

Spotlight
on VET 
LITHUANIA

Vocational education
and training systems
in Europe

2023

VET in Lithuania

The Ministry of Education, Science and Sport is the main body responsible for shaping and implementing vocational education and training (VET) policy. The Ministry of Economy and Innovation participates in human resources development and VET policy. The Government Strategic Analysis Centre (STRATA) ensures the monitoring framework for VET and higher education, research and innovation, and human resources planning. It also forecasts needs for new qualifications.

VET is offered from lower- to post-secondary education for VET programmes (ISCED 4, EQF 4 and EQF 5), and higher VET (tertiary, ISCED levels 5 and 6) for college study programmes.

To acquire a VET qualification, learners take a specified exam, after which a VET diploma is awarded. Programmes are modularised; the recommended minimum duration is 30 credits (acquired in a half year).

Lower secondary level VET programmes (up to 3 years, ISCED 252 and 254) lead to qualifications at EQF level 2. They are open to learners over 14 and training is mandatory until age 16. Those without completed lower secondary education can study VET along with general education.

At upper secondary level:

- programmes with duration of up to 2 years lead to a VET qualification at EQF level 3 (ISCED 352) and prepare learners for entering working life;
- 3-year programmes lead to a VET qualification at EQF level 4 (ISCED 354) and a *matura* diploma giving access to higher education and post-secondary programmes (ISCED 454, 554). To receive a *matura* diploma a learner must take at least two *matura* exams. Graduates who apply to higher education ISCED 645 and ISCED 655 programmes in the same field of studies are awarded additional entrance points.

Post-secondary level VET programmes (up to 2 years, ISCED 454) lead to a VET qualification at EQF level 4 and 5.

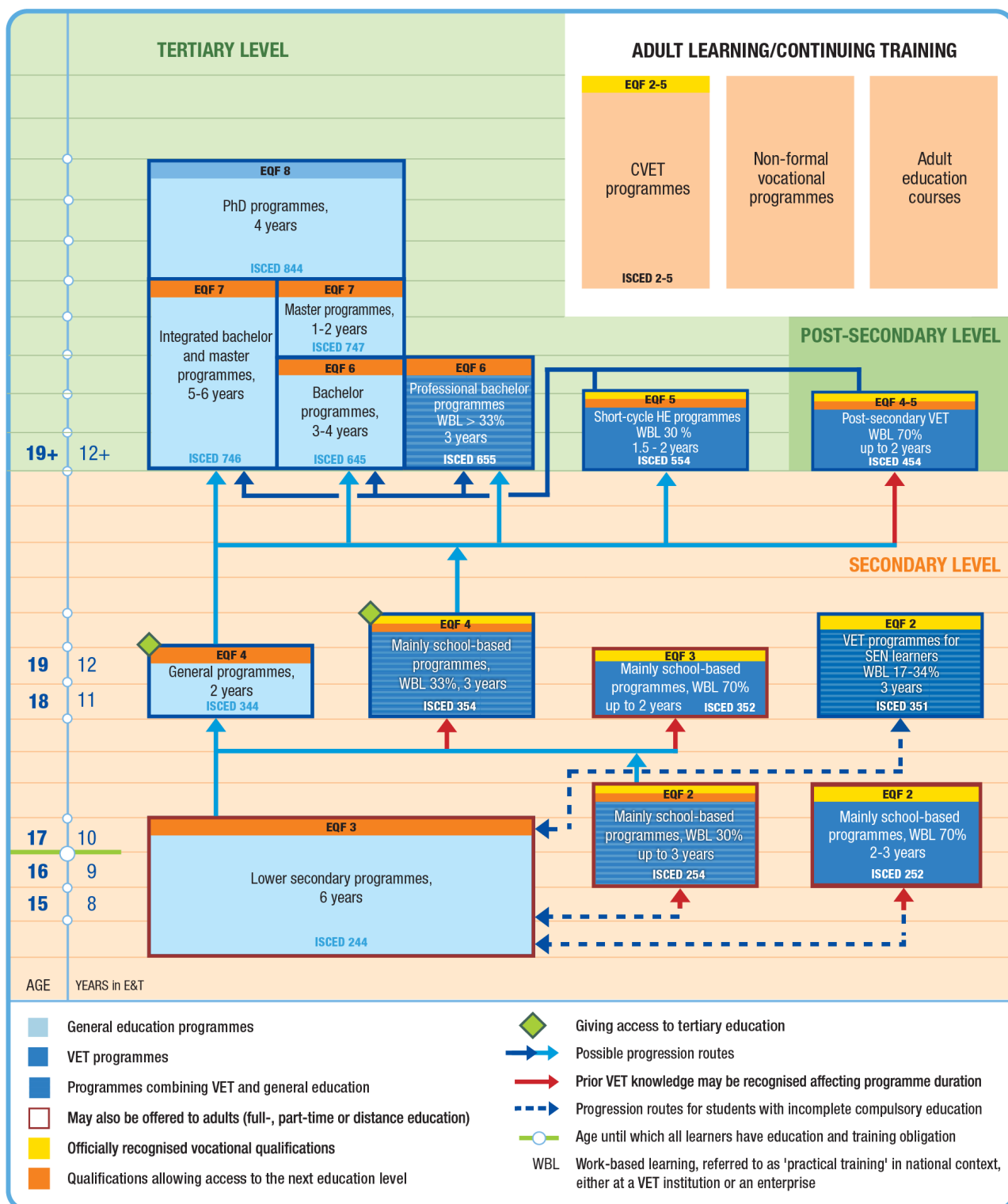
Higher (or tertiary) VET programmes include: short-cycle HE programmes with a duration of 1.5-2 years (ISCED 554, EQF 5) and higher education college studies (ISCED 655, EQF 6) leading to a professional bachelor degree in 3 years.

