



# Vocational education and training policy briefs 2024

## LITHUANIA



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# 1. Introduction

*This VET policy brief <sup>(1)</sup> produced by Cedefop presents a snapshot of vocational education and training policy developments in Lithuania between 2020 and the end of 2024. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2030 identified in Lithuania's national implementation plan (Lithuania, 2022). This policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#), contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation on VET.*

## 2. National VET context and challenges

### 2.1 National VET context

Lithuania's vocational education and training (VET) is centralised and highly regulated by the State. It is offered by public and private training providers and is mainly school-based, with a significant share of work-based learning (WBL). Apprenticeship is also gaining importance within VET. Since 2015, a network of sectoral practical training centres (SPTCs) has been established in selected VET institutions, offering modern practical initial and continuing vocational training in simulated environments using advanced technologies and equipment. The centres are accessible to VET learners, teachers and employees, and they also act as assessment centres for acquired competencies (see p.9) (Lithuania, 2022; Cedefop & KPMPC, 2023).

In 2019, [modular programmes](#) (Cedefop & ReferNet, 2025) became available in VET, offering more flexibility for learners. Such programmes, and separate modules, are approved by [sectoral professional committees](#), advisory bodies that ensure collaboration on VET delivery between all VET stakeholders in a particular sector (Refernet Lithuania & Cedefop, 2019). The Qualifications and VET Development Centre (KPMPC) coordinates the modularisation process and makes the updated list of the modular programmes available (Cedefop & KPMPC, 2023).

The VET system is based on the 2017 VET law, which reformed VET management, financing principles, evaluation and recognition of competences, as well as the implementation of quality assurance mechanisms to enhance the prestige of VET.

Two VET qualifications are free for all individuals; for additional qualifications, VET programmes are offered for a fee, except for the unemployed and those at risk of losing their job. A voucher system gives the unemployed an opportunity to select their training provider. The training offer in this case is based on agreements between the local public employment service, the individual, and the potential employer, who commits to hiring the individual for a minimum of 6 months after completing the training.

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<sup>(1)</sup> See also the previous edition: Cedefop. (2024). [Vocational education and training policy briefs 2023 – Lithuania](#). Cedefop monitoring and analysis of vocational education and training policies.

The 2017 VET law also strengthened the social partner role in policy formation and implementation: shaping VET policies, developing new qualifications and standards, and assessing programme relevance to the economic needs. The social partners also participate in planning student admissions to state-funded VET programmes, professional guidance, competence evaluation, the organisation of practical training, and external quality assessment.

The primary responsibility for VET policy rests with the Ministry of Education, Science and Sports, supported by the economy ministry and other stakeholders. The Government strategic analysis centre (STRATA) monitors developments in VET and provides advice to policy makers, including future needs for qualifications. KPMPC is responsible for developing qualification standards and training programmes and coordinates the activities of sectoral professional committees (SPCs) (Cedefop & KPMPC, 2023).

## 2.2 Challenges

The national implementation plan and the [Lithuanian education development programme 2021-30](#) identify the main challenges for VET: its limited attractiveness for learners, the lack of systematic external evaluation of VET providers, skills mismatch with labour market needs, and low prestige of the teaching profession.

VET is not always attractive for learners (European Commission, 2024). The [share of initial VET \(IVET\) learners aged 15 to 24 at ISCED levels 3, 4, and 5](#) decreased from 8.6% in 2017, but has shown a renewed upward trend since 2021 (7.2%), reaching 7.7% in 2022. Learners often associate VET qualifications with jobs requiring physical work and relatively low pay, and VET is also generally perceived as inferior to general education. Student participation in apprenticeship programmes is low, especially in rural areas where small and medium-sized enterprises (SMEs) are reluctant to offer apprenticeship placements because of the associated costs and the absence of support mechanisms. Employers are often not actively involved in the WBL that takes place in sectoral practical training centres (SPTCs) (European Commission, 2024; Lithuania, 2022). Despite stakeholder efforts, there is still a low rate of adult participation in lifelong learning which is hindering skill development (European Commission, 2024). Although progress has been made in implementing the Council Recommendation on quality assurance in VET since 2009 (including the boost provided by the 2017 VET law), a systematic external evaluation of VET providers has still not taken place; it mainly relies on fragmented operation through project funding (Government of the Republic of Lithuania, 2021; Lithuania, 2022).

