



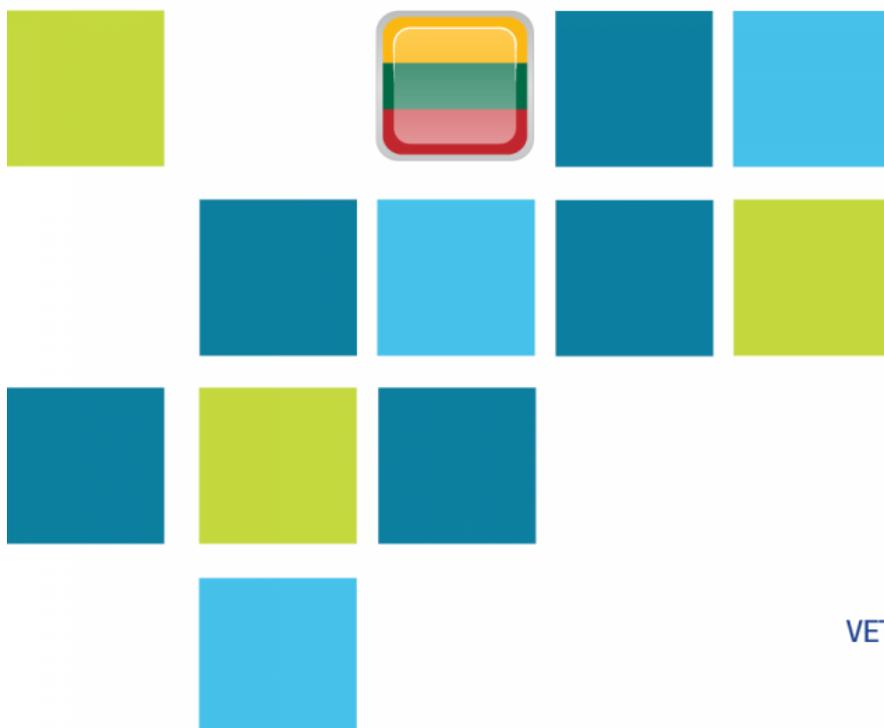
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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE

# LITHUANIA

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**SYSTEM DESCRIPTION**



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# Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
  - 3.1. Demographics.
  - 3.2. Economics.
  - 3.3. Labour market.
- Chapter 4. Education attainment.
  - 4.1. Share of high, medium and low level qualifications.
  - 4.2. VET learner share of the total VET population.
  - 4.3. VET learners by level.
  - 4.4. Female share.
  - 4.5. Early leavers from education and training.
  - 4.6. Participation in lifelong learning.
  - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
  - 9.1. VET teacher types.
  - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
  - 10.1. Anticipating skill needs.
  - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
  - Initial VET programmes leading to EQF level 2, ISCED 252 (Profesinio mokymo programos nesiekiantiems pagrindinio ugdymo). Lower secondary VET programmes open to learners over 14; training is mandatory until the age of 16..
  - Initial VET programmes leading to EQF level 2, ISCED 254 (Profesinio mokymo programos kartu su pagrindinio ugdymo programomis).
  - Initial VET programmes leading to EQF level 3, ISCED 352 (Profesinio mokymo programos, neįgyjant vidurinio išsilavinimo).
  - Initial VET programmes leading to EQF level 4, ISCED 354 (Profesinio mokymo programos kartu su vidurinio ugdymo programomis)..
  - Initial VET programmes leading to EQF level 4, ISCED 454 (Profesinio mokymo programos turint vidurinį išsilavinimą). Post-secondary non-tertiary vocational education.
  - Professional bachelor - EQF level 6, ISCED 655 (Profesinio bakalauro studijos). Professional bachelor degree studies (tertiary non-academic education)..
  - CVET programmes (Tęstinio profesinio mokymo programos).
- References.

## CHAPTER 1.

# Summary of main elements and distinctive features of VET

Main aspects of VET system in Lithuania in 2018:

- in 2017/18, participation in VET at all levels of education slightly decreased due to negative natural population growth and emigration;
- participation in lower secondary VET is low, most IVET learners follow upper-secondary and post-secondary programmes;
- early leaving from education and training is among the lowest in the EU (5.4%) and decreasing, and still higher from VET (12% in 2017) (1) ;
- participation in lifelong learning and increasing access to VET for adults is a challenge.

Distinctive features (2) :

Initial VET (IVET) is centralised and highly regulated by the State. Continuing VET (CVET) is delivered by IVET and other training providers, public or private organisations.

Provision of IVET at all levels is free of charge; CVET programmes are offered for a fee, except for the unemployed and those at risk of unemployment whose training is supported from European structural funds (ESF) projects. CVET for the unemployed is funded by a voucher system, which allows them to choose their training provider. The provision of training is based on contracts between the local public employment service, the unemployed and, if applicable, the enterprise. In this last instance, the employer undertakes to employ the person for at least six months after the training.

Most IVET learners participate in post-secondary programmes (ISCED 4, 443.7% in 2017) and upper-secondary (ISCED 3, 43.9%) The popularity of ISCED level 4 programmes has substantially increased in recent years, especially among adults who enter VET with a VET or higher education qualification. The number of adults in formal IVET programmes is increasing. The average age of IVET learners in 2016 was 24.6 years; compared to 2012 this has increased by three years. In 2012 learners aged 14 to 22 comprised 78% of learners; in 2016 the share decreased to 61%.

From 2002, VET curricula in Lithuania have been competence-based, with clearly defined learning outcomes. The content of VET qualifications is defined by sectoral qualifications standards (replacing the previous VET standards). These standards describe the main qualifications in specific sectors of the economy at different national qualifications framework levels. VET programmes are being gradually redesigned into modular programmes consisting of mandatory and optional units.

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[2] Adapted from Cedefop (2018a). *Spotlight on vocational education and training in Lithuania*. Luxembourg: Publications Office.  
[http://www.cedefop.europa.eu/files/8121\\_en.pdf](http://www.cedefop.europa.eu/files/8121_en.pdf)

## CHAPTER 2.

# Main challenges and policy responses

Data adapted from Cedefop (2018) Spotlight on VET Lithuania 2017 (3) .

The Cedefop forecasts for Lithuania up to 2025 predict a loss of one fifth of the total labour force and approximately a third of labour force with medium-level qualifications. This is prompting a review of human resources development policy to guarantee labour force productivity and economic competitiveness.

The challenge remains to encourage participation in VET. 53% of students in upper secondary education (2017/18) were enrolled in vocationally oriented programmes (4) . 10.5% of upper secondary education graduates move to VET, and 63% of upper secondary education graduates move to higher education directly after graduation (2017/18).

Participation in life-long learning remains low (6.6% in 2018) and is lower than in most other EU countries. The national goal is to increase it to 12% by 2022. Ministries of Education and Science, Social Security and Labour and Economy will offer various adult training opportunities for key competences development, with training of the unemployed and employees jointly funded by ESF. VET and lifelong learning promotion campaigns will be organised and career guidance services further developed.

Participation in apprenticeship is low and efforts are being made to motivate VET institutions and companies to cooperate in enhancing WBL and apprenticeship. Support will be given to apprenticeship pilot projects, assistance for enterprises, strengthening of sectoral practical training centres and expanding access to learners from other VET institutions. Implementation of an apprenticeship system is under development.

An action plan for the development of lifelong learning for 2017-20 addresses these aspects. In the document, VET and lifelong learning actions are grouped under three objectives:

- update of VET curricula and VET methods focusing on competitive 21st century competences;
- development of VET institution sustainable networking and increase in social inclusion;
- development of efficient conditions and incentives for lifelong learning.

A new law on VET was adopted in December 2017. Envisaged changes relate to strengthening work-based learning and apprenticeship, enhancing the role of sectoral professional committees, reforming arrangements for publicly funded IVET, and introducing a regular external VET quality evaluation system (5) .

The modularisation of VET programmes is expanding and should allow for more flexible and diverse forms of learning. VET programmes are being reformed and will be based on sectoral qualifications standards currently being developed in specific sectors of the economy (6) .

Reforming VET management, financing schemes and quality assurance mechanisms are part of policy priorities and developments to raise the prestige of VET and its attractiveness among all VET stakeholders.

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[3] [http://www.cedefop.europa.eu/files/8121\\_en.pdf](http://www.cedefop.europa.eu/files/8121_en.pdf)

- [4] [http://www.mukis.lt/lt/profesinio\\_orientavimo\\_paslaugos\\_mokyklose/stebesenos\\_ataskaitos.html](http://www.mukis.lt/lt/profesinio_orientavimo_paslaugos_mokyklose/stebesenos_ataskaitos.html)
- [5] Adapted from Cedefop (2018a). *Spotlight on vocational education and training in Lithuania*. Luxembourg: Publications Office.  
[http://www.cedefop.europa.eu/files/8121\\_en.pdf](http://www.cedefop.europa.eu/files/8121_en.pdf)

## CHAPTER 3.

# External factors influencing VET

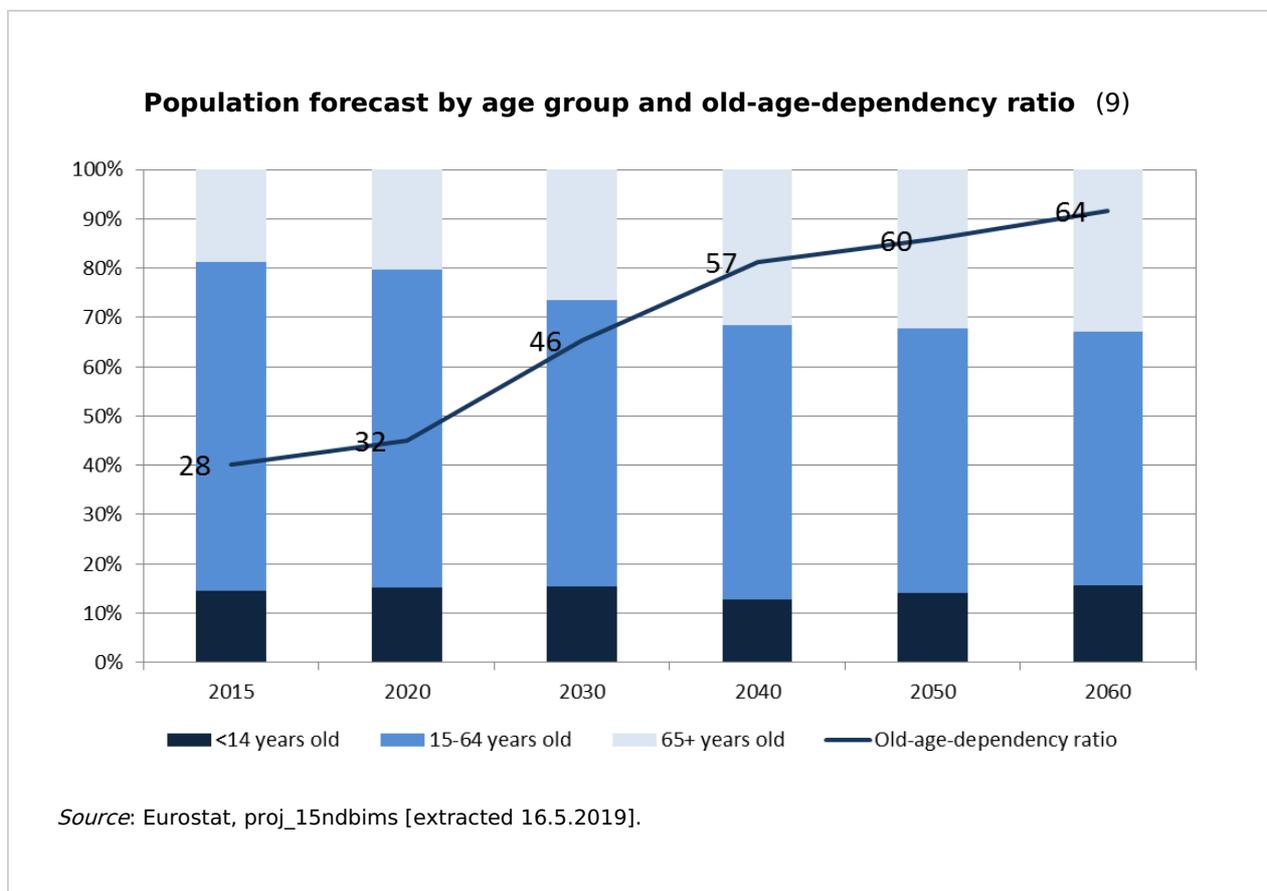
## 3.1 Demographics

Population in 2018: 2 808 901 (7) .

Population decreased by 5.5% since 2013, due to negative natural growth and migration (8) .

Population is ageing.

It is expected that the old-age dependency ratio will increase from 28 in 2015 to 64 in 2060.



Since 2017, emigration increased by 13.8% (10) especially in the age span 15 to 44 (76% of all emigrants). Emigration is higher than immigration, which also increased.

The shrinking population calls for more effective use of the potential of the workforce, especially of elderly people involvement in economic activity. Ageing will remain an important concern for the future, as it is likely that the employed population will have to bear a heavier burden to

support retirees.

The country is multicultural and has a bilingual community: In June 2017, Lithuanians represented 84.2% of the whole population, Poles 6.6%, Russians 5.8%, Byelorussians 1.2% and other nationalities 1.1%. Most VET institutions teach in Lithuanian, though there are schools where they use both Lithuanian and Russian.

## 3.2 Economics

Most companies are micro and small-sized.

