanian Minister of Culture and the Lithuanian Minister of Education, Science and Sport. The Programme of Cultural Passport was meant to ensure social justice and make a significant contribution to the participation of all pupils in non-formal education and cultural development regardless of their social status and was open to all cultural and artistic institutions, artists and cultural educators in the country that can provide quality cultural and artistic services.

2019-2023

Updated curriculum of education. Arts-based education is a part of the national curriculum which is linked to the development of transversal competencies including creativity and cultural competence. Creativity in this discourse is mostly associated with innovation.

2021-2030

Lithuanian Education Progress Programme 2021-2030 is the "Millennium School" (MS), which aims to narrow the achievement gap and create an integrated, optimal and quality education environment in each municipality. The Programme aims to ensure that every child in Lithuania has the opportunity to learn in a modern and open school. One of the main MS programme activities was cultural education.

1.Introduction (role of art and culture in society)

The aim of the national report of Lithuania was to analyse arts-based education implemented in formal and non-formal education contexts and to identify the best arts-based education cases that achieve the best and deepest learning outcomes in terms of the impact on children and young people's personal development. The most relevant selected arts-based education cases have been analysed and described in the report.

The development of the arts-based education system has been influenced by the historical context and political decisions oriented towards neoliberal approaches, including decentralization through funding, participation and governance of the system by various actors. In Lithuania there are historically developed path dependencies that prioritize institutionalized, elitist forms of traditional arts-based education, such as music schools, and maintain centralized funding systems that allocate money from national and local authorities to long-established institutions of arts-based education.

The reform of the national curriculum in the 1990s, the neo-liberal policy of commodification of education, privatization, diversification of providers and services, increased emphasis on client choice and their financial participation, administrative and fiscal decentralization (with the introduction of pupil/ student basket/ vouchers in general, non-formal and higher education) as turning points and critical junctures ('tall peaks') that fundamentally changed the entire structure of the education system in Lithuania. Throughout all these radical changes, arts-based education has been embedded in, and indirectly affected by, wider reforms and changes, but has not been distinguished or prioritized.

The negative effects of radical neoliberal reforms have been corrected by inclusive and justice-oriented policy adjustments to address inequalities related to special educational needs, regional disparities, accessibility and the SES of pupils' families.

Arts-based education implemented in formal and non-formal education system involves heterogenous groups of actors (pupils and parents, art teachers and educational

administrators, entrepreneurs at the educational market of arts-based education) were involved and participated in the process of introduction of neoliberal policies, changes in education funding and the commodification of education.

Arts-based education in Lithuania has not gained new momentum but rather operates under the influence of general education and cultural policy decisions. During more than thirty years of Lithuanian independence, arts-based education has remained on a periphery of policy action, which has limited the contemporary development of this field.

The specificity of funding for arts-based education, with most of it moving from formal to non-formal education, shows a clear imbalance in the national system. This imbalance, i.e. the undervaluing of arts-based education, is attempted to be compensated for by various actors, such as municipalities, specialized arts-based education schools, parents, businesses and others.

The value of arts-based education within the national curriculum is rather limited. Pupils who have chosen arts subjects take special exams if they plan to study in arts-related degree programmes. Unfortunately, arts-based education does not formally add much value for pupils who have chosen other areas. The strong focus on examinations and testing in the Lithuanian education system results in a curriculum that is overloaded with themes, leaving teachers no time to develop creativity. Arts-based education becomes secondary, despite the clear emotional, social and creative benefits it brings to pupils' development.

Similar concerns are voiced by researchers, who point out that arts-based education can be found in the curriculum of almost every country in the world, but that the biggest problem lies between what national education policy makers declare about the arts-based education and what happens in schools. This is what Bamford's (2006) study of 40 countries reveals. For example, although the arts-based education seems to have gained a place in the Australian curriculum, researchers remain critical. Similar trends to those in Lithuania can be observed in Australia, where, as Saunders (2021,) points out, arts-based-based education is having a transformative impact on students' learning, on

teachers' pedagogical work, on the socio-emotional well-being of at-risk community members, and on humanity in general, but in many Australian schools, the place of the arts-based education in the national curriculum is under constant threat.

Thus, despite the research supporting that arts-based education improves skills, particularly literacy and numeracy skills, which help to raise students' academic performance, the arts-based education still must justify the place in the national education systems (Saunders and Stinson, 2016). In Lithuania the impact of arts-based education has not been typically measured in terms of its social return on investment (SROI). However, there were several attempts to evaluate SROI of arts-based education with the support of the British Council and NGOs active in arts-based education and cultural education fields. Nevertheless, there are hopes that the growing sector of cultural and creative industries, inter-ministerial, inter-sectoral cooperation and the involvement of the whole society in the cultural education of pupils, international studies like PISA will greatly impact the role of arts-based education in the future.

This report is based on the analyses of policy documents, national studies and reports, mapping of most characteristic national and regional cases which allow revealing the development and state-of-arts of arts-based education in Lithuania. In addition, international research, as well as policy documents and studies of international organisations such as UNESCO, OECD related to cultural literacy and arts-based education were also analysed.

2. Overview of arts-based education, policy and pedagogy practice

Arts-based education is implemented in formal and non-formal education contexts. In formal education arts-based education is implemented as part of the national curriculum policy. Starting from 2019 a national curriculum reform was started with the overarching goal to implement competence-based education. Particularly art-based education is associated to the development of cultural and creativity competences.

One of the essential components is Arts Education in the general education schools, where Arts Education is part of the content of formal education (compulsory and optional arts education subjects such as Music, Fine Arts, Dance, Theatre/ Drama, Art History and Media Arts). Arts-based education for grades 5-8 and 9-10 is realized through a group of art subjects such as Fine Arts, Music, Theatre, Dance and Contemporary arts. On the level of upper secondary education (grades 9-12), in addition to art group subjects, students may take courses on the history of arts, media art and similar. It is obligatory in Lithuania to take at least 1 subject from arts-group during general education school year. In primary and lower secondary curricula, music, arts, and theatre are taught as separate subjects and are implemented in combination and integration with the general curricula of various subjects. Dance is a partially elective subject, which makes dance education fragmented and incoherent. In secondary education, music, dance, theatre and art history are optional subjects in years III to IV of the Gymnasium curricula. Students learn the basics of art history in an integrated way in the primary and secondary curricula, through music, art, theatre and dance classes. The structure of the History of Art subject includes a certain number of topics and hours - for Gymnasium III and for Gymnasium IV. In Gymnasium III and/or IV, pupils may choose to do their matriculation work (*brandos darbas*) in music, fine arts, dance, theatre and media arts. This type of education is financed from the part of the pupil basket/ voucher (*Mokinio krepšelis*) allocated to formal education. Formal arts education in general education schools is described in the national curriculum programmes and other documents. The implementation of the new programmes based on the new national curriculum started since 2023.

Sports education has similar trends as it is linked to the development of sport and health competences. The trend is to recognize the positive impact of physical activity on physical and mental health of students. Since 2022 the number of sport lessons in formal national curriculum was increased from 2 to 3 per week.

There is a strong emphasis in national curriculum programmes and other documents on organising formal arts education in out-of-school contexts, in collaboration with art galleries, museums and other non-formal education institutions. Ministry of Education, Research and Sport encourages school administrators and teachers to organise formal

learning processes in out-of-school settings that are linked to the formal curriculum. Another emerging trend in Lithuania with a positive impact on the development of arts education in general education schools is initiatives and projects to organise formal education in out-of-school places. These include the Vilnius City Open School Project ('*Vilnius yra mokykla*'), implemented by EDU Vilnius and the Vilnius Municipality and supported by Bloomberg Philanthropies. Another important initiative to improve the quality of formal arts education in general education schools is the development of creative partnerships with arts professionals (Creative Partnerships projects in 2013-2024; Tyrinėjimo menas (Kūrybinės jungtys) financed by various EU and other foundations.

A more specific form of formal arts education in general education is that provided by schools with a special focus on arts education, which offer enhanced training in arts skills. In addition to the general formal education regulations, education in these schools is regulated by separate documents and is funded in addition to the funds provided for formal general education (*specialized art, sports, technology schools, specialized secondary education programmes, for example, enhanced art education*). Examples of these schools are the M.K.Čiurlionis National Art School and the Panevėžys J. Balčikonis Art School.

In describing arts education in the context of formal education and school, valuable insights can be drawn from the study 'Arts and cultural education at school in Europe' (2009), which was conducted in 30 Eurydice Network member countries. This paper highlighted a tendency for **arts education to be less prominent in the overall hierarchy of subjects** other than literacy and numeracy subjects (especially those subject to national examinations). Looking at arts education in Lithuania in the context of formal education, we can see that there is a curriculum with a description of the content, objectives and assessment, which allows us to see arts education as separate subjects (music, fine arts, theatre, media art, art history, etc.). The subjects of music and fine arts are compulsory in primary and lower secondary education, which shows a certain exclusive value and position of these art forms and the importance of these artistic competences, but all art subjects become optional in upper secondary education (III-IV

grades in gymnasium), in the period that is considered as crucial for exam preparation, when other subjects such as mathematics, Lithuanian language, history, STEM subjects, foreign language (English) are taught.

The value of arts-based education implemented in the formal education context is mainly recognized through the national graduation system. For example, students, who plan to continue their studies in higher education institutions (universities and colleges), take specialized art exam (in art, music or dance) and they are exempt from taking obligatory math examination.

Similarly, in sports, students who have sports achievements (professional players and etc.), have additional scores during entrance system to higher education. However, other areas of arts-based education (for example, related to tourism, books and press, cultural heritage) have no formal value, except they are related to volunteering activities, which may also give additional scores during entrance to universities process.

Arts education in non-formal education settings in Lithuania

The majority of arts-based education related to the development of art, creativity and sport competences is implemented through non-formal education. Non-formal education system in Lithuania is extensively developed and financed by the state, municipalities and private funds (fees from parents). Non-formal education system is composed of several levels:

- Non-formal education complementary to formal education (FŠPU);

Non-formal education organised in schools;

- Non-formal education for children (NFE) voucher/ basket (*krepšelis*) for the activities outside the school.

The aims and principles of non-formal education in Lithuania are described in the document on the concept of non-formal education (*Neformaliojo vaikų švietimo*

konceptija). The overall monitoring of children's non-formal education in Lithuania is carried out by the Ministry of Education, Science and Sport. The Lithuanian Agency for Non-Formal Education (LINEŠA) is a public institution that helps to implement public policy in the field of non-formal education for children and vocational education.

General education schools implement arts education outside the formal school curriculum. This includes schools' efforts to organise extracurricular (non-formal) educational activities at school, such as regular non-formal arts sessions, workshops and clubs (*būreliai*) (2 hours per week from the general education curriculum). “Non-formal education of children is a supplement to the formal education system in Lithuania. After school hours, pupils can freely choose various free of charge non-formal education activities which are provided in general schools.

Secondly, arts education in non-formal education is organised in special arts schools - within framework of Education complementary to formal education (FŠPU) programmes) which are set up mostly by municipalities or private founders.

Other providers of non-formal education for children services (LLCs, associations and other non-state bodies) such as art studios, private art companies, music and sports schools.

The Lithuanian Non-formal Education Agency (LINEŠA) regularly conducts reports regarding the situation of non-formal education. The data from 2020-2021 indicates that the organisations /schools which managed to recruit the major numbers of students were mainly **music and sport schools**.

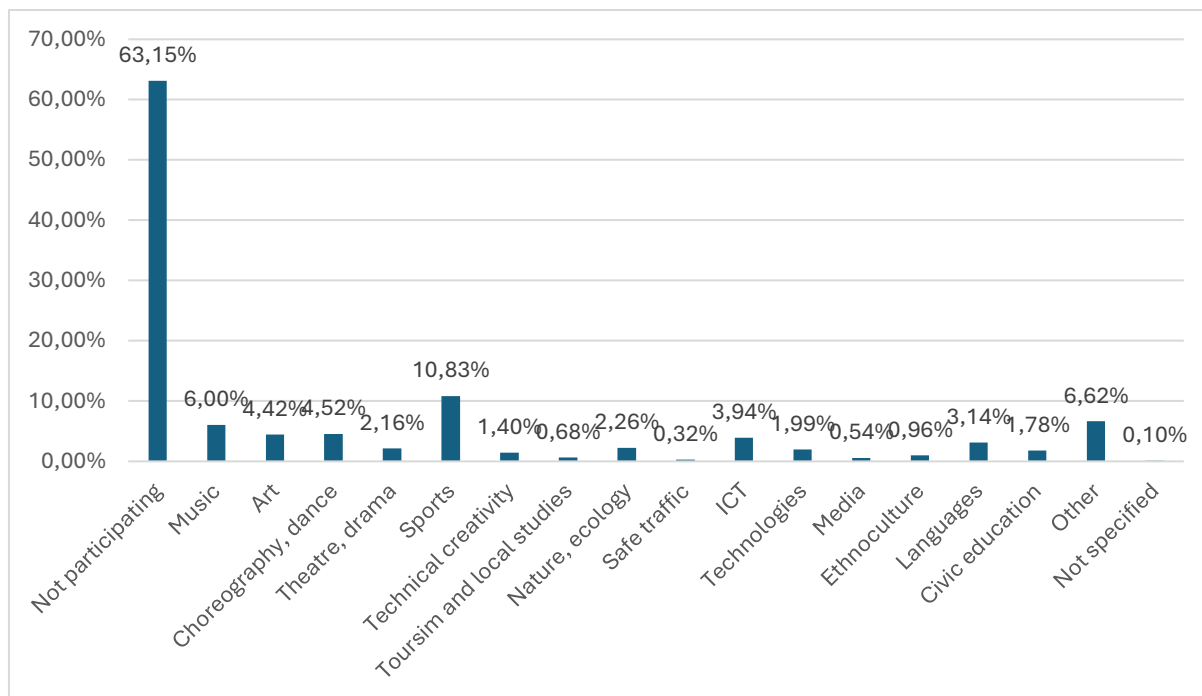


Fig. 1. Percentage of general education students who participate in non-formal education programmes **at school** (ŠVIS, 2024)

When analysing data about student participation in non-formal activities out of school, the situation is somehow similar. Still, the majority is not involved in any non-formal activities (56,17%). The dominating arts-based non-formal programmes are observed in the fields of **music (8,39%)** and **sports (20,25%)**.

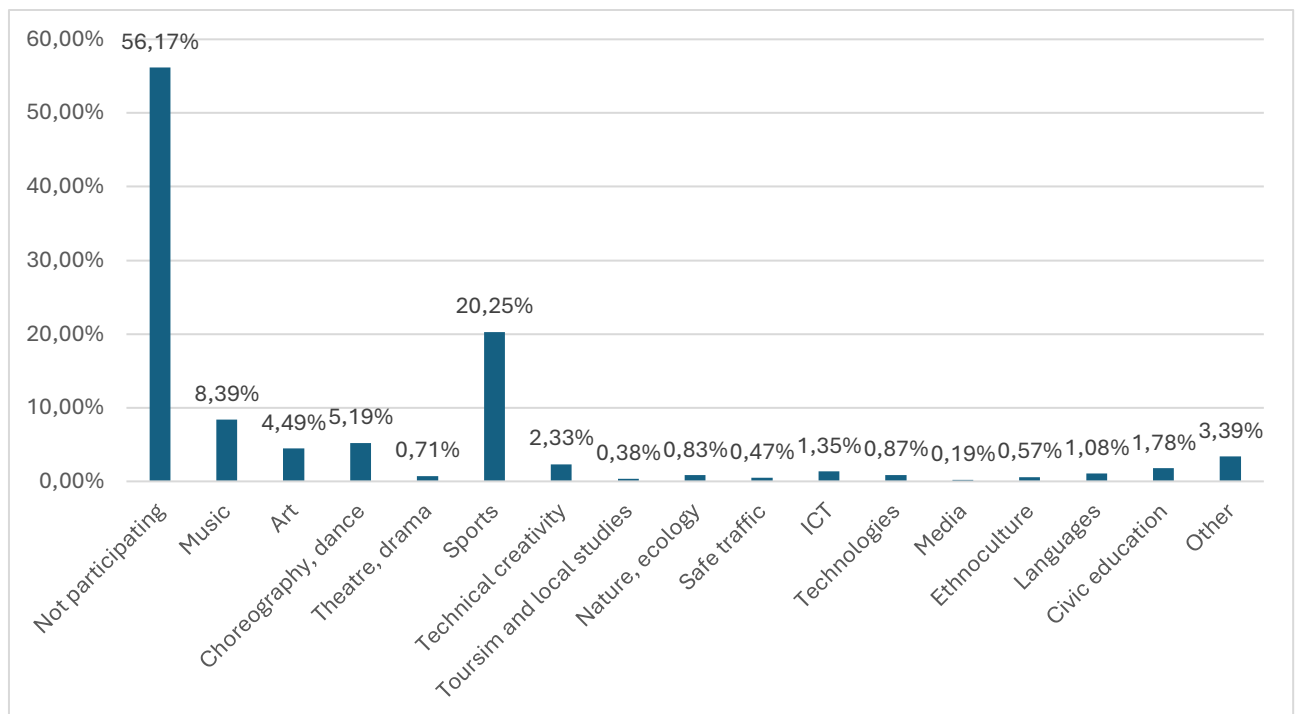


Fig. 2. Percentage of general education students who participate in non-formal education programmes **out of school** (ŠVIS, 2024)

3. Overview of policies and programmes on promoting social inclusion and tolerance

The basic principles of tolerance and social inclusion, based on the international documents, on the Universal Declaration of Human Rights, and the United Nations Convention on the Rights of the Child (1989), are embedded in all public policies in Lithuania, including Education policy and its component Arts-based education.

The fundamental law of the Republic of Lithuania, the Constitution, Article 18 claims that "Human rights and freedoms are natural in human beings", and Article 41 states that education shall be compulsory for persons up to the age of 16 years, and that education shall be free of charge at state and municipal schools of general, vocational, and postgraduate education. The Law on Education of the Republic of Lithuania (1991) and its subsequent revisions states that "education is a priority area of development of the Republic of Lithuania supported by the State". The introduction of free education by law in the Republic of Lithuania has increased its accessibility to children from socially

vulnerable groups. The Concept of Education of Lithuania (1992) and The Law on Education of the Republic of Lithuania (1991) paid special attention for the education of children with special needs, following the principles of inclusive education.

The principles of social inclusion and tolerance are integrated and promoted into national programmes. One of the first and most important documents regulating non-formal education was the Concept of Non-formal Education for Children of the Republic of Lithuania (2005) which defined the aims, objectives, principles, object of education, competences to be developed, outcome, organisation, system, and financing of the educational process. The Concept states that non-formal education of children is a purposeful activity which helps them to acquire competences, to become a conscious personality capable of solving their own problems creatively and responsibly, to play an active role in society, and to adapt to an ever-changing environment. The document stresses that, among other objectives, non-formal education aims to address social integration issues: integrating disadvantaged children (from culturally, geographically, socio-economically disadvantaged backgrounds, or those with special needs), children with special needs (the exceptionally talented and gifted), and children who have dropped out of the education system into society; to contribute to addressing the problems of young people's integration into the labour market. Importantly, the document lays down rules for the financing of non-formal education, which contributes to social cohesion: 'the principle of per-child funding is gradually applied in the financing of programmes of providers of non-formal education for children from the state and municipal budgets'. A non-formal pupil's education basket/voucher, doubled for children with special needs, gives children equal opportunities to choose an educational institution and programme, and non-formal education providers to receive funding for non-formal education of children, thus ensuring access to non-formal education for all children without exception.

The amount of the NFE funding per child participating in the NFE programme is EUR 25/month, doubled for children with special educational needs - €50/month, and for children receiving social assistance or entitled to social assistance - €50/month (NFE basket/voucher 2024). The fact that the funds are allocated by the municipality where the

child is enrolled in the NFE programme, regardless of the municipality where he resides and is enrolled in mainstream education, contributes to the social integration of children and to the widespread participation of children in non-formal education. The Law on Amendments to the Law on Education of the Republic of Lithuania (2011) included another branch of non-formal education proposed in the Concept: non-formal education that complements formal education, the purpose of which is to meet the needs of pupils studying in mainstream education programmes, children and young people up to the age of 19 (special needs up to the age of 21) cognitive, educational and self-expression needs, to help them become active members of society.

The national Good School's Concept (2015) highlights personalised education recognising that learners have different experiences, needs and aspirations, and that students learn at different rates and in different ways. The Concept outlines the aspects of a good school which include personal growth, the achievement of education in line with learners' individual abilities, and the continuous progress of education. The document highlights the importance of the school community and personal leadership; harmony, humane relations, tolerance and goodwill; the self-expression of the pupils, as well as active participation in non-formal education, various projects and thematic events, which help to develop critical thinking, creativity, leadership and other abilities, including communication, and cooperation.

A new trend in cultural education including arts-based education in Lithuania in the last decade is inter-ministerial, inter-sectoral cooperation and the involvement of the whole society in the cultural education of pupils. Thus, in 2018, The Concept of the Culture Passport was approved by two ministers: the Lithuanian Minister of Culture and the Lithuanian Minister of Education, Science and Sport. Cultural Education presented as a tool and purposeful activity to stimulate a person's cultural and educational needs, to develop a creative personality, to strengthen the habits of cognition and experience of culture, and to develop artistic skills and competences.

Pupils can participate in the Cultural Passport events with a class or group, and pupils aged 16 and over can book and participate individually. The Cultural Passport programme

was meant to ensure social justice and make a significant contribution to the participation of all pupils in non-formal education and cultural development regardless of their social status and implemented according to the following principles: 1. Accessibility: must reach every pupil for whom Culture Passport funds are allocated; 2. Inclusion: access to selected cultural and artistic services for pupils who, due to the specificities of their place of residence, their social situation or their disability, have limited access to the Cultural Passport; 3. Autonomy: in order to promote self-determination in the choice of a cultural and artistic service as a form of leisure activity, pupils are given the opportunity to discover the cultural and artistic services that suit their individual needs and additional incentives are created for the pupil to explore his/her own creativity. An account created on the Cultural Education System portal www.kulturospasas.lt for a pupil for a calendar year and funds allocated for the payment of the Services. The Cultural Passport Services are free of charge for the person accompanying the pupil, increasing the accessibility of cultural events for children with special needs.

Agreement on Lithuanian Education Policy (2021-2030), signed by political parties represented in the Seimas of the Republic of Lithuania in cooperation with the Lithuanian Association of Municipalities stated the importance of creating equal opportunities and ensuring equal conditions for education to every person and in order to ensure that the results of education(s) depend as little as possible on negative personal social, economic and cultural background to guarantee a safe educational environment for all children that prevents bullying and violence. By the end of 2023 have been tested and implemented inclusive education measures in at least five different types of municipalities and their schools and consistently expanded the network of schools implementing inclusive education.

The agreement was accompanied by the national Education Progress Programme 2021-2030, which draws attention to the unequal access to education for people with special educational needs and children from low-income families; and followed by a new version of the Law on Education (2021), that eliminated any possibility for educational institutions to discriminate against and segregate pupils on the basis of their educational

needs, and introducing a universally inclusive education from 2024. While 90% of Lithuanian children with special educational needs are already in mainstream classrooms and kindergartens with their peers, much more needs to be done to create the best possible conditions for children with special educational needs in all educational institutions. The key areas for the development of inclusive education in Lithuania: creating a supportive learning environment, coherent educational support, and school support. The above-mentioned documents have promoted the participation of children with special needs in inclusive education and arts-based education.

A significant measure of the Lithuanian Education Progress Programme 2021-2030 is the "Millennium School" (MS), which aims to narrow the achievement gap and create an integrated, optimal and quality education environment in each municipality. The programme aims to ensure that every child in Lithuania has the opportunity to learn in a modern and open school. The MS programme consists of school improvement areas that actively interact throughout the project: Leadership in Action, Cultural Education, Inclusive Education, STEAM Education and Networking.

Social inclusion and tolerance are promoted through social measures and support for families in Lithuania. The Law on the Framework for the Protection of the Rights of the Child of the Republic of Lithuania (1996, new edition 2021), emphasises the necessity of inter-institutional cooperation; set up a position of inter-institutional cooperation coordinator in municipalities, whose functions are to determine the overall need for the education, social, health care services provided in a coordinated manner to the municipality for the benefit of the children or their representatives. The orders of the Minister of Social Security and Labour of the Republic of Lithuania "On Enhancement of Social Inclusion in 2014-2020 and in the subsequent "On the Action Plan for Increasing Social Inclusion 2020-2023" (2019) noted that in the development of social integration services, activities to strengthen inter-institutional and international cooperation should be carried out. In Lithuania, the reform of the protection of the rights of the child has introduced new methods of social work and ways of assistance. The Case Management Procedures adopted on 1 July 2018 have fundamentally changed the work way with families at social risk: the position of case manager has been introduced alongside the

social worker who provides social services to the family. The tasks performed by the inter-agency coordinator and the case manager are complementary and work together to achieve more effective results in helping the child and the family to integrate into the social environment and to receive social support.

An important measure to facilitate the access of pupils, especially those with special needs and from socially excluded families, and those from rural areas, to school and the education process was the allocation of yellow buses to municipalities in the framework of the 2013-2017 programme approved by the Minister of Education of the Republic of Lithuania and supported by the Action Programme for the Investment of EU Funds. The Ministry reviews annually the allocation of yellow buses to municipalities to facilitate the access of pupils to educational institutions by introducing additional criteria due to school reorganisation.

4. Overview of scale and scope of cultural and creative industries and sector

In Lithuania, the concept of cultural and creative industries was introduced in the early 2000s. The development of the newly defined sector has been steady and has been stimulated by the Strategy for the Promotion and Development of Creative Industries, which was prepared and approved in 2007. It provides a definition of the creative industries and identifies priority areas for development. According to these strategic documents, the CCI sector includes crafts, architecture, design, cinema and visual arts, publishing, fine arts, applied arts, music, software and computer services, radio and television programming and broadcasting, advertising, drama and other areas combining various aspects of cultural and economic activity. In 2008, a feasibility study was carried out for a national integrated programme for arts, science, studies and business "Lithuanian Culture and Creative Industries".

The Ministries of Culture and Economy became responsible for the CCI policy, and the 2011 Regional Cultural Development Programme 2012-20 identified priority areas for regional cultural development. It also provides for the creation of conditions for the

accessibility and dissemination of culture in order to increase its attractiveness to local communities, investors and tourists. The development of the creative industries is specific to different regions of Lithuania, both urban-rural and regional. This is influenced by the much greater creative and material resources in the major cities compared to geographically remote regions.

Creative communities and creative cities are an important factor in the development of creative industries. The latter are perceived as an urban complex where various cultural activities are inseparable from the economic and social life of the city. Such cities tend to have a relatively high concentration of creative workers and are attractive to local investors. The concentration of creative industries clusters is an important factor in the prosperity and development of a city. In addition to science parks and media centres, there are also non-profit organisations, arts centres and individual artists.

Arts incubators, also known as culture or art factories, are a particularly attractive area for the development of creative industries. Using existing infrastructure, they aim to enable artists to create and showcase their work, start their own business or develop art-related businesses, thereby increasing community involvement in cultural life.

Cultural centres are important factors for active participation in culture. While traditional cultural institutions (museums, theatres, libraries) support passive cultural participation, the main function of cultural centres is to provide a cultural space for active artistic expression (singing in choirs, dancing, etc.). According to official data, the number of cultural centres has increased between 2016 and 2021, while the number of amateur arts groups operating in them has decreased over the same period. Both the number of arts groups and the number of people participating in these groups have been declining up to the COVID -19 pandemic, with a further decline in 2020 and 2021.

Cultural centres are an opportunity to promote active participation in culture and social inclusion. While amateur art groups operating in cultural centres tend to focus on the artistic expression of Lithuanian ethnic culture, cultural centres are expanding their range of functions and services to reach a wider audience. Cultural centres are transforming

into universal community spaces for the expression of all genres and types of culture and art.

CCI share in the country economy

The OECD report (2023) recognises that the CCIs (cultural and creative industries) make a significant and growing contribution to the Lithuanian economy. This is evident from the share of value added (1.6% of Gross Value Added (GVA) of the business economy as a whole) in Lithuania (OECD, 2022). However, this share is lower compared to the OECD average (2.2%). As the report points out, in Lithuania, four sectors typically account for the largest share of GVA in the economy:

(i) printing and reproduction of recorded media (0.38%);

(ii) (ii) architectural activities (0.26%);

(iii) (iii) publishing of books, newspapers, journals and periodicals (0,2 %);

(iv) production of motion pictures, video and television programmes, publishing of sound recordings and recorded music (slightly more than 0,15 %).

Lithuania is broadly in line with OECD trends, although some areas of the creative and cultural industries, such as production of motion pictures, video and television programmes, publishing of sound recordings and publishing of recorded music, are significantly lower in terms of their contribution than the OECD average (0.32%). The same is true for programme production and broadcasting, which accounts for almost 0.24% of GVA in the OECD and 0.14% in Lithuania.

Since 2011, the number of CCS enterprises in Lithuania has more than doubled. Between 2011 and 2018, the number of CCS companies in Lithuania increased by 132%, compared to 18% in all OECD Member States. This pattern is similar in most OECD countries.

Cultural employment is concentrated in certain demographic categories. In Lithuania, the proportion of women working in the cultural sector is well above the EU average (60% compared to 48%). In Lithuania, young people aged 20-29 account for 13.9% of the cultural workforce (compared to the EU average of 16%).

According to the findings of the study "Participation in Culture and Satisfaction with Cultural Services in Lithuania in 2020", as many as 45% of respondents were involved in cultural activities in 2020, while 21% were involved in a public or voluntary capacity. 88% of the population participated in cultural events. 69% of the population consider that access to culture is good. Finally, 70% of the population consider the quality of cultural services and goods to be good.

5.Key findings:

Art/Cultural form

The identified cases reveal that most arts-based education activities are focused on several areas, mainly music, dance/theatre (**Performance and celebration**), sports (**Sports and Recreation**), and fine arts (**Visual Arts and Crafts**). The identified cases illustrate that, for example, music activities in formal and non-formal education are dominating. They can only be comparable to sports activities, which are also widely spread. This dominating aspect is manifested in the number of music schools, festivals, competitions, etc.). For example, one of the national song competitions for children Dainų dainelė (The Song of the Songs) celebrates 50 years anniversary and aims to nurture young music talents.

Other cultural domains like audio-visual and interactive media, books and press, design and creative services, tourism are only partly addressed through formal and informal education. This tendency remains rather stable if analysed in the period of 5 years. For example, the study by „Knowledge Forum“ (Žinių forumas, 2021) highlights similar trends. In November 2019 the percentage of students enrolled in arts-related non-formal activities at school was 42,2%. The most popular areas were music, dance, fine

arts/design. The same could be said about specialized schools which complement formal education. As it is indicated in the same study (Žinių forumas, 2021), in 2021 there were 121 arts schools:

- 49 music schools
- 60 arts schools
- 10 fine arts schools
- 2 choreography schools

As the major funding share of arts-based education is coordinated through Ministry of Education, Science and Sports as well as municipalities, the role of other players very much depends on gaining partial state funding, European support programmes and recruiting private resources (mainly through fees from parents).

