

## **Economic viability of Siauliai Vocational Education and Training Centre: Research on Use of Resources**

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### **Abstract**

This article represents the research on economic viability of Siauliai vocational education and training centre by evaluating the tendencies of resource use in years 2004–2008. The analysis of institutional means and incomes was made with help of statistic data analysis approaches, changes of these indicators were evaluated by comparing them with changes in number of students, and spheres were established for resources optimization. The research revealed possibilities of economic viability evaluation in institution of vocational education and training.

**Keywords:** institution of vocational education and training, teaching resources, economic viability of vocational education and training institutions.

### **Introduction**

Vocational education and training as an integral part of Lithuanian system of education has undergone many transformations during the last ten years. Educational reform covered all system's parts: country higher schools were reorganized into colleges or vocational schools, non-university higher education was legalized, regional vocational education and training centres were established, work departments of technological gymnasium started functioning at vocational technological schools, student's basket was introduced to financing of vocational schools, most of educational programmes were reorganized to modulus principle. Projects of National Qualifications and Vocational Education and Training Standards, creation of unified vocational education and training quality assurance system were implemented using support from European Social Fund. These and many other means are directed at vocational education and training quality improvement, supplying country's economy with workers of necessary qualifications. At the same time, vocational education and training system also satisfies students' requirements – they can acquire a desirable speciality, improve professional skills, realize gained knowledge and skills in practice

or continue studies in higher education institutions<sup>1</sup>.

Thus, vocational education and training system deals with twofold aims, combining supply of professions (that students wish to enter) and demand (that activity system forms). Whereas, students' wishes choosing profession and demands of country's economy for various specialists are constantly changing, therefore it is problematic to constantly ensure their harmony. Members of activity system (leaders of business enterprises, owners) rather often emphasize that vocational education and training system is oriented to supply of professions without any research on demand for workers of certain professions in labour market. Scientific and periodical press deals with various opinions on vocational education financing and rational use of available resources, whereas comprehensive research is rarely performed.

Although in Lithuania the sum of expenses on vocational education and training from GDP is one of the smallest in Europe (only 0.3%), it increased more than twice since year 2000 and was 130 million EUR<sup>2</sup>. It must be assured that expenses on vocational education and training should be used optimally, without making learning conditions worse. In 2004 a merger of vocational schools was finished by establishing public institutions – vocational education and training centres. There, as it was anticipated, studying resources should be used more optimally than at small schools. Research on optimization of teaching resources and their economic viability are important not only for the leaders of vocational education and training institutions and vocational teachers, future specialists, but for owners of activity system enterprises and leaders as well. The state of vocational educa-

<sup>1</sup> According to Recommendation of the European Parliament and of the Council on the establishment of the European credit system for vocational education and training (ECVET). <http://www.smm.lt/en/vtill/docs/ECVET.pdf>.

<sup>2</sup> Source: Review prepared by vocational education and training methodological centre "Vocational education and training in Lithuania 2008". <http://www.pmmc.lt/Skelbimai/VET%20in%20Lithuania-report2009-LT.pdf>.

tion and training system directly sets situation in the labor market, and vice versa – according to the changes in the labour market, vocational education and training institutions must constantly ensure that the market is supplied with workers of necessary qualifications.

**Subject of the research:** economic viability of Siauliai vocational education and training centre.

**Aim of the research:** to evaluate economic viability of Siauliai vocational education and training centre in the aspect of use of resources.

**Objectives** set to achieve the aim:

1) to discuss particularities of financing of Lithuanian vocational education and training institutions;

2) to present understanding of economic viability and criteria of evaluation in vocational education and training centres;

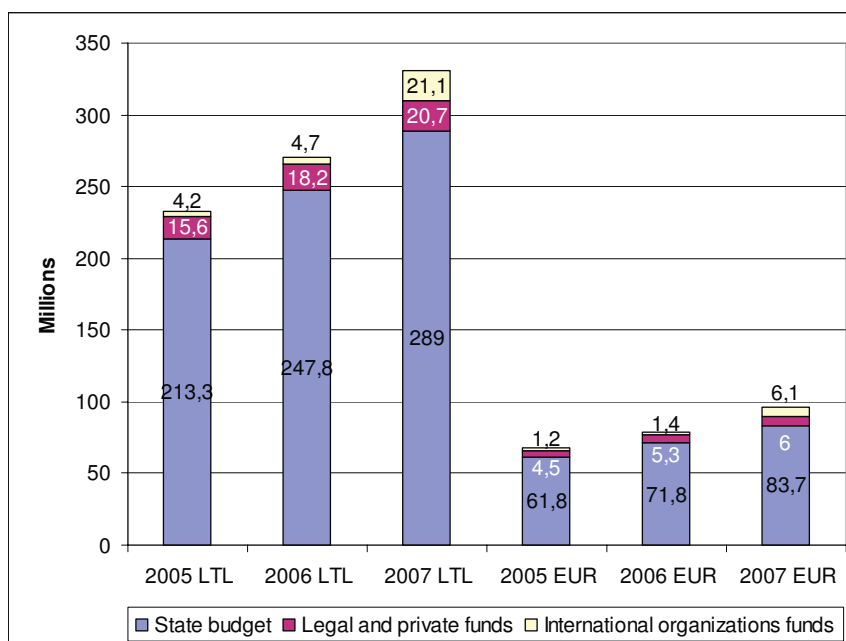
3) to analyze changes in using teaching resources at Siauliai vocational education and training centre in years 2004-2008 and establish their influence on institution's economic viability.

