



## Report on the social inclusion and social protection of disabled people in European countries

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### Background:

The [Academic Network of European Disability experts](#) (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network will support the future development of the EU Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People.

This country report has been prepared as input for the *Thematic report on the implementation of EU Social Inclusion and Social Protection Strategies in European countries with reference to equality for disabled people*.

The purpose of the report ([Terms of Reference](#)) is to review national implementation of the open method of coordination in Social inclusion and social protection, and in particular the National Strategic Reports of member states from a disability equality perspective, and to provide the Commission with useful evidence in supporting disability policy mainstreaming.



## **PART ONE: SOCIAL INCLUSION PLANS (GENERAL)**

### **1.1 Please describe how and where disabled people are included in your country's published plans for social inclusion and protection?**

Decision of the European Parliament and of the Council of 17 May 2006 declared the year 2007 the Year of Equal Opportunities for All. The main goal of this decision is to ensure the application and support of the principle of non-discrimination in the European Union and to act as a catalyst in respect of the national equal opportunities and non-discrimination policy.

On 15 December 2006, the Lithuanian National Strategy was submitted to the European Commission. This strategy sets out the following main objectives:

- to consider existing discrimination problems, available data and national mechanism of equal opportunities;
- to establish the national priorities specifying four main aims of the European Year of Equal Opportunities for All – rights, representation, recognition and respect;
- to provide for civic society's involvement and information mechanisms;
- to plan the measures which need to be implemented.

The European Commission will finance 50 per cent of the actions to be implemented. The remaining funds required for the implementation of the European Year of Equal Opportunities will be allocated by Lithuania under the National Antidiscrimination Programme for 2006-2008.

The Year of Equal Opportunities will provide an opportunity of drawing the attention of the public and decision-makers to discrimination and social exclusion problems. A variety of measures (seminars, conferences, events, information campaigns, surveys, social action, etc.) will aim at raising the awareness of the Lithuanian population, including vulnerable groups of society, on the issues of their rights, improving people's possibilities of participation in various fields of public life, ensuring representation of their interests at different levels.

With a view to ensuring efficient dialogue with civic society in planning and implementing the measures of the European Year of Equal Opportunities for All, the Year of Equal Opportunities for All Advisory Committee has been established and consists of representatives of state bodies, non-governmental organisations and social partners. In Lithuania, national action is organised and implemented by the Office of the Equal Opportunities Ombudsman.

The Law of Social Integration of the Disabled provides:

- The social integration system for the disabled comprises provision of medical, professional and social rehabilitation services, provision for special needs using special assistance tools, support to employment of the disabled, social assistance, award and payment of pensions and benefits of the State Social Insurance Fund, award and payment of benefits of the Compulsory Health Insurance Fund, provision of education services, ensuring equal opportunities to participate in cultural, sports and other areas of public life.
- The social integration system for the disabled is funded from the national budget, municipal budgets, State Social Insurance Fund, Compulsory Health Insurance Fund, Employment Fund, Structural Funds of the European Union and other legitimate financial resources.



- The Law on Social Integration of the Disabled, which entered into force on 1 July 2005, defined new terms and definitions, modified the methods of disability assessment used for children and adults, stipulated equal rights and opportunities of the disabled in the society thereby bringing closer the social integration model for the disabled to the model used in EU countries.
- To implement the provisions of the new Law and ensure high-quality assessment of the level of capacity for work and disability level as well as settlement of disputes concerning the disability level and capacity for work level, the Ministry of Social Security and Labour reorganised, from 1 July 2005, the State Medical Social Expertise Commission under the Ministry of Social Security and Labour by dividing it into the Disability and Capacity for Work Service under the Ministry of Social Security and Labour and the Dispute Commission under the Ministry of Social Security and Labour.
- The Service decides on matters concerning:
  - a) the level, cause, time of appearance and period of disability;
  - b) the level, cause, time of appearance and period of capacity for work;
  - c) the need for professional rehabilitation services for individuals under 18 who are (were) covered by state social insurance and individuals over 18;
  - d) the nature and conditions for work of the disabled;
  - e) general initial determination of special needs of the disabled.
- The Dispute Commission was set up as an independent body for reviewing the disputes concerning the capacity for work level and disability level to ensure quality and independent system of dispute settlement.
- From 1 July 2005, the disabled people over 18 until they reach the age for the old-age pension are awarded the capacity for work level instead of the disability group.
- The capacity for work level is set at the interval of 5 percentage points, i.e. if the person is recognised as having 0–25% of the capacity for work, he is deemed to be incapable for work; in cases of 30–55% of the capacity as partially capable and in cases of 60–100% of the capacity as capable for work.
- The Law on Social Integration of the Disabled pays particular attention to professional rehabilitation. Professional rehabilitation is defined as rehabilitation or improvement of an individual's capacity for work, professional competence and ability to participate in the labour market by using educational, social, psychological, rehabilitation and other measures. There are the following professional rehabilitation services: professional guidance, consultation, assessment, rehabilitation or development of professional skills, re-qualification. Professional rehabilitation is aimed at developing or rehabilitating the capacity for work and improving the possibilities to find work by the disabled. After completion of the professional rehabilitation programme, the Disability and Capacity for Work Service determines the final level of capacity for work.
- To ensure better support for the special needs of the disabled, the new Law provides a systemic approach to meeting the special needs by using special assistance measures. Special assistance measures are the measures aimed at meeting the special need and ensure equal opportunities for the disabled for education, vocational training, social and full integration into the society. The municipalities are responsible for establishing the level of special needs of the disabled.
- Disabled people receive the following general social services: interpretation into the sign language, provision with compensatory equipment, assistants, guides, housing adaptation, transportation, information and consulting, assistance at home, care homes, assistance benefits, meals, provision with basic necessities, etc. Where the general social services are inefficient, people receive special social services. They are provided at fixed and mobile social care and rehabilitation institutions.



One of the most important tasks of The Program of Social Integration of the Disabled is to decrease the social isolation, increase the accessibility of physical environment and information. It is being achieved by making changes in the law of disabled social integration, forming favourable public opinion about disable people also by adapting accommodations, housing and public environment.

