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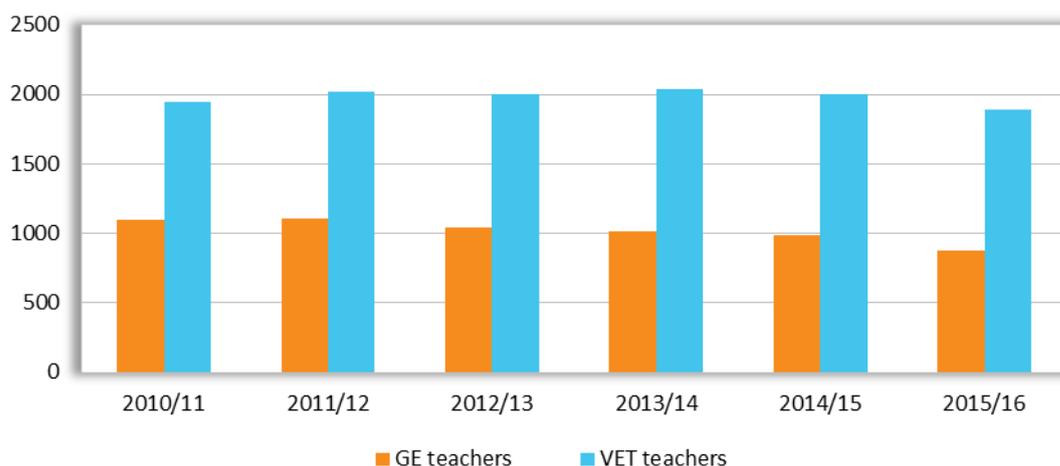
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1. Introduction

In Lithuania there are two types of teachers in vocational education and training (VET) institutions: VET subject teachers (*profesijos mokytojas*) and general education subject teachers (*bendrojo ugdymo dalykų mokytojas*). Only in rare cases VET institutions declare other groups of teachers, such as managers of practical training.

According to the most recent data of the Centre of Information Technologies in Education, in September 2015 there were 872 general education subject teachers and 1 892 VET subject teachers working in initial VET (IVET) institutions. Although a number of VET students is stable and is even slightly increasing, it is observed that a number of teachers is gradually decreasing (see Figure 1 below). The largest decrease is in the group of general education subject teachers, which is related to the fact that less VET students choose programmes leading to both, a vocational qualification and an upper-secondary general education certificate (a maturity certificate).

Figure 1. **Number of teachers in VET institutions**



Source: Data of Education management information system (<http://svis.emokykla.lt/>).

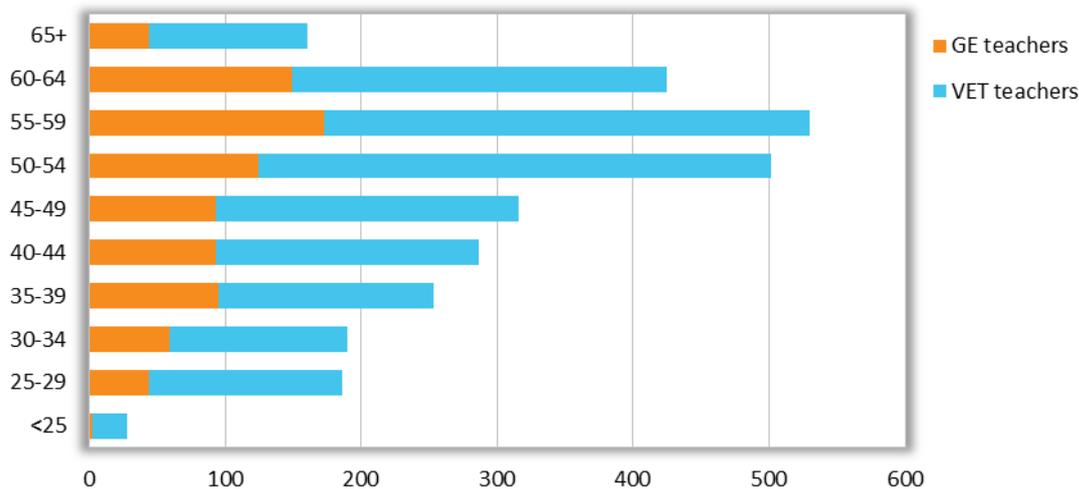
Information about the profile of teachers in VET institutions (see Figure 2 below and Table 1 in Annex 1) clearly point out that the teaching force is aging and that attracting young teachers to work in IVET institutions becomes a challenge. VET teachers with nine and less years of work experience make up only one third of all VET teachers.