Economic sectors with the largest employment (%) in 2017:

- wholesale and retail trade; repair of motor vehicles and motorcycle (15.6%);
- manufacturing (15%);
- education (9.9%);
- transportation and storage (8.7%);
- agriculture, forestry and fishing (8.7%) (11) .

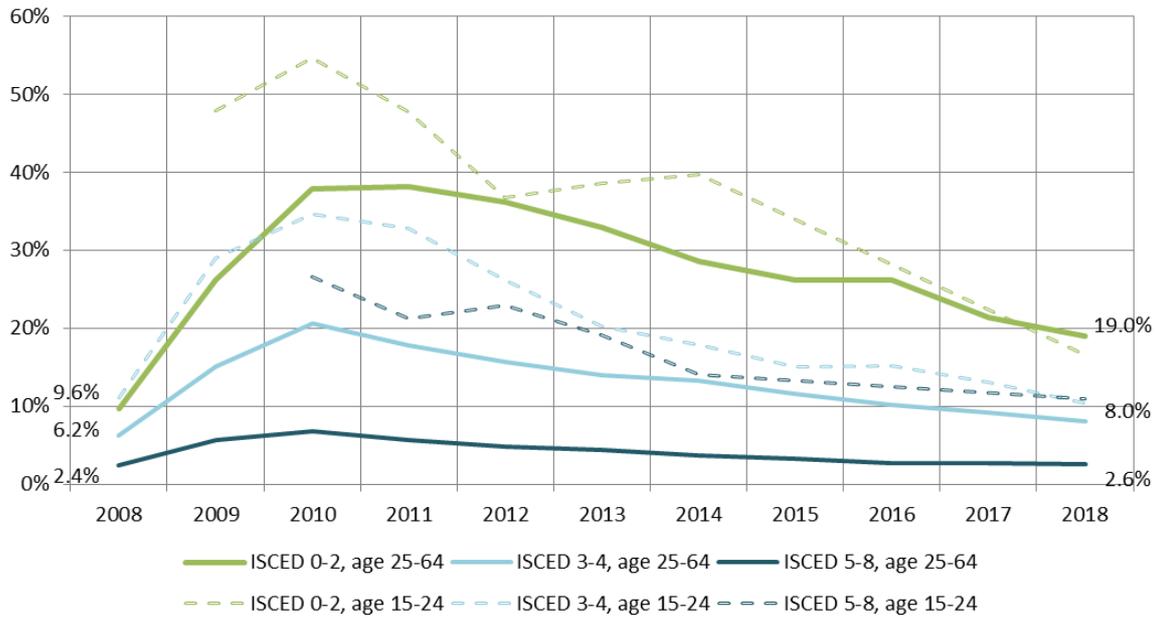
Since 2013, the employment in the industry has seen a steady growth. This has been the result of the recovery in exports market and increased tangible investments. The construction and service sectors decreased. To reflect recent trends in economic activity, VET institutions set themselves to the challenge of developing programs, taking into account the needs of workers and their employment in individual sectors of the economy.

## 3.3 Labour market

The labour market is considered flexible.

Total unemployment (12) (2018): 5.8% (6% in EU28). It increased by 0.8 percentage points since 2008 (13) .

### Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2008-18

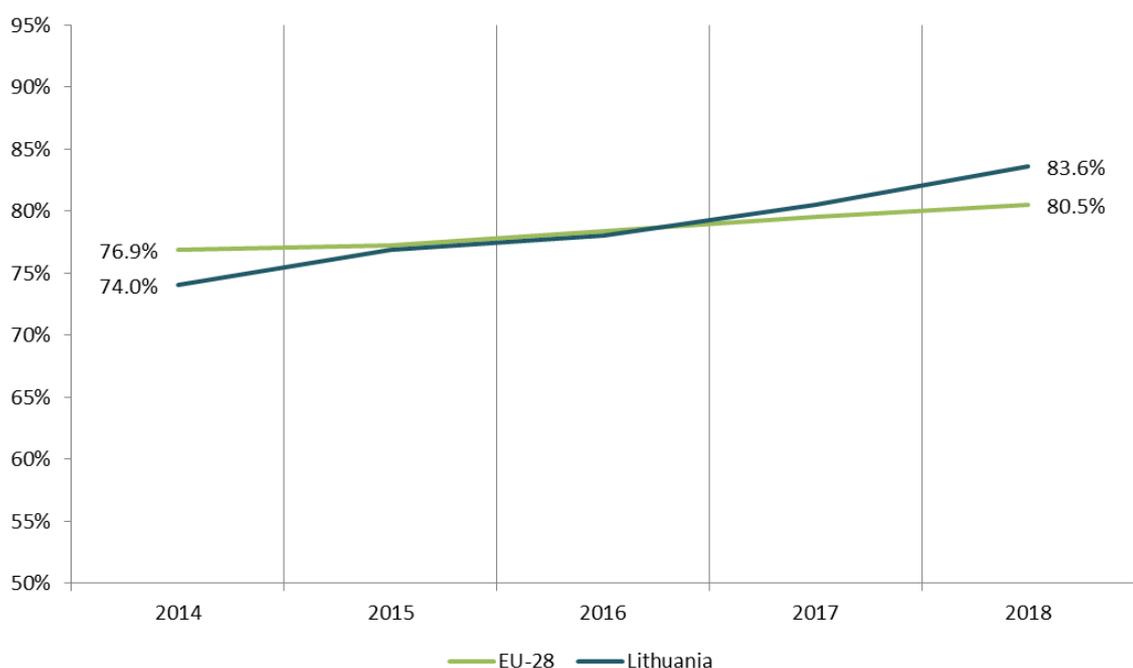


NB: Data based on ISCED 2011; breaks in time series, low reliability.  
 ISCED 0-2 = less than primary, primary and lower secondary education. ISCED 3-4 = upper secondary and post-secondary non-tertiary education. ISCED 5-8 = tertiary education.  
 Source: Eurostat, lfsa\_urgaed [extracted 16.5.2019].

Unemployment correlates with level of qualifications and age. During the crisis, it rose sharply, especially for those with low and medium-level qualifications, and hasn't reached the pre-crisis levels. In 2018, the unemployment rate of the low qualified is almost 2.5 times higher than of people (including the majority of VET graduates) with medium level qualifications.

Employment rate of 20 to 34-year-old VET graduates increased from 74% in 2014 to 83.6% in 2018 (14) .

### Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.  
ISCED 3-4 = upper secondary and post-secondary non-tertiary education.  
Source: Eurostat, edat\_ifse\_24 [extracted 16.5.2019].

Between 2014 and 2018, the employment rate of 20-34 year-old VET graduates increased by 9.6 percentage points; at the same period the respective increase in employment of all 20-34 year-old graduates was 5.8 percentage points (15) .

[7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[8] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted on 16.5.2019].

[9] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] Statistics Lithuania; population in 2018: <https://osp.stat.gov.lt/en/gyventojai1>

[11] Source: Kvalifikacijų ir profesinio mokymo plėtros centras (2019). *Vocational education and training in Europe: Lithuania*, Table 1, p. 6. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Lithuania\\_2018\\_Cedefop\\_ReferNet.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lithuania_2018_Cedefop_ReferNet.pdf), table 1, page 6

[12] Percentage of active population, 25 to 74 years old.

[13] Eurostat table tps00203 [extracted 16.5.2019].

[14] Eurostat table edat\_ifse\_24 [extracted 16.5.2019].

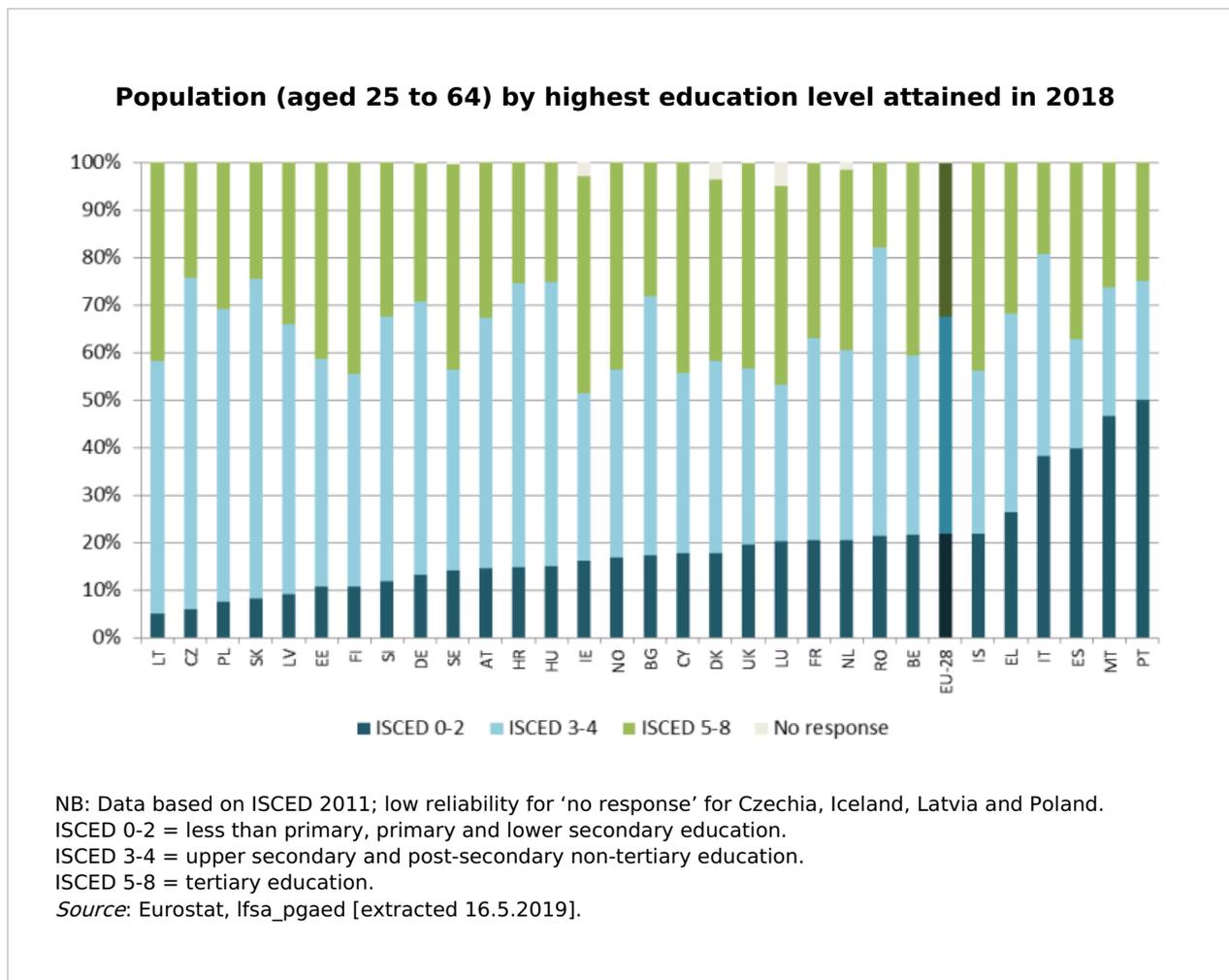
[15] Eurostat table edat\_ifse\_24 [extracted 16.5.2019].

## CHAPTER 4.

# Education attainment

## 4.1 Share of high, medium and low level qualifications

Lithuania has the lowest rate of people without or with low qualifications in the EU (5.2% against 21.8% in the EU-28 in 2018). At the same time higher education is valued. Lithuania has the 9th highest share of the population aged 25-64 with high level qualifications in the EU (41.7% against 32.2% in the EU-28). Half of the population (53.1%) in the same age group has medium (ISCED 3 and 4) level qualifications (16)

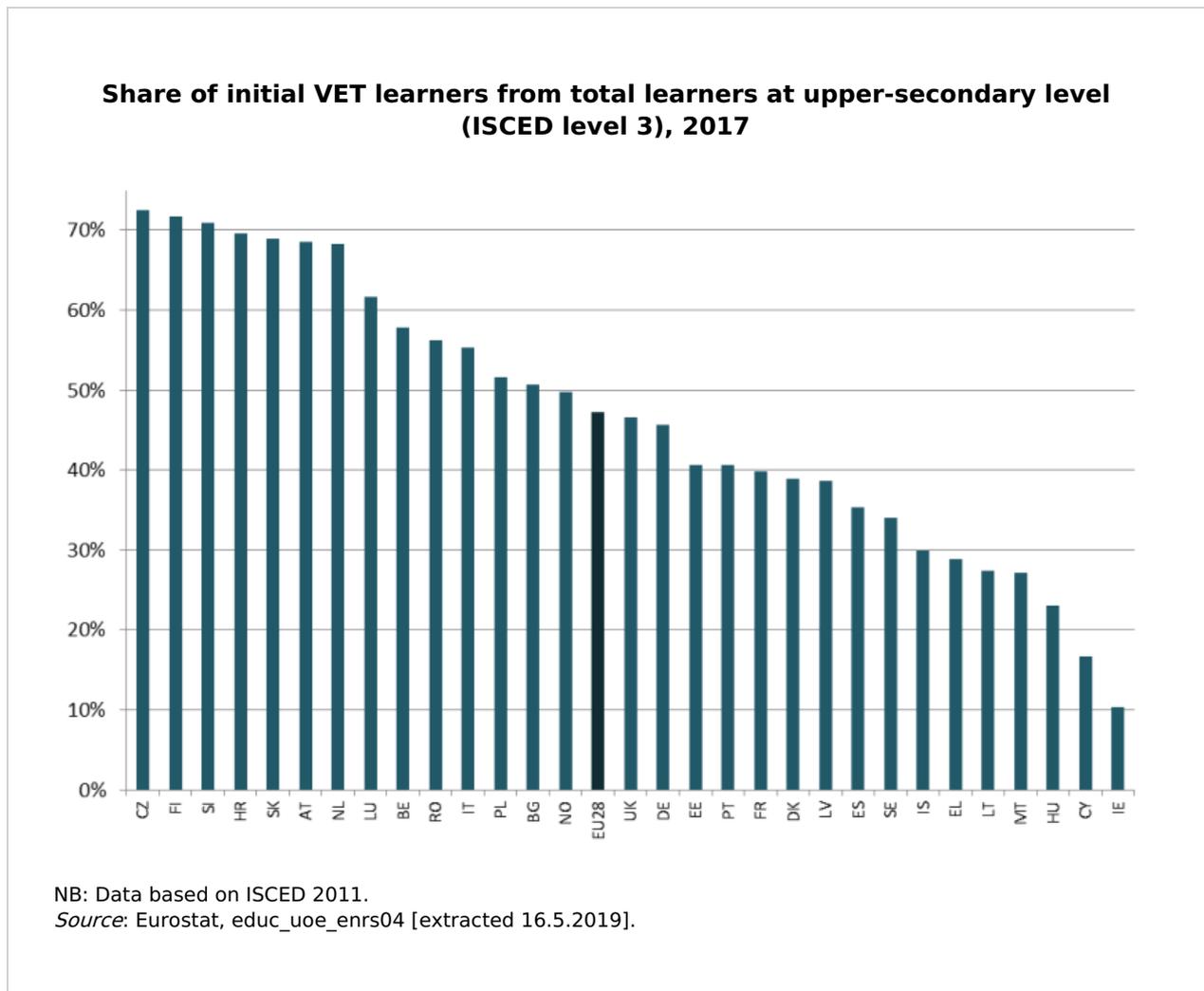


## 4.3 VET learners by level

### Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
2.4%	27.4%	100%

Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07 [extracted 16.5.2019].



