

Vocational Education and Training in Lithuania

2019



The review prepared by the Government Strategic Analysis Center (STRATA) presents the information on vocational education and training (VET) developments in Lithuania in 2019. The analysis has been conducted by the following criteria: the success of VET for people, the success of VET in terms of lifelong learning, and the success of VET in implementing Lithuanian and European Union education policies.

ISSN 2669-1469

Authors:

Giedrė Beleckienė, Gintautas Jakštas, Liutauras Kazlavickas, Martynas Kriauciūnas,
Marius Palevič

Designer:

Paulė Gumbelevičiūtė

Publisher:

BĮ UAB „Baltijos kopija“
Kareivių g. 13B, LT-09109 Vilnius



THE AUTHORS OF THIS PUBLICATION SINCERELY THANK EVERYONE WHO TOOK PART IN THE FINAL VERSION OF THE REPORT BY SHARING THEIR THOUGHTS, DATA OR CRITIQUE. THE READERS ARE WELCOME TO SEND THEIR COMMENTS TO E-MAIL info@strata.gov.lt

© Government Strategic Analysis Center, 2020

Vocational Education and Training in Lithuania

2019

TABLE OF CONTENTS

1. Concept, object, definitions and indicator calculation risks of the vocational education and training monitoring	5
2. VET monitoring indicators	7
The success of the VET for people	9
The success of VET in terms of lifelong learning	10
The success of VET in implementing Lithuanian and the European Union education policies	11
3. Development of vocational education and training	13
3.1. Reorganization of vocational education and training	13
The most significant changes in VET reform took place in the areas of VET provider network and VET curriculum	13
The updated methodology of VET financing is more flexible and promotes the development of apprenticeship	13
Secondary legislation concerning recognition and validation of learning outcomes, VET quality assurance, and vocational guidance and counseling is late	14
3.2. The attractiveness of vocational education and training	14
The attractiveness of VET remains a challenge, mainly due to structural changes in the system of general education	14
The majority of young people aged 16-17 who in VET establishments have studied and completed only the programmes leading to basic education continue their education seeking to acquire a vocational qualification and upper secondary education	16
The share of apprentices in VET is only 3%, although they have the best employment rates	16
3.3. The accessibility of vocational education and training	18
VET for people with special needs is not sufficiently inclusive and equitable	18
The total number of VET students is decreasing and the age structure of students is changing: the number of people aged 25 and over is increasing	18
Although the number of students in short-term formal continuing VET programmes is increasing, their share in VET establishments is decreasing	20
3.4. The quality of vocational education and training	21
Almost eight out of ten VET students who were supposed to gain a lower secondary education acquire it	21
Roughly six out of ten VET students who were supposed to gain an upper secondary education acquire it	21
The share of drop-outs in VET is decreasing but still remains almost twice as high as the corresponding indicator of general education	22
In 2019, 95.3% of students who have completed initial VET obtained a qualification	23
3.5. The compliance issues in vocational education and training	24
Implementation of the admission plan in 2019 improved by 5.6% compared to the results in 2018	24

The employment rate of students who have chosen a form of apprenticeship is much better than of those who have chosen a school-based VET	26
The employment rate of continuing VET graduates is higher compared to initial VET graduates	26
In the case of initial VET, qualified students are more likely to find employment than those without qualifications, and in the case of continuing VET there is almost no difference	28
The average employment rate of 20-34-year-old VET graduates is below 60% in some fields of education one to three years after graduation	29
4. Vocational teachers and new pay system for teachers (applied since 1 september 2018)	31
REFERENCES	40
ANNEXES	42
Annex 1. Abbreviations	42
ANNEX 2. Vocational education and training programmes by International Standard Classification of Education (ISCED 11)	43
Annex 3. Sources of indicators by monitoring criteria	44

1. Concept, object, definitions and indicator calculation risks of the vocational education and training monitoring

The concept and aim of vocational education and training monitoring

The monitoring of vocational education and training (VET) consists of a continuous and systematic collection, analysis and assessment of the data on the state and change of VET. It aims to enable such management and development which would ensure quality VET and is consistent with education policies at national and European levels. The main purpose of monitoring is to assess the success of VET for people, in terms of lifelong learning, and in implementing national and EU policies. The monitoring of VET relies on the official national and international data.

The VET monitoring system is being developed as a part of the national project “Strengthening VET Quality Assurance Systems and Processes”, which is co-financed by the European Structural Funds.

The focus of the monitoring of vocational education and training

The focus of VET monitoring is the status and change of the formal initial and continuing VET. The monitoring of VET is based solely on data from the Education Management Information System (EMIS), that are provided by initial VET providers. The fragmentation of data limits the scope of continuing VET monitoring.

Definitions

Initial VET – The vocational education and training intended for the acquisition of a first qualification. It is considered that a person has obtained a first qualification if it was obtained 1) while having only a primary or lower secondary education; 2) together with a lower secondary education; 3) together with a lower secondary education during consecutive studies (or while continuing their studies), or the obtainment of another qualification together with an upper secondary education; 4) together with an upper secondary

education; 5) while having only an upper secondary education (LRS, 2017)

Continuing VET – The vocational education and training intended for a person to improve the acquired qualification, to acquire a new one or to acquire necessary competences, to obtain a qualification (or part of it) as defined in the professional standard (or part of it) (LRS, 2017)

Formal VET – The vocational education and training implemented according to formal VET programmes, the completion of which results in the attainment of a qualification or part thereof (LRS, 2017)

Reference day – 1 October of the current school year

Unemployed – An individual holding the status of a registered unemployed. The data is provided as of 1st November

Indicators and risks related to their calculation

The VET monitoring is carried out in accordance with annually calculated indicators using quantitative and qualitative analysis methods. The main data source is the data accumulated in EMIS. The risks of calculating and interpreting indicators are related to data quality.

It should be noted that the definitions of the initial and continuing VET differ in Lithuania and the European Union¹. This has a negative
























impact on the international comparability of data.

The attribution of students to VET programmes by type in the EMIS often does not correspond to the definitions of the initial and continuing VET established in the Law on the Vocational Education and Training (LRS, 2017). For example, VET programmes characterized by “Initial vocational education and training programmes” include individuals seeking both first and second qualifications. EMIS focuses on the accumulation of initial VET data; this may have a negative impact on the completeness and accuracy of the information on the formal continuing VET.

It should be noted that there exists a lack of links between certain EMIS branches (e.g. the Register of Teachers and SODRA). Data input errors also occur. For example, the average average workload of a teacher in one institution is approximately twice as high as the average given in other sources. Many records are suggesting that the workload of a teacher exceeds the maximum workload allowed by the Labour Code. Moreover, the accounting intervals of the pedagogical work hours differ; in some cases, they are weekly intervals, while in other cases, annual working hours are given. Additionally, the attribution of qualification categories to teachers lacks clarity. For example, the same pedagogue, during the same period, may be accounted for within several categories, i.e. in the category of teachers without a qualification, senior teachers and teachers-methodologists.

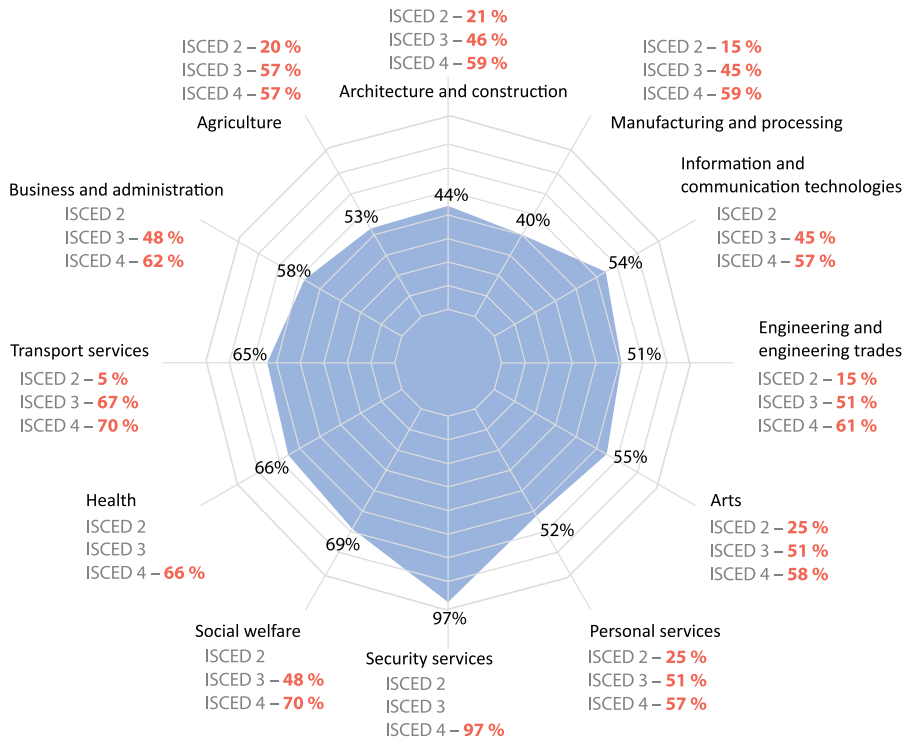
¹ Definitions employed by the European Union (https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en): **Initial vocational education and training** is usually carried out at upper secondary level before students begin working life. It takes place either in a school-based environment (mainly in the classroom) or in a work-based setting, such as training centres and companies. Continuing vocational education and training takes place after initial education and training, or after beginning working life. It aims to upgrade knowledge, help citizens acquire new skills, retrain and further their personal and professional development. **Continuing vocational education and training** is largely work-based with the majority of learning taking place in a workplace.

2. VET monitoring indicators

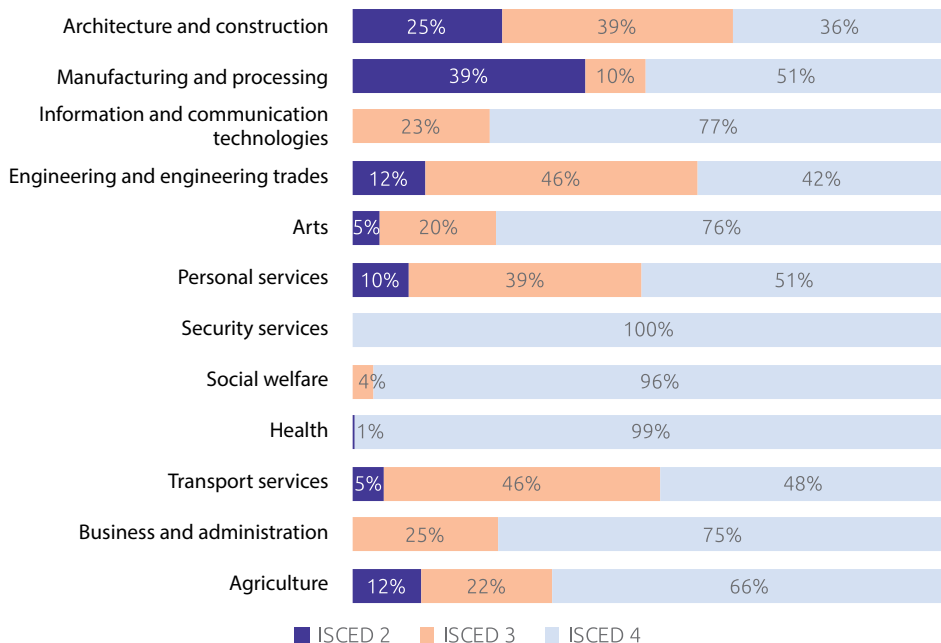
Initial –  Continuing – 		2017 m.	2019 m.	
Success of vet for people				
Dropout Rate The share of VET students (ISCED 2-4) who dropped out		19,3 %	17,0 %	The share of general education students (ISCED 2-3) who dropped out LT – 9.2% (2019)
Acquired education The share of VET students who acquired a higher level of general education during their studies among the students who were supposed to acquire it	Acquired lower secondary education 	76,5 %	76,0 %	
	Acquired upper secondary education 	59,9 %	58,2 %	
Continuing education after obtaining a qualification The share of graduates in VET (ISCED 2-4) who have acquired a qualification and continue their education in the same year		18,2 %	14,6 % 2018	The share of VET graduates (ISCED 3-4) aged 18-24 who participated in formal or non-formal further education and training in the four weeks ² ES28 – 32.8% (2016)
Employment of graduates The share of VET graduates (ISCED 3-4) who have acquired qualification and were employed by 1st November of the same year	Employees Out of which – unskilled workers 	53,9 % 18,4 %	56,3 % 2018 17,8 % 2018	
	Employees Out of which – unskilled workers 	65,5 % 9,3 %	64,2 % 2018 8,4 % 2018	
Success of vet in terms of lifelong learning				
The share of individuals in the continuing VET (ISCED 2–4)		26,6 %	19,1 %	Participation rate in education and training of 25-64-year olds (last 12 months) LT – 27.9% (2016) ES28 – 45.2% (2016)
The share of 25-64 -years olds in VET (ISCED 2–4)		21,9 %	22,6 %	
		60,7 %	68,3 %	
The share of individuals with special needs in VET (ISCED 2–4)	 	3,6 %	4,7 %	
Success of vet in implementing lithuanian and european union education policies				
Implementation of the admission plan for state-funded places (ISCED 2–4)	 	89,0 % 2018	94,6 %	
The share of individuals undergoing apprenticeship training (ISCED 2–4)	 	1,5 %	3,1 %	Lithuania's goal by 2020 m. 20%
The share of all upper secondary education students enrolled in VET	 	27,2 %	26,0 %	Lithuania's goal by 2022m. 35%
The share of VET students registered as unemployed (ISCED 2–4)		9,2 % 2016	11,5 % 2018	Lithuania's goal by 2020 m. 5%
		7,3 % 2016	9,9 % 2018	
The share of employed VET graduates (aged 20-34 and having finished their education 1-3 years ago) (ISCED 3–4)	 	63,3 %	62,7 % 2018	Eu goal by 2020 m. 82%

