

INITIAL VOCATIONAL EDUCATION AND TRAINING IN LITHUANIA

/detailed thematic report/

*Prepared by Methodological Centre for Vocational Education and Training
according to the structure of European Centre for the Development of Vocational Training (CEDEFOP)*

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0401 INTRODUCTION TO INITIAL VOCATIONAL EDUCATION AND TRAINING

The concept of initial vocational education and training (*pagrindinis profesinis mokymas*) in Lithuania is presented in the Law on Education (2002): “The purpose of vocational training is to assist a person in the acquisition, change or upgrading of qualification and preparation for participation in the changing labour market. Initial (or “Primary” as it is translated in the Law) vocational training is formal, universally available and intended for the acquisition of a primary qualification. It is provided to learners who have attained basic or secondary education levels. In the case of learners who have attained a basic education level it may be provided in parallel with secondary education. Initial vocational training may also be provided to students who have not attained a basic education level and are at least 14 years of age”.

Detailed description of the main IVET pathways:

IVET at lower secondary level	
<p><u>Level 1</u> vocational education and training programmes</p> <p>[ISCED 2]¹</p>	<p>Designed for pupils over 14 years of age who have not finalised lower secondary education. Pupils’ typical age is between 15 and 18.</p> <p>The programs last for 2-3 years and lead to a <i>qualification certificate (ISCED 2) (kvalifikacijos pazymejimas)</i>. The qualification awarded corresponds to Level 2 of vocational education attainment.²</p> <p>Those willing are given opportunity to acquire a basic school-leaving certificate (<i>pagrindinio issilavinimo pazymejimas</i>). Basic school-leaving certificate provides access to upper secondary education, either general or vocational.</p>
IVET at upper secondary level	
<p><u>Level 2</u> vocational education and training programmes</p> <p>[ISCED 3]</p>	<p>Designed for pupils who have finished basic school (10 forms and have a basic school-leaving certificate) and only wish to obtain a qualification. Pupils’ typical age is from 15/16 to 17/18.</p> <p>The programs last for 2 years and lead to a <i>qualified worker’s diploma (ISCED 3) (profesinio mokymo diplomas)</i>. The qualification awarded corresponds to Level 2 of vocational education attainment.</p> <p>For graduates of upper secondary vocational education without a maturity certificate, there are no further progression routes apart from completing the maturity at secondary education schools.</p>
<p><u>Level 3</u> vocational education and training programmes</p> <p>[ISCED 3]</p>	<p>Designed for pupils who have finished basic school (10 forms and have a basic school-leaving certificate) and wish to obtain a qualification and general vocational education. Pupils’ typical age is from 15/16 to 19/20.</p> <p>The duration of studies is 3 years and graduation leads to a <i>qualified worker’s diploma (ISCED 3)</i> together with a <i>maturity certificate (brandos atestatas)</i>. The qualification awarded corresponds to Level 3 of vocational education attainment.</p> <p>For graduates of upper secondary vocational education with a maturity certificate, the progression possibilities to higher education are the same as for graduates of the different directions of general upper secondary education. Admission to the different institutions of higher education is based on the maturity exams’ grade and (in some cases) on special entry exams.</p>
IVET at post-secondary (non-tertiary) level	
<p><u>Level 4</u> vocational education and training programmes</p> <p>[ISCED 4]</p>	<p>Designed for those having maturity certificate and wishing to obtain a qualification. Typical age of students is between 18 and 21.</p> <p>The duration of studies depending on the complexity of the profession is from 1 to 2 years. Graduation leads to a <i>qualified worker’s diploma (ISCED 4) (profesinio mokymo diplomas)</i>. The qualification awarded corresponds to Level 3 or 4 of vocational education attainment.</p> <p>The progression possibilities of graduates to higher education are the same as for graduates of the different directions of general upper secondary education. Admission to the different institutions of higher education is based on the maturity grade point average and (in some cases) on special entry exams.</p>
IVET at tertiary level	

¹ ISCED 1997 – International Standard Classification of Education

² five levels of vocational education attainment defined in Lithuania are described in section 040103 “Qualifications Structure”.

Non-university higher education programs [ISCED 5B]	<p>Designed for those having a maturity certificate and wishing to obtain non-university higher education. A typical age of students is between 18 and 22.</p> <p>The duration of studies is 3-4 years and graduation leads to a <i>higher education diploma</i> (ISCED 5) (<i>aukstojo mokslo diplomas</i>). The qualification awarded corresponds to Level 5 of vocational education attainment.</p> <p>The programmes are provided in higher education institutions - colleges. For graduates from colleges, there is no generally agreed possibility to progress to university and transfer credits from the college education. Usually, these graduates would have to start from the first year at university.</p>
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Colleges (*kolegija*) started their activity in 2000. They were established during the reform of the post-secondary studies sector. The main result of the reform was gradual elimination of professional college education and formation of non-university education. *Professional colleges* (*aukstesnioji mokykla*) were institutions providing a qualification and post-secondary vocational education not recognised as higher education. The admittance of students to programmes of professional colleges is already stopped.

The Law on Education established that formal vocational training curricula may be implemented by vocational schools, gymnasiums or other education providers who are licensed to train according to such curricula.

Lithuania has a school based IVET system, i.e. majority of training is usually delivered at school. A teaching plan usually contains 3 groups of subjects (see sections 040201, 040302, 040602): (1) "general education subjects" that are needed to meet the requirements of general education standards; (2) "theoretical subjects" that should equip students with the knowledge required to acquire the chosen qualification; (3) "practical subjects" that should result in the development of skills.

Participation rates

According to Statistics Lithuania in IVET 34 % of the total young people aged 15-19 participate.

Table: Participation rates in IVET as a proportion of the total of young people (cohort) aged 15-19*

	1995-1996		2000-2001		2002-2003	
	Thous.	%	Thous.	%	Thous.	%
Total number of young people aged 15-19	254.2	100.0	260.4	100.0	274.1	100.0
Total number of students in vocational schools, of which	49.2	19.4	47.0	18.0	44.4	16.2
<i>Level 1 VET programmes</i>	5.2	2.0	7.7	3.0	7.4	2.7
<i>Level 2 VET programmes</i>	22.3	8.8	4.3	1.7	1.4	0.5
<i>Level 3 VET programmes</i>	17.2	6.8	28.3	10.9	27.9	10.2
<i>Level 4 VET programmes</i>	4.5	1.8	6.7	2.6	7.7	2.8
Total number of students in professional colleges	24.2	9.5	37.4	14.4	22.4	8.2
Total number of students in colleges	0.0	0.0	3.5	1.3	26.2	9.6

*Data for 1990/1991 is not available.

Source: Education. Statistics Lithuania.- Vilnius, 2004

040101 Development of IVET

IVET in Soviet period³

Before the restoration of independence, Lithuania had a functioning vocational education and training system in line with the requirements of the Soviet regime. The system consisted of secondary vocational technical schools and technicums.

³ White Paper on Vocational Education and Training the Republic of Lithuania, 1999

Secondary vocational technical schools absorbed part of the less academically inclined pupils sent there after completing nine years at general education schools. Vocational training at these schools lasted for three years. On graduation students were awarded a qualification and a certificate of secondary education. There were also technical schools which enrolled persons with completed secondary general education.

Technicums constituted the higher level of VET system. Students enrolled after nine years of general education and the duration of studies was 4 years. There were also technicums which enrolled persons with completed secondary general education, and duration of studies was 2 years. On graduation, students acquired specialised secondary education and were awarded a qualification.

Preparation for a reform was started when the country was still a part of the Soviet Union. In 1989 proposals for the reform of vocational schools and technicums were suggested. The reform of the VET system started immediately after re-establishment of the country's independence in 1990.

Development of IVET from 1990 to 2004⁴

The main features of the reform are:

1990

- Vocational Education and Training Department was established in the Ministry of Education and Science.
- Secondary vocational schools were re-named and called "vocational schools". They started to offer vocational training programmes of 4 levels.
- Curriculum development was decentralised and delegated to schools.

1991

- The Law on Education was passed.
- The reform of the Technicums was implemented, involving the reorganisation of them into professional colleges.

