



# Spotlight on VET Lithuania



## VET in Lithuania

The main priority for vocational education and training (VET) is to become an attractive and highly valued part of the overall lifelong learning system. VET programmes are designed for learners of different ages and educational backgrounds. Initial VET (IVET) offers learners over 14 years of age the chance to acquire a first qualification. Continuing VET (CVET) is designed for learners who want to improve a qualification they have, acquire a new one or gain a competence needed to do specific jobs (perform functions) as regulated in legal acts.

IVET is offered at lower secondary (ISCED 2), upper secondary (ISCED 3) and post-secondary education (ISCED 4) levels leading to European qualification framework (EQF) levels 2 to 4. Learners can acquire a vocational qualification and complete general lower or upper secondary education. Upper secondary education level VET graduates who have obtained a 'matura' certificate may apply to be admitted to higher education. When applying for higher education programmes in the same field, they are awarded additional entrance points.

VET in Lithuania is school-based; however, practical training and training in enterprises constitute a major part of training. In IVET practical training comprises 60 to 70% of the total time allocated to vocational subjects, of which 8 to 15 weeks is organised in a company or a school-based workshop simulating working conditions.

Formal CVET is designed for people with different educational attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite. Programmes last no longer than one year and lead to a vocational qualification recognised by the State.

Non-formal CVET is applied, for example, in training for employees initiated by the employer and training for civil servants and the unemployed.

## VET governance and role of social partners

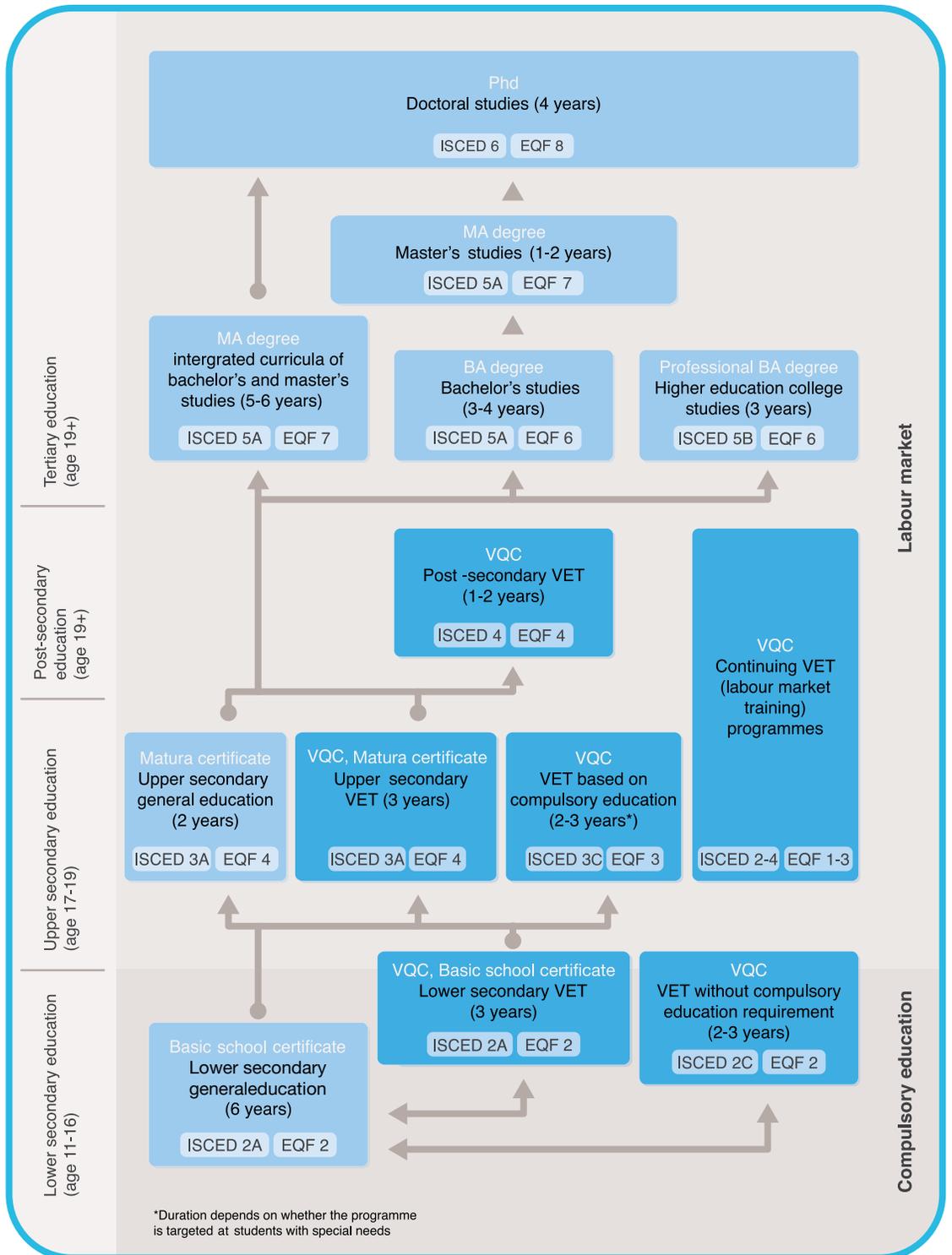
The Ministry of Education and Science is responsible for shaping and implementing VET policy. The Ministry of Economy participates in human resources development and VET policy, and organises research on future skill needs.