² EUROSTAT calculations based on Labour Force Survey data.

The distribution of VET graduates' employment by education field and ISCED levels
(1 November 2018)



The distribution of VET students by fields of education and ISCED levels
(1 October 2018-2019 school year)



The success of the VET for people

The success of VET is understood as an opportunity for a person to change his or her life for the better. Qualification acquired and educational attainment are exactly what gives people that opportunity. As a result, the following indicators have been chosen for measuring success: dropout rate and educational attainment. Further development of VET graduates, i.e. the impact of the qualification acquired on a person's career, analysed in terms of continuing education and employability.

The formal VET may be initial and continuing (LRS, 2017). The initial VET is designed for obtaining the first qualification. It also provides the opportunity to acquire general education: lower or upper secondary. The high-quality VET which together with marketable skills in the labour market provides high-level key skills (such as literacy, numeracy, science, and technology), enhances employability and provides a solid basis for lifelong learning. It is noteworthy that the educational attainment level has a major impact on working careers: lower educated people face more difficulties in finding a job (OECD, 2019a), whereas persons with a higher level of education often have both better employability possibilities and higher incomes (OECD, 2019). Therefore, it is particularly important in the initial VET to ensure that a student leaves the educational establishment only after having obtained a qualification or both a qualification and a general education.

An analysis of Lithuanian data reveals that twice as many students drop out of VET during the school year than from general education programmes of the same level. One of the reasons for this is the low socioeconomic status of student families. Other reasons are related to insufficient preventive work, the inefficiency of the educational support system, lack of high-quality and accessible vocational guidance. Among those who

choose to acquire a professional qualification and raise the level of their general education, 76% of students obtain lower secondary education and only about 58% upper secondary education, although the latter entitles them to continue their education in the higher education sector. Approximately 56% of VET graduates who obtained the first qualification are employed, out of which approximately 18% work as unskilled workers. VET graduates older than 25 years are more likely to find a job. Similar trends are observed in other countries as well, i.e. people under 25 years old face employment problems, mostly due to their lack of work experience (Musset, P. and L. Mytna Kurekova, 2018).

The quality of education depends on many factors, including the learning environment, teaching aids, methods, etc. However, the most important element is teachers and their professional development (UNESCO, 2004). By age, a majority of vocational teachers in Lithuania are 50 years old and over. The amount allocated for in-service training by VET establishments most often does not exceed 0.3% of their budget. There is insufficient information in this area to assess the extent and effectiveness of teacher development. The problem of the mismatch between the regulation of VET teachers' training and the actual situation remains an issue (MOSTA, 2018).

Proposals to improve the success of VET:

- To conduct a comprehensive study on the availability of educational aids and vocational guidance services;
- To assess the scope of vocational teachers initial and in-service training and to develop an action plan to address the identified deficiencies;
- To ensure the systematic collection and storage of relevant data in the EMIS, which would allow for the monitoring of vocational guidance and vocational teacher development.

The success of VET in terms of lifelong learning

The Success of VET in terms of lifelong learning is analysed through the perspective of access to VET for people of different ages and needs. Changes in the scope of continuing VET are also monitored.

The continuing VET is linked to the updating of an existing qualification or the acquisition of another one. One of its objectives is to help individuals adapt, for example, to technological change, and to integrate into the labour market after a break, in particular for vulnerable groups (such as people with disabilities). VET is important both in terms of providing the qualification and skills needed to enter the labour market and thereafter, ensuring timely updating or acquisition of skills (EC, 2018). It should be noted that the border between initial and continuing VET is declining: the same qualifications, the same VET providers (CEDEFOP, 2019).

In Lithuania, VET aims to create conditions for individuals, who have different needs and abilities, to acquire qualifications, competences and basic skills that would help them to gain a foothold on the changing labour market and participate in lifelong learning (LRS, 2017). A person may acquire a qualification in various ways: through consistent learning, through professional

experience or independent study (LRV, 2010). In the latter cases, it must be possible to validate and recognize outside formal learning acquired knowledge and skills and national legislation provides for such a possibility³. However, there is no data available to assess how effective these arrangements are and how many people are using them.

Based on the undertaken analysis, the VET system is open to people of different ages and educational backgrounds: students aged 25-64 accounted for about 23% of initial VET and 68% of continuing VET. There is also an increase in the number of students enrolled in short-term continuing VET programmes which entitle them to perform a particular job or function (98.8 thousand students in 2018-2019). VET students have a variety of educational backgrounds: have primary, lower secondary, upper secondary or higher education. The share of persons with special needs in VET has slightly increased (from 3.6% in 2017 to 4.7% in 2019). According to the information available, such students usually seek to

³ For example, one of the aims defined in the Law on VET is to establish conditions to recognize the competences and/or qualifications that can be acquired in different ways (LRS, 2017).

acquire only a profession, i.e. the level of their general education remains unchanged and is lower than basic. This means that their life-long learning opportunities are limited.

Students are at the heart of the educational process. The benefits of education are not accessible to some groups because they are different (UNESCO, 2004). It is therefore important to tailor the education to the individual needs of the student, for example, through flexible teaching schedules, distance learning possibilities, special teacher training. Vocational guidance is also very important in addressing inequalities, but the young people who are most in need of it generally receive

the least of career guidance services (OECD, 2019a).

Proposals to improve the success of VET:

- To develop and adopt documents for the recognition of competences acquired outside formal education, which would facilitate the horizontal and vertical permeability between qualifications, and to ensure the accumulation of relevant data for monitoring purposes within the EMIS;
- To assess the extent and effectiveness of personalised training in VET establishments, identify good practices and initiate their application within the VET system.

The success of VET in implementing Lithuanian and the European Union education policies

The success of VET in the implementation of the education policy of Lithuania and the European Union is evaluated according to the goals set in the strategic documents. The following aspects are monitored: implementation of the admission plan to publicly-funded places, development of apprenticeship, the attractiveness of VET and employment of 20-34 year-olds who completed vocational training 1-3 years ago.

The goals of Lithuanian education policy are often not directly related to VET. Therefore, in most cases, it is difficult to predict the specific values of the indicators in VET. There is also a problem of data fragmentation, and, in some cases, the information is neither collected nor accessible (MOSTA, 2018). This review selected indicators that are relevant to the national as well as the European context.

As of 2017 the State, when planning admission to VET programmes, determines the number of study places by considering the information of the National Human Resources

Monitoring System. In 2019, the implementation of the plan was 94.6%, which is 5.6 percentage points better than in 2018.

Although the share of students opting for an apprenticeship form in VET has increased, it is significantly lower than indicated in the implementation plan of the Government of the Republic of Lithuania (LRV) programme (3.1% in 2019 and 20% by 2020 respectively). One possible reason is that the majority (81%) of companies operating in the country are small. The share of large companies (with more than 250 employees) in the structure of the coun-

try's enterprises is about 0.5% (MOSTA, 2018). The analysis of apprenticeship in different countries conducted by the Organisation for Economic Co-operation and Development (OECD) shows that this approach is only effective if it is attractive to both employers and apprentices. It is noteworthy that apprenticeship costs for small enterprises are relatively higher than for big companies. Therefore, the reduction of administrative costs could encourage the development of this form among small businesses. OECD analysis has also revealed that often future students do not understand the form of apprenticeship, and the career professionals face the challenge of ensuring that a young person before deciding is fully aware of the apprenticeship opportunities (OECD, 2018).

The attractiveness of VET remains a challenge. The share of persons seeking to acquire upper secondary education in VET establishments is lower than the expected target within the long-term education strategy (LRS, 2013), i.e. 26.0% in 2019 compared to the target of 35% by 2022. This indicator is among the lowest within the European Union (EU average was 47.3% in 2015)⁴. According to the OECD country analysis, one of the reasons why VET is not attractive to young people is that it provides little opportunities to acquire higher levels of competence. To attract good students to VET, learning pathways that can lead to progression, also in higher education, must be clearly defined (OECD, 2019a).

The share of those registered as unemployed has increased both among initial and continuing VET graduates and is several times higher than the 5% target (up to 2020) set in the LRV programme. By contrast, the share of 20-34 year-olds who completed VET 1-3 years ago and are in employment has slightly decreased. According to administrative data, the share of 20-34 year-olds who completed VET 1-3 years ago and are currently employed is almost 63%. According to the Labour Force Survey, the employment rate is 79.2 % (2018)⁵, but remains below the EU target of 82% by 2020. The fact that indicator values using different data sources significantly differ, and that the employment rate during the first year and one to three years after graduation does not actually change, could signal the potential extent of shadow work.

Proposals to improve the success of VET:

- To agree on the long-term objectives for the development of VET system;
- To evaluate the structural changes in the general education system and to develop an action plan to ensure alternative pathways to upper secondary education by responding to long-term education strategy target (35% of all upper secondary education students enrolled in VET by 2022);
- To assess the impact of apprenticeship development to VET results, with a focus on post-secondary level programmes.

⁴ https://www.cedefop.europa.eu/files/1_indicator_1010_on_the_way_to_2020.pdf

⁵ Eurostat, EU Labour Force Survey. Online data code: [edat_lfse_24]

3. Development of vocational education and training

3.1. Reorganization of vocational education and training

The most significant changes in VET reform took place in the areas of VET provider network and VET curriculum.

The new version of the Law on Vocational Training (LRS, 2017), adopted at the end of 2017, marks a new stage in the development of the VET system. The expectations are to restructure the sector so that it responds to the economic development of the state. The major changes in the implementation of the reform over the last two years include: consolidation of the VET providers' network (61 public VET institutions were operational at the end of 2019, 9 less⁶ as compared to early 2018 when the network restructuring began); the reform of the management of vocational training institutions has been largely implemented (budget institutions have been reorganized into public ones and the VET councils

have been approved). When planning the admission of students, the number of seats is determined by evaluating information from the National Human Resources Monitoring System.

The development of the qualifications system and the design of VET curricula cover these changes: the composition of 18 sectoral professional committees has been renewed; 17 sectoral qualifications standards have been updated and approved (formal VET curricula have to be harmonized with these standards within 12 months to ensure they meet the needs of the economy).

⁶ In 2018, institutions reorganized by merging with other schools: Alytus School of Fine Crafts; Šilutė Tourism and Service Business school; Druskininkai crafts school. In 2019, Anykščiai technology school; Aukštadvaris agricultural school; Joniškis I.Karpis agricultural and service school; Simnas agricultural school; Žeimelis technology and service school; Vilnius tourism and trade school merged with the Vilnius Žirmūnai Labour Market Training Centre and became the Vocational Training Centre "Žirmūnai".