Skills shortages and mismatches continue to challenge Lithuanian businesses. VET readiness to adapt to the challenges of digitalisation and the green transition is still low, as highlighted in the European semester 2024 country report (European Commission, 2024). Despite guaranteed State-funded student places in VET programmes that are highly sought after by the labour market and support the digital and green transition, these programmes still fail to attract enough learners in fields such as ICT and engineering. (Lithuania, 2022).

The mismatch between national learner admission planning in VET and labour market needs can also be linked to the absence of a well-established regional mechanism to predict precisely local workforce needs (Lithuania, 2022). In 2023, only 71.3% of recent VET graduates at ISCED levels 3 and 4 were employed, compared to the EU average of 81%. Similarly, the share of individuals with basic or above-basic digital skills was 52.9% in Lithuania, slightly below the EU average of 55.5% (European Commission, 2024). While the 2017 VET law introduced system-level preconditions for better engaging social partners in VET, in practice their involvement is still fragmented. Incentives for effective cooperation between education institutions and employers do not always appear sufficient (Lithuania, 2022).

Lithuania is also experiencing a shortage of VET teachers attributed mainly to relatively low remuneration and insufficient continuous professional development (CPD) opportunities (Lithuania, 2022; Government of the Republic of Lithuania, 2021). Teacher shortages have been a persistent problem, differing across regions, subjects, and education levels, and posing a risk to the quality of school education (European Commission, 2024).

### 3. National VET policy priorities

As a response to the [Council Recommendation on VET](#) and [Osnabrück Declaration](#) of 2020, and considering the challenges mentioned, Lithuania prepared a national implementation plan for VET. The plan and other strategic documents related to VET – the [Programme of the 18th government of the Republic of Lithuania](#) (Parliament of the Republic of Lithuania, 2020), the [National recovery and resilience plan \(2021-26\)](#) (the Ministry of Finance of the Republic of Lithuania, 2021), the [2023-25 Strategic activity plan of the education ministry](#) and the [Lithuanian education development programme \(2021-30\)](#) (Government of the Republic of Lithuania, 2021) – outline priorities for VET that can be summarised as follows.

- (a) Increasing VET attractiveness. This includes strengthening WBL, enhancing modular approaches in VET provision, bringing closer VET and general education, developing a strong lifelong career guidance system, improving the quality of VET and ensuring better accessibility through investments in infrastructure and by supporting learners from disadvantaged groups. The priority also strives for more adult learners in VET, better school management and evaluation and recognition of competences.
- (b) Improving VET compliance with the labour market needs. This includes better planning of learner places in state-funded programmes in line with the regional and national labour market needs, offering VET learners incentives for enrolling in programmes related to sectors with labour shortages, and preparing VET for the digital and green transition. The priority also aims at improving the networking of VET institutions with SPTCs, and at stronger involvement of social partners in VET governance.
- (c) Attracting teachers and practitioners (professionals from companies and sectors) to VET. This includes increased salaries, securing social guarantees and more

opportunities for professional development. The priority also seeks to recruit professionals from the industry and to improve the pedagogical skills of practitioners offering WBL.

These priorities are in line with the 2021 [agreement on National education policy \(2021-30\)](#) between political parties in the parliament, the Association of Local Authorities in Lithuania and the National Education Council.

## 4. Main policy developments 2020-24

### 4.1 Increasing VET attractiveness

Lithuania has been implementing measures to make VET more attractive through promoting apprenticeship, modularisation, recognition of acquired competencies and ensuring VET quality and accessibility.

