

# Vocational education and training status review

**POLICY DEVELOPMENT****PRACTICAL MEASURE/INITIATIVE** LITHUANIA

## Timeline

**2017 Implementation****2018 Implementation****2019 Implementation****2020 Implementation****2021 Implementation****2022 Implementation****2023 Discontinued****ID number 28695**

## Background

Until 2017, performance results for vocational education and training (VET) were collected but were insufficiently analysed, systematised or compared annually. This meant the dynamics of the system could not be monitored, nor the risk of weaknesses identified for management through additional efforts. Strategies for initiating changes to the system and decision-making, therefore, were not sufficiently based on data. For this reason, monitoring of the VET system was provided for by law, which also indicated the need to establish a system for monitoring indicators.

## Objectives

VET monitoring involves the continuous and systematic collection, analysis and evaluation of data on the state of the system and the changes it undergoes. The aim is to enable the system's management and development in a way that guarantees its quality in line with education policy at both national and European Union (EU) levels. Such monitoring seeks to assess the success of VET with respect to the economy, human resources, the labour market, lifelong learning opportunities, and national and EU education policies. VET monitoring is based on official national and international data.

## Description

On 11 December 2018, the Research and Higher Education Monitoring and Analysis Centre (MOSTA) published the second edition of the VET system review. The first edition, published in 2017, presented national and regional trends, as well as performance analyses of VET institutions. The 2018 edition takes stock of current policies, needs and present-day challenges in this area, analysing the demographic, social and economic context of VET, and issues with regard to financing, teacher training, access, quality, employability and vocational guidance. Key issues were identified in the 2018 VET status review:

- (a) VET is mainly evaluated in terms of how it satisfies business needs, with its contribution to reducing social exclusion often ignored;
- (b) the attractiveness of VET remains a significant challenge;

- (c) the existing per-capita financing of VET institutions (the student basket model) negatively affects the quality of the system and its relevance to labour market needs;
- (d) the ageing community of VET students (with a growing number returning to such training after higher education) is a new challenge to the system's quality, so teaching methods and tools should be adapted to changes in society;
- (e) the impact of efforts to improve cooperation between VET providers and the business world is still limited, with employer representatives, involved in VET governance since 2012 (including the design of programmes and assessing the labour market with respect to relevant qualifications), actively involved in only 15 of 70 VET institutions in 2018. The VET law (2017) stipulates active involvement of social partners in all VET institutions;
- (f) data fragmentation is a significant barrier to developing a strategic framework for evaluating (and monitoring) the efficiency of the VET system.

### **2017 Implementation**

### **2018 Implementation**

### **2019 Implementation**

The third VET system review, VET in Lithuania 2019 (*Profesinių mokymas Lietuvoje 2019*), was published in early 2020. The review was compiled by the Government Strategic Analysis Centre (STRATA); this was established at the beginning of 2019 by a government resolution (after the reorganisation of the former MOSTA) as an expert body that provides the government and ministries with independent, research-based information needed to make evidence-based public policy decisions. The 2019 report provides information on the state of VET in 2019, with the analysis carried out in line with the following criteria: success of VET for people; success in relation to lifelong learning; and success in implementing Lithuanian and EU education policy. The main findings of the review are summarised in five thematic groups.

- (a) *VET reform* - the most important changes concern the rationalisation of the network of (VET) providers and the creation of new training content (based on sectoral curricula) as well as the updated methodology for financing VET, which is more flexible and encourages the development of apprenticeships. The regulation of skills recognition (validation of NFIL), quality assurance and career guidance are delayed.
- (b) *Attractiveness of VET* remains a challenge, mainly due to structural changes in the general education system; most 16-to-17-year-olds who have enrolled in VET as part of the basic education programme continue their studies so they can acquire a VET qualification and the end of secondary education certificate; only 3% choose to study in the form of an apprenticeship, even though employment rates are best among this segment.
- (c) *Access to VET*: VET for people with special needs is not sufficiently comprehensive and equally developed as for other VET programmes; the total number of VET students is declining, with the number of people aged 25 and over increasing; although the number of students in short-term formal continuing VET programmes is increasing, the proportion in VET institutions is decreasing.
- (d) *Quality of VET*: almost eight out of 10 students who have completed a VET course receive a basic education certificate; approximately six out of 10 VET students pursuing secondary education obtain a secondary education certificate; the proportion of early school leavers from VET is declining, but still remains almost twice as high compared with dropout rates from general education; 95.3% of graduates who completed an IVET course in 2019 obtained the qualification.
- (e) *VET implementation*: implementation of the enrolment plan in 2019 improved by 5.6% compared with 2018 results; the employment rate of VET learners studying in apprenticeship was higher than that of those choosing school-based programmes (respectively, 75.6 and 57.85%); the employment rate of continuing VET graduates is higher than that for IVET; qualified IVET graduates find employment more often than those without qualifications, while there is almost no difference for continuing VET (CVET) students; the average employment rate of VET graduates aged 20 to 34 in some areas of education is less than 60% one to three years after graduation.