## 4.4 Female share

Traditionally, there are more males in VET – 56% than females – 44% (17) .

Most popular 2018 education area among males was engineering. In the engineering sector, the most popular fields are:

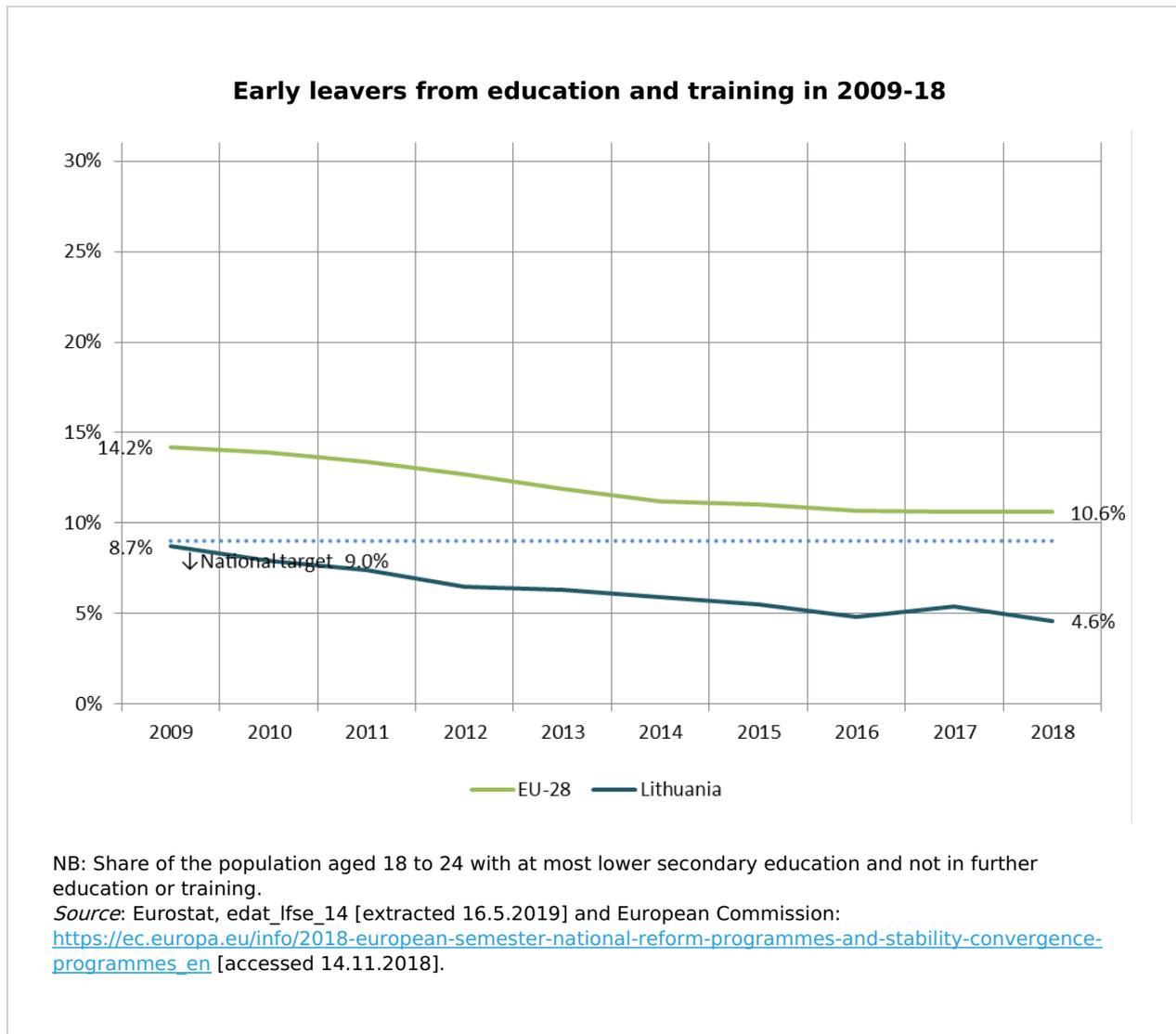
- motor vehicles;
- aircraft;
- mechanics (and metal works in the education subsector).

## 4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 8.7% in 2009 to 4.6% in 2018. It is below the national target for 2020 of not more than 9% and the EU-28 average of

10.6%.

In 2017, early leaving from education and training was among the lowest in the EU (5.4%) and decreasing, but still higher from VET (18) . 12% of students in IVET programmes (ISCED levels 2 to 4) discontinued their training (mostly due to life abroad, early entry into the labour market of lack of motivation to continue their studies).



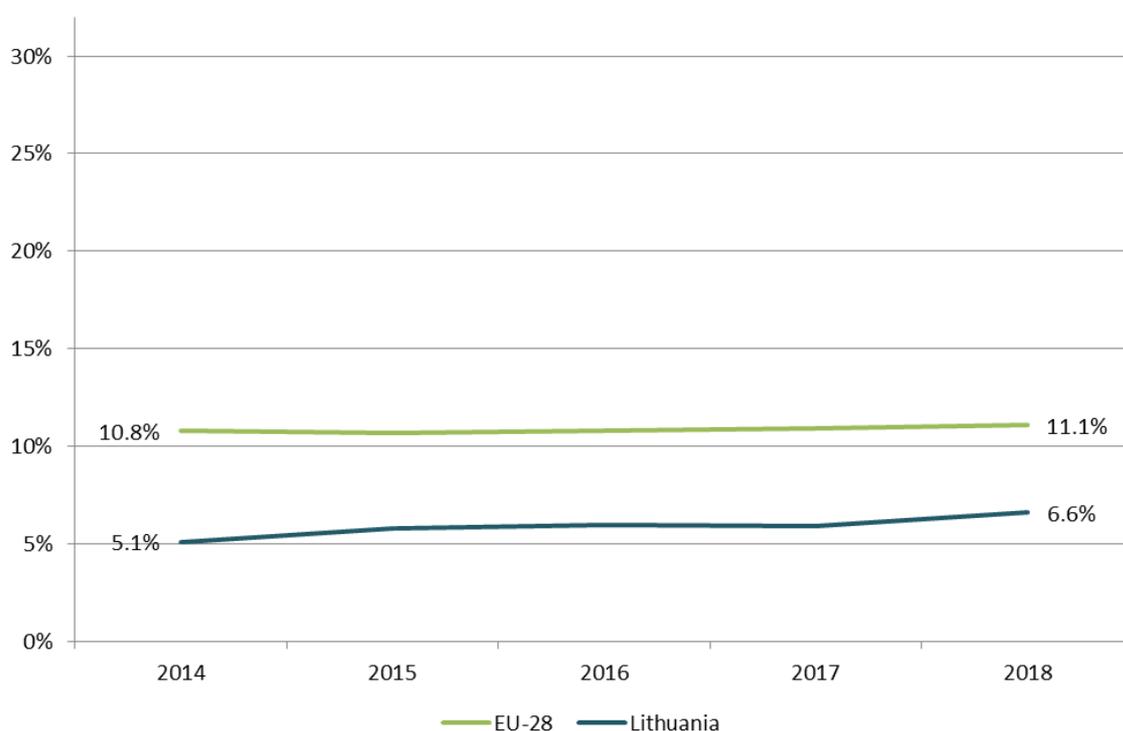
Under the action plan for the development of lifelong learning for 2017-20, activities partly ESF-funded are in place to increase the efficiency of the network of initial and continuing VET providers to attract more learners in VET.

In 2017, new professional empowerment programmes were launched. They provide information and guidance services to students on available education and training programmes and career choices to help them make informed decisions about their future.

## 4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.

### Participation in lifelong learning in 2014-18



NB: Share of adult population aged 25 to 64 participating in education and training.  
Source: Eurostat, trng\_ifse\_01 [extracted 16.5.2019].

Participation in lifelong learning is lower than in the majority of other EU countries (6.6%) and below the EU 2020 benchmark (15%).

According to national statistics, a large share of the population aged 25-64 has completed general education programmes (28% in 2017). Increasing access to lifelong learning and VET for adults is still challenging.

To reach the national target of 73% employment rate by 2020, the employment programme for 2014-20 (19) goal is to support job creation mostly by linking (formal) VET qualifications to the needs of the labour market. Quality guidance and counselling services accessible to all (young people and adults), strengthening validation of prior learning and better and diversified formal VET qualifications aligned with sectoral needs are priority areas.

## 4.7 VET learners by age

There are no data available for the distribution of VET learners by age.

In 2017/18, participation in VET at all levels of education slightly decreased due to negative natural population growth and migration.

In 2018, VET institutions admitted 45% (compared with 47% in 2017) of the total of those who have completed or left basic education (dropouts) and who wish to continue training or studies (20) . Universities accounted for 29% of overall admissions (28% in 2017) and colleges – for 26%

(25% in 2017)

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- [16] Eurostat, lfsa\_pgaed [extracted 16.5.2019].
- [17] National statistics 2018; see: [http://svisold.emokykla.lt/lt/index/wpage\\_view/42#](http://svisold.emokykla.lt/lt/index/wpage_view/42#)
- [19] Government resolution, 2014: <https://www.e-tar.lt/portal/lt/legalAct/ebe20890a52c11e3aeb49a67165e3ad3/fiSHCENHEe>
- [20] Statistics refer to both, initial VET and continuing VET institutions offering formal VET programmes.

## CHAPTER 5.

# VET within education and training system

The Lithuanian education and training system comprises:

- general education at primary (ISCED 0-1), lower (ISCED 2) and upper secondary (ISCED 4) levels;
- initial VET at lower (ISCED 2), upper (ISCED 3) and post-secondary (ISCED 4) levels;
- tertiary level academic/university education (ISCED 6-8) and college-based higher VET programmes (ISCED 6);
- continuing VET programmes providing formal qualifications at EQF levels 2-4 (ISCED 2-4) and other non-formal training courses.

Learners have the obligation to education and training until age 16. Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.

Compulsory (basic) education is completion of lower secondary education (ISCED level 2) and receiving a basic school certificate at EQF level 2. After completing basic education, learners can choose upper secondary general education or VET programmes at ISCED level 3 (leading to an EQF level 3 vocational qualification) or to an EQF level 4 vocational qualification and an upper secondary leaving certificate, also known as *matura*, which allows higher education access.

Access to VET programmes is possible for learners aged 14 or older. Those who fail to graduate from lower secondary education may enter VET programmes or youth schools at ISCED level 2 (respectively 254, 252) leading to EQF level 2 qualifications. At ISCED level 254, graduates receive also the basic school certificate and may move on to upper secondary programmes, either in the general or vocational streams.

Graduates of upper secondary programmes leading to a *matura* certificate (either vocational ISCED 354 or general education-oriented ISCED 344) may enter either post-secondary vocational training (ISCED 454) leading to EQF level 4 (EQF level 5 programmes are also being piloted); or higher VET programmes to acquire a professional bachelor (ISCED 655/EQF 6) or higher education (ISCED level 6 or 7) programmes leading to EQF level 6 or 7 respectively (21) .

As stipulated in the Law on Vocational Education and Training (1997, amended in 2007 and 2017), the VET system covers IVET (22) , CVET and vocational guidance (23) .

### **Formal IVET and CVET programmes**

Most IVET in Lithuania is school-based. The main aim of training is to prepare learners for work. In lower and upper secondary, VET programmes (ISCED 252 and 352) prepare learners for a VET qualification and access the labour market. In parallel, there are VET (ISCED 254 and 354) programmes that, in addition to the VET diploma, deliver a general education certificate allowing progression to the upper level studies. Access to post-secondary (ISCED 454) and college-based higher VET (ISCED 655) progression is possible for learners with the *matura* (end of upper secondary) certificate.