This study reveals, however, that some non-governmental players managed to develop and implement national-level initiatives (for example, Kūrybinės jungtys, Robotikos akademija).

Digital aspect

Digital aspect in arts-based education is not dominant but the tendency is that digitalization will shape new areas of arts-based education in formal and non-formal education settings. For example, in national curriculum digital competence is one of the horizontal competencies together with creativity and cultural competences which are developed integrally with other subject specific competencies. In upper secondary level students have a possibility to choose subjects which are linked to computer technology (film-making, photography, graphic design, computer music technology). Media arts programme is a part of the national curriculum and aims to develop digital competences linked to creativity, design and arts. Moreover, there are three specialised schools in a formal education system (KTU Engineering Lyceum, Vilnius TECH Engineering Lyceum,

Vilnius Joachim Lelewel Engineering School) which offer additional courses (lessons) in media, computer technology, programming and similar.

A special attention to STEAM and digitalization is paid in the Millenium School programme. This is a special national-level programmes funded from the EU Structural Funds to support the development of weaker schools in terms of students' achievements.

A much wider range of digitalization related activities are observed in non-formal education segment. For example, Robotics Academy, The School for Young Computer Professionals (run by Kaunas University of Technology), Technical Creativity Center of Kaunas Schoolchildren, and other. These organizations managed to develop and offer innovative non-formal activities related to robotics, engineering, gamification, virtual reality and etc.

Age and demographic profile of beneficiaries

A major part of arts-based education activities is implemented for young people aged 11-19. LINEŠA (2023) report reveals that students up till age of 11 make the major share (54,6% or 58107 students) of participants in non-formal education funded from targeted financing. From age 12 to 16 this percentage decreases and makes 36,8% (39181 students) and finally from age 17 the participation rate is very low and makes only 8,6 % (9108 students).

The study "Impact Evaluation of Culture Education" (Žinių forumas, 2021) states that young people aged 15-29 years are the most active users and participants of cultural activities, however, the participation of young people aged 15-19 years in cultural activities reaches 75% and later drops down to 56% at age 20-29.

The tendency is, however, to increase the timeline of participation in non-formal (including arts-based) education. Lithuanian Agency of Non-Formal Education (LINEŠA) offers activities for children and young people from age 7 to 19 and following national

plans will offer new activities for children from age 3 to 6 years since 2027.

Students' enrolment in NFE and complementary NFE programmes by gender shows that girls are more actively involved than boys. For example, the data from 2016-2021 (LINEŠA, 2022) indicates that during this period the number of students enrolled was from 85002 in 2016 up to 91859 in 2022, while the number of girls was 45677 in 2016 and 52269 in 2022, showing slight increase. Accordingly, the number of boys was 39325 in 2016 and 39590 and remained rather stable.

Most of the cases identified for this study, however, do not allow us to identify other specific characteristics of participants. We can only refer to national statistics, which speak about participants' regional /geographical representation, age and gender.

Institutional setting (formal/informal)

Formal education is national and ongoing obligatory for children 6/7-19 years old. It is based on the General Education Plans for individual levels of education, approved annually by the Ministry of Education, Science and Sport of the Republic of Lithuania¹. AIKOS, the national education information system, provides the following main national ongoing programmes²:

- Primary education (4-year duration for 6/7 - 10/11-year pupils) including compulsory art and music lessons. Dance and theatre subjects' lessons may be allocated according to the school's and pupils' choices.
- Lower secondary education (basic school). The lower secondary curriculum

¹ Lietuvos Respublikos Švietimo, mokslo ir sporto ministro įsakymas Dėl 2023–2024 ir 2024–2025 mokslo metų pradinio, pagrindinio ir vidurinio ugdymo programų bendrųjų ugdymo planų patvirtinimo 2023 m. balandžio 24 d. Nr. V-586 Vilnius. <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/ca29f721e2d611eda305cb3bdf2af4d8/asr>

² <https://www.aikos.smm.lt/Registrai/Mokymo-programos/SitePages/Pagrindinis.aspx?ss=3fe97589-1da7-4e2b-b909-bf499d3e6193>

focuses on two concentrations: grades 5-8 and 9-10. Curriculum includes compulsory art and music lessons. Subjects such as ethnic culture, theatre, design, Lithuanian traditional art, choreography, local cultural monuments, healthy living, etc. are optional. Their purpose is to develop aesthetic and general cultural skills.

- General upper secondary education (11-12 grade). Students can choose one course in art education (art, music, drama, choreography, contemporary communicative arts), technology education or an integrated course in arts and technology, or physical education (general physical education or a sport of their choice). The curricula for arts education are two-fold, some of which continue the basic school curriculum (art, music, dance, theatre) and some of which are linked to computer technology (film-making, photography, graphic design, computer music technology). The arts education area consists of eight subjects: art; film-making; photography; graphic design; music; computer music technology; dance; theatre.

The country has a cluster of schools where formal art-based education is implemented as part of the national curriculum policy: specialised art and/or music; sports; technology and engineering schools (primary, secondary and post-secondary) operate nationwide in several Lithuanian cities. The duration of education is 12 years. These may be attended by pupils who do not necessarily live in the same municipality. These schools are not numerous, but they have high social value and attract students from all over the country. The schools offer specialised art-based education curriculum alongside general secondary education:

- Music education is part of the specialized curriculum. There are four schools in Lithuania: Kaunas Juozas Naujalis Music Gymnasium, Kaunas Juozas Grušas Music Conservatoire, Klaipėda Stasys Šimkus Conservatoire, and Vilnius Juozas Tallat-Kepša Conservatoire;
- Fine arts education is part of the specialized curriculum. There is only one school

in Lithuania - Kaunas Fine Art Gymnasium.

- Fine arts or Music education makes part of the specialized curriculum. There are three schools in Lithuania: Klaipėda Eduardas Balsys Arts Gymnasium, Panevėžys Vytautas Mikalauskas Arts Gymnasium and Šiauliai Saulius Sondeckis Arts Gymnasium;
- Arts education makes part of the specialized curriculum (fine arts; music; ballet), implemented by the National Mikalojus Konstantinas Čiurlionis School of Arts;
- Sport education makes part of the specialized curriculum. There are three sports gymnasiums in Lithuania - Panevėžys Raimundas Sargūnas Sports Gymnasium, Šiauliai Sports Gymnasium and Vilnius Ozo Gymnasium.
- Engineering education makes part of the specialised curriculum. There are three schools in Lithuania: The Engineering Lyceum of Vilnius Gediminas Technical University; Joachim Lelevelis Engineering School in Vilnius, and the Engineering Lyceum of Kaunas University of Technology.

Arts-based education is widely implemented in the system of non-formal education. Non-formal arts-based education programs, and non-formal arts-based education complementing formal education, are coordinated at the national level by the Lithuanian Agency for Non-Formal Education - LINEŠA. We observed several **strategic national non-formal programmes**, that include arts-based education, and are implemented at national and regional level:

- National programmes of non-formal education outside the formal school curriculum yet implemented in general education schools. Schools organise extra-curricular (non-formal) educational activities at school, such as regular non-formal arts sessions, workshops and clubs (*būreliai*) (2 hours per week from the general education curriculum).
- Non-formal education for children (NFE) voucher/ basket (*krepšelis*) for the

activities outside the school. The NFE voucher/ basket is open to pupils attending accredited NFE programs, which are published on each municipality's website and on the portal emokykla.lt. The minimum duration of an accredited NFE program is 6 months and the intensity is 8 hours per month.

- National framework of Education complementary to formal education (FŠPU) programs which are set up mostly by municipalities or private founders.

Most of the identified cases illustrate good practice in the system of non-formal education. This indicates a trend that this sub-sector of the education system plays a very significant role in developing competences which could be defined as life, or transversal competences.

The growth and diversity of non-formal activities linked to arts-based education has historical and governance reasons. For example, specialized schools (music, sports, fine arts), which are non-formal by their character, are funded mainly by public resources and have a long history of existence (some of such schools were founded in 6-7's of XX century. It was mentioned earlier that in 2021 there were 121 schools related to the Arts (49 Music schools, 60 Arts schools, 10 Schools of Fine Arts, 2 Choreography schools).

A great variety of arts-based education in non-formal segment is implemented both by public and private providers which get funding from the so-called non-formal basket. There are nearly 3000 providers across the country (LINEŠA, 2023). However, as the national report indicates (LINEŠA, 2023), the top ten providers are from civic (Lithuanian Riflemen's Union, Lithuanian Scout Association), sports, ICT, media (Public Institution Robotics Academy), tourism and cultural heritage fields (Association of Culture and Crafts of Trakai Region).

Spatial level and duration

The spatial level and duration of Arts-based education activities in Lithuania depends primarily on the form of the educational carried out: whether it is formal or non-formal

education or non-formal education complementary to formal education.

All formal education, of which arts-based education is a component, is of a national nature, as there are many of the non-formal education programmes run nationwide. However, some arts-based non-formal education activities, although nationally organised, are periodic (competitions, exhibitions, arts festivals) or temporary in nature (summer camps, seminars, various educational activities). We also observed that many arts-based non-formal education activities are organised regionally or locally, and often by NGO's or private institutions, etc.

We observed an interesting case of arts-based education within nationally conducted General Programs for development of pupils' creativity - **Media Arts general programme** (*Medijų meno bendroji programa*). Pupils acquire the basics of media arts through an integrated primary and secondary curriculum in music, art, theatre and dance. In lower secondary school years III to IV, Media arts is an optional subject. In addition, pupils can develop these competences in the New Media Schools (NMSF) participating in a non-formal education activity

We have identified a cluster of **recent innovative ongoing national programs** and projects that are implemented at national and regional level, enhancing collaboration with institutions of culture. The main of those are:

- **The Culture Passport** (*Kultūros pasas*) is a tool to develop students' cultural habits and broaden their cultural experience by providing them with a range of cultural and artistic services. It is an instrument that allows pupils to access a wide range of cultural and artistic services at public expense: to attend performances, concerts, exhibitions, and other cognitive and educational cultural activities.
- One of the most visible examples of a cultural passport is libraries as a new educational space. **National Martynas Mažvydas library** is the largest library in Lithuania. It well represents a trend in the country where libraries have

transformed into places of cultural activities. E-library has many creative spaces: the Workshop For Yourself (Pats sau), the Sound Recording Studio, the Cinema Hall, the Media Workshop, etc.

- **Millenium School programme** (*Tūkstantmečio mokyklų programa*) aims to create integral, optimal and quality education conditions to reduce gaps in pupils' achievements in Lithuanian municipalities. One of the main activities is cultural education.
- **Cultural Education Programme "Educating in Culture"** (*"Ugdymas kultūra"*) encourage children and young people's habits of active participation in culture and develop their creative potential.
- **National Pupils' Academy** (*Nacionalinė moksleivių akademija*) is supporting and developing gifted children in specific areas such as maths, etc. There is a special music section.
- **Continuing programme "The Art of Exploration"** (*"Tyrinėjimo menas"*) creativity, critical thinking and other key competences, to help schools develop a relevant curriculum for the 21st century, and to provide practical support to address today's learning challenges.
- **School for Young Computer Specialists** (*Jaunųjų kompiuterininkų mokykla*) at Kaunas University of Technology, where students from all over Lithuania acquire qualified computer and information literacy skills, get acquainted with modern learning tools and academic environment.
- National partnerships creating a network of museums and mainstream schools **Museum-School-Pupil** (*Muziejus-mokykla-moksleivis*). Museums are a new educational space. Among them the main - MO museum that provides educational activities on national level. Worth to mention The Lithuanian Museum Road project.

We have highlighted several **national level cultural events** for children and pupils that are organised periodically and play an important role in non-formal arts-based education in Lithuania.

1. The most important ones include national festivals and competitions:

- The Lithuanian Pupils' Song Festival is organised every four years. The Song Festival is an exceptional Lithuanian cultural phenomenon. In 2003, UNESCO recognised the Lithuanian Song Festivals as a World Heritage Site of Oral and Intangible Cultural Heritage. Singers, musicians and dancers from Lithuania and neighbouring countries take part in the Lithuanian Pupils' Song Festivals.
- The Lithuanian Children's and Pupils' Television Competition "The Song of the Songs" is one of the country's most unique musical events, attracting the largest number of participants, with long-standing traditions, organised every two year. The national competition is organised at all levels - from local (schools), regional (municipalities) to the national competition. Final Competition Laureates' performance traditionally is held at the Lithuanian National Opera and Ballet Theatre and broadcast on national television.

Another cluster of **arts-based education competitions** organised periodically at national level consists of competitions involving participants from formal education schools with a special focus on arts education and from non-formal education music schools. These national competitions are open to foreign pupils-musicians. Among these competitions, the most famous and long-established are the following:

- National Balys Dvarionas Competition for Young Pianists and String Players organised every second year and based on its' results every four year in Lithuania held International Balys Dvarionas Competition for Young Pianists and String Players.
- International Jascha Heifetz Competition for violinists held in Lithuania

every four year.

- International Stasys Vainiūnas Competition for Pianists and Chamber Ensembles held in Lithuania every four year.
- International M. K. Čiurlionis Piano and Organ competition held in Lithuania every four year.

One more cluster of arts-based non-formal education activities: **fine-art, photography, ceramics exhibitions and competitions, music theory olympiads**, etc. nationally coordinated and periodically nationally or regionally implemented:

- Lithuanian Pupils' Technology Olympiad "Creativity virus" (*"Kūrybos virusas"*) organized every year in Vilnius.
- International Youth Photography "Young People in the XXI Century".
Organiser – Kaunas Pupils Technical Creativity Centre (every year).
- Pupils Ceramics Works Competition every year organized by LINEŠA .
- Music History Olympiad: a test of music history knowledge organized regionally (specifically for Vilnius and Kaunas) every second year; nationally - in Vilnius.
- Several exhibitions of pupils' work are organized each year. Among them: the exhibition of graphic works The Limestone. Lithography exhibition (2022); exhibition of graphic art, painting, sculpture - Measurements and Visions (2022); Sketches (2023); Zinc Graphics (2023); Ceramic exhibition dedicated to the deforestation of Lithuania's forests - Oh We Will Stand (2023); Art exhibition Vilnius - the City of Clouds (2023), etc. at national M.K.Čiurlionis Arts School.

A significant group of non-formal on-going physical education activities includes

nationally and regionally organized sport, endurance and nature awareness activities, physical therapy in horse riding farms, dolphinariums, etc., among those worth mentioning:

- The Dolphinarium that is a part of the Lithuanian Maritime Museum complex (national).
- Baltic Cynology Centre (national).
- Stud farm “Naujadvario žirgai” in Trakai district (regional).
- Dubingiai stud farm (regional).
- Baniulių farmhouse - Šiūpariai stud farm in Klaipeda region (regional).
- Convivo stud farm in Kaunas region (regional)
- Yoga with dogs in Vilnius and Kaunas (regional).

An important tool for non-formal arts-based education for schoolchildren, coordinated at national level, is the **Children's Summer Camps program**. The campus organisers have to participate in competitions organized by the Ministry of Education and the municipalities and register the children's education camp programme. Children's Summer Camps are organized in individual municipalities and come in different types: day, residential, mixed. Duration is fixed: 5-7 days or two weeks, one month - depending on funding. Information about the competitions and the winners is published on the websites of the municipalities and the Ministry, as well as on the websites of the organisers of the children's summer camps.

We observed several important arts-based education campuses for children, that were organized in summer 2024 in different municipalities:

- Educational programme “Sport, move, develop and create together” (*Sportuok,*

judėk, tobulėk ir kurk kartu) (Curriculum area: Nature, ecology; programme code 130800017). Available at Akmenė district municipality, village Balsiai. Residential camp, duration: 15 June – 27 August. Various sports activities (at least 13 different ones) are organised during the camp, as well as personal and group introductions, events and competitions, art therapy. During the camp, children try out hiking, develop physical endurance during hikes, and learn how to behave safely and appropriately in nature. The camp is equipped with an art studio where children can develop their creativity.

- Educational programme “Discover summer with sport” (*Atrask vasarą su sportu*). Children's education curriculum area Sport (Programme code 130500018). Place of implementation – Klaipėda. Day camp, duration 17 June – 12 July, 2024. Camp activities: sports and various activities, creative tasks and artistic performances.
- Educational programme "Superhero Camp" (*"Superherojų" stovykla*) (Programme code 132000045) Place of implementation Kaunas. Day camp, duration 1 June – 31 August, 2024. Camp activities: the secrets and backstage of the film industry, talented actors' audition, costume making for the heroes, photo shoot, comic book workshop, martial arts exercises to strengthen the muscles, STEAM workshop to increase the power of the mind, and getting to know the heroes of our times.
- Educational programme "Nature Heroes" camp (*"Gamtos herojų" stovykla*). (Programme code 132000046). Place of implementation – Prienai district municipality, Vazgakiemio village. Mixt form cam, duration 21 July – 26 July, 2024. Camp activities: hiking, training, active and educational activities; swimming, outdoor team games, disco, and in the evenings, cozy fireside discussions about the day's experiences.

We can identify a specific cluster of **national organisations** that carry out on-going informal education activities, some of which are arts-based:

- Šauliai Lithuanian Riflemen's Union (*Lietuvos Šaulių sąjunga*) - a state-funded paramilitary public organization uniting people interested in the life and defense of the state.
- Lithuanian Scouting (*Lietuvos Skautai*) is not just a leisure group or summer camps, it is a way of life that fosters a strong, responsible, patriotic and loving personality. Scouts hike, camp, explore nature and get involved in community initiatives.

Regional and local arts-based education activities

An important group of arts-based non-formal education activities implemented regionally or locally (but available for pupils from other municipalities) can be divided into ongoing activities and periodic, fixed-term activities, often provided in new unexpected spaces.

Among those exceptional on-going activities worthy of mention are:

- School “Gifted” for support and development of gifted children, established by Vytautas Magnus University in collaboration with Ron Vardi Centre (Israel). The school is in Vilnius and Kaunas at VMU.
- EDU Vilnius Bloomberg project "Vilnius city is a School" in Vilnius.
- Kaunas Center of Schoolchildren's Technical Creation.
- The Robotics Academy, that aims to develop children's modern competences using state-of-the-art educational robots. It organises activities in 10 Lithuanian cities: Vilnius, Kaunas, Klaipėda and others.
- Kaunas National Drama Theatre implements various educational programs. Some of them are included in the Culture Passport program.

- Trakai Region Traditional Crafts Centre (*Trakų krašto tradicinių amatų centras*) runs the ethno-cultural non-formal education program "Live acquaintance with traditional crafts".
- Schools of New Media Art, where students develop their creative skills and express themselves in printmaking, painting, photography, film, action and performance. Among them: Šiauliai Dainų Progymnasium New Media School; Media classes at Vilnius Vytis Gymnasium; LISPA School is a public institution established to meet the growing needs of children's information technology (IT) knowledge, to develop their creativity. The school operates in Kaunas, Marimapolė, Vilkaviškis, Kalvarija, Kazlų Rūda, Garliava.

Another group of arts-based non-formal education activities on a periodic basis consists of short-term, time-limited educational programmes and activities (art exhibitions, seminars, competitions, etc.) organized by the local municipality and/or the school, with the support of NGOs, foundations, and open to pupils from municipalities other than the one where they live and study, or even from abroad. We have observed the following main activities:

- Lithuanian Council for Culture projects (with an educational component), e.g. Creative Communities Initiatives programme specifically to Vilnius, Kaunas and Klaipėda.
- International Saulius Sondeckis Competition for Young Violinists and Masterclass "The Sounding Strings" (*"Skambančios stygos"*) in Šiauliai organized by Šiauliai municipality and Saulius Sondeckis Arts school every three years usually in June.
- Masterclasses "Druskininkai Summer with M.K.Čiurlionis" every year in Druskininkai, organized by Druskininkai municipality with support of NVO's, institutions of culture.
- International Seminar for Young Artists "Amber Site" Masterclasses for teachers

and pupils every year in summer 1-2 weeks in Palanga.

- Kaunas School of Applied Arts, Alytus branch ceramics exhibition-competition "(In)comfortable cup 2024" (local, every year).
- Contemporary New Technologies Art Creative Camp at the Antanas Montis House-Museum in Palanga.

Many short-term national initiatives with high value for arts-based education are implemented in the regions and locally. Among those:

- European Night of Museums, where museums are open 24 hours a day to engage visitors in educational activities.
- Free museum visits on the last Sunday of the month.

In the context of informal arts-based education, worth to mention nationally supported ongoing programs in Lithuanian Language Education Centres, that are operating all over the world - 292 such centres are registered in the national AIKOS information system (www.aikos.lt). They seek help Lithuanians and their children who have gone abroad to learn the Lithuanian language, history, and cultural heritage, to preserve their national identity, and to prepare them for their return and entry to schools in Lithuania.

Funding level and source(s)

Arts-based education activities in formal and non-formal education in Lithuania are funded from several main sources:

- Public funding (% of GDP from state budget allocations) for education.
- Private sector: private foundations, business, NGOs, etc., funds allocated to finance a specific event, activity. Often private funds as well are given in kind.

- Personal contributions: parents' additional fees for their children's private formal education and some non-formal education activities; participation fees for competitions, seminars, camps, etc.

Public funding for formal education. The government spends 5.2% of GDP on formal and non-formal education³, where arts-based education is part of the general curriculum. The data provided by the National Education Information System (ŠVIS), indicates that during 2023-2024 school year, there were 915 general education schools in Lithuania, of which 98 were non-state schools, the number of students in general education (excluding kindergarten and primary school students) was 344 419. The state education voucher/basket (*krepšelis*) per pupil for formal education was around 2.65 thousand EUR per year⁴. The amount varies from municipality to municipality depending on the number of pupils.

Parents pay part of the school tax that exceeds the state's per-pupil allocation in community and private general education schools and for additional Arts-based education programme (music, fine arts, sports, etc.).

Non-formal education of pupils in Lithuania is funded through multiple resources: public (by the state a voucher for non-formal education, which is a part of a general pupil's voucher; municipal budgets), the European Union and other funds (sponsors), parents and other sponsors.

Public funding for non-formal education. The non-formal education (NFE) state funds are available to pupils enrolled in primary, primary and secondary education programmes and social skills development programmes. The Non-Formal Education Basket/ Voucher (Neformaliojo švietimo krepšelis (NFE) (Outside school)) provides a municipality for one

³ Lietuvos švietimas ir kultūra (2022 m. leidimas). <https://osp.stat.gov.lt/lietuvos-svietimas-ir-kultura-2022/svietimas/svietimo-finansai#>

⁴ <https://www.svis.smm.lt/bendrasis-ugdymas-2/>

child to attend one club or organization (provider). The amount of state funding per pupil per NFE programme is €15-25. The size of the NFE basket is determined by the municipality, so the size of the basket may vary from one municipality to another. For a pupil with moderate, severe or very severe special educational needs, there are two NFE baskets (€30-50). The NEC basket is available to pupils attending accredited NFE programmes, which are published on each municipality's website and on emokykla.lt. The minimum duration of an accredited VET programme is 6 months, and the intensity is 8 hours per month.

Funding through the non-formal education basket/ voucher is allocated to municipalities from the national budget to finance non-formal education programmes at municipal level. The general amount of funds allocated to finance **NFE programmes at municipal level** is calculated according to the number of pupils in municipality. Thus, municipalities play an important role in the management of formal and nonformal education in Lithuania. Only one NFE programme chosen by a pupil can be funded per year. It should be noted that municipalities also allocate financial resources to non-formal education through their own resources.

EU funds are used to finance **NFE programmes at national level** – competition and selection of the programmes is organised.

In terms of managing and financing arts education in non-formal education, municipalities distribute hours and money for extracurricular activities in general education schools, which are financed from the Pupil's Basket/ Voucher (no less than 2 hours per week). Municipalities also set up various types of non-formal education institutions implementing – programmes complementing formal education (**FŠPU programmes** (*Formalųji švietimą papildančio ugdymo mokyklos*) and other institutions (cultural institutions, youth centres, etc.).

Programs complementing formal education (FŠPU). These programs are funded by the founding institutions (usually municipalities), the state budget and parents.

The State allocates funding for FŠPU program to municipalities according to the number of pupils enrolled in them. The municipalities allocate these funds to all schools implementing the FSP program, including non-state schools, in accordance with their own procedures. Schools shall receive the funds according to the number of pupils attending the FFS program as recorded in the Pupil Register. The funds can be used for teachers' salaries, professional development and the purchase of goods and services related to the implementation of these programs.

Parents pay a fee for their children's participation in the program, set by the founder, which is approximately 15 % of the total cost of the program.

Non-formal education, which includes arts-based education, is funded by the state through several programmes:

- Culture passport program in collaboration of two ministries: Ministry of Education, Science and Sport and Ministry of Culture involving art society and civil society and opening libraries and museums as a new educational space.
- Children's summer camp programs. These programs are paid for by municipal or state funds if the camp operator participates in and wins a competition for funding children's summer camps. Information about the competitions and the winners is published on the websites of the municipalities and the Ministry, as well as on the websites of the organisers of the children's summer camps. Camps funded by EU funds are published on the internet at www.tapk.lt. 30% of the cost of these camps is reimbursed, the rest must be paid by the parents.

In summer 2023 € 3,481.4 thousand from the state budget allocated for schoolchildren's

summer holidays⁵.

Almost all (98%) municipalities allocate funding for summer camps and other NFE activities through a competitive and prioritized process⁶. The majority of municipalities (80%), in line with the priorities set by the State, gave priority in 2020 to activities involving pupils with severe and very severe special educational needs due to disability, receiving social assistance, from families at social risk, etc. Municipalities have also funded educational programs/training, excursions, hikes and various initiatives. In 2020, all municipalities funded children's summer camps with their own and/or public funds. However, more municipalities financed these activities from the State than from the municipal budget.

Children's summer camps funded by the state and municipality in 2020 by the activity: 98 % - sports camps; 85% - tourism/local history; 70% - nature/ecology; 60 % - ethno-culture; 57%- choreography/dance; 50%- fine art; 40% - technical creativity; 40% - music; 37% - information technologies; 33% - theatre; 28% - languages; 18 – technologies; 17% - media; 2% - other.

In Mapping Matrix, we have identified several important arts-based education campuses for children, that were organized in summer 2024 in different municipalities and funded by the Ministry of Education and municipality with a parental contribution (they have been described in more detail in section *Spatial level and duration*):

- Educational program “Sport, move, develop and create together” (Sportuok, judėk, tobulėk ir kurk kartu) – a camp in Akmene district municipality, village Balsiai. Various sports activities (at least 13 different ones) are organised during the camp, as well as

⁵ <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=40cb8755-b788-4dcc-beb3-5eba7e54baee#/>

⁶ Vaikų vasaros stovyklų ir kitų NVŠ veiklų 2017–2020 m. įgyvendinimo savivaldybėse

personal and group introductions, events and competitions, art therapy

- Educational program “Discover summer with sport” (Atrask vasarą su sportu). Children's education curriculum area Sport – a camp in Klaipėda.
- Educational program "Superhero Camp" ("Superherojų" stovykla) -a camp in Kaunas. Camp activities: the secrets and backstage of the film industry, talented actors' audition, costume making for the heroes, photo shoot, comic book workshop, martial arts exercises to strengthen the muscles, STEAM workshop to increase the power of the mind, and getting to know the heroes of our times.
- Educational programme "Nature Heroes" camp ("Gamtos herojų" stovykla) a camp in – Prienai district municipality, Vazgakiemio village. Camp activities: hiking, training, active and educational activities; swimming, outdoor team games, disco, and in the evenings, cozy fireside discussions about the day's experiences.

Targeted funding for non-formal education for children (NFE) programs 2021-2023.

According to the LINEŠA report⁷, the targeted funding for the implementation of Non-Formal Education for Children (NFE) programs from 2021 to 2023 was €17 million annually plus municipal funds.

⁷ Targeted funding for non-formal education for children (NFE) programmes 2021-2023
https://www.lmnsc.lt/uplfiles4/NV%C5%A0%20ap%C5%BEvalga_2021-2023.pdf

Table 1. Providers of targeted funding programs for NFE who had the highest number of pupils in their programs in 2023

N o	Name of the institution	Pupils' number	Programs' number	Number of municipalities running programmes
1.	Lithuanian Riflemen's Union (Lietuvos šaulių sąjunga)	3195	2	43
2.	Public Enterprise Capital Basketball School (VšĮ Sostinės krepšinio mokykla)	2344	3	3
3.	Public Enterprise Robotics Academy (VšĮ Robotikos akademija)	2112	3	46
4	Capital Centre for Children and Youth (Sostinės vaikų ir jaunimo centras)	2039	85	1
5.	Public Enterprise "Lithuanian Chess School" (VšĮ „Lietuvos šachmatų mokykla“)	1898	4	15
6.	Lithuanian Scouting (Lietuvos Skautai)	1003	4	23
	Public Enterprise „Tolerance and Physical Well-being Development Centre“ (VšĮ „Tolerancijos ir fizinės gerovės ugdymo centras“)	960	8	15
7.	Trakai Region Culture and Crafts Association (Trakų krašto kultūros ir amatų asociacija)	943	5	5

8.	Public Enterprise "Baltic Football Academy" (VšĮ „Baltijos futbolo akademija“)	927	3	1
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It is very important to note that the LINEŠA attracts funding from various foundations, individuals and organizations to finance pupils' non-formal arts-based activities.

LINEŠA coordinates EU structural fund support for Millenium School programme (*Tūkstantmečio mokyklų programa*) that aims to create integral, optimal and quality education conditions to reduce gaps in pupils' achievements in Lithuanian municipalities. One of the main activities is cultural education. The total budget for 2022-2026 year is around 240 thousand Eur.

Most of arts-based non-formal education activities are on the bases of multiple funding models, including public funding, participation fee, NGO's, business and private individuals' contributions and contributions in-kind.

Among those of multiple funding model worth to mention national organisations: Šauliai Lithuanian Riflemen's Union (Lietuvos Šaulių sąjunga); Lithuanian Scouting (Lietuvos Skautai).

There are several national foundations in Lithuania, which, together with private donations, fund cultural events and arts-based nonformal education activities organized at national level. The main funds are:

- **Lithuanian National Culture Centre** - a state budgetary institution promoting cultural and creative expressions of the society, development of ethnic culture and amateur art. It operates under the Ministry of Culture of Lithuania. The Centre plays an important role within the national cultural institution system, helping society and individuals acknowledge and preserve their cultural identity and representing Lithuanian ethnic and amateur culture abroad. This role is primarily realised through numerous events the Centre organizes, such as The Lithuanian Pupils' Song Festival as a part of Lithuanian Song Celebration (inscribed on the

UNESCO Representative List of the Intangible Cultural Heritage of Humanity), ethnic craft symposiums and seminars, folklore, children and adult choir festivals, folk dance competitions, children and youth theatre festivals, folk art exhibitions.

