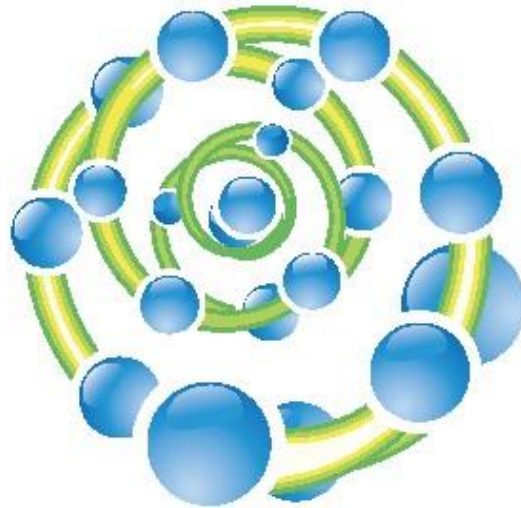


Apprenticeship-type schemes and structured work-based learning programmes

Lithuania



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A. Definitions and statistics / basic information

An overview of the state of apprenticeships in Lithuania has to, primarily, deal with definitional challenges stemming from irresolute legislation regarding apprenticeships. The Law on VET which entered into force 1 January 2008 introduced Apprenticeship (*Pameistrystės profesinio mokymo organizavimo forma*) as a form for VET organisation where training is implemented at the workplace (company, organisation, farm, freelance teacher, etc.); however, it failed to provide definitional clarity. The Law mentions apprenticeship twice, saying that in the case of apprenticeship an employment and VET contract has to be concluded between VET provider (VET institution, freelance teacher, company, organisation, etc.) and the learner. The practical part of training is then organised at the workplace whereas theoretical part organised in VET institution. The complexity of the definition left far too much scope for individual interpretation and as a result VET providers started engineering apprenticeship schemes whereas business was reluctant to contribute.

It is important to note that the proposed categorisation of apprenticeship schemes into

1. apprenticeship-type schemes which are recognised as such in Lithuania,
2. apprenticeship-type schemes which are not recognised as such, and
3. work-based structured programmes is rather irrelevant, because the minimum conditions for deeming a programme to be an apprenticeship (by the definition of apprenticeship provided in the Law on VET) are easily met in the country. All IVET programmes incorporate compulsory work-based learning (WBL) or work experience period (so called 'practice' – *praktika*) with the duration from 2 to 3.5 months. Based on the analysis of VET practices and interviews with VET providers and companies, schemes that are in our opinion close to apprenticeship as proposed in Cedefop definition ⁽¹⁾ exist in some individual VET institutions. A description of these schemes is provided in Annex 1.

However, there are no systemic schemes that would be recognised as apprenticeships when scrutinized under a more exhaustive definition and usual practices. First of all, apprenticeships provide

⁽¹⁾ Apprenticeship has the following features: (1) curriculum leads to a formally recognised qualification and provides a full set of knowledge, skills and competences to give access to a specific occupation recognised by employers, (2) combines study and work and includes alternance between a specific workplace and a specific educational institution, (3) all aspects of apprenticeship are explicitly defined in the apprenticeship contract, which is legally binding, (4) the design of curriculum and of modes of delivery is done in cooperation with social partners.

systematic, long-term and mainly company-based training by combining practical, work-related training at the workplace (more than 50%) with theoretical training at education institutions and, secondly, apprentices typically obtain the status of an employee or a contracted/ employed apprentice.

B. Specific features of the above schemes/programmes in relation to the following policy challenges identified at the EU level

B.1. Support for companies, in particular SMEs

Analysing apprenticeship and WBL schemes in Lithuania, historic, economic and labour market context has to be considered as influencing factor for introducing and developing the schemes. During the EU Lifelong Learning Programme Transfer of Innovations Project ‘Development of apprenticeship in Lithuania referring to the experience from Germany, France, the United Kingdom and Netherlands’ (DEVAPPRENT) in-depth analysis of preconditions for the development of apprenticeship in the VET system was carried out ⁽²⁾. The analysis indicates the lack of firm traditions of apprenticeship, tightness of labour market situation (in terms of availability of economically strong enterprises, domination of small and medium enterprises in the economy, economic decline and shrinking employment), upturns and downturns of the economic development and its effect on investments into VET as obstacles for the development of apprenticeship. A general conclusion is made that employers and other stakeholders lack understanding of long-term benefits of apprenticeship (Tütlys, 2011).

