

**ELVETE - Employer-Led Vocational Education and
Training in Europe**

**LEONARDO DA VINCI
multilateral network**

**Project number: 539154-LLP-1-2013-1-UK-LEONARDO-
LNW**

General Report Case Studies WP3 – ELVETE

1) General information about the programme

Project title and number: ELVETE - Employer-Led Vocational Education and Training in Europe.
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LLP logo and disclaimer:

Partner name and country: UAB “Globalios idėjos”, LITHUANIA

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2) Research and Contextualisation

a) Introduction. Historical approach and state of play

Lithuania is the southernmost of the three Baltic States. It has a total surface area of 65,300.0 square kilometres with a total forest area of 20,200.0 square kilometres. The largest city and capital is Vilnius. Since 2004 Lithuania is a member of NATO and of the European Union. From 1st January 2015 national currency is Euro.

Demographics

In 2013 population was 2.97 mln. and in 2014 it dropped to 2.94 mln. Unemployment rate in the country in 2013 was 11.3% and at the end of 2014 in dropped to 9.4%.

Economy

Lithuania is an upper middle income economy in the Europe and Central Asian region. Country's economy is in a path towards becoming a market friendly economic system but progress is very slow. A larger portion of the country's GDP comes from the services sector, followed by the industrial sector. In 2013 GDP per capita in Lithuania was \$10549.18 – it is equivalent to 84

percent of the world's average.

Structurally, there is a gradual but consistent shift towards a knowledge-based economy with special emphasis on biotechnology (industrial and diagnostic), also mechatronics and information technology are seen as prospective knowledge-based economy directions.

Trade

Major trading partners are: Russia, Germany, Poland, Latvia and UK. Country exports \$30,4 billion (2013): minerals, textiles and clothing, machinery, chemicals, wood and wood products, and foodstuffs. While imports \$32.52 billion (2013): mineral products, machinery, transportation equipment, chemicals, clothing, and metals are imported.

Industries

The main industries in Lithuania are: metal-cutting machine tools, electric motors, television sets, refrigerators and freezers, petroleum refining, shipbuilding (small ships), furniture making, textiles, food processing, fertilizers, agricultural machinery, optical equipment, electronic components, computers, amber jewellery.

Agriculture

Dairy farming and stock raising are carried on extensively, and grains, potatoes, sugar beets, flax, and vegetables are grown.

Education

Literacy rate in Lithuania is around 99.8%. 99.1% of the population have attained at least primary education, 90.9% - basic level of education, 78.2% - secondary level of education, including secondary education provided by vocational schools. More than 60% of the graduates choose to continue education at colleges and universities of the Lithuanian higher education system.

b) VET systems, relevant national and local policy or policies

The Ministry of Education and Science is responsible for shaping and implementing VET policy in Lithuania. The Ministry of Economy participates in human resources development and VET policy, and organises research on future skill needs. Advisory institutions play an important role in designing and implementing VET policy and the qualifications system.

VET policy decision-making institutions:

- Parliament
- Government of the Republic of Lithuania
- Ministry of Education and Science
- Other ministries
- Vocational Education and Training Council
- Central Professional Committee
- Municipality institutions
- Lithuanian Labour Exchange
- Vocational schools and colleges, universities, private enterprises, labour market training centres, etc.

Institutions implementing VET policy:

- Chamber of Commerce, Industry and Crafts
- Chamber of Agriculture
- Qualifications and VET Development Centre
- Centre for Quality Assessment in Higher Education

- Education Development Centre
- Centre of Information Technologies of Education
- Lithuanian Youth Information and Technical Creativity Centre
- Vocational Information Points
- Education Exchanges Support Foundation

Laws regulating VET:

