

# NATIONAL IMPLEMENTATION PLAN 2022-2026

## VET system, Lithuania

### 1. Brief information on the national context and baseline

This section briefly presents the national context and serves as a baseline for the plan. The participating countries should describe:

- i. The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP that will guide the implementation of the planned measures for VET. The information may refer to relevant points of national long-term visions and strategies (e.g. for 2030 and beyond), main strategic documents related to the development of education, training, and lifelong learning and, specifically, VET strategies and/or plans, the EU skills agenda, resilience and recovery plans (1), employment policies, as well as to sectoral and regional strategies, if applicable. The presentation of the national context of the VET system will focus on the factors (e.g. strong involvement of the social partners) that national VET policy can build upon to address the European priorities and achieve the objectives of the NIPs.
- ii. main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs. These might include initiatives and reforms that may be completed by May 2022 or will continue. Countries are invited to reflect and describe how these national initiatives will contribute to the implementation of the common priorities.
- iii. relevant (statistical) evidence, especially regarding the quantitative objectives set in the Recommendation (the Commission will provide more information on these in Spring 2022).

It is important to adapt the content of vocational training to the rapidly changing needs of the labor market. To respond to labor market trends with the skills provided by the VET system, an integrated approach, focus, and action is needed to ensure the overall quality of VET, increase the attractiveness of work-based learning and apprenticeships, and prepare the VET system for digitalization and green learning.

The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP will guide the implementation of the planned measures for VET.

Main strategic documents, related to VET development and lifelong learning:

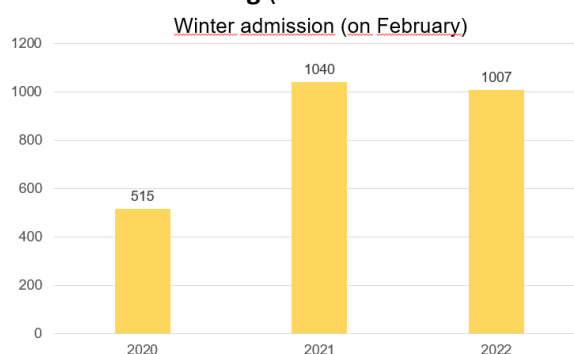
1. European Skills Agenda for sustainable competitiveness, social fairness, and resilience.
  - i. A Major changes in skills are needed to foster green and digital transformation and ensure recovery from the socio-economic impact of the COVID-19 pandemic.
  - ii. A renewed vision for vocational training to equip young people and adults with the skills they need to enter the labor market.
2. Osnabruk Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies.
  - i. Quality and inclusive vocational training are essential for the competitiveness of European companies and the European labor market.
  - ii. Vocational training enables innovation and is an important basis for green and digital transformation.
  - iii. Apprenticeships in a real work environment improve employability.

3. OECD skills strategy Lithuania: assessment and recommendations.
  - i. Attract employers to become more involved in "on-the-job training" in sectoral practical training centers.
  - ii. Use state-funded places for admission to vocational training to focus on areas of staff shortage and strategic importance
  - iii. Apply special funding, admission policies, and support to students from socio-economic disadvantage
  - iv. Create a „one-stop-shop“ for people to find and compare information on programs, labor market trends, and financial support for learning.
4. EU Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience:
  - i. Vocational education and training are agile in adapting to labor market changes.
  - ii. Flexibility and progression opportunities are at the core of vocational education and training.
  - iii. Vocational education and training are a driver for innovation and growth and prepare for the digital and green transitions and occupations in high demand.
  - iv. Vocational education and training are an attractive choice based on the modern and digitalized provision of training/ skills.
  - v. Vocational education and training promote equality of opportunities.
  - vi. Vocational education and training are underpinned by a culture of quality assurance.
5. The measures for improving VET system are planned in the **Recovery and resilience plan for Lithuania agreed with the European Commission** (hereinafter referred to as the Plan), 2021–2027. Plan aims to improve the quality of education and training at all levels and to increase the participation rates in adult learning for better skills management. Reforms and investments in vocational education and training system are expected to help to better respond to the green and digital transition in the labour market and social policies. The reform shall be accompanied by six sub-measures: 1. Establishment of the National Platform for the progress of vocational education and training 2. Assessment of competences 3. Improving the skills of teachers who train apprentices 4. Apprenticeship and work-based learning 5. Mobility programme 6. More opportunities to acquire profession for school pupils.
6. The **EU Funds Investment Operational Program** (hereinafter referred to as the Operational Program), its need is based on the **2021-2030 Education Development** ). Priority 4 “More Socially Responsible Lithuania” of the Operational Program identifies Objective 4.5 “Improving equal access to inclusive and high-quality education, training, and lifelong learning services by developing accessible infrastructure, including increasing resilience through distance and online education and training (ERDF) “. In the NIP the objective of this task is to provide vocational schools with the necessary infrastructure to meet the needs of the fourth industrial revolution, Industry 4.0, and other new labor market needs.
7. The need for NIP measures of progress is reflected in the project “*Vocational Education System Responding to Market Needs*” of the **Eighteenth Program of the Government of the Republic of Lithuania**. The aim of which is to raise the quality and prestige of vocational education and identifies initiatives that address VET problems.

8. The NIP measures also contribute to the solution of Task 3.4 of the **National Progress Plan** “Improving the correspondence between the competencies acquired in the education system and those required in the labor market and adapting to the changing environment”.

