LITHUANIA

VET in Europe – Country Report

2011

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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. Modernising VET to support LLL, internationalization, and mobility

3. VET to support recovery from the crisis

4. Historical background, Legislative and Institutional framework

5. Initial vocational education and training

6. Continuing vocational education and training

7. Training VET teachers and trainers

8. Matching VET provision with labour market needs

9. Lifelong Guidance and counseling for lifelong learning and sustainable employment

10. Financing: investment in human resources

This overview has been prepared in 2011 and its reference year is 2010. 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

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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. The county comprises municipalities that have common social, economic, ethnic and cultural interests. Till 2010 the Government was appointing county governors for counties' administration. In 2010 the positions of county governors were eliminated and their functions were transferred to municipalities or other state institutions. The municipality is governed by institutions of local authorities, elected by the local community. The mayors of the region's municipalities, delegated members of municipal councils and persons appointed by the Government compose regional development councils *(Regionų plėtros tarybos)*. Regional development councils adopt decisions relating to the regional development plans and their implementation.

1.2. POPULATION AND DEMOGRAPHICS

Lithuania covers an area of 65300 km2. The average population density is 51 persons per 1 km2.

The population in 2010 was 3329 thousand, which had fallen by 3.9 % since 2003 (see Table 1 below). The number of population is decreasing due to negative net migration (i.e. difference in number of emigrants and immigrants) and negative natural replacement. Based on calculations of Statistic Lithuania, in 2001-2010 the number of population has decreased by 140.5 thous. due to negative net migration and by 101.9 thous. due to negative natural replacement.

Almost one third of population (30.3 %) is population aged under 24 years, while the population aged 25-64 accounts for 53.7 % 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 12 % and the share of elderly people has increased by 6 %. 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 by 10 %.

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009, 2010				
GEO\TIME	2003	2006	2009	2010
EU-27	486647831	493226936	499723520(p)	501105661(p)
LT	3462553	3403284	3349872	3329039

Source of data: Eurostat (Demographic Statistics); date of extraction: 19 May 2011.

(p) - provisional

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

The old-age dependency projection (the ratio of population aged 65 and over to the population aged 15-64, expressed per 100) by Eurostat 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.

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: 19 May 2011; last update: 16.05.2011

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

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 2010). 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 emigration and economic crisis the total number of employees has decreased by 12 % in 2008-2010.

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 and 2010 the highest decrease of added value and number of employees as well as the highest cuts in salaries were recorded in this sector.

TABLE 3: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2010

	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	15175.8	7.0	33992.7	15.7	16573.2	7.7	57099.0	26.4	38733.1	17.9	53694.1	24.8
LT	147.7	11.0	208.2	15.5	93.3	6.9	391.3	29.1	175.6	13.1	322.3	24.0

Source: Eurostat (Labour Force Survey); extracted on: 19-05-2011; last update: 12-05-2011

Description: Employment persons aged 15+ by economic sector of activity (NACE rev. 2) in thousands and as % of total employment

Under the conditions of economic slowdown, the average employment level also started decreasing (57.8 % in 2010, 60.1 % in 2009; 64.3 % in 2008). Between 2006 and 2010 the average employment rate has decreased in all age groups, except for those aged 50-64 having attained higher education (table 4 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 2010 the enrolment rate was 79.7 %[1].

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[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	ISCED / AGE	2003			2006			2010		
	TIME	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	21.5	62.8	43.1
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	45.0	79.7	59.6
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	57.1	87.4	74.5
	No A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.2	72.8	62.2
	Total	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	34.1	78.1	56.7
LT	0-2	9.5	61.8	40.6	6.9 (u)	57.9	34.9	3.9 (u)	40.3	20.1 (u)
	3-4	35.0	80.5	60.2	34.7	81.6	60.2	28.8	68.9	54.8
	5-6	72.4	90.6	70.9	71.3 (u)	92.6	77.8	62.2	89.1	80.3
	No A.	:	:	:	:	:	:	:	:	:
	Total	23.6	81.4	57.1	23.7	82.8	59.1	19.2	74.2	57.9

TABLE 4: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010

Source: Eurostat (Labour Force Survey); extracted on 19-05-2011; last update: 12-05-2011.

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

(u) - unreliable/uncertain data   (:) - not available

(i): Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

Based on labour force surveys, in 2009-2010 unemployment rate has risen from 13.7 % to 17.8 %. According to the Lithuanian Labour Exchange, in 2010 the number of the unemployed registered in the territorial labour exchange offices increased 1.5 times as compared to 2009. Qualified employees (those with upper secondary and post secondary non-tertiary education level) and youth are among the population groups who were hit hardest by the economic downturn (table 5 data).

TABLE 5. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010										
	TIME	2003			2006			2010		
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	27.4	16.3	10.2
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	18.1	8.2	6.7
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	16.2	5.3	3.6
	No A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	:	8.2	:
	Total	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	20.8	8.9	6.9
LT	0-2	35.7	21.2	15.9	:	11.3 (u)	:	54.4 (u)	39.1	31.5
	3-4	26.9	11.9	14.8	9.8 (u)	5.7	7.7 (u)	33.8	21.7	17.9
	5-6	:	5.1	8.4	:	:	:	26.4 (u)	7.0	6.2 (u)
	No A.	:	:	:	:	:	:	:	:	:
	Total	26.7	10.8	13.6	9.8 (u)	4.8	6.6 (u)	35.1	16.8	14.8

Source: Eurostat (LFS); extracted on: 19-05-2011; last update: 12-05-2011.

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

(u) - unreliable/uncertain data   (:) - not available

(i)- Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

Education funding

In Lithuania in 2002-2008 total public expenditure on education at ISCED 2-4 levels as percentage of GDP was above EU average (table 6 data). On the other hand, compared to other educational sectors, vocational education and training receives less funding. According to the most recent data of Statistics Lithuania on national and municipal budget spending on education, in 2010 total public expenditure on pre-primary, primary, lower and upped secondary general education was 2.8 % of GDP, whereas public expenditure on VET was 0.3 % and public expenditure on higher education was 1.2 % of GDP.

TABLE 6: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2002-2008							
GEO	2002	2003	2004	2005	2006	2007	2008
EU27	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)	2.20 (s)	:
LT	2.65	2.67 (i)	2.72 (i)	2.55 (i)	2.52 (i)	2.41 (i)	2.61

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 12-04-2011

s – Eurostat estimate   (:) - not available

Description: Total public expenditure on education, at ISCED level 2-3-4, by programme orientation (million PPS, % of GDP, % of public expenditure)

(i)- Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_figdp&lang=en

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

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, 92 % 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 almost reached the benchmark established in The Provisions of the National Education Strategy 2003-2012 for 2012 (90 %). In 2009, 87 % of population at the given age have attained upper secondary education level or above (see Table 7). The benchmark regarding early school leavers in principle is also reached: in 2009 the share of the population aged 18-24 with, at most, lower secondary education and not in further education and training totalled 8.7 % and was considerably lower compared to EU-27 average (see Table 8). The benchmark for 2012 is 9 %.

The national Reform Programme of Lithuania which summarises the main structural reforms to eliminate obstacles to economic growth and achieve national targets under the Europe 2020 Strategy includes also the priority actions for reducing the number of early school leavers. The following measures are foreseen:

- upgrade the training and education support infrastructure for socially vulnerable groups, the disabled and individuals with special training needs and develop the range of services offered to them;

- increase the flexibility of educational/teaching programmes and provide other alternatives for acquiring lower and (or) upper secondary education;

- improve practical vocational training infrastructure in VET institutions;

- develop student skills in their career management;

- encourage young people to continue studying in vocational training institutions and to obtain professional qualifications demanded in the job market.2

TABLE 7: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2009									
TIME	2002			2005			2009		
GEO	T	F	M	T	F	M	T	F	M
EU-27	76.7	79.3	74.0	77.5	80.2	74.8	78.6	81.4	75.9
LT	81.3 (b)	83.2 (b)	79.4 (b)	87.8	91.8	83.9	86.9	91.0	83.0

Source: Eurostat (LFS); extracted: 19-05-2011; last update: 01-04-2011.
Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education
(b) - break in series

TABLE 8: EARLY SCHOOL LEAVERS (%), 2002-2009								
GEO/TIME	2002	2003	2004	2005	2006	2007	2008	2009
EU-27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
LT	13.4 (b)	11.4	10.5 (b)	8.1	8.2	7.4	7.4	8.7

Source of data Eurostat (LFS); extracted: 19-05-2011; last update 01-04-2011

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

(b) - break in series

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 4 times (see the tables below). On the other hand, based on the data of Statistics Lithuania about new entrants, in 2007-2009 the number of persons entering VET programmes was growing. Compared to 2009, in 2010 vocational schools attracted slightly less students.

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[2] Lithuania: National Reform Programme, 2011. Available from Internet:
http://ec.europa.eu/europe2020/pdf/nrp/nrp_lithuania_en.pdf

The main reason for decreasing number of students in VET and in other education sectors is the declining young population under 15 years old. It should be also noted that number of those graduates who have chosen VET programmes at ISCED 4 level has increased by 17 %. It is believed that the main factor for these changes is the start of tertiary education reform in 2009. Following the reform, state-funded higher education is available only for the best upper-secondary education graduates and therefore more students are choosing their further studies abroad. Another factor is the improvement of conditions for VET programmes graduates to enter tertiary education.