Formal CVET programmes are provided by labour market training centres offering in-company

training (apprenticeships) to learners over 18 to refresh existing knowledge or acquire new skills leading to qualifications at EQF levels 2-4. Formal CVET is designed for people with different education attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite to access these programmes.

Learning forms in formal VET programmes (offered in both IVET and CVET) include:

- school-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and
- individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely;
- apprenticeships in formal IVET programmes are available in a small scale, as this pathway is not established as a clear VET pathway. In apprenticeship-type delivery, the programme in total (theoretical and practical parts) should not exceed more than 48 hours per week in total (Labour code law effective as of July 2017);
- in IVET work-based learning (24) comprises 44% to 60% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions;
- in formal CVET, practical training covers 60-80% of the programme. Training for jobseekers is provided on the basis of contracts concluded between local employment offices, the unemployed and, if applicable, the enterprise.

After the end of a VET programme, learners must take an exam after which a VET diploma is awarded.

Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist: including those established by social partners, enterprises and employers' associations)

**Non-formal VET programmes** exist alongside with formal VET, for the unemployed and the (self-) employed. According to legislation the requirements for non-formal VET programmes and their implementation may be set by the organisation that requests training under these programmes or finances any such training. The objectives of the programme, admission criteria and duration are different and mostly depend on the target group. Decisions on tuition fees are made by providers. Non-formal adult education may be offered by any education provider, freelance teachers, and agencies, as well as companies or organisations that do not have education as their main activity but are authorised to provide education.

Non-formal VET is widely applied in continuing VET and is designed for the acquisition of a vocational qualification or individual competences. It is carried out in various forms: learning at the workplace, attending non-formal training courses, distance learning, etc. In most cases, the following three forms are used:

- non-formal courses for the (self-) employed initiated by the employer. It is organised in various settings, using forms and programmes chosen by the employer. Some companies apply internationally-recognised sectoral qualifications and programmes;
- state-funded training programmes for employees (such as civil servants and employees in certain economic sectors, for instance, healthcare, agriculture, etc.);
- training courses for the unemployed and people notified of dismissal, this type of training is funded through a voucher system introduced in 2012 to finance training in formal and non-formal education programmes.

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[21] Adapted from Cedefop (2013). *Vocational education and training in Lithuania: short description*. Luxembourg: Publications Office.  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4128>

- [22] IVET in the national context is used to refer to lower, upper and post-secondary education levels, Higher VET programmes (ISCED 655) are considered part of higher education.
- [24] In the national context is referred to as 'practical training' either at a VET institution or an enterprise.

## CHAPTER 6.

# Apprenticeship

The Law on VET (2017) provides a legal basis for apprenticeship. It clarifies the provisions for apprenticeship organisation based on an apprenticeship labour contract (between the employer and the VET student) and a VET (learning) contract between the apprentice and the VET provider.

The Law on VET also states that sectoral professional committees should participate in planning the in-take of apprentices. However, apprenticeship has still not gained its position as a clear VET pathway and receives little attention from VET providers and companies.

The new Labour Code and accompanying legislation entering into force on 1 July 2017 introduces two types of apprenticeship contracts: with and without learning agreements.

For apprenticeships that are part of formal VET, the regulation stipulates employers' responsibility to ensure that apprentices acquire the learning outcomes defined in the VET programme. The law specifies also the main conditions for apprenticeship delivery: work and learning time should not exceed 48 hours per week in total; apprentices' salaries should not be less than a minimum wage; and learning time spent in the VET institutions would not be paid by the employer and should not exceed one third of the contract duration.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

# CHAPTER 7.

## VET governance

The Ministry of Education and Science is the main body responsible for shaping and implementing vocational education and training (VET) policy. The Ministry of Economy and Innovation (25) participates in human resources development and VET policy. Other ministries and government bodies are involved in VET policy in the remit of their responsibilities (planning VET funding, managing enrolments in CVET upskilling programmes, etc.).

Following the new VET Law (26) , in force since February 2018, the Research and Higher Education Monitoring and Analysis Centre (MOSTA) ensures the monitoring framework for VET and higher education, research and innovation. It plans human resources and forecasts new qualification requirements in line with national policies and the needs of the economy (27) .

The main tasks of the education ministry on VET delivery include:

- human resources planning, continuing professional development of VET school teachers and tutors and vocational guidance for VET learners;
- managing the list of accredited/licenced VET providers and accredited competence assessment bodies;
- implementing formal initial VET/continuing VET programmes; guarantee quality of formal qualifications based on qualification standards; and monitor the national register of qualifications (28) ;
- draw up investment programmes for IVET and other retraining programmes; run the funding system of VET schools (per capita financing) and approve student enrolment in state-funding VET programmes (29) ;

The Qualifications and VET Development Centre (KPMPC) organises development of qualifications standards and training programmes. It organises assessment and recognition of competences acquired in formal, non formal and informal learning through competences assessment centres (30) . It supervises and coordinates the work of sectoral professional committees.

The new VET law strengthened the role of sectoral professional committees (SPCs) (31) , advisory bodies that ensure cooperation on VET delivery between all VET stakeholders in a particular sector. They are actively involved in shaping and assess new (modules of) vocational training programmes, create and approve sectoral qualifications standards (used to design new VET content), make proposals to the education ministry on qualifications that can be acquired through apprenticeships, new qualifications to be added in the national register of qualifications (32) and validation arrangements.

Reforming VET management, financing schemes and quality assurance mechanisms is part of policy priorities and developments in progress to raise the prestige of VET and its attractiveness among all VET stakeholders (learners, VET teachers and trainers, companies).

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[25] <http://eimin.lrv.lt/en/>

[26] Republic of Lithuania, Law No XIII-888 amending Republic of Lithuania Law on Vocational Training No VIII-450 of 14 December 2017: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b0b6cda0eb0a11e7a5cea258c39305f6>

[28] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*):

<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>

- [29] except for programmes of corrections officers VET and internal service VET institutions
- [30] <http://www.kpmc.lt/kpmc/profesinis-mokymas-3/kompetenciju-vertinimo-instituciju-akreditavimas/>
- [31] Assuming the role of the previous central professional committee.
- [32] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*):  
<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>).

## CHAPTER 8.

# VET financing mechanisms

### Funding for IVET institutions by source (000) EUR

	2014	2015	2016	2017
State budget	75.1	94.7	101.8	103.0
Private sources (physical and legal entities)	7.1	10.6	13.1	13.4
International organisations	17.8	9.9	4.5	4.7

Source: Statistics Lithuania, 2018.

**Funding for formal IVET** is allocated from the State budget. Training costs are calculated per student (per capita financing of vocational schools). The methodology determines the level of direct funding needed for training per learner enrolled in a formal training programme for one VET academic hour. The unit costs (the so-called 'student basket') include allocations for staff salaries and social insurance, in-service training of teachers and funding for the acquisition of various training resources, including practical training. The latter category is calculated using a coefficient that varies depending on the programme area.

Funding is allocated to the VET provider based on the actual number of learners multiplied by the number of hours for implementing the programme and costs of a training hour. Unit costs for learners with special needs are defined separately.

The share of funding from international organisations depends on the availability of European funds.

In addition, VET providers may receive funding from the State budget (annual investment programme) for infrastructure, updating training facilities, etc. Such developments could also be supported from other funds, including EU structural funds. VET providers may receive income from physical and legal entities for services provided (such as training courses, rent of premises). This income is used for education and training purposes.

Vocational guidance is integral part of the national VET system, as stipulated by legislation. It is funded from the 'student basket' (see above) and other national and local budgets, sponsors, etc. An ESF-funded project 2010-15 was used to fund guidance programmes and tools for 1 600 career guidance staff and 163 000 beneficiaries (VET learners).

**Non-formal CVET for the self-employed and employees** is funded by the enterprise or learner. According to national legislation in certain cases training can be sponsored by the State (33) .

EU and enterprise funds are used to finance training of employees in the private sector. The ministry of economy and innovation is managing ESF funds. Measures include workplace-based training to upskill company employees and managers (ESF funds 2007-13); and two new projects being implemented in the period 2017-23 (ESF funds 2014-20): the competence voucher programme to train 42 000 private sector employees and the HR invest LT project to train employees of foreign companies based in Lithuania. Companies contributions vary from 30% (small-sized) or 40% (medium-sized companies) to 50% (large companies) of the total training cost.

**Non-formal CVET for the unemployed** is mainly covered from ESF support through the 'training voucher' scheme managed by local public employment services. A training voucher issued by the PES to an unemployed may be used, within the limits of its value, to fund an

agreed training action, the beneficiary of the voucher may select a provider from those listed in the dedicated PES online website. CVET training of the unemployed is provided on the basis of two types of training contracts:

- a bipartite VET contract between the unemployed person and the local PES: the unemployed person selects from a list of available VET programmes established based on labour market forecasts and employers surveys. After the completion of the training programme, the unemployed person undertakes to work in the position offered by the local PES for at least six months or start own business; or
- a tripartite VET and employment contract (between the unemployed person, local PES and employer): a training programme and its provider are agreed with the employer. After the end of the training programme, the employer undertakes to employ the unemployed person for at least six months. If the actual costs of training exceed the limits established by the government, the difference is covered by the learner or the employer. The same procedure is applied to training persons notified of dismissal.

In 2014-20 up to EUR 84.6 million ESF funding are to be allocated in Lithuania for lifelong learning and VET: EUR 44.6 million for increasing the relevance and attractiveness of vocational and adult training to the labour market needs; and EUR 40 million for providing opportunities and incentives for life-long learning and ensuring efficient support.

The funding system for general education schools and VET institutions depends on the number of students which leads to competition between these two networks in attracting and keeping learners. The new Law on VET (2017) (34) set the requirements for a new funding model for the entire VET system, implementing provisions are being developed. The new funding for VET combined with new VET programmes tailored on the basis of skills forecasts is expected to raise the attractiveness of VET.

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[33] A company that needs to train a large number of employees to new technologies may apply to the Employment service or the Ministry of Social Security and Labour for funding such training actions for their staff to acquire the necessary technical skills.

## CHAPTER 9.

# Teachers and trainers

## 9.1 VET teacher types

Teaching personnel in IVET institutions

School year	Teaching personnel, total (*)	Of which, vocational teachers	
		Total	%
2015/16	3 507	2 011	57.3
2016/17	3 481	1 958	56.2
2017/18	3 263	1 822	55.8

(\*) At the beginning of the school year.

Source: Statistics Lithuania database, 2018.

In **IVET institutions** there are two main types of teachers (see table above):

- general education subject teachers;
- vocational teachers. On average, vocational teachers represent more than half of all teaching personnel in IVET institutions.

In **formal CVET** programmes, theoretical or practical vocational content is provided by **IVET teachers**.

Apprenticeships in formal IVET/CVET are marginal and requirements for in-company tutors are not clearly defined in respective legislation.

**VET institutions** that focus on training the (un)employed, such as labour market training centres, may introduce **in-company trainers** (nationally referred to as apprenticeship tutors or practical training instructors). Private training providers offering training leading to formal VET qualifications need a licence from the Education ministry.

General requirements for all VET teachers are set by the 2011 Law on Education (35) . VET teacher training follows a consecutive model whereby a vocational qualification is studied first, followed by studies on pedagogy.

VET teachers without a pedagogical qualification, irrespective of their educational attainment level, are offered a 120-hour course on pedagogy and psychology. These courses are organised by accredited institutions and companies.

Additionally, universities provide programmes for the pedagogical education of vocational teachers (36) .

Since September 2018, a new teachers' remuneration system has been put in place with a view to introducing more favourable payment conditions for (VET) teachers. Salaries are calculated not only for actual lessons but for all the time spent working. This will give teachers greater stability and security. The job consists of three components: contact hours (lessons, after-school activities, counselling, supervising students' final projects), non-contact hours (preparation for lessons, assessment of achievements) and non-contact hours for the school community (37) (work with parents, guiding student pedagogical practical training and other efforts relevant to the school community).

## 9.2 Continuing professional development of teachers/trainers

Continuing professional development training courses for VET teachers in schools include topics such as creativity, distance learning methods, digitalisation of curricula, VET for special needs learners, as well as on training resources, mentorship, teaching methodologies and differentiation of learning.

In 2017, 764 vocational teachers and VET institutions' managers attended training courses on such topics as empowerment of sectoral practical training centres, evaluation of learning outcomes, VET didactics, application of research in VET practice and other topics.

In October 2016, a national level project (38) *Development of the system for the development of vocational and adult teachers' qualifications* was launched. It is coordinated by the Qualifications and VET Development Centre (39) , under the responsibility of the education ministry (40) .

A joint EU-funded Baltic project is testing a joint training project for VET subject teachers in schools and in-company trainers. A pilot training programme run in 2017 with 56 VET schools and apprenticeships tutors trained.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers (41) .

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- [35] VET school teachers must either: (a) have attained a tertiary education level and a teacher qualification; or (b) have attained a tertiary education level (or a post-secondary education level prior to 2009, or a specialised secondary education level prior to 1995) and would then have to complete a 120-hour pedagogical-psychological course in basics of pedagogy, pedagogical psychology and didactics) during the first year of their placement as a VET teacher; or (c) have completed a VET programme, attained an upper secondary education level, acquired a vocational qualification, achieved a three-year work experience in a relevant field, and completed a pedagogical-psychological course.
- [36] ISCED level 4 basic courses on pedagogy and psychology, ISCED level 6 programmes for subject teachers (mathematics, physics, languages, etc.).
- [37] <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/7f76a3f244d311e8b20ee164533e7a15>
- [38] <http://www.kpmc.lt/kpmc/projektai/vykdomi-projektai/projektas-profesijos-ir-suaugusiųjų-mokytojų-kvalifikacijos-tobulinimo-sistemos-pletra/>
- [39] <http://www.kpmc.lt/kpmc/profesinis-mokymas-3/kompetenciju-vertinimo-instituciju-akreditavimas/>
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

## CHAPTER 10.

# Shaping VET qualifications

## 10.1 Anticipating skill needs

Since 2016, a monitoring system has been developed mapping occupational qualifications of skilled workers. It provides skills forecasts on future employment trends using a set of indicators approved by the education ministry (such as graduates tracking; number of people in employment and further education). These are used to inform education and lifelong learning policies and plan funding of public schools (VET schools and vocational guidance are state funded based on a per capita financing system, the so-called 'student basket').

