

Lithuania

Overview of the Vocational Education and Training System

May 2005

Title: Lithuania: overview of the Vocational Education and Training System in 2005

Published on the web: May 2005

Author: ReferNet Lithuania

Abstract:

This is an overview of the VET system in Lithuania. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Lithuania

THEMATIC OVERVIEWS



Lithuania

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

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. The President is elected by citizens for a term of five years. The Prime Minister (who heads the government) is appointed or dismissed by the President with the approval of the Seimas.

The territory of the Republic of Lithuania is divided into administrative units, which consist of residential areas. The territorial administrative units of Lithuania are the counties (10) and municipalities (60). Government of the county is a constituent part of state administration. The county is formed out of the territories of the municipalities that have common social, economic, ethnic and cultural interests. The municipality is governed by institutions of local authorities, elected by the local community.

Lithuania experienced strong negative changes to GDP during the first four (1990-1993) years after reestablishment of independence. This trend was reversed in 1994. The average growth rate of GDP between 1995 and 1998 was 5.1%. In 1999, following the Russian crisis, GDP decreased by 3.9%. The trend has again been reversed and the estimated growth rate in 2001 was 6.4%, 2002 – 6.8% and in 2003 – 9.7%.

Economy restructuring and privatisation as well as economic recession conditioned high and structurally unfavourable unemployment figures in Lithuania. The economic growth over the last few years had a positive impact on the situation in the labour market. Based on labour force survey (LFS) data, unemployment rate decreased from 17.4% in 2001 to 12.4% in 2003, but is still above EU average. It is expected, the situation on the labour market will continue to improve mostly because of the fast growth of economy.

Since 1994 Lithuania experiences negative net migration. According to *Eurostat* data in 2003 it was minus three (-3.0) and remained below EU-25 average (0.4). Most probably the same trend would be observed in coming years as according to the surveys conducted, 40-60 % of Lithuanian population would like to depart to live and work abroad (1).

(1) Data of Migration Department under the Ministry of the Interior of the Republic of Lithuania. <http://www.migracija.lt>.

0102 - POPULATION AND DEMOGRAPHICS

Lithuania covers an area of 65300 km². The average population density is 53 persons per 1 km.

The population in 2003 was 3462.5 thousand according to Statistics Lithuania (1) and has fallen by 5.0% since 1995. The number of people aged 0-24 has fallen by 12.9% over the last 8 years, while the number of those aged 60 and over has risen by 9.4%. According to the official forecasts population will continue to decline and in 2025 it would be 3184.5 thousand.

Table: Population in Lithuania

AGE GROUPS	1995		2000		2003	
	THOUS.	%	THOUS.	%	THOUS.	%
TOTAL	3642.9	100	3512.1	100	3462.5	100
0-24	1324.1	36.3	1207.1	34.4	1153.8	33.3
25-59	1685.3	46.3	1636.7	46.6	1615.4	46.7
60+	633.5	17.4	668.3	19	693.3	20.0

Source: Demographic Yearbook 2002. Statistics Lithuania, 2003.

Table: 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

(1) Statistics Lithuania, <http://www.std.lt>.

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Employment by sectors has seen major changes in the transition period. Employment in the services sector increased from 42% of total employment in 1992 to 54% in 2003. Though employment in agriculture decreased from 20% in 1992 to 17.9% in 2003, it still accounts for a large proportion of employment and greatly exceeds EU-25 average. (1)

Table: The employment composition by sectors

SECTOR	VALUE, %			
	1998	2000	2002	2003
AGRICULTURE	19.2	18.7	17.8	17.9
INDUSTRY AND CONSTRUCTION	28.7	26.8	27.5	28.1
SERVICES	52.1	54.5	54.7	54.0

Source: Statistical Yearbook. Statistics Lithuania, 2004.

<http://www.std.lt>

The total labour force was 1641.9 thousand in 2003.

Table: Annual average employment rate of population aged 15-64:

	VALUE, %		
	2000	2002	2003

TOTAL	58.7	59.6	60.9
MALE	60.1	62.3	63.7
FEMALE	57.5	57.1	58.4

Source: Labour Force, Employment and Unemployment 1998-2003. Statistics Lithuania, 2004.

<http://www.std.lt>

Table: Annual average unemployment rate:

	VALUE, %		
	2000	2002	2003
TOTAL	16.4	13.8	12.4
MALE	18.8	14.6	12.7
FEMALE	13.9	12.9	12.2
AGED 15-24	30.0	23.0	24.8

Source: Labour Force, Employment and Unemployment 1998-2003. Statistics Lithuania, 2004.

<http://www.std.lt>

Table: Expenditure on education and training

	1995	2000	2002	2003 (*)
GDP (LTL THOUS.)	23829000	45526000	51643000	56179000
EXPENDITURE ON EDUCATION (LTL THOUS.)	1350390	2704121	3169132	3266181
VOCATIONAL EDUCATION AND TRAINING - ISCED 2,3 AND 4 (LTL THOUS.)	98950	174246	177543	172157
EXPENDITURE AS % OF GDP:				

ON EDUCATION	5.7	5.9	6.1	5.8
ON VOCATIONAL EDUCATION AND TRAINING - ISCED 2,3 AND 4	0.42	0.38	0.34	0.31
EXPENDITURE AS % OF TOTAL PUBLIC EXPENDITURE:				
ON EDUCATION	21.8	28.6	27.1	26.2
ON VOCATIONAL EDUCATION AND TRAINING - ISCED 2,3 AND 4	1.6	1.8	1.5	1.4

(*) - provisional data

Source: Statistical Yearbook. Statistics Lithuania, 1998, 2003, 2004

(1) According to Eurostat data EU-25 average in 2003 was 5.2%.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

According to both national and *Eurostat* data educational attainment is high in Lithuania. Over 80% of the 25-64 olds have at least upper secondary education. However, a negative trend with regard to the education level of young adults, who graduated after 1990, became apparent. The LFS for 2001 shows that in comparison to only 8% of the 35-44 year olds who have attained basic education or below, 23% of 25-29 year olds had attained basic education or less. The situation could be explained by increased social problems and a lack of learning motivation during the transition period (1).

Table: Educational attainment of the population aged 25-64 by ISCED level, % (2003)

	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL (*)
EUROPEAN UNION (15 COUNTRIES)	34%	42%	21%	97%
EUROPEAN UNION (15 COUNTRIES) PLUS 10 ACCEDING COUNTRIES	32%	46%	20%	98%
LITHUANIA	14%	63%	23%	100%

ISCED 0-2: Pre-primary, primary and lower secondary education
ISCED 3-4: Upper secondary and post-secondary non-tertiary education
ISCED 5-6: Tertiary education

Source: Eurostat, Newcronos, Labour Force Survey

A Eurostat data reveals, the percentage of early school leavers in Lithuania has constantly decreased in the period of 2000-2003 and is below EU average. One of main reasons explaining this fact is rapid growth of economy over the last years: it speeded up the expansion and modernization of the national production thus increasing the demand for continuing training. Based on surveys conducted (2) the majority of employers provide on-job training for their employees.

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

	2000	2002	2003
EUROPEAN UNION (15 COUNTRIES)	19.4 p	18.5 p	18.0 b
EUROPEAN UNION (15 COUNTRIES) PLUS 10 ACCEDING COUNTRIES	:	16.5 p	15.9 b
LITHUANIA	16.7	14.3 b	11.8

: = = break not in available series
b = provisional value

Source: Eurostat, Newcronos, Labour Force Survey

(1) Country Monograph Lithuania, Working Document, September 2002
(2) Research of the Mechanics and Electronics, Hotels and Restaurants and Information Technologies Sectors in Lithuania. Methodological Centre for VET, 2003.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

A common theme in the concepts and laws is the aim of bringing together the various strands of education and training to develop a comprehensive system for Lithuania.

The fourteen years of Lithuanian independence have permitted the development of a contemporary legal framework for education. Major pieces of legislation are the:

- Law on Education (1991; new edition - 2003);
- Law on Vocational Education and Training (1997);
- Law on Non-formal Adult Education (1998);
- Law on Higher Education (2000).

The above legal framework addresses both initial vocational education and labour market training; it gave way for the creation of two separate systems. One under the auspices of the Ministry of Education and Science (MES) for initial vocational education and the other under Ministry of Social Security and Labour (MSSL) for labour market training (primarily for the unemployed). Continuing training of the employed is encouraged through the legal framework insufficiently.

The vocational education and training policy is outlined in *the Education Concept* (1993) and *the White Paper on VET* (1999). Key issues addressed in the White Paper on VET were the need for flexibility, accessibility and social partnership. Furthermore, the principles of lifelong learning were embraced through two key statements:

- *'the principle of formal recognition of the acquired qualification, irrespective of how it has been acquired'*;
- *'the principle of continuity and progression in VET'*.

The Provisions of the National Education Strategy 2003-2012, approved in 2003, define the goals for development of education, means for achieving these goals, as well as establish the key quantitative and qualitative outcomes for the period of 2003-2012. Key aims for education development in 2003-2012 are as follows:

- *'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 lifelong 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 society under market economy conditions, and the universal needs of society of the modern world'.*

Negative trends, however, persist in some areas: a high number of early school leavers, low participation in continuous training, territorial disparities in education and training accessibility, low attractiveness of VET, insufficient quality of education and training, and difficulties in bringing initial and continuous VET systems closer together.

Single Programming Document (2004) is aimed to address the above mentioned issues and implement the priorities identified in the strategic Lithuanian documents. Human Resource Development is one of the Single Programming Document (SPD) priorities and is comprised of the following measures: Development of Employability, Development of Labour Force Competence and Ability to Adapt to Changes, Prevention of Social Exclusion and Social Integration, Development of Conditions for Lifelong Learning and Improvement of Human Resources Quality in Scientific Research and Innovations. In addition, SPD includes a special measure for the improvement of education and training infrastructure.

Main areas of reform initiatives started in 2003 include:

- a number of strategic documents, namely the Strategy for Vocational Guidance (2003) and its Action plan (2004), the Strategy for Ensuring of Lifelong Learning (2004) and its Action plan (2004), Strategy for the Introduction of Information and Communication technologies into Lithuanian Education for 2005-2007 (2004), Conception of New Edition of Law on Vocational Education and Training (2004);
- decentralization of vocational schools management. Pilot activities started in 8 selected vocational schools through change of legal status from budgetary to public (self-owned). Thus, legal provisions were provided to increase the number and variety of vocational school founders;
- creation of a pilot software version of the Open Information, Counseling and Guidance System (ALKOS). This is the first attempt in Lithuania and Europe to collate the number of students, enrolment vacancies and the labour market needs in one database;
- implementation of "student's basket" approach into funding for vocational schools (2004).

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

Structure and administration of both initial and labour market vocational training are set in the Law on Vocational Education and Training (VET) of the Republic of Lithuania (1997). It states the management of VET shall be implemented on a state, county and local authority level.

The development and implementation of initial VET is the responsibility of the Ministry of Education and Science (Svietimo ir mokslu ministerija), while the Ministry of Social Security and Labour (Socialines apsaugos ir darbo ministerija) deals with labour market training policy. Key functions of the both Ministries are the development of national VET standards, supervision of training providers and development of pedagogical staff qualification. In the Ministry of Education and Science (MES) vocational education and training is led by the VET department consisting of Vocational Training, Colleges, Registers and Adult Education divisions. In the Ministry of Social Security and Labour (MSSL) organisation and implementation of labour market vocational training falls on the Human Resource Development Division.