TABLE 9: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2007, 2009

YEAR		2007						2009					
GEO	S	3 GEN	3PV	3 VOC	4 GEN	4PV	4 VOC	3 GEN	3PV	3 VOC	4GEN	4PV	4 VOC
LT	T	37629	:	6827	:	:	3939	38367	:	7060	:	:	3464
LT	M	16480	:	4179	:	:	1753	16985	:	4414	:	:	1624
LT	F	21149	:	2648	:	:	2186	21382	:	2646	:	:	1840
EU-27*	T	2393291	:	2595569	49493	:	424537	2319746	:	2480373	:	:	394682
EU-27*	M	1022202	:	1400317	23958	:	194372	995733	:	1344532	:	:	188195
EU-27*	F	1371089	:	1195251	25535	:	230165	1324013	:	1135842	:	:	206487

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011.
* Available total – calculated by Cedefop;
S= sex; T= total; M=males; F=females; GEN=general; PV=pre-vocational; VOC=vocational
(:) - not available

TABLE 10: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2007, 2009

YEAR		2007						2009					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
LT	T	22442	8397	11947	:	367	43153	22779	9293	12189	:	397	44658
LT	M	7541	2728	3970	:	147	14386	7958	2970	4085	:	155	15168
LT	F	14901	5669	7977	:	220	28767	14821	6323	8104	:	242	29490
EU-27*	T	2348435	916150	691661	10355	109512	4076113	2465221	915360	706581	10850	100723	4198735
EU-27*	M	971270	357768	280571	2703	59335	1671647	1020740	365808	278346	2568	54413	1721875
EU-27*	F	1377165	558382	411090	7652	50177	2404466	1444481	549552	428235	8282	46310	2476860

Low lifelong learning level remains one of the largest challenges for education system. 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 11. For more information on measures foreseen to encourage participation of adults in education please refer to Section 6.1.

TABLE 11: LIFELONG LEANING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2009								
TIME	2002			2005			2009		
GEO	T	F	M	T	F	M	T	F	M
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.3 (p)	10.2 (p)	8.5 (p)
LT	3.0 (b)	4.0 (b)	1.9 (b)	6.0	7.7	4.2	4.5	5.4	3.6

(b) - break in series   (p) - provisional value

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

1.5. DEFINITIONS

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*)

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, 2011)*

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*)

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. First stage of higher education encompasses 2 types studies: university and college studies. University study programmes are more oriented towards universal general education, theoretical preparation and professional capacity of the highest level, while college study programmes are more oriented towards preparation for professional activities. *(Law on Science and Studies, 2009)*. In Lithuania *"tertiary education"* is equal to *"higher education"*.

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, 2011)*

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*)

Lower secondary education *(pagrindinis ugdymas)* is implemented pursuant to six-year basic education curricula. Its purpose is to provide an individual with the basics of moral, sociocultural and civic maturity, general literacy, the basics of technological literacy, to cultivate national consciousness, to foster an intent and ability to make decisions and choices and to continue learning. *(Law on the amendment of the Law Education, 2011)*. General lower secondary education programme may be implemented together with VET programme.

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).

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)*

Qualification *(kvalifikacija)* is the totality of person's possessed competences or professional experience and possessed competences necessary for a certain activity, recognised in accordance with the procedure laid down by legal acts of the Republic of Lithuania. *(Law on the amendment of the Law on Education, 2011)*

Upper secondary education *(vidurinis ugdymas)* is implemented pursuant to two-year secondary education curricula. Its purpose is to assist a person in the acquisition of general academic, sociocultural and technological literacy, moral, national and civic maturity, and the basics of vocational competence. (*Law on the amendment of the Law Education, 2011*). General upper secondary education programme may be implemented together with VET programme.

There are no equivalents for terms "Alternance training" and "School-based programmes" in national terminology.

2.1. VET POLICY DEVELOPMENTS AND PRIORITIES IN SUPPORTING LLL

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.

The National Education Strategy includes such measures as the development of flexible and open education structure joining general education, VET, higher education studies, formal, non-formal and informal learning into one educational space; gradual transition towards credit, modular, accumulative learning; implementation of principle for funding distribution „money follow student" in all education sectors; bringing closer general education and VET; the development of continuing education services; creation of system for recognition of competences acquired by different ways; participation of employers and social partners representatives in the major part of final qualification exams in VET and higher education; matching of VET and higher education study programmes with international standards and labour market needs.

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.

New impulse for the development of VET system was given after adopting the new edition of Law on VET 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.

With the aim of improving correspondence of VET to the labour market needs Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa, 2007)* is implemented. It sets out actions for the development of VET until 2014. It foresees activities for shaping qualifications, VET curriculum modularisation, 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. It is foreseen to allocate Euro 168 million from national budget and European Structural funds for the implementation of the programme.

The most important developments in VET:

- The reform of the network of initial and continuing VET providers. The reform is aimed at the optimal and efficient use of training funds and resources, VET teachers' competency, optimisation the network of providers in different territories and more efficient usage of training facilities. When optimising the network of vocational schools, it is planned to decentralise school management to the local level and to merge several schools. Additionally, IVET and labour market training (oriented towards the training of the unemployed) integration is implemented. In 2010, 9 labour market training centres were transferred for the responsibility of the Ministry of Education and Science.

- VET management decentralisation. 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. Until 2010, 13 VET providers had the status of self-governing institutions and in 2011 after the adoption of necessary amendments of the Laws on Education and VET the reorganisation will be continued further.

- The establishment of the **sectoral practical training centres (SPTC)**. 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 2010, the establishment of first 8 of SPTC was started (the implementation period: 2010-2012) and a list of national projects regarding establishment of further 34 SPTCs (the implementation period: 2011-2013) was approved. It is foreseen to allocate Euro 116 million for the establishment of SPTCs.

- **Formation of national qualifications system and its correspondence to European Qualifications Framework.** In 2010 a procedure regarding the establishment and funding of central and sectoral professional committees and their objectives and functions was adopted. The central professional committee will coordinate strategic issues of the qualifications system formation and sectoral professional committees will coordinate qualifications issues in certain sectors (see Section 4.3). For more information on the development of national qualifications framework and referencing it to the European Qualifications Framework please refer to Section 2.2.

- **VET Curriculum** reform. More information in Section 2.2.

- **VET quality** assurance. In 2010 the preparation for implementation of internal quality management tools in VET institutions and for external VET quality assessment was ongoing (more information in Section 2.2). Additionally, in 2010 the national project for improvement of VET teachers' technological (subject) competences was started.

2.2. IMPLEMENTATION OF EUROPEAN TOOLS AND PRINCIPLES

In 2010, the national qualifications framework was approved and the referencing of the national qualifications framework to the European qualifications framework was started. The national qualifications framework, approved by the Government, defines an 8-level qualification system. In addition, in 2010 a 3 year duration project "Formation of qualifications and the development of modular VET system" *(Kvalifikacijų formavimas ir modulinio profesinio mokymo sistemos kūrimas)* was started. During the project it is foreseen to update the methodology for the development of qualifications standards *(profesiniai standartai)* and to prepare qualifications standards in 5 sectors of economy.

Development of VET modular programmes is one of priority actions of VET curriculum reform. Within the national project "Formation of qualifications and the development of modular VET system" which was started in 2010 it is foreseen to develop modular VET system model and to pilot it in a number of educational fields when reorganizing VET programmes into modular ones. These programmes will be developed taking into account European Parliament and Council recommendations regarding European Qualifications Framework for lifelong learning and the development of European Credit System for VET (ECVET) and European Quality Assurance Reference Framework for VET (EQARF).

Within 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*, 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) and considering the Common Quality Assurance Framework (*CQAF*) for VET in Europe. In order to realise the concept and the measures of the *Practical VET Resources Development Programme (cf. 2.1)* it is foreseen to implement internal VET quality assurance mechanisms in VET institutions and to develop and pilot external assessment until 2014.

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.

2.3. INTERNATIONALISATION AND TRANSNATIONAL MOBILITY IN VET

2.3.1. POLICY FRAMEWORK FOR INTERNATIONALIZATION AND TRANSLATIONAL MOBILITY IN VET

Strengthening of cooperation with EU is considered as one of the strategic Lithuanian EU policy directions, established in the document "Strategic Guidelines of Lithuania's European Union Policy for 2008 – 2013 "More Europe in Lithuania and More Lithuania in Europe!" (*Lietuvos Europos Sąjungos politikos 2008-2013 metų strateginės kryptys. Daugiau Europos Lietuvoje ir Lietuvos Europoje*).[3] The document was approved by Government of Lithuania. In the document it is committed to encourage active participation of population in various EU programmes, to support engagement of social partners and nongovernmental organisations into the appropriate European networks and co-operation between the Lithuanian and EU education institutions, to actively support initiatives of *Lifelong Learning Programme* and other EU exchange programmes, to raise the number of students arriving to study in Lithuania from other EU member states and to support initiatives for the co-operation and mobility of students, teachers, researchers, and various experts in the EU member states.

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[3] Strategic Guidelines of Lithuania's European Union Policy for 2008 – 2013 "More Europe in Lithuania and More Lithuania in Europe!, 2008. Available from Internet: http://www.euro.lt/documents/Strategines%20kryptys_EN.pdf

It is foreseen that the number of those participating in the professional, cultural, regional, academic, and other types of exchange on the basis of the EU programmes will increase by 50 % by 2013 (as compared to 2008). It is also committed to promote the EU language learning and to seek that upon graduation of upper-secondary education students would master at least one language of another EU member state.

Lithuania participates in various international networks, such as, for example, the European Network for Quality Assurance in Vocational Education and Training (EQAVET, until 2010 ENQA-VET), the European Lifelong Guidance Policy Network (ELGPN), CEDEFOP networks (ReferNet, TTnet), UNESCO-UNEVOC (International Centre for Technical and Vocational Education and Training) centres network, Eurydice (network of information on education systems and policies in Europe). In the framework of these networks, the Lithuanian representatives participate in working groups, participate and organise *peer learning activities*. Implementation of EU instruments should also facilitate internationalisation of VET (see Section 2.2).

Institutional cooperation with foreign partners is fostered by joint Leonardo da Vinci, Grundtvig and Comenius projects within Lifelong Learning programme, Nordplus Junior and Adult projects. These programmes support mobility of students, teachers and employees, qualification development, exchanges, partnerships, transfer of innovation and assistantship in training institutions abroad. It should be noted that almost all VET institutions have signed cooperation agreements with the foreign education institutions (from Byelorussia, Norway, Germany, and other EU countries). The cooperation activities include exchange of students and teachers delegations, participation in partners' skills competitions. These activities may be sponsored from training institutions', local and regional budgets.

