LITHUANIA

VET in Europe – Country Report

2010

Title: Lithuania. VET in Europe – Country Report 2010

Author: ReferNet Lithuania

Abstract:

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

1. General context – framework for the knowledge society

2. Policy development – objectives, frameworks, mechanisms, priorities

3. Vet in time of crisis

4. Historical background, Legislative and Institutional framework

5. Initial vocational education and training

6. Continuing vocational education and training for adults

7. Training VET teachers and trainers

8. Matching VET provision(skills) with labour market needs(jobs)

9. Guidance and counseling for learning, career and employment

10. Financing - investment in human resources

11. National VET statistics – allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/

More detailed thematic information on the VET systems of the EU can also be found at: http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/analysis.asp

Keywords:

General education; pre-vocational education; vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counseling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Lithuania

TABLE OF CONTENTS

THEME 1: GENERAL CONTEXT – FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1. POLITICAL AND SOCIO-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 (the head of 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. In 2010 it is foreseen to eliminate county governments by transferring their functions to municipalities or other state institutions.

In 2009 the annual growth rate of gross domestic product (GDP) decreased by 15 % in comparison to 2008 and the unemployment rate increased to 13.7 % (5.8 % in 2008). For more information on the economy and labour market trends please refer to Section 1.3. The migration of population increased in 2009 as well. Based on provisional estimations of the Eurostat, in 2009 a negative net migration was minus 4.6 %, i.e. the indicator doubled in comparison to 2008 level (-2.3).

1.2. POPULATION AND DEMOGRAPHICS

Lithuania covers an area of 65300 km2. The average population density is 51.3 persons per 1 km2.

The population in 2009 was 3350 thousand, which had fallen by 3.3% since 2003 (see Table below). Almost one third of population (30.8%) is population aged under 24 years, while the population aged 25-64 accounts for 53.2% and that over 65 accounts for 16 % of the total population. It should be noted that, compared to 2003 situation, the share of youth has decreased by 10.2% and the share of elderly people has increased by 7%. Ageing of the society will remain an important concern in future: based on forecasts of Statistics Lithuania, in 2010-2025 the number of persons over 65 will increase by 15%, while the number of youth and working age population will decrease.

TABLE 1: TOTAL POPULATION (ON 1 JANUARY), 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)				
GEO\TIME	2003	2006	2009	2010 (FORECAST)
EU 27	486647831	493226936	499723520(p)	501259840
LT	3462553	3403284	3349872	3329227

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 02 May 2010

Description: The inhabitants of a given area on 1 January of the year in question (or, in some cases, on 31 December of the previous year). The population is based on data from the most recent census adjusted by the components of population change produced since the last census, or based on population registers

TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010-2060							
GEO\TIME	2010	2015	2020	2030	2040	2050	2060
EU 27	25.9	28.26	31.05	38.04	45.36	50.42	53.47
LT	23.18	24.02	25.98	34.71	42.81	51.13	65.65

Source of Data: Eurostat (EUROPOP2008 - Convergence scenario, national level (proj_08c)

Date of extraction: 30 Apr 2010; Last update: 11.03.2010

Description: Population aged 65+ divided by population aged 15-64 (projections)

The old-age dependency projection (the ratio of population aged 65 and over to the population aged 15-64, expressed per 100) provided in Table 2 suggests that the decreasing population and an increasing share of older persons will result in the decrease of total labour force. It can also be presumed that in the long-term perspective employees will bear a heavier burden to support retirees.

1.3. ECONOMY AND LABOUR MARKET INDICATORS

Distribution of employed population by economic sectors in Lithuania is rather similar to other EU countries. The largest share of people is employed in *Distribution and transport sector* and in *Non-marketed services*. The sector with the smallest number of employed is *Primary sector and utilities*. The major share of employees in this sector is agriculture workers still accounting for a large proportion of employment (9% in 2009). For this reason, the share of employed in *Primary sector and utilities* is high compared to corresponding EU-27 average. It should be noted that due to economic crisis the total number of employees has decreased by 10% in 2009 compared to 2008.

In this context it is worth distinguishing the construction sector. In 2004-2007 this sector experienced an exclusive growth. The gross added value of the sector has risen by almost 60 %. The labour costs in the sector grew faster than in overall economy and in 2007-2008 the average gross monthly salary was one of the highest in the country. This influenced the fast rise of the employment and the share of the employed in construction increased from 8.1 % in 2004 to 11.1 % in 2007. Due to economic crisis in 2009 the highest decrease of added value and number of employees as well as the highest cuts in salaries were recorded in this sector.

TABLE 1: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009											
	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
GEO	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU 27	15192.8	7.0	35068.2	16.1	17290.9	7.9	57470.5	26.4	38557.9	17.7	53201.2	24.4
LT	161.4	11.4	226.0	16.0	122.6	8.7	400.1	28.3	174.6	12.3	326.5	23.1

Source: Eurostat (Labour Force Survey); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Employment persons aged 15+ by economic sector of activity (NACE rev2) in thousands and as % of total employment

Under the conditions of economic slowdown, the average employment level also started decreasing (60.1 % in 2009; 64.3 % in 2008). Between 2006 and 2009 the average employment rate has decreased in all age groups, except for those aged 50-64 having attained higher education (table 2 data). This is, mainly, caused by the extension of retirement age and changes in the procedure of pension payment. It should be noted that employment rate for the age group 15-24 is considerably lower than EU-27 average. One of the reasons is that the majority of young people are in education and training. Based on the data of Statistics Lithuania, in 2009 the enrolment rate was 78.9 %[1].

---

[1] Enrolment rates for a given age are the ratio of the number of pupils/students of the given age registered at a given level of education to the total population of this age.

GEO	TIME ISCED / AGE	2003			2006			2009		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	22.8	64.1	43.3
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	No A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	Total	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
LT	0-2	9.5	61.8	40.6	6.9 (u)	57.9	34.9	5.3 (u)	49.0	24.4 (u)
	3-4	35.0	80.5	60.2	34.7	81.6	60.2	31.8	73.4	58.8
	5-6	72.4	90.6	70.9	71.3 (u)	92.6	77.8	70.6	89.3	79.5
	No A.	:	:	:	:	:	:	:	:	:
	Total	23.6	81.4	57.1	23.7	82.8	59.1	21.5	77.1	59.7

TABLE 2: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009

Source: Eurostat (Labour Force Survey); Extracted on 30-04-2010; Last update: 23-04-2010

Description: Employment rates represent the number of employed persons as percentage of the total population. Specific rates are calculated by age groups and educational level

No A.: No answer

Based on Labour force surveys, in 2008-2009 unemployment rate has risen from 5.8 % to 13.7 %. According to the Lithuanian Labour Exchange, in 2009 the number of the unemployed registered in the territorial Labour Exchange Offices increased by 72.4% as compared to 2008. Qualified employees and youth are among the population groups who were hit hardest by the economic downturn (table 3 data).

TABLE 3: UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009									
	TIME	2003			2006			2009		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	NO A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
LT	0-2	35.7	21.2	15.9	:	11.3 (u)	:	46.6 (u)	25.8 (u)	26.2 (u)
	3-4	26.9	11.9	14.8	9.8 (u)	5.7	7.7 (u)	29.0	15.5	13.5
	5-6	:	5.1	8.4	:	:	:	:	5.9	:
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	26.7	10.8	13.6	9.8 (u)	4.8	6.6 (u)	29.2	12.5	11.4

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 23-04-2010

Description: unemployment rates represent the number of unemployed persons as percentage of the active population (employed + unemployed)

Education funding

In Lithuania, similarly to the majority of EU countries, total public expenditure on education at ISCED 2, 3, 4 levels is estimated at above 2 % of gross domestic product (GDP). On the other hand, expenditure on vocational education and training as percentage of GDP is one of the smallest in EU.

TABLE 4: TOTAL PUBLIC EXPENDITURE ON EDUCATION, AT SECONDARY LEVEL OF EDUCATION, BY PROGRAMME ORIENTATION, 2007									
	ALL PROGRAMMES (ISCED 2-4)			GENERAL PROGRAMMES (ISCED 2-4)			VOCATIONAL AND PREVOCATIONAL PROGRAMMES (ISC 2-4)		
GEO	ALL PROG.	% OF GDP	% OF TOTAL PUBLIC EXPENDITURE	GEN. PROG.	% OF GDP	% OF TOTAL PUBLIC EXPENDITURE	PV-VOC. PROG.	% OF GDP	% OF TOTAL PUBLIC EXPENDITURE
EU27	200368.4	2.2	:	:	:	:	:	:	:
LT	1203.4	2.4	6.9	1037	2.1	6	166.4	0.3	1
NL	11670.4	2.2	4.8	5547.6	1	2.3	6122.8	1.1	2.5
FI	3906.9	2.5	5.3	2248.8	1.4	3.1	1658.1	1.1	2.3

Source: Eurostat (UOE Data collection); Data as of April 26th 2009

Description: Total public expenditure on education, at secondary level of education, by programme orientation (ISCED 2, 3, 4)

Note: All data are provisional estimations. Special data extraction to Cedefop

1.4. EDUCATIONAL ATTAINMENT OF POPULATION

The level of formal qualification of Lithuanian population is rather high. Based on the Labour force survey data on educational attainment of population, in 2009, 91.3 % of population aged 25-64 has attained at least upper secondary education and 31 % of population are those with tertiary education attainment level. This is one of the highest education attainment rates in Europe.

Taking into account the educational attainment level of population aged 20-24, Lithuania has already reached the benchmark established in The Provisions of the National Education Strategy 2003-2012 for 2012 (90 %). In 2008, 89 % of population at the given age have attained upper secondary education level or above. The benchmark regarding early school leavers in principle is also reached: in 2008 the share of the population aged 18-24 with, at most, lower secondary education and not in further education and training totalled 7.4 % and was considerably lower compared to EU-27 average. The benchmark for 2012 is 9 %.

TABLE 1: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008									
TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
LT	81.3 (b)	83.2 (b)	79.4 (b)	87.8	91.8	83.9	89.1	92.3	85.9

Source: Eurostat (LFS); Extracted: 30-04-2010; Last update: 26-04-2010

Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

TABLE 2: EARLY SCHOOL LEAVERS (%), 2002-2008							
GEO/ TIME	2002	2003	2004	2005	2006	2007	2008
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9
LT	13.4 (b)	11.4	10.5 (b)	8.1	8.2	7.4	7.4

Source of data Eurostat (LFS); Extracted: 30-04-2010; Last update 26-04-2010

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

In the Lithuanian labour market, the number of qualified and unqualified workers (when upper secondary or lower education is sufficient to perform the work) exceeds the number of specialists (professionals, technicians and associated professional, clerical support workers) several times. However, the number of graduates from tertiary education (ISCED 5-6) exceeds the number of graduates from ISCED 3-4 vocational and pre-vocational programmes approximately 2 times (see the tables below). On the other hand, based on the data of Statistics Lithuania about new entrants, from 2007 the number of persons entering VET programmes was steadily growing and in 2009 the number of entrants to VET reached the highest numbers in the decade. Compared to 2008, vocational schools attracted more students by 10 %, whereas at the same time the number of those entering tertiary education decreased by 20 %. It is believed that the main factor for this change is the start of tertiary education reform when state-funded higher education is available only for the best upper-secondary education graduates and VET programmes graduates are awarded additional points for entering tertiary education.

TABLE 3: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007

YEAR		2005						2007					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
LT	F	19816	13	2819	:	:	2473	21149	:	2648	:	:	2186
	M	16338	7	4064	:	:	1587	16480	:	4179	:	:	1753
	T	36154	20	6883	:	:	4060	37629	:	6827	:	:	3939
EU 27*	F	1015169	108171	984823	22749	0	215435	1298881	98757	1176169	25386	0	212113
	M	743694	157951	1157304	22432	0	189312	965600	134924	1374844	23488	0	177657
	T	1758863	266122	2142128	45182	0	404747	2264481	233681	2551014	48874	0	389770

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total – calculated by Cedefop;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

TABLE 4: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2005, 2007

YEAR		2005						2007					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
LT	F	12583	5756	9010	:	188	27537	14901	5669	7977	:	220	28767
	M	6594	2881	4321	:	133	13929	7541	2728	3970	:	147	14386
	T	19177	8637	13331	:	321	41466	22442	8397	11947	:	367	43153
EU 27*	F	1189646	87526	403026	7709	39068	1993899	1114803	397431	332154	4448	40736	1891803
	M	876113	69567	270994	3441	50963	1439416	792381	249218	207117	3715	50700	1304118
	T	2113614	157093	677990	11150	92525	3494481	1960132	654480	545166	8163	93442	3264601

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

With the development of new educational services and the implementation of lifelong learning, adults increasingly participate in non-formal education and further education. However, based on the indicator on the participation of population aged 25-64 in education and training over the four weeks prior to the survey, Lithuania is lagging behind other EU countries as illustrated in Table 5.

TABLE 5: LIFELONG LEANING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2008									
TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
LT	3.0 (b)	4.0 (b)	1.9 (b)	6.0	7.7	4.2	4.9	6.1	3.7

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Life-long learning (adult participation in education and training) - Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey

Participation in mobility projects

In the framework of Leonardo da Vinci Mobility projects (see Section 2.2), each year approximately 1000 persons go abroad to upgrade their professional qualification. Students account for approx. 45 % of the participants.

TABLE 6: PARTICIPATION IN LEONARDO DA VINCI MOBILITY PROJECTS

	2002	2005	2007	2008	2009*
STUDENTS	286	493	545	519	286
VET SPECIALISTS	531	512	555	448	531
EMPLOYEES	4	10	40	53	4
TOTAL	821	1015	1140	1020	821

*Provisional data

Source: Education Exchanges Support Foundation (Švietimo mainų paramos fondas)

1.5. DEFINITIONS

General education *(bendrasis lavinimas)* is education in compliance with primary, basic (lower secondary), upper-secondary curricula (or special education variants thereof). *(Law on the amendment of the Law on Education, 2003)*.

Pre-vocational education *(Ikiprofesinis mokymas)* is training and practical activity, restoring and recreating learning motivation, helping trainees to understand the meaning of work, to get acquainted with current occupations, developing key competences and providing knowledge how to acquire an occupation. *(Description of Procedure for Pre-Vocational Training, 2007)*.

Vocational education and training *(profesinis mokymas)* is education and training in compliance with vocational training programmes, helping a person to acquire and improve qualification *(Law on the amendment of the Law on Vocational Education and Training, 2007)*.

Higher education/ tertiary education *(aukštasis mokslas)*: the purpose of higher education is to assist an individual in the attainment of a higher education level and acquisition of a respective qualification as well as in preparing for an active professional, social and cultural life. *(Law on the amendment of the Law on Education, 2003)*. In Lithuania *"tertiary education"* is equal to *"higher education"*.

Further education *(tolesnis mokymas)* is vocational training and higher education studies after graduation from upper-secondary education. *(Laužackas, R. Profesinio rengimo terminų aiškinamasis žodynas. Terminology of Vocational Education and Training. Terminologie der Berufsbildung, 2005)*.

Post-secondary non-tertiary education *(povidurinio ne aukštojo lygmens mokymas)* is training of persons who have completed upper-secondary education according to vocational training programmes (1 to 2 year duration).

Initial vocational education and training *(pirminis profesinis mokymas)* is vocational education and training for the acquisition of initial qualification. *(Law on the amendment of the Law on Vocational Education and Training, 2007)*.

Continuing vocational education and training *(tęstinis profesinis mokymas)* is vocational training for upgrading the existing vocational qualification or for acquisition of another one. *(Law on the amendment of the Law on Vocational Education and Training, 2007)*.

Apprenticeship *(pameistrystės profesinio mokymo organizavimo forma)* – training organised at work place: an enterprise, institution, organisation, farm, or implemented by a freelance teacher. Theoretical training may be implemented at a VET institution or another school. *(Law on the amendment of the Law on Vocational Education and Training, 2007)*.

Curriculum *(mokymo/studijų turinys)* is interdependence and interaction of key training process parameters (objectives, content, organisation, training methods, training means, assessment) in the context of ongoing updating development. This

term describes the entirety of training where each training element is oriented towards the overall goal. A curriculum is a training programme containing, in addition to detailed training objectives, detailed descriptions of already mentioned didactic (methodological) training parameters *(Laužackas, R. Profesinio rengimo terminų aiškinamasis žodynas. Terminology of Vocational Education and Training. Terminologie der Berufsbildung, 2005)*.

Qualification *(kvalifikacija)* is ability and right to engage in a certain professional activity, as recognised according to procedures prescribed by law or in legal acts of the Government or its authorised institutions. *(Law on the amendment of the Law on Education, 2003*).

Skills *(gebėjimas)* is an appropriate aptitude developed as a result of learning/study and performance of actions of a certain intellectual and/or physical nature in a specific area of activity. *(Laužackas, R. Profesinio rengimo terminų aiškinamasis žodynas. Terminology of Vocational Education and Training. Terminologie der Berufsbildung, 2005)*.

Competence *(kompetencija)* is competence to perform a certain activity on the basis of the entirety of acquired knowledge, skills, abilities and values. *(Law on the amendment of the Law on Education, 2003)*.

THEME 2: POLICY DEVELOPMENT – OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

2.1. OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1. NATIONAL LLL STRATEGY

The guidelines for developing lifelong learning are set in the Provisions of the National Education Strategy 2003-2012 and the Strategy for Assuring Lifelong Learning (2004, new edition 2008).

The Provisions of the National Education Strategy 2003-2012 (*Valstybinės švietimo strategijos 2003-2012 m. nuostatos, 2003*) establish the key aims and key quantitative as well as qualitative outcomes to be used as the basis for the development of education and evaluation thereof in 2003-2012. The key aims of developing education are as follows:

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

For achieving these aims measures in 5 areas are implemented, namely, improvement of management, infrastructure, support, curricula and personnel.

The Strategy for Assuring Lifelong Learning *(Mokymosi visą gyvenimą užtikrinimo strategija, 2008)* foresees both lifelong learning development directions and implementation measures of lifelong learning in the fields of vocational and adult education, i.e.

- developing comprehensive, coherent and efficient lifelong learning system, corresponding to national priorities and individual needs in the context of globalisation;
- creating opportunities to acquire, upgrade or change qualifications and competences for persons with different needs and skills;
- creating a qualifications system that would enhance correspondence of qualifications to the labour market needs, transparency and comparability of qualifications as well as facilitate continuation of training as well as professional and territorial mobility;
- improving quality of life and integration in society by developing non-formal non-vocational and informal adult education;
- creating 'second chance' education for adults to acquire general education and to develop key competences; increasing accessibility of lifelong learning services;
- creating opportunities for adults' educators to develop their qualification;
- modernising regional infrastructure of lifelong learning providers with the support from the European Union;

- improving and balancing the funding for CVET and adult education and thereof increasing funding for areas with the largest need for investments;
- raising awareness of the society about lifelong learning opportunities at national and regional levels; developing career management skills.

Implementation of these measures is foreseen within Practical VET Resources Development Programme (2007). The Programme is described in the Section 2.1.2.

2.1.2. POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

Governance and management

New edition of Law on VET was approved in 2007. It sets principles for the VET system management and quality assurance, defines national qualifications framework, introduces apprenticeship and creates legal preconditions to bridge IVET and CVET. Qualifications Authority under the Government of the Republic of Lithuania was established in December 2007 to implement functions of **designing, managing and awarding of qualifications** as defined in the Law on VET. Due to the economic recession and the recommendation of State Governance Improvement Commission (The Sunset Commission), in 2009 the decision was made to close down the Qualification Authority and to readdress its functions to the Ministry of Education and Science.

The reform of the network of initial and continuing VET providers is continued further. The reform is aimed at the optimal and efficient use of training funds and resources and at improving VET quality and attractiveness. When optimising the network of vocational schools, it is planned to decentralise school management to the local level and to merge several schools. In 2008 integration of IVET and labour market training (oriented towards the training of the unemployed) was started.

The establishment of the **sectoral practical training centres** (SPTC) framework is one of the recent priorities. The main aim of the SPTC is to assure that learners, using the latest technologies and equipment, gain practical skills matching the needs of the labour market. These centres are open to students from VET, higher education institutions, employees from sector enterprises, vocational teachers, etc. In 2009, first 8 agreements for the establishment of SPTC were signed. Before 2013 at least 33 SPTCs are planned to be established.

With the aim of increasing VET status and attractiveness to stakeholders, **VET management decentralisation** is implemented through the reorganisation of state VET schools into self-governing institutions *(viešoji įstaiga)*. This change enables different stakeholders (enterprises, social partners, regional and municipal government, etc) to participate in the management and funding of VET providers. The new status also increases their financial independence. In 2009, 13 VET providers had the status of self-governing institutions; after the adoption of necessary amendments of the Law on VET, the initiative will be continued.

Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa, 2007)* was approved in 2007. It sets out actions for the development of practical training until 2013. It foresees activities for VET

curriculum modularisation that would support implementation of European Credit System for Vocational Education and Training (ECVET). The programme also includes further development of VET quality assurance system, the development of VET infrastructure, including the development of sectoral practical training centres (SPTCs), the improvement of vocational teachers' qualification and upgrading of adults key competences. The implementation of the programme will be funded from national and ESF sources.