The updated methodology of VET financing is more flexible and promotes the development of apprenticeship.

In 2019, the methodology for calculating funds for one VET student was updated (LRV, 2019). What is new is the change from VET hours to learning credits⁷ when calculating the VET funds allocated to a student. This change makes it possible to calculate the funding required for the whole programme or part of it, such as the module chosen by the student. This enables the formation of indi-

vidual sets of competences. The methodology also considers the actual number of students (in accordance with the previous procedure, the funding was being allocated for a group of 25 students). Besides, there are foreseen measures to encourage apprenticeship, that is, if a student chooses to take this form of VET, the funding is increased by 25%.

Secondary legislation concerning recognition and validation of learning outcomes, VET quality assurance, and vocational guidance and counseling is late.

It should be noted that by the end of 2019, the regulation of the implementation of competence assessment had not been updated, although this would allow for substantial changes in the field of recognition of nonformally acquired competences. There is a delay in the development of

regulation regarding VET quality processes (self-assessment and external evaluation). Legislation relevant to vocational guidance has not yet been adopted. Preparation of a procedure description defining the requirements for stakeholders of state and municipal VET establishments is lacking.

3.2 The attractiveness of vocational education and training

The attractiveness of VET remains a challenge, mainly due to structural changes in the system of general education.

The share of students, who have chosen to acquire an upper secondary education in VET establishments, remains small (26.0%, i.e. 0.6 percentage points lower than in the school

year 2017-2018) and is below the targets defined in the national education strategy (33% in 2017 and 35% in 2022). The indicator is among the lowest in the European Union

⁷ Learning Credit is a unit of learning volume which measures learning outcomes and the learner's working time (LRS, 2017).

(EU average 47.3% in 2015)⁸. The proportion of those, who choose to acquire an upper secondary education in the VET system, varies

by about 1.8 times between counties. Only Klaipėda and Telšiai counties achieve the specified goals (Table 3.2.1).

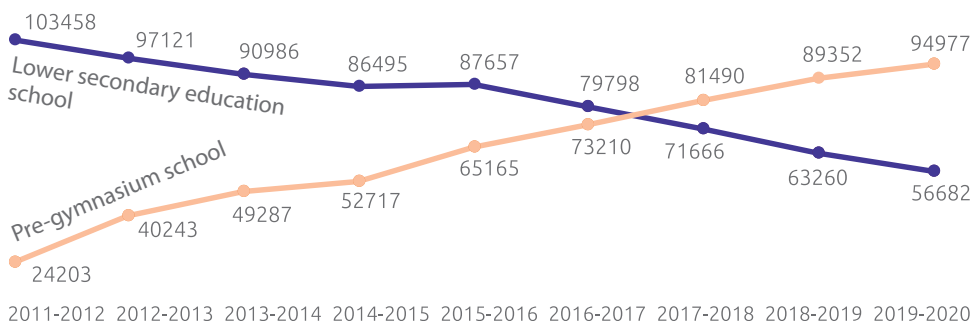
Table 3.2.1. The distribution of students who seek to acquire an upper secondary education in the VET system by county

County	2017–2018 m. m.	2018–2019 m. m.
Alytaus	31,0 %	30,2 %
Kauno	27,1 %	27,4 %
Klaipėdos	34,7 %	34,5 %
Marijampolės	19,8 %	18,7 %
Panevėžio	30,0 %	28,9 %
Šiaulių	28,3 %	28,2 %
Tauragės	22,8 %	20,7 %
Telšių	34,4 %	34,4 %
Utenos	27,1 %	29,1 %
Vilniaus	20,0 %	18,6 %

Over the past decade, the country has undergone structural changes in its general education system, which has significantly reduced the number of students enrolled in lower secondary education schools (ten years), while the number of students enrolled in pre-gymnasium schools (eight years) as well as in gymnasium schools (four years)⁹ has increased (Figure 3.2.1). These changes have a major impact on the decision to continue consecutive education at VET establishments. Mostly students who have graduated pre-gymnasiums are continuing their educa-

tion at gymnasiums. If they want to acquire both an upper secondary education and a vocational qualification, they can progress to VET establishments only if they decide after two school years to terminate their studies in gymnasiums. This increases the probability of low achievers (those at risk of falling out of the general education system) would select the VET pathway. According to the STRATA survey of 2019¹⁰, only four out of ten students in grade 10 had a positive opinion of VET, three out of ten rated it neutrally and one fifth had a negative opinion.

Fig 3.2.1. The change in the number of students in pre-gymnasium schools and lower secondary schools



⁸ https://www.cedefop.europa.eu/files/1_indicator_1010_on_the_way_to_2020.pdf

⁹ Lower secondary education schools: in the school year 2011-2012 the number of students was 103,458 and in the school year 2019-2020 it was 56,682. Pre-gymnasiums: in the school year 2011-2012 the number of students was 24,203 and in the school year 2019-2020 - 94,977

¹⁰ In 2019, the Government Strategic Analysis Center (STRATA) conducted survey "Study Choice: Motives and Factors Affecting Decision Making". 1500 students from general education and vocational training institutions were surveyed.

The majority of young people aged 16-17 who in VET establishments have studied and completed only the programmes leading to basic education continue their education seeking to acquire a vocational qualification and upper secondary education.

The data show that in the period of the school years from 2013-2014 to 2018-2019, the number of 15-16-year olds seeking to acquire only secondary lower education, in VET establishments doubled¹¹. Meanwhile, the number of their peers in VET programmes at level ISCED 2 (designed to acquire a vocational qualification or a vocational qualification together with lower secondary education) has been steadily decreasing and in the school year 2018-2019, it was by 9.5 times lower than the number of those seeking to acquire only a lower secondary education¹². The analysis reveals that the

majority (90.5% in 2018) of those who have completed lower secondary education continue their education to acquire a vocational qualification and upper secondary education. Young people may get a closer look at the opportunities offered by the VET, which improves their opinion about this sector of education. According to the results of the survey¹³, VET students tend to rate VET better than students in gymnasiums (among students in grade 12, 7 out of 10 students in VET establishments have rated VET "good and very good" compared to 4 out of 10 students in gymnasium schools).

The share of apprentices in VET is only 3%, although they have the best employment rates.

The Government Programme Implementation Plan approved in 2017 aims to increase the proportion of apprentices¹⁴ from 2.3% (in 2016) to 20% (in 2020)¹⁵. The aim is to expand possibilities for students seeking to obtain a vocational qualification to learn in the real workplace. However, the share of apprentices

in the 2018-2019 school year was only 3.1% of the total. One of the reasons for the failure to achieve a major change in the development of apprenticeship training during the period in question was the delay in setting up a mechanism¹⁶ allowing to offset the employer costs incurred during apprenticeships.

¹¹ According to EMIS public statistics data, from 751 students in the school year 2013-2014 to 1,539 students in 2018-2019.

¹² According to EMIS public statistics, in VET establishments there were 1,539 students at age 15-16 who were seeking to acquire only a lower secondary education and 162 peers who were seeking to obtain a vocational qualification and (or) a lower secondary education.

¹³ In 2019, the Government Strategic Analysis Center (STRATA) conducted survey "Study Choice: Motives and Factors Affecting Decision Making". 1500 students from general education and vocational training institutions were surveyed.

¹⁴ The form of apprenticeship vocational training - where the training is provided at the workplace: in a company, office, organization, farmer's farm, with a freelance teacher. Theoretical instruction may be given at a VET establishment or other school.

¹⁵ 2.1.3 priority - <https://www.e-tar.lt/portal/lt/legalAct/2389544007bf11e79ba1ee3112ade9bc/mXsebbCuck>

¹⁶ The Implementation Plan for the Government Programme of the Republic of Lithuania - Establishment of a Permanent Transparent Mechanism to Reimburse Business Expenses for Vocational Training in the form of Apprenticeships (Q4 2018). The related legislation was only adopted in Q3-Q4 2019: approval of the Government of the Republic of Lithuania Resolution on the Methodology for Calculation of VET Funds for One Student Attending Formal VET Programme; The Government of the Republic of Lithuania in October 2019 adopted the Resolution on the Description of the Procedure for the Organization of Vocational Training in the form of Apprenticeship.

In the 2018-2019 school year, 1,080 students were in apprenticeships, of which 81% were distributed between 5 (out of 14) fields of education. The lowest apprenticeship coverage is in the following fields of education: Manufacturing and Processing and Transportation Ser-

vices¹⁷. The coverage of apprenticeships in VET ranges from around 1% to 4%, which is a very small proportion of VET students in a given field of education. The field of Social Welfare stands out, with apprentices accounting for 14% of all students in that area (Table 3.2.2).

Table 3.2.2. The share of apprentices in a specific field of education during the 2018-2019 school year

Architecture and Construction	3 %
Manufacturing and Processing	2 %
Information and Communication Technologies	4 %
Engineering and Engineering Trades	3 %
Arts	1 %
Personal Services	2 %
Security Services	4 %
Social Welfare	14 %
Health	4 %
Transport Services	1 %
Business and Administration	3 %
Agriculture, Forestry, and Fisheries	1 %

Comparing the employment rates of VET graduates (see section 3.5 for details) by the form of VET (school-based or apprenticeship) shows that the employment rate of apprentices is much better. Vocational training can, therefore, be seen as an effective means of ensuring a smooth transition from training to work. On the other hand, while developing apprenticeships, it is important to consider that the majority (81%) of companies operating in the country are small (up to

9 employees) and may not be interested in VET. The share of large companies (with more than 250 employees) in the country's corporate structure is only about 0.5%. Therefore, due to a possible scale of coverage in certain sectors and probable development scenarios, closer cooperation with sectoral professional committees¹⁸ and associated business structures should be encouraged when preparing apprenticeship development plans.

¹⁷ Engineering and Engineering Trades (28 %); Personal services (17 %); Architecture and Construction (12 %); Business and Administration (13 %); Social Welfare (11 %); Health (6 %); Information and Communication Technologies (6 %); Manufacturing and Processing (3 %); Agriculture (2 %); Transport Services (1 %); Arts (1 %).

¹⁸ Sectoral professional committees are established under the Qualifications and VET Development Centre. According to the Law on VET (LRS, 2017), when planning the number of state-funded places, the proposals of the sectoral professional committees on possibilities of apprenticeship must be considered.

3.3. The accessibility of vocational education and training

VET for people with special needs is not sufficiently inclusive and equitable.

Although people with special needs have theoretical access to a variety of programmes, in practice, the vast majority (74.7%) of them participate special ISCED 2 level programmes that are specifically designed for them. The supply of programmes is rather limited (6 out of 14 fields of education). As a general rule, students with special needs seek only a vocational qualification, i.e. the level of general education remains unchanged and is lower than basic. This means that their lifelong learning opportunities are limited. Low levels of education can increase the social exclusion and poverty of such students

and reduce their chances of participating in the labour market (UN, 2018). Research shows that low or inadequate education and qualifications, health problems and social problems are among the main barriers to successful entry into the labour market (Krutulienė, S. et al., 2017). This is confirmed by the employment rates of students with special needs, who are among the worst in the VET system: in the 2017-2018 school year, 29% were employed and 15% had a status of registered unemployed, which is 1.5 times more compared to other VET students of the same ISCED level.

The total number of VET students is decreasing and the age structure of students is changing: the number of people aged 25 and over is increasing.

The total number of students in VET is decreasing¹⁹. A similar trend is observed in other educational sectors, i.e. general education and higher education. One of the main reasons is the decline in the number of young people aged 14-29. During the six years, the number of students in initial VET decreased more than in continuing VET, correspondingly by 23.6% and 11.1% (Figure 3.3.1). On the one hand, the majority

of students in initial VET and especially at the upper secondary level (ISCED 3) are young people under the age of 24²⁰. Also, most initial VET students are learning in VET programmes of the ISCED 3 level²¹. On the other hand, structural changes in the general education system also have a negative impact on the decline in the number of students in initial VET. More about them In Section 3.2.

¹⁹ The total number of students in the vocational education and training (initial and continuing) has decreased by 21.5 % over six years, i.e. from 44.7 thousand students in the 2013-2014 school year to 35.1 thousand in the 2018-2019 school year.