B.1.1. Improve awareness of apprenticeship / work-based learning programmes benefits

Companies have little information about the benefits of apprenticeship. Many of them believe that apprenticeship costs would substantially outweigh the benefits during the course of apprenticeship. There is a prevailing opinion that it is more cost-efficient to hire an employee and put him through an internal training program to provide specific skills and knowledge needed to operate in the company. Employers also fear that trained apprentices would work for another company in the same sector and that engagement in the formal apprenticeship system will increase paperwork burden.

B.1.2. Provide financial and non-financial support

Currently there is no mechanism in place for financial support of companies taking up apprentices or learners for WBL. This is one of the core pitfalls that prevent a wider spread of apprenticeship-type schemes in the VET system. On the one hand, there are considerable costs associated with having an apprentice in the company, especially if the company is small sized with a few workers. On the other hand, the government has not set up any mechanisms that would at least partially compensate the

⁽²⁾ Results of the project, including analysis of preconditions and proposed guidelines and scenarios for apprenticeship development, are available in the project and product portal for Leonardo da Vinci ADAM <http://www.adam-europe.eu/adam/project/view.htm?prj=7158#.U4Lx5meKCUk>

costs associated with apprentice-training. This means that firms not only have to pay salary for the apprentice, but also take an experienced specialist away from his/her duty and cover training material costs. At this point it would be prudent to note, that the majority of Lithuanian businesses have not yet reached the level of business maturity achieved in the Western economies. A concern that having spent a considerable amount of resources for apprentice training s/he might go to work for a competitor company strongly resonates among Lithuanian companies. Therefore, to expect them to participate in apprenticeship schemes without any financial assistance, at least at the start of the implementation period with the benefits not yet apparent would be naive.

B.1.3. Set up joint training centres in support of groups of SMEs that would work together

One of the latest policy initiatives related to the improvement of practical training quality is the establishment of sectorial practical training centres funded by the European Union. The centres are meant to form partnerships with businesses and serve for enhancing real work process conditions in practical training for VET and higher education students across the country. The already established centres concentrate on the sectors of wood, transport, mechatronics, beauty services and agriculture. It is expected that by the end of the year 2014, 42 sectorial training centres belonging to VET providers are to be established with ESF support of nearly 120 million EUR. The centres are supposed to bridge the gap between the often outdated school equipment and the one used in the firms. It has been claimed, that the training centres will be accessible for all, including VET and university students and teachers, the private sector, however specific details have not yet been laid out.

Whether SMEs would be able to work together in the sectorial practical training centres remains to be seen but integration of sectorial centres into apprenticeship schemes (school, sectorial centre and workplace) would be advisable. In such a case VET providers would benefit from better utilization of the new technologies and students would have the opportunity to practice with modern machinery at the early stages of training, thus diminishing employers' fears of damaging the inventory. Furthermore, sectorial centres would be used in the cases of companies' lack of the necessary equipment required by the curriculum.

The DEVAPPRENT project also defines the establishment of sectorial practical centres as having direct influence on the introduction and development of apprenticeship. However it is presumed that the absence of skilled trainers and the failure to create real organisational and economic context in the process of training can become serious obstacles for effective functioning of the centres (Tütlys, 2011).

B.1.4. Administrative simplification for accreditation and placement

Currently, there is little information for companies on how to proceed having decided to start an apprenticeship programme. The ones that claim to be participating in apprenticeship schemes have usually gone the route of contacting a relevant VET institution. After VET institution and the company devise an individual plan, a tripartite agreement is signed among the student, the VET provider and the company. A couple of well-established Lithuanian businesses in cooperation with foreign teachers from Germany and other European countries (JSC 'Arginta', JSC 'Intersurgical', JSC 'METEC'), conduct very thorough training in the form of apprenticeship; yet, since it lacks accreditation, it is not allowed to issue a formally recognized certificate after the completion of the training.

Companies that provide placement in the case of WBL do not have to be accredited and VET institutions take the biggest responsibility to ensure that WBL is implemented satisfying relevant conditions.

