

# Lithuania

## **Overview of the Vocational Education and Training System**

**2007**

**eKnowVet – Thematic Overviews**

**Title:** Lithuania. Overview of the Vocational Education and Training System in 2007

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**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 vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
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: the reference year of this report is, 2006. Later editions can be viewed from December 2008 onwards at: [http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/](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 and is elected by citizens for five years. The Prime Minister (who heads the government) is appointed or dismissed by the President with the approval of the Seimas.

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

Many indicators evidence continuous growth of Lithuanian economy. Since 2000, growth rate of gross domestic product (GDP) was constantly increasing. The highest GDP growth rate was recorded in 2003 (10.3%). In 2005 GDP growth totalled 7.6%.

The level of unemployment is assessed using two sources of information: the Labour Force Surveys (LFS) and data from the Labour Exchange (registered unemployment). Based on LFS data, in 2000 the unemployment rate was 16.4% which fell to 8.3% in 2005 (for comparison, EU-25 unemployment rate in 2005 - 8.7%). According to the Lithuanian Labour Exchange (LLE), the average registered unemployment rate in 2005 fell to 4.1%, compared to 11.5% in 2000. It is likely that the labour market situation will continue to improve due to high economic growth.

Since 1994 Lithuania has been experiencing negative net migration. According to Statistics Lithuania, in 2005 it was minus 2.6. It is calculated that since 1990 around 10% of the total Lithuanian population has emigrated from Lithuania (see Statistics Lithuania news release, 15 March, 2006). In 2005, 15.6 thous. inhabitants emigrated and officially declared their emigration. The emigration causes a loss of working age youth. In 2005, every third emigrant was aged 20-29. According to provisional estimations, the scope of emigration started to decrease in 2006.

##### 0102 - POPULATION AND DEMOGRAPHICS

Lithuania covers an area of 65300 km<sup>2</sup>. The average population density is 52.1 persons per 1 km<sup>2</sup>.

The population in 2005 was 3425.3 thousand according to Statistics Lithuania (<http://www.std.lt>) which had fallen by 2.5% since 2000. Low birth rate and youth emigration leads to the aging of Lithuanian society. During recent 6 years, the number of people aged 0-24 fell by 8 %, while the number of those aged 60 and over rose by 3.5%.

Table: Population in Lithuania

	1995		2000		2005	
	THOUS.	%	THOUS.	%	THOUS.	%
<b>TOTAL</b>	3642.9	100	3512.1	100	3425.3	100

<b>0-24</b>	1324.1	36.3	1207.1	34.4	1111.2	32.4
<b>25-59</b>	1685.3	46.3	1636.7	46.6	1622.5	47.4
<b>60+</b>	633.5	17.4	668.3	19	691.6	20.2

Source: Statistical Yearbook. Statistics Lithuania, 2006

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

Table: Expected future age distribution, 2025

<b>AGE GROUPS</b>	<b>THOUS.</b>	<b>%</b>
<b>TOTAL</b>	3184.5	100
<b>0-24</b>	873.8	27.4
<b>25-59</b>	1495.6	47.1
<b>60+</b>	815.1	25.5

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

#### **0103 - ECONOMY AND LABOUR MARKET INDICATORS**

Employment according to sector has seen major changes in the last decade. Employment in the services sector increased from 42% of total employment in 1992 to 56.9% in 2005. Though employment in agriculture has decreased from 20% in 1992 to 14% in 2005, it still accounts for a large proportion of employment and greatly exceeds the EU-25 average (4.9% in 2005).

Table 1: Employment composition by sectors, %

<b>SECTOR</b>	<b>1998</b>	<b>2000</b>	<b>2005</b>
<b>AGRICULTURE</b>	19.2	18.7	14.0
<b>INDUSTRY AND CONSTRUCTION</b>	28.7	26.8	29.1

<b>SERVICES</b>	52.1	54.5	56.9
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Source: Statistical Yearbook. Statistics Lithuania, 2006  
 Statistics Lithuania: <http://www.stat.gov.lt>

Until 2001, average employment rate was decreasing. In 2001-2005 it started to grow rather rapidly (from 57.2 % to 62.6 %). It should be noted that male employment grew 4 times faster, compared to female employment.

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

	<b>1998</b>	<b>2000</b>	<b>2005</b>
<b>TOTAL</b>	62.3	58.7	62.6
<b>MALE</b>	66.1	60.1	66.0
<b>FEMALE</b>	58.8	57.5	59.4

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

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

Table 3: Annual average unemployment rate, %

	<b>1998</b>	<b>2000</b>	<b>2005</b>
<b>TOTAL</b>	13.2	16.4	8.3
<b>MALE</b>	22.9	18.8	8.2
<b>FEMALE</b>	14.7	13.9	8.3
<b>AGED 15-24</b>	33.0	30.0	15.7

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

#### EXPENDITURE ON EDUCATION AND TRAINING

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

Table 4: Expenditure on education and training (thousand Litas and Euro)

	1995		2000		2005*	
	LTL	EUR	LTL	EUR	LTL	EUR
<b>GDP</b>	23829000	6901355	45526000	13185241	71200100	20620974
<b>EXPENDITURE ON EDUCATION</b>	1350390	391100	2704121	783168	3918503	1134877
<b>VOCATIONAL EDUCATION AND TRAINING - ISCED 2, 3, 4</b>	98950	28658	174246	50465	213000	61689
<b>EXPENDITURE AS % OF GDP:</b>						
<b>ON EDUCATION</b>	5.7	5.7	5.9	5.9	5.5	5.5
<b>ON VOCATIONAL EDUCATION AND TRAINING (ISCED 2,3, 4)</b>	0.42	0.42	0.38	0.38	0.30	0.30
<b>PUBLIC EXPENDITURE</b>	6196826	1794725	9468035	2742132	17062787	4941725
<b>EXPENDITURE AS % OF TOTAL PUBLIC EXPENDITURE:</b>						

<b>ON EDUCATION</b>	21.8	21.8	28.6	28.6	23	23
<b>ON VOCATIONAL EDUCATION AND TRAINING - ISCED 2,3,</b>	1.6	1.6	1.8	1.8	1.2	1.2

\* - provisional data;

Source: Statistical Yearbook. Statistics Lithuania, 1998, 2005, 2006

#### 0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Lithuania has reached its educational attainment goals for 2007 for those aged 20-24. In 2005, around 88% of those aged 20-24 attained at least upper secondary education (compared to an EU average of 77.5%). Similarly the proportion of those aged 30-34 years with higher education is increasing (approximately 38% in 2005 compared to 31% in 2004 - see *Kaip sekasi įgyvendinti valstybinę švietimo strategiją? Švietimo ir mokslo ministerijos Švietimo aprūpinimo centras* - How successful is implementation of State Education Strategy?).

Data from Statistics Lithuania on student age shows that more adults are participating in education and training. This trend may be influenced by increasing qualification requirements for employed people. Therefore adults, having no upper secondary or even lower secondary education, are returning to general education or adult education schools.

Due to the development of new educational services and implementation of lifelong learning, adults increasingly take advantage of non-formal education services and participate in continuing education. According to the share of the adult population which participated in education and training during the preceding 4 weeks, Lithuania may not meet the targets (8.5% in 2007, 15% in 2012) despite increasing participation. In 2003 this indicator totalled 3.8%, in 2004 - 5.9% and in year 2005 - 6% compared to the total population aged 25-64 (ibid).

Table: Population aged 25 to 64, by highest level of education attained, 2005\*

	PRE-PRIMARY, PRIMARY AND LOWER SECONDARY EDUCATION			(ISCED LEVELS 0-2) UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION		(ISCED LEVELS 3-4) TERTIARY EDUCATION (ISCED LEVELS 5-6)	
	TOTAL (1000)	TOTAL (1000)	%	TOTAL (1000)	%	TOTAL (1000)	%
<b>EU-25</b>	250 265	75 551	30	115 186	46	58 020	23

<b>LITHUANIA</b>	1 791	219	12	1 085	61	487	27
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\* Educational attainment level:

From 1998 data onwards ISCED 3c levels of duration shorter than 2 years do not fall any longer under the level upper secondary but under lower secondary.

Source: Eurostat, EU Labour Force Survey; on-line database, download date 22/11/2006

The share of the population aged 18-24 with at most lower secondary education and not in further education and training totals 10.3% and is considerably lower compared to EU-25 average of 15.1% (ibid).

