

CONFIRMED

By the Order of the Minister of Education,  
Science and Sport of the Republic of  
Lithuania

No.V-137 of 31 January 2022

## **“MILLENIUM SCHOOLS” PROGRAMME**

### **CHAPTER I GENERAL CONDITIONS**

1. The Millennium Schools Programme (hereinafter referred to as – the Programme) sets out the goal of the Programme, the desired result, objectives and indicators, requirements for municipalities intending to participate in the Programme, invitation to participate in the Programme, requirements for the Municipal Education Progress Plan (hereinafter referred to as – the Progress Plan), creation of the joint venture agreement, monitoring of the Progress Plan, areas for improvement of the activities of the general education schools (hereinafter referred to as – the School) participating in the Programme, possible investment directions and supervision of the implementation of the Programme.

2. The aim of the Programme - to create integral, optimal and high standard conditions for learning and elimination of achievement gap in every municipality of Lithuania.

3. The Programme will be implemented in two stages. The implementation of the first stage of the Programme will begin on 1 February 2022, and end on 30 June 2026. The beginning of the implementation of stage II of the Programme will be adjusted, considering the results of the implementation of stage I, the possibilities and needs for financing the follow-up activities.

4. Up to 210 million EUR (two hundred and ten million Euro) is allocated for the implementation of the activities of the first stage of the Programme of the Economic Recovery and Resilience Facility and a maximum of 44.1 million EUR (forty-four million one hundred thousand Euro) to compensate for the value added tax (hereinafter – VAT) of the state budget of the Republic of Lithuania.

5. The Programme is implemented at the municipal level, after each municipality participating in the Programme has performed an analysis of the state and change of the current education system and prepared a Progress Plan, for the implementation of which the necessary investments are available.

6. The Programme is based on:

6.1. 2021–2030 National Progress Plan approved by the Government of the Republic of Lithuania on 9 September 2020, by resolution no. 998 "On the Approval of the National Progress Plan for 2021-2030";

6.2. 2021-2030 Education Development Programme of the Ministry of Education, Science and Sports, approved by the Government of the Republic of Lithuania on 1 December 2021, by resolution no. 1016 “On the Approval of the Education Development Programme”;

6.3. The Plan of Measures for Economic Recovery and Increasing Resilience plan evaluation and approval by an approval annex of the Council of the European Union by resolution CM 4171/21 of 28 July 2021;

6.4. The Rules for the Establishment of a Network of Schools Implementing Formal Education Programmes, approved by the Government of the Republic of Lithuania on 29 June 2011, by resolution no. 768 “On the Approval of the Rules for the Establishment of a Network of Schools Conducting Formal Education Programmes” (hereinafter – the Rules);

6.5. The concept of a Good School approved by the Minister of Education and Science of the Republic of Lithuania on 21 December 2015, by order no. V-1308 “On the Approval of the Good School Concept”;

6.6. The description of the procedure for allocating a quality basket to general education schools, approved by the Minister of Education, Science and Sports of the Republic of Lithuania on 28 August 2018, by order no. V-707 “On the Approval of the Description of the Procedure for Allocating a Quality Basket to the General Education Schools”;

6.7. Description of the Provisional Procedure for the Implementation of Projects Financed or Co-financed by the European Union Funds and the Economic Recovery and Resilience Building Facility for 2021–2027, approved by the Minister of Finance of the Republic of Lithuania on 7 July 2021, by order no. 1K-240 “On the Approval of the Description of the Provisional Procedure for the Implementation of Projects Financed or Co-financed by the European Union Funds and the Instrument for Economic Recovery and Strengthening Resilience for 2021–2027” (hereinafter - the Provisional Procedure);

6.8. Agreement on the Lithuanian Education Policy (2021–2030).

7. The programme is based on the following principles:

7.1. strengthening of schools – helping to strengthen schools operating in municipalities by improving the conditions of education and the organisation of the educational process to achieve better achievement and progress of pupils;

7.2. inclusion – the education system enables each person to develop, expand their strengths and abilities, receive the necessary support, succeed in learning, social, cultural and / or other activities and be non-discriminatory due to the diversity of educational needs and / or the need for educational support;

7.3. changes in school culture – social innovations, non-traditional solutions to teaching / learning problems are promoted with the help of modern didactics and social partners;

7.4. networking – promoting networking between schools by creating new links between schools;

7.5. availability of resources – created school infrastructure and intellectual resources are available to pupils and teachers of other schools.

