NQF state of play

Lithuania 2022

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Overview

Stage of development: [Operational stage]

NQF linked to EQF: ✓

Scope of the framework:

The NQF includes all officially recognised qualifications in general (primary and secondary) education, vocational education and training (VET), and higher education.

Number of levels:

Eight

Legal basis/stage of development:

Government resolution on approving the description of the Lithuanian qualifications framework (2010)
(in English)

NQF/EQF website:
↗ Website

Qualifications register/database:
↗ Qualifications database

Introduction and context

1.1. Policy context

In 2020, Lithuania's public expenditure on education as a percentage of gross domestic product (5.2 %) was slightly above the EU average (5.0 %). Participation in early childhood education and care is on the rise, reaching 90.9 % in 2020, while the rate of early leaving from education and training is significantly lower than the EU average (in 2021, 5.3 % and 9.7 % respectively). In 2021, tertiary education attainment (for those aged 25–34) (57.5 %) was well above the EU-27 average (41.2 %) (European Commission and DG Education, Youth, Sport and Culture, 2022). Participation in upper secondary VET is relatively low (25.8 % in 2020), while vocational pathways are the only option for learners in post-secondary education ([1]). In 2021, the employment rate of VET graduates (25–34 years old) (69.8 %) was below the EU average (76.4 %) (European Commission. DG Education, Youth, Sport and Culture, 2022).

The LTQF is an important instrument for designing and updating sectoral qualification standards and higher education study field descriptors (see Section 4.1), introducing short-cycle study programmes, and developing the competence assessment and recognition system for VET (see Section 6.2) (European Commission and Cedefop, 2022). The framework has been embedded in all relevant national strategies ([2]).

1.2. NQF legal basis

The LTQF was formally adopted through a government resolution in 2010, and further refined by amendments in 2011 (role and functions) and 2019 (updated classification of higher education short-cycle study programmes) ([3]). The framework has been embedded in relevant legislation, for instance in the order defining the procedure of competence assessment of individuals ([4]) and the order on general requirements for implementation of studies ([5]), which mentions that higher education programmes must meet the requirements of the study field descriptors and the LTQF (see Section 4.3) ([6]) (European Commission and Cedefop, 2020, 2022).

Policy objectives

The LTQF was created to support the development and modernisation of education and training. It aims to improve the transparency of qualifications, support their design and assessment, and make it easier to recognise and validate the learning outcomes that people achieve in formal, non-formal and informal settings. The framework also promotes a lifelong learning culture, and national and international mobility (KPMPC, 2012, p. 33). Its aims have remained unchanged over time (European Commission and Cedefop, 2022).

The LTQF is a regulatory framework setting out the levels of the qualifications system, and promoting the principle of validation of informal and non-formal learning. A main function of the framework is to support the development and approval of sectoral qualification standards and study field descriptors, the development and implementation of VET and higher education programmes, and the formulation of learning outcomes for general education programmes. Furthermore, it is used in assessing the learning outcomes and competences acquired through formal, non-formal and informal learning, in addition to the award and recognition of the qualification (including foreign or international qualifications). The qualifications framework is used to manage the register of studies, and other national and institutional registers, as well as qualifications information systems (European Commission and Cedefop, 2022).

Levels, learning outcomes and qualifications

3.1. NQF structure and level descriptors

The LTQF combines the eight-level structure of the country's qualifications system with the descriptor principles introduced by the EQF. Level descriptors are defined according to two parameters: activity characteristics and types of competence.

Table 1.**Level descriptors in the LTQF**

Parameters		
Criteria	Characteristic of activities	Type of competence
	Complexity Autonomy Variability	Cognitive Functional General

Source:Adapted from KPMPC (2012).

The combination of the two parameters allows for detailed descriptions of each level: the types of competence broadly correspond to the EQF distinction between knowledge, skills and competence (autonomy and responsibility in the 2017 EQF recommendation), while the characteristics of activities further develop the third EQF pillar (KPMPC, 2012).

3.2. NQF scope and coverage

The LTQF has been designed as a comprehensive framework for lifelong learning. It currently includes qualifications from general (primary and secondary) education, VET and higher education ([7]). Qualifications awarded outside formal education and training are not yet included.