It should be mentioned that Chambers of Commerce, Industry and Crafts previously played the role in accrediting companies for WBL and registered practical training agreements between the learner, the VET provider and the company as well as supervised the quality of WBL. This is no longer the case. DEVAPPRENT project proposed that Chambers of Commerce, Industry and Crafts might play the role of intermediate organisation assisting companies and VET providers in administrative matters of apprenticeship (Saniter, 2012).

B.2. Attractiveness and career guidance

B.2.1. Improve the status of apprenticeship / work-based learning programmes / Promote positive image of apprenticeship / work-based learning towards parents and learners

VET suffers from lower prestige compared to general and higher education with only 28.2% of students in upper secondary education enrolled in vocationally oriented programmes and 8% of upper secondary education graduates moving to VET directly after graduation (Statistics Lithuania, 2013). To improve the status and promote the image of VET information campaigns are organized by the Ministry of Education and Science. For promoting VET status, current level of training facilities in VET institutions and WBL in real enterprises is stressed. For example, the opening of sectorial practical training centres received a big attention from the main TV news programs; a TV program "Parents' class" (Tėvų klasė) on the enhancement of practical training in VET was broadcasted on the national Lithuanian television. Information about VET institutions modernization and success stories of VET graduates are frequently published on the most popular Internet portals. For two years in a row a

special day in May was dedicated for external visitors (so called 'open day') in all IVET institutions and widely publicized in mass media. It should be also mentioned that it is a tradition for VET providers to regularly organize career days and visitor days where their students present advantages of VET to their peers from general education.

Another initiative that should contribute to improving the status of VET and, consequently, apprenticeship/ WBL is collaboration agreements between the Ministry of Education and Science and different economy sectors representatives (please see section 2 for more information).

B.2.2. Improve guidance and counselling

Speaking about career guidance for students in compulsory education, such guidance services as career education, information and counselling are offered. For more information about guidance and counselling system please refer to national VET in Europe country report. When enhancing guidance and counselling for general education students a large focus is paid for vocational activation.

Vocational activation (*profesinis veiklinimas*) focuses on organising visits to enterprises for general education students to get familiar with real work places and currently this measure is largely promoted in the national project for development of models for career education and monitoring in general education and VET.

In order to introduce and develop apprenticeship-type schemes, it is necessary to have specially prepared and qualified mentors from the staff of enterprises, possessing both highly developed practical skills and pedagogical competences permitting to train apprentices. In 2007-2008 one ESF funded project for the preparation of the trainers and mentors in the enterprises was implemented. This project trained about 1000 mentors in the enterprises and subsidised their wages related to WBL (Tütlys, 2011). After the end of the project the initiative was not continued, but it is foreseen to support preparation of mentors in company in the future ESF programming period.

In the case of WBL structured programmes, a 'dual' supervision of learners by practical training managers both from VET provider and the company is carried out. Please see the section 4 about WBL organisation.

B.2.3. Ensure that apprenticeship / work-based learning programmes lead to formal qualifications

The schemes analysed in this article lead to formal qualifications. There are cases when companies organise their employees' 'non-formal' apprenticeship training that does not lead to formal qualification

((JSC "Arginta", JSC "Intersurgical", JSC "METEC" and others). Those who wish to get their skills and competences recognised and receive a formal qualification have opportunity to do so. They have to address a VET provider implementing a relevant programme and prove their experience. The VET provider, after assessing the evidence, proposes further training (if needed) and enlists the person to take final qualification exam in an external competence assessment institution. After successful examination the VET provider awards a qualification certificate (in future, a qualification diploma).

B.2.3. Expand the choices for apprenticeship / work-based learning programmes – Up-scale programmes

Not relevant

B.2.4. Design and test pilot system level schemes/programmes

The current pilot of apprenticeship type scheme is described in Annex 2.

B.3. Governance

B.3.1. Enhance governance system and regulatory framework / Review design, governance and monitoring

In the framework of Youth Guarantee Initiative (YGI) implementation the national authorities have committed to review regulatory framework (Law on VET and related secondary legislation) regarding apprenticeship. As already mentioned, apprenticeship has been introduced into the Law on VET in 2007 but it provides only very general and key legal statements. A chapter regarding apprenticeship organisation in the procedure for formal VET implementation (2010) is also of rather general character and lacks more precise instructions. Requirements and content of apprenticeship contract (*pameistrystės profesinio mokymo organizavimo formos profesinio mokymo sutartis*) are defined by the order of ministers for education and science and social security and labour (Requirements for VET contracts and their registration procedure, 2010). Current legal basis does not foresee any measures to encourage employers to organise and finance apprenticeship. More information about the requirements for WBL organisation is provided in section 4.