**Methods of the research.** Systemic analysis of literature, grouping of statistical data, comparison,

dynamic and correlative analysis, logical generalization.

### Financing of vocational education and training in Lithuania: situation and tendencies

Currently there are 75 public vocational education and training institutions in Lithuania, 45584 students were learning there in years 2008–2009<sup>3</sup>. In the recent years, these educational institutions prepare about 22% of qualified workers for labour market (Pusvaskis, 2009). State budget is the main source of financing of vocational education and training (see Figure 1). In 2007 private financing comprised only 6% of total financing. Measures of international organizations the important part of which consists of measures of European Union structural funds grew only in 2007 with start of implementation of EU support programmes for 2007-2013. Schools also receive income from additional services: teaching of unemployed, rent of premises and equipment, catering services and etc., however, they comprise only a small part of necessary funds.



**Fig. 1.** Financial resources of Lithuanian professional training institutions

**Source:** composed by the authors with reference to the report “Education in Lithuania: Facts and Figures 2006” prepared by the Ministry of Education and Science of the Republic of Lithuania and publication “Vocational Education and Training System in Lithuania 2008” by Vocational Education and Training Methodology Centre.

The part of vocational education means for one primary vocational education and training student has been constantly growing: in 2002 it was 4.6 thousand LTL and 2008 it was 7.3 thousand LTL (Lithuanian education in numbers. Vocational education and training, 2009). During the last three years the coefficient of average payment and pedagogical payment per hour for teachers was growing, too. Means for te-

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<sup>3</sup> Source: Department of Statistics to the Government of the Republic of Lithuania. <http://www.stat.gov.lt/lt/pages/view/?id=1576>.

achers' qualification development, professional technical literature, vocational students' books, technical visual means, materials, tools, individual safe work means, means for buying work clothes remained almost the same. State is unable to finance the constantly growing requirements for quality of vocational education and training, therefore one of the main tasks for reform of vocational education and training system is to attract private means of institutions or individuals which may help to prepare highly qualified specialists. Nowadays various ways are being suggested to encourage partnership, such as possibility to become participants of vocational education and training institutions or for practical training centres to take part in activity of the sector.

### **Supply of vocational education and training institutions with resources and their economic viability**

Ensuring availability of necessary resources stands as the main factor in gaining success in all changes and development. Distribution and use of resources have a direct reference to teachers' and administrators' ability to implement reforms. Allocation of resources to small teaching and learning fields, or allocation of very small, even invisible amounts block even well thought-out development scopes (Massell, 1998). However, speaking about resources more often than not we infer material, however this term covers information, premises, technologies and possibility to trade on experts' help. In the process of implementation of new practice or teaching technology not only additional material and means, but also suitable premises, experts' word and technical support may be in need.

Without teaching means it is impossible to create conditions corresponding to European dimensions for each young man according to his (her) abilities and educational, teaching, studying requirements and ensure that system of education, vocational education and training, teaching and studying would correspond to requirements of business and changing economy. Without teaching means it is impossible to create attractive learning environment, implement innovative vocational education approaches, develop and verify distant teaching system, ensure functioning of lifelong learning system, training of qualified specialists fit to requirements of economy and labour market. Proper amount and quality of resources determine results of vocational education and training institutions and their economic viability as well.

Notion of economic viability characterizes institution's ability to optimally use possessed resources, offer high quality service and correspondence of vocational education to labor market and its require-

ments for training. It reflects economic-financial state of vocational education and training institutions and their ability to observe labor market requirements, create and deliver high quality vocational education and training programs, store and preserve resources necessary to provide these services (Gulbinas, Balvočiute, 2008). Only economically vital vocational education and training institutions will be able to guarantee the best results of use of resources and invest the received income into resources again: resources that are necessary to adapt teaching programs to requirements of changing economy. Economic viability of institutions is in close relationship with results of system activity.

From the standpoint of vocational education and training system, compatibility of supply and demand is reflected by activity results – correspondence of specialists prepared by the system to labour market requirements. From the point of view of vocational education and training institution optimally using teaching resources, economic viability reflects its ability to prepare marketable programs and specialists with proper qualifications. Moreover, it is important to evaluate further professional path of the prepared specialists: their employment (related to acquired or other speciality) in Lithuania or abroad, learning in other educational institutions, military service, etc.