## 2020 Implementation

The fourth VET system review was prepared and published in 2021. The study explored topics related to the development of the VET system: the attractiveness, the accessibility, the quality, and the relevance of VET. The analysis showed that the main preconditions for positive change in quality assurance and efficiency of training were created when self-evaluation tools and external evaluation procedures had been developed and implemented in practice. This was achieved with the support of the social partners. Also reorganisation (centralisation) of the network of VET institutions had a positive impact on quality.

## 2021 Implementation

The fourth VET system review conducted in 2020 was published in 2021. The report showed that the main developments and initiatives in VET system were directly related with aims embedded in the VET Law (2017): accessibility, quality and effectiveness of VET and its compliance with labour market needs. However, the main VET system quality indicators did not change very much during the last three years. The reason for this could be the relatively short period of time since the beginning of the implementation of the actions of the VET Law.

## 2022 Implementation

In 2022, a feasibility study on possibilities of solving educational and skills challenges was released. This report assesses what changes are needed in education, training and skills to achieve the goals of education in 2050, and provides recommendations for changes, taking into account future trends, current state of education and skills and the desired future scenario for Lithuania.

The study analyses the most prominent challenges and opportunities for education, training, skills and global megatrends. The most important changes related to education are technological change and hyper-connectedness, directly related to the diversification of education. Furthermore, it is stressed that technological changes will create opportunities for new ways and methods of learning, but at the same time will raise the risk of insufficient quality assurance.

The report discusses how Lithuanian and foreign experts assess Lithuania's current achievements, what successes and failures are associated with children's learning, vocational training, lifelong learning and higher education.

Based on the four future scenarios described in the national strategy of the 'Lithuania 2050' possible forms of education are discussed, taking into account the current educational situation. The future scenarios of the state are formed according to democracy-autocracy and education breakthrough-educational stagnation axis

Based on the analysis, proposals for the transformation of the educational ecosystem are presented in the study. Institutionally and structurally, the currently existing divisions between formal and informal should be eliminated. Teachers in education, initial vocational training and secondary education, must receive much more modern knowledge of psychology and didactics. In order to promote lifelong learning, it is proposed to allocate a certain number of free education credits annually to every adult and to implement an open vocational or higher education school concept focused on credit accumulation and personalised learning. Proposals for change are also presented as detailed recommendations for education policy makers and providers.

In 2022, the VET system review was prepared and published, which presents the results of the VET monitoring. The information is divided according to the following criteria: the success of VET for people, the success of VET in terms of lifelong learning and the success of VET as part of the implementation of the national education policies and those of the EU.

## 2023 Discontinued

In 2023, due to a shift in analytical reporting priorities, the Government Strategic Analysis Centre (STRATA) ceased preparing VET status review reports.

## Bodies responsible

- Government Strategic Analysis Centre (STRATA)

## Target group

### Education professionals

Teachers  
Trainers  
School leaders

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Governance of VET and lifelong learning

Further developing national quality assurance systems

## Subsystem

IVET CVET

## Further reading

[The review \[Profesinio mokymo bukles apžvalga 2018\] \(only in Lithuanian\)](#)

[Cedefop ReferNet news, Lithuania: 2018 VET status review - Establishing a monitoring system](#)

[VET in Lithuania 2019 \[Profesinis mokymas Lietuvoje 2019\] \(only in Lithuanian\)](#)

[VET in Lithuania 2020 \[Profesinis mokymas Lietuvoje 2020\] \(only in Lithuanian\)](#)

### “ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28695>