The Methodological Centre for VET (Profesinio mokymo metodikos centras) under MES provides didactical support for initial VET institutions. The main services of the Centre are analysis of information on VET and human resources development, the development of training and learning means and its preparation for publishing, the development of VET standards and programmes and the evaluation of initial VET quality.

The Lithuanian Labour Market Training Authority, LLMTA (Lietuvos darbo rinkos mokymo tarnyba) implements labour market training policy, and organises VET information and counselling services. It is responsible for the content of labour market training, supervises the activity of institutions that are licensed for labour market training. The LLMTA has 6 Territorial Labour Market Training and Counselling services and 15 labour market training centres.

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

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 activity.

Responsibilities established by the Law on VET

LEVEL	RESPONSIBILITY	INITIAL VET	CONTINUING VET
CENTRAL-GOVERNMENT	policy development and implementation	Ministry of Education and Science	Ministry of Social Security and Labour
REGIONAL	supervision of VET institutions according to the procedures established by MES; proposals regarding the scope of enrolment at VET on regional level	County governor's administration	
LOCAL	participation in management of VET institutions	Municipalities	

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

The Lithuanian legislation regulating VET 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 (attachment "[Structure of the legislative background for VET](#)").

The laws that are relevant to VET system may be divided into those, which regulate VET directly, or indirectly. The laws regulate the general content of vocational education and training with further details set out in the secondary legislation and ministerial orders and regulations from the MES and MSSL. This framework offers a quicker and more flexible solution of problems and helps to eliminate the difficulties of seeking out priorities for the education system in primary legislation (attachment "[Structure of legal framework for VET regulation in Lithuania](#)").

LAWS REGULATING VET DIRECTLY

RL Law on Education (a new edition of the Law was adopted in 2003) establishes the goals and principles of the educational system, the framework of institutions, activities and civil relationships as well as obligations of the State in the area of education. A new Law on Education covers the system of education as a whole, enforcing the possibilities for lifelong learning and is a general ("umbrella") Law regulating the system of education in Lithuania. It stipulates that the educational system of Lithuania is comprised of formal (primary, basic and secondary education, vocational education and training 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 learner and teacher.

RL Law on Vocational Education and Training, 1997, sets out the structure and management of the vocational education and training system, based on cooperation between state authorities and the social partners. It also regulates the organisation of VET, and controls vocational education and training covered by the Register of Study and Training Programmes. This law also contains provisions to regulate initial VET and labour market vocational training areas. Recent national and EU developments formed the necessity to review legislation on VET and the Conception of New Edition of Law on Vocational Education and Training was developed and approved in 2004. It is expected the New Edition of Law on VET will be ready in 2006.

RL on Higher Education, 2000, defines the system of studies, after which a person is recognised as having acquired higher education in the Republic of Lithuania; the principles of acquisition of vocational qualifications, qualification and research degrees in higher education establishments; the limits of higher education establishment autonomy and of State regulation of their activities; the rights and duties of the higher education establishment academic staff and research workers, and students; legal grounds for the founding, reorganisation and liquidation of higher education establishments in the Republic of Lithuania; basic requirements for higher education establishments and study programmes; the principles of evaluation and registration of study programmes and of the financing of higher education establishments and studies. This Law is of particular importance since it regulates non-university higher studies in Lithuania and enforces the legal basis for the establishment of colleges (higher education establishments with prevailing non-university studies), which had great influence on the development of VET system. The Law also establishes (according to its amendments passed on 21 December 2001 enforced on 1 January 2003), that part of students of higher education establishments will have to pay for each semester, the students' studies contribution in the amount of four minimum standards of living set by the Government.

RL Law on Support of the Unemployed, 1990, regulates vocational training of the dismissed or notified of dismissal employees, and sets forth the structure and functions of the Labour Exchange. The law establishes that unemployed or those having notification of dismissal are guaranteed free vocational counselling and consultation services, free labour exchange services in looking for work and going into job; free vocational training facilities in the event of unemployment.

RL Law on Non-formal Adult Education, 1998, regulates the system of non-formal adult education, its structure and management, the basis of activities, and provides legal guarantees for the participants. It commits the providers of non-formal adult education and their social partners "to provide assistance in implementing the inborn right of a person to lifelong development of his/her personality".

0303 - ROLE OF SOCIAL PARTNERS

On the national level, the *Vocational Education and Training Council (Profesinio mokymo taryba)* functions as an advisory body on the issues concerning vocational education and training. The Council consists from equal parts of representatives from the state institutions, employer and employee organizations and training institutions.

Industrial Lead Bodies (Ukio saku ekspertu grupes) are a key consultant to the Ministry of Education and Science at the sectoral level in legalizing vocational training standards and shaping the content of vocational training. They equally (in threes) 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.

Seeking to ensure a unified assessment of vocational attainments the function of qualification evaluation is delegated to social partners -Chamber of Commerce, Industry and Craft, Chamber of Agriculture (Prekybos, pramonės ir amatų rūmai, Žemės ūkio rūmai).

At the regional level, the County Vocational Education and Training Councils play an advisory role. They provide expertise and perform consulting and coordination functions in regions. The Councils are established in all counties of Lithuania

The cooperation involving the participation of employers in the governing of the educational institution, defining the training needs and development of particular programmes at the institutional level is especially induced.

The role of social partners		
	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY/DECISION-MAKING, DIRECT/INDIRECT)
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 the school	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	advisory

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM SYSTEM OF EDUCATION AND TRAINING IN LITHUANIA

[Diagram of education and training system in Lithuania](#)

Constitution of the Republic of Lithuania, 1992, states “education at state and local government secondary, vocational and professional colleges (1) shall be free of charge”. In addition it defines that “education shall be compulsory for persons under the age of 16” and legitimates establishment of non-governmental teaching and educational institutions.

RL Law on Education (a new edition; 2003) establishes the goals and principles of the educational system, the framework of institutions, activities and civil relationships as well as obligations of the State in the area of education. The main principles of education system in Lithuania are equal opportunities, contextuality, effectiveness and continuity. The Law covers system of education as a whole, enforcing the possibilities for lifelong learning and is a general (“umbrella”) Law regulating the system of education in Lithuania. It stipulates that the educational system is comprised of formal (primary, basic and secondary education, vocational education and training 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 learner and teacher.

Both pre-school and pre-primary education is not compulsory in Lithuania. Pre-school education is provided to children from the age of 1 to 5 (or 6). A Pre-primary education provides one-year education for 6(or 5 years of age,

depending on the parent's request) year olds. It is targeted to help a child to prepare for successful learning according to the primary education curriculum.

General secondary education is obtained at three levels: primary, lower secondary and upper-secondary. Vocational education is of four-level programmes varying in duration and content according to the needs of different ages and education background of young people: 1st stage – vocational lower secondary education, 2nd and 3rd stages – vocational upper secondary education, 4th stage – vocational post-secondary (non-tertiary) education.

The first grade of primary education starts that calendar year when a child turns 7 years of age or before that upon the parents' request if the child has achieved the maturity required for this kind of education. Primary education lasts four years (grades 1 to 4). The learners are offered an opportunity to choose non-traditional curricula. i.e. curricula based on Mari Montessori, Waldorf, Suzuki pedagogical systems.

General lower secondary education (basic) is a six-year curriculum upon completion of which basic education level is attained. It consists of two education content centres, i.e. centre I for grades 5-8 and centre II for grades 9-10. The most pupils graduate from basic school at the age 17. This compares to the fact that education is compulsory only until the age of 16. There are two alternative routes to completing basic education: youth school (2) (for 12-16 year olds) and the 1st stage vocational education (ISCED 2, pupils not younger than 14). Lower secondary education leads to a basic school-leaving certificate (*pagrindinio issilavinimo pazymėjimas*) which gives access to both general and vocational upper secondary education.

General upper secondary education is offered to learners having attained the basic education level. It is a two-year curriculum (grades 11-12) with focus on four principle directions, namely humanities, maths and natural sciences, technology and fine arts. Alternatively upper secondary education is also offered at the 3rd stage vocational education (ISCED 3). General upper secondary education leads to a maturity certificate (*brandos atestatas*) which gives access to tertiary education.

There are also adult education centres (for those older than 18) which provide both basic and general upper secondary education in day and evening classes.

Vocational upper secondary vocational education is designed to individuals with basic education. 2nd stage vocational education lasts for two years (typical age of students is from 15/16 to 17/18 years) and graduates receive a qualified worker's diploma (ISCED 3) (*kvalifikuoto darbuotojo diplomas*). 3rd stage vocational education lasts three years (typical age of students is from 15/16 to 19/20) and provides the maturity certificate together with a qualified worker's diploma (ISCED 3).

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

There are also vocational post-secondary education programmes lasting from three to four years and providing a professional college diploma (*aukštesniojo mokslo diplomas*; ISCED 5). The enrolment of students for professional college programmes is already stopped (3).

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

Non-university education is undergraduate professional studies focussed on practical activities. It has been introduced through reformation of professional college sector. Non-university studies have been provided since 2000. The education lasts for three to four years and the student receives a higher education diploma (*aukštojo mokslo diplomas*), which mentions 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 main difference is that IVET programmes are oriented towards the development of skills and competencies while in general education curriculum a priority is given to the acquisition of knowledge. Another important difference is the existence of practical training: in case of IVET programmes, practical training should comprise 60-70 % of the total time allocated to teaching of professional subjects.

PROVIDERS OF IVET

According to the RL Law on Vocational Education and Training (1997) education and training providers must have a vocational training license issued by the Ministry of Education and Science. In Lithuania IVET is mainly provided by vocational schools, professional colleges and colleges.

Vocational schools are education and training institutions providing a qualification and general education. While optimising the network of vocational schools, establishment of regional vocational training centres was started through the merging together vocational schools in the region. In the beginning of the school year 2003/04 there were 7 regional vocational training centres. The majority of vocational schools have a juridical status of budgetary institution. This weakens interest and opportunities of the schools to search for additional funding sources, to develop new services. Therefore with the experiment from 2003 a status of a number of institutions is being changed to non-public (self-governing) institutions. The status replacement provided legal provisions to increase the number and diversity of the founders (enterprises, governors of counties and municipalities) of VET institutions. First results are positive: flexible management structure is in place; the interaction between the VET institutions and the employers is strengthened; the image and recognition of the VET institution improves on the regional level.

Until 2004, 8 vocational schools changed their status.

Professional colleges are institutions providing vocational post-secondary non-tertiary education. As it was said above, the enrolment of students for professional college programmes stopped in 2003. In 2-3 forthcoming years it should be reorganised into vocational schools.

Colleges are higher education establishments, oriented to practical activities providing higher non-university education.

Table: Initial VET institutions (beginning of the school year)

INSTITUTIONS	1995-1996	2000-2001	2001-2002	2002-2003	2003-2004
NUMBER OF IVET INSTITUTIONS					
VOCATIONAL SCHOOLS	106	84	81	82	83
PROFESSIONAL COLLEGES	67	57	42	27	15
COLLEGES	-	7	16	24	27
STUDENTS IN IVET INSTITUTIONS, THOUS.					
INSTITUTIONS	1995-1996	2000-2001	2001-2002	2002-2003	2003-2004
VOCATIONAL SCHOOLS	49	47	45	45	44
PROFESSIONAL COLLEGES	24	37	32	22	12
COLLEGES	-	3	10	26	41
TOTAL	73	87	87	93	97

Source: Education. Statistics Lithuania. Vilnius, 2004

- (1) Non tertiary-education
 (2) Youth school combines general and pre-vocational education
 (3) Education in Lithuania. Ministry of Education and Science, 2004

0402 - IVET AT LOWER SECONDARY LEVEL

IVET at lower secondary education level embraces 1st stage vocational education and training programmes.