In order to determine economic viability of a vocational education and training institution, it is suggested to take into account the expenses that are necessary to verify particular teaching resources and incomes that reflect institution's ability to use possessed resources. Income of vocational education and training institutions consists of:

- *expenses for* teaching one student (*expenses* directly connected with learning process – teachers, it means teachers of profession and fellow-cultural subjects, payment for operating and teaching assistance (help) employees, expenses on development of qualification of profession teachers, professional technical literature, students' books, technical visual means, material and tools for practical teaching, psychological, special and social pedagogical support and retention of school library employees);
- expenses for students' scholarships and feeding;
- non-pedagogical staff number and a part set to its payment;
- expenses for maintenance of facilities.

The last two types of expenses are called indirect expenses.

Additional indicators used for specific analysis of vocational education and training resources:

- average area of premises or auditoriums for theoretical teaching of one student of an institution;

- filling of places at hostels of the institution;
- partnership contracts signed by vocational education and training institutions and employees;
- number of vocational education and training institution students using one computer intended for vocational education and teaching or administration means of the training institution;
- technical characteristics of computers, number of Internet access points.

Indicators of income are specific, characteristic only to institutions of vocational education and training. This number stands for projects financed by EU the institution participated in, filling state-paid learning places and number of students in one group. Employment of institution's graduates or further learning in higher schools are also related to these indicators.

These independent variables are also important in the analysis of economic viability: size of vocational education and training institution, governing modulus and receptivity of run programs to obtain necessary equipment and premises for development of practical skills of students.

Analysis of economic viability in institutions of vocational education and training is made difficult by that it is necessary to evaluate condition of resources and indicators of their use that make different influence on institution's viability. Besides, qualitative activity parameters must be ensured and taken into account, too (correspondence of learning programs to labour market requirements, qualification of teachers and etc.).

## **Object and methodology of the research**

The aim of this research was to estimate economic viability of Siauliai Vocational Education and Training Centre (further SVETC) in years 2004-2008. The public institution was founded in 2004 after reorganization and merging of five Siauliai city vocational schools. Vocational education and training institutions were merged in order to use existing teaching resources more effectively, to decrease administrative expenses, etc. However, country's economy and labour market are not static. Constant changes in these organizations make influence on vocational education and training system. Therefore, necessity to analyze and evaluate system's state and make necessary corrections is constantly growing.

Dynamism of changes determined approaches used in the research: dynamic changes in number

of SVETC students were estimated by linking them with changes in teaching resources. In order to identify change in direct and indirect expenses in relation to the change in number of students, while calculating *Pearson* correlation coefficient, the correlation analysis approach was used (Cekanavicius, Murauskas, 2000).

The research at Siauliai Vocational Education and Training Centre was made using annual data of yearly reports.

## **Analysis of teaching expenses in Siauliai Vocational Education and Training Centre**

Siauliai Vocational Education and Training Centre is the largest Lithuanian vocational training institution by the number of students. The total area of premises is 35463.15 sq. m., teaching premises occupy 5400 sq. m. This institution of vocational education and training has five departments (Service of Domestic Appliances, Electronics and Administration, Trade and Management, Building and Mechanics, Technologies), 47 teaching workshops where qualified manual workers and salaried personnel are being trained. Students gain basic and secondary education.

In year 2008 321 vocational and secondary education teachers worked at SVETC. Profession teachers comprise 31.1% of all employees. Statistically, 20 students have one profession teacher and about 31 students have one secondary education teacher. 74 students are for one non-pedagogical employee. In years 2005-2008 the number of teachers and administration personnel grew most rapidly (by 21.5% and 21.7%, respectively). However, the total number of employees grew 1.8% slower than average number of students. During the analyzed period the number of school managers signally fell down, after consolidation of vocational schools into one institution where each department has only one manager.

Examining change tendencies during the analyzed period it is seen that till 2007 changes in indicators, students' number and teaching expenses were cardinally contrastive: when number students was decreasing, total expenses on one student constantly grew up (see Figure 2). However, in year 2008 when the number of students was growing significantly, teaching expenses changed only a little. It is clear when looking at average growth rates of these indicators: during the period under analysis the number of students grew by about 2% when expenses grew by 11%.