What regard to the qualifications of VET teachers, according to a survey of more than 1000 VET teachers (implemented in an ESF project, presented in Box 2), 91% of VET teachers have professional qualifications related to the area they teach. However, only 59% of them have had work experience in companies related to their subject (Lithuanian MoES, 2013a).

In recent years, a substantial attention was paid to improving the teacher training system. From 2009 to 2012, a national ESF project 'Development of the System for In-

service Training and Retraining of Teachers' (*Pedagogų kvalifikacijos tobulinimo ir perkvalifikavimo sistemos plėtra*) was implemented. Through the project a teachers' continuous professional development (CPD) model was designed to suggest a scheme of CPD organisation and necessary changes in teachers' CPD legal framework, a variety of professional development forms (mini-training, supervision, peer coaching, traineeships in Lithuania and abroad) were piloted and teacher training courses and traineeships were offered. The project focused on teachers from general education schools, nevertheless teachers from VET institution also benefitted from participating in training courses. In 2012, the Ministry of Education and Science (MoES) approved a teachers' CPD concept (Lithuanian MoES, 2012), including areas of teacher competences, forms for acquisition of competences, types of CPD, legal and administration mechanisms.

Figure 2. **Teachers by age group**



Source: Data of Education Management Information system (<http://svvis.emokykla.lt/>).

As regards VET teachers' CPD, the priority is given to the development of VET teachers' technical competences (see the national project described in Box 2) and to the organisation of VET teachers' CPD in sectoral practical training centres and innovative companies. The latter was approved as a priority area for VET teachers CPD by the minister for education and science in August 2015 (Lithuanian MoES, 2015b).

In 2014, the action plan for the development of vocational training for 2014–16 was approved to provide for general directions and identify related projects (Lithuanian MoES, 2014b). 'Lack of persons working in companies (masters, mentors), who would have a relevant qualification and would have a legal right to work as VET teachers' is considered one of the weaknesses of the VET system; hence, the action plan sets as

one of the objectives to make the system of VET teacher training and professional development more effective. To achieve the objective, three measures are foreseen:

- (a) improving qualification of VET teachers by designing the system for the improvement of VET teachers' key, subject and special competences (see Box 1);
- (b) strengthening the links between VET and higher education institutions in VET teachers training by organising training courses, staff exchanges, etc.;
- (c) attracting specialists from enterprises to work in VET institutions, training of VET teachers and in-company trainers in sectoral practical training centres and qualification improvement of in-company trainers.

Planning of the upcoming national level initiatives for VET teachers' CPD has already started and three projects are foreseen. For example, it is planned to delegate the organisation of training VET teachers' technical competences to employers and their associations together with VET institutions. Another project would focus on supporting VET teachers' international learning mobility (i.e. training in VET institutions and companies abroad). The third project would focus on training of VET teachers' key/transversal and didactic competences in close cooperation with tertiary education institutions.

2. Teaching and training professionals in school-based settings

2.1. Requirements for teachers' qualifications

Requirements for VET teachers qualifications and their competence profiles, as explained below, are defined in legal acts applicable to all teachers, for example the Law on Education (Parliament of the Republic of Lithuania, 2011), the Teachers qualification improvement concept (Lithuanian MoES, 2012), the Description of competence of teachers profession (Lithuanian MoES, 2007a). The latter details cross-cultural, professional, key and special competences needed for teachers.

According to the Law on Education, the following persons have a right to work as VET teachers:

- (a) those who have attained a tertiary education level and a teacher qualification;
- (b) or those who have attained a tertiary education level (a post-secondary education level by 2009 or a specialised secondary education level by 1995). These persons must also complete a pedagogical-psychological course within one year from the beginning of work as a VET teacher;
- (c) or those who have completed a VET programme, have attained an upper-secondary education level and a vocational qualification, have a three-year work

experience in the respective field and have completed a pedagogical-psychological course.

