



Pioneering policies and practices tackling educational inequalities in Europe

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Action Plan for Roma Integration to Lithuanian Society [26]

Country	Lithuania
Authors of the table	<i>Siarova, H. & Dunajeva, K.</i>
Name of the policy / practice	Action Plan for Roma Integration to Lithuanian Society for 2012-2014, Action Plan for Roma Integration to Lithuanian Society for 2015-2020, followed by Action Plan for Roma Integration to Lithuanian Society for 2022-2023, based on which measures were implemented [26]
Short description and the main characteristics of the policy / practice	<p>Overall, the Action Plan is aimed at “reducing social exclusion of Roma, promoting the participation of Roma in public life and increasing public tolerance.” Regarding education, the Action Plan promotes the integration of Roma people into the educational system through the development and improvement of “pre-school and pre-primary education”, “general education” and “non-formal education” for Roma children, as well as improvement of education for adult Roma.</p> <p>The challenge that the policy strives to address is that the “educational attainment of Lithuania’s Roma youth (aged 20–29 years) is still significantly lower than the national average, particularly, in the field of attainment of secondary and higher education”. There is also criticism of the disproportionate number of Roma students enrolled in special schools.</p>
Target group of the policy / practice:	Roma minority group: There are approximately 3,000 Roma living in Lithuania (0.08% of the population) (European Commission, p. n.d.). Other sources claim 2077 Roma people in Lithuania (European Commission, 2022)
Educational stage or transition phase of the policy / practice	All levels of education, with particular focus on ECEC
Level of implementation	Macro (National)
MILC dimensions	The Action Plan is particularly sensitive to intersectionality, especially the situation of Roma women. There is a recognition of differences between Roma men and women in educational attainment in some areas of the country, with Roma women attaining lower levels of education (although the difference is minor) (Kirtimai neighbourhood, Vilnius; in other areas educational attainment is similar). Life-course perspective features in the emphasis on ECEC level, highlighting that a “very small number of Roma children attended pre-school and pre-primary education institutions in Lithuania”. The Action Plan mentions all levels of education, including adult education, as well as formal and non-formal education.
Key dimensions of the identification procedure	

CONDITIONS: Foundational premise level	<i>Comprehensive</i>	Education is one aspect of the Action Plan and mentioned in various sections as a relevant aspects (e.g., section on labor, women, housing); the Action Plan calls for equality in all levels of formal and non-formal education.	High
	<i>Coherent</i>	Individual learning is not highlighted, while the focus is on the education system as a whole to be more inclusive; measures were developed based on the Action Plan.	Medium
	<i>Continuous</i>	The Action Plan is continuous and considers education in a comprehensive manner, and in relation to other fields (as mentioned above), aiming for sustainable changes.	High
ELEMENTS: Structural level	<i>Contextual</i>	Contextual factors are key for the Action Plan – the poverty and marginalization of Roma is highlighted as the background of educational exclusion, and as reasons for creating an inclusive society to improve their living standards.	High
	<i>Relational</i>	The Action Plan builds on reports and studies by NGOs, ombudspersons and other sources; the monitoring of the Action Plan assumes a wide cooperation: “The inter-institutional working group shall be composed of representatives of the state institutions implementing the measures of the Action Plan, representatives of Roma and of organisations working with Roma”.	High
TOOLS: Action level	<i>Autonomous</i>	There is no mention of autonomy of teachers, but the Action Plan only proposes broad goals (“promotion of Roma participation in the education system”) and the measures of implementation are developed based on that, which are also broad (e.g., “supporting pre-school, pre- primary and general education institutions to properly organise the education of Roma pupils with different educational needs).	Low
	<i>Reflexive</i>	Reflexivity in implementation is not mentioned in the Action Plan, although considering the wide-ranking sources channeled into the Action Plan, the development of the Plan itself seems reflexive.	Low
Evidence backing the policy / practice:		While the 2012-14 Action Plan was criticized for excluding municipalities from developing the Programme, an evaluation report for the 2015-2020 Action Plan concluded that “compared to 2015, more Roma children attend pre-school and preschool education, a more even distribution of Roma schoolchildren by classes in	

	<p>general education schools is recorded, and the number of students over the age of 16 is increasing“. Similarly, the 2018 Roma Civil Monitor for Lithuania demonstrated that education of Roma people during 2001-2015 period noticeably improved.</p>
<p>Brief concluding analysis of policy / practice in the context:</p>	<p>The Action Plan points out consistent inequalities in the education system regarding the Roma minority in Lithuania. The Action Plan is an important policy recognizing this problem, as the systematic underperformance of Roma is not mentioned or addressed in the national education policy, even though education is identified as a site of exclusion of Roma children in national and international studies (European Union Agency for Fundamental Rights, 2014; UNICEF, 2011).</p>