- Law on Education (Švietimo įstatymas, 1991, new edition 2011)
- Law on Vocational Education and Training (Profesinio mokymo įstatymas, 1997, new edition 2007)
- Law on Science and Study (Mokslo ir studijų įstatymas, 2009)
- Laws regulating CVET
- Law on Education (Švietimo įstatymas, 1991, new edition 2011)
- Law on Vocational Education and Training (Profesinio mokymo įstatymas, 1997, new edition 2007)
- Law on Science and Study (Mokslo ir studijų įstatymas, 2009)
- Law on Non-formal Adult Education (Neformaliojo suaugusiųjų švietimo įstatymas, 1998)
- Law on Support for Employment (Užimtumo rėmimo įstatymas, 2006)
- The Labour Code (Darbo kodeksas)

It is foreseen to strengthen work-based learning when implementing the LTQF - this is a priority in the 2012-16 government programme and will be supported by European structural funds in the period 2014-20.

c) Outline of strategies, projects, programmes etc..

From 2002, VET curricula in Lithuania have been competence-based, with clearly-defined learning outcomes. The main VET providers are vocational schools and colleges. VET comprises the imparting of both theoretical and practical knowledge. Here are the main types of VET:

- Lower secondary level (ISCED 2 level). Designed for students over 14 years. Duration of programmes are 2 - 3 years. Work based training 20 – 25%. Specialized lower secondary level is designed for 12 -17 years old students who prefer practical activities or lack learning motivation. They provide general lower secondary education together with pre-vocational training.
- Upper secondary level (ISCED 3C level, 3A level). Designed for students who have completed lower-secondary education. Entrance age is usually 16-17 years. Duration of programmes may be 2 or 3 years. Work based training 20 – 25%.
- Post-secondary level (ISCED 4 level). Designed for students who have completed upper-secondary education and received a school leaving (maturity) certificate. They may choose 1 to 2 year duration vocational training programmes. Work based training 20 %.
- CVET. The duration of training depends on the purpose, the objectives and on the minimum level of general education achieved. Maximum programme duration is 1 year. The main requirement for learners is to be over 18 years old. Work based training 60 - 80 %.

Vocational education and training system in Lithuania is school-based. There are 12 sectorial practical training centres open and it is planned that the final number will be 41. These centres

have been set up in vocational education and training (VET) institutions and they are supplied with state-of-the-art technological equipment for training, practical work facilities and laboratories. However major part of training is formed from practical training and placements / internships in companies.

- In initial VET practical training comprises from 60 - 70% of the total time allocated to vocational subjects, of which from 8 to 15 weeks is organised in a company or a school-based workshop simulating working conditions.
- Formal continuing VET is designed for people with different educational attainment levels, from primary to post-secondary. In some cases, a vocational qualification or work experience is a prerequisite. Programmes last no longer than one year and lead to a vocational qualification recognised by the State. Practical training comprises 60 - 80% of the programme, half of it preferably taking place at the enterprise.

In the last year of vocational education and training students have practical training in companies:

- If it is study programme for 2-3 years, student has to have 15 weeks of practical training.
- If it is study programme for 1.5 years, student has to have 12 weeks of practical training.
- If it is study programme for 1 year, student has to have 8 weeks of practical training.

Though participation in VET has been increasing in recent years, general and higher education attract the majority of learners. Only 28.2% of students in upper secondary education are enrolled in vocationally-oriented programmes, 8% of upper secondary education graduates move to VET and 66% of upper secondary education graduates move to higher education directly after graduation.

d) Evaluation, feedback, reports on success. Advantages and disadvantages

The major problems of programmes are that most of the companies are not willing to accept students and invest in development of practical skills. Furthermore VET providers are not always interested in practical training and improvement of training programmes. There are many areas for improvements, including:

- Formalization, standardization and regulation of relations between VET providers, students and businesses.
- Development of quality management system for practical training.
- Development of areas of cooperation for VET providers and businesses.
- Development of practical training methods.
- Prolonging the duration of practical trainings.
- Revision and adjustment of training programmes.
- Increasing the motivation of businesses.