Cooperation of Lithuania and Quebec in VET area is an example of good practice. A declaration of intent was signed between Quebec's Ministry of Education, Leisure and Sports (le Ministère de l'Éducation, du Loisir et du Sport) and the Ministry of Education and Science of the Republic of Lithuania in 2005. It was agreed to support the exchange of students, teachers and management staff, and to promote cooperation among training institutions in training programmes, pedagogical, scientific and technical research, and learning materials. The experts cooperated in preparing 2 studies (The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems; Roles, Responsibilities and Partnerships in the Management of Educational Institutions Offering Vocational Training in Québec and Lithuania), furthermore visits for Ministerial delegations were organised and Quebec partners have given the rights of adaptation and translation of methodological materials. Additionally, bilateral relations among the VET providers in Lithuania and Quebec were made (Alytus Vocational Education and Training Centre and Quebec Capital Hotels School/ l'École hôtelière de la Capitale à Québec/): it is planned to create new methods for the implementation of bilingual education and to foresee the opportunities for students practical placement in the partner country.

Higher Education (including college study programmes oriented towards practical activity, ISCED 5B) Internationalisation Development is one of measures of 2007–2013 Human Resources Development Operational Programme *(Žmogiškųjų išteklių plėtros veiksmų programa, ŽIPVP, 2007)*. To implementing the measure, in 2010 national projects were started for preparation of national concept of European credit transfer and accumulation system (ECTS), raising awareness of and promoting the Lithuanian higher education studies abroad and for the development of international internship system for students and lecturers.

VET qualifications acquired abroad are assessed and recognised to the relevant VET qualification by the Ministry of Education and Science in cooperation with training providers. The procedures for assessing competences and accreditation of competences assessment institutions (under preparation) should facilitate the processes of recognition of competences acquired abroad, application and competences assessment. Graduates of the Lithuanian VET institutions searching for training and employment possibilities abroad may use Europass certificate supplements. They provide information on skills and competences, range of occupations accessible to the holder of the certificate, level of the certificate, training duration, entry requirements, etc. Europass certificate supplements in Lithuanian and English are prepared for all formal vocational training programmes. They are accessible for everyone on the Open Information Counselling and Guidance System (AIKOS) system.

Upper-secondary and higher education acquired abroad for those who wish to study or work in Lithuania is recognised by The Centre for Quality Assessment in Higher Education *(Studijų kokybės vertinimo centras, SKVC)*. In 2011 it is foreseen to start the project aimed at improving the academic recognition of higher education qualification acquired abroad (to improve principles for recognition of disciplines and transfer of marks, to develop related information tools, etc.).

2.3.2. TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES IN VET

The main tools for geographical mobility are projects in the framework of Life-long learning programme Leonardo da Vinci sub-programme. 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. During the projects they develop their qualification, have work-placement in enterprises, are introduced to VET innovations, modern technologies, etc. Based on information from the Education Exchanges Support Foundation *(Švietimo mainų paramos fondas, ŠMPF)*, the national agency responsible for implementing EU Lifelong Learning Programme, the most frequently participants of mobility projects choose Germany, the most popular are 3-4 weeks duration visits.

Based on the data from ŠMPF, each year around 1000-1200 VET students and specialists as well as employees from enterprises participate in *Leonardo da Vinci* mobility projects (see Table 12).

Table 12. PARTICIPATION IN LEONARDO DA VINCI MOBILITY PROJECTS				
	2007	2008	2009	2010*
STUDENTS (IVT)	493	545	541	691
VET SPECIALISTS (VETPRO)	512	555	464	458
EMPLOYEES (PLM)	17	40	63	105
Total	1019	1140	1068	1254

*Provisional data

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

In 2010 the number of participants in IVT mobility projects has increased due to the decision of European Commission to increase the number of students in mobility projects and, accordingly, due to extended budget for IVT mobility projects. Due to extended budget for PLM projects number of VETPRO mobility projects participants decreased.

Information about the funding level of mobility projects in recent years is provided in Table 13. The total budget for projects from the programming period start (2007) increased by 44 %. During this period funding for employees mobility projects increased by 4 times, funding for students mobility projects increased by 65 % and funding for VET specialists mobility projects slightly decreased.

TABLE 13. FUNDING FOR LEONARDO DA VINCI PROGRAMME PROJECTS, EURO				
	2007	2008	2009	2010
Total allocated funding, Euro, of which	1.289.586	1.394.127	1.654.159	1.860.603
IVT mobility projects	650.840,00	705.280	877.217	1.074.363
VETPRO mobility projects	585.946,00	654.047	653.321	554.843
PLM mobility projects	52.800,00	34.800	123.621	231.397

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

The main objective of mobility projects is to accumulate professional knowledge, to acquire and deepen professional skills, therefore participants of projects (students and enterprises employees) usually visit and work in companies.

In most cases mobility periods are recognised being a part of practical placement *(gamybinė praktika)* withinVET curricula; teachers mobility visits are recognised as qualification development event. Everybody undergoing mobility experience abroad is awarded Europass mobility document which is used to record an organised period of time that a person spends in another European country for the purpose of learning or training. Host institutions may award their competences certificates.

Transnational mobility initiatives are also implemented according to other sub-programmes of Lifelong learning programme (Comenius, Grundtvig) or NordPlus programme. The initiatives may be supported from different sources (Lithuanian or other countries, local, regional budgets, sponsors), information about which is fragmented. Information about Leonardo da Vinci sub-programme mobility projects is provided in the table 14 below.

TABLE 14. OVERVIEW OF VET TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES									
Title of program/scheme and geographical coverage	Managing authority	Sources of funding and corresponding level of funding for the programming period	Start – end date (programming period)	Target groups	Average duration of mobility per target group (in months)	Number of participants	Implementation mechanisms	Practices to recognize the KSC acquired abroad	Sources of information
EU programs									
1. Leonardo da Vinci mobility projects according to Lifelong learning programme	The Education Exchanges Support Foundation (ŠMPF)	European Commission/ Lifelong Learning programme Funding: 2007: Euro 1.289.586 2008: Euro 1.394.127 2009: Euro 1.654.159 2010: Euro 1.860.603	2007-2013	Students of vocational schools; VET teachers; administration staff; vocational guidance and counselling staff; education experts; employees of companies	IVET Students: 2-39 weeks Apprentices: not applicable VET Professionals: 1-6 weeks Others (employees: 2-26 weeks	IVET Students: 691 (in 2010) Apprentices: no relevant projects VET Professionals: 458 (in 2010) Others (employees: 105 (in 2010)	Standard Lifelong learning programme procedure is applied	Participation in Project for VET students is recognised as part of practical placement within VET curricula. For VET teachers participation in projects is recognised as qualification development; certificates are assessed during certification. All participants receive Europass mobility documents.	ŠMPF

2.3.3. ARRANGEMENTS TO SECURE WORK PLACEMENTS FOR TRANSNATIONAL MOBILITY IN VET

It should be noted that the Lithuanian enterprises participate in projects as both, partners of host institutions (i.e. they accept mobility project participants, provide work placement) and as sending organisations (i.e. they send their employees to foreign institutions). With the aim to encourage companies to participate in transnational mobility in VET as sending institutions ŠMPF presented Lifelong Learning programme during meetings in territorial labour exchanges offices. In addition, publications on best practice are prepared and distributed to employers' organisations, Chambers of Commerce, Industry and Crafts and their members.

During mobility projects VET students usually spend mobility period in companies which are partners of host institutions. The Lithuanian VET institutions recognise work experience in foreign companies being part of practical placement within VET curricula.

Lists of companies implementing mobility projects in VET are published in the website of ŠMPF (http://www.smpf.lt), companies participating in transnational mobility projects in VET are also presented in best practice publications.

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 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 data of Statistics Lithuania, in 2010 a slight growth of GDP (1.3 %) was recorded. Firstly, manufacturing industry has revived due to the recovery of export. In 2010 the added value produced by the sector has increased by almost 8 % as compared to 2009 and the production increased by 8.2 %. Compared to 2009, the production of almost all subsectors has increased, except for food production.

The indicators of construction sector are still worse than in 2009. In 2010 the added value of the sector decreased by 7.1 % compared to previous year. However the first signs of recovery are emerging, for example, in 2010 a number of construction permits awarded increased by 10 %.

The influence of crisis is still evident in the labour market. Based on the data of labour force survey, in 2010 the unemployment level in the country reached 17.8 % and increased by 4.1 % as compared to 2009. The difference between number of female and male unemployed has decreased, however the age structure of the unemployed did not change. Almost one fourth of the labour exchanges clients (26.9 %) are those over 50 years old. 14.4 % of the unemployed are under 25 years old. The growth of long term unemployment was the largest problem in 2010 – the number of long term unemployed has increased by 2.3 times. They accounted for 41.8 % of the unemployed. The average duration of unemployment have increased from 5.8 months in 2009 to 8.6 months in 2010.

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.[4] 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

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[4] 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].

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 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

Based on the data of Statistics Lithuania, in 2000-2010 number of young population under 15 years old has decreased by almost 30 %. This resulted in reduction of the number of entrants to VET and higher education. On the other hand, in 2009-2010 popularity of post-secondary education VET programmes at ISCED 4 level has increased. It is believed that the main factors for this change are: (1) the start of tertiary education reform in 2009 following which state-funded higher education is available only for the best upper-secondary education graduates and (2) the improvement of conditions for VET graduates to enter higher education (see Section 5.1).

Data from labour force survey reveals that the share of the adult 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 % in 2010, 4.9 % in 2008) is behind other EU countries (EU average: 9.1 % in 2010, 9.5 % in 2008). The situation may become worse due to decrease of household expenditure on education in the time of recession.

With the high unemployment level, number of unemployed participating in VET remains high as well. Based on the data of the Lithuanian Labour Exchange, in 2010, 13.6 thous. unemployed participated in VET courses (13.9 thous. in 2009). Those with no qualification accounted for 84 % of all VET courses participants (75 % in 2009).

With the aim to diminish the negative consequences of increasing unemployment, unemployed and those who received notice of dismissal receive counselling services in territorial labour exchanges. The related actions also involve cooperation with employer organisations and trade unions in disseminating information and providing assistance for employees and employers. The Lithuanian Labour Exchange reports that compared to 2009, in 2010 the need for counselling increased by 38 % and more than 4 million consultations were provided. Young persons who are in search for employment receive additional assistance in youth labour centres. In 2010, 11 labour centres served 227.7 thous. young persons (250 thous. in 2009).