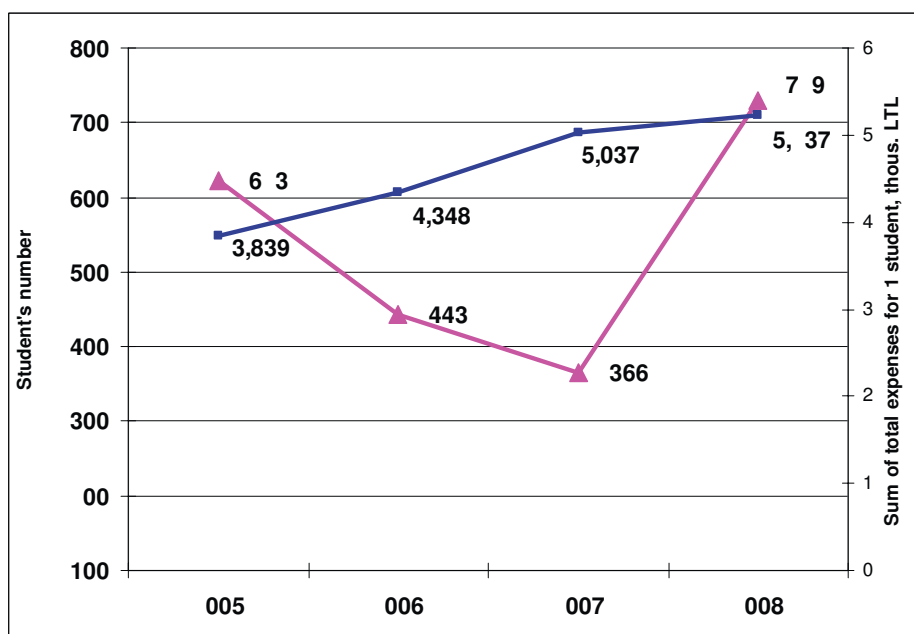


Fig. 2. Number of SVETC students and sum of total expenses on 1 student in 2005-2008.

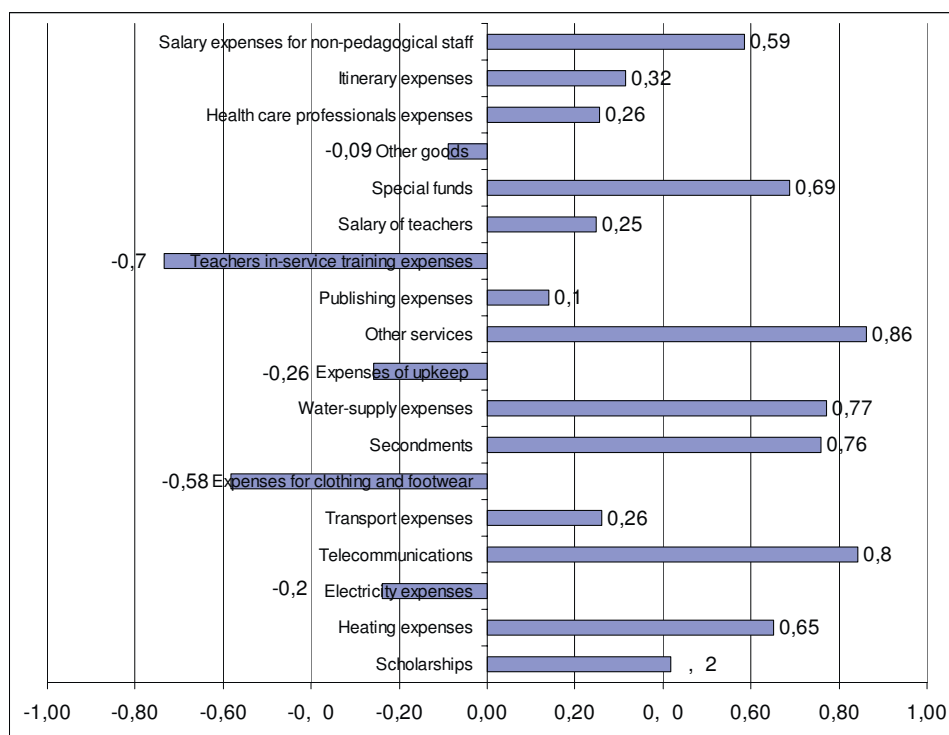
Financing arrangements of vocational education and training institutions secure relation of means directly connected with teaching process (also expenses) to the number of students and teaching programmes. However, a fair amount of means calculated for facilities maintenance and service of vocational education and training institutions are not directly related to the process of teaching. Besides, activity of vocational education and training institution is quite sluggish – it cannot adapt so quickly to galloping changes in students' number. When analyzing indirect teaching expenses this factor is particularly important, as at the institutions of vocational education and training there are activities that must be ensured even in case of significantly decreased number of students; such activities include property protection, accounting of heating expenses or finances of institution. Moreover, it is important to take into consideration that changes in expenses are often conditioned not only by ability of institution of vocational education and training to use these means rationally but also by changes in country's economy and educational systems such as payment, changes of payment base sizes and etc.<sup>4</sup>

In order to verify economic viability of a vocational education and training institution, it must be taken into consideration that drastic decrease of direct teaching expenses can have negative influence on quality of vocational education and training. Thus, reduction of institution's expenses is often achieved by reducing indirect expenses.

Analyzing teaching expenses of SVETC it was established that in 2004-2008 changing tendencies were analogous with changes in number of students (see Figure 3). It was found that there is strong connection between number of students and use of special means, communication and other services, water-supply, secondments and changes in heating expenses (correlation coefficients 0.65 and 0.86). Connection of average strength is characteristic to changes in number of students and non-pedagogical staff payment, compensation of students travelling expenses (correlation coefficients 0.59 and 0.32).

Insignificant connection was detected between changes in number of students and expenses calculated to teachers' payment. Some established tendencies contradict policy of institution's maintenance and resources: a strong inverse relation was found between changes in number of students and expenses on in-service training of vocational teachers. These expenses marginally grew in the years when number of students decreased, but in 2008, when number of students grew up significantly, these expenses decreased. A negative influence on teaching quality can be presumed, considering that in the institution teachers of highest qualification (teachers supervisors and teachers experts) comprise only 7%, and situation changed only slightly during the mentioned 5 years. During the analyzed period inverse relation is noticed among changes of students' number and clothing and footwear expenses.