8. The terms used in the programme correspond to the terms defined in the Law on Education of the Republic of Lithuania.

## **CHAPTER II OUTCOMES, OBJECTIVES, AND INDICATORS OF THE PROGRAMME**

9. The aim of the programme is to create equal and modern conditions for quality education – for every learner, leading to better pupil achievements and smaller achievement gaps between schools and municipalities.

10. Objectives of the Programme:

10.1. to promote changes in each municipality aimed at strengthening existing schools and improving pupil achievements in them;

10.2. to implement social innovations in schools that help school communities to overcome or reduce the impact of social factors (unfavourable social, economic, and cultural environment of the pupil, insufficient access to educational services, etc.) on the social development of pupils, their families, local community, social evolution and development;

10.3. to enable the schools’ educators to collaborate in implementing inclusion principles, to create a variety of teaching and learning methods and to identify individual educational needs as early as possible and to educate pupils with different educational needs according to their abilities;

10.4. to implement a network-based organisation of education, opening opportunities for pupils and teachers of other schools to use material, intellectual and human resources;

10.5. to modernise school infrastructure to utilise the current one and, if necessary, create new ones.

11. Programme indicators:

Name of the indicator	Initial value	Aimed for value in 2025	Aimed for value in 2030
A proportion (percentage) of pupils who achieved at least the basic level of Lithuanian language learning achievements (grades 7–10) during the examination of basic education achievements**	47.5 (2019)	50.0	52.0
A proportion (percentage) of pupils who achieved at least the basic level of mathematics learning achievements (grades 7–10) during the examination of basic education achievements**	40.1 (2019)	45.0	47.0
Proportion of general education schools' grades 1–8 * that are joint (percentage)***	4.0 (2020)	2.0	1.0
Number of pupils per relative teacher position in general education schools	11.3 (2020)	11.8	12.3

Notes:

1. \*Descriptions of indicators are presented in the 2021-2030 Development Programme Description by the Manager of the Development Programme the Ministry of Education, Science and Sports of the Republic of Lithuania Progress Implementation No. 12-003-03-01-01 “Implementing the “Millennium School” programme” approved by the Minister of Education, Science and Sport of the Republic of Lithuania.
2. \*\* The indicator is calculated for the main level of achievement considered to be grades 6-10 . From September 2023 once the upgraded general programmes enter into force, the main level of achievement will be calculated in grades 7-10.
3. \*\*\* Only general classes are counted.

12. The programme is implemented by:

12.1. The European Social Fund Agency (hereinafter referred to as – the Executor), responsible for the coordination and monitoring of the implementation of the Programme: Millennium Schools Academy, consisting of education experts' development and development of its activities, ensuring expert consultation in preparation for implementation of the Programme and during the implementation of the Programme, ensuring coherence of the Progress Plans with the objectives and results of the Programme, concluding joint activity agreements, centralised procurement, prevention of double funding , transfers of funds and settlement for the implementation of the Programme;

12.2. the municipalities responsible for the preparation of the Progress Plans, their coordination with the experts of the Millennium Schools Academy (hereinafter – the Experts), the selection of schools participating in the Programme (hereinafter – the Millennium Schools), investment distribution and periodic reporting to the Executor on costs and results. For preparation and implementation of the Progress Plan, it is recommended to form a Programme Implementation Group in the municipality from the municipal administration, school leaders, teachers, the education centre, and other social partners competent in the areas of school improvement specified in Chapter VI of the Programme;

12.3. The Public Enterprise Central Project Management Agency (hereinafter referred to as – the Managing Authority), responsible for the administration of the Programme.