- **The Lithuanian Council for Culture (LCC)** - is one of the most important public funds for arts-based non-formal education activities. It is a budgetary institution under the Ministry of Culture of the Republic of Lithuania, which implements the state policy in the areas of management entrusted to the Minister of Culture⁸. The Lithuanian Council for Culture competitively selects and allocates funding for applications from organisations and grants to creators, investing public funds in the public welfare, creative self-expression, artistic development, diversity of cultural practices, and dissemination in Lithuania and abroad. Funding decisions are made by professionals in art and other cultural areas, according to the principle of arm's length distance. The pool of peers of the Lithuanian Council for Culture, after evaluating the applications, rank them according to their scores with comments, and make various recommendations for funding to the Assembly of the Council Members, who make final decisions. Lithuanian Council for Culture finances the important activities described in the previous sections:

- ✓ Continuing programme "The Art of Exploration" ("Tyrinėjimo menas");
- ✓ Cultural Education Programme "Educating in Culture" ("Ugdymas kultūra")
In 2024 total 36 projects funded by Lithuanian Culture Council (289000 Eur); total 40 projects in 2023 (292400 Eur).
- ✓ Arts-based education competitions (National Balys Dvarionas Competition for Young Pianists and String Players; International Jascha Heifetz Competition for violinists; International Stasys Vainiūnas Competition for Pianists and Chamber Ensembles; International M. K. Čiurlionis Piano and Organ competition, Saulius Sondeckis International

⁸ The Lithuanian Council for Culture: <https://www.ltkt.lt/en/about-us>

Competition for Young Violinists in Šiauliai, etc.);

There are several private funds that support arts-based education (Sauliaus Karosas Charity and Support Foundation; Balys Dvarionas Charity and Support Foundation; Lithuanian Musicians' Support Foundation) with emphasis on music events: competitions, seminars.

Public and private organisations and institutions provide non-financial support: providing a hall for concerts; broadcasting on national TV, space for competitions, education activities, etc. Among those organizations are the Lithuanian Radio and Television Committee; the National Philharmony; the Mo Museum; Trakai Region Traditional Crafts Centre, museums, Kaunas national drama theatre, etc.

“Bloomberg Philanthropies” is a philanthropic organization that encompasses all of the charitable giving of founder Michael R. Bloomberg, which has given 1 million USD for the project "Vilnius city is a School" to help Vilnius achieve modernity in education - moving at least 10% of classes from the school building to urban spaces and introducing a blended learning model: encouraging schools to make creative use of the diverse spaces in Vilnius and increasingly combining traditional classroom lessons with urban lessons.

By private funds are financed those important Arts -based non-formal education activities as National Pupils' Academy (*Nacionalinė moksleivių akademija*) that supports and develops gifted children in specific areas.

Collaboration between universities and private sector and multiple co-funding is essential for some modern arts-based non – formal education activities. Among those worth mentioning:

- ✓ School “Gifted” for support and development of gifted children, established by Vytautas Magnus University in collaboration with Ron Vardi Centre (Israel).
- ✓ School for Young Computer Specialists (*Jaunųjų kompiuterininkų mokykla*) at

Some private or non-governmental players implement national level arts-based education initiatives, such as Academy of Robotics (Robotikos akademija), Kūrybinės jungtys, etc. Private businesses also support arts-based education developing modern education activities in different regions of Lithuania, such as: stud farms; yoga with dogs, etc.

Outputs

As it was mentioned in previous sections of the report, a formal education is obligatory in Lithuania for children 6/7-19 years old, and all of them, enrolled into general education schools, participate in arts-based education, that is a part of general education program.

The total number of pupils enrolled in general education schools in 2022/2023 schooling year was 354870⁹. Of them, the total number of pupils enrolled in pre-school education in 2022/2023 was -10 450.

- the total number of pupils enrolled in primary education in 2022/2023 was - 121495
- the total number of pupils enrolled in lower secondary education in 2022/2023 was - 177695
- the total number of pupils enrolled in general upper secondary education in 2022/2023 was – 45230

There were 7 specialized arts schools in Lithuania in 2022/2023, that provide general education. The number of enrolled pupils is recorded in general education statistics.

⁹ <https://www.svis.smm.lt/bendrasis-ugdymas-2/>

The outputs of pupil participation in arts-based non-formal education. Total number of pupils participating in non-formal education in 2023 – 116 776¹⁰. From that number in music - 28 995; fine art - 15 217; choreography - 8 325; theatre -1317; sports- 41 750; technical creativity -2 426; tourism – 950; nature and ecology - 1 698; information technologies – 1600.

The LINESA report on school-based clubs (būreliai) in 2017-2021¹¹ shows that in 2021 there were 948 mainstream schools in Lithuania, of which 600 (63.3%) were registering pupils in NFE programs and 348 (36.7%) were not registering pupils in NFE programs. The largest number of general education schools enrolling pupils in NFE programs in 2021 was in the municipalities of the largest cities: the municipalities of Vilnius City Municipality (56), Kaunas City Municipality (48), Šiauliai City Municipality (31), Kaunas District Municipality (27) and Klaipėda City Municipality (24).

On average, one of three pupils in mainstream schools attended NFE programs (clubs). In Lithuania in 2021, 33% of pupils were enrolled in mainstream school clubs. 39 out of 60 municipalities exceeded the 33% threshold. Number of pupils enrolled in general education NFE programs: 108,524 (2021), of whom 44.60% are boys; 55.40% are girls. Pupils enrolled in mainstream school NFE programs by age (%): 10.5% 17–19-year-olds; 34.10% 12-16 year-olds; 55.30% 7-11 year-olds. The most common age group for non-formal education in mainstream schools is 7-11- year-olds (around 55%). The lowest participation rate is for 17–19-year-olds (around 10%). This trend remains unchanged from 2017.

Pupils enrolled in 2021 in general education schools' NFE Arts- based programs by

¹⁰ <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=40cb8755-b788-4dcc-beb3-5eba7e54baee#/>

¹¹ Neformaliojo vaikų švietimo programų (būrelių) įgyvendinimo bendrojo ugdymo mokyklose duomenų apžvalga 2017–2021 metai

[https://www.lmnsc.lt/uplfiles4/BUM%20NV%C5%A0%20programos%20\(bureliai\).pdf](https://www.lmnsc.lt/uplfiles4/BUM%20NV%C5%A0%20programos%20(bureliai).pdf)

<https://www.lmnsc.lt/tyrimai-analizes-ir-apzvalgos/>

program field (percentage) were: sport - 20.2%; music - 12.1%; art - 8.6%; choreography, dance - 8.3%; information technology - 8.0%; theatre, drama - 4.1%, technology -3.6% technical creativity - 1.4%, ethno-culture - 1.9%; media -1.0%, etc. In 2017-2021, girls were more likely to choose non-formal education activities in general education schools (about 55%). The share of boys was around 44%.

Data from education registers reflects only 60.3% of general education schools that have reported pupils' data. It is therefore unclear whether other general education schools do not run NFE programs (clubs) and use NFE funds for other activities or whether they do not provide data to the registers. Additional data would be needed to establish the current situation and to draw more accurate conclusions.

In 2021-2022, there were 194 non-formal education for children (NFE) and non-formal education complementary to formal education (NFECtF (FŠPU)) schools operating NFECtF and NFE programs in the country, with the municipality as owner.¹² On average, there are 506 pupils per NFE and FPE school in the municipality. Urban schools are 3-5 times larger than those in rural areas. There are 15 NFE/ NFECtF schools with more than 1000 pupils in the country, the largest of which are the Capital Children and Youth Centre (4607 pupils), the Capital Sports Centre (2208 pupils), the Public Institution Alytus Sports and Recreation Centre (1538 pupils) and Kaunas Swimming School (1536 pupils).

In the period 2021-2022, NFE and NFECtF schools offered 3,691 programs to pupils, an increase of 403 programs compared to 2020-2021. In 2021-2022, 55% of municipalities offer an average of 3-4 strands of programs for children, with the largest variety of NFE and FSFE programs offered by NFE and NFECtF schools in large municipalities (Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys, Palanga, Marijampolė, Mažeikiai). In the period 2021-2022, music, sports and arts were the most popular choices for pupils in NFE and NFECtF schools, with as many as 72% of the country's pupils opting to attend these

¹² Neformaliojo vaikų švietimo ir formalųjį švietimą papildančio ugdymo mokyklų, kurių savininko teises ir pareigas įgyvendina savivaldybė, 2016–2022 m. duomenų apžvalga Lietuvos mokinių neformaliojo švietimo centras. https://www.lmnsc.lt/uplfiles4/2022%20ataskaita_SM.pdf

programs.

The outputs of non-formal education (NFE) voucher basket (outside school): 1193 suppliers of non-formal activities; 2937 programs; 106396 students from general schools; 48015 (45,1 %) students take sports activities.

The outputs of pupils' participation in non-formal education, which includes arts-based education, provided by summer camp activities. In 2020, 76360 pupils attended summer camps.¹³ In almost all municipalities in 2020, sports-oriented summer camps and other NFE activities dominated. Tourism/local history and nature/ecology were in second and third place respectively.

The outputs of pupils' participation in recent innovative ongoing national programs and projects. The Culture Passport (Kultūros pasas). In 2018-2024, 33866 educational activities took place, involving 353634 pupils. Currently, the Culture Passport suite of services consists of 3,200 services, of which almost 600 are remote. In 2021, 93% of schools joined the Culture Passport system and used its services at least once¹⁴. For 2024, 645 cultural education activities, events and other cultural and artistic services have been approved and will be available free of charge to students in grades 1-12¹⁵. The measure is actively applied for by Lithuanian museums, libraries, theatres, concert venues, galleries, NGOs and self-employed artists across Lithuania. Applications are evaluated by the Culture Passport Expert Commission established by the Ministry of Culture. One of the most visible examples of a cultural passport is libraries as a new educational space: National Martynas Mažvydas library, as the largest library in

¹³ Vaikų vasaros stovyklų ir kitų NVŠ veiklų 2017–2020 m. įgyvendinimo savivaldybėse

Apžvalga https://www.lmns.lt/uplfiles3/Vasara2020_%20galutinis.pdf

¹⁴ <https://alkas.lt/2022/01/31/kulturos-paso-paslaugomis-pernai-pasinaudojo-daugiau-kaip-90-proc-mokykl/>

¹⁵ <https://www.kulturopasas.lt/straipsniai/70>

Lithuania, developed and provided 23 educational programs till 2023.

Millenium School program (Tūkstantmečio mokyklų programa). Millenium school program. The aim of the Program is to create integral, optimal and high-quality education conditions in every municipality in Lithuania by 2030 to reduce gaps in student achievement. 58 municipalities and 271 schools are participating in the Millenium school program. Of these, by type: upper secondary schools – 157; lower secondary schools – 102; primary schools – 12.

Cultural Education Programme "Educating in Culture" ("Ugdymas kultūra") supported by National Council of Culture. At least 10 children took part in each educational activity. However, data on the total number of educational activities and the number of pupils involved is not provided, as this data is usually classified as non-formal education data and is reported in the LINEŠA reports.

Continuous program "The Art of Exploration" ("Tyrinėjimo menas") creativity, critical thinking and other key competences, to help schools develop a relevant curriculum for the 21st century, and to provide practical support to address today's learning challenges. In 2023 28 Lithuanian general education schools participated in the program; out of them - 17 schools in 2022-2023; 421 pupil and 191 teachers; and in 2023-202 - 11 schools; 270 pupils and 132 teachers.

National Pupils' Academy (Nacionalinė moksleivių akademija) supporting and developing gifted children in specific areas. In 2004-2024, more than 1,500 of the most talented children for music and science from all over Lithuania have graduated from NMA education programs. 230 children from 135 schools in Lithuania and abroad are currently studying at the Academy.

School for Young Computer Specialists (Jaunųjų kompiuterininkų mokykla) at Kaunas University of Technology. During the 25 years of its successful operation, more than 10,000 students from all over Lithuania (Kaunas, Marijampolė, Raseiniai, Prienai, Birštonas, Panevėžys, Šiauliai, Vilkaviskis, Tauragė, Druskininkai, Naujoji Akmenė,

Joniškis, Vilnius, Klaipėda, and other cities and districts) have graduated from the School for Young Computer Specialists. Around 500 pupils are enrolled here each year. The school offers over 20 curricula and specializations for pupils from grades 3 to 12.

National partnership network of museums and mainstream schools Museum-School-Pupil (Muziejus-mokykla-moksleivis) - Museums as a new educational space.

From September 2012 to March 2014, 17 educational programs have been implemented across Lithuania, with a variety of themes (history, archaeology, arts, literature, nature, science, etc.), ensuring a significant contribution to civic and national education. 147 schools from 38 municipalities in the country, over 340 subject teachers and primary teachers, 9 330 pupils took part in non-formal education programs of at least 8 academic hours. 74 640 integrated lessons were delivered. At the end of the project, the data on education in museums are reported in the overall LINEŠA statistics. MO museum, as the biggest and modern museum in Lithuania, Vilnius, provide face-to-face and virtual educational classes, that are tailored to pre-school children and 1st–12th grade pupils and acts as a travelling museum.

Outputs measured by number of participants of national level cultural events:

Pupils' Song Festival (Moksleivių dainų šventė) organized every four years; attended by 10-20 000 pupils – musicians, dancers, singers. The largest Pupils' Song Festival was in 2016, with more than 22 000 participants.

National competition The Song of the Songs (Dainų dainelė). Up to 5,000 young singers, accompanying ensembles perform in regional rounds and TV concerts, and over 300 young singers from all 60 municipalities of Lithuania perform at the Final Competition Gala, traditionally held at the Lithuanian National Opera and Ballet Theatre. The performances are judged and selected for the second stage of the competition by municipal juries. The following are selected for Stage 2 of the Competition: up to 40 participants from Vilnius City Municipality up to 30 participants from Kaunas, Klaipėda and Šiauliai City Municipalities; up to 15 participants from Panevėžys, Marijampolė and Alytus City Municipalities; and from 3 to 10 participants from other Municipalities.

Outputs of a cluster of arts-based education competitions

National Balys Dvarionas Competition for Young Pianists and String Players organised every second year: around 200-300 Lithuanian and foreign Lithuanian pupils participate; 80 laureates are selected, 40 in each category of artistic expression and vocational training, who can then participate in every four years in Lithuania held International Balys Dvarionas Competition for Young Pianists and String Players.

International Jascha Heifetz Competition for violinists - 30 participants.

International Stasys Vainiūnas Competition for Pianists and Chamber Ensembles held in Lithuania every four year. In 2022 participated: Pianists: I round - 32; II round - 16.; final - 6. Chamber ensembles: I round - 25.; final – 9.

International M. K. Čiurlionis Piano and Organ competition held in Lithuania every four year. Participate: Pianists: I round - 38; II round - 15.; final – 6; Organists: I round - 25.; II round - 12; final - 6.

Outputs of arts-based non-formal education activities: fine-art, photography, ceramics exhibitions and competitions, music theory olympiads. According to education program, the whole class, that means every pupil of upper secondary education of national M.K.Čiurlionis art school, Saulius Sondeckis art school and other art schools, is supposed to present their art works at fine art exhibition. The number of participants depends on the year enrolled in class pupils. 30-35 pupils in 8 teams take part in the National Music History Olympiad. Lithuanian Pupils' Technology Olympiad "Creativity virus" ("Kūrybos virusas") is organised every year in in two stages: the first stage of the Olympiad takes place in the regions, then the best entries are presented in Stage II, where 50-60 students from schools across the LT take part in Vilnius. The Olympiad is organised in the fields of technology, applied technology, engineering technology in primary and secondary education level. Non formal education agency LINEŠA's annually organises international thematic exhibitions of pupils' ceramics works, that are attended by 100-150 pupils from Lithuania and abroad. Kaunas School of Applied Arts organises

exhibitions of ceramics, textiles, photography, with 40-50 pupils participating each.

National organizations:

Lithuanian Scouting (Lietuvos Skautai) Lithuanian Scouting unites over 3000 Scouts and 250 leaders.

Šauliai Lithuanian Riflemen's Union (Lietuvos Šaulių sąjunga) - number of young riflemen's (till 18 years old) – 5565.

Many arts-based non-formal education activities organized regionally or locally are available for pupils from other municipalities and result in outstanding outputs. Among them:

- EDU Vilnius Bloomberg project "Vilnius city is a School" in Vilnius: 3911 teachers registered; 508 total lessons uploaded; 11359 pupils took part in lessons in companies.
- 115 companies registered; 88322 lesson materials downloaded.
- School “Gifted” for support and development of gifted children, established by Vytautas Magnus University in collaboration with Ron Vardi Centre (Israel). The school is in Vilnius and Kaunas at VMU enroll 350 children every year.
- The Robotics Academy, that aims to develop children's modern competences using state-of-the-art educational robots. It organise activities in 10 Lithuanian cities: Vilnius, Kaunas, Klaipėda and others. More than 8,000 children attend classes each year. The STEM.org Accredited™ trustmark in 2022 is an esteemed quality assurance recognition awarded to informal organizations and educational service providers who meet high standards for STEM education quality. This trustmark is a symbol of excellence that is respected and trusted by educators, parents, and students worldwide.

LISPA School ("List Processing") established to meet the growing needs of children's information technology (IT) knowledge, to develop their creativity, operates in several cities of Lithuania: in Kaunas, Marimapolė, Vilkaviškis, Kalvarija, Kazlų Rūda, Garliava. Every year 200 children graduate. In summer 2024, organized camp for 56 children to develop their creativity.

Trakai Region Traditional Crafts Centre (Trakų krašto tradicinių amatų centras) runs the ethno-cultural non-formal education program "Live acquaintance with traditional crafts" and suggest more than 50 educational programs and activities.

The outputs of music masterclasses and seminars:

- International Seminar for Young Artists (violinists and pianists) "Amber Site" Masterclasses for teachers and pupils every year in summer 1-2 weeks in Palanga invites up to 30 children and their teachers.
- International Saulius Sondeckis Competition for Young Violinists and Masterclass "The Sounding Strings" ("Skambančios stygos") in Šiauliai organized by Šiauliai municipality and Saulius Sondeckis Arts school every three years participate 50-60 young musicians.
- Masterclasses "Druskininkai Summer with M.K.Čiurlionis" every year in Druskininkai, organized by Druskininkai municipality with support of NVO's, institutions of culture for 30 participants.
- Lithuanian Language Education Centres, that are operating all over the world - 292 such centres are registered in the national AIKOS information system (www.aikos.lt) has 11 000 pupils.

We can conclude that pupils' participation in arts-based activities within formal and non-formal education in Lithuania in most cases results in measurable outcomes or quantifiable results of the activity. However, not all arts-based activity organizers (especially private) record this data.

Outcomes

Learning outcomes of arts-based formal and non-formal education in Lithuania are defined as the knowledge, skills, values and attitudes that learners can acquire and demonstrate as a result of arts-based education. They have an impact on children's and young people's personal development, and involve public and private institutions, emerging new organizations and businesses for art education, leading to the change of organizational culture of institutions. We observed that learning outcomes of arts-based education, analyzed in the project, have been reached through structured three complementary pedagogical streams:

- Study of artistic works.
- Direct contact with artistic works, such as concerts, exhibitions, books and films.
- Engaging in arts practices.

Corresponding to the related key learning outcomes provided by the UNESCO GCE framework highlighted in project D1.1 Section 3., we have identified three domains of learning outcomes and following set of mutually reinforcing learning outcomes in formal and non-formal arts-based education in Lithuania:

1. Cognitive:

- Motivation and the ability to learn about oneself and the world, through an understanding of humanity's cultural experience and the development of subject knowledge and skills.
- Creativity competence: the ability to explore, generate, develop, evaluate creative ideas, products and problem-solving solutions that are personally meaningful to oneself and others.
- Learners acquire knowledge and understanding of local, national and

global issues and the interconnectedness and interdependency of different countries and populations.

2. Socio-emotional:

- Learners develop skills for critical thinking and analysis.
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities; develop attitudes of empathy, solidarity and respect for differences and diversity.
- Personal self-awareness and self-management, social awareness, relationship-building skills, responsible decision-making and personal care for physical and mental health.

3. Behavioural:

- A citizenship competence: values, attitudes, perceptions and practical action skills that enable the development of civic identity and civic empowerment, to build a democratic society together with others in a creative and socially responsible way, and to strengthen Lithuania's statehood.
- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Below we present outcomes of arts-based formal and nonformal education, important national cultural education programs, cultural events, competitions and other activities.

Arts-based education outcomes in formal general lower secondary education

Arts education consists of art, music, dance, theatre programs offered in grades 5-10 and

contemporary arts (9-10 grade)¹⁶. The curriculum includes compulsory art and music lessons. All of them are linked by three areas of educational activity: 1) artistic expression; 2) observation, interpretation and appreciation of artistic expression and works of art; and 3) knowledge of the importance of the arts in social and cultural life.

Apart from acquiring specific artistic knowledge and skills, the process of artistic education helps pupils to develop values that influence their own personal and have an impact on the life of society: pupils learn to understand creativity as an exciting and rewarding activity; to be open to change, exploration, new ideas and new experiences; to take an interest in art and to appreciate the work of themselves, their friends and artists; to be curious and seek information; recognise and respect copyright; to strive to create and explore new ways of representation; take an interest in one's own and one's own friends' creative activities and seek to collaborate; to strive to live and create in an aesthetic and orderly environment; respect cultural heritage and understand the importance of its preservation; to take an interest in, respect and preserve the cultural traditions of one's own and other countries; respect cultural heritage and understand the importance of its preservation.

Art- based education outcomes in general upper secondary education (11-12 grade):

Students can choose one course in art education (either art, music, drama, choreography, or new media arts), technology education or an integrated course in arts and technology, or physical education (general physical education or a sport of their choice). The curricula for arts education are two-fold, some of which continue the general lower secondary school curriculum (art, music, dance, theatre) and some of which are linked to computer technology (film-making, photography, graphic design, computer music technology). The arts education area consists of eight subjects: art; film-making; photography; graphic design; music; computer music technology; dance; theatre. Outcomes: pupils develop their creative skills and express themselves in the fields of

¹⁶ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/de64d4615fb511e99684a7f33a9827ac?jfwid=12nbarx4pc>
https://duomenys.ugdome.lt/saugykla/bp/2016/pagrindinis/7_Meninis_ugdymas.pdf

choice; learn to be curious and seek information; promote the incorporation of new technologies into school education as an art form, cultural expression, and language medium; emphasize integration and dialogue between subjects, active pupils' participation, meaningful learning experiences, multidisciplinary learning units, and phenomenon-based learning.

Specialised art and/or music; sports; technology and engineering schools¹⁷ (primary, secondary and post-secondary) schools where formal art-based education is implemented as part of the national curriculum policy. **The outcomes** of education activity: the program develops a creative personality, an active and responsible citizen, capable of developing the spiritual, intellectual and physical capacities and competences needed to achieve professional excellence and build a successful life; develop competences and mastery in the performing and visual arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national art heritage; pupils develop a sense of belonging within the artists community, promote cultural heritage.

Media Arts General Program (11-12 grade concern)

The Media Arts program develops the following competences: cognitive, creativity, communication, digital, citizenship, social, emotional and healthy lifestyle, cultural.

Pupils receive an integral education in the media arts through the primary and secondary curricula in music, art, theatre and dance. In upper secondary school years (11-12 or III-IV), media art is an elective subject.

Media art and expression through interdisciplinary media have educational, cultural and socialising values. It opens new horizons of self-awareness for the personality of the pupil, develops self-esteem, empathy, reveals the essence of tolerance, shows the

¹⁷ <https://www.nsa.smm.lt/wp-content/uploads/2021/07/Bendrieji-ugdymo-planai-06.-28.21.pdf>

diversity of cultural forms, and reveals the unity of art and science. Media art projects develop responsibility, discipline, planning and the skills of implementing media art projects in real-life situations. The realisation of creative ideas, the knowledge and application of media technologies develops the concept of interdisciplinarity and reveals various aspects of audiovisual expression.

Media art program outcomes:

- Analyses the origin, history and development of media art. Defines the facts of the development of technology and media art and explains the prerequisites for the formation of media art, the peculiarities of media art forms and the place of media art in contemporary culture.
- Explores the specifics of media art technologies, explains the importance of the application of technologies in media art, has a good knowledge of, and practically applies media art technologies in creative experiments.
- Analyses, describes and explains the specifics of media art technologies and the development of means of expression, discusses the relationship between technology and artistic expression.
- Reflects, analyses, evaluates past and present phenomena of media art and anticipates possible future directions of media art development .
- Able to recognise, identify and explain the appropriateness of the use of media art expressive tools in the work.
- Identifies, analyses, interprets all the features and details of a media artwork, and reveals the contexts of the work.
- Draws on his/her own experience, the opinions of colleagues, authorities and critics to discuss and evaluate a work of media art.

- Identifies, describes and explores phenomena in media art and media culture.
- Recognises, describes, analyses and explores the contexts of media art and media culture.
- Relates knowledge of media art to personal experience, educational needs, values, identifying the cultural context.
- Independently raises and discusses creative ideas, plans them, anticipates the necessary resources, and finds appropriate means of expression to realise the idea(s).
- Consistently, reasonably, purposefully implements original and mature creative ideas through media art.
- Reflects on own and other media artists' work, reviews, describes, analyses and evaluates his/her own creative achievements in a reasonable way, and reveals connections to the broad contexts of contemporary culture.

Emerging new formal education media schools. The best example:

- **Media classes at Vilnius Vytis Gymnasium.**

Outcomes: Media is integrated throughout the learning process; in media classrooms, learning is based on real-world problem-solving, with elements of media content creation integrated into the subject content. For example, Lithuanian language classes teach strategies for creating messages, developing skills in creating content for the internet and social networks; technology classes teach audiovisual content creation, etc. Pupils learn the basics of entrepreneurship, develop communication skills, apply marketing principles, analyse the audience and tailor the message to them, and create their personal brand. The coming together of the Gymnasium and VilniusTech University for a joint project has opened even more opportunities for the pupils. Pupils of the Media class can attend lectures by foreign lecturers at the University, events organised by students,

join their research and complex project groups. This significantly expands the opportunities offered by the media class.

Besides formal new media education, there are emerging schools and classes of non-formal or non-formal complementary to formal (*FŠPU*) new media education. We have highlighted below the outcomes of several important examples of non-formal new media educational activities:

- **New Media School at Šiauliai Dainų lower secondary school.**

Outcomes: The general new media and aesthetic competence is fostered, stimulating the child's spontaneous creativity, meaningful artistic activity, activating imagination, thinking, intuition, creating conditions for the development of creative powers, spiritual growth, personality maturation; to educate a thoughtful, creative, insightful and perceptive, active consumer and participant of contemporary culture; to be an open cultural focal point for the city society. Pupils develop their creative skills and express themselves in the fields of graphics, painting, photography, film, action and performance. School promotes the incorporation of new media, film, and photography into school education as an art form, cultural expression, and language medium; emphasizes integration and dialogue between subjects, active pupils' participation, meaningful learning experiences, multidisciplinary learning units, and phenomenon-based learning.

- **Public institution LISPA School** (*Engl. List Processing*) established to meet children's growing needs for information technology (IT) knowledge, to foster creativity and critical thinking, and to ensure children's full self-fulfillment.

Outcomes: acquire the key competences: collaboration, complex problem-solving, creativity, and the ability to critically evaluate one's own skills and information; increased the use of technology in educational processes; creativity and critical thinking developed through technology; promoted pupils' self-realisation in engineering, 3D design, electronics and mechatronics; and expanded extracurricular activities in science. LISPA School is fostering entrepreneurship and financial literacy skills; providing quality and

timely IT education services; contributing to reducing emigration and internal migration to major cities; fostering the emergence and activities of Start-ups; and educating the public on science, innovation and technology.

- Media arts-based education through three complementary pedagogical streams: study of artistic works; direct contact with artists; engaging in arts practices – is implemented for pupils by artists Vytautas Magnus University at **Antanas Moncys House-Museum in Palanga**.

Outcomes: develop pupils' creativity. They acquire knowledge of the creative fields of media art and the ability to realize artistic ideas and compose an image through photography. They learn about directing and filmmaking. The project promotes the incorporation of film and photography into school education as an art form, cultural expression, and language medium; emphasizes integration and dialogue between subjects, active pupils' participation, meaningful learning experiences, multidisciplinary learning units, and phenomenon-based learning; pupils' experience of cultural events and/or cultural education activities contributes to their educational processes.

Creativity and related competences pupils acquire through non-formal arts-based education. First of all, we have highlighted **non-formal specialized Art education schools**. As it was mentioned earlier, in 2021 there were 121 schools in Lithuania related to the Arts (49 Music schools, 60 Arts schools, 10 Schools of Fine Arts, 2 Choreography schools).

The outcomes. The goal of art activities is to enhance the overall well-being, growth, perseverance, and self-esteem of children and young people. The activities increase pupils interest in art, develop their artistic expression. Apart from acquiring specific artistic knowledge and skills, the process of artistic education helps pupils to develop values that influence their own personal and have an impact on the life of society: pupils learn to understand creativity as an exciting and rewarding activity; to be open to change, exploration, new ideas and new experiences; to take an interest in art and to appreciate the work of themselves, their friends and artists; to be curious and seek information.

Schools support the communal aspect of art, foster interaction, cultivate a sense of belonging, and promote arts cultural heritage. Additionally, it enhances parents' ability to cope.

The outcomes of the national non-formal education programs inside (clubs)/outside schools (NFE voucher) and non-formal education programs complementary to formal education. These programs offer children and young people the opportunity for equal, free hobby activities, regardless of their background or financial situation, increase children and young people's access to arts-based activities and promote disadvantaged young people's motivation and ability to participate in Arts – based activities; promote participants' school attendance and behavior; promote positive interactions with peers, teachers and artists; improve friendships, increase the number of friends, enhance social skills, strength self-esteem, improves mood, increase resilience; develop children's cultural/artistic competences and specific knowledge of the field; creativity; communication; social-emotional and healthy lifestyle; digital; citizenship and other competences; develops pupils' cultural consumption habits and reinforce pupils' attitudes towards cultural consumption as a meaningful activity.