<sup>4</sup> With reference to source: Education. Statistical Yearbook of Lithuania 2009. [http://www.smm.lt/en/stofedu/docs/LSM\\_2009.pdf](http://www.smm.lt/en/stofedu/docs/LSM_2009.pdf).



**Fig. 3.** Correlation between average number of students and changes in teaching expenses in 2004-2008 (Pearson correlation coefficients).

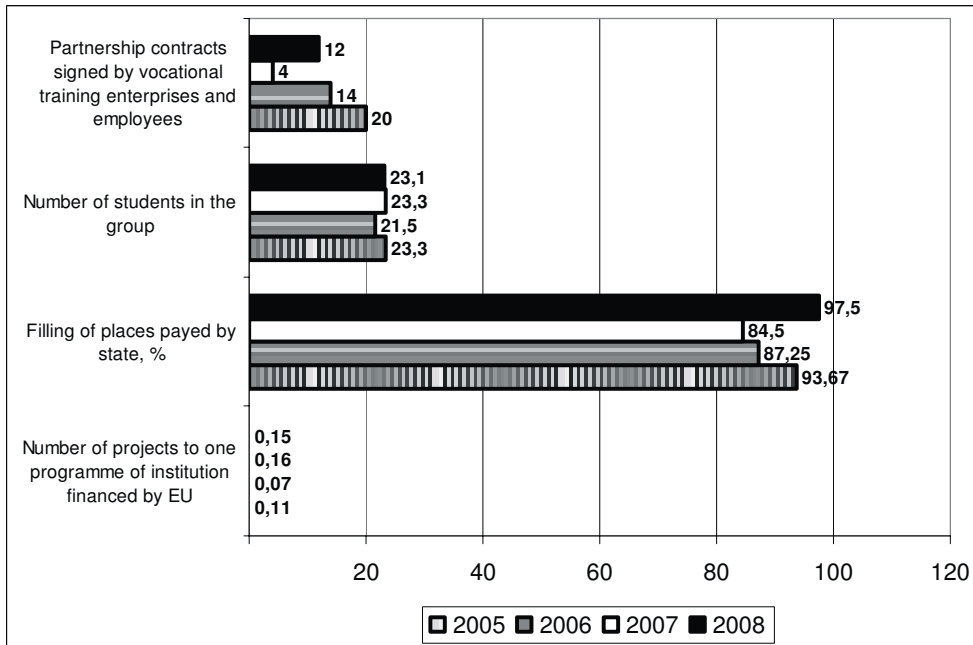
Evaluating influence of particular groups of expenses for one student per year, it was found that amount of salary expenses for non-pedagogical staff in years 2004-2008 grew up more than twofold, or by 680 LTL. An average growth rate was 28.8% per year. Expenses on facilities maintenance grew up by 40.4% or by 143 LTL. During the mentioned period the average growth rate was 12.2%. The growth of this indicator was mostly influenced by increased expenses on heating (59% or 32 LTL); electricity (38.6% or 28 LTL); water-supply (17.3% or 4.70 LTL) and telecommunications (6% or 1 LTL). During this period, expenses on teachers' salaries increased by 462 LTL (average growth rate of 8.1% per year), scholarships for students decreased by 130 LTL (average decrease of 7.4% per year). Expenses on upkeep and other goods increased by 168 LTL (average growth rate of 12.3% per year). Other changes in expenses are insignificant or they comprise a comparatively small part of yearly expenses for to one student.

Indicators, representative incomes of SVETC grew visibly in 2008: filling of places funded by state was almost 100%, number of projects per one program of institution financed by the EU grew as well. The number of students remained stable, there were 23 students in the group. It is slightly less than recommended optimal number of students. Number of partnership contracts signed between institutions of vocational education and training and employers grew too, but it did not reach the level of 2004. This indi-

cator is especially important as partnership contacts usually serve not only for ensuring students have places for practice, but their employment possibilities are being discussed as well.

Estimating a state of SVETC training resources according to additional indicators, it was found that:

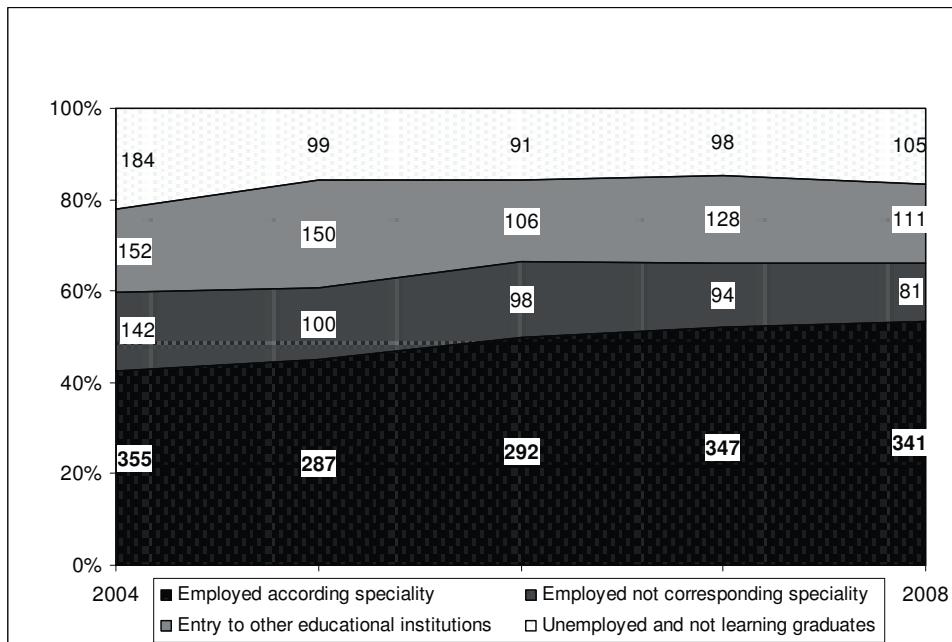
- from the viewpoint of training conditions and premises maintenance an average area of theoretical training premises for one student of institution is optimal (almost 2 square meters);
- during period of studies one third of students have a possibility to stay at Centre's hostels, the filing of which is 85%;
- 9 students of vocational education and training enterprise can use one computer and this indicator almost did not change during the analyzed period;
- the number of computers (having 300 MHz processors and better) grew up more than three times in comparison with 2004;
- number of computers having access to the Internet constantly grew. Since 2008 all computers of the Centre have such access;
- during the analyzed period number of computers at the libraries decreased by 30% because the use of older, less powerful computers was discontinued.



**Fig. 4.** Changes of representative indicators of SVETC incomes in 2004-2008

During the analyzed period the number of SVETC graduates decreased by 7.45% yearly but the number of the ones employed according to the speciality constantly increased and in 2008 it was almost 50% (see Figure 5). Number of employed not according to the speciality decreased respectively (in 2008

it was 11.2%). Number of entry to other educational institutions fluctuated but no fundamental changes were found (this part comprises 16% on average): while number of graduates, number of freshers decreased at the same rate.



**Fig. 5.** Further professional activity of SVETC graduates 2004-2008

Number of unemployed and not learning graduates in years 2004-2008 fluctuated and on average was 14%. A tendency was noticed that in 2005-2006 the number of graduates registered at a jobcentre decreased but the number of leaving abroad was

growing. In 2007-2008 quite an opposite tendency was found – number of registered at a jobcentre grew insignificantly and number of leaving abroad decreased. These changes reflect situation in labor market of the country during the period of analysis.

## Conclusions

Economic viability of vocational education and training institutions reflects their economic-financial state and ability to observe labour market requirements, create and deliver high quality vocational education and training programs, store and preserve resources necessary to provide these services. Optimal use of these resources (human, financial, information, etc.) is one of the most important conditions for success in vocational education and training institutions.

Financial arrangements of vocational education and training institutions confirm interconnection between means (as well as expenses) directly related to teaching process and number of students and teaching programs, whereas, a fair amount of expenses calculated for maintenance and service of institution of vocational education and training facilities is not directly connected with teaching process. Thus, in case of constant changes in economic activity the periodical analysis of resources use in systems of vocational education and training and labor market is essential.

Analysis of use of resources at Siauliai vocational education and training centre was made by investigating changes in institution's expenses and incomes per one student in years 2004-2008. In the time of research it was estimated that the majority of direct and indirect expenses changed in the same direction and rate as the number of students. However, in order to optimize the use of resources, rapid growth of indirect expenses (non-pedagogical staff, maintenance of facilities, other goods and services) must be anticipated that weakens institution's economic viability. Analogous influence can make decrease of expenses directly connected with teaching (in-service training, scholarships) as these expenses are closely connected with teaching quality and learning motivation.

Evaluating additional indicators of economic viability it can be claimed that condition of the institution is stable and well satisfies the requirements of students. However, it seems that complicated fields can be identified too: better equipment of libraries with computers, setting up Internet access points and etc. Similar situation was found after analyzing indicators representing income: institution fulfils formal requirements as to equipment of teaching premises, places at hostels, guaranteed economic viability could be achieved through close partnership with business enterprises or means obtained from project activity.

Graduates' better employment results make a positive influence on institution's economic viability, show its ability to prepare specialists competitive in labor market.