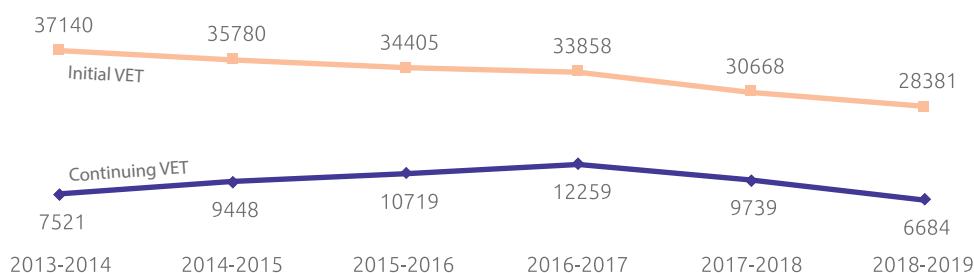
²⁰ The proportion of 24-year-olds in ISCED 3 level VET programs in the 2018-2019 school year was 91.0% of all students at that level.

²¹ In the 2018-2019 school year, almost 57.6% of all students in the initial VET.

Until the 2016-2017 school year, the number of students in continuing VET programmes lasting more than one year was increasing, while it has declined by almost half (1.8 times) over the next two years. Most probably, this was the result of the following factors: the

establishment of when and how many times a state-funded vocational qualification may be obtained (LRS, 2017), the establishment of a centralized admission into the VET programmes and the change in programme coding rules²².

Fig 3.3.1. Trends in the change in the number of students in initial and continuing VET*



* The figures for the continuing VET cover only those students who were following the formal VET programmes with the duration exceeding one year.

In the formal VET system, in the six years (from the school year 2013-2014 to 2018-2019) the number of older students is steadily increasing in VET at all levels (Table 3.3.2). This trend is particularly pronounced in ISCED 4 level programmes and continuing VET. The situation is likely to change little in the coming years. According to the LAMA

BPO admission data for initial and continuing VET (LAMA BPO, 2019, 2018), the number of students with upper secondary education has the strongest growth (Figure 3.3.2). Most of them opt for VET after a break (in 2019, 77.0% of those enrolled in VET had completed upper secondary education a year or more ago) and are mainly over 24 years old²³.

Table 3.3.2. The percentage of 25-64 year-olds in initial and continuing VET programmes by ISCED level in school years 2013-2014 and 2018-2019

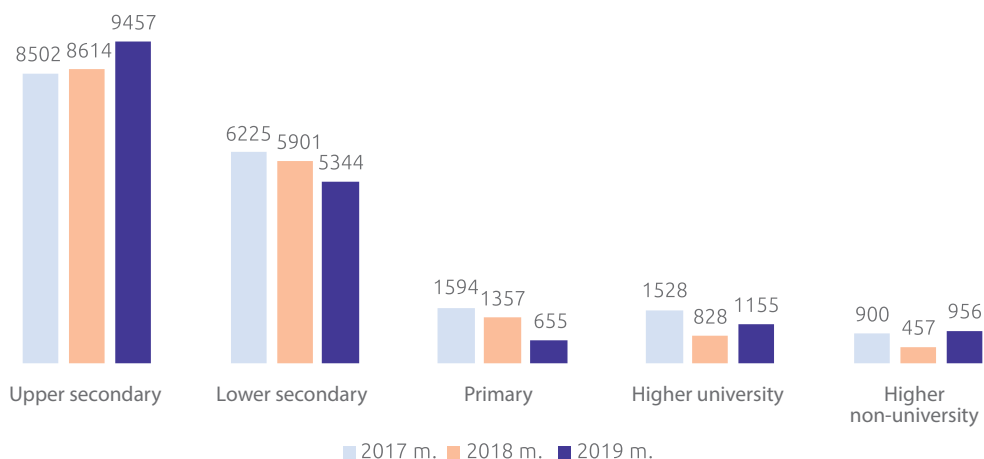
	Initial VET		Continuing VET*	
	2013-2014 school year	2018-2019 school year	2013-2014 school year	2018-2019 school year
ISCED 2	32 %	35 %	59 %	68 %
ISCED 3	6 %	9 %	31 %	65 %
ISCED 4	33 %	42 %	38 %	69 %

* The figures for the continuing VET cover only those students who were following the formal VET programmes with the duration exceeding one year.

²² Some programs have been assigned codes with the letter "T" to indicate that the formal VET program is for continuing VET. According to EMIS, in the 2018-2019 school year, such programs accounted for 18% of all programs in continuing VET. There were 2,919 students enrolled in these programs, 16% of whom were seeking to acquire the first qualification. Individuals who chose these programs because of a desire to improve their qualifications or obtain another accounted for only 37% of all continuing VET students.

²³ According to LAMA BPO enrolment data, in 2019, 59.9 % of persons who obtained an upper secondary education and were admitted into the VET after a break was aged over 24.

Fig 3.3.2. The percentage of 25-64 year-olds in initial and continuing VET programmes by ISCED level in school years 2013-2014 and 2018-2019



Although the number of students in short-term formal continuing VET programmes is increasing, their share in VET establishments is decreasing.

The supply of formal VET programmes consists of long-term (over one year) and short-term (below one year) programmes. The latter is usually designed to acquire the right to perform a job or function. In the former case, the main providers of continuing VET are VET establishments, and, in the latter, the providers are very diverse²⁴. The analysis of the data shows that the number of students in short-term continuing VET programmes is increasing²⁵, but their number in VET establishments is decreasing²⁶. In the 2018-2019 school year, the share of students

in VET establishments represented only 13% of the total students seeking to acquire the right to perform a job or function. Employed persons constitute the majority of the students in short-term programmes. Persons registered at the Employment Service during the 2018-2019 school year constituted 9% of all students. By field of education, the most popular are the programmes of Transport Services²⁷; most commonly, persons aged 35 to 44 years-old participate in such programmes.

²⁴ In the 2018-2019 school year, there were 209 VET providers out of which 55 state VET institutions offering short-term VET programs.

²⁵ The number of students in short-term programs increased by 5.4 percent from the 2013-2014 school year to the 2018-2019 school year, reaching 98,800 individuals.

²⁶ Over the six years (from 2013-2014 to 2018-2019), the number of students enrolled in short-term continuing VET programs at VET establishments decreased by 28.2%.

²⁷ According to EMIS, in the 2018-2019 school year, students in the field of education of Transport Services accounted for 62 percent of all students in short-term VET programs.

3.4. The quality of vocational education and training

Almost eight out of ten VET students who were supposed to gain a lower secondary education acquire it.

The majority of students choosing VET programmes of the ISCED 2 level and seeking to acquire a lower secondary education²⁸ reach their goal (76.0% in 2019). Such students have the right to access an upper secondary education, which gives them more opportunities in terms of both further qualification development (e. g. within the higher education system) and in the job search. According to the available data, the majority of young people

(those who were 18-24 years old in 2018) who have completed the lower secondary education²⁹ in VET establishments, they sought upper secondary education in VET or general education systems (Table 3.4.1). The share of those who are aged 18-24 and do not aim of raising their level of general education is less than 10% and corresponds to the rate of early leavers from education and training set in ET 2020³⁰.

Table 3.4.1. The share of students (were 18-24 years old in 2018) who have completed a lower secondary education in VET establishments and are seeking to obtain an upper secondary education.

School year	The number of students who have completed a lower secondary education	The share of students seeking to acquire an upper secondary education
2013–2014	654	94,3 %
2014–2015	796	95,1 %
2015–2016	900	93,8 %
2016–2017	993	92,5 %
2017–2018	181	86,74 %

Roughly six out of ten VET students who were supposed to gain an upper secondary education acquire it.

Out of all the students seeking to obtain an upper secondary education³¹, 58.2% of students³² reached their goal in 2019.

It should be noted that the share of such students decreased by 4.2% over six years (since the 2013-2014 school year). One

²⁸ Only the students who had chosen the programs designed to obtain a qualification and a secondary education are analysed. Students who study in programs of only lower secondary education (i.e. do not seek to acquire a vocational qualification) in VET institutions are outside the scope of the present review.

²⁹ The calculation includes all students enrolled in VET at ISCED level 2 who are seeking to acquire only lower secondary education or lower secondary education together with a vocational qualification.

³⁰ https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

³¹ I. e. among the students who were studying in VET programs of the ISCED 3 level and were seeking to obtain a vocational qualification together with an upper secondary education.

³² The calculations were carried out starting from 1st year students of 2016.

possible reason is the lack of motivation to learn, which is partly illustrated by the results of the 2019 survey³³. In this survey, students in grades 10 and 12 were asked how they would describe their learning. In VET, students seeking to acquire a lower secondary or upper secondary education were significantly more likely to state that they learn only what is necessary to receive a positive evaluation. This is how 40% of the 10th-grade and 30% of 12th graders in VET establishments described their learning. In comparison, in gymnasium schools, 15% of 10th graders and 16% of 12th graders describe their learning in this way. It can also be influenced by the fact that many

students drop out of school. Among the main reasons are as follows: they move to another educational institution, are expelled from school due to underachievement, change their place of residence, etc. Most students dropping out of the school do so during the first and second school years (according to EMIS data, approximately 2 thousand students (who in 2016 were 1st-year students) dropped out of VET programmes of the ISCED 3 level, out of whom 46.6% did so in the first year and 36.5% in the second year). This may be a result of a lack of accessible and quality services of vocational guidance and counselling³⁴.

The share of drop-outs in VET is decreasing but still remains almost twice as high as the corresponding indicator of general education.

Each school year, on average, around 18% of students in initial and continuing VET drop out of school. Looking at trends, the annual change over six years³⁵ is minimal, less than 2%. On the other hand, the number of drop-outs in VET has slightly declined since the 2016-2017 school year, with a 17.7% share for the 2018-2019 school year, which is 1.8 percentage points lower than in 2016-2017. This was mainly due to the improvement in initial VET outcomes: the share of drop-outs over the same period decreased from 19.3% to 17.0% (2.3 percentage points).

According to the results of the lower and upper secondary levels (ISCED 2-3), during the 2018-2019 school year, the share of drop-outs in initial

VET was 17.5%, almost twice as much as in the general education system (9.2%). Distribution of VET students by the reason for dropping out remains similar to previous years: about 5% of students move to other VET or general education schools, about 10% are expelled from school due to underachievement, and most students quit schooling for other reasons. Traditionally, the highest proportion of drop-outs is in programmes at the lower secondary level (ISCED 2). By comparison, in the 2018-2019 school year, 22.9% of students dropped out of initial VET at the lower secondary level (ISCED 2), 16.8% at the upper secondary level (ISCED 3) and 16.0% at the post-secondary level (ISCED 4). A similar trend is found in general education as well³⁶.

³³ In 2019, the Government Strategic Analysis Center (STRATA) conducted survey "Study Choice: Motives and Factors Affecting Decision Making". 1500 students from general education and vocational training institutions were surveyed.

³⁴ There are no full-time career specialists in 21 municipalities. In the 2016-2017 school year, the average number of students per career specialist was 4,659 (MOSTA, 2018).

³⁵ From the school year 2013-2014 to 2018-2019.

Available information indicates that students from low-income families are twice as likely to move from the system of general education to VET (MOSTA, 2018a). Among the reasons that can influence drop out rates are lower student achievements and lower family resources. Hence, it is caused by external and internal factors beyond the control of an educational institution (ERASMUS +, 2017). For example, internal causes include such reasons as programmes are not sufficiently adapted to meet the individual needs of the learner, conflict relationships with teachers, etc., while external causes cover poor health, lack of parental attention, and poverty. According to the survey³⁷, students in VET at the lower secondary level³⁸ are more often stating they

are from single-parent families, their family situation is poor, they receive some kind of social support compared to the same level students in gymnasium schools. The parents of VET students are also less interested in children's achievements at school compared to the parents of gymnasium school students. In addition, people living in households consisting of one adult and dependent children are at greater risk of falling into poverty³⁹. The information provided suggests that one of the main reasons for dropping out of school is linked to the low socio-economic status of students. Other reasons are related to insufficient preventive work and the inefficiency of the education aid system (ERASMUS +, 2017).