Currently there is no agreed regulatory and governance framework that would guarantee baseline conditions for apprenticeship-schemes implementation. As a result, it is difficult to monitor how many apprenticeship schemes are being implemented. This, together with the definitional problem, when VET providers apply different apprenticeship criteria, evokes problems of quality assurance with no clear outline of the functions and responsibilities of all relevant parties.

It should be noted that national apprenticeship pilot project (please see Annex 1 for more information) has been initiated by the Ministry of Education and Science in 2013 to pilot the implementation of formal VET programmes via apprenticeship scheme in labour market training centres and to prepare policy recommendations for governance and further implementation of apprenticeship based on the pilot experience (in 2015).

B.3.2. Participation of social partners and other stakeholders

Social partners and other stakeholders are members of advisory bodies: the Lithuanian VET Council and Central and Sectorial Professional Committees, however apprenticeship and WBL issues have not been considered as important issues on the agenda up till now. The DEVAPPRENT project outlines the underdeveloped nature of social dialogue, especially at the level of enterprises; it also mentions that employers and trade union representatives often lack representative power and resources, and their interests in the field of apprenticeship are not so evident (Tūtlys, 2011).

For the past several years and especially after the launch of European Alliance for Apprenticeships the interest in apprenticeship has increased. Several seminars and round table discussions have taken place in Lithuania with the aim to address the question of apprenticeship. In the events state and business representatives had an opportunity to express their vision on apprenticeship organisation. However, there is a feeling that in these events business is repeatedly represented by the same companies. This is not to say that other companies are not invited to participate in the discussions, yet on many occasions their interest is low despite their frequent complaints related to limited government support.

B.3.3. Undertake national policy dialogue leading to partnerships, and/or legal frameworks for apprenticeship / work-based learning programmes (between education, employment and economic authorities, social partners, businesses, VET providers, and intermediary organisations)

Leading up to Lithuanian Presidency of the European Council in the first half of 2014, there was a sizeable interest in apprenticeship from Lithuanian Authorities including the Office of the President, which manifested in discussions (for example, round table discussion in the Office of the President in July 2013). As a result, apprenticeship related objectives were integrated into all recent VET related policy documents: National Education Strategy for 2013-2022, the Programme for Increasing Employment for the period 2014-2020, Youth Guarantee Initiative (YGI) Action Plan and VET Development Action Plan for 2014-16. These documents were discussed and agreed between major

authorities and stakeholders. For example, 15 organisations (authorities, social partner institutions, NGOs) have signed the memorandum of cooperation for implementing YGI. The YGI Action plan includes measures for improving legislation for apprenticeship and apprenticeship piloting initiative in labour market training centres.

Although stakeholders' interest has been considerable, the agreements regarding apprenticeship concept and organisation still need to be reached. The Ministries of Education and Science, of Economy, and of Social Security and Labour are engaged in the policy dialogue, however, they have different conceptions of apprenticeship, stemming from different institutional priorities.

In January 2014 the Ministry of Education and Science signed a cooperation agreement with the Association of Hotels and Restaurants. This agreement will stipulate business inclusion into the preparation of VET programmes and support for skills demand forecasting. It will as well provide greater opportunities for students to acquire practical skills at a workplace (including apprenticeships) and allow VET teachers to learn from market experts. Agreements of this kind need to be encouraged and the Ministry of Education and Science continues this type of cooperation with other sectors (IT, aviation, construction, etc.).

To help in making apprenticeship more readily available, two external advisors from Young Professional Program 'Create for Lithuania' have consulted the Ministry of Education and Science exclusively on the question of apprenticeship. After analysing the best practice examples in leading countries and surveying stakeholders they have come up with an apprenticeship model. The model has been designed to fit the particularities of Lithuanian education system, business maturity and labour market situation. Taking the model into account, currently the documents describing formal procedures on how apprenticeship should be implemented are being amended.

B.3.4. Involve companies in curriculum design and review

To ensure systemic social dialogue regarding curriculum design advisory sectorial professional committees have been established at the Qualifications and VET Development Centre.