The implementation of the comprehensive LTQF highlighted a gap at level 5. As a result, two types of qualifications were placed at this level: VET diplomas (*Profesinio mokymo diplomas*) acquired through post-secondary VET programmes, and short-cycle higher education programmes leading to a study certificate (*Studijų pažymėjimas*). Eight modular post-secondary VET programmes are available from higher education colleges and VET institutions ([8]). Short-cycle higher

education programmes were introduced in 2018, and in 2020 the framework for higher education qualifications was renewed and updated, including this type of programme. In 2022, the first group of learners enrolled in programmes on tourism and leisure, and informatics engineering and programme systems. As stated by the law on research and higher education, study field descriptors and qualification standards offer the main guidelines for the development of short-cycle programmes, and consistency with them should be assured (European Commission and Cedefop, 2022).

3.3. Use of learning outcomes

Level descriptors are considered the basis for formulating qualifications: the descriptors are used as an explicit reference point to improve consistency between qualifications and across education sectors. Qualification standards (nationally referred to as sectoral qualifications standards), modular VET programmes, higher education study field descriptors and higher education study programmes are in line with the LTQF level descriptors.

Guidelines drafted in 2019 for the preparation of the general curriculum framework focus on a learning outcomes approach ([9]). General education curricula at lower secondary and upper secondary education levels have been reformed based on six key competences; implementation of reformed curricula will start in 2023 ([10]). As of 2020/2021, general education learners in grades 9–12 may take short vocational modules of 5 or 10 credits offered in VET schools instead of the technologies subject *(technologijų dalykas)* of the general education curriculum ([11]); credits are recognised when enrolling in VET, shortening the programme duration (Cedefop ReferNet Lithuania, 2020).

Even before 2010, the learning outcomes (competence) approach was broadly implemented in VET (Laužackas et al., 2009). Qualification standards are key to implementing and operationalising the LTQF by defining and describing qualifications at different levels of the framework (European Commission and Cedefop, 2022). Following the 2017 VET law, qualifications standards, programmes and curricula have been reformed ([12]). All formal VET programmes follow a modular structure and are based on qualification standards (European Commission and Cedefop, 2022; Cedefop and ReferNet, 2023). The learning outcomes approach supported the modularisation of the VET curricula ([13]). Qualification standards have been reviewed with more focus on occupation-specific skills, general subject knowledge, and transversal skills and competences (Cedefop, 2020) ([14]). In addition to the development of qualifications

standards, a shift from subject-based to modular curricula has been implemented, and guidelines and methodology for the preparation and registration of VET programmes have been drafted ([15]). Since 2019, all formal initial VET programmes ([16]) consist of mandatory and elective modules defined in terms of learning credits ([17]), aligned with LTQF level descriptors and the European credit system for vocational education and training principles ([18]).

In higher education, LTQF descriptors are used when defining study levels and study field descriptors. Higher education institutions use study field descriptors as reference points for the development, review and renewal of their programmes and qualifications. The descriptors list intended learning outcomes, provide basic instructions on how to achieve them, and define the requirements for the implementation of study programmes. Study field descriptors are also used for external quality assurance of programmes, and to better link higher education with labour market needs (Beleckiene, 2019; European Commission and Cedefop, 2022). By the end of 2022, a total of 58 study field descriptors had been adopted ([19]).

3.4. Quality assurance arrangements

The LTQF is underpinned by quality assurance arrangements, which cover development, management, assessment of competences and award of LTQF qualifications. The LTQF contributes to raising the quality of qualifications; it is one of the instruments used in external quality assessment. For example, experts evaluating higher education study programmes use the study field descriptors in external quality assurance procedures (European Commission and Cedefop, 2022).

The National Agency for Education (NSA), established in 2019 by the education ministry, ensures quality assurance in the general education sector (pre-school, pre-primary and general education, except for higher education), including the organisation of curricula and *matura* examinations. Responsibility for quality assurance of VET is shared between the Qualifications and VET Development Centre (*Kvalifikacijų ir profesinio mokymo plėtros centras* (KPMPC)) and the NSA. Supporting higher education institutions to quality-assure their programmes falls under the responsibility of the Centre for Quality Assurance in Higher Education (SKVC).

