
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

LITHUANIA

SYSTEM DESCRIPTION



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CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements

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.

Distinctive features

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.

[1] [Lithuanian official statistics portal. Education and Culture in Lithuania \(edition 2023\)](#)

[2] Government of Republic of Lithuania (2019). [Decree No 1065 on Description of the procedure for organising vocational training in the form of apprenticeship](#). Article 12

CHAPTER 2.

Main 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.

CHAPTER 3.

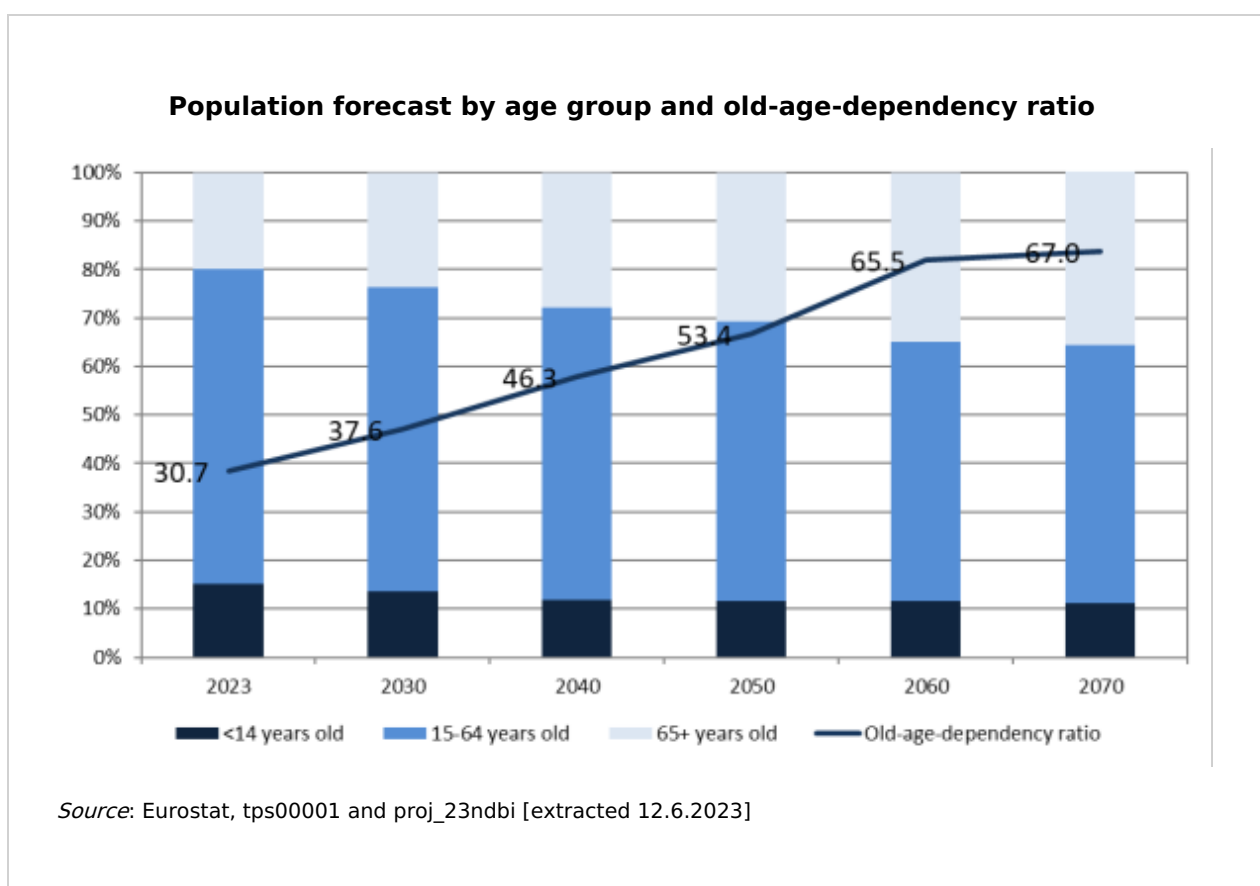
External factors influencing VET

3.1 Demographics

Population in 2022: 2 805 998 (1).

Population decreased by 6.6% since 2012, due to negative natural growth and migration (2).

Population is ageing. It is expected that the old-age-dependency ratio will increase from 30.7 in 2023 to 67 in 2070.



The shrinking population calls for more effective use of the potential of the workforce, especially elderly people involvement in economic activity. Ageing will remain an important concern for the future, as it is likely that the employed population will have to bear a heavier burden to support retirees.

Emigration is decreasing. In 2022, 23 000 permanent residents emigrated from Lithuania, which is 8.7% less than in 2021.

Also, in 2022, net positive international migration increased due to a large number of war refugees from Ukraine - 72 400 more people immigrated than emigrated.

The country is multicultural and has a bilingual community: At the beginning of 2022, Lithuanians represented 85.1% of the whole population, Poles 6.6%, Russians 5.1%, and other nationalities 3.2%. Most VET institutions teach in Lithuanian, though there are schools where they use both Lithuanian and Russian languages.

3.2 Economics

Most companies are micro and small-sized.

Economic sectors with the largest employment (%) in 2022:

- manufacturing (15.8%);
- wholesale and retail trade; repair of motor vehicles and motorcycle (15.4%);
- transportation and storage (11.2%);
- education (10 %);
- human health and social work activities (8.6%);
- construction (7.4%);
- public administration and defence; compulsory social security (6.2%) (3).

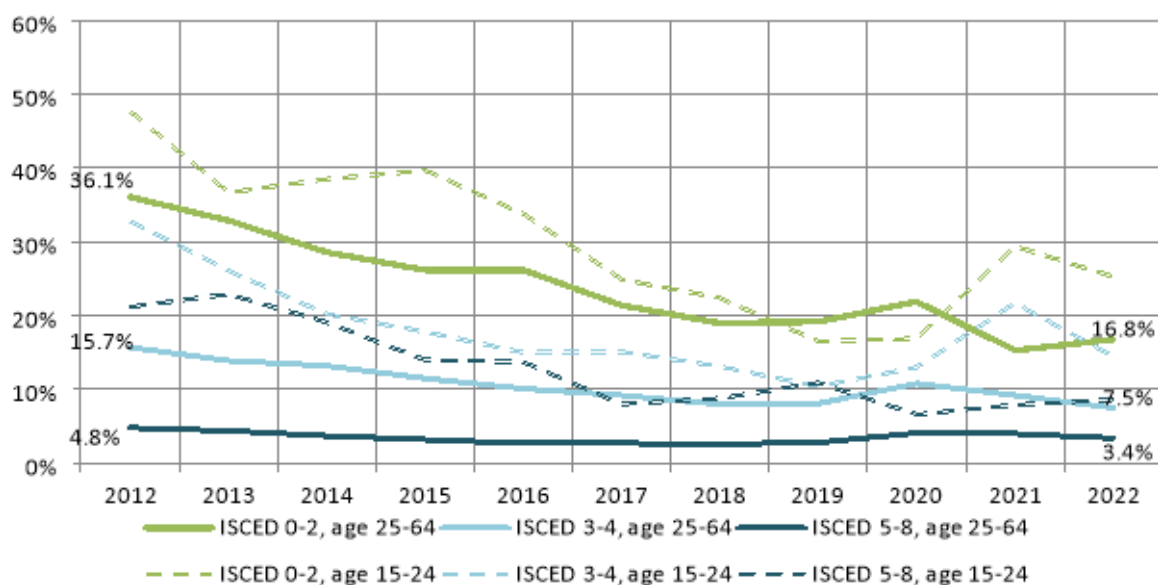
Since 2013, employment in industry has seen a steady growth. This has been the result of the recovery in export markets and increased tangible investments. The construction and service sectors increased as well. To reflect recent trends in economic activity, VET institutions set themselves to the challenge of developing programmes that take into account the needs of workers and their employment in individual sectors of the economy.

3.3 Labour market

The labour market is considered flexible.

Total unemployment rate (4) (2022): 5.6% (5.4 % in EU-27); it decreased by 0.2 percentage points since 2018 (5).

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2012-22



NB: data based on ISCED 2011; breaks in time series; low reliability for ISCED 0-2 both groups and 5-8, age 15-24.

ED 0-2 = less than primary, primary and lower secondary education.

ED 3-4 = upper secondary and post-secondary non-tertiary education.

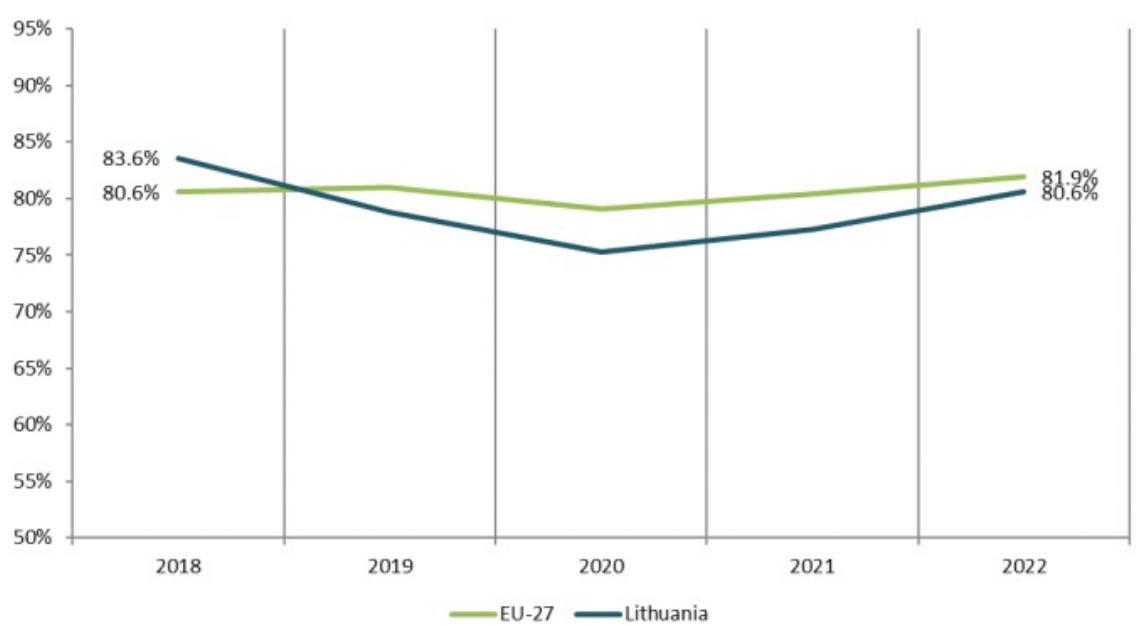
ED 5-8 = tertiary education.

Source: Eurostat, Ifsa_urgaed [extracted 12.10.2023].

As the figure above demonstrates, unemployment depends on the level of education. It is higher among people with lower levels of education. It also still depends on age, with the 15-24 age group always facing higher unemployment rates compared to their elders (age group 25-64) with the same level of education. Unemployment has been declining substantially over the last 10 years, with the exception of the period from 2019 to 2021, during which it increased for all groups as a result of the COVID-19 crisis.

The employment rate of 20 to 34-year-old VET graduates increased from 83.8% in 2018 to 85% in 2022 (6).

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.
ISCED 3-4 = upper secondary and post-secondary non-tertiary education.
Source: Eurostat, edat_ifse_24 [extracted 12.6.2023].

Between 2020 and 2022, the employment rate of 20-34 year-old VET graduates ISCED levels 3 and 4 increased by 5.3 %, from 75.3 % to 80.6 %. The increase in the employment rate indicates that the Lithuanian economy is recovering from the COVID-19 crisis.

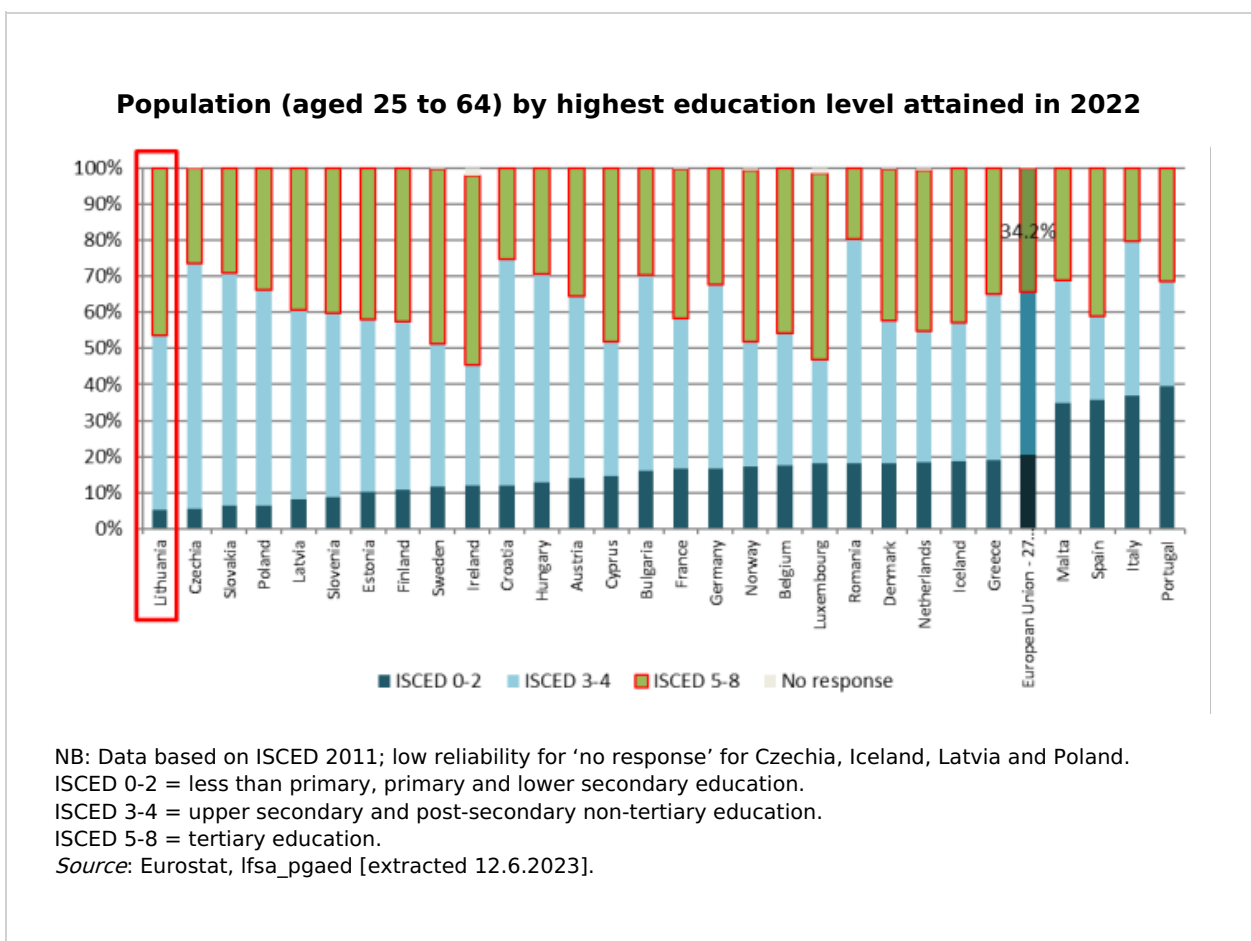
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- [1] NB: [Data for population, beginning of 2022. Lithuanian official statistics portal](#) [extracted 10.9.2023].
 - [2] NB: Data for population. Lithuanian official statistics portal [extracted 18.8.2023].
 - [3] Data on employment in certain sectors of the national economy. Lithuanian official statistics portal [extracted 20.8.2023]
 - [4] Percentage of active population, 25 to 64 years old.
 - [5] Eurostat, ifsa_urgaed [extracted 12.6.2023].
 - [6] Eurostat table edat_ifse_24 [extracted 12.6.2023].

CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

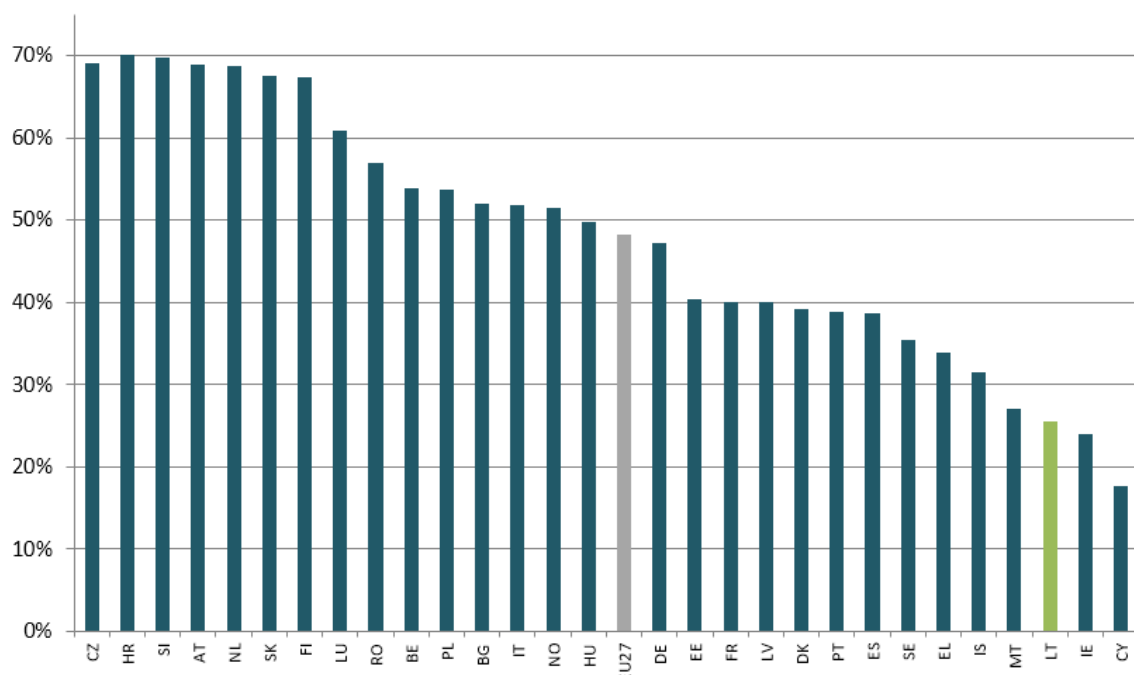
In 2022, the number of persons aged 25-64 having the **higher education level** was 728 700, 33 700 more than in 2021 (695 000), and represented 46.5 % of the total population aged 25-64. This share is steadily increasing, and Lithuania is one of the leading countries among the EU member states, (EU 27 average - 34.2%).



4.3 VET learners by level

In 2022, 52% (20 506 persons) of the total number of persons seeking a vocational qualification or a first qualification are enrolled in VET, 26% (10 541 persons) in universities and 22% (8 621 persons) in colleges.

Share of initial VET learners from total learners at upper-secondary level (ISCED level 3), 2021



NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs04 [extracted 13.6.2023].

The figure above shows that IVET learners accounted for only 25.6% (EU-27 48.3%) of all learners at upper-secondary level (ISCED level 3). This is one of the lowest rates in the EU-27, with fewer people studying in VET programmes only in Ireland and Cyprus. Efforts are done to attract more students from general education to VET. Since the beginning of 2020, the country's gymnasium learners have been provided with opportunities to study in VET programmes' modules, in parallel with their general education programme. This path of education is gradually becoming more popular in Lithuania: During the 2022 admission rounds to VET institutions, 1 390 gymnasium learners expressed a wish to study VET programme modules. In 2021 there were only 786.

4.4 Female share

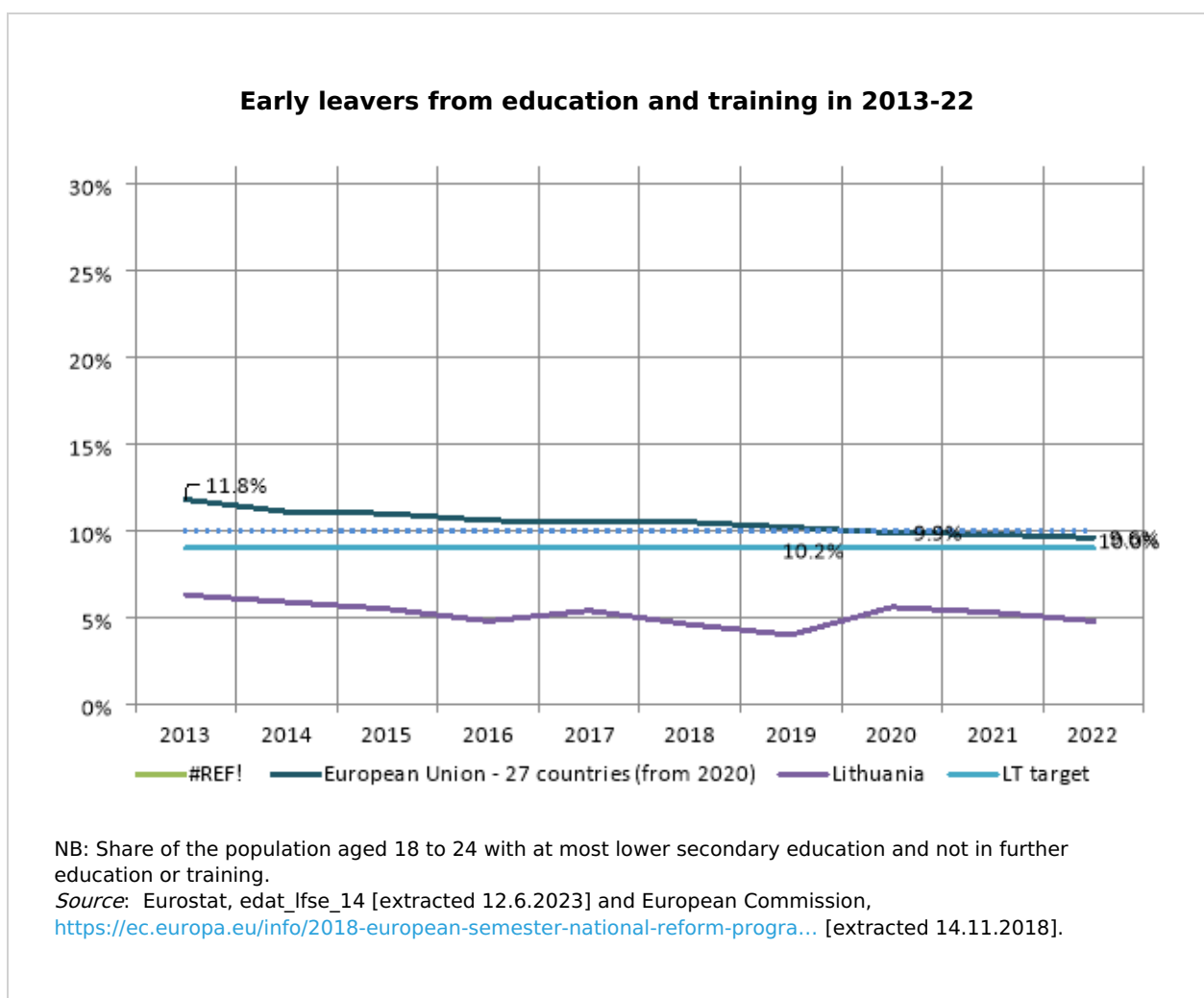
Traditionally, there are more males than females in VET. In the academic year 2022-23, 58.55% learners were male and 41.45% were female (7).

Almost exclusively, over 80% of male entrants choose programmes in engineering and engineering professions, forestry and architecture and construction Education. The opposite trend was observed in social work and personal care services, where women accounted for more than 80% of the admissions.

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 6.3% in 2013 to 4.8%

in 2022, placing Lithuania among the six lowest rates in the EU-27 area (8). It is below the EU-27 average of 9.6% and above the national target of no more than 9% for 2022.



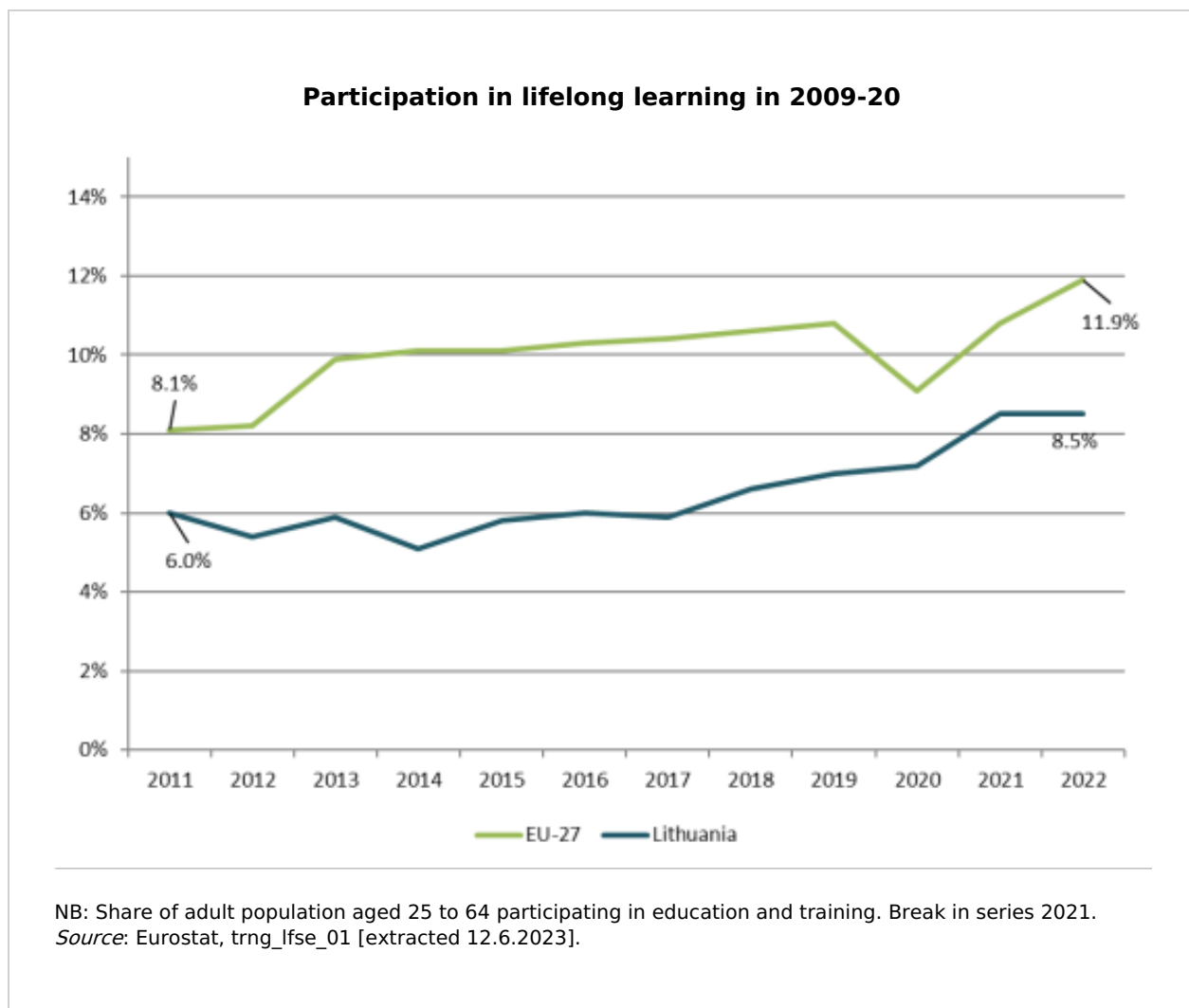
The Qualifications and VET Development Centre (KPMPC) is implementing activities to support initial and continuing VET providers in attracting more learners to VET. One of these is the ESF project *Promotion of vocational training and lifelong learning in Lithuania* (No 09.4.1-ESFA-V-713-01-0001) which aims to increase the attractiveness of vocational training and popularise the concept of lifelong learning. The target groups are learners, teachers, parents and other adults. In 2017, new professional empowerment programmes were launched; these provide information and guidance services to learners on available education and training programmes and career choices to help them make informed decisions about their future.

