

The 2017-20 action plan for lifelong learning



Timeline



ID number 28332

Background

In 2014, the Ministry of Education and Science implemented the rights and obligations of the owner (founder) at 74 VET institutions, 70 of which provided IVET; in 2018, at 70 VET institutions, of which 69 provided IVET in the 2017-18 academic year. With the number of students in general education programmes and higher-education institutions decreasing, the number of students on IVET programmes at VET institutions increased between 2014 and 2017. This change was not, however, due to an increase in the number of students completing primary or secondary education in general education establishments, but to an increase of the number of graduates of VET institutions, colleges and universities continuing their education in VET programmes.

According to data from the Department of Statistics of the Republic of Lithuania, 1 352 300 people were employed in the country's labour market at the end of 2017. Most of these were in the retail trade and services sector, which accounted for 66.88% of employees that year. Between 2015 and 2017, however, the number of people employed in almost all professions grew, with only a few experiencing a negative trend. The largest decrease was recorded among purchasing and sales managers (-4%), while the number of employees increased in sectors including production, mining, construction and agriculture (+5%).

In 2016, the average age of the labour force was 46.5 years. Higher averages were seen in sectors dominated by public sector employees (for example, 48.8 years in the education sector and 48 in public administration).

There is, meanwhile, a significant amount of internal migration to several large cities, including Vilnius, Kaunas and Klaipeda. Such a trend implies that redesigning the VET network would help decision-making in large cities in terms of moving towards greater specialisation by schools and more rational use of existing infrastructure, including helping to review programmes for duplication. In these cities, it also made sense to develop sectoral practical training centres for individual industries.

Though there is a steady decline in the population of regional centres, many of these have the prospect of maintaining VET institutions, reorganising several institutions into one, reviewing the expediency of departments and branches, and reorganising packages of services (especially the package of CVET programmes for groups of various working ages). The plan is that most of the existing schools in these settlements (with the exception of agriculture, for one) should not be developed into sectoral practical training centres, but continue operating as schools that meet the varying needs of the regional economy.

Meanwhile, rural settlements face the biggest demographic challenge of emigration and negative population dynamics. In such areas, the VET network is likely to become more attractive and solutions for institutions in this segment will need to be sought together with regional authorities and the business community.

Objectives

The aim is to ensure the availability and quality of VET, that qualifications meet the country's economic needs, and the balance between supply and demand for specialists at the national and regional levels. Tasks include reorganising the network of State VET institutions; optimising the supply of VET programmes for the acquisition of first qualifications on a territorial basis; improving the provision of educational assistance in VET institutions; and ensuring high-quality access to VET.

Description

A 2017-20 action plan for lifelong learning was adopted by the Ministry of Education and Science in June 2017, and was later amended in December 2017. The plan replaced the former 2014-16 action plan for VET development and, in part, the 2014-16 action plan for non-formal adult education. It aimed to define objectives and measures for further development of systems for VET and lifelong learning, as well as the organisations responsible, and funds required and their sources (national budget or EU funding). Planned measures included: updating VET curricula and methods, with a focus on competitive 21st-century competences; developing a sustainable network of VET institutions; increasing social inclusion; and setting up robust conditions and incentives for lifelong learning. The plan also listed a range of projects to support the development of VET. With respect to lifelong learning, it envisaged key skill-based training programmes for adults, second-chance education opportunities for early school leavers, measures to aid training of older members of the population, funding of non-formal and continuing training programmes and projects, and the preparation and implementation of procedures for the recognition of non-formal and informal learning.

This plan provided that, taking into account the demographic situation in Lithuania and the development trends in the country's economic sectors, only 22 sectoral practical training centres (SPTCs) would be further developed in different cities of the country. It was decided that it was particularly important to create preconditions for using the training services at these centres to enable the largest possible flow of students, as well as facilitating short stays for those coming from remote areas of the country to study on continuing education programmes. During the course of implementation of measures in the EU's 2014-20 programming period, these 22 SPTCs have thus been further improving the practical training infrastructure and renovating dormitories managed by the relevant VET institutions (phase No 2 of implementation for the initiative Development of sectoral practical training centres No 09.1.2-CPVA-V-721).

The piloting of the new approach started in 2018, focusing on three competence centres covering the widest variety of sectors with the highest number of qualifications: accommodation and catering; construction; and engineering. Since then, work continues within the framework of the 2018-22 ESF project for the development of a national system for assessing and recognising competences and professional qualifications, coordinated by the Qualifications and VET Development Centre (KPMPC).

2017 Legislative process

2018 Implementation

2019 Implementation

In 2019, 18 SPTCs were selected to become assessment centres. In parallel, a model for the assessment of competences and the recognition of qualifications is being developed. It is important for this to be designed in such a way that allows for the

assessment and recognition of competences acquired through informal and non-formal learning, and so that it is optimally adapted not only to the needs of clients looking to improve their qualifications, but also to those seeking retraining. In this way, it will allow the country to focus on increasing the opportunities for lifelong learning and rapid retraining among people of working age in cases where they lose their job or the parameters of their role change significantly due to rapid technological change and economic trends.

In 2019, implementation began of the initiative Development of VET infrastructure (No 09.1.2-CPVA-K-722). This is aimed at VET schools where an SPTC has not been established or is not planned for development. Funding for the implementation of the activities in this initiative was allocated to 36 projects at VET schools.

2020 Implementation

Based on the action plan for lifelong learning, new investments are planned, supported by EU, including infrastructure in VET institutions, other education providers, etc. The action plan will be implemented further in order to achieve its goals and results. Due to delays in administrative procedures during the pandemic, the measures foreseen under the plan are continuing.

2021 Completed

A new strategy for 2021-24, the Equal start initiative, was launched in 2021. It builds on and brings forward the aims 2017-20 action plan for lifelong learning. It foresees new actions such as the creation of a network of regional career centres, a new model for lifelong learning with increased support for learners with lower capacities to participate in training (such as third-age universities and seniors, the low-skilled, low-income earners).

Bodies responsible

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

Target group

Learners

Young people (15-29 years old)

Learners with disabilities

Adult learners

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Thematic categories

Modernising VET infrastructure

Modernising infrastructure for vocational training

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Acquiring key competences

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes

acquired non-formally and informally

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Ensuring equal opportunities and inclusiveness in education and training

Subsystem

IVET CVET

Further reading

[Initiative Development of sectoral practical training centres, No 09.1.2-CPVA-V-721 \(only in Lithuanian\)](#)

[Initiative Development of VET infrastructure, No 09.1.2-CPVA-K-722 \(only in Lithuanian\)](#)

Related policy developments

2024 Completed

The Equal start initiative: development of the lifelong learning support system

Under the Equal start initiative, the following developments are foreseen:

 LITHUANIA

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2025 Implementation

Competence assessment and validation arrangements

In 2016, to address the problem that non-formal training for unemployed adults organised by the public employment service (the Lithuanian labour exchange) did not lead to formal qualifications, the Ministry of Labour and the Ministry of Education, Science and Sport agreed to enable validation and

 LITHUANIA

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Sectoral practical training centres (SPTCs)

In May 2016, the Ministry of Education, Science and Sport carried out a review of EU investments in the VET system for the 2014-20 period. This analysed results from the previous programming period and new proposals, as well as labour market (regional) trends and forecasts.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2021 Completed

Baltic Alliance for Apprenticeships

The Baltic Alliance for Apprenticeships (BAfA) was established on 22 June 2015 in a bid to increase the competitiveness of those in the region's labour force partaking in VET schemes, with a particular emphasis on work-based learning (WBL).

 LITHUANIA

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28332>