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

	2000	2001	2002	2003	2004	2005	2006
<b>EU-25</b>	17.3**	17.0**	16.6	16.2***	15.6	15.2	15.1
<b>LITHUANIA</b>	16.7	13.7	14.3***	11.8	9.5***	9.2	10.3

\*ISCED 97, level 0, 1, 2, 3c short; respondents declared not having received any education or training in the four weeks preceding the survey

Special values:

(\*\*) Estimated value

(\*\*\*) Break in series

Source: Eurostat, EU Labour Force Survey; on-line database, download date 23/11/2006

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

### 0201 - OBJECTIVES AND PRIORITIES

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

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

The following mission of education is stated in the document:

- to help an individual to understand the contemporary world, to acquire cultural and social competences and to become an independent, active and responsible person who is willing and able to learn and create a life of his own and life of society;
- to help an individual to acquire a vocational qualification corresponding to the level of modern technologies, culture and personal skills, and to create conditions enabling life-long learning, which encompasses continuous satisfaction of cognitive needs, seeking to acquire new competences and qualifications that are necessary for the professional career and meaningful life;



- to ensure balanced and knowledge-based development of the economy, environment and culture of this country, domestic and international competitiveness of the economy, national security and evolution of the democratic society, thus strengthening the creative powers of the society;
- to guarantee continuity of culture nourished by the nation and the country, continuous process of creation, protection of identity, as well as to foster the open and dialogic nature of the culture.

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

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

Programme for Implementation of the Provisions of the National Education Strategy 2003-2012 foresees measures for implementation of education development aims, detail activities for years 2003-2007 as well as schedules needed funds and establishes indicators for successful implementation.

The Single Programming Document (*Bendrasis programavimo dokumentas*, 2004) establishes guidelines for human resources development and their implementation with the support from European structural funds in 2004-2006. 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 promotion of social integration, development of conditions for lifelong learning and improvement of human resources quality in scientific research and innovations. In addition, the SPD includes a special measure for the improvement of education and training infrastructure.

The main projects of national significance, implemented in the field of VET with the support from European Social Fund are as follows:

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

Recently amended legal acts and approved strategic documents form a good legal framework for the development of modern education and training system as well as social partnership. Major pieces of legislation are the:

- Law on Education (*Švietimo įstatymas*, 1991; new edition - 2003);
- Law on Vocational Education and Training (*Profesinio mokymo įstatymas*, 1997. New edition of the Law is developed and should be approved in 2007);
- Law on Non-formal Adult Education (*Neformaliojo suaugusiųjų švietimo įstatymas*, 1998);
- Law on Higher Education (*Aukštojo mokslo įstatymas*, 2000);

- Law on Support for Employment (*Užimtumo rėmimo įstatymas*, 2006).

### 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

#### 0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

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

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

#### LAWS REGULATING VET DIRECTLY

*The Law on Education (Švietimo įstatymas*, 1991, new edition 2003) is an umbrella law which establishes the goals and principles of the educational system, the framework for institutions, as well as the obligations of the State. It stipulates that the educational system is comprised of formal (primary, basic and secondary education, VET as well as post-secondary and higher studies), non-formal (pre-school, pre-primary and other non-formal education of children and adults) and informal education, and assistance (informational, consulting and etc.) for both learners and teachers.

*The Law on Vocational Education and Training (Profesinio mokymo įstatymas*, 1997) sets out the structure and management of the VET system, based on cooperation between state authorities and social partners. It also regulates the organisation of VET and controls VET courses covered by the Register of Study and Training Programmes. The law also contains provisions to regulate IVET and CVET. Recent national and EU developments created a need to review VET legislation. New Edition of Law on Vocational Education and Training was developed in 2005 and presented by Government to Seimas for discussions in August 2006. The new edition defines goals and structure of qualification system, introduces apprenticeship as a new VET form, legitimates VET quality provisions and regulates VET management and self-governing.

*The Law on Higher Education (Aukštojo mokslo įstatymas*, 2000) defines the system of higher education in terms of: the principles of acquiring professional qualifications; qualification and research degrees in higher education establishments; the limits of higher education institutional autonomy and State regulation; the rights and duties of academic staff and research workers, and students; legal grounds for the founding, reorganisation and liquidation of higher education establishments; basic requirements for institutions and their study programmes; principles of evaluating and registering study programmes and of financing higher education establishments and studies. The Law is of particular importance since it regulates non-university higher studies and enforces the legal basis for the establishment of colleges (higher education establishments with prevailing non-university studies), which have influenced the development of VET system. The Law also establishes (according to 2001 amendments) the principle that students contribute to their education costs.

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

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

<b>RESPONSIBILITIES ESTABLISHED BY THE LAW ON VET</b>			
<b>LEVEL</b>	<b>RESPONSIBILITY</b>	<b>INITIAL VET</b>	<b>CONTINUING VET</b>
<b>CENTRAL-GOVERNMENT</b>	policy development and implementation	Ministry of Education and Science	Ministry of Social Security and Labour
<b>REGIONAL</b>	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	
<b>LOCAL</b>	participation in management of VET institutions	Municipalities	

### **0302 - INSTITUTIONAL FRAMEWORK: IVET**

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

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

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

#### **INVOLVEMENT OF SOCIAL PARTNERS AND EMPLOYERS**

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

Industrial Lead Bodies (*Ūkio šaku ekspertų grupės*) are a key consultant to the Ministry of Education and Science at sectoral level in developing VET standards and shaping the content of vocational training. They equally represent all the social partners

involved in vocational training: employers, trade unions and educational institutions. 14 Industrial Lead Bodies are established at the Methodological Centre for VET.

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

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

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

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

	programmes	
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#### IVET PROVIDERS

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

- Vocational school (*profesinė mokykla*). Provides IVET at lower secondary, upper secondary (ISCED 2-3) and post-secondary (non-tertiary) (ISCED 4) levels.
- College (*kolegija*). Provides IVET at tertiary level (ISCED 5).
- Professional college (*aukštesnioji mokykla*). Provides IVET at secondary level (ISCED 3) and post-secondary programmes not leading to tertiary education (ISCED 4, 5). Admission to professional colleges programmes is stopped. Those schools who did not seek to become higher non-university education colleges are being gradually transformed to vocational schools.

#### 0303 - INSTITUTIONAL FRAMEWORK: CVET

At national level the Ministry of Education and Science (*Švietimo ir mokslo ministerija*) shapes and implements State education policy.

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

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 training and supervises institutions that are licensed for labour market training. LLMTA manages the Classification of Professions in Lithuania. It has 6 regional Labour Market Training and Counselling services and 15 local labour market training centres.

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

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

#### INVOLVEMENT OF SOCIAL PARTNERS AND EMPLOYERS

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

At Lithuanian Labour Market Training Authority, Board of Experts and the Experts' Commission consisting of representatives of trade unions, employer organisations and state institutions are established. The main goal of the Board - to assist in the development of labour market training and counselling system as well as to improve its functioning and interaction with labour market partners. The Experts' commission solves strategic issues regarding quality of labour market training programmes, readiness of training institutions to implement programmes and quality of implemented training programmes.

The Tripartite Council of the Republic of Lithuania established at the Ministry of Social security and Labour makes proposals for solution of unemployed training issues. It analyses social, economic and labour problems, presents proposals for their solution

and considers issues of allocation and use of Employment Fund resources (including for the purpose of the unemployed training).

Qualification assessment is organised by social partners (Chambers of Commerce, Industry and Crafts and Chamber of Agriculture) or training providers. In the latter case, composition of exam commission is coordinated with the Chambers.

Employers are involved in labour market training by participating in developing particular programmes and providing practical training facilities.

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

**RESPONSIBILITIES BY RELATED INSTITUTIONS**

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

#### CVT PROVIDERS

Formal continuing training may be provided by any organisation licensed for this kind of training. E.g. in 2006 licences for labour market training were possessed by universities, colleges, vocational schools, profit enterprises (joint stock companies, private enterprises), labour market training centres and other institutions. There are no special requirements for non-formal training providers. In some cases institutions willing to deliver programmes for special groups (e.g. civil servants) must undergo special assessment procedure.

#### 04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

##### 0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

A [diagram of the education and training system is attached](#). Vocational education is provided at four-levels varying in duration and content according to the needs of different ages and education background of young people:

- level 1 - vocational lower secondary education;
- level 2 and 3 - vocational upper secondary education;
- level 4 - vocational post-secondary (non-tertiary) education.