1994

- Regulations of teachers certification were approved and certification process was commenced.

1995

- Tripartite Vocational Education and Training Council was established in the Ministry of Education and Science.
- VET Reform Programme Phare- 94 was started. This Programme and the successor VET Reform Programme 1997 had significant effects on the development of entire system. The results of the programme include Strategic Documents, new curricula, training material, development of infrastructure of VET institutions and etc.

1996

- The Register of Vocational Education and Training Programmes was approved. The Register legitimised the system of qualifications in Lithuania.
- Methodological Centre for VET was established.

1997

- The Law on VET, regulating initial and labour market vocational training, was passed.
- Levels of vocational education attainment were legitimised.

⁴ The chronology of VET reform in Lithuania, 1990-2003 (excerpt from the country Resource Dossier handed over to Cedefop at the moment of the EU enlargement), <http://www.etf.eu.int>

- The Centre for Vocational Education and Research was established in Vytautas Magnus University; master degree studies in management of vocational training were started.
- VET Councils in regions were established.
- The creation of national education information system was initiated (running on www since 2002).

1998

- The structure of VET standard and first standard were approved.
- Delegation of the responsibility for the assessment of qualifications acquired by students of vocational schools to the Chamber of Commerce, Industry and Crafts and the Chamber of Agriculture was started (finalised in 2003).
- In the framework of Phare Higher Education Reform Programme in Lithuania (HERIL), the introduction of quality assurance system based on self-analysis and external evaluation was started.
- The White Paper on VET was prepared.
- Lithuania joined EU Leonardo da Vinci and Socrates programmes.

1999

- The White Paper on Higher Education was prepared, suggesting the establishment of the sector of non-university higher education.
- Industrial Lead Bodies, as advisory bodies in the development of the standards, were established
- The classification of professions was approved.
- The analysis of the network of vocational schools was carried out and optimisation of vocational schools' network was started.
- Basic education was extended to ten years leading to restructuring of VET programs.

2000

- The Law on Higher Education was passed. The Law legitimised non-university higher education
- While implementing optimisation of schools' network, the responsibility for agricultural schools was passed to the Ministry of Education and Science.
- First multifunctional regional vocational training centres were established. The Centres were established based on mergers of several vocational schools in region. The process is ongoing and in 2004 regional vocational centres were established in 3 regions.
- First sectoral analysis in Lithuania in retail trade sector was conducted.
- The reform of professional colleges was started, first non-university higher education colleges were established (reform ended in 2004).

2001

- Entrepreneurship module was included into all initial VET training programmes.
- First legal acts as the basis for the recognition of knowledge and skills acquired through non-formal and informal learning were adopted.

2002

- Lithuanian education information system (<http://www.aikos.smm.lt>) started functioning. The system is available for everybody and contains information about study and training programs, qualifications and educational institutions.
- Renovation of training content based on competences and objectives in initial VET programmes was finished.

- Conception for Vocational Teacher/Lecturer Education and Training in Lithuania and Professional Standard for Vocational Teacher/Lecturer was prepared.
- Initial training of vocational teachers was started in Vytautas Magnus University. Vytautas Magnus University Centre for Vocational Education and Research has developed one year modular program for initial pedagogical training of VET teachers.

2003

- The new Law on Education was passed.
- Strategic Guidelines for the Development of Education for 2003-2012 were approved.
- Strategy for Vocational Guidance was approved.
- Conception of New Edition of the Law on Vocational Education and Training was prepared.
- The establishment of network of colleges has ended.
- Delegation of the responsibility for the assessment of qualifications acquired by students of vocational schools to the Chamber of Commerce, Industry and Crafts and the Chamber of Agriculture was finalised.
- The experiment of change of juridical status from public vocational schools to self-governing vocational schools was started in 5 schools. The majority of vocational schools have a juridical status of budgetary institution. This weakens interest and opportunities of the schools to search for additional funding sources, to develop new services. The change of status will allow joining other stakeholders into the management of the school (enterprises, governors of counties and municipalities). The experiment will be gradually continued in other schools.

2004

- Single Programming Document of Lithuania (SPD) for 2004-2006 was approved.
- Strategy for Ensuring of Lifelong Learning and its Action plan were approved.
- Action plan for Implementation of Strategy for Vocational Guidance was approved.
- Strategy for the Introduction of Information and Communication technologies into Lithuanian Education for 2005-2007 was approved.
- Strategy for the Implementation of Information and Communication Technologies in Vocational Training was approved.
- Conception for Teachers Training was approved.
- Development of new Law on VET was started.
- System of funding for vocational schools was reformed with the introduction of Student' basket approach.
- 55 vocational education and training standards were developed and adopted.
- 3 sectoral analyses were conducted: (1) hotels and restaurants, (2) mechanics and electronics and (3) information technologies.
- Vocational teachers' continuing training provisions as they are formulated in the Conception for Vocational Teacher/Lecturer Education and Training in Lithuania were piloted in practice in construction sector. Dissemination of experience is foreseen in other sectors.
- First calls for submission of applications for financial assistance from European Social Fund were announced.

Current debates cover a number of issues. A push for discussions comes first of all from the need to include innovations into a new version of the Law on VET which is under development at present. A necessity for Lithuania to successfully join the European labour market is another important stimulus for discussions. Main topics of the debates are as follows:

- Development of qualifications framework that would support the lifelong learning;
- Reforming the IVET system to more participate in CVT activities. The intention is to integrate IVET and CVT systems;
- Improving standing of VET compared to general education.

There are some initiatives foreseen on the level of implementation:

- Development of guidance and counselling system according to the vision formulated in the Strategy for Vocational Guidance;
- Development of quality assurance system in IVET sector;
- Development of system to observe the transition from school to work.

040102 Relationship between IVET And General Education

IVET (both lower and upper secondary) has an equivalent status to general education. Level 1 and 3 VET programmes contain the necessary level of general education, i.e. general education can be acquired in vocational school. Nevertheless, pupils tend to opt for general education pathways as they are more respected; students with lower educational achievement tend to pursue vocational studies. The level of general subject teaching in vocational schools also tends to be lower. In addition, admission requirements for higher education do not recognise vocational subjects or work experience. The differences between IVET and general education exist in the institutional and operational structures as well as in the curriculum. Some key differences are indicated below.

Institutional structure for general education and IVET

General education is offered by gymnasiums (*gimnazija*), secondary schools (*vidurine mokykla*), vocational schools (*profesine mokykla*) and other schools.

IVET is mainly provided by 2 types of education institutions: vocational schools⁵ (*profesine mokykla*) and colleges (*kolegija*).

Responsibilities for funding of general education and IVET

The budgets for general education are delegated to municipalities.

Vocational schools are funded by their stakeholder, i.e. public schools are funded by Ministry of Education and Science.

Colleges also receive the State Budgetary funds for delivery of IVET programmes.

Differences between curriculum for general education and IVET

IVET programmes are oriented towards the development of skills and competencies while in general education curriculum a priority is given to the acquisition of knowledge. Another important difference is the existence of **practical training**⁶: of IVET programmes, practical training should comprise 60-70 % of the total time allocated to teaching professional subjects.

Curriculum design for general education and IVET

Programmes both for general education and for IVET are designed by schools. General education, programmes are developed according to nationally approved General Programmes for General Education Schools (*Bendrojo lavinimo mokyklos bendrosios programos*), Educational Standards for General Education Schools (*Bendrojo issilavinimo standartai*) and General Education Plans (*Bendrieji ugdymo planai*). Programmes for IVET are developed according to existing VET Standards (*profesinio rengimo standartai*)

⁵ According to legal regulations IVET can be provided by every institution which has a license for training. However at present vocational schools are main providers of IVET.