### CHAPTER III

## **REQUIREMENTS FOR MUNICIPALITIES INTENDING TO PARTICIPATE IN THE PROGRAMME**

13. Municipalities that can take part in the Programme:

13.1. a municipality with at least 1,000 pre-school and general education pupils (hereinafter - Pupils) (not including vocational training schools and higher education institutions), which has developed a Progress Plan, that involves the participation of no less than three schools, except for the instances, where there are no three schools in which the municipality implements the rights of the owner or shareholder (where the state does not participate in the rights of the shareholder);

13.2. two or more adjacent municipalities:

13.2.1. when schools in each municipality have at least 1,000 pupils in pre-school and general education programmes (not including vocational training schools and higher education institutions) who have drawn up a joint Progress Plan, where at least three schools are involved in at least one municipality, except for the instances, where there are no three schools in which the municipality implements the rights of the owner or shareholder (where the state does not participate in the rights of the shareholder);

13.2.2. when at least one of the schools in the municipality (not including vocational training schools and higher education institutions) has no less than 1000 pupils, has developed a joint Progress Plan, where at least one municipality has three participant schools except for the instances, where there are no three schools in which the municipality implements the rights of the owner or shareholder (where the state does not participate in the rights of the shareholder);

13.3. two or more municipalities, each of which has at least 1,000 pupils in pre-school and general education programmes.

14. The maximum amount that can be allocated to the municipality for the implementation of the Progress Plan depends on the number of pupils being educated in pre-school and general education programmes:

Number of pupils in the municipality	Maximum amount of funding for the municipality, in Euro (excluding VAT)
$\geq 50\ 000$	43 000 000.00
$< 50\ 000$ and $\geq 25\ 000$	21 500 000.00
$< 25\ 000$ and $\geq 15\ 000$	10 500 000.00
$< 15\ 000$ and $\geq 10\ 000$	5 500 000.00
$< 10\ 000$ and $\geq 3\ 000$	2 500 000.00
$< 3\ 000$ and $\geq 1\ 000$	1 500 000.00

15. The maximum amount that can be allocated to the municipality can be increased:

15.1. if the Progress Plan is prepared jointly by several municipalities complying with the provisions of sub-clause 13.2.1 of the Programme, the maximum amount available shall be calculated according to the number of pupils of each municipality that has prepared the Progress Plan and shall be increased up to 10 per cent;

15.2. if the Progress Plan is prepared by several municipalities that comply with the provisions of sub-clause 13.2.2 of the Programme, the maximum amount may be allocated to the municipality with more than 1,000 Pupils, increased up to 10 per cent, and to each municipality with less than 1,000 Pupils up to 0.5 million Euro is allocated for the implementation of Progress Plan.

## **CHAPTER IV INVITATION TO PARTICIPATE IN THE PROGRAMME**

16. The Executor invites municipalities to participate in Stage I of the Programme in two streams:

16.1. a call for municipalities to participate in the first stream shall be published by 31 March 2022 at the latest;

16.2. a call for municipalities to participate in the second stream shall be published by 31 March 2023 at the latest.

17. Municipalities intending to participate in the first stream of the Programme shall, not later than within 8 weeks from the date of publication of the call, inform the Executor (if two or more municipalities are involved, each separately) via e-mail address published in the call and submit the following:

17.1. the decision of the municipal council regarding the consent to participate in the Programme (reference to the document is published in the Register of Legal Acts);

17.2. the municipal progress report for the last year (2021 – if intending to participate in the Programme in 2022, 2022 – if intending to participate in 2023) (reference to the report is in the Education Management Information System ŠVIS).

18. Municipalities intending to participate in the second stream of the Programme shall, not later than within 6 weeks from the date of publication of the call, inform the Executor via e-mail address published in the call and submit the documents listed in subsections 17.1 and 17.2. of the Programme.

19. Upon receipt of the municipality's information on the intention to participate in the Programme, the Executor shall appoint Experts, together with whom the Municipality shall prepare a Progress Plan by the date specified in the call. During the preparation of the Progress Plan, the Experts help the municipalities to assess the current state of education, the directions of change and the activities for their implementation.