In the Law of Social Integration of Disabled 2005 – 07 – 01 is scheduled, that the social integration system for the disabled comprises provision of medical, professional and social rehabilitation services, provision for special needs using special assistance tools, support to employment of the disabled, social assistance, award and payment of pensions and benefits of the State Social Insurance Fund, award and payment of benefits of the Compulsory Health Insurance Fund, provision of education services, ensuring equal opportunities to participate in cultural, sports and other areas of public life. The social integration system for the disabled is funded from the national budget, municipal budgets, State Social Insurance Fund, Compulsory Health Insurance Fund, Employment Fund, Structural Funds of the European Union and other legitimate financial resources.

Law on Education of the Republic of Lithuania 2003 – 06 – 28 article 15 provides:

- The purpose of special education is to assist an individual with special needs in his development, to help him learn according to his abilities, attain an education level and acquire a qualification; and to overcome social exclusion.
- Special education is provided according to all compulsory and universally available programs of education. If necessary, such programs are amended and adjusted, special education curricula are developed and additional assistance is provided.
- Special education is implemented by all schools that provide compulsory and universally available education, other education providers and (in certain cases) special education schools.
- Completion of formal education programs may, for the purposes of special education, take longer than the established period. A learner who studies at intervals may complete the programs by way of discrete modules.
- Individuals with special needs who study according to programs that meet national standards for attainment of an education level may attain such a level and/or a qualification. In certain cases a qualification is acquired without having attained an education level.

Law on Education of the Republic of Lithuania 2003 – 06 – 28 article 34 establish that upon the request of the parents (foster parents, guardians) of a child with special needs, conditions are ensured for the child to study in a fully or partially integrated form at a pre-school and general education school located as close as possible to his home or at a school implementing a special education program. The school's special education commission or the Pedagogical-psychological Service assess special education needs and recommend a form of education. The Pedagogical-psychological Service recommends a school for the child. Article 35 provides for children who are unable to attend a school of general education due to an illness or a medical condition the opportunity to study at a medical facility, to study at home, to study independently and to sit for examinations as prescribed by the Minister of Health and the Minister of Education and Science.

**Table 1: Special needs children and pupil integrated into pre – school establishments and comprehensive schools**

	2005– 2006	2006– 2007	2007– 2008
Special needs children integrated into General education groups at the pre – school establishments	12781	14423	14330

Against to total number of pupil at the pre – school establishments%	14,2	15,9	15,4
Special needs pupil integrated into secondary schools	51968	53029	51955
In special, equaltion and comprehensive classes (partial integration)	865	797	796
Special needs pupil, integrated into comprehensive classes (total integration)	51103	52232	51159
Against to total number of pupil at the comprehensive schools%	9,6	10,3	10,6

Unit: Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>

**Table 2: Special (boarding) schools, special education centers and number of special needs pupil there**

	2005– 2006	2006– 2007	2007– 2008
<b>Total number of special (boarding) schools and education centers*</b>	<b>61</b>	<b>66</b>	<b>69</b>
<b>Total number of pupil there**</b>	<b>5193</b>	<b>5052</b>	<b>4715</b>
Having disorders:			
Hearing loss	516	505	472
Tongue and communication	257	258	230
The eye diseases	290	236	219
Intellect	3695	3541	3310
Physical and movement	259	310	290
Other disorders	176	202	194

Unit: \* Units \*\*Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>

**Table 3: Special needs pupil integrated into comprehensive schools (total integration)**

	2005– 2006	2006– 2007	2007– 2008
<b>Total number</b>	<b>51103</b>	<b>52232<sup>1</sup></b>	<b>51159</b>
Having disorders:			
Hearing loss	574	377	317
Tongue and communication	24681	29613	26704
The eye diseases	674	385	237
Intelect	3209	3118	3086
Physical and movement	1706	1507	996
Cognizance	7108	7006	6533
Emocional, behaviour and social development	886	1237	877
Diseases of the nervus system	3051	3441	2524
Complex diseases	5113	5567	5781
Other developmental diseases	4101	4260	4104
Against to total number of pupil%	9,5	10,1	10,5

<sup>1</sup>Percentage calculation was made by authors according to data by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>

Unit: Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>



The data in the reference about Special Pedagogics and Special Support in secondary schools adopted by the Republic of Lithuania Ministry of Education and Science (2006 – 02 – 27) shows, that 2005 – 2006 there were 10,3% pupil with special needs by total number of secondary schools pupil (7854).

Pupil with special needs are taught according to common development (53,3% - 4189 pupil), modified (26,4% - 2074 pupil), adapted (20,3% - 1591 pupil) programmes.

The support of special pedagogue is lended in 31.5% of Lithuanian schools, where are pupil with special needs; the support of logoped is lended in 46.8% schools, where are pupil with hearing loss. There are no special pedagogue or logoped in 52% of Lithuanian schools.

**Table 4: Special pre – school establishments**

	Establishments		Pupil number	
	2006	2007	2006	2007
<b>Number of special pre – school establishments</b>	<b>105</b>	<b>111</b>	<b>3914</b>	<b>3620</b>
Having disorders:				
Hearing loss:	10	6	65	56
Tongue and communication	35	40	2293	2213
The eye diseases:	9	8	469	372
Intelect	5	3	181	149
Physical and movement	3	5	172	152
kitokio pobūdžio	15	13	171	278
Complex diseases	28	36	563	400

Unit: Units.

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

According to Social Integration Program for Disabled (2007) there is special financial support to disabled people who are studying in high – schools (special payment for individual needs and pays part of the cost to high – school).

**Table 5: Disabled pupil and students in vocational schools, colleges, universities**

	2005–2006	2006–2007	2007–2008
In vocational schools	1242 (2,7%*)	1071 (2,4%*)	1062(2,4%*)
In colleges	161 (0,7%*)	238 (1,1%*)	278(1,2%*)
In universities (main studies)	253 (0,2%*)	289(0,2%*)	312(0,2%*)

\*Percentage calculation was made by authors according to data by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

Unit: Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

Special Education Program (2004) provides to accommodate schools environment to people with special needs. It is important, that measures for this program are ordered to 2005 – 2008. According to this, it is important to estimate the effectualness, possible results and continuation of the program.

Accomplishing Human Resources Program (2007 - 2013) there is financing development and improvement of disabled work rehabilitation system (needs for work capacity system, estimation of professional skills, instill of services quality, there are financing the preparation, testing, appraising programmes of disabled work rehabilitation).