Lithuania has been consistently [strengthening apprenticeship](#). Between 2020 and 2021, a series of funding calls under the measure Support and promotion of practical skills acquisition supported 38 projects with a total of over EUR 3.5 million. These projects enabled VET students to acquire practical experience in real work environments, including in SPTCs, across various fields. The funding covered training and supervision costs, as well as part of apprentice remuneration. In 2021, the national apprenticeship portal was launched to provide comprehensive information for learners, companies, and stakeholders, including relevant updates, legal documents, FAQs, and success stories on the topic. In 2022, under the measure Creating a vocational training system that responds to the needs of the labour market, EUR 19 million were allocated to support apprenticeship schemes and participating companies. The initiative provided financial support to individuals aged 15–29, while overall, 40% of participants improved or acquired digital skills during their apprenticeship. In 2023, a follow-up call [Apprenticeship – a new opportunity for me](#) was launched, aiming to enhance the quality and visibility of apprenticeships and better align VET with labour market needs (ReferNet Lithuania & Cedefop, 2023b).

In 2020, Lithuania launched [experimental vocational training programmes](#) in 10 VET institutions, combining general and vocational education. This measure aims to promote VET, encouraging more students to choose it earlier and enabling faster entry into the labour market. Learners in the final years of upper secondary education (grades 9 to 12), alongside general subjects, opted for individual vocational modules, [with study hours adjusted accordingly](#) (Refernet Lithuania & Cedefop, 2020). This initiative expanded in 2022, involving more VET providers and enabling 4 000 general education learners to pursue VET alongside upper secondary education. In 2023, the implementation progressed under the [national NRRP New generation Lithuania](#). A call for joint project proposals supported high-quality delivery of these experimental programmes. The target group includes students who have completed lower secondary education and are pursuing a NQF level 4 qualification along with upper secondary education. Funding is based on a fixed amount per learning credit as set by the Ministry's methodology. By 2024, at least one experimental programme was running in 35 of 44 VET schools (79.6%), with information

and communication technologies and personal services emerging as the most popular sectors. A new call for joint project proposals was issued in October 2024 to further expand this approach.

Since 2023, Lithuania has been implementing an initiative allowing lower and upper secondary general education students to take individual modules from initial VET programmes. The aim of [bringing VET and general education together](#) is to enhance the attractiveness and flexibility of VET and help young learners of the general education pathway acquire professional competences at the same time. General education students follow a personalised learning plan developed jointly with their general education and VET schools, and receive certificates upon completion of each VET module, which can be recognised in future VET studies. In 2023, 1 642 contracts were signed across 34 VET institutions, increasing to 2 889 in 2024. The contracts are signed between the student (or their legal guardian) and the VET institution offering the selected module(s), within the framework of cooperation between general education schools and VET providers. The most popular modules included pizza making, tile surface finishing, sushi making, and woodworking.

Since 2022, Lithuania has been reforming its vocational guidance system to ensure equal access to vocational guidance services for all residents through the [Equal start initiative](#). Career guidance specialist positions were introduced in VET institutions, and guidance activities are regulated by a ministerial order. Vocational guidance has also been integrated into lower secondary programmes, with career guidance specialists and class teachers supporting early career planning. Building on this, in 2023 the implementation phase began with the launch of the project Learn all your lifetime!. The project, running until April 2026 with a EUR 18.4 million budget under the [NRRP New Generation Lithuania plan](#), aims to foster adult lifelong learning by establishing a unified information system and expanding access. Targeting adults aged 18–65, including older and low-qualified individuals, the project is implemented by the European Social Fund Agency (ESFA) with several national partners. In 2023, several legal acts were adopted to support the implementation of the Individual Learning Accounts (ILAs) system. Building on this, the individual learning accounts platform [Kursuok](#) was developed in the same year, to support adults in completing quality-assured non-formal training (ReferNet Lithuania & Cedefop, 2024b). In 2024, the Kursuok platform became fully operational. Through the [ILA model](#), individuals who meet state-set prerequisites can now access fully funded training opportunities, while others may choose to self-fund their participation in accredited courses listed in the platform (ReferNet Lithuania & Cedefop, 2023c).

In 2020 the Minister for Education, Science and Sport approved criteria and methods for an [external quality assurance system in formal VET \(Order No V-442\)](#), in particular for regular assessments of VET providers every 5 years (ReferNet Lithuania & Cedefop, 2021). In 2021, the National Agency for Education conducted pilot assessments of 12 VET providers, focusing on leadership, formal VET programme implementation, staff, teaching and learning resources, and learning outcomes. Since 2022, Lithuania has also been implementing peer review as a form of external quality assessment for VET institutions.