1st stage vocational education and training programmes [ISCED (1) 2] are designed for pupils over 14 years of age who have not finalised lower secondary general education. The programmes last for 2 years when they are aimed at acquisition of qualification. For those willing both to acquire qualification and a basic school-leaving certificate duration of programme is 3 years. The programmes are provided in vocational schools.

According to Statistics Lithuania in the beginning of school year 2003/04 in the 1st stage vocational education and training programmes there were 16 % of total number of students in vocational schools (6982 students). In the same year 19 % of all students admitted, were entering 1st stage vocational education and training programmes (3961 students).

Table: Vocational school students, by grade of education¹
Beginning of school year

	1995-1996	2000-2001	2002-2003	2003-2004
TOTAL NUMBER OF STUDENTS	49190	47005	44441	44403
1ST STAGE	5237	7704	7403	6982
NUMBER OF STUDENTS ADMITTED	19388	14968	19111	20638
1ST STAGE	3187	4666	4214	3961

CURRICULA

Training programmes are developed following relevant vocational education and training standards and the General regulations for training plans approved by the Minister of Education and Science every year. The most of the time allocated for training programmes is spent in schools. However the requirement is that in the last course 15 weeks should be spent in enterprise or practical training base in the school under conditions similar to the employment in an enterprise.

From the school year 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

There are 2 types of programmes: (1) a programme to acquire only a qualification, a duration of programme being 2 years; (2) a programme to acquire a qualification and basic education certificate, a duration of programme being 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 the school year 2003/2004 for the 1st type programme one has:

- Vocational subjects make up 88%, general cultural subjects (aesthetics, introduction to civil society, language culture and etc.) make up 12 % of the total training programme time. Vocational subjects include compulsory for all programmes modules of civil security and entrepreneurship.
- Vocational subjects are divided into 3 groups: basic speciality subjects (modules), specialization subjects (modules) and practical training.
- Specialisation subjects may comprise 10-15 % of the total time allocated to teaching vocational subjects.
- Practical training may be continuous or split into separate parts. Practical training comprises 60-70 % of the total time allocated to teaching vocational subjects.
- In the last course 15 weeks are allocated for practical training in enterprise or practical training base in the school (corresponding to real working conditions).

QUALIFICATION OBTAINED AND PROGRESSION ROUTES.

1st stage programme leads to qualification certificate (ISCED 2) (kvalifikacijos pažymėjimas). Those who complete basic general education obtain a basic school-leaving certificate. Basic school-leaving certificate provides access to upper secondary education, either general or vocational.

(1) ISCED 1997 – International Standard Classification of Education

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

IVET at upper secondary level embraces 2nd and 3rd stage vocational education and training programmes.

2nd stage vocational education and training programmes [ISCED 3] are designed for pupils who have finished basic school (10 forms and have basic school-leaving certificate) and only wish to obtain a qualification. Pupils age range from 15/16 to 17/18. The programmes last for 2 years.

3rd stage vocational education and training programmes [ISCED 3] are designed for pupils who have finished basic school (10 forms and have basic school-leaving certificate) and wish to obtain a qualification and general upper-secondary education. Pupils age range from 15/16 to 19/20. The programmes last for 3 years.

Most of the time allocated for training is spent in schools. However the requirement is that in the last year of study 15 weeks should be spent in enterprise or practical training base of the school, working conditions being similar to the real employment.

According to Statistics Lithuania in the beginning of school year 2003/04 in the 2nd stage vocational training programmes there were 2 % of the total number of students in vocational schools. In the same year 2 % of all students admitted, were entering the 2nd stage vocational education and training programmes (395 students). In the 3rd stage vocational training programmes there were 62 % of total number of students in vocational schools. In the same year 51 % of all students admitted, were entering 3rd stage vocational training programmes (10500 students). The statistical data reflects that more students are opting for 3rd stage programmes and wish to obtain both a qualification and a maturity certificate to get access to tertiary education.

Table: Vocational school students, by stage of education Absolute number				
	1995/1996	2000/2001	2002/2003	2003/2004
TOTAL NUMBER OF STUDENTS	49190	47005	44441	44403
2ND STAGE	22307	4333	1379	843
3RD STAGE	17157	28248	27962	27584
NUMBER OF STUDENTS ADMITTED	19388	14968	19111	20638
2ND STAGE	7089	686	440	395
3RD STAGE	6504	5499	10070	10500

Source: Education. Statistics Lithuania, 1998; Education 2003. Statistics Lithuania, 2004

Curricula. Training programmes are developed following relevant vocational education and training standards and the General regulations for training plans approved by the Minister of Education and Science every year. From the school year 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

The difference between 2nd stage and 3rd stage vocational education and training programmes is that in addition to vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*), 3rd stage programmes include general education subjects (*bendrojo lavinimo dalykai*). In both programmes broad occupational skills are emphasized and specialisation subjects (if so foreseen) make up 10-15 % of the total time allocated for professional subjects. The duration of 2nd stage programmes is 2 years and 3rd stage programmes last for 3 years.

Major features of 2nd stage programmes:

- Vocational subjects make up 88 % and general cultural subjects (aesthetics, religion or ethics, Lithuanian language, language culture and physical culture) make up 12 % of the total training programme time. Vocational subjects include professional subjects (or speciality training), civil security, entrepreneurship.
- Professional subjects are divided into 3 groups: basic speciality subjects (modules), specialization subjects (modules) and practical training.
- Environment, IT, foreign languages are integrated into professional subjects or developed as separate modules.

- Practical training may be continuous or split into separate parts. Practical training comprises 60-70 % of the total time allocated to teaching professional subjects.
- In the last year of studies 15 weeks are to be allocated for practical training in enterprise or practical training in the school under the conditions corresponding to real working conditions.

Major features of 3rd stage programmes:

- Vocational subjects make up 62 % and general education subjects make up 38 % of the total training programme time. Vocational subjects include professional subjects (or speciality training), civil security, entrepreneurship.
- Professional subjects are divided into 3 groups: basic speciality subjects (modules), specialization subjects (modules) and practical training.
- Practical training may be continuous or split into separate parts. Practical training comprises 60-70 % of the total time allocated to teaching professional subjects.
- In the last year of studies 15 weeks are to be allocated for practical training in enterprise or practical training in the school under the conditions corresponding to real working conditions.

Qualification obtained and progression routes.

2nd stage programme leads to a qualified worker's diploma (ISCED 3) (*profesinio mokymo diplomas*).

3rd stage programme leads to a *qualified worker's diploma* (ISCED 3) (*profesinio mokymo diplomas*) together with a *maturity certificate*.

The destination of graduates from 2nd stage vocational education and training programmes is limited by the situation that they acquire only qualification upon graduation, their education remaining at the basic level. This allows entering labour market. 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.

For graduates of upper secondary vocational education with a maturity certificate (3rd stage vocational education and training programmes), the progression possibilities to higher education are the same as for graduates of the different directions of 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

At the end of programme competence of students (both 2nd stage and 3rd stage programmes) is assessed during final qualification exam. Qualification exam is organised according to procedure set by the Ministry of Education and Science. Qualification exam consists from theoretical and practical parts. Assessment of theoretical knowledge is done through tests and observation method is used to assess practical skills. Responsibility for final qualification examination is moved to Chambers of Commerce, Industry and Crafts and Chambers of Agriculture. The main responsibilities of Chambers are: delegation of representatives of employers and profession to qualification exam commission, approving of composition of qualification exams commission, preparation and approving tasks and tests ('a ticket') for theoretical and practical exam (in coordination with training institution), storage of a copy of protocols of the exam. Qualification exam commission is formed from 3 members, equally representing employers, employees and VET provider. A Chairman of commission is representative of employers.

In case of general education subjects in 3rd stage programmes, students together with other students in general education are taking either national or school exams. The assessment is unified and the national exams are executed in special exam centres.

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

According to Eurostat statistical indicator "Students in upper secondary education by programme orientation: general/vocational, 2000" in Lithuania 57 % of students in upper secondary education prefer general and pre-vocational programmes instead of vocational programmes. The data of Statistics Lithuania shows that the most popular between VET programmes are 3rd stage vocational education and training programmes (for pupils wishing to obtain a qualification with maturity certificate. 2nd stage programmes (for students wishing to obtain only a qualification) are of the least popularity among all vocational education and training programmes. In comparison to those opting for 2nd stage vocational education and training programmes, 26 times more students prefer 3rd stage vocational education and training programmes.

Table: Students in upper secondary education by programme orientation (general / vocational), 2000

UPPER SECONDARY EDUCATION			
	TOTAL ENROLMENT	VOCATIONAL PROGRAMMES (%)	GENERAL AND PRE-VOCATIONAL PROGRAMMES (%)

LITHUANIA	89913	43%	57%
Upper secondary education:		ISCED 97	level 3

Source: Eurostat, Newcronos, Education statistics based on ISCED 97

0404 - APPRENTICESHIP TRAINING

The Lithuanian education system does not provide a work-based route to obtaining a vocational qualification through an apprenticeship scheme apart from at two schools in a limited number of professions. Moreover, apprenticeship scheme is not considered in the Law on VET.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

General information. In Lithuania special institutions – youth schools (*jaunimo mokykla*) - for youth that have not managed to adapt to studying at schools of general education, lack motivation or have no other choice because of the social situation are established.

Youth schools are designed for students aged 12-16. Youth school is considered as a type of basic general education school. Being an alternative institution to basic general education schools it provides basic general education (lower secondary education) together with pre-vocational training. In comparison to mainstream general education schools, youth schools are more flexible in education organisation and methods. They determine the ways to teach general education programmes. Usually the education process in youth schools is organised through alternative methods (the cognition of environment, artistic self-expression, development of self-confidence and etc). In addition, though education both at mainstream general education schools and at youth schools is organised following the same General education programmes and both kind of programmes should result in achieving the same education standards, minimum number of obligatory lessons and maximum number of lessons at youth schools is less compared to a number of lessons at mainstream general education schools. On the other hand, youth schools are allowed to allocate more lessons according to their choice. This means that education programmes in mainstream general education schools is more comprehensive and youth schools education programmes are more concentrated.

In the beginning of the school year 2003/04 there were 24 youth schools with 2411 pupils.

Table: Information about youth schools				
	1995/1996	2000/2001	2002/2003	2003/2004
NUMBER OF YOUTH SCHOOLS				
YOUTH SCHOOLS	19	24	25	24
NUMBER OF STUDENTS				
PARTICIPANTS IN YOUTH SCHOOLS	2496	2601	2326	2411

Source: Education 2003. Statistics Lithuania. Vilnius, 2004

Education 1998. Statistics Lithuania. Vilnius, 1999

Objectives of youth schools. According to General Regulations of Youth Schools the main objectives of youth schools are to assist teenagers and youngsters to:

- understand their needs, interests, and skills and learn how to solve personal problems;
- develop self-confidence, needs for self-realization and resistance to negative social influence and understanding of rights, duties and responsibility;
- develop learning motivation and need to obtain general education;
- increase personal experience and help to prepare for further education, cultural and social life.

Curricula. The youth schools provide general education following General programmes, Education standards and General education plans for general education schools set by the State. General education component does not differ among youth schools. The differences exist in pre-vocational training and complementary training suggested

as schools offer different pre-vocational training opportunities (tailor, ceramist, word craftsman and etc. training). Education in the schools lasts 6 (or in some cases 7) years. The education programme includes two concentric blocks of the curriculum content: the four-year block (forms 6-8), and the two-year block (forms 9-10). Education may be organised in daily and evening classes. Into evening classes youth of 16-18 years are admitted.