**Table 6: Disabled professional education and employment**

	2005	2006	2007
Total number of disabled unemployed persons	8817	10828	12122
Against to total number of unemployed%	5,4	6,7	6,5
Participated in professional education and qualification programmes	478	760	1421
Participated in work rehabilitation programmes	12	206	282
Total number of employed	3206	3809	5798
Against to total number of employed%	2,9	4,0	5,8

Unit: Persons.

Source: data provided by the Lithuanian Labor Exchange at the Ministry of the Republic of Lithuania, <<http://www.ldb.lt/>>

The Law of Social Services (2006 – 01 – 19) provides that institutional services for older age and disabled persons are lended in older –age people institutions (County care institutions, municipality care institutions, non – governmental care institutions, special care and nursing institution, self – dependent institution) for longer or perpetual time, when they can not take care of themselves and are needed for special care and support.

**Table 7: Requirement to settle in the sheltered housing for adult disabled**

	2005	2006	2007
<b>Applications for settlement in the sheltered housing</b>			
Got	813	555	851
Sufficed:			
settle in the sheltered housing	499	300	552
provide alternative social services	-	85	57
Part of satisfied applications %	61	77	72

Unit: Units

Source: data provided by the Lithuanian Labor Exchange at the Ministry of the Republic of Lithuania, <<http://www.ldb.lt/>>

**Table 8: Care institutions for disabled.**

	2005	2006	2007
<b>Number of special schools and special education centers*</b>	<b>50</b>	<b>50</b>	<b>44</b>
Disabled residents**	3627	3253	2786
<b>Number of care institutions for the disabled children*</b>	<b>4</b>	<b>4</b>	<b>4</b>
Disabled residents**	735	733	724
<b>Number of care institutions for the disabled adults*</b>	<b>27</b>	<b>27</b>	<b>30</b>
Disabled residents**	5412	5409	5370

Unit: \* Units \*\*Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

The Law of Social Services (2006 – 01 – 19) establishes, that social services are lended in day – care institutions: day – time child care centers, older – age people day – time care centers; disabled people day – time care centers, communities centers. There clients can spend their free time in day time, take a rest. If it is necessary, there can be organized health – care or lodging for the night services.



**Table 9: Disabled who received social services in day care senters**

	Total		Men		Women	
	2006	2007	2006	2007	2006	2007
Disable children	2,1	2,7	1,1	1,5	1,0	1,2
Disabled adult:	37,8	38,9	14,9	14,6	22,9	24,3
a part of adults who are retired on a pension	18,9	19,5	6,8	6,7	12,1	12,8

Unit: Persons (thousand)

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

- **What is missing from these plans?**

Improve law statements, bargain with Disabled Rights Convention.

To draw disabled associations, local and state government and other ministries into disabled social integrations development.

To change a finances system of disabled integration programmes by involving local governments.

To strengthen habits of programmes authors: advise, organize trainings, teach to administrate means.

To improve programmes limits, make the activities and priorities more exact.

## **1.2 In reality, what major actions has your country taken and what are the positive or negative effects on disabled people? (policy or practical examples)**

The Law on Education of the Republic of Lithuania legalized, that education for special needs person is ensured by environment accommodation, lending psychological, special pedagogical and special support. It is also provided, that children who are unable to attend a school of general education due to an illness or a medical condition the opportunity to study at a medical facility, to study at home, to study independently and to sit for examinations as prescribed by the Minister of Health and the Minister of Education and Science.

The Law on Social Integration of the Disabled changed the methods for diagnosing disability for children and adults. The model of disabled social integration was brought nearer to the model of European Union, consolidated equal rights and opportunities. The reformes in disabled social secure system prompt possitive changes in all lifes areas. All these changes create conditions for better work rehabilitation, nursing at home, the state government supports families with disabled child, it is organizing the united work rehabilitatios system, which guarantee possibilities to realize rights to work – significant life.

The main necessaty of the Law on Social Services (2006) is changed and different point of view not just to disabled person, but to all his/her family. The new law prompts variety of social services – there are new forms of social services (self – depended care institutions, hepl with housing, day – time care centers), which in the future will help for disabled person and all his /her family.

National Program on the Disabled people Social Integration (2003 - 2012) provides during 2003 – 2006 to adapt public communication system to persons with moving disorders: there were established inclined planes, automatic doors, lifts, modernized information system for public transport passengers. Also there were build 96 km tracks for pedestrians.





National Lithuanian Social Secure and Social Embracement Strategy provides for support to employment programmes to these persons who are in manace of social insecure. Also it is planed to make more active disabled economical participation.

Work Rehabilitation Program helped to 300 disabled to renew work and professional skills. Experts helped disable persons to appreciate professional skills, adviced and counselled to choose profesion for their individual health situation. The most important professions were: labour organizer, accounting clerk, administrator. Each year the efficaciousness of work rehabilitation is increasing.

In 2007 the status of social enterprise was granted to 15 new enterprises. The total number was 64. From the begining of the year the state granded 14 mln. LTL financial support to these enterprises. This support helped to keep 1500 disable people in work market, established 87 new staff, 20 was accommodated to disabled persons.

Lithuanian Labor Exchange at the Ministry of the Republic of Lithuania separated a financial support to employers, who establish workplaces for disabled. 2007 there were established 300 new workplaces for disabled, about 40% of these workpalces was separated for people with 40% incapacity.

Disabled were employed as drivers, cooks, confectioners and book – keepers.

The main aim of the Program on Disabled Social Integration into Education System is to improve societies understanding about disabled social integration, to form positive opinion, to give information about States politic, prevention and services. To this, there were financed 3 main impliments: publishing, conferences, courses, other public information services. During this program 35700 disabled got information about health prevention, social services, education, law, employment.

Because of the aims that were intended in the Program on Social Integration of the Disabled, there were accommodated universal system of the disabled rehabilitation and integration – virtual database. In this database disabled and other person can get useful and important information. By the beginning of 2007 07 about 7000users got information. The number of user increases.

The organizations of the disabled 2006 organized 15 conferences about work rehabilitation, non – formal education, social services (total number – 1934 participants, 1401 disabled); 54 seminars about health system (total number – 2930 participants, disabled - 1966), 7 courses for social work management, social work with disabled children (total number – 196 participants, 98 disabled).