Institutional arrangements and stakeholder involvement

The education ministry ([20]) has assigned the LTQF's implementation and day-to-day coordination to the Qualifications and VET Development Centre (*Kvalifikacijų ir profesinio mokymo plėtros centras, KPMPC*). The KPMPC acts as the EQF national coordination point (NCP). Its tasks are to reference national qualifications levels to the eight levels of the EQF, while ensuring transparency, and to provide access to information and guidance to stakeholders on how national qualifications relate to the EQF through the LTQF. It also aims to promote the participation of stakeholders (education institution representatives, social partners, sector representatives and experts) in the process. The management of the LTQF is performed by the Qualifications Formation Unit (four people) within the KPMPC. LTQF-related activities such as the development and update of sectoral professional standards, consultation with stakeholders and dissemination activities are funded by the state budget, European Social Fund and Erasmus+ programmes (European Commission and Cedefop, 2022). The KPMPC is the ReferNet contact point and the European quality assurance in VET reference point.

Regarding the quality assurance of the LTQF and national qualifications system, the KPMPC works in close cooperation with the NSA and SKVC (see Section 4.4). In 2013, the SKVC was officially delegated to take part in the coordination and implementation of the LTQF, with a specific focus on universities and universities of applied sciences. The Ministry of Economy and Innovation oversees human resources development policy and recognition of regulated professions, and, together with the education ministry, is represented in all sectoral professional committees (SPCs).

Stakeholders have been actively involved in national qualifications system development since 2007, for instance in referencing the LTQF to the EQF and in setting up a framework of sector-based qualification standards. The 2017 law on VET introduced the SPCs, 18 advisory bodies ([21]) that were established under the KPMPC, covering all economic sectors and supporting the development of the national qualifications system/framework ([22]). Each SPC is composed of at least nine members, including representatives of national employer organisations and branch employer associations, trade unions, ministries, public organisations, and higher education and VET providers (European

Commission and Cedefop, 2022). The SPCs endorse qualifications, consider and submit proposals on new qualifications (at any LTQF level) to the education ministry, and submit opinions regarding the need for short-cycle study programmes.

Stakeholder involvement regarding LTQF implementation is more prominent in VET and higher education. For instance, several rounds of consultations regarding level 5 qualifications were organised, involving vice-ministers, ministry departments, the KPMPC, the SKVC, VET providers and colleges, and SPCs. VET and higher education representatives participate in SPCs, supporting permeability between programmes and discussing training issues across their sectors. In general education, stakeholder involvement is limited and needs to be strengthened.

Recognising and validating non-formal and informal learning and learning pathways

5.1. Recognising and validating non-formal and informal learning and learning pathways

Validation is an integral part of the lifelong learning system and is covered by national strategies and programmes. The 2017 amendment of the VET law states that the competences acquired outside formal education can be recognised and lead to a full or partial LTQF qualification. In higher education, prior learning can be recognised as part of a programme; the maximum credit is 75 % of a total study programme (Beleckiene, 2019). However, according to the KPMPC assessment study (see Section 7.6), there is little progress in implementing these regulations (European Commission and Cedefop, 2022).

Since September 2021, the governance and organisation of competence assessment and recognition procedures have changed ([23]). In addition to supporting formal VET graduates, the new procedure promotes the recognition and validation of non-formal and informal learning (professional competences) acquired through apprenticeships, work experience and self-education. It includes the competence assessment required for obtaining a VET qualification, as professional competences are assessed in accordance with the standards set for LTQF qualifications at levels 1–4 (European Commission and Cedefop, 2022). The competence assessment consists of ([24]):

    a. the theoretical (knowledge) test conducted centrally through the electronic testing system administered by the NSA;

    b. the practical (skills) assessment conducted at training establishments or at a real workplace equipped with the necessary hardware and tools.

Competence assessments for qualification are coordinated by the KPMPC, and competence assessment tasks are prepared in line with NQF level descriptors (European Commission and Cedefop, 2022). The Ministry of Economy and Innovation has implemented the project Master-pro, aiming to promote the recognition and validation of high-mastery qualifications acquired through work activities and create the preconditions for the implementation of a mastery qualifications subsystem. The project has developed a model for awarding high-mastery qualifications, which

includes a methodology for describing acquired high-mastery skills and competences, a manual of the description procedures, and guidelines for determining their level and linking them to the LTQF and qualifications standards (Cedefop and ReferNet, forthcoming).