⁶ In Lithuania we have school based IVET system, i.e. majority of training is usually delivered at school. A teaching plan usually contains 3 groups of subjects (see sections 040201, 040302, 040602): (1) "general education subjects" that are needed to meet the requirements of general education standards; (2) "theoretical subjects" that should equip students with the knowledge required to acquire the chosen qualification; (3) "practical subjects" that should result in the development of skills. Therefore in this report we shall use a term *practical training* understanding it as a process aiming at the development of skills.

and General Requirements for Initial Education and Training Programmes (*Pagrindinio profesinio mokymo programu bendrieji reikalavimai*), approved by the Minister of Education and Science. Prepared programmes are approved by organisation representing employers and after the corresponding expertise by the Minister of Education and Science.

Participants in IVET and general education

More children willing to complete upper secondary education prefer general education schools instead of learning at vocational schools where together with a maturity certificate they could acquire a qualification and a qualified worker's diploma. In addition, a possibility to complete upper secondary education is offered in some professional colleges that are delivering level 3 vocational education and training programmes.

Table: Distribution of participants between IVET and general education*

	1995-1996		2000-2001		2002-2003		2003-2004	
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
Total enrollement in upper secondary education, of which	92311	100.0	96624	100	110941	100	114087	100
<i>general schools</i>	72531	78.6	67781	70.2	82434	74.3	85888	75.3
<i>vocational schools</i>	17157	18.6	28248	29.2	27962	25.2	27584	24.2
<i>professional colleges</i>	2623	2.8	595	0.6	545	0.5	615	0.5

*Data for 1990/1991 is not available.

Source: Education. Statistics Lithuania. Vilnius, 2004

Unemployment of graduates from IVET and general education

There is no statistics available on unemployment rates of those who have completed IVET versus those who have completed general education.

040103 Qualifications Structure

In Lithuania at present 5 levels of vocational education attainment are defined. They were approved in 2001 by the Minister of Education and Science and the Minister of Social Security and Labour.

Table: Regulated levels of vocational education attainment in Lithuania

Level of vocational education	Description of the levels of vocational education attainment	Minimum level of general education achieved
Level I	Ability to carry out simple, routine work operations	-
Level II	Ability to perform specialised work not requiring important autonomous decisions	Primary/ basic
Level III	Ability to perform complicated work in areas requiring fairly responsible and independent decisions. Leads to ability to coordinate group activity	Secondary
Level IV	Ability to perform complicated work in areas requiring responsibility, independence, deep knowledge and specific skills. Leads to ability to organise and administrate group activity	Secondary
Level V	Ability to perform creative work requiring responsibility independently in concrete areas of activity. Skills based on exhaustive knowledge lead to ability to plan and assess the work, to perform managerial functions.	Higher non-university education

The highest level of vocational education attainment is Level 5. 3 year duration full-time tertiary non-university courses lead to this level.

Access to further level of education is possible having a relevant minimum level of general education. In the case of level 3 vocational education attainment level (level 3 vocational education and training programmes)

graduates acquire both a qualification and a maturity certificate. Maturity certificate ensures the possibility to continue studies at tertiary level. Transition from colleges to universities is under discussion.

The qualifications for IVET are defined in vocational education and training standards. VET standards are developed for levels of vocational education attainment 3, 4 and 5. Vocational education and training standards are developed according to the Procedure set by Ministries of Education and Science and Social Security and Labour. Methodological Centre for VET organises the process of the development of standards. A special working group develops a standard. The draft standards are approved by *Industrial Lead Bodies (ILB)* that are formed according to the principle of tripartite partnership. Ministers of Education and Science and Social Security and Labour approve the Standards.

Qualifications are awarded to those graduates that successfully pass final qualification exams upon the Qualification commission decision. Organisation of final qualification exams in vocational schools is delegated to Chambers of Commerce, Industry and Crafts or Chambers of Agriculture. In Colleges, the institution itself is responsible for organisation of final assessment of qualification.

040104 Schools/Training Centres/Providers

The Law on Education established that formal vocational training curricula may be implemented by vocational schools, gymnasiums or other education providers who are licensed to train. Providers have a large degree of autonomy. They can:

- Recruit their own staff;
- Choose the programmes they would like to deliver and can adjust them to the needs of their students as long as they remain within the relevant VET standards and General regulations for training;
- Plan their enrolment: they make proposals on enrolment, to the Regional Councils on VET. If they approve, the proposals are forwarded to the Ministry of Education and Science. The Ministry then coordinates enrolments amongst different schools.

They are 3 major types of IVET providers:

- Vocational school (*profesinė mokykla*). Provides IVET at lower secondary and upper secondary levels (ISCED 2-3) and post-secondary (non-tertiary) (ISCED 4).
- College (*kolegija*). Provides IVET at tertiary level (ISCED 5).
- Professional college (*aukštesnioji mokykla*). Provides IVET at secondary level (ISCED 3) and post-secondary programmes not leading to tertiary education (ISCED 4, 5).

Description of provider	Level
<p>Vocational schools provide both vocational and general education. Some also provide continuing vocational education and training (especially training for the unemployed). Most schools are owned and run by the Ministry of Education and Science, thus the State budget is the main funding source. Schools are evenly distributed throughout Lithuania: only 4 small municipalities of 60 have no vocational schools in their territory. Changes include:</p> <ul style="list-style-type: none"> • Vocational schools are being merged to create regional training centres. In 2003/2004, there were 7 regional vocational training centres. • The majority of vocational schools have a juridical status of budgetary institution which makes it difficult to raise additional sources of funding or to develop new services. From 2003 an experiment has been in place whereby some schools have been given a non-public, self-governing status. This allows schools to widen their management by including e.g. enterprises, governors of counties and municipalities. 8 vocational schools had changed their status up to 2004. 	<p>IVET at lower secondary level - level 1 VET programmes [ISCED 2]</p> <p>IVET at upper secondary level - level 2 and 3 VET programmes [ISCED 3]</p> <p>IVET at post-secondary (non-tertiary) level - level 4 VET programmes [ISCED 4]</p>
<p>Colleges provide higher, non-university education. A network of colleges was formed in a period 2000-04. Some also provide continuing vocational education and training (especially training for unemployed people). The stakeholder of the Colleges may be Lithuanian Government, or private persons or enterprises. For State colleges, the State budget is the main funding source. Colleges are established in all counties of Lithuania.</p>	<p>IVET at tertiary level - non-university higher education programs [ISCED 5]</p>

A third type of IVET providers is professional colleges. They are under reform at present.

Until 2004 **Professional colleges** provided professional qualifications and post-secondary vocational education. With a view to harmonizing the system of existing qualifications with the qualifications system applied in the EU, reform was initiated in 2000 to transform professional colleges to general higher education colleges. Those not achieving this status can also choose to become a vocational school.

IVET at secondary level and post-secondary education and training lasting up to 3 years [ISCED 3, 4,5]

Table: Number of initial VET institutions (beginning of the school year)*

Institutions	1995-1996	2000-2001	2002-2003	2003-2004	
					Of which, private
Vocational schools	106	84	82	83	2
Professional colleges	67	57	27	15	4
Colleges	-	7	24	27	11

*Data for 1990-1991 is not available.

Source: Education. Statistics Lithuania. Vilnius, 2004

040105 Role of social partners and enterprises

On the national level, the *Vocational Education and Training Council* functions as an advisory body on the issues concerning vocational education and training. The Council consists from equal parts of representatives from the state institutions, employer and employee organizations and training institutions. Representatives of social partners are delegated to the Council by associated structures of employers, Chamber of Commerce, Industry and Crafts, Chamber of Agriculture, leading organisations of Trade Unions.

Industrial Lead Bodies are a key consultant to the Ministry of Education and Science at the sectoral level in legalizing vocational training standards and shaping the content of vocational training. They equally represent all the social partners involved in vocational training: employers, trade unions and educational institutions. Representatives of social partners are also delegated by associated structures of employers and leading organisations of Trade Unions. 14 Industrial Lead Bodies are established at the Methodological Centre for VET.

Seeking to ensure a unified assessment of vocational attainments the function of qualification evaluation is delegated to social partners (*Chamber of Commerce, Industry and Crafts, Chamber of Agriculture*).

