

Vocational Teacher Education in Lithuania: Situation Analysis (2006)

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0601 Types of teachers and trainers in VET

In Lithuania there are three types of teacher in VET schools (*profesinės mokyklos*) and labour market training centres (*darbo rinkos mokymo centrai*):

- **VET teachers** (*profesijos mokytojas*) teach both in IVET and CVET systems, where they have to meet the same qualification requirements. Depending on teaching experience, professional achievements and merits (which are described in detail in further sections), VET teachers differ according to qualification categories such as junior vocational teacher (*jaunesnysis profesijos mokytojas*), vocational teacher (*profesijos mokytojas*), senior vocational teacher (*vyresnysis profesijos mokytojas*), vocational teacher methodologist (*profesijos mokytojas metodininkas*) and vocational teacher expert (*profesijos mokytojas ekspertas*);
- **trainers** (*gamybinio mokymo meistras*) who are employed in VET institutions (both VET schools and labour market training centres) both in IVET and CVET systems. There are no formal qualification requirements for trainers in Lithuania;
- **general education subject teachers** (*Bendrujų dalykų mokytojas*) who are employed in VET schools (they will not be discussed in this report).

VET teachers and trainers in Lithuania provide 1st to 3rd level vocational education attainment programmes (2-4 in Isced terms).

Table: where VET teachers and trainers are employed and where they can acquire their training:

<i>Occupational classification</i>	<i>Place of work</i>	<i>Place of training</i>
VET teacher in IVET and CVET	VET schools Labour market training centres (LMTC)	Universities (<i>universitetai</i>), providing vocational and/or pedagogical study programmes or Teacher Professional Development Centre (<i>Pedagogų</i>

		<i>profesinēs raidos centras)</i>
Trainers in IVET and CVET	VET schools, labour market training centres and enterprises	No formal requirements
General education subject teacher	VET schools	Universities

VET providers

VET schools implement both IVET and CVET programmes. Labour market training centres are involved in the training of unemployed people in order to provide new skills or qualifications or to upgrade existing ones. Their training services are provided by VET teachers (as explained above these also work in LMTC) and trainers working either at the centres or in enterprises. Some large enterprises have their own training centres where their employees are trained.

060101 Differences between teachers and trainers

VET teachers

The term VET teacher applies to those delivering all VET programmes (both IVET and CVET). VET teachers may teach at different types of provider: VET schools and labour market training centres.

VET teachers deliver the vocational knowledge, abilities and skills necessary to perform vocational activities; they also develop student personal and social skills. To achieve this, all VET teachers (both in IVET and CVET) have to meet the same entry, qualification and professional experience requirements regardless of what they teach. The entry requirements for those aiming to become VET teachers are outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio,*

priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo).

The Decree states that if a person wishes to become a teacher of VET school, he/she must:

- have higher education plus a pedagogical qualification, or
- have higher education and have attended the pedagogical minimum programme (*Pedagoginio minimumo programa*) at the teacher professional development centre (*Pedagogų profesinės raidos centras*), or
- have vocational education, three years of working practice in subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

Other documents, related to qualification requirements for VET teachers are presented in the next section (060102)

VET trainers

While there are formal qualification requirements for VET teachers, there are no such requirements for VET trainers although some formal training programmes are available. The 2002 Lithuanian Classifier of professions (*Lietuvos profesijų klasifikatorius*) indicates that the activity of trainers includes: providing practical teaching; organizing and planning practical learning; helping students to reconcile theoretical knowledge and practical activity; demonstrating students practical operations; collaborating with VET teachers; guaranteeing that students can meet the requirements of safety at work.

060102 Development of policies for VET teachers, VET trainers and learning facilitators

VET teachers

The training of VET teachers has been reformed as part of larger systemic changes started in 1994. Until the VET reform, the employment of VET teachers was not regulated; the most important eligibility criterion was to be a good specialist in the subject field. 2002 statistics show that in 2000, about 75% of VET teachers working in VET institutions for more than 10 years had

no formal pedagogical background. Since the reform, the structure of teachers training has been changed from a parallel system (vocational and pedagogical qualifications acquired simultaneously) to a consecutive model (where a vocational qualification is studied first at a specialised university of college followed by a pedagogical qualification as post-graduate studies).

Reforming teacher training has also been the subject of various international projects since 1997, for example the Leonardo da Vinci ‘Systematic organization of continuing development of VET personnel’, the European Training Foundation ‘Reshaping the focus and structure on teacher training in Latvia and Lithuania’, the Phare ‘Modular programme for initial pedagogical training of VET teachers’.

The teaching and training of VET teachers is organised in a way, which combines the interests and activities of the Ministry for Education and Science, other ministries, relevant social partners, VET schools and other providers. The main institutions involved are listed below.

- **Ministry for Education and Science** (*Švietimo ir mokslo ministerija*) which plans and organises initial and in service training for VET teachers. It determines the resources available and how they are allocated and evaluates programmes at national level.
- **The Ministry of Social Security and Labour** (Socialinės apsaugos ir darbo ministerija) participates in the process of defining additional qualification requirements for CVET teachers
- **Lithuanian Labour Market Training Authority** (Lietuvos darbo rinkos mokymo tarnyba) It takes care of competence of VET teachers of labour market training
- **Departments of pedagogical studies and research of higher schools** (*Valstybinės ir privačios pedagogines studijas ir tyrimus atliekančios aukštosios mokyklos*) implement initial and in-service training for VET teachers
- **Institutions of Vocational Education and Training** (*Profesinio rengimo institucijos*) provide pre-service teacher training.