5.2. Recognition of foreign qualifications

The SKVC is responsible for the recognition of foreign academic qualifications. The SKVC's decisions indicate the equivalent LTQF and NQF levels of foreign qualifications. NQF/EQF levels are key in assessing and recognising foreign qualifications, and in implementing automatic recognition agreements ([25]) (European Commission and Cedefop, 2022).

NQF implementation and impact

6.1. Stage of implementation

The LTQF is at an operational stage. It is an important element of the education, training and qualifications system, and provides a map of and references to all formal qualifications. The LTQF is linked to quality assurance mechanisms for qualifications; provides a platform for the cooperation of stakeholders; and acts as a reference point for the development and review of standards and curricula, and the validation of non-formal and informal learning (European Commission and Cedefop, 2022).

6.2. Indicating EQF/NQF levels

LTQF and EQF levels are indicated on VET diplomas ([26]) and Europass certificate supplements ([27]), and in higher education diploma supplements ([28]). LTQF/EQF levels are indicated on qualifications in the register of study, training programmes and qualifications, apart from doctoral and *Matura* diplomas and lower secondary education certificates (European Commission and Cedefop, 2022).

6.3. NQF dissemination

Information on the LTQF and EQF is channelled through the LTQF webpage, hosted on the EQF-NCP website, newsletters, the website of the SKVC, seminars, conferences and training events. On various occasions in recent years, information has been presented to career counsellors working in general education. A methodological guide for stakeholders and employers involved in preparing qualifications standards emphasises the LTQF's role in improving quality and consistency in qualification design at all levels, and between and within sectors, while recommendations for referencing qualifications to LTQF levels ([29]) and a guide for developing and introducing mastery qualifications (see Section 6.1) are available. Designers of qualifications, education and training institutions, and employer and employee organisations have been the prioritised target groups, but no communication strategy has been developed (European Commission and Cedefop, 2020, 2022).

6.4. Qualifications databases and registers

The register of study, training programmes and qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*) is in place, and includes VET

and higher education ([30]) qualifications (in total, 1 574 qualifications in August 2022). The register aims to provide individuals with information, in Lithuanian and English, on qualifications, education programmes and standards. It targets individuals such as learners, employees and employers, as well as legal entities such as education institutions and other organisations. Timely registration procedures and regular revision of data ensure that the information on qualifications is up to date ([31]). The information provided includes the title of qualifications, the LTQF/EQF level, the intended learning outcomes in an open text format, the awarding body and ways to acquire the qualification. The information is transferred to Europass certificate supplements. The register is hosted within the national Online Open Information and Guidance System (*Atvira Informavimo Konsultavimo Orientavimo Sistema*), which is an entry point to qualifications, education and training programmes, and also offers data on learning opportunities (i.e. through the database of study and training programmes). The register has been connected to the European Skills, Competences, Qualifications and Occupations (ESCO) platform, and there are plans for it to be reconnected to Europass (European Commission and Cedefop, 2022).

6.5. Awareness and use of the NQF

The LTQF is well known to education and training providers and, to a lesser extent, to sectors and other stakeholders.

Policies on the development of learning outcomes for VET and higher education treat the LTQF as an overarching principle. LTQF descriptors are embedded into methodological guidelines for developing and updating qualifications standards, VET curricula and higher education study descriptors. During consultations, the LTQF descriptors are presented to the expert groups designing these documents. System changes introduced by the progressive implementation of the VET reform boosted employers' involvement in designing, developing and assessing VET qualifications and programmes in line with the LTQF principles. The LTQF is also used by guidance and counselling practitioners when presenting education systems, and training, study and career opportunities (European Commission and Cedefop, 2022).

The LTQF has simplified the procedures for recognising and validating of foreign qualifications and older Lithuanian qualifications. One method is by indicating LTQF/EQF levels on diplomas. The LTQF is also used in the quality assurance of qualifications and in validation procedures (European Commission and Cedefop, 2022).