Advisory institutions play an important role in designing and implementing VET policy and the qualifications system. Most important are the VET council and the central professional committee with sectoral professional committees.

Social partners have the right to initiate new qualifications, standards and VET programmes. Since 2003, assessment has been detached from the training process. From 2012, competence assessment has been carried out by accredited institutions. Social partners, enterprises and employers' associations may apply for accreditation.

Employer representatives participate in devising and assessing VET programmes according to labour market needs and in organising training. They may also participate in management of VET institutions and become shareholders. Currently, social partners, enterprises and municipal authorities participate directly in managing one quarter of all IVET providers, namely those that have self-governing institution status.

## The education and training system in Lithuania



Source: Cedefop in cooperation with ReferNet Lithuania.

Legend: Blue box: VET; Light blue box: General education; VQC: Vocational qualifications certificate

## Distinctive features of VET

### Lithuanian qualifications framework (LTQF)

In 2010, the government approved the LTQF, which, like the EQF, has eight levels, covering all education sectors. At present, all formal qualifications are incorporated in the LTQF. In future, VET qualifications acquired outside formal education and training are also foreseen to be included.

### Competence-based curricula

From 2002, VET curricula in Lithuania have been competence-based, with clearly-defined learning outcomes. Content of VET qualifications is defined in VET standards foreseen to be replaced by sectoral qualifications standards in the near future. These standards will describe the most important qualifications in specific sectors of the economy at different LTQF levels.

### Attention to quality assurance

A national concept for VET quality assurance was developed in 2008. It is in line with the common quality assurance framework for VET in Europe. At present, VET providers are introducing internal quality assurance systems. External assessment of implementation of VET programmes has also started.

### Low level of early leaving from education and training

In 2011, the share of the population aged 18 to 24 with at most lower secondary education and not in further education and training totalled 7.9% and was considerably lower than the EU-27 average. It is one of the main national aims to keep the share of early leavers below 9% by 2020.

## Challenges

### Increasing adult participation in CVET

The share of adults who participate in learning (5.9% in 2011) is below the EU average (8.9%) and the EU 2020 benchmark (15%). To encourage more employees to take up learning, the government foresees a system that allows them to upgrade their qualifications through recognition of the knowledge and skills they have acquired on the job and through non-formal learning.

### Developing vocational guidance

Though participation in IVET has been increasing in recent years, general and higher education attract the majority of learners. Only 28.2% of students in upper secondary education are enrolled in vocationally-oriented programmes, 8% of upper secondary education graduates move to VET and 66% of upper secondary education graduates move to higher education directly after graduation. The national vocational guidance programme focuses on development of guidance tools, training guidance practitioners, provision and monitoring of career education and information and counselling services for learners in general education, VET and higher education.

### Increasing work-based learning's effectiveness

Though the revised law on VET in 2007 provided a legal basis for apprenticeship, implementation has been low so far. It is foreseen to strengthen work-based learning when implementing the LTQF. This is a priority in the 2012-16 government programme and will be supported by European structural funds in the period 2014-20.

### Improving VET teachers' competences

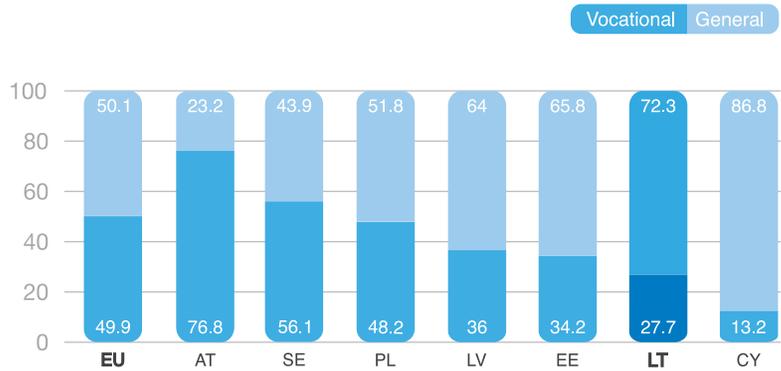
Rapidly changing technologies drive the need to update VET teachers' competences. The first steps are in place, but schemes for traineeships in companies are only in the pilot phase. Strengthening VET teachers' technological competences is part of the 2007-14 VET resources development programme. Further developments are foreseen in the government programme for the period 2012-16.