Box 1. Teachers' competences

According to the Description of competence of the teachers profession (2007), teachers':

- key competences include communication, information management, cooperation, research, reflection, learning to learn, management of changes, etc.;
- professional competences are defined as knowledge, skills, values, approaches, that are necessary for training (e.g. application of information technology; planning and development of training content; management of training and learning process; assessment of learners achievements and progress, etc.);
- special competences are defined as knowledge, skills, values, approaches that contribute to his successful activity in a concrete training/subject area. VET teachers' technological competences can be regarded as special competences;
- cross-cultural competences are defined as a respect for social, cultural, ethnical and linguistic identity of learners as well as securing and developing of Lithuanian culture enriched with national minorities experiences.

VET institutions who wish to receive a licence for implementing VET programme must prove that their teachers correspond to the requirements for teachers qualification set in the Law on Education.

In 2014, a new legal act regarding requirements for teacher qualifications was adopted (Lithuanian MoES, 2014a). It further details the requirements from the Law on Education for obtaining teacher qualifications in terms of duration of pedagogical work experience and duration of obligatory pedagogical training. As regards VET teacher qualifications, it states that requirements for technical (subject) preparation of VET teachers are defined in VET programmes. Each national or school level programme should specify if there are requirements for VET teachers technological educational background.

The legal act lists higher education study programmes which should be completed by general education subject teachers working in VET institutions. There are no special courses to prepare teachers of general education subjects to teach in VET institutions, but all general education subject teachers must complete special pedagogy and special psychology course (60 hours). All teachers (general education and VET) are expected to have computer literacy.

According to this legal act if a VET teacher hasn't got a tertiary level teacher qualification, he or she should complete a pedagogical-psychological course.

The content of pedagogical-psychological course has been approved by the MoES (Lithuanian MoES, 2005). The programme duration is 120 hours and currently it includes three themes: basics of pedagogy, pedagogical psychology and didactics. The

training is offered by accredited qualification improvement institutions (explained below) and tertiary education institutions. Currently, a pedagogical-psychological course is being revised by the MoES and experts. The draft course programme provides a more detailed outline of the programme and a more detailed description of learning outcomes to be achieved.

In addition, VET teachers are offered bachelor or master degree programmes in tertiary education institutions (e.g., educology, andragogics, education management and leadership) or professional studies (60 credits) that do not lead to higher education degree but lead to teacher qualification.

2.2. CPD organisation

The organisation of VET teachers CPD is regulated by the 'Regulations of VET teachers qualification improvement' (Lithuanian MoES, 2007b). According to the legal act institutions involved in VET teachers' CPD are:

- (a) The Ministry of Education and Science (MoES) defines priority directions for general education and VET teachers CPD;
- (b) Education Development Centre (Ugdymo plėtotės centras, UPC) formulates and coordinates system for teachers CPD. However, UPC activities mainly focus on general education schools teachers' CPD ⁽¹⁾;
- (c) Qualification improvement institutions analyse the needs of general education teachers and VET teachers for CPD. On the basis of teachers professional development needs, the training courses are offered. Any institution can apply to UPC to be accredited as a qualification development institution. They should prove that their expertise and resources are equivalent to offer teachers training. The accreditation of qualification improvement institution is confirmed by the order of Minister for Education and Science;
- (d) VET institutions analyse needs of their teachers professional development, define priorities, cooperate with qualification improvement institutions and provide them with suggestions and preferences regarding the organisation of teachers' professional development.