Main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs:

- **Centralized admission to vocational training.**
- **New / updated professional standards:** 18 sectoral committees, 22 approved standards, and 2 standards in preparation.
- **Transition to modular vocational training programs.** Several modular vocational training programs developed -270.
- **Updated system of assessment and recognition of acquired competencies.** Description of the procedure for assessment of acquired competencies has been approved. Description of the requirements for assessment and recognition of competencies of institutions and procedure for their accreditation is being harmonized. A methodology for calculating Competency Assessment costs per person has been approved.
- **An external evaluation of vocational training institutions has been launched.** Description of the Procedure for External Evaluation of the activities of vocational education Institutions and other vocational education providers providing formal vocational education and training. An external evaluation of 12 vocational education institutions was carried out with the funds of the ESF project in the 2020-2021 school year, 8 more will be evaluated in 2022.
- **Modernised vocational training infrastructure (ERDF 2014-2020).** Sectoral practical training centers - 23 projects for 35 million euros. Schools without sectoral practical training centers - 36 projects for 16 million euros.
- **Increasing access to vocational training** (winter admission launched);

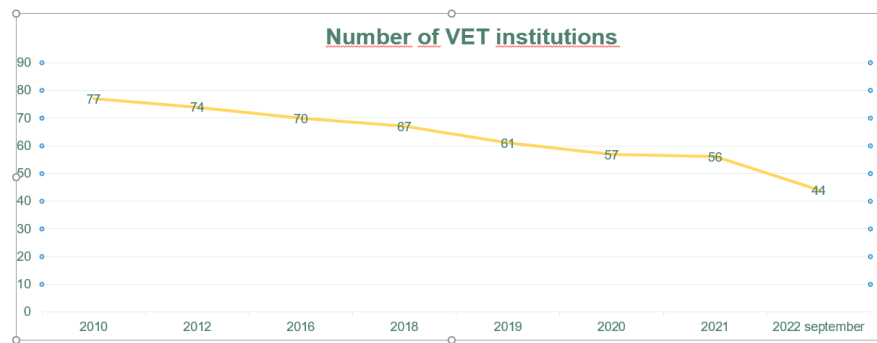


- **Incentives for general education students to participate in VET.** Gymnasium students, who took the opportunity for the first time to acquire professional knowledge while still in school: 400 in 2020, over 600 in 2020.

There is still a shortage of students seeking secondary education alongside a vocational qualification. In grades 9-10, there are more than 2,000 students in vocational education institutions who seek general education only and do not gain a qualification. In 2020 an „experiment“ was launched to test four-year vocational training programs in 10 schools, leading to IV EQF level vocational qualification in addition to secondary education.

- **Apprenticeship and on-the-job training incentives.** The development of legal preconditions for the implementation of apprenticeships has been substantially completed. ESF apprenticeship project launched in 2020 (1.3 million eur.). About 3% of apprentices nationally. ESF project to support student national mobility to sectoral training centers (1.7 million eur.).

- **Reorganisation of the vocational school network.**



## 2. Challenges and general objectives of the plan

The participating countries are invited to identify and describe the main challenges they face (e.g. in the socioeconomic, employment, VET, and skills areas) and how they are going to be addressed through the implementation of the planned measures.

The general objectives of the NIPs should be presented in the order of priority and supported with evidence. Countries should make a clear link between the challenges to be addressed and the set objectives and explain how their achievement will help address these challenges. The description of each objective should refer to the VET Recommendation priorities and the Osnabrück Declaration objectives (see Annex 2).

The participating countries are invited to explain how they plan to achieve the quantitative objectives set by the Recommendation and other national targets (e.g. those of the Skills agenda), as applicable, by 2025 in the medium-term and by 2030 in the long-term and provide the respective evidence.

The participating countries should provide:

- i. a brief overview of the main challenges, reform objectives, and main measures (2) that comprise the NIP and links between them explain the coherence of all parts of the NIP as well as its consistency with other national initiatives (3), where applicable;
- ii. a reference to the main sources of funding for the implementation of the NIP, namely which funds, including EU funds, will be used ;
- iii. timeline and current phase of development of the implementation of the NIP concerning the timeline of the Osnabrück Declaration and the Recommendation.

- i. a brief overview of the main challenges, reform objectives, and main measures (2) that comprise the NIP and links between them explain the coherence of all parts of the NIP as well as its consistency with other national initiatives (3), where applicable;

The main challenges VET faces:

- 1. The attractiveness of vocational training remains a challenge. Insufficient flexibility and openness in the vocational training system**

There are still negative stereotypes in society that vocational training is only available to low-achieving, socially excluded students. The quality of the implementation of the secondary education program in vocational schools is not trusted, and due to the high workload of the programs combined with general education and vocational education, students are not able to choose general education subjects in an advanced course and to prepare for exams. According to the OECD country analysis, one of the reasons why VET is not attractive to young people is that it offers few opportunities to achieve a higher level of competencies (OECD, 2019).

The 2020 Government strategic analysis center (STRATA) report on the survey of 10th, 11th, and 12th-grade pupils and their parents indicates that vocational qualifications and learning in vocational education institutions are more often associated with physical work, the lack of better alternatives due to poor grades, and low pay, poor education and so on. In addition, according to the report, the attractiveness of vocational training is lower compared to higher education (3.3-3.6 on a 5-point scale). Vocational training for respondents was more likely to lead to neutral associations, but there were more negative associations compared to a college education. In addition, the report identifies weaknesses in vocational training, such as the supply of relevant and interesting curricula, the possibility of achieving the best academic results, doubts about finding a well-paid job, and employers' attitudes towards VET graduates. On this basis, it can be assumed that there are still negative stereotypes in society that vocational training is only available to low-achieving, socially excluded students.

## **2. The quality of vocational training is not guaranteed**

The 2009 June 18 Recommendation of the European Parliament and the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) established a reference framework to help EU Member States improve the quality of their VET systems and increase transparency in VET policy development. During the ten years of EQAVET implementation, reforms in national quality assurance systems have been promoted, including in Lithuania. Despite significant progress in many areas of Lithuanian vocational education and training, both at the national and institutional levels, there is still a need to further strengthen the quality assurance system in vocational education and training and fully implement external evaluation of vocational training institutions. To implement the 2020 November 24 Recommendation on VET for Sustainable Competitiveness, Social Integrity, and Resilience, which emphasizes that VET must be based on a culture of quality assurance and that the quality assurance systems for both initial and continuing VET should continue to be used in all areas of EQAVET. In the context of vocational training provided by public and private service providers (eg in schools, on-the-job training, including apprenticeships) and for all types of learning (distance, contact or blended).

