



METHODOLOGICAL  
CENTRE FOR VET

## OVERVIEW OF VET SYSTEM IN LITHUANIA IN 2007

/thematic overview/



**CEDEFOP**

European Centre  
for the Development  
of Vocational Training

**REFERNET**

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**0101 - Political and socio-cultural/economic context**

Lithuania is a parliamentary republic. The Seimas (Parliament) is the supreme body of state power. It comprises 141 deputies elected for a period of four years. The President is the highest official, the head of the state and is elected by citizens for five years. The Prime Minister (who heads the government) is appointed or dismissed by the President with the approval of the Seimas.

Lithuania is divided into administrative units, which consist of 10 counties and 60 municipalities. County government is a constituent part of state administration. The county comprises municipalities that have common social, economic, ethnic and cultural interests. The municipality is governed by institutions of local authorities, elected by the local community.

Since 2000, growth rate of gross domestic product (GDP) was constantly increasing. The highest GDP growth rate was recorded in 2003 (10.3%). In 2006 GDP growth totalled 7.7% and in 2007 – 8.8 %.

Based on the Labour Force Surveys (LFS) data, in 2000 the unemployment rate was 16.4% which fell to 5.6% in 2006 and further to 4.3 % in 2007 (for comparison, EU-25 unemployment rate in 2007 - 7.1 %).

Since 1994 Lithuania has been experiencing negative net migration. According to Statistics Lithuania, in 2006 it was minus 1.4 and in 2007 – minus 1.6. It is calculated that since 1990 around 10% of the total Lithuanian population has emigrated from Lithuania (see Statistics Lithuania news release, 15 March, 2006). The scope of emigration started to decrease in 2006 when compared to 2005, emigration decreased almost twice. The emigration causes a loss of working age youth. In 2005 - 2007 every third emigrant was aged 20-29 (see Statistics Lithuania news release, 28 February, 2008).

**0102 - Population and demographics**

Lithuania covers an area of 65300 km<sup>2</sup>. The average population density is 51.8 persons per 1 km<sup>2</sup>.

The population in 2007 was 3384.9 thousand according to Statistics Lithuania, which had fallen by 3.6% since 2000. Low birth rate and youth emigration leads to the aging of Lithuanian society. During recent 8 years, the number of people aged 0-24 fell by 11.3 %, while the number of those aged 60 and over rose by 3.5%.

**Table 1: Population in Lithuania**

Age groups	1995		2000		2005		2007	
	Thous.	%	Thous	%	Thous.	%	Thous.	proc.
Total	3642.9	100	3512.1	100	3425.3	100	3384.9	100
0-24	1324.1	36.3	1207.1	34.4	1111.2	32.4	1071.2	31.6
25-59	1685.3	46.3	1636.7	46.6	1622.5	47.4	1621.7	47.9
60+	633.5	17.4	668.3	19	691.6	20.2	691.9	20.4

Source: Statistical Yearbook. Statistics Lithuania, 2006, 2007

According to the official forecasts the population will continue to decline and in 2025 it could be 3184.5 thousand.

**Table 2: Expected future age distribution, 2025**

Age groups	Thous.	%
Total	3184.5	100
0-24	873.8	27.4
25-59	1495.6	47.1
60+	815.1	25.5

Source: Forecasts of number of Lithuanian population 2005-2030. Statistics Lithuania, 2004

**0103 - Economy and labour market indicators**

Employment by sector has seen major changes in the last decade. Employment in the services sector increased from 42% of total employment in 1992 to 57.9% in 2006 and 58.9 % in 2007. Though employment in

agriculture has decreased from 20% in 1992 to 12.4% in 2006, it still accounts for a large proportion of employment and greatly exceeds the EU-25 average (4.7% in 2006).

**Table 1: Employment composition by sectors, %**

Sector	%			
	1998	2000	2005	2007
Agriculture	19.2	18.7	14.0	10.4
Industry and construction	28.7	26.8	29.1	30.7
Services	52.1	54.5	56.9	58.9

Source: Statistical Yearbook. Statistics Lithuania, 2006, 2007  
 Statistics Lithuania: <http://www.stat.gov.lt>

Until 2001, average employment rate was decreasing. Since 2001 it has started to grow rather rapidly (from 57.2 % to 63.6 %). It should be noted that male employment grew 4 times faster, compared to female employment.

**Table 2: Annual average employment rate of population aged 15-64, %**

	%			
	1998	2000	2005	2007
Total	62.3	58.7	62.6	63.9
Male	66.1	60.1	66.0	66.5
Female	58.8	57.5	59.4	61.4

Source: Statistical Yearbook. Statistics Lithuania, 2006  
 Statistics Lithuania: <http://www.stat.gov.lt>

Since 2001, unemployment rate has been constantly decreasing and, based on Labour Force Survey (LFS), has caught up with EU-25 average in 2005. Since 2006 it is lower than EU average. In 2001-2007, male unemployment rate was decreasing faster compared to female unemployment and has almost equalled to it. In the same period youth unemployment has decreased 2 times.

**Table 3: Annual average unemployment rate, %**

	%			
	1998	2000	2005	2007
Total	13.2	16.4	8.3	4.3
Male	22.9	18.8	8.2	4.3
Female	14.7	13.9	8.3	4.3
Aged 15-24	33.0	30.1	15.7	8.2

Source: Statistical Yearbook. Statistics Lithuania, 2006  
 Statistics Lithuania: <http://www.stat.gov.lt>

#### **EXPENDITURE ON EDUCATION AND TRAINING**

Following the data presented in the table below, total expenditure on education and training as a share of GDP, has been constantly decreasing.

**Table 4: Expenditure on education and training (million Litass and Euro)**

	2000		2005		2007*	
	LTL	EUR	LTL	EUR	LTL	EUR
GDP	45673.80	13228.05	71380.40	20673.19	96739.70	28017.75
Public expenditure	9468.0	2742.12	17062.8	4941.72	-	-
Expenditure on education	2582.7	748.0016	3713.6	1075.533	4779.1	1384.123
Vocational education and training - ISCED 2, 3, 4	174.20	50.45	231.10	66.93	311.10	90.10
<b>Expenditure as % of GDP:</b>						
on Education	5.7	5.7	5.20	5.20	4.94	4.94
on Vocational education and training (ISCED 2,3, 4)	0.38	0.38	0.32	0.32	0.32	0.32
<b>Expenditure as % of total public expenditure:</b>						
on Education	27.2	27.2	21.8	21.8	-	-
on Vocational education and training - ISCED 2,3,	1.8	1.8	1.4	1.4	-	-

\* - provisional data;

- no data available

Source: Statistical Yearbook. Statistics Lithuania, 2007; Education 2007 (Statistics Lithuania)

### 0104 - Educational attainment of population

Lithuania has reached its educational attainment goals for 2012 for those aged 20-24 and is above EU average indicator. In 2007, around 89 % of those aged 20-24 have attained at least upper secondary education (compared to an EU average of 78.1%).

Data from Statistics Lithuania on student age show that more adults are participating in education and training. This trend may be influenced by increasing qualification requirements for employed people.

Statistics Lithuania has carried out research in 2006 which shows that 55% of the 25-64 population had participated in some kind of education and training in the previous year. This share is twice as much as 3 years ago.

**Table 1: Population aged 25 to 64, by highest level of education attained, 2007**

	Total (1000)	Pre-primary, primary and lower secondary education (ISCED levels 0-2)		Upper secondary and post-secondary non-tertiary education (ISCED levels 3-4)		Tertiary education (ISCED levels 5-6)	
		Total (1000)	%	Total (1000)	%	Total (1000)	%
EU-25 countries	268116	77859	29	125857	47	62688	23
Lithuania	1786	198	11	1072	60	517	29

Source: Eurostat; EU Labour Force Survey; Date of extraction: 27/05/2008

Indicator of early school leavers in Lithuania reflects rather positive situation compared to other countries. The share of the population aged 18-24 with at most lower secondary education and not in further education and training totals 8.7 % and is considerably lower compared to EU-27 average of 14.8 % (ibid).

**Table 2: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training**

	2002	2003	2004	2005	2006	2007
EU-27 countries	17.1	16.6	15.9	15.5	15.2	14.8
EU-25 countries	16.6	16.1	15.4	15.1	15	14.5
Lithuania	14.3 (b)	11.8	9.5 (b)	9.2	10.3	8.7

Source of Data: Eurostat; EU Labour Force Survey; Date of extraction: 29 May 2008

Special values:

(b) Break in series

Short Description: Early school leavers refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey

### 0201 - Objectives and priorities

The Long-Term Development Strategy of the State (2002) recognises the following long-term state development priorities: a knowledge society, a safe society and competitive economy.

The Provisions of the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 m. nuostatos*), approved in 2003, supplement the long-term development strategy of the State and define the goals for development of education, the means for achieving these goals. They also establish the key quantitative and qualitative outcomes to be used as the basis for development of the Lithuanian education and evaluation thereof in 2003-2012. The provisions are in line with other structural country reforms and general EU education policy priorities. As stated in the document, the mission of education is to:

- help an individual to understand the contemporary world, to acquire cultural and social competences and to become an independent, active and responsible person who is willing and able to learn and create a life of his own and to be active in society;
- help an individual to acquire a vocational qualification in line with the modern technologies, culture and personal skills;
- create conditions enabling life-long learning, which encompasses continuous satisfaction of cognitive needs, seeking to acquire new competences and qualifications that are necessary for the professional career and meaningful life;
- ensure balanced and knowledge-based development of the economy, of the country's environment and culture; ensure domestic and international competitiveness of the economy; safeguard the national security and evolution of the democratic society;
- guarantee continuity of culture nourished by the history of the nation and of the country; support the process of its evolution; protection its identity; foster the open and dialogic nature of the culture.

The provisions define the following key aims of developing education in 2003-2012:

- 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 a quality of education which is in line with the needs of an individual living in an open civil society under market economy conditions, and with the universal needs of society in the modern world.

The Single Programming Document (*Bendrasis programavimo dokumentas*, 2004) established guidelines for human resources development and their implementation with the support of the European structural funds in 2004-2006. Human Resource Development was one of the Single Programming Document (SPD) priorities and was comprised of measures for the development of employability and labour force competence, prevention of social exclusion, development of conditions for lifelong learning and etc. The SPD included a special measure for the improvement of education and training infrastructure.

The main projects of national significance which have been implemented since 2005 in the field of VET with the support from European Social Fund are as follows:

- Creation of the National Qualifications System;
- Further Development of National VET Standards System;
- Development and Implementation of Common Quality Assurance System in Vocational Education and Training;
- Development and implementation of vocational guidance system;
- Creation and development of vocational knowledge and skills assessment system.

The Human Resources Development Action Programme (*Žmogiškųjų išteklių plėtros veiksmų programa*) is one of the 4 action programmes of the Lithuanian Strategy for the use of European Union Structural Assistance for 2007-2013 (*Lietuvos 2007–2013 m. ES struktūrinės paramos panaudojimo strategija*). It outlines the following priorities: quality employment and social inclusion, development of the system of lifelong learning, strengthening the capacities of researchers and scientists and enhancing the capacities of public administration. Further on, the National Programme of Vocational Guidance in the Education System and the Practical VET Resources Development Programme were developed in 2007 for the implementation of funding designated for VET development.

### 0301 - Legislative framework for vocational education and training

VET legislation is drafted in conformity with the conditions laid down in the United Nations Educational, Scientific and Cultural Organisation International Standard Classification of Education and follows European Union directives on VET.

VET related laws may be divided into those, which regulate VET directly, or indirectly. They regulate the general content of VET with further details set out in secondary legislation and ministerial orders and regulations from the Ministries of Education and Science and Social Security and Labour. This framework provides a more flexible approach whereby changes can be made without resorting to primary legislation.

#### LAWS REGULATING VET DIRECTLY

*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. It stipulates that the educational system is comprised of formal (primary, basic and secondary education, VET as well as post-secondary and higher studies), non-formal (pre-school, pre-primary and other non-formal education of children and adults) and informal education, and assistance (informational, consulting and etc.) for both learners and teachers.

*The Law on Vocational Education and Training (Profesinio mokymo įstatymas, 1997, new edition 2007)* sets out the structure and management of the VET system based on cooperation between state authorities and social partners. It also contains provisions to manage IVET and CVET as well as vocational guidance and counselling. The new edition defines goals and structure of qualification system and foresees principles for design, management and award of qualifications, The document introduces apprenticeship as a new VET form in Lithuania, legitimates VET quality provisions and regulates VET management and self-governing.

*The Law on Higher Education (Aukštojo mokslo įstatymas, 2000)* defines the system of higher education in terms of: the principles of acquiring professional qualifications; qualification and research degrees in higher education establishments; the limits of higher education institutional autonomy and State regulation; the rights and duties of academic staff and research workers, and students; legal grounds for the founding, reorganisation and liquidation of higher education establishments; basic requirements for institutions and their study programmes; principles of evaluating and registering study programmes and of financing higher education establishments and studies. The Law is of particular importance since it regulates non-university higher studies and enforces the legal basis for the establishment of colleges (higher education establishments with prevailing non-university studies), which have influenced the development of VET system.

*Law on Support for Employment (LR Užimtumo rėmimo įstatymas, 2006)* replaces the Law on Support for Unemployed, which has been in force since 1990. The Law defines legal background for the employment support system for jobseekers, its aim, tasks, the functions of institutions implementing the employment support policy, the employment support measures as well as organisation and funding of their implementation. Compared to previous Law on Support for Unemployed, the law establishes new employment support measures: job rotation, supported employment, support for the acquisition of professional skills and support for self-employment. The Law changes funding mechanisms: education grant is increased and various subsidies are introduced for jobseekers and employers offering a job as well as for those employers who have created or adjusted work place for disabled person. In addition, the Law regulates labour market monitoring which comprises of registration of jobseekers and including them in the records; registration of job vacancies; evaluation of the situation in the labour market and forecasting of changes and evaluation of the employment support measures efficiency.

*The Law on Non-formal Adult Education (Neformaliojo suaugusiųjų švietimo įstatymas, 1998)* regulates the system of non-formal adult education, its structure and management, and provides legal guarantees for participants. It commits the providers of non-formal adult education and their social partners "to provide assistance in implementing the right of a person to lifelong development of his/her personality".