Vocational upper secondary education is designed for individuals with basic education. Level 2 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*). Level 3 vocational education lasts three years (typical age of students is from 15/16 to 19/20) and provides a maturity certificate together with a qualified worker's diploma (ISCED 3).

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



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

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

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

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

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

The procedure for the development of general education and IVET programmes differs as well. Programmes for IVET are developed by their providers according to the Procedure of IVET programmes development and legitimation (2006, *Pagrindinio profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašas*), relevant VET Standards (*profesinio rengimo standartai*) and General training plans, approved by the Minister of Education and Science annually. In case of level 3 VET programmes, General education plans (2005) are taken into account, which regulate implementation of upper secondary programmes. From 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

#### *IVET assessment*

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

Since 2005, a national level project for creation and development of knowledge and competence assessment system is being implemented with the support from European Social Fund. The project aims at transition to computerised exams. It is planned that until 2008 software for the development of exam tests and tickets will be developed together with exam tasks for at least 30 professions.

#### **IVET PROVIDERS**

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

Vocational schools (*profesinė mokykla*) provide both vocational and general education. In some regions vocational schools have been merged together to create regional vocational training centres. Since 2003, 12 vocational schools have been granted self-governing status which increases budgetary autonomy. It also allows them to have a variety of stakeholders in the management (enterprises, regional and municipal



government representatives, etc.). This change has helped to improve the relationship with employers and has strengthened reputation of schools.

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

Professional colleges (*aukštesnioji mokykla*). Until recently they provided IVET at secondary level (ISCED 3) and post-secondary programmes not leading to tertiary education (ISCED 4, 5). Admission to professional colleges programmes is stopped. Those schools who did not seek to become higher non-university education colleges are being gradually transformed to vocational schools.

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

Table 1: Initial VET institutions (beginning of the school year)

	1995-1996	2000-2001	2005-2006
<b>NUMBER OF IVET INSTITUTIONS</b>			
<b>VOCATIONAL SCHOOLS</b>	106	84	76
<b>PROFESSIONAL COLLEGES</b>	67	57	5
<b>COLLEGES</b>	-	7	28
<b>STUDENTS IN IVET INSTITUTIONS, THOUS.</b>			
<b>INSTITUTIONS</b>	1995-1996	2000-2001	2005-2006
<b>VOCATIONAL SCHOOLS</b>	49	47	46
<b>PROFESSIONAL COLLEGES</b>	24	37	1
<b>COLLEGES</b>	-	3	56
<b>TOTAL</b>	73	87	103

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

**0402 - IVET AT LOWER SECONDARY LEVEL**

IVET at lower secondary education level delivers level 1 VET programmes (ISCED 2). They are designed for pupils over 14 years who have not finalised lower secondary general education. Programmes last for 2 years to acquire a qualification certificate and 3 years for a basic school leaving certificate too. They are provided in vocational schools. Approximately 4000 students (from 50 000 cohort) are enrolled every year into vocational lower secondary programmes (see table below).

Table 1: Number of students participating in and admitted to level 1 programmes at the beginning of school year

	1995-1996	2000-2001	2005-2006
<b>NUMBER OF STUDENTS IN LEVEL 1 PROGRAMMES</b>	5237	7704	5874
<b>NUMBER OF STUDENTS ADMITTED TO LEVEL 1 PROGRAMMES</b>	3187	4666	3526

Source: Education in Lithuania. Statistics Lithuania, 2002, 2006

**CURRICULA**

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

Major features of the programmes:

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

**QUALIFICATION OBTAINED AND PROGRESSION ROUTES**

Level 1 programmes lead to a qualification certificate (ISCED 2) (*kvalifikacijos pažymėjimas*). Those who complete general lower secondary education obtain a basic

school leaving certificate which provides access to upper secondary education, either general or vocational.

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

IVET at upper secondary level comprises level 2 and level 3 programmes (both ISCED 3). Level 2 VET programmes are designed for pupils who have finished basic school and have achieved the leaving certificate and only wish to obtain a qualification. Pupils range from 15/16 to 17/18 and programmes last for 2 years. Level 3 VET programmes are designed for pupils who have finished basic school, have achieved the certificate and wish to obtain a qualification and general upper-secondary education. Pupils range from 15/16 to 19/20 and programmes last for 3 years.

According to Statistics Lithuania, the number of pupils entering upper secondary VET is increasing. More are opting for level 3 programmes and wish to obtain both a qualification and a maturity certificate to get access to tertiary education.

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

ABSOLUTE NUMBER	1995-1996	2000-2001	2005-2006
TOTAL NUMBER OF STUDENTS AT UPPER SECONDARY IVET LEVEL	39 464	32 581	30 034
LEVEL 2	22 307	4 333	647
LEVEL 3	17 157	28 248	29 387
NUMBER OF STUDENTS ADMITTED TO UPPER SECONDARY IVET LEVEL	13 593	6 185	11 157
LEVEL 2	7 089	686	310
LEVEL 3	6 504	5 499	10 847

Source: Education in Lithuania. Statistics Lithuania, 2002, 2006

#### CURRICULA

The difference between level 2 and 3 VET programmes is that in addition to vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*), level 3 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 vocational subjects. Level 2 programmes last 2 years whereas level 3 lasts for 3 years. Major features of programmes:

- practical training comprises 60-70% of the total time allocated to teaching vocational subjects;

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

#### QUALIFICATIONS OBTAINED AND PROGRESSION ROUTES.

Level 2 programmes lead to a qualified worker's diploma (ISCED 3) (*profesinio mokymo diplomas*) and level 3 programmes lead to a qualified worker's diploma (ISCED 3) (*profesinio mokymo diplomas*) together with a maturity certificate.

The destination of graduates from level 2 VET programmes is limited by their education remaining at the basic level providing only for labour market entry. As they do not possess a maturity certificate, there are no further progression routes to further education apart from completing the maturity at secondary education schools.

For graduates of upper secondary VET with a maturity certificate (level 3 programmes), they can progress to higher education as if they had graduated from general upper secondary education. Admission to different institutions of higher education is based on the maturity exams' grade and (in some cases) on special entry exams.

#### ASSESSMENT PROCEDURE

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

The competence of students (both at level 2 and 3 programmes) is assessed during the final exam taken at the end of the programme. The exam is organised according to procedures set by the Ministry of Education and Science and is split into two parts: a written test and a practical test.

For general education subjects in level 3 programmes, students take the same exam as those in general education (either national or school exams). The assessment is unified and the national exams are undertaken in special exam centres.

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

According to the Eurostat statistical indicator "Students in upper secondary education by programme orientation", 75.3% of students in upper secondary education prefer general and pre-vocational programmes to vocational programmes. Data from Statistics Lithuania show that the most popular VET programmes are at level 3 (for pupils wishing to obtain a qualification with maturity certificate).

Table: Students in upper secondary education by programme orientation, 2004\*

COUNTRIES	TOTAL	MALE	FEMALE	VOCATIONAL PROGRAMMES	GENERAL AND PRE-VOCATIONAL PROGRAMMES

				TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
				%			%		
<b>EU-25</b>	<b>24 165 456</b>	11 737 110	12 428 347	<b>55.4</b>	57.1	53.9	<b>44.6</b>	42.9	46.1
<b>LITHUANIA</b>	<b>114 930</b>	57 675	57 255	<b>24.7</b>	30	19.4	<b>75.3</b>	70	80.6

\*ISCED 97, level 3 (excl. ISCED 3c short)

Source: Eurostat, UOE data collection; on-line database, download date 23/11/2006

#### **0404 - APPRENTICESHIP TRAINING**

The Lithuanian education system does not provide a work-based apprenticeship route to obtaining a vocational qualification scheme apart from at two schools in a limited number of professions. A new edition of the Law on VET foresees legitimating apprenticeship as a form for VET organisation.

#### **0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

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

They are designed for students aged 12-17 and are considered as a type of lower secondary school providing basic general education together with pre-vocational training. Youth School Conception (2005, *Jaunimo mokyklos koncepcija*) establishes that the goal of these schools is to assist children and youngsters to return to the mainstream education system. Objectives of are:

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

In the beginning of the school year 2005/06 there were 23 youth schools with 1 850 pupils.

