

# STAKEHOLDERS INTERVIEW REPORTING TEMPLATE (filled in by the interviewer)

## Safe Education

Identification code for Interview Country/In/No. (i.e. '1' or '2'):

EN/LT/4

### Instructions:

Follow these steps to fill in the stakeholders/policy makers interview report templates.

- 1) Conduct the interview and then make notes in each thematic section of the interview report template. The notes should reflect the content of the stakeholders/policy makers speech as well as any salient observations on non-verbal behaviour.
- 2) Listen to the audio recordings of each interview and transcribe them.
- 3) Fill in this template based on the transcripts and integrate the notes you took into the interview report template after the interview took place.

When filling in the report templates, please:

- **Identify the key themes** and summarise the content of the speech in each section.
- **Provide (at the end of each section) common quotes from participants** to illustrate the results of each section, bearing in mind that:
  - All quotations should be **preceded by an introduction**, and should be an exemplary illustration of a research finding/statement.
  - Some **quotations** should also be included **that are useful** to reach an understanding of the research objectives: for example, to identify the factors that facilitate and hinder the development of safe teaching, what difficulties teachers have in establishing links with their students....
  - Each citation must be in both the **original language and in English**.
  - Direct quotes from informants are often not analysed grammatically, or not taken completely out of context. It is up to the researcher to **edit them for clarity**.
  - Please clarify **who is the author of each quote** (in case more than one person speaks during the interview).
- Please note the research objectives of:
  - 1) Identify factors that promote and facilitate safe schools/safe education.
  - 2) Identify barriers and difficulties to safe schools/safe education.
    - In this regard, be sure to reflect these issues in the templates.
    - Indicate whether the answers are mainly based on participants' direct experience (i.e. their own experience), indirect experience (stories/situations they know) or whether their answers are mainly opinions (not based on their own experiences or the experiences of others).
    - Use as much space as you need to give a comprehensive response; do not limit yourself to the space provided in the template.

### 1. Introduction and professional background

Q1- Summarize the experience and professional trajectory.

*Adviser to the Minister for General Education, Ministry of Education, Sport and Science. He has been with the Ministry for 2 years. Areas of responsibility: inclusive education, civic education, etc. Prior to that he worked as a physics teacher for 5 years, Head of Physics Studies at Vilnius University, member of the Senate, etc.*

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*Švietimo, sporto ir mokslo ministerijos ministro patarėjas bendrojo ugdymo klausimais. Dirba ministerijoje jau 2 metus. Paskirtos sritys, įtraukusis ugdymas, pilietinis ugdymas ir kt. Prieš tai 5 m. dirbo fizikos mokytoju, VU Fizikos studijų vadovu, senato narys ir kt.*

Q2- Summarize the interviewee's role in the entity in relation to this area.

***Ensures that the education policy set out in the government's programme is implemented. Work ranges from meetings with decision-makers in municipalities, to coordinating legislation, taking public positions in the media, etc.***

*Rūpinasi, kad būtų įgyvendina švietimo politika numatyta vyriausybės programoje. Nuo darbo su sprendimų priėmėjais savivaldybėse iki teisės aktų derinimo, viešosios pozicijos išsakymo ir pan.*

## 2. Approach to educational inclusion

### C) Policy makers: local/regional/national government, educational authorities...)

Q1- Collect initiatives that influence the teacher-student and school-family relationship, as well as those that favor coexistence and the feeling of belonging to the center.

***Prevention programmes: socio-emotional programmes***

***Life skills programme***

***Well-being programme after Covid-19.***

*Užtikrinamos prevencinės programos: socioemocinės programos  
Gyvenimo įgūdžių programa  
Geros savijautos programa po Covid-19.*

Q2- Collect programs and measures that encourage children's participation in school and those that manage diversity by promoting accessibility.

***There are no specific measures. The biggest challenge now is to ensure quality education - to ensure inclusion of people with disabilities.***

***Psychological testing tool.***

***A tool to increase pre-school accessibility - to ensure that children at risk of social exclusion.***

*Konkrečių priemonių nėra. Didžiausias iššūkis dabar yra užtikrinti kokybišką ugdymą – su negalia įtrauktį užtikrinti.  
Psichologinio testavimo įrankį.  
Ikimokyklinio prieinamumo didinimo priemonė – užtikrinti, kad vaikai patiriantis socialinę riziką patiriantiems vaikams, patiriantiems socialinę atskirtį.*

Q3. List measures or programs that promote teacher training and well-being.