Learning outcome and assessment procedure. Those who completed youth school and passed exams are awarded a basic school-leaving certificate (*pagrindinio issilavinimo pazymejimas*). Final exams are arranged and a basic school-leaving certificates are awarded following the Procedure of Assessment of Basic Education Achievements set by Ministry of Education and Science. Final exams are organised in mathematics and mother-tongue (Lithuanian, Byelorussian, Russian or German). Those who completed a basic education course but did not pass exams receive a Certificate of education achievements.

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 embraces 4th stage vocational education and training programmes. The main aim of these programmes is to provide initial vocational qualification for those, who acquire upper secondary education.

4th stage vocational education and training programmes [ISCED 4] are designed for those having maturity certificate and wishing to obtain a vocational qualification. The duration of studies depending on the complexity of the profession is from 1 to 2 years.

According to Statistics Lithuania in the beginning of school year 2003/04 in the 4th stage vocational training programmes there were 20 % of total number of students in vocational schools (8994 students). In the same year 28 % of all students admitted, were entering 4th stage vocational training programmes (5782 students). The statistical data reflect the increase of number of students at this stage programmes.

	2000–2001	2002–2003	2003–2004
TOTAL NUMBER OF STUDENTS	47005	44441	44403
4TH STAGE	6720	7696	8994
NUMBER OF STUDENTS ADMITTED	14968	19111	20638
4TH STAGE	4117	4387	5782

Source: Education 2003. Statistics Lithuania, 2003

Curricula. 4th stage programmes are developed following relevant vocational education and training standards and the general regulations for training plans approved by the Minister of Education and Science every year. From the school year 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

4th stage programmes duration is 1 year, 1.5 year and 2 years. The duration of programme depends on its complexity. Subjects in programmes are divided into vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*).>

Major features of the content of training programmes:

- Vocational subjects make up 93 %, general cultural subjects (aesthetics, physical culture, language culture) make up 7 % of the total training programme time.
- Vocational subjects include professional subjects (or speciality training), civil security, entrepreneurship.
- Professional subjects are divided into 3 groups: basic speciality subjects (modules), specialization subjects (modules) and practical training.
- Specialization subjects (if so foreseen) make up 10-15 % of the total time allocated for professional subjects.

- Practice may be continuous or splitted into separate parts. Practical training should comprise 60-70 % of the total time allocated to teaching professional subjects.
- Depending on the duration of programme in the last year of study a certain period is allocated for practical training in enterprise or practical training base in the school: where the programme lasts 1 year - 8 weeks practical training, where the programme lasts 1.5 year - 12 weeks practical training, where the programme lasts 2 years - 15 weeks practical training.

Qualification obtained and progression routes. 4th stage programme leads to *qualified worker's diploma* (ISCED 4) (*profesinio mokymo diplomas*). The progression possibilities of graduates to higher education are the same as for graduates of the different directions of 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 competence of students is assessed during final qualification exam. Qualification exam is organised according to procedure set by Ministry of Education and Science. Qualification exam consists from theoretical and practical parts. Assessment of theoretical knowledge is done through tests and observation method is used to assess practical skills. Responsibility for final qualification examination is moved to Chambers of Commerce, Industry and Crafts and Chambers of Agriculture. The main responsibilities of Chambers are: delegation of representatives of employers and profession to qualification exam commission, approving of composition of qualification exams commission, preparation and approving tasks and tests ('a ticket') for theoretical and practical exam (in coordination with training institution), storage of a copy of protocols of the exam. Qualification exam commission is formed from 3 members, equally representing employers, employees and VET provider. A Chairman of commission is representative of employers.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Vocational education and training at tertiary level embraces non-university higher education programmes [ISCED 5]. Non-university higher education programmes [ISCED 5] are designed for those having maturity certificate and wishing to obtain non-university higher education. The duration of studies is 3-4 years (usually 120 credits).

Non-university higher education programmes are provided in colleges (*kolegija*) - non-university higher education institutions. First colleges were established in 2000 following the reform of the post-graduate studies sector when with gradual elimination of professional college education formation of non-university education started.

It should be noted that vocational education and training programmes at tertiary level are still provided in some professional colleges (*aukstesnioji mokykla*). The admission to professional colleges is already stopped. After the graduation of last students from professional colleges, these institutions will be transformed to vocational schools. *Professional colleges* are institutions providing professional qualification and post-secondary vocational education.

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

INSTITUTIONS	1995-1996	2000-2001	2001-2002	2002-2003	2003-2004
NUMBER INSTITUTIONS					
PROFESSIONAL COLLEGES	67	57	42	27	15
COLLEGES	-	7	16	24	27

Source: Education. Statistics Lithuania. Vilnius, 2004
The number of students in vocational education and training at tertiary level is increasing.

Table: Participation rates in IVET at tertiary level

	1995/1996		2000/2001		2002/2003	
	Thous.	%	Thous.	%	Thous.	%
TOTAL NUMBER OF STUDENTS IN PROFESSIONAL COLLEGES AND	24.2	8.9	40.9	17.3	48.60	20.4

COLLEGES, OF WHICH						
PROFESSIONAL COLLEGES	24.2	8.9	37.4	15.8	22.4	9.4
COLLEGES	0.0	0.0	3.5	1.5	26.2	11.0

Source: Education 2003. Statistics Lithuania, 2004

Curricula. Study programmes are developed by colleges following the Regulations of Sequential Studies Programmes. The programmes need to meet the requirement formulated in Guidelines for a Subject Area (*Studiju krypties reglamentas*) and in the appropriate Vocational Training Standard (*Profesinio rengimo standartas*).

Training is mainly school-based. 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 subjects of theory of professional subjects should make up not less than 25 % (30 credits) of total study programme time;
- Subjects for acquisition of qualification should make up not less than 33 % (40 credits) of total study programme time;
- Subjects of professional specialisation should make up not less than 8 % (10 credits) of total study programme time;
- Placement for practice in enterprise – not less than 17 % (20 credits) of total study programme time;
- Final work (in case it is foreseen in programme) – not less than 5 % (6 credits, 6 weeks) of total study programme time.

Qualification obtained and progression routes. Graduation of non-university higher education programmes leads to *higher education diploma* (ISCED 5) (*aukstojo mokslo diplomas*). For graduates from the colleges, there is no generally agreed possibility to progress to university and transfer credits from the college education.

Assessment procedure. Mainly competence of colleges' students is assessed through defending the final thesis. In some specific cases, e.g. accounting, final examination is organised. Assessment is done in 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 be employers.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING

As defined in Law on Education (2002) continuing vocational education and training (CVT) is provided to persons who have a primary qualification. Its purpose is to upgrade the existing vocational qualification or to acquire another one. CVT encompasses both formal vocational training and non-formal adult education.

Three elements of continuing vocational training could be distinguished:

- Labour market vocational training (*darbo rinkos profesinis mokymas*). It includes vocational training of workers, who are facing unemployment and those who are unemployed. Labour market vocational training is organized in order to enhance qualification or to acquire qualification
- Training of employees. It includes a wide range of learning experiences.

SITUATION

The continuing vocational education and training system in Lithuania is more focused on training of the unemployed and those employees who received a notice of dismissal. Development of in-company training of employees is limited mostly because of funding reasons. The incentive measures developed (e.g. tax concessions, subsidies from special funds) do not encourage companies enough to contribute to employees' training. The same is to be said about legal mechanisms that would motivate individuals to invest in their own training.

According to the Statistics Lithuania in 2003, 137 thous. of adults participated in adult education.

Table : Participation in adult education (1)

	1995	1998	2000	2002	2003
UPGRADED QUALIFICATION OR CHANGED IT, THOUS.	95	171	111	86	137
PERCENTAGE OF TOTAL WORKING AGE POPULATION	5	8	5	4	6

Source: Education 2003. Statistics Lithuania, 2004

The majority of participants in adult education came from health field (20.1 %), security services, computing, transport and engineering and engineering trades. 64.1 thous. trainees took part in adult education and training in institutions of the formal education system: vocational schools, professional colleges, universities. Compared to 2002, in 2003 a number of participants considerably increased. However, comparison with other countries evidences the participation in education and training of 25-64 year olds is still rather low in Lithuania. According to Eurostat data in 2003 indicator on lifelong learning in Lithuania was several times lower than EU-25 average.

According to the information provided by the Lithuanian Labour Exchange (LLE), the majority of registered unemployed persons are not prepared to enter the labour market, i.e., their occupation has low demand or they have no occupation at all. However, only a small part of registered unemployed individuals take part in continuous education. For instance, 167033 unemployed persons were registered in 2003, and 18217 or 10.9 per cent of them were referred for training.

POLICY FRAMEWORK

Lithuanian Education Concept, approved in 1993, emphasised the necessity of creating a unified education system, which provides children and young people with a “*comprehensive education corresponding to contemporary requirements and develops a person’s desire for lifelong learning*” (2). It further stated that adult education, both formal and non-formal, should form the biggest integrative part of the permanent education system.

A concept for vocational training was developed through the *White Paper on VET* under the Phare VET Reform Programme (1998-1999). The overall goal of the concept is to enable individuals to obtain qualifications through a variety of means, to ensure the engagement in learning of every active member of society, and to encourage the acquisition of new qualifications. In addition, two principles were agreed that are crucial within the context of lifelong learning, namely ‘*the principle of formal recognition of the acquired qualification, irrespective of how it has been acquired*’ and ‘*the principle of continuity and progression in VET*’.

Strategic priorities and measures defined in the *Programme of the Republic of Lithuania for increasing employment in 2001-2004* (2001) addresses a number of issues related to VET development. The Ministries of Education and Science and of Social Security and Labour have been given a task coming forward with urgent proposals to increase employer commitment to workforce training, including refinement of the legislation governing such training.

The Provisions of the National Education Strategy 2003-2012, approved in 2003, define the goals for development of education, means for achieving these goals, as well as establish the key quantitative and qualitative outcomes for the period of 2003-2012. One of key aims for education development in 2003-2012 is ‘*to develop an accessible system of continuing education that guarantees lifelong learning and social justice in education*’. In addition, the Provisions established a target that every year not less than 15 % of working age population should participate in education.

Strategy for Ensuring of Lifelong Learning and its Action Plan has been approved in 2004. Mission Statement, which underlies all of the details that follow in this Strategy Paper is “*to optimise the use of all available resources, whether provided by Government, enterprises, municipalities, communities, voluntary bodies or individuals, towards the development of a comprehensive, coherent and cost-effective system of vocational education and training (VET) which offers a range of opportunities for professional, social and personal development for all citizens of working age, and for young people preparing for working life, of a quality comparable with the best in Europe*”.

The Strategy for the Introduction of Information and Communication Technologies (ICT) into the Lithuanian Education for 2005–2007 (approved in 2004) aims to integrate ICT into all levels of teaching and learning processes in order to improve general education and vocational training in the Lithuanian education system. General principles for introducing ICT into education include “*the distance learning promotion principle – various services must be provided in an education portal; distance training of teachers must be promoted*”.

Single Programming Document (SPD), approved in 2004, implements the priorities identified in the strategic Lithuanian documents. Human Resource Development is one of SPD priorities and is comprised of the following measures: Development of Employability, Development of Labour Force Competence and Ability to Adapt to Changes, Prevention of Social Exclusion and Social Integration, Development of Conditions for Lifelong Learning and Improvement of Human Resources Quality in Scientific Research and Innovations. In addition, SPD includes a special measure for the improvement of education and training infrastructure.