Table: Information about youth schools

	<b>1995-1996</b>	<b>2000-2001</b>	<b>2005-2006</b>
<b>NUMBER OF YOUTH SCHOOLS</b>	19	24	23
<b>NUMBER OF PARTICIPANTS IN YOUTH SCHOOLS</b>	2 496	2 601	1 850

Source: Education in Lithuania . Statistics Lithuania. Vilnius, 1999, 2006

#### CURRICULA

Youth schools provide general lower secondary and pre-vocational education through various practical activities (e.g. tailoring, ceramics and other crafts) according to the needs of pupils and regional traditions as well as available facilities. Pupils can return to lower secondary education or IVET programmes or to study in any other institution. Therefore pre-vocational programmes or their modules are coordinated with formal IVET programmes.

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

#### LEARNING OUTCOMES AND ASSESSMENT PROCEDURE

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

#### 0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

IVET at post-secondary (non-tertiary) level comprises level 4 VET programmes for those with upper secondary education. The duration of studies depending on the complexity of the profession is from 1 to 2 years.

In 2005-06, there were more than 10 000 students in level 4 VET programmes in vocational schools. In the same year, around 5 900 students were entering these programmes.

Table 1: IVET students at post-secondary non tertiary level (level 4 programmes)\* - Beginning of school year

	1995-1996	2000-2001	2005-2006
<b>TOTAL NUMBER OF STUDENTS IN LEVEL 4 VET PROGRAMS</b>	4 489	6 720	10 426
<b>TOTAL NUMBER OF STUDENTS ADMITTED TO LEVEL 4 VET PROGRAMS</b>	2 608	4 117	5 839

Source: Education in Lithuania 2005. Statistics Lithuania, 2002, 2006

#### CURRICULA

Level 4 programmes last for either 1, 1.5 or 2 years depending on what is studied. Subjects are divided into vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*).

Major features of programmes:

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

#### QUALIFICATION OBTAINED AND PROGRESSION ROUTES

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

#### ASSESSMENT PROCEDURE

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

#### 0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

VET at tertiary level delivers non-university higher education programmes (ISCED 5) which are designed for those having the maturity certificate and wishing to obtain non-university higher education. The duration of studies is 3-4 years (usually 120 credits). Programmes are provided in colleges (*kolegija*) - non-university higher education institutions. These were established in the basis of professional colleges (*aukštesnioji mokykla*) in 2000 following the reform of the post-secondary studies sector.

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

	1995-1996	2000-2001	2003-2004	2004-2005	2005-2006
<b>PROFESSIONAL COLLEGES</b>	67	57	15	11	5
<b>COLLEGES</b>	-	7	27	27	28

\*Data for 1990/1991 is not available

Source: Education in Lithuania 2005. Statistics Lithuania, 2006

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

Table: Participation in IVET at tertiary level, thous.

	1995-1996	2000-2001	2004-2005	2005-2006
<b>TOTAL NUMBER OF STUDENTS IN PROFESSIONAL COLLEGES AND COLLEGES, OF WHICH</b>	24.2	40.9	57.1	57.4
<b>PROFESSIONAL COLLEGES</b>	24.2	37.4	4.9	0.8
<b>COLLEGES</b>	0.0	3.5	52.2	56.0

Source: Education in Lithuania 2005. Statistics Lithuania, , 2006

#### CURRICULA

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

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

- general education subjects and theoretical subjects of the professional area should make up not less than 25% (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 thesis (in case it is foreseen in programme) - not less than 5% (6 credits) of total study programme time.

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



to the same higher education diploma as for those studying in higher education non-university study programmes (more information about equalising courses - in part 8).

#### **QUALIFICATION OBTAINED AND PROGRESSION ROUTES**

Graduation of non-university higher education programmes leads to higher education diploma (ISCED 5) (*aukštojo mokslo diplomas*). Universities started to offer equalisation (or post-college) studies for graduates from colleges. These programmes compensate differences between university and college programmes and are shorter in duration (1-3 years). Study programmes in universities lead to a bachelor degree. For more information about equalising programmes please see section 8. With the amendment of Law on Higher Education passed in 2006, vocational bachelor degree is introduced for graduates of higher non-university programmes. This change comes into force from 2007.

#### **ASSESSMENT PROCEDURE**

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

### **05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS**

#### **0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING**

The Law on Education (*Švietimo įstatymas*, 1991, new edition 2003) is an umbrella law which establishes the goals and principles of the educational system, the framework for institutions, as well as the obligations of the State. It covers formal, non-formal and informal education and training, and assistance (informational, consulting and etc.) for both learners and teachers. Following the Law, the purpose of vocational training is to assist people to acquire, change or upgrade their qualifications and to prepare them to participate in the labour market.

Learning opportunities for adults may be categorised as:

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

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

#### **PARTICIPATION IN ADULT LEARNING**

The Provisions of the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 m. nuostatos*) establishes a goal of at least 15% of the working age adult population should participate in some kind of education and training every year by 2012. With the the development of new educational services and the implementation of lifelong learning, adults increasingly participate in non-formal education and further education. Nevertheless, there may be difficulties in reaching 15% target although participation has increased from 3.8% (2003), to 5.9% (2004) and 6% (2006) - the 2007 target of 8.5% will probably not be reached. The EU-25 indicator for participation is 9.7% and is based on participation in education and training in the previous 4 weeks.

In terms of the whole population, Statistic Lithuania has carried out research in 2006 which shows that of the 25-64 population, 55% of the population had participated in

some kind of education and training in the previous year. This share is twice as much as 3 years ago (28% of total adult population; EU average in 2003 totalled 42%).

#### ADMINISTRATIVE STRUCTURE

The Ministry of Education and Science (MES, *Švietimo ir mokslo ministerija*) shapes and implements State education policy. The department of Vocational and Continuing Education and Training (*Profesinio ir tęstinio mokymo departamentas*) is responsible for the development and implementation CVT policy.

The Ministry of Social Security and Labour (MSSL, *Socialinės apsaugos ir darbo ministerija*) deals with labour market training policy. In the Ministry the Human Resources Development Division (*Žmogiškųjų išteklių plėtros skyrius*) is responsible for the implementation and operation of labour market VET policy and preparation of human resource development policy projects.

Responsibility for organising and implementing labour market vocational training also falls on the Lithuanian Labour Market Training Authority (LLMTA, *Lietuvos darbo rinkos mokymo tarnyba*) under the MSSL. It is responsible for the content of labour market training and supervises licensed providers. The LLMTA has 10 regional offices.

Responsibility for active labour market policy measures (including training of the unemployed) falls on the Lithuanian Labour Exchange (LLE, *Lietuvos darbo birža*), consisting of the national office and 46 local offices.

Individual ministries are responsible for CVET provisions for their employees.

Lithuanian Adult Education and Information Centre under Ministry of Education and Science established in 2006 assists adults in CVT areas, organises data collection and analyses situation of adults education and its needs.

The Lithuanian Association of Adult Education (*Lietuvos suaugusiųjų švietimo asociacija*: <http://www.lssa.smm.lt>) plays an important role in changing and expanding the perception of adult education and to encouraging adults to participate in professional and community life and to develop their need for continuous education. It unites adult education institutions, implements different projects and develops training programmes. Since 2000, an annual adult learner's week has been organised by the Association and the Ministry of Education and Science.

#### CURRENT TRENDS

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

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

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

## 0502 - PUBLICLY PROMOTED CVET FOR ALL

### GENERAL PROVISIONS

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

### TARGET GROUPS AND PROVISION

Training for civil servants. The Civil Service Department under the Ministry of the Interior (<http://www.vtd.lt>) is responsible for the career planning system. The Civil Servants Training Strategy for 2002-2006 (2002, *Valstybes tarnautoju mokymo 2002-2006 m. strategija*) sets priority groups for training and training goals. It prioritises training for top-level civil servants, those with EU responsibilities, those with personnel management responsibilities as well as those working with policy priority areas. The training aims to improve the implementation of EU legislation as well as skills in foreign languages, ICT and problem solving. The Law of Public Service (1999) defines the need for: pre-service training (*ivadinis mokymas*); in-service training (*testinis kvalifikacijos kelimas*); and training for senior civil servants (auksčiau kategoriju valstybes tarnautoju mokymas). Based on data from Civil Service Department, in 2005 around 85% of civil servants participated in training.

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

### PROVIDERS

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

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

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

### QUALITY ASSURANCE PROCESSES IN EDUCATION INSTITUTIONS

The main quality assurance provisions are established in the Law on Education (2002). Quality assurance processes in civil servants training institutions. Procedural Rules for Organising Training of Civil Servants (2002) set provisions for assurance of quality of training. According to these rules, every year the institutions organizing training for civil servants provide activity reports to Civil Service Department. The reports present data about training programmes, numbers of participants and training duration, comments of other institutions about effectiveness of civil servants training programmes, perspectives for improvement, measures and forms for developing qualification of lecturers etc. In case of complaints, the Civil Service Department may examine the training process. If lower than expected quality is observed then the programme may be stopped until corrective action is taken.