3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

Data from labour force survey reveals that the share of the adult population in education is decreasing (4 % in 2010, 4.9 % in 2008) (see Section 3.2.1), therefore it

may be presumed that economic crisis has reduced opportunities of enterprises to organise and fund their employees' training.

On the other hand, starting from 2009 enterprises who are facing economic difficulties may take advantage of the Lithuanian Labour Exchange measures tailored to retain jobs and involve more persons into the active labour market policy measures (including subsidised employment, public works, supporting working skills acquisition) (see Section 3.2.3). In 2010 employment subsidies were allocated for 7.3 thous. employers, of which 97 % represented small and medium business.

3.2.3. MEASURES TAKEN TO ADDRESS THE NEGATIVE EFFECTS OR AS A RESULT OF THE CRISIS

Measures at national level

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. In Ministries ministerial management improvement commissions are established which advice regarding improvement of subordinate institutions management and reduction of related expenditures. When implementing the management improvement plan of the Ministry of Education and Science, the Education Development Centre (UPC, *Ugdymo plėtotės centras*) was established in 2009 after reorganisation of the Teacher Professional Development Center *(Pedagogų profesinės raidos centras)*, the Teacher Competence Centre *(Mokytojų kompetencijos centras)* and the Education Development Centre *(Švietimo plėtotės centras)*. In 2010 the Lithuanian Adult Education and Information Centre *(Lietuvos suaugusiųjų švietimo ir informavimo centras)* was merged into the UPC.

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 the list of persons additionally supported on the labour market who are referred to in the ALMPM in priority order. For example, in 2010, persons under 29 were added to the list.

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.

With the aim of rationalising funding for training and usage of resources the reform of IVET and CVET institutional network was started (for more information please refer to Section 2.1).

European structural support funded measures

It should be noted that measures funded jointly from European funds and national budget were planned before the economic crisis, however they will be relevant for relieving the consequences of crisis. European support for the development of VET is allocated according to 2007-2013 Human Resources Development Operational Programme *(Žmogiškųjų išteklių plėtros veiksmų programa, ŽIPVP, 2007)* and 2007-2013 Cohesion Promotion Operational Programme *(Sanglaudos skatinimo veiksmų programa,SSVP, 2007)*. Based on the ŽIPVP, EU and national budget funding is 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. Based on the SSVP, EU and national budget funding is allocated for the development of VET infrastructure and modernisation of adult education institutions, etc. 2007–2013 programming period EU and national budget funding for the development of practical VET is planned in the Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa, 2007)*. For more information regarding the programme and its measures please refer to Section 2.1.

In 2009-2010 EU structural support funding was allocated for the establishment of 8 sectoral practical training centres (see Section 2.1), the development and implementation of the system for the improvement of VET teachers' technological competences (see Section 7.2.2), qualifications formation and modular VET programmes development (see Section 2.1), vocational guidance development: the Open Information, Counselling and Guidance System *(Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS)* development (see Section 9.2) and career education and monitoring models development in general education and VET (see Section 9.1). EU funding was also used for the unemployed training financing.

Changes in VET funding 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). In 2009 expenditure for unemployment benefits increased 3.5 times compared to 2008. In 2010 the situation has changed: funding for unemployment benefits decreased by 25 % whereas funding for active labour market measures increased by almost 20 %.

4.1. HISTORICAL BACKGROUND

The first Lithuanian vocational school is considered to be agricultural school *"Rietavo ūkininkystės mokykla"* which was opened in 1859 and operated for several years. It was intended for young men over 17 years old.

After proclaiming the Lithuanian independence in 1918 vocational education and training was implemented in different type institutions. VET covered 5-5.5 month duration education in agricultural classes established at 4-year primary schools and intended for farmers' children aged 15-17, winter season (November-April) classes intended for persons over 17, various profile craft schools (in 1928 there were 92 commercial, technical, agricultural, forestry, accounting schools).

After Second World War the Lithuanian education system was incorporated into soviet education system. In that period VET 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. 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.

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.

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 2010 relocation of labour market training centres to the responsibility of the Ministry of Education and Science was started. In 2011 functions of the Ministry of Social Security and Labour in VET area will be passed to the Ministry of Economy.

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. The majority of provisions set in the White Paper on VET have been put into practice.

4.2. LEGISLATIVE FRAMEWORK FOR IVET

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 2011) 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 and higher education studies), non-formal children and adult education, informal education, and educational 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.

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".

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;
- In 2010 a procedure regarding the establishment and funding of central and sectoral professional committees and their objectives and functions was adopted. The central professional committee will coordinate strategic issues of the qualifications system formation and sectoral professional committees will coordinate qualifications issues in certain sectors. The Committees are established at the QVETDC. In the beginning of 2011 the Central Professional Committee was established and list of sectors for establishment of sectoral committees was approved.

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.

Each school has at least two self-governance institutions – the Teachers' Council and the School Council. The self-governance bodies within schools jointly address the school activity and funding issues, exercise influence upon the decisions and

resolution taken by the Head of the school, carry out the public oversight over management of the school. The Teacher's Council is composed of the management of the school, all teachers working at the school and other personnel, while the School Council is composed of the teaching personnel, representatives from the administration, pupils, parents and the principal of the school. Furthermore, other councils may be established, such as those of pupils or parents.

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. Social partners also participate in setting up content of new qualifications, standards, VET curricula and assessing VET programmes in regard to their correspondence to the needs of the economy and in organisation of students' practical training.

The Qualifications and VET Development Centre (*Kvalifikacijų ir profesinio mokymo plėtros centras*, QVETDC (until January 2010 - Methodological Centre for VET*) under the MES perform functions of Qualifications Management Institution as established in new edition of Law on VET (2007) including organisation of VET and qualifications standards development, research of qualifications demand and qualifications formation. It also accumulates and analyses information on VET and human resources development, initiates and implements applied VET research, designs methodologies for the development of VET, assesses and develops VET quality and performs functions of Quality Assurance National Reference Point for VET and EQF National Coordination Point.

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. It also performs functions of member of European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union (ENIC/NARIC).

The Education Development Centre *(Ugdymo plėtotės centras, UPC)* under the MES develops general education, non-formal children and adult education content, organise and perform assessment and accreditation of teachers' qualification development programmes.

The Centre of Information Technologies of Education *(Švietimo informacinių technologijų centras)* under MES organises and coordinates events for teachers and educational institutions' personnel related with IT implementation, coordinates ICT implementation in education institutions, administers education information systems, collects, manages and accumulates databases of educational statistics.

The Lithuanian Youth Information and Technical Creativity Centre *(Lietuvos mokinių informavimo ir techninės kūrybos centras)* coordinates activity of career

planning centres, pedagogical-psychological services and vocational information points in the area of vocational guidance and counselling, coordinates and implements preparation and implementation of training programmes for vocational guidance and counselling staff.

Vocational Information Points (VIPs, *Profesinio informavimo taškai*) operating in general education schools and VET providers, libraries, territorial labour exchange offices and other institutions provide information services, disseminate published material, and give access to internet and to the education and labour market databases. There are 700 VIPs established in different institutions.

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. VET development is the scope of Leonardo da Vinci programme (mobility, innovation transfer and partnership projects). The foundation administers Euroguidance and Europass projects.

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 2010, only 3 of 78 vocational schools were non-public. Almost half (10 of 23) of Lithuanian colleges are non-public and absorb around 35 % of all students at college level.

4.4. LEGISLATIVE FRAMEWORK FOR CVET

Key Laws regulating CVET directly

The Law on Education (1991, new edition 2011) 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 (*Užimtumo rėmimo įstatymas*, 2006) 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. 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 the 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.[5]

4.5. INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

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

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

schools and colleges, CVET is provided by universities, private enterprises, labour market training centres, etc.

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. In 2010 reorganisation of LLE was finalised. Instead of 45 territorial labour exchange offices 10 territorial offices remained. In each municipality unemployed are served by branches of territorial offices which employ consultants, whereas administrative issues are managed by territorial offices.

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. Until 2010, 13 VET providers had the status of self-governing institutions; and in 2011 it is planned to reorganise another 16 VET providers accordingly.

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 recent years the conditions to apply to higher education were improved for successful VET graduates. From 2008 successful VET graduates are awarded additional entrance points when applying to higher education under the same field of education. This increases their opportunities to receive the so-called "student baskets" (i.e. funding from the State budget to cover their studies). In 2010 it was established that those who are candidates for state-funded study places instead of the three Matura exams may have passed two Matura exams and a final qualification exam.

One of the measures for promoting participation in VET is improvement of practical training resources. For more information on Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa,* 2007) implementation please refer to Section 2.1.

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, competences, 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 %.

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.

In 2010 the Description of Order of Designing and Legitimating of Formal VET Programmes *(Formaliojo profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašas)* was approved which introduced novelties into the development of VET programmes. One of the changes is the transition to developing national modular VET programmes. It is foreseen that Qualifications and VET Development Centre will organise preparation or amendment of modular training programmes. VET providers, enterprises will have possibility to initiate and design programmes as well.

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; competences and their range; training objectives; assessment of competences; key competences; 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 VET provider is entitled to implement a registered training programme if its resources are sufficient for implementation and if its teachers correspond to requirements set in the training programmes and legal acts.

- *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. The respective departments at the Ministry of Education of Science are engaged in the supervision of the training process and performance.

  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. For assuring and improving VET quality it is foreseen to implement monitoring of VET on the basis of monitoring indicators approved by the minister of education and science, quality self-assessment and external assessment, assessment of VET programmes and learning outcomes and supervision of VET implementation and qualifications awarding.

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 implementation of concept is foreseen through the measures of the *Practical VET Resources Development Programme*. Until 2014 it is foreseen to implement internal VET quality assurance mechanisms in VET institutions and to develop and pilot 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, higher education institutions are responsible for quality of training, 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. In order to improve the quality of the activities of higher education institutions, external evaluation of study programmes and their accreditation and external institutional assessment are performed.

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 coordinated by the Centre for Quality Assessment in Higher Education.