Thus, CPD rests mainly on VET institutions, despite of one national initiative for training of VET teachers technical competences (described in Box 2). Approaches to CPD

⁽¹⁾ In the future it is foreseen that Qualification and VET Development Centre (KPMPC) might play a more active role in organising VET teachers CPD. It is planned that KPMPC will coordinate a national level project for improving VET teachers' key/transversal and didactic competences. KPMPC itself acts as accredited qualification improvement institution and from 2015 started offering training courses.

planning and organisation vary from one VET institution to another; however, the following characteristics appear to be common:

(a) Institutional procedure for CPD

All VET institutions (surveyed during the preparation of this article) have institutional procedures for teachers' CPD in place. The procedures are documented and approved by the order of the director. The documents define the purpose and objectives of CPD, modes of CPD, planning, organisation and accountability for CPD, responsibilities of staff in the area of CPD and funding principles. CPD procedure covers all range of competences: technical, pedagogical/didactical, transversal and are applicable to both, teachers of general education subjects and VET teachers.

(b) CPD needs analysis and planning

A usual practice is that teachers fill in questionnaires (at the end or at the start of the year) where they assess their activity and the needs for CPD (e.g. what competences they need, what courses they would like to attend). Based on this information and other sources (e.g. legal acts, strategic plans, internal quality assessment, surveys of stakeholders, observation of lessons), VET institution's or personal CPD priorities are defined. The examples of priorities: increasing motivation of learners, quality of training and learning, organisation of practical training, monitoring of learners progress and evaluation, individualisation and differentiation of curricula, application of innovative technologies (in different sectors). Some VET institutions prepare and approve CPD plans, whereas the others allow their staff to observe the offer of training courses and inform VET institution's administration in case a relevant training course is offered.

(c) Monitoring of CPD

Participation in CPD is monitored by deputy directors, heads of VET institutions departments or personnel specialists. Information is systemised by analysing the themes of CPD, period spent in CPD, lessons learnt and application of competences gained in CPD in practice. Very often teachers systemise their experience from CPD and share it with colleagues.

(d) Support for new VET teachers

As mentioned above, persons who start working as VET teachers and have no relevant pedagogical qualification should finalise a pedagogical – psychological minimum course before the start of their work or within the first year. VET institutions offer participation in such courses for new teachers (although some of them complain that a teacher is absent for three weeks from school) and usually assign mentors, experienced VET teachers, to support newcomers' adaptation in the school. A general concern was raised that it is difficult to attract young specialists to work in VET institutions, mainly because of low salaries in education institutions.

It should be noted, that teachers' CPD is one of the criteria for certification (*atestacija*) of VET institution directors. VET institution directors should participate in certification at least once in five years and receive one of three qualification categories. MoES has defined the procedure for certification and a set of assessment criteria. One of the areas that are assessed is human resources management and directors must evidence related actions. For example, as regards teachers' CPD, directors aiming for the highest, third, qualification category must prove that they have initiated and supported the implementation of an institutional plan for teachers' CPD, where teachers' professional development is in line with the school's needs and priorities.

According to the Law on Education (Parliament of the Republic of Lithuania, 1991) teachers must improve their qualifications and have a right to spend five days each year for their professional development. The attitude of VET institutions towards this provision differs. Some institutions say that they treat this requirement as a 'must', not only as a right, whereas some say that they must limit initiatives, especially of general education subjects teachers, and have agreed that, in general, a teacher has a right for CPD courses 'no longer than five days'. On the other hand, there are VET institutions reporting that on average one VET teacher spends 11 days in CPD courses.

All VET institutions surveyed confirmed that participation in CPD very much depends on teachers' personal initiative. Since in Lithuania at the moment there is no unified information system of CPD courses, teachers and VET institutions follow information from qualification improvement institutions and tertiary education institutions. The latter organise key competences/didactic competences training. In case of relevant course, VET teachers inform their institution about the intention to participate in the course and ask for permission. Companies and suppliers of goods and products can be also treated as providers of CPD for VET teachers. They organise presentation of their products/services (e.g., beauty products, food products, construction materials suppliers), however VET institutions prefer CPD organised by qualifications improvement institutions. Mobility visits abroad are also considered to be CPD. Majority of VET providers complain that offer of CPD courses, especially for technical competences, is insufficient. This observation is confirmed in the survey of VET teachers and managers within the UPC project for VET teachers' technical competences development (see Box 2).