## Education and training in figures

### Learners in upper secondary education enrolled in vocational and general programmes

% of all students in upper secondary education, 2010

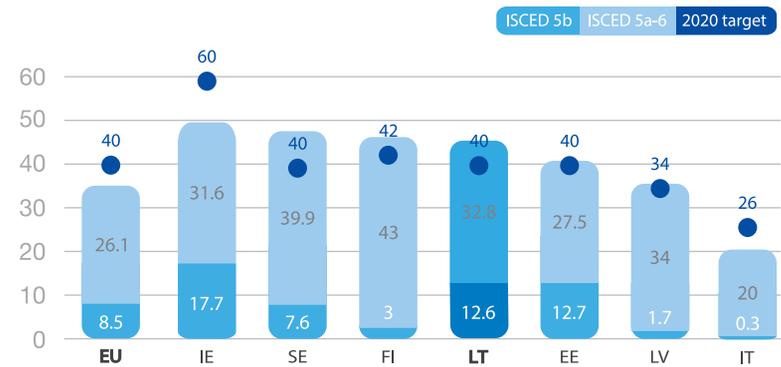
Source: Eurostat, UOE data collection on education systems, date of extraction 5.12.2012



### Tertiary education by type

% of 30-34 year-olds with tertiary education by type, 2011

Source: Cedefop's calculations based on Eurostat labour force survey, date of extraction 31.5.2012

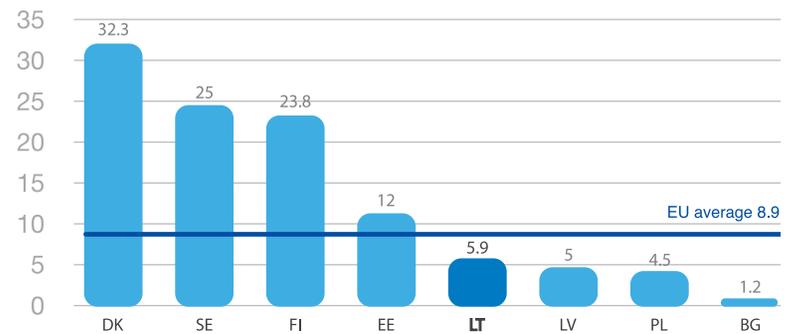


NB: Data for Sweden are provisional

### Lifelong learning

% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2011

Source: Cedefop's calculations based on Eurostat labour force survey, date of extraction 31.5.2012

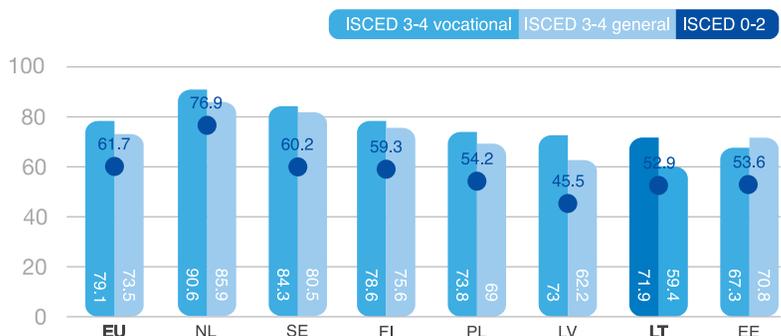


NB: Estonia break in series

### Employment rates by highest level of educational attainment

20-34 year-olds no longer in education by highest level of educational attainment, 2009

Source: 2009 ad hoc module of the EU labour force survey, date of extraction 19.9.2012



## Further information

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<a href="http://www.smm.lt">www.smm.lt</a>	Ministry of Education and Science
<a href="http://www.ukmin.lt">www.ukmin.lt</a>	Ministry of Economy
<a href="http://www.ldb.lt">www.ldb.lt</a>	Lithuanian Public Employment Service at the Ministry of Social Security and Labour
<a href="http://www.stat.gov.lt">www.stat.gov.lt</a>	Lithuanian Department of Statistics
<a href="http://www.kmpmc.lt">www.kmpmc.lt</a>	Qualifications and VET Development Centre
<a href="http://www.euroguidance.lt">www.euroguidance.lt</a>	Euroguidance Lietuva
<a href="http://www.aikos.smm.lt">www.aikos.smm.lt</a>	Open information, counselling and guidance system AIKOS
<a href="http://epp.eurostat.ec.europa.eu">epp.eurostat.ec.europa.eu</a>	Eurostat, Statistical Office of the European Communities
<a href="http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx">www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx</a>	Cedefop (detailed information on European vocational training systems)



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