Formal continuing VET (CVET) is for learners who want to improve an existing qualification or acquire a new one. It follows the same curricula as IVET with exception of short (less than 6 months) programmes aimed at acquiring a competence needed to do jobs specified in regulations. Non-formal VET programmes must follow a specified template and be registered in the Register of studies, training programmes and qualifications.

Although VET is school-based, work-based learning (WBL) is a significant part. It takes place in school settings, with at least 110 to 220 hours period (90 to 180 hours for CVET) at the end of programme to be spent in a company. 42 [sectoral practical training centres](#) offer quality practical training environments. Progressing implementation of apprenticeship is a national priority and policy initiatives are in process.

Qualification exams are detached from the training process and, from 2022 onwards, following reform of procedure, are carried out by nominated VET institutions together with assessors from accredited institutions. Social partners, enterprises and employers' associations may apply for accreditation of their assessors. Social partners participate in developing new qualifications, standards and VET programmes. The [2017 Law on VET](#) boosted the role of sectoral professional committees in shaping VET qualifications and planning future apprentice intake.

VET in Lithuania's education and training system



NB: ISCED-P 2011.

Source: Cedefop, & Qualifications and Vocational Education and Training Development Centre (KPMPC). (2023). Vocational education and training in Europe – Lithuania: system description. In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions* [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/lithuania-u3

Distinctive features of VET

Initial VET (IVET) and continuing VET (CVET) are centralised and regulated by the State. IVET and CVET are delivered by training providers, public or private organisations.

Following the [2017 Law on VET](#), individuals can acquire two VET qualifications free of charge; for additional qualifications, VET programmes are offered for a fee, except for the unemployed and those at risk of unemployment whose training is supported by European social fund (ESF) projects. A voucher system allows the unemployed to choose the training provider. The provision of training is based on contracts between the local public employment service, the unemployed and, if applicable, the enterprise (which undertakes to employ the person after the training for at least 6 months).

From 2002, VET curricula in Lithuania have been competence-based, with clearly defined learning outcomes. Since 2018, sectoral qualification standards have been in development for all economic sectors; by the end of 2022, 24 new or updated qualification standards were in place. Based on these standards, VET programmes have been redesigned into modular programmes consisting of mandatory and optional modules. Modularisation of VET programmes started since 2015. It allows learners to acquire a VET qualification by taking individual modules and choosing the most acceptable way and pace of learning.

At the beginning of the academic year 2022/23, there were 53 training providers (public and private organisations) with 26 800 IVET students. Among these, 13 500 (nearly 50.5 %) IVET students, pursued upper secondary education alongside their vocational training to acquire a profession. In 2022, vocational schools witnessed [8 500 graduates](#) obtaining vocational qualifications, a decrease from 9 600 graduates in 2021.

Challenges and policy responses

Skills forecasts up to 2030 predict a significant loss of the labour force in the country, especially among those with medium-level qualifications. At the same time, it is expected that 51% of job openings will require medium-level qualifications. Reviewing the human resources development policy is key to guaranteeing labour force productivity and economic competitiveness.