The procedures for higher education institutions external assessment and accreditation and methodics for the institutional assessment were approved in 2010. External assessment of colleges is foreseen to start in 2011.

5.2. IVET AT LOWER SECONDARY LEVEL

Vocational training programmes at lower secondary level are designed for students over 14 years. 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 15: 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 16: STUDENTS ENROLLED IN LOWER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009							
GEO	TOTAL ISCED2	ISCED2GEN (NUM)	ISCE2 GEN (%)	ISCED2PV (NUM)	ISCE2PV (%)	ISCED2VOC (NUM)	ISCED2 VOC (%)
EU-27	22064045	21484802	97.4	335599	1.5	243644	1.1
LT	257415	250273	97.2	1744	0.7	5398	2.1

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.
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

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. 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 17: 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	ISCED 3	Vocational subjects: 60- 90 %	School based training: 75-80 %	2-3 years	Access to higher education (for those who completed general

	other services; non-marketed services					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 continuation of education and training, in 2010 about 67.2 % of upper secondary general education graduates continued their studies in higher education (ISCED 5) programs and 8 % of graduates entered VET programmes (ISCED 4).

TABLE 18: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009							
GEO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
EU-27	20633767	10946188	53.0	:	:	9687579	47.0
LT	112800	83047	73.6	:	:	29753	26.4

Source: Eurostat (UOE); extracted on: 19-05-2011; lLast update: 13-05-2011.

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

(:) - not available

5.4. ALTERNANCE TRAINING (INCL. APPRENTICESHIP)

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. PROGRAMMES AND ALTERNATIVE PATHWAYS FOR YOUNG PEOPLE

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 2010/2011 there were 18 youth schools with 1438 students.

TABLE 19: 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 (*Pagrindinio ugdymo bendrosios programos*) and 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 20: 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. In 2010 it was established that those who are candidates for state-funded study places instead of the three Matura exams may have passed two Matura exams and a final qualification exam.

Participation in post-secondary education

ISCED 4 level provides only vocational orientation programmes (see Table 21) and only around 7 % of upper-secondary education graduates choose these programmes directly after their graduation. On the other hand, compared to previous years' data, popularity of post-secondary non-tertiary programmes in 2008-2010, has increased by around 60 %. 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 2010 persons aged 24 and older accounted for 26 % of those entering IVET programmes at post-secondary level.

TABLE 21: STUDENTS ENROLLED IN POST SECONDARY NON TERIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009					
GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU-27	1501995	173928	11.6	1328067 (s)	88.4
LT	8689	:	0.0	8689	100.0

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.

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

(:) - not available

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. 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 for Study Programmes (*Laipsnį suteikiančių pirmosios pakopos ir vientisųjų studijų programų bendrųjų reikalavimų aprašas,* 2010). Until 2010 the programmes needed to meet the requirements formulated in the Guidelines for a Subject Area (*Studijų krypties reglamentas*) and in the appropriate VET Standard (*Profesinio rengimo standartas*). In future study programmes will have to meet the requirements established in subject benchmark statements (*studijų krypčių aprašai*). Subject benchmark statements set out general and specific study outcomes, guidelines for teaching, learning and assessing, requirements for study implementation and academic-professional standards developed in cooperation with employers and trade unions representatives.

The Law on Science and Studies (2009) provides that programmes are of fulltime and part time forms. 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 volume of college study programmes is from 120 credits to 140 credits (from September 2011, from 180 to 210 credits), of which:

- core subject disciplines constitute not less than 75 %;

- general college studies disciplines constitute 8 %;

- disciplines suggested by college or freely chosen by student, modules, subjects from other fields or general college studies disciplines, practical training constitute 17-33 %.

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. Following the Procedure for the Recognition of Study Results (*Studijų rezultatų įskaitymo tvarka*, 2003), 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) and may lead to master level study programmes.

Participation in higher education

As seen from the table 22, more than two thirds students in tertiary education prefer university level programmes (ISCED 5A). 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 students will choose further studies more responsibly and, thus, popularity of college studies will increase.

TABLE 22: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2009						
GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU-27	19505749	16370782	83.9	2617882	13.4	517085
LT	210744	146422	69.5	61383	29.1	2939

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.

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

Additional note: Totals and percentages are Cedefop's calculation

Foreign language learning is mandatory in VET programmes combining acquisition of qualification and lower-secondary education (ISCED 2 level) or upper secondary education (ISCED 3 level). If students wish, they may learn another foreign language as an optional subject. Speciality foreign language course in ISCED 4 level programmes is not obligatory.

In 2010, compared to 2007, the share of students learning foreign languages has decreased. This decrease was influenced by the growing number of students at ISCED 4 level, where speciality foreign language course is included only into particular VET programmes. Major share of VET students learn only one foreign language (table 23 data). The most popular is English and in recent years 60-70 % of students learning foreign language prefer English. Around 20 % of them choose Russian; German and French are less popular.

TABLE 23: LANGUAGE LEARNING IN VET			
	2005	2007	2010
Total number of students learning foreign language	33598	30759	29789
Share of total number of students, %	72,5	70	60
One language	27962	25205	24000
Two languages	5388	5553	5789
Three languages	248	-	-
English	20312	22374	24989
Russian	9596	7506	6669
French	1252	710	393
German	7082	5576	3374
Other languages	179	148	156

Source: Education 2010, Statistics Lithuania, 2011

Bilingual learning is also applied in the Lithuanian VET system. For example, at Alytus Vocational Training Centre (*Alytaus profesinio rengimo centras*) subjects are taught in Lithuanian and French languages in barmen, hotel workers and cooks VET programmes. In Visaginas Technology and Business VET Centre (*Visagino technologijos ir verslo profesinio mokymo centras*) a number IVET programmes are taught combining Lithuanian and Russian.

Foreign language learning and assessment is organised following Common European Framework for Languages and language levels established in this document. For example, foreign language general education programme (when VET programme is combined with general lower or upper-secondary education programme) is provided in three courses oriented to A2 (A1), B1 and B2 language levels. Different methods are applied for teaching foreign language course. Teacher chooses the training material and teaching methods that lead students to the best results. In the assessment, formative, diagnostic and summative assessment models are applied. Students are encouraged to self-assess according to European Language Portfolio.

6.1. GENERAL BACKGROUND

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 2011) 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.

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 10.3). 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.

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.

For the development of adult education infrastructure and services, Education Development Centre *(Ugdymo plėtotės centras)* started implementing 2 projects in 2009-2010. The project "Modernisation of Adult Education Institutions" (2009-2011)

is focused on modernising and creating modern learning environment in 19 adult education institutions. The project "The Development of Adult Education System though Providing Learner with Key Competences" (*Suaugusiųjų švietimo sistemos plėtra suteikiant besimokantiesiems asmenims bendrąsias kompetencijas,* 2010-2012) aims at adult education system comprehensive development. The activities of project include provision of key competences for adult learners, the development of adult education institutions staff qualification, introduction of innovative curriculum, increasing access to information services and non-formal education services. The establishment of sectoral practical training centres (see Section 2.1) covers CVET providers and a part of SPTC are being created within labour market training centres. In addition, SPTC will be open to students of CVET institutions and employees from sector enterprises. Other measures, such as the development of qualifications system and introduction of modular VET (see Sections 2.1 and 2.2) and establishment and integration of IVET and labour market training (see Section 2.1) should also contribute to bringing learning closer to adult learners.

Main obstacles in participation in CVET

Within the survey of the Lithuanian population in the project "LINBA"[6] in 2010 it was attempted to identify the main obstacles in adult education. It appeared that the largest obstacles are related to limited financial capacities of population and not to the lack of learning motivation. Lack of information on adult education, career planning and vocational guidance services were also mentioned among learning obstacles. Population is in need for more non-formal adult education institutions and training programmes. The above mentioned projects and initiatives should contribute to the development of adult education services and making them more accessible.

6.2. FORMAL LEARNING IN 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 vocational training programmes are designed for (1) the acquisition of vocational qualification or (2) gaining a right to implement specific jobs (functions) as regulated in legal acts. The duration of training depends on the purpose, the objectives and on the minimum level of general education achieved. Maximum programme duration is 1 year.

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[6] Adults' motivation and needs to learn in Lithuania, Latvia, Estonia and Finland, 2010. Available from Internet: http://www.linba.net/images/surveyeng.pdf

The main requirement for learners is to be over 18 years old. Programmes are designed for persons with various educational attainment level, it may be required to have a certain qualification gained before. After graduation a qualification is awarded and a qualification certificate or a certificate evidencing a right to implement specific job (function) are issued.

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.

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 in 2010 persons aged 24 and older accounted for 26 % of those entering IVET programmes at post-secondary level. Compared to previous year the number of this age group students increased by 21 % in 2010 and by 15 % in 2009.

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. 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 or training institutions.

Quality assurance

Instruments for VET quality are described in Section 5.1.

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 24). However this share is almost two times less than in some Scandinavian countries. Persons with higher education level and employed persons are more actively participating in formal education. In comparison to the EU, very few non-active and unemployed individuals participate in formal education (see Table 25). On the other hand, non-formal training is more popular (see Table 26), 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 24: 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	2.7	6	12.7	6.6
LT	2	3.9	12.6	6.3
FI	3.7	11.7	12.7	10.2
SE	6.3	8.8	24.8	12.7
NO	5.6	7.5	17	9.9

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

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 25: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU-27	6.6	6.3	6.6	7.1
LT	7.4	3.8	6.3	2.1

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

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

6.3. NON-FORMAL LEARNING IN CVET

Non-formal VET programmes are designed for acquisition of new competences or to improve them. Non-formal training providers may register prepared programmes in the Register of Qualification Development Programmes and Events the data of which is published in Open Information, Guidance and Counselling System AIKOS. In 2010 various institutions prepared and submitted over 9000 non-formal training programmes, the largest share of which was designed for teachers' qualification development.

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 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 2010 there were 1147 institutions whose main activity was provision of non-formal adult education (1097 institutions in 2009). In comparison to 2008, the number of providers increased by almost 64 %.