Seeking to increase adults' participation in education **the incentives to encourage private capital investment** were developed: tax incentives for legal entities for IVET have been in place since 2005 and since 2008 individuals have possibilities to deduct some costs associated with vocational training from their taxable income.

With the aim of increasing the attractiveness of teachers' occupation and improving the social situation of teachers the Government has approved **Long-term programme for increasing teachers' salaries** *(Ilgalaikė pedagoginių darbuotojų darbo užmokesčio didinimo programa)* in 2008. The programme envisages a plan for the increase of teachers' salaries.

Vocational guidance and counselling

The National Programme for Vocational Guidance within Education System *(Nacionalinė profesinio orientavimo švietimo sistemoje programa, 2007)* aims at ensuring integrity and continuity of the system; variety, quality and accessibility of services; training of specialists as well as involvement of social partners and other stakeholders into the development of the system. The programme foresees the development and introduction of career development model; development of qualification of vocational guidance and counselling specialists and creation of guidance and counselling instruments; further development of the Open Information, Guidance and Counselling System (AIKOS), etc. In 2009 with this programme a national project for creation of career development and supervision model in general education and VET was approved. The project started in 2010.

For further information about AIKOS, see Section 9.2.

VET teacher training

In 2007 the Regulations for Vocational Teachers' Qualification Improvement *(Profesijos mokytojų kvalifikacijos tobulinimo nuostatai)* were adopted. The document regulates the goals and objectives, as well as the methods of vocational teachers' qualification development, defines the responsibilities of the institutions engaged in the process and the funding arrangements. In 2008 the Minister of Education and Science approved the development of VET teachers' technological competencies as a priority area of teachers' professional development. The development and implementation of the system for the improvement of VET teachers' technological competencies is one of the activity groups of the above mentioned Practical VET Resources Development Programme (2007). For its implementation a national project in cooperation with employers and associated business structures started in 2010.

Curriculum reform

2005-2008 national ESF project "Development of the System of VET Standards" *(Nacionalinės profesinio rengimo standartų sistemos plėtra)* resulted in the development of 100 VET standards, which are the basis for curriculum development (see Section 8). After the implementation of the project, the formation of VET standards system was finalised (at the moment 169 standards are legitimised). Priority actions for curricula reform include development of modular training programmes in accordance to European Parliament and Council Recommendations on the establishment of the European Qualifications Framework, ECVET and a European Quality Assurance Reference Framework for Vocational Education and Training. Preparation for these activities stated in 2009.

Identification of skill needs

In 2005-2008 within a national ESF project "Development of the System of VET Standards" sectors of tourism, construction, sport, agriculture, wood, manufacturing of food products and beverages and manufacture of chemical products were researched. Sectoral studies are carried out seeking to examine a certain economic sector with a view of assessing the prospects of its development and the impact on the number of employees and training needs. The project also resulted in a methodology for identification of future skill needs, according to which skill monitoring and forecasting system should consist of two parts: _regular_, i.e. a future skills monitoring based on a fixed set of indicators (identification of areas with skill gaps) and _detail_, i.e. a special survey in the area where the highest lack of skills was observed.

Validation of non-formal and informal learning

In 2008 the Description of Procedure for Recognition of Prior Learning Achievements *(Ankstesnio mokymosi pasiekimų užskaitymo tvarkos aprašas)* was approved. It outlines recognition of prior learning of entrants to VET being a part of the training programme. Prior leaning encompasses learning according to formal and non-formal programmes as well as experience gained individually or through work experience.

2.1.3. CURRENT DEBATES

Current discussions address the development of national qualifications system and its correspondence to European qualification framework.

2.2. THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

A national level project for the development of *the* **national qualifications system** was finalised in 2008. As a result, a draft model of the National Qualifications Framework was prepared. It foresees 8 qualifications levels similar to those defined in the European Qualifications Framework. The draft of national qualifications framework was presented to the Government for approval. As mentioned in Section 2.1.2 the responsibility for the management of qualifications system was

readdressed to the Ministry of Education and Science and its delegated institution, the Methodological Centre for VET (from January 2010 Qualifications and VET Development Centre). The latter was also designated to act as a national coordination point. In order to create the legal preconditions for the development of the qualifications system, in 2009 the legal basis was further developed and the secondary legislation was drafted.

The development of modern **quality assurance system** in line with the EU strategic guidelines was the aim of the national-level project "Development and Implementation of a Common Quality Assurance System in Vocational Education and Training" ("*Vieningos profesinio mokymo kokybės užtikrinimo sistemos sukūrimas ir įdiegimas*"). Within the project the *Concept of VET Quality Assurance System in Lithuania* was developed. The Concept is applicable both for initial and continuing (including the non-formal education) VET. The Concept was developed on the basis of the Study of Quality Assurance in VET in Lithuania and Other Countries (2007) and considering the Common Quality Assurance Framework (*CQAF*) for VET in Europe. A number of other products were delivered as a result of the project (such as assessment methodologies, glossary of terms and other tools) and the human resources needed for the development of the VET quality assurance system were trained. The continuity of the project will be ensured through the measures of the *Practical VET Resources Development Programme (cf. 2.1.2)*, which foresees the activities for developing internal VET quality assurance mechanisms as well as developing external assessment.

The mechanisms are in place in the VET system to **recognise the skills and knowledge** acquired in various environments (learning according to formal and non-formal programmes, by work experience or informal learning). According to the existing procedure, persons with at least one year's work experience and those over 18 can apply to VET institutions for the recognition of their competences. The level of skills and knowledge of an applicant is defined on the basis of VET standards and relevant VET programmes. Further the applicant and school agree on a timetable of courses as necessary and the final qualification exam. Individuals who successfully pass the exam are awarded a qualification certificate or a qualified worker diploma which gives access to further formal education. For those who continue learning according to a chosen VET programme prior learning is recognised as part of the training programme.

Development of VET modular programmes is one of priority actions foreseen in the *Practical VET Resources Development Programme (2007)*. For more information please see Section 2.1.2.

Participation in VET mobility programmes

The main tools for geographical mobility are projects in the framework of Life-long learning programmes. Leonardo da Vinci mobility projects are intended for the mobility of VET students, VET specialists and employees. Participants of mobility projects can visit any of the 31 European countries involved in the programme for the purpose of improving qualification, better familiarisation with national education systems and the novelties in vocational training area. Based on information from the Education Exchanges Support Foundation (*Švietimo mainų*

paramos fondas), the national agency responsible for implementing EU Lifelong Learning Programme, each year more than 1000 VET students and specialists as well as employees from enterprises participate in *Leonardo da Vinci* mobility projects.

Implementation of Europass

Europass documents are widely used by participants in Lifelong Learning programmes, e.g. *Europass mobility* is awarded to participants of international education programmes. Europass CV became a common CV format for state organisations and a number of employment services. Europass certificate supplements are prepared for all formal vocational training programmes. They are published in Open Information, Counselling and Guidance System (AIKOS, http://www.aikos.smm.lt) and are accessible for everyone.

3.1. OVERVIEW

The economic recession has significantly changed the pace of the development of the Lithuanian economy. In 2009 gross domestic product (GDP) decreased by almost 15 % as compared to 2008. The main factor of the change was the declining competitiveness of the country. The sectors which were hit hardest were construction and manufacturing industry. Positive growth indicators were recorded only in agriculture, information technologies and telecommunications, and chemical industry sectors.

Based on the review of the economic sectors done by DnB NORD bank "Perspectives of Lithuanian Economy", in 2009 the highest decline was experienced by the Lithuanian **construction sector**. In 2008 the sector registered 10.4 % production growth whereas in 2009 the production decreased by 49.4 %. Due to the economic crisis in 2009 the highest decrease of added value and a significant fall in the numbers of employees as well as the highest cuts in salaries were recorded in this sector. The majority of bankrupt enterprises were those from the construction sector as well.

The turnout of **manufacturing industry** decreased by 29.3 % as compared to 2009. All branches of manufacturing industry, especially textiles, manufacture of metal and non-metallic mineral products (such as construction materials, glass and ceramics), suffered a decline. The branch which suffered least was food industry.

With the aim of assessing possible long-term social consequences of the economic recession in Lithuania and projecting possible preventive and mitigation measures, the Labour and Social Research Institute in cooperation with the United Nations Development Programme, the Social Security and Labour Ministry and the European Commission Representation in Lithuania has carried out an assessment of the long-term consequences of the crisis.[2] It is reported that the economic recession has struck in one or another way a number of society groups in Lithuania. It suggests that those who lost their jobs during this period, also single parents with children under 18 years old, and large families with several children under 18 are the groups which were hit hardest. In addition, those who borrowed a mortgage loan from a bank and have difficulties paying the loan also fall under category of vulnerable groups. The authors of the assessment report state that the situation of persons who were attributed to socially vulnerable groups before the crisis (pensioners, disabled, low-income families) is not as bad as that of individuals who lost their jobs during the recession, because the former's income has not changed

---

[2] Jungtinių Tautų vystymo programa (JTVP) Lietuvoje, LR socialinės apsaugos ir darbo ministerija, Europos Komisijos atstovybė Lietuvoje. Nuo analize pagrįsto politikos dialogo iki veiksmingo sprendimų priėmimo: Ekonominės krizės ilgalaikių pasekmių socialinės atskirties situacijai Lietuvoje vertinimas [From analysis-based policy dialogue to efficient decision making: Assessment of long-term concequences of economic crisis on social exclusion situation in Lithuania].

essentially. Nevertheless, because of the deficit of the State Social Insurance Fund those groups are also likely to be threatened with deprivation.

3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1. TRENDS IN LEARNERS' BEHAVIOUR

In 2009, compared to 2008, vocational schools attracted 10 % more students and the number of entrants to formal VET programmes was the highest in the decade (22.7 thous.). This change was primarily caused by increased number of entrants to post-secondary non-tertiary level VET programmes (number increased by one third). Due to the fact that in 2009 the number of those entering tertiary education decreased by 20 % it is believed that the main reason for this change is the start of the tertiary education reform when state-funded higher education is available only for the best upper-secondary education graduates. On the other hand around 25 % of those entering IVET programmes at post-secondary level are persons aged 24 and older, therefore it is likely that a part of them are studying in vocational schools because they have lost their job and decided to change qualification.

Data from Labour force survey reveals that the share of the population in education is not increasing: based on the indicator on the participation of population aged 25-64 in education and training over the four weeks prior to the survey, Lithuania (4.9 % in 2008) is behind other EU countries (EU average in 2008 – 9.5 %). The situation may become worse due to decrease of household expenditure on education in the time of recession. According to the household budget survey data, the expenditure of households for education decreased by 22.8 % in 2008. The Lithuanian Labour Market Training Authority (LDRMT), the institution coordinating and supervising activities of labour market training centres implementing CVT, reports that during the recession employers decreased their spending for training of employees. In 2009, employees covered training courses costs for 55.7 % less persons in the labour market training centres as compared to 2008. On the other hand, with the growth of the unemployment, in 2009 the number of the unemployed participating in VET increased (according to Lithuanian Labour Exchange, in 2008, 9.8 thous. unemployed persons and in 2009 – 13.9 thous. unemployed persons participated in training).

At the beginning of 2009 LDRMT prepared guidance and counselling guidelines to diminish the negative consequences of increasing unemployment. In cooperation with the local labour exchange offices the unemployed and those employees who received notice of dismissal were counselled. Actions also involved cooperation with employer organisations and trade unions in disseminating information and providing assistance for employees and employers. LDRMT reports that compared to 2008, in 2009 the number of socially vulnerable persons (e.g. first-time labour market entrants, persons over 50, long-term unemployed) increased by 62 %.

3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

Please see Section 3.2.1..

3.2.3. MEASURES TAKEN AT GOVERNANCE LEVELS (NATIONAL, REGIONAL, LOCAL)

The Government of Republic of Lithuania developed **a Plan for the Stimulation of the Economy** *(Ekonomikos skatinimo planas)* in 2009 with the aim of improving business conditions, retaining jobs and reducing social tension in the society. The plan consists of five parts: expanding business financing opportunities, increasing energy efficiency in the buildings, implementating faster the EU structural support, improving the business environment *(Saulėtekis)*, promoting export and investments.

With the aim of promoting entrepreneurship, self-employment and the creation of new jobs, the Entrepreneurship Promotion Fund *(Verslumo skatinimo fondas)* was established at the end of 2009. It aims at creating conditions for micro and small companies and individuals to start up their businesses and for the social companies to develop the existing businesses. It is planned that the funds allocated from the Entrepreneurship Promotion Fund will enable to organise training for more than 5,000 persons, of whom 1200 will receive loans for the start up or development of the existing businesses. The micro-loans firstly will be granted to vulnerable social groups – unemployed, young people up to the age of 29, pre-retirement age people, and those over 50 years of age.

The State Governance Improvement Commission (The Sunset Commission - *Saulėlydžio komisija*) was established at the beginning of 2009. Its task is to carry out the review of the state institutions (including education institutions) functions and activities with the aim to improve their efficiency and reduce their expenditures. For instance, in 2009 the decision was made to close down the Qualification Authority under the Government of the Republic of Lithuania and to readdress its functions to the Ministry of Education and Science.

With the aim of solving the population's unemployment problems, in 2009 the **new edition of the Law on Support for Employment** was approved. The Amendments to the Law aim at reducing the negative impact of the economic downturn on the growth of the unemployment, creating conditions for retaining jobs and involving more persons into the active labour market policy measures. For example, the Law provides that public works may be done by the employees of companies facing economic difficulties in view of safeguarding their jobs. The employers receive subsidies for the salaries of these employees. The Law expanded to include the groups eligible for subsidies to create new jobs when starting-up their business (disabled people, large family parents, etc). The Law also provides that the training grant may be awarded not only to the unemployed people but also to those employees who have been given a notice of dismissal.

For relieving the consequences, a number of measures for the development of VET existing prior to crisis have become even more relevant after the crisis. For example:

- **Implementation of 2007-2013 Human Resources Development Operational Programme** *(Žmogiškųjų išteklių plėtros programa, 2007)*. Based on the programme, EU and national budget funding will be allocated for the development of human resources in enterprises and public sector, reorientation of workforce in rural areas from agriculture to other activities, integration of jobseekers to the labour market, etc. One of the areas of the support is the strengthening of key competencies and especially entrepreneurship.

- **Implementation of 2007-2013 Cohesion Promotion Operational Programme** *(Sanglaudos skatinimo veiksmų programa, 2007)*. Based on the programme, EU and national budget funding will be allocated for the development of VET infrastructure and modernisation of adult education institutions, etc.

- **Implementation of Practical VET Resources Development Programme** *(Praktinio profesinio mokymo išteklių plėtros programa, 2007)*. The programme is oriented towards the improvement of practical VET quality and improvement of the preparation of the learners for the real labour market. The Programme foresees activities for the development of modular VET system, further development of VET quality assurance system, the development of the VET infrastructure.

- **Reorganisation of VET providers' network.** It is foreseen to further optimise the network of vocational schools by decentralising some schools' management to local level, by merging several schools and transforming internal institutional structure. In addition, in 2008 integration of IVET and labour market training (oriented towards training of the unemployed) systems was started. This should result in more efficient use of training funds and resources and in the development of services for adults.

Financial measures as response to the crisis

Due to economic downturn, the amendments to the **Long-term programme for increasing teachers' salaries** *(Ilgalaikė pedagoginių darbuotojų darbo užmokesčio didinimo programa,* 2008*)* were adopted in 2009 which suspended the increase of teachers' salaries from 2010. However it is committed to further increase salaries with regard to the State financial capacities and changes of average monthly salaries.

In 2009 sources for the **unemployed training** funding were redistributed. Unemployed training is mainly funded using European Social Fund (ESF) support (for more information please refer to Section 10.3). It should be also noted that in 2009 expenditure for unemployment benefits increased 3.5 times compared to 2008.

3.3. LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

The Assessment Report of the Long-term Consequences of the Economic Crisis on Social Exclusion Situation in Lithuania (2009) suggests that on the policy level the main measures should focus on securing current work places, (re)integration of the unemployed into the labour market and the improvement of social support network. If no measures are taken, the following negative long-term consequences of economic recession are predicted:

- **the increase of long-term unemployment and related problems.** It is forecasted that due to long-term unemployment and intensified emigration in long term perspective (2015) when the economy recovers the number of employees may remain less and the number of unemployed may be 3 times larger than in the beginning of recession. Youth and persons over 50 may experience extremely difficult situation. It is also forecasted that the number of long-term unemployed will remain high even after recovery of the economy (2012–2015) due to the fact that a large share of the unemployed will be uncompetitive in the labour market because of low qualification and lack of relevant skills.

- **decrease of investment in human resources.** It is likely that during the economic crisis due to lower incomes, population expenditure on training will also decrease. In long-term perspective this will reduce persons' competitiveness in the labour market, will lead to lower salaries and will increase the risk of deprivation in the future.

- **increase of emigration and related problems.** Due to increasing emigration more and more qualified employees are leaving the country. In future it may be problematic to compensate them with newly trained employees. Considering the fact that majority of emigrants are working age population, problems of demographic aging may sharpen (a heavier burden to support retirees, decreasing income of population).

4.1. HISTORICAL BACKGROUND

Before the restoration of independence, Lithuania had a functioning vocational education and training system in line with the requirements of the Soviet regime. The system consisted of secondary vocational technical schools and technicums. Secondary vocational technical schools absorbed part of the less academically inclined pupils streamed there after completing nine years at general education schools. Vocational training at these schools lasted for three years. On graduation students were awarded a qualification and a certificate of secondary education. There were also technical schools which enrolled persons with completed secondary general education. Technnicums constituted the higher level of VET system. For students who enrolled after nine years of general education the duration of studies was 4 years. There were also technicums which enrolled persons with completed secondary general education; in that case, the duration of studies was 2 years. On graduation, students acquired specialised secondary education and were awarded a qualification.

Preparation for a reform started when the country was still part of the Soviet Union. In 1989 a concept for 'National School' *(Tautinė mokykla)* was published; it contained proposals for the reform of vocational schools and technicums. After re-establishment of the country's independence in 1990 secondary vocational technical schools were re-named into vocational schools *(profesinė mokykla)* and 4 level VET programmes were offered in them. Such functions as the development of VET curricula, the choice of training and learning material, organisation of final exams were delegated to vocational schools. From 2000 optimisation of vocational school network was started during which multi-functional regional vocational training centres were established through mergers of vocational schools in the corresponding regions. In 2000-2004 the number of vocational schools decreased from 104 to 73.

Another important step was the reform of technicums. Due to the reason that higher education institutions had chosen academic education path by legitimating binary bachelor and master level studies, it was decided to transform technicums into post-secondary education institutions providing 2 to 4 year duration programmes. In 1991 technicums were reorganised into professional colleges *(aukštesnioji mokykla)*. Later, in 2000-2004, on the basis of professional colleges a network of colleges providing higher education programmes oriented towards preparation for practical activity (ISCED 5B) was established.

In 1991 the creation of a system for labour market training *(darbo rinkos profesinis mokymas)* started. To provide labour market training services 15 labour market training centres were established. Thus two networks of training institutions came into being and the implementation of VET policy was divided between two ministries: the Ministry of Education and Science was responsible for initial VET while the Ministry of Social Security and Labour was responsible for continuing VET. In 2007 a new edition of the Law on VET was passed by the Parliament (Seimas)

which provided for merging the two networks and creating a joint network of training providers under the Ministry of Education and Science.

In 1998 a group of experts prepared the White Paper on VET (*Profesinio mokymo baltoji knyga)* which formulated the objectives for the reform of the VET system (for example, guarantying continuity of education and training, optimisation of the network of VET institutions, provision of vocational guidance and counselling to young and adult learners, granting VET to groups with special needs, developing a system of teacher/ trainer pre-service and in-service training). It was also foreseen that social partners would play a greater role both through their participation in multilateral boards and by undertaking direct responsibility for VET process (for example, participation in the development of VET standards, responsibility for organising qualification exams). In addition, it was raised that the Vocational Education and Training Council (*Profesinio mokymo taryba)* should play the key advisory role in dealing with strategic VET issues. The majority of provisions set in the White Paper on VET have been put into practice.

4.2. LEGISLATIVE FRAMEWORK FOR IVET

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 the European Union VET policy provisions as well as the national priorities.

VET related laws may be divided into those which regulate VET directly or indirectly. They regulate the general principles of VET with further details set out in secondary legislation. This framework provides a more flexible approach whereby changes can be made without resorting to primary legislation.

Laws regulating IVET 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, etc.) for both learners and teachers.