6.6. Monitoring and evaluating the NQF

The KPMPC has assessed the impact that referencing the LTQF to the EQF had from 2012 to 2020 ([32]). The study reviewed the changes that took place after the referencing of the LTQF to the EQF, focusing on the role of the LTQF in strategic projects and policy initiatives in VET and higher education. The study considered the economic and institutional context of the LTQF, as well as the levelled qualifications, validation of non-formal and informal learning and key projects related to the LTQF and the qualifications system.

The study concluded that the LTQF has affected the design and development of VET and higher education curricula (see Section 4.3); in higher education, it has also supported quality assurance. Furthermore, the LTQF level descriptors make it easier to compare national and foreign VET and higher education qualifications. However, at national level, permeability between education institutions, sectors and levels should be enhanced (European Commission and Cedefop, 2022). Another challenge identified is that education providers (VET and higher education institutions) are relatively poor at recognising competences acquired through non-formal and informal learning. This represents an obstacle to promoting lifelong learning. The reform of the competence assessment system (see Section 6.1) aims to improve the validation of non-formal and informal learning, and strengthen the country's institutional capacities. Assigning levels to qualifications awarded outside formal education and training remains a challenge; for instance, high-mastery qualifications acquired through work activities (see Section 6.1) are not yet assigned levels on the LTQF. Despite the importance of level 5 qualifications to lifelong learning, work on introducing these qualifications is not yet complete (European Commission and Cedefop, 2022).

6.7. Impact of the national qualifications framework

The compliance of qualification standards and higher education study field descriptors with LTQF descriptors and levelling criteria ensures that qualifications are expressed in terms of learning outcomes, thus promoting their comparability and transparency. The LTQF has a limited impact on horizontal and vertical permeability. Nevertheless, positioning VET and higher education in a common framework and showing the links and progression routes have contributed to parity of esteem between them, and started discussions about the status and potential of VET qualifications. Furthermore, the implementation of the LTQF revealed a gap at level 5, leading to the development of VET diplomas acquired through post-secondary VET programmes, and short-cycle higher

education programmes.

The LTQF offers a common language linking education and the labour market; for instance, the employment authority uses the LTQF in evaluating the diplomas and qualifications of jobseekers. In parallel, the LTQF helps employers to evaluate the competences that employees have and lack, plan training needs and design job descriptions. LTQF levels are also referred to in some job advertisements (especially in the public sector) (European Commission and Cedefop, 2022).

Referencing to the EQF

The LTQF was referenced to the EQF in November 2011, with an integrated report covering both the EQF and the qualifications framework of the European higher education area published in 2012. The update of qualification standards, revision of VET curricula, reform of the framework of higher education qualifications, and development and introduction of post-secondary VET diplomas and short-cycle higher education programmes in the framework call for an update of the referencing report. The process of updating the report is expected to start in 2023 (European Commission and Cedefop, 2022).

Important lessons and future plans

The country reports that the LTQF and its level descriptors are the core of the national qualifications system. The adoption of the LTQF was followed by VET and higher education curriculum reform projects. The framework supported them, and they also strengthened quality assurance arrangements. The LTQF level descriptors are considered the basis for developing and updating VET and higher education qualifications, strengthening trust among education sectors and levels. Its conceptual approach, capturing the increase in the complexity, depth and breadth of activities and competences, has proved to be effective, and is well regarded by education providers and labour market actors. Furthermore, the LTQF has set up a platform for cooperation between various stakeholders, especially VET and higher education representatives; the SPCs promote dialogue on the LTQF between education and labour market actors (European Commission and Cedefop, 2022).

Although legislation on the validation of prior learning is in place, there is room for the LTQF to contribute significantly to this area, as implementation of the legislation has not progressed far. It is important to raise awareness of the LTQF beyond the education sector, to improve stakeholders' understanding of the LTQF's underlying principles (e.g. levels and level descriptors), and to further promote parity of esteem between qualifications (e.g. bachelor's degree and professional bachelor's degree). The role of labour market actors and trade unions in qualification development also needs to be intensified (European Commission and Cedefop, 2022).

To increase trust in qualifications awarded outside formal education and training, and assure their quality, more needs to be done to assign them to levels on the LTQF. The plan is for the LTQF to contribute to combating the significant skills mismatch that the country is facing (European Commission and Cedefop, 2022).