In 2019, 95.3% of students who have completed initial VET obtained a qualification.

The initial VET is designed to acquire a first qualification (LRS, 2017). Therefore, its success can be judged based on whether the graduate was awarded a VET diploma⁴⁰ certifying the acquired qualification. The data show, that most VET graduates (on average 94.5%⁴¹) achieve their goal, but the rate varies in different VET establishments. For example, in the 2018-2019 school year, 95.3% of initial VET graduates were awarded a VET diploma and the results between schools differed by 14.3⁴² percentage points. It is noticeable that

success also varies according to VET curriculum levels. The lowest indicator is among the students in ISCED 2 level VET programmes. By comparison, in the 2018-2019 school year, 92.7% of VET students obtained their qualification at lower secondary level (ISCED 2) programmes, 95.1% - at upper secondary level (ISCED 3) programmes and 96.0% at post-secondary level (ISCED 4) programmes.

Special mention should be made of the statutory VET schools (Lithuanian Police

³⁶ In the 2018-2019 school year, 9.7% of pupils dropped out of general education system at lower secondary education (ISCED 2) and 7.2% at upper secondary education (ISCED 3).

³⁷ In 2019, the Government Strategic Analysis Center (STRATA) conducted survey "Study Choice: Motives and Factors Affecting Decision Making". 1500 students from general education and vocational training institutions were surveyed.

³⁸ 10th-grade students who are studying in the programs of the ISCED 2 level in vocational education and training institutions and are seeking to acquire only a lower secondary education or a lower secondary education together with a vocational qualification.

³⁹ According to official statistics, in 2018, the at-risk-of-poverty rate in Lithuania stood at 22.9%, while the at-risk-of-poverty rate in households consisting of one adult with dependent children was double higher (46.8%). The at-risk-of-poverty rate is defined as a share of persons with an equivalised disposable income below the at-risk-of-poverty threshold.

⁴⁰ A VET diploma is awarded to a person who has received a positive assessment of competences that are necessary to obtain a specific vocational qualification (LRS, 2017).

⁴¹ The average value of six school years (from 2013-2014 to 2018-2019).

⁴² According to the EMIS data, during the 2018-2019 school year, from 85.7 % to 100.0 % among VET establishments.

School, Border Guards School, Fire Fighters Training School, Training Centre of Prison Department of Ministry of Justice of Lithuania). They are among those VET establishments where 100.0% of graduates acquire a qualification. This may be influenced by several factors. Firstly, those wishing to study through the programmes provided by these schools must have completed upper secondary education. Secondly, a relatively strict selection procedure is applied for the admission of students (requirements related to physical condition, reputation, etc.). Therefore, it is probable that most motivated persons are selected.

Learning success depends on a variety of external and internal factors, such as the socio-economic status of the family, the methods of teaching, the qualifications of the teachers, or teaching relevance to individual learner needs. Therefore, to explain the difference of the results between education providers, it is necessary to analyse how varies students' socio-economic status, as well as their learning environment (e.g. infrastructure, technology,

student support, etc.) in educational institutions. Equally important is the aspect of choosing a profession, which is how much the desired qualification meets the learner's expectations and the possibilities to change it in case of mistakes. The data on vocational guidance specialists who would be able to advise a student regarding the selection of a profession is fragmented and inconsistent. In the 2016-2017 school year, the average number of students per one post of the career specialist was 4,659, which is 3.9 times higher than the recommendations of the model for the career development of general education and vocational training institutions (the number of students per one post of the career specialist shall be 601-1,200). Besides in 21 municipalities had not a single post of the career specialist. There is no information available about the career specialist numbers in the 2018-2019 school year. One reason is that the provision of such information to EMIS is optional. The lack of data makes it difficult to assess whether students received vocational guidance and counselling services and how effective they were.

3.5. The compliance issues in vocational education and training

Implementation of the admission plan in 2019 improved by 5.6% compared to the results in 2018.

For the 2019 admissions, by the order of the Minister of Education, Science and Sports of the Republic of Lithuania, 19,980 state-funded places were allocated in 14 fields of education (in 2018 – 20,139 places), out of which in 6 there were 80% of all state-

funded places. When comparing the data of admissions into the state-funded study places of the last two years, the set admissions plan was managed to be fulfilled by 94.6% in 2019 – 5.6 percentage points higher than in 2018 (89.0%).

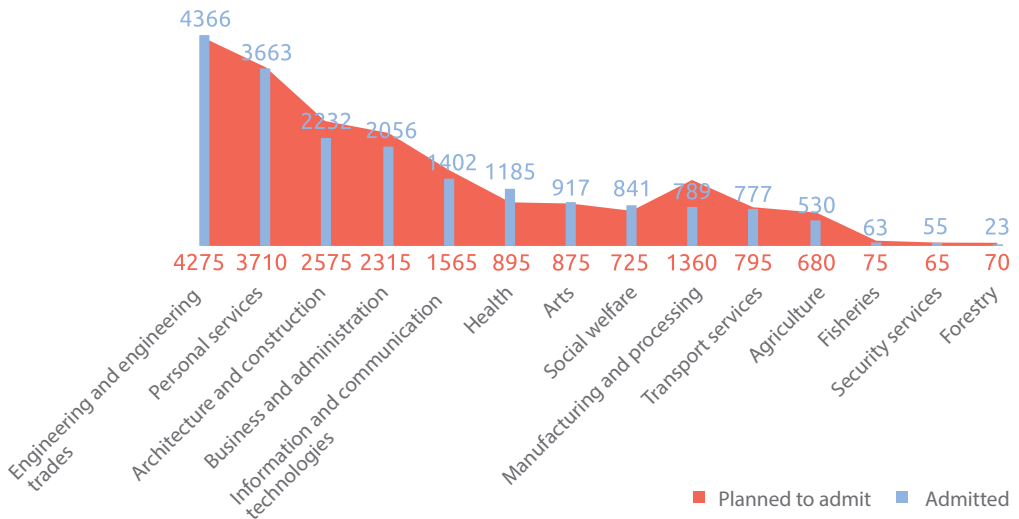
⁴³ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/176151706ddb11e99ceae2890faa4193/asr>

⁴⁴ The admission into the vocational education and training in both 2018 and 2019 was carried out in three stages. The results of admissions of all three stages of 2018 and 2019 are compared.

After the main admission, the majority of vacant state-funded study places remained in the following fields of education: Manufacturing and Processing (571 out of 1 360),

Architecture and Construction (343 out of 2,575), Business and Administration (259 out of 2,315) (Figure 3.5.1).

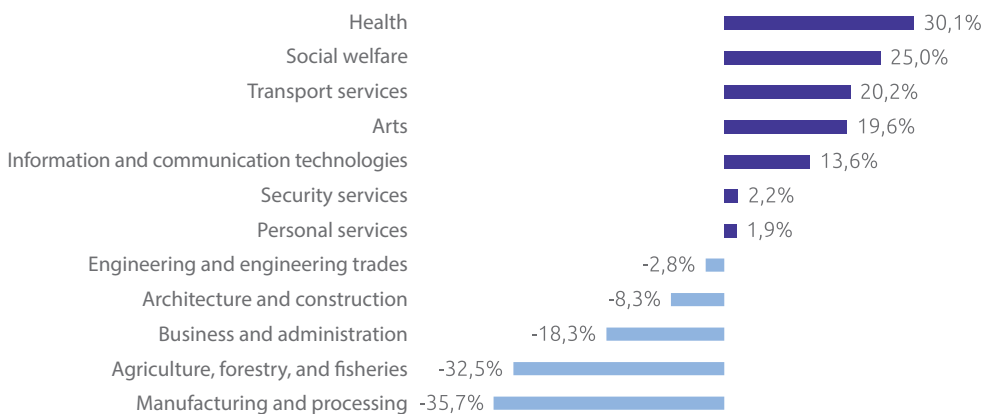
Fig 3.5.1. The fulfilment of the 2019 admissions to state-funded study places plan by fields of education (LAMA BPO admission data of 2019)



Taking into account the popularity of the fields of education, in 2019 the number of entrants in the fields of Manufacturing and Processing and Agriculture, Forestry and Fisheries de-

creased by one third (Figure 3.5.2). It is worth to note that the fields of education showing positive changes in learner choice reflect the results of the employability of VET graduates⁴⁵.

Fig 3.5.2. Change in the proportion of students enrolled in state-funded formal initial and continuing VET comparing 2018 and 2019 enrolment by field of education



⁴⁵ Results of the distribution of persons who obtained a qualification in 2018 and were employed on 1 November of the same year by field of education (initial vocational training): Social welfare (70%); Health (68%); Transport services (61%); Business and Administration (55%); Arts (53%); Information and communication technologies (51%); Personal Services (50%); Engineering and Engineering Trades (49%); Architecture and Construction (45%); Agriculture, Forestry and Fisheries (44%), Manufacturing and Processing (35%).

The employment rate of students who have chosen a form of apprenticeship is much better than of those who have chosen a school-based VET.

As mentioned above, the share of apprentices in initial and continuing VET is minimal (Chapter 3.2). Many apprentices already have obtained a maturity certificate (Lith. "Brandos atestatas") and are studying in post-secondary education programmes (ISCED 4)⁴⁶. At ISCED 2, the number of students is low: 1.9% of all apprentices (2017-2018).

When comparing the employment of the graduates of school-based VET and apprenticeships, it should be noted, that the employment rate of apprentices is almost 18 percentage points higher than of students who had chosen a school-based VET (respectively 75.6% and 57.8%)⁴⁷. At the same time, the employment rates of apprentices

with upper secondary education attainment who graduated VET programmes of level ISCED 4 are higher by one fifth compared to ISCED 3 programmes. Besides, the share of unskilled workers is higher between ISCED 3 graduates than at level ISCED 4 (21.2% and 15.2% in 2018, respectively). Interviews with employer representatives⁴⁸ suggested that older and more mature individuals should learn through apprenticeships form. In the opinion of respondents, a prerequisite is to have completed upper secondary education. Consideration should, therefore, be given to whether apprenticeships should be developed in programmes at all levels, or whether they should be focused mainly on post-secondary programmes.

The employment rate of continuing vet graduates is higher compared to initial VET graduates.

As of November 1, 2018, 53.1% of graduates of initial VET and 58.9% of continuing VET were employed. The highest employment rate is of those who have acquired their first qualification at programmes of the post-secondary (ISCED 4) level (Table 3.5.1). This group is distinguished by the abundance of students aged 25 and over (53.0% in the 2017-2018 school year). Continuing VET at

programmes of all levels is dominated by students aged 25 and over (66.2% in the 2017-2018 school year). It is likely that among older people more students have work experience in both Lithuanian and foreign markets, which increases their employability⁴⁹. This assumption is further validated by the fact that the employment rate of students who obtained the first qualification under programmes of the

⁴⁶ According to EMIS, 69% of all apprentices attended ISCED level 4 VET programs in the 2017-2018 school year and 76% in 2018-2019.

⁴⁷ Initial and continuing VET at secondary and post-secondary levels (ISCED 3-4) is examined. The ISCED 2 level is not discussed separately due to a low sample.

⁴⁸ In January-April of 2019, STRATA interviewed representatives from Vilnius Chamber of Commerce, Industry and Crafts, ministries of Social Security and Labour and Economy and Innovation, Confederation of Industrialists, Lithuanian Business Confederation, Lithuanian Federation of Education and Science Trade Union and VET providers.

⁴⁹ The analysis of job postings reveals that experience is important for employers: it is required for in 66% of all postings (MOSTA 2019) and especially in certain fields. For example, the requirement for experience is found in 79% of job postings in the field of engineering / mechanics: http://rodikliai.strata.gov.lt/?lang=lt&kpi_type=olevel&kpi_group=6

secondary level (ISCED 3) is 12.5% lower than of the students of postsecondary level and these programmes are dominated by young people up to 24-years-old (91.7% during the 2017-2018 school year). The described situation corresponds to international tendencies: in 2018, the employment rate of people who are 25 years old or older was much higher than that of people aged 20-24 years-old (EUROSTAT, 2019)⁵⁰.