The Law on Vocational Education and Training (*Profesinio mokymo įstatymas,* 1997, new edition 2007) sets out the structure and management of the VET system, design, management and award of qualifications, organisation and management of VET as well as VET funding. Based on this Law, the VET system in Lithuania covers initial VET *(pirminis profesinis mokymas*), continuing VET *(tęstinis profesinis mokymas)* and vocational guidance *(profesinis orientavimas)*. Initial vocational education and training is intended for the acquisition of initial qualification and continuing vocational training - for upgrading of the existing vocational qualification or for the acquisition of another one. VET may be provided in parallel with general lower or upper secondary education. The Law establishes the legal preconditions for the implementation of the qualifications system and the

integration of the initial and continuing vocational education and training systems, expands the variety of training organisation forms (introduces apprenticeship) and shapes provisions for quality assurance.

The Law on Science and Study (Mokslo ir studijų įstatymas, 2009) establishes science and study quality assurance principles, the award and recognition of higher education qualification and science degrees, science and study institutional management, activity organisation and monitoring, science and study financing. According to the law, there are two types of tertiary education institutions: universities *(universitetas)* and colleges *(kolegija)*. University study programmes are more oriented towards universal general education, theoretical preparation and highest level professional skills, whereas college study programmes are oriented towards preparation for professional activity. The Law has replaced the previous version of the Law Science and Study (1991) and the Law on Higher Education (2000). After the adoption of the Law, the higher education funding was reformed: as of 2009 the major part of the state funding for studies (also in the colleges) are allocated through the "student basket".

4.3. INSTITUTIONAL FRAMEWORK: IVET

VET organigramme is provided in annex 1.

Key institutions with the responsibility for VET policy decision-making at the national level:

- The *Seimas* (Parliament) is the supreme legislative body of the Republic of Lithuania;
- The *Government of the Republic of Lithuania* implements laws stipulating education, decrees of the President of the Republic of Lithuania and the resolutions of the Seimas, the long-term national education programmes. It implements the chapter on education of the Government Programme, approves the implementing programmes and coordinates the work of the Ministry of Education and Science, other ministries and Governmental institutions regarding education issues;

- The *Ministry of Education and Science (Švietimo ir mokslo ministerija, MES)* shapes and implements vocational education and training policy at the national level;
- Other *ministries* take part in shaping and implementing VET policy;
- The *Vocational Education and Training Council (Profesinio mokymo taryba)* functions as an advisory body for the Ministry of Education and Science and other governmental institutions in making decisions regarding strategic questions in VET. The Council is comprised equally of members representing state and municipal institutions, members representing employer and business organisations as well as members representing employee organisations;
- The *Industrial Lead Bodies (Ūkio šakų ekspertų grupės)* are the main consultative bodies of the Ministry of Education and Science on the sectoral

level in developing VET standards and VET curricula. They equally represent the social partners related to VET: employers, trade unions and education providers. There are 14 Industrial Lead Bodies established at the Methodological Centre for Vocational Education and Training (since January 2010 Qualifications and VET Development Centre - below).

At the regional level the *County Governor's Administrations* are involved in VET policy decision-making and implementation. For example, they contribute to the planning of the students' admission to the VET study programmes, monitoring the activity of VET providers, etc. The *County VET Councils (Apskrities profesinio mokymo tarybos)* play advisory role to the County Governor's Administrations, the Ministry of Education and Science and other governmental institutions in dealing with the VET issues on the county level: assess applications of VET providers to the state-funded VET programmes, analyse demand for VET programmes and demand for VET provision, etc. It should be noted that in 2010 a reform of county government structures is planned by delegating their functions to municipalities or other state institutions, thus regional structures are likely to change.

At the local level *municipality institutions* are involved in VET management. They initiate the establishment of a VET provider network in line with the needs of the municipality residents, take part in organising the admission of persons to the state funded VET programmes, organise the assessment of general education attainments and school leaving (maturity) examinations, plan and implement vocational guidance, etc.

Key institutions implementing vocational education and training policy

With the aim to ensure the uniform assessment of VET graduates preparedness for practical activity, the function of the final qualification assessment is delegated to the *social partners*. Social partners take part in organising and carrying out the assessment of competences acquired by students. Currently this function is implemented by the Chamber of Commerce, Industry and Crafts and Chamber of Agriculture.

The Methodological Centre for VET *(Profesinio mokymo metodikos centras, PMMC, since January 2010 – Qualifications and VET Development Centre)* under the MES accumulates and analyses information on VET and human resources development, initiates and (or) implements applied VET research, designs methodologies for the development of VET, designs VET standards, assesses and develops VET quality.

The Centre for Quality Assessment in Higher Education *(Studijų kokybės vertinimo centras*, SKVC) under the MES aims to encourage the quality of activities of higher education institutions through an external assessment and accreditation of institutions and study programmes. The Centre also assesses and recognises higher education qualifications acquired in foreign countries.

The Education Development Centre *(Ugdymo plėtotės centras, UPC)* under the MES coordinates teachers' and education managers' qualification development, assesses teachers' activities and accredits qualification development programmes. The UPC

was established in 2009 after reorganisation of Teacher Professional Development Center *(Pedagogų profesinės raidos centras),* Teacher Competence Centre *(Mokytojų kompetencijos centras)* and Education Development Centre *(Švietimo plėtotės centras).*

The Centre of Information Technologies of Education *(Švietimo informacinių technologijų centras)* under MES develops, accumulates and disseminates computerized learning tools, offers training courses on computer literacy and use of ICT in education, administers education information systems, accumulates databases of educational statistics.

The Lithuanian Youth Information and Technical Creativity Centre *(Lietuvos mokinių informavimo ir techninės kūrybos centras)* plans and implements vocational guidance and career planning activities in the country.

The Lithuanian Labour Market Training Authority *(Lietuvos darbo rinkos mokymo tarnyba,* LDRMT) under the Ministry of Social Affairs and Labour (MSSL) organises the development of vocational and psychological counselling programmes, the implementation and application of new counselling methods.

The Education Exchanges Support Foundation *(Švietimo mainų paramos fondas)* is a Lithuanian agency responsible for implementing the EU Lifelong Learning Programme and other initiatives funded by the European Commission and the Government of the Republic of Lithuania in the area of education and training. The aim of the institution is to help Lithuanian people use opportunities provided by international cooperation projects. VET development is the scope of Leonardo da Vinci programme (mobility, innovation transfer and partnership projects).

In accordance with the Law on Vocational Education and Training, *VET may be provided* by a vocational education and training establishment, freelance teacher and any other VET provider (a general education school, organisation, or enterprise where VET is not their main activity) that has the right to develop and (or) implement VET programmes as prescribed by the law.

4.4. LEGISLATIVE FRAMEWORK FOR CVET

Key Laws regulating CVET directly

The Law on Education (1991, new edition 2003) and the Law on VET (1997, new edition 2007) stipulates that the purpose of *continuing vocational education and training* is to upgrade the existing qualification or to acquire another one. Individuals upgrading their qualification or seeking a new one may validate their prior learning achievements. Competences acquired by way of non-formal education may be recognised as being a qualification or part of a qualification. For more information on these Laws see 4.2.

The Law on Science and Study (2009) establishes that universities and colleges may provide study programmes for re-qualification that do not lead to a degree.

Additionally, CVET is regulated by the Law on Non-formal Adult Education (1998) and the Law on Support for Employment (2006).

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. The Law establishes that non-formal adult education includes fostering an individual's general culture as well as acquisition and upgrading of knowledge and skills needed for individual's professional activities. Non-formal adult education courses may be developed and provided by Lithuanian non-formal adult education institutions, also general education schools, VET institutions, colleges and higher education institutions that have established non-formal adult education units (divisions, groups, etc.), other legal entities and individuals who have been authorised to provide non-formal adult education. The Law stipulates that non-formal adult education may be funded by interested legal persons, individuals, and participants. Funds necessary for upgrading professional qualification and re-qualifying civil servants are granted from municipal or State budgets.

The 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 the 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 the organisation and funding of their implementation. The Law establishes that the vocational training of the unemployed and of the employees who have been given a notice of dismissal is organised seeking to award qualifications and/or develop professional skills. Vocational training is carried out in accordance with the provisions of the Law on VET. During the period of training, the unemployed receive an education grant; the transportation costs to and from the place of training and the accommodation costs are also reimbursed.

CVET issues in collective agreements
The Labour Code *(Darbo kodeksas)* legitimates collective agreements at country, sector, territorial or enterprise level. They can define conditions for acquiring occupation, improvement of qualification or re-qualifying. Collective agreements at enterprise level can additionally set out guarantees and privileges related to employee training. National, sector and territorial collective agreements apply for enterprises which are members of associations having signed the agreement (or later joined them). Enterprise collective agreement applies to all employees of the enterprise.

Based on the available information about collective agreements, it can be assumed that collective agreements at enterprises, sectors or regions are not widely spread. The analysis of Lithuanian Free Market Institute (*Lietuvos laisvosios rinkos institutas)* indicates that until July 2009 only one sector-level collective agreement

was signed in the textile sector and up to 8 % of enterprises had enterprise-level collective agreements.[3] The results of the research on enterprises collective agreements and specific chapters regarding CVT (carried out in 2007)[4] has shown that most often collective agreements include issues regarding qualification improvement and related guarantees and privileges (62 % of respondents). Occupation acquisition and re-qualifying issues are less accepted (correspondingly 19 % and 26 % of respondents).

4.5. INSTITUTIONAL FRAMEWORK: CVET

The bodies responsible for CVET policy decision-making and implementation are the same as in case of IVET (described in Section 4.3).

Additionally, the Lithuanian Labour Exchange, LLE (*Lietuvos darbo birža*) under MSSL is responsible for the implementation of active labour market policy measures and the organisation of vocational training for the unemployed. It assesses the situation in the labour market, designs annual "Barometer of employment possibilities" and assesses the needs for vocational training (focusing to a larger extent on the needs of the unemployed and the labour market). LLE selects unemployed training providers following the public procurement procedure.

---

[3] Lietuvos laisvosios rinkos institutas. LLRI analizė: dėl kolektyvinių darbo santykių ir darbuotojų atstovavimo [Collective Labour Relations and Represeantation of Employees], 2009

[4] EQUAL projektas „Paramos tinklas reintegracijai į darbo rinką Utenos, Vilniaus apskrityse". Įmonių / įstaigų / organizacijų kolektyvinių sutarčių skyrių, liečiančių dirbančiųjų specialybės įgijimo, kvalifikacijos kėlimo, perkvalifikavimo bei su tuo susijusių lengvatų klausimus tyrimo (2005-2007 m.) ataskaita, [Report of Research on enterprises collective agreements chapters regarding employees countinuing training], 2007

5.1. BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

As stipulated in Constitution of the Republic of Lithuania (1992), education is compulsory for persons under the age of 16. The compulsory education is associated with completion of lower secondary education (ISCED 2), after which students can choose upper secondary general education or VET programmes at ISCED 3 level (leading to qualification or with the general upper secondary education leading to qualification and school leaving *(maturity)* certificate). Those who fail to graduate from lower secondary education may enter VET programmes or youth schools. Graduates of upper secondary level programmes leading to school leaving *(maturity)* certificate (either vocational or general education oriented) may enter either post-secondary vocational training (ISCED 4) or higher education (ISCED 5) programmes. Information about certificates awarded upon completion of each circle is presented further. A diagram of the education and training system is attached – Annex 2.

Promoting participation in IVET

New edition of Law on VET (2007) should facilitate participation in VET through a number of introduced developments. For instance, the law defines national qualification framework, describes validation of learning outcomes acquired outside formal education, introduces apprenticeship, sets principles for VET quality assurance.

Seeking to improve the profile of VET and its attractiveness to stakeholders, **management decentralisation** is being implemented through the reorganisation of state VET schools into self-governing institutions *(viešoji įstaiga), allowing* a variety of stakeholders (enterprises, regional and municipal government representatives, etc.) to take part in the management process and increasing budgetary autonomy. Currently 13 VET providers have the status of a self-governing institution and the initiative is continued further.

Attempts are being made to **bring general education and VET closer**. VET students are provided with opportunities of different pathways of acquiring a qualification and completing general lower or upper secondary education. Since 2000 *technological gymnasiums* have been established at vocational schools. They provide upper secondary general education and pre-vocational education. Graduates are awarded the school leaving (maturity) certificate. Further they can choose either to stay in a VET institution, continuing training according to VET programmes, or to enter higher education. Besides, subjects on technologies have been introduced in upper secondary general education schools. Students have the opportunities to deepen their knowledge in technologies in specific sectors and to develop their practical skills and, in such a way, to acquire at least part of the skills necessary for professional qualification at the general education school. The following technology subject programmes are designed: construction and wood processing technologies, applied arts, crafts and design technologies, textile and

clothing technologies, tourism and nutrition technologies, business and management technologies, photography, graphic design, film and visual art, computer-assisted music technologies. These modules may be recognised as a part of VET programme, when continuing education according to VET programmes. Also, there are cases when VET programme modules are included into the general education curriculum. In 2009 some of the schools piloted technology school leaving (maturity) exam, whereas in 2010 the exam was organised in the entire country. The exam may be taken by the general education school pupils, as well as by the VET students.

In 2009 a Description of the Procedure for Ranking the Best Graduates from Upper Secondary Education Programmes (*Geriausiai vidurinio ugdymo programą baigusiųjų eilės sudarymo 2009 metais tvarkos aprašas)* was approved. It defines the selection criteria and a procedure for ranking the graduates who apply for higher education and wish their studies to be funded from the State budget. This document provides that applicants for higher education institutions who have graduated a VET programme under the same field of education exceptionally well or have graduated a VET programme under the same field of education and have no less than one year of work experience according to the qualification acquired are awarded additional entrance points. This increases their opportunities to receive the so-called "student baskets" (i.e. funding from the State budget to cover their studies).

One of the measures for promoting participation in VET is improvement of practical training resources. Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa,* 2007) foresees activities for VET curriculum modularisation, further development of VET quality assurance system, the improvement of vocational teachers' qualification, the development of VET infrastructure (including sectoral practical training centres, SPTCs). In 2009, the first 8 agreements for the establishment of SPTC were signed. By 2013 at least 33 SPTCs are planned to be established. The main aim of the SPTC is to assure that learners gain practical skills using the latest technologies and equipment matching the needs of the labour market. These centres are open to students from VET, higher education institutions, employees from sector enterprises, vocational teachers and others.

VET providers

The Law on VET (2007) stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) that is entitled to develop and implement VET programmes. VET providers may accept students and start implementing formal VET programmes after receiving a licence from the Ministry of Education and Science.

Currently the main IVET providers are vocational schools *(profesinė mokykla)* and colleges *(kolegija)*. Vocational schools implement vocational training programmes at ISCED 2, 3 and 4 levels. Colleges implement study programmes oriented towards practical activity (ISCED 5B). Some colleges provide vocational training programmes as well.

The majority of providers are in the public sector: in 2009, only 3 of 79 vocational schools were non-public. The college studies are in the education sector where the private segment is the strongest: almost half (10 of 23) of Lithuanian colleges are non-public and absorb around 30% of all students at college level.

VET curriculum

VET curricula in Lithuania are competence-based, with clearly defined training objectives. Since 2000 the VET programmes are developed by VET providers, in cooperation with representatives of employers. When developing programmes, the providers follow VET standards and general requirements approved by the Minister for Education and Science.

The training programme comprises two parts: the *standardised* part, common to the entire country, which defines the areas of professional activity, competencies, training objectives and provisions for the assessment of competences (the standardised part of the programme is automatically transferred from the relevant VET standard); and the *optional* part, covering teaching methods, subject programmes, training facilities, etc.

Main requirements of the programmes are as follows:

- practical training comprises 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 and it should take up to 15 weeks;
- specialisation subjects may comprise 10-15% of the total time allocated to teaching vocational subjects;

- programmes should contain entrepreneurship as well as civil security subjects;

- environment, IT, foreign languages should be either integrated into the vocational subjects or developed as separate modules;

- in order to better reflect local needs, VET institutions have the right to independently change the content by up to 10%.

Quality assurance mechanisms

The principles for the VET quality assurance have been established in the new edition of *the Law on VET* (2007). The amended Law has legitimated the internal and external assessment of the managerial and pedagogical performance of VET providers and defined the responsibilities for the quality assurance.

At the national level VET quality is assured by implementing the following measures:

- *Development and approval of VET standards.* VET standards are the basis for the development of VET programmes and assessment of the achievements of pupils and students. The VET standard is comprised of the following parts: general description of occupation; occupational purpose; areas of activity; competencies and their range; training objectives; assessment of competencies;

key competencies; and final assessment of qualification. After approval of new or amended VET standards, programmes must be revised accordingly.

- *Development and registration of training programmes* (as described above) *and issuing licences.* A newly drafted VET programme is subject to approval by a competent employer organisation (e.g. the Chamber of Commerce, Industry and Crafts). Next, experts (vocational teachers, employers) evaluate the quality of the programme, and, in the case of positive assessment, the programme is entered on the Register of Study and Training Programmes. A VET provider is entitled to implement a registered training programme if its resources are sufficient for implementation.

- *Supervision of training provision.* Since the internal quality assurance system in Lithuanian vocational training institutions is still under development, an important role is assigned to the supervision of training quality. There are several institutions and authorities involved in the supervision: the respective departments at the Ministry of Education of Science are engaged in the supervision of the training process and performance, while the County Governor's Administration Office is in charge of the state supervision of VET institutions (e.g. supervision of the performance of institutions and the compliance with the conditions for the provision of VET curricula, supervision of the organisation and implementation of qualification exams). The National Audit Office *(Valstybės kontrolė)* conducts selective examinations of training institutions, which include analysis of the efficiency of their performance. Other public bodies authorised to exercise control can also perform thematic inspections.

- *Independent assessment of qualification.* From 2003 social partners are responsible for the final qualification examination. They delegate employers' representatives to the qualification exam commission, take part in preparing tasks and tests for the exams. A qualification exam commission is formed of 3 members representing employers, employees and VET providers.

As established in the new edition of the Law on VET the principal liability for the enhancement of training quality lies with VET providers. It is their duty to ensure the quality of VET, to create the learning conditions established in VET curricula, to ensure continuous renewal of the curriculum and methods, and to create conditions for teachers and other staff to improve their qualification. For years vocation training institutions have been encouraged to develop and implement their internal quality assurance systems, while a number of teacher training institutions have been systematically organising training for school staff on issues related to the development of the internal quality assurance systems.

Within the framework of the national ESF project "Development and Implementation of the Common Quality Assurance System in VET" (2005-2008) the *Concept of VET Quality Assurance System in Lithuania* was developed. The Concept is applicable both for initial and continuing (including the non-formal education) VET. The Concept was developed on the basis of the Study of Quality Assurance in VET in Lithuania and other Countries (2007), with consideration of the Common Quality Assurance Framework (*CQAF*) for VET in Europe. The following goal was

established for the VET quality assurance system: to ensure the ongoing VET quality improvement by reconciling the needs of the world of work, the individual and the society. A number of other products were delivered as a result of the project (such as assessment methodologies, glossary of terms, and other tools) and human resources needed for the development of the VET quality assurance system were prepared. The continuity of the project will be ensured through the measures of the *Practical VET Resources Development Programme*, which foresees the activities for developing internal VET quality assurance mechanisms, as well as developing external assessment.

The principles for quality assurance of *higher education level college programmes* (ISCED 5) are set in the Law on Science and Study (2009). As stipulated in the Law, every higher education institution must have an internal system of quality assurance based on the provisions of quality assurance in studies of the European Higher Education Area and on the strategy of the improvement of the quality of performance as approved by the institution itself. Only accredited study programmes are carried out, the ones that are entered into Study and Training Programmes Register. The external evaluation of study programmes of higher education institutions is performed by the Centre for Quality Assessment in Higher Education. In order to improve the quality of the activities of higher education institutions and to implement their accountability, external evaluation involving experts from foreign states is initiated every six years.

5.2. IVET AT LOWER SECONDARY LEVEL

Vocational training programmes at lower secondary level are designed for students over 14 years. There are no restrictions for the maximum age of students. On parallel with vocational subjects, trainees may also study according to the general education programme and acquire general lower secondary (basic) education *(pagrindinis išsilavinimas)*. This is obligatory for students at the age of 16 and younger. The duration of programmes may be 2 or 3 years. It depends on whether the programme is designed for those willing to complete general lower secondary education or whether it is targeted at students with special needs.

TABLE 1: INFORMATION ABOUT VET PROGRAMMES AT LOWER SECONDARY LEVEL						
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Vocational training programme	Primary sector and utilities; manufacturing; construction; distribution and transport; business and other services; non-marketed services	ISCED 2	Vocational subjects: 70 – 90 %	School based training: 75-80 %	2-3 years	Further training in VET institution or general education school; Access to labour market

Assessment, certification and progression routes

Currently social partners (Chambers of Commerce, Industry and Crafts and Chambers of Agriculture) are responsible for the final assessment of students' competences. The social partners delegate representatives of employers to the qualification exam commission and are also involved in preparing both theoretical and practical tests. Exam commissions consist of 3 members, equally representing employers, employees and the VET provider.

A qualification is awarded to those, who have acquired all competences provided for the qualification in the relevant VET standard. The qualification exam is split into two parts, theoretical and practical. Successful graduates receive a qualification certificate (*kvalifikacijos pažymėjimas*) providing access to the labour market. Those who have completed general lower secondary education obtain the basic school leaving certificate which provides access to upper secondary education, either general or vocational.

