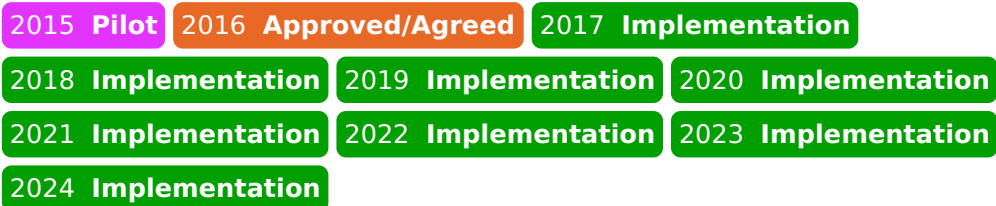


Modularisation of VET curricula

POLICY DEVELOPMENT**REGULATION/LEGISLATION** LITHUANIA

Timeline

**ID number 28334**

Background

The availability of modular programmes has become crucial, primarily because of the need to update VET content. The country's overall portfolio of VET offerings was relatively old, with many programmes developed around 2000 and in use for more than 10 years. The situation no longer sufficed to meet the needs of employers and students were not satisfied with the quality of teaching: the available training content only partially meeting the needs of the labour market and requirements of specific jobs. In addition, employers blamed the existing education system for a lack of high-quality training of specialists and problems for new employees in adapting to the workplace. Since 2013, priority has therefore been given to the design of modular VET programmes, with a target for all such schemes to have this format by December 2020.

Objectives

A systematic review of VET programmes and a transition to modular training, alongside the setting of new qualifications standards, have been viewed as essential steps to modernising the training of professionals to make the system as flexible and up-to-date as possible, while also abandoning obsolete and unprofitable programmes. The reorganisation of this area is aimed at enabling people more quickly to acquire attractive qualifications in the labour market and employers to obtain the employees they need.

Description

In spring 2015, the Ministry of Education, Science and Sport decided that formal IVET and CVET programmes would consist of mandatory (85%) and elective (15%) modules grouped into introductory, professional and final categories. These would be competence-based and in line with sectoral qualifications standards, while a credit system would be introduced, with one academic year corresponding to 60 credits. More than 60 modular programmes were finalised by 2016, prepared by expert groups consisting of VET providers and social partners, mostly with European Social Fund (ESF) support. The piloting of such programmes

started in 2015 and was extended in 2016 to 38 modular programmes in about half of VET institutions.

Since September 2017, modular programmes have replaced the majority of corresponding subject-based VET programmes. By the end of 2017, 76 modular programmes were registered, 61 of which were implemented in the 2017-18 academic year, involving 27% of all VET learners (compared with 11% in 2016-17). The VET Law (2017), which stipulated that all VET programmes must be exclusively modular from the beginning of 2019, created a special impetus for the replacement of coherent subject programmes with modular ones. A crucial facet of the new law was that it introduced a clear concept of continuing education, stating that such training and corresponding programmes were intended for people seeking a second vocational qualification or improving an existing one. Therefore, CVET programmes may not have included introductory and final modules that students had already taken when learning for the first time. The aim was also to make CVET programmes more intensive and shorter, creating opportunities for second-time learners to acquire the necessary qualifications in the most efficient way and find a new job or return to their former position as quickly as possible.

To ensure uniform understanding of the structure and duration of programmes throughout the system, the Ministry of Education, Science and Sport prepared and approved a new description of the procedure for preparation and registration of VET programmes in 2018, after which it was revised and updated in mid-2019. This description finalised the provision that the duration of VET programmes would be defined by teaching credits, with one credit equivalent to 27 academic hours. In the implementation of a formal VET programme under IVET, 22 academic hours of one learning credit would be allocated for contact work, guidance and assessment of student learning achievements, and five academic hours for self-directed learning unsupervised by a teacher. For a programme under IVET training involving people with special educational needs who have studied in line with special education programmes, 27 academic hours, worth one credit, were allocated for contact work, counselling and assessment of student learning achievements. For formal VET programmes under CVET and non-formal VET programmes, 18 academic hours of one learning credit were allocated for contact work, counselling and assessment of student learning achievements, and nine academic hours for self-study unsupervised by a teacher.