The Departament of the Disabled informed society about the disabled social integration actions. There were organized cycles of informational issues in the internet and on television about the disabled people.

There were organized 123 public education events (conferences, seminars, discussions, exhibitions), where participated about 17458 participants, 11444 disabled. Published stickers, cards, audio and visdeo clips about disability.

### **1.3 What is the most recent research about disabled people's equality and social inclusion in your country?**

Research commissioned by the Ministry of Education and Science in 2006 has discovered the condition of participation of students with disabilities in higher education institutions in Lithuania (authors: Ruškus Jonas, Daugėla Marius). Students with disability constitute only about 0.2% of the total general sample of Lithuanian students. The social, educational and demographic characteristics of students with disability were identified.



These factors have been discovered: physical environment of higher education institutions, adaptation of the physical environment of the city and accessibility of transport, equal choice and accessibility opportunities, involvement in curricular activities, involvement in extracurricular activities, valorized student identity, assistants for persons with disability, state support, financial support in higher education institutions, support by non-governmental disability organizations, family support, higher education institutions adaptation to opportunities and concessions for persons with disability, individualized and flexible study plan, flexibility and competency of lecturers to work with disabled persons, support by higher education institutions to persons with disability, persons with disability a challenge to the identity of the higher education institution and in terms of changes, coordination of interests of higher education institutions and those of persons with disability, incertitude of transition to labor market. Some guidelines for development have been opened: It is essential to address the question of registration of students with disability and to develop a national data base of students with disability studying in higher education institutions. The question of equal opportunities and accessible studies for persons with disability and other socially disadvantaged groups must be foreseen as a priority in the development strategies of higher education institutions. The attracting of students with disability to higher education institutions needs to be strengthened, as well as their active participation in study processes, extracurricular community life, career planning. An official regular structure (board) in the higher education institutions will allow for a move from the situation of running out of ideas to the level of co-operation, structures and procedures. Interest coordination groups need to be established in higher education institutions, whose members should be representatives of persons with disability, pro-rectors, heads of Study departments and other interested representatives of the higher education community, as well as non-governmental organizations as social partners. It is essential in Lithuania to establish a person's with disability and higher education institution's interest co-ordination group (board), national co-ordination board at the Republic of Lithuania Ministry of Education and Science. There a need to introduce the position of equal opportunity coordinator in higher education institutions. the development of favorable policy for persons with disability, and other socially disadvantaged groups, and the policy's implementation in higher education institutions can become a strong premise for the higher education institution to activate students with disability, to individualize the study process, to instil in those that are studying the principles of an open and flexible organization.

[http://www.smm.lt/svietimo\\_bukle/docs/tyrimai/Neigaliuju\\_studiju\\_veiksniai\\_tyrimo%20ataskaita.pdf](http://www.smm.lt/svietimo_bukle/docs/tyrimai/Neigaliuju_studiju_veiksniai_tyrimo%20ataskaita.pdf)

Research commissioned by the Ministry of Education and Science in 2006 has assessed the quality of psychological pedagogical services (PPS) for child's evaluation (authors: Ruškus Jonas, Ališauskas Algirdas, Šapelytė Odeta). The study has indicated certain factors of PPS activity which allow to regard PPS as possible recourse of psychopedagogical support for children, parents and school: detailed and comprehensive assessments of a child have been accomplished, traces of successful mediation of PPS in collaboration between the participants of the process and formal institutions have need noticed, there also have been successful involvements of children and their parents into the process of assessment as legitimate participants observed etc. This may be realised through the revelation and improvement of the participants' entering the educational process competences. The disability could be emphasised whereas the child's knowledge, abilities, skills, motives, interests and needs as well as his/her recourses have to be pointed out, strengthened and utilized. Instead of emphasizing parental passivity and lack of understanding, their ability to cognise their child, listen to him/her, understand them and support them as well as possibility to spend some time with their children and observe them in casual situations and many other activities have to be encouraged PPS is a support rendering organisation rather oriented towards the pedagogues and school than a child or family. Parents and children do not actually collaborate in the course of psychopedagogical assessment or educational process; needs and expectations of parents are not properly considered.



One of the most significant and specific PPS functions is a detailed and comprehensive psychopedagogical assessment revealing different educational recourses, abilities and competences; however, PPS is an evident network which existence may and has to be based on the performance of legitimate participants (both people and institutions) that are a part of the network taking their responsibilities and possessing their competences, which may be efficiently realised through the function of mediation. This function is rendered through coordination of expectations, needs and interests of the participating in the educational process, exchange of their recourses and competences, creation of network and its supervision as well as establishing tendencies for continuous assistance in organizing the support.

[http://www.smm.lt/svietimo\\_bukle/docs/tyrimai/PPT\\_ataskaita.pdf](http://www.smm.lt/svietimo_bukle/docs/tyrimai/PPT_ataskaita.pdf)

Research commissioned by the Ministry of Education and Science in 2007 has analyzed the tendencies of social inclusion of disabled people until 21 years old in Lithuania (authors: Andrius Segalovičius). The study present statistical data of increasing and decreasing of disabled children and youth in mainstream or specialised institutions. The study raises an issue about the lacks of systematic statistical data collecting procedures and unified institutions cooperation at a national level.

