

LITHUANIA

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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1.1 Definitions

PRE-VOCATIONAL EDUCATION (*iki profesinis mokymas*) – training-practical activity, restoring and recreating learning motivation, helping trainee to understand the meaning of work, to get acquainted with current occupations, developing key competences and providing knowledge how to acquire an occupation. (Description of Procedure for Pre-Vocational Training, 2007)

INITIAL VOCATIONAL EDUCATION AND TRAINING (*pirminis profesinis mokymas*) – vocational education and training intended for the acquisition of initial qualification. (Law on the amendment of the Law on Vocational Education and Training, 2007).

VOCATIONAL EDUCATION AND TRAINING (*profesinis mokymas*) – education and training in compliance with vocational training programmes, helping a person to acquire and improve qualification (*Law on the amendment of the Law on Vocational Education and Training, 2007*). In Lithuania vocational education and training is not separated into “*technical education*” and “*vocational education*”.

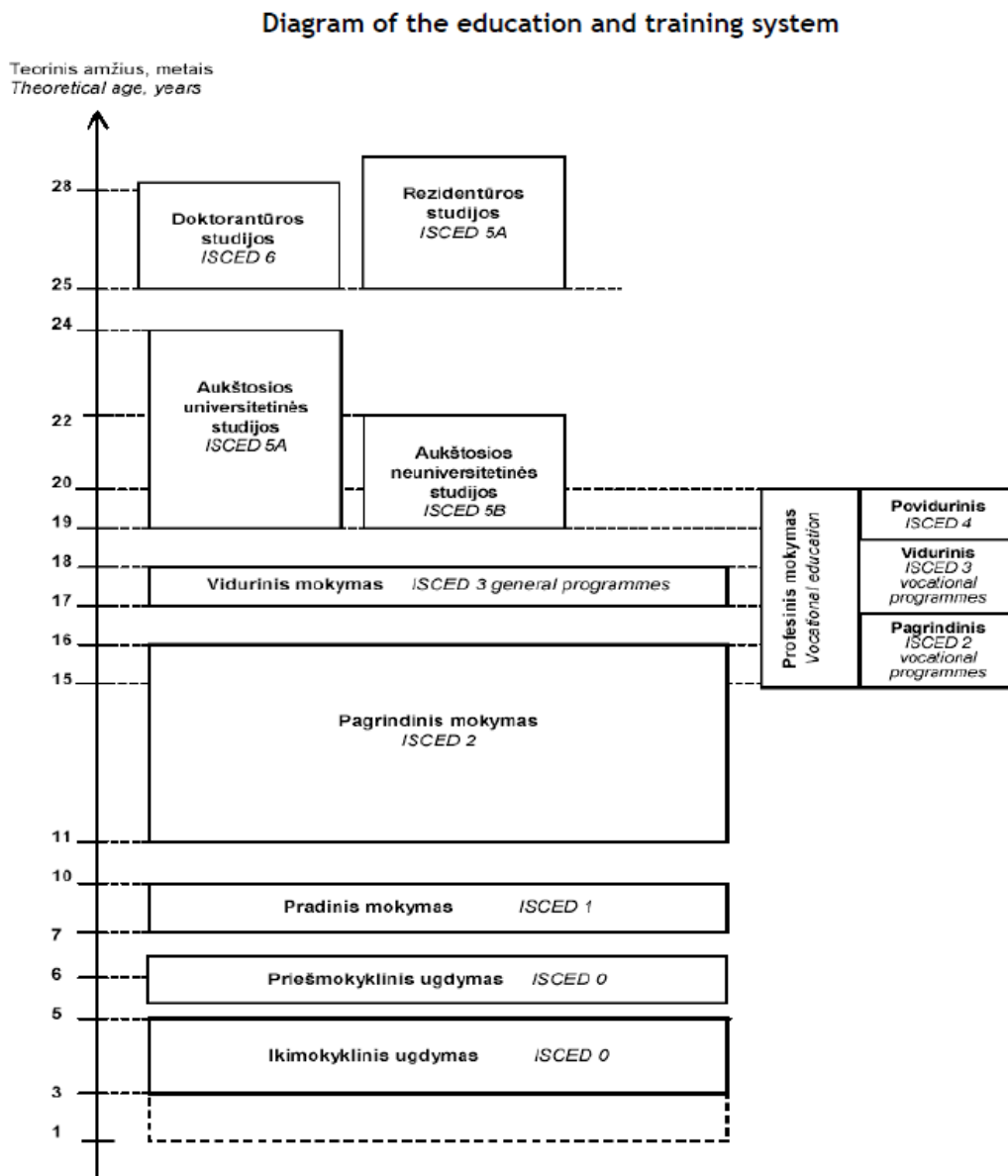
EDUCATION IN YOUTH SCHOOLS (*jaunimo mokykla*) specialised lower secondary school providing general lower secondary education together with pre-vocational training. Youth School Conception (2005, *Jaunimo mokyklos koncepcija*) establishes that the goal of these schools is to assist children and youngsters to return to the mainstream education system. The focus group are young people (from 12 to 17 years old) who prefer practical activities, have learning difficulties, lack motivation and need assistance on socialisation skills.