One factor in ensuring and improving the quality of **VET is external evaluation**. It is the determination of the quality of the activities of a vocational training institution based on self-assessment and monitoring data carried out by the institution, involving external experts. In 2016 after the state audit, the State Audit Office issued a recommendation to validate and periodically assess the quality of VET, which would allow VET providers to comply with training with the needs of the labor market (National Audit Office, 2016).

The Law on Vocational Education and Training of the Republic of Lithuania stipulates that external evaluation is defined as a periodic (at least once every five years) the quality assessment of the institutions organized by the qualification management institution, which is based on the data of the self-analysis and monitoring of the institutions, involving external experts. Establishment of an external evaluation system and the first external evaluations of 12 vocational schools in 2021 and 8 more in 2022, with ESF funding.. However, the continued operation of the external evaluation system requires sustainable funding from the state budget rather than project funding. The recommendation of the State Audit Office must ensure that the external evaluation covers not only state vocational training institutions, but also all licensed vocational training providers. This would include around 300 public and

private providers, which would have to undergo an external evaluation at least every five years, as well as 27 as well as assessments when it is established that the activities of the vocational training provider do not meet the requirements of the indicators. It is essential to ensure the smooth operation of such a system with appropriate additional human and financial resources.

**3. The unpopular form of apprenticeships and underdeveloped system of on-the-job training prevent the potential of vocational training from being exploited to provide the practical skills needed for the labor market.**

In Lithuania, apprenticeships are identified as one of the country's priority areas. Back in 2016, the CEDEFOP Lithuanian review identified the country's legal system as favorable for the development of apprenticeships. A description of the procedure for organizing vocational training in the form of apprenticeship in the Republic of Lithuania was prepared and approved in 2006. Despite everything, apprenticeships in Lithuania remain unpopular. 2019-2020 out of 61 state vocational training institutions operating in Lithuania, only 34 state vocational education institutions implemented vocational training programs in the form of apprenticeships. the percentage of learners in the form of apprenticeship training was only 3%. (compared to the target of 20% by 2020 set in the Government Program Implementation Plan approved in 2017) .

Lithuania, especially in the country's regions, is dominated by small and medium-sized businesses. This is one of the reasons why it is difficult to achieve the goals of Lithuanian apprenticeship. Small and medium-sized businesses in Lithuania are reluctant to get involved in apprenticeship programs due to current costs and business specifics. International organizations recognize that the size of a business has an impact on the distribution of apprenticeship costs and the development of apprenticeship models. However, global practice shows that this does not pose significant barriers to the effective participation of small and medium-sized enterprises in the organization of apprenticeship training and to achieving the same results and benefits as large businesses.

The results of international research show that employers are reluctant to invest much time in the search for apprenticeship information (OECD, 2017, Engaging Employers in Apprenticeship Opportunities). As a result, companies are more inclined to choose traditional forms of training that are already clear, their processes in the workplace are well known and, for this reason, have no time to implement. Companies lack an understanding of what apprenticeships are, the specifics of organizing this form of training, what the processes are, the responsibilities, and the benefits.

In the field of vocational training, on-the-job training often takes place in sectoral practical training centers, but employers are not actively involved in the training process. One way employers can work with VET providers to ensure that training programs meet labor market needs is to contribute directly to training by delegating training to programs (OECD, 2017). This is particularly important in the area of vocational training, as surveys show that more than 40% Vocational teachers in Lithuania do not have previous relevant work experience in the field they teach (Vaitkutė, 2016; OECD, 2017). The network of 42 sectoral practical training centers in Lithuania was designed to increase the attractiveness of vocational training, improve the quality of practical training for VET students and teachers, and create opportunities for VET institutions to earn additional income by offering paid services to local businesses. However, these centers did not attract the attention of employers (State Audit Office, 2019) and they are not actively involved in their activities. In addition, due to distance and communication problems, students in rural areas have fewer opportunities to acquire practical skills in sectoral practical training centers (OECD, 2017). OECD 2017 recommended that Lithuania ensure the financial sustainability of sectoral practical training centers and improve the accessibility and accessibility of the centers through student support measures. The CEDEFOP Lithuania Review<sup>7</sup> also highlights that many companies in Lithuania are small enterprises with limited training capacity, so exploiting the potential of sectoral apprenticeships would also help students to acquire the wider competencies required for qualifications through participation in apprenticeships.

#### **4. Planning for admission to vocational training does not meet the regional and national labor market needs**

After the entry into force of the new version of the Law on Vocational Education and Training in 2018, the Government shall determine the preliminary number of state-funded places according to the Classification of Economic Activities. According to the plan of state-funded vocational training places approved by the Government, the Ministry of Education, Science and Sports allocate places to vocational training institutions according to the Lithuanian Education Classification, and centralized admission of students is carried out.

However, the implemented planning changes have only achieved their objectives due in part to the incompatibility of the different classifications that confirm the preliminary and final number of state-funded sites. In the absence of a reliable and efficient methodology for reconciling the data from the two classifications, a significant factor of subjectivity remains in the allocation of publicly funded places by field of education. There is also no regional forecast of human resources in the country, and regional development councils, which are also involved in the planning process, usually confirm the admission figures provided by vocational training institutions. Therefore, in general, the regional need is identified and formulated by vocational training institutions, which in turn give priority to programs that do not always meet the needs of the local labor market.