Main sources of information

[URLs accessed 4.4.2023]

- KPMPC.

- LTQF/EQF website.

- Qualifications register.

- KPMPC (2012). *Referencing the Lithuanian qualifications framework to the European qualifications framework for lifelong learning and the qualifications framework for the European higher education area – National report 2012*.

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	**Doctoral diploma (Daktaro diplomas)**	8
7	**Master's diploma (Magistro diplomas)** **Certificate of residency (Rezidentūros pažymėjimas)**	7
6	**Bachelor's diploma (Bakalauro diplomas)** **Professional bachelor's diploma (Profesinio bakalauro diplomas)**	6
5	**VET diploma, level 5 (Profesinio mokymo diplomas)** **Study certificate – short-cycle HE programmes (Studijų pažymėjimas)** From 2024, short-cycle HE programmes will lead to a diploma and not a study certificate.	5
4	**VET diploma, level 4 (Profesinio mokymo diplomas)** **Matura diploma (on completion of the upper secondary education programme and passing matura examinations) (Brandos atestatas)** The legislation defining the provisions for general education curricula stipulates that the learning outcomes of lower secondary education programmes are referenced to NQF level 3, whereas the learning outcomes of upper secondary education programmes are referenced to NQF level 4.	4

3	**VET diploma, level 3 (Profesinio mokymo diplomas)**	3
	Lower secondary education certificate (completion of lower secondary education programme and testing learning outcomes) (grades 5–10) (Pagrindinio išsilavinimo pažymėjimas)	
	The legislation defining the provisions for general education curricula stipulates that the learning outcomes of lower secondary education programmes are referenced to NQF level 3, whereas the learning outcomes of upper secondary education programmes are referenced to NQF level 4.	
2	**VET diploma, level 2 (Profesinio mokymo diplomas)**	2
1	**VET diploma, level 1 (Profesinio mokymo diplomas)**	1

Acronyms

EQF	European qualifications framework
KPMPC	Qualifications and VET Development Centre [*Kvalifikacijų ir profesinio mokymo plėtros centras*]
LTQF	Lithuanian qualifications framework
NCP	national coordination point
NQF	national qualifications framework
NSA	National Agency for Education
SKVC	Centre for Quality Assurance in Higher Education
SPC	sectoral professional committee
VET	vocational education and training

References

[URLs accessed 4.4.2023]

Beleckiene, G. (2019). *European inventory on validation of non-formal and informal learning 2018 update: Lithuania.*

Cedefop (2020). *The future of vocational education and training in Europe* (deliverable 3b, Circular 2020.07) [from Cedefop to ReferNet partners] RB(2020)00519.

Cedefop and KPMPC (2019). *Vocational education and training in Europe: Lithuania*. [From Cedefop; ReferNet. Vocational education and training in Europe database].

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Cedefop and ReferNet (2023). *Timeline of VET policies in Europe*. [online tool].

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European Commission and Cedefop (2020). *Survey on implementation, use and impact of NQF/EQF: Austria* [unpublished].

European Commission and Cedefop (2022). Survey on implementation, use and impact of NQF/EQF: Austria [unpublished].

Laužackas, R., Tūtlys, V. and Spūdytė, I. (2009). Evolution of competence concept in Lithuania: from VET reform to development of national qualification system. *Journal of European industrial training*, Vol. 33, No 8/9, pp. 800–816.

KPMPC (2012). *Referencing the Lithuanian qualifications framework to the European qualifications framework for lifelong learning and the qualifications framework for the European higher education area – National report 2012*. Vilnius.

KPMPC (2019). *Methodology for the development of formal VET programmes.* Vilnius

Notes

[1]More information at Eurostat [educ_uoe_enra13], accessed 13 March 2023.

[2]The 2017â2020 action plan for the development of lifelong learning system, the 2014â2020 employment development programme, the 2013â2022 national education strategy and the 2014â2020 European Social Fund investment action plan.

[3]Resolution No 535 of the Government of Republic of Lithuania of 4 May 2010 on the description of the Lithuanian qualifications framework (in Lithuanian).

[4]Order V-1480 of 30 September 2020, with amendment on 23 August 2021 (in Lithuanian).