APPRENTICESHIP (*pameistrystės profesinio mokymo organizavimo forma*) – training organised at work place: enterprise, institution, organisation, farm or implemented by a freelance teacher. Theoretical training may be implemented in VET institution or other school. A new edition of the Law on VET (2007, entered 1 January, 2008) legitimates apprenticeship as a form for VET organisation. Currently few schools provide a work-based apprenticeship route to obtaining a vocational qualification in a limited number of professions. (*Law on the amendment of the Law on Vocational Education and Training, 2007*).

FURTHER EDUCATION (*tolesnis mokymas*) – vocational training and higher education studies after graduation of upper-secondary education. (Laužackas, R. *Profesinio rengimo terminų aiškinamasis žodynas. Terminology of Vocational Education and Training. Terminologie der Berufsbildung*, 2005).

POST-SECONDARY NON-TERTIARY EDUCATION (*povidurinio ne aukštojo lygmens mokymas*) – training of persons who have completed upper-secondary education according to vocational training programmes (1 - 2 years duration). Progression possibilities to higher education are the same as for graduates from upper secondary education.

1.2 Diagram of the Education and Training System



ISCED 0 - Pre-primary education

ISCED 1 - Primary education (First stage of basic education)

ISCED 2 - Lower secondary education (Second stage of basic education)

ISCED 3 - Upper secondary education

ISCED 4 - Post-secondary non-tertiary education

ISCED 5 - First stage of tertiary education (not leading directly to an advanced research qualification): higher university and non-university education

ISCED 5A - University studies

ISCED 5B - Non-university higher education

ISCED 6 - Second stage of tertiary education (leading to an advanced research qualification)

Source: Education 2008, Statistics Lithuania



1.3 Objectives and Priorities of the National Policy Development Areas of VET

The Provisions of the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 m. nuostatos, 2003*) have the following key aims:

- to develop an efficient and consistent education system which is based on the responsible management, targeted funding and rational use of resources;
- to develop an accessible system of continuing education that guarantees life-long learning and social justice in education;
- to ensure quality of education which is in line with the needs of an individual living in an open civil society under market

New edition of Law on VET (came into force in January 2008) sets principles for the VET system management focus on decentralisation (reorganisation of state VET schools into self-governing institutions) and quality assurance, defines national qualifications framework, introduces apprenticeship and creates legal preconditions to bridge and integrating IVET and CVET based on network optimisation of Vet providers.

Practical VET Resources Development Programme (*Praktinio profesinio mokymo išteklių plėtros programa, 2007*) is targeted at enhancing accessibility, flexibility and attractiveness of VET, facilitating in-service training for VET teachers as well as improving readiness of VET participants for labour market and their abilities to meet changing social environment.