Following the new VET law (in force since Feb 2018), the Research and Higher Education Monitoring and Analysis Centre (MOSTA) coordinates the monitoring framework for VET and higher education, research and innovation. Its first report (September 2018) presents trends in human resources development and a detailed analysis of skill needs per region; it also examines integration of skilled workforce into the labour market at the beginning of their career, and correspondence of HE and VET qualifications to the labour market needs (42) .

Medium-term forecasts are also being developed as part of a two-year ESF-funded project (2017-19) to monitor trends in employment and better matching of occupations and training programmes listed in the national register of qualifications (43) .

A methodical framework for the development of sectoral qualifications standards and VET curricula in line with the Lithuanian and European Qualifications Frameworks is under development (44) : in total, 24 qualifications standards will be created defining the major qualifications offered at different levels and sectors.

See also Cedefop's skills forecast (45) and European Skills Index (46) .

## 10.2 Designing qualifications

From 2002, VET curricula in Lithuania have been competence-based, with clearly defined learning outcomes.

VET programmes are being gradually redesigned into modular programmes consisting of mandatory and optional units (47) .

### **Sectoral qualifications standards**

To improve the Lithuanian qualification development system, qualifications standards were given a legal basis by legislation in 2007. They are developed for a particular economic sector and are used to describe the most important qualifications in the specific sector at different national qualifications (LTQF) levels. For each qualification the qualifications standard describes competences that are grouped into qualification units (48) .

Since 2018, the education ministry (in charge of national qualification system policy) has delegated development of sectoral qualifications standards to the Qualifications and VET development centre (49) through its 18 sectoral professional committees (SPCs), which have been set up to ensure effective social dialogue. SPCs operate in specific sectors of the economy (where skill mismatch to ensure matching of skills demand and supply). When relevant, other ministries and governmental institutions participate in developing qualifications standards.

Till 2018, ten sectoral qualifications standards were designed (50) and 14 new standards in different sectors will be designed till the end of 2020 (51) .

Sectoral qualifications standards are also used to assess the learning outcomes of a vocational qualification. Identifying qualifications standards in all sectors and at all qualification levels is necessary to improve permeability between different education levels (52) and flexibility in skill acquisition.

The MoES has delegated development of sectoral qualifications standards to the Qualifications and VET development centre (53) through its 18 sectoral professional committees (SPCs) set up to ensure effective social dialogue. Sectoral professional committees are responsible for designing qualifications standards in specific sectors of the economy.

### **VET curricula design**

Since 2010, the Qualifications and VET development centre (KPMPC) is responsible for designing or updating national modular VET programmes. Before a new programme is issued, sectoral professional committees are also consulted on sectoral qualifications standards used for developing the programme curricula (see above).

VET providers and enterprises can also initiate and design modular training programmes, but in this case the quality of the VET programme has to be evaluated by the Qualifications and VET development centre.

In 2018, 89 modular programmes are registered in the national register of qualifications (54) , of which 58 were implemented in the school year 2017/18 (47 in 2016/17), in the same year, 38% of VET learners were enrolled in such programmes (compared with 11% in 2016/17). New sectoral qualifications standards and modular programmes are being developed (55) ; by 2020, 70 new programmes will be developed.

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[42] [https://www.mosta.lt/images/tyrimai/nauji\\_pav/HR-status-2018-ENG.pdf](https://www.mosta.lt/images/tyrimai/nauji_pav/HR-status-2018-ENG.pdf)

[44] The project runs under the on-going ESF-funded project for 2016-20 *Development of the Lithuanian Qualifications System (first stage)*.

[45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[46] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>

[48] Sectoral qualification standards are available at: <https://www.e-tar.lt/portal/lt/legalAct/871e12205c0b11e79198ffdb108a3753> (in Lithuanian)

[49] The new VET law (2017) foresees that from 2019 on, qualifications standards shall be approved by director of Qualifications and VET Development Centre after sectoral professional committees have endorsed them.

[50] Within the project *Formation of qualifications and development of modular VET system* implemented in 2010-15.

[51] Trade; polygraph, mass media and advertisement; manufacture of computer, electronic, optical and electrical equipment and products; manufacture of chemicals and chemical products; manufacture of machinery and equipment and motor vehicles; financial, insurance and real estate activities and others.

[52] From EQF level 2 VET qualifications up to EQF level 8 in higher education.

[53] The new VET law (2017) foresees that from 2019 on, qualifications standards shall be approved by director of Qualifications and VET Development Centre after sectoral professional committees have endorsed them.

- [54] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*):  
<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>).
- [55] Under the ESF funded project for 2016-20: *Development of the Lithuanian qualifications system (1st stage)*.

# CHAPTER 11.

## Quality assurance

The national quality assurance approach for VET is set out in the VET quality assurance (QA) system concept (2008). The approach includes licensing and supervision of training providers, mandatory self-assessment by all VET providers, external evaluation of the quality of training programmes, support to VET providers (related training and counselling), and a national regulation on developing standards for learning outcomes. The 2017 Law on VET (56) set the rules for quality assurance in line with the European Quality Assurance in Vocational Education and Training (EQAVET).

### **Internal quality management systems**

The same QA arrangements apply for IVET providers as well as for CVET providers offering formal CVET programmes which are under the responsibility of the education ministry (MoES):

- new national monitoring indicators were created in 2017 and are used to conduct annual forecasts (57) ;
- most VET schools have introduced an ISO evaluation system adapted to education;
- since 2018, a new system of supervisor and school assessment is under development (system of leadership promotion).

No specific requirements are in place for non-formal VET providers (58) .

VET providers are free to choose their quality management model and to define periodicity and criteria for self-assessment.

The PDCA (plan-do-check-adjust) method is embedded into VET provision and is regarded as the backbone of VET quality assurance.

### **External evaluation and accreditation of VET providers**

VET programmes have to follow qualifications standards. Training programmes are designed by the Qualifications and VET development centre (centrally) or by any other VET provider. In the latter case, the quality of the VET programmes must be checked by the Qualifications and VET development centre. If the VET programme receives a positive evaluation it is included in national register of qualifications (59) . A licence to carry out a registered VET programme is issued to a VET provider if it has sufficient resources to implement the VET programme, and vocational teachers or candidates for vocational teachers meet the requirements prescribed in VET programmes and the Law of Education;

### **Monitoring framework for VET and HE (state level)**

Following the 2017 VET Law, the Research and Higher Education Monitoring and Analysis Centre (MOSTA) ensures the monitoring framework for VET and higher education, research and innovation. It plans human resources and forecasts new qualification requirements in line with national policies and the needs of the economy.

A unified electronic system for admissions to HE and VET institutions is in place (2017). It is run by LAMA BPO, the 'Lithuanian higher institutions association for organizing Joint Admission' - LAMA BPO (60) . The association involves 19 universities, 21 colleges (providing higher VET programmes) and over 70 VET institutions.

Design and approval of sectoral qualifications standards -which are the basis of VET programmes

- and assessment of learner achievements are under the sole responsibility of the Qualifications and VET Development Centre (KPMPC).

As of 2019 sectoral qualifications standards will be approved by the director of KPMPC (61) after sectoral professional committees have endorsed them.

Several EQAVET indicators are used, including those on the destination of VET learners, the share of employed learners on completion of their training, and the mechanisms to identify training needs in the labour market (62) .

Relevant divisions of the MoES supervise the teaching process and activities, and audit activities, while the State audit office performs random checks of VET institutions, during which the rationale of their activities is also analysed.

An independent system for validation of prior learning is being developed through a four-year ESF-funded project (63) launched in 2018. It aims to improve the system of assessment and recognition of non-formal and informal learning and create monitoring and information tools for the assessment and recognition of prior learning.

### **Reforming the network of IVET and CVET providers**

Funding for state schools (general or vocational ones) is calculated based on the number of students which leads to competition between the two types of school in attracting and keeping learners. Since 2015, a network of 42 sectoral practical training centres (SPTCs) was established in selected VET institutions to offer quality practical training in simulated environments using state-of-the-art technologies and equipment. The aim is to provide learners with skills valued in the (local) economy. These centres are open to VET and HE students, employees in enterprises, vocational teachers, etc. (64) . Recent study commissioned by the education ministry suggest that selected SPTCs should become 'competence centres' with extended responsibilities, including piloting new training methods and VET programmes; and supporting the continuing professional development of VET teachers and training.

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[57] As a result of an ESF-funded project launched in 2017 to improve skills forecasting in the labour market by linking the occupational groups under the Lithuanian classification of occupations with training programmes, and other related activities.

[59] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications: *Studijų, mokymo programų ir kvalifikacijų registras*:  
<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>

[60] <http://www.lamabpo.lt/>

[61] Previously, sectoral qualifications standards were approved by the Minister for Education and Science and the Minister for Economy.

[63] ESF 2018-22 project on the improvement of the system of assessment and recognition of competencies and qualifications otherwise acquired by individuals.

[64] <http://www.cedefop.europa.eu/en/news-and-press/news/lithuania-42-modern-practical-training-centres-established>

## CHAPTER 12.

# Validation of prior learning

Individuals, with at least one-year work experience and older than 18, can apply to VET institutions for recognition of their competences. The skills and knowledge of an applicant are defined on the basis of sectoral qualifications standards and relevant VET programmes. The applicant and the school then agree on a timetable of courses as necessary and a final qualification exam. Individuals who pass the exam organised by an accredited competence assessment institution are awarded a VET diploma.

When pursuing VET studies at a higher level, prior learning (or VET programme) is recognised as part of their training programme, affecting the duration of the programme.

Since 2018, the Qualifications and VET development centre is coordinating a four-year ESF-funded project (65) for the development of the national system for assessing and recognising competences and professional qualifications. Within this project, several sectoral practical training centres (SPTCs) (66) have been selected to become competences assessment centres for the assessment of individually acquired competencies. Employers and employers' representatives will be involved in the project. The legal framework is subject to parallel changes to ensure that in the future competences assessment will be performed only through these SPTCs/competence centres, which will eventually replace the 31 accredited institutions (independent private companies or associated business organisations operating as assessment centres, in charge of the final assessment of VET learners). The project aim is to support the unemployed (including newly arrived migrants) to gain qualifications through validation of prior learning and recognition of professional qualifications. The project activities include the creation of reference material for validation of prior learning (such as a bank of competence assessment tasks), methodologies and methodological tools (with model tasks) for the assessment of competencies. It will enhance institutional capacity to assess competencies and/or qualifications otherwise acquired by individuals; and create monitoring and information tools for the assessment and recognition of the acquired competencies.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database (67) .

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[65] <https://www.kpmmpc.lt/kpmmpc/en/ivairiais-budais-igytu-kompetenciju-ir-kvalifikaciju-vertinimo-ir-pripazinimo-sistemas-tobulinimas/>

[66] A total of 42 sectoral practical training centres (SPTCs) were established in selected VET institutions to offer quality practical training in simulated environments using state-of-the-art technologies and equipment. The aim is to provide learners with skills valued in the (local) economy. These centres are open to VET and HE students, employees in enterprises, vocational teachers, etc.

[67] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

## CHAPTER 13.

# Incentives for learners

### **Bringing GE and VET closer together**

Raising the attractiveness of VET is a policy priority. In the upper secondary general education path (11th and 12th grades) learners may choose from optional technological modules in textile and clothing; applied art, crafts and design; tourism and nutrition technologies; construction and wood processing; business, management and retail trade; mechanics and repair. Also, some general upper secondary curricula include VET programmes modules. When learners continue their studies in VET, the above-mentioned fields and VET modules are recognised as part of their VET programmes.

Since 2010, a technology subject can be part (on an optional base) of the *matura* exams at the end of upper secondary general education. It is possible for learners in either general or vocational streams to replace one general education subject with the technology subject.

### **Measures to improve mobility between VET and higher education**

VET graduates who have finished upper secondary education programmes and who choose to continue in higher education have a few advantages over students coming from general education. Selection criteria and procedures for ranking graduates who apply for higher education studies are defined annually in a specific regulation. This regulation awards an additional enrolment point for graduates from VET in the same field of studies who performed exceptionally, or who have at least one year of work experience in this field. This additional point increases their chances of being admitted to a state-funded study place in colleges (professional bachelor programmes) and universities (from 2018).

In addition, to enter higher education institution at least three *matura* exams have to be taken. For example, from 2016, Lithuanian language and mathematics exams are compulsory for those willing to receive state funding for their studies. For upper secondary VET graduates who want to enrol in technological higher education programmes (ISCED 655), the final qualification exam may be recognised as a third *matura* exam.

Many Initial VET institutions have agreements regarding continuation of VET graduates studies in higher education institutions. They also cooperate with higher education institutions (colleges, universities) in drafting programmes that ensure continuity of VET programmes at tertiary level.

### **Incentives for youth**

VET to acquire a first qualification is free of charge. Initial VET learners may receive a student grant (EUR 10-29) and other material support. Based on data from Statistics Lithuania, around 51% of IVET learners received such a student grant in 2017. Socially disadvantaged learners who do not receive the grant are provided free meals and other material support.