(1) Courses in enterprises and institutions holding licenses of the Ministry of Education and Science
 (2) Lithuanian Education Concept, 1993

The State secures continuing vocational education and training for the unemployed and employees who are given notice of dismissal, civil servants and small and medium sized enterprises (SME) owners and employees:

- According to the Law on Support of the Unemployed the state guarantees vocational guidance and counselling and vocational training free of charge in case of the unemployment. The Law also establishes that vocational training is financed and the unemployed individuals' training allowance is paid from the Employment fund.
- Law on Special Education (1998) establish the structure of the system of Special Education as well as administration and management of early and pre-school, general, supplementary, vocational college, university and adult education of persons with special needs. The Law defines Special Education shall be financed from the State and local budgets in accordance with the procedure established by laws. Non state institutions of Special Education are maintained by the founders thereof. They may obtain financial and other assistance from State and local municipal budgets, in accordance with the procedure established by the Government or its authorised institution.
- The Law on Public Service (1999) and the Law on Non-formal Adult Education regulate that training of civil servants is funded by the central and local governments. The fees for training are paid by the public institution that sends its public servants for training and the institutions or establishments have to use from 1 to 5% of the total salaries bill for the in-service training of public servants.
- The Law of Small and Medium Sized Enterprises (1998) grants public support to the training, qualification upgrading and requalification of small and medium sized enterprises (SME) owners and employees.
- Individual ministries implement qualification improvement programmes for employees from their system and funds for implementation of these programmes are received from the state budget.

According to the Law on Non-formal Adult Education (1998) interested in training juridical or natural persons and participants finance non-formal adult education.

ADMINISTRATIVE STRUCTURE

At national level Ministry of Social Security and Labour (MSSL) is responsible for labour market vocational training. The Human Resources Development Division set up at MSSL in 2003 is responsible for the enforcement of the labour market vocational education and training policy, functioning of the labour market VET system, preparation and implementation of the strategy of the labour market human resources policy and participation in pursuing the Republic of Lithuania Government policies in the field of free movement of individuals (1).

Responsibility for organisation and implementation of labour market vocational training also falls on Lithuanian Labour Market Training Authority (LLMTA) under MSSL. It is responsible for content of labour market training and supervises the activity of institutions that are licensed for labour market training. LLMTA has 7 territorial labour market training and counselling services and 3 offices in other regions.

Responsibility for active labour market policy measures (including training of the unemployed) falls on Lithuanian Labour Exchange (LLE), consisting of the National Labour exchange together with 46 dependent territorial labour exchanges. LLE is not an education provider. For the provision of the unemployed training National Labour Exchange or territorial labour exchanges organise an open call. Any organisation licensed to provide labour market training may participate in the open call.

Individual ministries are responsible for qualification improvement for employees from their system. Many of them have established special training centres. Social Report 2003. Ministry of Social Security and Labour, 2004

(1) Social Report 2003. Ministry of Social Security and Labour, 2004

0503 - DELIVERY MECHANISMS AND PROVIDERS

CVT programmes are provided by:

- public and private vocational schools, colleges and universities. In Lithuania there are 83 vocational schools, 27 colleges and 21 universities. Majority of them provide CVT.;
- labour market training centres that are established specially for labour market vocational training. In Lithuania there are 15 labour market training centres;
- Training Centres of the Ministries (e.g. The Training Centre of the Ministry of Finances);
- Lithuanian Institute of Public Administration. It is the main organisation implementing training of Civil servants. It is responsible for preparation and renewal of training programmes for civil servants and training of civil servants;

- other institutions and organisations providing formal and non-formal training: e.g., enterprises providing training courses.

No official statistics is provided about number of institutions providing continuing vocational education and training. Ministry of Education and Science provides information about licences for provision of labour market vocational training programmes: in the beginning of the school year 2003/04 the MES has issued around 300 licenses for this activity.

Information about participants in education for adults within the formal education is presented in the table below.

Table: Education for adults in vocational schools, professional colleges, colleges and universities

DURING ACADEMIC YEAR	VOCATIONAL SCHOOLS	PROFESSIONAL COLLEGES	COLLEGES	UNIVERSITIES	TOTAL
NUMBER OF STUDENTS					
1995–1996	8326	3625	-	14701	26652
2000–2001	5960	3560	596	21911	32027
2001–2002	7315	5777	4529	25537	43158
2002–2003	12601	4548	8994	37966	64109

Source: Education 2003. Statistics Lithuania, 2004

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

TRAINING LEAVE

Labour code established the conditions under which employees are entitled to educational leave: to prepare and take entrance, ordinary and state (final) exams, credit tests, for laboratory work and consultations, for completion and presentation of graduation thesis. Only employees who are studying and taking entrance exams to professional colleges and higher educational institutions under study contracts with their enterprise are entitled to paid educational leave, with the pay of at least the average wage. Paid educational leave may be coordinated with annual leave, when annual leave can be adjusted, at the request, with the time of examinations, tests, work on the graduation thesis, laboratory work and consultations.

DISTANCE EDUCATION

Distance education classes are established in some of the colleges and universities. According to Statistics Lithuania in the school year 2002-2003, in 4 colleges there were 5 distance learning centres (classes). At the same time in 9 Universities there were 32 distance learning classes. No statistics about usage of facilities of the classes for CVET is available.

FINANCIAL INCENTIVES

The legal framework contains almost no provisions and stimulus for training of working individuals. They are limited to possibilities for expenditure on training to be deducted from income and profit taxes, when calculating taxable income.

Law on Income Tax of Individuals (2002) established that payments for studies (when higher education and/or qualification is obtained upon graduation, as well as doctoral studies and art post-graduate studies) are deducted from taxable income. In case tax income is paid into the budget, the overpayment of income tax may be credited against tax or refunded in accordance with the procedure prescribed by the Law on Tax Administration.

The Law on Profit Tax (2001) regulates that costs for training and retraining of staff when it is related with current position are also deducted from income while calculating taxable income of enterprise. The costs for qualification upgrading do not include costs of studies in professional colleges, universities, colleges and other schools, providing a certain educational level. However this provision of the Law is formulated insufficiently clearly and not all the employers know about this possibility.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning has just started. Currently equivalency examination is the main method leading to legitimating of non-formal or informal learning achievements for adults.

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

Since 1998 according to the decision of the Ministry of Education and Science adult education centres are providing single-subject programmes, i.e., if needed, adults are given a possibility to study subjects that are needed to match

entrance requirements for further studies. If the applicant is not holding the maturity certificate, learning costs are covered by the municipality, if yes, learning costs are to be covered by the participant himself. In 2003 this ministerial order was updated with the intention to give stronger accent to validation of non-formal and informal learning.

Another important initiative dates the year 2000 when non-university higher education was legitimated. As studies in professional colleges were not recognised as those leading to tertiary education diploma, there was a need to create a mechanism for graduates of professional colleges to progress their knowledge and skills to the level of non-university higher education. Based on the ideas of recognition of prior learning such a mechanism was created and implemented from 2001 through so called "equalisation programmes" (*islyginamosios programos*). According to the data of Ministry and Education and Science in October 2004, approximately 6300 students in colleges were using this possibility. This indicator covers 16 state colleges. No data about equalisation programmes in private colleges is available.

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY

The Conceptual Framework of the National Information Society Development in Lithuania (2001) aims to establish conditions for the development of the information society and to promote this process, to facilitate the integration into the global information society and to utilize the opportunities provided by it. The objectives and tasks set in this document contribute to enhance ICT knowledge and skills of Lithuanian society.

The Small and Medium-sized Business Development Strategy until the Year 2004 (2002) promotes the establishment and development of small and medium-sized enterprises with the use to the greatest possible extent of local material and human resources, and the newest technologies. A number of measures foreseen in the Strategy deal with consultation and training issues related to small and medium-sized entities, especially in the field of management and ICT skills.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - GENERAL BACKGROUND

PERSONNEL IN IVET INSTITUTIONS

According to data of Ministry of Education and Science, in the end of 2003 4111 teachers were working in vocational schools. Among them there were 2485 vocational teachers (*profesijos mokytojai*) and 1626 teachers of general education (*mokytojai*). In colleges 3488 lecturers and 4 scientific workers worked.

POLICY FRAMEWORK

In September 2004 the *Conception for Teachers Training* was approved. It defined the basic guidelines for teacher training, competence and qualification requirements as well as licensing procedure of teachers. According to the Conception, teachers training process includes university or non-university level studies (including pedagogical practice in school), pedagogical traineeship (*stažuote*) and qualification exam.

A Draft *Conception for Vocational Teacher/Lecturer Education and Training in Lithuania* and the draft *Professional Standard for Vocational Teacher/Lecturer* have been prepared. They constitute a new basis for the systematic training of teachers, but have not been approved yet. (1)

The Conception suggests a *consecutive model of vocational teacher* (VT) education. The model of VT education includes 3 consistent phases of VT education:

- *in the first phase* the prospective VT acquires the higher education and vocational qualification for the work in a particular institution of VET according to the field of the future activity;
- *in the second phase* the prospective VT obtains no less than 3 year practical work experience in the field of the acquired qualification and the future activity in a VET institution;
- *in the third phase* a VT begins to work in a VET institution and during the first 2 years acquires pedagogical qualification.

In the Conception the recommended allocation of the study modules for in-service training in credits is equivalent to 2 credits (40 hours of joint theoretical and practical seminars and 40 hours of individual assignments). It is also mentioned that a desirable annual extent of vocational and pedagogical qualification upgrading would be no less than 4 credits.

SPECIFIC POLICIES

Introduction of ICT. In 2000 the Minister of Education and Science approved "*Programme for Introduction of Information and Computer Technologies into Educational System*". The programme foresees to ensure that pupils/students and teachers from all schools could use the Internet and other resources, to create the infrastructure of educational services network to teachers and pupils, to allot investments for arranging of schools network. In the programme finances are foreseen for year 2002-2004 "*gradually to make conditions for teachers and other employees in education to acquire ICT education corresponding to the standards*". The programme foresees measures to create conditions for all teachers to use new technologies and to apply them in education process and to integrate ICT and new methods into general education programmes.

The Minister of the MES in November 2001 has approved the *Standard for the Computer Literacy of Teachers*. The Standard was developed as based on the European Computer Driving License (ECDL) Programme. There are 80 hours (2 studies credits) allotted for the realisation of the Standard for the Computer Literacy of Teachers.

The *Strategy for Implementation of Information and Communication Technologies in Vocational Training* (2004) defined special measures to develop ICT skills of vocational teachers.

Introduction of new methods and pedagogical concepts. The fast development of innovations in economy creates necessity for vocational teachers (VT) to update their technological competences regularly. However for many years a priority was given to the pedagogical competence in Lithuania.

Support of the Phare 2001 Economic and Social Cohesion programme made possible to pilot in practice the teachers' continuing training provisions as they are formulated in the *Concept for Vocational Teacher/Lecturer Education and Training in Lithuania*. A sector of construction was chosen. For every group of technologies suggested by employers a training module was developed. Vocational teachers who participated in training courses were given a possibility to practically test certain technology. In addition they were given practical tasks as well as materials for self-learning. Based on the results achieved it is foreseen to disseminate the experience. First, all remaining vocational teachers working in the field of construction are invited to attend the developed courses. Second, the development of similar courses is already started in 3 new fields: vehicle technology, metalwork and agriculture. There are plans to update the subject/technological competencies of all vocational teachers in the course of the nearest 3-5 years.

(1) In 2002 Concept and Professional Standard were prepared by Vytautas Magnus University Centre for Vocational Education and Research

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS

TRAINING OF TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS

Requirements for teachers. Successful completion of a higher education course in related field is the main requirement for teachers/trainers of general education subjects in vocational schools.