Recent innovative ongoing national programs and projects enhancing collaboration with institutions of culture provide arts-based education through three complementary pedagogical streams: 1) study of artistic works; 2) direct contact with artistic works (such as concerts, exhibitions, books and films); 3) engaging in arts practices develops pupils' creativity, critical thinking and lead to main education outcomes: cognitive, social-emotional, behavioral. The main of those projects are:

- **Culture passport** (*Kultūros pasas*)– national project for non-formal Arts-based education. **Outcomes:** The Culture Passport project advances young people's access to art and cultural activities by systematically providing opportunities to engage in various forms of art and culture; education activities develops pupils' cultural competences: critical thinking; cultural awareness, cultural expression; creativity; communication; social-emotional and healthy lifestyle; cognitive; digital; citizenship and other competences; develops pupils' cultural consumption habits

and reinforce pupils' attitudes towards cultural consumption as a meaningful activity. The project promotes disadvantaged young people's motivation and ability to participate in Arts – based activities, culture events.

- The most visible examples of a Culture Passport are libraries as a new educational space. Worth to be mentioned the largest library in Lithuania **National Martynas Mažvydas library** – the coordinator of the project Culture Passport and a platform for the project „Vilnius city is a school” („*Vilnius yra mokykla*“). **Outcomes** of arts-based education activities in libraries: Culture Passport: Cognitive (learn to interpret and stage literary works, learn to critically evaluate the information they receive, recognise fake news, etc.); Social-emotional (during the creative process students' awareness and critical thinking are developed, they better understand the historical context of the situation, thoughts and ideas, they are better able to interrelate various economic, historical, political and cultural facts of the time, etc.); Behavioral - by taking part in the workshop they learn to engage in the creative process, to use materials and preserve the environment.
- **Outcomes** of arts-based education activities in libraries: „**Vilnius city is a school**” (**Bloomberg project**): project fosters citizenship; develops citizenship; deepens knowledge of the country's history, the processes of state formation, contemporary political and social phenomena, etc.; project fosters communication, collaboration, community participation; enhance the overall well-being, growth, perseverance, and self-esteem of children and young people.
- Theatre is another important new space for arts-based education. We observed educational activities in **Kaunas National Drama Theatre**. Outcomes: the education programs provided by theatre focus on theatre appreciation, emotional and social development and the development of creativity of pupils, contribute to the well-being of children.
- **Millenium School program** (*Tūkstantmečio mokyklų programa*) aims to create integral, optimal and quality education conditions to reduce gaps in pupils'

achievements in Lithuanian municipalities. **Outcomes:** Integration of cultural education into formal education (in different subjects); ensuring that students have access to a variety of contemporary cultures in formal and non-formal education. Cultural education for children is carried out in two ways: 1) focusing on the development of children's cultural/artistic competences, the development of knowledge of cultural/art history, and increasing pupils' experience of the professional cultural field. Children's artistic, aesthetic and social skills are developed. Another strand is the use of culture/art to both prevent and address challenges to children's psychological and physical well-being (e.g. to address or prevent the potential negative consequences of economic and social exclusion).

- **Cultural Education Program "Educating in Culture"** (*"Ugdymas kultūra"*) encourages children and young people's habits of active participation in culture and develop their creative potential. **Outcomes:** Projects for children ensure the continuity of cultural education activities and promote the habits of participation in culture; reveal and develop children's creative potential; and deepen children's knowledge of cultural and artistic processes. Projects for young people (14-29 years old) ensure the continuity of cultural education activities and promote the habits of participation in culture; reveal and develop the creative potential of young people; deepen young people's knowledge of cultural and artistic processes. The project strengthens the participants' cultural identity, local knowledge, sense of community, and responsibility for a sustainable future, respect and preserve cultural heritage.
- **National Pupils' Academy** (*Nacionalinė moksleivių akademija*) supporting and developing gifted children in specific areas such as maths, etc. There is a special music section. **Outcomes:** the Academy strengthens Lithuania's intellectual potential and invests in talented and motivated children enabling high-achieving or high-potential pupils, regardless of their social background, place of residence, age, gender, etc., to choose an education that meets their needs - providing them with the subject and personal development knowledge and skills that they do not have the opportunity to acquire in school; enabling pupils to learn and collaborate with highly qualified professionals in the field in which they are studying and excelling; ensuring

the quality of education by improving the quality of educational services for high achievers and children with high potential; reducing regional disparities in the education system (NMA activities cover all regions of Lithuania); reducing the gap between the educational services provided to high achievers, motivated and highly gifted children in Lithuania and those provided in other European and global countries.

- **Continuous program "The Art of Exploration"** (*"Tyrinėjimo menas"*) develops creativity, critical thinking and other key competences, to help schools to develop a relevant curriculum for the 21st century, and to provide practical support to address today's learning challenges. **Outcomes:** Pupils become active and responsible participants in their learning. They ask questions, explore, create, act, reflect. Pupils discover new abilities, move beyond stereotypes and become more confident and others. Pupils and teachers feel part of their local community, their city, discover new educational new spaces.

Teachers rethink their roles and try out new, relevant ways of working, start to get better understanding and a more coherent interest in pupils' needs, new attitudes and skills are integrated into everyday life practice.

- **School for Young Computer Specialists** (*Jaunųjų kompiuterininkų mokykla*) at Kaunas University of Technology. **Outcomes:** at the School for Young Computers, pupils learn computer and information literacy skills, state-of-the-art learning tools and the academic environment. School actively participates in the "Girls in ICT" initiative, spreading the ideas of this initiative, motivating girls to choose IT-related specialties without fear and promotes gender equality in IT.
- **The "Gifted Centre at Vytautas Magnus University"** for support and development of gifted children, established by Vytautas Magnus University in collaboration with Ron Vardi Centre (Israel). **Outcomes: develop** STEAM (biology, physics, chemistry, mathematics, computer science), art, literature, law, business, philosophy, entrepreneurship and other knowledge and skills. Driven by a desire to excellence,

pupils strive for perseverance and creativity and develop critical and original (independent) analytical and communication skills, learn to act and think in uncertain situations and to apply the *artes liberales* of a comprehensive education to life. Pupils learn to think multidisciplinary, developing interdisciplinary visions at the intersection of several fields. Develop citizenship, social sensitivity, responsibility.

- **Kaunas Center of Schoolchildren's Technical Creation. Outcomes:** Pupils learn to experiment, not to be afraid of making mistakes, unleash their creativity and gain confidence in themselves and others. They acquire programming and game design skills; use technology as a tool for making sense of time and solving. The programme is differentiated according to students' age, knowledge, creative and practical abilities. Pupils develop and improve their STEAM technical, creative and practical skills; expand their knowledge of reading and understanding technical drawings; construct, create models and participate in competitions, contests and exhibitions. They learn to work with the latest technology (SNC laser cutting equipment, 3D printer) and computer programmes. The pupils are encouraged to express themselves creatively, gain confidence, acquire new competences in communication and cooperation in group and individual work, become more courageous, more responsible, more fluent in communication, and continuously improve.
- **The Robotics Academy** organises activities in 10 Lithuanian cities: Vilnius, Kaunas, Klaipėda and others. **Outcomes:** develop children's modern competences using state-of-the-art educational robots. Pupils learn to experiment, not to be afraid of making mistakes, unleash their creativity and gain confidence in themselves and others. They acquire programming and game design skills; use technology as a tool for making sense of time and solving problems; and learn together with the help of educational robots. Develop self-confidence, self-esteem, critical thinking.
- National partnership network of museums and mainstream schools **Museum-School-Pupil** (*Muziejus-mokykla-moksleivis*) - Museums as a new educational space. **Outcomes:** Museums and schools concentrate their competences and resources on expanding non-formal education services to improve civic and ethnic

education. Teaching and learning in museums, enriched with museum artefacts, enables pupils to deepen their knowledge acquired at school; they are taught critical thinking and creativity. Partnership also enhances collaboration between schools and museums.

- We highlighted the modern MO Museum that provides educational activities on national level. Main **outcomes:** development of pupils' creativity, critical thinking, and emotional intelligence, which significantly contributes to formal education; contribution to social cohesion: introducing of products of modern art to people with fewer opportunities and expand the audience for culture and art improves the availability of contemporary art and cultural products for the inhabitants of Lithuanian regions; strengthen the cultural awareness and cultural competences of children, young people as well as other members of the community.
- We have identified a project for the dissemination of arts-based education in museums the Lithuanian Museum Road project. Outcomes: enhances knowledge of Lithuania's regions and Lithuanian history.
- **Trakai Region Traditional Crafts Centre** (*Trakų krašto tradicinių amatų centras*) runs the ethno-cultural non-formal education program "Live acquaintance with traditional crafts". **Outcomes:** Pupils learn to understand and respect the social, cultural, linguistic and ethnic identity of Lithuania's multiple cultures, enriched by the experience of national minorities, the meaning and value of participation in the development of civil society, the observance of generally accepted norms, and the observance of common human values. Develop the ability to work in a team, to express ideas freely and to apply the acquired knowledge by learning world and Lithuanian history, geography, technology, culture and ethno-culture, music, art, appreciating the impact of the diversity of cultures of different nations on Lithuania. Participate in the reception, preservation and transmission of cultural and historical heritage, traditional crafts, Lithuanian folk traditions, traditional singing, folk dances, customs through live experience and to creatively adapt it in the modernising society and to introduce the knowledge of traditions and customs and their promotion in the

home environment.

We have highlighted several periodic cultural events at national level that develop children's and pupils cognitive, social - emotional and behavioral skills. **The outcomes:**

- **The Lithuanian Pupils' Song Festival** as an exceptional Lithuanian cultural phenomenon - strengthens the participants' cultural identity, increases children and young people's participation into Arts-based activities; fosters the need for art and creativity among children and young people, promotes the traditions of academic singing, promotes the artistic self-expression of singers, musicians and dancers; encourages the creation and performance of new Lithuanian songs; contributes to the promotion of the traditions of the cultural heritage and to the development of citizenship by: promoting the works of Lithuanian composers; the dialects of the regions of Lithuania; and the commemorations of important Lithuanian historical dates. Teachers, parents, cultural and educational staff and volunteers are involved in the organisation of the festival, contributing to a sense of community.
- **The Lithuanian Children's and Pupils' Television Competition "The Song of the Songs"** (*Dainų dainelė*) – fosters the need for art and creativity among children and young people, upholds the traditions of academic singing, promotes the artistic self-expression of singers, encourages the creation and performance of new Lithuanian songs.

Outcomes of arts-based education competitions organised periodically at national level (National and International Balys Dvarionas Competitions for Young Pianists and String Players; International Jascha Heifetz Competition for violinists; International Stasys Vainiūnas Competition for Pianists and Chamber Ensembles; International M. K. Čiurlionis Piano and Organ competition): development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage; participants develop a sense of belonging within the musicians community; public concerts of

competitors and prizewinners enrich the cultural life of society.

Arts-based educational activities such as fine-art, photography, ceramics exhibitions and competitions, masterclasses music theory olympiads, etc., contribute to pupils' cultural, creativity development, enhance the overall well-being, growth, perseverance, and self-esteem. Among those we have presented in mapping matrix:

- **Lithuanian Pupils' Technology Olympiad “Creativity virus”** (*"Kūrybos virusas"*) - offers young people a memorable artistic experience and the opportunity to put their creative solutions into practice by decorating city squares, streets, buildings and contributing to the organisation of major cultural events. It fosters a sense of cooperation, togetherness and community; teach to respect nature and responsibility for a sustainable future.
- **International Youth Photography “Young People in the XXI Century”** - promotes artistic photography among young people, encourages young photographers to engage in international cultural cooperation, develops pupils' creative skills, enhance the overall well-being, growth, perseverance, and self-esteem.
- **Pupils Ceramics Works Competition every year organized by LINEŠA** - encourages artistic self-expression of pupils; through creative expression, it promotes communication between pupils of general education and non-formal education schools; it provides an opportunity for the expression of creativity and individuality of pupils; it encourages and develops the aesthetic taste and originality of pupils.
- **Music History Olympiad:** a test of music history knowledge - motivates interest in the history of music and culture in general, and arouses very good emotions, enhances the overall well-being, growth, perseverance, and self-esteem.
- **Periodical exhibitions** by the works of pupils of national M.K.Čiurlionis Art school

and Saulius Sondeckis Art school - develops creativity, specialised skills in painting, printmaking, sculpture and design are developed, along with additional subjects in ceramics, stained glass, textiles, computer layout and modelling, encourages artistic self-expression of pupils. Works are presented in thematic exhibitions.

Outcomes of a number of short term arts-based non-formal education activities on a periodic basis (art exhibitions, masterclasses, seminars, competitions, etc.), such as an International Saulius Sondeckis Competition for Young Violinists and Masterclass "The Sounding Strings" ("Skambančios stygos"); Masterclasses "Druskininkai Summer with M.K.Čiurlionis" ; International Seminar for Young Artists "Amber Site" Masterclasses for teachers and pupils, etc., have a high value for pupils and art professionals collaboration; develop the competences and mastery in the performing arts; self-esteem; participants develop a sense of belonging within the musicians community; public concerts enrich the cultural life of society.

A non-formal physical education activity with animal assistance (at national Dolphinarium, Baltic Cynology centre, horse riding farms) has a significant impact on pupils' physical and emotional health, strengthen self-esteem, enhance respect to nature and responsibility for a sustainable future; promotes parents to cooperate; concentrates on providing a meaningful and enjoyable leisure time. Dolphin-assisted therapy is particularly effective for children with special needs.

The outcomes of arts-based Children's Summer Camps program: the program develops children's social and emotional competences in the area of healthy lifestyles through a combination of formal lectures and informal activities designed to build healthy lifestyles, values, integrity, honor, and to foster the development of willpower, self-discipline, determination, perseverance, and self-control; develops creativity, self-expression, improves friendships, increases the number of friends, enhances social skills, strengthens self-esteem, respect to nature and responsibility for a sustainable future.

The outcomes of participation in national organization:

- **Šauliai Lithuanian Riflemen's Union (*Lietuvos Šaulių sąjunga*)** – a state-sponsored paramilitary public organisation uniting people interested in the life and defense of the state. It fosters young people's creativity, resilience, ability to survive in different situations; a sense of citizenship and responsibility; encourages volunteering, the desire to contribute to the life of the community, to create a more pleasant and beautiful environment, and to contribute to the country's prosperity.
- **Lithuanian Scouting (*Lietuvos Skautai*)** is not just a leisure group or summer camps, it is a way of life that fosters a strong, responsible, patriotic and loving personality. Scouts hike, camp, explore nature and get involved in community initiatives.

The outcomes of museums initiatives in arts-based education, such as **European Night of Museums** (when museums are open 24 hours a day to engage visitors in educational activities) and **free museum visits** on the last Sunday of the month: enhance the well-being of children and young people; increase interest in museums among children and young people; increase availability of museums for children from socially disadvantaged families.

In the context of non-formal arts-based education, worth to mention nationally supported ongoing programs in **Lithuanian Language Education Centers** that are operating all over the world - 292 such centers are registered in the national AIKOS information system (www.aikos.lt). They help Lithuanians and their children who have gone abroad to learn the Lithuanian language, history, and cultural heritage, to preserve their national identity, and to prepare them for their return and entry to schools in Lithuania.

Impacts

In the absence of a national impact assessment system or approaches in arts-based education, it is difficult to find information on how arts-based education impacts different target groups. The impact of arts-based education (including sports, media, etc.) is mainly monitored in terms of quantitative indicators.

Impact evaluation is usually linked to the rather broad missions and objectives of the organisations, developing creative, cultural, artistic and civic competences of young people, and increasing specific knowledge (in the arts). For example, the National Pupil Song Festival is associated with the promotion of Lithuanian culture. The selection of art groups in the regions promotes the cultural education of pupils.

The organisers of the History of Music Olympiad note that the Olympiad takes place in different cities in Lithuania: Vilnius in 2022; Šiauliai in 2023; Klaipėda in 2024. Therefore, the Olympiads have a significant impact on the deepening of the musical knowledge of pupils from different regions.

The painting and graphic works of the pupils of the Šiauliai Sauliaus Sondeckis Art Gymnasium are exhibited at the National Čiurlionis School of Arts, thus introducing the works of the pupils to the public of Šiauliai, the Northern region of Lithuania and Lithuania, which is interested in the pupils' art.

Another example is the educational summer programmes. Their impact is described in terms of sustainability, ecological thinking competences. The camp encourages children to protect nature by using as little paper as possible, so they are encouraged to show their artistic abilities in a more interesting and creative way, using other available tools. Physical activity, sport and tourism are used to promote respect for nature and a healthy lifestyle.

The impact of one of the selected cases (a media class in Vilnius Vytis Gymnasium) is described in terms of knowledge and competences, and motivation: the students in the

media class will be more prepared for further study of media, and they will acquire general competences that are highly valued in the market: communication, understanding and analysis of the target audience, communication of the message, creation of a media product and its sale.

The Cultural Passport programme also collects and evaluates only quantitative indicators, although it points out that the programme aims to develop creative personalities, strengthen general artistic/cultural competences; develop students' cultural consumption habits; and use the experience gained to support their educational process. The impact on cultural and artistic institutions is described in terms of the aim to ensure a higher quality of services, increased involvement of cultural and artistic institutions in the cultural education of pupils. For society at large, the Cultural Passport programme is designed to reinforce the cultural identity and community spirit of society, and to widen the range of members of society who will opt for high quality cultural and artistic services.

In formal education, specialised schools complementing formal education also emphasise the objectives of the programmes, which are linked to the development of specific competences (creativity, music, art, dance or theatre expression skills). It also develops the subject-matter and general competences needed for lifelong learning, bringing the content of the programme closer to the realities of life.

The only organisation that has carried out national projects in the field of arts-based education is Kūrybinės jungtys. They have carried out several impact studies which have allowed them to see the impact of the arts-creative interventions on pupils, schools and teachers. It is therefore worth looking a little more closely at the impact indicators that have been used.

Measures of success or indicators used to evaluate

Impact indicators are broadly collected in formal and non-formal education. In formal education there are no nationally agreed indicators to measure success of arts-based education. All indicators are generalised and used to monitor students' enrolment and the level of academic achievements in different levels of educational system. These indicators include:

- Percentage or number of students participating in formal education programmes (total national and per municipality).
- Percentage or number of students participating in further education. Further education of general education school leavers: 74.4% in 2023.
- On the level of every school, indicators of success are established based on the level of achievement of every student on a scale from 0 to 10. Every school curriculum sets out the objectives for each subject and the topics against which students are assessed.
- Number of successfully enrolled students into Lithuanian and foreign universities

In the context of non-formal education impact, The National Education Information System (ŠVIS) collects data which provides quality indicators of non-formal education in Lithuania. It should be noted, however, that indicators mainly reflect quantitative aspects of student participation in non-formal education system. The quality criteria are identified as follows:

- Percentage of pupils who have benefited from targeted state non-formal education funds.
- Percentage of pupils participating in municipally funded non-formal education programmes.

- Percentage of pupils attending non-formal education programmes at general education school
- Percentage of pupils participating in programmes complementing/supplementing formal education
- Percentage of pupils who have completed the non-formal complementary program.
- Percentage of students in grades 1-4 participating in non-formal education and programmes complementing/supplementing formal education
- Percentage of students in grades 5-8 participating in non-formal education and programmes complementing/supplementing formal education
- Percentage of students in grades 9-12 participating in non-formal education and programmes complementing/supplementing formal education
- Percentage of pupils with special educational needs and participating in non-formal education and programmes complementing/supplementing formal education
- Percentage of pupils participating in non-formal education and programmes complementing/supplementing formal education except programs in the field of music and sports
- Total number of fields in non-formal education and programmes complementing/supplementing formal education in non-formal education schools established by the municipality.
- Total number of non-formal education and programmes complementing/supplementing formal education carried out in the municipality by any educational provider.

While analysing specific cases we could also identify that most of arts-based education activities are also measured in quantitative indicators. For example, **The Culture passport programme** monitors the number of participants, as users of Culture passport programme. Only in several cases we can refer to studies which were carried out by organisations participating in the Culture passport programme. For example, The National **Martynas Mažvydas Library** of Lithuania, as part of the administration of the Cultural Education System and in order to improve the functionality and efficiency of the system, carried out a survey of the users of the Cultural Education System. In April 2024 the following participants participated in the survey: 12% of teachers, 33% of Cultural Passport coordinators in schools and 55% of Cultural Passport service providers. Users of the Cultural Education System rated the effectiveness of the system on a scale of 1 (very poor) to 10 (very good). 75% of respondents rated the effectiveness of the system positively, with a score between 8 and 10, and 28% of all respondents gave the system the highest score. In this case we can say that in addition to the efforts simply to collect data on the number of participants, the study tried to measure **the effectiveness of the programme (scale 1 to 10)**.

Other cases which are identified and belong to non-formal education context also use quantitative indicators such as

- number of Olympiads and awards.
- number of projects, funding size.
- geographical (regional) characteristic, tracking further learning pathway (only in case of The NMA (National Pupils Academy)).

Competitions in music, dance and other fields usually have their specific success indicators. Depending on the field of arts, participants are evaluated on the defined performance criteria. For example, in music contests, the criteria used are as follows: intonation, vocal performance, ensemble, choice and interpretation of repertoire, artistry, and stage culture.

The criteria/indicators of success used in the Media Arts General Programme allow recording pupils' achievements. The assessment of achievement is carried out by recording achievement at four levels - threshold (1) level 4, satisfactory (2) level 5-6, basic (3) level 7-8, advanced (4) level 9-10. The assessment of pupils' achievement in media art lessons considers the pupil's personal progress. The following criteria are used: creativity - the ability to generate new ideas, to work independently, non-stereotypically, independence; complexity and sophistication; contextuality. The programme also stresses the importance of student's ability to debate, present his/her own opinion, position, insights and respect others.

Differentiated impact of cultural literacy and arts-based education on diverse young people

In the absence of a national impact assessment system or approaches in arts-based education, it is difficult to find information on how arts-based education impacts different target groups. In formal education there is little differentiation in cultural literacy and arts-based education on diverse young people groups. In the context of non-formal education, differentiation is also rare.

Although strategic national non-formal programmes that include arts-based education, and are implemented at national and regional level, we need to admit that children in big cities have a wider choice of activities than those in the regions. According LINEŠA data , by comparison, the number of non-formal education programs (including arts-based education) offered by the five largest city municipalities was 10 and more times higher as compared to smaller municipalities: Vilnius -597; Kaunas – 327; Klaipėda – 168; Panevėžys -147; Šiauliai – 63, contrary to the number of non-formal education programs offered by small regional towns municipalities: Zarasai- 39; Birštonas -34; Pagėgiai – 31; Pakruojis -21; Molėtai -17.

The impact of a number of short term arts-based non-formal education activities on a periodic basis (art exhibitions, masterclasses, seminars, competitions, etc.), such as an International Saulius Sondeckis Competition for Young Violinists and Masterclass “The

Sounding Strings" ("Skambančios stygos"); Masterclasses "Druskininkai Summer with M.K.Čiurlionis" ; International Seminar for Young Artists "Amber Site" Masterclasses for teachers and pupils, etc., have a high value for gifted pupils and art professionals collaboration; develop the competences and mastery in the performing arts; self-esteem; participants develop a sense of belonging within the musicians community; public concerts enrich the cultural life of society.

Although there is no national data on participation of socially vulnerable groups in cultural education, it should be noted that in the 2016-2021s the British Council Lithuania in cooperation with organisation 'Kūrybinės jungtys' and other partner organisations (20 in total) implemented a series of educational and cultural projects with a strong impact on individuals, institutions and communities. Most of the projects were implemented in 7 linguistically diverse municipalities: Klaipėda city, Šalčininkai district, Švenčionys district, Trakai district, Vilnius city, Vilnius district, and Visaginas municipalities. However, it is important to note that activities also took place in other municipalities located throughout Lithuania, with 40 of Lithuania's 60 municipalities (67%) reached by the project activities: 136,310 people engaged in project activities both directly and indirectly; 360 occasions when schools participated in project activities, featuring 153 unique schools; 2,978 training sessions were conducted with 15,758 participants trained (where: 3,217 teachers strengthened their competencies; 7,864 students developed their skills; 4,404 community members and young people were trained); and 273 leaders (110 creative practitioners, 108 community facilitators and 55 social entrepreneurship experts) were trained; 274 civic society organisations were involved in the implementation of the projects 775 target community initiatives were encouraged and implemented.

They have carried out several impact studies which have allowed them to see the impact of the arts-creative interventions on pupils, schools and teachers (Impact analysis of people-to-people cultural engagement programme in Lithuania, 2021) . However, it can be reported that of the participants trained for skills in democratic engagement/active citizenship there were 945 (9%) teachers, 4,444 (27%) students, 2,425 (24%) youth representatives, and 2,223 (22%) community members. Young participants reported the

impact of engagement in the projects: they boosted their self-confidence in being able to actively create and influence their surrounding environment and contribute to their community.

Among the participants trained to better assess the quality of information, including that sourced from online media, were 3,185 students (41%), 2,122 teachers (28%), and 2,425 (31%) youth representatives. The distribution of training participants based on ethnicity differed by project. In most cases, Russian and Polish speakers accounted for 60–70% of the training participants, although there were projects in which non-Lithuanian-speaking participants accounted for 30% or less. However, on average, it can be said that Russian and Polish speakers represented at least 50% of all training participants.

As regards the arts-based education of children and young people from socially disadvantaged families, the projects “Provision of comprehensive services for children, victims of violence or indirect domestic violence (witnesses) and their family members” are carried out by individual organizations within the framework of the measures approved by the Ministry of Social Protection and Labour. As an example, the art therapy sessions run by the Northern Lithuanian College for 6–18-year children, who have experienced violence develop children's critical thinking, self-awareness, strengthens their self-confidence, supports personal growth.

Differentiated effects of different art forms in achieving wider social impacts

Social impact in formal education is expected to be achieved through the flexibility of national curriculum when, for example, the content for Arts subjects is nationally defined/restricted by around 70% of the lessons. 30% of the content is chosen by the teacher. It is recommended to base the elective content, considering the specificities of the class, on topical events in Lithuanian artistic culture, regional contexts, global challenges from peace to sustainable development, where students would find inspiration for their own creativity. The arts/art methods can enrich learning in other subjects. The general curricula of Arts subjects offer ways to integrate artistic and

cultural aspects into other subjects. In addition, interdisciplinary links are discussed and the interconnections between the content of the subjects are revealed.

A wide social impact is observed in the field of music, dance (particularly folk dance). In Lithuania we identified numerous music and dance competitions, which are organised across the country. They are popular and attract many participants from different cities and regions of Lithuania.

Sports remains important field in Lithuania. It can be observed from the data that indicates which institutions attract the highest number of students/pupils. Sports schools, clubs are usually the most numerous. Sports schools are historically rooted forms of education in formal and non-formal education. Some branches of sport, such as basketball, have long historical traditions dating back to the first half of the XX century and the pre-war period.

Pedagogy, didactic and instruction method

In institutions which are providing arts-based education as complementary to formal education the main pedagogical approach is based on a more **personalised learning strategy**. The main learning process is based on approved programmes, alongside individualised development of artistic abilities through the school's arts education programme. Additional development of artistic skills is supported through camps, workshops, competitions and projects.

The case The Art of Exploration (*Tyrinėjimo menas*) is a unique programme and its methodology, developed through work with dozens of schools across Lithuania. It creates a space for partnerships between students, teachers and practitioners from different creative disciplines to address specific learning challenges, develop and test educational approaches based on **integration, exploration and problem solving**.

The pedagogical approaches used in VMU “Gifted Centre” try to enhance creativity of young people. Groups of students in the Centre are formed based on the test results (the

child's strengths). Teachers prepare programmes for each group individually. The programme is for the school year. It consists of 5-6 modules on different abilities and, especially important for gifted children, sessions led by a psychologist (in groups and individually as needed). The Centre for Gifted Children is not a tutoring centre. The GIFTED Centre focuses on the **discovery and enhancement of a child's talents** and therefore it implies a variety of active learning methods such as **inquiry-based learning, challenge-based learning, problem-based learning** and others. The programme provides **psychological counselling, winter and summer camps, counselling and workshops for parents**.

The National Pupil Academy focuses on deepening knowledge in the specific discipline however, in addition, the Academy encourages students to take part in **personal development activities** ranging from aikido to dance, from psychology lectures to singing in a choir. In the evenings, students take part in evening events where leading national and international cultural and artistic figures, politicians and academics share their experiences and engage in interesting discussions. In their free time, the participants go to the seaside, hiking, make music, strengthen their relationship and find like-minded people from all over Lithuania.

Kaunas National Drama Theatre offers numerous educational and cultural programmes for young people. The method used is **improvisation during education, storytelling, problem solving through play**. Educational activities are also organised in workshops.

Vilnius School project is based on the **concept of outdoor education**. Therefore, it offers the state-of-the-art laboratories in Vilnius for classes in biology, physics and chemistry. Museums and galleries offer opportunities to learn about history and the arts. In this way, knowledge is immediately linked to **experience, subjects are integrated**, and curiosity and motivation to learn grow.

Educational activities carried out under The Millenium School programme combine cultural education experiences: **self-expression**, which is central to the individual or group practice of artistic activities, where the pursuit of excellence in artistic expression

focuses primarily on the social and psychological objectives of the activities, with the aim of achieving adequate and yet equal involvement of all the participants in the activities; **knowledge and skills development** - activities that provide knowledge, information and techniques for interpretation, reading of pictorial, aural and oral texts; participation in professional art and cultural activities (where there is not a passive observation, but rather a more **inclusive experience**: reading, watching, listening, etc. The application of the practical experiences and theoretical knowledge acquired in self-expressive activities, as well as the application of **methods of analysis and interpretation of works of art**).

Other identified cases illustrate that arts-based learning employs variety of pedagogical strategies and dominating are students-oriented, active learning methods, which stimulate hands-on learning, challenge-based learning, various indoor and outdoor activities. Pedagogies are characterised as being interdisciplinary, transdisciplinary, employing experience, combining artistic methods (improvisation, storytelling, methods of analysis and interpretation of works of art, visual thinking methods, and etc.). Specialised formal education schools typically use a more individualised learning and are oriented to the systemic and on-going development of specific abilities in one of the arts-based education forms (music, theatre, fine arts or sports).

6. Conclusions and recommendations

- The development of the arts-based education system in Lithuania has been influenced by the historical context after restoration of the Independence of the state of Lithuania in 1990 and political decisions oriented towards neoliberal approaches, including decentralization through funding, participation and governance of the system by various actors.
- The basic principles of tolerance and social inclusion, based on the international documents, are embedded in all public policies in Lithuania, including Education policy and its component Arts-based education and ensure access to cultural education for different social groups and social cohesion. NFE funding per child

participating in the NFE programme is doubled for children with special educational needs and for children receiving social assistance or entitled to social assistance.