The challenge remains to encourage participation in VET among young learners. To increase VET flexibility and attractiveness, from 2020 learners in the last 4 years of secondary (general) education (grades 9 to 12) can enrol into experimental VET programmes. Learners in the last 2 years of secondary (general) education (grades 11 and 12) are offered individual vocational modules. This path of education is gradually becoming more popular in Lithuania: In 2022, 1 390 gymnasium learners expressed a wish to study VET programme modules. In 2021, there were only 786.

Participation in lifelong learning remains low (8.5% in 2022). The national goal is to increase it to 15% by 2030. The education, labour and economy ministries plan various adult training opportunities for key competences development, with training of the (un)employed jointly funded by ESF.

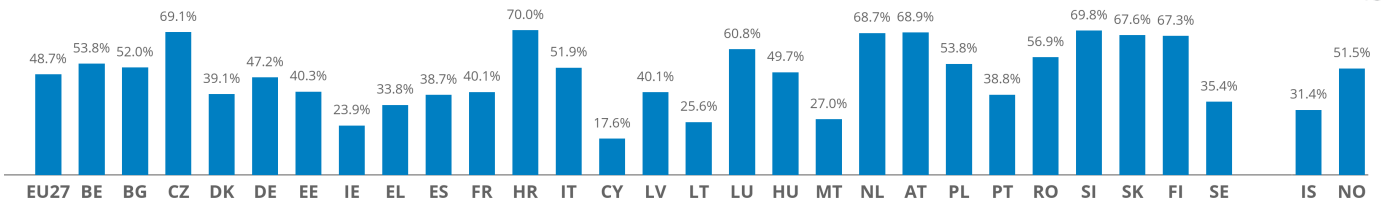
Participation in apprenticeship is gradually increasing. In 2022, the number of students who signed a VET learning contract and an [apprenticeship labour contract](#) for at least one module or 2 months reached 16.7% (up from 5.59% in the 2020-21 academic year). Improved cooperation between VET institutions and companies is needed.

With the adoption of the Law on VET at the end of 2017, reforming VET management, financing schemes, competences evaluation and recognition, and quality assurance mechanisms are included in policy priorities to raise the prestige of VET among all stakeholders. The challenge for the coming years is the consistent application of the legal framework.