Support for enterprises to provide training opportunities for their employees

Initiatives to develop enterprises staff competences, computer literacy and entrepreneurship are supported by European Social Fund and national budget in accordance to 2007-2013 Human Resources Development Operational Programme *(Žmogiškųjų išteklių plėtros veiksmų programa, ŽIPVP, 2007)*. Support for enterprises employees training projects is provided according to such measures as "Improvement of human resources in enterprises", "Developing skills of computer literacy", "Improvement of human resources in a public sector" and "Refocusing of workforce in rural areas from agriculture to other activities".

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 more than 60 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

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 26 and 27). Similar to the trends of population participation in formal CVET, persons with higher education and employed persons are more actively participating in non-formal CVET. However, unlikely in formal CVET, non-formal CVET attracts more unemployed persons (14.6 % in non-formal CVET and 2.1 % in formal CVET).

TABLE 26: 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	15.6	31.4	51.5	31.3
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
NO	35.6	48.2	66.3	50.6

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

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 27: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU-27	38.8	12.4	31.3	19.5
LT	40.3	4.7	30.9	14.6
FI	59.5	26.9	51.2	31.3
SE	78	38	69.4	47.4
UK	47.4	21.2	40.3	23.8
NO	58.1	18.9	50.6	33

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

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.

6.4. LANGUAGE LEARNING IN CVET

Speciality language learning courses are included into a part of VET programmes for adults. Enterprises may finance language learning initiatives for their employees according to ŽIPVP measures "Improvement of human resources in enterprises" and Improvement of human resources in a public sector". It is often the case that foreign language learning and assessment is organised on the basis of Common European Framework for Languages.

6.5. TRAINING PROGRAMS 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, gaining skills at workplace, job rotation, public works). 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) gaining a right to implement specific jobs (functions) as regulated in legal acts. 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 be done by employees of companies facing economic difficulties in order to retain their jobs.

Based on the data of the Lithuanian Labour Exchange, in 2010, 13.7 thous. unemployed persons participated in VET. The majority of them acquired qualifications in service sector (around 7 thous.), in manufacturing industry (2 thous.), construction (3 thous.). If compared by occupations for which the unemployed were trained, the most popular were sales staff, welders, accountants, decorators, confectioners, waiters, nurse assistants, hairdressers, automobile mechanics.

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, persons assisting ill or disabled family members, ex-prisoners, persons under 29 years old, those starting their first job according to qualification gained, etc. These groups are referred to in the ALMPM in priority order. In 2010 the percentage of additionally supported unemployed amounted to 74 % of the unemployed referred to ALMPM (62 % in 2009). The increase of number of persons additionally supported on the labour market is related to the extension of this group in the Law on Employment. 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 2010 an ESF project was started to support persons with disabilities. It is planned that 1100 persons will participate in the project and will have opportunity to restore their skills or acquire a new qualification. The value of project is around Euro 8 million and the duration: 31 months.

Young unemployed people: 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 11 Youth Labour Centres to provide special youth integration services. In 2010 an ESF project was started "Be active in the labour market" (*Būk aktyvus darbo rinkoje)* and it is planned that 5 thous. persons under 29 years old will have opportunity to improve their skills directly at work place or to receive subsidies for employment. The value of project is around Euro 6 million and the duration: 19 months. From 2010 unemployed with higher education level have possibility to upgrade their qualification according to numerous training programmes the list of which was approved by the minister of education and science. In this initiative, the priority is given to those who graduated higher education more than 2 years ago.

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 beginning of 2011 around 13 % of all prisoners participated in VET courses (e.g. computer operators, hairdressers, joiners, etc.).Graduation of VET courses lead to the same VET graduation document as in vocational schools. Prisoners also have the opportunity to study at tertiary level. 8 prisoners used the opportunity in 2010.

The Lithuanian Labour Exchange also implements active labour market policy programs targeted at prisoners and ex-prisoners.

7.1. PRIORITIES IN TRAINING VET TEACHERS AND TRAINERS

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.

In recent five years the policy focus has been on generally 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)*. In 2008 a Teacher Training Regulation *(Pedagogų rengimo reglamentas)* was approved and later amended in 2010. 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 competences 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 competences 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 the 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 competences. 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 competences is one of the activity groups of the Practical VET Resources Development Programme (2007).

For its implementation a national project in cooperation with employers and associated business structures started in 2010 (for more information please refer to Section 7.2.2).

7.2. TEACHERS AND TRAINERS IN IVET

7.2.1. TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

There are two types of teachers in Lithuanian VET institutions: general education subject teachers *(bendrojo lavinimo dalykų mokytojai)* and vocational teachers *(profesijos mokytojai)*.

TABLE 28: TEACHERS IN VET INSTITUTIONS	
CATEGORY	PLACE OF WORK
Vocational teachers	IVET and CVET institutions (vocational schools, labour market training centres, enterprises)
General education subject teachers	Vocational schools

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 more than half of teaching personnel.

TABLE 29: 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
2010-2011	3962	2194	55.4

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

Source: Statistics Lithuania, Database of indicators. Available from 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)*. 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 2010 senior vocational teachers constituted the biggest share of vocational teachers (44 %) with vocational teachers at 16 %, vocational teachers methodologists at 11 % and vocational teachers experts at 1 %. The remaining part (28 %) 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.

The 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 30: 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.
Education Development Centre *(Ugdymo plėtotės centras)*	Initiates introduction of education innovations into education and training, develops general education and adult education content, coordinates application of curricula to the needs of learners; coordinates preparation of learning resources; forms and coordinates lifelong learning and qualification development system; organise and perform assessment and accreditation of teachers' qualification development programmes and assessment/ accreditation of providers; manages register of teachers' qualification development programmes and events .
Administrations of municipalities *(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.
VET teachers methodological commissions **	Analyse and prepare suggestions regarding demand for VET teachers' qualification development and provide the suggestions to QVETDC, organise qualification development events. At the beginning of 2011, 11 VET teachers methodological commissions were established at QVETDC.

* Based on the regulations of the Education Development Centre (Ugdymo plėtotės centras)

** Based on the regulations of VET teachers methodological commissions

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, irrespective 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". Based on the methodology for the identification of strategic (technological) competences and preparation of qualification development modules 18 qualification development modules in technologies and in pedagogy field were prepared.

- 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 competences. 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.

In 2010 according to the Practical VET Resources Development Programme *(Praktinio profesinio mokymo išteklių plėtros programa, more information in Section 2.1)* a project for the development and the implementation of the system for VET teachers' technological competences improvement was started *(Profesijos mokytojų ir dėstytojų technologinių kompetencijų tobulinimo sistemos sukūrimas ir įdiegimas)*. During the project it is foreseen to design a model for VET teachers' technological competences improvement based on the experience of the above mentioned project "Updating of Strategic Competences for Vocational Teachers: development of experience", to prepare around 100 training programmes for the development of the newest technological competences in 12 sectors of the economy and to educate 650 VET teachers and college lecturers to work with the most modern technological equipment.

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 centres) 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.

7.3.2. 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

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.

The new edition of Law on VET (2007) legitimated qualifications standards *(profesiniai standartai)*. The Procedure for Qualification Standard Structure, Development and Amendment was approved in 2010 according to which the novelties in anticipation of skill needs are foreseen. The main novelty is the transition to sectoral qualifications standards where major sectoral qualifications are defined according to 8 Lithuanian qualifications framework levels covering VET and higher education. For the development of qualifications standards, a project was started in 2010 (see Section 2.2).

VET standards are the basis for the development of VET programmes and assessment of achievements of learners and students. The VET standard is developed for a particular qualification. 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 competences; 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.

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. In 2010 the Description of Order of Designing and Legitimating of Formal VET Programmes *(Formaliojo profesinio mokymo programų rengimo ir įteisinimo tvarkos aprašas)* was approved. It is foreseen that modular VET programmes will be common for all VET providers (see Section 5.1).

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 31: INSTITUTIONAL FRAMEWORK	
INSTITUTION	RESPONSIBILITY/ROLE
The Ministry of Education and Science *(Švietimo ir mokslo ministerija)*	Responsible for the development and the implementation of education policy.
The Ministry of Education and Science in collaboration with the Ministry of Social Security and Labour *(*in 2011 functions of the Ministry of Social Security and Labour are transferred to the Ministry of Economy*)*	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.
Central and sectoral professional committees	Prioritise standards to be developed for the sector and endorse draft standards. They represent employers and educational institutions. Central and sectoral professional committees are being established at QVETDC.
Qualifications and VET Development Centre *(Kvalifikacijų ir profesinio mokymo plėtros centras)*	Organises the development and updating of 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 the 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.

Examples of recent sectoral studies on skill needs analysis

The 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 in the website of QVETDC: http://www.kpmpc.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 on the website of the QVETDC: http://www.kpmpc.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 *(Všļ 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 (and qualifications standards in future), which are adopted at the national level (for more detail please refer to Section 8.1.). In 2010, 8 level national qualifications framework was approved. For more information about NQF formation, please refer to Section 2.2.

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. In the future it is foreseen to introduce national modular VET programmes (see Section 5).

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). 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 7.2*)*.

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.

THEME 9: LIFELONG GUIDANCE AND COUNSELING FOR LIFELONG LEARNING AND SUSTAINABLE EMPLOYMENT

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 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 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 meeting the following challenges: integration and continuity of the system at different stages of education; variety, quality and accessibility of services; training of specialists and involvement of social partners and other stakeholders into the development of the system. Following the programme, in 2010 European structural support and national budget funding was assigned for the development of the Open Information, Guidance and Counselling System (AIKOS, see Section 9.2), for the design of career development model in general education, VET and higher education institutions (including career planning skills course in schools, information and counselling services) and for the creation of model for monitoring of vocational guidance and counselling (including data collection and processing). Projects' implementation period: 2010-2013.

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 Exchange.

A network of 10 *territorial labour exchanges (teritorinė darbo birža)* and their municipal branches operates in the labour market system. Besides employment intermediation, they provide guidance and counselling services on 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.

The 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.

9.2. TARGET GROUPS AND MODES OF DELIVERY

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, Statistics Lithuania, the Lithuanian Labour Exchange.