- Arts-based education in Lithuania is implemented in formal and non-formal education contexts. In formal education arts-based education is implemented as part of the national curriculum policy. One of the essential components is Arts Education in the general education schools, where Arts education is part of the content of formal education (compulsory and optional arts education subjects such as Music, Fine Arts, Dance, Theatre/ Drama, Art History and Media Arts). A more specific form of formal arts education in general education is that provided by schools with a special focus on arts education, which offer enhanced training in arts skills.
- Non-formal education (NFE) system in Lithuania is extensively developed and financed by the state, municipalities and private funds (fees from parents) and is composed of several levels: NFE complementary to formal education; NFE organised in schools; NFE voucher/ basket for the children's activities outside the school. The Lithuanian Non-formal Education Agency (LINEŠA) regularly conducts reports regarding the situation of non-formal education.
- A new trend in cultural education including Arts-based education in Lithuania in the last decade is inter-ministerial, inter-sectoral cooperation and the involvement of the whole society in the cultural education of pupils. Worth to be mentioned national cultural education programmes Cultural Passport; Millenium School; etc. Schools' collaboration with artists; various cultural institutions (museums, theatres, libraries), NVO has increased for children's cultural education.
- Lithuania has developed the Strategy for the Promotion and Development of Creative Industries that contributes to children's Arts- based education. Science parks, media centres, art's incubators, cultural centres, non-profit organisations,

and collaborative activity of individual artists are important factors for youth active participation in culture.

- The identified cases reveal that most Arts-based education activities in Lithuania are focused on several areas, mainly music, dance/theatre (Performance and celebration), sports (Sports and Recreation), and fine arts (Visual Arts and Crafts).
- Major funding share of arts-based education is coordinated through Ministry of Education, Science and Sports as well as municipalities, the role of other players very much depends on gaining partial state funding, European support programmes and recruiting private resources (mainly through fees from parents). However, that some non-governmental players managed to develop and implement national-level initiatives (for example, Kūrybinės jungtys, Robotikos akademija).
- Digital aspect in arts-based education is not dominant but shapes new areas. In national curriculum digital competence is one of the horizontal competencies together with creativity and cultural competences which are developed integrally with other subject specific competencies. Additional courses (lessons) in media, computer technology, programming and similar are offered by three specialised schools in a formal education; a special attention to STEAM and digitalization is paid in the Millennium School programme; a much wider range of digitalization related activities are observed in non-formal education segment, that managed to develop and offer innovative non-formal activities related to robotics, engineering, gamification, virtual reality and etc.
- Age and demographic profile of beneficiaries shows that a major part of Arts-based education activities is implemented for young people aged 11-19. Students' enrolment in NFE and complementary NFE programmes by gender shows that girls are more actively involved than boys.
- The outputs of cultural education demonstrate good results in formal education,

as a formal education is obligatory in Lithuania for children 6/7-19 years old, and all of them, enrolled into general education schools, participate in Arts-based education, that is a part of general education programme. The total number of pupils enrolled in general education schools in 2022/2023 schooling year was 354870.

- The outputs of children participation in non-formal cultural education activities demonstrate, that every third child participated in this activity. The Total number of pupils participating in non-formal education in 2023 – 116 776. From that number in music - 28 995; fine art - 15 217; choreography - 8 325; theatre -1317; sports- 41 750; technical creativity -2 426; tourism – 950; nature an ecology - 1 698; information technologies – 1600.
- Learning outcomes of Arts-based formal and non-formal education in Lithuania are defined as the knowledge, skills, values and attitudes that learners can acquire and demonstrate because of arts-based education. They have an impact on children's and young people's personal development, and involve public and privative institutions, emerging new organizations and businesses for art education, leading to the change of organizational culture of institutions.
- In the absence of a national impact assessment system or approaches in arts-based education, it is difficult to find information on how arts-based education impacts different target groups. The impact of arts-based education (including sports, media, etc.) is mainly monitored in terms of quantitative indicators. Impact evaluation is usually linked to the rather broad missions and objectives of the organisations, developing creative, cultural, artistic and civic competences of young people, and increasing specific knowledge (in the arts). The only organisation that has carried out national projects in the field of arts-based education is Kūrybinės jungtys.
- Impact indicators are broadly collected in formal and non-formal education, however in formal education there no nationally agreed indicators to measure

success of arts-based education. All indicators are generalised and used to monitor students' enrolment and the level of academic achievements in different levels of educational system. In the context of non-formal education impact, the National Education Information System (ŠVIS) collects data which provides quality indicators of non-formal education in Lithuania that mainly reflect on quantitative aspects of student participation in non-formal education system.

- Although strategic national non-formal programmes that include Arts-based education and are implemented at national and regional level, we need to admit that children in big cities have a wider choice of activities and better accessibility than those in the regions.

CLiViE project Lithuanian team together with institutions of Education and Culture in partnership with UNESCO National Committee of Lithuania on 6 December, 2024 held a Cultural Forum at Vytautas Magnus University and submitted recommendations for the Programme of the Government of Lithuania and Action Plan for Systematic Cultural Education in Lithuania.

Recommendations for policy makers:

1. To raise awareness of the value of cultural education that requires:
 - Reflect on the meaning of cultural literacy and develop a concept of cultural education.
 - Improve public perception of the value of cultural education.
 - Invest in research on the impact of cultural education.
2. To enhance strategic management, effective coordination and collaboration, that requires:
 - Develop a national strategy on inter-institutional and inter-sectoral cooperation.

- Create a coordinating body for cultural education in Lithuania.
- Support and encourage mediating NGOs to help effectively bring together different institutions and groups in society.
- Paying particular attention to the training and professional development of teachers and educators' opportunities and quality of training, working conditions.
- Strengthening education and cultural institutions, as well as municipal administrations, the competences of municipal staff and their capacity to strategically develop and plan cultural to plan and develop cultural and educational activities.
- Strengthening data-driven governance and data openness, invest in technological capabilities.
- Investing in long-term interventions (impact-oriented programmes) as well as in systematic, interdisciplinary research measuring their impact.
- Develop opportunities for funding initiatives from different sources, e.g. not only national, not only from the national budget, but also from municipal funds.

3. To strengthening inclusion, accessibility and civil society:

- Clearly articulate how we understand, measure and improve inclusion and accessibility to effectively reduce existing barriers at different ages barriers across all age groups.
- Ensuring that educational content is contextual and relevant to learners, encouraging dialogue between generations and cultures, fostering a relationship with both the environment and heritage, and fostering a sense of being a citizen of the world, responsible for global processes.

- Assess the role of cultural education in strengthening civil society, human rights and the promotion of democratic values, to systematically encourage dialogue between different groups in society and to cultural education activities that strengthen trust and openness to cultural diversity.

Recommendations for arts-based educators/teachers:

- To strengthen the culture of participation; to strengthen cultural and educational professionals' understanding of the links between cultural and democratic participation; to involve local communities in the decision-making processes of local organisations; to develop openly accessible spaces for cultural, creative expression; to work in a targeted way to remove the various barriers to cultural participation; to strengthen the visibility, networking and learning of organisations and practitioners developing a participatory culture.
- To encourage the development of learning environments - physical (cultural and natural), virtual and blended - beyond cultural institutions.
- To exploit the opportunities offered by new technologies, ensuring protection against the risks posed by new technologies.
- To make culture accessible throughout life, at all levels of education.

Annex 1: Selected case studies

Case No 1

The Culture passport is a tool to develop the cultural habits and broaden the cultural experience of all Lithuanian pupils in general education programmes by providing cultural and arts services that meet the “culture passport” selection criteria:

- The education must be aimed at pupils in grades 1-12.

- Visitors may attend as a school class or in a group, or individually if they are over 16 years of age.
- An approved education included in the “cultural passport” set may be carried out for 3 years.
- The education may take place at a place indicated by the service provider, at the establishment of the service recipient or at a distance.
- At the beginning of each calendar year, the Cultural Education System shall provide information on the amount of funds allocated per child.
- “Culture passport” will be available to all pupils in Lithuania, with each pupil
- The service develops have to follow competences such as: critical thinking, cultural (cultural awareness, cultural expression), creativity, other competences, i.e. communication, cognition, citizenship, digital, social, emotional and healthy life-style;
- Planned activities focus on innovation and creativity.
- The planned services are organised around activities tailored to the specific age group of the students.
- The activities designed and planned are of high artistic and cultural value.
- The cultural education activity is delivered through contemporary forms of cultural expression or communication, involving all the pupils involved in the education.
- The cultural or artistic event is of high artistic and cultural value, complemented by cultural education using contemporary forms of expression and communication, involving all pupils participating in the education.

- The activity developed is delivered by competent artists, creators, cultural educators or folk artists.
- Service providers ensure the participation and inclusion of pupils with special educational needs.

Currently, the Culture Passport offers more than 4000 different events and educational activities: cultural heritage, ethnic culture, architecture, circus, ballet, cinema, puppetry, drama, literature, art, design, photography, music, opera, sculpture, dance, interdisciplinary art, ethnic culture, design, multiculturalism. Schools choose their own educational events according to the funds allocated to the school. It is up to the schools to decide the value of the services to be provided. The Culture Passport, launched in 2019, develops students' cultural knowledge and experience habits and ensures access to quality cultural and artistic services. The approach is to develop students' cultural habits in a coherent and systematic way, tailoring cultural and artistic services to each age group's needs, knowledge, and ability to receive and understand information. Today not only Lithuanian pupils, but also those studying abroad in Lithuanian or European schools will be able to obtain a “cultural passport”. An overview of possible “cultural passport” programmes by arts area, pupils have the highest number of options for cultural heritage and ethnic culture activities, and the lowest number of options for circus, photography, film activities.

Case No 2

The Art of Exploration (*Tyrinėjimo menas*) is a continuous programme to unleash and develop students' and teachers' creativity, critical thinking and other key competences, to help schools develop a relevant, 21st-century curriculum, and to provide practical support to address current learning challenges.

The programme is a practical tool to help you solve school current learning challenges. Instead of theoretical information or prescriptions developed elsewhere, teachers and students are first invited to ask themselves what kind of learning they find meaningful and

engaging. Once they have set their own goals, with the help of practitioners from a range of creative fields, teachers and students can try out learning by exploring, problem-solving, developing and implementing their ideas.

The school programme includes two parallel projects and two groups:

- One class or target group of students (20-30 pupils) with whom a small-scale project of exploration and creative learning is implemented, integrating lessons from several subjects. The class is worked with by a *Kūrybinės jungtys* practitioner and teachers of the subjects involved.
- Teacher Club, which is a voluntary association of teachers and other school staff involved in the education process. With the help of our creative practitioners, Teacher Club members explore current educational challenges and learn how to develop their own engaging educational approaches that combine subject content and the development of key competences.

The project is implemented in three phases in the school:

- Planning, which involves looking at the school's needs in the area of 21st century skills development, identifying the school's project objectives (which students' skills and teachers' professional competences the school will focus on), and developing the project idea.
- Implementation, which involves processes of exploration and creative learning for the groups of pupils and teachers involved.
- Reflection and evaluation, where all project participants reflect on their experiences and take stock of the impact the project has had on them and their community, and what and how the school will integrate it into its regular practice.

Participants are selected on the basis of the following criteria:

- Motivation (willingness and commitment to participate in the programme): willingness, need and commitment to analyse the chosen area of learning challenge, to properly implement a creative learning project, and to reflect on and evaluate the experience.
- Willingness to explore, courage to question, openness to new ideas and challenges, commitment to integrate the experience of the Programme into educational practice.
- Readiness for partnership: willingness to work in partnership with developing professionals.
- Community spirit: active involvement of the school community in the implementation of the Programme; democracy of the school community.
- Feasibility: the ability of the school to provide the necessary resources (time, facilities, etc.) to implement the project and to ensure its proper implementation.

Case No 3

The Mo Museum focuses on art in various themes. At the same time, however, there is a strong focus on educational events for children and schoolchildren. Together with the Kazickas Family Foundation, Mo Museum is implementing an initiative aimed at socially sensitive groups of young people. The museum offers programmes for students in grades 1-4, grades 5-8 and grades 9-12. "What is happening in this painting?", "What does a feeling look like?", "Map of the senses in an art exhibition", "Journey through the seasons". For pupils in grades 5-8, the following topics are offered: 'What's happening in this painting', 'Social media expression: how to create a relevant message', 'Art in the city: what do the sculptures of Vilnius say?', 'The animal and the robot in me', 'A map of the senses in an art exhibition'. For students in grades 9-12, the themes are "What's going on in this painting?", "Social media expression: how to create a relevant message?", "Art in the city: what do the sculptures of Vilnius say?", "How to belong to a group and remain yourself? "Not yet the end: the peculiarities of the composition of a work of art", "Poetry and art: searching for the lyrical subject", "Reflections of old and new myths in art and literature", "Discovering the DNA of an exhibition", "Creative Writing Lessons at the Museum", "Art Lesson at the Museum: getting to know the art", "Getting to know a period of history in an art exhibition". The prepared activities use visual thinking methods and plan integrated activities combining history, art, music and literature. It also develops pupils' social and emotional skills, creativity and critical thinking, problem-solving and self-awareness.

Annex 2: Summary matrix map

The matrix includes a variety of arts-based education examples and initiatives which are implemented in Lithuanian formal and non-formal education settings.

The matrix was developed after a thorough analysis of different cases in Lithuania to reflect a variety and complexity of arts-based education initiatives which are carried out by schools, cultural and creative organisations, NGOs, public institutions in different parts of the country.

Name of activity/project/programme	Brief description of activity	Brief history on how the project emerged	Art/Cultural form (A-H)	Digital aspect	Age and demographic profile of beneficiaries	Institutional setting (formal/informal)	Spatial level and duration	Funding level and sources	Outputs	Outcomes	Impacts	Measures of success or indicators used to evaluate	Differentiated effects of both art and cultural forms and on different groups	Pedagogy, didactic and institution method
National lower secondary education. Primary education programmes	Lithuanian lower secondary education level is divided into two parts: part I is a four-year curriculum for grades 5-8, and part II is a two-year curriculum for grades 9-10 (Gymnasium I-II). Curriculum includes compulsory art and music lessons. Subjects such as ethnic culture, theatre, design, Lithuanian traditional art, choreography, local cultural monuments, healthy living, etc. are optional	A new curriculum launched in 2019 introduced competence-based education. Cultural and creativity competences are among the key competences which are horizontally integrated into subject-based content. In addition, the curriculum foresees development of musical, art, sport competences through separate subjects.	B, C, E, H mainly		from 10 years to 15/16 years	Formal	National, ongoing	Public funding	In 2022, 25 463 pupils completed primary education. Between 2023 and 2024, there were 909 general education schools in LT. 180 903 pupils were enrolled in basic education in 2023-2024	Learning outcomes (knowledge, skills, values and attitudes that learners can acquire and demonstrate) have an impact on children's and young people's personal development; society change. Arts education, involving public and private institutions, emerging new organizations and businesses for art education, lead to organisational culture change of institutions, involving municipalities, NGOs, parents, has an impact on the change of whole society. Apart from acquiring specific artistic knowledge and skills, the process of artistic education helps pupils to develop values that influence their own personal and social development: pupils learn to understand creativity as an exciting and rewarding activity; to be open to change, exploration, new ideas and new experiences; to take an interest in art and to appreciate the work of themselves, their friends and artists; to be curious and seek information; recognise and respect copyright; to strive to create and explore new ways of representation; take an interest in one's own and one's own friends' creative activities and seek to collaborate; to strive to live and create in an aesthetic and orderly environment; respect cultural heritage and understand the importance of its preservation; to take an interest in, respect and preserve the cultural traditions of one's own and other countries; respect cultural heritage and understand the importance of its preservation	Not systemically monitored. The curricula for basic education state that "the general curricula for arts education aim to provide pupils with general artistic competence, i.e. the ability to express themselves creatively through artistic expression and to understand and appreciate their own and others' artistic creativity".	Percentage or number of students participating in formal education programmes (total national and per municipality).	The content defined in the general curricula for arts education subjects is covered in around 70% of the lessons. 30% of the content is chosen by the teacher. It is recommended to base the elective content, taking into account the specificities of the particular class, on topical events in Lithuanian artistic culture, regional contexts, global challenges from peace to sustainable development, where students would find inspiration for their own creativity. The arts/art methods can enrich learning in other subjects. The general curricula of arts education subjects offer ways to integrate artistic and cultural aspects into other subjects. In addition, interdisciplinary links are discussed and the interconnections between the content of the subjects are revealed.	The main purpose of art education is to develop students' artistic abilities. While arts education adds value, it is primarily the arts themselves and the skills and competences of pupils that are developed through them. In general education, the artistic abilities of pupils are understood in a broad sense and include not only mastery of the means of expression, but also the abilities of observation, imagination, exploration, perseverance, expression, cooperation and reflection - that is, the abilities of thinking, creativity, social and behavioural skills that are developed through art education. High-quality arts education enables students' self-development and search for personal meaning. It shows pupils that there are many ways to understand the world, to express what words cannot express, to explore the diversity of feelings and emotions, to constantly make choices rather than just apply rules - to think bigger and look deeper.

General upper secondary education.	Lithuanian upper secondary education. The curricula for arts education are twofold - some continue the basic school curriculum (art, music, dance, theatre) and some are linked to computer technology (film-making, photography, graphic design, computer music technology). The area of arts education comprises eight subjects: art; film-making; photography; graphic design; music; computer music technology; dance; theatre.	A new curriculum launched in 2019 introduced competence-based education. Cultural and creativity competences are among the key competences which are horizontally integrated into subject-based content. In addition, the curriculum foresees development of musical, art, sport competences through separate subjects.	B, C, E, H mainly, in addition History of arts, Media art		from 16 till 19 years	Formal	National, ongoing	Public funding	In 2022, 22,677 pupils completed their secondary education. Between 2023 and 2024, there were 909 general education schools in LT. Secondary education enrolled 62 735 pupils in 2023-2024 (https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=40cb8755-b788-4dcc-beb3-5eba7e54baee#/)	Outcomes are measured by programme graduates		Percentage or number of students participating in further education . Further education of general education school leavers : 74.4% in 2023.	The content defined in the general curricula for arts education subjects is covered in around 70% of the lessons. 30% of the content is chosen by the teacher. It is recommended to base the elective content, taking into account the specificities of the particular class, on topical events in Lithuanian artistic culture, regional contexts, global challenges from peace to sustainable development, where students would find inspiration for their own creativity. The arts/art methods can enrich learning in other subjects. The general curricula of arts education subjects offer ways to integrate artistic and cultural aspects into other subjects. In addition, interdisciplinary links are discussed and the interconnections between the content of the subjects are revealed.	The main purpose of art education is to develop students' artistic abilities. While arts education adds value, it is primarily the arts themselves and the skills and competences of pupils that are developed through them. In general education, the artistic abilities of pupils are understood in a broad sense and include not only mastery of the means of expression, but also the abilities of observation, imagination, exploration, perseverance, expression, cooperation and reflection - that is, the abilities of thinking, creativity, social and behavioural skills that are developed through art education. High-quality arts education enables students' self-development and search for personal meaning. It shows pupils that there are many ways to understand the world, to express what words cannot express, to explore the diversity of feelings and emotions, to constantly make choices rather than just apply rules - to think bigger and look deeper.
The music education part of the specialised curriculum. There are four schools in Lithuania: Kaunas Juozas Naujalis Music Gymnasium, Kaunas Juozas Grusas Music Conservatory, Klaipėda Stasio Šimkus Conservatory, Vlnius Juozas Tallat-Kepša Conservatory	The music education part of the specialised education programmes (primary, primary and secondary education with music education) (hereinafter referred to as "the Programme") is designed to provide pupils with special educational needs due to their exceptional aptitude for	The programme is implemented by schools providing primary, lower secondary and upper secondary education together with music education. Schools use the Programme to shape the content of their school education according to the needs and abilities of their pupils. The Programme enables the	C	The aim of the programme is to create the right conditions for the development of a musical, creative and conscious personality, committed to the promotion of musical and artistic culture, by observing and analysing the development of students' exceptional musical abilities and personal characteristics.	Grades 1 to 12	Formal	The main subject of the core is the expression of the performer (accordion or piano or guitar or one of the folk instruments or percussion or wind or string instruments in grades 1-12, or choral singing and conducting in grades 1-12, or singing in grades 5-12, or organ in grades 9-12), or sound direction in grades 9-12, or music theory. The pupil chooses one main subject of the compulsory core;	Education is organised in three phases: primary, basic and secondary. The curriculum is financed on a per-pupil basket basis. Optional additional subjects/modules are financed from the non-formal education basket.	The main subject of the core is the expression of the performer (accordion or piano or guitar or one of the folk instruments or percussion or wind or string instruments in grades 1-12, or choral singing and conducting in grades 1-12, or singing in grades 5-12, or organ in grades 9-12), or sound direction in grades 9-12, or music theory. The pupil shall choose one core subject in the compulsory core; pupils studying under the Programme shall study three core subjects in Years 1-8 and four core subjects in Years 9-12 and at least two complementary core subjects. The elective subjects are chosen independently from those recommended for the core subject of the Programme. The hours for the elective subjects shall be allocated from the hours	Pupils are assessed on their achievements in all areas of education. It is not only knowledge and skills that are assessed, but also activity, progress and effort. Each lesson provides the pupil with comments on how to improve performance. The pupil is talked to about his/her progress, successes and difficulties. Instructions and comments for independent learning are given in writing. Pupils' achievement and progress are assessed according	Programme objectives: „to enable pupils to choose subjects and modules that match their talents, interests and needs; „to develop musical abilities that enable them to perceive and solve the artistic and interpretative tasks of creating, performing, analysing and evaluating music in a subtle and professional manner; „to encourage	The syllabus sets out the objectives for each subject and the topics against which students are assessed. Pupils are assessed in relation to their achievement in all areas of education. It is not only knowledge and skills that are assessed, but also activity, progress and effort. In each lesson, students are given comments on how to improve	Supplementary education is encouraged through competitions, projects and other extra-curricular activities.	The work is based on the general curriculum, alongside individualised musical skills development.

	music (hereinafter referred to as "the pupils") with a coherent, systematic and purposeful education and to equip them with the necessary knowledge, skills and values.	development not only of pupils' musical competence but also of general competences - learning, communication, cognition, initiative and creativity, personal, social and cultural awareness - which are essential for everyone's success in life and professional development.							of non-formal education.	to the school's assessment procedures.	pupils to engage in active independent creative and concert activities, and to teach them to apply their musical knowledge and expressive abilities in socio-cultural activities; .to develop critical thinking, self-awareness and professional skills that will be needed in future musical activities; .to help pupils to accumulate and realise their individual concert repertoire, to evaluate and systematise the good experience acquired through artistic expression, and to be able to use it for personal development.	their performance. The pupil is talked to about his/her progress, successes and difficulties. Guidance and comments for independent learning are given in writing. Pupils' achievement and progress are assessed according to the school's assessment procedures.		
The art education part of the specialised curriculum. There is one school in Lithuania, Kaunas Art Gymnasium	The art education part of the specialised education programmes (primary, primary and secondary education with art education) (hereafter referred to as "the Programme") is designed to provide pupils with special educational needs due to their exceptional aptitude for art with a coherent, systematic and purposeful education and to equip them with the knowledge, skills and attitudes they need.	The Programme consists of the General Provisions, the Compulsory, the Compulsory Elective and the Optional Subjects of the Programme. .The coherence of the Programme enables teachers implementing the Programme to monitor and analyse the development of pupils' abilities and interests, character traits, predict and mitigate creative crises, and maintain learning motivation. The content of education is individualised and activities are differentiated according to the characteristics and needs of the pupil. .The Programme defines the content of art education at all	C	The aim of the programme is to reveal the individuality and creative inclinations of students by observing and analysing the development of their exceptional artistic abilities and personal qualities, to create the right conditions for the development of artistic and creative skills, and to acquire professional art skills that are relevant to the modern cultural and technological context.	Grades 1 to 12	Formal	The Programme requires pupils to: .in grades 1-4 - the subject of artistic expression; .in grades 5-8 and I-IV of the Gymnasium, the four core subjects of the art education part of the curriculum and at least three of the following compulsory elective subjects. Each subject programme shall contain the general provisions of that subject programme, the purpose of the subject, the aim and objectives of education.	Education is organised in three phases: primary, basic and secondary. The curriculum is financed on a per-pupil basket basis. Optional additional subjects/modules are financed from the non-formal education basket.	The programme consists of compulsory, optional and free elective subjects and modules. Compulsory subjects of the Programme: .in grades 1-7 - artistic expression; .in grades 8-12 - the fine arts; .in grades 5-12, drawing; .in grades 5-12 - composition; .in grades 5-12 - history of art and architecture. Compulsory electives in the Programme: .in grade 9-12 - watercolour; .in grades 9-12 - design; .in grades 9-12 - applied arts (ceramics; textiles; fashion design (clothing design); stained glass, glass). There are also free electives	Assessment of pupils' achievement focuses on what has been taught and progress made, with clear explanations of tasks, assessment criteria and encouragement for pupil success and development.	Programme objectives: .to enable students to consistently develop their artistic expressive abilities through the use of a variety of artistic techniques and technologies; .to observe and analyse students' exceptional artistic abilities and personality traits, and to plan the content of their learning according to their individual development; .to encourage pupils to strive for creativity by analysing, interpreting, experimenting, evaluating and assessing the results of their creativity; .to introduce Lithuanian and world cultural heritage and national traditions, on the basis of which pupils will develop the	The syllabus sets out the objectives for each subject and the topics against which students are assessed.	Supplementary education is encouraged through competitions, projects and other extra-curricular activities.	The work is based on the general curriculum, alongside individualised development of artistic skills.

		levels of the national education system in the schools implementing the Programme. Schools shall, in accordance with the Programme, develop the content of art education at school level according to the needs and abilities of pupils.									ability to self-critically and tolerantly evaluate their own and others' creative works.			
Part of a specialised curriculum in art or music education. There are three schools in Lithuania: Klaipėda Eduardas Balsis Art Gymnasium, Panevėžys	The school provides primary, lower secondary and upper secondary education, together with music education. The school shall, in accordance with the Programme, shape the content of its school education according to the needs and abilities of the pupils and the resources and possibilities of the	Some of the programmes are part of the art and music curricula.	C	The schools operate two programmes: the art education part of the specialised education strand of the curriculum (primary, primary and secondary education combined with art education) and				Education is organised in three phases: primary, basic and secondary. The curriculum is financed on a per-pupil basket basis. Optional additional subjects/modules are financed from the non-formal education basket.					Supplementary education is encouraged through competitions, projects and other extra-curricular activities.	The work is based on the general curriculum, alongside individualised development of musical abilities or artistic skills.
Specialised curriculum for the arts education component. This programme is implemented by the National Nicholas Constantine Čiurlionis School of Arts.	The school running the programme provides primary, lower secondary and upper secondary education, along with arts education. The school shall, in accordance with the Programme, develop the content of its school education in accordance with the needs and abilities of the pupils and the resources and possibilities of the school.	The school implementing the programme, taking into account the specificity of the development of the pupils' abilities, creates favourable conditions for the individuality and uniqueness of their talents to emerge, for the development of their creative potential, and for the attainment of mastery and professionalism in the chosen branch of art.	C	The aim of the programme is to develop a creative personality, an active and responsible citizen, capable of developing the spiritual, intellectual and physical capacities and competences needed to achieve professional excellence and build a successful life.	Grades 1 to 12	Formal	In grades 1-4, pupils develop abilities and skills in their chosen field of art, participate in creative activities, develop aesthetic awareness, and learn to set personal educational goals and to pursue them purposefully (with will). In grades 5-8 and grades I-II of gymnasium, pupils systematically develop their acquired abilities and skills, develop an interpretative relationship with their chosen field of art, critical thinking and aesthetic sense, plan and purposefully implement creative ideas that meet their personal needs, and purposefully pursue mastery; In III-IV gymnasium classes, students analyse and evaluate their professional achievements,	It is taught from 1st to 8th grade, followed by gymnasium classes from 1st to 4th grade, combining parts of primary, primary or secondary education and art education, linking formal and non-formal education activities, integrating the context of art education into the general education curriculum, and applying the general education experience to the identification and solving of art problems.	The programme allows the student to choose and study one of the following arts - ballet, art, music, which is considered the main one. In the chosen art field, the pupil studies one subject of one art branch. In certain cases, the pupil may be given the opportunity to study a different artistic field or several artistic fields at the same time. 1. Ballet (classical dance technique in Gymnasium 1-8 and Gymnasium I-IV, or modern dance technique from Gymnasium I onwards); 2. Fine Arts; 3. a subject in the field of music (piano or string instrument or wind instrument or choral singing and conducting or percussion instrument in Gymnasium 1 to 8 and Gymnasium 1 to 4) or, as from Gymnasium 1, music creation;	assessing the artistic competence (values, skills, knowledge and understanding) and the individual progress of each pupil.	The aim is for pupils to:1. develop aesthetic awareness, develop the experience of artistic expression, and understand the value and meaning of the emotional and aesthetic experiences they provide in their own lives and in society by participating in the cultural life of the school and the public, by performing, analysing and evaluating artworks and their own artistic expressions;. ..have the flexibility to adapt the Programme according to their own learning outcomes and individual development of	The syllabus sets out the objectives for each subject and the topics against which students are assessed.	Supplementary education is encouraged through competitions, projects and other extra-curricular activities.	The work is based on the general education curriculum, alongside individualised development of artistic abilities in the chosen artistic field.

							purposefully plan the direction and methods of their professional development, are able to use a variety of assistance, investigate and critically evaluate phenomena, processes and achievements in the chosen field of art, actively participate in creative projects together with professionals, learn to reflect on their own states of mind before and after presenting their artistic expressions, apply self-regulation methods, prepare a folder presenting their achievements.				their talents: to choose the most relevant art education subjects and modules at a given time, and to have regular access to art professionals; „develop creative thinking, seek the uniqueness of artistic expression through creation, interpretation, experimentation and reflection; „learn about the cultural heritage of the world and Lithuania, national traditions, and the diverse and multi-layered view of the world of art and culture, on the basis of which they will develop the ability to self-critically and tolerantly evaluate their own and others' artistic expression; „to develop in a modern, contemporary and emotionally supportive environment that encourages the unfolding of each individual's potential, the realisation of creative ideas, the accumulation and realisation of artistic experience, and the continuous development of personal development.			
The sports education part of the specialised curriculum. There are three sports gymnasiums in Lithuania - Panevėžys Raimundas Sargūnas Sports Gymnasium, Šiauliai Sprotas Gymnasium and Vilnius Oz Gymnasium.	The sport education part of the specialised programmes (primary education with sport education, secondary education with sport education, accredited secondary education with sport education)	The programme is implemented in primary education together with sports education (5-8 and 9-10 secondary education with sports education (grades 11-12), taking into account the pupils' The curriculum shall take into account the	H	The aim of the programme is to create the right conditions for pupils with exceptional abilities to achieve a high level of participation in sport, in the general education curriculum combined with sports education.	Grades 1 to 12	Formal	The content is structured in such a way as to strike a meaningful balance between general education subjects, learning sport theory and active sporting activities. Sports education may be integrated into the content of the School's education, complementing formal education. General education together with sports education shall	In grades 5-8, 9-10 and 11-12. The curriculum is funded on a per-pupil basket basis. Optional additional subjects/modules are funded from the non-formal education basket.	The schools implementing the programmes combine general education with sports education. The educational process shall be organised taking into account the general educational requirements, the developmental patterns of the individual's mental and physical capacities, gender and age characteristics, age groups, predictions of the best results in the sport concerned, and the need for, and the timetable of, competitions. The programme shall be implemented by: integrating formal education, education complementary to formal education and non-formal	Pupils shall be assessed on the basis of their knowledge and skills acquired and their performance (fitness for sport), taking into account biological maturity and the rate of development of general and specific skills, with priority given to sport-specific skills; all achievements in the subject areas of the sport shall be taken into account, and the	The aim is for students to: „to know their physical, mental, intellectual and athletic potential; „develop strong moral attitudes based on human values, adhering to and promoting the basic principles and values of Olympism; „combine learning and sport in a	The syllabus sets out the objectives for each subject and the topics against which students are assessed.	Supplementary education is encouraged through competitions, projects and other extra-curricular activities.	Working within the general curriculum, alongside individualised spot skills development.