Social partners and companies play an important and active role in designing and reviewing standards, national and school level VET curricula. Information about the features of VET curricula is presented in the national VET in Europe country report.

Currently there are 40 national level modular programmes being prepared. They seek to liberalize VET system allowing students to choose specific units without the need to go through the whole

programme. Those programmes are being prepared by VET programme experts, teachers and business representatives in consultation with sectorial professional committees. It is expected that modular programmes will be perfectly compatible with the apprenticeship model and therefore contribute to making VET more flexible and more attractive among students and businesses.

B.3.5. Reference qualifications from apprenticeship / work-based learning programmes to NQF

Not relevant

B.4. Quality assurance in work-based learning and/or apprenticeship

B.4.1. Ensure quality learning outcomes

Due to the fact that apprenticeship schemes are not widespread, detailed requirements for quality assurance related to training at the workplace have not been set yet. There are only general statements: (1) in the procedure for formal VET organisation it is required that apprentice's workplace, technological equipment, etc. would be in line with the requirements of VET programme; (2) Law on Education defines that teachers implementing VET programme should have participated in a course on pedagogy and psychology.

What regards WBL in school-based VET, WBL goals, topics and distribution in hours for each topic, all is specified in the training programme. This information guides VET provider and the company in ensuring quality learning outcomes.

Company responsibilities in WBL are defined in the tripartite contract between the learner, education institution and the company. The requirement to sign such a contract is set out by the order of the Minister for Education and Science and the template of tripartite contract is provided. The contract entitles the training provider to give the learner and the company methodical support. The provider also assumes the responsibility for the implementation of practical training requirements of the relevant programme. Following the contract, the learner is obliged to participate in practical in-company training, to inform about his/her absence, to follow safety, health, etc. requirements and internal procedures of the company, to responsibly act with the company property and reimburse material harm in case it is needed. The company responsibilities include instructing the learner regarding safety at work, formulation of tasks and provision with WBL place and equipment and appointment of practical training manager from experienced personnel of the company. There is also a point in the contract that the company should not withdraw student from his/her primary practical training tasks and should pay the learner if s/he performs his/her tasks individually, contributes to

production or provides paid services; an employment contract has to be concluded if relevant. From the VET provider's side practical training manager is appointed to supervise WBL. S/he regularly contacts/ visits the learner and the company.

During WBL in the company practical training daybook (*praktikos dienynas*) is filled in by the learner and practical training manager (company representative). The daybook includes the assessment of everyday tasks and evaluation of overall WBL period – (filled in at the end of WBL by practical training manager – company representative). The daybook template is approved by the order of the Minister of Education and Science and published by Education Supply Centre.

B.4.2. Develop standards and assessment approaches

VET programmes that define topics of WBL as well as learning outcome assessment criteria are developed on the basis of standards (presently VET standards and sectorial qualifications standards in the future). Specific standards and assessment approaches for WBL do not exist in Lithuania.

B.4.3. Linking public funding to quality standards

Not relevant

B.4.4. Validation and recognition of competences/qualifications

Learning outcomes achieved during WBL in the company are evaluated by practical training manager (company representative), who registers his/her evaluation into the practical training daybook. The practical training daybook and the evaluation is later validated by teachers from VET institution. Successful WBL completion is one of pre-requirements for final qualification examination: those having failed to complete 1/3 of WBL programme and having not accomplished the requirements of WBL are not allowed to take the final qualification exam.

B.4.5. Establish a credit system for apprenticeship / work-based learning programmes

Not relevant

C. Main strengths and weaknesses of the above schemes/programmes

WBL elements exist in all VET programmes provided in Lithuania, and national authorities have committed to further enhance WBL, including apprenticeship schemes.

An important strength that should be considered is a well-developed cooperation between VET institutions and businesses. One third of IVET providers are self-governing institutions with real companies acting as their shareholders. Due to the fact that company representatives were involved in designing/ reviewing school level VET programmes and in organising WBL, the majority of VET institutions have their network of business partners that could be accessed for the provision of apprenticeship-type schemes.

The transition to modularisation of VET curricula and the availability of sectorial practical training centre infrastructure might be seen as strengths of existing policies and initiatives that would help to speed-up the introduction of apprenticeship. It is very likely that specific programme units will be attractive for apprenticeships and WBL in companies; sectorial practical training centres may be used by businesses willing to be enrolled in apprenticeship but not possessing facilities that comply with training requirements set out in VET curricula.