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

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

	<i>Responsibilities of social partners</i>	<i>Type of role (advisory/decision-making, direct/indirect)</i>
National level	perform a co-ordinated strategic advisory function to the MES and MSSL in relation to VET issues;	Advisory
	organise and participate in qualification examinations; assess qualification acquired	Decision making
Regional level	provide co-ordinated focus for advice and expertise; initiate new training programmes, assist in the organization of student's practical placements and in the renovation of practical facilities in the school	Advisory
Sectoral level	perform advisory function in the shaping the content of vocational training; approve vocational training standards	Advisory
Enterprise level	participate in the governing of the educational institution, defining the training needs and development of particular training programmes	Advisory

040106 Planning and forecasting

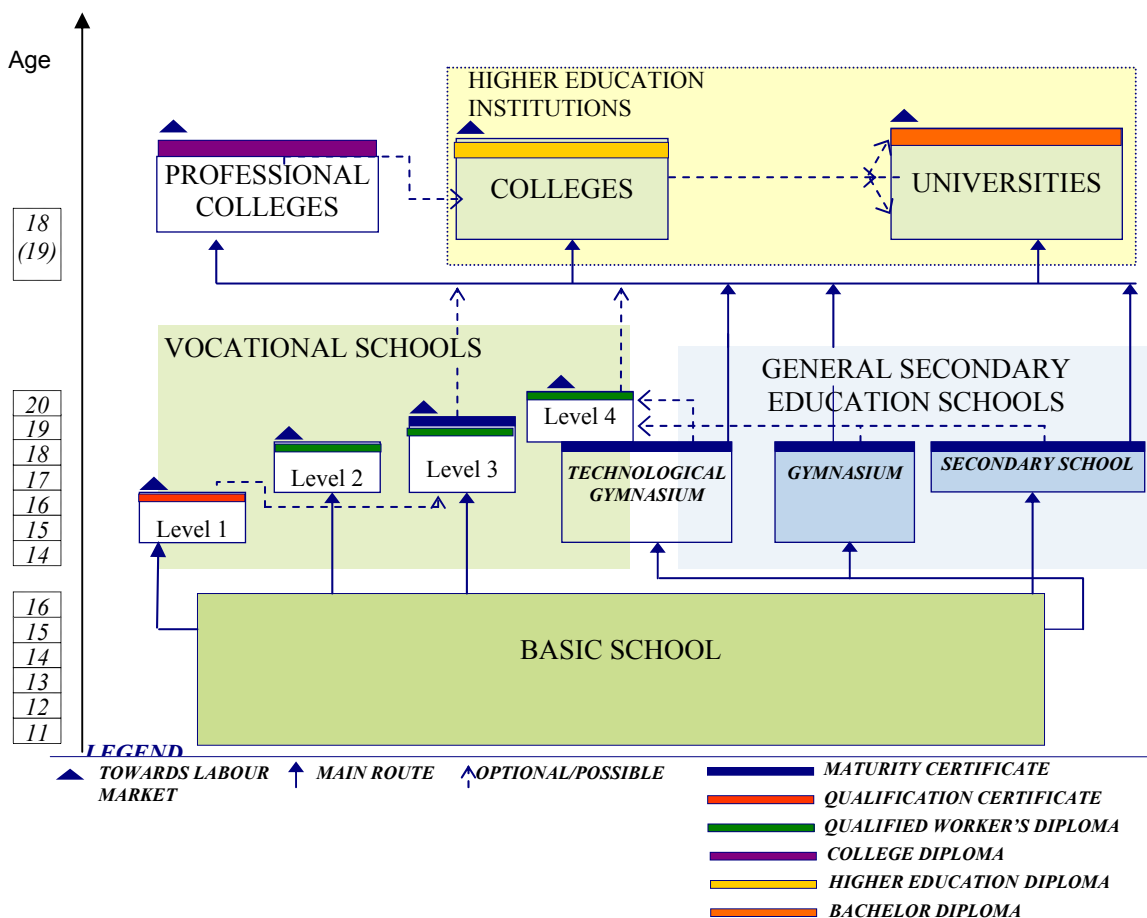
Identification of labour market needs is performed through sectoral studies and the development of VET standards.

The first sectoral study in Lithuania was conducted in 2000 (retail trade sector). In 2004 3 more sectors were studied: (1) hotels and restaurants, (2) mechanics and electronics and (3) information technologies. The sectoral studies aimed at assessing the turnover of employees and the need for training in the upcoming five-year period through the analysis of the development trends of the sectors in Lithuania and other countries, and working out a set of recommendations for the improvement of the balance between the labour force supply and demand in the sectors.

It is expected that results of the research will be used for the development of VET policy, planning of specialists training and upgrading of their qualification, and for updating existing and development of new training programs. The study of the retail sector has been already used in the planning of the enrolment of students into IVET programmes. The study has shown that in order to meet the labour market needs it is necessary to considerably increase the enrolment into sales staff training programmes. In 1999, for example, the *Seller training programme* was practiced in 5 cities of Lithuania and a number of graduates was 155. In 2004, a number of schools providing *Seller training programme* has increased to 12 and the number of graduates to 361.

In addition, all new national VET standards are based on a labour market needs analysis carried out by expert groups and approved by the respective Industrial Lead bodies. When developing VET standards an analysis of the situation is conducted with a view to identifying the qualification requirements. This is being done through questionairing managers of key players in the field. The VET standard defines competencies, training objectives and criteria for assessment of competencies for a certain occupation. After a VET standard is approved all related training and study programmes should be developed following it.

040107 Diagram of main pathways within IVET



0402 IVET AT LOWER SECONDARY LEVEL

IVET at lower secondary education level delivers level 1 VET programmes (ISCED 2). It is available for pupils over 14 years of age who have not finalised lower secondary general education. The typical age of students is 16-18 years. Programmes last for 2 years when they are aimed at acquisition of a qualification. For those willing both to acquire a qualification and to obtain the *basic school-leaving certificate* programme duration is 3 years. The programmes are provided in vocational schools.

According to the register of study and training programmes of the Ministry of Education and Science in 2003 there were 81 vocational programmes at this level.

Table: Number of level 1 IVET programmes by field of education (2003)

Fields of education and training (ISCED 97)*	Number of level 1 VET programmes
Arts	3
Computing	0
Business and administration	2
Engineering and engineering trades	23
Manufacturing and processing	17
Architecture and construction	13
Agriculture, forestry and fishery	7
Health	1
Social services	0
Personal services	13
Transport services	2
Security services	0
Total	81

*Names of fields of education and training correspond to those given in a manual "*Fields of Education and training*", Eurostat, 1999.

Source: Register of study and training programmes, Ministry of Education and Science

Participation

Approximately 4000 students (from 50 000 cohort) are enrolled every year into vocational lower secondary programmes (see tables below). For more detailed information about participation in lower secondary IVET by age and gender please see the attachment.

Table: Number of students participating in and admitted to the level 1 programmes

Beginning of school year

	1995-1996	2000-2001	2002-2003	2003-2004
Number of students in level 1 programmes	5237	7704	7403	6982
Number of students admitted to level 1 programmes	3187	4666	4214	3961

*Data for 1990-1991 is not available.

Source: Education 2003. Statistics Lithuania, 2004

Compared to the total number of children in lower secondary education in general education schools, children in VET programmes make up only 2-3 %. However it should be remembered that in Lithuania the period of lower secondary education covers 6 grades. Approximately 8% of children from each age cohort are entering lower secondary IVET programmes.

Table: Distribution of participants in lower secondary education between IVET and general education

	1996-1997*		2000-2001		2002-2003		2003-2004	
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
Total enrolment in lower secondary education, of which	251434	100.0	332097	100	335632	100	333834	100
<i>general schools</i>	244836	97.4	324224	97.6	327999	97.7	326570	97.8
<i>vocational schools</i>	6598	2.6	7873	2.4	7633	2.3	7264	2.2

* There is no relevant data for 1995

**Data for 1990-1991 is not available.

Source: Education. Statistics Lithuania. Vilnius, 2004

040201 Curricula

Training programmes are developed following relevant vocational education and training standards and the General regulations for training plans approved by the Minister of Education and Science every year. Most of the time allocated for training programmes is spent in schools, although in the final year of study, 15 weeks should be spent in an enterprise or at school-based workshops. From the school year 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives.