Participation in lower secondary education

VET programmes at ISCED level 2 are primarily designed to retain students, who are at risk of dropping out from the system, in education by providing opportunities to develop practical skills and acquire a qualification. Thus few students in lower secondary education participate in VET orientation programmes.

TABLE 2: STUDENTS ENROLLED IN LOWER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007						
GEO	TOTAL ISCED2	ISCED2GEN (NUM)	ISCED2 GEN (%)	ISCED2PV (NUM)	ISCE2PV (%)	ISCED2VOC (NUM)	ISCED2 VOC (%)
EU 27	22283865	21716207	97.5	291250	1.3	276408	1.2
LT	292815	285029	97.3	1794	0.6	5992	2.0

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 2 by programme orientation (values and share of the total)

Source of data: Eurostat (Unesco-Eurostat-OECD Data collection on education and training systems)

Additional notes: Totals and Percentages are Cedefop's calculations

5.3. IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

Vocational training programmes at upper secondary level are designed for students who have completed lower-secondary education. The entrance age is usually 16-17 years. There are no restrictions for the maximum age of students. In parallel with vocational subjects, trainees may also study according to general education programme and to complete general upper-secondary education *(vidurinis išsilavinimas)*. The duration of programmes may be 2 or 3 years. It depends on whether a programme is designed for those willing to complete general upper-secondary education and whether it is targeted at students with special needs.

TABLE 1: INFORMATION ABOUT VET PROGRAMMES AT UPPER SECONDARY LEVEL						
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Vocational training programme	Primary sector and utilities; manufacturing; construction; distribution and transport; business and other services; non-marketed services	ISCED 3	Vocational subjects: 60- 90 %	School based training: 75-80 %	2-3 years	Access to higher education (for those who completed general education programme and received a school leaving/ maturity certificate); Access to labour market

Final qualification exams are organised following unanimous procedure and requirements, as described in Section 5.2. Successful ISCED 3 graduates receive a vocational training diploma (*profesinio mokymo diplomas*) providing access to labour market. Those who complete general upper secondary education obtain a school leaving (maturity) certificate *(brandos atestatas)* which provides access to higher education (ISCED 5).

Participation in IVET at upper secondary education

The majority of students in upper secondary education prefer general education orientation programmes, as seen in the Table below. Mainly it is because the majority of young people relate their further education to studies in higher education institutions. According to the data of Statistics Lithuania about continued education and training, in 2009 about 73.1 % of upper secondary general education graduates continued their studies in higher education (ISCED 5) programs and 6.7 % of graduates entered VET programmes (ISCED 4).

TABLE 2: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007							
GEO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCED3 GEN (%)	ISCED3PV (NUM)	ISCED3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
EU 27	22085482	10719847	48.5	1130868	5.1	10234767	46.3
LT	113440	83539	73.6	: (-)	:	29901	26.4

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 3 by programme orientation (values and share of the total)

5.4. APPRENTICESHIP TRAINING

A new edition of the Law on VET (2007) legitimates apprenticeship as a form for VET organisation (see Section 4.2).

Currently few schools provide a work-based apprenticeship route to obtaining a vocational qualification in a limited number of professions. For example, Vilnius Vocational Education and Training Centre of Technology and Business *(Vilniaus technologijų ir verslo profesinio mokymo centras)* offers industrial mechanics and energy systems electronics work-based training programmes. The theoretical training is organised at school and practical training – in real work environment. A student and a company sign a labour contract and, together with the school, a trilateral training agreement.

5.5. OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Young people (12 to 17) who prefer practical activities or lack learning motivation and need assistance in resocialisation may choose education in youth schools (*jaunimo mokykla*), i.e. specialised lower secondary schools providing general lower secondary 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 young people to return to the mainstream education system. The objectives are:

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

At the beginning of school year 2009/2010 there were 19 youth schools with 1557 students.

TABLE 1: INFORMATION ABOUT PROGRAMMES AT LOWER SECONDARY LEVEL IMPLEMENTED IN YOUTH SCHOOLS						
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
General education programmes in youth schools	Not relevant	ISCED 2	Approx. 60 % for general education	Not relevant	Not relevant	access to upper secondary education, either general or vocational orientation

The curricula consist of 2 parts: general education subjects and pre-vocation training. General education subjects programmes are based on the nationally approved General Programmes for General Education Schools (*Bendrojo lavinimo mokyklos bendrosios programos*), Education Standards for General Education Schools (*Bendrojo išsilavinimo standartai*), General Education Plans (*Bendrieji ugdymo planai*). Pre-vocational training programmes are developed by teachers following the *Description of the Procedure for Pre-Vocational Training (Ikiprofesinio mokymo tvarkos aprašas, 2007)*. In order to assure progression opportunities for youth schools graduates, it is recommended that the pre-vocational training programmes should be coordinated with other formal VET programmes in the region. The key aim of pre-vocational training programmes is to provide students with opportunities to acquire competences needed for professional activity as well as to strengthen their learning motivation. The programmes are targeted at the development of key competences and practical skills. The programme consists of at least 3 modules and is competence based. Practical training comprises 80 % of the programme. It is foreseen that practical training may be implemented in the youth school or a VET institution.

Quality assurance procedures at youth schools correspond to those applied at general education schools and comprise internal and external quality assessment.

Assessment, certification and progression routes

Those who complete a youth school programme and pass exams are awarded the basic school leaving certificate (*pagrindinio išsilavinimo pažymėjimas*). On request the school may issue a certificate about the vocational competences acquired.

Those who complete the basic education course but fail exams receive a certificate of education achievements (*mokymosi pasiekimų pažymėjimas*). The basic school leaving certificate provides access to upper secondary education, either general or vocational.

5.6. VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Students who have completed upper-secondary education and received a school leaving (maturity) certificate may choose 1 to 2 year duration vocational training programmes at post-secondary level.

TABLE 1: INFORMATION ABOUT VET PROGRAMMES AT POST- SECONDARY LEVEL						
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Vocational training programme	Primary sector and utilities; manufacturing; construction; distribution and transport; business and other services; non-marketed services	ISCED 4	Vocational subjects: 90 %	School based training: 80 %	1-2 years	Access to higher education; Access to labour market

Final qualification exams are organised following unanimous procedure and requirements, as described in Section 5.1. Successful ISCED 4 graduates receive a vocational training diploma (*profesinio mokymo diplomas*) providing access to the labour market. Further they may also pursue higher education. Admission to different institutions of higher education is based on the school leaving certificate and examination grades and, in some cases, on special entry exams. From 2009 VET graduates applying for higher education study programmes under the same field of education are awarded additional entrance points.

Participation in post-secondary education

ISCED 4 level provides only vocational orientation programmes (see Table 2) and only around 7 % of upper-secondary education graduates choose these programmes directly after their graduation. On the other hand, popularity of post-secondary

non-tertiary programmes in 2009, compared to 2008, has increased by more than one third. ISCED 4 programmes become more and more attractive for adults: based on the data from the Centre of Information Technologies of Education *(Švietimo informacinių technologijų centras, http://www.ipc.lt)* in 2009 persons aged 24 and older accounted for 25 % of those entering IVET programmes at post-secondary level.

TABLE 2: STUDENTS ENROLLED IN POST SECONDARY NON TERIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007					
GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU 27	1516312	174028	11.5	1342284 (s)	88.5
LT	9761	: (-)	:	9761	100.0

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010;

Description: Students at ISCED level 4 by programme orientation (values and share of the total)

5.7. VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

VET at tertiary level is delivered through college programmes (*koleginės studijų programos*, ISCED 5B) which are designed for those having the school leaving (maturity) certificate and wishing to obtain non-university higher education. Programmes are provided in colleges (*kolegija*), i.e. higher education institutions and are oriented towards preparation for practical activity. The duration of studies is 3 to 4 years. There are no restrictions for age. The students are admitted under competition procedure based on their school leaving certificate and examination results.

After adopting the Law on Studies and Science in 2009 new mechanisms for university and college studies (oriented towards practical activity) funding were established. The Law introduced a "student basket approach", i.e. state funding fully covering study costs for best graduates of upper-secondary education. The ranking of best graduates from upper secondary education programmes is carried out according to a procedure approved by the Minister of education and science. VET graduates applying to higher education study programmes under the same field of education are awarded additional entrance points. This increases their opportunities to receive the "student baskets". Students having worse study results than other students' average results may lose state funding after half period of studies. Additionally, a compensation of study costs is foreseen for a part of best students who study at their own expense.

Curricula

College study programmes are developed by colleges following the General Requirements (*Bendrieji reikalavimai studijų programoms*, 2000). The programmes need to meet the requirements formulated in the Guidelines for a Subject Area (*Studijų krypties reglamentas*) and in the appropriate VET Standard (*Profesinio rengimo standartas*). The Law on Science and Studies (2009) provides that programmes are of fulltime and part time forms. The regular volume of studies of a fulltime form is 60 credits, but no less than 45 credits. The volume of studies of a part-time form must not exceed 45 credits for one year (25 % shorter than fulltime studies) and the total duration of studies of this form must not last one and a half times longer than studies of a fulltime form.

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

- specialised (professional) subjects providing deeper knowledge and skills oriented towards further professional activity should cover no less than 40 % of the total study programme time;
- general education subjects (i.e. subjects of general interest, not related directly to study content) should cover no less than 6 % of the total study programme time;
- core study subjects (theoretical and professional subjects, providing knowledge and skills necessary for a certain qualification in higher education) should take no less than 25 % of the total study programme time;
- preparation of the final thesis and final exams, when necessary, should take no less than 5 % of the total study programme time.

Mechanisms are in place to recognise prior learning both for those who have graduated from higher education programme and for those currently studying and willing to transfer learning outcomes to other institutions. In 2003 the Procedure for the Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka*, 2003) was approved to elaborate the process. Following the procedure, study results are recognised on the assessment of documents that provide information on study results, such as diploma, certificates, subject descriptors etc.

Assessment, qualification obtained and progression routes

College students are assessed through defending their final thesis or a final examination. It is stipulated that the qualifying commission should consist of at least 5 members and that at least one representative of social partners should be in the commission.

Graduation of college study programmes leads to professional Bachelor's degree *(profesinis bakalauras)*. Additionally, vocational qualification may be awarded if the college is authorised by the law.

Graduates from colleges may further study in universities according to equalisation or post-college study programmes leading to Bachelor's degree. These programmes

compensate for differences between university and college programmes and are shorter in duration (1 to 3 years).

Participation in higher education

As seen from the table below, more than two thirds students in tertiary education prefer university level programmes (ISCED 5A). On the other hand, in 2007 colleges started to award professional Bachelor's degree as one of the measures to increase attractiveness of college studies. Additionally, in 2009 new higher education funding mechanisms when state-funded higher education is available only for the best upper-secondary education graduates were introduced with the aim of enhancing quality of higher education studies. It is expected that in future colleges will attract a larger share of students.

TABLE 1: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2007						
GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU 27	18359029	15893156	86.6	2465873	13.4	525809
LT	196957	140644	71.4	56313	28.6	2898

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6

Additional note: Totals and percentage are Cedefop's calculation

6.1. FORMAL EDUCATION

6.1.1. GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

The Provisions of the National Education Strategy 2003-2012 *(Valstybinės švietimo strategijos 2003-2012 m. nuostatos, 2003)* – for more information, please refer to 2.1 - establish that the mission of education is to "create conditions enabling lifelong 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". The Strategy for Assuring Lifelong Learning *(Mokymosi visą gyvenimą užtikrinimo strategija, 2008)* – for more information, please refer to 2.1 – has shaped a new approach and objectives for the development of lifelong learning. It emphasises the following areas for the development of continuing vocational education and training (CVET) and adult education:

- Correspondence of qualifications to the labour market needs;
- Development of non-formal non-vocational adult education to improve quality of life and integration into the society;
- Creation of 'second chance' for adults to acquire general education and to develop key competences; increase of accessibility of lifelong learning services;
- Modernization of regional infrastructure of lifelong learning providers;
- Improving and balancing of funding for CVET and adult education.

The key legal acts regulating formal CVET are the Law on Education *(Švietimo įstatymas,* 1991, new edition 2003) and the Law on Vocational Education and Training *(Profesinio mokymo įstatymas,* 1997, new edition 2007). For more information on the legal basis please refer to Sections 4.2 and 4.4. The legal acts stipulate that continuing vocational education and training is provided for individuals already having their first qualification. It aims at improving the qualification possessed or acquiring a new qualification.

The purpose of vocational education and training (both initial and continuing) is to prepare for the changing labour market. Thus the content of VET is shaped in accordance with labour market needs and in close cooperation with employers, e.g. when preparing VET standards. For more information about social partners' participation in IVET and CVET please refer to Section 4.3.

6.1.2. MAJOR CHARACTERISTICS OF FORMAL CVET

As provided by the Law on VET (2007), formal VET programmes are designed for acquisition of qualification registered in the Register of Study and Training Programmes. A VET provider has the right to implement formal VET programmes only after having received a licence from the Ministry of Education and Science (for

more information about licensing please refer to Section 5.1). Based on the data from the Open Information, Counselling and Guidance System (*Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS*: http://www.aikos.smm.lt) various institutions have a licence for formal CVET: universities, colleges, vocational schools, profit enterprises (joint stock companies, private companies), labour market training centres, etc.

Formal VET curriculum is competence-based and is developed following VET standards (see Section 8.1). Training objectives also embrace the training for key competences. In 2009 more than 500 formal training programmes designed for adults were in the Register of Study and Training Programmes. It should also be noted that more and more adults choose programmes offered by vocational schools (described in Section 5) for acquisition of a new qualification. By official data, for example, in 2009 persons aged 24 and older accounted for 25 % of those entering IVET programmes at post-secondary level. Compared to previous year the number of this age group students increased by 15 %.

At present 5 levels of vocational education attainment *(profesinio išsilavinimo lygiai)* are defined. They were approved in 2001 by the Minister of Education and Science and the Minister of Social Security and Labour.

TABLE 1: REGULATED LEVELS OF VOCATIONAL EDUCATION ATTAINMENT IN LITHUANIA		
LEVEL OF VOCATIONAL EDUCATION	DESCRIPTION OF THE LEVELS OF VOCATIONAL EDUCATION ATTAINMENT	MINIMUM LEVEL OF GENERAL EDUCATION ACHIEVED
Level I	Ability to carry out simple, routine work operations	-
Level II	Ability to perform specialised work not requiring important autonomous decisions	Primary/ lower secondary
Level III	Ability to perform complicated work in areas requiring fairly responsible and independent decisions. Leads to ability to coordinate group activity	Upper secondary
Level IV	Ability to perform complicated work in areas requiring responsibility, independence, deep knowledge and specific skills. Leads to ability to organise and administrate group activity	Upper secondary
Level V	Ability to perform creative work requiring responsibility independently in concrete areas of activity. Skills based on exhaustive knowledge lead to ability to plan and assess the work, to perform managerial functions	Non-university higher education

In 2005-2008 within the framework of European Social Fund project a draft model of the national qualifications system was prepared. It is in line with the European Qualifications Framework and foresees 8 qualifications levels. For more information

on the development of the national qualifications system please refer to Section 2.2.

Formal vocational training programmes are designed for (1) the acquisition of vocational qualification or (2) the improvement of competences / gaining a right to implement specific jobs (functions) including those in the area of occupational safety and health. The duration of training depends on the purpose, the objectives and on the minimum level of general education achieved. Programmes for the acquisition of qualification refer to I-III educational attainment level. The same entry requirements are applied for all entrants irrespectively of their background in VET.

Practical training comprises 60-80 % of training. It is recommended that half of the time allocated for practical training should be spent in a real work environment. At the end of training a qualification exam is organised to assess theoretical and practical knowledge and skills. Qualification exam is organised by social partners (currently Chambers of Commerce, Industry and Crafts).

Occupational health and safety training programmes should be mentioned separately. They are developed on the basis of regulations on safety and health at work. Their duration depends on the complexity of work tasks. Successful graduates receive a certificate in occupational safety and health.

Quality assurance

Instruments for VET quality are described in Section 5.1.

Measures fostering access to CVET

Legal acts establish that CVET is funded by a person or organisation who ordered the training (for more information on funding please refer to Section 10.2). In certain cases, when legislation regulates qualification, training can be sponsored by the State, e.g. training for public servants or employees from certain sectors (agriculture, health and other). Legislation foresees possibility to recover some part of costs related to training both for enterprises and individuals (see Section 10.4). In certain cases as defined by the Laws employees are entitled to educational leave for preparation and taking exams as well as for completion and presentation of graduation thesis.

Participation in formal education

Research data show that a similar share of adults in Lithuania participates in formal education compared to the European Union average (Table 2). However this share is almost two times less than in some Scandinavian countries. In comparison to the EU, very few non-active and unemployed individuals participate in education. On the other hand, non-formal training is more popular, and more population prefers this learning form. It is likely that this situation is caused by duration and flexibility of courses, learning place, flexible schedule, coherence with the tasks performed, etc.

TABLE 2: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	**0-2**	**3-4**	**5-6**	**TOTAL**
EU 27	2.5	5.7	12.2	6.3
FI	3.7	11.7	12.7	10.2
SE	6.3	8.8	24.8	12.7
LT	2	3.9	12.7	6.3

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained

TABLE 3: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	**EMPLOYMENT**	**INACTIVE POPULATION**	**TOTAL**	**UNEMPLOYMENT**
EU 27	6.2	6.4	6.3	6.3
LT	7.4	3.8	6.3	2.1

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represent the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status

The Strategy for Lifelong Learning *(Mokymosi visą gyvenimą užtikrinimo strategija, 2008)* projects activities for the development of adult education system, including optimisation of infrastructure, introduction of new VET forms targeted at adult needs (e-learning, distance learning, etc.), initiation and implementation of innovative formal and non-formal training programmes and raising awareness of the society about lifelong learning opportunities.

The Law on VET (new edition 2007) establishes principles for design, management and award of qualifications and expands the variety of forms for training organisation, e.g. introduces apprenticeship. It also provides for the development of a modular VET system. It should be also mentioned that in 2008 integration of IVET and labour market training (oriented towards the training of the unemployed) systems was started. All these measures should contribute to formal CVET flexibility and attractiveness.

6.2. NON-FORMAL EDUCATION

6.2.1. GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

The main legal acts regulating non-formal adult education are the Law on Education, the Law on VET and the Law on Non-formal Adult Education. For more information on legislation please refer to Section 4.4. As defined in the Law on Education, the purpose of non-formal adult education is to create conditions for lifelong learning, meeting the needs of learning, upgrading qualification and acquiring additional qualifications. Legal acts establish that competences acquired by non-formal vocational education and training may be recognised as being a formal qualification or a part of it.

6.2.2. MAJOR CHARACTERISTICS OF NON-FORMAL CVET

Research data show that participation in adult education is increasing. Based on Adult Education Survey, adults' participation in education in 2006 compared to 2003 has increased twice. There is lack of analysis of non-formal adult education provision, but available data suggests that the status of non-formal education is rather high. For instance, based on the results of employers' survey (research "The status of non-formal adult education and population and employers' attitude towards employees' non-formal education", *Neformaliojo suaugusiųjų švietimo būklė ir gyventojų bei darbdavių požiūris į neformalųjį darbuotojų švietimą,* 2005) 95 % of employers report that non-formal education is needed for their employees.

Non-formal education of adults may be provided by all education providers, i.e. a school, a freelance teacher or another education provider (an institution, enterprise, organisation whose main activity is other than education) that is entitled to provide educational services. There are no specific requirements for non-formal education providers, however in some cases the institutions that wish to provide training for certain groups (e.g. civil servants) must participate in the assessment procedure and prove relevance of their staff and facilities. Based on the data from Statistics Lithuania, in 2009 there were 1097 institutions whose main activity was provision of non-formal adult education. In comparison to 2008, the number of providers increased by almost 60 %.

The Law on VET stipulates that the institutions ordering or funding non-formal training may set the requirements for non-formal VET programmes. The objectives, admission criteria and duration of training programmes are very different and depend mainly on the target group. The training provider makes decision on the

registration/ tuition fee. The legal basis establishes that CVET is funded by a person or organisation who orders the training (for more information on funding please refer to Section 10.2). In certain cases, when the legislation regulates the qualification, the training can be sponsored by the State, e.g. training for the public servants or employees from certain sectors (agriculture, health security and other).

Non-formal training providers willing to organise training funded from the State budget (for example, training of unemployed or training according to occupational health and work safety programmes) are obliged to register prepared programmes in the Register of Labour Market Non-formal Training Programmes *(Darbo rinkos neformaliojo mokymo programų sąvadas, http://82.135.219.213/mod/nf_reg/)*. In 2009 various institutions prepared and submitted over 1200 non-formal training programmes.