Another obstacle is the cost of high-quality training in innovative enterprises or training institutions, since VET institutions have a limited budget for CPD. Analysis of plans and reports of VET institutions has confirmed that a majority of CPD courses are dedicated for key/transversal and didactical competences (e.g. communication in foreign languages, communication with learners, IT skills, organisation of lesson, innovative teaching methods, motivation of learners). With the ESF project for VET teachers technical competences development, the situation has improved, but the project did not offer training for all sectors, in addition, sometimes duration of courses was several

days and some VET institutions found it difficult to find substitution for their VET teachers and there were few cases when training participants have complained about the applicability of knowledge and skills gained in their work.

CPD is mainly funded from “learners basket” (*mokinio krepšelis*), i.e. funding for VET institution based on the actual number of learners. The unit costs (the so-called ‘student basket’) include allocations for staff salaries and social insurance, in-service training of teachers and funding for acquisition of theoretical and practical training resources.

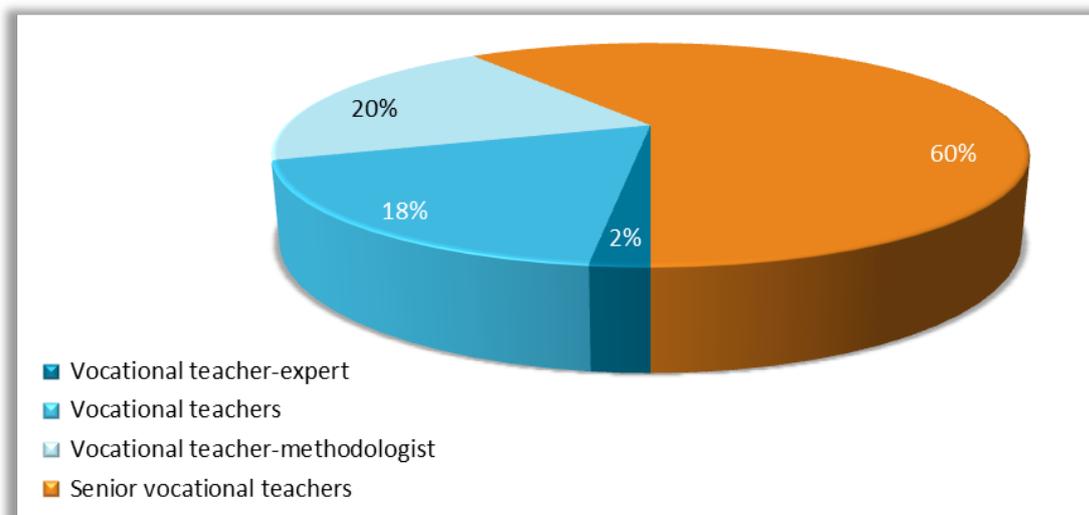
2.3. Information about participation in CPD

VET institutions collect data about their teachers’ participation in CPD according to their own indicators. Directors of VET institution also report about their teachers CPD in annual reports to MoES. Number of teachers participating in CPD courses in VET institutions and in external institutions is reported annually to the Centre of Information Technologies in Education, who collects educational statistics and administers Education management information system (<http://www.svis.smm.lt>). However, this information is too general and does not allow monitoring of situation in regard to participants of courses (VET teachers or general education subject teachers), competences covered, qualifications, sectors, etc. According to this data (see Table 2 in Annex 1) in school year 2014/15, there were 17 976 participants in CPD courses organised in VET institutions and 3 831 participants in CPD courses in external qualification improvement institutions.

2.4. Certification (*atestacija*) of VET teachers as a motivation for professional development

Teachers’ certification (*pedagogų atestacija*) can be considered as a motivation to improve qualification. Based on the assessment of practical activity and professional development, VET teachers are awarded one of the four qualification categories: vocational teacher, senior vocational teacher, vocational teacher-methodologist and vocational teacher-expert. Similarly, a system of four qualification categories is applied for the certification of general education subject teachers. Participation in CPD courses is one of the principle requirements for those seeking a higher qualification category what, in turn, influences salary. Those who wish to achieve a higher qualification category undergo evaluation in three areas: effectiveness of training, communication, cooperation and contribution to the school’s community and personal professional development. Criteria and indicators have been defined for each area by the MoES.

Figure 3. VET teachers by qualification categories



Source: Data of Education management information system (<http://svis.emokykla.lt/>).

