

# Working and Learning Together: Rethinking Human Resource Policies for Schools

## LITHUANIA

Country profile

What types of staff work in schools?



This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of the Organisation or of the governments of its member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

The country profile is drawn from:

OECD (2019), *Working and Learning Together: Rethinking Human Resource Policies for Schools*, OECD Publishing, Paris, <https://doi.org/10.1787/b7aaf050-en>.

Further information can be found on the project website:

[www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm)

© OECD 2019

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of the source and copyright owner is given.

All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).

## Lithuania

This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

### Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	At discretion of schools, based on central regulations and subject to approval of school founder (local authority)	Schools
Teacher aides	Student assistants (general programmes), Tutors (vocational programmes)	At discretion of schools	Schools
School leaders	Principals Deputies for education (general, vocational, non-formal, SEN, etc.)	At discretion of school founders (local authorities)	School founders (local authorities)
	Heads of department for education (general, vocational, non-formal, SEN, etc.)	At discretion of schools	Schools

### Professional support staff

Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating staff positions	Responsibility for employment
Professional pedagogical support staff	School special educational needs specialists, Social pedagogues, Library staff, Information consultants	At discretion of schools, based on central regulations and subject to approval of school founder (local authority)	Schools
Health and social support staff	Health support specialists, School psychologists	At discretion of schools, based on central regulations and subject to approval of school founder (local authority)	Schools

Resource centres providing specialised staff for

Professional pedagogical support	Psychological Pedagogical Services may be organised by school founders (local authorities)
Professional health and social support	Psychological Pedagogical Services may be organised by school founders (local authorities)

## Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	x	x	x
Maintenance and operations staff	Kitchen staff, Support staff (Engineers, Electricians, Joiners, Cleaning staff, Duty personnel and Drivers, etc.)	At discretion of schools, subject to approval of school founder (local authority)	Schools

x: not applicable

1. The central education authority specifies funding for curriculum implementation depending the number of student groups and size of the groups (a group basket) and the school leader decides on the teaching loads for teachers. Schools propose their allocations for teachers to the school founder, which confirms the number of full-time teaching staff positions. Teachers may be general education teachers, non-formal education teachers, or vocational teachers. Local authorities provide funding for the employment of teacher aides.

2. The Law on Education ensures psychological assistance; social pedagogical assistance; and special pedagogical and special assistance. The central education authority stipulates a recommended per student spending on vocational and career guidance and for providing pedagogical and psychological services. School leaders are responsible for preparing and managing the school budgets which are then approved by the owner of the school. School visits of the review team revealed that the number of both teaching and non-teaching staff is usually approved by the municipality directly, though in some cases schools have some autonomy in deciding the number of non-teaching staff.

3. There are two types of professional support staff, those working with students and those working with schools and the community. School psychologists work mainly with individual students; social pedagogues with the community.

4. Psychological Pedagogical Services may be organised at the discretion of local authorities, typically depending on the size of the municipality and the number of educational institutions in the municipality. Small municipalities usually buy services from a provider which might be in another municipality.