	(hereinafter referred to as 'the Programme') is aimed at pupils who, because of their special aptitude for sport, have special educational needs, to receive consistent, systematic and targeted education and training in order to high level of sportsmanship and the highest level of sporting performance.	abilities and needs of the pupils and the requirements for content and results.		athletic excellence in various Olympic sports			provide the pupil with the essential skills to knowledge, skills and abilities, and improve and develop them by complementing formal education. sports education.		education activities. Integrative links may be simultaneous (e.g. using specific laws from physics and/or biology in lessons in these subjects for the purpose of sports cognition (biomechanics)), related (e.g. joint lessons, activities in several subjects of the sport education strand, or study of related pieces of content), or intertwined (e.g. individual pupils or groups of pupils carrying out activities in the sport education strand in the form of short- or long-term activities integrating the knowledge and skills in several subjects);	part of the Programme that is integrated into other subjects shall be assessed in accordance with the assessment criteria of those subjects;	rational way, learn to live a healthy life and enjoy effort and progress; „master the techniques and tactics of physical and psychological training in the chosen sport and strive to achieve the best possible result in their sport; „develop Olympic values, leadership qualities, the ability to communicate and cooperate in groups and teams, and compete with honour; „develop in a healthy and safe environment conducive to the development of their sporting abilities; „use interdisciplinary links, general and subject competences to develop an integral view of the person, sport and the world.			
The engineering education part of the specialised curriculum. There are three schools in Lithuania: the Engineering Lyceum of Vilnius Gediminas Technical University, the Joachim Lelevis Engineering School in Vilnius and the Engineering Lyceum of Kaunas University of Technology.	The engineering education strand of specialised education programmes (primary, primary and secondary education combined with engineering education) (hereafter referred to as "the Programme") is designed for pupils with special educational needs due to their exceptional aptitude for mathematics, science, technology and engineering creativity. The Programme defines the content of engineering education and is designed to develop, in a	The school running the programme provides primary, elementary and secondary education, together with engineering education. The school shall, in accordance with the Programme, shape the content of its school education according to the needs and abilities of its pupils and the resources and capacities of the school. The Programme bases engineering education (i.e. education based on engineering thought, engineering creativity, engineering science achievements	F	The aim of the programme is to create the right conditions for students to grow as creative individuals who embrace the theoretical foundations of reality transformation, who are capable of acquiring engineering competence, and who apply engineering creativity to the understanding, creation and management of processes in the post-modern world.	Grades 1 to 12	Formal	The structure of the curriculum content: in grades 1-12, the main compulsory subject is engineering (the General Framework for Engineering is given in Annex 1 to the Framework); in grades 9-12, the complementary compulsory subject is design (the General Framework for Design is given in Annex 2 to the Framework); in grades 5-12, optional subjects, which may be in the field of science education (natural science research, biotechnology, eco-culture, mechatronics, electrical engineering, etc.), information technology (programming basics, robotics, etc.) and art education, technology (media expression, animation, interactive design, computer graphics, etc.) or other areas. The school develops these	Education is organised in three phases: primary, basic and secondary. The curriculum is financed on a per-pupil basket basis. Optional additional subjects/modules are financed from the non-formal education basket.	The programme is implemented in primary education together with engineering education (grades 1-4), in primary education together with engineering education (grades 5-8 and 9-10), and in secondary education together with engineering education (grades 11-12), taking into account the pupils' abilities and needs, and the content requirements.	It assesses students' knowledge and skills and engineering competence.	The aim is to develop engineering competence, critical thinking, practical and creative abilities and skills, and the fundamentals of technical and technological process management;	The syllabus sets out the objectives for each subject and the topics against which students are assessed.	Encouraging complementary education through various competitions, activities and projects.	Working within the general education curriculum, alongside individualised engineering skills development.

	coherent, systematic and purposeful way, the engineering competence of pupils by providing them with the necessary knowledge, skills and attitudes of value to plan their careers in engineering-related professions and engineering-related creative work.	and engineering research practice) on the view that in modern culture, scientific, engineering, artistic creativity work synergistically together and are the engine of progress in modern society.					programmes each year, taking into account the needs of the pupils and the resources of the school. At least one elective subject per school year is compulsory. The school shall reinforce its identity and educational priorities through its elective programmes; 9.4. in Years 11-12, engineering apprenticeships, which are recommended as an integral part of the Curriculum, shall be carried out in enterprises, schools and laboratories of scientific and educational institutions; 9.5. non-formal education programmes in grades 1 to 12, which students may choose in order to broaden their engineering competences;							
Supplementary education to formal education (FŠPU) Music, art, sports, STEAM schools	The purpose of the programmes is to facilitate the systematic development of competences in music, art, dance or theatre for children and young people up to the age of 19 (up to the age of 21 for those with special needs) who are enrolled in mainstream education. Schools are assigned to municipalities.	These are educational institutions that complement formal arts education. There are 121 schools related to Arts (49 Music schools, 60 Arts schools, 10 Schools of Fine Arts, 2 Choreography schools.	A-H	The aim of the programmes is to develop in a coherent and systematic way the natural artistic abilities and personal capacities of pupils, to provide them with the musical, artistic, dance or theatrical and general competences they need to participate productively in contemporary cultural life and in their choice of career.	From 5 to 19 years	FŠPU - Supplementary to Formal Education	The programme is delivered in groups of pupils, and education is organised in groups. Groups may be divided into sub-groups for individual subjects or children may be educated individually. Mobile learning groups may be set up if necessary. All programmes may also be implemented through creative camps, workshops, projects, competitions, cognitive-educational activities, etc., depending on the availability of funds and other school possibilities.	These programmes are funded by the founding institutions (usually municipalities), the state budget and parents. Parents pay a fee for their children's participation in the programme, set by the founder, which is around 15% of the total cost of the programme.	The content of the programmes is oriented towards the development of age-appropriate competences that reflect the changes in society. The content of the curriculum is made more specific by distinguishing the subjects of the curriculum content of each Programme. The following Programmes are recommended for schools: 1. a programme of primary music education complementing formal education; 2. a curriculum for primary music education complementary to formal education; 3. the Primary Art Curriculum; 4. a curriculum complementing basic formal education in fine arts; 5. a programme of formal education complementary to primary dance; 6. a programme of education complementing formal education in basic dance. 7. a programme of education complementing formal education in primary theatre; 8. a curriculum supplementing formal education in basic theatre.	Assessment of achievement and progress is based on the principle of individual progress, comparing a pupil's achievements with previous ones. Once a pupil has completed a programme of formal education complementary to primary education in music, art, dance or theatre and his/her progress has been assessed, the school decides whether he/she is able to continue his/her education in the relevant programme of formal education complementary to primary education. The educational process shall be organised taking into account the developmental features of the pupils' age, personal abilities and needs. It may take the form of a test of acquired skills (concerts, exhibitions, reviews, assessments, examinations, etc.) in accordance with the procedures and criteria established by the school.	Programme objectives: 1. to develop pupils' abilities, creativity, and skills in music, art, dance or theatre expression; 2. to develop the subject and general competences necessary for lifelong learning - a set of knowledge, skills and attitudes - by bringing the content of the programme closer to the relevance of life; 3. to enable the pupil to choose part of the content of the programme according to his/her needs.	A programme of basic music, dance and theatre education complementing formal education is proposed to be implemented in a school when a programme of primary education complementing formal education in the same field is implemented in the school. A programme of complementary education in basic art is proposed to be implemented when the school has a programme of complementary education in primary art or another programme of non-formal art education for children.	Additional development of artistic skills through camps, workshops, competitions and projects is encouraged.	The work is based on approved programmes, alongside individualised development of artistic abilities through the school's arts education programme.
Lithuanian Centre for Non-formal Education of Pupils	The Agency's objective is to	The Centre was established in	A-H		School-age pupils (7-19)	FŠPU - Supplementary	National, ongoing	Public funding: 2021-2023 17 million €20 million						

(From 1 September 2023 the name will be changed to Lithuanian Non-formal Education Agency - LINEŠA)	support public policy in the areas of non-formal child education and career guidance	2012 through the reorganisation and merger of the Lithuanian Pupils' Information and Technical Creativity Centre, the Lithuanian Young Naturalists Centre, the Lithuanian Pupils' and Sports Centre, and the Lithuanian Youth Tourism Centre; the B.Ūškinis Aviation School was merged in 201.			years); from 2027 onwards, the age range of children participating in NSP programmes is to be extended to include	to Formal Education		per year + municipal funding						
Non-formal education (NFE) basket (OUTSIDE SCHOOL)	Non-formal education for children aims to meet the cognitive, educational and expressive needs of pupils and to help them become active members of society. Targeted funding for non-formal education programmes for children.		A-H	Some non-formal programmes can be implemented online.	Primary to upper secondary level (age 6 till 19)	Non-formal	National, regional, ongoing	The amount of state funding per pupil per NFE programme is €15-25. The size of the NFE basket is determined by the municipality, so the size of the basket may vary from one municipality to another. For a pupil with moderate, severe or very severe special educational needs, there are two NEC baskets (€30-50). The NEC basket is available to pupils attending accredited NEC programmes, which are published on each municipality's website and on emokykla.lt. The minimum duration of an accredited VET programme is 6 months and the intensity is 8 hours per month.	€17 million NSS funding. 1193 suppliers of non-formal activities; 2937 programmes; 106396 students from general schools; 48015 (45,1 %) students take sports activities	Outcomes are measured by numbers of students per municipality.	Not systemically monitored	Percentage or number of students participating in non-formal education programmes per municipality. Number of educational programmes suppliers.	Priority for funding for NFE programmes is given to STEAM (Science, Technology, Engineering, Art (creative activities), Mathematics) NFE programmes that promote research and experimentation in science, technology, engineering and mathematics, and to programmes that are not run by education providers in the municipality.	Not specified

Non-formal education for children in mainstream schools	The state budget allocates funds to each general education school according to the number of class sets. These funds pay for pupils' participation in clubs (on average 2 hours a week), so every school must have non-formal education programmes for children, which parents do not have to pay for. Information on these programmes is published on the schools' websites.		A-H		Primary to upper secondary level (age 6 till 19)	Non-formal	National, regional, ongoing	The state budget allocates funds to each general education school according to the number of class sets. These funds pay for pupils' participation in clubs (on average 2 hours a week), so every school must have non-formal education programmes for children, which parents do not have to pay for. Information on these programmes is published on the schools' websites.						
Culture passport (part of the NVS)	The Culture Passport is a tool to develop students' cultural habits and broaden their cultural experience by providing them with a range of cultural and artistic services. It is a tool that allows pupils to access a wide range of cultural and artistic services at public expense, such as attending performances, concerts, exhibitions, and other cognitive and educational cultural activities.	The concept of the Culture Passport has been prepared in 2018 taking into account the provisions of the State Progress Strategy "Lithuania 2030" (2012), the Concept of Cultural Education of Children and Youth (2008); and the Concept of Non-Formal Education of Children approved by the Minister of Education and Science of the Republic of Lithuania on 30 December 2005. Pupils can visit cultural institutions and participate in educational activities at public expense. Pupils can participate in the Cultural Passport services with a class or group, and pupils aged 16 and over can book and participate individually.	A-H	The set of services of the Culture Passport for schools, teachers and students is available on the website of the Ministry of Culture of the Republic of Lithuania and on the portal of the Cultural Education System www.kulturospasas.lt . An account for the student for a calendar year created in the Cultural Education System portal www.kulturospasas.lt . It shows, to which funds shall be allocated for the payment of the Services.	School-age children aged 7-19 years. The Culture Passport services are available on the website of the Ministry of Culture of the Republic of Lithuania and on the portal of the Cultural Education System www.kulturospasas.lt . It shows, to which funds shall be allocated for the payment of the Services.	Non-formal	National, ongoing	Public funding: 15 Eur for each pupil per year. The National Martynas Mažvydas Library of Lithuania performs the functions of the Cultural Education Information System Manager, Personal Data Manager and Service Funding. The Ministry of Culture of the Republic of Lithuania and the National Library of Latvia conclude a contract for the financing of services. The amount of funds per pupil shall be calculated according to the number of pupils in the Pupil Register as of 1 January, with each pupil being allocated the amount obtained by dividing the earmarked state budget funds allocated to the financing of the Culture Passport Services by the number of pupils https://www.e-tar.lt/portal/lt/legalAct/64u5736009a111e9b5ea72cd290f1944/asr	In 2018-2024, 33866 educational activities took place, involving 353634 pupils. Currently, the Culture Passport suite of services consists of 3,200 services, of which almost 600 are remote. In 2021, 93% of schools have joined the Culture Passport system and used its services at least once. https://alikas.lt/2022/01/31/kulturos-paso-paslaugomis-pernai-pasinaudojo-daugiau-kaip-90-proc-mokyklu/ For 2024, 645 cultural education activities, events and other cultural and artistic services have been approved and will be available free of charge to students in grades 1-12 (https://www.kulturospasas.lt/straipsniai/70) The measure is actively applied for by Lithuanian museums, libraries, theatres, concert venues, galleries, NGOs and self-employed artists across Lithuania. Applications are evaluated by the Culture Passport Expert Commission established by the Ministry of Culture.	The National Martynas Mažvydas Library, which is implementing the Culture Passport project, has created a "Cultural Education Guide" so that teachers and students can choose an educational activity, know which competences will be developed in one or another educational activity (by age group) and collect participation points. The cultural competences developed through the Cultural Passport education activities are: critical thinking; cultural (cultural awareness, cultural expression); creativity; communication; social emotional and healthy lifestyle; cognitive; digital; civic and other competences https://www.kulturospasas.lt/straipsniai/43	FOR THE PUPIL: develops creative personalities, strengthens general artistic/cultural competences; shapes pupils' cultural consumption habits; the experience helps them in their educational process. CULTURAL AND ARTS INSTITUTIONS: higher quality of services is promoted; the involvement of cultural and arts institutions in the cultural education of pupils is increased. THE PUBLIC: cultural identity and sense of community is strengthened; the range of members of the public who will choose high quality cultural and arts services is widened.	The National Martynas Mažvydas Library of Lithuania, as part of the administration of the Cultural Education System and in order to improve the functionality and efficiency of the system, carried out a survey of the users of the Cultural Education System. In April 2024 the following participants participated in the survey: 12% of teachers, 33% of Cultural Passport coordinators in schools and 55% of Cultural Passport service providers. Users of the Cultural Education System rated the effectiveness of the system on a scale of 1 (very poor) to 10 (very good). 75% of respondents rated the effectiveness of the system positively, with a score between 8 and 10, and 28% of all respondents gave the system the highest score.		
Continuing programme "The	An ongoing programme to unleash and develop students' and teachers'	The programme is based on the internationally acclaimed Creative Partnerships programme in the UK, which has reached	A-H	not specified	Not specified but main	Non-formal	National, regional	Multiple funding: the Lithuanian Culture Council, etc.	In the programme in 2023 participated 28 Lithuanian general education schools, of them - 17 schools in 2022-2023; 421 pupil and 191 teacher; and	Pupils become active and responsible participants in their learning. They ask questions, explore, create, act, reflect. Pupils discover new abilities, move	https://www.kurybinesjungty.lt/apie-mus/tyrima/			The programme is unique in its methodology, developed through work with dozens of schools across Lithuania. It

Art of Exploration"	creativity, critical thinking and other key competences, to help schools develop a relevant and 21st century education process, and to provide practical support to address current learning challenges.	more than 1 million students. The programme was awarded the 2011 World Innovation Summit for Education (WISE) Award for High Impact Innovation in Education Practice. We have successfully applied this methodology in the Creative Partnerships programme in Lithuanian schools. We have subsequently refined it in other programmes with educational, development and cultural organisations.			ly from lower secondary to upper secondary education				In 2023-202 - 11 schools; 270 pupils and 132 teacher. https://www.kurybinesjungtys.lt/wp-content/uploads/2024/02/2023-metal-skaiciais_Kurybines-jungtys.pdf	beyond stereotypes and become more confident and others. Pupils and teachers feel part of their local community, their city, discover new educational new spaces. Teachers rethink their roles and try out new, relevant ways of working, start to get better understanding and a more coherent interest in pupils' needs, new attitudes new attitudes and skills are integrated into everyday life practice.				creates a space for partnerships between students, teachers and practitioners from different creative disciplines to address specific learning challenges, develop and test educational approaches based on integration, exploration and problem solving	
Art, photography, ceramics competitions and Olympiads	The timetable of pupils' Olympiads, competitions and other events is approved annually by order of the Minister of Education, Science and Sport. The plan for 2024 includes: 34 competitions and Olympiads organised by UNEA; 24 international preparatory camps; 12 events organised with other organisations		A-H			Nonformal (Supplementary to Formal Education)			Public and private		The Olympiads are held in several stages: school, municipal and national. Cooperation between schools, universities and businesses is encouraged. Private prizes are established			The project in the school consists of two parallel processes - the Pupil Research Project and the Teachers' Club. They may focus on different topics or have many links, depending on the needs of the school. The Pupil Research Project is a creative process of inquiry that integrates learning in general subjects and the development of creativity and critical thinking through the collaboration of the developing practitioner,	
VMU "Gifted"	Support and development of gifted children. Holistic development of a personality	Since 2019 collaboration with Ron Vardi Centre (Israel) and based on this know-how the Centre was founded at Vytautas Magnus University	A-H	some activities are also online	from 5 to 19 years	Non-formal	Vilnius, Kaunas	Private and University funds	350 students every year	STEAM (biology, physics, chemistry, mathematics, computer science), art, literature, law, business, philosophy, entrepreneurship and other skills. Driven by a desire to improve, they will strive for perseverance, creativity, and develop critical and original (independent) analytical and communication skills, learn to act and think apply the artes liberales of a comprehensive education to life. They will learn to think multidirectionally, creating interdisciplinary visions at the intersection of several fields. They will learn citizenship, social sensitivity, responsibility and values which are essential for the future.				Groups are formed based on the test results (the child's strengths). Teachers prepare programmes for each group individually. The programme is for the school year. It consists of 5-6 modules on different abilities and, especially important for gifted children, sessions led by a psychologist (in groups and individually as needed). The Centre for Gifted Children is not a tutoring centre. The GIFTED Centre focuses on the discovery and enhancement of a child's talents. It is therefore the task of the teacher in each centre to provide the right conditions for the child to develop his/her level of ability and creativity (Hallahan and Kauffman, 2003).	
National Pupil Academy	Support and development of gifted children in specific areas, such as mathematics, etc. There is a special Music section	Since 2004, more than 1500 of the most talented children from all corners of Lithuania have graduated from NMA's educational programmes. The Academy strengthens Lithuania's intellectual potential and invests in	B - music section	not specified	From primary to upper secondary	Non-formal	National, regional	Private funds	Not indicated in 2004-2024, more than 1,500 of the most talented children for music and science from all over Lithuania have graduated from NMA education programmes. 230 children from 135 schools in Lithuania and abroad are	Enabling high-achieving and exceptionally gifted pupils, regardless of their social background, place of residence, age, gender, etc., to choose an education that meets their needs - providing them with the subject and personal development	Every year, the Academy's students win medals in international Olympiads and prizes in national Olympiads and competitions. Graduates of the NMA study at the most famous Lithuanian and foreign universities. The University of St. Andrew's, Berkeley, California, Massachusetts Institute of Technology, etc. But they continue to work	Number of Olympiads and awards; Number of successfully enrolled students into Lithuanian and foreign universities	Arts and theatre are part of summer camps activities	NMA Sessions and Summer Camps. In addition to studying their field, academics also take part in personal development activities ranging from aikido to dance, from psychology	

		gifted and motivated children. Regardless of their place of residence, talented pupils have the opportunity to learn from the best teachers in Lithuania and other countries, and to gain knowledge from professionals in various fields, cultural and educational figures and scientists.			y education (8-19)				currently studying at the Academy.	knowledge and skills that they do not have the opportunity to acquire in school; To enable pupils to learn from and work with the best qualified professionals in the field in which they are interested and have achieved; Ensure the quality of education by improving the quality of educational provision for children with high achievement or potential and for children with exceptional ability; Reduce regional disparities in the education system (the NEA's activities cover all regions of Lithuania); Reduce the gap between the educational services provided to high-achieving, motivated and exceptionally gifted children in Lithuania and the same services provided in other European and world countries.	with the NMA to help gifted children grow and excel. In this way, the graduates of the Academy not only maintain their links with Lithuania, but also strengthen the country's intellectual potential.			lectures to singing in a choir. In the evenings, students take part in evening events where leading national and international cultural and artistic figures, politicians and academics share their experiences and engage in interesting discussions. In their free time, the academics go to the seaside, hiking, make music, strengthen their relationship and find like-minded people from all over Lithuania. Sessions are a time when academics develop in mind, soul and body.
Free museums on the last Sunday of the month	On the last Sunday of the month, you can visit all Lithuanian museums for free. 150 museums for children are listed separately.	Starting in 2019, a project of the Ministry of Culture invites you to visit the permanent exhibitions of museums for free every last Sunday of the month. In 2024, the free museum visits will apply to the national and republican museums under the Ministry of Culture, but gradually other museums are joining the initiative. Here are all the places where tickets for the whole family will cost you nothing on the last Sunday of the month! Free museums on the last Sunday of the month 2024 continues, so hurry up and get the	A, G	not specified	not specified	informal	national, regional	Applicable to museums under the authority of the Ministry of Culture from 2019.	Not indicated	Focused on rich leisure activities.	Ongoing throughout the year			
Cultural Education Programme "Educating for Culture"	Promote the habits of children and young people to participate actively in culture and develop their creative potential.	not indicated	A-F	not specified	14 to 29	Non-formal	National, regional	In 2024 total 36 projects funded by Lithuanian Culture Council (289000 Eur); total 40 projects in 2023 (292400 Eur)	At least 10 children took part in each educational activity. However, data on the total number of educational activities and the number of pupils involved is not provided, as this data is usually classified as non-formal education data and is reported in the LINESA reports.	1. Projects for children: 1.1. ensuring the continuity of cultural education activities and promoting habits of cultural participation; 1.2. aiming at unlocking and developing children's creative potential; 1.3. to increase children's knowledge of cultural and artistic processes. 2. Projects for young people (persons aged between 14 and 29 (inclusive)): 2.1. ensuring the continuity of cultural education activities and promoting habits of cultural participation; 2.2. aiming at unlocking and developing the creative potential of young people; 2.3. aiming to increase young people's knowledge of cultural and artistic processes.	Number of projects, funding size			
Lithuanian Council for Culture projects (with an educational component), e.g. Creative Communities Initiatives programme	Encourage and empower the participation of communities with different definitions (in terms of location, socio-economic status, interests, etc.) in creative activities, and enable the artistic expression and creativity of the population by presenting initiatives (festivals, workshops, educational programmes, etc.) targeted at		A-F	not specified	not specified	Non-formal	Specifically to Vilnius, Kaunas and Klaipėda	Lithuanian culture Council, around 250.000 Eur per year						

	these communities.													
European Night of Museums	Every year, museums open their doors to visitors at unusual times and use this time to connect with communities and involve them in museum activities. Lithuania is successfully participating in the 19th edition of the European Night of Museums, attracting huge numbers of visitors to museums and other cultural institutions. The aim of the campaign is to invite the public to come to museums to see the exhibitions, displays, educational activities and other events at a time of the day when museums are usually closed. The campaign aims to present the collections and services of the museums to different groups of visitors in the most impressive way, thus encouraging the public to take a greater interest in the diverse activities of the museums and to visit them more frequently."	The European Night of Museums is organised by the French Ministry of Culture (French Museums and Information and Communication Services), in partnership with the Regional Directorates for Cultural Affairs (DRIAC). The EMN is under the auspices of UNESCO, the Council of Europe, ICOM France and a wide range of institutions and media partners.	A, B, C, G	not specified	not specified	Information	National, Regional	All European Night of Museums events are free. Pre-registration is required for some events and conditions are published in the description of each event. In Lithuania, the organisation of the European Night of Museums events is overseen by the ICOM Lithuanian National Committee and the Lithuanian Museum Association.	The aim is to encourage visits to museums, to learn about museum exhibitions and to strengthen knowledge of the country and culture.	Utena will host the opening of the 4th Utena Jazz percussion and jazz festival in the region, a concert by the Naval Forces Orchestra dedicated to the 20th anniversary of Lithuania's NATO membership will take place on the Dangė River near the MS2 Sėdūvis museum ship, a concert by the Klaipėda Chamber Orchestra will be held at the Baltic Sea Animal Rehabilitation Centre of the Lithuanian Maritime Museum, A concert by the bands "Subtilus" and "Karcema" will take place in the courtyard of the Šilutė Hugo Sojaus Museum, the singer Aistė Lasytė will perform at the Alytus Audiovisual Arts Centre, and Aistė Smilgeviliūtė and the band "Skylė" will perform at the Vytautas the Great War Museum. The Museum of Folk Music in Kaunas will focus on music and dance with a concert of folklore ensembles, including the folklore ensemble Nedėja from Rumsiškiškis Culture Centre, Gadula from Kaunas Culture Centre, Bandonija from Kaunas and Saulėlio from Kaunas Folklore Ensemble.				
Lithuanian Museums Route Project	The Culture Passport is a tool to develop students' cultural habits and broaden their cultural experience by providing them with a range of cultural and artistic services. It is a tool enabling pupils to access, at public expense, a wide range of cultural and artistic services	The idea of creating a cultural route linking Lithuanian museums was born in 2012 and has become a beautiful tradition. The uniqueness and success of the project lies in the fact that it connects Lithuanian museums and different regions in a common path of cultural and historical knowledge. This allows the diversity of museums to be revealed, and at the same time helps them to discover their visitors. Moreover, the Lithuanian Museum Route takes place during the warm season, when families and friends travel around Lithuania, and it is an opportunity to enrich the experience with quality cultural events	A	not specified	not specified	Information	National, regional	"The Lithuanian Museum Route programme is implemented by the Association of Lithuanian Museums and partly funded by the Lithuanian Council for Culture.	Aimed at strengthening the knowledge of Lithuanian regions and Lithuanian history	Unique projects in museums related to the current theme are presented: 2023-2027 "Native Europe"; 2019-2021 "In Search of the Homeland"; 2012-2018 "Year of Independence", "History of Manor Houses", "The History of Folk Art".			The programme is very varied and geared towards those who like to travel, with various excursions to museums, estates and cultural centres; poetry evenings and historical dance performances; and exhibitions.	