3.5 Interviews

3.5.1 Companies involved:

Company 1

Name of company: UAB "Tolimojo keleivinio transporto kompanija"

Type of activity: Passenger and parcel transportation, technical assistance

Status: Private

Size: 299 employees
Level of education targeted: students 18-19 years old
Website: www.toks.lt
Contact person and role: CEO Arūnas Indrašius
Email address: office@autobusustotis.lt

Company 2

Name of company: UAB “TURBOCENTRAS”
Type of activity: Turbocharger remanufacturing, spare parts.
Status: Private
Size: 11 employees
Level of education targeted: students 18-19 years old
Website: www.turbocentras.com
Contact person and role: Project manager Vytautas Omilevičius
Email address: vytautas@turbocentras.com

Company 3

Name of company: UAB “Nite”
Type of activity: ICT services
Status: Private
Size: 5 employees
Level of education targeted: students 18-19 years old
Website: www.ittarnyba.lt
Contact person and role: Director Darius Rainys
Email address: info@nite.lt

Company 4

Name of company: UAB “Vystyk” - Corner Hotel
Type of activity: Accommodation and catering
Status: Private
Size: 42 employees
Level of education targeted: students 18-19 years old
Website: www.cornerhotel.lt
Contact person and role: Restaurant manager and events coordinator Virginija Pašukonytė
Email address: renginiai@cornerhotel.lt

3.5.2 Content of the interviews

Company 1

General introduction:

UAB „Tolimojo keleivinio transporto kompanija" (TOKS) is private company founded in 1996. The first activity was transportation of passengers and routes included Vilnius city suburbs and a few intercity routes. At this moment company offer bus routes to all the cities in Lithuania and most European countries: Estonia, Latvia, Russia, Ukraine, Poland, Czech Republic, Germany, Austria, Italy, Great Britain, Denmark and many others. Company is a member of European

network of passenger carriers „Eurolines“, Lithuanian national association and European bus stations association.

Company owns more than 80 busses that meets the strictests European standarts. Recently TOKS widen their services and now provides luggage storage, parcel transportation, rent of the busses and technical assistance in the road.

TOKS employees around 300 people and they are constantly expanding services so they are planning to increase the number of employees.

The reason that company was selected for the interview – TOKS is the biggest transportation company in Lithuania. They are always searching for new qualified employees and are happy to provide the opportunities to gain experience for students.

Information on the implementation of the selected programme/project (ASL for Fõrema) in the four companies:

The practical training usually lasts 3 months of the summer. The main profiles of students are: logistics, management, mechanics and electromechanics. The biggest participation is of mechanics and electromechanics students.

Relationship company-training agency/VET provider and management of incoming students:

Company decided to provide opportunities for students to receive valuable practical training and advertised on-line. Students are free to select any company for their practical trainings and they started contacting company. VET providers were not included in this step.

Company provides manager that is responsible for training and he supports students during the training. After the training company provides written evaluation about practical trainings, student skills and competencies. If the qualification and motivation are sufficient, students are offered permanent position in the company.

Joint design/planning of training path:

Company does not have an active part in designing training path, only acts as advisory institution - provides recommendations and not official evaluations.

Implementation: relations company-VET provider during project implementation

Interaction between company and VET provider is minimal. There are few situations when they do communicate.

- Most often communication is initiated by VET provider - institution is interested in improving training course, receiving the opinion from company about training course in general and in specific modules.
- Sometimes VET provider visits students and observes their work and skills. Company provides all the necessary information and access to facilities and tools.
- Most often the reason company contacts VET provider is concerning the motivation of students. If the motivation is very low, company contacts VET provider to inform about the problem and possible solutions.

- The last interaction is evaluation of students' skills and competencies. This activity is done after the practical training in writing as well as by the phone.

SWOT Analysis:

Practical training opportunities provided by the company supports the development of students' professional skills and contributes to easier and faster employment, unfortunately students consider this training as working for free and it lowers their motivation.