Although the change in the Law on Vocational Education and Training introduced centralized admission (access to not only initial but also continuing vocational education and training programs through a centralized system) has brought positive changes in the implementation of admission to VET institutions, it has increased the transparency of the process. The provisions create a highly centralized planning mechanism, where the Ministry of Education, Science and Sports must plan quotas for schools according to the forms of learning for each institution up to the level of qualifications. According to the OECD, such a system can distort the supply and demand for programs, and the National Audit Office assessed it as unreasonable and unclear (National Audit Office, 2020). Lithuania's centralized model may hinder the proper use of skills needs monitoring data, demand, and supply identified by the labor market, employers, and regions. When implementing the system of lifelong guidance in Lithuania, the aim is to abandon the centralized planning of the supply of education and to consider other models that are directly based on independent, expert assessments of current and future labor market needs (OECD, 2020).

#### **5. Low readiness of vocational training to adapt to the challenges of digitalization and the green course.**

According to a survey of foreign investors conducted by Invest in Lithuania, the vast majority of respondents are aware of the introduction of rapidly improving technologies and is already actively preparing for future trends. 78 percent. respondents stated that the automation and digitization of production processes are already or will be significant and will lead to tangible changes in their activities. The importance of programs in the fields of engineering and information technology must be emphasized in the context of the Fourth Industrial Revolution. The industrial sector includes enterprises engaged in the manufacture of fabricated metal products, plastics, machinery and equipment, appliances, electrical engineering, electronics, and the like. Companies in the mentioned sectors usually create and operate in the regions of Lithuania, and it is the attraction of such companies to the regions of Lithuania that has the greatest potential. To promote the establishment of manufacturing companies in Lithuania and further development of investments, it is necessary to ensure high-quality, high-mastery vocational training programs, the content of which would be based on the latest trends, and teachers would have the necessary modern competencies and appropriate equipment for vocational training institutions with a particular focus on virtual or augmented reality and other innovative tools to enable training to be as flexible as possible; and inclusive, responsive to market needs.

The statistics of recent years show that the most relevant training programs do not attract those who want to study, although the state, taking into account the number of specialists offers free

education – in state-funded places. To at least formally meet projected demand, about every tenth of the person who will receive / her education in the coming years should complete his / her studies in information and communication technologies. 6 out of 100 professionals now receive such an education as graduates of educational institutions (“Invest in Lithuania”, 2018). Lack of qualified production professionals - especially engineering professionals with knowledge of modern technologies - mentioned as one of the most prominent labor market trends in the country.

#### 6. Fragmented involvement of social partners in vocational training.

Lithuania lacks a culture of cooperation between educational institutions and employers, and cooperation is often ad hoc. The challenge for the country is to increase and pinpoint provide incentives for effective cooperation between educational institutions and employers. This would help to ensure that VET graduates acquire the skills to meet current and projected labor market needs (OECD, 2020). 2018 Amendments to the Law on Vocational Education and Training, which provide for greater involvement of employers in the management of vocational education and training institutions, have not yet produced the desired result, despite the creation of systemic preconditions for employers to participate in the stakeholders, participate in sectoral professional committees, engage in the admission planning process, and so on. Convincing employers remains important about the value of such cooperation and involve them more actively in the role of the social partner.

### OBJECTIVE: TO INCREASE THE ATTRACTIVENESS OF VOCATIONAL TRAINING AND ITS COMPLIANCE WITH THE NEEDS OF THE LABOR MARKET

#### Measures

Measure 1. Prepare legal acts related to the regulation of vocational training.

Measure 2. Develop and update training programs, and provide tools for attracting vocational teachers and practitioners.

Measure 3. Bring vocational training and general education closer together

3.1 Provide opportunities to study vocational training modules

3.2 Develop experimental vocational training programs

Measure 4. Promote vocational training in the form of apprenticeships.

Measure 5. Activate the system of sectoral practical training centers by implementing the national mobility program.

Measure 6. Improve access to vocational training for students from disadvantaged backgrounds

Measure 7. Investments in vocational training infrastructure

3.Detailed description of main measures and/or their packages
<p><b>Title</b> MEASURE 1: PREPARE LEGAL ACTS RELATED TO THE REGULATION OF VOCATIONAL TRAINING.</p>
<p><b>Rationale/background, challenges addressed</b></p> <ul style="list-style-type: none"> <li>-Fragmented involvement of social partners in vocational training.</li> <li>- Planning for admission to vocational training does not meet the regional and national labor market needs</li> <li>- The quality of vocational training is not guaranteed.</li> </ul>
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p> <ul style="list-style-type: none"> <li>- <b>Establishment of a National platform</b>, including social partners, for the advancement of vocational training –</li> <li>- Amendments to the Law on Vocational Education and Training on <b>Vocational Education and Training Competence Centers</b>, entered into force.</li> </ul>



<p>- Legislation establishing a <b>Support Scheme for Apprenticeships and Work-Based Learning</b> entered into force.          - Amendments to the Law on Vocational Education and Training regarding the <b>planning methodology for admission to state-funded places in vocational education and training</b> entered into force.</p>	
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p>	
<p>Preparation and approval of legislation acts.          2021 quarter 2 - 2022 quarter 4</p>	
<p><b>EU policy priorities addressed</b></p>	
<p><b>Council Recommendation on VET</b></p>	
<p><b>Osnabrück Declaration</b></p>	
<p><input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges.  <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.  <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.  <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.  <input checked="" type="checkbox"/> E. VET promotes equality of opportunities.  <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</p>	<p><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.  <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.  <input type="checkbox"/> 3. Sustainability – a green link in VET.  <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.</p>
<p><b>VET subsystem (IVET, CVET, or both)</b></p>	
<p><input checked="" type="checkbox"/> initial VET (IVET)  <input checked="" type="checkbox"/> continuing VET (CVET)</p>	
<p><b>Scope (national, regional, local)</b></p>	
<p><input checked="" type="checkbox"/> national  <input type="checkbox"/> regional  <input type="checkbox"/> local</p>	
<p><b>Beneficiaries/target groups</b></p>	
<p>Students, VET institutions, employers, social partners.</p>	
<p><b>Responsible ministries/bodies</b></p>	
<p>Ministry of education, science and sport</p>	
<p><b>Source of funding (National, EU funds, sectoral)</b></p>	
<p>-</p>	

