

10th EQAVET peer review on VET teacher expertise for quality assurance hosted by Lithuania

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 LITHUANIA

Timeline

2022 Implementation

2023 Implementation

2024 Completed

ID number 45448

Background

The establishment of a European quality assurance reference framework for vocational education and training has stimulated vocational education and training (VET) reforms in EU Member States, contributing to improving quality assurance in VET systems across Europe. However, there remains a need to address the transparency of quality assurance arrangements at system level, an area that requires further attention and work. The introduction of peer reviews can support this procedure.

Objectives

According to the 2020 VET recommendation, peer reviews are aimed at improving mutual learning, increasing the transparency and consistency of quality assurance arrangements in the provision of VET, and reinforcing mutual trust between EU Member States.

Description

In the 2020 VET recommendation peer reviews are described as 'a type of voluntary mutual learning activity supporting improvement and transparency of quality assurance arrangements at system level. They are aiming at accreditation procedures based on a specific methodology to be developed by the European Network for quality assurance in vocational education and training'.

A peer review offers the chance to the country hosting it to reflect on its practices of quality assuring its national VET system. Peers from other Member States act as critical friends, offering external feedback and sharing thematic relevant experiences from their country.

2022 Implementation

Responding to the call of the 2020 VET Recommendation, and taking under consideration the peer review manual, which includes a specific methodology for EQAVET peer reviews and incorporates lessons learned from the nine peer reviews which took place in 2022, Lithuania, and more specifically the Qualifications and VET Development Centre (KPMPC), organised on 24-25 January 2023 in Vilnius the 10th

peer review on VET teacher expertise for quality assurance. Nine members of EQAVET participated in the peer review, from Belgium-fr, Czechia, Latvia, Romania and Slovakia.

The peer review meeting focused on the VET teacher certification system of Lithuania, an area of interest for the Lithuanian national reference point (NRP) of EQAVET (KPMPC). Although professional development for VET teachers in Lithuania is available and well developed, a large number of vocational teachers do not choose to get certified; the Ministry of Education, Science and Sport is looking for ways to make professional development more attractive.

During the peer review meeting, the Lithuanian hosts introduced the Lithuanian VET system and concentrated on three topics:

- (a) the certification system for VET teachers;
- (b) the methodological commissions as enablers of VET teacher certification and professional development;
- (c) the institutional support of VET teachers' systematic activities.

VET teachers' professional development in Lithuania occurs in four stages, starting with the not certified teacher, to certified teacher, senior teacher, methodologist teacher and expert teacher. The certification builds upon several criteria, such as continuous professional development, work experience, demonstration of achievements and competence growth, as well as self-reflection. Teachers are assessed by methodological commissions. Each one of these commissions is responsible for a field of activity/subject and aims to guarantee quality assurance at methodical/systematic (how) and subject-specific (what) level. VET institutions offer systematic activities such as annual self-assessment of their strategy and performance, resulting in updating of their working plan and revision of their programme. This monitoring process runs throughout the year.

Following the presentation of the Lithuanian quality assurance system in VET and the VET teacher contribution to it, peers provided their feedback. Peers found the certification system for Lithuanian teachers crucial to lifelong learning and added some recommendations, reflecting their external views. For example, it was suggested that the Lithuanian certification system could be promoted more systematically and motivate VET teachers even more to seek continuous professional development. It was also proposed that the role of the methodological commissions and their work could be explained in more detail, so collaboration between national and school-based methodological commissions could be strengthened. The self-assessment process, according to the peers, could be more flexible and always involve the teachers, and the education ministry could offer more support to the VET institutions.

The feedback provided is highly valued by the Lithuanian hosts and will help them further improve the Lithuanian certification system.

2023 Implementation

A digital platform dedicated to networking and information exchange for VET teachers was created, and events were organised to encourage VET teachers to participate in methodological activities. As part of these efforts, six events were held in 2023 bringing together 151 participants to discuss the institutionalization of VET teachers' methodological commissions and to disseminate good practices. The discussions focused on methodological activities at both national and institutional levels, their current and potential functions, and the factors enabling VET teachers to participate in these activities. Additionally, based on the needs expressed by VET teachers, KPMPC has developed and accredited a 40-academic-hour qualification improvement programme entitled 'Andragogical competence for teachers'.

2024 Completed

In 2024, the EQAVET secretariat organised a peer review follow-up activity, which included a self-assessment survey and a complementary interview with the peer

review hosts. Based on these activities, a report was drafted and presented to the peer review host, outlining the progress made since the peer review, the impact of the peer review, as well as the challenges encountered and key success factors.

Bodies responsible

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

Target group

Other stakeholders

Social partners (employer organisations and trade unions)
National, regional and local authorities

Other

Policy makers

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET
Further developing national quality assurance systems

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

European and international dimensions of VET

Transnational VET initiatives, including joint VET programmes

Subsystem

IVET CVET

Further reading

[10th peer review on VET teacher expertise for quality assurance hosted by Lithuania](#)

[Second edition of the Peer review manual](#)

[Council Recommendation of 24 November 2020 on vocational education and training \(VET\) for sustainable competitiveness, social fairness and resilience](#)

Related policy developments

2020 Completed

CPD programmes and material for trainers

A training programme for trainers in companies has been in progress since 2015 within the

Erasmus+ project Developing apprenticeship: in-company trainer training and apprenticeship promotion. The programme is dedicated to the professional development of trainers in companies.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2020 Completed

Teacher-related CPD in cooperation with the labour market

In 2015, the education ministry approved and prioritised the organisation of VET for teacher-related CPD within the framework of sectoral practical training centres and innovative companies.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

CPD system for VET teachers

In October 2016, a national-level project was launched with the aim of creating a CPD system for vocational teachers and adult educators.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

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