The communication between VET provider and company is not very rare but sometimes is seen as not necessary and this attitude contributes to bigger skills mismatch – skills that students are taught by VET provider and those required by the company.

The evaluation of cooperation is 5 (where 1 – very bad, 6 - very good).

Students' Skills:

Level of preparation of students in general is quite low, there are some exceptions than students come with at least medium skills. The skills that students do not possess are being taught by the company.

Motivation/attitude at the beginning of the training usually is high – they are eager to learn. During the training the motivation drops and at the end of the training students realize how much they have learnt and the motivation rises. The biggest issue for the motivation is that some students consider practical training as working for free.

General level of skills is quite low, the biggest improvement is in technical skills and they are most valuable to the company.

Cooperation company-VET institute/training agency on other projects/initiatives:

Company is not officially engaged in other activities with VET providers. They are considering participation in design of training programmes but at this time they are acting as advisory institution - providing recommendations, evaluations and assessments.

Key messages and recommendations:

- Company should have an active part in the design of training programmes and training path
- Interaction between company and VET provider should be constant and more frequent (including visit from VET provider to the company)
- Students consider practical training as working for free and it lowers their motivation
- Technical skills are most valuable
- Practical training opportunities contributes to easier and faster employment

Company 2

3.5.2 Content of the interviews

General introduction:

UAB “TURBOCENTRAS” is a private company that repairs and restores and supplies top-quality spare parts for turbo-compressors. Company has 2 maintenance branches of carefully-selected specialists and shops of spare parts in 5 European countries. Company supplies spare parts for turbines made by the most popular manufacturers: Garrett, Mitsubishi, IHI, KKK, etc.

The staff - carefully-selected specialists in the field of turbo-compressor maintenance and service, who have been working with turbines for 10 years and had placements in the largest European states. At this moment company employs 10 specialists.

Information on the implementation of the selected programme/project (ASL for Fòrema) in the four companies:

Usually the group of students comes to visit the company before the practice period, and only those who are really interested in this kind of activity are selected. Students are coming to company after the second year of their studies. Main field is mechanics.

Relationship company-training agency/VET provider and management of incoming students:

Company manager met a lector from local vocational education provider who was interested in the field that company was operating in and he asked for help. Company and VET provider have been cooperating for one year. The relationship now includes the member of company being guest lecturer during theoretical training provided by VET provider and providing practical training in company’s facilities.

Usually students have to pass practice in the field of their studies after second year, they are coming to company so the company could give them practical training. During their practice students are provided practical training manager who introduces to the machining process of the remanufacturing of turbochargers, teaches how to use the measuring instruments, sandblasting machines, assemble / disassemble the turbochargers etc. Most talented students are offered a position in the company straight away or after graduation.

Joint design/planning of training path:

Company suggest activities to VET provider in compliance with the training programme. Company is an expert in the field thus they are providing all the information needed for the students so they could not only understand the problems of remanufacturing process but find the solutions on their own, with the little help of the engineers if needed.

Implementation: relations company-VET provider during project implementation

There are 4 types of relations between VET provider and company:

- Company is suggesting training path.
- During the practical training lectors from the VET institution come to visit the students and give them some tasks which are previously coordinated with the company (so the staff members could adopt the learning process accordingly).
- After the practical training evaluation of every student is written and presented to the VET

- provider, results are discussed, improvements planned.
- Company gives lectures for students during theoretical training by the VET provider.

SWOT Analysis:

VET provider is interested in quality of the trainings, thus company participates in theoretical and practical training of students, provides them knowledge and opportunities to gain practical skills. All the activities are evaluated and improvements planned.

The evaluation of cooperation is 6 (where 1 – very bad, 6 - very good).

Students' Skills:

Level of preparation of students is poor, motivation / attitude at the beginning and at the end of the experience is medium to good.