Certification for categories of vocational teacher and senior vocational teacher is organised by VET institutions' certification commissions which include representatives of MoES and social partners. Certification for higher qualification categories (vocational teacher-methodologist and vocational teacher-expert) is organised by the commissions composed from representatives of VET institution and stakeholders (MoES, UPC, social partners, other educational institutions). Certification is not obligatory, however a larger share of teachers participate in it, although only 22% of VET teachers strive for higher qualification category. According to the data of Education management information system, in 2014, there were 1 435 certified VET teachers (out of 1 999 VET teachers). Distribution of VET teachers by qualification categories is reflected in Figure 3.

3. Apprentice tutors or practical training instructors in companies (work-based settings)

VET legislation lacks clarity about the requirements for apprentice tutors, what could be related to the fact that apprenticeship is rarely applied in IVET. In the recently revised procedure for VET (MoES, 2015a), it is defined that when training is implemented in apprenticeship scheme VET institution should allocate a VET teacher for supervising practical training of apprentice at the work place. Employer should allocate an employee or several employees responsible for organising of apprentice's work and practical training and one employee responsible for coordinating of apprentice's work and practical training. The latter employee is referred to as 'a master' (*profesijos meistras*). From legal acts it is not clear whether employees supervising apprentices

should have finalised a pedagogical-psychological knowledge course and match other requirements set for VET teachers. On one hand they should work according to VET programme, but on the other hand, they don't have a teacher status. In any way, companies assess the requirements for VET teachers as too high.

As regards practical training instructors it is required that a company should appoint a practical training instructor from experienced personnel of the company (Lithuanian MoES and Lithuanian Ministry of Social Security and Labour, 2010). No other requirements for qualification, knowledge, skills and competences are defined. There were trials to define competence profiles of practical training instructors and apprentice tutors in the project 'Practical training of VET schools students to work with modern technologies', 2004-08 (*Profesinių mokyklų mokinių darbo su moderniomis technologijomis praktinis mokymas*), however the results of the project were not directly used in practice after the end of the project.

According to VET institutions surveyed, a general practice is that VET institution informs company about training programme and learning outcomes that should be achieved at work-based setting and assigns a VET teacher to supervise practical training; however, no special training or guidance for practical training instructors is provided. VET institutions agreed that such training would be beneficial.

4. Cooperation and partnership between the world of education and the world of work in support to teachers and trainers' CPD

VET institutions reported that they have a tradition of cooperating with their partners (companies or employers organisations) in organising teachers' CPD. However in many cases this cooperation lacks intensity, cooperation practices vary from site visits to companies and teachers' participation in training on how to work with new materials/equipment to structured teachers' traineeships in companies (the case of Siauliai VET Centre). VET providers complain about limited possibilities to attract company employees to teach in VET institutions.

Employers and their representatives have rather actively contributed to teachers CPD within the ESF funded project 'Development and implementation of the system for improving the technical competences of vocational teachers and lecturers' (see Box 2). It is foreseen that in the upcoming national level project for teachers' technical competences improvement employers and their associations will play even a more active role, since it is foreseen that they will be in principle responsible for coordinating and organising professional development of VET teachers' technical competences.

5. National and EU-funded projects to support VET teachers' and trainers' professional development

The only recent national scale EU-funded project to support VET teachers and trainers professional development was targeted at developing a system for improving the technical competences of VET teachers and offering them actual training courses in enterprises (Box 2, project title 'Development and implementation of the system for improving the technical competences of vocational teachers and lecturers' – *Profesijos mokytojų ir dėstytojų technologinių kompetencijų tobulinimo sistemos sukūrimas ir įdiegimas*). The project that run between August 2010 and October 2015 was coordinated by the UPC.

Box 2. **The project, 'Development and implementation of the system for improving the technical competences of vocational teachers and lecturers' (2010-15)**

Project activities:

- the development of a model for the improvement of technical competences;
- a comprehensive survey of VET institutions' managers and VET teachers on competences needed for practical training and CPD needs;
- preparation of 100 teacher training programmes in 12 sectors of the economy (energy, engineering, wood, construction, transport, vehicles repair, apparel and textile, food and drinks production, hotels and restaurants, agriculture, forestry and fishery, social, personal services, retail and wholesale). Each teacher training programme consisted of general modules (e.g. technological processes and technological innovations/new developments) and specialised modules for teaching a concrete technology;
- and organisation of teachers training in companies for 670 vocational teachers. This roughly represents one third of all vocational teachers.