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## Šiaulių profesinio rengimo centro ekonominis gyvybingumas: išteklių panaudojimo tyrimas

Santrauka

Mokymo išteklių optimizavimo ir jų ekonominio gyvybingumo tyrimai yra svarbūs ne tik profesinio rengimo institucijų vadovams, profesijos mokytojams, būsimiesiems specialistams, bet ir veiklos sistemos įmonių savininkams bei vadovams. Profesinio rengimo sistemos būklė daro tiesioginę įtaką situacijai darbo rinkoje, ir priešingai – dėl pokyčių darbo rinkoje, profesinio rengimo įstaigos turi visuomet užtikrinti jos aprūpinimą reikiamos kvalifikacijos darbuotojais. Nuolat augančios išlaidos profesiniam mokymui ir mažėjantis besimokančiųjų skaičius Lietuvos profesinio rengimo institucijose 2004–2008 m. iškėlė nemažai uždavinių, kurių sprendimas reikalauja išsamių tyrimų. Vienas svarbiausių – užtikrinti, kad profesiniam rengimui skirtos lėšos būtų naudojamos optimaliai, tačiau nebloginant mokymosi sąlygų. Pagrindinė visų pokyčių ir tobulinimosi sėkmės priežastis yra būtinų išteklių užtikrinimas. Išteklių paskirstymas ir vartojimas tiesiogiai veikia profesijos mokytojų ir administratorių gebėjimą įgyvendinti reformas. Išteklių skyrimas mokymą ar išmokimą menkai lemiančioms sritims arba jų paskyrimas tokių mažų, kad jie beveik nepastebimi, stabdo net ir geriausiai apgalvotus tobulinimosi užmojus. Nors kalbant apie išteklius, dažniausia turima galvoje medžiaginius, tačiau jie apima ir informaciją, patalpas, technologijas, žinias bei galimybę pasinaudoti ekspertų pagalba. Be mokymo priemonių, atitinkančių Europos dimensijas, negalima sukurti sąlygų kiekvienam jaunam žmogui įsigyti jo ar jos gebėjimus ir poreikius atitinkančias švietimo, mokymo ir studijų paslaugų bei užtikrinti, kad švietimo, profesinio mokymo, mokslo ir studijų sistema atitiktų besikeičiančios ekonomikos bei verslo poreikius. Be mokymo(-si) priemonių neįmanoma kurti patrauklios mokymosi aplinkos, diegti inovatyvių profesinio mokymo(-si) metodų, vystyti ir užtikrinti nuotolinio mokymo sistemos, užtikrinti mokymosi visą gyvenimą sistemos, rengiamų specialistų kvalifikacijų atitikimo ekonomikos ir darbo rinkos poreikius. Reikiamas išteklių kiekis ir kokybė lemia profesinio rengimo įstaigos veiklos rezultatus ir kartu – ekonominį jos gyvybingumą.

Šiame straipsnyje pateikto tyrimo *tikslas* – įvertinti didžiausios šalyje profesinio rengimo įstaigos – Šiaulių profesinio rengimo centro – ekonominį gyvybingumą išteklių panaudojimo aspektu. Profesinio rengimo įstaigų finansavimo, biudžeto sudarymo, skirstymo ir panaudojimo principai svarbūs šių įstaigų ekonominiam gyvybingumui užtikrinti, analizuoti Gulbino ir Balvočiūtės (2008) teoriniame tyrime. Šio tyrimo pagrindu nustatyti pagrindiniai profesinio rengimo įstaigų gyvybingumą reprezentuojan-

tys rodikliai ir jų vertinimo metodai. Pokyčių dinamiškumas profesinio rengimo sistemoje nulėmė tyrime taikytus *metodus*: buvo įvertinti Šiaulių profesinio rengimo centre besimokančių ir absolventų skaičiaus dinaminiai pokyčiai, siejant juos su mokymo išteklių pokyčiais. Siekiant nustatyti, kaip kintant mokinių skaičiui, keitėsi tiesioginės ir netiesioginės įstaigos išlaidos, buvo taikomas koreliacinės analizės metodas. Įstaigos pajamų analizė atlikta naudojant loginę ir lyginamąją kiekybinių rodiklių analizę. Tyrimui naudoti Šiaulių profesinio rengimo centro metinių ataskaitų duomenys ir kiti statistinių duomenų šaltiniai.

Profesinio rengimo centro ekonominis gyvybingumas tyrime apibūdinamas kaip gebėjimas teikti aukštos kokybės ir darbo rinkos poreikius atitinkančias profesinio rengimo paslaugas optimaliai naudojant turimus išteklius. Jis atspindi profesinio rengimo įstaigų ekonominę-finansinę būklę ir jų gebėjimą stebėti darbo rinkos poreikius, kurti ir vykdyti kokybiškas profesinio rengimo programas, kaupti ir išlaikyti išteklius, būtinus šioms paslaugoms teikti.

Tik ekonomiškai gyvybingos profesinio rengimo įstaigos gebės užtikrinti maksimalius profesinio rengimo išteklių naudojimo rezultatus, o gautas pajamas – vėl investuoti į išteklius, reikalingus pritaikyti mokymo programas prie besikeičiančių ekonomikos poreikių. Ekonominis įstaigų gyvybingumas yra glaudžiai susijęs su sistemos veiklos rezultatais. Profesinio rengimo sistemos atžvilgiu veiklos rezultatus atspindi pasiūlos ir paklausos suderinamumas – sistemos rengiamų specialistų atitikimas darbo rinkos poreikiams. Svarbu įvertinti ir tolesnį jose parengtų specialistų profesinį kelią: jų įsidarbinimą (pagal įgytą ar kitą specialybę) Lietuvoje ar užsienyje, mokymąsi kitose švietimo ir mokslo institucijose, karinę tarnybą ar kt.

