

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Lithuania



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

- Mokslo ir studijų įstatymas (Law on Higher Education and Research of the Republic of Lithuania (2009): <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.343430/asr>
- Švietimo įstatymas (Law on Education of the Republic of Lithuania (2011): <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480/asr>
- Neįgalųjų socialinės integracijos įstatymas: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/db81b09273b311e8a76a9c274644efa9>
- Nacionalinė neįgalųjų socialinės integracijos programa, jos įgyvendinimo planas: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.437985/asr>
- Romų integracijos į Lietuvos visuomenę 2015-2020 metų veiksmų planas: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/6caa6010a8cb11e4a854e1c2026e476c/rpBnEixRmi>
- Demografijos, migracijos ir integracijos politikos 2018-2030 metų strategija: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/fbb35e02c21811e883c7a8f929bfc500?jfwid=-35aaxldoi>
- Nacionalinė pažangos programa 2021-2030: [https://lrv.lt/uploads/main/documents/files/NPP%20pristatymas%20201-04-19\(1\).pdf](https://lrv.lt/uploads/main/documents/files/NPP%20pristatymas%20201-04-19(1).pdf)
- Psichikos sveikatos priežiūros įstatymas: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.18311/asr>
- Jungtinių tautų neįgalųjų teisių konvencija ir jos fakultatyvusis protokolas (2010) United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol (2010): <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.335882>

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

An inclusive, cohesive higher education policy addressing social and demographic challenges in the country and in the European Union. national authorities and higher education institutions shall take action to implement the policy:

- take a holistic approach to the organization of admission, teaching and assessment in higher education;
- implement student mentoring measures;
- provide academic and non-academic support

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

No.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- Gender groups
- Older or mature learners
- People from rural backgrounds
- Students with disability
- Victims of sexual and gender violence
- Refugees of all kinds (internally and externally displaced; deported)
- Children of people affected by historical violence
- Students with care experience, orphans, youth without parental care

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

No information was available.

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

Office of the Equal Opportunities Ombudsman, Department of Disability Affairs under the Ministry of Social Affairs and Labor, Committee on Disability.

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

- Higher Education Institutions' Associations
- Civil society organisations
- International Organisations
- Student Organisations/Association

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

Career education, counselling, guidance system in general, vocational education and higher education

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

- The following types of financial assistance measures for the disabled are available:
- social financial support, targeted compensations and benefits and allowances.
- The following are awarded: social scholarships, targeted benefits to ensure the accessibility of studies, disabled students, benefits to meet special needs, targeted benefits to partially meet study expenses. From 2020 promising to combine all scholarships for disabled students into one, they would be paid by the State Studies Fund (a total of 519 euros per month).

### Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

Office of the Equal Opportunities Ombudsman, Department of Disability Affairs under the Ministry of Social Affairs and Labor.

### What instruments, methods and data are in place to carry out the monitoring and evaluation?

Recommendations of the Committee on Disability; Eurostudent surveys and research, reports and recommendations of the UN Committee on the Rights of Persons with Disabilities.

### What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

Autonomy of higher education is valid, the higher education institution establishes admission procedures for students with special needs

### How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Facilitating peer learning, exchange of experience among countries
2. Financial assistance (grants, loan financing, scholarships)
3. Technical assistance and capacity building
4. Policy setting

## COVID-19 and Equitable Access and Success in Higher Education

### How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

The deadlines for the implementation of activities have been extended, the number of live consultations has decreased

## Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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