### 0302 - Institutional framework: IVET

The structure and administration for both IVET and CVET are set out in the Law on Vocational Education and Training (1997, new edition 2007). It states that the management of VET shall be implemented on a state, county and local authority level.

At **national level** the Ministry of Education and Science (*Švietimo ir mokslo ministerija*) shapes and implements State education policy. Key functions of the Ministry are to develop national VET standards, to supervise training providers and to train pedagogical staff. In the Ministry of Education and Science (MES) IVET is led by the Department of Vocational and Continuing Education and Training (*Profesinio ir tęstinio mokymo departamentas*).

Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) jointly with MES approves VET standards and defines the procedures for the assessment of competences and award of qualification certificates. Representatives of the Ministry were involved in working group which developed a new edition of Law on VET.

The Methodological Centre for VET (*Profesinio mokymo metodikos centras*) under the MES provides methodological support for IVET institutions. Its main services are to analyse information on VET and human resources development, to develop methodology for the development of VET, to develop VET standards and programmes and to evaluate the quality of IVET.

The Teachers Professional Development Centre (*Pedagogų profesinės raidos centras*) under the MES is responsible for the development and implementation of teachers in-service training system.

At **regional level** county governor participates in planning the enrolment of students to VET programmes and monitoring of VET providers activity.

At **local level** municipalities are involved in the establishment of VET provider network with regard to the needs of municipal residents. They also participate in the management of self-governing IVET institutions.

#### INVOLVEMENT OF SOCIAL PARTNERS AND EMPLOYERS

At national level, the Vocational Education and Training Council (*Profesinio mokymo taryba*) functions as an advisory body for governmental institutions on strategic VET issues. The Council consists of an equal representation from state and municipal institutions, employer and employee organizations.

Industrial Lead Bodies (*Ūkio šaku ekspertų grupės*) are a key consultant to the Ministry of Education and Science at sectoral level in developing VET standards and shaping the content of vocational training. They equally represent all the social partners involved in vocational training: employers, trade unions and educational institutions. 14 Industrial Lead Bodies are established at the Methodological Centre for VET.

To ensure a unified assessment of vocational attainments, the social partners (Chambers of Commerce, Industry and Crafts and Chamber of Agriculture) assess qualifications.

At regional level, the County VET Councils play an advisory role for County governors, MES and other governmental institutions and VET providers. They perform consulting functions in VET issues in regions. Councils provide conclusions regarding VET development and quality, assess VET providers applications for funding, analyse need for VET programmes and etc. Councils are established in all counties of Lithuania.

Employers also participate in governing VET providers by being on their Boards. They therefore participate in defining training needs and developing particular programmes.

THE ROLE OF SOCIAL PARTNERS		
	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY/DECISION-MAKING)
NATIONAL LEVEL	perform a co-ordinated strategic advisory function to the MES and MSSL in relation to VET issues;	advisory
	organise and participate in qualification examinations; assess qualification acquired	decision making
REGIONAL LEVEL	provide co-ordinated focus for advice and expertise; assist in the organization of student's practical placements and in the renovation of practical facilities in VET schools	advisory
SECTORAL LEVEL	perform advisory function in the shaping the content of vocational training; approve vocational training standards	advisory and decision making
ENTERPRISE LEVEL	participate in the governing of the educational institution, defining the training needs and development of particular training programmes	

RESPONSIBILITIES BY RELATED INSTITUTIONS		
LEVEL	RESPONSIBILITY	INITIAL VET
CENTRAL-GOVERNMENT	policy development	Ministry of Education and Science Ministry of Social Security and Labour
	policy implementation	Methodological Centre for VET Teachers Professional Development Centre
REGIONAL	supervision of VET institutions according to the procedures established by MES proposals regarding the scope of enrolment at VET on regional level initiatives regarding the education and training of special needs students	County governor; County VET Council
LOCAL	participation in management of VET institutions	Municipalities

#### IVET PROVIDERS

The Law on Education established that formal vocational training curricula may be implemented by vocational schools, gymnasiums or other education providers who are licensed to deliver this kind of training. The major types of IVET providers:

- Vocational school (*profesinė mokykla*). Provides IVET at lower secondary, upper secondary (ISCED 2-3) and post-secondary (non-tertiary) (ISCED 4) levels.
- College (*kolegija*). Provides IVET at tertiary level (ISCED 5).

#### 0303 - Institutional framework: CVET

At **national level** the Ministry of Education and Science (*Švietimo ir mokslo ministerija*) shapes and implements State education policy. The Ministry deals with general formal education curricula for adults as well as liberal adult education. In the Ministry of Education and Science (MES) CVET is led by the Department of Vocational and Continuing Education and Training (*Profesinio ir tęstinio mokymo departamentas*).

The Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) deals with labour market training policy. In the Ministry of Social Security and Labour (MSSL) the organisation and implementation of labour market vocational training falls under the Human Resource Development Division (*Žmogiškujų išteklių plėtros skyrius*).

The Lithuanian Labour Market Training Authority, LLMTA (*Lietuvos darbo rinkos mokymo tarnyba*) under MSSL implements labour market training policy, and organises VET information and counselling services. It is responsible for the content of training and supervises institutions that are licensed for labour market training. LLMTA manages the Classification of Professions in Lithuania. It has 6 regional Labour Market Training and Counselling services and 15 local labour market training centres.

The Lithuanian Labour Exchange, LLE (*Lietuvos darbo birža*) under MSSL is responsible for active labour market policy measures. It is in charge of the organisation of labour market training funded via the Employment Fund. It assesses the needs for labour market training and sub-contracts the implementation of courses to training providers following an open call for proposals.

At **regional level** county governor participates in monitoring VET providers activity.

According to the Law on VET other ministries and departments, governors of counties and municipalities also may implement functions in the field of VET management in the scope of their responsibility.

#### INVOLVEMENT OF SOCIAL PARTNERS AND EMPLOYERS

At **national level**, the Vocational Education and Training Council (*Profesinio mokymo taryba*) functions as an advisory body for governmental institutions on VET issues. The Council consists of an equal representation from state institutions, employer and employee organizations.

At the Lithuanian Labour Market Training Authority, the Board of Experts and the Experts' Commission consisting of representatives of trade unions, employer organisations and state institutions are established. The main goal of the Board is to assist in the development of the labour market training and counselling system, as well as to improve its functioning and interaction with labour market partners. The Experts'

commission solves strategic issues regarding the quality of labour market training programmes, the readiness of training institutions to implement programmes and quality of implemented training programmes.

The Tripartite Council of the Republic of Lithuania established at the Ministry of Social Security and Labour makes proposals regarding the training issues for unemployed. It analyses social, economic and labour problems, presents proposals for their solution and considers issues of allocation and use of Employment Fund resources (including for the purpose of the training for unemployed).

Qualification assessment is organised by the social partners (Chambers of Commerce, Industry and Crafts and Chamber of Agriculture) or training providers. In the latter case, composition of exam commission is coordinated jointly with the Chambers. The Chambers are structured on regional basis, i.e. there are 5 regional Chambers.

Employers (including sectoral employers organisations) are involved in labour market training by participating in developing particular programmes and providing practical training facilities.

<b>THE ROLE OF SOCIAL PARTNERS</b>		
	<b>RESPONSIBILITIES OF SOCIAL PARTNERS</b>	<b>TYPE OF ROLE (ADVISORY/DECISION-MAKING)</b>
<b>NATIONAL LEVEL</b>	perform a co-ordinated strategic advisory function to the MES and MSSL in relation to VET issues	advisory
	organise and participate in qualification examinations; assess qualification acquired	decision making
<b>REGIONAL LEVEL</b>	provide co-ordinated focus for advice and expertise; assist in the organization of student's practical placements and in the renovation of practical facilities in the school	advisory
<b>SECTORAL LEVEL</b>	perform advisory function in shaping the content of vocational training	advisory
<b>ENTERPRISE LEVEL</b>	participate in defining the training needs and in the development of particular training programmes	advisory

<b>RESPONSIBILITIES OF PUBLIC INSTITUTIONS</b>		
<b>LEVEL</b>	<b>RESPONSIBILITY</b>	<b>CONTINUING VET</b>
<b>CENTRAL-GOVERNMENT</b>	policy development	Ministry of Education and Science Ministry of Social Security and Labour
	policy implementation	Lithuanian Labour Market Training Authority Lithuanian Labour Exchange
<b>REGIONAL</b>	supervision of VET institutions according to the procedures established by MES; licensing and supervision of labour market training institutions	Territorial labour market training services

#### **CVT PROVIDERS**

Formal continuing training may be provided by any organisation licensed for this kind of training. E.g. in 2007 licences for labour market training were possessed by universities, colleges, vocational schools, profit enterprises (joint stock companies, private enterprises), labour market training centres and other institutions. There are no special requirements for non-formal training providers. In some cases institutions willing to deliver programmes for special groups (e.g. civil servants) must undergo special assessment procedure.

#### **0401 - Background to the IVET system and diagram**

A [diagram of the education and training system is attached](#). As stipulated in Constitution of the Republic of Lithuania (1992), education is compulsory for persons under the age of 16. Vocational education is provided at lower secondary and upper secondary levels varying in duration and content according to the needs of different ages and education background of young people:

Vocational lower secondary education is designed for persons over 14 years old. The programmes last for 2 or 3 years. Those willing may acquire both qualification and a *basic school-leaving certificate*.

Vocational upper secondary education is designed for individuals with basic education. Programmes may last for two or three years (typical age of students is from 15/16 to 17/18 or 19/20 years). Graduates receive a qualified worker's diploma (ISCED 3) (*kvalifikuoto darbuotojo diplomas*) and have an opportunity to receive a maturity certificate.

Vocational post-secondary education is available for those having a maturity certificate. Programmes last from one to two years (typical age of students is from 18/19 to 20/21 years) and lead to a qualified worker's diploma (ISCED 4).

Higher education (ISCED 5, 6) comprises non-university and university studies. It is accessible only for those who completed, as a minimum, secondary education and have a maturity certificate.

Non-university education is undergraduate professional studies focused on practical activities. It has been introduced since 2000 through reforming the professional college sector. The education lasts for three to four years and leads to a higher education diploma (*aukštojo mokslo diplomas*) mentioning the professional qualification.

Finally, university education is sequential studies providing conditions for a person to acquire higher education and qualification, as well as a research degree (bachelor's degree after four years of study leading to master's programmes and PhD studies (ISCED6).

#### **DIFFERENCES BETWEEN IVET AND GENERAL EDUCATION**

The Law on Education (2003) stipulates that the purpose of secondary general education is to assist a person in the acquisition of general academic, socio-cultural and technological literacy, moral, national and civic maturity, and the basics of vocational competence and/or qualification. The purpose of initial vocational training (IVET) is to assist a person in the acquisition of qualification and preparation for participation in the changing labour market. Thus, in IVET programmes practical training comprises 60-70% of study time and in the last year 15 weeks are allocated for practical training in an enterprise or in a school-based workshop simulating working conditions.

The procedure for the development of general education and IVET programmes differs as well. Programmes for IVET are developed by their providers according to the Procedure of IVET programmes development and legitimation (2006, *Pagrindinio profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašas*), relevant VET Standards (*profesinio rengimo standartai*) and General training plans, approved by the Minister of Education and Science annually. In the case of upper secondary level VET programmes, General education plans (2007) are taken into account, which regulate implementation of upper secondary programmes. From 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

#### *IVET assessment*

Competence of students is assessed during the final exam taken at the end of the programme. Social partners (Chambers of Commerce, Industry and Crafts and Chambers of Agriculture) organise exams. The Chambers delegate representatives from employers to the qualification exam commission and approve the commission composition. They are also involved in preparing both the theoretical and practical tests (in coordination with vocational schools). Exam commissions are formed from 3 members, equally representing employers, employees and the VET provider. The employers' representative is always the Chairman. Implementation of the exam is regulated by The Procedure of initial VET qualification exams (2005, *Pagrindinio profesinio mokymo baigiamųjų kvalifikacijos egzaminų tvarka*).

Since 2005, a national level project for creation and development of knowledge and competence assessment system is being implemented with the support from European Social Fund. The project aims at transition to computerised exams. In 2007 a software for the development of exam tests and tickets for 34 professions was prepared (for both, assessment of theoretical knowledge and practical skills). It can be accessed via information system <http://www.rumai.smm.lt>.

## IVET PROVIDERS

According to the Law on Vocational Education and Training (1997, new edition 2007) education and training providers must have a licence issued by the Ministry of Education and Science. IVET is mainly provided by vocational schools and colleges.

Vocational schools (*profesinė mokykla*) provide both vocational and general education. In some regions vocational schools have been merged together to create regional vocational training centres. Since 2003, 13 vocational schools have been granted self-governing status which increases budgetary autonomy. It also allows them to have a variety of stakeholders in the management (enterprises, regional and municipal government representatives, etc.). This change has helped to improve the relationship with employers and has strengthened the standing of VET. It is planned to continue this initiative in the future.

Since 2000 technological gymnasiums have been established at vocational schools. They provide upper secondary education and pre-vocational education. Graduates are awarded a maturity certificate. Further they can choose either to stay in vocational school and continue education and training according to IVET programmes or to enter higher education. Technological gymnasiums, firstly, make VET more open to general education and vice versa, and secondly, promote participation in IVET.

Colleges (*kolegija*) are higher education establishments, providing higher non-university education oriented to practical activities.

**Table 1: Initial VET institutions at the beginning of school year**

Institutions	1995-1996	2000-2001	2005-2006	2006-2007
Number of IVET institutions				
Vocational schools	106	84	76	80
Professional colleges *	67	57	5	1
Colleges	-	7	28	28
Students in IVET institutions, thous.				
Institutions	1995-1996	2000-2001	2005-2006	2006-2007
Vocational schools	49	47	46	45
Professional colleges *	24	37	1	0.02
Colleges	-	3	56	56
Total	73	87	103	101

\*Note: Professional college (*aukštesnioji mokykla*) provided IVET at upper secondary level (ISCED 3) and post-secondary programmes not leading to tertiary education (ISCED 4, 5). Admission to professional colleges programmes was stopped. Those schools who did not seek to become higher non-university education colleges were transformed to vocational schools.