Mo Museum	The MO's spaces are designed for all-round leisure activities. The MO Museum project, realised in collaboration with the Lithuanian office of Do Architects, is Studio Ubeskind's first project in the Baltic States.	The founders of the Museum, Danguolė and Viktoras Butka, started collecting the collection in 2008. They enlisted the help of Prof. Dr. Raminta Jurenaite and other art historians, who helped to systematically form the collection. The core of the collection consists of a large collection of paintings, prints, photography and video art, complemented by a smaller collection of sculpture and interdisciplinary art (performance, installation, etc.).	A, C	Leisure place	For visitors of all ages. Many educational events for children and students.	Information	National	Private and public support	The focus is on art on a variety of themes. However, there is also a strong focus on educational events for children and schoolchildren. Together with the Kazikas Family Foundation, we are implementing an initiative aimed at socially vulnerable groups of young people. For the Millennium Schools Programme, the Museum offers a cultural-educational programme for schools. The aim is to develop the essential competences of the 21st century through the strategy of visual thinking, applied in literature lessons. A travelling museum is proposed	development of pupils' creativity, critical thinking, and emotional intelligence, which significantly contributes to formal education; contribution to social cohesion: introducing of products of modern art to people with fewer opportunities and expand the audience for culture and art improves the availability of contemporary art and cultural products for the inhabitants of Lithuanian regions; strengthen the cultural awareness and cultural competences of children, young people as well as other members of the community. Here is a travelling museum - it is possible to have a greater impact on the children of the regions. https://mo.lt/en/travelling-museum/				
Museum-School-Student	National partnership network of museums and mainstream schools	The website includes all national museums, educational programmes, educational games and virtual lessons	A-H	Erve for cognition, information search	Organised by municipal museum, educational programmes are presented according to the educational axis, age groups from 1st grade to 12th grade.	Information	National, regional	All national museums are presented	Focusing on themes from different disciplines to strengthen cooperation between the school and the museum.	Museums and schools concentrate their competences and resources on expanding non-formal education services to improve civic and ethnic education. Teaching and learning in museums, enriched with museum artefacts, enables pupils to deepen their knowledge acquired at school; they are taught critical thinking and creativity. Partnership also enhances collaboration between schools and museums. https://www.muziejuedukacija.lt/lt/apie_projekta				
Kaunas National Drama Theatre	The National Kaunas Drama Theatre implements various educational programmes. Some of them are included in the Culture Passport programme.	Theatrical education on different themes, educational workshops for children and teenagers	A,C	Learning spaces	For pupils from 1st to 12th grade	Information	Regional	A programme prepared by the National Drama Theatre. Some of these are funded by the Cultural Passport programme, while others may be funded individually by the school or the pupils' parents.	The programmes focus on theatre appreciation, emotional and social development and creativity.	The education programs provided by theatre focus on theatre appreciation, emotional and social development and the development of creativity of pupils; contribute to well-being of children.				The method used is improvisation during education, storytelling, problem solving through play. Workshops.
Lithuanian Rifle Union	The Riflemen's Union is a state-sponsored paramilitary social organisation uniting people who are committed to the life and defence of the state. The Riflemen operate in accordance with the Law of the Lithuanian Parliament and the Statute approved by the Minister of National Defence. Although the Riflemen's Union carries out some of the tasks assigned by the state authorities, it is an	More than 14,000 citizens aged 11 years and older across Lithuania are today indifferent to the ideas of the Rifles. The most active are young shooters. They are the most visible group of LSS members, actively participating in and organising various social events, campaigns and sports competitions. Young Riflemen's groups are active in many districts of Lithuania. Since 2002, young shooters and schoolchildren have been actively participating in camps organised by the LPU. During the camp young people take part in sightseeing trips to historical places of Lithuania, acquire various practical skills: camping, survival in nature, get acquainted with elements of warfare. The camps are organised in	H	Learning space	Participation is open to Lithuania citizens, 11 years and older. You can become a rifleman or a young rifleman.	Information	National	It is possible to become a rifleman, with a membership fee. Donations can be made by individuals and companies. Activities are also supported by various partners.	After taking the oath as a Rifleman and swearing an oath to the Republic of Lithuania, Riflemen (from the age of 18) are trained for armed and unarmed defence of the state. They can join rifle squads and receive minimum military training by taking part in courses organised by the Rifles. Young members of the LSS actively cooperate with their peers from sister organisations in Latvia, Estonia, Sweden and the United Kingdom. Young Riflemen cooperate with other social organisations, help their elders, assist in the activities of the Food Bank, and are members of the regional associations "Apskritasis stalis".	Active participation in activities that promote love of the homeland, civic education, fostering and disseminating the traditions of the Riflemen.				

	organisation of free people who devote their time to the defence and strengthening of the Homeland.	cooperation with the Lithuanian Armed Forces, the Police Department, the Fire and Rescue Service, the State Border Guard Service and other state institutions.												
School for Young Computer Professionals	At JKM, students learn computer and information literacy skills, modern learning tools and the academic environment.	The School of Young Computer Scientists (YCS) was founded at Kaunas University of Technology (KTU) in 1995.	E (programming, design, 3D modelling, gaming)	Thanks to KTU's intellectual and technical base, the JKM successfully combines traditional and alternative learning methods: innovative ICT technologies, virtual learning environments, video conferencing, webinars, virtual reality and automated robotics systems.	from grade 3 to 12 (age 9-19)	Non-formal			Over the 25 years of its successful operation, more than 9,600 pupils from all over Lithuania (Kaunas, Marijampolė, Raseiniai, Prienai, Birštonas, Panevėžys, Šauliai, Vilkaviskis, Tauragė, Druskininkai, Naujosios Akmenės, Joniškio, Vilnius, Klaipėda and other cities and districts) have graduated from the JKM. Around 500 pupils are enrolled here every year. School offers over 20 curricula and specialisations for pupils from grades 3 to 12.	In the face of a severe shortage of IT professionals, both in Lithuania (currently ~20,000) and abroad, the JKM actively encourages the younger generation to take an interest in information technologies through its direct and indirect activities. Students at JKM acquire skilled computer and information literacy skills, become familiar with the latest learning tools and academic environment. KTU JKM actively participates in the "Girls in ICT" initiative, spreading the ideas of this initiative, motivating girls to choose IT-related specialties without fear.		Measuring number of participants, their geographical (regional) characteristic, tracking further learning pathway		
Convivio jįsaw	Public Institution "Convivio laisvalaikio centras" is a non-profit organisation based in Kaunas district, whose main goal is to promote equestrian sport in Lithuania.	You can train on your own or with a trainer. The main goal is to qualify for the training competition.	H	The main goal is to promote equestrian sport in Lithuania.	For all ages	Informal	Regional	Non-governmental/non-profit organisation. Individual support may be available. Training paid for individually	Not indicated	Have a significant impact on pupils' physical and emotional health, strengthen self-esteem, enhance respect to nature and responsibility for a sustainable future; promotes parents to cooperate. Concentrates on providing a meaningful and enjoyable leisure time. Participation in the training competition	Entertainment and leisure activities are offered all year round	Not indicate		
Baniulij homestead - Šiupariai stud farm	The stud farm is located between Šiupariai and Pežaičiai. There is a farmhouse and a stud farm.	Individual horse training and summer camps for children. The summer camp includes creative activities, team building, horse riding and horse care lessons. Private horse ownership, care and training.	H	Leisure activities and horse riding	For children and adolescents. Ages 8 to 13 years.	Informal	Regional	Šiupari Stud Farm is an equestrian club. It is a private business	Not indicated	Have a significant impact on pupils' physical and emotional health, strengthen self-esteem, enhance respect to nature and responsibility for a sustainable future; promotes parents to cooperate. Concentrates on providing a meaningful and enjoyable leisure time. Focuses on providing meaningful leisure time.	Services and activities are available all year round	Not indicate		
Horses of Naujėdvaris	The equestrian sports club "Naujėdvario žirgai" is the leading endurance riding club in Lithuania, which has held the title of national champions for a number of years and is successfully competing in the international arena. The stud is located in Trakai	The stables offer a wide range of activities, including individual and group riding lessons, endurance training, and guided horse riding tours. Private horse keeping, training and riding.	H	Leisure activities and horse riding	For participants of all ages	Informal	Regional	The Equestrian Club is a private business	Not indicated	Focused on rich leisure activities.	Services and activities are available all year round	Not indicate		
Dubingiai stud farm is one of several in the	Dubingiai stud farm is an entertainment complex surrounded by nature. The stud farm with	Horse riding, tours of the stud farm, the ostrich farm and the mini-zoo are available. Family holidays are organised. There is a playground.	H	Leisure place	For all age groups. It is noticeable that	Informal	Regional	Private business	Not indicated	Focused on rich leisure activities.	Services and activities are available all year round	Not indicate		

entertainment complex.	additional entertainment complexes is located in the Molėtai district.				many activities are organised for families and children									
Dolphinarium	The Dolphinarium is part of the Lithuanian Maritime Museum complex, opened in 1994. The Dolphinarium is home to dolphins and Californian sea lions, which are cared for with the utmost care by trainers, biologists, veterinarians and other specialists.	The Dolphinarium offers performances and dolphin therapy.	H	Leisure place	Fun for all ages Dolphin therapy works with both children and adults	Information	National	It is under the authority of the Ministry of Culture. Services are paid. Funded by the State.	A team of specialists works with the child or adult: a dolphin trainer, a social worker, a psychologist, a physiotherapist and a behavioural specialist. Participation can be done in a series of sessions or by booking individual sessions. The Dolphin Interaction Series offers ten dolphin interaction sessions and six additional educational or therapeutic sessions, depending on the individual needs of the person taking part. Additional programmes may include: body tuning, sensory, art, sand, ceramics, Sherborne movement therapy, HOP intensive interaction, video analysis. The Dolphin Therapy Centre has special lounges and playrooms for families. Our aim is to help the whole family, because the needs of one member of the family affect the whole family.	This form of interaction with dolphins is particularly effective not only for children who are closed and reluctant to communicate because of their disabilities, but also for their family members: by watching their child's expression with the dolphins, the parents get to know their child anew, and a new, even stronger, and closer bond is formed.	Services and activities are available all year round	Not indicate		The complex includes a museum, an aquarium and a dolphinarium. There are various exhibitions, excursions, educational activities and an escape room.
Baltic Cynology Centre	It provides a range of services: missing persons search, drowning search, explosive and narcotic search, security and physical protection of various objects, training service for assistance dogs for the disabled, therapy with dogs,	After accumulating several decades of cynological experience, the idea was born to bring together like-minded people who would like to create and work together in an interesting and socially beneficial way, by adapting man's best friends - dogs.	H	Services, training and therapy	Services for all age groups	Information	National	Non-governmental/non-profit organisation. Individual support may be available. Training paid for individually	"K-9 GROUP trains therapy dogs according to a special programme, they wear special markings, they are restrained and healthy. "K-9 Group's specialists have a wealth of cynological, pedagogical and veterinary knowledge, and are familiar with therapy techniques and rehabilitative medicine.	The therapy focuses on both children and adults. This is one of the activities of the association	Services and activities are available all year round	Not indicate		
Yoga with puppies	Yoga with puppies takes place in Kaunas and Vilnius.	This is a new type of therapy. Families are welcome to attend.	H	Service, therapy	Services for all age groups	Information	National	Private business	Woof Yoga is a yoga class for people who want to find physical and emotional peace and experience the moments of joy that dogs bring. The yoga classes take place surrounded by small puppies of different breeds, who help you to forget your everyday worries and give you very happy and good emotions.	The form of therapy varies for both adults and children.	Services and activities are available all year round	Not indicate		
EDU Vilnius Bloomberg's Vilnius School Project	The project aims to bring modernity to the education system in Vilnius by moving at least 10% of lessons from the school building to urban spaces and introducing a blended learning model: encouraging schools to make creative use of a wide range of spaces in Vilnius, and to increasingly combine traditional classroom-based lessons with urban lessons.	The project is being implemented with support from Bloomberg Philanthropies in the Global Mayoral Challenge from 2023.	A-H	not specified	Grade 1 to 12	Non-formal	One city (Vilnius)	1 million. USD 1 million, Bloomberg Philanthropies	Update-Lets:3911 teachers registered; 508 total lessons uploaded; 11359 pupils took part in lessons in companies; 115 companies registered; 88322 lesson materials downloaded.3710 Teachers registered 444 Total lessons uploaded 103 29 Pupils participated in lessons in companies 108 Registered	provide opportunities for children to be motivated by experiences outside the classroom.		87 000 pupils in the capital 10% of class time in the city 170 schools in Vilnius 87 000 pupils in the capital	Not specified	The state-of-the-art laboratories in Vilnius can offer classes in biology, physics and chemistry. Museums and galleries offer opportunities to learn about history and the arts. In this way, knowledge is immediately linked to experience, subjects are integrated, and curiosity and motivation to learn grow.

									ente rpris es 680 93 Lesson materials downloaded					
Kaunas Center of School children' s Technic al Creatio n	The aim of the Centre's activities is to provide quality STEAM (Science, Technology, Engineering, Media and Visual Arts, Mathematics) non-formal and informal education services for children and adults in the areas of non-formal and informal education programmes. Arts-based education is implemented through Media field activities: animation, photography, film-making and media technologies.	In 1967, the 'Young Technicians' Station was established by a decision of the LSSR Ministry of Education. By Decision No 544 of the Kaunas City Council of 26 May 1998, the institution was reorganised into the Pupils' Technical Creativity and Work House. By Decision No 1048 of the Kaunas City Council of 3 November 1998, the name of the institution was changed and it was renamed the Kaunas Pupils' Technical Creativity Centre. By Decision No T-578 of the Kaunas City Council of 5 November 2009, the Technical Department of Kaunas Schools was attached to the Centre.	E: Audi o- visu al and Inter activ e Med ia		Age 7-19, mostl y childr en and youn g peop le from Kaun as city and Kaun as regio n	Informa l	Local	Municipality funding and non-formal education basket. Mainly public funding.	The centre does not provide information about the number of participants.	Not available The programme is differentiated according to students' age, knowledge, creative and practical abilities. Pupils develop and improve their STEAM technical, creative and practical skills; expand their knowledge of reading and understanding technical drawings; construct, create models and participate in competitions, contests and exhibitions. They learn to work with the latest technology (SNC laser cutting equipment, 3D printer) and computer programmes. The pupils are encouraged to express themselves creatively, gain confidence, acquire new competences in communication and cooperation in group and individual work, become more courageous, more responsible, more fluent in communication, and continuously improve.	Not available	Not available	Clear focus to integrated education through STEAM, media technologies.	Hands-on learning, various indoor and outdoor activities,
Robotics Academy	Children's education takes place in two main formats: after-school clubs and educational summer camps. The majority of Robotics Academy activities take place in all major Lithuanian cities and in 20 other cities, and in total Robotics Academy activities take place in more than 300	The Robotics Academy was founded in 2013 with the aim of developing modern competences in children using the most advanced modern tools - educational robots.	E: Audi o- visu al and Inter activ e Med ia;							Pupils learn to experiment, not to be afraid of making mistakes, unleash their creativity and gain confidence in themselves and others. They acquire programming and game design skills; use technology as a tool for making sense of time and solving problems; and learn together with the help of educational robots.				
Trakai Regional Traditional Crafts Centre	Since 2016, the Association of Culture and Crafts of the Trakai Region has been running the ethno- cultural non-formal education programme "Live acquaintance with traditional crafts" for school-age children in the Trakai district, thus contributing to the education of pupils in finding ways of self-expression, life and social skills. In the same year, creative summer days for children aged 5-14 were launched laboratory summer camps. Campers are introduced to old crafts, and have	Trakai Culture and Crafts Association, founded in 2009, brings together natural and legal persons who promote culture and crafts.	A: Cultur al and Natur al Herita ge	not specified	Grades 1 to 12. All age groups	Non-formal	Regional	Private		Pupils learn to understand and respect the social, cultural, linguistic and ethnic identity of Lithuania's multiple cultures, enriched by the experience of national minorities, the meaning and value of participation in the development of civil society, the observance of generally accepted norms, and the observance of common human values. Develop the ability to work in a team, to express ideas freely and to apply the acquired knowledge by learning world and Lithuanian history, geography, technology, culture and ethno-culture, music, art, appreciating the impact of the diversity of cultures of different nations on Lithuania. Participate in the reception, preservation and transmission of cultural and historical heritage, traditional crafts, Lithuanian folk traditions, traditional singing, folk dances, customs through live experience and to creatively adapt it in the modernising society and to introduce the knowledge of traditions and customs and their promotion in the home				

	the opportunity to acquire practical knowledge and develop their skills, They can learn to make their own crafts, from delicacies to art and household items. Later on, the camp was held under the theme "Crafts - traditions of the Lithuanians"									environment.				
National Balys Dvarionas Competition for Young Pianists and String players	The competition is divided into two categories - (1) expressive development and (2) vocational training: (1) non-formal education students and self-prepared students, (2) (2) the category includes pupils studying under the Specialised Education in conjunction with Music/Art Education programme and pupils of preparatory courses of the IAMT, students of Music Academies.	The Balys Dvarionas Competition for Young Pianists and String Players was started in 1974 by the composer's wife Aldona Smilgaitė - Dvarionienė and fellow teachers Julius Andrejevas and Aleksandras Jurgelionis. The competition is a continuation of the composer's meetings with children.	B - Performance and celebration	One of the organisers of the competition, the Centre for International Cultural Projects, is the founder of the Public Institution "Naty knygynas" and the creator and owner of the database of music performers. This database is a platform to promote and facilitate cooperation between young musicians and promoters.	Three age categories A 12-15 years B 16-19 years C 20-24 years	Informal	National, every second year	Public and private: state budget; Balys Dvarionas Charity and Support Foundation, International Cultural Projects Centre; participation fee - 50 Eur	60-80 participants. The competition takes place in two rounds: one regional and one national round for the expressive education category; and one national round for the vocational training category.	Development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage.		Number of prizewinners (total for all age groups); in the Expressive Education category: maximum 40 prizewinners; in the Vocational Training category: maximum 40 prizewinners. The winners of the competition will be awarded the diplomas of laureates. Successful performers shall be awarded diplomas. Special prizes may be awarded: for the best performance of a work by Balys Dvarionas; for the best performance of a work by a contemporary Lithuanian composer; for the best performance of a Baroque work; for the best performance of a Classical work; for the best performance of a work from the Romantic period; for the best performance of a contemporary work; and other prizes may be awarded.		
International Balys Dvarionas Competition for Young Pianists and String players	Competitors play solo in the competition rounds; the final round of the Group C competition takes place with orchestra	The competition for young pianists and string players, which began in 1974, gained international status on 31 May 1989. The Balys Dvarionas National Competition is the only competition in Lithuania that is a member of the International Union of European Music Competitions for Young People (EMCY); in its organisational, creative and jury work, it follows EMCY quality requirements and applies the best practices of European music traditions.	B - Performance and celebration	One of the organisers of the competition, the Centre for International Cultural Projects, is the founder of the Public Institution "Naty knygynas" and the creator and owner of the database of music performers. This database is a platform	Three age categories A 12-15 years B 16-19 years C 20-24 years	Informal	International, the competition is held every four years	Public, private, NGO: Lithuanian Council for Culture; Lithuanian Radio and Television; International Culture Projects Centre; Vytautas Magnus university; European Union of Music competition for youth; Participants fee: A group participant - 60 Eur B group participant - 80 Eur C group participant - 100 Eur; other private support	50-60 participants.	Development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage.		The competition is run in accordance with the rules and programme requirements approved by the Organising Committee. The performances will be judged by an international jury of 7 distinguished musicians (pianists and violinists). All 14 members of the jury will take part in the evaluation of the final third round, which will include performances by Group C participants with the Lithuanian National Symphony Orchestra. The main prize money for the competition is EUR 27.500.		

				to promote and facilitate cooperation between young musicians and promoters. EMCY PRIZE: https://emcy.org/about/emcy-prize-concept/ EMCY Prize winner receives an online profile for two years: www.emcy.org										
International Jascha Heifetz Competition for violinists		The competition named after Jascha Heifetz is one of the major music competitions in Vilnius, fostering the timeless musical legacy of the violin virtuoso. The Competition is organized by Pl Natų Knygynas together with the Lithuanian Academy of Music and Theatre and supported by Lithuanian Council for Culture. International Jascha Heifetz Competition for Violinists is a member of European Music Competition for Youth (EMCY) organisation.	B - Performance and celebration	Participants can register using their artistDB account. Registration link: https://artistdb.eu/lt/nousr/contest.s	not over 27 years of age	Information	International, the competition is held every four years	Public and private. A participation fee of 100 euros; MAIN SUPPORTER: Ministry of Culture of Republic of Lithuania; Lithuanian Council for Culture; sponsors and partners	30 participants	Development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage. Total prize fund of the Competition is 30 000 Eur (2025) (20000 in 2017) For 1st Prize; 2nd Prize and 3rd Prize and Graduates There may be additional prizes funded by individuals or organizations.		The competition has general rules and requirements for performance programme. Performances will be judged by an international jury, chaired by Gidon Kremer. The decisions of the jury are final and are not subject to appeal. Maestro Kremer will be a jury entirely in the 2nd round.		
International Stasys Vainiūnas Competition for Pianists and Chamber Ensembles	For PIANISTS Competition held in three stages. For CHAMBER ENSEMBLES Competition held in two stages	The Competition for young performers held biannually in Vilnius from 1965, with the Lithuanian State Conservatory as principal organizer and initiated by Stasys Vainiūnas- wonderful concert pianist, and pedagogue. He was Lithuania's first international competition laureate: in 1933 he won eighth place (out of 252 pianists) in Vienna. In seeking to perpetuate his memory and to popularize the legacy of his works, the Republic of Lithuania awarded Stasys Vainiūnas' name to a young pianists' competition. The first national Stasys Vainiūnas competition for pianists from tertiary and secondary art schools took place in 1989; the second national competition for young performers took place in 1991 - in his memory. The competition took on international status in 1993	B - Performance and celebration		The Competition is open to pianists of all nationalities who were born in or after 01 January 1992, and to chamber ensembles whose all members' average age is less than 35 years.	Outside school	International, the competition is held every four years	Public, private, NGO: Lithuanian Council for culture; Centre for international cultural projects; S.Karos Support and Charity Foundation; Participants registration fee for pianists - 60 Eur; for chamber ensembles -100 Eur (2022)	2022 the possible number of participants: PIANISTS: I Round - no more than 32; II Round - no more than 16; Final - no more than 6. CHAMBER ENSEMBLES: I Round - no more than 25; Final - no more than 9	Development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage.		The competition has general rules and requirements for performance programme. Performances will be judged by an international jury		

International M.K.Čiurlionis piano and organ competition	For PIANISTS Competition is held in four stages: Pre-selection Round (Online); 1st Round and 2nd Round take place in The Great Hall of Lithuanian Academy of Music and Theatre; Final Round - with The Lithuanian National Symphony Orchestra in the Lithuanian National Philharmonic. For ORGANISTS Competition is held in four stages. Casimir	The first competition was held in 1965. In 1994 the International M.K. Čiurlionis Piano and Organ Competition was accepted as a member of the World Federation of International Music Competitions in Geneva. The second Competition was held in 1995, in the year of the composer's 120th birth anniversary. To pay a tribute to the artist, the Seimas of the Republic of Lithuania declared 1995 'the Year of M.K. Čiurlionis' and UNESCO included this date in its calendar of anniversary celebrations. Such appreciation of M.K. Čiurlionis increased the need for promotion of his works as well as the significance of the competition. The second International M.K. Čiurlionis Piano and Organ Competition was held in 1995, in the year of the composer's 120th birth anniversary. To pay a tribute to the artist, the Seimas of the Republic of Lithuania declared 1995 'the Year of M.K. Čiurlionis' and UNESCO included this date in its calendar of anniversary celebrations. Such appreciation of M.K. Čiurlionis increased the need for promotion of his works as well as the significance of the competition.	B - Performance and celebration	Registration on online; submission on line of preselected on round video	The Competition is open to pianists of all nationalities who were born on or after 01 January 1993, and to organists who were born on or after 01 January 1988.	Information	International, the competition is held every four years	Public and private. A participation fee of 100 euros; MAIN SUPPORTER: Ministry of Culture of Republic of Lithuania; Lithuanian Council for Culture; sponsors and partners	PIANISTS: I Round - no more than 38; II Round - no more than 15; Final - no more than 6. ORGANISTS: I Round - no more than 25; II Round - no more than 12; Final - no more than 6.	Development of competences and mastery in the performing arts; artistic professional self-expression, preparation for further artistic professional life path; development of confidence, self-esteem, sense of being with peers, critical thinking, promoting world and national music heritage.		The competition has general rules and requirements for performance programme. Performances will be judged by an international jury. The main prize fund of the Competition is 42,000 EUR.		
Song Songlet	Children and schoolchildren sing on television for the jury.	The Lithuanian Children's and Schoolchildren's Television Competition "Song Song Song" is one of the country's most unique musical events, attracting the largest number of participants, with long-standing traditions, and which will continue to be held in the future. The Song Song Song competition, which has been held since 1974, has led a number of today's famous Lithuanian singers to the path of professional musicians. Over 200,000 pupils have taken part in the Song Song Contest throughout its history.	https://konkursai.wixsit.e.com/dvarionas1/gintarinseite2019	"The initiators and organisers of the Song Song Contest are the Ministry of Education and Science and Lithuanian Radio and Television. Since 1998, the National M. K. Čiurlionis School of Arts has been organising the Song Song competition on behalf of the Ministry of Education and Science.	Participants are children and students aged 3-19 years old and are divided into 4 groups: A - 3-6 years old; group B - 7-10 years old; group C - 11-14 years old; group D - 15-19 years old.		National competition organised every two years	Public: Ministry of Education and Science of the Republic of Lithuania	Up to 5,000 young singers, accompanying ensembles perform in the zonal rounds and TV concerts, and over 300 young singers from all 60 municipalities of Lithuania perform at the Final Competition Gala, traditionally held at the Lithuanian National Opera and Ballet Theatre. The performances are judged and selected for the second stage of the competition by municipal commissions. The following are selected for Stage 2 of the Competition: up to 40 participants from Vilnius City Municipality up to 30 participants from Kaunas, Klaipėda and Šiauliai City Municipalities; up to 15 participants from Panevėžys, Marijampolė and Alytus City Municipalities; and from 3 to 10 participants from other Municipalities.	Lithuanian Children's and Schoolchildren's Television Competition "Dainų dainelė" - is a traditional national competition for young singers, which aims to develop children and young people's need for art and creativity, to foster the traditions of academic singing, to promote the artistic self-expression of singers, to select the best soloists and vocal ensembles, to encourage the creation and to promote and encourage the performance of new Lithuanian songs for children.		Participants are judged on the following criteria: intonation, vocal performance, ensemble, choice and interpretation of repertoire, artistry, and stage culture. The type of ensemble (duet, tercet, quartet, girl's, boy's, mixed) is also taken into account in the evaluation of ensembles.	It is recommended to take into account the age range and voice of the performer when designing a concert programme peculiarities, to choose works by different authors, contrasting in character and style, to perform Lithuanian songs in Lithuanian language.	

Lithuanian Pupils' Song Festival	Performances by singers, dancers, musicians; exhibitions of drawings, art and technology works	The Lithuanian Pupils' Song Festival grew out of the tradition of the Lithuanian Song and Dance Festival, which started in 1964 as a periodic event every 4 years as an independent festival. The Song Festival is a cultural tradition in Lithuania and among Lithuanians worldwide. The Lithuanian National Lithuanian Song and Dance Celebration, Pupils' Song Festivals and various regional song festivals are organised in Lithuania and abroad on an almost regular basis every four years. All three Baltic Song Festivals are included in the UNESCO Intangible Heritage List.	A_H	Use of footage: historical clips of song festivals; important moments in the history of the Lithuanian state	School-age children: 7-19 years	Information	National, organised every four years	Public and private	10-20 volumes. Participants	Strengthens the participants' cultural identity, increases children and young people's participation into Arts-based activities; fosters the need for art and creativity among children and young people, promotes the traditions of academic singing, promotes the artistic self-composers; the dialects of the regions of Lithuania; and the commemorations of important Lithuanian historical dates. Teachers, parents, cultural and educational staff and volunteers are involved in the organisation of the festival, contributing to a sense of community. The festival promotes the works of Lithuanian composers; the dialects of the regions of Lithuania; and commemorations of important Lithuanian historical dates, such as the 600th anniversary of the Lithuanian school (1997); the millennial schoolchildren's song festival (2012), etc.	Promoting Lithuanian culture. Regional selection of art groups promotes the cultural development of schoolchildren			
International Young Artists' Seminar "Amber Site"	Masterclasses for pupils and teachers; public concerts by pupil participants	The International Seminar for Young Artists "Amber Site" is an event organised by the Open Lithuanian Culture Foundation and the Balys Dvarionas Charity and Support Foundation since 1990. Young artists and performers, together with their teachers, gather in Palanga, at the home of composer Balys Dvarionas, in June every year to improve their skills in master classes taught by renowned national and international teachers, share their best practices and delight the seaside residents with their concerts.	B - Performance and celebration		Participants - students aged 6-19	Information	International seminar organised annually	Lithuanian Culture Foundation and Balys Dvarionas Charity and Support Foundation; participants' funds	Around 30 students and their teachers, who come to Palanga from different cities of Lithuania, take part.	Each pupil receives 3 lessons from professional musicians. 4 concerts are held for the public.				
"Druskininkai Summer" with M.K.Čiurlionis	Masterclasses; public concerts by seminar participants	Since 1996, the summer violin music master classes in Druskininkai organised by the Lithuanian Musicians Support Foundation, and a year later - the violin festivals - grew in 2002 into the international arts festival "Druskininkai Summer with M.K.Čiurlionis	B - Performance and celebration		Participants - students aged 6-19 and professional performers.	Information	International art festival, organised annually	Organiser: the Municipality of Druskininkai; Conceiver of the festival: the Lithuanian Musicians' Support Foundation; Financed by the Lithuanian Council of Culture; Partners: the M. K. Čiurlionis School of Art, the Druskininkai Church, the Druskininkai City Museum	Around 30 pupils and professional musicians					
Saulius Sondeckis International Competition for Young Violinists in Šiauliai	Masterclass "DANCING STYLES" ; Competition; concerts for the public by the competition winners	The first International Saulius Sondeckis Competition for Young Violinists took place in Šiauliai in 2003 and has grown into a competition for violinists, violists and pianists dedicated to the memory of one of Lithuania's most renowned conductors, orchestra directors and professor, Professor Saulius Sondeckis. The competition is taught by and juries renowned Lithuanian and foreign artists (including David Gering and Zakhar Bron).	B - Performance and celebration		Participants are divided into four age categories: 'A' - up to 10 years old, 'B' - 11-13 years old, 'C' - 14-17 years old, 'D' - 18-22 years old. The	Information	International competition (and masterclass) organised every three years	The organiser of the competition is Šiauliai Saulius Sondeckis Gymnasium of Arts. Sponsors. Participants pay the participation fee	50-60 young musicians take part. Participants and their teachers can take part in masterclasses at an additional cost (in addition to the competition entry fee).	The performances of the contestants are evaluated on a 25-point system: Contestant scoring: up to 14.9 points - does not qualify for the second round, receives a Participant's Certificate; 15-19.9 points - advances to the 2nd round, is awarded a Diploma; 20 points or more in Round II, becomes the winner of the 1st, 2nd, 3rd places and is awarded the Laureate Certificate Diploma and a cash prize (cash prizes for each category are decided by the jury). The estimated prize fund for the competition is EUR 4000. Special prizes are also possible.				

					competition is open to pupils /students of music and art schools, art schools, gymnasiums, conservatories, music academies: violinists and cellists.								
Milėninių Školų programa	The aim of the Programme is to create integral, optimal and high-quality education conditions in every municipality in Lithuania by 2030 to close the achievement gap. Improving schools in four areas: Leadership in Action, Inclusive Education, Cultural Education, STEAM Education	It is part of the European Union's overall effort to not only rebuild Europe's economy after the pandemic, but also to transform it for future generations - to be greener, more digital, healthier and more inclusive. The UPE programme gives municipalities real opportunities to pursue quality education in their territory.	A-cultural heritage; B-Performance and celebration; C - visual arts and crafts; F- Design and creative services; Hsports and recreation			Formal		The project is funded by the Economic Recovery and Resilience Facility (ERRF) and the State Budget of the Republic of Lithuania.	58 municipalities and 271 schools are participating in the TVET programme. Of these, by type: Grammar schools - 157 Primary schools - 26 Secondary schools - 76 Primary schools - 12. Socio-economic, cultural context of schools*: 19% (2022- 2023) in 93 schools in TVET Stream I - 20% in 171 schools in TVET Stream II - 23% (*Indicates the proportion of pupils who receive financial or other support.)	Integration of cultural education into formal education (in different subjects); ensuring that students have access to a variety of contemporary cultures in formal and non-formal education. Cultural education for children is carried out in two ways: 1) focusing on the development of children's cultural/artistic competences, the development of knowledge of cultural/art history, and increasing pupils' experience of the professional cultural field. Children's artistic, aesthetic and social skills are developed. Another strand is the use of culture/art to both prevent and address challenges to children's psychological and physical well-being (e.g. to address or prevent the potential negative consequences of economic and social exclusion)			Educational activities combine cultural education experiences: self-expression, which is central to the individual or group practice of artistic activities, where the pursuit of excellence in artistic expression focuses primarily on the social and psychological objectives of the activities, with the aim of achieving adequate and yet equal involvement of all the participants in the activities; knowledge and skills development - activities that provide knowledge, information and techniques for interpretation, reading of pictorial, aural and oral texts; participation in professional art and cultural activities (where there is not a passive observation, but rather a more inclusive experience: reading, watching, listening, etc. The application of the practical experiences and theoretical knowledge acquired in self-expressive activities, as well as the application of methods of analysis and interpretation of works of art).
Lithuanian education centres . There are 292 of them worldwide. Over 11,000 students are enrolled. (5 of the largest are listed	The aim is to help foreign Lithuanians to learn and maintain the Lithuanian language, to preserve their national identity, to develop citizenship, to get acquainted with the history and culture of the state, and to help foreign Lithuanians to preserve and strengthen their ties with Lithuania. The	ORDER OF THE MINISTER OF EDUCATION, SCIENCE AND SPORT OF THE REPUBLIC OF LITHUANIA ON APPROVAL OF THE INTEGRATED PROGRAMME FOR LITHUANISTIC EDUCATION. 17 June 2019. No V-715, Vilnius https://e-seimas.lrs.lt/portal/legalAct/t/TAD/e527e7d0913611e98a8298567570d639?fwid=bkaxid83	A-Cultural & natural heritage (musical, other places of cultural heritage etc.)	A set of digital teaching tools has been developed and made available to Lithuanian schools abroad. It will be available not only to Lithuanians studying grades 2-	Children aged 2-16. The programme consists of four linked parts, according to the levels of education: the pre-				The programme integrates Lithuanian language and social education (culture, history, geography and citizenship). The programme takes into account the Common European Framework of Reference for Languages, the age of the pupils and the distribution of hours of Lithuanian language education per year. According to the Common Framework of Reference for Languages, children learning Lithuanian should reach the A1 level of proficiency in the Lithuanian language by the age of 5, the A1/A2 level by the end of pre- primary education, the A2/B1 level by the end of primary education, and the B2 level by the end of primary education.		At the end of each school year, pupils' communicative competence is assessed individually, according to the descriptors of achievement in the basic education part of the Programme. All four language activities (listening, speaking, reading, writing) and the use of language are assessed, with 20% of the final grade allocated to each. After completing the basic education part of the Programme and passing the B2 level Lithuanian language proficiency exam, pupils can obtain a B2 level Lithuanian language proficiency certificate in accordance with the Common Framework of Reference for Languages.		