***Teacher First programme.***

***Qualification programmes for teachers and managers in:***

1. ***Developing Didactic Competences***
2. ***Inclusive education***
3. ***Civic education***
4. ***Leadership***

**Teacher retraining**

**Master's programmes at universities.**

*Programa "Mokytojas pirmiausia".*

*Kvalifikacijos programos mokytojams ir vadovams šiose srityse:*

1. *Didaktinių kompetencijų tobulinimas*
2. *Įtraukusis ugdymas*
3. *Pilietinis ugdymas*
4. *Lyderystė*

*Mokytojų perkvalifikavimas*

*Magistro programos universitetuose.*

Q4- Acciones clave para incrementar el éxito académico de los estudiantes.

**Learning support (counselling, etc.)**

**Educational support (social support, psychologist, etc.)**

**Child Welfare Commissions in schools**

*Suteikta mokymosi pagalba (konsultacijos ir kt.)*

*Švietimo pagalba (Soc. pagalba, psichologas ir kt.)*

*Vaiko gerovės komisijos mokyklose*

Q5. List measures to involve local communities, parents and other stakeholders in the formulation and implementation of policies related to safe and equitable education.

**All social stakeholders are involved, but indirectly. Different groups are involved in different ways.**

**For example, when drafting legal documents, social stakeholders can make recommendations, suggestions, etc.**

*Visi socialiniai dalininkai yra įtraukiami, bet netiesiogiai. Skirtingos grupės skirtingai įtraukiamos.*

*Pvz., rengiant teisinius dokumentus, socialiniai dalininkai gali pateikti savo rekomendacijas, pasiūlymus ir kt.*

Q6- Report the impact of the activities or programs carried out on educational success. Describe the methods or indicators used to evaluate the success of public policies for safe and equitable education.

**All indicators are described in each programme and measure. But the political impact is not scientifically measurable.**

**The indicators are written, and the aim is to achieve them.**

*Visi rodikliai yra aprašomi kiekvienoje programoje ir priemonėje. Bet politinis poveikis nėra moksliai vertinami.*

*Rodikliai yra parašomi, ir siekiama juos pasiekti.*

Q7- List the improvements

**We always want to do better, but in public discourse we would like to have a clear understanding - that the state does not create resources, it only distributes them, so we are always working with limited resources.**

*Visada norisi, kad būtų geriau, bet viešajame diskurse norėtusi aiškaus supratimo – kad valstybė nekuria resursų tik juos paskirsto, todėl visada dirbame su ribotais resursų.*

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4 - Describe the expectations in relation to children's academic future

***Alongside a child's learning achievements, we want our pupils to not only learn, but also to grow together and learn to be a member of society.***

***To enable children to reach their potential.***

*Kartu vaiko mokymosi pasiekimais norisi, kad mokiniai ne tik mokytųsi, bet ir augtų kartu, išmokyti būti visuomenės nariu.*

*Sudaryti sąlygas vaikams atskleisti savo potencialą.*

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English)

***A school is a community with a lot of autonomy and is not dependent on the ministry in all areas.***

*Mokykla yra bendruomenė, turinti daug autonomijos ir ne visose srityse priklauso nuo ministerijos.*

### 3. Cross-sectoral collaboration

#### C) Policy makers: local/regional/national government, educational authorities...)

Q1- Collect the activities in which you collaborate with NGO's or neighborhood associations or any other type of associations.