There are 2 types of programmes: (1) a programme to acquire only a qualification (2 years); (2) a programme to acquire a qualification and a basic education certificate (3 years). Subjects are divided into vocational subjects (*profesinio mokymo dalykai*), general cultural subjects (*bendrakultūriniai dalykai*) and general education subjects (*bendrojo lavinimo dalykai*) (only for the 2nd type of programme). In the school year 2003/2004 for the 1st type programme one has:

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

040202 Learning outcomes

Lower secondary level 1 VET programmes lead to a *qualification certificate (ISCED 2C) (kvalifikacijos pažymėjimas)*. Those who complete basic general education (lower secondary education) obtain a *basic school-leaving certificate (pagrindinio išsilavinimo pažymėjimas)*.

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

Graduates wishing to continue with their studies need a basic school-leaving certificate which provides access to upper secondary education, either general or vocational. Those who leave with a qualification certificate compete on the labour market like anybody else.

0403 IVET AT UPPER SECONDARY LEVEL: SCHOOL-BASED AND ALTERNANCE

IVET at upper secondary level (Isced 3) comprises levels 2 and 3 VET programmes.

Level 2 VET programmes are designed for pupils who have finished basic school (10 forms) and have a basic school-leaving certificate and who only wish to obtain a vocational qualification. Pupils age range from 15/16-17/18. The programmes last for 2 years.

Level 3 VET programmes are targeted at pupils who have finished basic school (10 forms) and have basic school-leaving certificate and who wish to obtain a vocational qualification and general upper-secondary education. Pupils age range from 15/16-19/20. The programmes last for 3 years.

For both types of programme, most of the time allocated for training is spent in schools. In the final year of study 15 weeks should be spent in an enterprise or at school-based workshops. According to the Register of study and training programmes of Ministry of Education and Science in 2003 there were 74 level 2 VET programmes and 134 level 3 VET programmes.

Table: Number of level 2 and level 3 IVET programmes by field of education (2003)

Fields of education and training (ISCED 97)*	Number of level 2 VET programmes	Number of level 3 VET programmes
Arts	9	11
Computing	0	
Business and administration	1	19
Engineering and engineering trades	23	34
Manufacturing and processing	13	14
Architecture and building	11	14
Agriculture, forestry and fishery	3	13
Health	0	1
Social services	0	2
Personal services	7	13
Transport services	7	12
Security services	0	0
Journalism and information	0	1
Total	74	134

*Names of fields of education and training correspond to those given in a manual "Fields of Education and training", Eurostat, 1999.

Source: Register of study and training programmes, Ministry of Education and Science

Sector specific pathways at upper secondary level

Sectoral training providers exist for certain programmes (e.g. 'agriculture schools' or 'schools of builders'). Many also provide a range of programmes in other fields (e.g. business and administration, personal services) and are allowed to start training in new fields if they meet the requirements for staff, equipment and learning materials. Some sectoral schools can only provide sector specific programmes (e.g. Klaipeda Shipping School, Klaipeda School for Shipbuilding and Repairing). There are also two specialised vocational training institutions for persons with special needs: one for mentally handicapped young people and the other for young people who are deaf and hard of hearing.

Participation

Participation rates show that more young people opt for level 3 VET programmes: compared to the total number of children aged 15-19, 0.3% opt for level 2 VET programmes and around 10% opt for level 3. When analysing the data given below it is necessary to have in mind that since school year 1999-2000 lower secondary education was extended by one year. This resulted in a shortening of IVET upper secondary programmes: until the reform duration of level 2 VET programmes was 3 years and duration of level 3 programmes was 4 years. For more detailed information on participation in upper secondary IVET by age and gender, please see the attachment.

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

Absolute number

	1995-1996	2000-2001	2002-2003	2003-2004
Total number of IVET students at upper secondary level	39464	32581	29341	28427
<i>Level 2</i>	22307	4333	1379	843
<i>Level 3</i>	17157	28248	27962	27584
Number of students admitted to upper secondary level IVET	13593	6185	10510	10895
<i>Level 2</i>	7089	686	440	395

*Data for 1990-1991 is not available.

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

Table: Participation rates in IVET at upper secondary level as a proportion of the total of young people (cohort) aged 15-19

	1995-1996		2000-2001		2002-2003		2003-2004	
	Thous.	%	Thous.	%	Thous.	%	Thous.	%
Total number of young people aged 15-19	254.2	100.0	260.4	100.0	274.1	100.0	278.8	100.0
Total number of students in vocational schools, level 2 and 3, of which								
<i>Level 2 VET programmes</i>	39.5	15.5	32.5	12.5	29.4	10.7	28.4	10.2
<i>Level 3 VET programmes</i>	22.3	8.8	4.3	1.7	1.4	0.5	0.8	0.3
<i>Level 3 VET programmes</i>	17.2	6.8	28.2	10.8	28.0	10.2	27.6	9.9

Source: Education. Statistics Lithuania.- Vilnius, 2004

Table: Number of participants in upper secondary IVET by age and gender*

Absolute number of participants

2002-2003								
Participants in level 2 programmes								
Age								
	Total	14 (and less)	15	16	17	18	19	20 (and more)
Male	1011	n.r.	0	49	154	270	281	257
Female	368	n.r.	2	22	81	98	77	88
Total	1379	n.r.	2	71	235	368	358	345
Participants in level 3 programmes								
	Total	14 (and less)	15	16	17	18	19	20 (and more)
Male	16762	n.r.	23	818	4441	5271	4112	2097
Female	11200	n.r.	14	557	2868	3449	2611	1701
Total	27962	n.r.	37	1375	7309	8720	6723	3798
Participants in level 2 and 3 programmes								
	Total	14 (and less)	15	16	17	18	19	20 (and more)
Male	17773	n.r.	23	867	4595	5541	4393	2354
Female	11568	n.r.	16	579	2949	3547	2688	1789
Total	29341	n.r.	39	1446	7544	9088	7081	4143

Data for the school year 1990-1991, 1995-1996, 2000-2001, 2003-2004 is not available.

Source: Education management information system, <http://www.svis.smm.lt>

040301 Access requirements

The requirement for access to both level 2 and 3 IVET programmes is a basic school-leaving certificate. This requirement is formulated in the RL Law on VET.

The only requirement for schools to provide IVET programme included in the Register of Study Programmes is a licence from the Ministry of Education and Science for the delivering of this programme. It is difficult to

analyse regional distribution of programmes because there are programmes which are available only in one or two counties because of the small yearly need for employees of specific profession. Also there is a limited number of programmes available only in specific schools, e.g. maritime sector.

The participants are free to choose the programme and the school according to their personal interest. However the numbers of entrants to specific programmes and schools providing them are agreed every year beforehand, and in the case of popular programmes the applicant is to win the competition.

04030101 Promoting participation

In 2003, 10895 students were enrolled in upper secondary IVET programmes, while in the same year 50000 students were awarded their basic education certificate.

The framework of 4 levels of VET qualification provides a choice of programmes according to student needs: they may choose a programme according to their educational experience and future plans. If they wish to continue their studies by progressing to higher education they may choose a level 3 programme and if they wish to obtain a qualification and go directly to the labour market, they may choose a level 2 programme. The establishment of technological gymnasiums at vocational schools also promotes participation in IVET as the accent on technology is motivating more successful students to choose an IVET stream instead of staying in general education.

The ability to recognise knowledge and skills acquired outside of the formal education system is also promoting participation in IVET. The Temporal Procedure was introduced by the Ministry of Education and Science in 2001 to recognise the knowledge gained through non-formal or informal adult education. It provides attestation for people to access higher level education and training (or a training module). Following the Temporal Procedure, people with at least one year work experience (minimum 18 years old) can apply for the recognition of a competence acquired outside formal education. They can apply to a vocational school which can then formally recognise non-formal or informal certificates and other related documents and/or can set tests and interviews with the candidate before allowing them to participate in a formal assessment of their skills and competences. Individuals who successfully pass the exam are awarded with qualification certificate or qualified worker diploma.