[http://www.smm.lt/svietimo\\_bukle/docs/tyrimai/sb/spec\\_poreikiai\\_smm\\_07.pdf](http://www.smm.lt/svietimo_bukle/docs/tyrimai/sb/spec_poreikiai_smm_07.pdf)

Research commissioned by the Ministry of Education and Science in 2007 The Level and Demand for Psychological, Special Educational, Special Support in Lithuanian Mainstream Schools (authors: S. Alisauskiene, A. Alisauskas, O. Sapelyte. R. Mieliene, D. Gerulaitis, L. Milteniene). More than one-tenth of students at school have special educational needs. This testifies to the importance of special educational, special support for the students in mainstream schools, either and for psychological support. Due to the importance for different kind for support and the demand in mainstream schools, a research (commissioned by the Ministry of Education and Science) was carried out in 2007 by a group of researcher from Siauliai University (Faculty of social welfare and Disabilities studies). The object of the research – the level and the demand for psychological, special educational and special support for mainstream school students. To implement the object of the research, the secondary analysis of documents (statistical data) was employed. The method was chosen in order to reveal the situation with special educational, psychological, special support in the country (to reveal a demand and level of the support). Data analysis was carried out on the basis of the data of Management Information System of the Ministry of Education and Science (MES). Also quantitative questionnaire and interview were organized to reveal the level and effectiveness of the support in mainstream schools. Research results demonstrate following: that the data on students with special needs and professionals working in schools (psychologists, special pedagogues, speech therapists, support teachers) in the information system of MES do not always correspond to and sometimes even substantially differ from the analogues data at the disposal of specialists responsible for special education in regions, cities' municipalities. The problem of data accuracy is important. The analysis of formal indicators of special needs shows that the level of identification of and meeting special needs in separate schools substantially differs. There are some positive examples testifying to the good care taken of the students with special needs by some schools and their ability to organize appropriate support to these students, their teachers and parents. However, in most educational institutions the level of meeting special needs is insufficient: special educational support is provided only for part of students with special needs (this indicator in counties varies from 11 to 28 %, in regions it ranges from 5 to 50 %). Small special educational needs are least identified in educational institutions. In meeting them, most schools don't provide any special pedagogue's support for students, teachers and parents. Moderate, big and very big special educational needs of student are identifies more pricelessly and reliably. The level of provision of special educational support for students with moderate, big and very big needs is low and differs greatly across many counties and regions, the support provided by special pedagogue as educator or consultant in this case is necessary.



A tendency has been noticed that the heads of some schools try solving the problem of meeting special needs by establishing “cheaper” positions of support teachers and ignoring quality special educational support which can be provided to the students, their teachers and parents only by special pedagogues, speech therapists. Speech therapy support is relatively best provided in the country in comparison with psychological or special educational support level. Psychological support level in school is eminently low: in many school such kind of support isn’t provided, because of the lack of psychologists, in those schools who have psychologist, psychological support is given only to a small number of students. Information provided to MES by schools in many cases reveal the level of identification of special needs and the spread of special needs; however, they do not reveal the level of meeting special needs and provision of support in institutions and its efficiency, because these indicators are not interlinked, the ratio between the need and meeting is not revealed. The level of provision of special educational support, assessed by derivative indicators, allowed establishing the ratio between the special needs of students (the level and spread) and possibilities of meeting them at school (in accordance with normative documents); indirectly revealed the need of schools to have professionals providing special educational and speech therapy support. Analysis of the effectiveness of provided support in educational institutions revealed that speech therapy support is better evaluated (according respondent opinion N=722) comparing with provided psychological, special educational and special support in schools. Psychological and special educational support requires many changes. Also there is expressed demand for the better involvement of participants of educational process (students, parents, and teachers) and participation in the support process.



## PART TWO: INCOMES, PENSIONS AND BENEFITS

### 2.1 Research publications (key points)

The most important publications on disabled people are about learning range of special needs people. Also analysis of disabled work rehabilitation.

#### *Learning range of special needs people:*

The number of special needs pupil who are learning on partial integration in secondary school is declined (4,1%). The number of special needs pupil who are learning on total integration in secondary school is increased (1,1%).

The number of disabled students in high schools and universities increased on 6,6%.

It is necessary to take notice of implements to disabled integration after finishing learning institutions. Also, to make studies program more individualized and granting equal opportunities for all to study in secondary or high school. State Government shout take care about financial situation in learning institutions for disabled.

#### *The analysis of disabled work rehabilitation:*

Work rehabilitation services include disabled careers consulting, professional teaching. In reality, disabled work rehabilitation services in Lithuania are not explotated enough. Also, employment after work rehabilitation services are not explicated. The most important key findings is, that the main problem about disabled work rehabilitation is a lack finances.

It is necessary to expand work rehabilitation services in communities. The State government must to expend spreads of work rehabilitation services. Also, it is necessary to stimulate the motivation of disabled.

### 2.2 Type and level of benefits (key points and examples)

#### State social insurance pensions for incapacity for work.

Pensions for incapacity for work are paid to individuals who, on the day of establishment of the incapacity for work level, have the minimum period for state social insurance for pensions to receive the pension for incapacity for work. The requirements for the minimum and compulsory period of insurance for the pension for incapacity for work depend of the individual's age.

The capacity for work level is not established for individuals who have attained the age for old-age pension. These individuals receive the old-age pension. If an individual was granted and paid the incapacity for work (disability) pension until the day of attaining the age for the old-age pension, when the old-age pension is granted for the first time after 1 July 2005, the period during which the incapacity for work (disability) pension was paid is recognised as the period for state social insurance for pensions.

**Table 10: Support in the case of disability by type of benefit and year.**

	2003	2004	2005
<b>Social protection benefits</b>	715.6	827.4	955.6
<b>Non means-tested benefits</b>	715.0	826.7	954.7
<b>Means-tested benefits</b>	0.6	0.6	0.9
<b>Cash benefits</b>	533.9	647.2	759.3

<b>Cash benefits (non means-tested)</b>	533.9	647.2	759.3
<b>Periodic cash benefits</b>	532.3	645.5	757.0
<b>Periodic cash benefits (non means-tested)</b>	532.3	645.5	757.0
<b>Disability pension</b>	472.8	562.7	647.0
<b>Disability pension (non means-tested)</b>	472.8	562.7	647.0
<b>Care allowance</b>	5.5	18.8	30.7
<b>Care allowance (non means-tested)</b>	5.5	18.8	30.7
<b>Other cash periodic benefits</b>	54.0	64.0	79.3
<b>Other cash periodic benefits (non means-tested)</b>	54.0	64.0	79.3
<b>Lump sum cash benefits</b>	1.7	1.7	2.3
<b>Lump sum cash benefits (non means-tested)</b>	1.7	1.7	2.3
<b>Other cash lump sum benefits</b>	1.7	1.7	2.3
<b>Other cash lump sum benefits (non means-tested)</b>	1.7	1.7	2.3
<b>Benefits in kind</b>	181.7	180.1	196.4
<b>Benefits in kind (non means-tested)</b>	181.1	179.5	195.5
<b>Benefits in kind (means-tested)</b>	0.6	0.6	0.9
<b>Accommodation</b>	85.3	88.2	89.7
<b>Accommodation (non means-tested)</b>	85.3	88.2	89.7
<b>Assistance in carrying out daily tasks</b>	0.6	0.6	0.9
<b>Assistance in carrying out daily tasks (means-tested)</b>	0.6	0.6	0.9
<b>Rehabilitation</b>	26.8	27.7	30.3
<b>Rehabilitation (non means-tested)</b>	26.8	27.7	30.3
<b>Other benefits in kind</b>	68.9	63.5	75.4
<b>Other benefits in kind (non means-tested)</b>	68.9	63.5	75.4