Other reasons, that in one way or another affect the employment results, include regional differences of the job supply (the major

cities are characteristic of a higher supply of jobs in comparison to other locations); low mobility of job seekers⁵¹, the minimum wage⁵²; the seasonal character of the work and an increasing number of foreign workers (Employment Service, 2019). For instance, despite the high demand for workers in the construction sector, the employment rate of graduates within this field of study is one of the lowest, and the share of the ones who are employed as unskilled workers is one of the highest. It is likely that an increasing number of foreigners, especially in the construction sector⁵³, is one of the main reasons.

Table 3.5.1. Employment of former students of initial and continuing VET according to whether they are qualified or without a qualification* and by ISCED level (1 November 2018)

		Qualified		Without a qualification	
		Employed	Out of which unskilled workers	Employed	Out of which unskilled workers
Initial VET	ISCED 2	12,7 %	43,8 %	19,8 %	32,6 %
	ISCED 3	33,3 %	29,1 %	49,4 %	24,6 %
	ISCED 4	49,1 %	13,6 %	61,9 %	13,3 %
Continuing VET	ISCED 2	28,0 %	44,9 %	17,3 %	22,3 %
	ISCED 3	62,2 %	13,9 %	66,1 %	8,9 %
	ISCED 4	59,8 %	9,4 %	64,1 %	8,4 %

* VET students who per school year dropped out of school or graduated from VET but did not acquired a qualification.

The employment rate by the programme level varies up to 3 times and more. Those who have acquired a qualification are more likely to be employed, and less often to do unskilled work, compared to those without qualifications⁵⁴. This is especially common among the VET students of the ISCED 2 level. The proportion of self-employed⁵⁵ graduates is not high. On

November 1, 2018, they accounted for about 2% of the total VET graduates of that year who acquired qualification and the absolute majority of them were from the programmes of the level ISCED 4⁵⁶. Self-employment extent may depend on age and work experience, as the proportions of such workers increases to 5% in the case of continuing VET. This form

⁵⁰ In 2018, the employment rate of 20-24 year-olds was 53%, of aged 25-29 – 75%, 30-34 – 80%, 35-39 – 82%, 40-44 – 83%, 45-49 – 82%, 50-54 – 80% (EUROSTAT 2019).

⁵¹ A low mobility is usually caused by low wages, public transport issues and expensive commute (Employment Service 2019).

⁵² According to the data of the Employment Service, every third registered job posting exhibits a minimum wage (Employment Service 2019).

⁵³ In 2018, the highest number of foreigners came to work in the sector of services and construction (Employment Service 2019).

⁵⁴ VET students who per school year dropped out of school or graduated from VET but did not acquired a qualification.

⁵⁵ Self-employed persons are those who hold an individual activity certificate or a business license, data of 1st November.

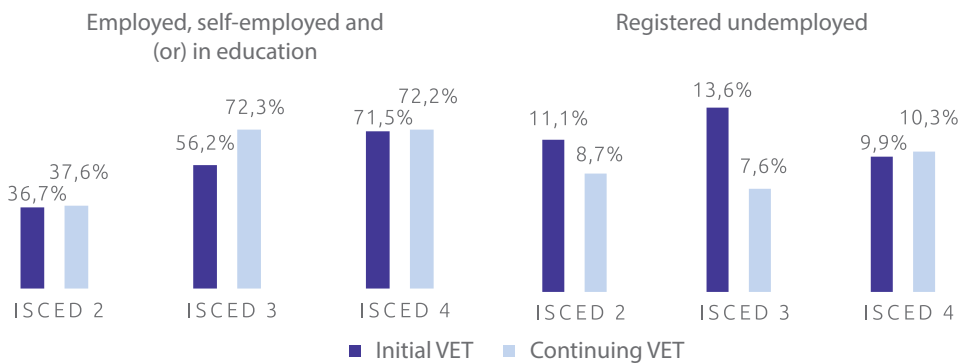
⁵⁶ They can be employed and / or study at the same time.

of work is most popular among graduates in the fields of education such as arts (especially florist qualification) and health (especially masseur qualification).

VET graduates' career after graduation is not only measured by employability. Further participation in the educational system is very important as well, especially if combined with the seeking of educational attainment

at a higher level (e. g. an upper secondary or higher). According to EMIS, 14.6% of initial VET graduates and the same number of continuing VET graduates continued their studies in 2018. However, the overall employment rates (work, study, and unemployment) are slightly better among those who have completed continuing VET, especially at upper secondary (ISCED 3) level (Figure 3.5.3).

Fig 3.5.3. Employment rates of initial and continuing VET graduates in 2018



In the case of initial VET, qualified students are more likely to find employment than those without qualifications, and in the case of continuing VET there is almost no difference.

Approximately one-fifth of students leave the VET establishment during the school year, more often this happens in the continuing VET. By comparison, in the 2018-2019 school year, 17.0% of students dropped out of initial VET and 20.5% of those in the continuing VET. Among VET graduates, a qualification is obtained by a slightly higher number of graduates of the initial VET compared to continuing VET (in the 2018-2019 school year 95.3% and 93.5% respectively).

More than one-third of VET graduates (that is, those who dropped out of school⁵⁷ or have completed the VET programme but have not acquired a qualification) are in employment. The share of employed among former students of the initial VET is lower compared to that of the continuing VET (in the 2017-2018 school year respectively 36, 9% and 57, 6%). When estimating the employability of those having obtained a qualification in the same year the employment indicators of continuing VET

⁵⁷ For the reasons for dropping out, see section 3.4.

students have little dependence on whether they are qualified or without qualification (in 2018 respectively 58.9% and 57.6%). The situation is different in the case of initial VET: the difference in 2018 was 17.2 percentage

points (53.1% for qualified and 35.9% for those without qualification). The share of unskilled workers is slightly higher among those who have not acquired vocational qualifications (Table 3.5.1).

The average employment rate of 20-34-year-old VET graduates is below 60% in some fields of education one to three years after graduation.

The Strategic Framework for European Cooperation in Education (ET, 2020) sets out common objectives and indicators. One of them is to ensure that by 2020 the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%⁵⁸. The indicator is monitored based on the Labour Force Survey, which is implemented in all EU countries according to a common methodology.

Based on the EU 2019 Education Monitoring Report (EC, 2019) In 2018, the employment rate for Lithuanian VET graduates aged 20-34 (ISCED 3-4, graduated education 1-3 years ago) is 79.2%⁵⁹. Incidentally, according to administrative data⁶⁰, the employment rate of graduates aged 20-34 years who completed vocational training 1-3 years ago was lower, reaching only 62.7% in 2018. The discrepancy between the values of the indicator is due to the following factors: data collection method (the Labour Force Survey is based on the population inquiry data; STRATA calculations are based on data from national registries), the period (STRATA carried out calculations based

on the status of the population recorded in the registers on November 1; the survey in the Labour Force Survey covers a broader period), the definition of the target group (in a case of the Labour Force Survey, only persons who are not participating in education and training⁶¹ are included in the sample, while STRATA included all young people aged 20-34 who graduated VET 1-3 years ago). The fact that indicator values differ significantly depending on the data source, and that the employment rates do not actually change in the first year of employment and 1 to 3 years after graduation, could signal the potential extent of shadow work.

Comparison of the indicator values by the field of education shows that in some of them the employment rate of graduates of 20-34 years age is less than 60%, 1-3 years after the graduation (Table 3.5.2). This probably depends to some extent on the volume of the shadow economy. For example, in security services, whose graduates are mostly statutory officers, employment rates are 92.2% (2018), while in architecture and construction, only 55.6% (2018).

⁵⁸ https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_lt

⁵⁹ Eurostat, EU Labour Force Survey. Online data code: [edat_lfse_24]

⁶⁰ STRATA made calculations based on EMIS data. The value of the indicator is calculated on November 1, 2018.

⁶¹ Four weeks prior to the start of the survey.

Table 3.5.2. The employment of the upper secondary and the post-secondary (ISCED 3-4) VET graduates of the age 30-34 years, 1-3 years after graduation, by field of education in 2017 and 2018.⁶²

Field of study	2017 m.	2018 m.
Architecture and Construction	57,2 %	55,6 %
Manufacturing and Processing	62,6 %	67,4 %
Information and Communication Technologies	59,5 %	58,5 %
Engineering and Engineering Trades	64,1 %	63,6 %
Arts	58,8 %	57,2 %
Personal Services	59,1 %	58,5 %
Security Services	92,8 %	92,2 %
Social Welfare	68,6 %	69,9 %
Health	72,2 %	72,0 %
Transport Services	69,5 %	71,0 %
Business and Administration	64,7 %	63,2 %
Agriculture, Forestry, and Fisheries	64,2 %	62,9 %

⁶² The data as of 1 November of the corresponding year was used for the calculations.

4. Vocational teachers and new pay system for teachers (applied since 1 september 2018)

- There is a predominance of vocational teachers who are 50 years old and over.
- Teachers having a qualification category of a senior teacher prevail in the structure of vocational teachers, but the share of those having no pedagogical qualification remains rather high (27.5%).
- In the budget of VET establishment, the amount allocated for teacher in-service training usually does not exceed 0.3%.
- The introduction of the new pay system⁶³ for teachers led to an increase in the number of employees working for more than the full-time equivalents and the number of teachers working less than 0.75 full-time equivalents declined.

Vocational teachers: general information

During the 2018-2019 school year, 3,137 pedagogues (2,060 vocational and 1,077 general education teachers) worked in VET establishments. For eight out of ten teachers (for 84% vocational and 68% general education teachers⁶⁴), it was the principal place of work⁶⁵ (PPW). About a quarter of VET teachers work in other jobs in addition to working in vocational schools⁶⁶.

By age, vocational teachers aged 50-and over predominate among teachers (Fig. 4.1).

This trend is particularly pronounced in the counties of Tauragė and Telšiai where the share of teachers of this age is 77%. Compared to the 2017-2018 school year, the share of vocational teachers over 50 years of age increased by at least a few percents in almost all counties (a slight decrease of about 3 percentage points was observed only in Marijampolė county). At the same time, it should be noted that the share of vocational teachers under the age of 30 whose PPW was VET establishment, was 4 % in the school year 2018-2019.

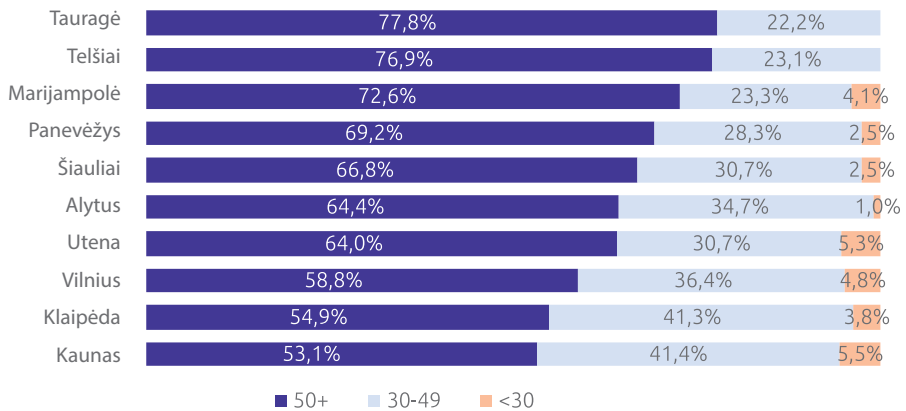
⁶³ As of 1 September 2018, a new calculation system for teachers' salary has been introduced in Lithuania. Previously teachers were paid according to the number of lessons, whereas now their salary is calculated according to a full-time payment system.

⁶⁴ PPW: 1,728 vocational and 735 general education teachers. A non-principle place of job: 332 vocational and 342 general education teachers.

⁶⁵ Employees choose themselves which job to consider as their PPW.

⁶⁶ The share of vocational teachers who in addition worked in "other workplaces" between those working in the PPW was 18% compared to 62% between those in the non PPW.