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

## **0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET**

### **GENERAL PROVISIONS**

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

### **ADMINISTRATIVE STRUCTURE**

The Ministry of Social Security and Labour (MSSL) is responsible for implementing employment support policy, specifically the Human Resources Development Division (*Žmogiškųjų išteklių plėtros skyrius*) implements labour market training. Other organisations implementing labour market training under the MSSL include:

- Lithuanian Labour Exchange (LLE) implements active labour market policy. LLE has a national office and 46 local offices. It procures training from licensed providers.
- Lithuanian Labour Market Training Authority (LLMTA) coordinates vocational training for unemployed people as well as those about to be made redundant. It also controls the quality of non-formal education. It is responsible for the content of labour market training and supervises licensed providers. The LLMTA has 10 regional offices.

### **TARGET GROUPS**

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

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

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

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

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

Non-formal labour market training programmes are designed to provide a certain competence or improve/upgrade an existing qualification. Non-formal training

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

According to the Activity Report of the Lithuanian Labour Exchange in 2005, 16.9 thousand unemployed people participated in labour market training programmes. Every second participant acquired the first level vocational qualification, 40% were re-qualified and 10 % improved their qualification.

Special measures are implemented for specific target groups.

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

**Long-term unemployed people:** between 2002 and 2005, 38 training programmes were prepared: 15 for those who have no profession and 23 for those who had a qualification but had lost their skills due to a long break in employment. During the courses they receive new theoretical knowledge and practical skills and learn how to present themselves to employers and to integrate into a workplace. In 2005, 12.1 thousand long-term unemployed people (more than half) participated in these measures. 4.3 thousand opted for a profession in cognitive courses, 1.1 thousand renewed their vocational knowledge and practical skills and 6.7 thousand increased their motivation during psychological activities.

**People with disabilities:** the Lithuanian Labour Market Training Authority offers 32 training programmes for different groups of people with disabilities, of which 8 are formal training programmes and 24 are non-formal training programmes. In 2005 the Labour Exchange started an ESF project "Integration of the Disabled into the Labour Market with the Aim to Avoid Social Exclusion" (*Asmenų su negalia integracija į darbo rinką, siekiant išvengti socialinės atskirties*). This project will support 570 people with disabilities through active measures to help them integrate into the labour market.

**Ethnic and/or linguistic minorities:** in 2004 the government adopted the Programme of Integration of Roma Population into Lithuanian Society. One of its measures provides more active training of the Roma population for employment. In 2002 the Minister of Social Security and Labour approved the Programme for Roma Population Labour Market Training and Employment in Vilnius. In 2003-2004, 113 Roma persons were registered as unemployed of which 80% participated in active labour market measures.

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

**Women returners:** the Lithuanian Labour Market Training Authority develops and introduces special training and qualification upgrading programmes. In these programmes vocational training is linked with non-formal activity (interpersonal communication, informal learning). In the beginning of 2005, 6 programmes were prepared (hairdresser, sales, tailor (2), cook and confectioner). Unemployed women are also offered entrepreneurship courses. In 2001-2004 more than 9 thousand women graduated entrepreneurship courses organised in local labour exchanges.

**Prisoners and ex-prisoners:** according to the Report on Activity of Prisons Department at the Ministry of Justice, all penitentiary institutions have divisions of vocational schools (see <http://www.kalejimudepartamentas.lt>). At the end of 2005 the



number of participants was 956 (or 13.9% of all prisoners). Prisoners are offered such training programmes as: computer-operators, hairdressers, joiners, decorators, brick layers and etc. In 2005, 686 prisoners received programme graduation certificates. The certificates awarded do not differ from the certificates awarded to students of VET institutions. Prisoners also have the opportunity to study at tertiary level at Vilnius Pedagogical University. At the end of 2005 there were 6 prisoners studying according to this programme. Penitentiary institutions can also individually implement training projects together with CVT institutions.

The Prisons Department at the Ministry of Justice and its subordinate institutions also implement projects funded from European Union structural and national funds (11 in 2005). The Ministry of Social Security and Labour has designed a special programme "Training of prisoners and ex-prisoners" whereby courses are delivered in penitentiary institutions by Panevėžys Šermukšniai labour market training centre. The ex-prisoners vocational training and employment programme is also implemented in 4 local labour exchanges (Kaunas, Klaipėda, Panevėžys and Vilnius). In 2005, 25 ex-prisoners graduated training programmes and obtained a vocational qualification. Immediately after training 88% of them were employed.

#### **PROVIDERS**

There are no institutions specialising only in training for unemployed people and others vulnerable to exclusion in the labour market. The national or regional labour exchanges organise a public procurement for which licensed providers can apply. In 2005, 313 institutions were licensed for this kind of training: 2 universities, 21 college, 5 professional colleges, 111 vocational schools or their departments and 174 other institutions (labour market training centres, private companies and etc.).

The Lithuanian Labour Market Training Authority is responsible for organisation of licensing and monitoring training providers.

#### **QUALITY ASSURANCE**

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

The Lithuanian Labour Market Training Authority (LLMTA) is responsible for the quality of labour market training. It defines procedures and criteria for training quality and assesses provision. The Licensing Division has primary responsibility for quality assurance and they regularly check training programmes. On the basis of these checks, providers can have their licence revoked, although in most cases, they are obliged to make improvements to their provision.

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

#### **0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS**

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

According to the existing legal framework, CVET for employees working in the private sector is not supported by the state. The Law on Non-formal Adult Education (1998) regulates that individuals may seek to obtain qualifications, but only at their own, or their employer's expense.

The legal framework contains some incentives for enterprises and employees to participate in training, although limited to tax relief. The Law on Profit Tax (2001)

enables enterprises to deduct training costs from their taxable income. However this provision is not well formulated and not all employers know about this possibility.

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

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

There is no reliable and precise data available on CVET provided at the initiative of the enterprises and the social partners. Some estimates can be based on the results of the second Continuing vocational training survey in enterprises (CVTS 2) carried out in 2000/2001. As presented in the table below, 43% of Lithuanian enterprises provided CVET (EU-25 indicator - 61%).

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

Table: Training enterprises as % of all enterprises, by size class (1999)

SIZE CLASS (NUMBER OF EMPLOYEES)				
	TOTAL (%)	10 TO 49 (%)	50 TO 249 (%)	250 OR MORE (%)
EU-25	61	56	80	95
LITHUANIA	43	37	60	80

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

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

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

Developing the SME business sector is an economic priority in Lithuania and numerous policy developments have been implemented. The SME support network encompasses 42 business information centres (*verslo informacijos centras*) and 7 business incubators (*verslo inkubatorius*); SME owners and employees receive subsidised training services and participate in various training projects. According to the Lithuanian Development Agency for SMEs (*Smulkaus ir vidutinio verslo agentūra*, <http://www.svv.lt>) in 2005, 11 thousand people participated in training at business information centres and business incubators. The majority of courses provided were on the following topics: start of business, computer literacy, accounting, taxation, work safety, labour law and etc.

## 0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

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

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

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

## 06 - TRAINING VET TEACHERS AND TRAINERS

### 0601 - TYPES OF TEACHERS AND TRAINERS IN VET

There are three types of teachers in vocational schools and labour market training centres:

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

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

OCCUPATIONAL CLASSIFICATION	PLACE OF WORK	PLACE OF TRAINING
VET teacher in IVET and CVET	VET schools Labour market training centres (LMTC)	Universities ( <i>universitetai</i> ), providing vocational and/or pedagogical study programmes or Teacher Professional Development Centre ( <i>Pedagogų profesinės raidos centras</i> )
Trainers in IVET and CVET	VET schools, labour market training centres	No formal requirements



	and enterprises	
General education subject teacher	VET schools	Universities

#### CURRENT POLICIES AND DEBATES

Since VET reforms, the structure of teacher training has been changed from a parallel system (vocational and pedagogical qualifications acquired simultaneously) to a consecutive model (where a vocational qualification is studied first at a specialised university of college followed by a pedagogical qualification as post-graduate studies). The main institutions involved in VET teacher training are:

- Ministry for Education and Science (*Švietimo ir mokslo ministerija*) which plans and organises initial and in service training for VET teachers. It determines the resources available and how they are allocated and evaluates programmes at national level.
- Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) participates in the process of defining additional qualification requirements for CVET teachers.
- Lithuanian Labour Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba*) takes care of competence of VET teachers in labour market training.
- Departments of pedagogical studies and research of higher schools implement initial and in-service training for VET teachers.
- Institutions of Vocational Education and Training provide pre-service teacher training.
- Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) provides the pedagogical minimum programme (that consists of pedagogical, psychological and didactical subjects) for those wishing to become VET teachers.
- There are also a range of organisations (including enterprises) which provide in-service, continuing training for VET teachers.