Source: Education in Lithuania. Statistics Lithuania, Vilnius, 2005, 2007  
Statistics Lithuania, Education and culture statistics

## 0402 - IVET at lower secondary level

IVET at lower secondary education level is designed for pupils over 14 years who have not finalised lower secondary general education. Programmes last for 2 years to acquire a qualification certificate and 3 years to acquire a qualification certificate and basic school leaving certificate. Approximately 3500 students (from approximately 50 000 *cohort*) are enrolled every year into vocational lower secondary programmes (see table below).

**Table 1: Number of IVET students participating in and admitted lower secondary level programmes at the beginning of school year**

	1995-1996	2000-2001	2005-2006	2006-2007
Number of students	5237	7704	5874	5720
Number of students admitted to programmes	3187	4666	3526	3460

Source: Education in Lithuania. Statistics Lithuania, 2002, 2007

## CURRICULA

There are 2 types of programmes: (1) to acquire only a qualification (2 years); (2) to acquire a qualification and basic education certificate (3 years). Subjects are divided into vocational subjects (*profesinio mokymo dalykai*), general cultural subjects (*bendrakultūriniai dalykai*) and general education subjects (*bendrojo lavinimo dalykai*) - only for the 2nd type of programme).

Major features of the programmes:

- practical training comprises 60-70% of the total time allocated to teaching vocational subjects;
- specialisation subjects may comprise 10-15% of the total time allocated to teaching vocational subjects;
- the last year 15 weeks are allocated for practical training in an enterprise or in a school-based workshop simulating working conditions;
- programmes include subjects of civil security and fundamentals of economics and business;
- work safety and health as well as ecology are integrated into vocational subjects. Information technologies and speciality foreign language are integrated into vocational subjects or separated into independent modules.

#### QUALIFICATION OBTAINED AND PROGRESSION ROUTES

Programmes lead to a qualification certificate (ISCED 2) (*kvalifikacijos pažymėjimas*). Those who complete general lower secondary education obtain a basic school leaving certificate which provides access to upper secondary education, either general or vocational.

#### 0403 - IVET at upper secondary education level (school-based and alternance)

IVET at upper secondary level is designed for persons who have finished basic school and have achieved the leaving certificate. In case of programmes where students only wish to obtain a qualification, students' age ranges from 15/16 to 17/18. Programmes last for 2 years. In case of programmes where students wish to obtain a qualification and general upper-secondary education, student's age ranges from 15/16 to 19/20 and programmes last for 3 years.

According to Statistics Lithuania, more students wish to obtain both a qualification and a maturity certificate and to get access to tertiary education. Popularity of programmes aimed at acquisition of just vocational qualification decreases.

**Table 1: IVET students at upper secondary level, by level of education**

Absolute number	1995-1996	2000-2001	2005-2006	2006-2007
<b>Total number of students at upper secondary IVET level</b>	39 464	32 581	30 034	29901
Programmes aimed at vocational qualification	22 307	4 333	647	582
Programmes combining vocational qualification and general upper secondary education	17 157	28 248	29 387	29319
<b>Number of students admitted to upper secondary IVET level</b>	13 593	6 185	11 157	10937
Programmes aimed at vocational qualification	7 089	686	310	263
Programmes combining vocational qualification and general upper secondary education	6 504	5 499	10 847	10674

Source: Education in Lithuania. Statistics Lithuania, 2002, 2007

#### CURRICULA

There are two types of upper secondary VET programmes: (1) to acquire only a qualification (2 years); (2) to acquire a qualification and maturity certificate (3 years). Subjects are divided into vocational subjects (*profesinio mokymo dalykai*), general cultural subjects (*bendrakultūriniai dalykai*) and general education subjects (*bendrojo lavinimo dalykai*) - only for the 2nd type of programme). In both programmes broad occupational skills are emphasized and specialisation subjects (if so foreseen) make up 10-15% of the total time allocated for vocational subjects. Major features of programmes:

- practical training comprises 60-70% of the total time allocated to teaching vocational subjects;
- the last year 15 weeks are allocated for practical training in an enterprise or in a school-based workshop simulating working conditions;

- programmes include subjects of civil security and fundamentals of economics and business.
- work safety and health as well as ecology are integrated into vocational subjects. Information technologies and speciality foreign language are integrated into vocational subjects or separated into independent modules.

#### QUALIFICATIONS OBTAINED AND PROGRESSION ROUTES

Programmes lead to a qualified worker's diploma (ISCED 3) (*profesinio mokymo diplomas*) and may lead to maturity certificate (*brandos atestatas*).

The destination of graduates from programmes aimed solely at vocational qualification is limited. Their education remains at the basic level providing only for labour market entry. As they do not possess a maturity certificate, there are no further progression routes to further education apart from completing the maturity at secondary education schools.

Graduates of upper secondary VET with a maturity certificate can progress to higher education as if they had graduated from general upper secondary education. Admission to different institutions of higher education is based on the maturity exams' grade and (in some cases) on special entry exams.

#### ASSESSMENT PROCEDURE

The assessment of student competence is delegated to social partners through the Chambers of Commerce, Industry and Crafts and Chambers of Agriculture. The Chambers delegate representatives from employers to the qualification exam commission and approve the commission. The Chambers are also involved in preparing both the theoretical and practical tests (in coordination with vocational schools). Exam commissions are made up of 3 members, equally representing employers, employees and the VET provider. The employers' representative is always the Chairman. Such an approach has been designed to have a nationally unified system of assessment.

The competence of students is assessed during the final exam taken at the end of the programme. The exam is organised according to procedures set by the Ministry of Education and Science and is split into two parts: a written test and a practical test.

For general education subjects, students take the same exam as those in general education (either national or school exams). The assessment is unified and the national exams are undertaken in special exam centres.

#### STUDENTS IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION: GENERAL/VOCATIONAL

According to the Eurostat statistical indicator "Students in upper secondary education by programme orientation", 74.7% of students in upper secondary education prefer general and pre-vocational programmes to vocational programmes, whereas EU average indicator shows a reverse trend. The main reasons for this trend are a rather low standing of VET in the society and insufficient links among different levels of education system.

**Table 2: Students in upper secondary education by programme orientation, 2005**

Cuontres	Total ISCED 3	Vocational programmes as a percentage of total ISCED 3		
		Vocational (%)	Pre-vocational (%)	Vocational and pre-vocational (%)
EU-27 countries	26 036 676	55.9	4.6	60.5
EU-25 countries	24 597 064	55.5	4.9	60.4
Lithuania	117 717	25.3	0.0	25.3

Source: Eurostat, UOE data collection; Date of data extraction: 26/05/2008

#### 0404 - Apprenticeship training

The Lithuanian education system does not provide a work-based apprenticeship route to obtaining a vocational qualification scheme apart from individual schools initiatives in a limited number of professions. For example, Vilnius Vocational Education and Training Centre of Technology and Business (*Vilniaus technologijų ir verslo profesinio mokymo centras*) offers the industrial mechanic and energy systems electronic work-based training programmes. The theoretical training is organised in the school and practical training – in a real work environment. Student and company sign a labour contract and, together with the school, a trilateral training agreement. A new edition of the Law on VET (2007) legitimates apprenticeship as a form for VET organisation (see 0301).

## 0405 - Other youth programmes and alternative pathways

In Lithuania there are special institutions called youth schools (*jaunimo mokykla*) for young people who have not adapted to mainstream schools and lack motivation or need special attention because of their social situation.

They are designed for students aged 12-17 and are considered as a type of lower secondary school providing basic general 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. Objectives are:

- to provide general lower secondary education and to ensure that more pupils would obtain basic education;
- to assist in preparing for further education, decision on future occupation and social-cultural life through practical and theoretical activities according to the needs, interests and abilities of students and to increase personal experience.

In the beginning of the school year 2006/07 there were 21 youth schools with 1 794 pupils.

**Table 1: Information about youth schools**

	1995-1996	2000-2001	2005-2006	2006-2007
Number of youth schools	19	24	23	21
Number of participants in youth schools	2496	2601	1850	1794

Source: Education in Lithuania . Statistics Lithuania. Vilnius, 1999, 2007,

## CURRICULA

Youth schools provide general lower secondary and pre-vocational education through various practical activities (e.g. tailoring, ceramics and other crafts) according to the needs of pupils and regional traditions as well as available facilities. Pupils can return to lower secondary education or IVET programmes or to study in any other institution. Therefore pre-vocational programmes or their modules are coordinated with formal IVET programmes. In 2007 a Pre-vocational training procedure description was approved (*Ikiprofesinio mokymo tvarkos aprašas*). It defines that pre-vocational training programme should include vocational modules. 80 % of the programme should be assigned for practical training

Teachers at youth schools develop programmes following the nationally approved General Programmes for General Education Schools (*Bendrojo lavinimo mokyklos bendrosios programos*), Education Standards for General Education Schools (*Bendrojo išsilavinimo standartai*) and General Education Plans (*Bendrieji ugdymo planai*) and Pre-vocational training procedure. Based on modular system, training is differentiated, individualised and related to practical activities and for the development of practical skills. Education lasts for 6 - 7 years and education is organised in day or evening classes.

## LEARNING OUTCOMES AND ASSESSMENT PROCEDURE

Learning outcomes can be easily converted to the mainstream general education assessment system. Those who complete youth school and pass exams are awarded a basic school leaving certificate (*pagrindinio išsilavinimo pažymėjimas*). Final exams are arranged and basic school leaving certificates are awarded following the Procedure of Assessment of Basic Education Achievements (*Pagrindinio ugdymo pasiekimų patikrinimo tvarka*) set by Ministry of Education and Science. If requested, school may issue a certificate about vocational competences acquired. Those who complete a basic education course but did not pass exams receive a Certificate of education achievements (*Mokymosi pasiekimų pažymėjimas*). A basic school leaving certificate provides access to upper secondary education, either general or vocational.

## 0406 - Vocational education and training at post-secondary (non tertiary) level

IVET at post-secondary (non-tertiary) level is designed for those with upper secondary education. The duration of studies depending on the complexity of the profession is from 1 to 2 years.

In 2006-07 school year, there were around 10 000 students in this level programmes in vocational schools. In the same year, around 5 500 students were entering these programmes.

**Table 1: IVET students at post-secondary non tertiary level at the beginning of school year**

	1995-1996	2000–2001	2005-2006	2006-2007
Total number of students	4489	6720	10426	9761
Total number of students admitted to training programmes	2608	4117	5839	5516

Source: Education in Lithuania 2005. Statistics Lithuania, 2002, 2007

### CURRICULA

Programmes last for either 1, 1.5 or 2 years depending on what is studied. Subjects are divided into vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*).

Major features of programmes:

- practical training comprises 60-70 % of the total time allocated to teaching vocational subjects;
- in the last year a part of programme (from 8 to 15 weeks) is allocated to practical training in an enterprise or in a school-based workshop simulating working conditions;
- programmes include subjects of civil security and fundamentals of economics and business.
- work safety and health as well as ecology are integrated into vocational subjects. Information technologies and speciality foreign language are integrated into vocational subjects or separated into independent modules.

### QUALIFICATION OBTAINED AND PROGRESSION ROUTES

Programmes lead to a qualified worker's diploma (ISCED 4) (*profesinio mokymo diplomas*). Progression possibilities to higher education are the same as for graduates from general upper secondary education. Admission to the different institutions of higher education is based on the maturity grade point average and (in some cases) on special entry exams.

### ASSESSMENT PROCEDURE

At the end of programme, student competence is assessed through a final qualification exam. This is organised according to procedures set by Ministry of Education and Science. It comprises both theoretical and practical parts. Assessment of theoretical knowledge is through tests; observation methods are used to assess practical skills. Responsibility for the final qualification examination is with the Chambers of Commerce, Industry and Crafts and Chambers of Agriculture. They delegate employers' representatives to the qualification exam commission, prepare and approve tasks and tests for the theoretical and practical exams (in coordination with training institution). A qualification exam commission is formed from 3 members representing employers (which holds the Chair), employees and VET provider.

### 0407 - Vocational education and training at tertiary level

VET at tertiary level delivers non-university higher education programmes (ISCED 5) which are designed for those having the maturity certificate and wishing to obtain non-university higher education. The duration of studies is 3-4 years. Programmes are provided in colleges (*kolegija*) - non-university higher education institutions. These were established on the basis of professional colleges (*aukštesnioji mokykla*) in 2000 – 2003 following the reform of the post-secondary studies sector.

**Table 1: Number of VET institutions at tertiary level (beginning of the school year)**

	1995-1996	2000-2001	2003-2004	2005-2006	2006-2007
Professional colleges	67	57	15	5	1
Colleges	-	7	27	28	28

Source: Education in Lithuania. Statistics Lithuania, 2005, 2007

Data evidences the increasing number of students in VET at tertiary level.

**Table 2: Participation in IVET at tertiary level, thous.**

	1995-1996	2000-2001	2004-2005	2005-2006	2006-2007
Total number of students in professional colleges and colleges, of which	24.2	40.9	57.1	57.4	56.3
Professional colleges	24.2	37.4	4.9	0.8	0.016
Colleges	0.0	3.5	52.2	56.0	56.3

Source: Education in Lithuania. Statistics Lithuania 2007

### CURRICULA

Non-university higher education study programmes are developed by colleges following the Regulations of Sequential Studies Programmes (*Nuosekliųjų studijų programų nuostatai*, 2000). The programmes need to meet the requirement formulated in Guidelines for a Subject Area (*Studijų krypties reglamentas*) and in the appropriate Vocational Training Standard (*Profesinio rengimo standartas*). Training is mainly school-based. Day time, evening courses and part-time studies are offered to students.

Practical training (including placement for practice in enterprise) should constitute at least a third of total study programme time. The other major features of study programmes are:

- general education subjects and theoretical subjects of the professional area should make up not less than 25% of total study programme time;
- subjects for acquisition of qualification should make up not less than 33% of total study programme time;
- subjects of professional specialisation should make up not less than 8% of total study programme time;
- placement for practice in enterprise - not less than 17% of total study programme time;
- Final thesis (in case it is foreseen in programme) - not less than 5% of total study programme time.

Since 2000, special equalising courses (*išlyginamosios programos*) are being introduced in colleges for those who graduated professional colleges. As studies in professional colleges were not recognised for a tertiary education diploma, there was a need to create a mechanism for graduates to progress. Programmes to equalise differences between past and present programmes last 1.5 - 2 years. Graduation leads to the same higher education diploma as for those studying in higher education non-university study programmes (more information about equalising courses - in part 8).