From 1 September 2022, general education schools and VET institutions have started to strengthen their career guidance system, and new positions of career specialists have been created. Since then, career guidance has been compulsory from the first grade.

For more information visit [Cedefop project page on tackling early leaving](#) and our interactive toolkits: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#).

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.



Participation in lifelong learning (8.5%) is lower than the EU-27 average (11.9%) but has been growing steadily.

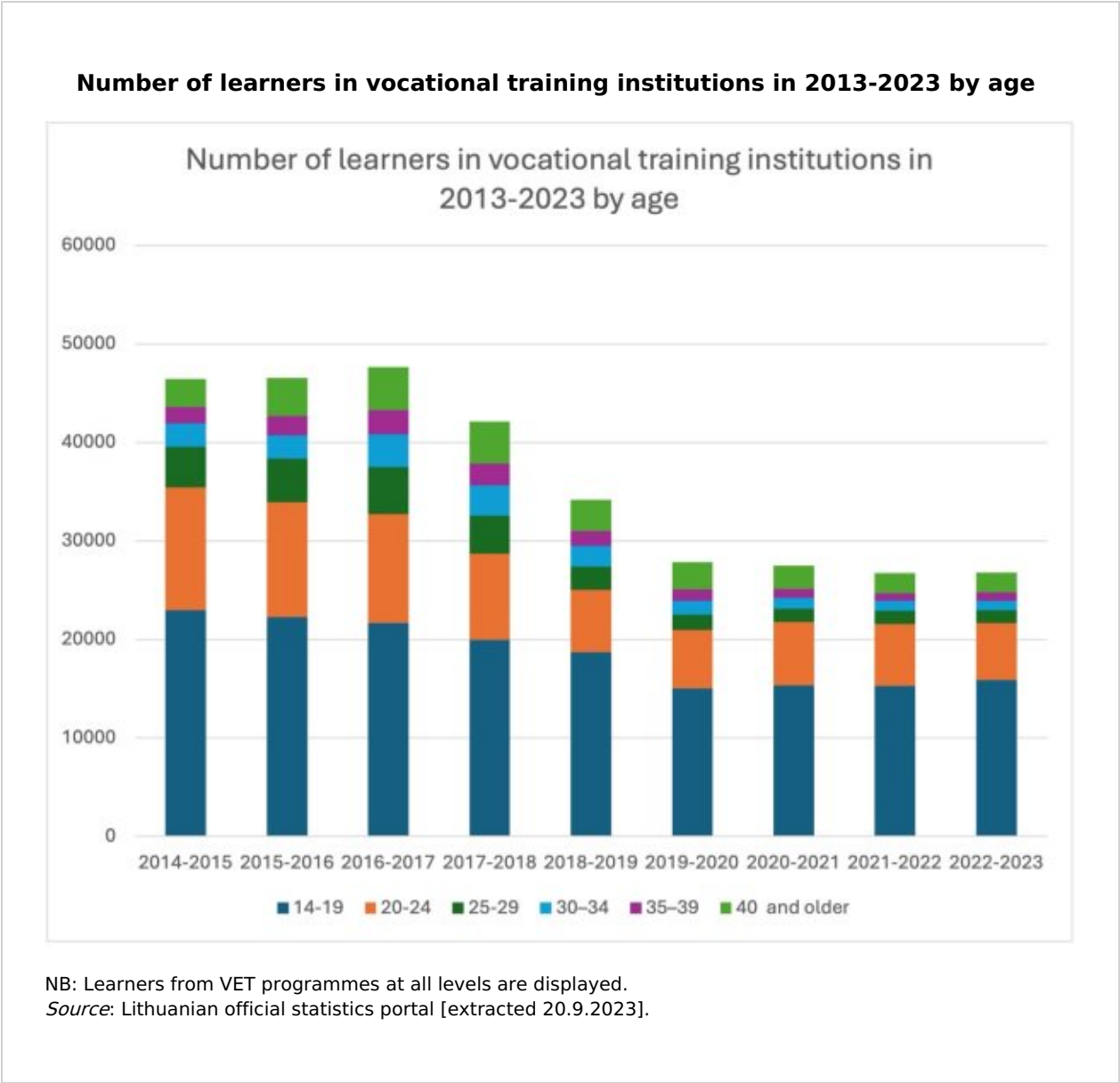
The 18th Government programme implementation plan aims to increase employment for people aged 15-64 to - at least - 73% by 2024 (9). The programme aims to achieve employment for the entire population, to reduce social exclusion and strengthen social cohesion.

The purpose of supporting learning is to help unemployed and employed individuals to acquire qualifications, improve their qualifications, acquire competences under formal VET programmes or under non-formal adult education programmes. Measures that support learning include vocational training, apprenticeship employment, traineeships, and recognition of non-formal and informal learning.

In 2022, the project of [individual learning accounts](#) implementation was initiated as part of the [Equal start initiative](#): development of the lifelong learning support system (2021-24). The framework includes a wide range of interventions in the adult education system, the main one being the establishment of a one-stop portal based on the Individual Learning Account Model (ILA). The ILA system enables individuals who meet the investment priorities set by the State to access publicly funded learning offers. Learning offers from different providers, based on accredited/quality accredited learning programmes, are also available to individuals who wish to

pay for their own learning. The website developed for registration for the ILA is used as a one-stop portal for broad communication on adult learning opportunities. The project started being implemented in 2023.

4.7 VET learners by age



The majority of VET learners are aged 19 (21%), 18 (16%) and 17 (15%). Learners aged 14-19 make up 59.33% of all those studying in VET institutions. This trend has been evident over the last 10 years, so it is likely that this proportion will remain similar in the coming years. However, there is also a clear downward trend in the number of older learners in VET. For example, in the 2017/18 academic year, 4 245 people aged 40 and over studied in VET institutions. In 2019/20, this number was 2 721, and in 2021/23 it dropped even further to 2 017 learners. A significant decline is also observed in the 30-34 and 35-39 age groups over the past few years.

[7] Overview of general admissions to vocational training in 2022. LAMA BPO.

<https://lamabpo.lt/wp-content/uploads/2023/09/2022-m.-bendrojo-priemimo-i-Lietuvos-profesinio-mokymo-istaigas-rezultatu-apzvalga.pdf>

- [8] Eurostat, edat_ifse_14 [extracted 12.6.2023].
- [9] Lithuanian Parliament (2021). *Government Programme implementation plan*.

CHAPTER 5.

VET within education and training system

The [Lithuanian education and training system](#) comprises:

- general education at primary (ISCED 100), lower (ISCED 244) and upper secondary (ISCED 344) levels;
- initial VET at lower (ISCED 252,254), upper (ISCED 351, 352, 354) and post-secondary (ISCED 454) levels;
- tertiary level academic/university education (ISCED 645, 746, 747) and college-based higher VET programmes (ISCED 554, 655);
- continuing VET programmes providing formal qualifications at EQF levels 2-5 (ISCED 2-5) and other non-formal training courses.

Learners have the obligation to continue education and training until age 16. Basic education, confirmed by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.

Compulsory (basic) education is completion of lower secondary education (ISCED level 2) and receiving a basic school certificate at EQF level 3. After completing basic education, learners can choose upper secondary general education or VET programmes at ISCED level 3 (leading to an EQF level 3 vocational qualification) or to an EQF level 4 vocational qualification and an upper secondary leaving certificate, also known as *matura*, which allows higher education access. Programmes at ISCED level 351 combining VET with social skills development programmes are in place for learners with special education needs.

Access to VET programmes is possible for learners aged 14 or older. Those who fail to graduate from lower secondary education may enter VET programmes or youth schools at ISCED level 2 (respectively 254, 252) leading to EQF level 2 qualifications. At ISCED level 254, graduates also receive the basic school certificate and may move on to upper secondary programmes, either in the general or vocational streams.

Graduates of upper secondary programmes leading to a *matura* certificate (either vocational ISCED 354 or general education-oriented ISCED 344) may enter either post-secondary vocational training (ISCED 454), leading to EQF level 4 (10), or higher VET programmes to acquire a professional bachelor (ISCED 655/EQF 6) or higher education (ISCED level 6 or 7) programmes leading to EQF level 6 or 7 respectively. After the launch of post-secondary VET programmes and short-cycle higher education programmes at EQF level 5, graduates of ISCED 354 and 454 programmes at EQF level 4 can now enrol in them. ISCED 454 programmes at EQF level 5 are offered exclusively as CVET. Work experience may be required if this is a prerequisite in the qualification standard.

At the beginning of 2020, the education ministry introduced the possibility for gymnasium learners to study in freely chosen modules of VET programmes in VET institutions in parallel with the secondary education programme. In accordance with the established procedure, admission to these modules should take place during the centralised admissions to VET institutions.

A consensus has been reached on creating two routes for acquiring EQF level 5 qualifications: through post-secondary VET programmes (ISCED 454) (11) and short-cycle HE programmes (ISCED 554). By 2022, eight post-secondary VET programmes (ISCED 454, EQF 5) were

offered (12). Regarding, short-cycle HE programmes at EQF 5 (short-cycle HE programmes), the [Law on Science and studies, amended in 2018](#), stipulates that sectoral professional committees are consulted in deciding on their areas/ sectors and the Minister for Education confirms a list of qualifications and study areas relevant for short-cycle study HE programmes. The registration of short cycle HE programmes has officially started since 2022 and they have been open for student enrolment. By 2023, seven short-cycle HE programmes have been prepared and registered (13).

Higher education college studies at EQF level 6 lead to a professional bachelor degree (ISCED 655) in 3 years.

As stipulated in the Law on Vocational Education and Training (1997, amended in 2007 and 2017), the VET system covers IVET (14), CVET and vocational guidance (15).

Formal initial vocational education and training (IVET) and continuing vocational education and training (CVET) programmes

Most IVET in Lithuania is school-based. The main aim of training is to prepare learners for work. In lower and upper secondary, VET programmes (ISCED 252 and 352) prepare learners for a VET qualification and access the labour market. In parallel, there are VET (ISCED 254 and 354) programmes that, in addition to the VET diploma, deliver a general education certificate allowing progression to the upper-level studies. VET programmes combining vocational education with social skills development programmes (ISCED 351) are available for learners with special education needs to acquire a VET qualification. Access to post-secondary (ISCED 454, EQF 4) and college-based higher VET (ISCED 655) progression is possible for learners with the *matura* (end of upper secondary) certificate. Graduates of ISCED 354 and 454 programmes (EQF 4) are eligible to enrol in short-cycle HE programmes (ISCED 554).

Formal CVET programmes are provided to learners over 18 who already have a qualification to refresh existing knowledge or acquire new skills leading to qualifications at EQF levels 2-5 (including post-secondary ISCED 454, EQF 5 programmes). Formal CVET is designed for people with different education attainment levels, from primary to post-secondary.

Learning forms in formal VET programmes (offered in both IVET and CVET) include:

- school-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely;
- apprenticeships, which may be organised under a formal VET programme or its module(s) or a non-formal VET programme or its module(s). Vocational training in the form of an apprenticeship, depending on the capacity of the provider, may cover at least one module of a formal or non-formal VET programme or at least 2 months. The form of organisation of vocational training from school-based to apprenticeship and vice versa may be changed under the conditions and in accordance with the procedure established in the vocational training contract. Vocational training in the form of an apprenticeship under a formal VET programme or its module can be organised in two ways: 1) the provider holding a licence entitling to complete the relevant formal VET programme or its module provides no more than 30% of the formal VET programme or its module training time, and the employer carries out the rest of the training time; 2) the entire formal VET programme or its module is carried out by an employer who has a licence entitling him to carry out the relevant formal VET programme or its module;
- work-based learning (16) comprises 70% of the total time allocated to teaching vocational subjects. The final module *Introduction to the labour market* (5 credits, 3 weeks in total) is organised in a company or school-based workshop simulating working conditions.

After the end of a VET programme, learners must take an exam after which a VET diploma is awarded.

In September 2020, the education minister approved a new version of the Description of the

procedure for assessment of competences acquired by a person (17). This description envisages a new two-stage structure of competence assessment: the theoretical part (knowledge) assessment test and the practical part (skills) assessment. According to this description, the essential emphasis of the organisation of competence assessment is that the theoretical (knowledge) assessment test is considered successful if a person scores at least 50/100, and considered unsuccessful if a person scores less than 50/100. A person who has not passed the theoretical part (knowledge) assessment test may not undertake practical part assessment and needs to repeat the theoretical part assessment test.

Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions: different types of accredited institutions exist, including those established by social partners, enterprises and employers' associations.

Non-formal VET programmes

Non-formal VET programmes exist alongside formal VET, for the unemployed and the (self-) employed. They must follow a specified template and be registered in the Register of studies, training programmes and qualifications. According to legislation, the requirements for non-formal VET programmes are to assist the learner to achieve the learning outcomes which may be recognised as competences specified in the qualification standards. The admission criteria are different and mostly depend on the target group. Non-formal VET programmes may be offered by an education provider, freelance teachers, and agencies, as well as companies or organisations licensed to offer training for a specific VET programme or its module.

Non-formal VET is widely applied in continuing vocational training and is carried out in various forms: learning at the workplace, attending non-formal training courses, distance learning, etc. In most cases, the following three forms are used:

- non-formal courses for the (self-) employed. These are organised in various settings, using forms and programmes chosen by the employer. Some companies apply internationally recognised sectoral qualifications and programmes;
- State-funded training programmes for employees (such as civil servants and employees in certain economic sectors including healthcare and agriculture);
- training courses for the unemployed and people notified of dismissal; this type of training is funded through a voucher system introduced in 2012 to finance training in formal and non-formal education programmes.

Non-formal adult education

Non-formal adult education may be offered by any education provider, freelance teachers, and agencies, as well as companies or organisations that are authorised to provide training (even though training provision may not be their main activity). According to legislation, the requirements for non-formal adult education programmes and their implementation can be set by the organisation or person who requested to be trained in these programmes or funds such training. The objectives of these programmes, their duration and admission criteria vary and mainly depend on the target group. The courses may be oriented both at occupational and more generic competences development. Upon completion, a certificate is usually issued. Decisions on tuition fees are made by providers.