During the last decade, the policy focus has been on improving the quality of VET and raising its prestige. One aspect which has been examined is the pedagogical qualifications of VET teachers. While this is now a pre-service training requirement for new VET teachers, those employed before the 2005 reform do not tend to have such a qualification. To make teacher education more flexible and accessible, policy makers have started discussions on the possibility of validating non-formally and informally acquired pedagogical skills.

#### 0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Teachers working in IVET schools can be classified as follows:

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

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

#### VET TEACHERS

Entry requirements are outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general,

secondary, special and vocational education programmes. The Decree states that if a person wishes to become a teacher of VET school, he/she must:

- have higher education plus a pedagogical qualification; or
- have higher education and have attended the pedagogical minimum programme (*Pedagoginio minimumo programa*) at the teacher professional development centre (*Pedagogų profesinės raidos centras*); or
- have vocational education, three years of working practice in subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

Table 1: Teaching staff in IVET schools

YEAR	TOTAL NUMBER OF TEACHERS	OF WHICH FEMALES	EDUCATION LEVEL OF TEACHERS		
			HIGHER	PROFESSIONAL COLLEGE	UPPER SECONDARY
1995-1996	4671	2787	2973	1434	264
2000-2001	4922	3209	3417	1298	207
2005-2006	4874	3280	3739	964	171

Source: Statistical Yearbook of Lithuania, 2006

There are five qualification categories for VET teachers:

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

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

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

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

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

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

#### PRE-SERVICE TRAINING FOR IVET TEACHERS

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

**VET teacher training programmes:** 6 universities provide programmes for pedagogical VET teacher education, 6 programmes for special professional studies (the participants get the qualification of a teacher) and 3 programmes for Master studies in Education (the participants acquire Master degree). Additionally, the Teacher Professional Development Centre offers the pedagogical minimum programme which must be pursued by teachers who are recruited without a pedagogical qualification (those recruited pre-2005 only could fall into this category).

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

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

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

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

- the Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) under the auspices of the Ministry of Education and Science, organises short-term courses on such topics as project management, development of the learning environment, creation of assessment system, development of training programmes/modules and etc.
- Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*) organises continuing studies for VET teachers and schools directors. It offers courses, which VET teachers can follow on a modular basis (each module is equivalent to 80 hours of study). Modules include: qualifications research, curriculum and research design; managing change; effectiveness of teaching and learning; quality management; psychology of communication and cooperation in an organisation.

Since 2006 the Methodological Centre for VET (*Profesinio mokymo metodikos centras*) has been implementing a project "Update of Strategical Competencies for Vocational Teachers: development of experience". The goal of the project is to provide vocational

teachers with strategic competences corresponding to science, technology and progressive practice achievements.

VET teachers are encouraged to participate in international exchange programmes and projects, such as Leonardo da Vinci, Commenius, Socrates.

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

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

#### **0603 - TYPES OF TEACHERS AND TRAINERS IN CVET**

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

### **07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY**

#### **0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS**

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

National VET standards play a crucial role in the curriculum development and validation process by linking occupational, educational and assessment elements. The VET standard is comprised of the following parts: general occupational description; occupational purpose; areas of activity; competences and their range; training objectives; assessment of competences; basic skills; and final assessment of qualification. Competences in VET standards are defined for a 5 year period on the basis of labour market analysis and in close cooperation with employers.

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

Sectoral studies are used to evaluate training needs for the period of the next 5 years. These studies are conducted by applying a uniform methodology to ensure comparability amongst economic sectors within the country and on an international level. The methodology was prepared in close cooperation with experts from Ireland in 2000. Sectoral studies provide specific recommendations, which address issues of training policy, vocational guidance and counselling, and VET curriculum. They are designed to improve the match between labour supply and demand and the skills needed within the sector.

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

#### **0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS**

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

Law on Education (2000) established continuity as one of the key principles of the education system, meaning that the educational system is flexible, open, based on interaction of various forms and institutions; it creates conditions for each individual to engage in life-long learning.

The Law on Vocational Education and Training (1997) establishes the framework of 4 levels of 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 level 2 or level 4 IVET programmes. VET combined with basic education is provided under level 1 IVET programmes and VET with general upper secondary education is provided through level 3 IVET programmes.

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

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 the period of 2000-2003, a network of colleges (*kolegija*) was formed on the basis of professional colleges. Colleges provide non-university education (undergraduate professional studies focused on practical activities). For those who have graduated professional colleges and want to progress to higher education, special equalising courses (*išlyginamosios programos*) of 1.5 - 2 years duration are provided in colleges. They enable students to reach the requirements for higher education and equalise differences between past and present programmes. Graduation leads to the same higher education diploma as for those studying in colleges according to non-university higher education study programmes. On the other hand, universities offer equalising or post-college (*pokoleginės*) programmes for graduates from colleges and professional colleges willing to acquire higher university education (bachelor degree).

#### **0703 - RENEWAL OF CURRICULA**

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

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

A newly drafted programme is subject to approval by the competent employer organization (e.g., Chamber of Commerce, Industry and Crafts). The Methodological Centre for VET organises assessment of the programme. If it is regarded as meeting general requirements and the resources to provide it are deemed sufficient, it is legitimised by the Ministry of Education and Science and entered on the Register of

Study and Training Programmes. VET providers can make changes to curricula content up to 10% of a programme to enable them to meet particular local circumstances. Changes of more than 10% require an official process of approval.

## **08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING**

### **0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING**

#### **BACKGROUND INFORMATION**

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

The Law on VET (1997) establishes general principles for acquiring State-recognised qualifications. The Procedure of Initial VET Qualification Exams (*Pagrindinio profesinio mokymo kvalifikacijos egzaminų tvarka, 2005*) defines how to formalise training outcomes and award diplomas for vocational school students. The assessment and validation of learning outcomes in colleges is regulated by The Regulations of Non-university Studies Results Assessment (*Neuniversitetinių studijų rezultatų vertinimo nuostatos, 2002*) and Procedure for Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka, 2003*). The latter document establishes principles for recognising study outcomes achieved in Lithuanian and foreign higher education schools.

Both, vocational school and college students are able to continue their education in other training institutions. Mechanisms are in place to recognise training/ study results.

#### **INSTITUTIONAL STRUCTURE**

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

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

Vocational schools are responsible for providing information about students to the exam Commission. They also delegate vocational teacher representatives to the commission and coordinate exam issues (e.g. tasks, where it takes place, etc.) with Chambers. Colleges are responsible for organising the assessment of their students.

#### **MECHANISMS AND INSTRUMENTS**

Vocational school students can change school or choose another VET programme. If the programmes are similar, learning outcomes are recognised by passing credit tests. The same procedure is applied for students wishing to change to general education schools.

The competence of vocational school students is assessed during the final qualification exam which consists of both theoretical (tests) and practical (observation) parts. There are preconditions for permission to take exams: a positive evaluation of all subjects (marked 4-10) and practical training undertaken in an enterprise or within the school. A commission of 3 people assess student performance. Theoretical knowledge and practical skills are assessed on a 10 mark scale (where 4 is a pass). Results are included in the Supplement of Qualified Worker's Diploma (*Profesinio mokymo diplomo priedas*).

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



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

The validation of formal education is important for graduates from professional colleges (*aukštesniosios mokyklos*) who are continuing their studies at colleges. Graduates wishing to obtain a higher education diploma can transfer credits either for their subject or for the overall study programme. Graduation leads to the same higher education diploma as for those studying in initial non-university higher education study programmes. Some universities organise equalising or post-college (*pokoleginės*) programmes for graduates from colleges (higher non-university education) and professional colleges (tertiary education not leading to higher education). After passing special credit tests, students are accepted to higher courses. Duration of studies is 2-3 years depending on programmes and university. After they receive bachelor degree, students may study further in master level programmes.