## **CHAPTER V**

### **REQUIREMENTS FOR THE PROGRESS PLAN.**

#### **CONCLUSION OF THE JOINT VENTURE AGREEMENT, MONITORING OF THE PROGRESS PLAN**

20. The Progress Plan must include information on:

20.1. the condition and change of the municipal education system, the problems to be solved, the purpose of the desired change and the areas to be improved;

20.2. planned activities in the areas of school improvement specified in Chapter VI of the Programme and necessary investments for their implementation;

20.3. social innovation or other ways to enhance the expression of the characteristics of a Good School;

20.4. indicators and their specific target values, which they undertake to achieve through the activities of the Programme during implementation (the initial value of the indicator is fixed accordingly: 2021 – if intending to participate in the Programme in 2022, 2022 – if intending to participate in 2023):

20.4.1. the municipality's mandatory indicators of the Programme\*:

<b>Name of the indicator</b>	<b>Aimed-for change at the end of the implementation period</b>
A proportion (percentage) of pupils who achieved at least the basic level of Lithuanian language learning achievements (grades 7–10) during the examination of basic education achievements	Will increase
A proportion (percentage) of pupils who achieved at least the basic level of mathematics learning	Will increase

achievements (grades 7–10) during the examination of basic education achievements	
Proportion of general education schools' years 1–8 ** that are joint (percentage)	Will decrease or equal to zero
Number of pupils per relative teacher position in general education schools	Will increase

*Notes:*

1. \* Descriptions of indicators are provided for 2021–2030. Development Programme Manager the Ministry of Education, Science and Sports of the Republic of Lithuania Education Development Programme Progress Measures No. 12-003-03-01-01 in the Description of the “Implementation of the Millennium Schools Programme” approved by the Minister of Education, Science and Sports of the Republic of Lithuania.

2. \*\* Special classes are not included.

20.4.2. at least two municipal optional progress indicators\* from the following list:

<b>Name of the indicator (number)</b>	<b>Change expected in the municipality</b>
Ratio of teachers under 50 to teachers aged 50 and over (number)	Will increase
Proportion of employees with more than 2 years of pedagogical work experience (percent)	Will remain the same or will decrease
Proportion of children aged 3–5 participating in the pre-school education process (percentage)	Will increase
Proportion of pupils with special educational needs** in integrated general education schools (percentage)	Will remain the same or will increase
Proportion of general education school class sets with less than 8 pupils *** (percent)	Will decrease
Proportion of newly set-up pre-school education groups with no more than 20 pupils *** (percent)	Will increase
Proportion of newly set-up general education schools' general purpose 1st grade sets with a maximum of 24 pupils *** (percent)	Will increase
Proportion of pupils receiving educational support **** (percent)	Will increase
Proportion of school graduates who passed three or more state maturity exams (percent)	Will increase
Part of the post per pedagogical employee (units)	Will increase
Share of educational institutions without a permanent head for more than 12 months in the total number of educational institutions (percent)	Will decrease
Proportion of pupils participating in informal education activities (percentage)	Will increase
Number of educational support professionals per 100 pupils	Will increase

*Notes:*

1. \* Descriptions of indicators are provided for 2021–2030 Development Programme Manager the Ministry of Education, Science and Sports of the Republic of Lithuania Education Development Programme Progress Measures No. 12-003-03-01-01 in the Description of the “Implementation of the Millennium Schools Programme” approved by the Minister of Education, Science and Sports of the Republic of Lithuania.