Learners who do not live near the learning institution are provided with hostel accommodation. Based on data from the Centre for Information Technologies in Education, around 99% of those who need hostel accommodation receive it (Statistics Lithuania, 2017).

### **Training leave for employees**

The Labour Code (Parliament, 2016) sets out training leave conditions for employees participating in a VET programme, to prepare and take exams and tests, for consultations, etc. All employees who join a continuing VET course in formal continuing VET programmes at a VET

provider are entitled educational leave while retaining their average salary. Since 2015, according to the Labour Code, employees may be granted training leave for up to five working days per year to participate in non-formal adult education.

## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

To support participation in continuing VET tax incentives, grant schemes, paid and unpaid training leave and payback clauses are applied.

**Tax incentives for individuals** for both formal and non-formal VET were introduced in 2008. Persons paying income tax may claim training expenditure in their annual tax return. Up to 25% of training expenditure can be deducted. When a studying resident of Lithuania is not an income tax payer or has no possibility to exercise the right to deduct expenditure for VET or studies from their own income, such expenses may be deducted from their parents' or other family members' income.

**Tax incentives for legal entities** have been in place since 2005. The Law on Corporate Income Tax (Parliament, 2002) allows deductions for continuing training courses of employees that are linked to their present occupation.

**Financial incentives** To finance continuing VET, enterprises and organisations may use the grant schemes available from **EU structural funds**.

Payback clauses for individuals and future employers were both introduced in 2005. The provisions of the Labour Code allow employers to claim compensation from an employee for the costs of training over the past year if they quit their job before a previously agreed time.

## CHAPTER 15.

# Guidance and counselling

### **Guidance services and providers**

As defined by the Vocational Guidance Act (68) the main educational institutions that provide guidance services (career education, information and counselling) to their learners are general education schools and VET institutions.

Municipalities are responsible for organising and coordinating guidance services within their territory.

Nation-wide guidance and counselling is coordinated by the Lithuanian Students' Non-Formal Education Centre. The centre is responsible for methodological assistance and advice to schools and educational support agencies and is involved in training career guidance staff. It ensures accessibility to modern guidance and counselling tools, and takes part in nationwide monitoring of guidance services for learners.

The Lithuanian Students' Non-Formal Education Centre, together with the Centre for Information Technologies in Education, are responsible for providing quality information on learning opportunities and career planning on the main national web portal on learning opportunities, **AIKOS** (69) . This is an open information, guidance and counselling system, which addresses students, employees and guidance and counselling personnel. It informs on education and training programmes, providers, qualifications, occupations, admission rules, education and employment statistics. Other education institutions (pedagogical and psychological services, education support agencies, etc.) are involved in providing guidance services to the extent this is related to their functions and actual guidance needs of learners.

The Education Exchange Support Foundation manages the Euroguidance project and disseminates information on good practice examples in Lithuania and other European countries, new methods, creates various guidance and counselling tools and organises training seminars for guidance practitioners.

Local PES also provide vocational information and counselling services for jobseekers in addition to employment mediation. Youth labour centres of PES organise info-days on career issues, job fairs, Youth Guarantee promotion events and help students and graduates with finding a job or traineeship.

### **Organisation and funding**

General education and VET institutions appoint a coordinator who manages guidance-related activities of career guidance staff, class or group tutors, teachers/vocational teachers, social pedagogues, psychologists, and other support staff.

In 2014, a career education programme was approved by the Minister for education and science for implementation in general education and VET institutions starting from September, 2014 (70) . The programme aims to help learners develop career management skills. It can be integrated into primary, general lower and upper secondary and VET curricula and can take the form of optional subjects or extracurricular activities.

Vocational guidance is funded from the 'student basket' (see Section 9. VET financing mechanisms) and other national and local budgets, sponsors, etc. In 2010-15 an ESF project was carried out by the Students' Non-Formal Education Centre during which more than 1600 career guidance staff was employed in GE and VET institutions and trained. Funding was also provided

for the development of guidance programmes and tools. By this project more than 163 000 learners received guidance and counselling services.

Learners can acquire career-related information on learning and job opportunities through information systems and various other activities such as study visits, excursions, meetings with representatives of educational institutions, employers and other people and other events. Vocational activation (*profesinis veiklinimas*), during which visits to enterprises and lectures are organised, is regarded as one of the most important aspects. Learners are encouraged to experience and learn about different types of work, employment areas, specific characteristics of occupations and career paths. Vocational counselling services help learners to identify and discuss individual needs and preferences, and advise them on issues related to career planning, choice of training or studies, employment and job search.

Please see also:

- guidance and outreach Lithuania national report (71) ;
- Cedefop's labour market intelligence toolkit (72) .

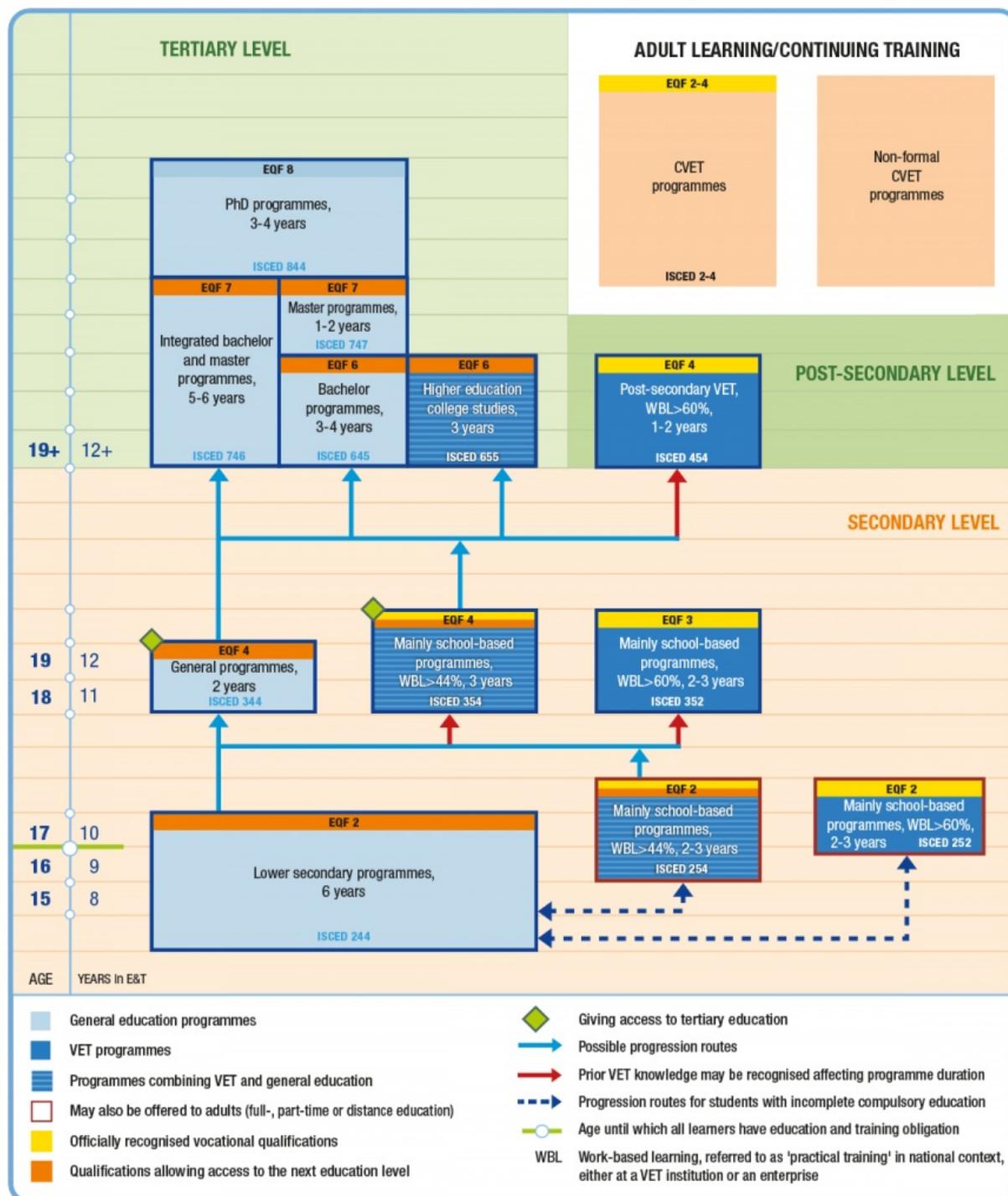
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[69] *Atvira informavimo, konsultavimo ir orientavimo sistema*: <http://www.aikos/smm.lt>

[71] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[72] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

# Vocational education and training system chart



NB: ISCED-P 2011.  
Source: Cedefop and ReferNet Lithuania, 2019.

# VET Programme Types

EQF 2
Mainly school-based programmes, WBL>60%, 2-3 years ISCED 252

**Initial VET programmes leading to EQF level 2, ISCED 252 (Profesinio mokymo programas nesiekiantiems pagrindinio ugdymo). Lower secondary VET programmes open to learners over 14; training is mandatory until the age of 16.**

<b>EQF level</b>	2	<b>ISCED-P 2011 level</b>	252
<b>Usual entry grade</b>	8	<b>Usual completion grade</b>	10-11 (after 2 or 3 years of studies)
<b>Usual entry age</b>	14	<b>Usual completion age</b>	17
<b>Length of a programme (years)</b>	2 to 3 years		
<b>Is it part of compulsory education and training?</b>	✓	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

VET programmes to acquire a first qualification are provided free of charge

**ECVET or other credits** 60 credits/year.

The scope of a formal VET programme was set by ministerial order in November 2018 (73) ; it may not be more than 110 credits.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and</li> <li>• individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.</li> </ul>
<b>Main providers</b>	<p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<b>Share of work-based learning provided by schools and companies</b>	>60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school (labs, school workshops)</li> <li>• on-the-job practice / apprenticeships</li> </ul> <p>Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. Practical training in ISCED 252 programmes comprises 60% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions</p>
<b>Main target groups</b>	<p>School-age learners and adults.</p> <p>ISCED 252 VET programmes are designed to attract early leavers from education and training back into education or training to acquire a basic VET qualification.</p> <p>Lower secondary two- or three- programmes (ISCED 252) do not lead to a basic education (74) certificate. The main target group are adults and young people.</p> <p>The two-year training programme is intended for those who have not acquired and do not seek to acquire basic education.</p> <p>The three-year training programme is intended to provide a vocational qualification certificate for those with special education needs related to intellectual disabilities who have completed an individualised basic education programme, a social skills programme, an adapted basic education programme or an adapted secondary education programme.</p>

<b>Entry requirements for learners (qualification/education level, age)</b>	There are no minimum entry requirements, but learners must be at least 14 to enrol. ISCED 252 VET programmes are intended for learners without a basic education (75) certificate, either young people over 14 or adults.
<b>Assessment of learning outcomes</b>	After the end of a VET training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
<b>Diplomas/certificates provided</b>	<p>ISCED 252 programmes are accessible to learners without a basic education (76) certificate.</p> <p>VET learners receive a VET diploma at EQF level 2 (<i>Profesinio mokymo diplomas</i>) in a two- or three-year programme (77) giving access to the labour market.</p> <p>Formal qualifications are recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	Room cleaner, bread and cake maker, cook (78) .
<b>Progression opportunities for learners after graduation</b>	ISCED 252 programmes do not deliver a basic education certificate. Learners acquire a basic VET diploma giving access to the labour market.
<b>Destination of graduates</b>	information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (79) assessed and certified (credits) based on the VET standards set for the given qualification (80) .</p>
<b>General education subjects</b>	✗
<b>Key competences</b>	<p>✗</p> <p>There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019, new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.</p>

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**Application of learning outcomes approach**



All IVET programmes are based on learning outcomes.

The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (81) .

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**Share of learners in this programme type compared with the total number of VET learners**

12.1% (82) of VET learners are enrolled in lower secondary VET (ISCED 252 and 254 programmes) compared to the total number of learners enrolled in IVET programmes (lower, upper and post-secondary VET programmes).

No separate statistics are available for EQF level 2/ISCED 252 programmes.

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- [73] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programs.
- [74] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [75] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [76] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [77] The three-year programmes is is targeted at learners with special needs.
- [78] <https://www.e-tar.lt/portal/en/legalAct/871e12205c0b11e79198ffdb108a3753>
- [79] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [80] See also Section 8. VET governance and 14. Validation of prior learning
- [81] Source: Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
- [82] 2017/18

EQF 2

Mainly school-based

programmes,

WBL >44%,

2-3 years

ISCED 254

**Initial VET programmes leading to EQF level 2, ISCED 254  
(Profesinio mokymo programas kartu su pagrindinio ugdymo programomis)**

<b>EQF level</b>	2	<b>ISCED-P 2011 level</b>	254
<b>Usual entry grade</b>	8	<b>Usual completion grade</b>	10-11 (after 2 or 3 years of studies)
<b>Usual entry age</b>	14	<b>Usual completion age</b>	17
<b>Length of a programme (years)</b>	2 to 3 years (83)		
<b>Is it part of compulsory education and training?</b>	 Education is compulsory till 16 years of age	<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	
<b>Is it offered free of charge?</b>	 VET programmes to acquire a first qualification are provided free of charge.	<b>Is it available for adults?</b>	

**ECVET or other credits** 60 credits /year

The scope of a formal VET programme was set by ministerial order in November 2018 (84) ; it may not be more than 110 credits.

**Learning forms (e.g. dual, part-time, distance)**

- School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and
- individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.