Pre-service training. Teachers/trainers of general education subjects are educated at Colleges (*Kolegija*) or Universities (*Universitetas*) providing study programmes in area of teacher training and education science.

Colleges provide non-university study programmes. The duration of studies is 3-4 years depending on study programme and form of studies (day-time, evening-time). The graduation of the programme leads to higher education diploma and qualification of teacher.

Universities provide undergraduate (bachelor) study programmes. The duration of studies is 4-5 years depending on form of studies (day-time, evening-time). The graduation of the programme leads to bachelor diploma and qualification of bachelor of a specific subject.

In-service training. For those, teaching general subjects quite a number of qualification upgrading events are organized in National Teacher Professional Development Centre (*Pedagogu profesines raidos centras*) subordinate to the Ministry of Education and Science and regional education centres (*svietimo centrai*).

TRAINING OF VOCATIONAL TEACHERS (THEORY AND PRACTICE)

Requirements for teachers. There are 3 basic requirements for vocational teacher (*profesijos mokytojas*). A vocational teacher must have (i) an education at least one level higher than the students, (ii) one year of pedagogical experience, and (iii) a minimum pedagogical-psychological background. Vocational teachers are supposed to go through certification.

Pre-service training. Vocational teachers graduate subject education first. They also are required to have a pedagogical qualification that may be acquired through special professional pedagogical studies or master studies in educational science. These programmes are implemented in higher education institutions having departments for teacher training programmes: in Vytautas Magnus University, Lithuanian Agriculture University, *Klaipeda* University, Kaunas University of Technology, Vilnius *Gediminas* Technical University.

The only initial training programme targeted for vocational teachers is suggested in Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didziojo universiteto Profesinio rengimo studiju centras*). Since 2002 the Centre organizes one year modular program for initial pedagogical training of VET teachers.

In-service training. The biggest share of courses for qualification upgrading is meant for upgrading or acquiring of pedagogical qualification. Upgrading of subject qualification highly depends upon the initiative of the teacher and training institution.

The main organiser of qualification upgrading events is Teacher Professional Development Centre (*Pedagogu profesines raidos centras*) subordinate to the Ministry of Education and Science. It organises short-term courses on such topics as project management, development of learning environment, creation of assessment system, preparation of study/training program modules etc. The Centre offers special qualification upgrading programmes for directors of VET institutions in the field of self-analysis, creation of school development projects and project management. In addition, Teacher Professional Development Centre organises certification events for teachers wishing to prepare for certification – acquiring of qualification category.

Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didziojo universiteto Profesinio rengimo studiju centras*) organises continuing studies targeted for vocational teachers and directors of the schools.

Majority of *universities* organises qualification upgrading courses upon the requests. Under some universities qualification upgrading institutes are established. They organise various courses for vocational teachers also.

Regional education centres equally dispersed in Lithuania offer courses for general education teachers. Vocational teachers according to the specificity of their work may choose some of the courses.

0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

Not applicable to Lithuanian education system.

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

Requirements for teachers. There are 3 basic requirements for vocational teacher (*profesijos mokytojas*) in continuing education and training (in Lithuania – labour market training). A vocational teacher must have (i) an education at least one level higher than the students, (ii) one year of pedagogical experience, and (iii) a minimum pedagogical-psychological background. Vocational teachers are supposed to go through certification.

Pre-service training. Vocational teachers graduate subject education first. They also are required to have a pedagogical qualification that may be acquired through special professional pedagogical studies or master studies in educational science. These programmes are implemented in higher education institutions having departments for teacher training programmes: in Vytautas Magnus University, Lithuanian Agriculture University, Klaipeda University, Kaunas University of Technology, Vilnius Gediminas Technical University.

The only initial training programme targeted for vocational teachers is suggested in Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*). Since 2002 the Centre organizes one year modular program for initial pedagogical training of VET teachers.

In-service training. Labour Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba*) which is responsible for labour market training, has issued a Procedure for qualification development and re-qualification of vocational teachers working in labour market training system. It foresees that in 5 year period 50 days should be allocated for qualification improvement and not less than half of which should be allocated for subject qualification improvement.

Training opportunities for teachers working in labour market training system are the same as for those working in IVET system (see part 6.2). However the biggest share of courses for qualification upgrading is meant for upgrading or acquiring competence to work with adult students. Upgrading of subject qualification highly depends upon the initiative of the teacher and training institution.

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

Currently anticipation of skills needs in Lithuania is mainly performed through the development of VET standards and sectoral analysis.

National VET standards play a crucial role in the curriculum development and validation process. They join occupation, education and assessment elements. VET standard is comprised of 9 parts: general occupation description, occupation purpose, areas of activity, competencies, training objectives, assessment of competencies and final assessment of qualification. Competencies in VET standard are defined in regard to upcoming 5 years on the basis of labour market analysis and in close cooperation with employers. Industrial Lead Bodies are a key expert to ensure vocational standards correspond to labour market needs. They equally (in threes) 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 standard is approved it becomes obligatory to all related programmes.

Sectoral studies are targeted at evaluation of training needs including assessment of skills for the next 5 years. These studies are conducted by applying a unanimous methodology to ensure the comparability among the economic sectors within the country and on the international level. The methodology was prepared in close cooperation with experienced experts from Ireland, in 2000, and was tested in making a research of the Retail Trade sector in Lithuania. Sectoral studies provide specific recommendations, which address issues of training policy, vocational guidance and counseling, and VET curriculum, for improvement of conformity between the supply and demand of the labour force within the sector.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

"Provisions of the National Education Strategy 2003-2012" (2003) foresees the development of the flexible and open structure of education, uniting the general education, vocational education and training, studies, formal, non-formal and informal education into the single area of education. The document describes the ways to create an integral, lifelong education space in Lithuania.

The Law on Vocational Education and Training (1997) established the framework of 4 stages IVET programmes differing in training content and duration and designed for youth of different ages and educational attainments. Those seeking to acquire only a vocational qualification should choose either 2nd or 4th stage IVET programmes. VET combined with basic education is provided under 1st stage IVET programmes and VET with general upper secondary education is provided through 3rd stage IVET programmes.

In addition, since 2000 technological gymnasiums (21) have been established on the basis of 3rd stage IVET programmes at vocational schools. They provide upper secondary education and pre-vocational education. Graduates are awarded with maturity certificate. Further they can choose either to stay in vocational school and continue education and training according to IVET programmes provided by the school or to enter higher education. Technological gymnasiums firstly, make VET more open to general education and vice versa, and secondly, promote the participation in IVET.

Over a relatively short time, two major reforms have been implemented: in 1991, on the basis of former technical schools that had been operational in the Soviet Union, professional colleges were established; and in 2000, a network of colleges was started to be formed on the basis of professional colleges. Colleges are providing non-university education (undergraduate professional studies focussed on practical activities). Introduction of a binary system of higher education strengthened the interaction between VET and higher education.

0703 - RENEWAL OF CURRICULA

Since 1990, curriculum development has been delegated to VET providers. They are responsible to compose a curriculum development group (CDG) CDG develops IVET programme based on general requirements, which are established by the Ministry of Education and Science, and VET standards. Standardised part of the programme (areas of activity, competencies and training objectives) is automatically transferred from the relevant VET standard. Regulated requirements to the programme are as follows:

- all curricula taught in vocational schools must be competency based;

- practical training should comprise 60-70% of the total time allocated to teaching vocational subjects; practical training in company is obligatory during the last year of training and it should take up to 15 weeks;
- supplementary competencies which reflect local or/and temporary needs should take 10-15% of the total time allocated to teaching vocational subjects;
- programme should contain module of entrepreneurship as well as civil security;
- environment, IT, foreign languages should be either integrated into the professional 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 a subject to approval by the **competent employer organization** (e.g., Chamber of Commerce, Industry and Crafts). Methodological centre for VET arranges the **expertise** of this programme. If the programme is regarded as meeting general requirements and resources to provide this programme are assessed as sufficient, it is **legitimised** by Ministry of Education and Science and entered on the **Register** of Study and Training Programmes. To follow innovations in the economy and pedagogy a VET provider has a right to make changes in the content of the curriculum. In case these changes exceed 10% the programme is to undergo an official process of approval.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

LEGAL FRAMEWORK

Validation of formal learning is regulated by Law on VET (1997) that defines general provisions of qualification examinations, Procedure of Initial VET Qualification Exams (2003) that defines qualification obtaining, formalisation of training outcomes, awarding of diplomas and other qualification documentation for vocational school students and Regulations of Non-university Studies Results Assessment (2002) that define general provisions for validation of non-university studies (college studies).

COMPETENT BODIES

Ministry of Education and Science (Svietimo ir mokslo ministerija) approves the legal acts defining organization of validation of formal learning.

Since 1998 Lithuania has been gradually moving away from a school driven assessment and the *Chambers of Commerce, Industry and Crafts and Chambers of Agriculture (Prekybos, pramonės ir amatų rūmai ir Žemės ūkio rūmai)* have taken over full organization of final exams. The Chambers are responsible for delegation of representatives of employers and profession to qualification exam commission, approving of composition of qualification exams commission, preparation and approving tasks and tests ('a ticket') for theoretical and practical exam (in coordination with training institution), storage of a copy of protocols of the exam.

Vocational schools (in case of assessment of vocational schools' students) are responsible for provision of information about students to Qualification Commission, delegation of vocational teacher to qualification exam commission and coordination of exam issues (exam tasks, exam place) with Chambers.

Colleges (in case) are responsible for organisation of assessment of colleges' students (composition of Qualification Commission, preparation of exam tasks and other issues).

ORGANISATION

Competence of vocational schools' students is assessed during final qualification exam. Qualification exam consists from theoretical and practical parts, thus allowing students to demonstrate both theoretical knowledge and practical skills. Assessment of theoretical knowledge is done through tests and observation method is used to assess practical skills. There are preconditions for permission to take qualification exams: evaluation of all subjects should be positive (marks 4-10) and practical training foreseen in training programme should be accomplished in enterprise or practical training base of the school. A commission from 3 persons is assessing the performance of students. Theoretical knowledge and practical skills are assessed in 10 marks scale. The passing mark for the exam is 4. Results of theory part and practical work part of the qualification exam are included in the Supplement of Qualified Worker's Diploma (*Profesinio mokymo diplomo priedas*).

Mainly competence of colleges' students is assessed through defending the final thesis. In some specific cases, e.g. accounting, final examination is organised. Assessment is done in 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 be employers.

Validation of formal education is important for graduates from *professional colleges (aukštesniosios mokyklos)* who are continuing studies at colleges (1). Professional colleges are institutions providing professional qualification and post-secondary vocational education. With a view to harmonising the system of existing qualifications with the qualification system applied in the EU, a reform of the post-secondary studies sector was initiated in 2000. With gradual elimination of professional college education non-university education is being formed. Graduates from professional colleges wishing to obtain a higher education diploma have a possibility (2) to transfer credits either for subject or for overall study programme. In the latter case student goes on with studies according to the individual programme drawn on the basis of the results obtained through comparison of two curricula. Statistics available allows concluding the number of graduates from professional colleges and continuing studies in colleges is constantly increasing.