### QUALIFICATION OBTAINED AND PROGRESSION ROUTES

Graduation of non-university higher education programmes leads to higher education diploma (ISCED 5) (*aukštojo mokslo diplomas*). Universities started to offer equalisation (or post-college) studies for graduates from colleges. These programmes compensate differences between university and college programmes and are shorter in duration (1-3 years). For more information about equalising programmes please see section 8. Since 2007 graduates of higher non-university programmes receive a vocational bachelor degree.

### ASSESSMENT PROCEDURE

College students are assessed through defending their final thesis. In some specific cases, e.g. accounting, a final examination is organised. Assessment is according to a 10 marks scale (positive evaluation is 5 or more) and is carried out by qualifying commission of at least 5 members. More than a half of the commission should represent employers.

### 0501 - Background information on continuing vocational education and training

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. It covers formal, non-formal and informal education and training, and assistance (informational, consulting and etc.) for both learners and teachers. Following the Law, the purpose of vocational training is to assist people to acquire, change or upgrade their qualifications and to prepare them to participate in the labour market.

Learning opportunities for adults may be categorised as:

- formal adult education (*formalus suaugusiųjų mokymas*) - providing primary, basic general, secondary general, vocational, post-secondary (non-tertiary) and higher education, ensuring the same level of education as in the formal initial education system;
- non-formal adult education (*neformalus suaugusiųjų mokymas*) chosen according to participants interests;
- informal adult education (*savišvietė*) - providing an individual with possibilities for continuing independent learning supported by the surrounding information space (libraries, media, internet, museums, etc.) and life experience gained from others.

Competence acquired by way of non-formal or informal education may be recognised as being a part of a formal education programme or a qualification following a prescribed procedure.

#### PARTICIPATION IN ADULT LEARNING

The Provisions of the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 m. nuostatos*) establishes a goal that at least 15% of the working age adult population should participate in some kind of education and training every year by 2012. With the development of new educational services and the implementation of lifelong learning, adults increasingly participate in non-formal education and further education. According to Eurostat data, working age population participation in education and training has increased from 3.8% (2003), to 5.3% (2007). However, there may be difficulties in reaching 15% target.

In terms of the whole population, Statistic Lithuania has carried out research in 2006 which shows that of the 25-64 population, 55% of the population had participated in some kind of education and training in the previous year. This share is twice as much as 3 years ago.

#### CURRENT TRENDS

The National Education Strategy 2003-2012 (2003) foresees the following trends for the development of the CVET system:

- creation of an integrated lifelong education system bringing together the efforts and resources of the Ministry of Education and other ministries; bringing the learning environment closer to the individual's needs; and diversifying the education on offer;
- development and provision of learning conditions conducive to all adults seeking basic, secondary or higher education; expansion of a system of information and counselling about learning opportunities; elimination of learning barriers (learning time and speed, limitations of the learning location, strict access requirements);
- gradual transition to summative, formative and modular learning;
- diversification of funding sources using the EU Structural Funds and private capital as well as the state budget;
- development of financial incentives and tax privileges to encourage private capital investment into CVET;
- encouraging training providers to implement flexible programmes and modules;
- expansion of continuing education programmes in general education, vocational and higher education schools; development of the certification procedure for both formal and non-formal education programmes;

- establishment of distance learning centres in local neighbourhoods, libraries or training institutions;
- joining formal, non-formal and informal education;
- development of the system of recognition of competences acquired through different forms of education and training.

## **0502 - Publicly promoted CVET for all**

### **GENERAL PROVISIONS**

As defined in the Law on Education (1991, amended 2003) the purpose of CVET is to upgrade/change existing qualifications or to acquire another one. CVET encompasses both formal vocational training and non-formal adult education. Adults, depending on their former education and needs, may choose to study at vocational schools, colleges, universities, labour market training centres or attend courses organised by other companies. The State secures CVET for civil servants, unemployed people and those facing redundancy (for more information, please go to 0503) as well as for SME employees (described in 0504). Additionally, certain ministries and public institutions organise and finance qualification improvement programmes for their sector employees.

### **TARGET GROUPS AND PROVISION**

Training for civil servants: The Civil Service Department under the Ministry of the Interior (<http://www.vtd.lt>) is responsible for the career planning system. The Civil Servants Training Strategy for 2007-2010 (2006, *Valstybes tarnautoju mokymo 2007-2010 m. strategija*) sets priority groups for training and training goals. It prioritises training for those civil servants involved in the implementation of strategic goals implementation and EU structural support; those with personnel management responsibilities; those working in policy priority areas. The training aims at improving the implementation of the EU legislation and EU support and at preparing for Lithuania's EU presidency in 2013. It also aims at improving the skills in foreign languages, ICT and problem solving. The Law of Public Service (1999) defines the need for: pre-service training (*ivadinis mokymas*); in-service training (*testinis kvalifikacijos kelimas*); and training for senior civil servants (*auksciausiu kategoriju valstybes tarnautoju mokymas*). The Civil Servants Training Strategy states that annually around 70% of civil servants participate in training.

Training employees in certain sectors: a number of Ministries organise and fund training for employees of their sectors. For some sectors, there are special regulations for employees to spend a certain amount of time in training especially in regulated professions. For example, nursing specialists must spend 100 hours upgrading their qualification within every 5 years period. Programmes also exist for workers in agriculture; social workers; lawyers; state border guards and national defence personnel; police; interior affairs system personnel; healthcare specialists; national fire and rescue personnel; state food and veterinary services; energy personnel.

### **PROVIDERS**

Providers of training for civil servants: organisation willing to provide training for civil servants must undergo the assessment procedures prescribed by the Minister of Interior. The list of civil servants training providers is published on the website of Civil Service Department: <http://www.vtd.lt>.

Providers of training to employees in specific sectors: courses for specific sector employees that are subsidised from the State budget are organised and delivered by different providers: vocational schools, colleges, universities, labour market training centres, private enterprises and etc. The choice depends on the programme required, for example, training for social workers is provided by a specific training centre and in the case of healthcare specialists, the Ministry of Health prefers medical training institutions (universities, colleges) and allocates them funding from the State's budget based on number of potential students.

Adults are offered formal and non-formal training programmes. Courses differ in duration, content and objectives. Some upon their will can choose short courses for development of general skills and others must undergo a registered training course.

### **QUALITY ASSURANCE PROCESSES IN EDUCATION INSTITUTIONS**

The main quality assurance provisions are established in the Law on Education (2002).

Quality assurance processes in civil servants training institutions. Procedural Rules for Organising Training of Civil Servants (2002) set provisions for training quality assurance. According to these rules, every year the institutions organizing training for civil servants provide activity reports to the Civil Service Department. The reports present data about training programmes, numbers of participants and training duration, comments of other institutions about effectiveness of civil servants training programmes, perspectives for improvement,

measures and forms for developing qualification of lecturers etc. In case of complaints, the Civil Service Department may examine the training process. If lower than expected quality is observed, then the programme may be stopped until corrective action is taken.

For the development of quality assurance system, the Methodological Centre for VET (*Profesinio mokymo metodikos centras*) is implementing a project of national significance "Development and implementation of common quality assurance system in vocational education and training". The goal of the project is to develop a modern quality assurance system covering both initial VET and continuing training which would be in line with the EU strategic guidelines as well as create preconditions for continuous improvement of education quality (for more information, please visit project website: <http://www.projektai.pmmc.lt>).

## **0503 - Training for unemployed people and others vulnerable to exclusion in the labour market**

### **GENERAL PROVISIONS**

The Law on Support for Employment (2006) establishes that training for unemployed people (and those made redundant) is organised according to formal and non-formal vocational training programmes. Participants receive an education grant and their travelling/accommodation expenses are reimbursed during the training period.

### **TRAINING PROGRAMMES**

Training is organised according to formal and non-formal vocational training programmes. Formal labour market training programmes include:

I. Health and safety training programmes. Duration depends on programme complexity. Graduates receive certificates.

II. Training programmes for labour market first level qualification (*darbo rinkos pirmo lygio profesinė kvalifikacija*) lasting 4 - 12 weeks. Graduates receive certificate stating that they can carry out certain activities.

III. Training programmes for labour market second level qualification (*darbo rinkos antro lygio profesinė kvalifikacija*) lasting 12 - 43 weeks. Graduates receive certificate stating occupational qualification.

Formal labour market training programmes are registered in the Register of Study and Training Programmes of the Ministry of Education and Science (<http://www.aikos.smm.lt>).

Non-formal labour market training programmes are designed to provide a certain competence or improve/upgrade an existing qualification. Non-formal training programmes may be of different types (modular, distance training) or adjusted to target groups (long term unemployed, disabled, roma population). Graduates receive a certificate of module graduation or a certificate of qualification upgrading approved by the Lithuanian Labour Market Training Authority. Non-formal labour market training programmes for unemployed people are included in a Register controlled by the Lithuanian Labour Market Training Authority (<http://www.darborinka.lt>).

According to the Activity Report of the Lithuanian Labour Exchange in 2007, 24.4 thousand unemployed people participated in vocational training programmes. 5 thous. unemployed participated in non-formal training.

### **TARGET GROUPS**

Law on Employment (2006) foresees special measures for persons additionally Supported in the Labour Market (the disabled, the long-term unemployed, persons over 50 years, pregnant women, at the choice of a family, those raising children under 8 years old or disabled children, persons, released from imprisonment and etc. Implementation of labour policy measures for this group is monitored in detail. Some of these measures are described below.

**Long-term unemployed people:** training programmes are prepared for those who have no profession and for those who had a qualification but had lost their skills due to a long break in employment. During the courses they receive new theoretical knowledge and practical skills and learn how to present themselves to employers and to integrate into a workplace. Lithuanian Labour Exchange reports that in 2007, 2.5 thous. of long-term unemployed participated in vocational training and 1.2 thous. participated in non-formal education.

**People with disabilities:** a range of formal and non-formal training programmes is offered for different groups of people with disabilities. In 2005 the Labour Exchange started an ESF project "Integration of the Disabled into the Labour Market with the Aim to Avoid Social Exclusion" (*Asmenų su negalia integracija į darbo rinką, siekiant išvengti socialinės atskirties*) to support around 600 people with disabilities through active measures to help them integrate into the labour market. Lithuanian Labour Exchange reports that in 2007, 1.4 thous. disabled persons participated in vocational training and almost 500 persons participated in non-formal education.

**Older workers:** a support programme for older unemployed people aged over 55 was launched in 2003. In 2005 more than 13 thousand or 75% of this group unemployed were involved in active labour market policy programmes and re-established their job skills and raised their qualifications. Some training programmes are

developed specially for this group. Lithuanian Labour Exchange reports that in 2007, 3.7 thous. of older workers participated in vocational training and 1.3 thous. participated in non-formal education.

**Young unemployed people:** the local labour exchanges implement the 'First steps in labour market' programme (*Pirmo žingsnio darbo rinkoje programa*). Those without a qualification are advised about opportunities to acquire a marketable profession. Young unemployed people can also participate in the Programme for Intensive Integration into Labour Market. There is also a Bank of Talents database which contains personal data of young job seekers as well as students for a virtual labour exchange. There are also Youth Labour Centres at 6 local labour exchanges to provide special youth integration services.

**Prisoners and ex-prisoners:** according to the Report on Activity of Prisons Department at the Ministry of Justice, all penitentiary institutions have divisions of vocational schools (see <http://www.kalejimudepartamentas.lt>). At the end of 2007 the number of participants in VET was 1095 (or 16.1 % of all prisoners). Compared to previous year the share of prisoners in VET increased from 14.1 % to 16.1 %. Prisoners are offered such training programmes as: computer-operators, hairdressers, joiners, decorators, brick layers and etc. In 2007, 912 prisoners received programme graduation certificates. The certificates awarded do not differ from the certificates awarded to students of VET institutions. Prisoners also have the opportunity to study at tertiary level at Vilnius Pedagogical University. At the end of 2007 there were 5 prisoners studying according to this programme. Penitentiary institutions can also individually implement training projects together with CVT institutions. Special training and employment programmes are implemented for ex-prisoners by Lithuanian Labour Exchange and Labour Market Training Authority

#### **PROVIDERS**

There are no institutions specialising only in training for unemployed people and others vulnerable to exclusion in the labour market. The national or regional labour exchanges organise a public procurement for which licensed providers can apply. At the moment, 248 institutions are licensed for this kind of activity, including 78 vocational schools and 155 other institutions (labour market training centres, private companies and etc.).

#### **QUALITY ASSURANCE**

Requirements for formal labour market training programmes are set by the Ministry of Social Security and Labour. Organisations willing to provide formal training must go through a licensing procedure. Evaluation of formal labour market training programmes and licensing are carried out according the same procedures as in IVET.

The Lithuanian Labour Market Training Authority is responsible for the organisation of licensing and monitoring of training providers. It regularly checks training programmes and on the basis of this evaluation, providers can have their licence revoked, although in most cases, they are obliged to make improvements to their provision.

For the development of quality assurance system, the Methodological Centre for VET (*Profesinio mokymo metodikos centras*) in partnership with LLMTA is implementing a project of national significance "Development and implementation of common quality assurance system in vocational education and training". The goal of the project is to develop a modern quality assurance system covering both initial VET and continuing training which would be in line with the EU strategic guidelines as well as create preconditions for continuous improvement of vocational education and training quality (for more information, please visit project website: <http://www.projektai.pmmc.lt>).

#### **0504 - CVET at the initiative of enterprises or social partners**

Publicly supported CVET in Lithuania is more focused on training for unemployed people than for employees. This is mostly due to funding reasons as the incentive measures developed (e.g. tax concessions, subsidies from special funds) insufficiently encourage companies to contribute to employees' training.

According to the existing legal framework, CVET for employees working in the private sector is not supported by the state. Legal acts regulate that persons may seek to obtain qualifications, but only at their own, or their employer's expense.

The legal framework contains some incentives for enterprises and employees to participate in training, although limited to tax relief. The Law on Profit Tax (2001) enables enterprises to deduct training costs from their taxable income.

Employees are also entitled to educational leave as provided for in the Labour Code (2002): to prepare and take exams; for laboratory work and consultations; and for completion and presentation of graduation thesis. Only employees who are studying and taking entrance exams to professional colleges and higher educational institutions are entitled to paid educational leave (at the level of at least the average wage).