Units: LTL million. 1 EU – 3.45 LTL

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>

**Table 11: Social insurance support in the case of disability and invalidity**

	2005	2006	2007
<b>Total number of support receivers*</b>	<b>210,7</b>	<b>211,2</b>	<b>213,8</b>
invalidity	179,9	125,2	107,8
disability	30,8	86,0	106,1
<b>Average value**</b>			
invalidumo pensijos	398	472	657
1st level incapacity	497	566	760
2nd level incapacity	431	492	681
3d level incapacity	218	260	371
<b>Disability support:</b>	353	401	545
75–100% disability	505	572	744
60–70% disability	418	470	631
45–55% disability	203	227	304

Unit: \*Persons (thousands) \*\*LTL (1EU – 3.45 LTL)

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>

Disabled, who study in university or other high school get special financial support.

Financial support is lent to disabled students, who have I or II level incapacity of work and high or medium disability. Each month there is paid special 50% allowance of state base pension for special needs.





There is also paid payments to families, who have disabled child for utility services, electric power or phone services.

Pensions for incapacity for work are paid to individuals who, on the day of establishment of the incapacity for work level, have the minimum period for state social insurance for pensions to receive the pension for incapacity for work. The requirements for the minimum and compulsory period of insurance for the pension for incapacity for work depend of the individual's age.

The capacity for work level is not established for individuals who have attained the age for old-age pension. These individuals receive the old-age pension. If an individual was granted and paid the incapacity for work (disability) pension until the day of attaining the age for the old-age pension, when the old-age pension is granted for the first time after 1 July 2005, the period during which the incapacity for work (disability) pension was paid is recognised as the period for state social insurance for pensions.

**Table 12: Receivers of social allowance**

	2005	2006	2007
Social relief for the disabled adult	19,2	20,4	21,1
Social relief for the disabled children	16,0	16,0	15,8
Compensation of nursing expenditure:	16,8	22,2	28,4
for disabled children	1,3	1,4	1,4
Compensation for support expenditure:	10,3	28,5	57,9
For disabled children	6,3	6,8	7,1
Social relief for disabled warriors and officers	0,3	0,3	0,3

*Unit: Persons (thousands)*

*Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/>>*

State social insurance pensions for old-age.

The period of pension insurance is the time during which the compulsory contributions for state social insurance for pensions in the required amount are paid by the individuals themselves or for the individuals. The old age pension is comprised of two amounts: the basic and the additional.

The basic amount is equal to the basic pension of the state social insurance and is the same for all individuals who have the compulsory period for state social insurance pensions (the amount is reduced proportionally for those who do not have it). The compulsory period of pension insurance for the old-age pension is 30 years. The basic pension may not be lower than 110% of the minimum standard of living. At the moment, the basic pension is LTL 316.

The additional amount is the benefit related to the insured income (additional amount of pension) which reflects the principle of individual justice, i.e. these pension benefits are proportionate to the state social insurance contributions for pensions paid by the individual.

Individuals are entitled to receive state social insurance pensions for old-age when they meet the established requirements for age and work experience for the state social insurance for pensions, i.e.:

- a) they have attained the established age for the old-age pension;
- b) they have a minimum period of state social insurance for pensions fixed for the old-age pension (the minimum period of insurance for old-age pensions is 15 years).





**Table 13: Number of pension beneficiaries at the end of the year by sex, category of benefit and year**

	2003	2004	2005	2006
<b>Males and females</b>				
Disability pension	162 124	164 188	157 665	162 154
Old age pension Against to total number of pension beneficiaries%	4,7	4,8	4,6	4,8

\* Percentage calculation was made by authors according to data by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

Unit: Persons.

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

**Table 14: Average annual number of persons entitled to pensions by category of benefit and year**

	2003	2004	2005	2006	2007
<b>Old-age State Social Insurance</b>	610.8	602.5	595.5	591.0	590.9
<b>Disability State Social Insurance</b>	196.3	202.3	206.4	149.3	113.6
<b>Work Incapacity State Social Insurance</b>	..	..	9.8	61.9	99.6

Unit: Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

More detailed information can be found at the following sites:

[http://ec.europa.eu/employment\\_social/missoc/2007/tables\\_part\\_4\\_en.pdf](http://ec.europa.eu/employment_social/missoc/2007/tables_part_4_en.pdf)

<http://www.stat.gov.lt/lt>

<http://www.socmin.lt/>

<http://www.parama.net/>

<http://www.globa.lt/>

<http://www.smm.lt/>

### 2.3 Policy and practice (summary)

The financial politics of the disabled doesn't attract enough attention. The main question is work rehabilitation and employment. The main incomes are from social projects.

There are new laws on social integration and employment of the disabled, also work places are granted. Officially these laws exist, but in real they function weakly.

Disabled people are in the mainstream policies for income protection with the additional expenses emerging from disability partially compensated.

Disabled who work and get earnings, also get social benefit. However, the number of employed disabled is little. The main reasons, which stimulate integration to work market are individual motivation and interests of employer.

Disabled who work and get earnings, also get social benefit. However, the number of employed disabled is little. The main reasons, which stimulate to stay in work market are individual motivation and interests of employer.



Pensions and benefits are paid regardless of work.

The politics about disabled financial situation changes for the equal opportunities and social equity. There are a lot of new important and serviceable laws, programmes, but the gap in the finances dispensation and real situation is clear – cut.