2. \*\* Except due to exceptional talents and adverse environmental factors.
  3. \*\*\* Special classes / groups are not included.
  4. \*\*\*\* Calculated from the total number of pupils in need of educational assistance.
- 20.4.3. no less than 4 (qualitative and / or quantitative) additional established indicators of the municipality, considering the activities to be implemented for each field defined in the section 27 of the Programme;
- 20.5. Schools are to be included in the Programme if they meet the following criteria:
- 20.5.1. the owner of the school, or one of the owners, is the municipality (when the state does not participate as a shareholder);
  - 20.5.2. the school does not select pupils when organising admissions;
  - 20.5.3. the number of pupils at the school in pre-school and general education programmes, including all its departments, on 1 September of the current school year is at least 200 (does not apply to newly established schools);
- 20.6. the planned expenses of the school meet the conditions set out in section 36 of the Programme.
21. The Progress Plan shall be established for a minimum of 24 months and the maximum of 36 months. In certain cases, due to objective reasons that the municipality could not have foreseen in advance, the implementation period of the activities may be extended, but not longer than until 30 June 2026.
22. The Progress Plan may not provide for:
- 22.1. restrictions on the implementation of the principles of equal opportunities and non-discrimination based on sex, race, nationality, language, origin, social status, faith, belief or opinion, age, disability, sexual orientation, ethnicity, religion;
  - 22.2. actions that would have a negative impact on the implementation of the principle of sustainable development.
23. The municipality must:
- 23.1. until the day of coordination of the Progress Plan with the Executor, amend the general plan of the municipal general education school network for 2021–2025, if it does not comply with the provisions of the Rules, the amendment of the general plan of the municipal general education school network for 2022–2026 which complies with the rules is approved by the municipality;
  - 23.2. When preparing the Progress Plan, the municipality must ensure that its activities actively contribute to the implementation of the horizontal principles of sustainable development and / or equal opportunities for all.
  - 23.3. coordinate the Progress Plan with the Experts. The approval shall be formalised in writing, which shall be signed by the authorised representative of the Executor and the director of the municipal administration or their authorised representative.
  - 23.4. provide an investment project with the Progress Plan.
24. The Executor must:
- 24.1. coordinate the Progress Plan considering the number of Progress Plans submitted by municipalities and the quality of their preparation. The quality of the preparation of the Progress Plans shall be assessed in accordance with the criteria specified in the Annex to the Programme. Priority is given to the municipalities that have best developed Progress Plans. The Executor has the right to direct the municipalities that have expressed their wish to participate in the first stream to the second stream, considering the quality of the preparation of the Progress Plan and the number of submitted plans.
  - 24.2. upon receipt of the coordinated Progress Plan, enter into a preliminary joint venture agreement with the municipality, which shall specify:
    - 24.2.1. the rights of both parties;
    - 24.2.2. the obligations and responsibilities of both parties;
    - 24.2.3. the duration of the implementation of the Progress Plan;

- 24.2.4. indicative amount of funding;
- 24.2.5. a list of settlement documents, the procedure for their submission and periodicity;
- 24.3. based on the signed preliminary joint venture agreement, the municipality prepares the Programme Project Implementation Plan (hereinafter – the Application) together with the municipality’s investment projects and submits these documents to the Managing Authority.
- 25. After the Managing Authority has made the decision on the eligibility of the Application and the agreement has been signed with the Executor, the joint venture agreements with the municipalities shall be specified, setting the final amount of funding and other obligations therein.
- 26. When implementing the Progress Plan, the municipality periodically reports to the Executor on the achieved indicators and implementation of activities, providing copies of documents substantiating the costs and activities.

## **CHAPTER VI**

### **AREAS FOR IMPROVEMENT ACTIVITIES OF THE SCHOOLS PARTICIPATING IN THE PROGRAMME**

- 27. The participating schools are improving their activities in all of the following areas:
  - 27.1. leadership in action;
  - 27.2. inclusive education;
  - 27.3. cultural education;
  - 27.4. STEAM (*Science, Technology, Engineering, Arts (creative activities), Mathematics*) (hereinafter – STEAM) education.
- 28. Leadership in action – strengthening the personal trust and involvement of the school head and teachers in school life, mobilising and enabling the school community to work together for the success of each pupil, creation of positive relationships in the school community and the positive school microclimate, ensuring a safe physical and emotional learning environment for all.
- 29. Signs of successful leadership in action:
  - 29.1. personal commitment of the school head to the success of the school: strengthening the head's managerial competencies, enabling them to mobilise the school community to initiate, implement and consolidate changes aimed at the success of each learner, with the help of an experienced leader – mentor, through internships or targeted qualification improvement events;
  - 29.2. empowering the school community for action: teacher competencies and preparation for leadership roles and the role of teachers as professional learning communities; creating a microclimate for the school as an organisation; practice-oriented forms of professional development, sharing of knowledge, experience, communication, finding common answers to complex professional practice questions; targeted communication and cooperation between local government institutions is strengthened;
  - 29.3. orientation towards learning: strengthening the leadership competence of pedagogical and educational support staff, in organising the teaching and learning process; strengthening the teamwork of teachers, educational support staff and other professionals focused on the progress of pupils with different needs; development of sustainable models of cooperation between the school community aimed at identifying the learning needs of the learner, coordinated provision of teaching and learning assistance, reflection, family support;
  - 29.4. collaboration within the school and networking and between schools and other project partners: openness of school community members to other schools, strengthening of partnerships with other schools, institutions, and organisations; development of forms of cooperation and sharing of knowledge and experience, enabling other schools operating in the territory of the municipality to improve.
- 30. Inclusive education – variety of teaching and learning methods and activities aimed at strengthening the competencies of the school community based on the principles of universal design,



improvement of competencies to teach children with various educational needs, teamwork of teachers, educational support, and other specialists, ensuring quality education of children with various educational needs, creation of an appropriate and safe education environment for them.