Distance learning

The programme of the Lithuanian Virtual University for 2007-2012 was approved in 2007 for promotion of e-learning and development of e-learning infrastructure. The Programme aims to further develop the Lithuanian Distance Learning Network LieDM *(Lietuvos nuotolinio mokymosi tinklas)* and to create information technology based and integrated in the e-learning space, providing lifelong learning possibilities for every Lithuanian citizen irrespective of the place of living. Currently LieDM unites 77 institutions: universities, colleges, adult education centres and VET institutions. The LieDM provides access to more than 10 Master level formal study programmes and more than one thousand formal and non-formal learning courses in various areas, e.g. accountancy, management, design, etc. (list and registration to the courses: http://www.liedm.lt and http://www.lvu.lt).

Mechanisms to recognise non-formal/informal learning

The first legal acts describing the procedures for the recognition of knowledge and skills acquired outside formal vocational education and training were adopted in 2001-2002. In 2007 a new edition of the Description of Procedure for Informal Learning *(Savarankiško mokymosi tvarkos aprašo redakcija)* was approved. This document regulates formalisation of learning outcomes according to general education programmes or modules at primary, lower and upper-secondary levels.

The Description of Procedure for Recognition of Prior Learning Achievements *(Ankstesnio mokymosi pasiekimų užskaitymo tvarkos aprašas)* was approved in 2008 to facilitate recognition of non-formal learning as well as work experience for individuals enrolled in formal VET. Prior leaning encompasses learning according to formal and non-formal programmes as well as experience gained individually or through work experience.

The mechanisms are in place in the VET system to recognise skills and knowledge acquired in various environments (learning according to formal and non-formal programmes, by work experience or informal learning). According to the existing procedure, individuals with at least one year work experience and those over 18 can apply to VET institutions for the recognition of their competences. The level of skills and knowledge of an applicant is defined on the basis of VET standards and

relevant VET programmes. Further the applicant and the school agree on a timetable of courses as necessary and a final qualification exam. Individuals who successfully pass the exam are awarded the qualification certificate or qualified worker's diploma which gives access to further formal education. For those who continue learning according to a chosen VET programme prior learning is recognised as part of their training programme.

Non-formal education may be taken into account at sectoral or employer level for improvement of professional position (when participating in validation *(atestacija)*, annual activity assessment, etc.). For example, for receiving a license in health care sector nurses must prove participation in qualification development events in the five years prior to the assessment. The documents (certificates, diplomas, etc.) provided by nurses are assessed by experts in charge of validation and certification.

Participation in non-formal education

Research data show that a smaller share of adults participate in non-formal education in comparison to the European Union average (Tables 1 and 2).

TABLE 1: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	**0-2**	**3-4**	**5-6**	**TOTAL**
EU 27	16.3	33.3	52.8	32.7
LT	7.4	22.2	57.5	30.9
FI	33.6	46.3	69.4	51.2
SE	52.1	69.1	84.6	69.4

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in non formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained

TABLE 2: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	40.5	13.2	32.7	20.4
LT	40.3	4.7	30.9	14.6

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status. Specific rates are calculated by labour status.

The Strategy for Lifelong Learning *(Mokymosi visą gyvenimą užtikrinimo strategija, 2008)* foresees activities for the development of the adult education system, including optimisation of infrastructure, implementation of innovative formal and non-formal training programmes and raising awareness of the society about lifelong learning opportunities. The Law on VET (new edition 2007) establishes principles for the design, management and award of qualifications and expands the variety of forms for a training organisation (introduces apprenticeship). It is also intended to develop a modular VET system. Lifelong learning is one of the priorities of the Operational Programme for the Development of Human Resources for 2007–2013 *(Žmogiškųjų išteklių plėtros veiksmų programa)*; projects for the development of LLL system are sponsored by the European Social Fund. For instance, in 2009 ESF project "Modernisation of Adult Education Institutions" was started in 14 municipalities. Scheduled measures should contribute to bridging formal and non-formal CVET and thus increase participation in adult education.

6.3. MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

The Law on Support for Employment (*Užimtumo rėmimo įstatymas,* 2006) provides that active labour market policy measures (ALMPM) include vocational training for the unemployed (and those made redundant), non-formal education, supported employment, support for job creation and job rotation. Vocational training is organised according to formal and non-formal vocational training programmes (please refer to Sections 6.1 and 6.2). The programmes are designed for (1) the acquisition of vocational qualification or (2) the improvement of key and professional competences. Usually the programmes last up to 43 weeks. There are no specific admission requirements, apart from registration as a job seeker, in the Lithuanian Labour Exchange *(Lietuvos darbo birža, LLE)*. They are paid a training grant, their transportation and living expenses are also covered. Annually LLE assesses the situation in the labour market, designs "The Barometer of Employment Possibilities" for the upcoming year and, on the basis of the tendencies, defines

the needs for vocational training. Training providers are selected by LLE following the public procurement procedure.

After approving the **new edition of the Law on Support for Employment** in 2009 conditions for retaining jobs and involving more persons into the active labour market policy measures were created. For example, the Law provides that public works may done by employees of companies facing economic difficulties in order to retain their jobs. However, in 2009 the majority of unemployed (47.4 %) received unemployment benefits. Though, compared to 2008, more unemployed were involved into ALMPM, including vocational training, due to increased number of unemployed the share of those in ALMPM in overall structure decreased (17 % of unemployed participated in ALMPM in 2008, 13 % - in 2009). The major part of unemployed involved in ALMPM (around 40 %) participate in public works (aimed at maintaining and developing local social infrastructure) and around 30 % - in vocational training.

The Law on Employment provides special measures for persons additionally supported on the labour market: the disabled; the long-term unemployed; persons over 50 years; pregnant women; women raising children under 8 years old or disabled children; ex-prisoners, etc. These groups are referred to in the ALMPM in priority order. In 2009 the percentage of additionally supported unemployed amounted to 62 % of the unemployed referred to ALMPM. Training opportunities for some of the additionally supported groups are described below.

Long-term unemployed people: training programmes are prepared for those who have no profession and for those who have had a qualification but 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 integrate into a workplace.

People with disabilities: a range of formal and non-formal training programmes is offered for different groups of people with disabilities. In 2005 the Lithuanian Labour Exchange (for more information, please refer to Section 3.4) started ESF projects for integration of the disabled into the labour market. The projects created opportunities for more disabled persons to participate in active labour market policy measures including vocational training and practical training in enterprises. Persons participating in these measures acquired professional qualifications in accountancy, sales, business organisation, transport services, web design and other fields. Another group of disabled participated in up-skilling and entrepreneurship development courses.

Young unemployed people: the Local Labour Exchange offices implement the 'First job' programme (*Pirmojo darbo programa*). After assessing skills and needs of young unemployed, individual career plan is created and they are offered to acquire qualification or to choose another ALMPM. Young unemployed people can also participate in the Programme for Intensive Integration into the Labour Market. There is also a Bank of Talents database which contains personal data of young job seekers as well as students for virtual labour exchange. There are also Youth Labour Centres at 6 local labour exchanges to provide special youth integration services.

Prisoners and ex-prisoners: according to the Report on Activity of Prisons Department at the Ministry of Justice, all penitentiary institutions have divisions of vocational schools (see http://www.kalejimudepartamentas.lt). At the end of 2010 around 15 % of all prisoners participated in VET courses (e.g. computer operators, hairdressers, joiners, etc.). Prisoners also have the opportunity to study at tertiary level. 8 prisoners used the opportunity in 2009.

The Lithuanian Labour Exchange also implements active labour market policy programs targeted at prisoners and ex-prisoners. In 2005-2006 ESF projects were started with a focus on prisoners and ex-prisoners' needs. The projects involved such activities as vocational training and courses for ex-prisoners in IT, foreign languages and driving skills development. Ex-prisoners who opted to attend full vocational training programs received qualifications in construction sector occupations.

Theme 7: Training VET teachers and trainers

7.1. TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

7.1.1. TEACHING AND TRAINING OCCUPATIONS IN VET

As stated in the Provisions of the National Education Strategy 2003–2012, the knowledge society changes the role of a teacher: the holder of knowledge is replaced by the organiser of the learning process, creator of learning opportunities, learning adviser, partner, mediator between the learner and a variety of modern sources of information.

There are two types of teachers in Lithuanian VET institutions: **general education subject teachers** *(bendrojo lavinimo dalykų mokytojai)* and **vocational teachers** *(profesijos mokytojai)*. The latter implement theoretical and/or practical vocational education and training and are not grouped into further categories. The Law on Science and Studies stipulates requirements for teachers in colleges (for more detail please refer to Section 7.2.1.)

Attractiveness of teacher occupation

Based on the data provided by Statistics Lithuania, the salary of education sector employees is one of the lowest in the labour market; that influences low attractiveness of teachers' (working in both vocational training or general education programmes) occupation. Therefore a number of initiatives were started to improve the situation. For example, the best teachers of the country (including vocational teachers) each year are awarded "teacher of the year" prizes. In 2008 the programme "I choose teaching!" was started (*„Renkuosi mokyti!"*, http://www.renkuosimokyti.lt). The programme is targeted at attracting the best higher education schools graduates to work as teachers two years after their graduation. The participants of the programme receive both salary and grants designated by sponsors. Besides, in 2008 a long-term programme for increasing teachers' salaries was approved by the Government of the Republic of Lithuania *(Ilgalaikė pedagoginių darbuotojų darbo užmokesčio didinimo programa)*. Based on the programme, in 2008 salaries of vocational teachers were raised by an average of 25 %, and in 2009 – by 10 %.

7.1.2. RESPONSIBLE BODIES

Responsibilities of institutions engaged in vocational teachers' qualification development process are defined by the Regulations for Vocational Teachers' Qualification Improvement *(Profesijos mokytojų kvalifikacijos tobulinimo nuostatai, 2007)*.

TABLE 1: RESPONSIBLE BODIES	
INSTITUTION	**FUNCTIONS**
Ministry of Education and Science *(Švietimo ir mokslo ministerija)*	Establishes priority areas for vocational teachers' qualification development; estimates and allocates funds for maintaining the qualification development institutions subordinated to the Ministry; initiates the implementation of national qualification development programmes and allocates the funds for it.
Teachers' Competence Centre *(Mokytojų kompetencijos centras)**	Organises and coordinates the accreditation of the qualification development institutions and qualification development programmes; carries out monitoring of the quality of teacher qualification development; shares information on the accredited qualification development institutions and programmes; provides methodological support to the qualification development institutions and to the authors of the programmes.
Teacher Professional Development Centre *(Pedagogų profesinės raidos centras)**	Drafts and implements teacher qualification development programmes and projects (including training provision); coordinates methodological work of teachers and schools, drafts methodological tools, accumulates and disseminates methodological material drafted by the teachers.
Administrations of county governors and municipalities *(Apskričių viršininkų ir savivaldybių administracijos)***	Estimate and allocate funds to maintain the subordinated qualification development institutions; coordinate the activity of the subordinated qualification development institutions
Qualification development institutions	Assess and analyse qualification development needs of vocational teachers; draft and implement teacher qualification development programmes; establish the procedure of drafting and approval of qualification development programmes as well as the procedure of organising events; analyse the efficiency of qualification development programmes and events; provide methodological material for vocational teachers; issue qualification development certificates.
VET providers	Establish the procedure for vocational teachers' qualification development; analyse the needs and set the priorities for teachers' qualification development; draft and implement qualification development plans; enable vocational teachers to develop qualification according to the procedure prescribed by the laws; cooperate with institutions implementing qualification development programmes (i.e. with Teacher Professional Development Centre and qualification development institutions), provide proposals and feedback on the organisation of qualification development;

	ensure rational use of the learners' basket funds and other funds allocated for qualification development.

Teachers' Competence Centre and Teacher Professional Development Centre were reorganised into the Education Development Centre (Ugdymo plėtotės centras) in September 2009

** Administrations of county governors were dissolved on 1st of July 2010. Some functions of these institutions were cancelled, others were transferred to municipalities.*

7.1.3. RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

In recent five years the policy focus has been on reforming teachers' pre-service and in-service training systems. In 2005 the Teacher Training Conception *(Pedagogų rengimo koncepcija)* was approved. It defines the goals, objectives, key provisions for teacher training, teachers' pedagogical competence, organisation of teacher training and measures to assure quality of training. In 2006 a National Reform Programme for Teachers Initial and Continuing Training was approved *(Valstybinė pedagogų rengimo ir kvalifikacijos tobulinimo pertvarkos programa)*. The programme covers all teacher training and qualification improvement stages: studies in higher education, acquisition of teacher vocational qualification and qualification development in formal and non-formal education systems. In 2008 a Teacher Training Regulation *(Pedagogų rengimo reglamentas)* was approved. The document sets out the models for teacher training, requirements and composition of pedagogy studies as well as requirements for providers of pedagogy studies.

In 2005 the qualification requirements for teachers in pre-school, primary, general, secondary, special and VET programmes were approved *(Kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas aprašas)*. It is stated that if a person wishes to become a teacher of VET school, he/she must have a pedagogical qualification or must have participated in a course on the principles of pedagogy and psychology. This requirement has increased the demand for pedagogical courses.

The fundamental competencies for teachers are stated in the Description of Teacher Occupation Competence *(Mokytojo profesijos kompetencijos aprašas, 2007)*. The document describes general cultural, professional, general and special teacher competencies and thus aims at defining single criteria for pre-service and in-service teacher training.

In 2007 Regulations for Vocational Teachers Qualification Improvement *(Profesijos mokytojų kvalifikacijos tobulinimo nuostatai)* were adopted. The document regulates the goals and objectives as well as methods of vocational teachers' qualification development. It also defines responsibilities of institutions engaged in the process, as well as funding arrangements.

At present increasing attention is paid to the improvement of VET teachers' technological competencies. VET teacher technological competence development is approved by the Minister for Education and Science (2008) as one of the priority areas of VET teachers' professional development for 2008–2010. The development and implementation of the system for the improvement of VET teachers'

technological competencies is one of the activity groups of the above mentioned Practical VET Resources Development Programme (2007). For its implementation a national project in cooperation with employers and associated business structures started in 2010.

7.2. TYPES OF TEACHERS AND TRAINERS IN IVET

7.2.1. TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

As mentioned in the previous section, two types of teachers are working in the Lithuanian VET institutions: general education and vocational teachers. The latter implement theoretical and (or) practical vocational education and training and are not grouped into any further sub-professional categories. At the moment the main IVET providers are vocational schools. The following Table shows the number of teaching personnel in vocational schools. On average, vocational teachers comprise around half of teaching personnel.

TABLE 1: TEACHING PERSONNEL IN VOCATIONAL SCHOOLS			
SCHOOL YEAR	TEACHING PERSONNEL, TOTAL*	OF WHICH, VOCATIONAL TEACHERS	
		TOTAL	%
2002-2003	4732	2276	48.1
2005-2006	4874	2356	48.3
2007-2008	4587	2363	51.5
2008-2009	3908	2057	52.6

Teaching personnel covers general education subjects' teachers, vocational teachers, class masters, school principals and deputy principals

Source: Statistics Lithuania, Database of indicators. Access via internet: http://db1.stat.gov.lt/statbank/default.asp?w=1280

Based on the assessment of their competences and practical activity, vocational teachers may be awarded one of the 4 qualification categories:

- Vocational teacher qualification category *(Mokytojo kvalifikacinė kategorija)* is awarded to the vocational teacher who has acquired higher (tertiary), post secondary (non-tertiary) or upper secondary education and who has no teacher qualification, but has taken a course on the principles of pedagogy and psychology *(pedagoginių-psichologinių žinių kursas)* in accordance with the procedure set by the Minister of Education. Applicants for this qualification category must have at least 2 year subject teaching experience and should

regularly improve his/her qualification. Individuals having obtained higher and post secondary non-tertiary education and teacher's qualification automatically gain a vocational teacher's qualification.

- Senior vocational teacher qualification category *(Vyresniojo mokytojo kvalifikacinė kategorija)* is awarded to vocational teachers who have acquired higher, post secondary (non-tertiary) or upper secondary education and teacher's qualification, or have taken a course on the principles of pedagogy and psychology. Prior to the qualification, applicants for this qualification category must have at least a four year subject teaching experience and have skills to organise and analyse the training and learning process. They should regularly update their knowledge, actively participate in methodological activities and disseminate good personal pedagogical practice in the training institution.

- Vocational teacher-methodologist qualification category *(Mokytojo metodininko kvalifikacinė kategorija)* is awarded to the vocational teacher who has acquired higher, post secondary (non-tertiary) or upper secondary education, a qualification in the subject taught and teacher's qualification (or has taken a course on the principles of pedagogy and psychology). Applicants for this category must have at least 5 (recent) year subject teaching experience and be capable to organise and analyse training and learning process. They should have knowledge and skills to research pedagogical situations, apply innovative teaching methods, regularly update knowledge, prepare teaching projects, actively participate in methodological activities and disseminate good personal pedagogical practice in training institutions and the region.

- Vocational teacher-expert qualification category *(Mokytojo eksperto kvalifikacinė kategorija)* is awarded to the vocational teacher who has acquired higher education, a qualification in the subject taught and teacher's qualification, or has taken a course on the principles of pedagogy and psychology. Applicants for this category must have at least 6 (recent) years subject teaching experience and be capable to professionally organise and analyse training and learning processes. They should research pedagogical situations and new learning strategies, develop efficient learning strategies, prepare teaching projects, develop teaching, learning and methodological resources and disseminate good pedagogical practice in the training institution, region and country.

Based on the data of Education Management Information System *(Švietimo valdymo informacinė sistema)*, in 2009 senior vocational teachers constituted the biggest share of vocational teachers (46 %) with vocational teachers at 16 %, vocational teachers methodologists at 11 % and vocational teachers experts at 1 %. The remaining part (26 %) is non-certified teachers.

Teachers in colleges

The Law on Science and Studies (2009) defines that half of teachers in colleges *(dėstytojai)* should have no less than 3 year practical work experience in the sphere of the subject taught. College lecturers' positions are as follows: professor, associate professor, lecturer, assistant. Candidates for the mentioned positions participate in an open competition for the recruitment for a term of 5 years. Qualification requirements for teaching positions are defined in the Law on Science

and Studies, the Colleges may establish additional qualification requirements as well as recruitment and attestation procedures.

7.2.2. PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

Vocational teacher training is organised on a consecutive model where a vocational qualification is studied first, followed by education studies. Teachers who are without a pedagogical qualification, irrespectively of their educational attainment level, are offered a course on the principles of pedagogy and psychology of 120 hour duration. These courses can be organized by different institutions and companies which are entitled to provide them. Additionally, 6 universities provide programmes for pedagogical vocational teachers' education. Teachers may choose special professional studies (*Profesijos pedagogika,* Pedagogy of occupation; the participants acquire the qualification of a teacher) or Master studies in Education (e.g. Pedagogy of occupation, Andragogy, etc.). Entrants to these programmes need first to graduate from higher education programmes. Assessment of graduates is carried out in different ways: e.g. final exams, final thesis, portfolio method, etc.

The Law on Education establishes that each teacher must upgrade his/her qualification and is entitled to five days of continuing training per year. In-service training is regulated by the Regulations for Vocational Teachers' Qualification Improvement *(Profesijos mokytojų kvalifikacijos tobulinimo nuostatai)*. They stipulate that vocational teachers continuing training is implemented according to non-formal education programmes and informally. It is recommended that qualification development programmes would consist of competence-based modules. It is set out that competences acquired by way of non-formal education or informal learning may be recognised as being a part of formal education programme or qualification.

For teachers in higher education, please refer to Section 7.2.1.

Continuing training services offer is enhanced by projects implemented with the support from European Social Fund. Examples of 2005-2008 period projects:

- A national project "VET teacher training programme for ICT introduction in VET" *(IKT diegimo profesiniame mokyme profesijos mokytojų rengimo programa)* was implemented by the Centre of Information Technologies of Education (http://www.ipc.lt). The project aimed at training vocational teachers to effectively apply innovative training methods and forms in education process based on ICT. The development of VET educators' skills to use IT tools (including innovative training methods) in the training cycle was a focus of another ESF project entitled "Development of general education and VET systems and creation of appropriate conditions for lifelong learning in the area of e-education" (implemented by the Association of Lithuanian Chambers of Commerce, Industry and Crafts).

- In the framework of the project "The development of Lithuanian VET institutions vocational teachers' competences system" *(Lietuvos profesinio rengimo institucijų profesijos mokytojų kompetencijų sistemos plėtra)*

implemented by Teacher Professional Development Centre, 12 modules for teachers' key competences development were designed. They include: innovations in management, specifics of adults education, applied education research, development of key competences, self-analysis of teachers, and methodology for work with students with special needs, etc.

- For the improvement of technological competence of VET teachers in agriculture, transport and mechanics, and metal processing sectors the Methodological Centre for VET (from January 2010 – Qualifications and VET Development Centre) implemented a project "Updating of Strategic Competences for Vocational Teachers: development of experience".

- The project "VET School Students' Practical Training for Work with Modern Technologies" *(Profesinių mokyklų mokinių darbo su moderniomis technologijomis praktinis mokymas)* implemented by the Association of Lithuanian Chambers of Commerce, Industry and Crafts aimed at training trainers, i.e. persons responsible for practical placement both on training institution and enterprise levels.