<b>Main providers</b>	<p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<b>Share of work-based learning provided by schools and companies</b>	>44%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school (labs, school workshops)</li> <li>• on-the-job practice / apprenticeships</li> </ul> <p>Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. Practical training in ISCED 254 VET programmes comprises 44% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions.</p>
<b>Main target groups</b>	<p>The main target group are school-age learners and adults.</p> <p>VET ISCED 254 programmes are designed to attract early leavers from education and training (85) back into education or training to acquire a basic VET qualification and a basic education (86) certificate in two years.</p> <p>The three-year training programme is intended for learners with special educational needs.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>There are no minimum entry requirements but learners must be at least 14 years old to enrol.</p> <p>ISCED 254 VET programmes are intended for learners without a basic education (87) certificate, either young people over 14 or adults (88) .</p>
<b>Assessment of learning outcomes</b>	<p>VET programmes are based on learning outcomes.</p> <p>After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Learners also received a basic education certificate (89) upon the completion of the two- (or three-) year programme.</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).</p> <p>The VET qualification obtained allows holders to perform a job or work function (90) .</p>

<b>Diplomas/certificates provided</b>	<p>In ISCED 254 VET programmes learners receive a basic vocational qualification (VET diploma - <i>Profesinio mokymo diplomas</i>) giving access to the labour market and a basic education (91) certificate allowing them to pursue upper secondary studies.</p> <p>The VET diploma is recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	Waiter; bricklayer; plumber (92) .
<b>Progression opportunities for learners after graduation</b>	<p>Graduates from ISCED 254 programmes may:</p> <ul style="list-style-type: none"> <li>• enter the labour market; or</li> <li>• continue their studies at EQF level 3 general education or VET programmes (prior VET knowledge may be recognised affecting the duration of the programme).</li> </ul>
<b>Destination of graduates</b>	<ul style="list-style-type: none"> <li>• Share of those entering the labour market - information not available</li> <li>• Share of those moving on to further studies - information not available</li> </ul>
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (93) assessed and certified (credits) based on the VET standards set for the given qualification (94) .</p>
<b>General education subjects</b>	<p>✓</p> <p>Programmes learners receive a basic vocational qualification (VET diploma - <i>Profesinio mokymo diplomas</i>) and a basic education certificate.</p>
<b>Key competences</b>	<p>✗</p> <p>There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019, new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.</p>
<b>Application of learning outcomes approach</b>	<p>✓</p> <p>All IVET programmes are based on learning outcomes.</p> <p>The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (95) .</p>

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**Share of learners in this programme type compared with the total number of VET learners** 12.1% (96) of VET learners are enrolled in lower secondary VET (ISCED 252 and 254 programmes) compared to the total number of learners enrolled in IVET programmes (lower, upper and post-secondary VET programmes).

No separate statistics are available for EQF level 2/ISCED 254 programmes.

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- [84] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programs.
- [85] Young people over 14 with primary education complete the programme in two years; adults with basic education complete the programme in one year.
- [86] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [87] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [88] Adults with a basic education may also enrol and complete the programme in one year, then they take the exam to obtain the VET qualification; see also Section 24. Assessment.
- [89] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [90] For example truck driver (job) qualification allowing the holder to work at high altitude or to carry heavy loads (work function).
- [91] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [92] Sectoral qualification standards: <https://www.kpmc.lt/kpmc/kvalifikaciju-formavimas/standartai-2/profesiniai-standartai/>
- [93] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [94] See also Section 8. VET governance and 14. Validation of prior learning.
- [95] Source: Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
- [96] 2017/18

## EQF 3

Mainly school-based

programmes,

WBL>60%,

2-3 years

ISCED 352

### Initial VET programmes leading to EQF level 3, ISCED 352 (Profesinio mokymo programos, neįgyjant vidurinio išsilavinimo)

<b>EQF level</b>	3	<b>ISCED-P 2011 level</b>	352
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	12-13 (after 2 or 3 years of studies)
<b>Usual entry age</b>	18	<b>Usual completion age</b>	19 (20 for those with special education needs)
<b>Length of a programme (years)</b>	2 to 3 years		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
	VET programmes to acquire a first qualification are provided free of charge.		Learners enter at age 18
<b>ECVET or other credits</b>	30 to 110 credits depending on the complexity of the programme. The scope of a formal VET programme was set by ministerial order in November 2018 (97) .		
<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and</li> <li>• individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.</li> </ul>		

<b>Main providers</b>	<p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<b>Share of work-based learning provided by schools and companies</b>	>60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school (labs, school workshops)</li> <li>• on-the-job practice / apprenticeships</li> </ul> <p>Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. Practical training in ISCED 352 VET programmes comprises 60% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions.</p>
<b>Main target groups</b>	<p>Upper secondary two- or three-year school-based VET programmes (ISCED 352) are accessible to learners having completed basic education (98) . They do not lead to an upper secondary general education <i>matura</i> certificate (99) .</p> <p>The two-year training programme is accessible to both, young people (including those with special educational needs related to hearing impairment) or adults.</p> <p>The three-year training programme is intended for those with special educational needs who have completed individualised basic education programme, social skills programme, adapted basic education programme or adapted upper secondary education programme.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Only holders of a basic education (100) certificate may enter these programmes.
<b>Assessment of learning outcomes</b>	<p>VET programmes are based on learning outcomes.</p> <p>After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).</p>

<b>Diplomas/certificates provided</b>	<p>In ISCED 352 VET programmes learners receive a vocational qualification at EQF level 3 (VET diploma - <i>Profesinio mokymo diplomas</i>) giving access to the labour market.</p> <p>The VET diploma is recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	Railroad builder; road worker; metal constructions assembler.
<b>Progression opportunities for learners after graduation</b>	<p>Graduates from ISCED 352 programmes may:</p> <ul style="list-style-type: none"> <li>• enter the labour market.</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (101) assessed and certified (credits) based on the VET standards set for the given qualification (102) .</p>
<b>General education subjects</b>	✗
<b>Key competences</b>	<p>✗</p> <p>There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019, new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.</p>
<b>Application of learning outcomes approach</b>	<p>✓</p> <p>All IVET programmes are based on learning outcomes.</p> <p>The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (103) .</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>43.7% (104)</p> <p>of VET learners in upper secondary VET (ISCED 352 and 354 programmes) compared with the total number of learners enrolled in IVET programmes (lower, upper and post- secondary VET programmes).</p> <p>No separate statistics are available for EQF level 3/ISCED 352 programmes.</p>

[97] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of

vocational training programs.

- [98] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [99] The *matura* certificate attests completion of upper secondary education and gives access to tertiary level programmes.
- [100] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [101] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [102] See also Section 8. VET governance and 14. Validation of prior learning.
- [103] *Source:* Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
- [104] 2017/18

EQF 4
Mainly school-based programmes, WBL>44%, 3 years ISCED 354

**Initial VET programmes leading to EQF level 4, ISCED 354 (Profesinio mokymo programas kartu su vidurinio ugdymo programomis).**

<b>EQF level</b>	4	<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	13
<b>Usual entry age</b>	18	<b>Usual completion age</b>	20
<b>Length of a programme (years)</b>	3		
<b>Is it part of compulsory education and training?</b>		<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	
<b>Is it offered free of charge?</b>		<b>Is it available for adults?</b>	
	VET programmes to acquire a first qualification are provided free of charge (105) .		Learners enter at 18.

**ECVET or other credits** 30 to 110 credits depending on the complexity of the programme.

The scope of a formal VET programme was set by ministerial order in November 2018 (106) .

**Learning forms (e.g. dual, part-time, distance)**

- School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and
- individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.

<p><b>Main providers</b></p>	<p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<p><b>Share of work-based learning provided by schools and companies</b></p>	<p>&gt;44%</p>
<p><b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b></p>	<ul style="list-style-type: none"> <li>• practical training at school (labs, school workshops)</li> <li>• on-the-job practice / apprenticeships</li> </ul> <p>Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. Practical training in ISCED 354 VET programmes comprises 44% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions.</p>
<p><b>Main target groups</b></p>	<p>ISCED 354 programmes are accessible to learners over 18 (including those with special educational needs related to hearing impairment) having completed basic education (107) .</p> <p>Upper secondary vocational education with secondary education.</p> <p>For students who have a basic education, 2-3 years, after which the qualification or the right to perform a job or work function is awarded after the acquired competences have been assessed and secondary education is acquired after maturity examinations.</p>
<p><b>Entry requirements for learners (qualification/education level, age)</b></p>	<p>Only holders of a basic education (108) certificate may enter these programmes.</p>
<p><b>Assessment of learning outcomes</b></p>	<p>VET programmes are based on learning outcomes.</p> <p>After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).</p> <p>Learners pass an exam to obtain also the general education <i>matura</i> certificate giving access to higher education.</p>

<b>Diplomas/certificates provided</b>	<p>VET learners receive a vocational qualification (VET diploma - <i>Profesinio mokymo diplomas</i>) and the matura (<i>Brandos atestatas</i>) general education certificate at EQF level 4 giving access to higher education.</p> <p>The VET diploma is recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	<p>Guest service worker; barmen; confectioner (109) .</p>
<b>Progression opportunities for learners after graduation</b>	<p>Graduates from ISCED 354 programmes may:</p> <ul style="list-style-type: none"> <li>• enter the labour market; or</li> <li>• enter post-secondary EQF 4 (ISCED 454) programmes (prior VET knowledge may be recognised affecting the duration of the programme);</li> <li>• enter higher VET non-academic programmes delivered in colleges (a type of higher education institutions (EQF 6/ISCED 655);</li> <li>• enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).</li> </ul>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (110) assessed and certified (credits) based on the VET standards set for the given qualification (111) .</p>
<b>General education subjects</b>	<p>✓</p>
<b>Key competences</b>	<p>✗</p> <p>There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019, new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.</p>
<b>Application of learning outcomes approach</b>	<p>✓</p> <p>All IVET programmes are based on learning outcomes.</p> <p>The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (112) .</p>

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<b>Share of learners in this programme type compared with the total number of VET learners</b>	43.7% (113)
	of VET learners in upper secondary VET (ISCED 352 and 354 programmes) compared with the total number of learners enrolled in IVET programmes (lower, upper and post- secondary VET programmes).
	No separate statistics are available for EQF level 3/ISCED 354 programmes.

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- [106] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programs.
- [107] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [108] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [109] <https://www.e-tar.lt/portal/en/legalAct/871e12205c0b11e79198ffdb108a3753>
- [110] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [111] See also Section 8. VET governance and 14. Validation of prior learning.
- [112] *Source:* Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
- [113] 2017/18

EQF 4

Post-secondary VET,

WBL>60%,

1-2 years

ISCED 454

**Initial VET programmes leading to EQF level 4, ISCED 454 (Profesinio mokymo programos turint vidurinį išsilavinimą). Post-secondary non-tertiary vocational education**

<b>EQF level</b>	4	<b>ISCED-P 2011 level</b>	454
<b>Usual entry grade</b>	13	<b>Usual completion grade</b>	14 or 15
<b>Usual entry age</b>	19+	<b>Usual completion age</b>	20 or 21
<b>Length of a programme (years)</b>	1-2		
<b>Is it part of compulsory education and training?</b>		<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	Information not available  both IVET and CVET
<b>Is it offered free of charge?</b>	Yes and no  VET programmes to acquire a first qualification are provided free of charge (114)	<b>Is it available for adults?</b>	
<b>ECVET or other credits</b>	30 to 110 credits depending on the programme complexity The scope of a formal VET programme was set by ministerial order in November 2018 (115) .		

**Learning forms (e.g. dual, part-time, distance)**

- School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and
- individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.

<b>Main providers</b>	<p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<b>Share of work-based learning provided by schools and companies</b>	>60%
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training at school (labs, school workshops)</li> <li>• on-the-job practice / apprenticeships</li> </ul> <p>Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. Practical training in ISCED 454 VET programmes comprises 60% of the total time allocated to teaching vocational subjects, of which 8 to 15 weeks is organised in a company or school-based workshop simulating working conditions.</p>
<b>Main target groups</b>	ISCED 454 programmes are accessible to learners over 18.
<b>Entry requirements for learners (qualification/education level, age)</b>	Post-secondary VET is available to those having completed upper secondary education (awarded the <i>matura</i> certificate) or completed individualised or adapted secondary education programmes (for those who have special educational needs).
<b>Assessment of learning outcomes</b>	<p>VET programmes are based on learning outcomes.</p> <p>After the end of a training programme, learners must take an exam after which a VET diploma is awarded.</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).</p>
<b>Diplomas/certificates provided</b>	<p>VET learners receive a vocational qualification (VET diploma - <i>Profesinio mokymo diplomas</i> at EQF level 4. (116)</p> <p>The VET diploma is recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	Electronic equipment adjuster; landscaper; scaffold builder; installer of pipelines (117)

<b>Progression opportunities for learners after graduation</b>	<p>Graduates from post-secondary ISCED 454 programmes may</p> <ul style="list-style-type: none"> <li>• enter the labour market; or</li> <li>• enter higher VET non-academic programmes delivered in colleges (a type of higher education institutions (EQF 6/ISCED 655); or</li> <li>• enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (118) assessed and certified (credits) based on the VET standards set for the given qualification (119) .</p>
<b>General education subjects</b>	✗
<b>Key competences</b>	<p>✗</p> <p>There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019, new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.</p>
<b>Application of learning outcomes approach</b>	<p>✓</p> <p>All IVET programmes are based on learning outcomes.</p> <p>The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (120) .</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>43.9% (121)</p> <p>VET learners in post- secondary VET compared with the total number of learners enrolled in IVET programmes (lower, upper and post-secondary VET programmes).</p>

[115] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programs.

