

Indicator	Results ¹	Comments
<p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative share of accredited VET providers</p>	<p>a) 100 % of IVET providers (2016) b) not applicable</p>	<p>The majority of IVET providers and some CVET providers have internal quality assurance systems in place. A list of State education monitoring indicators includes an indicator on the share of education institutions applying quality management systems on regular basis.</p>
<p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training b) amount of funds invested</p>	<p>a) not available b) not available</p>	<p>Under the Law on Education teachers are obliged to participate in teacher training. The same Law states that teachers have a right to 5 days teachers training annually. Each formal IVET provider reports to the Centre of Information Technologies in Education on general number of teachers who participated in training courses, however it is not allowed to estimate the share of teachers and trainers participating in further training. Information about funds invested is not available/</p>
<p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p>	<p>1) Total number of participants in IVET programmes: 46462 (2014) Participants in IVET programmes at lower secondary education level: 4980 (2014) Participants in IVET programmes at upper secondary education level: 21579 (2014) Participants in IVET programmes at post-secondary education level: 19903 (2014)</p>	<p>Indicators on participation of students in VET programmes and participation rate of adults (25-64) in education are calculated. Indicators are collected at national level.</p> <p>Each IVET provider reports on the situation to the Centre of Information Technologies in Education, CVET institutions are not obliged to do so.</p> <p>An indicator on participation in education by individual characteristics (gender, special needs) is included in the list of State education monitoring indicators.</p>

¹ Please indicate where applicable the data are for IVET and/or CVET and specify the year

<p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>1) Total number of persons having completed IVET programmes: 14 767 (2014)</p> <p>Number of persons having completed IVET programmes at lower secondary education level: 1521 (2014)</p> <p>Number of persons having completed IVET programmes at upper secondary education level: 5864 (2014)</p> <p>Number of persons having completed IVET programmes at post-secondary education level: 7382 (2014)</p>	<p>Data about graduates of IVET programmes is collected by Centre of Information Technologies in Education. Together with other indicators, the data is used to monitor the education situation and to plan training needs.</p>
<p>5. Placement rate in VET programmes: a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>a) not available b) not available</p>	<p>VET providers monitor first destination of graduates and satisfaction of employers. National data about placement rate is not announced officially.</p> <p>The indicator about employment of graduates is included in the list of State education monitoring indicators.</p> <p>Currently, the Lithuanian Labour Exchange collects information about graduates of VET programmes who registered in labour exchanges as job seekers.</p>
<p>6. Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>a) not available b) not available</p>	<p>VET providers monitor first destination of graduates and satisfaction of employers.</p>
<p>7. Unemployment rate (4) according to individual criteria</p>	<p>9.1 % (2015)</p>	<p>Data is collected at national level and used to monitor the labour market situation.</p> <p>Statistics Lithuania collects information through labour force surveys and the Lithuanian Labour Exchange collects information about registered job seekers.</p>

<p>8. Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>a) number of persons with disability in IVET institutions: 1334 (2014)</p> <p>b) not available</p>	<p>The Centre of Information Technologies in Education and Statistics Lithuania collects data about the participation of students with disability in IVET.</p> <p>The list of State education monitoring indicators includes an indicator on learners with special education needs.</p>
<p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p>	<p>a) not available</p> <p>b) not available</p>	<p>The Lithuanian Labour Exchange compiles labour market forecasts annually. The results are used to develop a barometer of placement possibilities.</p> <p>Training needs are analysed at local level when planning students' admission to VET programmes.</p> <p>The Ministry of Economy together with the Ministry of Education and Science is developing a system to identify future skills needs.</p>
<p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>	<p>a) not available</p> <p>b) not available</p>	<p>The Open Information, Counselling and Guidance System (Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS) is the main portal on learning opportunities in Lithuania providing a wide range of users (students, employees, vocational guidance and counselling personnel) with information on study and training programmes, education providers, qualifications, admission rules, education and employment statistics and other information.</p> <p>The main educational institutions that provide guidance services (career education, information and counselling) to their learners are general education schools and VET institutions. Guidance services include vocational information, activation and vocational counselling.</p>

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.