040302 Curricula

Training programmes are developed following the relevant standards and regulations for training plans approved by the Minister of Education and Science every year. From school year 2002/2003, all curricula taught in vocational schools must be competence based with clearly defined study objectives. The curriculum is drafted by a working group set up by the director of the vocational school. The draft is coordinated with regional Chamber of Commerce, Industry and Crafts or Chamber of Agriculture (Prekybos, pramonės ir amatų rūmai, Zemes ūkių rūmai). The draft of the programme is then addressed to the Methodological Centre for Vocational Education and Training (Profesinio mokymo metodikos centras) for evaluation. The evaluation of curricula for new programmes comprises two steps:

- two experts (representative of employers and one of VET specialists) are appointed as reviewers and give a programme evaluation;
- the programme is discussed in the Central commission of VET programmes, appointed by the Minister of Education and Science and acting at the Methodological Centre for VET.

If a positive assessment is made in the Commission, an expert group of 3 people visits the school to assess the ability to implement the programme. The results of this assessment are sent to the Ministry of Education and Science which then makes a decision on whether to license the school to provide the programme and to register it. Curricula tend to be reviewed and updated every 3-5 years following the same procedure.

To ensure that programme curricula meet labour market needs, employers are involved in the assessment procedure. Other measures include:

- the development of VET standards is based on qualification needs analysis;
- schools are given a freedom to use 10-15% of the time allocated to vocational subjects to provide up-to-date competences for local labour market needs.

04030201 Content and delivery

The difference between level 2 and 3 VET programmes is that in addition to vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*), level 3 programmes include general education subjects (*bendrojo lavinimo dalykai*). Level 3 programmes also last for 3 years whereas level 2 lasts for 2. In both programmes, broad occupational skills are emphasized and specialisation subjects (if so foreseen) make up 10-15 % of the total time allocated for vocational subjects. The competencies defined in the corresponding VET standard are compulsory for every programme, and schools are free to define some additional competencies to adapt to the needs of labour market.

Major features of level 2 programmes:

- Vocational subjects make up 88 % and general cultural subjects (aesthetics, religion or ethics, Lithuanian language, language culture and physical culture) make up 12 % of the total training programme time. Vocational subjects include professional subjects (or speciality training), civil security, entrepreneurship.
- Vocational subjects are divided into 3 groups: basic speciality subjects (modules), specialization subjects (modules) and practical training.
- Environment, IT, foreign languages are integrated into professional subjects or developed as separate modules.
- Practical training may be continuous or split into separate parts. Practical training comprises 60-70 % of the total time allocated to teaching vocational subjects.
- In the last year of studies 15 weeks are allocated for practical training in enterprise or in a school based workshop simulating working conditions.

Major features of level 3 programmes:

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

04030202 Assessment

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

The competence of students (both at level 2 and 3 programmes) is assessed during the final qualification exam taken at the end of the programme. The exam is organised according to procedures set by the Ministry of Education and Science and is split into two parts. First, students take a written test. If the assessment of this is positive, students undertake a practical (hands on) task to demonstrate her/his skills. In the latter case the observation method is used. For general education subjects in level 3 programmes, students take the same exam as those in general education (either national or school exams). The assessment is unified and the national exams are undertaken in special exam centres.

04030203 Quality assurance

At present quality assurance for curricula delivery is implemented only through the assessment process described above in the beginning of the section 040302. Inspection of the schools is mainly oriented towards the control of administration.

The quality assurance system based on the self-assessment and external evaluation is under development.

040303 Learning outcomes

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

04030301 Qualifications/Certification

Most IVET graduates are awarded a formal qualification usually in a single occupational field. Some programmes lead to qualifications for two occupational fields, e.g. sailor-welder. Students of level 3 VET programmes graduate with a qualification (*qualified worker's diploma*) and receive a maturity certificate which allows the holder to continue their studies at tertiary level. The criteria for obtaining a qualification is the positive evaluation of all subjects contained in the programme and accomplished practical training. A positive mark is graded from 4-10. The candidate must also pass theoretical test at end of programme which if passed is followed by a practical test.

04030302 Progression and transition

The Ministry of Social Security and Labour is responsible for recognising regulated professions (see link for a list of regulated professions - <http://www.darborinka.lt/files/Profesijoms/profesijos.pdf>). At present, none of the IVET programmes at upper secondary level provides training for professions on this list. All IVET programmes contain an entrepreneurship module that includes elements of training for job search and all IVET graduates have the possibility to apply to their local employment office for assistance to enter the labour market. Issues of transition from IVET to the labour market have only recently gained attention and in 2004 the Ministry of Education and Science initiated a first national study on the employment of IVET graduates in the field of construction. Inevitably, those graduating from level 2 VET programmes can only enter the labour market as they do not have the necessary qualification to enter tertiary level education. For graduates of level 3 VET programmes, the progression possibilities include access to higher education. Admission to different institutions of higher education is based on the maturity exams' grade and (in some cases) on special entry exams. There are no statistics on the destinations of upper secondary IVET graduates and information about students' participation in the labour market is limited. Some assumptions about continuation of studies can be made based on information about progression routes of graduates from vocational schools. For example, data shows that number of upper secondary IVET graduates who continue their studies at next level of education (professional colleges, colleges or universities) is decreasing.

Table: Continuation of studies of upper secondary IVET graduates

Year	Graduates from Level 3 VET*	Continue studies in the same reference year				Share of graduates continuing studies
		Total	In professional colleges	Colleges	Universities	
1995	3209	343	240	n.r.	103	10.7
2000	6283	1230	809	70	351	19.6
2002	7657	1104	363	522	219	14.4
2003	7908	898	62	621	215	11.4

* Only graduates from level 3 VET programmes may progress to further education levels

0404 APPRENTICESHIP TRAINING

The Lithuanian education system does not provide a work-based route to obtaining a vocational qualification, neither is it provided for in the law on VET. Only in two schools is a work-based route available for a limited number of professions.

0405 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

In Lithuania there are special institutions called youth schools (*jaunimo mokykla*) - for youths who have not managed to adapt to studying at schools of general education, lack motivation or need specific attitude because of their social situation.

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

In the beginning of the school year 2003/04 there were 24 youth schools with 2 411 pupils. The majority of the schools is located in bigger towns or regional centres and only 1 school is located in the country-side. In only 1 county (the administrative unit of Lithuania) out of 10, no youth school is established. No information on the distribution of students by gender and age is available.

Table: Number of youth schools

	1995-1996	2000-2001	2002-2003	2003-2004
Youth schools	19	24	25	24

* Data for the year 1990-1991 is not available

Source: Education 2003. Statistics Lithuania, 2004. Education 1998. Statistics Lithuania, 1999

Table: Number of participants in youth schools

Absolute number of participants

	1995-1996	2000-2001	2002-2003	2003-2004
Number of participants in youth schools	2 496	2 601	2 326	2 411

* Data for the year 1990-1991 is not available

Source: Education 2003. Statistics Lithuania, 2004. Education 1998. Statistics Lithuania, 1999

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

- understand their needs, interests, and skills and learn how to solve personal problems;
- develop self-confidence, self-realisation and resistance to negative social influence and understand their rights, duties and responsibilities;
- develop learning motivation and the desire to obtain general education;
- increase personal experience and help preparing for further education, cultural and social life.

040501 Access requirements

Children from 12-16 years old who have failed to adapt in general schools, lack learning motivation, are socially or pedagogically neglected and have not finalised basic general education (lower secondary education) are admitted to youth schools. Youths from 16-18 years old willing to obtain a basic general education are admitted into evening or shift classes. Students are admitted to the youth schools upon their or their parents' (or foster parents') request. The principals/boards of the schools establish other access conditions. Some schools require a recommendation letter from Children Rights Protection Agency or Juvenile Affairs Inspection.

040502 Curricula

Youth school (*jaunimo mokykla*) provides basic general education and primary pre-vocational education (lower secondary education) through various activities..

Their programmes last 6 (or in some cases 7) years and include two blocks of the curriculum content: the four-year block (forms 5-8), and the two-year block (forms 9-10). Education may be organised in daily and evening classes.