[116] In 2016 a new type of VET programmes (ISCED 454) leading to EQF level 5 qualifications was introduced and implemented as a pilot. In 2018 there are three programmes in the Study, training programmes and qualifications register (*Studijų, mokymo programų ir kvalifikacijų registras*). <https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>). Implementation of EQF

level 5 programmes is still under discussions.

- [117] <https://www.kpmc.lt/kpmc/kvalifikaciju-formavimas/standartai-2/profesiniai-standartai/>
- [118] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [119] See also Section 8. VET governance and 14. Validation of prior learning.
- [120] Source: Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
- [121] 2017/18

EQF 6

Higher education

college studies,

3 years

ISCED 655

**Professional bachelor - EQF level 6, ISCED 655 (Profesinio bakalauro studijos). Professional bachelor degree studies (tertiary non-academic education).**

<b>EQF level</b>	6	<b>ISCED-P 2011 level</b>	655
<b>Usual entry grade</b>	13	<b>Usual completion grade</b>	16
<b>Usual entry age</b>	19+	<b>Usual completion age</b>	21
<b>Length of a programme (years)</b>	3 - (3 ½)		
<b>Is it part of compulsory education and training?</b>			<b>Is it part of formal education and training system?</b>
<b>Is it initial VET?</b>	Higher VET is formally a part of higher education and includes three to three and half year college study programmes (ISCED 655).  (in the national context, IVET programmes are considered only those delivered in lower-, upper-secondary and post-secondary levels).		<b>Is it continuing VET?</b> Information not available
<b>Is it offered free of charge?</b>	According to the Law on VET a state-funded qualification can be done twice by a person (from EQF level 2 till level 8). If it is first or second qualification - it's free of charge.		<b>Is it available for adults?</b> Learners aged 19+ may enter these programmes.

**ECVET or other credits** 3 years' programme – 180 credits. One national credit corresponds to one ECTS credit.

<p><b>Learning forms (e.g. dual, part-time, distance)</b></p>	<ul style="list-style-type: none"> <li>• full-time or</li> <li>• part-time</li> <li>• classroom-based learning</li> <li>• in-company learning</li> </ul> <p>In terms of credits allocation:</p> <ul style="list-style-type: none"> <li>• compulsory subjects (141 credits),</li> <li>• specialisation subjects (15 credits),</li> <li>• general subjects of college studies (15 credits), and</li> <li>• optional subjects (9 credits).</li> </ul>
<p><b>Share of work-based learning provided by schools and companies</b></p>	<p>Work-based learning (in colleges or companies) covers at least one third of the study programme; from which (30 ECTS credits points) the practical placement in companies might last up to six months.</p>
<p><b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b></p>	<ul style="list-style-type: none"> <li>• practical training in colleges (labs, workshops)</li> <li>• practical training placements / apprenticeships</li> </ul>
<p><b>Main target groups</b></p>	<p>ISCED 655 programmes are accessible to learners over 18 (including those with special educational needs related to hearing impairment) having completed upper secondary education (122) .</p>
<p><b>Entry requirements for learners (qualification/education level, age)</b></p>	<p>HE VET is available to those having completed upper secondary education (awarded the <i>matura</i> certificate, or completed individualised or adapted secondary education programmes, for those who have special educational needs).</p>
<p><b>Assessment of learning outcomes</b></p>	<p>After the end of the programme, learners must take an exam after which a professional bachelor's diploma is awarded. The higher education institution organizes its own examinations according to the study outcomes set out in the study description.</p>
<p><b>Diplomas/certificates provided</b></p>	<p>Learners receive a Professional bachelor degree studies (Professional bachelor diploma - <i>Profesinio bakalauro diplomas</i>) at EQF level 6.</p> <p>The diploma is recognised by the HE institutions and labour authorities.</p>
<p><b>Examples of qualifications</b></p>	<p>Software engineering (professional bachelor in informatics); tourism management (professional bachelor in business); management of cultural activity (professional bachelor in business).</p>
<p><b>Progression opportunities for learners after graduation</b></p>	<p>Graduates from post-secondary ISCED 454 programmes may:</p> <ul style="list-style-type: none"> <li>• enter the labour market; or</li> <li>• enter higher VET non-academic programmes delivered in colleges (a type of higher education institutions (EQF 6/ISCED 655); or</li> <li>• enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).</li> </ul>
<p><b>Destination of graduates</b></p>	<p>Information not available</p>

<b>Awards through validation of prior learning</b>	A higher education institution may include the results of student partial studies, formal, non-formal and informal learning in the scope of the study program.
<b>General education subjects</b>	
<b>Key competences</b>	 <ul style="list-style-type: none"> <li>• communication in the mother tongue (Lithuanian)</li> <li>• foreign languages</li> <li>• social/civic competences</li> <li>• entrepreneurship</li> </ul>
<b>Application of learning outcomes approach</b>	 <p>All HE VET programmes are based on learning outcomes.</p> <p>The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (123) .</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	32% (124)

[122] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.

[123] *Source:* Cedefop (2017) *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)

[124] 2017/18. *Source:* Monitoring report 2017/18: [http://www.mukis.lt/lt/profesinio\\_orientavimo\\_paslaugos\\_mokyklose/stebesenos\\_ataskaitos.html](http://www.mukis.lt/lt/profesinio_orientavimo_paslaugos_mokyklose/stebesenos_ataskaitos.html)

EQF 2-4

CVET

programmes

### CVET programmes (Tęstinio profesinio mokymo programos)

<b>EQF level</b>	2-4	<b>ISCED-P 2011 level</b>	2 - 4
<b>Usual entry grade</b>	Information not available	<b>Usual completion grade</b>	Information not available
<b>Usual entry age</b>	18+	<b>Usual completion age</b>	Information not available
<b>Length of a programme (years)</b>	Up to one year		
<b>Is it part of compulsory education and training?</b>		<b>Is it part of formal education and training system?</b>	 CVET training to acquire formal qualifications is part of the national VET system and delivers the formal VET qualifications at EQF levels 2-4 (ISCED 2-4).
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	
<b>Is it offered free of charge?</b>	 CVET programmes are offered for a fee, except for the unemployed and those at risk of unemployment whose training is supported from European structural funds (ESF) projects. CVET for the unemployed is funded by a voucher system, which allows them to choose their training provider.	<b>Is it available for adults?</b>	 Formal CVET courses are available to learners over 18.

**ECVET or other credits** 20 to 90 credits depending on the programme.

The scope of a formal VET programme was set by ministerial order in November 2018 (125) ; it may not be more than 110 credits.

The volume of one year of formal vocational training is 60 learning credits. The scope of the formal vocational training program may not be less **than 30 learning** credits and more than 110 learning credits.

<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"> <li>• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part time or remotely; and</li> <li>• individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.</li> </ul>
<b>Main providers</b>	<p>Main providers of formal CVET programmes are labour market training centres offering in-company training (apprenticeships). Formal CVET is designed for people with different education attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite to access these programmes.</p> <p>The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.</p> <p>In 2017 formal IVET programmes were carried out by 70 state VET institutions and three private ones. 226 institutions, whose main activity is other than VET, specialise just in CVET.</p>
<b>Share of work-based learning provided by schools and companies</b>	<p>60-80%</p> <p>Formal CVET programmes (accessible to learners over 18) average duration up to one year leading to recognised vocational qualifications EQF levels 2-4. In CVET, practical training covers 60-80% of the programme.</p>
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training in labour market training centres</li> <li>• on-the-job practice / in-company training (apprenticeships)</li> </ul>

<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• programmes for the unemployed</li> <li>• programmes for those notified of dismissal</li> </ul> <p>Training for the unemployed and for those who have been notified of dismissal is organised via formal CVET programmes listed in the national register of qualifications (126) . The local public employment service (127) is responsible for training the unemployed. The unemployed and those notified of dismissal are referred to training providers, which they have chosen from the list published on the public employment service website.</p> <p>Training programmes are organised taking into account the specific needs of employers. Most unemployed persons follow programmes agreed with employers, who are obliged to hire the unemployed persons for a period of at least six months after training. Where it is agreed with the employer, practical training is organised at the workplace.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Entry requirements are included in the program (the basic curriculum is linked to 3 LTQF level, and secondary education programmes to 4 LTQF level).
<b>Assessment of learning outcomes</b>	<p>VET programmes are based on learning outcomes.</p> <p>After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).</p>
<b>Diplomas/certificates provided</b>	<p>VET learners receive a vocational qualification (VET diploma - <i>Profesinio mokymo diplomas</i>).</p> <p>The VET diploma is recognised by the education and training and labour authorities.</p>
<b>Examples of qualifications</b>	Water treatment plant operator; Building insulator; Beer maker; Confectioner (128) .
<b>Progression opportunities for learners after graduation</b>	After completing a formal CVET programme learners may enter the labour market.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p></p> <p>Qualification exams are detached from the training process and are carried out by accredited institutions. Applicants participating to the exam to acquire a formal VET qualification, may have their prior learning (129) assessed and certified (credits) based on the VET standards set for the given qualification (130) .</p>

<b>General education subjects</b>	✗
<b>Key competences</b>	✗
	There is an ongoing ESF-funded programme to develop key competences curricula in all VET programmes by end of 2019; new sectoral qualification standards/modular programmes on key competences are to be developed by 2020.
<b>Application of learning outcomes approach</b>	✓
	All VET programmes are based on learning outcomes.  The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (131) .
<b>Share of learners in this programme type compared with the total number of VET learners</b>	Information not available

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- [125] Order of the Minister of Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programs.
- [126] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*):  
<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>).
- [127] PES: <http://ec.europa.eu/social/main.jsp?catId=105&langId=en>
- [128] Vocational training program base: <https://www.kpmc.lt/programos.html>
- [129] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [130] See also Section 8. VET governance and 14. Validation of prior learning
- [131] Source: Cedefop (2017). *European inventory on NQF, 2016: Lithuania*. Cedefop country specific report. [http://www.cedefop.europa.eu/files/lithuania\\_-\\_european\\_inventory\\_on\\_nqf\\_2016.pdf](http://www.cedefop.europa.eu/files/lithuania_-_european_inventory_on_nqf_2016.pdf)
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- [6] Cedefop (2019). *European inventory on NQF, 2018: Lithuania*. Cedefop country specific report. <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/lithuania-european-inventory-nqf-2018>
- [18] Kvalifikacijų ir profesinio mokymo plėtros centras (2019). *Vocational education and training in Europe: Lithuania*, p. 28. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Lithuania\\_2018\\_Cedefop\\_ReferNet.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Lithuania_2018_Cedefop_ReferNet.pdf),
- [23] Cedefop (2013). *Vocational education and training in Lithuania: short description*. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4128>
- [27] Adapted from Cedefop (2018a). *Spotlight on vocational education and training in Lithuania*. Luxembourg: Publications Office. [http://www.cedefop.europa.eu/files/8121\\_en.pdf](http://www.cedefop.europa.eu/files/8121_en.pdf)
- [34] Republic of Lithuania, Law No XIII-888 amending Republic of Lithuania Law on Vocational Training No VIII-450 of 14 December 2017: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b0b6cda0eb0a11e7a5cea258c39305f6>
- [40] Cedefop (2018b). *Developments in vocational education and training policy in 2015-18: Lithuania*. Cedefop monitoring and analysis of VET policies [unpublished].
- [43] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*): <https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>).
- [47] Cedefop (2018a). *Spotlight on vocational education and training in Lithuania*. Luxembourg: Publications Office. [http://www.cedefop.europa.eu/files/8121\\_en.pdf](http://www.cedefop.europa.eu/files/8121_en.pdf)
- [56] Republic of Lithuania, Law No XIII-888 amending Republic of Lithuania Law on Vocational Training No VIII-450 of 14 December 2017: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b0b6cda0eb0a11e7a5cea258c39305f6>
- [58] Cedefop (2018b). *Developments in vocational education and training policy in 2015-17: Lithuania*, p. 13. Cedefop monitoring and analysis of VET policies. <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/vetpolicy-developments-lithuania-2017> ,
- [62] Cedefop (2018b). *Developments in vocational education and training policy in 2015-17: Lithuania*, p.14. Cedefop monitoring and analysis of VET policies. <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/developments-vocational-education-and-training-policy-2015-17-lithuania>
- [68] MoES and Ministry of Social Security and Labour (2012). Vocational Guidance Act. *Valstybės žinios* [Official Gazette], 2012, No 82-4284. <https://www.e-tar.lt/portal/lt/legalAct/TAR.1F89593BBB2C>
- [70] MoES (2014). Lietuvos Respublikos švietimo ir mokslo ministro 2014 m. sausio 15 d. įsakymas Nr. V-72 'Dėl ugdymo karjerai programos patvirtinimo' [Legal act regarding the programme for career education]. *Teisės aktų registras* [Register of legal acts], 29.4.2014, No 2014-04888. <https://www.e-tar.lt/portal/lt/legalAct/99c37290cf9011e3a8ded1a0f5aff0a9>
- [116] In 2016 a new type of VET programmes (ISCED 454) leading to EQF level 5 qualifications was introduced and implemented as a pilot. In 2018 there are three programmes in the Study, training programmes and qualifications register (*Studijų, mokymo programų ir kvalifikacijų registras*).

<https://www.aikos.smm.lt/en/StudyProgramm/SitePages/Study%20and%20Learning%20Programmes.aspx?ss=3f66a1ab-bcb9-4009-bdda-3e02a6fc2b63>). Implementation of EQF level 5 programmes is still under discussions.