## SECTION THREE: CARE AND SUPPORT

### 3.1 Recent research publications (key points)

**The research about transport services for the disabled requirement and preparation the programe for transport services presentation (2007).** Authors : : R.Bikmanierė, [B.Gruževskis](#), V.Jatkevičienė, [R.Junevičius](#), [A.Pocius](#). The research measured general situation of transport services and privileges for the disabled, estimated the requirement of transport services for disabled who are not able to use public transport. Also, made the measurement of National transport Services for the Disabled Programe. In the first stage of the research was analysed transport services and compensation, measured the situation about perks for transport services for the disabled. In the second stage of the research was made a sociological research about real disabled requirements for transport services and compensations. The members of the main disabled organizations participated in the research. The results of the research was used preparing the program of transport services for the disabled.

**The research Residential care institutions: disciplinary society or social work institutes? (author Egė Rimšaitė).** One of the most established forms of care for people with mental disabilities and mental illnesses in the former Soviet Union and in Central and Eastern Europe was treatment in large institutions – psycho neurological care homes. From one side, these institutions are integral part of social care systems and they pursue goals of social work: integration, inclusion, clients' needs satisfaction. From the other side, various scientists portray institutions of this type as totalitarian institutions or disciplinary society institutions, criticize them for violation of human rights and humiliation of human dignity. From the outlook of two confronting perspectives, the study analyzes the main mission of these institutions: promoting integration to society by supplying social services or aggravating the social exclusion by limiting residents' rights, possibilities and privacy.

**Children's Rights Situation in the Residential Care and Education Institutions in Lithuania.** In 2005, six organizations, namely Global Initiative in Psychiatry, Lithuanian Association of Telephone Emergency Services, "Viltis" Lithuanian Welfare Society for Persons With Disability, Human Rights Monitoring Institute, Children Support Centre, and Children's Rights Ombudsman of the Republic of Lithuania, have formed a coalition with a purpose of surveying children's rights situation in child care and special education institutions in Lithuania. Between November 2005 and April 2006, the experts from the coalition have visited 20 institutions involved in the care, support and education of children,. The support for the project came from European Commission and Nordic Council of Ministers.

[http://www.gip-vilnius.lt/leidiniai/children\\_rights\\_situation\\_report.pdf](http://www.gip-vilnius.lt/leidiniai/children_rights_situation_report.pdf)

### 3.2 Types of care and support (key points and examples)

Please tell us more about the state-of-the-art in care and support for disabled people in your country. What is available? What are the big changes in policy and practice? For example, in:

*Care provided in stationary institutions* are basic and additional.

Basic services are lended for disabled, who live in institutions. The main aim is to satisfy a basic wants of the disabled. Basic services are: informing, consulting, feed, social work, health care, individual hygiene employment organizing. Additional services are designed for individual disabled wants.

**Table 15. Requirement to go to foster home for the disabled adult**

	2005	2006	2007
<b>Prašymų apgyvendinti globos įstaigose</b>			
Got	813	555	851

	2005	2006	2007
Sufficed:			
settle in the sheltered housing	499	300	552
provide alternative social services	-	85	57
Part of satisfied applications %	61	77	72

Unit: Units

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

Care provided at home – are services rendered in disabled home. The main aim is to organize services for normal and sterling living situation at disabled home. The main services groups of care provided at home: social work, communicating, consulting, individual hygiene, health care organizing, feed, accommodating living area, housekeeping.

**Table 16: Persons receiving social services at home by place of residence, sex, character of service, persons by group and year**

	2004	2005	2006	2007
<b>Urban areas</b>				
Males				
Social help and care at home				
All persons received social help and care at home	1 139	1 109	1 927	928
Elderly (of retirement age) persons	281	237	305	234
Disabled persons of retirement age	512	459	403	443
Disabled persons of employable age	165	218	217	204
Disabled children until 7 years of age	9	13	3	7
Disabled children of 7-17 years of age	17	11	16	32
Upbringing of social skills and other social services				
All persons received social help and care at home	0	0	0	0
Elderly (of retirement age) persons	0	0	0	0
Disabled persons of retirement age	0	0	0	0
Disabled persons of employable age	0	0	0	0
Disabled children until 7 years of age	0	0	0	0
Disabled children of 7-17 years of age	0	0	0	0
Females				
Social help and care at home				
All persons received social help and care at home	4 383	4 303	5 578	4 216
Elderly (of retirement age) persons	1 723	1 719	1 828	1 381
Disabled persons of retirement age	2 135	2 029	2 147	2 508
Disabled persons of employable age	204	256	282	284
Disabled children until 7 years of age	13	5	4	6
Disabled children of 7-17 years of age	38	21	30	25
Upbringing of social skills and other social services				
All persons received social help and care at home	0	0	0	0
Elderly (of retirement age) persons	0	0	0	0
Disabled persons of retirement age	0	0	0	0
Disabled persons of employable age	0	0	0	0
Disabled children until 7 years of age	0	0	0	0
Disabled children of 7-17 years of age	0	0	0	0
<b>Rural areas</b>				

Males				
Social help and care at home				
All persons received social help and care at home	1 156	1 245	1 438	650
Elderly (of retirement age) persons	320	279	270	220
Disabled persons of retirement age	294	240	202	267
Disabled persons of employable age	62	110	88	109
Disabled children until 7 years of age	3	9	3	13
Disabled children of 7-17 years of age	9	8	19	40
Upbringing of social skills and other social services				
All persons received social help and care at home	0	0	0	0
Elderly (of retirement age) persons	0	0	0	0
Disabled persons of retirement age	0	0	0	0
Disabled persons of employable age	0	0	0	0
Disabled children until 7 years of age	0	0	0	0
Disabled children of 7-17 years of age	0	0	0	0
Females				
Social help and care at home				
All persons received social help and care at home	2 925	2 966	3 242	2 395
Elderly (of retirement age) persons	1 318	1 275	1 327	1 149
Disabled persons of retirement age	808	699	655	1 091
Disabled persons of employable age	115	124	89	129
Disabled children until 7 years of age	4	17	2	7
Disabled children of 7-17 years of age	16	19	25	18
Upbringing of social skills and other social services				
All persons received social help and care at home	0	0	0	0
Elderly (of retirement age) persons	0	0	0	0
Disabled persons of retirement age	0	0	0	0
Disabled persons of employable age	0	0	0	0
Disabled children until 7 years of age	0	0	0	0
Disabled children of 7-17 years of age	0	0	0	0

Unit: Persons

Source: Data provided by the Department of Statistics under the Government of the Republic of Lithuania, <<http://www.stat.gov.lt/lt/>>

To ensure better support for the special needs of the disabled, the new Law provides a systemic approach to meeting the special needs by using special assistance measures. Special assistance measures are the measures aimed at meeting the special need and ensure equal opportunities for the disabled for education, vocational training, social and full integration into the society. The municipalities are responsible for establishing the level of special needs of the disabled.