<p><b>Title</b></p> <p><b>MEASURE 2. DEVELOP AND UPDATE TRAINING PROGRAMS, AND PROVIDE TOOLS FOR ATTRACTING VOCATIONAL TEACHERS AND PRACTITIONERS.</b></p>
<p><b>Rationale/background, challenges addressed</b></p> <ul style="list-style-type: none"> <li>- The quality of vocational training is not guaranteed.</li> <li>- The attractiveness of vocational training remains a challenge. Insufficient flexibility and openness in the vocational training system</li> </ul>
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p>

<ul style="list-style-type: none"> <li>- Update needs or develop new training programs in consultation with social partners.</li> <li>- Register 95 new / updated vocational training programs that are available to training providers</li> <li>- 1000 Vocational teachers and / or masters participating in the process of teaching apprentices and trainees,</li> </ul>					
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p>					
<p>Updating and developing new programs, raising qualification of teachers. The National Platform for the Progress of VET will be used to identify the need for updating / developing VET curricula, which will allow a greater number of stakeholders to be directly involved in the quality of VET, etc. processes;</p> <ul style="list-style-type: none"> <li>- VET providers will be able to flexibly adapt their curricula to the skills needs of the market, to modernize them and to better adapt them to the needs of local and regional labor markets;</li> <li>- The aim will be to provide learners with a balanced mix of professional and general competences (especially digital and green) in order to provide a basis for resilience, learning and employment throughout life, social inclusion, citizenship and personal development for those entering, returning to or retraining. improvement;</li> <li>- The development of VET teachers' competences will enable VET students to acquire knowledge and skills in line with the latest trends and work practices, and the provision of pedagogical knowledge to masters is likely to facilitate the organization and delivery of on-the-job training.</li> </ul> <p>2022 quarter 4 - 2026 quarter 2</p>					
<p><b>EU policy priorities addressed</b></p>					
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<p><b>VET subsystem (IVET, CVET, or both)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> initial VET (IVET)</li> <li><input checked="" type="checkbox"/> continuing VET (CVET)</li> </ul>					
<p><b>Scope (national, regional, local)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> national</li> <li><input checked="" type="checkbox"/> regional</li> <li><input type="checkbox"/> local</li> </ul>					
<p><b>Beneficiaries/target groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> all potential vocational training students (including adults who want to retrain, improve their qualifications, acquire additional qualifications), vocational teachers, vocational training institutions, masters.</li> </ul>					
<p><b>Responsible ministries/bodies</b></p> <p>Ministry of education, science and sport, Central project management agency, VET institutions</p>					
<p><b>Source of funding (National, EU funds, sectoral)</b></p> <p>Funds for the Economic Recovery and Resilience Facility (EGADP) - EUR 5000 000</p>					

State budget funds intended to pay VAT on the purchase and / or import of EU co-financed projects from EU funds for ineligible financing - EUR 1050 000

<p><b>Title</b></p> <p><b>MEASURE 3. BRING VOCATIONAL TRAINING AND GENERAL EDUCATION CLOSER TOGETHER</b></p> <p>3.1 Provide opportunities to study vocational training modules</p> <p>3.2 Develop experimental vocational training programs</p>	
<p><b>Rationale/background, challenges addressed</b></p> <ul style="list-style-type: none"> <li>- The quality of vocational training is not guaranteed.</li> <li>- The attractiveness of vocational training remains a challenge.</li> <li>- Insufficient flexibility and openness in the vocational training system</li> </ul>	
<p><b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b></p> <p>4,900 students in general education schools who have completed the modules of the initial vocational training program according to the basic and secondary education programs. 3rd quarter 2022</p> <p>4,000 students in basic education who have received support under experimental vocational training programs. 3rd quarter 2022.</p>	
<p><b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b></p> <p>2022 quarter 3 - 2026 quarter 2;</p>	
<p><b>EU policy priorities addressed</b></p>	
<p><b>Council Recommendation on VET</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges.</li> <li><input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</li> <li><input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</li> <li><input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</li> <li><input type="checkbox"/> E. VET promotes equality of opportunities.</li> <li><input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</li> </ul>	<p><b>Osnabrück Declaration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</li> <li><input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</li> <li><input type="checkbox"/> 3. Sustainability – a green link in VET.</li> <li><input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.</li> </ul>
<p><b>VET subsystem (IVET, CVET, or both)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> initial VET (IVET)</li> <li><input type="checkbox"/> continuing VET (CVET)</li> </ul>	
<p><b>Scope (national, regional, local)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> national</li> <li><input checked="" type="checkbox"/> regional</li> <li><input checked="" type="checkbox"/> local</li> </ul>	
<p><b>Beneficiaries/target groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>Students, VET institutions, employers, social partners.</p>	

<b>Responsible ministries/bodies</b>
Ministry of education, science and sport, Central project management agency, VET schools
<b>Source of funding (National, EU funds, sectoral)</b>
Funds for the Economic Recovery and Resilience Facility (EGADP) (3.1) EUR 1960 000 Funds for the Economic Recovery and Resilience Facility (EGADP) (3.2) EUR 4040 000