Exceptions include SMEs where public support is available (Law of Small and Medium Sized Enterprises - 1998). Another exception is for training employees in certain sectors (e.g. agriculture, healthcare, etc.) where participation in training may be regulated.

There is no reliable and precise data available on CVET provided at the initiative of the enterprises and the social partners. Some estimates can be based on the results of the Continuing vocational training surveys in enterprises (CVTS 2 and CVTS 3) carried out in 2000/2001 and 2005. As presented in the table below, 46% of Lithuanian enterprises provided CVET (EU-25 indicator - 61%). Compared to 2001, this share has insignificantly increased (43 % in 2000). CVTS 3 results show that in 2005 only 15 % of employees improved their qualification. This indicator is among the lowest in Europe. Compared to 1999 this share increased only by 5 % (see Statistics Lithuania: <http://www.stat.gov.lt> Press release 12-12-2007).

From 2006 Statistics Lithuania undertakes research to establish the proportion of the 25-64 population participating in education and training (including informal) in the previous year. According to the survey, in 2006 half of adults had participated in education and training. 25% had had training in the workplace, 20% said that training was required by their employer and for 74% of them their employers covered costs (see Statistics Lithuania: <http://www.stat.gov.lt> Press release 16-03-2007).

**Table 1: Training enterprises as % of all enterprises, by size class (2005 vs. 1999)**

	Size class (number of employees)							
	Total (%)		10 to 49 (%)		50 to 249 (%)		250 or more (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
ES-27	60	:	55	:	78	:	91	:
ES-25	61	61	56	56	80	80	92	95
Lithuania	63	70	58	66	86	93	99	100

Source: Eurostat; Continuing Vocational Training Survey (CVTS2, 1999 and CVTS3, 005) Date of extraction: 23/06/2008

Note: 'Training enterprises' are enterprises that did provide any type of continuing vocational training to their employees

Source: Eurostat, NewCronos, 2nd Continuing Vocational Training Survey (CVTS2)

#### MEASURES FOR SMALL AND MEDIUM SIZE ENTERPRISES (SME)

Developing the SME business sector is an economic priority in Lithuania and numerous policy developments have been implemented. The SME support network encompasses 42 business information centres (*verslo informacijos centras*) and 7 business incubators (*verslo inkubatorius*); SME owners and employees receive subsidised training services and participate in various training projects.

#### 0505 - CVET at the initiative of the individual

Adults willing to upgrade their qualification may find information on all formal training and study programmes in the homepage of Open Information, Counseling and Guidance System (*Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS*): <http://www.aikos.smm.lt>.

Legal framework sets some incentives for adults in education and training. The Law on Income Tax of Individuals (2002) allows individuals to deduct training costs from their taxable income for following a state recognised qualification. There is no information on how this is used.

Employees are also entitled to educational leave as provided for in the Labour Code (2002): to prepare and take exams and credit tests; for laboratory work and consultations; and for completion and presentation of graduation thesis. Only employees who are studying and taking entrance exams to professional colleges and higher educational institutions are entitled to paid educational leave (at the level of at least the average wage).

**THEME: 06 TRAINING VET TEACHERS AND TRAINERS**

**0601 - Types of teachers and trainers in VET**

There are three types of teachers in VET institutions:

- VET teachers (*profesijos mokytojas*) teach both in IVET and CVET systems. VET teachers deliver the vocational knowledge, abilities and skills necessary to perform vocational activities; they also develop student personal and social skills;
- trainers (*gamybinio mokymo meistras*) who are employed in VET institutions both in IVET and CVET systems. The 2002 Lithuanian Classifier of professions (*Lietuvos profesijų klasifikatorius*) indicates that the activity of trainers includes: providing practical teaching; organizing and planning practical learning; helping students to reconcile theoretical knowledge and practical activity; demonstrating students' practical operations; collaborating with VET teachers; guaranteeing that students can meet the requirements of safety at work. There are no formal qualification requirements for trainers in Lithuania;
- general education subject teachers (*bendrujų dalykų mokytojas*) who are employed in vocational schools.

**Table: Employment and training of teachers and trainers in VET institutions**

<b>Occupational classification</b>	<b>Place of work</b>	<b>Place of training</b>
VET teacher in IVET and CVET	VET schools, labour market training centres (LMTC)	Universities ( <i>universitetai</i> ), providing vocational and/or pedagogical study programmes or Teacher Professional Development Centre ( <i>Pedagogų profesinės raidos centras</i> )
Trainers in IVET and CVET	VET schools, labour market training centres and enterprises	No formal requirements
General education subject teacher	VET schools	Universities

**CURRENT POLICIES AND DEBATES**

The main institutions involved in VET teacher training are:

- Ministry for Education and Science (*Švietimo ir mokslo ministerija*) which plans and organises initial and in-service training for VET teachers. It determines the priority fields of training for VET teachers and allocates resources available for VET teachers training institutions.
- Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) participates in the process of defining additional qualification requirements for CVET teachers.
- Lithuanian Labour Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba*) takes care of competence of VET teachers in labour market training centres.
- Teachers Competence Centre (*Mokytojų kompetencijos centras*) implements VET teachers qualification development quality monitoring and organises accreditation of related training providers and training programmes;
- Departments of pedagogical studies and research of higher education schools implement initial and in-service training for VET teachers.
- Institutions of Vocational Education and Training provide pre-service teacher training.
- Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) provides the training programmes, including pedagogical minimum programme (that consists of pedagogical, psychological and didactical subjects) for those wishing to become VET teachers.

VET providers develop their own procedures for employed VET teachers qualification development. They assess teachers training needs and set priorities. Based on this information qualification development plans are designed.

In recent years the policy focus has been on reforming teachers' pre-service and in-service training systems. In 2006 a State programme for reform of teachers training and qualification improvements was approved. This programme covers all teachers training and qualification improvement stages (studies in higher education, teacher vocational qualification acquisition, qualification development in formal and non-formal education systems). The programme establishes that only those persons who have graduated non-university or university higher education programmes and have at least 3 years work experience in certain sector may work as vocational teachers.

In 2007 a Description of Teacher Occupation Competence (*Mokytojo profesijos kompetencijos aprašas*) was approved. The document aims at defining single criteria for pre-service and in-service teachers training.

In 2007 Regulations for Vocational Teachers Qualification Improvement (*Profesijos mokytojų kvalifikacijos tobulinimo nuostatai*) were adopted. The document regulates goals and objectives as well as methods of vocational teachers' qualification development. It also defines responsibilities of institutions engaged in the process and funding arrangements. The document outlines that non-formal and informal learning of vocational teachers may be recognized following procedures, defined by Government.

## 0602 - Types of teachers and trainers in IVET

Teachers working in IVET schools can be classified as follows:

- VET teachers;
- trainers (usually skilled workers with vocational but no pedagogical qualification);
- general education subject teachers (working in VET schools).

There is no distinction in the regulations applicable to VET teachers specific to IVET or CVET, the information applies to both.

### VET TEACHERS

Entry requirements are outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes. The Decree states that if a person wishes to become a teacher of VET school, he/she must:

- have higher education or professional college education plus a pedagogical qualification; or
- have higher education or professional college education and have attended the pedagogical minimum programme (*Pedagoginio minimumo programa*); or
- have graduated vocational school, have secondary education and three years of working practice in subject field, and have attended the pedagogical minimum programme.

**Table 1: Teaching staff in IVET schools**

Year	Total number of teachers	Of which females	Education level of teachers		
			Higher	Professional college	Upper secondary
1995-1996	4671	2787	2973	1434	264
2000-2001	4922	3209	3417	1298	207
2005-2006	4874	3280	3739	964	171
2006-2007	4692	3166	3641	882	169

Source: Statistical Yearbook of Lithuania, 2007

There are five qualification categories for VET teachers:

**1. Junior vocational teachers** assist vocational teachers in conducting teaching and learning activities. They have achieved higher vocational education (ISCED 5) or finished ISCED 3-4 VET programmes. They must have at least 3 years practical work experience in the programme area and have gained the pedagogical competencies, defined in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*). Junior vocational teachers are those who have not yet acquired their pedagogical qualification.

**2. Vocational teachers:** independently organise and conduct theoretical and/or practical activities, design teaching subject (module) programmes, participate in the implementation of school policy at local level. They have a higher vocational education and a pedagogical qualification and a minimum of 3 years practical work experience in the teaching programme area.

**3. Senior vocational teachers** undertake the same role as a vocational teacher except for also participating in the implementation of school policy at regional level. They need the same levels of qualifications as vocational teachers with an additional 3 years of teaching experience.

**4. Vocational teacher-methodologists** again undertake the same role as vocational teachers but additionally they also develop and evaluate teaching modules, prepare methodological learning materials, design vocational training programmes, perform regional labour market research, participate in the implementation of the labour market research, and in the implementation of the school policy at local, regional and national levels. They must have higher education in subject field plus 6 years teaching experience.

**5. Vocational teacher-experts** have a similar role to teachers-methodologists but also evaluate methodological learning materials, design vocational training programmes. They perform sectoral as well as regional and national labour market research, and participate in the implementation of school policy at local, regional, national and international levels. They must have higher education in subject field as well as 10 years pedagogical work experience.

According to information of the Ministry of Education and Science (Education in Lithuania, 2004), senior vocational teachers constituted the biggest share of VET teachers (48%) with junior vocational teachers at 18.9%, vocational teachers at 22.9%, vocational teachers methodologists at 9.1% and vocational teachers experts at 1.1%.

#### **PRE-SERVICE TRAINING FOR IVET TEACHERS**

The Ministry of Education and Science establishes general qualification requirements and organises its certification. The Ministry also allocates funds for institutions providing teacher training.

In the framework of VET reform the structure of teacher training has been changed from a parallel system (vocational and pedagogical qualifications acquired simultaneously) to a consecutive model (where a vocational qualification is studied first at a specialised university of college followed by a pedagogical qualification as post-graduate studies).

6 universities provide programmes for pedagogical VET teacher education. VET teachers may choose special professional studies (*profesijos pedagogika*, pedagogy of occupation; the participants get the qualification of a teacher) or Master studies in Education (pedagogy of occupation, andragogy and etc.). Additionally, the Teacher Professional Development Centre offers the pedagogical minimum programme which must be pursued by teachers who are recruited without a pedagogical qualification (those recruited pre-2005 only could fall into this category).

Having graduated one or more of these programmes, teachers of VET schools can go to certification for a higher qualification category (vocational teacher, senior vocational teacher, vocational teacher methodologist, vocational teacher expert).

#### **IN-SERVICE CONTINUING TRAINING AND DEVELOPMENT FOR IVET TEACHERS**

In-service education and training for VET teachers (who teach both IVET and CVET programmes) is regulated by the Law on Education (1991, new edition 2003), the Law of Vocational Education and Training (1997, new edition 2007), decrees and legal acts of the Ministry of Education and Science and the regulations of the Teacher Professional Development Centre.

The Law of Education states that each teacher can participate in in-service training of their choice for 5 days per year. 2 types of provider specialising in teacher training offer courses:

- the Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) under the auspices of the Ministry of Education and Science, organises short-term courses on such topics as project management, development of the learning environment, creation of assessment system, development of training programmes/ modules and etc.

- Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*) organises continuing studies for VET teachers and schools directors. It offers courses, which VET teachers can follow on a modular basis (each module is equivalent to 80 hours of study). Modules include: qualifications research, curriculum and research design; managing change; effectiveness of teaching and learning; quality management; psychology of communication and cooperation in an organisation.

The studies within this programme are implemented combining theoretical training with practical. Practical training takes place in VET institution and is monitored by mentor. In order to ensure successful mentorship, Vytautas Magnus University started training of mentors in March, 2007.

Since 2005 measures targeted for VET teachers in-service training have been implemented in the framework of ESF projects:

- A national project “VET teachers training programme for ICT introduction in VET” (*IKT diegimo profesiniame mokyme profesijos mokytojų rengimo programa*) was implemented by Centre of Information Technologies of Education (<http://www.ipc.lt>). The project aimed to train VET teachers to effectively apply innovative training methods and forms in education process based on ICT. Development of VET educators skills to use IT tools (including innovative training methods) in the training cycle was a focus of another ESF project entitled “Development of general education and VET systems and creating appropriate conditions for lifelong learning in the area of e-education” (implemented by the Association of Lithuanian Chambers of Commerce, Industry and Crafts);
- For improvement of technological competence of VET teachers in agriculture, transport and mechanics and metal processing sectors the Methodological Centre for VET implemented a project “Update of Strategic Competences for Vocational Teachers: development of experience”. The project also aimed to introduce teachers’ to modern training/learning technologies and methods;
- ESF project “Practical Training of VET Schools Students to Work with Modern Technologies” (*„Profesinių mokyklų mokinių darbo su moderniomis technologijomis praktinis mokymas“*) implemented by the Chambers aimed to train trainers, i.e. persons responsible for practical placement both on training institution and enterprise levels;
- Within the ESF project “Enlargement of VET Teachers Training Network into other Lithuanian Regions” (*Profesijos pedagogų rengimo tinklo išplėtimas į Lietuvos regionus*) the study programme “Vocational Pedagogics” (*Profesinė pedagogika*) was renewed and the training was expanded from Kaunas Vytautas Magnus University into other regions: now the programmes are implemented in Vilnius Pedagogical, Klaipėda and Šiauliai universities.

#### **IVET TRAINERS AND OTHER LEARNING FACILITATORS**

There are no formal qualification requirements for trainers. Nevertheless they are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, which is approved by the Ministry of Education and Science and is primarily available to VET teachers who do not have a pedagogical qualification.

#### **0603 - Types of teachers and trainers in CVET**

Detailed analysis on teachers in non-formal continuing training is limited by lack of data. Many provisions for teachers and trainers in the formal CVET system (adult training and labour market training) are the same as for the IVET system. Please see 0602.

### 0701 - Mechanisms for the anticipation of skill needs

Currently the anticipation of skills needs in Lithuania is mainly performed through the development of VET standards, sectoral studies and labour market forecasts.

National VET standards play a crucial role in the curriculum development and validation process by linking occupational, educational and assessment elements. 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; basic skills; and final assessment of qualification. Competences in VET standards are defined for a 5 year period on the basis of labour market analysis and in close cooperation with employers.