The project suggested a model how to ensure that VET teachers' competences are up-to-date to the level of technologies (UPC, 2011). The model proposes how teachers' CPD planning, organisation and implementation, information and quality assurance processes should be implemented as well as institutional framework. It suggests that:

- (a) CPD planning should take place at teacher, school and national levels. The national plan should take into account VET institutions CPD plans, national VET teachers CPD priorities, encompass all industry sectors and define the need for new training programmes and the need for upgrading the existing ones;
- (b) CPD programme preparation and realisation should be implemented in cooperation with umbrella organisations of enterprises, enterprises and sectoral practical training centres; the training programmes should follow a modular structure and the training should be organised in sectoral practical training centres and enterprises by employees of companies;

- (c) for a more efficient information, a register and an on-line information system of CPD courses should be launched;
- (d) CPD quality should be assured through the assessment of the quality of training programmes and their providers' resources, supervision of training, assessment of teachers' competences received.

In the model responsibilities for CPD were assigned to MoES, UPC, KPMPC, employers and their organisations and VET institutions; it is also proposed that sectoral professional committees and methodical VET teacher commissions would play an active role in defining priority areas for CPD (2). In the model UPC is seen as the administrator of the system.

When designing a model, strengths and weaknesses of the system were analysed. The main observations were that the development of VET teachers technical competences received limited attention (in legislation and in supply), institutional infrastructure as defined in legal basis did not correspond to the reality (some institutions were reorganised and only a part of functions have been redistributed) and that VET institutions were active in planning, organisation and implementation of VET teachers' technical competences improvement. A number of recommendations have been formulated, as for example:

- (a) to set up the requirements for teachers' technical competences and their development;
- (b) to plan teachers technical competences CPD not only at school, but also at the national level;
- (c) to nominate the institution responsible for teachers' competence development and planning;
- (d) to involve social partners into the planning and organisation of teachers technical competences CPD;
- (e) to create information system about teachers technical competences development opportunities (3);

(²) Sectoral professional committees and methodical VET teachers commissions are established at KPMPC. Sectoral professional committees advise the KPMPC on sectoral qualifications and competences needed to acquire them; set priorities for developing qualifications standards; endorse standards and analyse consistency of training programmes with the requirements prescribed in the standards. VET teachers methodical commissions are composed of representatives of VET teachers working in specific areas of education. They analyse and approve quality of training resources and advise KPMPC on CPD demand.

(³) The project has created an online CPD courses information system; however, the system is accessible only for registered participants of courses.

- (f) to develop and approve requirements for CPD programmes, CPD providers and assessment of teachers' competences;
- (g) to develop CPD courses quality assurance mechanisms.

A model has been coordinated with the Ministry of Education and Science; however, its' sustainability is not guaranteed. The questions still remain how to coordinate teachers technical competences CPD and to balance planning of CPD at national level (or sectoral level) and correspondence of training courses to VET institutions and teachers' needs, how to guarantee the quality of training, how to ensure the maintenance of the CPD information system and regular update of existing training programmes and registration of new ones.

As mentioned in Section 3, there is a lack of clarity about requirements for apprentice tutors and in-company trainers. As a reaction to this situation, in 2015, Erasmus+ programme project 'Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion' was initiated and started by Jerusalem labour market training centre in Vilnius (4). The project aims to prepare and pilot an In-Company Trainer Training Programme for Lithuania and other 3 partner countries (Latvia, Estonia and Finland).

6. Conclusions

One of the main challenges in VET that Lithuania faces is aging of VET teachers and difficulties in attracting young teachers and employees from companies to work in VET institutions.

The priority on the political agenda is given to the development of VET teachers' technical competences and organisation of teachers CPD in sectoral practical training centres and innovative companies. To implement these priorities, national projects are foreseen in the following years.