<b>Title</b>	
MEASURE 4. PROMOTE VOCATIONAL TRAINING IN THE FORM OF APPRENTICESHIP.	
<b>Rationale/background, challenges addressed</b>	
The unpopular form of apprenticeships and the underdeveloped system of on-the-job training prevent the potential of vocational training from being exploited to provide the practical skills needed for the labor market.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
- Share (per cent) of vocational training institutions organizing vocational training programs in the form of apprenticeship 100 % - Apprenticeships implemented 3,866	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Papildyti kad planuojama pameistrystės rėmimo schema  2022 quarter 2 - 2026 quarter 2;	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups</b>	
Students, VET institutions, employers, investors	
<b>Responsible ministries/bodies</b>	

Ministry of science, education and sports, Central project management agency, European social fund agency, VET institutions
<b>Source of funding (National, EU funds, sectoral)</b>
Funds for the Economic Recovery and Resilience Facility (EGADP) EUR 20 000 000

<b>Title</b> <b>MEASURE 5. ACTIVATE THE SYSTEM OF SECTORAL PRACTICAL TRAINING CENTERS BY IMPLEMENTING THE NATIONAL MOBILITY PROGRAM.</b>	
<b>Rationale/background, challenges addressed</b>	
<ul style="list-style-type: none"> <li>- The unpopular form of apprenticeships and the underdeveloped system of on-the-job training prevent the potential of vocational training from being exploited to provide the practical skills needed for the labor market.</li> <li>- Fragmented involvement of social partners in vocational training.</li> </ul>	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<ul style="list-style-type: none"> <li>- 12,394 Pupils participating in a national mobility program and receiving a certificate confirming that they have improved their practical and digital skills in sectoral practical training centers (digital skills will be improved by at least 40% of participants).</li> </ul>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Implemented scheme for VET student national mobility from VET institutions with no sectoral training centers to sectoral training centers. Students from VET institutions with no sectoral training centers will gain possibility to improve their practical skills in sectoral practical centers in their regions. 2022 quarter 4 - 2026 quarter 2	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input checked="" type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
<b>Scope (national, regional, local)</b>	
<input type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local	
<b>Beneficiaries/target groups</b>	

<input type="checkbox"/> Pupils of VET schools - vocational teachers; - masters; - teachers of vocational training institutions and specialists in educational support;
<b>Responsible ministries/bodies</b>
Ministry of science, education and sports, Central project management agency, European social fund agency, VET institutions, employers
<b>Source of funding (National, EU funds, sectoral)</b>
Funds for Economic Recovery and Resilience (EGADP), EUR 6000 000 State budget funds intended to pay VAT on the purchase and / or import of EU co-financed projects from EU funds for ineligible financing, EUR 1260 000

<b>Title</b>	
<b>MEASURE 6. IMPROVE ACCESS TO VOCATIONAL TRAINING FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS</b>	
6.1 Support for improving access to vocational training for students from disadvantaged groups in the <b>Capital Region</b>	
6.2 Support for Improving Access to Vocational Education and Training for Pupils from Disadvantaged Groups in <b>Central and Western Lithuania</b>	
<b>Rationale/background, challenges addressed</b>	
- The attractiveness of vocational training remains a challenge. Insufficient flexibility and openness in the vocational training system.	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
130 pupils from disadvantaged groups will be supported to improve access to vocational training (6.1). 660 pupils from disadvantaged groups will be supported to improve access to vocational training (6.2) .	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Formal VET opportunities for students from disadvantaged groups. Informal VET opportunities for students from disadvantaged groups. Teacher training on how to work with students from disadvantaged groups. Additional education and other support for students in VET from disadvantaged groups. 2023 quarter 4 - 2029 quarter 4	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	

<input checked="" type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups</b>
<input type="checkbox"/> vocational training students from disadvantaged groups, teachers in vocational training institutions and specialists in educational support.
<b>Responsible ministries/bodies</b>
Ministry of science, education and sports, European social fund agency, VET institutions
<b>Source of funding (National, EU funds, sectoral)</b>
2021-2027 EU Structural Funds European Social Fund (ESF +, Central and Western Lithuanian region), EUR 4020 000
2021-2027 EU Structural Funds European Social Fund (ESF +, Capital region), EUR 477 000

<b>Title</b>	
<b>MEASURE 7. INVESTMENTS IN VOCATIONAL TRAINING INFRASTRUCTURE</b>	
<b>Rationale/background, challenges addressed</b>	
<p>- The attractiveness of vocational training remains a challenge. Insufficient flexibility and openness in the vocational training system.</p> <p><del>- Planning for admission to vocational training does not meet the regional and national labor market needs.</del></p> <p>- Low readiness of vocational training to adapt to the challenges of digitalization and the green course.</p>	
<b>Specific objectives of the measure/package and their relation to the general objectives of the plan</b>	
<ul style="list-style-type: none"> <li>- Analysis of the need for investment in vocational training infrastructure.</li> <li>- 22,860 users of new or upgraded educational infrastructure per year.</li> </ul>	
<b>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</b>	
Renewed VET infrastructure (innovative training equipment related to future labour market needs) 2023 quarter 4 - 2029 quarter 4	
<b>EU policy priorities addressed</b>	
<b>Council Recommendation on VET</b>	<b>Osnabrück Declaration</b>
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
<b>VET subsystem (IVET, CVET, or both)</b>	
<input checked="" type="checkbox"/> initial VET (IVET)	

<input checked="" type="checkbox"/> continuing VET (CVET)
<b>Scope (national, regional, local)</b>
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
<b>Beneficiaries/target groups</b>
<input type="checkbox"/> pupils , teachers, VET community
<b>Responsible ministries/bodies</b>
Ministry of science, education and sports, European social fund agency, VET institutions,
<b>Source of funding (National, EU funds, sectoral)</b>
2021-2027 EU Structural Funds European Social Fund (ESF +, Central and Western Lithuanian region), EUR 4020 000
2021-2027 EU Structural Funds European Social Fund (ESF +, Capital region), EUR 477 000