These activities were part of the [pilot project Strengthening quality assurance systems and processes in VET](#), launched in 2018 and concluded in 2023 (ReferNet Lithuania & Cedefop, 2024a). The project led to the revision or development of peer review tools for assessing VET institutions' activities; the establishment and launch of a monitoring system for institutional performance and programme implementation; as well as the enhancement of evaluator expertise. Peer reviews aim to promote quality assurance, transparency, and equal opportunities, with a methodology aligned with the EQAVET quality cycle. In 2023, the peer review process was piloted in five VET institutions, focusing on selected quality areas such as green practices and teaching. The results showed strong support for PR, with 92% of VET institutions and 100% of peer reviewers finding it beneficial. A new Erasmus+ project is now underway to digitalise the PR methodology.

In 2020, Lithuania introduced a [procedure for assessing competences](#) acquired through VET programmes, work experience or self-learning, with implementation starting in 2022. Overseen by the National Education Agency and the KPMPC, the assessment covers theoretical knowledge, practical skills, and – in the case of formal VET graduates – practical training. An online tool on the KPMPC website presents all the relevant information about the process. In 2023, the procedure was amended to clarify the recognition pathways for individuals seeking formal recognition of competences gained through non-formal VET, work experience or informal learning. The education minister appointed competence assessment centres to conduct practical skills assessments for qualifications at levels 4 and 5. These centres and VET institutions are responsible for recognising competences and awarding qualifications. In 2024, a revised legal act enabled academic recognition of foreign VET qualifications, which had not been possible before. Foreign qualification holders can now apply for recognition and Lithuanian Qualifications Framework (LTQF) level assignment (levels 1 to 4), allowing them to work in Lithuania or continue VET studies. Additionally, in June 2024, Lithuania introduced [new legal provisions for the recognition of qualifications acquired abroad](#), including those obtained through international organisations and foreign VET institutions (ReferNet Lithuania & Cedefop, 2025a).

In August 2024, Lithuania published its [updated report on the referencing of the Lithuanian Qualifications Framework \(LTQF\)](#) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA) (ReferNet Lithuania & Cedefop, 2025b). The report, prepared under an Erasmus+ project and presented to the EQF Advisory Group in March 2024, reflects major developments in the national education and training system since the first referencing in 2012. It confirms alignment with EQF and QF-EHEA criteria across all education levels and highlights key VET-related progress, including the introduction of sectoral qualification standards, modularised VET programmes based on learning outcomes, strengthened quality assurance procedures, and the launch of LTQF level 5 qualifications. The updated report enhances transparency, trust, and comparability of qualifications, supporting learner mobility within the EU.

In October 2024, Lithuania launched the project [Vocational education – accessible to all](#), with a planned budget of about EUR 5.2 million (ReferNet Lithuania & Cedefop, 2025c).

The initiative aims to support students with special educational needs and those from disadvantaged groups in VET by providing diagnostic tools, training specialists, and equipping institutions with necessary tools, including multisensory resting rooms. It also offers non-formal learning activities such as camps and career days. Teachers and support staff receive training and guidance to adapt the learning process and remove barriers. The overall goal is to help these students complete their education, obtain qualifications, and improve their employment prospects.

## 4.2 Improving VET relevance to labour market needs

To improve the relevance of VET to labour market needs, Lithuania has strengthened expert and stakeholder involvement, optimised its network of public VET institutions and sectoral practical training centres (SPTCs), and developed targeted programmes to better align educational content with labour market demands.

Lithuania has strengthened expert input and optimisation of the VET network. Since 2022, the [National Platform for Progress in VET](#) – established by the Minister of Education and composed of representatives from VET providers, trade unions, business associations, employers, and ministries – has advised the education ministry on key areas such as curricula, teacher qualifications, competence assessment, and apprenticeships. In 2023, the Platform, comprising 32 experts from across economic sectors, actively contributed to modernising VET curricula in line with green and digital transition goals. In the same year they reviewed and approved a list of new or updated programmes to better match future labour market demands. In 2024, the Platform examined findings from a longitudinal study on how general education performance influences students' decisions to pursue VET. The Platform members stressed the importance of attracting high achievers to VET and discussed ways to improve flexible access to higher education for VET graduates, aiming to implement the study's recommendations in practice.