[10] Please find more information in the [Open information, consultation and orientation system \(AIKOS\)](#), a register including among others also the available study programmes, by entering the code P43 in the section "state code".

[11] These programmes are offered exclusively as CVET.

[12] Please find more information in the [Open information, consultation and orientation system \(AIKOS\)](#), a register including among others also the available study programmes,

by entering the code T5 in the section “state code”.

- [13] Please find more information in the [Open information, consultation and orientation system \(AIKOS\)](#), a register including among others also the available study programmes, by entering the code 570 in the section “state code”.
- [14] IVET in the national context is used to refer to lower, upper and post-secondary education levels; Higher VET programmes (ISCED 655) are considered part of higher education.
- [16] In the national context is referred to as 'practical training' either at a VET institution or an enterprise.
- [17] Cedefop; ReferNet (2021). *VET REF: developments in vocational education and training policy database*. [Unpublished].

CHAPTER 6.

Apprenticeship

The Law on VET (2017) provides a legal basis for [apprenticeship](#). It clarifies the provisions for apprenticeship organisation based on an apprenticeship labour contract (between the employer and the VET student) and a VET (learning) contract between the apprentice and the VET provider.

The Law on VET also states that sectoral professional committees should participate in planning the intake of apprentices. However, apprenticeship has still not gained its position as a clear VET pathway and receives little attention from VET providers and companies.

The Labour Code (18) and accompanying legislation, which entered into force on 1 July 2017, introduced two types of apprenticeship contract: with and without learning agreements.

For apprenticeships that are part of formal VET, the regulation stipulates employers' responsibility to ensure that apprentices acquire the learning outcomes defined in the VET programme. The law specifies also the main conditions for apprenticeship delivery: work and learning time should not exceed 48 hours per week in total; apprentices' salaries should not be less than the minimum wage; and learning time spent in VET institutions would not be paid by the employer and should not exceed one third of the contract duration.

After the Government of the Republic of Lithuania approved the *Description of the procedure for organising vocational training in the form of apprenticeship* at the end of 2019 (19) today in Lithuania it is legally defined:

- the form, initiation, preparation and implementation of VET organised in the form of apprenticeship;
- rights and obligations of VET providers and employers who organise VET in the form of apprenticeship as well as the rights and obligations of a person seeking to acquire a qualification or competence (competences) in VET organised in the form of an apprenticeship;
- requirements for quality assurance in VET organised in the form of apprenticeship.

This description states that vocational training organised in the form of an apprenticeship may be initiated by:

- an employer wishing to train an apprentice in the workplace;
- a VET provider wishing to increase practical skills for individual learners or groups of learners in the workplace;
- an employee;
- a VET learner;
- social partners.

It is recommended that the VET provider and the employer sign a cooperation agreement. The cooperation agreement may be long-term or signed on a case-by-case basis.

The VET provider, alone or together with the employer, may select apprentices in accordance with the requirements published in advance on its website. During the selection procedure, the employer(s) chooses apprentices from among the learners wishing to participate in the selection, if they are admitted to VET school. It is recommended that such a selection be organised no earlier than 2 months after the start of the school-based training process. The employer may independently organise the selection of apprentices from non-VET learners and apply to the VET provider for the training of selected apprentices under the VET programme at the employer's preferred time schedule, according to the dates of the employer's contract with the VET

provider (20).

According to available data, 95% of vocational education and training institutions offer apprenticeship opportunities.

In 2023 the [joint project “Apprenticeships — a New Chance for Me!”](#) was launched. The project aims to increase the attractiveness and relevance of VET to meet the demands of the labour market by promoting apprenticeships for VET students. Also, it seeks to ensure that VET students not only acquire basic competences, but also develop advanced skills aligned with the market demands and their personal needs. A very important objective is to establish a culture of apprenticeship within Lithuanian enterprises, facilitating the acquisition of necessary skills and competencies while fostering long-term collaboration between VET institutions and businesses beyond the project's duration.

Learn more about apprenticeships in the national context from the [European database on apprenticeship schemes](#) by Cedefop.

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- [18] Republic of Lithuania (2016). *[Law XII-2603 on the Approval, Entry into Force and Implementation of the Labour Code of the Republic of Lithuania](#)*.
 - [19] Government of Republic of Lithuania (2019). *[Decree No 1065 on Description of the procedure for organising vocational training in the form of apprenticeship](#)*.
 - [20] Please visit the next links for more information on the [procedure of vocational training in the form of apprenticeship](#) and the [national apprenticeship portal](#), which was launched at the end of 2020. See also the Cedefop timeline on [apprenticeship in Lithuania](#).

CHAPTER 7.

VET governance

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. Other ministries and government bodies are involved in VET policy in the remit of their responsibilities (planning VET funding, managing enrolments in CVET upskilling programmes, etc.).

Following the Law on VET (21), in force since February 2018, the Government Strategic Analysis Centre (STRATA), which was established following the reorganisation of the Research and Higher Education Monitoring and Analysis Centre (MOSTA) ensures the monitoring framework for VET and higher education, research and innovation. It plans human resources and forecasts needs for new qualifications.

The main tasks of the education ministry on VET delivery include:

- human resources planning, continuing professional development of VET school teachers and tutors and vocational guidance for VET learners;
- managing the list of accredited/licenced VET providers and accredited competence assessment bodies;
- implementing formal initial VET/continuing VET programmes; guaranteeing quality of formal qualifications based on qualification standards; and monitoring the national register of qualifications (22);
- drawing up investment programmes for IVET and other retraining programmes; running the funding system of VET schools (per capita financing) and approving student enrolment in State-funding VET programmes (23);

The Qualifications and VET Development Centre (KPMPC) organises the development of qualifications standards and training programmes. It organises assessment and recognition of competences acquired in formal, non-formal and informal learning through nominated VET providers and [competence assessment centres](#). It supervises and coordinates the work of sectoral professional committees.

The Law on VET strengthened the role of [sectoral professional committees \(SPCs\)](#) (24), advisory bodies that ensure cooperation on VET delivery between all VET stakeholders in a particular sector. They are actively involved in discussions on qualifications standards (used to design new VET content) and endorse them, participate in assessment of VET programmes and accreditation of competence assessment institutions, are consulted on the planning of apprenticeships and short-cycle higher education programmes.

Reforming VET management, financing schemes and quality assurance mechanisms is part of policy priorities and developments in progress to raise the prestige of VET and its attractiveness among all VET stakeholders (learners, VET teachers and trainers, companies).

In 2022, a working group on the [National Platform for the progress in VET](#) was set up in response to the European Commission's encouragement to EU Member States to strengthen vocational training and to adapt more flexibly to labour market needs. The platform brings together all stakeholders in vocational training policy: experts representing vocational training institutions, trade unions, business associations, employers, ministries, etc.

[21] Republic of Lithuania (2017). [Law No XIII-888 amending Law on Vocational Education](#)

and Training No VIII-450.

- [22] The [register](#) lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications State register of studies, training programmes and qualifications (Studijų, mokymo programų ir kvalifikacijų registras), accessible through the national online open information and guidance system (AIKOS)
- [23] except for programmes of corrections officers VET and internal service VET institutions
- [24] Assuming the role of the previous central professional committee.

CHAPTER 8.

VET financing mechanisms

Funding for formal IVET

Funding for formal IVET, as well as CVET, is allocated from the State budget. Training costs are calculated per student (per capita financing of vocational schools). The methodology determines the level of direct funding needed for training per learner enrolled in a formal training programme for one VET credit. The unit costs (the so-called 'student basket') include allocations for staff salaries and social insurance, in-service training of teachers and funding for the acquisition of various training resources, including practical training. The last category is calculated using a coefficient that varies depending on the programme area.

Funding is allocated to the VET provider based on the actual number of learners multiplied by the number of hours for implementing the programme and costs of a training hour. Unit costs for learners with special needs are defined separately.

According to official Lithuanian statistics, in 2022, the government allocated EUR 140 million to VET institutions. Compared to the allocation in 2021, the annual funding for 2022 increased by 5.9 percentage points (25).

The share of funding from international organisations depends on the availability of European funds. In addition, VET providers may receive funding from the State budget (annual investment programme) for infrastructure, updating training facilities, etc. Such developments could also be supported from other funds, including EU structural funds. VET providers may receive income from physical and legal entities for services provided (such as training courses, rent of premises). This income is used for education and training purposes.

Non-formal vocational programmes for the self-employed and employees are funded by the enterprise or learner. According to national legislation, in certain cases training can be sponsored by the State (26).

EU and enterprise funds are used to finance training of employees in the private sector. The Ministry of Economy and Innovation is managing ESF funds for this purpose. Measures include workplace-based training to upskill company employees and managers (ESF funds 2007-13); and two further projects being implemented in the period 2017-23 (ESF funds 2014-20): the competence voucher programme to train 42 000 private sector employees and the HR invest LT project to train employees of foreign companies based in Lithuania. Company contributions vary from 30% (small-sized) or 40% (medium-sized companies) to 50% (large companies) of the total training cost.

Formal and non-formal VET for the unemployed is mainly covered from ESF support through the 'training voucher' scheme managed by local public employment services. A training voucher issued by the public employment service (PES) to the unemployed may be used, within the limits of its value, to fund an agreed training action; the beneficiary of the voucher may select a provider from those listed in the dedicated PES online website. CVET training of the unemployed is provided on the basis of two types of training contract:

- a bipartite VET contract between the unemployed person and the local PES: the unemployed person selects from a list of available VET programmes established based on labour market forecasts and employer surveys. After completion of the training programme, the unemployed person undertakes to work in the position offered by the local PES for at least 6 months or start a business;
- or a tripartite VET and employment contract (between the unemployed person, local PES

and employer): a training programme and its provider are agreed with the employer. After the end of the training programme, the employer undertakes to employ the unemployed person for at least 6 months. If the actual costs of training exceed the limits established by the government, the difference is covered by the learner or the employer. The same procedure is applied to training persons notified of dismissal.

In 2020, EUR 14.3 million were spent to support training of the unemployed. The support covered VET (EUR 13.2 million), apprenticeship (EUR 0.5 million), traineeships (EUR 0.5 million), and recognition and validation of non-formal and informal learning (EUR 0.08 million). 73% of the total support for training of the unemployed was ESF funding.

The funding system for general education schools and VET institutions depends on the number of learners, which leads to competition between these two networks in attracting and keeping learners. The Law on VET (2017) (27) set the requirements for a new funding model for the entire VET system; implementing provisions are being developed. The new funding for VET combined with new VET programmes tailored on the basis of skills forecasts is expected to raise the attractiveness of VET.

[25] Source: [Activity plans of the education ministry for 2021 and 2020](#).

[26] A company that needs to train a large number of employees to new technologies may apply to the Employment service or the Ministry of Social Security and Labour for funding such training actions for their staff to acquire the necessary technical skills.

[27] Republic of Lithuania (2017). [Law No XIII-888 amending Law on Vocational Education and Training No VIII-450](#).

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

Teaching personnel in IVET institutions

School year	Teaching personnel, total (*)	Of which, vocational teachers	
		Total	%
2015/16	3 507	2 011	57.3
2016/17	3 481	1 958	56.2
2017/18	3 263	1 822	55.8
2018/19	3 269	1 826	55.9
2019/20	3 035	1 811	59.7
2020/21	3 052	1 811	59.3
2021/22	2 969	1 781	59.9
2022/23	3 007	1 827	60.7

(*) At the beginning of the school year.

Source: Lithuanian official statistics portal [extracted 20.9.2023].

In VET institutions there are two main types of teachers (see table above):

- general education (subject) teachers;
- vocational teachers. On average, vocational teachers represent more than half of all teaching personnel in VET institutions.

VET institutions that focus on training the (un)employed may introduce in-company trainers (nationally referred to as apprenticeship tutors or practical training instructors).

General requirements for all VET teachers are set by the 2011 Law on Education (28). VET teacher training follows a consecutive model whereby a vocational qualification is studied first, followed by studies on pedagogy.

VET teachers without a pedagogical qualification, irrespective of their educational attainment level, are offered a 120-hour course on pedagogy and psychology. These courses are organised by accredited institutions and companies.

Universities also provide programmes for the pedagogical education of vocational teachers (29).

Since September 2018, a [teachers' remuneration system](#) has been put in place with a view to introducing more favourable payment conditions for (VET) teachers. Salaries are calculated not only for actual lessons but for all the time spent working. The job consists of three components: contact hours (lessons, after-school activities, counselling, supervising learners' final projects), non-contact hours (preparation for lessons, assessment of achievements) and non-contact hours for the school community (work with parents, guiding student pedagogical practical training and other efforts relevant to the school community).

9.2 Continuing professional development of teachers/trainers

Continuing professional development (CPD) training courses for VET teachers in schools include topics such as creativity, distance-learning methods, digitalisation of curricula, VET for special needs learners, as well as on training resources, mentorship, teaching methodologies and differentiation of learning.

Vocational teachers' CPD is supported by numerous national or institutional projects. From 2016 to 2023, a national level project [Development of the system for the development of vocational and adult teachers' qualifications](#) was implemented (No 09.4.2-ESFA-V-715-01-0001). It was coordinated by the [Qualifications and VET Development Centre](#), under the responsibility of the education ministry. From 2017 till 2023, more than 3 000 VET teachers and VET institution managers attended training courses on topics such as empowerment of sectoral practical training centres, VET didactics, adult education methodology, evaluation of learning outcomes, application of research in VET practice and other topics.

A joint EU-funded Baltic project *Testing new approaches to training VET and workplace tutors for work-based learning (TTT4WBL)* has designed a pilot training programme which ran during 2017-20, with 312 VET schools and apprenticeship tutors trained (30).

For more information visit Cedefop project page on [Teachers' and Trainers' professional development](#) and our interactive toolkits for VET practitioners: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#). You may also read [Cedefop/ReferNet country reports on Teachers and Trainers in a Changing World](#) and [Cedefop comparative analysis](#).