<b>4. Governance of the implementation of the plan</b>
<p>This section describes how the NIP will be implemented.</p> <p>The participating countries should:</p> <p>(i) provide a summary of the stakeholder involvement, optionally supported by a diagram, explaining their roles and responsibilities contributing to the successful implementation of the plan , more specifically but not exclusively:</p> <ul style="list-style-type: none"> <li>• authorities – national, regional and/or local – involved;</li> <li>• social partners;</li> <li>• VET providers, representatives of VET learners;</li> <li>• partnerships involving relevant stakeholders, including at regional and sectoral level or international partners, engaged or created for the purpose.</li> </ul> <p>(ii) indicate how you will organise monitoring and reporting on the implementation of the NIPs in cooperation with Cedefop’s ReferNet and your country’ s DGVT representatives and in line with the national context and the above described governance.</p>

The implementation of the measures of the NIP involves a wide range of social partners and institutions. In order to make vocational training as relevant as possible to the needs of the market and to involve all stakeholders, the Lithuanian Ministry of Education, Science and Sports has put together a National Platform for Vocational Training Progress involving various social partners, employers, vocational schools and ministries.

The tasks for Platform:

- to submit proposals on the strategic development directions of vocational education and training, increasing the efficiency, quality and popularity of management;
- make proposals for strengthening the vocational training network which shall ensure a long-term and sustainable vocational training model in each region;
- propose new professional standards;
- make proposals for vocational training and non-formal adult education programs;
- make proposals for competence assessment centers;
- to promote the processes of training, motivation and qualification improvement of vocational teachers;
- to increase the popularity of apprenticeships, to submit proposals for the improvement of the legal regulation of forms of training;
- to initiate and coordinate joint activities of business, industry, education community and public authorities in the field of vocational training;



- to submit proposals to the ministries, other interested state and municipal institutions and establishments and associations regarding the implementation of activities in the field of vocational training.

**Institutions that delegated members to Platform:**

- Ministry of Education, Science and Sports
- Lithuanian Chamber of Commerce, Industry and Crafts Association,
- Ministry of Social Security and Labor
- Center for the Development of Qualifications and Vocational Training
- Ministry of Economy and Innovation
- Employment Service
- Ministry of Internal Affairs
- Lithuanian Confederation of Industrialists
- Lithuanian Association of Vocational Education Institutions
- Lithuanian Employers' Confederation
- Association of Lithuanian Municipalities
- Lithuanian Business Confederation
- Investor's forum
- Invest in Lithuania
- Lithuanian Trade Union Confederation
- Chamber of Agriculture

The measures of the NIP will be co-ordinated and monitored by Ministry of Education, Science and Sports, and implemented by Ministry of Education, Science and Sports, European social fund Agency, VET providers. The institutions, responsible for implementation of specific measures will report to Ministry of Education, Science and Sports once a year.

The VET community will be encouraged to involve stakeholders as needed in the development of project plans. A steering committee will be set up to oversee the program and will involve stakeholders.

**5. Expected effects of the plan**

The participating countries are invited to assess and explain the expected effects of the implementation of the NIPs in the short-, medium and long-term. Benefits and improvements in relevant socio-economic areas, skills and education and training and on various target groups should be considered.

The participating countries should also indicate potential obstacles/risk factors that can hinder the implementation of the NIP and explain how they foresee to overcome those.

After implementing the Plan 13 percent an increase in the share of employed persons aged 20–34 who received a vocational training diploma together with secondary education or after completing secondary education 1–3 years ago (per cent) is expected.

**The expected effects of the Plan implemented:**

- The attractiveness of vocational training will be increased by expanding the range of vocational training programs available to students who have completed the first part of a basic education program.

- Pupils in general education schools who choose modular vocational training will study slightly differently than pupils in vocational schools. They will be able to choose only part of the program, i. y. one separate module and study according to it. Upon completion of a separate module, the student will receive a certificate confirming the acquired competence. The competencies acquired will enable him to pursue the activity in question, and the competencies acquired through further training in the same qualification program will be credible, leading to a reduction in learning time;
- A larger proportion of students from disadvantaged groups will receive support, which will contribute to their greater involvement and enable them to complete their education and acquire a profession.
- Educators and education support professionals will improve their qualifications and acquire the knowledge and competencies needed to work with students from disadvantaged groups.
- Equipping VET institutions in the regions with the equipment and tools needed for apprenticeships, in particular in the context of the fourth industrial revolution in Industry 4.0, digitization and green transformation, would increase access to lifelong learning and improve the conditions for apprenticeships to keep pace with the latest trends, and this will allow them to acquire the competencies that employers need.
- The form of apprenticeships in small and medium-sized enterprises will increase. the number of companies that have received apprenticeships will increase, the number of companies participating in apprenticeships will increase.
- At least 40% programs in the form of apprenticeships will focus on the development of digital competences.
- The share of vocational training institutions organizing vocational training programs in the form of apprenticeships will increase.
- Masters' competencies will be improved.
- The visibility of apprenticeships and their benefits will increase.
- Conditions created for the growth of the number of vocational training graduates employed in a job that requires the appropriate qualification and increased satisfaction of employers with the skills of vocational training graduates and confidence in the results of the education system.
- VET providers will be able to flexibly adapt their curricula to the skills needs of the market, to modernize them and to better adapt them to the needs of local and regional labor markets.
- The development of VET teachers' competences will enable VET students to acquire knowledge and skills in line with the latest trends and work practices, and the provision of pedagogical knowledge to masters is likely to facilitate the organization and delivery of on-the-job training.
- VET infrastructure will better meet inovative and digital labour market needs.

**In summary, a change is expected** – The planned measures and investments will have an impact on the promotion of vocational education and training, which will make vocational education and training more attractive, as more and more students will choose to study at a vocational school. It will enable students to acquire a profession more quickly (Example of an experiment), which will also lead to faster entry into the labor market. The development of an apprenticeship will allow students to study and work at the same time, which will be a positive aspect when looking for a job (if the student does not stay with the employer) as the student will acquire the competencies needed for a particular job. Employers who benefit from hiring apprentices will benefit from being able to prepare a potential employee for themselves, save some on recruitment / retraining costs, and become socially responsible.