- In the framework of project "Enlargement of VET Teacher Training Network into other Lithuanian Regions" *(Profesijos pedagogų rengimo tinklo išplėtimas į Lietuvos regionus,* 2005-2008*)* the study programme "Vocational Pedagogics" *(Profesinė pedagogika)* which is being implemented at Vytautas Magnus University since 2002, was upgraded and the training was expanded from Kaunas Vytautas Magnus University into other regions: Vilnius Pedagogical, Klaipeda and Siauliai universities. The programme is oriented towards the development of VET teachers' pedagogical competencies. Its aim is to award participants with a qualification of a vocational teacher and to encourage them to project, implement and assess training content in a competent way. The project also resulted in preparing and accrediting mentor training programme.

It should be noted that participation in qualification development events is one of the principle requirements for those seeking a higher qualification category (more information in Section 7.2.1), what, in turn, influences salary. Teachers intending to participate in certification procedure must provide information about informal learning and participation in qualification development events. First-time participants in certification must take state language culture, computer literacy, special pedagogy and psychology, social pedagogy theory and methodology courses.

7.3. TYPES OF TEACHERS AND TRAINERS IN CVET

7.3.1. TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

As mentioned in the previous section, two types of teachers are working in Lithuanian VET institutions: general education and vocational teachers. The latter implement theoretical and/or practical vocational education and training and are not grouped into further sub-professional categories. Institutions that focus on the unemployed and employees' training (e.g. labour market training centers), may introduce additional teacher positions, for example:

- Practical training managers (instructors) – persons, responsible for organizing practical training in the training institution or at workplace.

- Short-term lectors-experts (subject experts) that are invited to conduct lectures.

Qualification requirements for vocational teachers are established in the laws. They are uniform for initial and continuing VET (more information in Sections 7.1 and 7.2). In some CVET programmes additional requirements for teachers may be established, for instance, to have a relevant working experience or adult work *(andragogy)* skills. Training providers having license for formal CVET programme must ensure that education of teachers, their pedagogic qualification, practical work experience, etc. should correspond to requirements set in the laws or in formal CVET programmes.

6.3.2. PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

Pre-service and in-service training of vocational teachers implementing formal CVET programmes is organised following the provisions described in Section 7.2.

8.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

Skill needs are evaluated in the course of developing VET standards and programmes as well as by performing sectoral studies and making labour market forecasts.

VET standards are the basis for the development of VET programmes and assessment of achievements of learners and students. The VET standard comprises the following parts: general description of occupation; occupational purpose; areas of activity; competences and their range; training objectives; assessment of competences; key competencies; and final assessment of qualification. Thus, the VET standard joins occupational standard and training standard. Competences in VET standards are defined for a 5 year period. Draft standards endorsed by Industrial Lead Bodies *(Ūkio šakų ekspertų grupės)* are submitted for the approval of the Minister for Education and Science and the Minister for Social Security and Labour.

Since 1990, the **training programme** development has been delegated to VET providers. Programmes are developed in accordance with VET standards and general requirements approved by the Minister for Education and Science. A programme may include additional competences to satisfy local needs.

Sectoral studies are carried out to evaluate the need for training and, partly, skills for the next five years. Sectoral studies provide specific sector-oriented recommendations, which address issues of training policy, vocational guidance and counselling, and VET curriculum. In 2005-2008 the methodology for **early identification of future skill needs** has been prepared and piloted. It comprises monitoring and detail research sections. Monitoring is to be performed on regular basis according to a finite list of indicators, established in accordance with the systematically gathered information. This allows the timely identification of future problems related to skill needs as well as making relevant decisions to identify and eliminate the existing ones. The research is targeted at a comprehensive future skills analysis in a certain economic sector (where the greatest shortage of skills was identified) assessing the interaction of economic development and innovations, as well as the skills and jobs.

Labour market forecasts are made based on the analysis of economic and demographic indicators and employer surveys. Vocational training needs are determined for one year and "The Barometer of Employment Opportunities" is produced on the basis of the results obtained. This activity has been performed in Lithuania systemically since 1995.

TABLE 1: INSTITUTIONAL FRAMEWORK	
INSTITUTION	RESPONSIBILITY/ROLE
The Ministry of Education and Science (*Švietimo ir mokslo ministerija*)	Responsible for the development and implementation of education policy.
The Ministry of Education and Science in collaboration with the Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*)	Lays down the structure of a VET standard and the procedure for its development, updating and legitimating. It also approves it.
The Lithuanian Labour Exchange (*Lietuvos darbo birža*)	Assesses the situation on the labour market and makes labour market forecasts, produces the annual Barometer of Employment Opportunities and identifies the need for vocational training.
Industrial Lead Bodies (*Ūkio šakų ekspertų grupės*)	Prioritise standards to be developed for the sector, advise on the composition of VET standard development groups and endorse draft standards. 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.
Methodological Centre for Vocational Education and Training (*Profesinio mokymo metodikos centras*)	Organises the development and updating of VET standards and assesses compliance of the programme developed to the standard, carries out sectoral studies.
Organisations representing employers (Chambers, associations, etc.)	Perform expert evaluation of draft standards, are involved in developing standards and programmes and in carrying out sectoral studies.
VET providers	Analyse the needs for programmes on the local level, develop programmes and include additional competences for specialisation, are involved in the development of standards.

Main mechanisms used for quantitative and qualitative anticipation of skill needs

In Lithuania skill needs identification is performed by combining different methods: some of them are used for collecting data for statistical analysis while the others – for expert assessment.

The development of a **VET standard** starts with performing a qualitative analysis of the specific sector-related information. On the basis of its results draft questionnaires for identifying activity areas and competences are drawn up. The

draft questionnaires are discussed, modified and agreed with employers. Finalised questionnaires are used in carrying out employer and employee surveys of the sector leading companies.

The development of **VET programmes** includes research of the skilled labour force needs on the local level. Studies are carried out using various methodologies freely chosen by those developing programmes. Demand for qualified workers is identified by a qualitative analysis of documents (training programmes, labour exchange (employment service) publications, etc.) and employer surveys.

Sectoral studies are carried out based on a uniform methodology to ensure comparability of study results across economic sectors on the national and international level. Research encompasses analysis of international literature and available national sector-specific information (labour supply and demand, training provision, etc.), postal survey and interviews with company representatives as well as discussion of trends revealed by the study and formulation of recommendations in focus groups. The future forecasts are developed using regression and auto-regression models, data on general development trends in Lithuanian economy and historical statistical data.

Methodology for **labour market forecasts** includes the following steps: quantitative analysis of demographic and macroeconomic indicators; identification of the demand for occupations and the necessary skills by using employer surveys; making the forecast on the basis of obtained results, using the focus group method, and identification of vocational training needs.

Role of employers in the anticipation of skill needs

Employers can participate in governing bodies of VET providers and contribute to defining training needs and developing particular programmes. Employers are also involved in sectoral studies: they take part in focus groups discussing the development trends in the sector and formulating recommendations for the improvement of the match between VET and the labour market. In the process of labour market forecasts employers participate as respondents in surveys to identify the demand for occupations and qualification requirements.

Examples of recent sectoral studies on skill needs analysis

Implementation of recent studies on skill needs was supported through the European Social Fund.

- In 2005-2008 within a framework of project "Development of the System of VET Standards" sectoral studies were conducted in the following sectors: tourism, construction, sport, agriculture, manufacturing of food products and beverages and manufacture of fuel, chemicals, rubber, plastic and mineral products. The reports are published on the website of Methodological Centre for VET: http://www.pmmc.lt/PMIT/tyrimai.html.
- "A report on monitoring demand and supply of skills" and "A study of Wood sector" were prepared when piloting the methodology for the identification of the future skill needs within the framework of above mentioned projects. The

reports are published in the website of the Methodological Centre for VET: http://www.pmmc.lt/PMIT/tyrimai.html.

- In 2006-2007 the project "Development of methodology for the research of specialists demand in high technologies sector and pilot research" was implemented by the non-governmental non-profit organisation National Development Institute *(Všį Nacionalinės plėtros institutas,* http://www.npi.lt*).* The developed instrument combines analysis of statistical information, surveys and econometric data. The outcomes of the project are presented in 2 publications: "Forecasts of Specialist Demand in Lithuania" and "Methodology for Research of Specialists Demand".

8.2. PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

Qualifications are usually designed through developing VET standards, which are adopted at the national level. The purpose of the VET standards is to ensure comparability and transparency of qualifications awarded and to match them with the needs of the economy. VET standards are competence-based (for more detail please refer to Section 7.1.). Seeking to develop a unified and transparent qualifications system embracing all qualification levels in 2005-2008 a national ESF project (for more information please refer to Section 2.2) was implemented.

VET curricula development has been delegated to VET providers. Programmes consist of standardised and optional parts (for more details please refer to Section 4). Standardised part of the programme (areas of activity, competences, training objectives and provisions for assessment) is automatically transferred from the relevant VET standard.

Update of **vocational teachers technological competences** taking into account emerging labour market requirements and changing technologies in agriculture, transport and mechanics, and metal processing sectors was a scope of ESF project "Update of Strategic Competences for Vocational Teachers: development of experience" (2005-2008). Based on the methodology for the identification of strategic (technological) competencies 18 qualification development modules were drafted. Vocational teachers technological competences will be further developed through the measures of the Practical VET Resources Development Programme (2007) (for more information please refer to Section 7.1*).*

Sectoral studies provide specific sector-oriented recommendations, which address issues of training policy, vocational guidance and counselling, and VET curriculum. Their outcomes are also used for other activities, for example, for planning EU support for VET development. The outcomes of pilot future skill needs research were applied when forecasting the number of VET and higher education students in 2009.

9.1. STRATEGY AND PROVISION

The new edition of the Law on VET (2007) stipulates that vocational guidance *(profesinis orientavimas)* is a constituent part of the VET system. The Law establishes the principles for the management and provision of vocational guidance covering both vocational information *(profesinis informavimas)* and vocational counselling *(profesinis konsultavimas)*.

The central documents providing the vision for a coherent vocational guidance system and the guidelines for the long-term development of the system are the Vocational Guidance Strategy *(Profesinio orientavimo strategija, 2003)* and the corresponding Action Plan (2004) for the period of 2004-2009. Updating of the Strategy started in 2009.

The national programme for vocational guidance within the education system *(Nacionalinė profesinio orientavimo švietimo sistemoje programa)* approved in 2007 foresees the areas and actions for further development of the system until 2013. It sets out that the system development actions should focus on integration and continuity of the system at different stages of education; variety, quality and accessibility of services; training of specialists as well as involvement of social partners and other stakeholders into the development of the system. As defined in the programme, in 2010-2013 funding will be allocated for the following areas: creation of vocational guidance and counselling instruments, development of the qualifications of the vocational guidance and counselling specialists; development of vocational guidance infrastructure in regions; development and introduction of career development model and infrastructure in general education schools, VET institutions and higher education institutions; development of the Open Information, Guidance and Counselling System (AIKOS) – for more information, please refer to 9.2.

The provisions for lifelong guidance are also embedded in the national Strategy for Assuring Lifelong Learning *(Mokymosi visą gyvenimą užtikrinimo strategija, 2008)*. The latter defines the main areas for lifelong learning services development. It describes the role of guidance services in empowering individuals to make decisions regarding education, training and professional career. The strategy's action plan involves measures for raising awareness of adults about learning opportunities and the development of their career management competences.

The measures for the system development are also included into the National Lisbon Strategy Implementation Programme *(Nacionalinė Lisabonos strategijos įgyvendinimo programa, 2008)*.
The previously mentioned policy documents are based on a detailed analysis of the current situation.

Bodies responsible for providing guidance and counselling services
The *Ministry of Education and Science* establishes the strategic issues on the guidance services provision in the education sector. The Ministry coordinates the work of the *Lithuanian Youth Information and Technical Creativity Centre*

(Lietuvos mokinių informavimo ir techninės kūrybos centras) which plans and coordinates the process of establishing and accreditation of *Vocational Information Points* (*VIP, profesinio informavimo taškai*), the qualification development of career advisors, and the preparation of methodical and information materials for guidance.

Since 2003, a network of 700 *Vocational Information Points* has been established by the Ministry of Education and Science in general education schools and VET providers, libraries, territorial labour exchange offices and other institutions. VIPs provide information services, disseminate published material, and give access to internet and to the education and labour market databases.

Career Centres (Karjeros centrai) are established by the majority of higher education schools and provide career counselling services to students.

The *Ministry of Social Security and Labour* establishes the order of guidance services provision to job seekers, employees, individuals with special needs, individuals who are not in training or employment. The Ministry coordinates the work of the Lithuanian Labour Market Training Authority and the Lithuanian Labour Exchange.

Lithuanian Labour Market Training Authority (Lietuvos darbo rinkos mokymo tarnyba) coordinates guidance services provision at *7 Territorial Labour Market Training and Counselling Offices* (acquired the status of Career Guidance Centres), further qualification development of career counsellors and the preparation of methodical and information materials.

A network of 46 *territorial labour exchanges (teritorinė darbo birža)* operates in the labour market system. Besides employment intermediation, it provides guidance and counselling services regarding employment and qualification development issues.

The *Education Exchanges Support Foundation (Švietimo mainų paramos centras)* administers the Euroguidance Lithuania and promotes vocational guidance ideas in Lithuania: disseminates information on education and guidance system (examples of best guidance practices in Lithuania and Europe, new methodologies, etc.), creates various products, tools and provides training for guidance practitioners.

Lithuanian Vocational Guidance Council *(Profesinio orientavimo taryba)* functions as advisory body and ensures the participation of the key players in the guidance and counselling system development. It consists of representatives of the Ministries of Education and Science and Social Security and Labour; association of municipalities; social partners (representing both employers and employees' interests); associations representing education providers and institutions providing vocational guidance services; the Euroguidance project; and other organisations.

As stated in Vocational Guidance Strategy, vocational guidance *(profesinis orientavimas)* services incorporate a wide range of activities including (1) career education to help students clarify career goals, learn about learning opportunities, understand the world of work and develop career management skills; (2) personal advice, guidance and counselling aimed at helping person to make decisions regarding learning options and career choices; (3) job placement services and related counselling; (4) support for disadvantaged groups; (5) counselling services for those facing unemployment; (6) dissemination of printed or ICT based information.

Based on Vocational Guidance Strategy, the main target groups are:

- students of general education schools;
- students of vocational schools and higher education institutions;
- employees;
- unqualified young people;
- unemployed, long-term unemployed;
- socially vulnerable persons (persons with special needs, persons not in training or employment).

The major methods for guidance and counselling include information and/or counselling sessions; teaching career management skills in the classroom; individual or/and group work; visits to enterprises and education institutions; meeting the representatives of different occupations and former students; work practice, volunteer work, other.

Various tools are used for guidance: manuals and other printed materials, career tests, career fairs and specialised portals and databases. For example, the Open Information, Counselling and Guidance System *(Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS)* is the main portal on learning opportunities in Lithuania addressing a wide range of users: students, employees, vocational guidance and counselling personnel with the information on study and training programmes, education providers, qualifications, admission rules, classifications, education and employment statistics and other information. The portal information is provided by the Ministry of Education and Science, Department of Statistics of the Republic of Lithuania, Lithuanian Labour Exchange, Labour Market Training Authority.

The information, guidance and counselling measures available for groups with special needs

Information and guidance services for people with special needs are mainly provided at the territorial labour exchanges. Consultants of these institutions offer career testing, provide consultations regarding choice of profession and learning options, consult about self-confidence building and active job search programmes and provide individual vocational and psychological consultations.

After the adoption of the Law on Social Integration of Handicapped *(Neįgaliųjų socialinės integracijos įstatymas, 2005, new edition 2008),* vocational guidance, counselling and assessment of skills for handicapped were legitimated a part of professional rehabilitation services. After registration at the Labour Exchange, a personal professional rehabilitation plan is designed and the person is directed to a professional rehabilitation institution where he/she is offered various measures (courses, counselling sessions, etc.).

AIKOS portal is available in a version adjusted for handicapped. Guidance related material is produced by Euroguidance Lithuania. A Guide to professions *(Profesijos vadovas)*, for example, contains a section about learning options for handicapped, success stories, information about available support, etc.

Quality of guidance services provision

The quality of guidance services provision is assured through the processes of internal audit and accreditation of institutions providing guidance services. Accreditation is planned to be renewed every 3 years.

9.3. GUIDANCE AND COUNSELLING PERSONNEL

Vocational information and counselling services are provided by vocational information counsellors (career advisors, social pedagogues, psychologists), career counsellors, vocational teachers, teachers from general education schools, class managers, counsellors of territorial labour market training and counselling offices and other specialists.

The Standard of Vocational Information regulates that career advisors need to graduate a higher education study programme leading to competences defined in the Standard of Vocational Information or need to graduate a higher education study programme and an in-service training programme for career advisors. The minimum qualification requirements for career counsellors are not strictly regulated.

Training opportunities

A Master's degree study programme "Career design" was started in 2006 and currently the training for guidance and counselling personnel leading to the Master's degree is offered at several universities. Guidance and counselling practitioners are also offered a variety of in-service training courses.

In 2008 the national level European Social Fund project "Development and Implementation of Vocational Guidance System" was finalised. During the project the Standard for Vocational Guidance Specialists' Training, the Programme for Qualification Development of Vocational Guidance Specialists and the Methodology for the Identification of Qualification Development Needs were prepared. Further activities for vocational guidance and counselling specialists' initial and continuing training development are planned in the National Programme for Vocational Guidance within the Education System *(Nacionalinė profesinio orientavimo švietimo sistemoje programa)*. A related project started in 2010.

10.1. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Funding IVET at lower secondary, upper secondary, post-secondary non tertiary education levels

The Law on Vocational Education and Training (1997, new edition 2007) specifies that VET is funded from central and local government budgets, Employment Fund and other lawfully acquired sources. Funding for VET covers allocations for training, maintenance of training facilities, competence assessment, financial support for students, vocational guidance, and VET system development. The same mechanisms are applied for funding of IVET (including apprenticeship) at lower secondary, upper secondary, post-secondary non tertiary education levels.

The main responsibility for IVET funding lies on the Ministry of Education and Science (*Svietimo ir mokslo ministerija, MES*). It plans budgetary assignations for subordinate VET institutions, analyses and controls allocation of resources, prepares quarterly and annual reports on the spendings of budgetary resources, etc.

Funding for formal VET is allocated from the State budget in accordance with the methodology of calculating training costs per student approved by the Government (2008). This methodology determines the level of direct funding needed for training per learner enrolled in a formal training programme for one VET academic hour. The unit costs (the so called "pupil's basket") include allocations for staff salaries and social insurance, in-service training of teachers and funding for the acquisition of various training resources and for indispensable practical training material. The latter category depends on the level of materials necessary for one or another programme. The unit costs are assigned for VET provider on the basis of actual number of students which is multiplied by the number of hours for the implementation of the programme and costs of a training hour. Unit costs for students with special needs are defined separately.

Besides, VET providers under the approved Government investment programme of a respective year may receive funding from the State budget for construction, update of training facilities, etc. Such developments could also be supported from other funds, including ESF.

VET providers may receive income from physical and legal entities for services provided (e.g. training courses, rent of premises). This income should be used for education and training purposes.

Information on the main sources of funding and their share of contribution is provided in the Table below.

TABLE 1: SOURCES OF FUNDING FOR VOCATIONAL SCHOOLS AND THEIR SHARE OF CONTRIBUTION, %			
	2005	**2007**	**2009**
FUNDING FROM THE STATE BUDGET, %	91.51	87.4	89.4
FUNDING FROM PRIVATE SOURCES (PHYSICAL AND LEGAL ENTITIES), %	6.7	6.2	8.2
FUNDING FROM INTERNATIONAL ORGANISATIONS, %	1.8	6.4	2.4

Source: Education 2009. Statistics Lithuania, 2010

Changes occurring

A new edition of the Law on VET establishes VET funding mechanisms (e.g. funding based on one student costs is applied) and introduces the diversification of funding through management decentralisation. The law also legitimises the allocation of resources for social partners for the implementation of functions defined by the Law.

VET management decentralisation was started in 2003 through the change of the status of vocational schools to self-governing institutions. This change allows increasing the variety of providers' stakeholders and in consequence, to diversify financial resources.

In 2008 the Long-term Programme for Increasing Teachers' Salaries was approved by the Government of the Republic of Lithuania *(Ilgalaikė pedagoginių darbuotojų darbo užmokesčio didinimo programa)*. The programme foresees an increase of teachers' salaries by 60 % until 2011. In 2008 salaries of vocational teachers were raised by average of 25 % and in 2009 – by 10 %. Due to economic downturn, the amendments to the programme were adopted in 2009 which suspended the increase of teachers' salaries from 2010. However it is committed to further increase salaries with regard to the State financial capacities and changes of average monthly salaries.

Funding for youth schools

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

Funding IVET at tertiary level (college study programmes)

The principles for funding IVET at tertiary level are established in the Law on Science and Study (2009). The Law specifies that the sources of finance for higher education institutions, both universities and colleges, are the State budget funding (specified in detail further), State investment programmes and State investment projects funds, income received as payment for studies, as well as income received from economic, research activities and rendered services and other funds received in legal ways.