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- [28] VET school teachers must either: (a) have attained a tertiary education level and a teacher qualification; or (b) have attained a tertiary education level (or a post-secondary education level prior to 2009, or a specialised secondary education level prior to 1995) and would then have to complete a 120-hour pedagogical-psychological course in basics of pedagogy, pedagogical psychology and didactics) during the first year of their placement as a VET teacher; or (c) have completed a VET programme, attained an upper secondary education level, acquired a vocational qualification, achieved 3-year work experience in a relevant field, and completed a pedagogical-psychological course.
- [29] ISCED level 4 basic courses on pedagogy and psychology, ISCED level 6 programmes for subject teachers (mathematics, physics, languages, etc.).
- [30] The tutors' training programme is available in an [e-learning format](#).

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Following the [2017 Law on VET](#) (in force since Feb 2018), the Government Strategic Analysis Centre (STRATA) monitors VET and human resources and performs the forecasting for qualifications needs; it also prepares strategic insights, provides strategic recommendations regarding the training of specialists in VET institutions, and conducts studies in education, science and innovation. Its [first report](#) (September 2018) presents trends in human resources development and a detailed analysis of skill needs per region; it also examines the integration of skilled workforce into the labour market at the beginning of their career, and correspondence of higher education (HE) and VET qualifications to labour market needs. It also prepares annual reports on the state of the VET system and [regular reports on human capital in Lithuania](#).

In 2022 STRATA presented the [updated methodology for monitoring and forecasting human resources and the updated results on the human resources monitoring and on the forecasting system, descriptions of scenarios and forecasting results by 2025](#).

See also [Cedefop's skills forecast](#) and [European Skills Index](#).

10.2 Designing qualifications

From 2002, VET curricula in Lithuania have been competence-based, with clearly defined learning outcomes.

VET programmes were gradually redesigned into modular programmes consisting of mandatory and optional units. The duration of programmes ranges from 30 credits acquired in a half year to 110 credits acquired in 2 years.

Sectoral qualifications standards

To improve Lithuanian qualification development, qualifications standards were given a legal basis in 2007. They are developed for a particular economic sector and are used to describe the most important qualifications in the specific sector at different national qualifications (LTQF) levels. [For each qualification the qualification standard describes competences that are grouped into qualification units](#).

Since 2018, the education ministry (in charge of national qualification system policy) has delegated the development of sectoral qualifications standards to the Qualifications and VET Development Centre (KPMPC) (31) through its 18 sectoral professional committees (SPCs), which have been set up to ensure effective social dialogue. SPCs operate in specific sectors of the economy. When relevant, other ministries and government institutions participate in developing qualifications standards. By 2022, 24 sectoral qualification standards have been approved (32).

Sectoral qualifications standards are also used to assess the learning outcomes of a vocational qualification. Identifying qualifications standards in all sectors and at all qualification levels is necessary to improve permeability between different education levels (33) and flexibility in skills acquisition.

VET curricula design

Since 2010, KPMPC is responsible for designing or updating national modular VET programmes on the basis of sectoral qualifications standards.

VET providers and enterprises can initiate and design modular training programmes, but for this to happen qualification profiles must first be developed and included into a sectoral qualification standard. From 2018 to 2021, 159 modular VET programmes have been developed.

As the Law on VET stipulated, all VET must be only modular: admission to non-modular VET programmes has not occurred since the 2018-19 academic year.

More information on national qualifications frameworks and the qualifications types can be found in the [NQF online tool](#).

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- [31] The Law on VET (2017) foresees that from 2019 onwards, qualifications standards need to be approved by the Qualifications and VET Development Centre (KPMPC) director after having been endorsed by the sectoral professional committees.
 - [32] Up to 2018, 10 qualification standards had been designed under the project Formation of qualifications and development of modular VET system implemented in 2010-15. 14 qualification standards in trade, polygraph, mass media and advertising, manufacture of computer, electronic, optical and electrical equipment and products, manufacture of chemicals and chemical products, manufacture of machinery and equipment and motor vehicles, financial, insurance and real estate activities and others were designed by July 2021. The standards are available [here](#).
 - [33] From EQF level 2 VET qualifications up to EQF level 8 in higher education.

CHAPTER 11.

Quality assurance

The national quality assurance approach for VET is set out in the VET quality assurance (QA) system concept (2008). The approach includes licensing and supervision of training providers, mandatory self-assessment by all VET providers, external evaluation of the quality of training programmes, support to VET providers (related training and counselling), and a national regulation on developing standards for learning outcomes. The [2017 Law on VET](#) sets the rules for quality assurance in line with the European Quality Assurance in Vocational Education and Training (EQAVET).

Internal quality management systems

The same QA arrangements apply for IVET providers and for CVET providers offering formal CVET programmes which are under the responsibility of the education ministry. VET providers are free to choose their quality management model and to define periodicity and criteria for self-assessment. Most VET schools have introduced an ISO evaluation system adapted to education. No specific requirements are in place for non-formal VET providers (34).

The plan-do-check-adjust (PDCA) method is embedded into VET provision and is regarded as the backbone of VET quality assurance.

External evaluation and accreditation of VET providers

VET programmes have to follow qualifications standards. Training programme design is coordinated by the Qualifications and VET Development Centre (KPMPC). A licence to carry out a registered VET programme is issued to a VET provider if it has sufficient resources to implement the VET programme, and vocational teachers or candidates for vocational teachers meet the requirements prescribed in VET programmes and the Law on Education (35).

The *Description of the procedure for external evaluation of the activities of VET institutions and other VET providers implementing formal VET* was approved in March 2020 by an order of the education minister. This description defines the concept of the external evaluation of VET institutions and other VET providers performing formal VET, regulates the organisation of the external evaluation of their activities, sets the external evaluation indicators and regulates their evaluation, defines the synthesis, formation and operation of the external evaluation expert group, the preparation of the external evaluation report of the provider, the coordination publication and external re-evaluation of the provider's activities. The procedure is in line with the Council Recommendation on VET for sustainable competitiveness, social fairness and resilience (36).

The description (37) states that the external evaluation of a VET provider's activities is based on external performance evaluation indicators, VET provider self-assessment and VET monitoring data, as well as information on the implementation of a VET provider's recommendations following external evaluation (if the VET provider's external evaluation report contains recommendations for improvement).

The indicators for the external evaluation of the VET provider's activities are the following:

- the share of filled State-funded VET places (applies only to providers offering State-funded places);
- the share of apprentices;
- the share of learners who have not completed a formal VET programme;
- the proportion of assessed learners whose assessments of the theoretical and practical part

of the acquired competences are 'good' (8 points) or 'very good' (9 points) or 'excellent' (10 points);

- the share of graduates who worked in the sixth month after completing a formal VET programme.

During the visit of the external evaluation expert group to the VET provider, its activities are evaluated in the following areas:

- leadership and management;
- teaching and learning;
- teaching and learning outcomes.

Monitoring framework for VET and HE (State level)

Following the 2017 Law on VET, the Government Strategic Analysis Centre (STRATA), which was established following the reorganisation of the Research and Higher Education Monitoring and Analysis Centre (MOSTA), ensures the monitoring framework for VET and higher education (HE), research and innovation. It plans human resources and forecasts needs for new qualifications in line with national policies and the needs of the economy.

A unified electronic system for admissions to HE and VET institutions is in place (2017). It is run by the [Lithuanian higher institutions association for organising joint admission \(LAMA BPO\)](#).

Design and approval of sectoral qualifications standards - which are the basis of VET programmes - and assessment of learner achievements are under the sole responsibility of the KPMPC (38).

Several EQAVET indicators are used, including those on the destination of VET learners, the share of employed learners on completion of their training, and the mechanisms to identify training needs in the labour market (39).

Relevant divisions of the education ministry supervise the teaching process and activities, and audit activities, while the State audit office performs random checks of VET institutions, during which the rationale of their activities is also analysed.

Reforming the network of IVET and CVET providers

Funding for State schools (general or vocational ones) is calculated based on the number of learners, which leads to competition between the two types of school in attracting and keeping learners. Since 2015, a [network of 42 sectoral practical training centres \(SPTCs\) was established](#) in 35 selected VET institutions to offer quality practical training in simulated environments using state-of-the-art technologies and equipment. [After reforming the network of VET institutions in 2022](#), the 42 SPTCs were consolidated into 25 VET institutions. The aim of [SPTCs](#) is to provide learners with skills valued in the (local) economy. These centres are open to VET and HE students, employees in enterprises, vocational teachers, etc.

[34] Cedefop (2018). [Developments in vocational education and training policy in 2015-17: Lithuania](#), p. 13. Cedefop monitoring and analysis of VET policies.

[35] Republic of Lithuania (1991). [Law No I-1489 on Education](#).

[36] Council of the European Union (2020). [Council Recommendation of 24 November 2020 on vocational education and training \(VET\) for sustainable competitiveness, social fairness and resilience](#). *Official Journal of the European Union*, C 417, 26.12.2020, pp. 1-16.

[37] More information about the description [here](#) (N.B. the document is available only in Lithuanian).

[38] Since 2019 sectoral qualifications standards are approved by the Qualifications and VET Development Centre (KPMPC) director of after having been endorsed by sectoral

professional committees.

- [39] Cedefop (2018). *Developments in vocational education and training policy in 2015-17: Lithuania*, p.14. Cedefop monitoring and analysis of VET policies.

CHAPTER 12.

Validation of prior learning

Individuals, with at least 1 year of work experience and older than 18, can apply to VET institutions for recognition of their competences. The skills and knowledge of an applicant are defined on the basis of sectoral qualifications standards and relevant VET programmes. The applicant and the school then agree on a timetable of courses as necessary and a final qualification exam. Individuals who pass the exam organised by a nominated VET provider are awarded a VET diploma. Candidates wishing to recognise non-formal and informal learning can receive all necessary [information about the process and the responsible institutions online](#).

When pursuing VET studies at a higher level, prior learning (or VET programme) is recognised as part of their training programme, affecting the duration of the programme.

From 2018 to 2023, the Qualifications and VET Development Centre (KPMPC) has been coordinating a [5-year ESF-funded project](#) for the development of the national system for assessing and recognising competences and qualifications. Within this project, several VET providers with sectoral practical training centres (SPTCs) (40) have been selected and nominated to become competences assessment centres for the assessment of acquired competences. The project activities include the creation of reference material for validation of prior learning (such as a bank of competence assessment tasks), methodologies and methodological tools (with model tasks) for the assessment of competences.

For more information about arrangements for the validation of non-formal and informal learning please visit [Cedefop's European database](#).

[40] A total of 42 sectoral practical training centres (SPTCs) were established in selected VET institutions to offer quality practical training in simulated environments using state-of-the-art technologies and equipment. The aim is to provide learners with skills valued in the (local) economy. These centres are open to VET and HE students, employees in enterprises, vocational teachers, etc.

CHAPTER 13.

Incentives for learners

Bringing general education (GE) and VET closer together

Raising the attractiveness of VET is a policy priority. To promote VET to general education students, an opportunity was introduced in 2020 for general education students to enrol in a VET programme's module at a VET institution and try out a profession while still in general education. Learners who decide to follow a VET programme module are exempt from learning the technologies subject (technologijų dalykas) of the general education curriculum. Additionally, if a learner decides to enrol in a full VET programme, the previously attended module is recognized as part of the curriculum.

Another measure to bring general education and VET closer and create smoother bridges between them is the launch of [experimental VET programmes](#) for ninth-grade students. These students are enrolled in selected VET programmes leading to EQF level 3 or 4 qualifications and simultaneously complete lower-secondary and upper-secondary general education programs.

Measures to improve mobility between VET and higher education

VET graduates who have finished upper secondary education programmes and who choose to continue in higher education have a few advantages over learners coming from general education. Selection criteria and procedures for ranking graduates who apply for higher education studies are defined annually in a specific regulation. This regulation awards an additional enrolment point for graduates from VET in the same field of studies who performed exceptionally, or who have at least 1 year of work experience in this field. This additional point increases their chances of being admitted to a State-funded study place in colleges (professional bachelor programmes) and universities (in force since 2018).

To enter a higher education institution, at least three *matura* exams have to be taken. For example, from 2016, Lithuanian language and mathematics exams are compulsory for those willing to receive State funding for their studies. For upper secondary VET graduates who want to enrol in technological higher education programmes (ISCED 655), the final qualification exam may be recognised as a third *matura* exam.

Many initial VET institutions have agreements on continuation of studies for their graduates in higher education institutions. They also cooperate with higher education institutions (colleges, universities) in drafting programmes that ensure continuity of VET programmes at tertiary level.

ISCED level 5 short-cycle HE programmes, offered since 2022 by higher education colleges, are also intended to encourage VET graduates to enter higher education and to seek higher education gradually.

Incentives for the young

VET to acquire a first qualification is free of charge. Initial VET learners may receive a study grant (from 24.5 to 147 EUR/month) and other social and material support. Based on data from the Lithuanian official statistics portal, around 51% of IVET learners received such a student grant in 2021. Socially disadvantaged learners can apply for social grant (up to 147 EUR/month) or material support (from 98 to 147 EUR).

Learners who do not live near the learning institution are provided with hostel accommodation. Based on data from the Centre for Information Technologies in Education, around 99% of those who need hostel accommodation receive it.

Training leave for employees

[The Labour Code](#) sets out training leave conditions for employees participating in a VET programme, to prepare and take exams and tests, for consultations, etc. All employees who join a continuing VET course in formal continuing VET programmes at a VET provider are entitled educational leave while retaining their average salary. Since 2015, according to the Labour Code, employees may be granted training leave for up to 5 working days per year to participate in non-formal adult education.

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

To support participation in continuing VET, tax incentives, grant schemes, paid and unpaid training leave and payback clauses are applied.

Tax incentives for individuals

Tax incentives for individuals for both formal and non-formal VET were introduced in 2008. Persons paying income tax may claim training expenditure in their annual tax return. Up to 25% of training expenditure can be deducted. When a studying resident of Lithuania is not an income tax payer or has no possibility to exercise the right to deduct expenditure for VET or studies from their own income, such expenses may be deducted from their parents' or other family members' income.

Tax incentives for legal entities

Tax incentives for legal entities have been in place since 2005. The Law on Corporate Income Tax (Parliament, 2002) allows deductions for continuing training courses for employees that are linked to their present occupation.

