

# Teacher-related CPD in cooperation with the labour market

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 LITHUANIA

## Timeline

2015 Implementation 2016 Implementation 2017 Implementation  
2018 Implementation 2019 Implementation 2020 Completed

ID number 28343

## Background

Lithuanian vocational training institutions employ 3137 teachers (2060 vocational teachers and 1077 general education teachers). For eight out of ten, it was their main job (84% of vocational teachers and 68% of general education teachers). About a quarter of vocational teachers worked in both vocational schools and other workplaces. Teachers aged 50 and older predominate among vocational teachers. More than 42% of the structure of vocational teachers consists of those with a senior teacher qualification category. Assessing the 10-year trends, it can be seen that the proportion of methodologists, experts and vocational teachers with the teacher qualification category increased slightly. However, a relatively large proportion (27.5%) of vocational teachers who do not have any qualification category remain. The participation of teachers (vocational and general education teachers) in in-service training and retraining courses has been declining slightly over the last few years. A comparison of the number of course attendees and the number of in-service training certificates issued shows that some individuals may participate in several in-service training events because the number of in-service training certificates exceeds the total number of participants in the courses. Information on in-service training for teachers is very limited: there is a lack of data to assess the extent of in-service training in terms of duration, nature and position of teachers. In Lithuania, there is a discrepancy between the regulation of in-service training of vocational teachers and the real situation, and this may have a negative impact on the quality of vocational training.

## Objectives

The aim is to increase the quality of vocational and adult education by developing a system for in-service training of teachers in vocational education and adult education institutions.

## Description

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. In the 2015-16 period, traineeships in companies were funded for 100 VET teachers from the engineering, construction, trade, transport and services sectors.

In October 2016, a national-level project was launched aiming to create a CPD system for vocational teachers and adult educators. The project is coordinated by the Qualifications and VET Development Centre, under the responsibility of the Ministry of Education, Science and Sport. It was foreseen that 700 vocational teachers (almost one third of those currently working) would participate in key and pedagogical competences training courses on such topics as communication and cooperation, working culture, creativity development, organisation of distance learning, assessment of learning outcomes, digitalisation of curricula, and vocational training for special needs learners. It was also planned for around 300 vocational teachers to enrol in training courses on preparation and quality of training resources, mentorship, planning of lessons, differentiation of learning, evaluating learners and learning reflection.

In January 2017, a call for VET teacher-related CPD projects was announced by the Ministry of Education, Science and Sport under the programme Development of formal and non-formal learning. A total budget of EUR 4 799 000 was allocated for funding such projects. The training programmes, aimed at addressing technological competences (including in course preparation, training materials and training provision), were to last at least 30 hours per year. VET business partnerships were required for applicants to be eligible for funding. Most applications have come from social partner organisations, such as chambers of commerce, industry and crafts, and the Lithuanian Employers' Confederation. Development of the programme started in 2017.

In 2017, 764 vocational teachers and VET institution managers attended training courses on topics such as the reinforcement of sectoral practical training centres, the assessment of learning outcomes, VET didactics, and application of research in VET practice.

In 2018, 150 teachers and VET institution managers attended training courses on communication and cooperation, working culture, and creativity development.

#### **2015 Implementation**

#### **2016 Implementation**

For example, in the 2016-17 academic year, 644 students participated in the business-plan competition organised at county level, 144 at a regional level and 16 at national level. Some 1 180 training firms were active, of which 157 were newly established and 1 023 were continuing their activity from previous years.

#### **2017 Implementation**

#### **2018 Implementation**

#### **2019 Implementation**

In 2019, training exercises for vocational school teachers were carried out to develop subject and didactic competences: Organisation of distance learning, Development of digital teaching content, STEM education, Vocational training of students with special needs. More than 100 vocational teachers participated in this training.

A total of EUR 2.2 million has been allocated for the project, which will run until 2020.

#### **2020 Completed**

Action is completed, no new developments.

## **Bodies responsible**

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

# Target group

## Education professionals

Teachers  
Trainers  
Adult educators

# Thematic categories

## Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

## Teachers, trainers and school leaders competences

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

Attractiveness of the teaching and training profession/career

# Subsystem

IVET CVET

# Further reading

[Project statistics](#)

# Related policy developments

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**2024 Completed**

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

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.'

 LITHUANIA

### Type of development

Practical  
measure/Initiative

### Subsystem

IVET CVET

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“ ... ” **Cite as**

Cedefop, & ReferNet. (2026). Teacher-related CPD in cooperation with the

labour market: Lithuania. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28343>