2005-2008 national ESF project “Development of the System of VET Standards” (*Nacionalinės profesinio rengimo standartų sistemos plėtra*) resulted in the development of 100 VET standards, which are the basis for curriculum development. Sectoral studies are carried out seeking to examine a certain economic sector with a view to assessing the prospects of its development and the impact on the number of employees and training needs. The project also resulted in a methodology for identification of future skill needs.

1.4 Institutional and Legislative Framework for IVET

National level:

- *Seimas* (Parliament) is the supreme legislative body of the Republic of Lithuania;
- *Government of Republic of Lithuania* implements the laws stipulating education, the decrees of the President of the Republic of Lithuania and the resolutions of the Seimas, the long-term national education programmes. It implements the chapter on education of the Government Programme, approves the implementing programmes and coordinates the work of the Ministry of Education and Science, other ministries and Governmental institutions regarding education issues;
- *Ministry of Education and Science (Švietimo ir mokslo ministerija, MES)* shapes and implements vocational education and training policy at the national level; *Other ministries* take part in shaping and implementing VET policy;
- *The Vocational Education and Training Council (Profesinio mokymo taryba)* functions as an advisory body for the Ministry of Education and Science and other governmental institutions in making decisions regarding strategic questions in VET. The Council is comprised equally of members representing state and municipal institutions, members representing employer and business organisations as well as members representing employee organisations;



- *The Industrial Lead bodies (Ūkio šakų ekspertų grupės)* are the main consultative bodies of the Ministry of Education and Science on the sectoral level in developing VET standards and VET curricula. They equally represent the social partners related to VET: employers, trade unions and education providers. There are 14 Industrial Legal Bodies established at the Methodological Centre for Vocational Education and Training.

At the regional level *the county Governor's Administrations* are involved in VET policy decision-making and implementation.

At the local level *municipality institutions* are involved in VET management

IVET Policies:

The Law on Education (Švietimo įstatymas, 1991, new edition 2003) is an umbrella law which establishes the goals and principles of the educational system, the framework for institutions, as well as the obligations of the State.

The Law on Vocational Education and Training (Profesinio mokymo įstatymas, 1997, new edition 2007) sets out the structure and management of the VET system, design, management and award of qualifications, organisation and management of VET as well as VET funding.

1.5 Types of Teacher and Trainer Occupations in VET

There are two types of teachers in Lithuanian VET institutions: **general education subject teachers** (*bendrojo lavinimo dalykų mokytojai*) and **vocational teachers** (*profesijos mokytojai*). Vocational teachers may be awarded one of 4 qualification categories:

Vocational teacher qualification category (*Mokytojo kvalifikacinė kategorija*), *Senior vocational teachers qualification category (Vyresniojo mokytojo kvalifikacinė kategorija), Vocational teacher-methodologist qualification category (Mokytojo metodininko kvalifikacinė kategorija) and*

Vocational teacher-expert qualification category (Mokytojo eksperto kvalifikacinė kategorija

Based on the official statistical data, the salary of education sector employees is one of the lowest in the labour market what influences low attractiveness of teachers (working according to both, vocational training or general education programmes) occupation. In 2008, Long-term Programme for Increasing Teachers' Salaries was approved by Government of the Republic of Lithuania (*Ilgalaikė pedagoginių darbuotojų darbo užmokesčio didinimo programa*). The programme foresees increase of teachers' salaries by 60 % until 2011.

1.6 Systems and Mechanisms for the Anticipation of Skill Needs

VET standards are the basis to develop VET programmes and assess achievements of pupils and students. The VET standard is comprised of the following parts: general description of occupation; occupational purpose; areas of activity; competences and their range; training objectives; assessment of competences; key competences; and final assessment of qualification. Competences in VET standards are defined for a 5 year period.