Industrial Lead Bodies (*Ūkio šakų ekspertų grupės*) ensure that vocational standards correspond to labour market needs. The Bodies represent all the social partners involved in vocational training: employers, trade unions and educational institutions. 14 Industrial Lead Bodies are established at the Methodological Centre for VET. After the standard is approved it must be applied to all related programmes.

Sectoral studies are used to evaluate training needs for the period of the next 5 years. These studies are conducted by applying a uniform methodology to ensure comparability amongst economic sectors within the country and on an international level. The methodology was prepared in close cooperation with experts from Ireland in 1999. Sectoral studies provide specific recommendations, which address issues of training policy, vocational guidance and counselling, and VET curriculum. They are designed to improve the match between labour supply and demand and the skills needed within the sector. Since 2005 methodology for early identification of skill needs is being developed and tested by experts coming from different Lithuanian institutions in close cooperation with Irish experts.

Since 1995, Lithuanian Labour Exchange annually implements labour market forecasts. They are developed on the basis of economical and demographical indicators analysis as well as referring to the surveys of employers. Based on results, vocational training demand for 1 year is identified and barometer of placement possibilities is developed. Labour market forecasting methodology was developed together with Swedish national labour market administration experts.

### 0702 - Bridging pathways and new educational partnerships

Provisions of the National Education Strategy 2003-2012 (2003) foresees the development of a flexible and open structure of education, uniting general education and VET as well as formal and non-formal studies into an integral, lifelong education space in Lithuania.

Law on Education (2003) established continuity as one of the key principles of the education system, meaning that the educational system is flexible, open, based on interaction of various forms and institutions; it creates conditions for each individual to engage in life-long learning.

The Law on Vocational Education and Training (1997, new edition 2007) establishes a variety of pathways to acquire both vocational qualification and general education.

In addition, since 2000 technological gymnasiums have been established at vocational schools. They provide upper secondary education and pre-vocational education. Graduates are awarded a maturity certificate. Further they can choose either to stay in vocational school and continue education and training according to IVET programmes or to enter higher education. Technological gymnasiums, firstly, make VET more open to general education and vice versa, and, secondly, promote participation in IVET.

Other initiatives to bridge general education and VET are as follows: modules of modern technologies for upper secondary education are introduced in order to develop practical skills, the procedure for inclusion of VET programme module into general upper secondary education and its recognition when continuing training according VET programme is established. The latter procedure approved in 2006 creates a possibility for graduates from general education to recognise a VET module as a part of VET programme.

Over a relatively short time, two major reforms have been implemented at tertiary level: in 1991, on the basis of former technical schools that had been operational in the Soviet Union, professional colleges were established; and in the period of 2000-2003, a network of colleges (*kolegija*) was formed on the basis of professional colleges. Colleges provide non-university higher education (undergraduate professional studies focused on practical activities). For those who have graduated professional colleges and want to progress to higher education, special equalising courses (*išlyginamosios programos*) of 1.5 - 2 years duration are provided in colleges. They enable students to reach the requirements for higher education and equalise differences

between past and present programmes. Graduation leads to the same higher education diploma as for those studying in colleges according to non-university higher education study programmes. On the other hand, universities offer equalising or post-college (*pokoleginės*) programmes for graduates from colleges and professional colleges willing to acquire higher university education (bachelor degree).

### **0703 - Renewal of curricula**

Since 1990, curriculum development has been delegated to VET providers. They compose a curriculum development group which develops IVET programmes based on the Procedure of IVET programmes development and legitimation (2006, *Pagrindinio profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašas*), established by the Ministry of Education and Science. Standardised parts of the programme (areas of activity, competences and training objectives) are automatically transferred from the relevant VET standard or from basic programme in case of absence of VET standard. Basic programme is a template programme, registered in the Register of Study and Training Programmes. After approval of new VET standards, programmes must be revised accordingly. Regulated requirements to the programme are as follows:

- all curricula taught in vocational schools must be competence based;
- practical training should comprise 60-70% of the total time allocated to teaching vocational subjects; practical training in a company or a school-based workshop simulating working conditions is obligatory during the last year of training and it should take up to 15 weeks;
- supplementary competences which reflect local or/and temporary needs should take 10-15% of the total time allocated to teaching vocational subjects;
- programmes should contain fundamentals of economy and business as well as civil security subjects;
- environment, IT, foreign languages should be either integrated into the vocational subjects or developed as separate modules;
- general education subjects should correspond to those in general education schools and are regulated by State.

A newly drafted programme is subject to approval by the competent employer organization (e.g., Chamber of Commerce, Industry and Crafts). The Methodological Centre for VET organises assessment of the programme. If it is regarded as meeting general requirements and the resources to provide it are deemed sufficient, it is legitimised by the Ministry of Education and Science and entered on the Register of Study and Training Programmes. VET providers can make changes to curricula content up to 10% of a programme to enable them to meet particular local circumstances. Changes of more than 10% require an official process of approval.

## 0801 - Accumulating, accrediting and validating formal learning

### BACKGROUND INFORMATION

The Law on Education (2003) defines that a qualification attests ability and gives the right to be engaged in a certain professional activity as recognised according to a procedure prescribed in regulation. Qualifications awarded in the form of certificates/diplomas are defined according to standards upon which study programmes are based.

The Law on VET (1997, new edition 2007) regulates design of qualifications, their management and awarding. The Law on VET also sets principles for recognition of prior learning,

The Procedure of Initial VET Qualification Exams (*Pagrindinio profesinio mokymo kvalifikacijos egzaminų tvarka*, 2005) defines how to formalise training outcomes and award diplomas for vocational school students. The assessment and validation of learning outcomes in colleges is regulated by The Regulations of Non-university Studies Results Assessment (*Neuniversitetinių studijų rezultatų vertinimo nuostatos*, 2002) and Procedure for Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka*, 2003). The latter document establishes principles for recognising study outcomes achieved in Lithuanian and foreign higher education schools. Key principles for recognition of prior learning of individual being as a part of the training programme are foreseen in draft Procedure for recognition of prior learning achievements (*Ankstesnio mokymosi pasiekimų užskaitymo tvarkos aprašas*) (to be approved in 2008). Based on this document prior learning encompasses learning according to formal and non-formal and other educational programmes as well as experience gained individually or work experience.

### INSTITUTIONAL STRUCTURE

The Ministry of Education and Science (*Švietimo ir mokslo ministerija*) approves the legal acts defining procedures to validate formal learning.

Social partners (The Chambers of Commerce, Industry and Crafts and Chambers of Agriculture, *Prekybos, pramonės ir amatų rūmai ir Žemės ūkio rūmai*) are responsible for organising final VET exams. The Chambers delegate employers representatives to the exam commission, approve the commission's composition and prepare tasks and tests for the theoretical and practical exams (in coordination with training institution).

Vocational schools are responsible for consulting applicants and collecting documentation about applicants' prior learning. They also provide information about students to the exam Commission, delegate vocational teacher representatives to the commission and coordinate exam issues (e.g. tasks, where it takes place, etc.) with social partners. Colleges are responsible for organising the assessment of their students.

### MECHANISMS AND INSTRUMENTS

Vocational school students can change school or choose another VET programme. Prior formal learning may be recognised as a part of the training programme which student enrolled. Recognition is implemented comparing correspondence of previous programme to a current one. Previous formal learning is assessed by a team of vocational teachers from the school where the student has applied. If needed, teachers may consult professionals in the field. In case of discrepancies, the student follows the assessment procedure as foreseen in the programme (please refer to section 4).

Learning outcomes for those studying in higher education schools who wish to continue their studies in other institutions, are recognised according to the Procedure for Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka*, 2003) approved by the Minister of Education in 2003. Students must provide a certificate of studies from school (*studijų Lietuvos mokykloje pažymėjimas*) together with subjects' descriptions (in case of unfinished studies) and other documents evidencing results. The certificate contains information on subjects, credits, assessment results and assessment form.

At the end of the studies, the competence of college students is assessed through defending the final thesis. In some specific cases, e.g. accounting, a final examination is organised. Assessment is done in a 10 mark scale (positive evaluation is 5 or more) and is carried out by a qualifying commission of at least 5 members. More than a half of the commission should be employers.

The validation of formal education is important for graduates from professional colleges (*aukštesniosios mokyklos*) who are continuing their studies in colleges. Graduates wishing to obtain a higher education diploma can transfer credits either for their subject or for the overall study programme. Graduation leads to the same higher education diploma as for those studying in non-university higher education study programmes.

Some universities organise equalising or post-college (*pokoleginės*) programmes for graduates from colleges (higher non-university education) and professional colleges (tertiary education not leading to higher education). After passing special credit tests, students are accepted to higher courses. Duration of studies is 2-3 years depending on programmes and university. After they receive bachelor degree, students may study further in master level programmes.

## **0802 - Accumulating, accrediting and validating non-formal/informal learning**

### **LEGAL FRAMEWORK**

The validation of non-formal and informal learning is not a new idea in Lithuania. Early impetus was provided by the White Paper on VET (1998) through the principle 'of formal recognition of the acquired qualification, irrespective of how it has been acquired'. The Law on Non-formal Adult Education (1998) establishes the right of non-formal education participants 'after passing examinations in formal education, science or studies institutions, to receive an assessment of the knowledge acquired in the system of non-formal adult education as well as a state recognised document testifying the acquisition of a certain level of formal education, stage thereof or a separate regulated part of the programme (module)'.

An amended Law on Education passed in 2003 sets out key elements to formally certify competences acquired through non-formal or informal learning. In addition, recent documents, namely the Strategy on Vocational Guidance, Strategy Paper on Lifelong Learning, Strategic Guidelines for the Development of Education for 2003-2012, Single Programming Document as well as a new edition of Law on VET, aim to build bridges between formal, non-formal and informal education and training. They foresee concrete measures for the further development of national knowledge and competence assessment system including official validation of non-formal learning experiences.

The first legal acts describing the procedures for the recognition of knowledge and skills acquired outside formal vocational education and training were adopted in 2001-2002.

In 2007 a new edition of Informal learning procedure (*Savarankiško mokymosi tvarkos aprašo redakcija*) was approved. This document regulates informal learning of individual according to general primary, lower and upper secondary education, to adult education programmes, or part of programme (module), as well as his/her graduation in chosen general education or vocational school. The Procedure for recognition of prior learning achievements (*Ankstesnio mokymosi pasiekimų užskaitymo tvarkos aprašas*) is being prepared and should facilitate recognition of non-formal learning as well as work experience.

### **COMPETENT BODIES**

The tasks of the Ministry of Education and Science, MES (*Švietimo ir mokslo ministerija*) include confirming the procedure for final qualification examinations including the validation of non-formal and informal learning. Their tasks also include determining the equivalency of education levels attained abroad.

The tasks of the Ministry of Social Security and Labour, MSSL (*Socialinės apsaugos ir darbo ministerija*) include appointing vocational training institutions which can validate participants' knowledge and skills acquired through non-formal labour market training.

Vocational schools and labour market vocational training institutions are responsible for providing applicants seeking to validate knowledge and skills acquired outside formal education with the necessary support which leads to final qualification exams.

Social partners are responsible for assessment of acquired qualification of those who decide to legitimate non-formal and in-formal learning achievements in vocational schools. Chambers of Industry, Commerce and Crafts and the Chamber of Agriculture took over full organisation of final exams including the design of tasks, identification of relevant members of the commission and granting of qualification. Some regional Chambers approve the requests of those willing to validate their knowledge in vocational schools.

### **ORGANISATION**

The main way to legitimate non-formal or informal learning achievements for adults is the equivalency examination. Following the procedure, people with at least one year's work experience and who are over 18 can apply for the recognition of competence acquired outside formal education.

In September of each year, applicants should register with a licensed vocational school. The procedure starts with the identification of non-formal or informal learning achievements through the analysis of certificates on non-formal education and other related documents provided by individual. The student and school agree on a timetable of courses credit tests and consultations, as necessary. Where the results are positive, the student can take the final qualification exam together with those from formal education. Individuals who successfully pass the exam are awarded with the same qualification certificate or qualified worker diploma. Assessment

and recognition services are paid by the student or by their employer (in some cases by the Labour Exchange for unemployed people).

The regulations for recognising competences acquired through non-formal learning in labour market training system set up in the Order of the Ministry of Social Security and Labour are similar to those described above.

### **0803 - Impact of EU policy cooperation**

EU priorities in VET area are included into the provisions of strategic documents (Vocational Guidance Strategy, Strategy for Ensuring Lifelong Learning). Based on these priorities, the national system is developed. For example, within the project "Creation of the National Qualifications System" a unified and transparent system of qualifications embracing all the qualifications levels, ensuring transferability between levels and guaranteeing diversity of the ways of acquiring qualifications is being developed since 2005 (for more information, please visit project website: <http://www.lnks.lt>). Following the new edition of Law on VET, Qualifications Authority under Government of Republic of Lithuania (*Kvalifikacijų tarnyba prie Lietuvos Respublikos Vyriausybės*) should be established in 2008.

In the homepage of the Open Information, Counseling and Guidance System (*Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS*), the base of Europass certificates supplements is available. The base contains downloadable Europass certificate supplements according to all vocational and labour market training programmes.

### **0804 - Facilitating EU mobility**

#### **ACADEMIC RECOGNITION OF A TITLE OR A PERIOD OF STUDY ABROAD FOR THE PURPOSE OF FURTHER STUDIES**

Learning outcomes of students, who have graduated or are studying in higher education schools abroad and wish to continue their studies in Lithuanian higher education institution, are recognised according to the Procedure for Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka*, 2003). Study results may be recognised without any limitations (in case of student studied coordinated curricula). In other cases, it is analysed how study results correspond to a desired study programme. Student must provide the certificate of studies together with subjects' descriptions and other documents evidencing studies results. The certificate contains information on subjects, credits, assessment results and assessment form. The decision on recognition of study results is made by the faculty dean following the proposals from the programme tutor.

The following institutions recognise education achieved abroad:

- Ministry of Education and Sciences makes decision about recognition on the basis of the conclusions drawn by the Centre for Quality Assessment in Higher Education.
- Centre for Quality Assessment in Higher Education assesses foreign qualification documents (<http://www.skvc.lt>).

#### **PROFESSIONAL RECOGNITION (FOR PROFESSIONAL PURPOSES)**

In case of professional recognition the assessors mainly seek to determine whether applicant's knowledge, competences and skills acquired in a foreign country are in accordance with a particular profession in the Republic of Lithuania. In most cases academic assessment of foreign qualification is not necessary for professional recognition, yet it is necessary in case of regulated professions.