In 2022, the [Master plan for the development of a network of public VET institutions](#) reflecting labour market needs was approved by the education minister. (ReferNet Lithuania & Cedefop, 2022). Through rational use of resources, the plan seeks to help VET providers meet labour market demands more efficiently. It aims to create favourable conditions for individuals to acquire qualifications, to create opportunities for VET learners also to be able to acquire general education as needed at the same time, and to match vocational training with local company needs. This includes streamlining resources, improving training quality, and ensuring optimal investment in infrastructure and human resources.

Lithuania continues to strengthen its network of [sectoral practical training centres \(SPTCs\)](#) to improve the quality and accessibility of practical training in VET. Building on earlier investments, recent efforts focus on enhancing national mobility by enabling short-term training visits for students and teachers from VET institutions that lack specialised facilities. Supported by NextGeneration EU and ESF funding, the ongoing measure Acquire practical skills through training in SPTCs provides financial support for training, accommodation, transport, and equipment costs. In 2023, 43 out of 44 VET centres

participated, with over 3 400 students benefiting from mobility opportunities. The measure is expected to continue through 2026, aiming to further expand access to modern training environments and strengthen digital and sector-specific skills among learners and teachers.

In response to the education development programme, the education minister confirmed in 2022 the implementation of the measure [To create a system of vocational education and training responding to the labour market needs](#) (ReferNet Lithuania Cedefop, 2023a). Its main goal is to increase the attractiveness of VET by aligning it with labour market demands and expanding opportunities for acquiring professional competences. By 2030, key targets include updating at least 95 programmes, training 1 000 teachers and trainers, reaching 3 866 apprentices, involving all VET providers in apprenticeship delivery, and engaging 4 000 general education students in VET modules. The measure also supports disadvantaged learners and plans infrastructure upgrades for 22 860 learners annually. Nearly EUR 84 million are allocated for its implementation from national and international sources.

### 4.3 Attracting teachers and practitioners to VET

Lithuania has put in place measures to offer more CPD opportunities to VET teachers.

In 2022, the project for developing a system of [VET teacher and adult educator CPDs](#) was concluded. Coordinated by KPMPC and co-funded by the European Social Fund and the State budget, it trained 2 807 participants in subject-specific, didactical, social and pedagogical skills. That year also saw the organisation of online training courses, a conference and 11 seminars. In 2023, under the project Strengthening the system and the processes of VET quality assurance, 657 VET staff and teachers received training focused on institutional responsiveness to business and regional needs, external communication, and strengthening quality assurance systems, including peer review and external evaluation. In September 2024, the European Social Fund Agency (ESFA) launched the project Improving competences – Better quality of VET, with a budget of EUR 3 million under the national recovery plan (Ministry of Finance of the Republic of Lithuania, 2021). It aims to improve VET quality and labour market alignment by training 1 000 VET teachers and in-company trainers. That autumn, 210 in-company trainers participated in ESFA-organised training to enhance their pedagogical and andragogical skills.

## 5. Statistical information in relation to EU targets

Lithuania is making steady progress towards achieving the EU VET-related targets VET.

The employment rate of recent initial VET graduates aged 20 to 34 rose from 71.6% in 2022 to 76.6% in 2024, moving closer to the EU's 2025 target of 82%, though the target has not yet been reached.

Similarly, the share of recent IVET graduates with work-based learning experience as part of their training increased from 46.7% significantly in 2022 to 59.5% in 2024, nearly reaching the EU target of 60% by 2025.

The share of adults aged 25 to 64 who participated in learning during the previous 12 months increased from 25% in 2016 to 27.4% in 2022. While this marks progress, it remains well below the 2025 EU target of 47%. Additional indicators are presented in Table 1.