31. Signs of successful inclusive education:

31.1. professional growth of the community: strengthening the competencies of the leader, teachers, educational support and other specialists to implement the principles of inclusive education and to adapt it to children of various needs; development of a culture of cooperation and agreements, ensuring the implementation of the principles of teamwork (teacher, pupil, parents (other representatives of the child according to the law), specialists, scientists and others); mastery of various modern methodologies and tools for work with pupils with special educational needs; strengthening pupils' and their parents (carers) capacity to receive help;

31.2. quality education of children with different educational needs: strengthening pupils' and their parents (carers) ability to receive help; growing number of pupils with special educational needs who study with their peers; changing attitudes of all members of the school community; clear case management algorithms in the school community have been developed and implemented; the involvement of other specialists in the educational process and the provision of educational assistance is ensured, inclusion of children with special academic needs in the activities of the class, school;

31.3. safe and well adapted school infrastructure that meets the needs of the children with special academic needs; safe physical environments created to meet the needs of pupils; pupils are provided with the special teaching / learning tools they need.

32. Cultural education – implementation of activities in which culture, art and / or artists, creators, cultural and art institutions are collaborated with for the improvement of the school community and individual, and the progress of teaching / learning. Cultural education can take place in at least three complementary ways: self-expression, acquisition of knowledge and skills, participation.

33. Signs of successful cultural education:

33.1. sustainability and longevity of activities: the duration of the implemented activities is at least 2 months and at least 60 contact hours; activities strengthen the competencies of teachers and pupils, create and / or strengthen traditions of cultural education;

33.2. professionalism of organisations (creators and artists): professionals working in their fields work with teachers and pupils;

33.3. relevance of activities and community empowerment: activities must be up-to-date and relevant, helping the school community to improve the selected aspects of the activity; during the joint activities, new ways of education are discovered; the meaning of existing and new activities is reflected and evaluated.

33.4. activities are carried out in a complex way, combining all three complementary ways: self-expression, acquisition of knowledge and skills, participation.

34. STEAM education – implementation of integrated content of various subjects (science, technology, etc.), applying engineering and artistic elements and based on mathematical thinking.

35. Signs of successful STEAM education:

35.1. management of educational content and its quality: the STEAM education implementation plan approved by the community is included in the school curriculum, a STEAM coordinator is appointed to ensure the activities envisaged in it; STEAM competencies are being developed and their results are being monitored;

35.2. STEAM educational environment: at least one modern specialised STEAM space (laboratory) for practical activities is created (updated) in the school dedicated to formal and informal educational activities and is used. Not less than 10 percent of practical activities are carried out through partners and / or their infrastructure;

35.3. active collaboration and networking: interdisciplinary cooperation at school based on the application of flexible timetables, forms of education, connecting themes and environments;

purposeful interaction with other schools; networking with scientific, cultural institutions, business and non-governmental organisations and STEAM centres being implemented; targeted projects initiated and implemented.

## CHAPTER VII POSSIBLE DIRECTIONS FOR INVESTMENT

36. Investments in the implementation of the Progress Plan are possible in five directions:

<b>Investment direction</b>	<b>Potential expenses</b>	<b>Essential conditions for expenses</b>
36.1. Infrastructure	Funds are allocated for the creation of new infrastructure, the development, improvement, and expansion of existing infrastructure (sports grounds, libraries, laboratories, classrooms, corridors, individual learning and recreation areas, school access, construction of new schools, etc.), repair work.	The need for infrastructure must be justified in the Progress Plan. The Progress Plan must discuss the infrastructure (quantity, area, condition of etc.) available and the possibilities for using it. The existing or planned to be built infrastructure by the participating schools must be available to other schools in the municipality. The infrastructure being built or upgraded must comply with the principles of universal design.
36.2. Equipment and teaching aids	Funds are allocated for the purchase of teaching aids and equipment needed in the educational process.	The progress plan shall justify the link between the equipment and teaching aids to be acquired with at least one of the areas for improvement identified in Chapter VI of the Programme. Only new equipment can be purchased.
36.3. Strengthening the competencies of school leaders and pedagogical staff.	Funds are allocated to improve the competencies of existing school leaders and pedagogical staff through practice (seminars, courses, internships, mentoring, shadowing, etc.), to share experiences with municipal schools, to organise joint educational events, etc.	Competences can only be developed through non-formal education programmes. The directions of competence development must correspond to the areas of school activity improvement specified in Chapter VI of the Programme.