Disabled people receive the following general social services: interpretation into the sign language, provision with compensatory equipment, assistants, guides, housing adaptation, transportation, information and consulting, assistance at home, care homes, assistance benefits, meals, provision with basic necessities, etc. Where the general social services are inefficient, people receive special social services. They are provided at fixed and mobile social care and rehabilitation institutions.

A temporary care is extended to persons according to general physical or psychosocial ability. The ability is assessed by local governments and by medical committees.



Help with housing is provided in Catalogue of Social Services: feeding, food preparing, help with eating, doing dishes; accommodating living area; house cleaning, keeping tabs.

From 1 July 2005, the disabled people over 18 until they reach the age for the old-age pension are awarded the capacity for work level instead of the disability group.

The capacity for work level is set at the interval of 5 percentage points, i.e. if the person is recognised as having 0–25% of the capacity for work, he is deemed to be incapable for work; in cases of 30–55% of the capacity as partially capable and in cases of 60–100% of the capacity as capable for work.

The Law on Social Integration of the Disabled pays particular attention to professional rehabilitation. Professional rehabilitation is defined as rehabilitation or improvement of an individual's capacity for work, professional competence and ability to participate in the labour market by using educational, social, psychological, rehabilitation and other measures. There are the following professional rehabilitation services: professional guidance, consultation, assessment, rehabilitation or development of professional skills, re-qualification. Professional rehabilitation is aimed at developing or rehabilitating the capacity for work and improving the possibilities to find work by the disabled. After completion of the professional rehabilitation programme, the Disability and Capacity for Work Service determines the final level of capacity for work.

Disabled person with impaired movement function shall be reimbursed for transport costs of acquisition and technical adaptation for their special cars. These compensations shall be paid to the disabled receiving state social insurance pensions by the respective territorial offices of "Sodra" from the state budget funds.

The need for the compensation for transport costs and costs of acquisition and technical adaptation of special cars shall be established and relevant certificates shall be issued by:

1. The Disability and Capacity for Work Establishment Office under the Ministry of Social Security and Labour – to persons under the age of retirement;
2. The Medical Advisory Commission of a respective health care institution, where the person in question has been registered – to persons who have attained the age of retirement.

The right to buy a single-ride ticket for distance regular travel busses, passenger tickets and single-ride or monthly personal ticket for local (city and suburban) regular travel busses and trolleybuses, regular travel ships and ferries with an 80% discount as well as for one accompanying person (for people recognised as incapable for work (0–25%) and people eligible for old-age pension with the established level of large special needs as required by legal acts).

The right to buy a single-ride ticket for distance regular travel busses, passenger tickets and single-ride or monthly personal ticket for local (city and suburban) regular travel busses and trolleybuses, regular travel ships and ferries with an 50% discount as well as for one accompanying person (for people recognised as partially capable for work and people eligible for old-age pension with the established level of average special needs as required by legal acts).

The current system of care and support provide support and services to a person with disability in almost all places where he/she lives. If it is necessary, the local government social worker must take care of all services for disabled person.



All disabled persons can manage their own finance for care and support, except cases, when the court has ordered a guardian due to incapability of the person. When the person is in institution, the pension covers part of the cost in institution. The person also has some small cash for every – day life needs.

The financial resources of the individual disabled person or their family might have a huge effect for the quality care and support, especially on the quality in long term care (privat nursing, special rehabilitation services).





## PART FOUR: SUMMARY INFORMATION

### 4.1 Conclusions and recommendations (summary)

The described policies have at least double movement. There is an intense political purpose to create inclusive legislation, environments, practices etc. The influence of European policy and support (especially Scandinavian) is considerable. The participation of Lithuanian authorities, practitioners or disabled associations in the European networks for inclusion of disabled is extra valuable because of shearing of experience or creating a common knowledge. However the latent negative attitudes of the all kind of actors can be observed in very different social life areas. The legislation often is conflicting where one juristical act can have two contradictory instructions, which is one oriented towards inclusion another - towards segregation. The same is with political, academical and practical discourses – there is a considerable lack of reflection on disability paradigms, so attitudes, prejudices, biases, behaviors. There is also the great tension between inclusion policy and the big institutions for adult's disabled people which are the representative examples of totalitarian segregation. The issues for different groups of disabled are not the focus of political discourse yet, there are only several and rare academical interests for this.

There in Lithuania is a need of the reflexion on disability paradigms at all levels (political, practical, academical). More focus on adult (and old) disable people, also ma/women is also needed. There is a great need of the real political volition and decision with international support to cancel with totalitarian institutions and to transform the institution system to the community houses system. This question often raised by experts and associations but never the real volition or decision was taken.

### 4.2 One example of best practice (brief details)

The aim of the project was to decrease disabled social segregation, accommodating new model of engagement.

- Why is it a good example (e.g. with reference to the objectives of the Open Method of Coordination, the aims of EU Disability Action Plan or the UN Convention)?

Because this model of engagement for hearing loss persons is one of the firsts in Lithuania. It increases an integration of hearing loss persons to work market by activating the process of placement and introducing innovations.

- Which groups have benefited from the scheme? How many?

People with hearing loss. Total number 159 persons, employed 105 persons.

- What do we know about the costs and benefits of the scheme?

10334038 LTL. 1EU – 3.45 LTL.

- How could this example be expanded within your country, or transferred to other countries?

The idea can be picked in each community reaching to integrate people with hearing loss into work market.



### 4.3 References

<http://www.stat.gov.lt/lt/>

<http://www.ldb.lt/>

<http://www.socmin.lt/>

<http://www.ndnt.lt/>

<http://www.globa.lt/>

<http://www.lygybe.lt/>

<http://www.smm.lt/>

<http://www.aikos.smm.lt/aikos/webdriver.exe?Mlval=/DizPirmas.html>

<http://www.svis.smm.lt/>