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 inform about situation in the labour market, demand for qualifications and future forecasts; vacant work places and requirements for candidates; provide consultations regarding choice of profession and learning options.

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 office the person is directed to a professional rehabilitation institution. Professional rehabilitation covers assessment of personal capacities, vocational guidance and counselling, restoration of vocational skills or development of new skills, employment support.

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

Creation and piloting of vocational guidance quality assurance system and standards for services provision is the scope of the project aimed at the design of career development model in different education sectors (see Section 9.1).

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 exchange 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" is being implemented since 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 projects of the National Programme for Vocational Guidance within the Education System *(Nacionalinė profesinio orientavimo švietimo sistemoje programa)* described in Section 9.1.

10.1. VET FINANCING POLICY

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

- innovations in education related to the emergence of new functions or a reallocation of functions and responsibilities shall be justified financially;

- programme budgeting shall be introduced: funds for education shall be accounted and allocated according to the approved priorities and methods both on the local, regional and state levels;

- to allocate at least 6 % of GDP annually to education spending;

- education shall be funded from different sources other than the state budget such as from EU Structural Funds. Private capital shall be used to renew education;

- financial independence and transparent financial accountability of schools shall be reinforced;

- the allocation principle of 'money following a pupil' shall be gradually implemented in all types of education;

- financial incentives to encourage private capital investment into education shall be introduced including certain tax privileges;

- a mixed system of payment for teachers combining full time position payment and hourly payment shall be introduced and teacher salaries shall be raised. The lowest teacher salary should exceed the average salary of employees in the state sector.

During the last 3 years due to economic crisis expenditure from national and municipal budget for education has decreased: Euro 1818 million were allocated for education in 2008, Euro 1802 million in 2009 and Euro 1712 million in 2010. Nevertheless the state keeps the commitment established in the National Education Strategy 2003-2012 and from 2009 the share of expenditure on education compared to GDP exceeds 6 % of GDP (6.8 % in 2009, 6.2 % in 2010).

The VET financing directions for 2007-2014 are set in the Practical VET Resources Development Programme (see Section 2.1). It is foreseen to allocate Euro 168 million from national budget and European structural funds for the action groups set out in the Programme.

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 32 below. The data reveals that in recent years contribution from national budget to VET is gradually decreasing in the general structure of sources of funding, whereas funding from international organisations has significantly increased.

TABLE 32: SOURCES OF FUNDING FOR VOCATIONAL SCHOOLS AND THEIR SHARE OF CONTRIBUTION, %				
	2005	2007	2009	2010
FUNDING FROM THE STATE BUDGET, %	91.5	87.4	89.4	84.4
FUNDING FROM PRIVATE SOURCES (PHYSICAL AND LEGAL ENTITIES), %	6.7	6.2	8.2	7
FUNDING FROM INTERNATIONAL ORGANISATIONS, %	1.8	6.4	2.4	8.6

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 (see Section 2.1).

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 33 below.

TABLE 33: SOURCES OF FUNDING FOR COLLEGES AND THEIR SHARE OF CONTRIBUTION, %				
	2005	2007	2009	2010
FUNDING FROM THE STATE BUDGET, %	60.4	57.91	57.0	53.1
FUNDING FROM PRIVATE SOURCES (PHYSICAL AND LEGAL ENTITIES), %	37.2	36.76	39.9	38.5
FUNDING FROM INTERNATIONAL ORGANISATIONS, %	2.4	5.32	3.1	8.4

Source: Education 2010. Statistics Lithuania, 2011

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).

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

10.3.1. PUBLIC FUNDING SCHEMES AND MECHANISMS TO FINANCE 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. Civil servants training funding scheme is presented in the table 34 below. 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.

Table 34. Civil servants training funding scheme	
Target group	Civil servants
Institutions responsible	State and municipal institutions – foresee funding for civil servants training Civil Service Department under the Ministry of Interior – approves civil servants training programmes and supervises quality of training
Sources of funding	National and municipal budget. According to legal framework, state and municipal organisations plan between 1 to 5 % of their total salary bill on qualification development of their employees.
Mechanisms for distribution/ allocation of funds	Funding for civil servants training is foreseen in institutions training plans which are submitted to Civil Service Department. The plan includes information about foreseen training programmes, number of civil servants expected to participate in training, funding needed.
Training programmes financed	Introductory training for newly employed civil servants (approx. 2.3 % of all training participants); civil servants qualification development
Statistical data on funding	Based on activity report of Civil Service Department, in 2010 approximately Euro 1.4 million was spent on civil servants training. Compared to 2009, in 2010 funding decreased by 34.7 %, whereas compared with 2008, in 2010 the funding decreased by 70 %.

10.3.2. PUBLIC-PRIVATE COST SHARING

Public-private cost-sharing mechanisms where Government and employers and/ or individuals share the costs of CVET in Lithuania include tax incentives for persons (from 2008) and enterprises (from 2005) and grant schemes according to ŽIPVP (launched in 2007, in 2004-2008 funding was allocated under the measure "Development of Labour Force Competence and Ability to Adapt to Changes" of

Single Programming Document). These mechanisms are presented in the Table 35 below.

TABLE 35: PUBLIC-PRIVATE COST SHARING SCHEMES TO FINANCE CVET				
	Tax incentives for individuals	Tax incentives for individuals	Grant scheme under ŽIPVP measure "VP1-1.1-SADM-01-K Development of Human Resources in Enterprises"	Grant scheme under ŽIPVP measure "VP1-1.1-SADM-06-K Development of Human Resources Public Sector"
Target group	Adults, income tax payers. Where a studying resident of Lithuania is not an income taxpayer or has no possibility to exercise the right to deduct payments for VET, such expenses may be deducted from the income of their parents or other family members.	Enterprises	Staff of private enterprises (employees, managers, HRD specialists)	Civil servants (employees, managers, HRD specialists)
Institutions responsible	State Tax Inspectorate under the Ministry of Finances – responsible for administration of income tax	State Tax Inspectorate under the Ministry of Finances – responsible for administration of corporate income tax	Ministry of Social Security and Labour – responsible for implementation of ŽIPVP measures The European Social Fund Agency – supervises implementation of the projects under the measure	Ministry of Social Security and Labour – responsible for implementation of ŽIPVP measures The European Social Fund Agency – supervises implementation of the projects under the measure
Sources of funding	Deduction of costs associated with VET or higher education studies from taxable income	Deduction of share of staff training costs from the calculated amount of corporate income tax or amortisation of them in 4 year period	European Social Fund support and own contribution (for small enterprises – 20 %, medium enterprises - 30 %, large enterprises – 40 %)	European Social Fund support and own contribution (15 %)
Mechanisms for distribution/	Persons paying income tax	For initial VET - up to	The training projects best	The training projects best

allocation of funds	may claim these expenses in their annual tax return. Up to 25 % of the expenditures for training can be deducted.	100% may be attributed to long-term intangible assets and amortized in 4 year period. For CVT - up to 100% of costs may be deducted from corporate income.	corresponding to the assessment criteria are selected	corresponding to the assessment criteria are selected
Training programmes financed	Formal and non-formal VET programmes (Section 6.2 and 6.3)	Formal and non-formal VET programmes (Section 6.2 and 6.3)	Formal and non-formal training programmes (Sections 6.2 and 6.3): professional qualification development, key competences development (foreign languages, IT, social skills, etc.); training in work place	Formal and non-formal training programmes (Sections 6.2 and 6.3): professional qualification development, key competences development (foreign languages, IT, social skills, etc.); training in work place
Statistical data on funding	n.a.	n.a.	It is foreseen to allocate approx. Euro 69.3 million for the programming period 2007-2013. Information source: Progress barometer of EU structural assistance to Lithuania for year 2007 to 2013: http://www.esparama.lt/2007-2013/en/eu_barometer	It is foreseen to allocate approx. Euro 30 million for the programming period 2007-2013. Information source: Progress barometer of EU structural assistance to Lithuania for year 2007 to 2013: http://www.esparama.lt/2007-2013/en/eu_barometer

10.3.3. COLLECTIVE INVESTMENTS TO FINANCE CVET

Collective investment schemes where the costs are covered by employers and employees in Lithuania include payback clauses, paid and unpaid training leave.

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.

10.3.4. REACHING THE GROUPS AT RISK THROUGH FUNDING SCHEMES AND MECHANISMS

Information about funding of training for groups at risk is presented in Section 10.4.

10.4. FUNDING FOR TRAINING FOR THE UNEMPLOYED

The main institutions responsible for training for the unemployed are the Ministry of Social Security and Labour and the Lithuanian Labour Exchange.

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

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.

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. From 2009 unemployed training is mainly funded using European Social Fund (ESF) support according to ŽIPVP measures (see Table 36 below). The Lithuanian Labour Exchange reports that in 2010, Euro 20.1 million were allocated for VET, of which Euro 19.6 million is ESF funding and Euro 0.46 million is European Globalisation Fund support.

In 2010 the Lithuanian Labour Exchange implemented the following ESF/ national budget funded projects: "Enlargement of Employment Opportunities" *(Įsidarbinimo galimybių didnimas, 2008-2010),* "Development of Employability of the

Unemployed" *(Bedarbių užimtumo didinimas, 2008-2011),* "Provision of Professional Rehabilitation Services" *(Profesinės reablitacijos paslaugų teikimas, 2009-2011),* "Support for Employment and Mobility" *(Parama užimtumui ir mobilumui, 2010-2011),* "Be Active on the Labour Market" *(Būk aktyvus darbo rinkoje, 2010-2012),* "Support for the Disabled Persons" *(Parama neįgaliesiems, 2010-2013).* The total value of projects for the whole implementation period is Euro 118 million.

Support from European Globalisation Fund (EGF) is also used for relieving the consequences of unemployment, including organisation of training. In 2010, 3 projects were implemented to support employees dismissed from construction, furniture production and clothing production industries (projects implementation period: 2009-2010). The activities of projects were VET, employment support, qualification development costs compensation, etc. The total value of projects is Euro 3.5 million, 65 % of funding is EGF support.