The National Programme for Vocational Guidance within Education System (*Nacionalinė profesinio orientavimo švietimo sistemoje programa, 2007*) aims to ensure integrity and consistency of transition from general education to VET or higher education, variety, quality and accessibility of counselling and guidance services, development of necessary vocational guidance resources and involvement of social partners.



Sectoral studies are carried out to evaluate the need for training and, partly, skills for the next five years. Sectoral studies provide specific sector-oriented recommendations, which address issues of training policy, vocational guidance and counselling, and VET curriculum.

1.7 Practices to match VET Provision with Skill Needs

- **Qualifications** are usually designed through developing VET standards, which are adopted at the national level and which the purpose of ensuring comparability and transparency of qualifications awarded and to match them with the needs of the economy (competence-based).
- **Vet curricula** is partly developed by the Vet providers and then transferred as standards.
- The **vocational teachers technological competences are updated** taking into account emerging labour market requirements and changing technologies
- **Sectoral studies** and **newly developed methodology** for early identification of future skill needs

1.8 Guidance and Counselling for Learning, Career and Employment in IVET

The new edition of the Law on VET (2007) stipulates that vocational guidance (*profesinis orientavimas*) is a constituent part of the VET system. The national programme for vocational guidance within the education system (*Nacionalinė profesinio orientavimo švietimo sistemoje program*) states that funding will be assigned for the following areas: creation of vocational guidance and counselling instruments, development of qualification of vocational guidance and counselling specialists; development of vocational guidance infrastructure in regions; development and introduction of career development model and infrastructure in general education schools, VET institutions and higher education institutions; development of the Open Information, Guidance and Counselling System (AIKOS)

1.9 Funding for initial Vocational Education and Training

The Law on Vocational Education and Training (1997, new edition 2007) specifies that VET is funded from central and local government budgets, Employment Fund and other lawfully acquired sources. A new edition of Law on VET establishes VET funding mechanisms (e.g. funding based on one student costs is applied) and introduces the diversification of funding through the management decentralisation. Funding for VET covers allocations for training, maintenance of training facilities, competence assessment, financial support for students, vocational guidance, and VET system development. Principles for funding IVET at tertiary level are established by the new Law on Studies and Science (2009). In 2007 the Parliament of the Republic of Lithuania approved the amendment to the Law on Income Tax of Individuals. The amendment legitimates possibility to recover the part of costs, in case the individual funded vocational training.

1.10 References

Methodological Centre for Vocational Education and Training (*Profesinio mokymo metodikos centras*) (2009): Lithuania. VET in Europe. Country Report within the Framework of ReferNet Lithuania. Thessaloniki: Cedefop.



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

2.1.1 Legal Definition of SEN

Special Educational Needs means the need for assistance and services arising from the fact that mainstream education and self-educational requirements do not correspond with the possibilities of pupils with special needs.

Reference: The Law on Education of the Republic of Lithuania (2003).

2.2 Organisation and Provision of Vet programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

People with special educational needs may select from the following options:

Mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses,

Special VET units attended by learners with SEN within mainstream educational/VET settings,

Special educational programmes addressed to learners with SEN. In the Lithuanian Register of Study and Training Programmes, 6 types of formal special education programmes are registered:

1. IVET programmes for learners with SEN with no lower secondary education;
2. IVET programmes for learners with SEN with lower secondary education;
3. IVET programmes for learners with SEN with upper secondary education;
4. CVET programmes for adults with SEN with primary education and willing to acquire vocational qualifications;
5. CVET programmes for adults with SEN with lower secondary education and willing to acquire vocational qualifications;
6. CVET programmes for adults with SEN with upper secondary education and willing to acquire vocational qualifications.

Learners with SEN (aged 12 to 17) may also enter youth schools (jaunimo mokykla), i.e. specialised lower secondary schools providing general lower secondary education together with pre-vocational training.