Financial incentives to finance continuing VET

Enterprises and organisations may use the grant schemes available from EU structural funds.

Payback clauses for individuals and future employers were both introduced in 2005. The provisions of the Labour Code allow employers to claim compensation from an employee for the costs of training over the past year if they quit their job before a previously agreed time.

CHAPTER 15.

Guidance and counselling

Guidance services and providers

The [National education strategy](#) (2013-22) defines career guidance as one of the four strategic priorities for further development in education. Measures aimed at development and provision of face-to-face and online career guidance services are an integral part of strategic action plans dedicated to related policy areas such as employment and social inclusion. The main horizontal policy issues that are linked to and addressed by career guidance are related to labour market relevance of education and training and adult participation in lifelong learning.

The system of lifelong career guidance in Lithuania has changed significantly over the past few years. Career guidance services exist mainly in education institutions and public employment services. Career guidance services for adults are underdeveloped.

Challenges that the career guidance system faces are:

- improving access to quality career guidance services;
- developing training and improving professional development opportunities for career counsellors;
- ensuring the quality of career guidance services;
- ensuring sustainable funding for career guidance services are some of the challenges that the career guidance system faces.

As defined by the [Vocational guidance implementation procedure](#), the main education institutions that provide guidance services (career education, information and counselling) to their learners are general education schools and VET institutions.

Municipalities are responsible for organising and coordinating guidance services within their territory.

Nationwide guidance and counselling is coordinated by the Lithuanian Centre of Non-formal Youth Education. The centre is responsible for methodological assistance and advice to schools and educational support agencies and is involved in training career guidance staff. It ensures accessibility to modern guidance and counselling tools and takes part in nationwide monitoring of guidance services for learners.

Information on learning opportunities and career planning is provided on the [main national web portal on learning opportunities, AIKOS](#), managed by [National Education Agency](#). This is an open information, guidance and counselling system, which addresses students, employees and guidance and counselling personnel. It informs on education and training programmes, providers, qualifications, occupations, admission rules, education and employment statistics. Additionally, information about VET programmes, prospects and VET success stories can be accessed through the [portal for general admission to VET programmes](#). Other education institutions (pedagogical and psychological services, education support agencies, etc.) are involved in providing guidance services to the extent this is related to their functions and the actual guidance needs of the learners.

In the employment sector, the labour ministry is responsible for the career guidance policy related to the provision of quality career information and counselling services for job-seekers (youths and adults) including NEETs. The mandate for the provision of vocational guidance services for persons over 14 years old is given to the [Public Employment Service \(PES\)](#). Information and counselling services for jobseekers (adults and youths) in addition to

employment mediation are provided by territorial branches of PES and its structural divisions, youth job centres. They organise info-days on career issues, job fairs, Youth Guarantee promotion events and help students and graduates with finding a job or a traineeship.

The Education Exchange Support Foundation manages the Euroguidance project and disseminates information on good practice examples and guidance and counselling tools in Lithuania and other European countries. It creates various guidance and counselling tools and organises training seminars for guidance practitioners.

From 1 September 2022, general education schools and vocational education and training institutions started to strengthen their career guidance system, and new positions of career specialists were created. Career guidance services are now mandatory from the first grade.

Organisation and funding

The education ministry is responsible for career guidance policy related to the provision of quality career education, information and counselling services for pupils, students, adult learners, etc. Organisation and monitoring of career guidance services in general education schools is managed by 60 local municipalities. The mandate for methodological support and monitoring of guidance services at national level is with the [Lithuanian Non-Formal Education Agency](#) (Career Education Unit).

General education and VET institutions appoint a coordinator (career specialist) who manages guidance-related activities of career guidance staff, class or group tutors, teachers/vocational teachers, social pedagogues, psychologists, and other support staff. They choose their approach to career management skills development: it can be organised as a targeted subject, integrated into other subjects or modules or implemented as extracurricular activity.

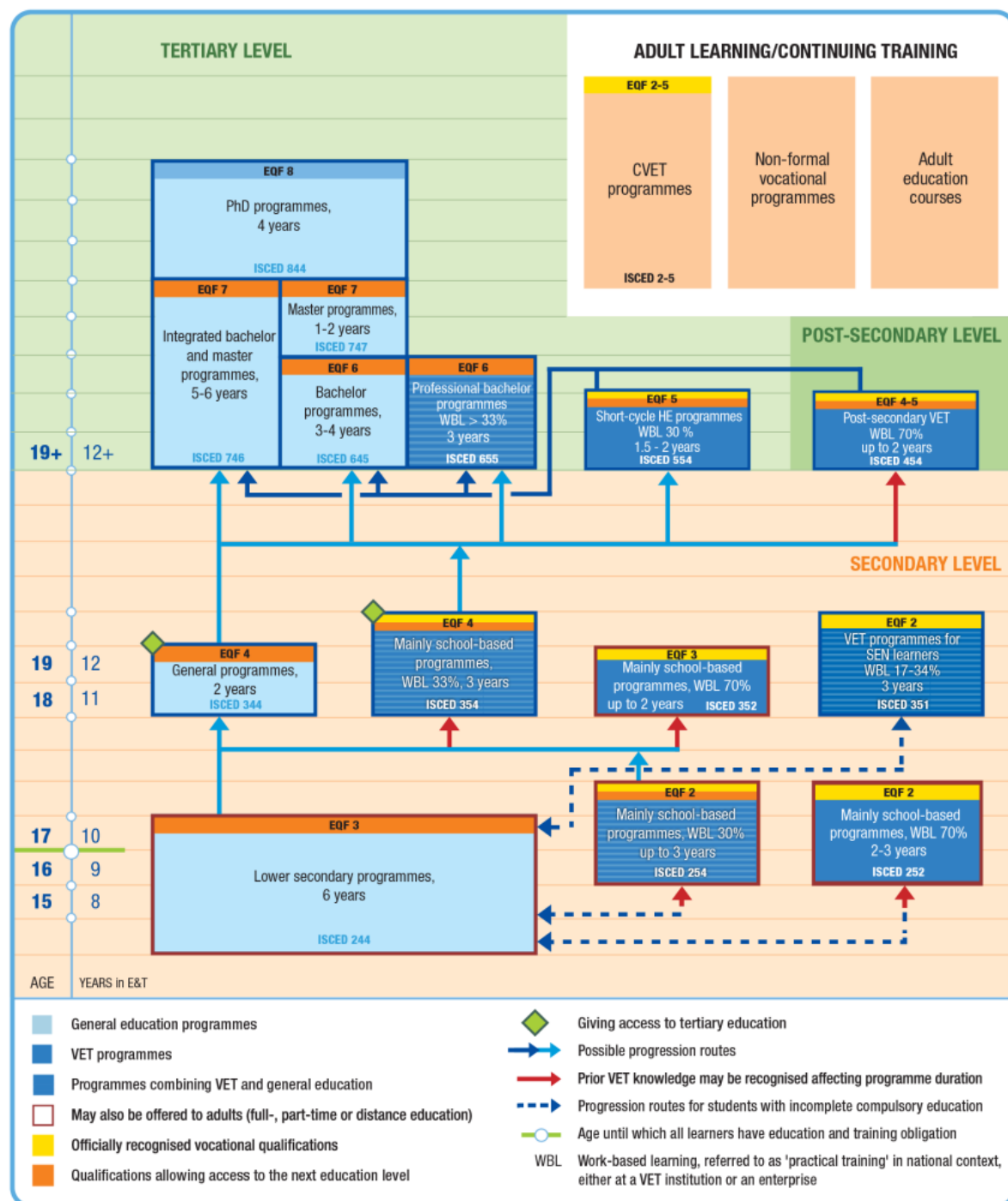
Vocational guidance is funded from the 'student basket' and other national and local budgets and sponsors.

Learners can acquire career-related information on learning and job opportunities through information systems and various other activities such as study visits, excursions, meetings with representatives of educational institutions, employers and other people and other events. Vocational activation (*profesinis veiklinimas*), during which visits to enterprises and lectures are organised, is regarded as one of the most important aspects. Learners are encouraged to experience and learn about different types of work, employment areas, specific characteristics of occupations and career paths.

Please see also:

- [guidance and outreach Lithuania national report](#);
- [Cedefop's labour market intelligence toolkit](#).

Vocational education and training system chart



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

VET Programme Types

EQF 2
Mainly school-based programmes, WBL 70%, 2-3 years ISCED 252

VET programmes without direct access to upper secondary education leading to EQF level 2, ISCED 252 (Profesinio mokymo programos, neįgyjant pagrindinio išsilavinimo) Lower secondary VET programmes open to learners over 14; training is mandatory until the age of 16.

EQF level	2	ISCED-P 2011 level	252
Usual entry grade	8	Usual completion grade	10-11
Usual entry age	14	Usual completion age	17
Length of a programme (years)	2-3 years		
Is it part of compulsory education and training?	✓	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓ In continuing VET, programmes lead to the same qualifications as in initial VET but have different target groups and delivery (see CVET programme box).

Is it offered free of charge?	 VET programmes to acquire a first qualification are provided free of charge	Is it available for adults?	
ECVET or other credits	60 credits/year. The scope of a formal VET programme was set by ministerial order in November 2018 (41) ; it may not be more than 110 credits.		
Learning forms (e.g. dual, part-time, distance)	• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely; • individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.		
Main providers	The 2017 Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET. In 2022 formal IVET programmes were carried out by 44 State VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.		
Share of work-based learning provided by schools and companies	Practical training 70%. On-the-job practice: up to 70%		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school (labs, school workshops) • on-the-job practice / apprenticeships Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. In ISCED 252 programmes it covers up to 70% of the programme. The last training module (providing 5 to 10 credits, equivalent to 110 to 220 hours) is spent fully at the workplace.		
Main target groups	School-age learners and adults. ISCED 252 VET programmes are designed to attract early leavers from education and training back into education or training to acquire a basic VET qualification. Programmes do not lead to a lower secondary (basic) education (42) certificate. The main target groups are adults and young people, including special needs students.		

Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements, but learners must be at least 14 to enrol. ISCED 252 VET programmes are intended for learners without a lower secondary (basic) education (43) certificate, either young people over 14 or adults.
Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a VET training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
Diplomas/certificates provided	ISCED 252 programmes are accessible to learners without a lower secondary (basic) education (44) certificate. VET learners receive a VET diploma at EQF level 2 (<i>Profesinio mokymo diplomas</i>) giving access to the labour market. Formal qualifications are recognised by the education and training and labour authorities.
Examples of qualifications	Rooms service worker , Bread and pies products baker , Cook , Locksmith etc.
Progression opportunities for learners after graduation	ISCED 252 programmes do not deliver a lower secondary (basic) education certificate. Learners acquire a VET diploma giving access to the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	 Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (45) assessed and certified (credits) based on the qualification standards set for the given qualification.
General education subjects	
Key competences	 At least 10% of the total time of the programmes (volume) is dedicated to key competences development.

**Application of learning
outcomes approach**



All VET programmes are based on learning outcomes.

The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (46) .

**Share of learners in
this programme type
compared with the
total number of VET
learners**

In 2021/22, 4.4% of VET learners are enrolled in lower secondary VET (ISCED 252 and 254 programmes) compared to the total number of learners enrolled in IVET programmes (lower, upper and post-secondary VET programmes).

No separate statistics are available for EQF level 2/ISCED 252 programmes.

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- [41] [BOX_1] Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.
- [42] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [43] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [44] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [45] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [46] *Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022](#).*

EQF 2
Mainly school-based programmes, WBL 30%, up to 3 years ISCED 254

VET programmes with direct access to upper secondary education leading to EQF level 2, ISCED 254 (Profesinio mokymo programos kartu su pagrindinio ugdymo programomis)

EQF level	2	ISCED-P 2011 level	254
Usual entry grade	8	Usual completion grade	10-11
Usual entry age	14	Usual completion age	17
Length of a programme (years)	up to 3 years (47)		
Is it part of compulsory education and training?	 Education is compulsory to 16 years of age	Is it part of formal education and training system?	
Is it initial VET?		Is it continuing VET?	 It is a programme intended for those to get the lower secondary school leaving certificate together with a vocational qualification
Is it offered free of charge?	 VET programmes to acquire a first qualification are provided free of charge.	Is it available for adults?	

ECVET or other credits 60 credits /year

The scope of a formal VET programme was set by ministerial order in November 2018 (48) ; it may not be more than 110 credits.

Learning forms (e.g. dual, part-time, distance)	• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely; • individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.
Main providers	The 2017 Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET. In 2022 formal IVET programmes were carried out by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.
Share of work-based learning provided by schools and companies	30%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school (labs, school workshops) • on-the-job practice / apprenticeships Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. In ISCED 254 programmes it covers 30% of the programme. The last training module (providing 5 to 10 credits, equivalent to 110 to 220 hours) is spent fully at the workplace.
Main target groups	The main target groups are school-age learners and adults. VET ISCED 254 programmes are designed to attract early leavers from education and training back into education or training to acquire a VET qualification and a lower secondary (basic) education (49) certificate.
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements but learners must be at least 14 years old to enrol. ISCED 254 VET programmes are intended for learners without a lower secondary (basic) education (50) certificate, either young people over 14 or adults.

Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Learners also received a lower secondary (basic) education certificate (51) upon completion of the programme. Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations). The VET qualification obtained allows holders to perform a job or work function (52) .
Diplomas/certificates provided	In ISCED 254 VET programme learners receive a VET diploma (<i>Profesinio mokymo diplomas</i>) at EQF level 3 giving access to the labour market and a lower secondary (basic) education (53) certificate at EQF level 3 allowing them to pursue upper secondary studies. The VET diploma is recognised by the education and training and labour authorities.
Examples of qualifications	Waiter, bricklayer, plumber (54) .
Progression opportunities for learners after graduation	Graduates from ISCED 254 programmes may: • enter the labour market; • or continue their studies at upper secondary general or VET programmes (prior VET knowledge may be recognised affecting the duration of the programme).
Destination of graduates	Information not available
Awards through validation of prior learning	 Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (55) assessed and certified (credits) based on the qualification standards set for the given qualification.
General education subjects	 Programme learners receive a VET diploma (<i>Profesinio mokymo diplomas</i>) and a lower secondary (basic) education certificate.
Key competences	 At least 10% of the total time of the programmes (volume) is dedicated to key competences development.