		The Progress Plan can only include training aimed at improving school practice, in which the school community must be involved. Teachers from other municipal schools may also participate in the training and educational events of the programme.
36.4. Improving the availability of the resources of the network of schools	Funds are provided for the transport of pupils and / or the purchase of school buses.	The Progress Plan must justify the need for the school buses to be purchased and the link with ensuring the availability of resources of the participating school to other schools in the municipality. The school buses purchased must be suitable for transporting pupils with special educational needs. Expenditure on the purchase of school buses shall be considered eligible if it complies with section 9 of Annex 2 to the Provisional Procedure.
36.5. Organisation of educational activities and classes	Funds are allocated at the school level to strengthen inclusive, cultural, STEAM education, and to promote leadership at all levels.	Educational activities must be long-term, involving all pupils of the school, and their content must strengthen the areas of school improvement specified in Chapter VI of the Programme.

37. All investments in accordance with the investment directions set out in section 36 of the Programme in the municipal Progress Plan shall be related to the strengthening of general education in the areas set out in section 27 of the Programme. The Programme and municipality chosen progress indicators in accordance with subsection 20.4.2 of the Programme, must meet the Government of the Republic of Lithuania 29 September 2021 resolution no. 789 “On the Approval of the General Plan of the Territory of the Republic of Lithuania” the requirements of items 64, 68, 71, 145, 146, 151, 152 and 174, if applicable, and the planned expenditures shall comply with the requirements applicable to project costs set out in Annex 2 to the Provisional Procedure. The investment directions set out in sub-sections 36.3 and 36.5 of the Programme are mandatory, and the planned costs must comply with the requirements applicable to project costs set out in Annex 2 to the Provisional Procedure. The investment directions set out in sub-sections 36.3 and 36.5 of the Programme are mandatory.

38. The costs of preparing the Progress Plan are not funded.

## **CHAPTER VIII MONITORING THE IMPLEMENTATION OF THE PROGRAMME**

39. The implementation of the programme is supervised by the project portfolio commission of the Ministry of Education, Science and Sports of the Republic of Lithuania formed by the order of the Minister of Education, Science and Sports.

40. The Executor shall form a Programme Monitoring Committee composed of delegated representatives of the Ministry of Education, Science and Sports, the Executor, the Managing Authority, the National Education Agency, the Ministry of Culture, and the other partners to monitor the implementation of the Programme. The Executor in coordination with the Ministry of Education, Science and Sports approves the regulations of the Programme Monitoring Committee.

41. Executor will publish a report on the results of the implementation of the Programme annually until March 31 of the ongoing year.

## **CHAPTER IX FINAL PROVISIONS**

42. If education in the municipality is conducted in Lithuanian and in the language of an ethnic minority (minority), it is recommended to include in the Programme at least one school in which teaching is conducted in the language of an ethnic minority.

43. During the implementation of the Programme, if the municipality:

43.1. changes decisions that resulted in the allocation of funding from the Programme, the funding shall be terminated, and the implementation of the initiated activities shall be terminated with the funds of the municipality;

43.2. does not reach the compulsory values for the municipality of the progress indicators selected by the Programme and (or) the municipality's chosen indicators provided for in the Progress Plan and the joint venture agreement, the final funding allocated to the municipality may be reduced by no more than 10 percent in proportion to the non-achieved values of the indicators.

44. At the end of the Programme implementation period, the municipality ensures:

44.1. the continuity of network-based partnerships between schools, enabling organising of joint activities, cooperation and the sharing of knowledge, material and human resources;

44.2. the use of the new school infrastructure created with the Programme funds for the modernisation or creation of new school infrastructure, continuity of its use and continued funding from the municipal budget.

45. All information related to the implementation of the Programme and its results is published on the website [www.tukstantmeciomokyklos.lt](http://www.tukstantmeciomokyklos.lt).

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