According to data from the Ministry of Education and Science, in the school year 2011-2012 there were 994 students in IVET special educational programmes (option c). The number of learners with SEN is higher but as they are integrated into groups in mainstream VET programmes, it is not possible to separate them from the total number of students in IVET. Data on SEN learners in CVET programmes is not available at the national level.

2.2.2 Different types of educational/VET settings

- a) Mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses,
- b) Special VET units attended by learners with SEN within mainstream educational/VET settings,



c) Special educational/VET settings addressed to learners with SEN.

All 3 options are available.

(a) and (b): There are currently 73 IVET providers; CVET programmes may be provided by IVET providers, 9 labour market training centres and private enterprises etc. The Ministry of Education and Science has reported that in 2011-2012 special education IVET programmes for SEN learners were implemented in 13 VET providers.

(c) 3 IVET providers have special training for SEN learners (Radviliškio technologijų ir verslo mokymo centras, Kauno socialinių paslaugų ir statybos verslo darbuotojų profesinio rengimo centras and Šilutės žemės ūkio mokykla).

VET for SEN learners may be also provided in the Lithuanian training centre for the blind and visually impaired, the Vilnius technology and rehabilitation centre and special professional rehabilitation centres. The Lithuanian Labour Exchange monitors professional rehabilitation services for disabled persons who have registered with the labour exchange. The database of the Lithuanian Labour Exchange currently includes 13 professional rehabilitation providers. Professional rehabilitation providers may implement formal CVET programmes (i.e. those which are registered in the official Register of Study and Training programmes) for SEN learners as described in Q3, or non-formal VET programmes.

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc)

The duration of special IVET programmes for SEN learners is 3 years. According to general VET plans, the curricula for SEN learners include:

VET subjects (theory, practice and practical placement), general VET subjects (civil security, economics and business, aesthetics, IT, Lithuanian language) and general education subjects. At the end of training, the final qualification exam is organised by the social partners. After graduating from the programmes, students receive a VET certificate or diploma. According to data from the open information, guidance and counselling system 'AIKOS', there are approximately 30 different VET qualifications on offer for SEN learners (e.g. florist, decorator, cook etc.).

The maximum duration of special CVET programmes is 1 year depending on the sector. Practical training comprises 60-80% training. On completion of the training a qualification exam is organised by the social partners or training institutions. According to data from the open information, guidance and counselling system 'AIKOS', there are 25 different CVET qualifications offered for SEN learners.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

VET curricula are based on VET standards established in cooperation with employers. When developing programmes, the demand for trained specialists is assessed and various research and analyses are taken into account.



2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and /or local level.

Information about learners with SEN in specially targeted programmes is provided in 2.2.1

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

Data is available for learners with SEN enrolled in special IVET programmes. Please see 2.2.1

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

Not available.

2.4.4 Brief definition and explanation of “drop out” . Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

Drop outs are defined as those not in education and training. Information on the general level of drop out from VET programmes at all levels is available (14.7 % in 2009-2010). Information on SEN learner drop outs is not available.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

Not available.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

The main legislation relating to provision of VET for SEN is:

The Law on Education (Švietimo įstatymas, 1991, new edition 2011) is an umbrella law which establishes the goals and principles of the educational system, the framework for institutions, as well as the obligations of the State.

The Law on Vocational Education and Training (Profesinio mokymo įstatymas, 1997, new edition 2007) sets out the structure and management of the VET system, the design, management and award of qualifications, the organisation and management of VET as well as VET funding.

The Law on Support for Employment (Užimtumo rėmimo įstatymas, 2006) defines the legal background for the employment support system for jobseekers, its aims, tasks, the functions of institutions implementing the employment support policy, the employment support measures, as well as the organisation and funding of their implementation.

The Law on the Social Integration of the Disabled (Neįgaliųjų socialinės integracijos įstatymas, 2011) establishes principles for the integration of the disabled and covers the



social integration system, the institutions implementing social integration and the provision of professional rehabilitation services.