**Application of learning
outcomes approach**



All VET programmes are based on learning outcomes.

The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (56) .

**Share of learners in
this programme type
compared with the
total number of VET
learners**

In 2021/22, 4.4% of VET learners are enrolled in lower secondary VET (ISCED 252 and 254 programmes) compared to the total number of learners enrolled in IVET programmes (lower, upper and post-secondary VET programmes).

No separate statistics are available for EQF level 2/ISCED 254 programmes.

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- [48] [Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.](#)
- [49] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [50] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [51] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [52] For example truck driver (job) qualification allowing the holder to work at high altitude or to carry heavy loads (work function).
- [53] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [54] [Sectoral qualification standards.](#)
- [55] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [56] *Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022.](#)*

EQF 2

VET programmes for SEN learners,

WBL17-34%,

3 years

ISCED 351

VET programmes combined with social skills development programmes leading to EQF level 2, ISCED 351 (Profesinio mokymo programos kartu su socialinių įgūdžių ugdymo programa). ISCED 351 VET programmes are open to learners with special education needs that have completed individualised basic education programme and, include a programme aimed at developing social skills.

EQF level	2	ISCED-P 2011 level	351
Usual entry grade	11	Usual completion grade	14 (after 3 years of studies)
Usual entry age	16-17	Usual completion age	19-20
Length of a programme (years)	3 years		
Is it part of compulsory education and training?	✓	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ VET programmes to acquire a first qualification are provided free of charge	Is it available for adults?	✓

ECVET or other credits ISCED 351 programmes duration is strictly 3375 hours (3 years) irrespective of VET programme volume in ECVET credits (57)

Learning forms (e.g. dual, part-time, distance)	• school-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely; • individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.
Main providers	Programmes are provided by VET institutions, whose main activity is VET. In 2022, formal IVET programmes were carried out by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.
Share of work-based learning provided by schools and companies	17-34 % (58)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Usually work-based learning is implemented in practical training workshops in schools.
Main target groups	School-age learners and adults (until 21 years). ISCED 351 training programmes are intended to provide a VET diploma at EQF level 2 for those with special education needs related to intellectual disabilities who have completed an individualised basic education programme and a social skills programme.
Entry requirements for learners (qualification/education level, age)	There are no minimum entry requirements, programmes are open for those who completed 10 years of learning in basic (lower secondary school).
Assessment of learning outcomes	After the end of a VET training programme, learners take an adjusted exam after which a VET diploma is awarded. Exam tasks are adjusted as necessary according to learner characteristics. Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
Diplomas/certificates provided	ISCED 351 programmes are accessible to learners without a lower secondary (basic) education (59) certificate. VET learners receive a VET diploma at EQF level 2 (<i>Profesinio mokymo diplomas</i>) giving access to the labour market. Formal qualifications are recognised by the education and training and labour authorities.
Examples of qualifications	Bricklayer, cook etc..

Progression opportunities for learners after graduation	ISCED 351 programmes do not deliver a <i>matura</i> certificate. Learners acquire a VET diploma giving access to the labour market. They may also continue learning in other VET programmes leading to EQF 2 level qualifications.
Destination of graduates	Information not available
Awards through validation of prior learning	 Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification, may have their prior learning (60) assessed and certified (credits) based on the (qualification) standards set for the given qualification.
General education subjects	
Key competences	 At least 10% of the total time of the programmes (volume) is dedicated to key competences development.
Application of learning outcomes approach	 All VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (61) .
Share of learners in this programme type compared with the total number of VET learners	No separate statistics are available for ISCED 351 programmes.

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- [57] [BOX_3] [Order of the Minister for Education and Science of 16 June 2021, No V-1126, on approval of the common VET plans for school years 2021-22 and 2022-23.](#)
- [58] [BOX_3] The work-based learning share depends on VET programme volume in credits.
- [59] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [60] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [61] Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022.](#)

EQF 3

Mainly school-based

programmes,

WBL 70%,

up to 2 years

ISCED 352

VET programmes without direct access to tertiary education leading to EQF level 3, ISCED 352 (Profesinio mokymo programos, neįgyjant vidurinio išsilavinimo)

EQF level	3	ISCED-P 2011 level	352
Usual entry grade	11	Usual completion grade	12-13
Usual entry age	18	Usual completion age	19
Length of a programme (years)	up to 2 years		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓ In continuing VET, programmes lead to the same qualifications as in initial VET, but have different target groups and delivery (see CVET programme box).
Is it offered free of charge?	✓ VET programmes to acquire a first qualification are provided free of charge.	Is it available for adults?	✓ Learners enter at age 18

ECVET or other credits 30 to 110 credits depending on the complexity of the programme. The scope of a formal VET programme was set by ministerial order in November 2018 (62) .

Learning forms (e.g. dual, part-time, distance)	• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely; • individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.
Main providers	The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET. In 2022 formal IVET programmes were carried out by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.
Share of work-based learning provided by schools and companies	Practical training: 70% On-the-job practice: up to 70%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school (labs, school workshops) • on-the-job practice / apprenticeships Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. In ISCED 352 programmes it covers 70% of the programme. The last training module (providing 5 to 10 credits, equivalent to 110 to 220 hours) is spent fully at the workplace.
Main target groups	Upper secondary school-based VET programmes (ISCED 352) are accessible to learners having completed basic education (63) . They do not lead to an upper secondary general education <i>matura</i> certificate (64) . The 2-year training programme is accessible to both young people (including those with special educational needs related to hearing impairment) and adults.
Entry requirements for learners (qualification/education level, age)	Only holders of a lower secondary (basic) education (65) certificate may enter these programmes.

Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out at nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
Diplomas/certificates provided	In ISCED 352 VET programme learners receive a VET diploma (<i>Profesinio mokymo diplomas</i> at EQF level 3 giving access to the labour market. The VET diploma is recognised by the education and training and labour authorities.
Examples of qualifications	Road worker, metal treatment processing machine-tool operator
Progression opportunities for learners after graduation	Graduates from ISCED 352 programmes may: • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	✓ Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (66) assessed and certified (credits) based on the (qualification) standards set for the given qualification.
General education subjects	✗
Key competences	✓ At least 10% of the total time of the programmes (volume) is dedicated to key competences development.
Application of learning outcomes approach	✓ All VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (67) .

**Share of learners in
this programme type
compared with the
total number of VET
learners**

In 2021/22, 18 % of VET learners in upper secondary VET (ISCED 352 and 354 programmes) compared with the total number of learners enrolled in IVET programmes (lower, upper and post- secondary VET programmes).

No separate statistics are available for EQF level 3/ISCED 352 programmes.

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- [62] *Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.*
- [63] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [64] The *matura* certificate attests completion of upper secondary education and gives access to tertiary level programmes.
- [65] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [66] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [67] *Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022](#).*

EQF 4
Mainly school-based programmes, WBL 33%, 3 years ISCED 354

VET programmes leading to EQF level 4, ISCED 354 (Profesinio mokymo programas kartu su vidurinio ugdymo programa)

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	11	Usual completion grade	13
Usual entry age	18	Usual completion age	20
Length of a programme (years)	3		
Is it part of compulsory education and training?		Is it part of formal education and training system?	
Is it initial VET?		Is it continuing VET?	 It is a programme intended for those to get the general education <i>matura</i> diploma giving access to tertiary education, together with a vocational qualification
Is it offered free of charge?	 VET programmes to acquire a first qualification are provided free of charge (68) .	Is it available for adults?	 Learners enter at 18.

ECVET or other credits 30 to 110 credits depending on the complexity of the programme.

The scope of a formal VET programme was set by ministerial order in November 2018 (69) .

Learning forms (e.g. dual, part-time, distance)	• School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely; • individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.
Main providers	The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET. In 2022 formal IVET programmes were provided by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.
Share of work-based learning provided by schools and companies	33%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at school (labs, school workshops) • on-the-job practice / apprenticeships Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. In ISCED 354 programmes it covers 33% of the programme. The last training module (providing 5 to 10 credits, equivalent to 110 to 220 hours) is spent at the workplace.
Main target groups	ISCED 354 programmes are accessible to learners (including those with special educational needs related to hearing impairment) having completed basic education (70) .
Entry requirements for learners (qualification/education level, age)	Only holders of a lower secondary (basic) education (71) certificate may enter these programmes.
Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out at nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations). Learners pass an exam to obtain also the general education <i>matura</i> certificate giving access to higher education.

Diplomas/certificates provided	VET learners receive a VET diploma (<i>Profesinio mokymo diplomas</i>) at EQF level 4 and the matura (<i>Brandos atestatas</i>) general education certificate at EQF level 4 giving access to higher education. In exceptional cases, programmes which are registered at ISCED 354 level may lead also to a vocational qualification at EQF level 3 (VET diploma - <i>Profesinio mokymo diplomas</i>). Examples of such qualifications: waiter-barman, cook, etc. The VET diploma is recognised by the education and training and labour authorities.
Examples of qualifications	Guest service worker, barmen, confectioner etc.
Progression opportunities for learners after graduation	Graduates from ISCED 354 programmes may: • enter the labour market; or • enter post-secondary ISCED 454 VET programmes (prior VET knowledge may be recognised affecting the duration of the programme); • enter short-cycle HE programmes (EQF 5/ISCED 554) • enter higher VET non-academic programmes delivered in colleges (a type of higher education institution (EQF 6/ISCED 655); • enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).
Destination of graduates	Information not available
Awards through validation of prior learning	 Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (72) assessed and certified (credits) based on the (qualification) standards set for the given qualification.
General education subjects	
Key competences	 At least 10% of the total time of the programmes (volume) is dedicated to key competences development.
Application of learning outcomes approach	 All VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (73) .

Share of learners in this programme type compared with the total number of VET learners

In 2021/22, 18% of VET learners in upper secondary VET (ISCED 352 and 354 programmes) compared with the total number of learners enrolled in IVET programmes (lower, upper and post- secondary VET programmes).

No separate statistics are available for EQF level 3/ISCED 354 programmes.

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- [69] [*Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.*](#)
- [70] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [71] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.
- [72] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [73] *Source:* Cedefop (2023). [*European inventory on NQF for Lithuania 2022*](#)

EQF 4-5

Post-secondary VET,

WBL 70%,

up to 2 years

ISCED 454

VET programmes with access to tertiary education leading to EQF level 4 and 5, ISCED 454 (Profesinio mokymo programos turint vidurinį išsilavinimą). Post-secondary non-tertiary vocational education

EQF level	4-5	ISCED-P 2011 level	454
Usual entry grade	13	Usual completion grade	14 or 15
Usual entry age	19+	Usual completion age	20 or 21
Length of a programme (years)	454 programmes (EQF 4): up to 2 years 454 programmes (EQF 5): up to 1,5 year (74)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓ In continuing VET, programmes lead to the same qualifications as in initial VET but have different target groups and delivery (see also CVET programme box).
Is it offered free of charge?	✓ VET programmes to acquire first two qualifications are provided free of charge (75) .	Is it available for adults?	✓

ECVET or other credits	For ISCED 454 VET programmes (EQF 4): 30 to 110 credits depending on the programme complexity. The scope of a formal VET programme was set by ministerial order in November 2018 (76) . For ISCED 454 VET programmes (EQF 5): 20 to 90 credits depending on the programme complexity. The scope of a formal VET programme was set by ministerial order in November 2018 (77) .
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Learning forms (e.g. dual, part-time, distance)

- School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely;
 - individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.
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Main providers

The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.

In 2022 formal IVET programmes were provided by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.

Share of work-based learning provided by schools and companies

70%

Work-based learning type (workshops at schools, in-company training / apprenticeships)

- practical training at school (labs, school workshops)
- on-the-job practice / apprenticeships

Work-based learning in the national context is referred to as 'practical training' either at a VET institution or an enterprise. In ISCED 454 programmes it covers 70% of the programme. The last training module (providing 5 to 10 credits, equivalent to 110 to 220 hours) is spent at the workplace.

Main target groups

ISCED 454 programmes leading to EQF 4 are accessible to learners over 18 having completed the upper secondary education with a *matura*.

ISCED 454 programmes leading to EQF level 5 are accessible to learners over 18 having completed the upper secondary education with a *matura*, having also an EQF 4 VET qualification or work experience. Requirements are set each time in the relevant sectoral qualification standard.

Entry requirements for learners (qualification/education level, age)	Post-secondary VET at EQF level 4 is available to those having completed upper secondary education (awarded the <i>matura</i> certificate) (78) . Post-secondary VET at EQF level 5 is available to those having completed upper secondary education (awarded the <i>matura</i> certificate) and having acquired already an EQF 4 VET qualification (79) or having prior working experience (80) .
Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
Diplomas/certificates provided	VET learners receive a VET diploma (<i>Profesinio mokymo diplomas</i>) at EQF level 4 or 5 (81) . The VET diploma is recognised by the education and training and labour authorities.
Examples of qualifications	Electronic equipment adjuster, landscaper, scaffold builder, installer of pipelines etc.
Progression opportunities for learners after graduation	Graduates from post-secondary ISCED 454 programmes at EQF 4 level may (82) • enter the labour market; • enter VET programmes leading to EQF 5 qualification; • enter short cycle HE programmes delivered in colleges (a type of higher education institution (EQF 5/ISCED 554); • enter higher VET non-academic programmes delivered in colleges (a type of higher education institution (EQF 6/ISCED 655); • enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746). Graduates from post-secondary ISCED 454 programmes at EQF 5 level may (83) • enter the labour market; • enter short cycle HE programmes delivered in colleges (a type of higher education institution (EQF 5/ISCED 554); • enter higher VET non-academic programmes delivered in colleges (a type of higher education institution (EQF 6/ISCED 655); • enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).
Destination of graduates	Information not available

Awards through validation of prior learning	✓ Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (84) assessed and certified (credits) based on the (qualification) standards set for the given qualification.
General education subjects	✗
Key competences	✓ At least 10% of the total time of the programmes (volume) is dedicated to key competences development.
Application of learning outcomes approach	✓ All VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (85) .
Share of learners in this programme type compared with the total number of VET learners	In 2021/22, 77.4 % VET learners in post- secondary VET compared with the total number of learners enrolled in IVET programmes (lower, upper and post- secondary VET programmes).