The funding received from the State budget is allocated for:

- covering tuition fees for students in a form of state-funded 'student baskets';

- compensating tuition fees for students who must pay for their studies and achieve the best results in their studies;

- target funding of studies (i.e. State budget funds may be appropriated to higher education institutions for implementation of study programmes, taking into account the most urgent needs of economic, social and cultural development of the State);

- state loans or state-supported loans;

- social scholarships and other support;

- administration;

- other needs.

A part of the students must pay for their studies. The tuition fee is fixed by the higher education institution. State budget covers the tuition fees for the best graduates of upper secondary education programmes.

The main sources of funding and the share of their contribution are presented in the Table below.

TABLE 2: SOURCES OF FUNDING FOR COLLEGES AND THEIR SHARE OF CONTRIBUTION, %			
	2005	2007	2009
FUNDING FROM THE STATE BUDGET, %	60.4	57.91	57.0
FUNDING FROM PRIVATE SOURCES (PHYSICAL AND LEGAL ENTITIES), %	37.2	36.76	39.9
FUNDING FROM INTERNATIONAL ORGANISATIONS, %	2.4	5.32	3.1

Source: Education 2009. Statistics Lithuania, 2010

Changes occurring

After the adoption of the Law on Studies and Science in 2009 new higher education funding mechanisms were established. The Law introduced a 'student basket' – i.e. State funding completely covering the costs of studying (for more details please refer to Section 5.7).

10.2. FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

10.2.1. FUNDING FOR PUBLICLY PROVIDED CVET

As stipulated in the Law on VET (1997, new edition 2007) continuing training of employees is funded by the enterprise or the learner. According to national legislation in certain cases training can be sponsored by the State. For instance, in the case of civil servants, training fees are paid by their employer who must spend between 1 to 5% of their total salary bill on qualification development of their employees. In addition, a number of Ministries and other public organisations receive state budget funds for the implementation of their sector employee qualification development programmes (for example, the training of social workers; lawyers; state border guards and national defence personnel; the police; healthcare specialists and others). For teachers, CVET funding is included in the per student allocations for vocational schools.

Moreover, publicly provided CVET is sponsored from the European structural funds. For example, in 2005-2008 the qualification development projects were funded under the measure "Development of Labour Force Competence and Ability to Adapt to Changes". The measure was targeted at the implementation of training, retraining and skills development programmes aimed at the employees in the private and public sector. Based on the information from the Assessment Report on the Efficiency of the EU Structural Funds' Support for Labour Force Competence *(ES struktūrinės paramos, skirtos pagal Lietuvos 2004-2006 m. Bendrąjį programavimo dokumentą darbo jėgos kompetencijai didinti, efektyvumo vertinimas: rezultatai, kiekybiniai ir kokybiniai pokyčiai, rekomendacijos ateičiai), the* projects for training activities in public sector received around 60 million LTL (EUR 17.4 million) and enabled around 21 thousand employees to participate in training. Further support for training of employees is foreseen in the ESF programming period 2007-2013.

10.2.2. FUNDING FOR CVT IN ENTERPRISES

Continuing VET and adult learning is funded by a person or an organisation ordering the training. Legislation foresees a possibility to recover part of the costs related to training for both enterprises and individuals (for more information on tax incentives please refer to Section 10.4).

Enterprises may also apply for European Structural Funds' support to cover the costs of staff qualification development projects. According to the above mentioned Assessment Report, in 2005-2008 around 134 million LTL (EUR 38.8 million) were allocated from ESF for training activities in industry and business companies and around 47 thousand employees participated in training.

Data on CVET investment by enterprises

Economic progress and EU funding for qualification development projects have most likely stimulated employers to invest into training of their staff in 2005. The results of the Third Continuing Vocational Training Survey in enterprises (CVT 3) reveal that spending on CVT courses in 2005 has increased (for small and medium enterprises it doubled) as compared to 1999, whereas on average in the EU it has decreased. Similarly as in the EU, the largest investments into CVET in Lithuania are in large enterprises.

TABLE 1: COST OF CVT COURSES AS % OF TOTAL LABOUR COST (ALL ENTERPRISES), 1999 AND 2005								
STAFF	10-49	10-49	50 - 249	50 - 249	250 +	250 +	TOTAL	TOTAL
TIME	2005	1999	2005	1999	2005	1999	2005	1999
EU 27	1.1		1.4		1.9		1.6	
EU 25	1.1	1.5	1.4	2.4	1.9	2.4	1.6	2.2
LT	0.8	0.4	0.9	0.5	1.5	1.2	1.2	0.8

Source: Eurostat (CVTS2 and CVTS3); Extracted on: 30-04-2010; Last update: 19-03-2010

Description: The indicator represents the Cost of CVT courses as % of total labour cost. Calculations are related to all enterprises participating in the survey (staff 10+) regardless of having carried out CVT courses or not.

10.3. FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The Law on VET and the Law on Support of Employment stipulate that unemployed training is funded from the Employment Fund, State Budget and other sources. The Employment Fund consists of the employers' compulsory unemployment insurance contributions, the income of the agencies subordinated to the Ministry of Social Security and Labour, subsidies from the state budget and other income.

The Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) is responsible for organisation and funding of employment support measures as well as management of the Employment Fund.

The main body responsible for the implementation of passive and active labour market policy measures is the Lithuanian Labour Exchange (*Lietuvos darbo birža, LLE*). For training activities, the central or local Labour Exchanges organise public procurement.

In 2009 the sources for the unemployed training funding were redistributed. In 2008 around EUR 12 million was allocated for the unemployed training from the Employment Fund and the State budget whereas in 2009 this amount was decreased to around EUR 116 thous. At the same time expenditure for unemployment benefits increased 3.5 times compared to 2008.

Training of the unemployed is mainly funded using the European Social Fund (ESF) support. Based on the official information (http://www.esparama.lt) in 2005-2008, around EUR 39 million were allocated for projects of LLE under the measures "Development of Employability" and "Prevention of Social Exclusion and Social Integration". This enabled to provide training for approximately 30 thousand unemployed and for more than 2 thousand of persons with special needs (handicapped, ex-prisoners). Based on the activity report of the Lithuanian Labour Exchange, in 2009 it implemented 3 ESF projects in the scope of which 33.1 thousand persons participated in active labour market policy measures.

Support from European Globalisation Fund (EGF) is also used for relieving the consequences of unemployment, including organisation of training. In 2009 2 projects were implemented to support employees dismissed from "Alytaus tekstilė" and "Snaigė" enterprises. Persons who lost their jobs participated in ALMPM and were employed. The overall amount of the projects was 3.44 million LTL (around 1 million EUR).

10.4. General funding arrangements and mechanisms

Cost-sharing mechanisms and regulatory instruments for VET financing in Lithuania include tax incentives, grant schemes, payback clauses, paid and unpaid training leave. Loans are provided exceptionally for higher education students pursuing their studies for the first time.

Tax incentives for individuals for both formal and non-formal VET were introduced in 2008. Until 2007, only payments for higher education leading to a degree were eligible for tax deduction. Persons paying income tax may claim these expenses in their annual tax return. Up to 25 % of the expenditures for training can be deducted. Where a studying resident of Lithuania is not an income taxpayer or has no possibility to exercise the right to deduct payments for vocational training or studies from their own income, such expenses may be deducted from the income of their parents or other family members.

Additionally, since 2003 the Law on Personal Income Tax allows the residents of Lithuania, after the end of the tax period, to direct the amount not exceeding 2 % of their income tax to legal entities that are entitled to charity and sponsorship under the Law on Charity and Sponsorship. VET institutions are among the potential recipients of this support.

Tax incentives for legal entities for IVET have been in place since 2005, with amendments in 2008. For continuing VET the Law on Corporate Income Tax foresees the possibility for the recognition of allowable deductions for continuing training courses of employees associated with their present occupation.

The *grant schemes* under the measure "Development of Labour Force Competence and Ability to Adapt to Changes" (for more information, please refer to Section 9.2) of Single Programming Document were launched in 2004, with an estimated end year of 2008. EUR 48.7 million were provided by the EU structural funds, while further EUR 12 million (13 %) were provided by the State, and the remaining contribution of EUR 31.3 million was required from individuals and legal entities (34 %). The measure invested in four major groups of activities:

(a) implementation of training, retraining and skills development programmes aimed at employees in industry and business companies;
(b) implementation of training, retraining and skills development programmes aimed at employees in the public sector;
(c) development of social partnership;
(d) development of population's competence in the ICT field.

Payback clauses for individuals and future employers were both introduced in 2005. The Labour Code provides general conditions allowing employer to claim for compensation from an employee of costs for training over the last year if they quit the job earlier than the predetermined period.

Employees are entitled to *education 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 colleges and higher educational institutions under study contracts with their employer are entitled to paid educational leave. For those who are studying or taking examinations at own initiative, payment conditions are determined in collective agreements or by agreement of the parties.

THEME 11: NATIONAL VET STATISTICS – ALLOCATION OF PROGRAMMES

11.1. CLASSIFICATION OF NATIONAL VET PROGRAMMES

11.1.1. MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

The study and training programmes are classified on the basis of the Lithuanian Education Classification *(Lietuvos švietimo klasifikacija)*, the List of Lithuanian Higher Education Study Areas *(Lietuvos aukštojo mokslo studijų krypčių sąraša, LSA)* and the UNESCO Recommendations. The LŠA is prepared based on the International Standard Classification of Education (ISCED 97). When registering formal training and study programmes a state code (9 symbols) and ISCED code (5 symbols) are provided.

Following the Rules for Coding sStudy and Training Programmes (*Studijų ir mokymo programų kodavimo taisyklės, 2000)*, the structure of the state code encompasses: level of programme based on LŠA (lower or upper secondary programme, higher education programme), type of programme (whether a programme leads to lower or upper secondary general education, whether it is designed for persons with special needs), detailed field of education and training (for VET programmes at ISCED 2-4 levels) or study area (for non-university higher education programmes, ISCED 5) and a number for the programme.

The structure of ISCED code: level of education, type of subsequent education or destination, programme orientation for ISCED 2 to 4 level programmes (general education, pre-vocational education or vocational education) or the position in the national degree or qualification structure for ISCED 5 programmes (first, second or further degree) and field of education.

11.1.2. VET levels in the national educational system

TABLE 1: LEVELS OF VET PROGRAMMES

LEVEL	EQUIVALENT IN ISCED	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	TYPICAL STARTING AGE OF PUPILS
Lower-secondary education	2	2 years	3 years		15-16
Upper-secondary education	3	2 years	3 years		16-17
Post-secondary non tertiary education	4	1 year	2 years		18-19
Tertiary education	5b	3 years	4 years		18-19

11.2. FIELDS OF EDUCATION AND TRAINING

TABLE 1: VET PROGRAMMES IN LITHUANIA

LEVEL	FIELDS OF EDUCATION*
Lower-secondary education	21 Arts 34 Business and administration 52 Engineering and engineering trades 54 Manufacturing and processing 58 Architecture and building 62 Agriculture, forestry and fishery 72 Health 81 Personal services 84 Transport services
Upper-secondary education	21 Arts 34 Business and administration 52 Engineering and engineering trades 54 Manufacturing and processing

	58 Architecture and building
	62 Agriculture, forestry and fishery
	76 Social services
	81 Personal services
	84 Transport services
Post-secondary non tertiary education	21 Arts
	34 Business and administration
	48 Computing
	52 Engineering and engineering trades
	54 Manufacturing and processing
	58 Architecture and building
	62 Agriculture, forestry and fishery
	72 Health
	76 Social services
	81 Personal services
	84 Transport services
	85 Environmental protection
	86 Security services
Tertiary education	14 Teacher training and education science
	21 Arts
	22 Humanities
	32 Journalism and information
	34 Business and administration
	10 Law
	48 Computing
	52 Engineering and engineering trades
	54 Manufacturing and processing
	58 Architecture and building

	62 Agriculture, forestry and fishery
	64 Veterinary
	72 Health
	76 Social services
	81 Personal services
	84 Transport services
	85 Environmental protection
	86 Security services

*based on Lithuanian Education Classification *(Lietuvos švietimo klasifikacija)*

11.3. LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

At the moment the existing qualifications system covers 4 VET attainment levels and 3 levels within higher education system. In 2005-2008 with the support of European Social Fund a draft model of national qualifications framework has been developed. It covers 8 qualifications levels and is in line with the European Qualifications Framework. A draft of National Qualifications Framework was presented to the Government for approval. For more information about qualifications system development please refer to Section 2.2.

12.1. AUTHORS

The report was prepared by the Qualifications and VET Development Centre *(Kvalifikacijų ir profesinio mokymo plėtros centras)*

12.2. SOURCES, REFERENCES AND WEBSITES

DnB Nord Bankas. Lietuvos ekonomikos perspektyvos [Perspectives of Lithuanian Economy], 2010. Prieiga per internetą: http://www.dnbnord.lt/files/Apzvalgos/lep/lep_2010_lt.pdf

EQUAL projektas „Paramos tinklas reintegracijai į darbo rinką Utenos, Vilniaus apskrityse". Įmonių / įstaigų / organizacijų kolektyvinių sutarčių skyrių, liečiančių dirbančiųjų specialybės įgijimo, kvalifikacijos kėlimo, perkvalifikavimo bei su tuo susijusių lengvatų klausimus tyrimo (2005-2007 m.) ataskaita, [Report of Research on enterprises collective agreements chapters regarding employees countinuing training], 2007

ES struktūrinės paramos, skirtos pagal Lietuvos 2004-2006 m. Bendrąjį programavimo dokumentą darbo jėgos kompetencijai didinti, efektyvumo vertinimas: rezultatai, kiekybiniai ir kokybiniai pokyčiai, rekomendacijos ateičiai [Assessment report of effectiveness of the EU Structural Funds' support for labour force competence: results, quantitative and qualitative changes, recommendation for future]. Viešosios politikos ir vadybos institutas, 2008. Available from Internet: http://esf.socmin.lt/index.php?180827254

Jungtinių Tautų vystymo programa (JTVP) Lietuvoje, LR socialinės apsaugos ir darbo ministerija, Europos Komisijos atstovybė Lietuvoje. Nuo analize pagrįsto politikos dialogo iki veiksmingo sprendimų priėmimo: Ekonominės krizės ilgalaikių pasekmių socialinės atskirties situacijai Lietuvoje vertinimas [From analysis-based policy dialogue to efficient decision making: Assessment of long-term concequences of economic crisis on social exclusion situation in Lithuania]. Available from Internet: http://www.undp.lt/uploads/Publications%20LT/PSIA%20FINAL.PDF

Laužackas, R. Profesinio rengimo terminų aiškinamasis žodynas. Terminology of Vocational Education and Training. Terminologie der Berufsbildung. Vytauto Didžiojo universitetas, 2005

Lietuvos darbo birža. Lietuvos darbo rinka skaičiais 2005–2009 [Lithuanian labour market in numbers in 2005-2009], 2010. Available from Internet: http://www.ldb.lt/Informacija/Apie/Documents/Darbo%20rinka%20skai%C4%8Diais%202005-2009.pdf

Lietuvos darbo rinkos mokymo tarnybos veiklos ataskaita [Lithuanian Labour Market Training Authority Activity Report], 2009. Available from Internet: http://www.ldb.lt/Informacija/Apie/Documents/ataskaita_2009.pdf

Lietuvos laisvosios rinkos institutas. LLRI analizė: dėl kolektyvinių darbo santykių ir darbuotojų atstovavimo [Collective Labour Relations and Represeantation of Employees], 2009. Available from Internet: http://www.lrinka.lt/index.php?act=main&item_id=5513

Lietuvos Respublikos gyventojų pajamų mokesčio įstatymas [Law on income tax of individuals]. *Valstybės žinios*, 2002, Nr. 73-3085

Lietuvos Respublikos mokslo ir studijų įstatymas [Law on science and studies]. *Valstybės žinios*, 2009, Nr. 54-2140

Lietuvos Respublikos pelno mokesčio įstatymas [Law on corporate income tax]. *Valstybės žinios*, 2001, Nr. 110-3992

Lietuvos Respublikos profesinio mokymo įstatymo pakeitimo įstatymas [Law on the amendment of Law on vocational education and training]. *Valstybės žinios,* 2007, Nr. 43-1627

Lietuvos Respublikos Seimo 2003 m. liepos 4 d. nutarimas Nr. IX-1700 „Dėl Valstybinės švietimo strategijos 2003-2012 metų nuostatų" [Resolution of Parliament regarding the Provisions of the national educational strategy 2003-2012]. *Valstybės žinios*, 2003, Nr. 71-3216

Lietuvos Respublikos švietimo ir mokslo ministerija. Lietuvos švietimo klasifikacija. Sritys ir posryčiai. Vartotojo vadovas. [Lithuanian education classification. Broad fields and fields of education. User manual], 2000. Available from Internet: http://www.smm.lt/svietimo_bukle/docs/apzvalgos/sritys2.pdf

Lietuvos Respublikos švietimo ir mokslo ministro 2000 m. gegužės 11 d. įsakymas Nr. 566 "Dėl Studijų ir mokymo programų kodavimo taisyklių patvirtinimo" [Order of minister of education and science regarding the approval of Rules for coding study and training programmes]. *Valstybės žinios*, Nr. 40-1136

Lietuvos Respublikos švietimo ir mokslo ministro 2003 m. birželio 30 d. įsakymas Nr. ISAK-929 „Dėl Valstybinių profesinio mokymo įstaigų eksperimentinės pertvarkymo į viešąsias įstaigas programos patvirtinimo" [Order of the minister of education and science regarding the approval of the programme of experimental transfer of state-run vocational schools to self-governing institutions] . *Valstybės žinios*, 2003, Nr. 56-533

Lietuvos Respublikos švietimo ir mokslo ministro 2003 m. lapkričio 12 d. įsakymo Nr. ISAK-1603 „Dėl studijų rezultatų įskaitymo tvarkos" [Order of minister of education and science regarding the Procedure for recognition of study results]. *Valstybės žinios*, 2003, Nr. 109-4899

Lietuvos Respublikos švietimo ir mokslo ministro 2005 m. birželio 1 d. įsakymas Nr. ISAK-991 „Dėl Pagrindinio profesinio mokymo baigiamųjų kvalifikacijos egzaminų tvarkos aprašo patvirtinimo" [Order of minister of education and science regarding the approval of description of Procedure for initial VET qualification exams]. *Valstybės žinios*, 2005, Nr. 72-2622

Lietuvos Respublikos švietimo ir mokslo ministro 2005 m. birželio 14 d. įsakymas Nr. ISAK-1096 „Dėl Švietimo ir mokslo ministerijos įsteigtų profesinių mokyklų tinklo pertvarkos 2005-2012 metų bendrojo plano patvirtinimo" [Order of the minister of education and science regarding the approval of general plan for reorganisation of the network of state vocational schools]*, Valstybės žinios*, 2005, Nr. 109-3989

Lietuvos Respublikos švietimo ir mokslo ministro 2005 m. gruodžio 12 d. įsakymas Nr. ISAK-2549 „Dėl Jaunimo mokyklų koncepcijos" [Order of minister of education and science regarding the Conception for youth schools]. *Valstybės žinios*, 2006, Nr. 7-263

Lietuvos Respublikos švietimo ir mokslo ministro 2005 m. kovo 29 d. įsakymas Nr. ISAK-506 „Dėl Kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo" [Order of minister of education and science regarding the approval of Description of Qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes]. *Valstybės žinios*, 2005, Nr. 43-1395

Lietuvos Respublikos švietimo ir mokslo ministro 2006 m. sausio 17 d. įsakymas Nr. ISAK-90 „Dėl Pagrindinio profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašo

patvirtinimo" [Order of minister of education and science regarding approval of procedure of IVET programmes development and legitimation]. *Valstybės žinios*, 2006, Nr. 8-302

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. balandžio 3 d. įsakymas Nr. ISAK-591 „Dėl Profesijos mokytojų kvalifikacijos tobulinimo nuostatų" [Order of minister of education and science regarding the Regulations for vocational teachers qualification improvement]. *Valstybės žinios*, 2007, Nr. 40-1523

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. gruodžio 3 d. įsakymas Nr. ISAK-2332 „Dėl Nacionalinės profesinio orientavimo švietimo sistemoje programos patvirtinimo" [Order of minister of education and science regarding the approval of National programme for vocational guidance within education system]. *Valstybės žinios, 2008, Nr. 7-258*

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. gruodžio 3 d. įsakymas Nr. ISAK-2333 „Dėl Praktinio profesinio mokymo išteklių plėtros programos patvirtinimo" [Order of minister of education and science regarding the approval of Practical VET resources development programme]. *Valstybės žinios*, 2008, Nr. 7-259

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. liepos 27 d. įsakymas Nr. ISAK-1578 „Dėl Mokytojų atestacijos nuostatų patvirtinimo" [Order of minister of education and science regarding the approval of Regulations for teachers certification]. *Valstybės žinios,* 2007, Nr. 86-3451