Law on Special Education, 1998 No. VIII- 969

The key institutions responsible:

The Ministry of Education and Science shapes and implements special education policy.

The Qualifications and VET Development Centre under the Lithuanian Ministry of Education and Science organises the development of VET standards and organises the assessment of VET curricula and VET provision quality.

The National Centre for Special Needs Education and Psychology is the responsible institution under the Lithuanian Ministry of Education and Science for developing the system of special pedagogical and psychological support in Lithuania.

At the local level, the pedagogical psychological services evaluate the special educational needs of learners and assist and consult education providers.

At school level, child welfare commissions are established for the primary evaluation of learners' special educational needs.

The Ministry of Social Security and Labour coordinates the development of the system of vocational rehabilitation of the disabled and envisages long-term goals and priorities for the development of this system.

The Lithuanian Labour Exchange organises and coordinates the provision of vocational rehabilitation services.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

The purpose of special needs education is to help a learner learn and be trained according to his abilities, attain an educational level and acquire a qualification, through the recognition and development of his abilities and capacities.

The VET policy priorities are to develop quality VET services and infrastructure accessible to different target groups, including learners with SEN.

2.5.3 Roles and responsibilities within the institutional framework

See 2.5.1

Social partners take part in organising and carrying out the assessment of competences acquired by students. Social partners also participate in establishing the content of new qualifications, standards and VET curricula and assessing how VET programmes correspond to the needs of the economy. They also play a role in organising students' practical training.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

As is the case for mainstream VET, since 2000, VET programmes have been developed by VET providers in cooperation with employer representatives. When developing programmes, the providers follow VET standards (qualifications standards in future) and general requirements approved by the Minister for Education and Science.

A newly drafted VET programme is subject to approval by a competent employer organisation (e.g. the Chamber of Commerce, Industry and Crafts). Experts (vocational teachers, employers) then evaluate the quality of the programme. Following a positive



evaluation, the programme is entered onto the Register of Study and Training Programmes.

A VET provider is entitled to implement a registered training programme if its resources are sufficient for such implementation and the teachers meet the requirements set out in the training programmes and legislation.

The development of VET standards and the assessment of the quality of VET programmes is organised by the Qualifications and VET Development Centre.

2.6 VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers, etc.)

- A) the qualifications required
- B) initial training
- C) in-service training possibilities

There are two types of teachers in Lithuanian VET institutions: general education subject teachers (bendrojo lavinimo dalykų mokytojai) and vocational teachers (profesijos mokytojai, 2120 in 2012).

Vocational teacher training is organised on the basis of a consecutive model, where a vocational qualification is studied first, followed by education studies. Teachers who are without a pedagogical qualification, irrespective of their educational attainment level, are offered a 120 hour course on the principles of pedagogy and psychology. These courses can be organised by different institutions and companies that are entitled to provide them. In addition, universities provide programmes for pedagogical vocational teachers' education (special professional studies, master programme etc).

Legal acts stipulate that each teacher must upgrade his/her qualification and is entitled to five days of continuing training per year. Vocational teachers' continuing training is implemented according to non-formal education programmes. There are many training projects for VET teachers in various fields (technological competences, key competences etc).

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

VET schools employ social pedagogues (in almost every school), special pedagogues and psychologists. Following a decree from the Minister of Education and Science, a child welfare commission has been established in every school. One of the functions of the Commission is to adapt educational programmes for learners with SEN.

7. Funding

- a) Financial support and/or incentives for learners with SEN and families
- b) Financial support and/or incentives for companies to employ young people with SEN

a) During the professional rehabilitation process, students may receive a scholarship depending on their results. Students from disadvantaged families receive social subsidies; free meals, transport exemptions. In other cases (disease, childbirth, health insurance), subsidies are paid according to the legislation of Lithuania Republic, as for any other citizen of Lithuania.



b) Companies employing disabled persons receive wage subsidies and are offered subsidies for job creation.