Usually students come in with very poor theoretical knowledge and no technical skills whatsoever, only those who have had any interactions with the engine of inner combustion on their own do have minimum practical skills.

After the training students do have a good view how the turbocharger works, how do the machines are used for refurbishing work. They receive technical skills which are not given, or even can not be given at vocational education institution.

Cooperation company-VET institute/training agency on other projects/initiatives:

Mainly trainings are of educational nature. Company helps young people to realize if the profession they chose is the right one for them or not. Company's participation in such projects are only from good will – they like to share knowledge with future generation so they could find their place in the business.

Another activity company is taking part in is lectures at local VET institution. Mainly the lectures are about the principles of turbochargers and common mistakes made during the refurbishing/mounting process.

Key messages and recommendations:

- The gaps in theoretical knowledge of students were being considered and the solution implemented
- Strongly recommend to increase „on field“ training for students
- Students should not only understand the problems but find the solutions on their own
- Evaluations of all activities and improvements are very important

Company 3

3.5.2 Content of the interviews

General introduction:

UAB “Nite” provides IT services to private and public organizations and institutions as well as to the individuals for more than 10 years. Company employs 5 specialists and has around 10 freelance experts who can provide these services:

- Technical maintenance of IT equipment (PCs, PDAs, printers and other peripherals)
- Development of software
- Servers and maintenance of server equipment
- Maintenance of computer networks and equipment
- Maintenance of specialized software (accounting systems, CRM, etc.)
- Information security
- Design, development and maintenance of websites
- Consulting and training

Information on the implementation of the selected programme/project (ASL for Fòrema) in the four companies:

Students applying for practical training in the company are studying computer engineering, computer graphics or programming with Java language. They are required to receive practical training for almost 3 months, in some cases practical training is implemented via distance (on-line). Company usually provides practical training to 1-2 students at one time.

Relationship company-training agency/VET provider and management of incoming students:

Company was looking for employees and contacted VET provider. Relationship started few years ago and for 2 or 3 years company receives students for practical training. Attracting students is hard because they usually have good skills and have offers for paid practical training.

Company is small and usually provides practical training to one or two students at one time. Students receive a lot of attention and help while improving their skills.

The support for the students is provided during all the period of practical training. In the beginning of practical training their motivation, skills and competencies are evaluated and the assignments for practical training are given and explained. During all the period of the training in the company, students are consulted, advised, taught and provided all the necessary information, materials and equipment. After the training the motivation, skills and competencies of students are evaluated again and the progress report provided for VET institution.

Joint design/planning of training path:

General training objectives are provided by VET institution and the training path is designed by the company according to the evaluation of the students' motivation, skills and competencies. Training path is adjusted during the practical training focusing on the weakest points and lowest skills.

Implementation: relations company-VET provider during project implementation

In most cases there are 4-5 meetings between company and VET provider. First, VET provider initiates contact with company and sends students for practical training. VET provider gives training

objectives and asks company to send preliminary training path. Second meeting and communication is during the practical training when company adjust training path, staff manager contacts VET provider and informs about the changes and improvements. Third case is in the end of practical training when VET provider visits students in the company and gives them tasks according to their training path. The last contact is after the training - company contacts VET provider and gives the evaluation of students' abilities and possible areas for improvements.

SWOT Analysis:

VET provider relies on company and do not intervene if it is not necessary. VET provider gives the objectives for the practical training but the training path including all the activities is designed by company. Minimal supervision by the VET provider is understandable due to high performance of students and impressive evaluation results. Only area that requires improvements is motivation of students.

The evaluation of cooperation is 5 (where 1 – very bad, 6 - very good).

Students' Skills:

Theoretical knowledge and practical skills of the students are usually good, in some cases – very good. Students are very confident in their abilities and motivation for practical training is quite low. Main reason for low motivation is no financial support and incentives during practical training.

Development of technical as well as transversal skills is included in training path.