Table 1. **European vocational education and training policy dashboard: Lithuania**

Type of indicator <sup>(2)</sup>	Indicator	Last available year	LT	EU-27	Policy Document	EU target (year)
<b>VET for developing a lifelong learning culture</b>						
Progress	Adults (25-64 year-olds) with a learning experience in the last 12 months (%) <sup>*</sup>	2022	27.4	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%) <sup>(*)</sup>	2022	:u	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	7.7	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20-64 year-olds (%)	2024	79.2	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	8.4	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15-29 year-olds (%)	2024	14.7	11.0	ESPR Action Plan	9% (2030)
<b>VET for Resilience, transitions, sustainability and excellence</b>						
Progress	Adults (16-74 year-olds) with at least basic digital skills (%)	2023	52.9	55.6	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20-34 year-olds) (%)	2024	76.6	80.0	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2024	59.5	65.3	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25-34 year-olds with tertiary attainment (%)	2024	58.2	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	1.4	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	744 <sup>p</sup>	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	77.6	10273.6 <sup>e</sup>	2030 Digital Compass	20 million, with convergence between men and women (2030)
<b>VET for the European Education Area</b>						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%) <sup>**</sup>	2021	10.9	2.1 <sup>dv</sup>	Council Rec on VET	8% (2025)
					Skills Agenda	12% (2030)
Context	Average number of foreign languages learned in IVET	2023	0.7	1.2 <sup>d</sup>	Council Rec Europe on the Move	

Available flags: b: break in time series; d: definition differs; e: estimated; p – provisional; u: low reliability; V: Cedefop estimate;

Special value: : - not available

\* Eurostat data (Adult education survey, special calculation excluding guided on-the-job training).

\*\* Provisional estimates affected by the COVID-19 pandemic.

Source: Cedefop. (n.d.). [European VET policy dashboard](#).

(2) Definitions on the type of indicators are available at <https://www.cedefop.europa.eu/en/tools/european-vet-policy-dashboard/methodology>

## 6. Conclusion

In 2020-24, Lithuania implemented several measures for increasing the attractiveness of VET. Improving VET responsiveness to the labour market needs and attracting teachers and practitioners to VET remained in focus and achieved some progress.

Lithuania has taken a wide range of measures to increase the attractiveness of VET. One of the key actions was the implementation of projects supporting WBL, which incentivised participation in apprenticeship programmes by enabling learners to gain practical experience in their chosen field of study. The launch of a national apprenticeship portal further facilitated access to apprenticeship opportunities for all stakeholders. Efforts have also been made to enhance the quality and visibility of VET. Notably, the convergence of general and vocational education – through the provision of VET modules accessible to general education students – has contributed to making VET more appealing.

Measures supporting VET attractiveness have also promoted early career guidance, with a focus on ensuring equal access for all. To support adults in accessing high-quality learning, a one-stop lifelong learning platform based on individual learning accounts (ILAs) was introduced. A legal framework has been adopted to reinforce the quality assurance system through regular assessments of VET providers. The quality of VET provision has also been strengthened through the activation of external quality assessments of VET institutions and the establishment of a performance monitoring system. Lithuania has implemented further initiatives to assess and recognise skills acquired through formal, informal, and non-formal learning. Provisions for the recognition of qualifications obtained abroad have also been included in national legislation to support mobility and employability. While significant progress has been made in enhancing the attractiveness of VET, further efforts are needed to increase adult participation in VET and improve school management.

VET took steps to match its offer better to labour market needs. The [National Platform for Progress in VET](#) brought together representatives from various sectors and proposed strategic improvements in VET. It also agreed on a master plan for optimising the network of public VET institutions in line with labour market demands. Lithuania launched a comprehensive measure under its education development programme to align VET with labour market needs by modernising curricula, expanding apprenticeships, supporting disadvantaged learners, and upgrading infrastructure. To enhance the quality and accessibility of practical training, Lithuania has also expanded national mobility opportunities for VET learners and teachers through targeted funding, enabling short-term training visits to modern sectoral practical training centres across the country. The impact of these reforms remains to be seen. Further measures are needed to better align the planning of state-funded VET programmes with labour market demands, including at the local level, providing incentives for VET learners to enrol in programmes addressing sectors experiencing labour shortages.

Lithuania has made some progress in offering more opportunities for the professional growth of VET teachers. However, more actions related to financial incentives and social guarantees for teachers may be needed for attracting teaching staff to VET.

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