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- [76] *Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.*
- [77] *Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.*
- [78] Order of the Minister for Education, Science and Sport of the Republic of Lithuania of 20 June 2023, No V-843, on the amendment of the order of the Minister for Education and Science of 11 December 2013, No V-1232, on the adoption of the Lithuanian standardised education classification for the classifying of educational programmes by level.
- [79] Order of the Minister for Education, Science and Sport of the Republic of Lithuania of 20 June 2023, No V-843, on the amendment of the order of the Minister for Education and Science of 11 December 2013, No V-1232, on the adoption of the Lithuanian standardised education classification for the classifying of educational programmes by level.
- [80] Requirements for an EQF4 qualification or work experience are specified each time in the relevant sectoral qualification standard.
- [81] The following links show examples at [EQF levels 4 and 5](#).
- [82] In some cases, access rights are granted by the *matura* diploma, which is an entry

requirement for ISCED 454 VET programmes at EQF 4 level.

- [83] In some cases, access rights are granted by the *matura* diploma, which is an entry requirement for ISCED 454 VET programmes at EQF 4 level.
- [84] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [85] *Source:* Cedefop (2023). [European inventory on NQF for Lithuania 2022](#).

EQF 5
Short-cycle HE programmes,
WBL 30 %
1.5-2 years
ISCED 554

Short-cycle HE programmes - EQF level 5, ISCED 554 (trumpasios pakopos studijų programos). Short-cycle level (professional) studies with access to Professional Bachelor's level

EQF level	5	ISCED-P 2011 level	554
Usual entry grade	13	Usual completion grade	15
Usual entry age	19+	Usual completion age	21
Length of a programme (years)	1.5-2 years		
Is it part of compulsory education and training?		Is it part of formal education and training system?	
Is it initial VET?	 Short-cycle HE programmes are part of higher education (ISCED 554). They are regulated by the Law on Higher Education and Research and not by the Lithuanian Law on VET .	Is it continuing VET?	 Short-cycle HE programmes are part of higher education (ISCED 554). They are regulated by the Law on Higher Education and Research and not by the Lithuanian Law on VET .
Is it offered free of charge?	 According to the Law on Higher Education and Research , the cost of studying in state-funded student places is covered by the state.	Is it available for adults?	 Learners aged 19+ may enter these programmes.
ECVET or other credits	1,5-2 year programme - 90-120 credits. One national credit corresponds to one ECTS credit.		

Learning forms (e.g. dual, part-time, distance)	• full-time • part-time • classroom-based learning • in-company learning
Main providers	Higher education colleges (Universities of applied science) (<i>Kolegija</i>) (86)
Share of work-based learning provided by schools and companies	Work-based learning (in colleges or companies) covers at least one-third of the study programme; from this 30-40 ECTS credits points is the practical placement in companies.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in colleges (labs, workshops) • practical training placements / apprenticeships
Main target groups	ISCED 554 programmes are accessible to learners over 18 (including those with special educational needs related to hearing impairment) having completed upper secondary education and having acquired a VET qualification at EQF 4 (87) .
Entry requirements for learners (qualification/education level, age)	Short cycle HE programmes are accessible to those having completed upper secondary education (awarded the <i>matura</i> certificate) and having acquired a VET qualification at EQF 4.
Assessment of learning outcomes	After the end of the programme, learners must take an exam or perform a project after which a diploma is awarded. The higher education institution organises its own examinations according to the study outcomes set out in the study description.
Diplomas/certificates provided	Learners will receive a diploma (<i>diplomas</i>) at EQF level 5 (88) . The diploma is recognised by the HE institutions and labour authorities.
Examples of qualifications	<i>System administrator</i> at EQF level 5; <i>Tester</i> at EQF level 5
Progression opportunities for learners after graduation	Graduates from short-cycle HE programmes may (89) : • enter the labour market; • enter higher education academic programmes (EQF 6/ISCED 655) based on the requirements determined by each higher education institution (90) . • enter higher VET non-academic programmes delivered in colleges (a type of higher education institution (EQF 6/ISCED 655); • enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).
Destination of graduates	Information not available

Awards through validation of prior learning	Each Higher education college has its own validation arrangements. Higher education institutions may take into consideration the results (learning outcomes) of students' partial studies, as well as formal, non-formal, and informal learning, in the scope of the short-cycle HE programme.
General education subjects	✓
Key competences	✓ • communication in the mother tongue (Lithuanian) • foreign languages • social/civic competences • entrepreneurship and other key competences.
Application of learning outcomes approach	✓ All HE VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (91) .
Share of learners in this programme type compared with the total number of VET learners	Information not available

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- [86] Short cycle HE programmes can be offered by colleges in cooperation with VET institutions.
- [87] [Law on Higher Education and Research](#)
- [88] The first graduates from Short-cycle HE programmes completed their studies in 2024. Starting in 2024, these programmes will award a VET diploma according to the [2022 amendment](#) of the [Law on Higher Education and Research](#). Prior to this amendment, graduates of [Short-cycle HE programmes were intended to receive a study certificate \(*Studijų pažymėjimas*\)](#), but such certificates were never issued.
- [89] In some cases, access rights are granted by the *matura* diploma, which is an entry requirement for ISCED 554 VET programmes at EQF 4 level.
- [90] [Priėmimo galimybės - LAMA BPO](#)
- [91] Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022](#).

EQF 6

Professional bachelor

programmes,

WBL >33%

3 years

ISCED 655

Professional bachelor - EQF level 6, ISCED 655 (Profesinio bakalauro studijų programos. Professional bachelor degree studies (tertiary non-academic education))

EQF level	6	ISCED-P 2011 level	655
Usual entry grade	13	Usual completion grade	16
Usual entry age	19+	Usual completion age	21
Length of a programme (years)	3 - (3 ½)		
Is it part of compulsory education and training?		Is it part of formal education and training system?	
Is it initial VET?	 Higher VET is formally a part of higher education and includes 3- to 3.5- year college study programmes (ISCED 655). (In the national context, IVET programmes are considered only those delivered in lower-, upper-secondary and post-secondary levels).	Is it continuing VET?	
Is it offered free of charge?	 According to the Law on Higher Education and Research , the cost of studying in state-funded student places is covered by the state.	Is it available for adults?	 Learners aged 19+ may enter these programmes.
ECVET or other credits	3-year programme - 180 credits. One national credit corresponds to one ECTS credit.		

Learning forms (e.g. dual, part-time, distance)	• full-time • part-time • classroom-based learning • in-company learning In terms of credits allocation: • compulsory subjects (141 credits), • specialisation subjects (15 credits), • general subjects of college studies (15 credits), and • optional subjects (9 credits).
Main providers	Higher education colleges (Universities of applied science) (<i>Kolegija</i>)
Share of work-based learning provided by schools and companies	Work-based learning (in colleges or companies) covers at least one-third of the study programme; from this (30 ECTS credits points) the practical placement in companies might last up to 6 months.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in colleges (labs, workshops) • practical training placements / apprenticeships
Main target groups	ISCED 655 programmes are accessible to learners over 18 (including those with special educational needs related to hearing impairment) having completed upper secondary education (92) .
Entry requirements for learners (qualification/education level, age)	HE VET is available to those having completed upper secondary education (awarded the <i>matura</i> certificate).
Assessment of learning outcomes	After the end of the programme, learners must take an exam after which a professional bachelor diploma is awarded. The higher education institution organises its own examinations according to the study outcomes set out in the study description.
Diplomas/certificates provided	Learners receive a Professional bachelor diploma (<i>Profesinio bakalauro diplomas</i> at EQF level 6. The diploma is recognised by the HE institutions and labour authorities.
Examples of qualifications	Software engineering (professional bachelor in informatics); tourism management (professional bachelor in business); management of cultural activity (professional bachelor in business).
Progression opportunities for learners after graduation	Graduates from post-secondary ISCED 655 programmes may: • enter the labour market; • enter higher education academic programmes (EQF 6/ISCED 645, EQF 7/ISCED 746).
Destination of graduates	Information not available

Awards through validation of prior learning	A higher education institution may include the results of student partial studies, formal, non-formal and informal learning in the scope of the study programme.
General education subjects	✓
Key competences	✓ • communication in the mother tongue (Lithuanian) • foreign languages • social/civic competences • entrepreneurship and other key competences
Application of learning outcomes approach	✓ All HE VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (93) .
Share of learners in this programme type compared with the total number of VET learners	Information not available

[92] Basic education, attested by a lower secondary school leaving certificate, is necessary to access upper secondary programmes.

[93] Source: Cedefop (2023). [European inventory on NQF for Lithuania 2022](#).

EQF 2-5

CVET

programmes

EQF 2-5

ISCED 2-5

CVET programmes (Tęstinio profesinio mokymo programos)

EQF level	2-5	ISCED-P 2011 level	5
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	18+	Usual completion age	Not applicable
Length of a programme (years)	Up to 1.5 years		
Is it part of compulsory education and training?		Is it part of formal education and training system?	 CVET training to acquire formal qualifications is part of the national VET system and delivers the formal VET qualifications at EQF levels 2-5 (ISCED 2-5). The same curriculum framework applies for IVET and CVET. CVET programmes do not include introductory module and modules of choice and are shorter in duration
Is it initial VET?		Is it continuing VET?	

Is it
offered
free of
charge?



CVET programmes are offered for a fee, except for the unemployed and those at risk of unemployment whose training is supported from European structural funds (ESF) projects. CVET for the unemployed is funded by a voucher system, which allows them to choose their training provider.

Is it
available
for adults?



Formal CVET courses are available to learners over 18.

ECVET or other credits 20 to 90 credits depending on the programme.

The scope of a formal VET programme was set by ministerial order in November 2018 (94).

The volume of 1 year of formal vocational training is 60 learning credits. The scope of the formal vocational training programme may not be less than 30 learning credits (20 for CVET) and more than 110 learning credits (90 for CVET).

**Learning forms (e.g.
dual, part-time,
distance)**

- School-based group learning, where a teacher-led group (class, joint class, VET group, subgroup, temporary group, special medical physical fitness group or other) is set up for a certain period. It can be implemented part-time or remotely;
- individual learning, where, for a certain period, a student gets individual tuition, or s/he individually and periodically attends a group and/or individual teacher consultations. It can be implemented individually, independently or remotely.

Main providers

Main providers of formal CVET programmes are VET institutions and private VET providers. Formal CVET is designed for people with different education attainment levels, from primary to post-secondary.

The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) authorised to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the education ministry. VET providers may have licences for both IVET and CVET.

In 2022, formal IVET programmes were provided by 44 VET institutions. 258 institutions, whose main activity is other than VET, specialise in IVET and / or CVET.

**Share of work-based
learning provided by
schools and companies**

60-80%

Formal CVET programmes (accessible to learners over 18) lead to recognised vocational qualifications EQF levels 2-5. In CVET, practical training covers 60-80% of the programme.

Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in labour market training centres • on-the-job practice / in-company training (apprenticeships)
Main target groups	• programmes for the unemployed • programmes for those notified of dismissal • programmes for adults willing to change qualification or improve particular competences. Training for the unemployed and for those who have been notified of dismissal is organised via formal CVET programmes listed in the national register of qualifications (95). The local public employment service (96) is responsible for training the unemployed. The unemployed and those notified of dismissal are referred to training providers, which they have chosen from the list published on the public employment service website. Training programmes are organised taking into account the specific needs of employers. Most unemployed individuals follow programmes agreed with employers; these are obliged to hire the unemployed individuals for a period of at least 6 months after training. Where it is agreed with the employer, practical training is organised at the workplace.
Entry requirements for learners (qualification/education level, age)	Entry requirements are included in the programme (the basic education requirement is linked to EQF/ LTQF level 3, and secondary education requirement to EQF/ LTQF level 4). For EQF 5 VET programmes a requirement of a VET qualification at EQF 4 or prior working experience is set.
Assessment of learning outcomes	VET programmes are based on learning outcomes. After the end of a training programme, learners must take an exam after which a VET diploma is awarded. Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions (different types of accredited assessment centres exist, including those established by social partners, enterprises and employers' associations).
Diplomas/certificates provided	VET learners receive a VET diploma (<i>Profesinio mokymo diplomas</i>). The VET diploma is recognised by the education and training and labour authorities.
Examples of qualifications	Water treatment plant operator , building insulator , confectioner etc.
Progression opportunities for learners after graduation	After completing a formal CVET programme learners may enter the labour market.
Destination of graduates	Information not available

Awards through validation of prior learning	✓	Qualification exams are detached from the training process and are carried out by nominated VET institutions together with assessors from accredited institutions. Applicants participating in the exam to acquire a formal VET qualification may have their prior learning (97) assessed and certified (credits) based on the (qualification) standards set for the given qualification.
General education subjects	✗	
Key competences	✓	At least 10% of the total time of the programmes (volume) is dedicated to key competences development.
Application of learning outcomes approach	✓	All VET programmes are based on learning outcomes. The national qualification system (LTQF) is based on learning outcomes / level descriptors defined according to two parameters: focusing on activity characteristics (complexity, autonomy and variability) and on types of competences (functional, cognitive and general) (98).
Share of learners in this programme type compared with the total number of VET learners		Information not available

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- [94] [Order of the Minister for Education and Science of 22 November 2018, No V-925, on approval of the description of the procedure for preparation and registration of vocational training programmes.](#)⁹
- [95] The register lists all formal VET qualifications (diplomas and certificates) and vocational qualifications programmes leading to such qualifications (*Studijų, mokymo programų ir kvalifikacijų registras*).
- [96] [PESn](#)
- [97] Non-formal vocational programmes, informal learning (work experience, self-study) or learning from other education programmes.
- [98] *Source:* Cedefop (2023). [European inventory on NQF for Lithuania 2022](#)
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References

- [15] Cedefop (2013). [Vocational education and training in Lithuania: short description](#). Luxembourg: Publications Office.