- (1) provide higher non-university education
(2) Principles for organization of non-university studies for those who studied according vocational studies programme, 2002, Ministry of Education and Science

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

LEGAL FRAMEWORK

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'. *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 to the acquisition of a certain level of formal education, stage thereof or a separate regulated part of the programme (module)'. In 2001-2002 legal acts defining the procedures for the recognition of knowledge and skills acquired outside formal vocational education and training and prior-learning in higher non-university studies were adopted (The Temporal Procedure for Recognition of Knowledge Gained through the Non-formal Adult Education or Informal Education and for Receiving of Formal Documentation for Evidence of Graduation of Higher Level Education, Vocational Training, some Level or Module of Vocational Training and Acquisition of Qualification, 2001, Ministry of Education and Science, Procedure for Organisation and Implementation of Labour Market Vocational Training and Regulations on Digest of Non-formal Labour Market Programmes, 2002, Ministry of Social Security and Labour). Finally, new edition of the Law on Education of the Republic of Lithuania passed in 2003 sets out key elements to formally certify competencies acquired through non-formal (including children's and adult education) or informal learning. This law is an umbrella law establishing goals and principles of the educational system, the framework of institutions, activities and civil relationships as well as obligations of the State in the area of formal, non-formal and self (informal) education including validation issues. In addition, recently developed and approved strategic documents, namely Strategy on Vocational Guidance, Strategy Paper on Lifelong Learning, Strategic Guidelines for the Development of Education for 2003-2012 and Single Programming Document, aim to build bridges between formal, non-formal and informal education and foresee concrete measures for the further development of national knowledge and competence assessment system including official validation of non-formal learning experiences.

COMPETENT BODIES

Ministry of Education and Science, MES (Svietimo ir mokslo ministerija) shapes and implements State education policy, submits proposals and drafts resolutions to the Government, organises and co-ordinates the accreditation of secondary education, vocational training, post-secondary and higher education studies curricula. The Ministry organises matura examinations and confirms the Procedure for final qualification examinations including validation of non-formal and informal learning experiences. Powers of the Ministry also include determination of the equivalency of education levels attained abroad with those attained in Lithuania, confirmation of State Standards of attained education and vocational training.

Ministry of Social Security and Labour, MSSL (Socialines apsaugos ir darbo ministerija) is responsible for management of labour market vocational training at national level. The Ministry also appoints vocational training institutions that admit those willing to validate their knowledge and skills acquired through non-formal labour market training and implement the exams. Responsibility for organisation and implementation of labour market vocational training falls on *Lithuanian Labour Market Training Authority, LLMTA* (Lithuanian Labour Market Training Authority) under MSSL.

Other ministries and departments, governors of counties and municipalities also may implement functions in the field of VET in the scope of their activity. For example, Ministry of Agriculture is responsible for training of farmers at national level and has issued related legal acts, appointed training institutions, implementing farmers training and assessment of competence.

Vocational schools and labour market vocational training institutions (in case of validation of knowledge and skills acquired through non-formal labour market training) are responsible to provide for an applicant seeking to validate knowledge and skills acquired outside formal education a necessary support which leads to final qualification exams.

Higher non-university education institutions (colleges) are responsible for creating of individual non-university study programs for students coming after graduation of professional colleges. These programmes equate differences of curricula of studies at professional college and college. Colleges also take decisions concerning recognition of credits for subject studied in professional college.

Social partners provide suggestions on VET standards and training programs. The responsibility for the assessment of acquired qualifications of vocational schools students is fully moved to social partners. 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 requests of those willing to validate their knowledge in vocational schools.

ORGANISATION

Currently equivalency examination is the main method leading to legitimating of non-formal or informal learning achievements for adults. Following the Temporal Procedure (1) only a person having at least one year work experience and no younger than 18 years old can apply for the recognition of competence acquired outside formal education. In September of each year he or she should register in vocational school having license to provide and providing programme chosen by the individual. Procedure starts with the identification of non-formal or informal learning achievements. It is done through analysis of certificates on non-formal education and other related documents provided by individual. Then external student and school agree on the timetable of appointed course credit tests and consultations if they are needed. In case the results are positive external student is allowed to take final qualification exam together with those from formal education. Individuals who successfully pass the exam are awarded with qualification certificate or qualified worker diploma. Their diplomas do not differ from those of graduates from formal education and give possibility to progress to next level of education depending on certificate/diploma. Assessment and recognition services are paid by external student himself, by employer in case he initiates the procedure and by Labour Exchange in case it referred job seeker to take examination.

The regulations for recognition of competencies acquired through non-formal learning set up in the Order of the Ministry of Social Security and Labour (2) are similar to those described above. The only difference concerns choice of institutions having the right to organize recognition procedure.

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- (1) The Temporal Procedure for Recognition of Knowledge Gained through the Non-formal Adult Education or Informal Education and for Receiving of Formal Documentation for Evidence of Graduation of Higher Level Education, Vocational Training, some Level or Module of Vocational Training and Acquisition of Qualification, 2001, Ministry of Education and Science
- (2) Procedure for Organisation and Implementation of Labour Market Vocational Training and Regulations on Digest of Non-formal Labour Market Programmes, 2002, Ministry of Social Security and Labour.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

Law on VET (1997) established that *Ministry of Education and Science* is responsible for ensuring vocational guidance at general education and vocational schools and *Ministry of Social Security and Labour* is responsible for organization of extra-curricular labour market and youth vocational guidance.

Law on Education (2002) set that vocational information and counselling services are provided in schools, information centres, consulting services and labour exchanges in compliance with requirements established by the Ministers of Education and Science and Social Security and Labour.

In 2003 *Vocational Guidance Strategy* and in 2004 its Action plan were approved. The main objective of the Vocational Guidance Strategy is to create the conditions for the development of vocational guidance system and vocational guidance services in Lithuania considering the perspectives of the economic and social development and individual needs of each and every member of the society. The Strategy provides the analysis of existing situation and sets guidelines for change in career services in legal framework, institutional framework, management, funding of the system and other fields.

MAIN PROVIDERS OF GUIDANCE AND COUNSELLING

ORGANISATIONS PROVIDING GUIDANCE AND COUNSELLING:

Vocational guidance centre established under the supplementary education institution known as the Lithuanian Youth Technical Creativity Palace. Vocational Guidance Centre provides information to pupils and their parents, general education schools. The Centre works individually with pupils and also organises public seminars and lectures in schools.

National Pedagogical-Psychological Centre (subordinate to the Ministry of Education and Science) with 8 divisions in the counties and 26 territorial psychological-pedagogical services (subordinate to municipality administrations). Institutions provide psychological assistance to pupils and their parents, teachers from lower secondary and upper secondary schools. The services provided also 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 and subordinate organisations. There are 7 territorial labour market training and counselling offices in major cities of Lithuania and 3 points in remote areas. LLMTA develops programmes for integration into the labour market as well as programmes for career planning, social adaptation and professional and personal development.

The Lithuanian Labour Exchange, LLE (Lietuvos darbo birza). LLE comprising from the National Labour Exchange and 46 territorial labour exchanges provides career information and counselling for interested persons and directs people for further psychological and vocational counselling in territorial labour market training and counselling offices. In territorial labour exchanges 3 youth labour centres, 46 information and counselling centres and 1 career information centre have been established to provide career services.

The provision of guidance and counselling is separate from the education system. 233 psychologists and 600 social teachers work in Lithuanian general education schools (1). Existence of those positions depends on the priorities identified by the management of schools and allocation of the funds. The specialists provide psychological and social assistance and also may provide career guidance services.

Vocational information points in schools. Currently they are established in 24 schools. These establishments give access to Internet, databases of education and labour market information. They also possess and disseminate published information about professions and education opportunities.

Career centres in Universities. The career centres in the biggest universities have been established to provide counselling services on the choice of career for their candidates, to provide information for students and school leavers on career possibilities, to provide consultations on planning, organisation of work practice and employment of young specialists, to consult on the strategy and tactics of labour search.

Private counselling organisations. The main activity of these organisations is a search for and selection of personnel and consultancies on issues of personnel development. In rare cases they provide guidance and counselling services.

(1) Vocational Guidance Strategy, 2003

0902 - TARGET GROUPS AND MODES OF DELIVERY

Vocational guidance strategy defined the main target groups and major methods of guidance and counselling.

Main target groups of guidance and counselling:

- Children and youth in general education schools;
- Youth and adults studying in VET institutions;

- Employed youth and adults;
- Unqualified youth;
- Long-term unemployed;
- Youth and adults depending to socially vulnerable groups.

The major methods for guidance and counseling:

- *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.* Main topics of programmes on self-awareness and adaptation in the labour market are as follows: Training of self-esteem, Self-awareness and active search of vocational career, Responsible and well-founded occupational choice, A look into the future, Development of communication skills, Psychological readiness for active job search, Self-esteem and vocational career, Career planning;
- *Services provided by phone;*
- *Services provided by internet.* A direct consultations with territorial labour market training and counselling authorities are available;
- *Self assessment and job search techniques on Internet:*<http://www.ldb.lt>, <http://www.ldb/jdc.lt>, <http://www.ldrmt.lt>, <http://www.darborinka.lt>
- *Career information libraries;*
- *Careers fairs and exhibitions.*

INFORMATION ON THE INTERNET

Information on education institutions, training programmes, enrolment conditions etc. can be obtained also via the internet, e.g from the Lithuanian Education Information System homepage, the LLMTA homepage, LLE homepage and the homepage of the Lithuanian Euroguidance centre (at EU Leonardo da Vinci Programme Coordination Support Foundation).

Homepage of the Ministry of Education and Science AIKOS (the Lithuanian Education Information System) contains information on vocational qualifications available in Lithuania, educational institutions, entrance requirements and etc. For customer convenience two search modes are introduced: general and special one for those seeking to join educational institution. Interface of this system is simple to use. Information is being renewed each day. (<http://www.mokykla.smm.lt>).

Services provided in the homepage of *Lithuanian Labour Exchange* (<http://www.ldb.lt>) are as follows:

- Information on job vacancies by separate territories, occupation and educational level;
- Information on situation in the labour market: unemployment rate by territories, forecasts in the labour market and active labour market police programs;
- Advices for jobseekers and examples of CV;
- Database of high-skilled labour force – “Talent bank”;
- Guidebook “Mass Lay-off Handbook.

Homepage of *Lithuanian Labour Market Training Authority* (<http://www.darborinka.lt>) includes such information:

- Information for those interested in studying;
- Vocational counselling information;
- Psychological consultations;
- News of the labour market;
- Lithuanian Classification of Occupations; Standards of Occupations and etc.

The Lithuanian Euroguidance centre (at EU Leonardo da Vinci Programme Coordination Support Foundation) in its homepage (<http://www.euroguidance.lt>) presents information for those interested in vocational career as well, including annual database of education opportunities, description of professions "Guide to Profession".

0903 - GUIDANCE AND COUNSELLING PERSONNEL

In Lithuania pre-service of vocational guidance and counselling specialists is not organised and in-service training systematically is not implemented.

Guidance and counselling institutions most often employ persons with psychological education. As minimal qualification requirements for this profession are not strictly regulated, persons with university level pedagogical or social pedagogy education may work as guidance and counselling specialists.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

Priorities for funding are set in *Provisions for the National Education Strategy 2003–2012* approved by Parliament in 2003.