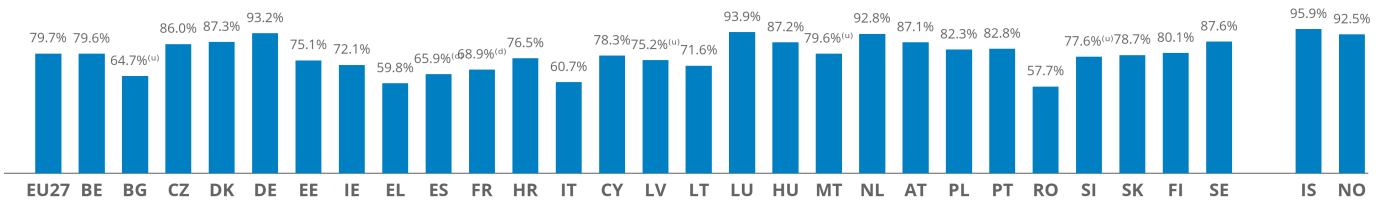


Education and training in figures

IVET students as % of all upper secondary students, 2021

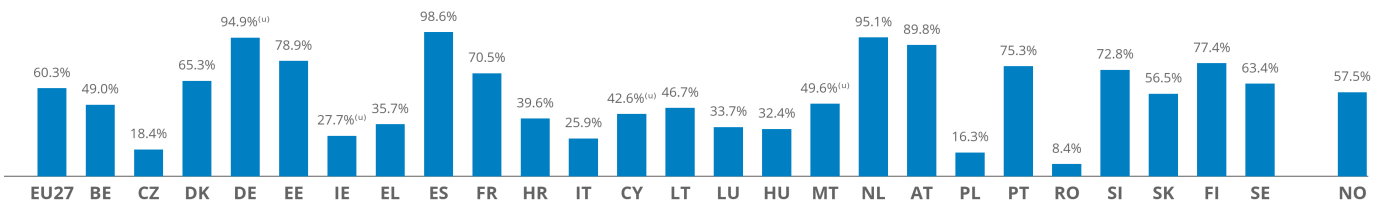


Employment rate for recent IVET graduates (20-34 year-olds) (%), 2022



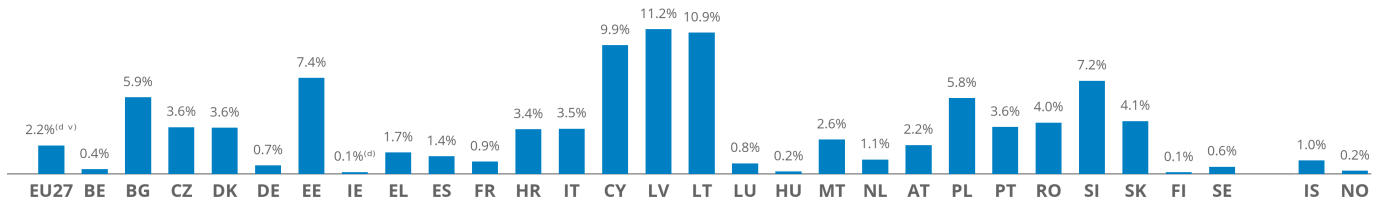
Notes: Bulgaria, Latvia, Malta and Slovenia: (u) low reliability, Czechia: (b) break in time series, Spain and France: (d) definition differs

Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%), 2022



Notes: Germany, Ireland and Cyprus: (u) low reliability

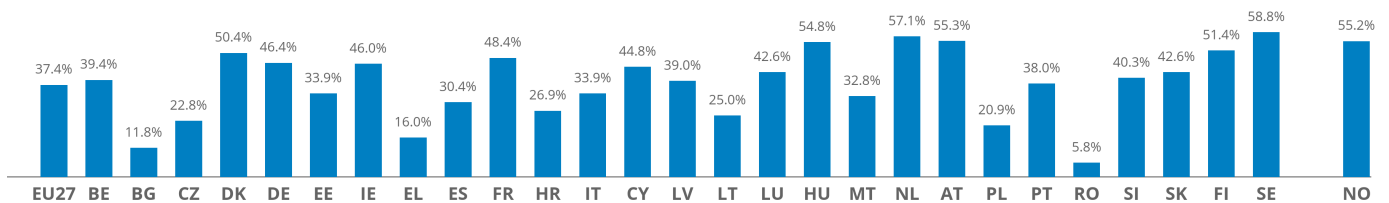
IVET learners who benefitted from a learning mobility abroad (%), 2021



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Notes: EU27: (d) definition differs (v) Cedefop estimate, Ireland: (d) definition differs, Croatia, Cyprus, Netherlands and Slovenia: (z) not applicable

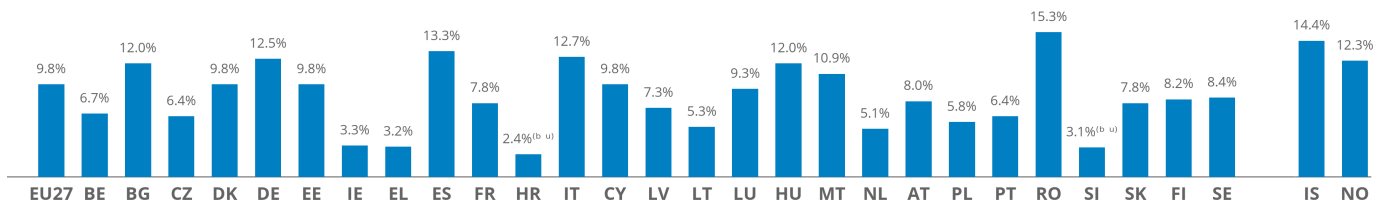
Adults (25-64 year-olds) with a learning experience in the last 12 months (%), 2016



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Notes: All values: (b) break in time series

Early leavers from education and training (%), 2021



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Notes: EU27, Belgium, Bulgaria, Czechia, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovakia, Finland, Sweden, Iceland and Norway: (b) break in time series, Croatia and Slovenia: (b) break in time series (u) low reliability

Source: [Cedefop's Key indicators on VET](#)



Further information

- Cedefop and ReferNet. (2023). *Timeline of VET policies: Lithuania*.
- European Commission. (2023). *Education and training monitor: Lithuania*.
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https://www.nsa.smm.lt/	National Agency for Education
https://www.kpmc.lt/kpmc/en/	Qualifications and Vocational Education and Training Development Centre
https://strata.gov.lt/	Government Strategic Analysis Centre

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