## **0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING**

### **LEGAL FRAMEWORK**

The validation of non-formal and informal learning is not a new idea in Lithuania. Early impetus was provided by the White Paper on VET (1998) through the principle 'of formal recognition of the acquired qualification, irrespective of how it has been acquired'. The Law on Non-formal Adult Education (1998) establishes the right of non-formal education participants 'after passing examinations in formal education, science or studies institutions, to receive an assessment of the knowledge acquired in the system of non-formal adult education as well as a state recognised document testifying 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, an amended Law on Education passed in 2003 sets out key elements to formally certify competences acquired through non-formal or informal learning. In addition, recent documents, namely the Strategy on Vocational Guidance, Strategy Paper on Lifelong Learning, Strategic Guidelines for the Development of Education for 2003-2012, Single Programming Document as well as a draft of new edition of Law on VET, aim to build bridges between formal, non-formal and informal education and training. They foresee concrete measures for the further development of national knowledge and competence assessment system including official validation of non-formal learning experiences.

### **COMPETENT BODIES**

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

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

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

Colleges are responsible for taking decisions to recognise credits gained at professional colleges.

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

#### **ORGANISATION**

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

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

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

#### **0803 - IMPACT OF EU POLICY COOPERATION**

In 2004, The Procedure for European Union Affairs Coordination at the Ministry of Education and Science (*Europos Sajungos reikalų koordinavimo Švietimo ir mokslo ministerijoje tvarka*) was approved and EU affairs coordination group was established. Specific units of Ministry of Education and Science are responsible for transfer of related EU legislative provisions into the national laws and their implementation.

EU priorities in VET area are included into the provisions of strategic documents (Vocational Guidance Strategy, Strategy for Ensuring Lifelong Learning). Referring to these priorities, national system is developed. For example, within the project "Creation of the National Qualifications System" a unified and transparent system of qualifications embracing all the qualifications levels, ensuring transferability between levels and guaranteeing diversity of the ways of acquiring qualifications is being developed since 2005 (for more information, please visit project website: <http://www.lnks.lt>).

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

#### **0804 - FACILITATING EU MOBILITY**

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



decision on recognition of study results is made by faculty dean following proposals from programme tutor.

The following institutions recognise education achieved abroad:

- special secondary or professional colleges education - Ministry of Education and Science;
- upper secondary and higher education (acquired in colleges and universities) - Study Quality Assessment Centre (<http://www.skvc.lt>).

Recognition of qualification documents of those persons willing to work in regulated profession or start regulated activity in Lithuania follows the procedure approved in 2004 (The Regulations on Recognition of Higher Education Diplomas, Diplomas, Certificates and Other Evidence of Qualifications Awarded within the European Union, European Economic Area or Swiss Confederation for the Purpose of Taking up or Pursuit of a Regulated Profession or Regulated Professional Activity in the Republic of Lithuania). Ministry of Social Security and Labour coordinates recognition of regulated professions. Other competitive institutions are responsible for recognition of qualification in certain areas. An applicant seeking for the recognition of evidence of his/her professional qualifications fills in an application and submits the necessary documents to the competent authority. In some cases applicant may be demanded to complete an adaptation period of no longer than three years in duration or to take an aptitude test.

In order to transfer European Parliament and Council Directive 2005/36/EC of 7 September, 2005 on the recognition of professional qualifications into the national law, a working group was approved by decree of Minister of Social Security and Labour. The group was appointed to develop the draft of Law on Recognition of Professional Qualifications.

## **09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT**

### **0901 - STRATEGY AND PROVISION**

The Law on VET (*Profesinio mokymo įstatymas*, 1997) establishes that the Ministry of Education and Science is responsible for ensuring vocational guidance at general education and vocational schools and the Ministry of Social Security and Labour is responsible for organising extra-curricular labour market and youth vocational guidance. The Law on Education (*Švietimo įstatymas*, 1991; new edition - 2003) establishes that vocational information and counselling services are provided in schools, information centres, consulting services and labour exchanges in compliance with requirements established by the Ministers of Education and Science and Social Security and Labour.

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

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

- the education system, entry requirements and programmes implemented in vocational and higher education schools;
- links between occupations, qualifications and professions;

- qualifications and opportunities to improve or change qualifications;
- professions, labour market and labour market forecasts;
- career opportunities.

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

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

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

#### MAIN PROVIDERS OF GUIDANCE AND COUNSELLING

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

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

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

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

**Vocational information points** (*profesinio informavimo taškai*) give access to the Internet, databases of education and labour market information. They also possess and disseminate published information about professions and education opportunities. Until 2006, 61 PIT was active. At the moment the network of PITs is expanded: till

2008, 612 PITs should be established in general education schools, 28 PITs - in vocational schools and 34 PITs in labour market training centres.

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

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

#### **0902 - TARGET GROUPS AND MODES OF DELIVERY**

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

- children and youth in general education schools;
- adults and youth studying in VET institutions;
- employed youth and adults;
- unqualified young people;
- long-term unemployed people;
- young people and adults in socially vulnerable groups.

The major methods for guidance and counselling are:

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

#### **INFORMATION ON THE INTERNET**

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

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

The homepage of the Lithuanian Labour Exchange (*Lietuvos darbo birža*: <http://www.ldb.lt>) includes information on: job vacancies by locality, occupation and

educational level; the situation in the labour market, such as unemployment rates by locality, labour market forecasts etc; advice for jobseekers and examples of CVs; database of high-skilled labour force - "Talent bank"; guidebook "Mass Lay-off" Handbook.

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

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

### **0903 - GUIDANCE AND COUNSELLING PERSONNEL**

The Inventory of Requirements for Vocational Information and Counselling Services defines that the following specialists provide vocational information services:

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

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

Vocational guidance services in labour market training and counselling offices are provided by consultants and psychologists. Their general and special qualification requirements are set in the job instructions. While implementing a project "Development and implementation of vocational guidance system" an occupational standard for consultant was prepared in 2006.

#### **TRAINING OF SPECIALISTS.**

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

## **10 - FINANCING - INVESTMENT IN HUMAN RESOURCES**

### **1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING**

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

- innovations in education related to the emergence of new functions or a reallocation of functions and responsibilities shall be justified financially;
- programme budgeting shall be introduced: funds for education shall be accounted and allocated according to the approved priorities and methods both on the local, regional and state levels;
- to allocate at least 6% of GDP annually to education spending;

- education shall be funded from different sources other than the state budget such as from EU Structural Funds. Private capital shall be used to renew education;
- financial independence and transparent financial accountability of schools shall be reinforced;
- the allocation principle of 'money following a pupil' shall be gradually implemented in all types of education;
- financial incentives to encourage private capital investment into education shall be introduced including certain tax privileges;
- a mixed system of payment for teachers combining full time position payment and hourly payment shall be introduced and teacher salaries shall be raised. The lowest teacher salary should exceed the average salary of employees in the state sector.

## **1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING**

### **GENERAL PROVISIONS**

The Law on Vocational Education and Training (1997) specified that IVET is funded from central and local government budgets and other sources. The Law on Higher Education (2000) specifies that state higher education establishments are sponsored from the State Budget. The creation of special Vocational Training Fund is foreseen according to a new draft Law on VET.

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

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

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

Ministry of Finance:

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

Education and training Institutions:

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

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

**Funding procedure:** from 2004 the 'basket' approach was introduced for IVET funding. According to this funding system, resources for institutions are allocated based on student number with differential funding allocated according to programme. The basket includes funding for salaries and social insurance contributions of teachers and other personnel, in-service training of teachers and funding for acquisition of technical literature, textbooks. For level 1 and 3 VET programmes (together with vocational qualification providing general basic or general upper secondary education),

funding for the general education component of the programmes is calculated according to General education schools' pupil's basket methodology.

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

**Funding sources:** the major part of funding for vocational schools is from the State budget. Schools also receive income from provision of services: training for unemployed people, rent of premises, equipment and etc. According to the Ministry of Education and Science, in 2005, the income from the provision of services made up 6% of funding from the State budget. Information about other funding received by schools is not available.

Table 1: Sources of funding for vocational schools (thousand Litass and Euro)

	2000		2005	
	LTL	EUR	LTL	EUR
<b>FUNDING FROM THE STATE BUDGET</b>	174 168	50 443	195 329	56 571
<b>INCOME FROM PROVISION OF SERVICES</b>	11 023	3 192	11 649	3 374

Source: Ministry of Education and Science, Education Economy Division

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

#### FUNDING APPRENTICESHIP

Apprenticeship training is not widely available. Only 2 vocational schools implement a dual training pathway. Apprenticeship training is funded according to the same principle as mainstream IVET programmes. Official statistics do not distinguish figures for apprenticeship.