Investment in the training of vocational teachers and masters will contribute to the development of the competencies of these individuals, which will ensure that the quality of teaching improves. Pupils from disadvantaged backgrounds will be more integrated into learning, have more employment, receive the necessary educational support and learning resources, which is likely to encourage them to complete their education and later find employment. In addition, the expected quantitative change is reflected in the Indicators table.

Indicator Code	Indicator type (result / product)	Indicator name	Unit of measurement	Initial value of the indicator (year)	Target values for the indicator		Source of funding
					Interim value in 2025	The final value 2030	
1	2	3	4	5	6	7	8
R-12-003-03-04-03-01	Result	Proportion of pupils from disadvantaged groups who have received support to improve access to vocational training	Percent.	0 (2021)	n/a	4 (2029)	2021-2027 EU Structural Funds and co-financing (ESF +)
R-12-003-03-04-03-02	Result	Part of vocational training institutions organizing vocational training programs in the form of apprenticeships	Percent	47 (2019)	65 (2024)	100 (2026 II quarter.)	Funds for Economic Recovery and Resilience (EGADP)
R-12-003-03-04-03-03	Result	Increase in the number of pupils enrolled in primary and secondary education programs in general education schools and who have completed the modules of the initial vocational training program	persons	0 (2020)	1 500 (2024 II quarter)	4 900 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
R-12-003-03-04-03-04	Result	Number of users of new or upgraded educational infrastructure per year	persons	0 (2021)	n/a	22 860 (2029)	2021-2027 EU Structural Funds and Co-financing (ERDF)
P-12-003-03-04-03-05	Product	Pupils from disadvantaged groups who have received support to improve access to vocational training	persons	0	120 (2024)	790 (2029)	2021-2027 EU Structural Funds and co-financing (ESF +)
P-12-003-03-04-03-06	Product	Capacity of training classes in new or upgraded educational infrastructure	persons	0	0	28 575 (2029)	2021-2027 EU Structural Funds and Co-financing (ERDF)
P-12-003-03-04-03-07	Product	Draft legislation on the establishment of a National Platform for Vocational Training Progress for consultation with social partners and stakeholders published	units	n/a	n/a	1 (2022 II quarter)	-
P-12-003-03-04-03-08	Product	Entry into force of legislation approving the establishment of a national platform for the	number	n/a	n/a	1 (2022 II quarter)	-

		advancement of vocational training					
P-12-003-03-04-03-09	Product	Creating needs to update or develop new curricula in consultation with the social partners	units	n/a	n/a	1 (2023 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-10	Product	New / updated vocational training programs have been registered and are available to training providers	number	0 (2021)	30 (2024 II quarter)	95 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-11	Product	Vocational teachers and / or masters involved in the training of apprentices and trainees	persons	0 (2021)	200 (2024 II quarter)	1 000 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-12	Product	Draft amendment to the Law on Vocational Education and Training on Vocational Education and Training Competence Centers published for consultation with social partners and stakeholders	units	n/a	n/a	1 (2022 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-13	Product	Amendments to the Law on Vocational Education and Training on Vocational Education and Training Competence Centers have entered into force.	number	n/a	n/a	1 (2022 IV quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-14	Product	Legislation establishing the Support Scheme for Apprenticeships and Work-Based Learning has entered into force	number	n/a	n/a	1 (2022 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-15	Product	Apprenticeships implemented	persons	0 (2021)	1 000 (2024 II quarter)	3 866 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-16	Product	Pupils who have participated in a national mobility program and have received a certificate confirming that they have improved their practical and digital skills in sectoral practical training centers (digital skills will be improved by at least 40% of participants)	persons	0 (2021)	3 000 (2024 II quarter)	12 394 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-17	Product	Pupils in primary and secondary education programs who have completed the modules of the initial vocational training program	persons	0 (2021)	1 500 (2024 II quarter)	4 900 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-18	Product	After receiving support, students in basic education programs studying according to experimental vocational training programs	persons	0 (2021)	1 300 (2024 II quarter)	4 000 (2026 II quarter)	Funds for Economic Recovery and Resilience (EGADP)
R-12-003-03-04-03-19	Result	Number of participants in education or training activities	persons	n/a	n/a	n/a	Funds for Economic Recovery and

							Resilience (EGADP)
R-12-003-03-04-03-20	Result	Number of participants in education and training activities	persons	n/a	n/a	n/a	Funds for Economic Recovery and Resilience (EGADP)
R-12-003-03-04-03-21	Result	Number of participants in digital skills development activities	persons	n/a	n/a	n/a	Funds for Economic Recovery and Resilience (EGADP)
R-12-003-03-04-03-22	Result	Number of young people aged 15-29 receiving support	persons	n/a	n/a	n/a	Funds for Economic Recovery and Resilience (EGADP)
P-12-003-03-04-03-23	Product	Needs assesment for investment in vocational training infrastructure	units	0	n/a	1 (2024 I quarter)	2021-2027 EU Structural Funds and Co-financing (ERDF)
P-12-003-03-04-03-24	Product	Amendments to the Law on Vocational Education and Training regarding the planning methodology for admission to state-funded places in vocational education and training have entered into force	number	n/a	n/a	1 (2022 m. II quarter)	-

**Risks of implementation of the plan** - delays, failure to perform activities on time, lack of communication will be addressed through regular reporting and monitoring of the implementation of activities. The proper implementation of the measures will also be overseen by the working group of the National Platform for the Progress of Vocational Training, the Ministry of Education, Science and Sport, which is responsible for the implementation of this plan.