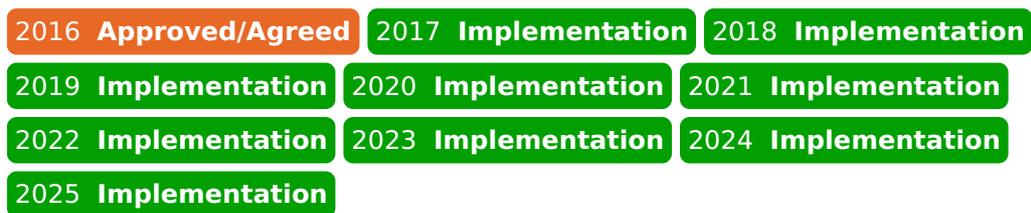


CPD system for VET teachers

POLICY DEVELOPMENT	PRACTICAL MEASURE/INITIATIVE	 LITHUANIA
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Timeline



ID number 28342

Background

In Lithuania there are four formal categories for teachers in general education and VET: teacher, senior teacher, teacher methodologist and expert teacher. Categories are formally awarded by the commission for teacher certification. Lithuanian VET institutions employ 3 137 teachers (comprising 2 060 vocational and 1 077 general education teachers), with eight out of 10 having this as their main job (84% of vocational and 68% of general education teachers). About a quarter of vocational teachers worked in both VET schools and other places of employment. Teachers aged 50 and older predominate among vocational teachers, while more than 42% of the structure of vocational teachers consists of those with a qualification in the senior teacher category. Assessing 10-year trends, it can be seen that the proportion of teacher methodologists, teacher experts and vocational teachers with the teacher qualification category increased slightly over that period. However, a relatively large proportion (27.5%) of vocational teachers without any qualifications remains. Meanwhile, the participation of vocational and general education teachers in in-service training and retraining courses has declined slightly over the last few years. A comparison of numbers of course attendees and in-service training certificates issued shows that some individuals may participate in several in-service training events because the number of certificates exceeds the total number of attendees. Information on this type of teacher training is limited when it comes to assessing trends in duration and nature, and the positions of teachers involved. In Lithuania, there is a discrepancy between the regulation of vocational in-service teacher training and the real situation, a factor that may have a negative impact on the quality of VET.

Objectives

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

Description

In October 2016, a national-level project was launched with the aim of creating a CPD system for vocational teachers and adult educators. The project has been coordinated by the Qualifications and VET Development Centre (KPMPC), under the responsibility of the Ministry of Education, Science and Sport. It was anticipated that about 700 vocational teachers (almost a third of those working at the time) would participate in training courses relating to key and pedagogical competences for topics such as communication and cooperation, working culture, development of creativity, organisation of distance learning, assessment of learning outcomes, digitalisation of curricula, and VET for learners with special needs. It was also planned that around 300 vocational teachers would be enrolled in training courses relating to preparation and quality of training resources, mentorship, lesson planning, differentiation of learning, learner evaluation and learning reflection.

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

In 2018, 150 teachers and managers of VET institutions attended training courses on topics including communication and cooperation, working culture, and development of creativity.

2016 Approved/Agreed

2017 Implementation

2018 Implementation

2019 Implementation

In 2019, a training for VET institution teachers was aimed at developing subject-specific and didactic competences. Specific training topics included organisation of distance learning, development of digital teaching content, STEM education, and VET for students with special needs. More than 100 vocational teachers participated in this training.

2020 Implementation

In 2020, the project continued. Training exercises for vocational teachers were completed on STEM education in VET institutions and organisation of distance learning in VET. Almost 400 participants attended these sessions.

2021 Implementation

New training on the development of digital content in VET started in February 2021, with more than 200 participants. The project implementation period was extended to September 2021, with the possibility to extend it again due to the COVID-19 pandemic.

During 2021, competence development activities and topics for vocational teachers and managers of VET institutions increased in scope: seminars on quality assurance and quality management, validation of assessment, teaching for students with special needs, and organisation of apprenticeship.

2022 Implementation

In 2022, the continuous improvement of didactical and subject specific competences of vocational teachers' activities went on. To develop subject-specific and didactic competences of VET teachers, trainings were offered on topics such as apprenticeship, assessment of qualifications, effective education and training.

Under the project 'Development of the system of professional development for professional and adult teachers No. 09.4.2-ESFA-V-715-01-0001', which ended in March 2022, a total of 2 662 professionals from VET institutions have been trained (vocational teachers, andragogues, teachers who are members of methodological commissions, and representatives of the school administration).

During February – March 2022, the following online training courses were offered to VET teachers:

- (a) organisational activities of VET teachers (132 persons trained);
- (b) applying and combining the teaching learning methods in VET (81 teachers trained);
- (c) planning of VET content and process (75 teachers trained);
- (d) assessment and evaluation of the progress for apprenticeship students (81 teacher trained).

During implementation of the project, an international conference on importance of Key competences in VET, 11 practical seminars on exchange of best international practice and an internship abroad have been organised.

2023 Implementation

In 2023, training for VET institutions' staff and VET teachers has been offered within the framework of the project 'Strengthening the system and the processes of VET quality assurance' (No 09.4.1-ESFA-V-713-03-0001). A total of 657 participants in the training sessions. The training aimed to enhance VET institutions' capacity to respond effectively to business and regional needs, while improving their external communication strategies. The training sessions were also focused on strengthening VET quality assurance systems and processes, peer assessment, and the external evaluation of vocational training.

2024 Implementation

In September 2024, the project 'Improving Competencies - Better Quality of VET' was launched. It aims to increase VET's attractiveness and compliance with labour market's needs and enhance the quality of VET by improving the competencies of VET teachers and in-company trainers. Implemented by the European Social Fund Agency (ESFA), the project plans to train 1 000 teachers and in-company trainers and is funded with approximately EUR 3 million through Lithuania's Economic recovery and resilience plan.

In Autumn 2024, ESFA organised professional development training courses to improve in-company trainers' pedagogical and andragogical competencies. A total of 210 in-company trainers participated in the training.

2025 Implementation

During the reporting period, within the project 'Improving competencies - better quality of VET', VET teachers' training in information and communication technology, engineering and engineering professions, social welfare, healthcare, and business and administration has started. Training in architecture and construction, manufacturing and processing, arts education, personal services, transport services, and agriculture will begin soon.

Training is implemented based on designed non-formal technical and digital competences improvement programmes for VET teachers.

By the end of 2025, 360 VET teachers are expected to enhance their technical and digital competences. By 31 March 2026, the number is planned to reach 790 teachers, who will have strengthened their technical and digital competences through placements in companies, institutions and sectoral practical training centres.

Bodies responsible

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

Target group

Education professionals

Teachers
Trainers
School leaders
Adult educators

Thematic categories

Modernising VET offer and delivery

Acquiring key competences
Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

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

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

VET promoting equality of opportunities

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Information about the project the project Development of the system of professional development for professional and adult teachers No 09.4.2-ESFA-V-715-01-0001 \(only in Lithuanian\)](#)

[Information about the project 'Strengthening the system and the processes of VET quality assurance' No. 09.4.1-ESFA-V-713-03-0001 \(only in Lithuanian\)](#)

Related policy developments

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

2025 Implementation

Sectoral practical training centres (SPTCs)

In May 2016, the Ministry of Education, Science and Sport carried out a review of EU investments in the VET system for the 2014-20 period. This analysed results from the previous programming period and new proposals, as well as labour market (regional) trends and forecasts.

 LITHUANIA

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28342>