The main weakness of the apprenticeship-type schemes in Lithuania is that they lack recognition. Due to the absence of clarity regarding apprenticeship definition, its implementation schemes and institutional responsibilities, there are no systemic schemes that would be recognised as traditional apprenticeship schemes. To solve this problem, regulatory framework is being revised and policy recommendations will be prepared based on the apprenticeship pilot.

This leads us to another weakness: the absence of financial mechanisms of compensation for companies. Apprenticeship is an expensive endeavour and given that the structure of Lithuanian business is dominated by SMEs, companies alone cannot afford to take their workers away from direct duties to teach students; the students need to be paid and even might not end up working for the company. The question remains to design financial mechanism that would serve as incentive for businesses to try apprenticeship. A fine attempt was made by consultants from YPP Create for Lithuania. They have designed a model where they used social security tax as a leverage to lure business into apprenticeships. According to the logic of their model, the government would have to help to subsidize the start the apprenticeship. However, after businesses gain the know-how subsidies would be provided according to formula $n+1$, that is when the company takes up more apprentices year-to-year. Subsidies would be granted through exemption from social security tax for the apprentice

and the master. However, tax breaks would be conditional on successful attainment of formal qualification. It remains to be seen whether this mechanism will be integrated into the VET system, yet without financial incentives it would be naive to expect that apprenticeship will come into existence in more than a few cases.

D. Conclusions

The VET system in Lithuania has historically suffered from the lack of prestige and even though participation in IVET has been increasing recent years, general and higher education attract the majority of learners. Recognising the detriment of this perception, the government has taken a series of initiatives to make VET more attractive and to enhance the quality and relevance of VET, in particular focusing on the quality of work-based learning. Apprenticeship scheme is seen as one of the related options.

With the amendment of the Law on VET in 2007, apprenticeship has been introduced into the legislation regulating VET quite recently. However, the Law did little in terms of apprenticeship promotion and left far too much scope for individual interpretation. As a result several individual apprenticeship-type schemes can be found on VET provider level. Recently, there has been a substantial shift in political will in terms of support for apprenticeship system in Lithuania, as reflected in national level policy dialogue and policy documents, national pilot project and revision of the existing regulation.

VET providers and employers identify the lack of regulation and financing mechanisms as chief restraints of apprenticeship development. In addition, the understanding of companies and social partners about benefits of apprenticeship/ work-based learning programmes has to be improved.

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Annex 2. Summary of apprenticeship-type and WBL schemes

Name of Scheme/Institution providing the scheme	Overview of Scheme	Effectiveness/Assessment
<p>VET through apprenticeships in Labour Market Training Centres pilot project / Vilnius Jerusalem Labour Market Training Centre (coordinator), Vilnius Žirmūnai Labour Market Training Centre, Panevėžys Labour Market Training Centre, Klaipėda Vocational Training and Rehabilitation Centre</p>	<p>No. of participants (2013-2014): 900</p> <p>Minimum education/ qualification entry level required: Upper Secondary (ISCED 3)</p> <p>Sectors/ occupations covered: Health Care, Accounting, Landscaping, Logging, Mechanics, Logistics, Service.</p> <p>Funding: ESF funding (for training costs), companies (for costs associated with training in companies)</p> <p>Can lead to formal qualification, which does not certify that qualification was obtained through an apprenticeship</p> <p>Outcomes: 100% completion rate so far.</p>	<p>The scheme was launched in November, 2013, thus it is early to assess its effectiveness. However, several insights can be made even in the early stages of the pilot. (i) The pilot project has multiple social partners, including strong industry leading employers (more than 100 companies). It is anticipated that these employers will be the main users of apprenticeship-type schemes once they leave pilot phase. Therefore, their participation in the pilot is crucial. (ii) Labour market training centres only offer short vocational training programmes (maximum 1 year), primarily tailored for those already in employment seeking for a formal qualification. This is also true for those enrolled in the pilot project. Project coordinator indicated that in addition to 900 learners who have been enrolled in the pilot, companies already expressed the need for such training for at least 2500 persons.</p>