Company values technical skills and is focused on high-level specialist but in recent years the importance of transversal skills is being stretched. In most cases students have research and problem solving skills but they are missing communication and team work abilities.

Cooperation company-VET institute/training agency on other projects/initiatives:

Company is not involved in other initiatives and the engagement with VET provider is limited to providing practical training.

Key messages and recommendations:

- Company designs training path and adjusts it during the practical training
- Motivation of students requires improvements
- The importance of transversal skills is increasing
- Small companies are able to give more attention for the student during practical training

Company 4

3.5.2 Content of the interviews

General introduction:

UAB “Vystyk” owns “Corner Hotel” for more than 8 years. Hotel is located only minutes away from the historical old town of Vilnius. Renovated in 2009, the “Corner Hotel” has 141 rooms, arranged through 4 floors. At this time there are more than 40 employees who are happy to provide accommodation and catering services, offer to enjoy the restaurant and even organize various events.

Information on the implementation of the selected programme/project (ASL for Fòrema) in the four companies:

Corner Hotel’s target group is the VET students of administrative work and hospitality services. Company only starting the activities and relations with VET providers thus at this moment there are only 2 students receiving practical training.

Relationship company-training agency/VET provider and management of incoming students:

Company does not take direct actions to attract students for practical training, VET providers are contacting company for the possibilities to provide practical training.

In nearest future company is planning to launch publicity campaign in vocational education institutions and provide valuable experience, help developing professional skills and competencies for students.

Students are assured guidance, assistance and training - company appoints manager who provides the support for the student and communicates directly with VET provider. One of the incentives to receive practical training in the company is free meals.

Joint design/planning of training path:

Corner Hotel didn’t take any part in the definition of training objectives and training path. Although the company would like to have an opportunity to improve vocational school’s study programs that would be adapted by company’s practical experience.

Implementation: relations company-VET provider during project implementation

The major part of communication between company and VET provider is dedicated for problem – solving and evaluation of practical training. However there are several meetings a year organized between company and VET provider. The main topics of these meetings are motivation of students, skills and competencies, future opportunities and cooperation.

Company participates in formal evaluation of acquired skills and competencies of students at the end of the practical training. Evaluation is done by manager in writing. Evaluation is given for student to familiarize and is sent to VET provider.

SWOT Analysis:

The main strengths: company is open to the new ideas and innovations. Future plans include

bettering conditions and attractiveness of practical training, offering more opportunities for students involving employment possibilities. One of the fields of development is building relations with VET providers not only in Vilnius but in all Lithuania.

The main weaknesses: at this time there is no active search for the students and practical training is provided only to few of them. Also, company assumed passive role in communication with VET providers.

The biggest opportunity: Corner Hotel is expanding and there will be more opportunities for students to receive practical training.

Threat: influence of politics and economic situation with Russia.

The evaluation of cooperation is 3 (where 1 – very bad, 6 - very good).

Students' Skills:

Company points out that the most important is the motivation of the student for general development and improvement of practical skills. CORNER hotel offers the opportunities not only to develop technical skills in one specific field but social competencies and other transversal skills as well. The most important are communication skills, relations with costumers and colleagues, team work.

Company emphasize the importance of theoretical knowledge in the field of studies and technical skills are not very important because students are shown everything and taught during the training.

Cooperation company-VET institute/training agency on other projects/initiatives:

Company in cooperation with Lithuanian Labour Exchange is implementing the programme for supporting the acquisition of skills. The programme is developed for those students who can not find the job after the graduation. This programme provides opportunity to develop or improve practical skills. During the implementation of this programme CORNER Hotel even offers employment for the most motivated people thus there are already 3 people who joined the company after or during this programme.

Key messages and recommendations:

- Company should take actions to attract students for practical training
- Company should assume more active role in communication with VET providers
- Most important is the motivation of the student for general development and improvement of practical skills
- VET provider should provide an opportunity for company to improve study programs