

Integrating key competences in curricula (new approach)

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE** LITHUANIA

Timeline

2015 **Approved/Agreed**2016 **Implementation**2017 **Approved/Agreed**2018 **Implementation**2019 **Implementation**2020 **Completed****ID number 28340**

Background

At a State level, it has been important to identify new competences or qualifications that have emerged in the country's labour market in the last few years when standards have not been revised. Living in the context of intense digitalisation and rapid technological change in all sectors of the economy, and in response to the challenges of the fourth industrial revolution, also make it clear that the education system must identify areas for innovation and initiate appropriate changes in curricula.

Objectives

- (a) to ensure that training content corresponds to the needs of the economy;
- (b) to ensure the training of specialists needed in the labour market;
- (c) to provide opportunities for employees to update their qualifications.

Description

In 2015, an amendment to the procedure on how formal VET (IVET and CVET) programmes should be designed was approved by the Ministry of Education, Science and Sport. It set new principles for VET curricula and underlined that key competences should be integrated into learning, together with competences needed to acquire qualifications. The EU's framework for key competences was used as a basis in this area. In 2017, the Ministry of Education, Science and Sport initiated changes to VET that stipulated allocating a certain portion of curricula to addressing key competences, with these coming into force in August that year. In September 2017, the Qualifications and VET Development Centre (KPMPC) established a template specifying learning outcomes for key competences, which would be applicable to any newly designed modular VET programme.

To make the VET system as relevant as possible and able to respond to the needs of employers, representatives of employers were involved in the management of VET institutions, and in updating and developing new VET programmes. This was enabled through implementation of the provisions of the VET Law (2017), which paved the way for more involvement of stakeholders in VET institutions and the formation of VET school councils.

2015 Approved/Agreed

2016 Implementation

2017 Approved/Agreed

2018 Implementation

2019 Implementation

In 2019, the Minister of Education, Science and Sport approved councils in 47 VET institutions, with the State acting as the founder and owner of these, or a shareholder in them. By participating in council activities, representatives of employers have an opportunity to contribute directly to management processes at such institutions. They also have the chance to initiate the development of new VET programmes or update old ones by including new competences.

2020 Completed

Action is completed, no new developments.

Bodies responsible

- Ministry of Education, Science and Sport
- Qualifications and VET Development Centre (KPMPC)
- Ministry of Economy and Innovation

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Adult learners

Thematic categories

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Acquiring key competences

Subsystem

IVET CVET

Related policy developments

2024 Implementation

Modularisation of VET curricula

In spring 2015, the Ministry of Education, Science and Sport decided that formal IVET and CVET programmes would consist of mandatory (85%) and elective (15%) modules grouped into introductory, professional and final categories.

Type of development

Regulation/Legislation

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28340>