The procedure for development of curricula in youth schools is the same as in general education schools and follow the nationally approved General Programmes for General Education Schools (*Bendrojo lavinimo mokyklos bendrosios programos*), Education Standards for General Education Schools (*Bendrojo issilavinimo standartai*) and General Education Plans (*Bendrieji ugdymo planai*). Teachers of youth schools develop thematic plans of specific education subjects (a year, half of year or semester plan for education of subject targeted for a specific class) and, when necessary, individual (modified or adapted) education programmes of specific education subjects. Thematic plans of education subjects and individual education programmes are approved by the Director of the School.

040503 Learning outcomes

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

A basic school-leaving certificate provides access to upper secondary education, either general or vocational.

Graduates of youth schools may entry labour market or continue their education at general education schools or vocational schools. However, there is no statistical information about further destination of persons who completed youth schools.

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

Graduates of upper secondary general education graduate with the matura qualification which can be used to access higher education. They do not graduate with any vocational qualification and therefore IVET is available at level 4 (Isced 4) at post-secondary non-tertiary level. Level 4 provides a qualified worker qualification, the duration of which can be 1 or 2 years depending on the profession. Courses are school-based but require 8-15 weeks of practical training in an enterprise or in a school-based workshop simulating workplace conditions.

According to the Register of study and training programmes of Ministry of Education and Science in 2003 there was 102 level 4 VET programmes, the majority of which are from the business and administration fields.

Table: Number of level 4 IVET programmes by field of education (2003)

Fields of education and training (ISCED 97)*	Number of Level 4 VET programmes
Arts	10
Computing	2
Business and administration	26
Engineering and engineering trades	16
Manufacturing and processing	10
Architecture and building	7
Agriculture, forestry and fishery	3
Health	2
Social services	2
Personal services	10
Transport services	10
Security services	3
Journalism and information	1
Total	102

*Names of fields of education and training correspond to those given in a manual "*Fields of Education and training*", Eurostat, 1999.

Source: Register of study and training programmes, Ministry of Education and Science

Level 4 programmes often lead to the same qualifications as in level 3, only the way in which the qualification is acquired differs: for level 3 programmes, general and vocational training is integrated while level 4 is specifically for vocational training (as students already have general upper secondary education). In both cases the final result is the same: graduates possess a maturity certificate and corresponding vocational qualification. There are a limited number of qualifications that are acquired exceptionally only with level 4 programmes (e.g. photographer, bank employee, etc.).

Sector specific VET programmes at level 4

Security sector specific vocational education and training programmes (border guard training programme, policeman training programme, fire fighter and rescue training programme) are organised only at this level.

Participation

In the beginning of school year 2003/2004, there were around 9000 students in level 4 VET programmes in vocational schools. In the same year, 5800 students were entering these programmes. The statistical data reflect the increase of number of.

Table: IVET students at post – secondary non tertiary level (level 4 programmes)

Absolute number of participants

	2000–2001	2002–2003	2003–2004
Total number of students in level 4 VET programs	6720	7696	8994
Number of students admitted level 4 VET programs	4117	4387	5782

*Data for 1990-1991 and 1995-1996 is not available.

Source: Education 2003. Statistics Lithuania, 2003

Table: Number of participants in IVET at post-secondary non tertiary level by age and gender

Absolute number of participants

	2002-2003*											
	Age											
	Total	17 (and less)	18	19	20	21	22	23	24	25-29	30-34	35 (and more)
Male	2914	9	347	1023	741	291	172	94	55	105	28	49
Female	4783	12	549	1626	1159	459	248	135	91	224	128	152
Total	7697	21	896	2649	1900	750	420	229	146	329	156	201

* Data for the school year 1990-1991, 1995-1996, 2000-2001, 2003-2004 is not available.

Source: Education management information system, <http://www.svis.smm.lt>

040601 Access requirements

Students need to have completed an upper secondary level maturity certificate to access post-secondary IVET programmes. Participants are free to apply for any programmes that they are interested in and there are no age limitations. However because of the small population many programmes are not available in every county. Moreover, vocational schools have enrolment plans so that if the number of applicants exceeds the number of places, then some will be rejected. All courses are full-time.

040602 Curricula

Level 4 VET programmes last for either 1, 1.5 or 2 years depending on what is studied. Most of the time is spent in schools, except for a practical training period of 8-15 weeks (depending on the duration of programme) to be spent in enterprise or school-based workshops simulating working conditions.

Level 4 programmes are developed and approved exactly according to the same procedure as upper-secondary level 3 VET programmes. They are developed following the relevant VET standards and the general regulations for training plans approved by the Minister of Education and Science every year. From the school year 2002/2003 all curricula taught in vocational schools must be competency based with clearly defined study objectives. The curriculum is drafted by a working group set up by the director of VET institution. The draft is coordinated with regional Chamber of Commerce, Industry and Crafts or Chamber of Agriculture. Afterwards the draft of the programme is addressed to the Methodological Centre for VET for the evaluation.

The evaluation of curricula for new programmes comprises two steps:

- two experts (representative of employers and one of VET specialists) are appointed as reviewers and give a programme evaluation;
- the programme is discussed in the Central commission of VET programmes, appointed by the Minister of Education and Science and acting at the Methodological Centre for VET.

If a positive assessment is made in the Commission, an expert group of 3 people visits the school to assess the ability to implement the programme. The results of this assessment are sent from Methodological Centre for VET to the Ministry of Education and Science which then makes a decision on whether to license the school to provide the programme and to register it.

Subjects are divided into vocational subjects (*profesinio mokymo dalykai*) and general cultural subjects (*bendrakultūriniai dalykai*).

Major features of the content of training programmes:

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

- Specialization subjects (if so foreseen) make up 10-15 % of the total time allocated for professional subjects.
- Practical training may be continuous or splitted into separate parts. Practical training comprise 60-70 % of the total time allocated to teaching professional subjects.
- Depending on the duration of programme in the last year of study a certain period is allocated for practical training in enterprise or in a school – based workshop simulating working conditions: where the programme lasts 1 year - 8 weeks practical training, where the programme lasts 1.5 year - 12 weeks practical training, where the programme lasts 2 years - 15 weeks practical training.

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

The competence of students is assessed during the final qualification exam taken at the end of the programme. The exam is organised according to procedures set by the Ministry of Education and Science and is split into two parts. First, students take a written test. If the assessment of this is positive, students undertake a practical (hands on) task to demonstrate her/his skills. In the latter case the observation method is used.

At present, quality assurance for curricula delivery is implemented only through the assessment process described in the beginning of the section. School inspection procedures are mainly oriented towards administrative control.

040603 Learning outcomes

Level 4 VET programmes (ISCED 4) very often lead to the same qualifications as level 3 programmes (ISCED 3). Only the way in which the qualification is acquired is different: for level 3 programmes general education and vocational training are integrated while for level 4 programmes only vocational training is provided as students already have general upper secondary education. In both cases the final result is the same: graduates possess maturity certificate and corresponding vocational qualification. There is only a limited number of qualifications that are acquired only after graduation from level 4 programmes (e.g. photographer, bank employee, etc.).

The Ministry of Social Security and Labour is responsible for issues of regulated professions. It has prepared a list of professions that are recognized as regulated (<http://www.darborinka.lt/files/Profesijoms/profesijos.pdf>). At present only one level 4 programme (a Massagist Training Programme) leads to a qualification from the list. The programme is delivered in 2 colleges.

The main criteria for obtaining qualification are to be graded from 4 to 10 in all subjects of the programme. The practical training must be completed and a positive result achieved in the final exam both in the theoretical test and practical task.

Graduates of level 4 VET programmes may choose between entering labour market or continuing their studies at higher non-university or university education (colleges or universities). The progression possibilities of graduates to higher education are the same as for graduates of general upper secondary education. Admission to the different institutions of higher education is based on the maturity grade point average and (in some cases) on special entry exams.