There is a number of professions which are regulated in the Republic of Lithuania (full list available at <http://www.darborinka.lt/files/Profesijoms/profesijos.pdf>). Examples of such professions include teaching, medicine, physiotherapy, architecture etc. In order to work in a field of regulated profession in the Republic of Lithuania the approval of a designated competent authority is needed. In case professional activity in certain fields is allowed for persons having certain general, commercial or vocational skills, prior working experience may be recognised as evidence of these skills.

Organisations designated to award or accept evidences of formal qualification and make decisions on recognition of qualifications are as follows:

- Ministry of Environment (*Aplinkos ministerija*);
- Ministry of Culture (*Kultūros ministerija*);
- Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*);
- Ministry of Health (*Sveikatos apsaugos ministerija*);

- Ministry of Education and Science (*Švietimo ir mokslo ministerija*);
- Ministry of Justice (*Teisingumo ministerija*);
- [Department of Pharmacy](#) (*Farmacijos departamentas prie Sveikatos apsaugos ministerijos*);
- Lithuanian Labour Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba prie Socialinės apsaugos ir darbo ministerijos*);
- State Food and Veterinary Service (*Valstybinė maisto ir veterinarijos tarnyba*);
- Tourism Department (*Valstybinis turizmo departamentas prie Ūkio ministerijos*);

In order to transfer European Parliament and Council Directive 2005/36/EC of 7 September, 2005 on the recognition of professional qualifications into the national legislation Law on Recognition of Regulated Professions (*Reglamentuojamų profesinių kvalifikacijų pripažinimo įstatymas*) is prepared and should be approved in 2008.

### **0901 - Strategy and provision**

The Law on Education (*Švietimo įstatymas*, 1991; new edition 2003) establishes that vocational information and counselling services are provided in schools, information centres, consulting services and labour exchanges in compliance with the requirements established by the Ministers of Education and Science and Social Security and Labour. The new edition of the Law on VET approved in 2007 further integrates guidance and counselling into VET system and defines that vocational guidance is a part of VET system together with the initial VET and continuing vocational training.

In 2003 the Vocational Guidance Strategy (*Profesinio orientavimo strategija*) and in 2004 its Action plan were approved (later amended in 2005). The main objective of the Strategy is to create the conditions to develop a vocational guidance system with services appropriate to both the economic development and the individual needs. The Strategy provides for an analysis of the existing situation and sets guidelines for change. The Action Plan foresees the creation of a legal framework, the development of infrastructure, a vocational guidance specialists training system, the development of a methodology for vocational guidance, and the improvement of the system funding.

The Inventory of Requirements for Vocational Information and Counselling Services (2005, *Profesinio informavimo ir konsultavimo paslaugų teikimo reikalavimų aprašas*) defines the requirements for provision of services, the responsible institutions and their functions. According to the document, vocational information should give individuals information on:

- the education system, entry requirements and programmes implemented in vocational and higher education schools;
- links between occupations, qualifications and professions;
- qualifications and opportunities to improve or change qualifications;
- professions, labour market and labour market forecasts;
- career opportunities.

The same document outlines the objectives of vocational counselling which are to:

- provide recommendations, individual and group consultations, analyse and assess personal possibilities of acquiring qualification; help in making decisions on relevance for a certain occupation;
- implement specialised programmes for those not ready for the labour market, to encourage their motivation to actively search for job or learning opportunities and develop their skills to cope with new labour market requirements;
- consult on employment and other labour market issues;
- provide information about professions and occupations, qualifications and opportunities for acquisition, improvement or change of qualification.

In 2006, the Lithuanian Vocational Guidance Council was established (*Lietuvos profesinio orientavimo taryba*) as an advisory institution assisting the Ministries of Education and Science and Social Security and Labour to develop a vocational guidance system. The Council is composed of representatives of state institutions, municipalities, vocational and general education schools, employers and employees organisations as well as youth, adults and non-governmental organisations.

Since 2005 two national level projects have been carried out with the support of the EU structural funds. The projects aim at implementing the provisions set in the Vocational Guidance Strategy and its Action plan. Results of these projects are as follows:

- normative documents of vocational guidance have been prepared (e.g. Vocational information standard (*Profesinio informavimo standartas*). This document was approved in 2007 by the Decree of the Minister of Education and Science. It defines the vocational guidance areas, the functions and competences of the vocational guidance consultants);

- training programmes and methodologies for vocational guidance specialists were prepared and pre-service and in-service training was organised;
- infrastructure of vocational information points was further developed and provided with equipment;
- Open Information, Counselling and Guidance System (AIKOS) was updated. The system ensures dissemination of the most important information for the purpose of vocational guidance.

The continuation of the current initiatives is planned within the National programme of vocational guidance in education system („*Nacionalinė profesinio orientavimo švietimo sistemoje programa*“, approved in December, 2007) whose implementation is foreseen with the support of the EU structural funds.

#### **MAIN PROVIDERS OF GUIDANCE AND COUNSELLING**

**Career planning centre** (*Karjeros planavimo centras*) established under the Lithuanian Youth Technical Creativity Palace. It provides information on training and study programmes, informs about occupations and helps to plan careers. It provides information to pupils, their parents and general education schools. The Centre works individually with pupils and also organises public seminars and lectures in schools.

**National Centre for Special Needs Education and Psychology** (*Specialiosios pedagogikos ir psichologijos centras*) subordinate to the Ministry of Education and Science with 53 local divisions. They provide psychological assistance to pupils and their parents, teachers from lower secondary and upper secondary schools. Services include vocational guidance and counselling.

**The Lithuanian Labour Market Training Authority, LLMTA** (*Lietuvos darbo rinkos mokymo tarnyba*) under the Ministry of Social Security and Labour with 10 regional offices. LLMTA develops programmes for people to integrate them into the labour market as well as programmes for career planning, social adaptation and professional and personal development. Territorial labour market training and counselling offices provide vocational guidance, counselling and information services to the unemployed, to pupils in general education schools, to their parents and teachers.

**The Lithuanian Labour Exchange, LLE** (*Lietuvos darbo birža*) with a national office and 46 local offices provides career information and counselling and directs people for further psychological and vocational counselling in local labour market training and counselling offices. Labour exchange consultants inform job seekers about the situation in the labour market, vacancies and vocational training possibilities. Seven local labour exchanges have youth labour centres and 1 has a career information centre. For job seekers 72 SIP (self information search) and PIC (vocational information centres) terminals are established. SIP terminals are used for independent information search about occupations and vacancies, whereas PIC system allows to analyse job descriptions, to carry out tests and receive useful advices.

**Vocational information points** (*profesinio informavimo taškai*) give access to the Internet, databases of education and labour market information. They also possess and disseminate published information about professions and education opportunities. Until 2006, 61 PITs were active. At the moment the network of PITs is expanded: till 2008, 612 PITs should be established in general education schools, 28 PITs - in vocational schools and 34 PITs in labour market training centres.

**Career centres in Universities** (*universitetų karjeros centrai*): these have been established in the largest universities to provide counselling services on career choices for their students, to provide information for students and school leavers on career possibilities, to provide consultations on planning, organisation of work practice and employment, to consult on the strategy and tactics of labour search.

**Private counselling organisations** (*privačios konsultavimo organizacijos*): their main activity is to search for and select personnel and to provide consultancy services on issues of personnel development. In rare cases they provide guidance and counselling services.

#### **0902 - Target groups and modes of delivery**

The Vocational guidance strategy defined the main target groups and major methods of guidance and counselling. Target groups are:

- children and youth in general education schools;
- adults and youth studying in VET institutions;
- employed youth and adults;
- unqualified young people;

- long-term unemployed people;
- young people and adults in socially vulnerable groups.

The major methods for guidance and counselling are:

- individual interviews: during consultations a client is taught how to plan a career, how to identify personal capacities and the most suitable professions;
- group guidance and counselling sessions: programmes include support in choosing a future profession, identifying skills for successful integration in the labour market, development of self-awareness and self-confidence. The Lithuanian Labour Market Training Authority has developed and is applying over 30 active labour search and skills development programmes;
- services provided by phone and on the internet where direct consultations with the labour market training and counselling authorities are available;
- the internet also includes self assessment and job search techniques, see: <http://www.ldb.lt>, <http://www.ldb/jdc.lt>, <http://www.ldrmt.lt>, <http://www.darborinka.lt>;
- career information libraries as well as fairs and exhibitions.

#### INFORMATION ON THE INTERNET

Information on education institutions, training programmes, enrolment conditions etc. can be obtained via the internet. The Homepage of the Open Information, Counseling and Guidance System (*Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS*) under Ministry of Education and Science contains information on vocational qualifications available in Lithuania, educational institutions, entrance requirements etc. Information is renewed daily (<http://www.aikos.smm.lt>).

Lithuania has joined the common European database consisting of EURES (the European Job Mobility Portal) and PLOTEUS (the Portal on Learning Opportunities throughout the European Space). It is foreseen that in future data for PLOTEUS will be directed from national AIKOS database. Thus, common information system will be available not only for Lithuanian but also for European users.

The homepage of the Lithuanian Labour Exchange (*Lietuvos darbo birža*: <http://www.ldb.lt>) includes information on: job vacancies by locality, occupation and educational level; the situation in the labour market, such as unemployment rates by locality, labour market forecasts etc; advice for jobseekers and examples of CVs; database of high-skilled labour force; Talent bank"; guidebook; Mass Lay-off" Handbook.

The homepage of the Lithuanian Labour Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba*: <http://www.darborinka.lt>) includes information on: study opportunities; vocational counselling; psychological consultations; labour market news; the Lithuanian Classification of Occupations, etc.

The Lithuanian Euroguidance centre (*Euroguidance Lietuva*) at Education Exchange Support Foundation in its homepage (<http://www.euroguidance.lt>) presents information for those interested in vocational guidance careers, including an annual database of education opportunities and a downloadable description of professions "Guide to Profession".

#### 0903 - Guidance and counselling personnel

The Inventory of Requirements for Vocational Information and Counselling Services (*Profesinio informavimo ir konsultavimo paslaugų teikimo reikalavimų aprašas*) defines that the following specialists provide vocational information services:

- general education teachers;
- class managers;
- vocational teachers;
- vocational information consultants;
- social pedagogues;
- schools psychologists.

Qualification requirements for the above mentioned specialists are set in regulations and their job instructions. Since minimal qualification requirements for vocational information and counselling specialists are not strictly regulated, persons with university level pedagogical or social pedagogue education may work in these positions.

Vocational guidance services in labour market training and counselling offices are provided by consultants and psychologists. Their general and special qualification requirements are set in the job instructions. In 2006 - 2007 an occupational standard for vocational consultant and methodical recommendations for consultants were prepared within the project "Development and implementation of vocational guidance system".

#### **TRAINING OF SPECIALISTS**

In 2006, in Lithuania there were 7 higher education schools providing 16 different level programmes with at least one subject focusing on vocational guidance. In 2006 a master degree study programme "Career design" was started in Vytautas Magnus University. Graduates of social pedagogics in Marijampole College may acquire specialisation of social pedagogue for career development.

The above mentioned ESF project "Development and implementation of vocational guidance system" resulted in a number of documents applicable for training of specialists, in particular Standard for vocational guidance specialists training, Programme for qualification development of vocational guidance specialists and Methodology for identification of qualification development needs.

### **1001 - Background information concerning financing arrangements for training**

Priorities for funding are set in the Provisions for the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 metų nuostatos*) approved by the Parliament in 2003. The major priorities are as follows:

- innovations in education related to the emergence of new functions or a reallocation of functions and responsibilities shall be justified financially;
- programme budgeting shall be introduced: funds for education shall be accounted and allocated according to the approved priorities and methods both on the local, regional and state levels;
- to allocate at least 6% of GDP annually to education spending;
- education shall be funded from different sources other than the state budget such as from EU Structural Funds. Private capital shall be used to renew education;
- financial independence and transparent financial accountability of schools shall be reinforced;
- the allocation principle of 'money following a pupil' shall be gradually implemented in all types of education;
- financial incentives to encourage private capital investment into education shall be introduced including certain tax privileges;
- a mixed system of payment for teachers combining full time position payment and hourly payment shall be introduced and teacher salaries shall be raised. The lowest teacher salary should exceed the average salary of employees in the state sector.

The above mentioned measures are being gradually implemented. However, the target to allocate 6 % of GDP annually for education was not reached. Although the total expenditure on education and training has increased from 3461 million Litas in 2004 to 4779.1 million Litas in 2007, the share of expenditure compared to GDP has decreased from 5.53 % to 4.94 %.

### **1002 - Funding for initial vocational education and training**

#### **GENERAL PROVISIONS**

The Law on Vocational Education and Training (1997, new edition 2007) specifies that IVET is funded from central and local government budgets and other sources. Funding for VET consists of funding for training, household, competence assessment, material support, investments for the development and vocational guidance.

The Law on Higher Education (2000) specifies that the budget for higher education institutions consists of State budgetary fund, income from research activities, income from economic activities and services rendered, funds received from international and other foundations and organisations and tuition fees.

#### **INSTITUTIONS AND BODIES RESPONSIBLE FOR FUNDING**

Ministry of Education and Science (*Svietimo ir mokslo ministerija, MES*):

- finances programmes and vocational schools and State colleges;
- prepares quarterly and annual accounts on usage of budgetary resources, analyses and controls usage of resources;
- implements an audit of the accounts of vocational schools and State colleges.

Ministry of Finance:

- organises transfer of budget allocations to Ministry of Education and Science.

Education and training Institutions:

- use funds from the Ministry of Education and Science according to their expenditure estimates;
- organise their accounts according to the general procedure for all budgetary institutions set by Laws;
- provide MES with quarterly and annual balance sheets of cost estimates and with quarterly and annual accounts for budget cost estimates;
- receive income from commercial and economic activity. The Law on VET established that VET institutions have a right to engage in commercial and economic activity according to the procedure established by the Government. The income derived for this activity shall be used for education and training purposes.

#### FUNDING FOR IVET AT LOWER, UPPER AND POST SECONDARY LEVELS

**Funding procedure:** from 2004 the 'basket' approach was introduced for IVET funding. According to this funding system, resources for institutions are allocated based on student number with differential funding allocated according to programme. The basket includes funding for salaries and social insurance contributions of teachers and other personnel, in-service training of teachers and funding for acquisition of technical literature, textbooks. Since 2007 "pupils basket" includes funding for vocational guidance and counselling.