<p>Vilnius vocational school of railway and business services</p>	<p>No. of participants (2013-14): 115</p> <p>Minimum education/qualification entry level required: Lower Secondary (ISCED 2) or Upper Secondary (ISCED 3) education, depending on the programme.</p> <p>Sectors/Occupations: Locomotive driver</p> <p>Funding: The scheme does not receive any special funding, funded by the same IVET financing mechanisms as other schools. Costs of training at the workplace are borne by the company.</p> <p>Leads to a formal qualification (ISCED 3 or 4).</p> <p>Outcomes: Extremely high employment retention rate</p>	<p>Lithuanian Railways, State owned monopoly, is the School's primary social partner. Apprentices enter into a tripartite agreement with the school and Lithuanian Railways, but are not paid for their work. There have been cases of promising apprentices receiving a stipendium from the employer.</p> <p>In a 3 year programme the first year is spent in school, in the second and third years 3 days per week are spent in school (general and VET subjects) and 2 days – at the depot, in the third year last 15 weeks are spent exclusively at the depot (practice – <i>praktika</i>).</p> <p>In a 1 year programme the first semester is spent in school and in the second semester 3 days per week are spent in school (general and VET subjects) and 2 days – at the depot, 8 last weeks are spent exclusively at the depot (practice – <i>praktika</i>).</p> <p>At the start of each week school and Lithuanian Railways agree on the number of 'apprentices', terms, functions, etc.</p> <p>Apprentices are supervised by VET teachers, practice managers and instructors from Lithuanian Railways.</p> <p>Lithuanian Railways actively participates in updating curricula.</p>
<p>The Craftsmanship School SODŽIAUS MEISTRAI</p>	<p>No. of participants (2013-14): 54</p> <p>Minimum education/ qualification entry level required: Primary (ISCED 1) and Lower Secondary (ISCED 2)</p>	<p>Possibly it is the only apprenticeship-type scheme, which fits the more robust definition. The training schedule is as follows: 2 weeks in school, 2 weeks in company. The school is one of the few private vocational schools in Lithuania. It works in partnership with the oldest French craftsmanship association "Les Compagnons du Devoir" that runs apprenticeship programmes. Social partners involved are very strong;</p>

	<p>Sectors/occupations covered: Carpenter, Roofer, Confectioner, Cook</p> <p>Funding: State, Students (790 LTL per year for training materials), Private funding.</p> <p>Leads to a formal qualification (ISCED 3).</p> <p>Outcomes: High employment retention rate.</p>	<p>industry leading experts are employed to teach apprentices.</p> <p>A concern was raised that VET certificate received after the graduation does not indicate apprenticeship route.</p>
<p>Work experience in IVET at Lower and Upper Secondary and Post-Secondary Non-Tertiary Levels</p>	<p>No. of participants (2013-14): ~15 000</p> <p>Minimum education/qualification entry level required: primary (ISCED 1), lower or upper secondary education (ISCED 2-3)</p> <p>Sectors/occupations covered: All</p> <p>Funding: State, Students.</p> <p>Leads to formal qualification (ISCED 3), does not certify that qualification was obtained through an apprenticeship.</p> <p>Outcomes: Successful graduates receive a VET certificate which</p>	<p>(i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) 8 to 15 weeks (around 25 % of the total time allocated to teaching vocational subjects) is organised in a company or school-based workshop simulating working conditions. It is a legal requirement to conclude a tripartite agreement between the learner, VET provider and the company for the organisation of WBL.</p> <p>The share of WBL is rather different from case to case. There are cases when VET providers decide to allocate 1 or more days weekly for WBL (for example in the hotel, construction site, etc.) starting from first year of learning, whereas in other cases WBL can take place only 8 to 15 weeks in the last year of training. Some VET providers have established beauty or florist studios where students undergo their practical training. These studios offer services and products to the customers, therefore, students</p>

	<p>provides access to the labour market.</p>	<p>have real WBL conditions. Rather often VET providers establish school companies, hotels, etc. that serve for WBL purposes too. For instance, VšĮ Alanta Technology and Business School owns 49% of the private company Alantos Agroservisas shares. This company provides services and produces agricultural products. The students have the opportunity to practise their skills at meat processing manufactory, in the shops or the training workshops that belong to the company.</p> <p>Although the scheme does have several positive aspects and could fall under the Lithuanian definition of apprenticeship its effectiveness is difficult to assess.</p>
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