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. sausio 15 d. įsakymas Nr. ISAK-54 „Dėl Mokytojo kompetencijos aprašo patvirtinimo" [Order of minister of education and science regarding the approval of Description of teacher occupation competence]. Valstybės žinios, 2007, Nr. 12-511

Lietuvos Respublikos švietimo ir mokslo ministro 2008 m. sausio 11 d. įsakymas Nr. ISAK-72 „Dėl Ankstesnio mokymosi pasiekimų užskaitymo tvarkos aprašo patvirtinimo" [Order of minister of education and science regarding the approval of Description of Procedure for recognition of prior learning achievements]. *Valstybės žinios*, 2008, Nr. 8-297

Lietuvos Respublikos švietimo ir mokslo ministro 2009 m. birželio 10 d. įsakymas Nr. ISAK-1218 „Dėl 2009–2011 metų bendrųjų profesinio mokymo planų patvirtinimo"[Order of minister of education and science regarding the approval of the General vocational education and training plans]. *Valstybės žinios*, 2009, Nr. 73-2989

Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. sausio 28 d. įsakymas Nr. V-138 „Dėl Geriausiai vidurinio ugdymo programą baigusiųjų eilės sudarymo 2010 metais tvarkos aprašo patvirtinimo" [Order of minister of education and science regarding the approval of description of procedure for ranking of the best graduates from upper secondary general education programmes]. *Valstybės žinios,* 2010, Nr. 18-841

Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. sausio 8 d. įsakymas Nr. V-54 „Dėl Pedagogų rengimo reglamento patvirtinimo" [Order of minister of education and science regarding the approval of Teachers training regulation]. *Valstybės žinios*, 2010, Nr. 9-425

Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro 2005 m. balandžio 29 d. įsakymas Nr. ISAK-739/A1-116 „Dėl Profesinio informavimo ir konsultavimo paslaugų teikimo reikalavimų aprašo patvirtinimo" [Order of minister of education and science and of minister of social security and labour regarding the approval of Description of Requirements for vocational information and counselling services]. *Valstybės žinios*, 2005, Nr. 60-2132

Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro 2003 m. lapkričio 19 d. įsakymas Nr. ISAK-1635/A1-180 „Dėl Profesinio orientavimo strategijos ir jos įgyvendinimo veiksmų plano tvirtinimo" [Order of minister of education and science and of minister of social security and labour regarding the approval of Vocational guidance strategy and it's action plan]. *Valstybės žinios*, 2004, Nr. 56-1955

Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro įsakymas dėl švietimo ir mokslo ministro ir socialinės apsaugos ir darbo ministro 2004 m. kovo 26 d. Įsakymo NR. ISAK-433/A1-83 „Dėl mokymosi visą gyvenimą užtikrinimo strategijos ir jos įgyvendinimo veiksmų plano tvirtinimo" pakeitimo [Order of minister of education and science and of minister of social security and labour regarding the change of Strategy for assuring lifelong learning]. *Valstybės žinios*, 2008, Nr. 122-4647

Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro 2003 m. gegužės 30 d. įsakymas Nr. ISAK-771/A1-91 "Dėl Profesinio rengimo standarto struktūros ir Profesinio rengimo standartų rengimo, atnaujinimo ir įteisinimo nuostatų patvirtinimo" [Order of minister of education and science and of minister of social security and labour regarding the approval of VET standard structure and VET standard preparation, updating and legitimation] . *Valstybės žinios*, 2003, Nr. 56-2512

Lietuvos Respublikos švietimo įstatymo pakeitimo įstatymas [Law on the amendment of Law on education]. *Valstybės žinios*, 2003, Nr. 63-2853

Lietuvos Respublikos užimtumo rėmimo įstatymas [Law on support for employment]. *Valstybės žinios*, 2006, Nr. 73-2762

Lietuvos Respublikos Vyriausybės 2008 m. birželio 18 d. nutarimas Nr. 608 „Dėl Pagrindinio profesinio mokymo ir darbo rinkos profesinio mokymo sujungimo priemonių plano patvirtinimo" [Resolutionof Government of Lithuanian regarding the approval of Action plan for integration of initial VET and labour market training]. *Valstybės žinios*, 2008, Nr.73-2836

Lietuvos Respublikos Vyriausybės 2008 m. gruodžio 8 d. nutarimas Nr. 1320„ Dėl profesinio mokymo lėšų skaičiavimo vienam mokiniui, kuris mokosi pagal formaliojo profesinio mokymo programą, metodikos patvirtinimo" [Order of Government regarding the approval of Methodics for calculating training costs per student in formal VET]. *Valstybės žinios,* 2008, Nr. 143-5709

Lietuvos Respublikos Vyriausybės 2008 m. kovo 5 d. nutarimas Nr. 193 „Dėl Ilgalaikės pedagoginių darbuotojų darbo užmokesčio didinimo programos patvirtinimo" [Resolution of Government of Lithuanian regarding the approval of Long-term Programme for Increasing Teachers Salaries]. *Valstybės žinios,* 2008, Nr.29-1032

Lietuvos Statistikos departamentas prie LR Vyriausybės. Statistikos metraštis=Statistical Yearbook of Lithuania. Lietuvos statistikos departamentas, 2009

Lietuvos Statistikos departamentas prie LR Vyriausybės. Švietimas=Education 2009. Lietuvos statistikos departamentas, 2010

Profesinio mokymo metodikos centras. Profesinio mokymo kokybės užtikrinimo Lietuvoje ir kitose šalyse studija [The study of quality assurance in VET in Lithuania and other countries]. Available from Internet: http://projektai.pmmc.lt/get.php?f.1019

Profesinio mokymo metodikos centras. Detailed thematic analysis "Continuing education and training for adults", 2006. Available from Internet: http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis.asp

Profesinio mokymo metodikos centras. Detailed thematic analysis "Skills and competences development and innovative pedagogy", 2007. Available from Internet: http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/analysis.asp

Profesinio mokymo metodikos centras. Overview of national VET system, 2009. Available from Internet: http://www.trainingvillage.gr/etv/Information_resources/NationalVet/Thematic/

Profesinio mokymo metodikos centras. Vocational Education and Training in Lithuania, 2010. Available from Internet: http://www.kpmpc.lt/Skelbimai/PROFESINIS-MOKYMAS-lietuvoje-2009-ENG.pdf

Specialistų poreikio prognozės Lietuvoje [Forecasts of specialists demand in Lithuania]. VšĮ Nacionalinės plėtros institutas, 2008

Specialistų poreikio tyrimų metodologija [Methodology for research of specialists demand]. VšĮ Nacionalinės plėtros institutas, 2008

Tamošiūnas T., Šutinienė I., Filipavičienė D., Guseva O., Neformaliojo suaugusiųjų švietimo būklė ir gyventojų bei darbdavių požiūris į neformalųjį darbuotojų švietimą. Sociologinio tyrimo ataskaita [Status of non-formal adult education and attitude of population and employers towards employees non-formal education. Report of sociological survey], 2005. Available from Internet: http://www.lssic.lt/alevel/pictures/Dokumentai/Darbdaviai.doc

Žmogiškųjų išteklių plėtros veiksmų programa [Operational Programme for the Development of Human Resources for 2007–2013], 2007. Available from Internet: http://www.esparama.lt/ES_Parama/strukturines_paramos_2007_1013m._medis/titulinis/files/1VP_ZIP_2007-07-30.pdf

Websites:

Centre of Information Technologies of Education *(Švietimo informacinių technologijų centras)*: http://www.ipc.lt

Chambers of Commerce, Industry and Crafts *(Lietuvos prekybos, pramonės ir amatų rūmų asociacija)*: http://www.chambers.lt

Department of Statistics to the Government of the Republic of Lithuania (Statistics Lithuania) *(Statistikos departamentas prie Lietuvos Respublikos Vyriausybės)*: http://www.stat.gov.lt

Education Exchanges Support Foundation *(Švietimo mainų paramos fondas)*: http://www.smpf.lt

Education Management Information System *(Švietimo valdymo informacinė sistema)*: http://www.svis.smm.lt

Euroguidance Lietuva: http://www.euroguidance.lt

Europass: http://www.europass.lt

Lithuanian Association of Adult Education *(Lietuvos suaugusiųjų švietimo asociacija)*: http://www.lssa.smm.lt

Lithuanian Distance Learning Network *(Lietuvos nuotolinio mokymosi tinklas)*: http://www.liedm.lt

Lithuanian Labour Exchange at the Ministry of Social Security and Labour *(Lietuvos darbo birža prie Socialinės apsaugos ir darbo ministerijos)*: http://www.ldb.lt

Ministry of Education and Science *(Švietimo ir mokslo ministerija)*: http://www.smm.lt

Ministry of Social Security and Labour *(Socialinės apsaugos ir darbo ministerija)*: http://www.socmin.lt

Open Information, Counselling and Guidance System *(Atvira informavimo, konsultavimo ir orientavimo sistema AIKOS)*: http://www.aikos.smm.lt

Plan for Stimulation of Economy *(Ekonomikos skatinimo planas)*: http://www.skatinimoplanas.lt/

Prisons Department under the Ministry of Justice *(Kalėjimų departamentas prie LR teisingumo ministerijos)*: http://www.kalejimudepartamentas.lt

Qualifications and VET Development Centre *(Kvalifikacijų ir profesinio mokymo plėtros centras)*: http://www.pmmc.lt

Support Foundation European Social Fund Agency (*Paramos fondas Europos socialinio fondo agentūra*): http://www.esf.lt

The Public Policy and Management Institute *(Viešosios politikos ir vadybos institutas)*: http://www.vpvi.lt

Website dedicated to the EU Support in Lithuania: http://www.esparama.lt

Website of Ministry of Economy dedicated to the implementation of Lisbon Strategy: http://www.ukmin.lt/en/strat_prog/27-10-2008_NRP_Lithuania_EN.doc

Website of project "Development and Implementation of Common Quality Assurance System in Vocational Education and Training" *(Vieningos profesinio mokymo kokybės užtikrinimo sistemos sukūrimas ir įdiegimas)*: http://projektai.pmmc.lt

Website of project "Development of the System of VET Standards (*Nacionalinės profesinio rengimo standartų sistemos plėtra)*: http://projektai.pmmc.lt

Website of project "Update of Strategical Competencies for Vocational Teachers: Development of Experience (*Strateginių kompetencijų suteikimas profesijos mokytojams: patirties plėtra)*: http://projektai.pmmc.lt

Website of project "VET Teacher Training Programme on ICT Introduction in VET" *(IKT diegimo profesiniame mokyme profesijos mokytojų rengimo programa)*: http://profprogr.emokykla.lt/content/view/8/9/lang,lt/

12.3. LIST OF ACRONYMS AND ABBREVIATIONS

AIKOS – Open Information, Counselling and Guidance System *(Atvira informavimo, konsultavimo ir orientavimo sistema)*

LLE – Lithuanian Labour Exchange at the Ministry of Social Security and Labour *(Lietuvos darbo birža prie Socialinės apsaugos ir darbo ministerijos)*

CVET – continuing vocational education and training

CVT – continuing vocational training

CVTS – continuing vocational training survey

ECVET – The European Credit system for Vocational Education and Training

ESF – European Social Fund

GDP – gross domestic product

ICT – information and communication technology

ISCED – International Standard Classification of Education

IVET – initial vocational education and training

LDRMT – Lithuanian Labour Market Training Authority under the Ministry of Social Security and Labour *(Lietuvos darbo rinkos mokymo tarnyba prie Socialinės apsaugos ir darbo ministerijos)*

LieDM – Lithuanian Distance Learning Network *(Lietuvos nuotolinio mokymosi tinklas)*

LLL – lifelong learning

LTL – Lithuanian Litas – the currency of Lithuania

MES – Ministry of Education and Science *(Švietimo ir mokslo ministerija)*

MSSL – Ministry of Social Security and Labour (*(Socialinės apsaugos ir darbo ministerija)*
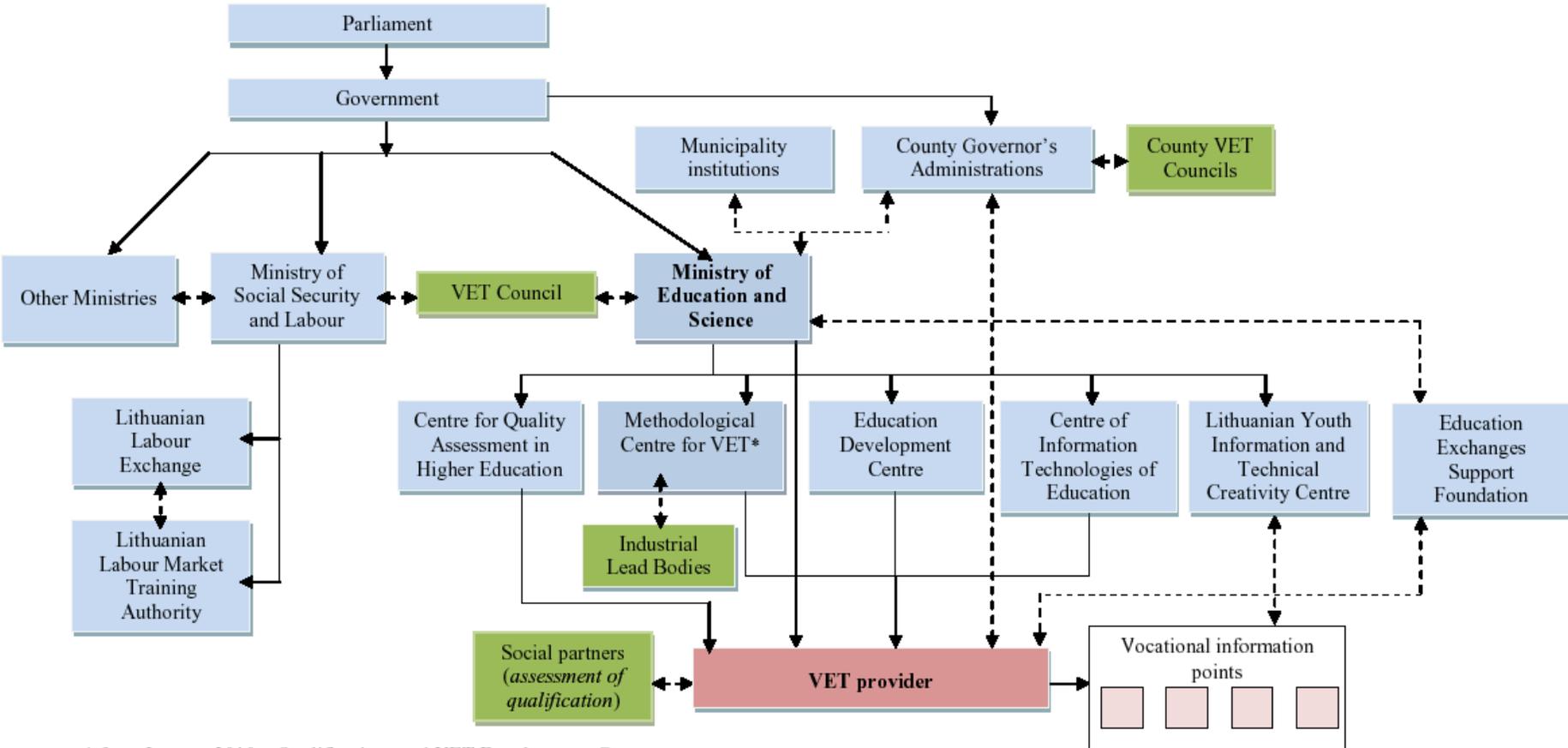
NACE – Classification of economic activities in the European Community

PMMC – Methodological Centre for Vocational Education and Training *(Profesinio mokymo metodikos centras)*
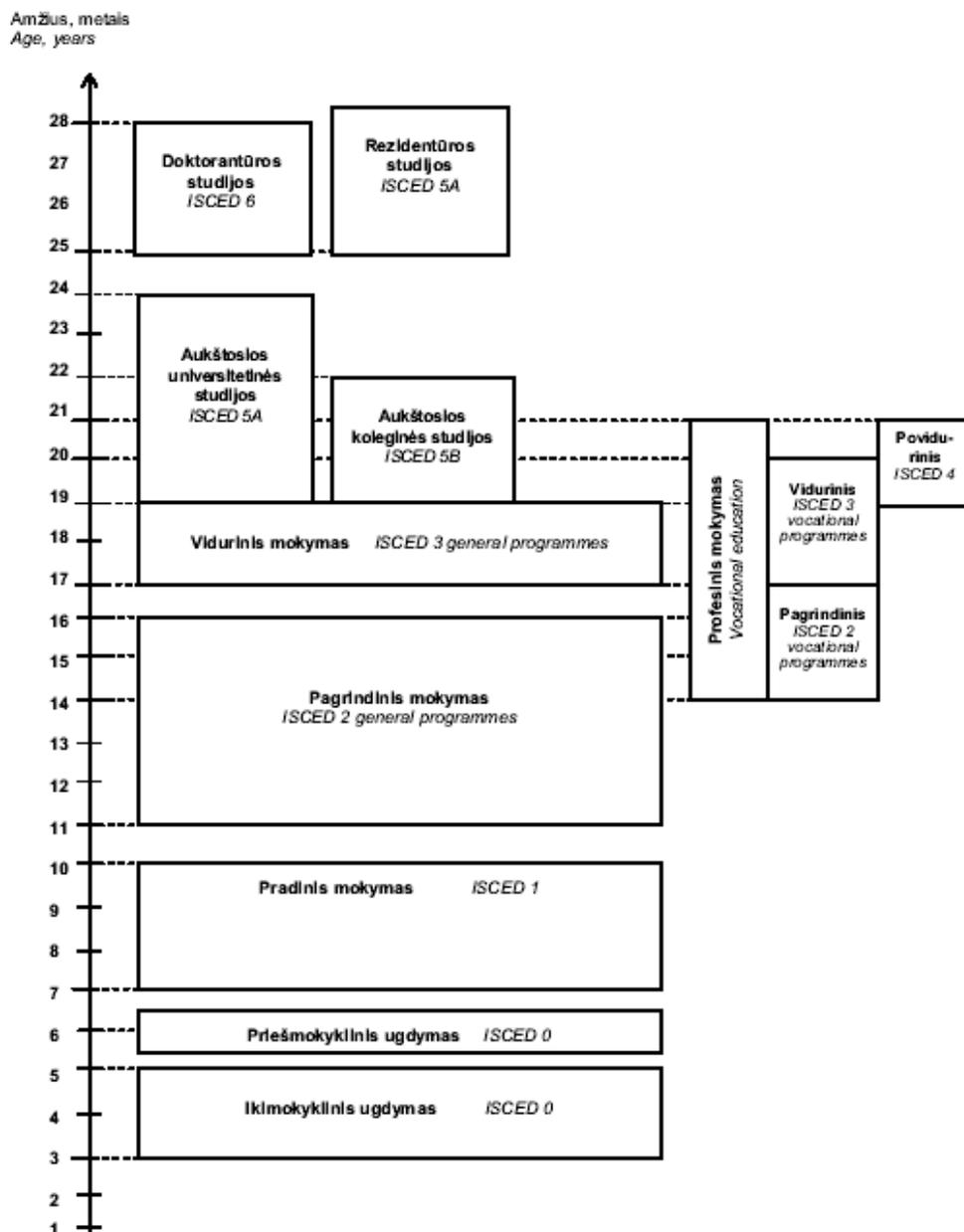
VET – vocational education and training

VIPs – Vocational Information Points *(Profesinio informavimo taškai)*

* from January 2010 – Qualifications and VET Development Centre

ANNEX 2: DIAGRAM OF EDUCATION SYSTEM IN LITHUANIA

Amžius, metais
Age, years

28	
27	**Doktorantūros studijos** ISCED 6 — **Rezidentūros studijos** ISCED 5A
26	
25	
24	
23	**Aukštosios universitetinės studijos** ISCED 5A
22	
21	**Aukštosios koleginės studijos** ISCED 5B
20	**Povidu-rinis** ISCED 4
19	**Profesinis mokymas** *Vocational education* — **Vidurinis** ISCED 3 *vocational programmes*
18	**Vidurinis mokymas** ISCED 3 general programmes
17	
16	**Pagrindinis** ISCED 2 *vocational programmes*
15	**Pagrindinis mokymas** ISCED 2 general programmes
14	
13	
12	
11	
10	**Pradinis mokymas** ISCED 1
9	
8	
7	
6	**Priešmokyklinis ugdymas** ISCED 0
5	
4	**Ikimokyklinis ugdymas** ISCED 0
3	
2	
1	

ISCED 0 – Pre-primary education

ISCED 1 – Primary education (First stage of basic education)

ISCED 2 – Lower secondary education (Second stage of basic education)

ISCED 3 – Upper secondary education

ISCED 4 – Post-secondary non-tertiary education

ISCED 5 – First stage of tertiary education (not leading directly to an advanced research qualification): higher university and non-university education

ISCED 5A – University studies

ISCED 5B – Non-university higher education

iSCED 6 – Second stage of tertiary education (leading to an advanced research qualification)

Source: Education 2009, Statistics Lithuania