[5]Order V-2069 of 15 November 2021 (in Lithuanian).

[6]Before 2020, the LTQF was embedded in the following laws: law on education, law on VET, law on non-formal adult education and continuing training,law on recognition of regulated professional qualifications, and law on science and higher education (all in Lithuanian).

[7]Since 2020, more than 600 qualifications at levels 2â8 have been included in the register.

[8]Learners can study to be a master roofer, master bricklayer, master faÃ§ade insulation worker or master finishing fitter in construction and civil engineering; master welder or vehicle repair technician in mechanics and metalworking; or ballet artist or contemporary dance performer in music and the performing arts. For more information, see the qualifications register (in Lithuanian).

[9]Decree No V-1317 of 18 November 2019 of the Minister of Education, Science and Sport on approving guidelines for updating the general curriculum framework (in Lithuanian). The decree indicates that the curriculum should reflect six broad competences: cognitive; creativity; civic; cultural; communication; and social, emotional and healthy lifestyle.

[10]Internal communication with the KPMPC.

[11]The technologies subject aims to develop practical skills; it is offered in lower and upper secondary general education in different fields of studies. For more information, see Cedefop (2020).

[12]According to the law, the qualifications standards must be reviewed and updated at least once every 5 years, and related VET programmes must be reviewed and updated accordingly no later than 12 months after the entry into force of the updated standard.

[13]For more information, see the database of modular VET programmes (in Lithuanian).

[14]In 2022, 24 such standards, covering 604 qualifications, were in place across the LTQF levels: see the list of standards (in Lithuanian).

[15]Order No V-925 (Ä®sakymas Nr. V-925 2018 m. lapkriÄio 22 d) (in Lithuanian).

[16]In the national context, initial VET programmes are those delivered at lower and upper secondary, and post-secondary levels. Continuing VET programmes are available that enable adults to acquire a second qualification in formal VET.

[17]âA learning credit is a unit of learning volume that measures learning outcomes and a learnerâs working timeâ (KPMPC, 2019b).

[18]VET programmes vary from 30 credits (approximatively half a year), through 45 or 60 credits (one regular year), to 90 or 110 credits, depending on the type/level of programme (Cedefop ReferNet Lithuania, 2020). Formal VET programmes for adults consist of the same mandatory modules as those in initial VET.

[19]Source: internal communication with the KPMPC; more information on study fields (in Lithuanian).

[20]The official title is Ministry of Education, Science and Sport.

[21]More information on the SPCs (in Lithuanian).

[22]Joint Order No V-610/4-401 of 28 June 2018 of the Ministry of Education and Ministry of Economy on the description and approval of the composition, tasks and financing of the sectoral professional committees (in Lithuanian).

[23]Order No V-1480 of 30 September 2020 on the approval of the description of the procedure for the assessment of acquired competencies (in Lithuanian).

[24]More information in Cedefop and ReferNet (2021).

[25]For example, see the Agreement among the Government of the Republic of Estonia, the Government of the Republic of Latvia and the Government of the Republic of Lithuania on the automatic academic recognition of qualifications concerning higher education (in English).

[26]Order No V-231 of 23 March 2015 on the description of the content, form and issuing procedure of VET diplomas and certificates and VET diploma template (in Lithuanian).

[27]See the example of a Europass certificate supplement on the Online Open Information and Guidance System website (in Lithuanian).

[28]Order No V-362 of 15 May 2017 concerning the recommendations for filling in diploma supplements (in Lithuanian).

[29]The recommendations for referencing qualifications to LTQF levels can be accessed in Lithuanian: KvalifikacijuÌ¨ priskyrimo Lietuvos kvalifikacijuÌ¨ lygiams metodineÌs rekomendacijos.

[30]Not all LTQF level 8 qualifications are included; neither are general education qualifications.

[31]Since 2020, more than 600 qualifications at levels 2â8 have been included in the register. The KPMPC has also undertaken a revision of qualifications (at levels 1â5 of the register), which led to excluding 456 outdated qualifications from the register.

[32]The evaluation is intended for internal purposes, and is not published.

Related content

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Lithuania – European inventory of NQFs 2022

European inventory of NQF

Lithuania