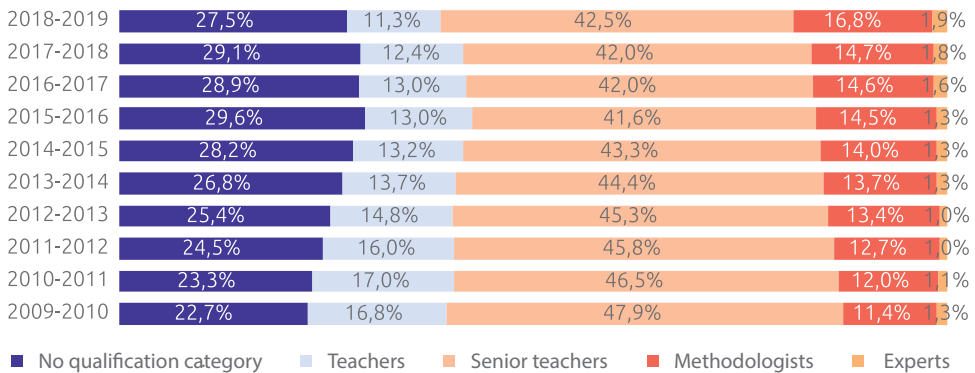
Fig 4.1. Vocational teachers whose PPW is VET establishment by age group and county in the school year 2018-2019



The biggest share in the structure of vocational teachers⁶⁷ is those having a qualification category of a senior teacher (42%). Looking at 10-year trends, the proportion of vocational teachers slightly increased in qualification categories of methodologists and experts

and decreased in the teacher qualification category. However, there is still a relatively high proportion (27.5%) of vocational teachers who do not have any qualification category (Figure 4.2).

Fig 4.2. The structure of vocational teachers working in PPW by qualification category and school year (from 2009–2010 to 2018–2019)



According to the EMIS data⁶⁸, the participation of pedagogues (vocational and general education teachers) in in-service training and requalification courses is slightly decreasing. A comparison of the number of course attendees and issued qualification

certificates reveals that some individuals may be participating in several qualification development events (i.e. the number of qualification certificates exceeds the total number of participants in the course).

⁶⁷ The sample – 1,728 vocational teachers working in the PPW.

⁶⁸ <http://svis.emokykla.lt/pm-kvalifikacijos/>

According to the data⁶⁹ provided by the Ministry of Education, Science and Sports, in 2018 all VET establishments allocated funds for the teacher qualification development (usually between € 1,000 and € 10,000; in six institutions, between € 10,000 and € 19,000). The share of amounts allocated for qualification in the budgets of VET establishments most usually did not exceed 0.3%. The maximum allocated amount in 2018 was 0.8%. The comparison of costs in VET establishments shows that the total amount allocated for teacher in-service training in 2018 was six thousand euros less than in 2017⁷⁰.

The information on teacher qualification development is very limited - there is a lack of data to assess the extent of in-service training by duration, nature (pedagogical or vocational), position (e. g. teacher, vocational teacher, support specialist), and ministry responsibility (e.g. Ministry of Education, Science and Sport, Ministry of Economy and Innovation). The insight presented in VET Status Review 2018⁷¹, that there is a discrepancy between vocational teacher training regulation and the actual situation that may negatively affect the quality of VET, is still relevant (see an excerpt from MOSTA, 2018).

An excerpt from VET Status Review 2018 (MOSTA, 2018):

The Law on Education (LRS, 2011) regulates the right of a teacher to attend in-service training events for at least 5 days per year. The Regulations for Vocational Teachers In-service Training in force set out the teacher qualification development objectives, tasks, forms, functions of institutions organizing the in-service training, general requirements for the assessment and funding of the qualification improvement programmes and acquired competencies. However, some institutions (e. g. Teacher Competence Centre, Teacher Professional Development Centre) do not exist anymore, because together with the Education Development Centre and the Lithuanian Adult Education and Information Centre, in 2009 were reorganised into the Education Development Centre (UPC). Later, in 2019, this institution was also reorganized, and its functions were passed to the National Education Agency. According to the regulations of UPC (were in force up to 2019), one of the tasks of the centre was to ensure the quality of teacher in-service training, to initiate and carry out qualification improvement programmes for pedagogical staff. However, it covered only the fields of pre-school, pre-primary and general education, i.e. VET did not come within the scope of UPC. According to the regulations of the Qualifications and VET Development Centre, which were updated at the end of 2017, the centre implements qualification improvement of vocational teachers and adult education specialists. The analysis suggests that there is currently a discrepancy between vocational teacher training regulation and the actual situation, and it may negatively affect the quality of VET.

⁶⁹ In accordance with data in the financial reports of VET establishments of 2017 and 2018.

⁷⁰ Vocational education and training schools allocated 272 thousand euros in 2018 (i.e. 0.21% of the total budget) and 278 thousand euros in 2017 (0.23%).

⁷¹ <https://strata.gov.lt/images/tyrimai/profesinio-mokymo-bukles-apzvalga-2018.pdf>

Changes in the workload of pedagogues due to the introduction of a new pay system for teachers

In 2018, a new pay system for teachers has been introduced. This system aims at reducing inequalities in the workload of teachers and properly assessing all the duties assigned to the teacher: conducting lessons, preparing for them, and other activities beneficial to the school community.

The analysis of teacher workload aims to assess how their workload has changed in terms of time equivalent after the introduction of a new pay system for teachers. The analysis period shall cover the school years 2017-2018

and 2018-2019. The workload changes of vocational teachers are being compared with the changes in the workload of teachers in general education institutions (gymnasiums, pro-gymnasiums, primary and basic schools). This allows assessing the situation of vocational teachers in the overall context of pedagogues. It should be noted that when comparing the situation of vocational teachers and general education teachers, the latter sample includes all general education teachers (both those working in general education schools and VET establishments).

Calculation of the teacher workload in terms of time equivalent

Sample: vocational and general education teachers, who have been working in VET establishments, gymnasiums, pro-gymnasiums, basic and primary schools during the school years 2017-2018 and 2018-2019.

Excluded from the sample: persons, whose SODRA position was not a teacher (e.g. persons who often have lessons but their SODRA position is a school director, deputy director, etc.); pedagogues on maternity or unpaid leave; persons who have been dismissed or worked for less than a month; the teachers with the workload in terms of time equivalent was 0.0 or 1.67 and more.

Calculation of the workload in terms of time equivalent:

- In the school year 2017-2018, weekly contact and additional hours shall be aggregated, and the received sum is being divided by 36;
- In the school year 2018-2019, teacher hours per year shall be aggregated, and the received sum is being divided by 1,512.

Teacher recruitment: the job of a teacher in one educational institution in a given month. If a person has worked in several educational institutions for a given month, his workload will be counted separately for each recruitment.

Teacher full-time equivalent (FTE): the workload share per teacher in one recruitment is falling between 0,95 and 1,04 of FTE.

Within one year from 2018 to 2019 after the introduction of a new pay system the number of teachers working FTE and more increased. The number of teachers with a 0.75 FTE and less decreased (Table 4.1). The trends

are similar in both general education and vocational education and training. Positive changes in the workload of teachers are also evidenced by the analysis of teacher salaries (see more in the rest of this chapter).

Table 4.1. Distribution of teachers by their workload (the school year 2018-2019 compared to the school year 2017-2018)

The share of teacher workload	Vocational teacher		General education teacher	
	2017–2018	2018–2019	2017–2018	2018–2019
Up to 0,24	15%	9%	11%	8%
0,25–0,49	17%	14%	17%	15%
0,5–0,74	25%	19%	21%	16%
0,75–1	38%	38%	45%	44%
More than 1	4%	19%	6%	17%

The average workload of a general education teacher in all recruitments is slightly higher than of vocational teachers (0.86 compared to 0.78⁷²). One of the main reasons is, that general education teachers more often work in several educational institutions than vocational teachers. In the 2nd quarter of 2019, only 1% of vocational teachers worked in several institutions compared to 12% of general education teachers (most of them worked in 2 schools; about 1% of teachers worked in 3 and more schools).

It should be noted that even a third of general education teachers in VET establishments are employed part-time (i.e. less than 0.5 FTE). Whereas such teachers in general education institutions in the school year 2018-2019 were slightly over one fifth (Table 4.2).

The workload depends directly on the number of students. Over the last few years, this number is decreasing in programmes intended to provide vocational qualifications alongside upper secondary education⁷³. It is therefore likely that the decline in the number of students may lead to a further reduction in the workload of general education teachers in VET establishments.

⁷² Comparing the average workload per recruitment, the average workload for vocational teachers is 0.77 and for general education teachers - 0.76.

⁷³ A 9% annual drop is observed during the past two years.

Table 4.2. Distribution of places of employment for teachers by a teacher workload (the school year 2018-2019)

The share of teacher workload	The share of general education teachers	
	In general education institutions	In VET establishments
Up to 0,24	8 %	16 %
0,25–0,49	15 %	17 %
0,5–0,74	16 %	18 %
0,75–1	44 %	34 %
More than 1	17 %	15 %

Teachers' salaries

Calculation of the teacher salary

Calculations are made at the recruitment level (monthly for each teacher in each school they work for). If the teacher carries out other work in the school (administrative, project-related, related to the services provided by the VET establishment), this remuneration is also included in the salary. It is technically impossible to distinguish whether the salary of a teacher was only for teaching or also for other work.

The salary for a given period (year, quarter) is calculated as the average of the recruitments for that period. Only months when teachers have been active are included. For example, if a person has worked for 2 months in one educational establishment, the annual salary is the arithmetic mean of those 2 months.

Due to the changes in the salary calculation (employee and employer taxes were merged), wages for 2017 and 2018 were indexed (i.e. multiplied by 1.289).

In the 2nd quarter of 2019, the share of vocational teachers employed FTE was 21%, and that of general teachers - 22%. The impact of workload on salary is reduced by comparing

the salaries of teachers who are employed FTE. This allows estimating teacher salaries in different municipalities⁷⁴.

⁷⁴ Only the salaries of teachers, whose workload in one institution is FTE, are compared.

In the 2nd quarter of 2019, the average salary of vocational teachers having a workload of FTE was slightly (about 3.4%) higher than that of general education teachers⁷⁵. This trend is observed in all counties⁷⁶, except Šiauliai and Utena, where during the period under review the salaries of general education teachers

exceeded the salaries of vocational teachers (Table 4.3). The disparities in salaries likely depend on the additional resources received by the VET establishment, i.e. funding from the municipal budget⁷⁷, the income from training⁷⁸ or other⁷⁹ services provided, and participation in project activities⁸⁰.

Table 4.3. Distribution of salaries of vocational and general education teachers, who have a workload of FTE, by county (2nd quarter of 2019)

County	Salary	
	Vocational teacher (EUR)	General education teacher (EUR)
Vilniaus	1 570	1 486
Kauno	1 471	1 419
Klaipėdos	1 475	1 430
Telšių	1 494	1 414
Panevėžio	1 459	1 425
Šiaulių	1 378	1 423
Alytaus	1 566	1 406
Utenos	1 394	1 419
Marijampolės	1 472	1 388
Tauragės	The small size of the teacher sample	1 382
Entire country	1 489	1 438

In the 2nd quarter of 2019, the salaries of vocational teachers working up to 0.24 FTE were more than twice higher than the remunera-

tion of general education teachers having the same share of the workload (Table 4.4).

⁷⁵ In the second quarter of 2019, the average (at national level) salary of vocational teachers before tax was EUR 1 489; for teachers of general education - EUR 1 438.

⁷⁶ Tauragė county was not evaluated due to the small vocational teacher sample size.

⁷⁷ In 2018, the operating budgets of forty VET establishments included revenue from the municipal budget, which in most cases accounted for only a few percent of the total budget. However, the case of Skuodas Vocational School of Countryside Business, Crafts and Services is different. The share of funding from the municipal budget was 37% of the total school budget.

⁷⁸ In 2018, four VET establishments (Vilnius Public Utilities School, Klaipėda Service and Business School, Vilnius Vocational Rehabilitation Centre for the Deaf and the Aurally Impaired, Vilnius Vocational Training Centre for Service Business Specialists) did not have income from training services. In the revenue structure of most other institutions, the income from training services usually accounted for up to 5%, in six institutions it exceeded 10%, while in one VET establishment (Ernestas Galvanauskas Training Centre in Klaipėda city, Public Institution) this revenue accounted for as much as 41%.

⁷⁹ In 2018, all VET establishments had income from 'other services' (e.g. rent of premises). Almost in half of these institutions the share of the revenue from 'other services' represented up to 5% out of total revenue, twenty-five VET establishments accounted for between 5 and 10%, and six institutions for more than 10%.