0407 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

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

Non-university higher education programmes are provided in colleges (*kolegija*) which were first established in 2000, following the reform of the post-secondary studies with a gradual elimination of professional colleges (*aukstesnioji mokykla*). *Professional colleges* are institutions providing professional qualification and post-secondary education. It should be noted that vocational education and training programmes at tertiary level are still provided in some professional colleges but admission has been stopped. After the graduation of last students from professional colleges, these institutions will be transformed into vocational schools.

The Law on Higher Education from 2000 defines the status of Colleges: "A college is a higher education establishment, where non-university studies prevail and the majority of students are those studying in accordance with non-university study programmes, applied research and (or) development or professional arts are developed. The college name may not include words "university" and "academy". Colleges are involved in preparing specialists of practical orientation, capable of working separately in the spheres of education, culture, economy and other spheres".

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

Institutions	1995-1996	2000-2001	2001-2002	2002-2003	2003-2004
Number institutions					
Professional colleges	67	57	42	27	15
Colleges	-	7	16	24	27

*Data for 1990-1991 is not available.

Source: Education. Statistics Lithuania. Vilnius, 2004

According to the register of study and training programmes of the Ministry of Education and Science in 2003 there were 269 higher non-university studies programmes. The majority of the programmes are from business and administration field.

Table: Number of higher non-university study programmes by field of education (2003)

Fields of education and training (ISCED 97)*	Number of non-university study programmes
Teacher training and education	31
Arts	11
Humanities	10
Computing	6
Business and administration	79
Law	9
Engineering and engineering trades	34
Manufacturing and processing	8
Architecture and building	16
Agriculture, forestry and fishery	9
Veterinary	1
Health	29
Social services	11
Personal services	4
Transport services	8
Environmental protection	3
Total	269

*Names of fields of education and training correspond to those given in a manual "Fields of Education and training", Eurostat, 1999.

Source: Register of study and training programmes, Ministry of Education and Science

Participation

The number of students in vocational education and training at tertiary level is increasing.

Table: Participation rates in IVET at tertiary level as a proportion of the total of young people (cohort) aged 20-24

	1995-1996		2000-2001		2002-2003	
	Thous.	%	Thous.	%	Thous.	%
Total number of young people aged 20-24	271.9	100.0	236.7	100.0	237.8	100.0
Total number of students in professional colleges and colleges, of which	24.2	8.9	40.9	17.3	48.60	20.4
<i>Professional colleges</i>	24.2	8.9	37.4	15.8	22.4	9.4
<i>Colleges</i>	0.0	0.0	3.5	1.5	26.2	11.0

*Data for 1990-1991 is not available.

Source: Education 2003. Statistics Lithuania, 2004

Table: Number of participants in IVET at tertiary level (professional colleges) by age and gender

Absolute number of participants

	2002-2003*											
	Total	Age										
		17 (and less)	18	19	20	21	22	23	24	25	26-29	30 (and more)
Male	8632	163	254	1077	1678	1476	866	528	385	278	868	1059
Female	13735	211	279	1146	2417	2278	1270	685	555	536	1828	2530
Total	22367	374	533	2223	4095	3754	2136	1213	940	814	2696	3589

*Data for the school year 1990-1991, 1995-1996, 2000-2001, 2003-2004 is not available.

Source: Education management information system, <http://www.svis.smm.lt>

Table: Number of participants in IVET at tertiary level (colleges) by age and gender

Absolute number of participants

	2002-2003*											
	Total	Age										
		17 (and less)	18	19	20	21	22	23	24	25	26-29	30 (and more)
Total	26236	7	1853	5169	3813	2756	1928	1460	1173	978	3108	3991

*Data for the school year 1990-1991, 1995-1996, 2000-2001, 2003-2004 is not available.

Source: Education management information system, <http://www.svis.smm.lt>

The standing of vocational education and training at tertiary level compared to general academic education in universities

University studies among applicants have higher prestige than non-university ones. Rather often entrants to colleges are those who have not succeeded to enter universities. For many years employers were also giving priority to university graduates. However standing of non-university higher education in comparison with university level education has started to improve.

The high prestige of university education has resulted in large number of entrants to universities. According to Statistics Lithuania in 2003 20.2 % of graduates from upper secondary schools continued their studies in colleges in comparison with 48.6 % of entrants to universities. However, compared to previous year data (2002), a share of those who were opting for colleges increased (17.6 % of graduates in 2002), whereas a share of those who have chosen universities decreased (52.3 % of graduates in 2003).

040701 Access requirements

The main access requirement is a maturity certificate. There are no specific limitations to choose the programme. Admission to the Colleges is based on the maturity certificate grade point average and (in some cases) on special entry exams. An applicant is free to choose a college and programme, but he is to undergo a competition, as numbers of entrants, both for publicly funded and funded by the individual, are regulated. There are no nationally approved recommendations to introduce into access requirements prior vocational learning. However majority of colleges are including rules how to take into account previous qualification in their internal access requirements.

Majority of the programmes are provided in several colleges. 3 study programmes are available only in one college: Veterinary study programme is available only in Vilnius College, Forest economy study programme is available only in Kaunas College of Forestry and Environmental Engineering and Environment protection and ecology study programme is available only in Utena College.

040702 Curricula

Study programmes are developed by colleges within the framework of general regulations formulated in the Law on Higher Education, Article 42: *“Undergraduate study programmes must be in compliance with the Guidelines for a Subject Area (Studiju krypties reglamentas) approved by the Ministry.* These Guidelines establish: the general requirements of study programmes within a subject area; the ratio between the general and vocational subjects; practical skills requirements as well as the basic qualification requirements for the academic and professional staff”. At present the Guidelines are developed for the following subject areas: chemistry, geography, geology, philosophy, mathematics, psychology and engineering (http://www.mokslas.lt/index.cgi?menu_item). If Guidelines for a subject area do not exist, colleges are to follow general requirements for undergraduate study programmes approved by the Minister of Education and Science when developing programmes. This document has a title “the Regulations of Sequential Studies Programmes” (*Nuosekliuju studiju programu nuostatai*). The programmes need also to meet the appropriate Vocational Training Standard (Profesinio rengimo standartas). New programmes are delivered to the Lithuanian Centre for Quality Assessment in Higher Education. The Centre checks that the expertise for programmes is in place and that resources for implementation are available. If the evaluation is positive, based on the recommendations of the Centre, programmes are approved by the Minister of Education and Science and are entered into the Register of Study Programmes.

Usually the volume of non-university study programmes is 120 credits (3 years full-time). The volume can be enlarged to up to 160 credits if necessary. Training is mainly school-based and can be delivered on a part-time basis during the evening.

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

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

The college sector is most advanced in the implementation of modern quality assurance mechanisms. Already in the process of the establishment of college system colleges were requested to carry out self-assessment prior to the external evaluation for the readiness to provide non-university studies. In 2004, following the requirement of the Law on Higher Education, a cycle of external evaluation of the quality of studies in colleges was started to identify the progress made in a period of 4 years. One of the evaluative criteria is a well functioning internal quality assurance system.

040703 Learning outcomes

Graduation of non-university higher education programmes leads to a higher education diploma (ISCED 5) (*aukstojo mokslo diplomas*). The qualification awarded corresponds to Level 5 of vocational education attainment.

A number of qualifications in health, education and social services fields awarded upon graduation of study programmes in colleges give access to regulated occupations:

- Midwifery;
- Educator;
- General practice nurse;
- Oral hygienist;
- Dental technologist;
- Dietist;
- Ergotherapist;
- Pharmacy technician;
- Assistant of doctor odontologist;
- Physical therapist;
- Massagist;
- Teacher;
- Social pedagogue;
- Social worker.

Graduates of non-university study programmes may choose between entering labour market or continuation their studies at universities. For graduates from the colleges, there is no generally agreed possibility to progress to university and transfer credits from the college education.

There is no statistics available on destinations of graduates of IVET at tertiary level. Especially information about students' participation in labour market is limited.

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Websites:

- website of the Ministry of Education and Science: <http://www.smm.lt>
- Database of legal documents, Seimas of Republic of Lithuania: <http://www.std.lt>
- Open Information, Counselling and Guidance System (AIKOS): <http://www.aikos.smm.lt>