In case of VET programmes, where general basic or general upper secondary education is provided with vocational qualification, funding for the general education component of the programmes is calculated according to General education schools' pupil's basket methodology.

Institutions also receive funding for maintenance, capital investment and modernisation of infrastructure as well as for paying student grants (*stipendija*).

**Funding sources:** the major part of funding for vocational schools is from the State budget. Schools also receive income from provision of services: training for unemployed people, rent of premises, equipment and etc.

According to data from Statistics Lithuania in 2007 funding from the State Budget constituted 87.4 %. Funding of vocational schools by source of funding is presented in table below.

**Table 1: Sources of funding for vocational schools (mln. Litas and Euro)**

	2005		2006		2007	
	LTL	EUR	LTL	EUR	LTL	EUR
Total	233.1	67.5	270.7	78.4	330.8	95.8
funding from the State budget	213.3	61.8	247.8	71.8	289.0	83.7
funding from private sources (physical and legal entities)	15.6	4.5	18.2	5.3	20.7	6.0
funding from international organisations	4.2	1.2	4.7	1.4	21.1	6.1

Source: Education 2007. Statistics Lithuania, 2008

**Table 2: Expenditure of vocational schools by type of expenditure (%)**

	2005	2006	2007
Total	100 %	100 %	100 %
expenditure on wages, salaries and social insurance contributions	60.5	61.6	58.3
scholarships and other grants to students	9.8	8.3	7.2
expenditure on goods and services	24.3	21.8	22.5
capital expenditure	2.9	4.9	8.9

Source: Education 2007. Statistics Lithuania, 2008

**Funding changes:** A new edition of Law on VET (2007) legitimated funding mechanisms (e.g. funding is assigned for a certain services, funds for competence assessment are introduced, household expenditures are covered by founder, 1 pupil principle is applied) and introduced the diversification of funding through management decentralisation.

Since 2006 the procedure for teachers' remuneration has been improved. It is foreseen to develop a long term programme for increasing remuneration of pedagogical staff.

Table shows that only a little share of training institutions' expenditure is designated for capital expenditure. In 2007 capital expenditure comprised around 9 % of all expenditure. Problem of insufficient funding for infrastructure and training facilities will be solved with support from the European structural funds. In 2007, Practical VET resources development programme was approved in order to prepare for new ESF programming period until 2013 and successfully implement priorities, goals and objectives of 2007-2013 Human Resources Development programme and Cohesion promotion action programme. Programme will fund development of infrastructure of sectoral practical training centres.

Since 2003, a number of vocational schools have been given self-governing status whereby they have more budgetary autonomy and can create links with other VET stakeholders in establishing the school management (e.g. enterprises, municipalities, etc.).

#### **FUNDING APPRENTICESHIP**

Apprenticeship training is not widely available. Apprenticeship training is funded according to the same principle as mainstream IVET programmes. Official statistics do not distinguish figures for apprenticeship.

#### **FUNDING FOR YOUTH SCHOOLS**

Youth schools are run by municipalities and are funded from their budgets according to the general principles of funding general education schools.

#### **FUNDING IVET AT TERTIARY LEVEL (HIGHER NON-UNIVERSITY STUDY PROGRAMMES)**

Pursuant to the Law on Higher Education (2000) the State budgetary funds for higher education involve:

- funding calculated in accordance with the Methodology for determining demand for the State budgetary funds for institutions of science and studies;
- funding to cover tuition fees;
- funding for student grants;
- funding for the implementation of State investment and other programmes;
- funding for the development of international exchange;
- other State funds.

Resources from the State Budget to higher education are calculated and distributed following Methodology for the Identification and Allocation of Resources from the State Budget to Higher Education Institutions (*Lietuvos Respublikos valstybes biudzeto lesu poreikio nustatymo ir ju skyrimo mokslo ir studiju institucijoms metodika*) approved in 2004.

**Colleges funding sources:** around 60 % of overall funding for colleges is received from the State budget. Colleges also get some money from national programmes (such as the national programme for information technology, and the library modernisation programme), international programmes (particularly from the EU programmes) and commissioned research and consultancy etc. Other sources include income from the provision of services: student fees, training for unemployed people, rent of premises, equipment.

Funding of colleges by source of funding and their expenditure is presented in the tables below.

**Table 3: Sources of funding for colleges (mln. Litas and Euro)**

	2005		2006		2007	
	LTL	EUR	LTL	EUR	LTL	EUR
Total	196.1	56.8	239.2	69.3	274.2	79.4
funding from the State budget	118.4	34.3	141.6	41.0	158.8	46.0
funding from private sources (physical and legal entities)	73.0	21.1	87.1	25.2	100.8	29.2
funding from international organisations	4.7	1.4	10.5	3.0	14.6	4.2

Source: Education 2007. Statistics Lithuania, 2008

**Table 4: Expenditure of colleges by type of expenditure (%)**

	2005	2006	2007
Total	100 %	100 %	100 %
expenditure on wages, salaries and social insurance contributions	60.3	54.0	55.7
scholarships and other grants to students	9.2	8.2	7.8
expenditure on goods and services	18.0	18.8	19.2
capital expenditure	5.3	6.9	12.5

Source: Education 2007. Statistics Lithuania, 2008

### 1003 - Funding for continuing vocational education and training, and adult learning

As stipulated in the Law on VET (1997, new edition 2007), continuing VET and adult learning is funded by a person or organisation who ordered the training. In certain cases training can be sponsored by the State, the municipal budgets or the Employment Fund (for more information on Employment Fund, please refer to section 1004). Legislation foresees possibility to recover a share of costs related to training (both for enterprises and individuals).

**Publicly provided CVET:** According to Laws, every person may seek to upgrade his or her qualification but at their own or their employer's expense. Exceptions are civil servants, teachers and owners and employees of SMEs where there is legal provision for state support to fund their CVET activities.

In the case of civil servants, training fees are paid by their employer which must spend between 1 to 5% of their total salary bill on CVET for their employees. A number of Ministries and other public organisations receive state budget funds for implementation of their sector employees qualification development programmes (for example, training of social workers; lawyers; state border guard and national defence personnel; police; healthcare specialists and others). For teachers, CVET funding is included in the per student allocation for vocational schools. The Law of Small and Medium Sized Enterprises (1998) grants public support to the training, qualification upgrading and re-qualification of SME owners and employees.

**CVET investment by enterprises:** the results of the Third continuing vocational training survey in enterprises (CVTS 3) showed that Lithuanian enterprises invest less compared to other countries. Compared to total labour costs, Lithuanian enterprise investment was 1.2 % of total labour cost, whereas the EU average is 1.6 %.

**Table 1: Total cost of CVT courses as % of total labour cost (all enterprises) (2005 vs. 1999)**

	Size class (number of employees)							
	Total (%)		10 TO 49 (%)		50 TO 249 (%)		250 or more (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
ES-27	1.6	:	1.1	:	1.4	:	1.9	:
ES-25	1.6	2.3	1.1	1.5	1.4	2.4	1.9	2.5
Lithuania	1.6	1.6	0.9	1.0	1.2	1.6	2.1	1.9

Source: Eurostat; 2nd and 3rd continuing vocational training survey in enterprises (CVTS2 and CVTS 3)

Note: Total costs: direct costs, labour costs of participants and balance of contributions to national or regional training funds and receipts from national or other funding arrangements

Cyprus, Malta, Slovakia and Iceland were not covered by CVTS2; Iceland was not covered by CVTS 3 either.

### Changes occurring:

In 2007 Parliament of Republic of Lithuania approved the amendment to the Law on Income Tax of Individuals. The main focus of this amendment – encouragement of individuals to take care of their qualification. The amendment legitimates possibility to recover a share of costs, in case the individual funded his own vocational training.

## 1004 - Funding for training for unemployed people and other groups excluded from the labour market

### GENERAL PROVISIONS

All services provided to registered unemployed people from the Lithuanian Labour Exchange, LLE (*Lietuvos darbo birža*) are free of charge. The Law on VET established that labour market vocational training is funded from the Employment Fund (part of the state social insurance fund) and other sources.

### INSTITUTIONS AND BODIES RESPONSIBLE

The main body responsible for funding training for unemployed people is the Lithuanian Labour Exchange (*Lietuvos darbo birža*, LLE). The LLE implements passive and active labour market policy measures. For training, the central or local Labour Exchanges organise public procurement. Training providers offering the best proposal in terms of quality, price and effectiveness are chosen.

The Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) is responsible for managing the Employment Fund (the source of funding for active and passive labour market measures).

### FUNDING PROCEDURE

The Employment Fund consists of the employers' compulsory unemployment insurance contributions, the income of the labour exchange, subsidies from the state budget and other income.

Compulsory unemployment contributions are a segment of state social insurance contributions, the rate of which is fixed annually by the government. The current rate is 30.9% payable by the employer.

### FUNDING SOURCES

In 2007, LTL 48 852.6 thousand (EUR 14 148 thousand) was allocated from the Employment Fund to training for unemployed people. Funding from the State budget complements unemployed training funding from the Employment Fund. Resources from the State budget were used for other target groups such as training for prisoners or ex-prisoners. Another source of funding is European social fund (ESF). The Lithuanian Labour Exchange activity report indicates that LTL 21 738.6 thous. Lt (EUR 6 295 thousand) from ESF were used to cover employment support measures in 2007.

**Table 1: Funding for training for unemployed people from the Employment Fund (thousand Litas and Euro)**

	2000		2005		2007	
	LTL	EUR	LTL	EUR	LTL	EUR
Employment Fund (Funding for the unemployed training)	17 066.8	4 943	29 635.1	8 583	48 852.6	14 148
State budget (Funding for ex-prisoners training)	...	...	39.4	11.4	40.2	11.6
State budget (Funding for unemployed training)	...	...	4 992	1 445.8	17 658.9	5 114.4

Source: Report of Lithuanian Labour Exchange 2007

### Changes occurring:

With the new Law on Support for Employment (2006, *Užimtumo rėmimo įstatymas*), the unemployment education grant has been increased. During training unemployed people receive an education grant of 0.7 of the minimum monthly wage for the first 3 months and the minimum wage for the remaining training period (in 2006, this was LTL 600, in 2007 – 700 LTL and in 2008 – 800 LTL). The Law also introduced various subsidies for jobseekers and for employers offering a job as well as for employers who have created or adjusted the work place to employ disabled people.

## 1005 - Perspectives and issues: from funding to investing in human resources

European structural funds significantly contribute to VET system development. The Single Programming Document (*Bendrasis programavimo dokumentas*, 2004) identified priority areas to be supported by the European Structural Funds. Investments were targeted at activities such as: development of a national system of qualifications; development of the knowledge and competence assessment system; development of a quality assurance system; development of second chance opportunities; implementation of innovative training methods and forms; improvement of the teacher training system; development of vocational guidance and

counselling system; development and implementation of active labour market policy measures; implementation of on-the-job training and apprenticeship in industry and business companies, etc.

Human Resources Development Action Programme (*Žmogiškųjų išteklių plėtros veiksmų programa*) is one of the 4 action programmes of the Lithuanian Strategy for the use of European Union Structural Assistance for 2007-2013 (*Lietuvos 2007–2013 m. ES struktūrinės paramos panaudojimo strategija*). It foresees measures to improve and strengthen institutional lifelong learning system; to improve the quality of lifelong learning services and increase accessibility to lifelong learning and etc. 13.8% of the total EU structural support is planned to be allocated for this action programme.

### **1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL**

VET legislation is drafted in conformity with the conditions laid down in the United Nations Educational, Scientific and Cultural Organisation International Standard Classification of Education and follows European Union education policy priorities.

New developments in VET policy at European level are taken into account when updating VET legislative framework and preparing national action programmes, strategies and etc. The new edition of the Law on VET (2007) legitimates National Qualification System (NQS) and for the first time sets out VET quality assurance principles. Additionally, in recent years, the update of The Strategy for Ensuring Lifelong Learning (*Mokymosi visą gyvenimą užtikrinimo strategija*) was initiated. One of the main goals of the updated Strategy is to foresee and define the lifelong learning system development directions and the measures for its implementation. The approval of the new edition of the Strategy is planned for the end of 2008.

The main tool for the implementation of the Government's employment policy goals aligned with the EU employment strategy provisions is the National Programme for the Lisbon Strategy Implementation (2005). It sets out the key goals and objectives of the employment policy in the middle term, covering aspects such as restructuring of education system, development of curricula, quality assurance and etc.

ESF support is used for the implementation of a set of VET system priorities. For example, the project "Creation of the National Qualifications System" aimed at developing a unified and transparent system of qualifications embracing all the qualifications levels (for more information, please visit project website: <http://www.lnks.lt>). The goal of the other national level project "Development and implementation of common quality assurance system in vocational education and training" was to develop a modern quality assurance system covering both initial VET and continuing training which would be in line with the EU strategic guidelines as well as to create preconditions for continuous improvement of education quality (for more information, please visit project website: <http://www.projektai.pmmc.lt>).

### **1102 - Impact of Europeanisation/internationalisation on education and training**

Pursuant to the requirements for VET Curriculum established by the Ministry of Education and Science, foreign languages and IT should be integrated into all vocational curricula. The Strategy for the Implementation of Information and Communication technologies in Vocational Training (2004) requires that vocational training schools must include basic literacy conforming to the European Computer Driving Licence (ECDL) within their programmes. Lithuanian computer literacy standards are based on the ECDL.

In addition, languages learning in VET, work-experience abroad as a didactical tool are implemented through EU Programmes such as Leonardo da Vinci, Socrates, etc. These programmes contribute greatly to strengthening the European dimension in education at all levels. Mobility projects under Leonardo da Vinci programme play exceptional role for VET system actors. During practical placement abroad, teachers and students strengthen their practical skills, get to know new technologies in the field and improve their foreign language skills. Based on data from Education Exchanges Support Foundation (<http://www.smpf.lt>), in 2007, 459 vocational schools students participated in Leonardo da Vinci mobility projects. The programme is also targeted for VET specialists and vocational teachers. 485 specialists have improved their qualification thanks to Leonardo da Vinci mobility projects abroad in 2007.

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