2015 Pilot

2016 Approved/Agreed

2017 Implementation

2018 Implementation

2019 Implementation

At the start of 2019, 247 modular programmes were registered. The Qualifications and VET Development Centre (KPMPC) coordinates the modularisation process, while agreement from sectoral professional committees is needed prior to the development of any new programme or module.

2020 Implementation

In 2020, 104 modular programmes for 42 qualifications were registered.

2021 Implementation

In 2021, 30 modular programmes for qualifications were registered.

2022 Implementation

In 2022, the final transition to modular VET programmes was completed. From this year onwards, all formal VET programmes are based on learning outcomes, with each module specifying the criteria for their assessment. Learning outcomes are formulated separately for each competence, considering the competence boundaries outlined in

the qualification descriptor. This ensures a clear link between the learning outcomes of VET programmes and their modules and the qualifications, qualification units, and competences described in the relevant sectoral qualification standards.

Each module in a VET programme consists of theoretical learning (30% of total learning time) and practical learning (70%). Additionally, in 2022, 14 new modular programmes for qualifications were registered, and the list of licensed training programmes was revised.

2023 Implementation

In 2023, preparatory activities were carried out to develop new and update existing modular VET programmes. A study conducted by a group of experts identified key economic sectors most affected by the digital and green transition and proposed a list of VET programmes to be developed or updated in response to these changes.

As part of this effort, the project 'Updating and/or Development of Formal Vocational Training Programmes', was launched in 2023 to promote digital and green transformation and modernise vocational training content in line with labour market needs. The project aims to develop or update 95 VET programmes, ensuring they align with the twin transition. It is coordinated by the European Social Fund Agency, with the Qualifications and Vocational Education and Training Development Centre (KPMPC) as a partner.

The project runs from 15 September 2023 to 30 April 2026 and is funded through the 'Next Generation Lithuania' plan under the Recovery and Resilience Facility.

2024 Implementation

33 modular VET programmes essential for the green and digital transition have been renewed, developed, and registered in the Register of Study, Training Programmes, and Qualifications.

Bodies responsible

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

Target group

Learners

Learners in upper secondary, including apprentices

Young people (15-29 years old)

Adult learners

Low-skilled/qualified persons

Thematic categories

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Using learning-outcome-based approaches and modularisation

Transparency and portability of VET skills and qualifications

Developing and applying qualifications smaller/shorter than full

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Flexibility and progression opportunities at the core of VET

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Ministry decision on modularisation of IVET and CVET programmes \(only in Lithuanian\)](#)

[Description of the procedure for preparation and registration of VET programmes \(only in Lithuanian\)](#)

[Database of modular VET programmes \(only in Lithuanian\)](#)

[Information about the project ,Updating and/or Development of Formal Vocational Training Programmes, \(only in Lithuanian\)](#)

Related policy developments

2024 **Implementation**

Bringing VET and general education closer

Since 2023, the modular VET system has supported the development of a more open and flexible VET.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

Development of experimental vocational training programmes

According to the Government Strategic Analysis Centre (STRATA) study *University, college or vocational training institution?*, based on data retrieved from the 2013/14 school year to the 2018/19 school year, the number of students who chose to study in vocational education institutions to

 LITHUANIA

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2020 Completed

Integrating key competences in curricula (new approach)

In 2015, an amendment to the procedure on how formal VET (IVET and CVET) programmes should be designed was approved by the Ministry of Education, Science and Sport.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2020 Completed

Implementation of ECVET

In 2014, national ECVET experts participated in public information activities and discussions with stakeholders in Lithuania, presented reports at events of the Education Exchanges Support Foundation, events at national VET institutions and at different events in Europe, and prepared information a

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2023 Completed

Registration of non-formal CVET programmes

Until 2018, only formal VET programmes were registered in the State register of studies, training programmes and qualifications (SRSTPQ).

 LITHUANIA

Type of development

Regulation/Legislation

Subsystem

CVET

“ ... ” Cite as

Cedefop, & ReferNet. (2025). Modularisation of VET curricula: Lithuania. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28334>