TABLE 36: FUNDING SCHEMES FOR UNEMPLOYED TRAINING	
Title of scheme	Grant scheme under ŽIPVP measures "VP1-1.2-SADM-01-V Integration of Job-seekers into the Laoour Market" "VP1-1.2-SADM-02-V Establishment and Implementation of Vocational Rehabilitation System for the Disabled" "VP1-1.3-SADM-02-K Integration of Persons at Social Risk and Socially Excluded Persons into the Labour Market"
Target group	Unemployed and those who are facing unemployment Disabled persons Unemployed persons at social risk and socially excluded (prisoners, exprisoners, persons from children social care institutions, women returning to labour market after break, roma population, HIV. AIDS patients)
Institutions responsible	Ministry of Social Security and Labour – responsible for implementation of ŽIPVP measures The European Social Fund Agency – supervises implementation of the projects under the measure
Sources of funding	European Social Fund support (85 %) and national budget (15 %)
Mechanisms for distribution/ allocation of funds	List of national projects was established

Training programmes financed	Formal and non-formal training programmes (Sections 6.2 and 6.3): professional qualification development, key competences development (foreign languages, IT, social skills, etc.); training in work place
Statistical data on funding	It is foreseen to allocate approx. Euro 261 million for the programming period 2007-2013. Information source: Progress barometer of EU structural assistance to Lithuania for year 2007 to 2013: http://www.esparama.lt/2007-2013/en/eu_barometer

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

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11.3. 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

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

Statistics Lithuania – The Lithuanian Department of Statistics *(Lietuvos statistikos departamentas)*

QVETDC – Qualifications and VET Development Centre *(Kvalifikacijų ir profesinio mokymo plėtros centras)*
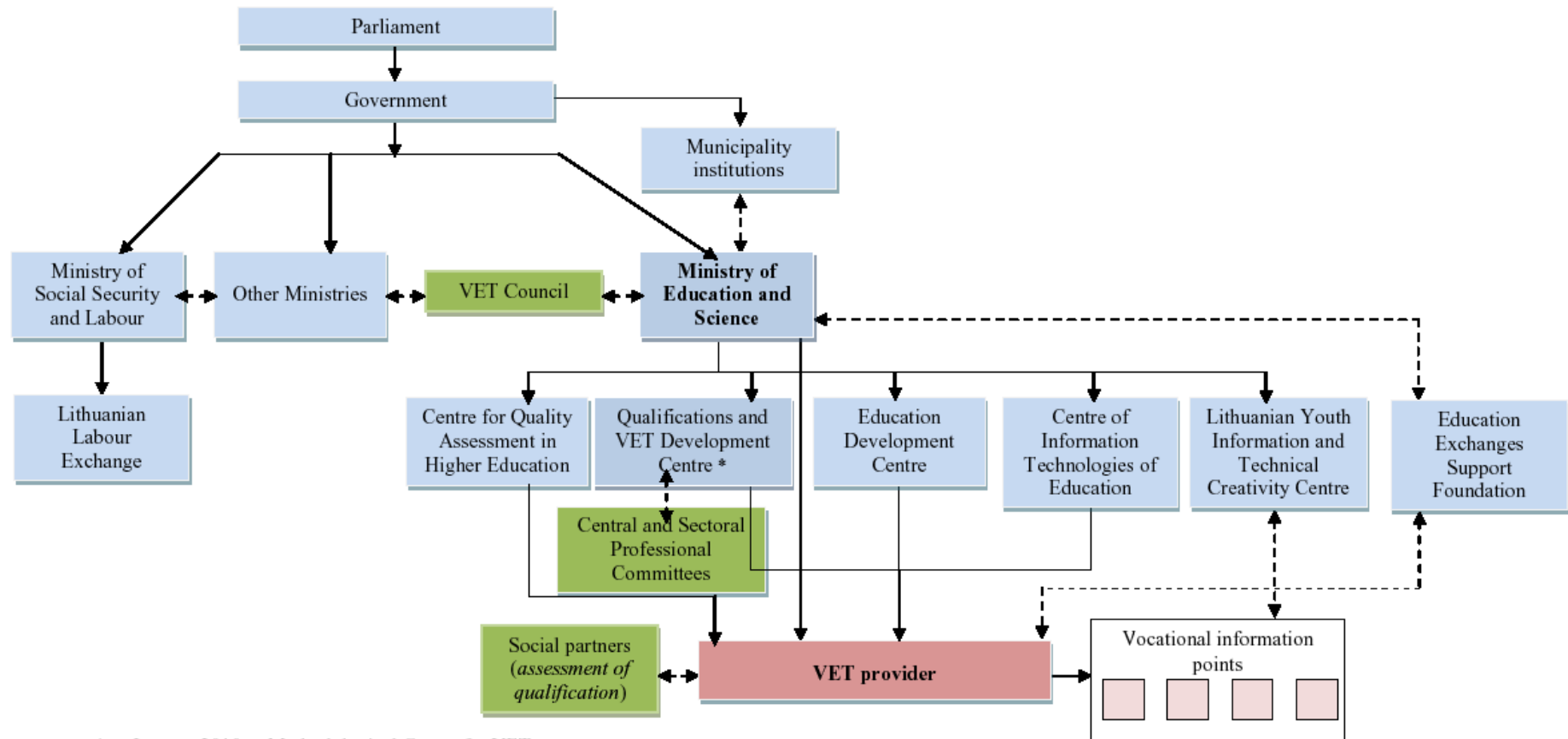
VET – vocational education and training

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

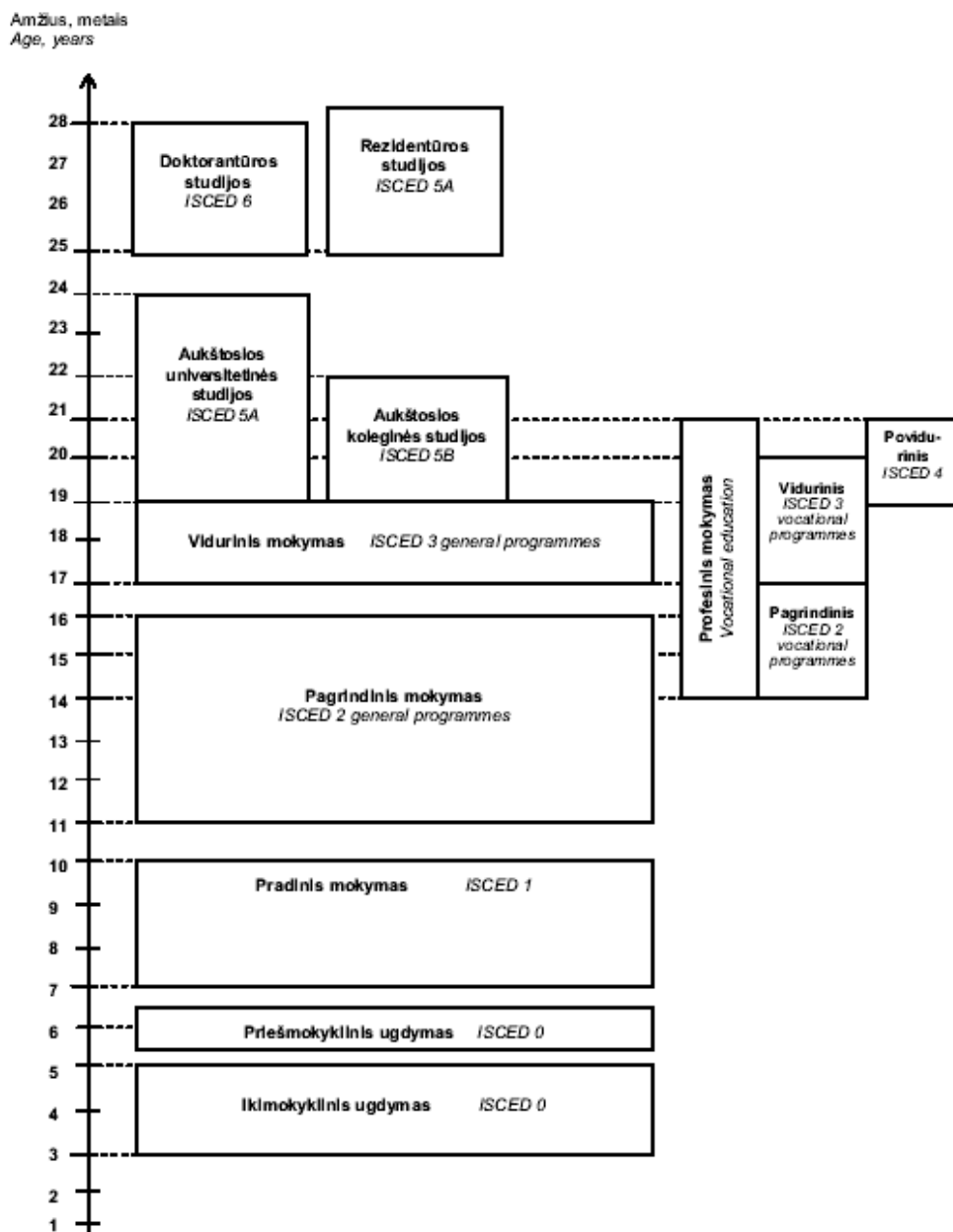ŽIPVP - 2007-2013 Human Resources Development Operational Programme *(Žmogiškųjų išteklių plėtros veiksmų programa)*

SSVP - 2007-2013 Cohesion Promotion Operational Programme *(Sanglaudos skatinimo veiksmų programa)*

* to January 2010 – Methodological Centre for VET

Amžius, metais
Age, years

Doktorantūros studijos *ISCED 6*	Rezidentūros studijos *ISCED 5A*

Aukštosios universitetinės studijos *ISCED 5A*

Aukštosios koleginės studijos *ISCED 5B*

Vidurinis mokymas *ISCED 3 general programmes*

Profesinis mokymas *Vocational education*

Vidurinis *ISCED 3 vocational programmes*

Povidu-rinis *ISCED 4*

Pagrindinis mokymas *ISCED 2 general programmes*

Pagrindinis *ISCED 2 vocational programmes*

Pradinis mokymas *ISCED 1*

Priešmokyklinis ugdymas *ISCED 0*

Ikimokyklinis ugdymas *ISCED 0*

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)