⁸⁰ Only two VET establishments (Vilnius Public Utilities School and Varena Vocational School Technology and Business) did not receive funding from "EU, foreign and international organizations funds" in 2018. Sixteen institutions' income from international funding accounted for more than 10%, and in three VET establishments, the share of this income was over 15% of the total revenue.

Table 4.4. Distribution of average salaries of vocational and general education teachers by a teacher workload (2nd quarter of 2019)

The share of teacher workload	Vocational teacher (EUR)	General education teacher	
		In general education institution (EUR)	In VET establishment (EUR)
Up to 0,24	811	372	369
0,25–0,49	910	633	643
0,5–0,74	1 089	978	1 004
0,75–1	1 396	1 351	1 318
More than 1	1 727	1 627	1 673

Looking at disparities in the average salaries of teachers with a similar share of the workload, it should be noted that most (59%) of vocational teachers indicate that this is their main job. The number of such pedagogues among general education teachers is lower

(Table 4.5). Given that the income of teachers with low workloads is significantly higher if their declared job status is "main job"⁸¹, it can be assumed that such persons also work in administrative or other work, which is not included into the teacher workload.

Table 4.5. Distribution of teachers by the status of a job (main and non-main) and the share of a teacher workload (2nd quarter 2019)

The share of teacher workload	Vocational teachers			General education teachers		
	Share of workers	Main job	Non-main job	Share of workers	Main job	Non-main job
Up to 0,24	9 %	59 %	41 %	8 %	30 %	70 %
0,25–0,49	14 %	70 %	30 %	15 %	52 %	48 %
0,5–0,74	19 %	86 %	14 %	16 %	82 %	18 %
0,75–1	38 %	93 %	7 %	44 %	97 %	3 %
More than 1	19 %	96 %	4 %	17 %	97 %	3 %

⁸¹ For example, if the workload of the teacher does not exceed 0.24 FTE and the declared work status is "main job", then the salary of a vocational teacher is EUR 1 053 and if the work status is declared as "non-main job" - EUR 325 (for general education teachers, the salaries are EUR 588 and EUR 239 respectively).

Regional comparison

According to SODRA data of the 2nd quarter of 2019, in about half of teacher recruitments, salaries were above the national average⁸². Such teachers accounted for about 55% of the vocational teacher recruitments and 48% of the general education teacher recruitments. Vocational teacher salary evaluation across counties has shown that salary competitiveness depends on the

situation in a given county. For example, in Vilnius county, in which the average salary is the highest in the country, the salaries of 60% of vocational teachers are lower than the county average. In other counties, due to the significantly lower average salary, the share of vocational teachers whose salary is above the county average varies between 53% and 76% (Table 4.6).

Table 4.6. Share of vocational teachers and general education teachers with a salary above county average and change compared to the previous year (2nd quarter of 2018 and 2nd quarter of 2019)

County	Average gross salary (EUR) 2 nd quarter of 2019	The share of recruitments of vocational teachers, where a salary exceeds the county average		The share of recruitments of general education teachers, where a salary exceeds the county average	
		2018 m.	2019 m.	2018 m.	2019 m.
Vilniaus	1 438	25 %	40 %	22 %	37 %
Kauno	1 278	46 %	57 %	41 %	48 %
Klaipėdos	1 226	39 %	53 %	44 %	49 %
Telšių	1 114	49 %	65 %	48 %	60 %
Panevėžio	1 105	65 %	76 %	48 %	55 %
Šiaulių	1 076	50 %	56 %	53 %	59 %
Alytaus	1 075	50 %	61 %	49 %	56 %
Utenos	1 065	47 %	64 %	44 %	49 %
Marijampolės	1 046	50 %	69 %	51 %	56 %
Tauragės	1 003	The small size of the teacher sample	The small size of the teacher sample	56 %	61 %
Visa Lietuva	1 289	44 %	55 %	40 %	48 %

When comparing the 2nd quarter of 2018 with the 2nd quarter of 2019 an increase of the share of recruitments in which teachers earn more than the county average from 6

to 19 percentage points could be observed. This is explained by changes related to the increased workload.

⁸² Out of the 55% of vocational teachers whose salaries were above the country average, the salaries of about 34% of teachers exceeded the average salary by at least 20%.

References

- CEDEFOP (2019). The changing nature and role of vocational education and training in Europe. Volume 7. VET from a lifelong learning perspective: continuing VET concepts, providers and participants in Europe 1995–2015. https://www.cedefop.europa.eu/files/5574_en.pdf
- CEDEFOP (2018). Insights into skill shortages and skill mismatch. Learning from Cedefop's European skills and jobs survey. Luxembourg: Publications Office of the European Union, 2018. <https://www.cedefop.europa.eu/en/publications-and-resources/publications/3075>
- EC – European Commission (2018). Advisory Committee on Vocational Training: Opinion on the Future of Vocational Education and Training Post 2020. <https://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=9263&furtherNews=yes#navItem-relatedDocuments>
- EC – European Commission (2019). Education and Training Monitor 2019. <https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2019-education-and-training-monitor.pdf>
- ERASMUS+(2017). Ankstyvasis iškritimas iš švietimo sistemos Lietuvoje: nacionalinė studija ir statistika (tikslinė grupė: 16–24 metų amžiaus jaunimas). Erasmus+ partnerystės projektas „Versli VPMF mokyklose – inovatyvaus mokymo ir mokymosi sprendimas anksti mokyklą paliekantiems mokiniams“ (angl. „*Innovative education and training solution to early school leavers*“). Projekto numeris 2014–1–ES01–KA201–004318.
- EUROSTAT (2019). Employment rates and Europe 2020 national targets. Statistics explained. April 2019. <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/49184.pdf>
- KPMPC (2012). Modulinio profesinio mokymo sistemos koncepcija. <https://www.kpmpc.lt/Projektai/Modulinio%20PM%20sistemos%20kurimo%20koncepcija.pdf>
- Krutulienė, S. et al. (2017). Mokslinio tyrimo „Sunkiai integruojamų į darbo rinką asmenų užimtumo didinimo galimybių tobulinimas“ ataskaita. <http://www.stopskurdas.lt/wp-content/uploads/2018/01/Sunkiai-integruojamu-i-DR-asmenu-uzimtumo-didinimo-galimybiu-tobulinimas.pdf>
- LAMA BPO (2019). 2019 m. bendrojo priėmimo į profesinio mokymo įstaigas apžvalga. <https://profesinis.lamabpo.lt/wp-content/uploads/2019/10/2019-m.-bendrojo-priemimo-rezultatų-apžvalga.pdf>
- LAMA BPO (2018). 2018 m. bendrojo priėmimo į profesinio mokymo įstaigas apžvalga. <https://profesinis.lamabpo.lt/wp-content/uploads/2019/01/2018-m.-bendrojo-priemimo-i-PM-rezultatų-apžvalga.pdf>

- LRS (2013). Valstybinė švietimo 2013–2022 metų strategija. https://www.smm.lt/web/lt/teisesakiai/tei/valstybine-svietimo-strategija_1
- LRS (2017). Lietuvos Respublikos profesinio mokymo įstatymo Nr. VIII–450 pakeitimo įstatymas. Nr. XIII–888. TAR, 2017–12–27, Nr. 21305. <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b0b6cda0eb0a11e7a5cea258c39305f6/asr>
- LRV (2019). Profesinio mokymo lėšų skaičiavimo vienam mokiniui, kuris mokosi pagal formaliojo profesinio mokymo programą (išskyrus pataisos pareigūnų profesinio mokymo ir vidaus reikalų profesinio mokymo įstaigų vykdomas programas), metodika. <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/35f9b304d85411e98bb2b994315c7101>
- LRV (2010). Lietuvos kvalifikacijų sandaros aprašas. Valstybės žinios, 2010–05–15, Nr. 56–2761. <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.372306/asr>
- MOSTA (2019). Žmogiškasis kapitalas Lietuvoje 2019: kryptis – ateities darbo rinka. <https://strata.gov.lt/lt/zmogiskojo-kapitalo-politika/vykdomos-veiklos>
- MOSTA (2018). Profesinio mokymo būklės apžvalga 2018. <https://strata.gov.lt/lt/svietimo-politika/rezultatu-archyvas#2018-m>
- MOSTA (2018a). Lietuvos mokslo, studijų ir inovacijų būklės apžvalga 2018. <https://strata.gov.lt/images/tyrimai/bukle-2018-web.pdf>
- Musset, P. and L. Mytna Kurekova (2018). Working it out: Career Guidance and Employer Engagement. OECD Education Working Papers, No. 175. https://www.oecd-ilibrary.org/education/working-it-out_51c9d18d-en
- OECD (2019). Getting Skills Right: Future-Ready Adult Learning Systems, Getting Skills Right. <http://www.oecd.org/fr/publications/getting-skills-right-future-ready-adult-learning-systems-9789264311756-en.htm>
- OECD (2019a). OECD Skills Strategy 2019: Skills to Shape a Better Future. <https://www.oecd.org/skills/oecd-skills-strategy-2019-9789264313835-en.htm>
- OECD (2018). Seven Questions about Apprenticeships: Answers from International Experience, OECD Reviews of Vocational Education and Training. https://www.oecd-ilibrary.org/education/seven-questions-about-apprenticeships_9789264306486-en
- UN – United Nations (2018). Disability and Development Report. Realizing the Sustainable Development Goals by, for and with persons with disabilities. <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/07/disability-report-chapter2.pdf>
- UNESCO (2004). Education for All. The Quality Imperative. Summary. <https://en.unesco.org/gem-report/report/2005/education-all-quality-imperative>
- Užimtumo tarnyba (2019). Lietuvos užimtumo tendencijos ir ateities prognozės. <https://uzt.lt/wp-content/uploads/2019/04/Lietuvos-užimtumo-tendencijos-2018-m.-ir-ateities-prognozės.pdf>

ANNEXES

ANNEX 1. Abbreviations

CEDEFOP	European Centre for the Development of Vocational Training
OECD	Organisation for Economic Co-operation and Development
FTE	Full-time Equivalent
ISCED level	International Standard Classification of Education (ISCED 11)
KPMPC	Qualifications and Vocational Education and Training Development Centre
LAMA BPO	Lithuanian Higher Education Institutions for the Organization of General Admission
LRS	Seimas of the Republic of Lithuania
LRV	Government of the Republic of Lithuania
VET	Vocational Education and Training
PPW	Principal Place of Work
SODRA	State Social Insurance Fund
STRATA	Government Strategic Analysis Centre
MESS	Ministry of Education, Science, and Sport
EMIS	Education Management Information System
ES	Employment Services

ANNEX 2. Vocational education and training programmes by international standard classification of education (isced 11)

ISCED level	Name	Vocational education and training programme	Required minimum education
ISCED 2	Lower secondary education	VET programme with a lower secondary education programme	Primary
		VET programme with an individualised lower secondary education programme	Non-regulated
		VET programme	Primary
ISCED 3	Upper secondary education	VET programme with an upper secondary education programme	Lower secondary
		VET programme with a social skills development	Non-regulated
		VET programme	Lower secondary
ISCED 4	Post-secondary, not tertiary	VET programme	Upper secondary

ANNEX 3. Sources of indicators by monitoring criteria

<p>The success of the VET for people</p>	<p>EMIS data, calculations by STRATA CEDEFOP, https://www.cedefop.europa.eu/files/10_indicator_1080_on_the_way_to_2020.pdf</p>
<p>The success of VET in terms of lifelong learning</p>	<p>EMIS data, calculations by STRATA ET 2020, https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en EUROSTAT, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics_-_characteristics_of_education_and_training</p>
<p>The success of VET in implementing Lithuanian and the European Union education policies</p>	<p>EMIS data, calculations by STRATA LAMA BPO data, calculations by STRATA VET the Action Plan for the Government Programme of the Republic of Lithuania, priority 2.1 and 2.1.3 - https://www.e-tar.lt/portal/lt/legalAct/2389544007bf11e79ba1ee3112ade9bc/mXsebbCuck National Education Strategy 2013-2022, https://www.smm.lt/web/lt/teisesaktai/tei/valstybine-svietimo-strategija_1 ET 2020, https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en</p>