Siekiant nustatyti profesinio rengimo įstaigos ekonominį gyvybingumą, siūloma įvertinti išlaidas, būtinas tam tikriems mokymo ištekliams užtikrinti, ir pajamas, kurios atspindi įstaigos gebėjimą pasinaudoti turimais ištekliais. Profesinio mokymo įstaigų išlaidas sudaro:

- išlaidos vieno mokinio mokymui, tiesiogiai susijusios su mokymo procesu (profesijos ir kitų dalykų mokytojų, valdymo ir ugdymo asistavimo (pagalbos) darbuotojų darbo užmokestis, lėšos profesijos mokytojų kvalifikacijai tobulinti, mokinių stipendijos ir mitybos išlaidos, profesinei-techninei literatūrai, vadovėliams, techninėms vaizduo priemonėms, medžiagoms ir įrankiams praktiniam mokymui įsigyti, psichologinei, specialiajai ir socialinei pedagoginei pagalbai bei mokyklos bibliotekos darbuotojams išlaikyti);

- išlaidos mokymui, tiesiogiai nesusijusios su mokymo procesu (nepedagoginio personalo darbo užmokes- tis, infrastruktūros išlaikymo išlaidos).

Išsamiai profesinio mokymo išteklių analizei atlik- ti buvo naudoti ir papildomi rodikliai, tokie kaip vienam įstaigos mokiniui vidutiniškai tenkantis teorinio mokymo patalpų ar auditorijų plotas; bendrabučių vietų užpildy- mas; profesinio rengimo įstaigų ir darbdavių pasirašytos bendradarbiavimo sutartys ir kt.

Profesinio rengimo centro pajamų rodikliai yra spe- cifiniai, būdingi tik profesinio rengimo įstaigoms. Tai vie- nai įstaigos vykdomai programai tenkantis ES finansuoja- mų projektų, kuriuose buvo dalyvauta, skaičius, valstybės apmokamų mokymosi vietų užpildymas ir mokinių skai- čius vienoje grupėje. Prie šių rodiklių sąlyginai gali būti priskiriamas įstaigos absolventų įsidarbinimas ar tolesnis mokymasis aukštesiose mokyklose.

Analizuojant ekonominį gyvybingumą svarbūs šie nepriklausomi kintamieji: profesinio rengimo įstaigos dy- dis, valdymo modelis ir vykdomų programų imlumas prak- tinių profesinių įgūdžių ugdymui reikalingai įrangai ir pa- talpoms. Ekonominio gyvybingumo analizę apsunkina tai, kad būtina įvertinti išteklių būklės ir jų panaudojimo rodik- lius, kurie daro skirtingą poveikį įstaigos gyvybingumui. Be to, reikia atsižvelgti ir į kokybinius veiklos parametrus (mokymo programų atitikimas darbo rinkos poreikiams, mokytojų kvalifikacija ir pan.), kurie turi būti užtikrinti.

Per tyrimą nustatyta, kad daugelis tiesioginių ir ne- tiesioginių išlaidų keitėsi ta pačia kryptimi ir tempu, kaip ir mokinių skaičius. Tačiau, siekiant optimizuoti išteklių

panaudojimą, būtina atkreipti dėmesį į spartų netiesiogini- ų išlaidų (nepedagoginiam personalui, infrastruktūros išlaikymui, kitoms prekėms ir paslaugoms) augimą, nes tai silpnina ekonominį įstaigos gyvybingumą. Analogišką poveikį gali daryti ir tiesiogiai su mokymu susijusių išlai- dų (kvalifikacijos kėlimo, stipendijų) mažinimas, nes šios išlaidos glaudžiai siejamos su mokymo kokybe ir mokymo- si motyvacija.

Vertinant papildomus ekonominio gyvybingumo vertinimo rodiklius, galima teigti, kad įstaigos būklė yra stabili ir pakankamai gerai užtikrina besimokančiųjų po- reikius. Tačiau ir čia galima numatyti tobulintinų sričių, kaip antai geresnis bibliotekų aprūpinimas kompiuteriais, interneto prieigų įrengimas ir pan. Panaši situacija nusta- tyta ir išanalizavus pajamas reprezentuojančius rodiklius: įstaiga atitinka formalius reikalavimus pagal mokymo pa- talpų, bendrabučių vietų užpildymą, tačiau ekonominiam gyvybingumui užtikrinti turėtų būti siekiama glaudesnio bendradarbiavimo su verslo įmonėmis, pritraukiama dau- giau lėšų iš projektinės veiklos. Gerėjantys absolventų įsi- darbinimo rezultatai teigiamai veikia ekonominį įstaigos gyvybingumą, rodo jos gebėjimą parengti konkurencingus darbo rinkoje specialistus.

**Pagrindiniai žodžiai:** profesinio rengimo instituci- ja, mokymo ištekliai, profesinio rengimo institucijų ekono- minis gyvybingumas.

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