The major priorities are as follows:

- novelties in education that are related to the emergence of new functions or reallocation of functions and responsibilities shall be justified financially;
- programme budgeting shall be introduced in education: funds for education shall be accounted and allocated according to the approved priorities and methods both on the local, regional and state levels. Educational programmes shall be justified by the future funds of the state, municipal budgets and the EU Structural Funds;
- determination to allocate at least 6% of GDP annually for education needs on the national level shall be observed;
- education shall be funded from different sources: apart from the state budget, the EU Structural Funds and private capital shall be used for the purpose of renewing education;
- the genuine financial independence and transparent financial accountability of schools shall be reinforced;
- the funds allocation principle "money follow a pupil" shall be gradually implemented in all chains of education;
- financial incentives to encourage private capital investment into education shall be used; for the purpose of encouraging investments into learning and training, certain tax privileges shall be introduced;
- a mixed system of payment for teachers combining full time position payment and hourly payment shall be introduced. In the process of increasing efficiency of education, training and studies, salaries for teachers shall be raised. The lowest teacher salary should exceed the average salary of the employees in the state sector.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

GENERAL PROVISIONS

The Law on Vocational Education and Training (1997) legitimated that initial vocational education and training is funded from central and local government's budget and other sources. Initially it was planned that as one of the possible funding sources for initial and continuing vocational training Vocational training fund will function. However, in 2001 the Government has approved the provision to abolish non-budgetary funds; therefore the Vocational Training Fund was not established. The Law on Higher Education (2000) legitimated that state higher education establishments are sponsored from State Budget.

INSTITUTIONS AND BODIES RESPONSIBLE FOR FUNDING

Ministry of Education and Science (MES):

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

Ministry of Finances:

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

Education and Training Institutions:

- use funds received from Ministry of Education and Science only according to the expenditure estimates approved by MES;
- organise their bookkeeping and accountability according to 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. Law on VET established that VET institutions shall 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 secondary, upper secondary and post-secondary (non-tertiary) level (1st, 2nd, 3rd and 4th stage vocational education and training programmes).

Funding procedure. From 2004 the student's basket approach is introduced for funding of initial vocational education and training. (1). According to this funding system, resources for institutions are allocated based on number of students. Funding differs depending on stage of programme and programme expensiveness. The student's 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.

In case of 1st and 3rd stage vocational education and training programmes (together with vocational qualification providing general basic or general upper secondary education), funding for general education component of the programmes is calculated according to General education schools' pupil's basket methodics.

In addition to the student's basket based funding, institutions also receive funding for housekeeping of institution, investments for renovation and modernisation of infrastructure. Another funding is allocated for paying students' grants (*stipendija*).

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

According to Ministry of Education and Science, in 2003, compared to total funding received from the State budget, income from provision of services made up 3 % of funding from the State budget. Information about other funding received by schools is not available.

Table: Sources of funding of vocational schools, 2000-2003 (thous. Litas)

	2000	2002	2003
FUNDING FROM THE STATE BUDGET	174168	171953	171048
INCOME FROM PROVISION OF SERVICES	11023	5374	5473

Source: Ministry of Education and Science, Education Economy Division

Changes occurring. The majority of vocational schools have a juridical status of budgetary institution. This weakens interest and opportunities of the schools to search for additional funding sources and to develop new services. Therefore with the experiment from 2003 a status of number of institutions is being changed to self-governing institutions. This allows joining other stakeholders into the management of the school (e.g. enterprises, governors of counties and municipalities).

FUNDING FOR THE APPRENTICESHIP

The apprenticeship training is not widely applied in Lithuania. There are two vocational schools implementing dual training. Apprenticeship training is funded according to the same principle as mainstream IVET programmes. Official statistics do not provide separately with the information on funding of these programmes.

FUNDING FOR YOUTH SCHOOLS

The founder of majority of the schools is municipality; therefore the schools are funded from the local governments' budget according to the general principles for funding of general education schools. Since 2002 after a shift to the system of "pupil's basic basket", youth schools receive a settled amount for one conventional pupil (in 2003 m. – 1538 litas per year). Methodology used for calculation of youth schools' conventional pupils differs from methodology used in other general education schools.

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

Funding procedure. Pursuant to the Law on Higher Education (2000) the State Budgetary funds shall be allocated to a state higher education establishment for implementation of projected programmes, taking into account the

agreement, which shall be concluded by the higher education establishment with the Ministry. The funds allocated to a higher education establishment from the State Budget, must be linked with appropriate programmes and assessment results of the higher education establishment's activity. If needed, the Ministry may initiate an audit of the economic and financial activities of the higher education establishment.

FUNDING SOURCES.

The major part of funding for colleges is received from the State budget. Colleges also get some money from national programs (such as the national programme for information technology, and the library modernization program), international programmes (particularly from the EU programmes) and commissioned research and consultancy etc. However, detailed information about this kind of funding received by colleges is not available. The other source is income from provision of services: training for the unemployed, rent of premises, equipment.

According to the Ministry of Education and Science, in 2003, compared to total funding received from the State budget, income from provision of services made up 17 % of funding from the State budget. 57 % of all income for provision of services was students' fees for studying.

Table: Sources of funding of professional colleges/ colleges, 2000-2003 (thous. Litas) (*)

	2000	2002	2003
FUNDING FROM THE STATE BUDGET	121155	120737	119858
INCOME FROM PROVISION OF SERVICES	16325 (**)	16601 (**)	20023
FEES OF STUDENTS PAYING FOR THEIR STUDIES	n.a.	n.a.	11408

(*) The data processed by the Ministry of Education and Science integrates both, information from colleges and information from professional colleges that are gradually eliminated.

(**) Amount includes fees paid by students

Source: Ministry of Education and Science, Education Economy Division

Changes occurring. By the end of 2004 new Methodics for Identification and Allocation of Resources from the State Budget to Higher Education Institutions should be approved.

(1) New Methodics for Calculation of Funds for Initial Vocational Education and Training was approved in 2003 and is applied from January 2004 to all schools (budgetary, non-public, private) providing initial VET and awarding first qualification.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

There is no regulatory framework for funding of continuing vocational education and adult learning (both publicly provided CVT and enterprise-based CVT). According to the Laws, every person may seek to upgrade his or her qualification, however, only on his or her own account or on the account of the employer.

Exception is done for civil servants and owners and employees of small and medium enterprises (SME). *The Law on Public Service* (1999) and the Law on Non-formal Adult Education regulate that training of civil servants is funded by the central and local governments. The fees for training are paid by the public institution that sends its public servants for training. The institutions have to use from 1 to 5% of the total salaries bill for the in-service training of public servants. The Law of Small and Medium Sized Enterprises (1998) grants public support to the training, qualification upgrading and requalification of small and medium sized enterprises (SME) owners and employees. Methodics for Calculation of Funds for Initial Vocational Education and Training (2003) defines that some funding for teachers in-service training is calculated into student's basket.

Investment into CVT by Lithuanian enterprises. The results of 2nd continuing vocational training survey in enterprises (CVTS) showed that Lithuanian enterprises invest very little in CVT courses compared to other countries. According to the CVTS-2, compared to total labour costs the Lithuanian enterprises investment into CVT was 0,8 % of total labour cost, where as EU average is 2,3 %. Costs of CVT are bigger in the neighbourhood countries: related indicator in Estonia is 1,8 % and in Latvia 1,1 % of total labour costs.

Table: Cost of CVT courses as % of total labour cost (all enterprises), by type of cost (1999)

	TOTAL COSTS	DIRECT COSTS	LABOUR COSTS OF PARTICIPANTS
EU-15	2.3	1.4	0.8
LITHUANIA	0.8	0.5	0.3

Source: Eurostat, Newcronos, 2nd continuing vocational training survey in enterprises (CVTS)

Direct costs: costs of CVT courses

Total costs: sum of direct costs, staff time costs and balance of contributions to national or regional training funds and receipts from national or other funding arrangements.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

GENERAL PROVISIONS

All the services provided to the unemployed registered in Lithuanian Labour Exchange, LLE (*Lietuvos darbo birža*) are free of charge. The Law on VET set that labour market vocational training is funded from the Employment Fund and other sources. (1).

INSTITUTIONS AND BODIES RESPONSIBLE

The main body responsible for funding of the unemployed persons and other groups excluded from the labour market is *Lithuanian Labour Exchange*. LLE implements passive and active labour market policy measures. For the provision of the unemployed training National Labour Exchange or territorial labour exchanges organise an open call. The training providers offering the most economically useful proposal in terms of quality, price and effectiveness are chosen.

Ministry of Social Security and Labour is responsible for management of 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 compulsory state social insurance contributions payable according to insurance rates, the amount whereof is every year fixed by the Government. Currently the rate of social contributions is 31% payable by the employer. While approving the annual budget for the State Social Security Fund, the allocations to the Employment Fund (in percentage) are established dependently on the labour market situation. Usually the allocation is about 1,5 % of approved social contribution tariff.

FUNDING SOURCES

In 2003, 33309.8 thous. Litas were allocated from the Employment Fund for training of the unemployed. The amount allocated for vocational training is steadily increasing. Resources from the State budget were allocated specifically to training of the unemployed ex-prisoners. Scheme for funding of training of the unemployed ex-prisoners differs from general scheme for funding of the unemployed training. Funding from the State budget complements funding from the Employment Fund.

Table: Funding sources for the unemployed training, thous. Litas

SOURCES	1998	2000	2001	2002	2003
EMPLOYMENT FUND (FUNDING FOR THE UNEMPLOYED TRAINING)	27483.6	17066.8	25137.8	30665.5	33309.8
STATE BUDGET (FUNDING FOR THE UNEMPLOYED EX-PRISONERS TRAINING)	-	-	136	173.8	177.8

Source: Ministry of Social Security and Labour

(1) Employment Fund is a part of the State social Insurance Fund.

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

See part 1001.

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

Basic legislative framework on education and strategic instruments for system are prepared in accordance with Lisbon Council conclusions, the European Employment strategy and the Memorandum on Lifelong Learning. Strategic documents on employment also correspond with the four pillars of the EC's Employment Strategy: development of employment capabilities, promotion of job creation and entrepreneurship, promotion of business and employee adaptation to change, strengthening of equal opportunities for men and women.

While preparing for membership in European Union, *Single programming document (SPD)* has been developed and approved in 2004. The global objective of SPD is to strengthen the preconditions for growth in long-term national economic competitiveness and rapid development of knowledge-based economy in terms of GDP and employment growth, leading to increasing well-being and higher living standards in the entire country for its inhabitants. One of SPD priorities is Human Resource Development (1) (see Theme 2). The document foresees concrete measures for solution of the most urgent problems in education and employment systems, while responding to the strategic goals for 2004-2006. The functions of intermediate body for this priority are performed by both Ministry of Education and Science (MES) and Ministry of Social Security and Labour (MSSL). *Support Foundation European Social Funds Agency (Paramos fondas Europos socialinio fondo agentura)* (2) established by common decision of MES and MSSL acts as an implementing agency, i.e. is responsible for administration and monitoring of measures of the projects under Human resources Development priority set in SPD.

(1) For preparation of Human Resource Development priority a joint working group from representatives of the Ministry of Education and Science and Ministry of Social Security and Labour was formed.

(2) The Agency has been established in 2002 as Human Resources Development programmes foundation (*Zmonių isteklių plėtros programų paramos fondas*); it was renamed in 2004.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Pursuant to the General requirements for VET Curriculum established by the Ministry of Education and Science foreign languages and IT should be either integrated into the professional subjects or developed as separate modules. Strategy for the Implementation of Information and Communication technologies in Vocational Training (2004) foresees to legalise two integral parts of the computer literacy of students of vocational training schools: basic computer literacy conforming to the level of ECDL fundamentals and competence in the use of ICT for professional activities. In Lithuania General computer literacy standard (2004), Students' general computer literacy standard (2002) and Teachers' computer literacy standard (2001) are approved. The Standards are based on ECDL.

In addition, language learning in VET, work-experience abroad as a didactical tool and similar is implemented through EU Programmes such as LEONARDO, Socrates, and etc. These programmes contribute greatly to strengthening the European dimension in education at all levels, facilitating wide transnational access to education resources in Europe.

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