Legal acts put a strong focus on defining pedagogical, key and transversal competences as well as the level of pedagogical (teacher) qualification. More concrete

⁽⁴⁾ The Jerusalem labour market training centre (<http://vjdrmc.lt/lt/>) is a VET institution focusing on adult training. It has been a coordinator of 2013-15 ESF funded national apprenticeship pilot project during which more than 1000 persons were trained using apprenticeship form. Other Erasmus + project partners are *Työtehoseura ry* (Centre of Expertise in Productivity) (Finland); *Actions Intégrées de Développement*, AID (Integrated Development Actions) (Belgium); Qualifications and Vocational Training Development Centre (Lithuania); Lithuanian Engineering Industries Association Linpra; Lithuanian Builders' Association; *Eesti Töandjate Keskkliit* (Estonian Employers' Confederation); *Latvijas darba deveju konfederacijas abiedriska* (Latvian Employers' Confederation).

requirements for technical qualification of a VET teacher should be defined in VET programmes, in which VET teacher is working, however it is not always the case.

VET teachers' CPD rests mainly with VET institutions and they have documented school level procedures for organising CPD. CPD is mainly funded from the pupils basket (an amount allocated to a school per student). In recent years, VET teachers CPD in companies has been supported through a national level ESF project. Nevertheless, VET providers believe that the offer of CPD courses, especially for technical competences, is insufficient. A majority of CPD courses are dedicated to key/transversal and pedagogical competences. The potential of the cooperation with employers remains unused and in many cases is limited to site visits to companies and teachers' participation in presentation of new materials or equipment. No training is offered for practical training instructors, although many VET institutions claim that it would be beneficial.

The issues that remain to be solved are:

- (a) coordinated planning of teachers CPD at school and national levels,
- (b) clarifying and improving institutional infrastructure and their responsibilities,
- (c) the involvement of the social partners and enterprises into the planning and organisation of teachers' CPD,
- (d) the creation of a sustainable CPD information system, and
- (e) the development of CPD courses quality assurance mechanisms.

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ANNEX 1.

Table 1. **Profile of teachers in VET institutions**

		Number of teachers		Educational level							Training experience, years			
		Total	Female	Tertiary	of which, pedagogical	Post- secondary	of which, pedagogical	Special secondary	of which, pedagogical	Secondary	<5	5-9	10-14	15+
2010/11	GE teachers	1 100	907	1 065	975	20	13	5	2	10	166	98	97	739
	VET teachers	1 950	1 199	1 367	775	280	87	186	56	117	383	237	195	1 135
2011/12	GE teachers	1 107	904	1 080	994	17	11	5	2	5	156	97	100	754
	VET teachers	2 024	1 251	1 442	787	280	95	186	57	116	400	252	197	1 175
2012/13	GE teachers	1 045	854	1 018	941	17	11	5	2	4	128	91	101	724
	VET teachers	2 005	1 253	1 457	790	261	85	170	53	117	391	270	195	1 149
2013/14	GE teachers	1 012	821	989	911	17	12	3	1	3	116	101	88	707
	VET teachers	2 038	1 274	1 512	840	244	80	163	51	119	385	290	208	1 155
2014/15	GE teachers	983	797	965	888	13	10	1	1	4	117	92	88	686
	VET teachers	1 999	1 262	1 506	849	223	71	150	46	120	372	290	215	1 122
2015/16*	Practical training managers	34	10	29	19	1	0	3	1	1	4	1	2	27
	GE teachers	872	714	853	790	14	9	0	0	4	96	77	85	614
	VET teachers	1 892	1 179	1 440	810	205	67	135	40	112	350	275	228	1 039

* Information from 70 IVET providers.

Source: Education Management Information system, 2015

Table 2. **Number of teachers participating in CPD organised in VET schools and outside**

		Number of CPD courses participants		
		Female	Male	Total
13-14	CPD courses in schools	10 711	4 691	15 402
	CPD courses in qualification improvement institutions	1 120	2 985	4 105
2014-15	CPD courses in schools	12 983	4 993	17 976
	CPD courses in qualification improvement institutions	1 130	2 701	3 831

Source: Education Management Information system, 2015.