below)	programme can be used to prepare for the return or entry to schools in Lithuania.			10 abroad, but also to Ukrainians and other foreigners attending Lithuanian schools, as well as to Lithuanians returning from abroad who are studying Lithuania as an additional language. The tools are developed within the framework of the Integrated Programme of Lithuanian Language Education and are designed for learning the Lithuanian language and getting acquainted with Lithuanian history, geography and culture. The kit includes video and audio materials, interactive exercises, lesson plans and supplementary materials.	school part, the pre primary part, the primary part and the basic education part.											
Adelaide Lithuanian School, Australia	Lithuanian non-formal education institution	Founded by war refugees from Lithuania on 1949-12-03. Lithuanian Catholic Centre 6 Third Avenue, St Peters South Australia SA5069	A-Cultural & natural heritage (museums, other places of cultural heritage			Lithuanian non-formal education institution			22 pupils; 5 teachers							

			etc.)											
Lithuanian School of Chicago, USA	Lithuanian non-formal education institution	Founded 1992-09-01; 5620 S. Claremont Ave, Chicago, IL 60636, USA	A-Cultural & natural heritage (museums, other places of cultural heritage etc.)			Lithuanian non-formal education institution			125 pupils; 30 teachers					
Boston Lithuanian School	Lithuanian non-formal education institution	Incorporated 1949-09-01; 250 Brook Road, Milton MA 02186 USA	A-Cultural & natural heritage (museums, other places of cultural heritage etc.)			Lithuanian non-formal education institution			There are 156 children of Lithuanian emigrants; 23 teachers					
Bergen Lithuanian School	Lithuanian non-formal education institution	Established on 01-09-2012 Åsane Senter 52, 5116 Ulset, Norge	A-Cultural & natural heritage (museums, other places of cultural heritage etc.)			Lithuanian non-formal education institution			87 children of Lithuanian emigrants are enrolled; 10 teachers are employed					
Munich Lithuanian School	Lithuanian non-formal education institution	Founded on September 1, 1952 on the initiative of the Lithuanian-German community of war refugees from Lithuania (Munich district).	A-Cultural & natural heritage (museums, other places of cultural heritage etc.)						61 children of Lithuanian emigrants are enrolled; 7 teachers are employed					
Libriaries as	Martynas Mažvydas library is the largest national library. It well	The library established in 1919, however, only after 2000, libraries became transformation from purely reading and books storing	D: Books and Press; A:	Digital aspect is reflected in several ways.	All	Formal	National	Public	In 2023, in response to the changing needs of visitors and in order to improve the quality of the services provided, the National Library's specialists	Project fosters citizenship; develops citizenship; deepens knowledge of the country's history, the processes of state formation, contemporary political	Not measured	Number of participants, as users of Culture passport programme.		

anew educational station on all spaces.	represents a trend in the country where libraries have transformed into places of cultural activities. The library has many creative spaces. Many arts-based education activities are organised in the library.	places to places of cultural, educational, scientific and arts activities.	Cultural and Natural Heritage; Visual Arts and Crafts; Audio-visual and Interactive Media; F; Design and Creative Services	First, the library is involved in digitalisation of cultural (printed) heritage. Secondly, library provides access to numerous digital resources. Educational activities (arts-based education) is linked to					developed 8 new educational programmes (now have 16), which were included in the Culture Passport service package. During the reporting period, the list of offered educational activities was updated, new educational activities approved in the Culture Passport programme were implemented, and intensive educational activities were carried out in the Palanga Summer Reading Room. This resulted in an increase in the	and social phenomena, etc.; project fosters communication, collaboration, community participation; enhance the overall well-being, growth, perseverance, and self-esteem of children and young people.			
Lithuanian Pupils' Technology Olympiad "Kūrybos virusas - 2024"	The aims of the Olympiad are: to encourage students to take an interest in technology, to improve and broaden their subject knowledge; to develop students' independence and project work skills; to reveal students' distinctive attitude towards the continuity of traditions, reflecting the changes in technology; and to foster a creative, enterprising, curious, cultured, communicative and socially responsible personality.	Terms and conditions for the Lithuanian Pupils' Technology Olympiad are ready in accordance with the Regulations for Pupil Subject Olympiads, Competitions and Other Events, approved by Order of the Minister of Education, Science and Sport of the Republic of Lithuania No V-663 of 5 May 2020 and the Rules governing the participation of Lithuanian pupils in national subject Olympiads, competitions and other events of the Order on the Procedure for Participation in Lithuanian National Olympiads and National Participation in Lithuanian National Olympiads and National Participation in National Games, approved on 4 December 2020. Order No R1-582 of the Director of the Lithuanian Centre for Non-formal Education of School Pupils at the Ministry of Lithuania	C- Visual arts and crafts		Primary education	Non-formal	National, every year	Public	The 1st stage of the Olympiad took place in the regions, with the best entries being presented in the 2nd stage in Vilnius, where 50-60 students from schools all over the LT participated. The Olympiad is organised according to the general curricula for technology, applied technology, engineering technology in primary and secondary education.	Offers young people a memorable artistic experience and the opportunity to put their creative solutions into practice by decorating city squares, streets, buildings and contributing to the organisation of major cultural events. It fosters a sense of cooperation, togetherness and community; teaches to respect nature and responsibility for a sustainable future. "Creativity Virus 2024" was the theme of the Olympiad exercises. And the creative challenge had a clear direction - to spice up Vilnius with their ideas. Divided into five groups, the gymnasts created swings for the capital's spaces, came up with unique street name plates, and created souvenirs for Vilnius and the jubilee Song Festival. Everyone received a set of materials and brought their own tools - which ones they were skilled with. The contestants had three hours to come up with a project and implement it. The idea and the techniques of the finished work still had to be presented to the jury.	Students had to create and present their own creative work and demonstrate their technological skills and abilities.		
16th International Youth Photography YOUNG PEOPLE IN THE XXI CENTURY 2024	Objectives: 1.To promote artistic photography among young people. 2. to promote artistic photography among young photographers for international cultural cooperation. 3.To develop the creative abilities of students.	Kaunas Pupils' Technical Creativity Centre organises an annual international youth photography competition. In 2024, all those who love photography are invited to take part in the competition and submit photographs depicting people, processes, objects and events that reflect our presence in the 21st century.	C- Visual arts and crafts (fine arts incl. Photography)	The competition regulations and information about the competition are published on the Kaunas Technical Creativity Centre's website www.mtkc.lt; The online platform for uploading photos is https://wetransfer.com/	Entries are judged in three age groups: first age group 7-10 years; the second age group 11-16 years; the third age group	Non-formal	International	Public; private	Promotes artistic photography among young people, encourages young photographers to engage in international cultural cooperation, develops pupils' creative skills, enhance the overall well-being, growth, perseverance, and self-esteem.		Evaluation criteria: originality, artistry, individuality, emotionality, themes. Relevance, technical solutions and reflection of youth issues.	The entries will be judged by professional photographers, members of the Lithuanian Union of Photographers. One first, one second and one third prize in each age group and 3 incentive prizes will be awarded. One GRAND PRIX winner will be selected from all three groups. The best 120 entries will be included in the photography catalogue "YOUNG PEOPLE IN THE XXI	

					20-29 years								CENTURY 2024",	
Music History Olympiad	Testing your knowledge of music history	the people, processes, things and events that reflect our presence in the 21st century.	E-Audio-visual and interactive media		For students in grades 9-12.	Non-formal (complementary to formal). From 2023 organised by LINESA	National	Public	30 - 35 students (8 teams of 4 students)	The Olympiad motivates interest in music history and culture in general, and evokes very good emotions.	It takes place in different cities in Lithuania: in 2022 in Vilnius; in 2023 in Šiauliai; in 2024 in Klaipėda. The Olympiads therefore have a significant impact on the deepening of the music knowledge of pupils from different regions.			
Several exhibitions of students' work are organised each year. Among them: the exhibition of graphic works The Limestone. Lithography exhibition (2022); exhibition of graphic art, painting, sculpture - Measurements and Visions (2022); Sketches (2023); Zinc Graphics (2023); Ceramic exhibition dedicated to the deforestation of Lithuania's forests - Oh We Will Stand (2023); Art exhibition on Vilnius - the City of Clouds (2023), etc.	The Art Department provides students with a solid foundation in visual art. In the primary and elementary grades, the basic knowledge and skills of plastic expression are acquired. In the upper grades, specialised skills in painting, printmaking, sculpture and design are developed, along with additional subjects in ceramics, stained glass, textiles, computer layout and modelling. Works of art are presented in thematic exhibitions.	The National Nicholas Constantine Čiurlionis School of Arts, founded in 1945, is a gymnasium-type arts school for students of all ages with exceptional talents in music, fine arts, ballet and modern dance.	C-Visual arts and crafts F-Design and creative services	A virtual learning environment and system is developed. The library has an audiovisual system to provide students and teachers with audio and video files remotely; a digital repository.	Students aged 7 (6)-20	Formal (and informal, complementary to formal)	National on going	Public		The graduates of the school's art department successfully study at Lithuanian and foreign higher education institutions and actively participate in the professional art world.				

Exhibition of paintings and graphic works by pupils of the Šiauliai Saulius Sondeckis Gymnasium of Arts, grades 1-8, and grades 1-4, at the exhibition on hall of the National M.K.Čiurlionis School of Arts.	The works on display are not specifically created for the exhibition - they are daily creative tasks from art lessons and self-created works, which only partially reflect the range of creative expression of the school's students, as the works on display are exclusively flat works.	Šiauliai Saulius Sondeckis Gymnasium of Arts is a "long" gymnasium, where pupils study in a specialised field of education (art or music) from the first grade until the end of their schooling. Pupils from all over the republic are admitted to the gymnasium. The Music Department was established in 1940, while the Art Department was established only in 2013.	C- Visual arts and crafts		Primary school students in grades 1-8 and grammar school students in grades 1-4	Formal (and informal, complementary to formal)	National on going	Public	All pupils in the school take part in the art lessons and the best works are selected for the exhibition	Most of the pupils who graduate from Saulius Sondeckis Gymnasium of Arts choose to study art at Lithuanian and foreign higher education institutions.	The works of the pupils are presented to the public of the town of Jauklis, the region of Northern Lithuania, and Lithuania, who are interested in the pupils' works			
Ceramic works competition	Showing students' ceramic creations. The winners' work is exhibited in an exhibition.	LINEŠA organises international thematic exhibitions of students' ceramic works every year, e.g. 2018 "Next 100"; 2023 "Signs", etc.	C- Visual arts and crafts		The competition is organised in three age groups: age group I - students in grades 1-4; age group II - students in grades 5-8; age group III - students in grades 9-12.	Nonformal	International	Public; private	100-150 students from Lithuania and abroad	Encourages artistic self-expression of pupils; through creative expression, it promotes communication between pupils of general education and non-formal education schools; it provides an opportunity for the expression of creativity and individuality of pupils; it encourages and develops the aesthetic taste and originality of pupils.		The requirements for the entries and the evaluation criteria are set out in the competition rules and published on the LINEŠA website.		
Kaunas School of Applied Arts, Alytus branch ceramics exhibition-contest "Incomfortable cup 2024"	Students present their best works, created during and after school hours, in an exhibition-competition.	Kaunas School of Applied Arts was founded in 1978 and teaches various art professions. In 2005, the secondary education programme was accredited and the school established a gymnasium section. Since 3 September 2018. The Kaunas School of Applied Arts was reorganised with the addition of the Alytus School of Fine Crafts.	C- Visual arts and crafts	A special People's Choice prize is awarded to the cup with the highest number of viewer votes after an online vote.	Students and former students of the school in grades 9-12	Nonformal	Local - school level (every year)	Public	44-50 pupils take part in an annual exhibition and competition	The competition achieves its main objectives: 1. To stimulate students' creativity and develop practical skills. 2. To develop students' creative abilities. 3. To promote and disseminate information about the craft of ceramics.		The competition entries are evaluated and awarded points according to the following evaluation criteria: 1) Originality of the work - 4 points; 2) Fulfilment of the theme - 4 points; 3) Adapted means of artistic expression: glazing, texture, form, decor - 1 point each; 4) Compliance of the work with the requirements: the aesthetics of the work, the techniques used, and the neatness of the questionnaire data - 1 point each. 16 points in total.		
Kaunas School of Applied Arts, Alytus Branch of	Pupils present their best works in an exhibition-competition		C- Visual arts and crafts	Contest entries are publicised on the school's Facebook account,	Students in grades 9-12. Participants are all authors	Nonformal	Local, every year	Public		The main objectives of the competition are: 1. To encourage creators/manufacturers and amateurs to create by dedicating an exhibition/competition to showcase textile accessories with different uses of floral motifs.		Task: to create a textile accessory - a flower, or any other object that can serve the purpose of an accessory, decorated with a flower(s) motif. 1)Originality of the work - 3 points; 2)Fulfillment of the theme - 3 points; 3)Additional means of artistic expression: use of traditional Lithuanian techniques - 2; depiction of flowers from a		

Textile exhibit ion- contest "Let's create flowers" 2024				website, other media during the contest.	rs who have submitted their creative works within the specified terms and conditions.					. To disseminate information about the school and the opportunities for training as a textile manufacturer.		traditional Dzūkija nursery - 2; the presented accessories forming an ensemble - 1 point; 4) Compliance of the work with the requirements: the aesthetics and quality of the performance - 3; neatly presented questionnaire data - 1 point - a total of 15 points. The jury awards three prizes - 6 nominations, one of which is the People's Choice Prize, awarded to the accessory with the most likes on Facebook.		
Educational programme during the school holidays: Sport, move, develop and create together (Curriculum area: Nature, ecology; programme code 130800017). Available at Balsių k., Papilėsen., Akmenės r. sav.	Various sports activities (at least 13 different ones) are organised during the camp, as well as personal and group introductions, events and competitions, art therapy. During the camp, children try out hiking, develop physical endurance during hikes, and learn how to behave safely and appropriately in nature. The camp is equipped with an art studio where children can develop their creativity.	Programme registered 2024-05-20	C,G,H		Children aged 7-18	Informal (NFE programme)	National, fixed-term activity (2024-06-15-2024-08- 27) Akmenė district, fixed camp	Public; private		The programme develops children's social and emotional competences in the area of healthy lifestyles through a combination of formal lectures and informal activities designed to build healthy lifestyles, values, integrity, honour, and to foster the development of willpower, self-discipline, determination, stubbornness, and self-control. The programme develops children's social and emotional competences in healthy lifestyles through a combination of formal lectures and informal activities designed to build healthy lifestyles, values, integrity, honour, and to foster the development of willpower, determination, stubbornness, and self-control.	The camp encourages children to protect nature by using as little paper as possible, so they are encouraged to show their artistic abilities in a more interesting and creative way, using other available tools. Physical activity, sport and tourism are used to encourage nature conservation and healthy lifestyles.			
Educational programme during school holidays: Discover summer with sport. Children's education in Sport (Programme code 130500018). Place of implementation - Klaipėda	Sports and activities, creative activities and artistic performances		C,G,H		Children aged 6-11	Informal (NFE programme)	National, fixed-term activity (2024-06-17-2024-07- 12) The camp takes place in Klaipėda, day camp			The programme develops children's social and emotional competences in the area of healthy lifestyles through a combination of formal lectures and informal activities designed to build healthy lifestyles, values, integrity, honour, and to foster the development of willpower, self-discipline, determination, stubbornness, and self-control.				
Educational programme	Hiking, training, active and educational activities;		G,H		Children aged 9-14	NFE programme	National, fixed-term activity (2024-07-21-2024-07- 26) Prienai district, mixed	Public; private		Children learn to know nature better, to listen, to navigate, to survive and to protect it. They learn how to use a compass and				

during the school holidays "Heroes of Nature" camp. Addresses for implementation.	swimming, outdoor team games, disco, and in the evenings, cosy fireside discussions about the day's experiences.									survival skills: how to make their own water filter, how to boil an egg in a plastic container over a campfire. Campers learn how to find their way back after getting "lost" in the forest, take part in a meditation on the sounds of nature, and learn to identify different species of birds, plants and trees.				
Educational programme during the school holidays "Superhero Camp". Programme code: 132000 045	Secrets and behind-the-scenes of the film industry, talented actors, costume making, a photo shoot of heroes, a comic book workshop, martial arts exercises to strengthen muscles, STEAM workshops to increase the power of the mind, and getting to know the heroes of our time.		A-H		Children aged 5-12	Informa (NVQ programme)	National, fixed-term activity (2024-06-01-2024-08- 31) Kaunas, day camp	Public, private						
Educational programme during the school holidays "Holidays like a movie" camp	A red carpet, interactive light shows, acting improvisations, music genre battles, a radio recording studio, laser games and the latest cartoons in the CINAMON Kids Hall, specially designed for children.		A-F		Children aged 5-12		National, fixed-term activity (2024-06-01-2024-08- 31) Kaunas, day camp	Public, private						
Scouts. Lithuanian Scouting is not just a leisure group or summer camps, it is a way of life that nurtures a strong, responsible, patriotic and loving personality. Scouts hike, camp, explore the outdoors and get involved in community	Methodology. In Lithuanian Scouting, the Scout Method - a set of methodological elements unique to Scouting - is applied in every activity. It helps to create as many learning opportunities as possible during the activity - planned and unexpected moments that could broaden perspectives or deepen skills. This is in order to achieve the organisation's educational goal of the holistic development of young people.	1 October 1918 On 1918 1918, the first Scout unit was founded in Vytautas Gymnasium in Vilnius. Leader-Petras Jurgelėvičius. 1 October 1930 Law on the transfer of the Lithuanian Scouts to the auspices of the Ministry of Education of the Republic of Lithuania is published. President of the Republic of Lithuania A. Smetona became the head of the organisation. On 18 July 1940, the Lithuanian Scouts were dissolved. Many leaders were arrested, imprisoned and exiled. Before the abolition, the Brotherhood consisted of 34 troops (7900 Scouts), the Sisterhood - 35 troops (8000 Scouts). It was active in the Diaspora: USA, Canada, Australia, England, P. America. In 1989, thanks to the Lithuanian expatriates, the Lithuanian Scout Movement was reestablished in Vilnius. 25 May 1997. Lithuanian Scouting became a full member of the World Organization of the Scout Movement (WOSM) on 25 May 1997.	G- Tourism; H - Sports and recreation ;		Scout age group s: younger Scout s (6-10 years) ; Scout s (10-14 years) ; experienced Scout s (14-18 years) ; volunteer Scout s, adult Scout s	Nonformal	National, on-going	Public and private	Lithuanian Scouting unites over 3000 Scouts and 250 leaders	Scouting is a community - building a society where people help each other, share experiences and grow together from the smallest Cub Scout to the adult volunteer Scouter. It develops young people's creativity, resilience, ability to survive in different situations; a sense of citizenship and responsibility; it encourages volunteering, the desire to contribute to the life of the community, to create a more pleasant and beautiful environment, and to contribute to the welfare of the country.				

Initiatives. Scouts work in permanent groups of 4-10 people.														
Media Arts General Programme	Students receive an integral education in the media arts through the primary and secondary curricula of music, art, theatre and dance. In lower secondary school years III-IV, media arts is an elective subject. In addition, pupils can develop these competences in the New Media Schools (NMSF)	The Media Arts Framework defines the purpose, aim and objectives of the Media Arts subject, the competences to be developed in the subject, the areas of achievement, the content of the subject, the characteristics of the levels of achievement and the assessment of pupils' achievements. Like the other Framework Programmes, it was approved by Order No V-1269 of the Minister of Education and Science of the Republic of Lithuania on 22 August 2022.	A-F	All Framework Programmes, including the Media Arts Framework Programme, are available on the Education Portal https://www.emokykla.lt/Methodological material on Media and Information Literacy has been developed and made publicly available https://nepatogauskinoKlase.lt/wp-content/uploads/2021/12/mestingumas.lt_leidiny.pdf	45492	Formal (+SFSU)	National, ongoing	Public		The content of the Framework Programmes develops the following competences: communicative, cultural, creative, cognitive, civic, digital and social, emotional and healthy lifestyles. All the competences are interlinked and are developed in an integral way, but the intensity depends on the specificity of the subject. The competences development inventory provides definitions of these competences, the components of competences and the development of the competences in relation to the cognitive and social development of the pupil's age group.		Assessment in media art lessons is the recording of pupils' achievements on the basis of the attributes described in the general curriculum and in the light of their individual progress. The assessment of achievement is carried out by recording achievement at four levels - threshold (1) level 4, satisfactory (2) level 5-6, basic (3) level 7-8, advanced (4) level 9-10. The assessment of pupils' achievement in media art lessons takes into account the pupil's personal progress. XXX Creativity - the ability to generate new ideas, to work independently, non-stereotypically, to navigate complex situations quickly, and to solve problems easily and atypically. The higher the level of out-of-the-box, original thinking and creative problem-solving, the better the score. Independence - according to the complexity of the tasks set, working with the teacher's support, partly independently (under the teacher's guidance) or independently (only consulting and discussing). The more autonomous the creative process, the higher the scores should be: complexity and sophistication - simple tasks are those that require simple, one-step or multi-step solutions; moderate tasks are those that require multiple, innovative, creative solutions; complex and difficult tasks are those that require solutions of exceptional skill and creativity. It is recommended that the more technologically mature, complex and sophisticated the work, the better the creative solution should be judged. It should be noted that sometimes works or creative solutions may be evaluated on the basis of other criteria - for example, using a conceptual perspective (in which case the criteria of sophistication and complexity may be subordinate). contextuality - this criterion should reflect the relationship of the participants in the creative process to the media, media art environments. The more different, diverse, rich media art environments are involved, the better the creative results; communicative - this criterion should show the students' ability to communicate and collaborate in discussions, debates or similar events on topics relevant to media art and the age range (Gymnasium III-IV). Also important is the student's ability to debate, present his/her own opinion, position, insights and respect others.		
Šiauliai Song School of New Media	The pupils improve their creative skills and express themselves in the fields of graphic art, painting, photography,		A-F		students in grades 5-8 of Pro-Gym	Nonformal		Public	The general new media and aesthetic competence is fostered, stimulating the child's spontaneous creativity, meaningful artistic activity, activating imagination, thinking, intuition, creating conditions for the development of creative powers,	It cooperates with ŠMKC "Laiptų galerija", Culture Centre Panevėžys Community House, Klaipėda Pupil's Self-Expression Centre "Studija Febas", Žeimelis Community Centre, Kaunas Pupil's Technical Creative Centre, Šiauliai University Library, Šiauliai City Municipality Public Library, Šiauliai Cinema Art Club.				

	films, actions, performances. Tr additional events: exhibitions in the pro-gymnasium, city gymnasiums, galleries, libraries, performances in the city and the republic, the republican pupil's film festival "Junk šviesa" (Turn on the Light); educational trips to the city and republican art museums, galleries, and meetings with filmmakers and photographers. Participates in festivals, plein-air, competitions, projects.				nasi um					spiritual growth, personality maturation; to educate a thoughtful, creative, insightful and perceptive, active consumer and participant of contemporary culture; to be an open cultural focal point for the city society. Pupils develop their creative skills and express themselves in the fields of graphics, painting, photography, film, action and performance. School promotes the incorporation new media into school education as an art form, cultural expression, and language medium; emphasizes integration and dialogue between subjects, active pupils' participation, meaningful learning experiences, multidisciplinary learning units, and phenomenon-based learning.					
Contemporary New Technologies Art Creative Camp at the Antanas Montis House - Museum in Palanga.	Well-known Vytautas Magnus University lecturers and media art creators from Lithuania introduce the seaside society, schoolchildren and young people to the creative directions of media art and advise them how to realise their artistic ideas in practical sessions; they learn how to compose an image in the creation of a photograph; they get acquainted with the secrets of making a soufilm, directing and filming.	Antanas Mončys - one of the most famous modernist artists of the 20th century (1921-1993), after World War II he worked in exile in Paris. In 1999, the A. Mončys House-Museum in Palanga was opened, which exhibits the works donated to Lithuania after the artist's death - over 200 sculptures, drawings, graphic works, collages, whistles, masks. The museum hosts contemporary art education.	E-Audio-visual and interactive media (tv, radio, live streaming, film and video, interactive media, online games, youtube)		for students, graduates, teachers and anyone interested in and willing to try out contemporary art-making practices.	Nonformal	Regional, fixed-term activity	Public and private		Media arts-based education through three complementary pedagogical streams: study of artistic works; direct contact with artists; engaging in arts practices - is implemented for pupils by artists Vytautas Magnus University at Antanas Mončys House-Museum in Palanga. The project promotes the incorporation of film and photography into school education as an art form, cultural expression, and language medium; emphasizes integration and dialogue between subjects, active pupils' participation, meaningful learning experiences, multidisciplinary learning units, and phenomenon-based learning.	Developing students' creativity. They acquire knowledge of the creative fields of media art and the ability to realise artistic ideas and compose an image through photography. They become familiar with the fields of directing and filmmaking. Develop pupils' creativity. They acquire knowledge of the creative fields of media art and the ability to realise artistic ideas and compose an image through photography. They learn about directing and filmmaking.				
Media classes at Vilnius Vytis Gymnasium	Students study the compulsory subject "Media and Society"; they take individual media lessons - media and society, media art, film-making, photography, graphic design, basic law, etc.	Agreeing with the idea that media literacy should become a part of the modern education process, Vilnius Salome Neries Gymnasium (from 2024 - Vytautas), in cooperation with the Faculty of Creative Industries of VGTU, has opened the first media class in Lithuania already in the 2018 academic year. The aim is for the school to develop into an independent media gymnasium.	A-F	Gymnasium develops: youtube channel, social media accounts, radio programmes, journalists' club, advertisements, website	Gymnasium classes I-IV (16-19 years)	Formal	National, ongoing	Public	Around 400 pupils in the school in 2022-2023, including 90-100 pupils in media classes each year.	Media is integrated throughout the learning process; in media classrooms, learning is based on real-world problem-solving, with elements of media content creation integrated into the subject content. For example, Lithuanian language classes teach strategies for creating messages, developing skills in creating content for the internet and social networks; technology classes teach audiovisual content creation, etc. Pupils learn the basics of entrepreneurship, develop communication skills, apply marketing principles, analyse the audience and tailor the message to them, and create their personal brand. The coming together of the Gymnasium and VilniusTech University for a joint project has opened up even more opportunities for the students. Pupils of the Media class can attend lectures by foreign lecturers of the University, events organised by students, join their research and complex project groups. This significantly expands the opportunities offered by the media class. Pupils in the media class are	Students in the media class will be better prepared for further media studies and will acquire general competences that are highly valued in the market - communication, understanding and analysing the target audience, communicating a message, creating and selling a media product. The aim is to develop the school into an independent media gymnasium.	The criteria for assessing pupils are set out in the requirements for the Media Arts General Programme.			

										more prepared for further media studies and acquire general competences that are highly valued in the market - communication, understanding and analysing the target audience, knowledge and its transfer, creating and selling a media product.				
LISPA School is a public institution established to meet the growing needs of children's information technology (IT) knowledge, to develop their creativity, critical thinking and to ensure their full self-fulfilment. The school operates in Kaunas, Marimapolis, Vilkaviskis, Kalvarija, Kazlų Rūda, Garliava	LISPA School training programmes last 8 months. In order to achieve high quality and results, there are 12-14 students per group, who choose the programmes according to their preferred core curriculum areas: programming, engineering and design. Summer camps are organised	The school is located in Marimapolis. In cooperation with business, the school trains professional IT specialists and innovators.	A-H	Registration and full details of the programmes can be found on the school's website	Students in grade s 1-12, divided into groups: grade s 1-4; grade s 5-9; grade s 10-12	Nonformal	Regional, on-going	Public (NSA funds for municipalities); private (funds from sponsors and partners)	Over 200 pupils graduate each year	The key competences that LISPA teaches are collaboration, complex problem-solving, creativity, and the ability to critically evaluate one's own skills and information. LISPA School: Increases the use of technology in educational processes; creates opportunities for children to develop creativity and critical thinking through technology; promotes students' self-realisation in engineering, 3D design, electronics and mechatronics; and expands extracurricular activities in science; fostering entrepreneurship and financial literacy skills; providing quality and timely IT education services; contributing to reducing emigration and internal migration to major cities; fostering the emergence and activities of Start-ups; and educating the public about science, innovation and technology.	Former students of the school successfully enter Lithuanian and foreign higher education institutions to study creative industries, informatics and other programmes https://www.mokyklalispa.lt/2023/09/05/ieva-gaizutyte-lispa-mokyklos-diziano-pazengusiems-mokine/			The training process is highly dynamic, flexible and able to adapt to each individual's needs and abilities. LISPA training programmes last 8 months. In order to achieve high quality and results, the maximum number of students per group is 12-14. All students have the opportunity to choose programmes according to their preferred core curriculum areas: programming, engineering and design. The teaching process is based on "flipped classroom" methods. The flipped classroom model seeks to harness the potential of technology infrastructure, multimedia resources and digital technologies to promote learning and organise school activities in a way that emphasises the students' daily lives and activities. In this model, the teacher provides resources and plans learning opportunities for students, asking specific questions that can guide the learning process. "The flipped classroom model allows students to engage in practical activities and to deepen their theoretical knowledge by asking questions. The LISPA model allows the youngest pupils to try out all learning options and pathways, and in later grades to choose and deepen their knowledge in pathways tailored to their specific needs.

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