VET in Lithuania

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

VET in Lithuania is offered at lower secondary (ISCED 2), upper secondary (ISCED 3) and post-secondary education (ISCED 4) levels leading to European qualification frameworks (EQF) levels 2 to 4. Learners can acquire a vocational qualification and complete general lower or upper secondary education. Upper secondary education level VET graduates who have obtained a 'matura' certificate may apply to be admitted to higher education.

When applying for higher education programmes in the same field, they are awarded additional points.

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

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

VET governance and role of social partners

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

The education and training system in Lithuania

VET is offered in a variety of settings and forms. The main ones are listed below:

- Lower secondary education
- Upper secondary education
- Post-secondary education
- Continuing education

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

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

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

VET curricula are competence-based, with clearly-defined learning outcomes. Content of VET qualifications is defined in VET standards foreseen to be replaced by sectoral professional committees.

II. Work-based learning

II.1. Core practices

The core practice of work-based learning in Lithuania is on-the-job training. The LTQF foresees that all employees are to receive training in the next two decades.

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Sources: Cedefop in cooperation with ReferNet Lithuania.
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Lithuania Spotlight on VET

The education and training system in Lithuania

VET in Lithuania

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VET governance and role of social partners

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

Advisory institutions play an important role in designing and implementing VET policy and the qualifications system. Most important are the VET council and the central professional committee with representatives from the social partners.

Social partners have the right to initiate new qualifications, standards and VET programmes. Since 2003, in-laws have been passed that make it easier for social partners to implement their VET programmes. VET programmes last no longer than one year and lead to a vocational qualification recognised by the State.

IVET is offered at lower secondary (ISCED 2), upper secondary (ISCED 3) and post-secondary education (ISCED 4) levels leading to European qualification framework (EQF) levels 2 to 4. Learners can acquire a vocational qualification and complete general lower or upper secondary education. Upper secondary education level VET graduates who have obtained a ‘matura’ certificate may apply to be admitted to higher education.

When applying for higher education programmes in the same field, they are awarded additional entrance points.

VET in Lithuania is school-based; however, practical training and training in enterprises constitute a major part of all training in VET in Europe. VET training comprises 60 to 70% of the total time allocated to vocational subjects. VET programmes last from 6 to 15 weeks and lead to a vocational qualification. VET programmes last from 6 to 15 weeks and lead to a vocational qualification.

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

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

Lithuanian qualifications framework (LTQF)

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

Distinctive features of VET

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Competence-based curricula

From 2003, VET curricula in Lithuania have been competence-based, with clearly-defined learning outcomes. Content of VET qualifications is defined in VET standards foreseen to be replaced by sectoral qualifications standards in the near future. These standards will describe the most important qualifications in specific sectors of the economy at different LTQF levels.

Attention to quality assurance

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

Level of early leaving from education and training

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

Challenges

Increasing adult participation in CVET

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

Developing vocational guidance

Though participation in VET has been increasing in recent years, general and higher education attract the majority of learners. Only 38.2% of students in upper secondary education are enrolled in vocationally-orientated programmes, 8% of upper secondary education graduates move to VET and 66% of upper secondary education graduates move to higher education directly after graduation. The national vocational guidance programme focuses on development of guidance tools for career guidance practitioners, training and monitoring of career education and information and counselling services for learners in general education and training.

Increasing work-based learning’s effectiveness

Through the revised law on VET in 2007 provided a legal basis for apprenticeship, implementation has been slow and few apprenticeships have been undertaken. The government foresees a system that allows them to upgrade their qualifications through recognition of the knowledge and skills they have acquired on the job and through non-formal learning.

Rapidly changing technologies drive the need to update VET teachers’ competences. The first steps are in place, but schemes for frameworks in companies are only in the pilot phase. Strengthening VET teachers’ competences is one of the most important challenges in the 2007-14 VET resources development programme. Further developments are foreseen in the government programme for the period 2012-16.
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In Lithuania, the major part of training in VET in Europe comprises 60 to 70% of the total time allocated to vocational subjects, of which 8 to 15 weeks is organised in a company or a school-based workshop simulating working conditions. Formal CVET is designed for people with different educational attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite. Programmes last no longer than one year and lead to a vocational qualification recognised by the State. Non-formal CVET is applied, for example, in training for employees initiated by the employer and training for civil servants and the unemployed.

VET governance and role of social partners

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Attention to quality assurance

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

Low level of early leaving from education and training

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

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

Increasing work-based learning’s effectiveness

Though participation in VET has been increasing in recent years, general and higher education attract the majority of learners. Only 28.2% of students in upper secondary education are enrolled in vocationally-oriented programmes, 8% of upper secondary education graduates move to VET and 68% of upper secondary education graduates move to higher education directly after graduation. The national vocational guidance programme focuses on development of guidance tools for orientation guidance practitioners, training and monitoring of career education and information and counselling services for learners in general education, VET and higher education.

Increasing work-based learning’s effectiveness

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

Improving VET teachers’ competences

Rapidly changing technologies drive the need to update VET teachers’ competences. The first steps are in place, but schemes for frainships in companies are only in the pilot phase. Strengthening VET teachers’ technical and professional competences in the 2007-14 VET resources development programme. Further developments are foreseen in the government programme for the period 2012-16.
Further information