***Relationship building is not the direct responsibility and regulation of the ministry, of course, we can write requirements through legislation, e.g. school councils, where community members, parents, etc. must be present. We provide the legal framework, but it is the schools and communities themselves who implement.***

***NGOs are often the driving force for change. NGOs are actively involved. It is good practice for schools themselves to involve NGOs in their activities.***

***The Ministry tries not to create obstacles for this interaction to work.***

*Ryšių formavimas nėra tiesioginė ministerijos atsakomybė ir reguliavimo sritis, aišku, per teisės aktus reikalavimus galime surašyti, pvz., mokyklų tarybos, kuriose turi būti bendruomenės nariu, tėvai ir kt.*

*Mes užtikriname teisinę bazę, bet įgyvendinę pačios mokyklos ir bendruomenės.*

*NGO dažnai yra varomasis variklis pokyčiams. NGO aktyviai dalyvauja. Geros praktikos, kai pačios mokyklos pačios įsileidžia NGO į savo veiklas.*

*SMMM siekia nesudaryti trikdžių šiai sąveikai veikti.*

Q2- Describe the measures implemented that have favored the connection and communication with schools to address school achievement and school dropout and proposals for the future.

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***The problem of early school leaving is not a major one in the EU, and the current emphasis is on the quality of education and learning.***

*Mokyklos nebaigimo problema LT nėra didelė, dabartinis akcentas skiriamas ugdymo ir švietimo kokybei.*

#### 4. Proposals and vision for the future

Q1- Essential steps to achieve a vision of an ideal future in education in your community or country.

***Nurturing a positive attitude towards children is paramount—an endeavor that involves recognizing them as individuals, each possessing unique functions and capabilities. It is crucial for teachers to establish individualized relationships with each student. This connection acts as a catalyst, not only boosting the child's motivation but also enhancing their sense of responsibility. At the heart of this dynamic lies a foundation of respect and positivity, where the teacher serves as a pivotal role model.***

***This approach transcends the confines of the classroom, acknowledging that even beyond school, children will continue to navigate relationships and build connections. The groundwork for these future interactions begins with cultivating positive relationships within the educational environment.***

*Tinkamas vertybinis požiūris į vaiką. – žmogų, kuris yra lygiavertis bet su skirtingomis funkcijomis. Žmogų su kuriuo mokytojas užmegztų ryšį. Tada ir motyvacija kyla vaikui ir atsakomybė didėja. Būtinai pagarbus pozityvus ryšys ir mokytojas turi būti pavyzdys. Nes net ir baigus mokyklą, vaikui reiks megzto santykius, ryšius. Viskas prasideda nuo pozityvaus ryšio.*

#### 5. Closing

Summarise any additional comments by participants.

***It is important to realise that there will always be problems, and we need to learn how to react to problems in a healthy way. More reflection and insights into the changes would open more self-awareness and positivity.***

*Reikia suprasti, kad visada bus problemų, svarbu išmokti sveikai reaguoti į problemas. Daugiau norėtųsi refleksijos ir įžvalgų apie įvykusius pokyčius.*

#### Information about interview facilitator and setting

Please fill in the information about the interviewer. Tick all boxes that apply.

Date: 20 November, 2023

T3.3. Interviews with policy makers and stakeholders\_Qualitative and collaborative data collection with policy makers and stakeholders

|                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Country: Lithuania                                                                                                                                                                                                 |
| City/area: Vilnius                                                                                                                                                                                                 |
| Location of interview: MS Teams                                                                                                                                                                                    |
| On-site or online? Online                                                                                                                                                                                          |
| Language of interview: Lithuanian                                                                                                                                                                                  |
| Interview recorded? Yes                                                                                                                                                                                            |
| Name of interviewer: Inga Zilinskiene                                                                                                                                                                              |
| Organisation: PRSC                                                                                                                                                                                                 |
| <p><b>Comments on the interview</b>, taking into account atmosphere, level of trust and openness, interruptions, etc.:</p> <p>The interview went smoothly, nor interruptions or unexpected behaviour appeared.</p> |

| Interviewee 1                                    |                                                          |   |
|--------------------------------------------------|----------------------------------------------------------|---|
| Name of the interviewee                          | Ignas Gaižiūnas                                          |   |
| Profession                                       | Teacher                                                  |   |
| Current place of employment and working position | Advisor to the Minister of Education, Science and Sports |   |
| Gender of participant                            | Male                                                     | x |
|                                                  | Female                                                   |   |
|                                                  | Not reported                                             |   |
|                                                  | Other                                                    |   |