#### FUNDING FOR YOUTH SCHOOLS

Youth schools are run by municipalities and are funded from their budgets according to the general principles for funding general education schools. Since 2002 when the funding system shifted to the lump-sum 'basket' system, youth schools are allocated funding per pupil (in 2005 - Lt 1802 or Euro 521.9 per year). The calculation differs from that used in other general education schools.

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

**Funding procedure:** pursuant to the Law on Higher Education (2000) funds from the State budget are allocated to state higher education institutions to implement programmes taking into account agreements concluded between the higher education establishment and the Ministry. The funds allocated are linked to their activities. If needed, the Ministry may initiate an audit of the economic and financial activities of the higher education establishment.

Following a Description of Criteria for Allocation of Resources from the State Budget to Colleges (*Lietuvos Respublikos valstybes biudzeto lesu kolegijoms paskirstymo*



*kriteriju aprasas*) approved in 2004, Colleges receive resources to cover students studies (*lesos studijoms*) based on student number with differential funding allocated according to programme. This category of funding includes salaries and social insurance contributions for lecturers. The other categories of State Budget resources for colleges involve funding for promotion of consulting and applied activities, funding for administration and housing, funding for student grants (*stipendija*) and capital investment.

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

According to the Ministry of Education and Science, in 2005, income from the provision of services made up 31% of funding from the State budget. 62% of all income for provision of services comprised student fees.

Table 1: Sources of funding of professional colleges/ colleges, 2000-2004 (thousand Litas and Euro)\*

	2000		2005	
	LTL	EUR	LTL	EUR
<b>FUNDING FROM THE STATE BUDGET</b>	121 155	35 089	124 646	36 100
<b>INCOME FROM PROVISION OF SERVICES **</b>	16 325	4 728	38 510	11 153
<b>FEES OF STUDENTS PAYING FOR THEIR STUDIES</b>	n.a.		23 964	6 940

\* The data processed by the Ministry of Education and Science integrates both, information from colleges and information from professional colleges which are being phased out.

\*\* Amount includes fees paid by students

Source: Ministry of Education and Science, Education Economy Division

#### **Changes occurring:**

In 2004 a new Methodology for the Identification and Allocation of Resources from the State Budget to Higher Education Institutions (*Lietuvos Respublikos valstybes biudzeto lesu poreikio nustatymo ir ju skyrimo mokslo ir studiju institucijoms metodika*) was approved. Colleges are gradually moving to the Methodology and from 2009, 100% of resources for colleges will be allocated following this system. Until then a certain part of funding will be allocated based on separate criteria for allocation of resources from the state budget as described above. With introduction of the new system, resources to be allocated to colleges will depend on indicators of employability of their graduates and results of their applied activities.

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

There is no regulatory framework for funding CVET and adult learning (neither publicly provided or enterprise-based). According to Laws, every person may seek to upgrade his or her qualification but at their own or their employer's expense. Exceptions are civil servants, teachers and owners and employees of SMEs where there is legal provision for state support to fund their CVET activities.

In the case of civil servants, training fees are paid by their employer which must spend between 1 to 5% of their total salary bill on CVET for their employees. For teachers, CVET funding is included in the per student allocation for vocational schools. The Law of Small and Medium Sized Enterprises (1998) grants public support to the training, qualification upgrading and requalification of SME owners and employees.

**CVET investment by enterprises:** the results of the Second continuing vocational training survey in enterprises (CVTS 2) showed that Lithuanian enterprises invest less compared to other countries. Compared to total labour costs, Lithuanian enterprise investment was 0.8% of total labour cost, whereas the EU average is 2.3%.

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

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.

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

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

#### GENERAL PROVISIONS

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

#### INSTITUTIONS AND BODIES RESPONSIBLE

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

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

#### FUNDING PROCEDURE

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



Compulsory unemployment contributions are a segment of state social insurance contributions, the rate of which is fixed annually by the government. The current rate is 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. Usually the allocation is about 1.5% of the social contribution tariff.

#### FUNDING SOURCES

In 2005, LTL 29635.1 thousand (EUR 8583 thousand) was allocated from the Employment Fund to training for unemployed people. Resources from the State budget were used for other target groups such as training for prisoners or ex-prisoners. Funding from the State budget complements funding from the Employment Fund. Another source of funding is European social fund (ESF). The Lithuanian Labour Exchange activity report indicates that LTL 19000 thous. Lt (EUR 5500 thousand) from ESF were used to cover employment support measures in 2006. This is 8.2% of the total Lithuanian Labour Exchange expenditure.

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

SOURCES	2000		2005	
	LTL	EUR	LTL	EUR
Employment Fund (Funding for the unemployed training)	17 066.8	4 943	29 635.1	8 583

Source: Ministry of Social Security and Labour

#### Changes occurring:

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

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

The Single Programming Document (*Bendrasis programavimo dokumentas*, 2004) identifies priority areas to be supported by the European Structural Funds. Human resource development priorities comprise 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.

The document foresees investments into specific activities such as: development of a national system of qualifications; development of the knowledge and competence assessment system; development of a quality assurance system; development of second chance opportunities; implementation of innovative training methods and forms; improvement of the teacher training system; development of vocational guidance and counselling system; development and implementation of active labour market policy measures; implementation of on-the-job training and apprenticeship in industry and business companies, etc.

A special measure is foreseen to develop labour force competence and the ability to adapt to change. It aims to encourage employers to invest in the training of their staff. Moreover, a new draft Law on VET also foresees provisions to activate and motivate employers to invest into the competence of their personnel.

## 11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

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

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

While preparing for EU membership, the Single programming document (*Bendrasis programavimo dokumentas, SPD*) was developed and approved in 2004 to plan EU structural funds support for Lithuania in 2004-2006. The objective of the SPD is to strengthen the preconditions for long-term national economic growth and the rapid development of a knowledge-based economy to lead to higher living standards for Lithuanian citizens. Moreover, the SPD strategy takes into account the strategic education and vocational training goals that were set at the European Council meeting in Stockholm, 2001, namely to: improve the quality and efficiency of EU education and vocational training systems; ensure that the education and vocational training systems are accessible to everyone; and open up education and vocational training systems to the rest of the world. One of the SPD priorities is Human Resource Development (see 0201) and the document foresees measures to address problems in the education and employment systems, while responding to the strategic goals for 2004-2006.

The Ministry of Education and Science (MES) and Ministry of Social Security and Labour (MSSL) is responsible for the measures. The Support Foundation European Social Funds Agency (*Paramos fondas Europos socialinio fondo agentūra*) acts as an implementing agency, i.e. is responsible for administrating and monitoring measures.

Since 2005 projects of national significance are implemented with ESF support. The projects are aimed at development of VET system and are in line with European Union VET policy priorities. For example, within the project "Creation of the National Qualifications System" a unified and transparent system of qualifications embracing all the qualifications levels, ensuring transferability between levels, guaranteeing diversity of the ways of acquiring qualifications and enabling flexibility in the rapidly changing environment is being developed (for more information, please visit project website: <http://www.lnks.lt>). The goal of other national level project "Development and implementation of common quality assurance system in vocational education and training" is to develop a modern quality assurance system covering both initial VET and continuing training which would be in line with the EU strategic guidelines as well as create preconditions for continuous improvement of education quality (for more information, please visit project website: <http://www.projektai.pmmc.lt>).

### 1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

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

In addition, languages learning in VET, work-experience abroad as a didactical tool are implemented through EU Programmes such as Leonardo da Vinci, Socrates, etc. These programmes contribute greatly to strengthening the European dimension in education at all levels. Mobility projects under Leonardo da Vinci programme play exceptional role for VET system actors. During practical placement abroad, teachers and students strengthen their practical skills, get to know new technologies in the field and improve their foreign language skills. Based on data from Leonardo da Vinci Programme Co-ordination Support Foundation (<http://www.leonardo.lt>), in 2000-2005

over 1000 vocational schools students and 200 higher education schools students participated in mobility projects. The programme is targeted for VET specialists and vocational teachers. Over 1800 specialists have improved their qualification thanks to Leonardo da Vinci mobility projects abroad in 2000-2005.

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