- **Teacher Professional Development Centre** (*Pedagogų profesinės raidos centras*) provides the pedagogical minimum programme (that consists of pedagogical, psychological and didactical subjects) for those wishing to become VET teachers.
- There are also a range of organisations (including enterprises) which provide in-service, continuing training for VET teachers.

There are a number of regulations related to VET teachers' education and employment requirements mostly introduced since 1998:

- Regulations of VET Teachers Certification (*Profesijos mokytojų atestacijos nuostatai* - 1998) identify the requirements and procedures of the certification process. Regulations define only four qualification categories of VET teachers:
 - vocational teacher (*profesijos mokytojas*);
 - senior vocational teacher (*vyresnysis profesijos mokytojas*);
 - vocational teacher-methodologist (*profesijos mokytojas metodininkas*); and
 - vocational teacher-expert (*profesijos mokytojas ekspertas*)

The new 2001 Professional standard (*Profesijos mokytojų profesijos standartas*) for VET teacher indicates a further category: junior vocational teachers (*jaunesnysis profesijos mokytojas*). Junior vocational teachers are those who have not yet acquired their pedagogical qualification.

- 1998 White Paper on VET (*Profesinio rengimo baltoji knyga*) clarifies the different ways in which teachers can acquire the necessary qualifications.
- the 2001 Concept for VET teacher education and training in Lithuania (*Lietuvos profesijos mokytojų rengimo koncepcija*) aimed to change the training system for VET teachers as regards planning, implementation and evaluation (both pre-service and in-service training). The future model would be a consecutive model where a trainee teacher must obtain a vocational qualification at a higher education institution or at a professional college; and then obtain three years of work experience relevant to the teaching/learning programme field; and then to begin work in a VET school and acquire a pedagogical qualification during the first two years of work.
- 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) was agreed by the Collegium of the Ministry of Education and Science and describes the

competency-based requirements for VET teachers building upon the 1998 regulations described above. The standard has been drawn up following not just current regulations but also according to research outcomes (e.g. Leonardo da Vinci programme project). The Standard describes the objectives of the VET teacher profession and distinguishes five VET teacher qualification categories that reflect the direction and sequence of their career. Each category defines requirements for the quality expectations of vocational teaching. It describes the type of competencies that teachers must have to teach in VET schools and outlines the objectives of the profession as well as the main work areas. Competencies are listed basing on five qualification categories of VET teacher: junior vocational teacher; vocational teacher; senior vocational teacher; vocational teacher-methodologist; and vocational teacher-expert. The standard defines concrete requirements for each qualification category of VET teachers.

- Minister of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*) defines the main regulations and requirements for VET teacher education and qualification.

To make pedagogical training more attractive to students and to make it easier on existing VET teachers, discussions have begun on how to validate non-formal and informal learning to ease accreditation.

VET trainers

Trainer qualifications are not separately regulated. Most trainers working in enterprises do not have any recognized formal pedagogical qualification, but most of them gain teaching experience of working in schools or other educational institutions.

060103 Role of VET teachers and trainers in the VET system

VET teachers

As stated in the Regulation of Education strategy for 2003-2012 (*2003 m. Nr. IX-1700 Valstybinės švietimo strategijos 2003–2012 metų nuostatos*), in the process of developing the knowledge society, significant changes are required to the role of teachers. Teachers must do more than convey knowledge they must also organise and facilitate the learning process and take on a counselling role to their students.

The roles and responsibilities of VET teachers have been expanded with each reform of the VET system. These new responsibilities are listed below.

- Becoming more involved in research activities to anticipate changes in labour market skills needs and to identify emerging qualifications or new clusters of competence requirements. Being able to research the effectiveness of their own teaching helps to improve teacher quality. The development of research abilities for VET teachers is an important focus of teacher education programmes.
- Becoming more aware of the demands of a lifelong learning policy where they must facilitate learning and encourage students to 'learn to learn'.
- Being more involved in VET school planning and contributing to them becoming learning organisations.
- Participating in curriculum development. Curriculum development is decentralised and delegated to VET schools. The curriculum is drafted by a working group set up by the director of the institution including VET teachers as well. Representatives of VET schools take part in the debates at the Ministry of Education and Science, and VET schools participate in various projects where teachers learn how to develop the curriculum.
- Participating in national and international networks. VET schools actively participate in various national and international projects, where teachers study pedagogical innovations, go to study trips, exchange experience, etc.

Defining the new roles and responsibilities of VET teachers was a challenging step in the VET reform process. Until 1994, their main role was to teach VET students. VET teachers are becoming more active in political and scientific discussions, in various development projects, as

well as participating in education activities and their widened role is supported by in-service training and additional courses.

The 2002 Lithuanian Classifier of professions (*Lietuvos profesijų klasifikatorius*) describes the tasks and roles of VET teachers as follows:

- preparing and developing of teaching plans and vocational teaching programmes, preparation of study courses according to requirements;
- delivering lectures and supervising students activities in the classroom;
- preparation and marking of tasks and assignments;
- running and supervising the practical learning of students;
- preparation and organization of examinations;
- preparation reports on students' work and progress and discussing them with colleague teachers and social partners;
- participation in school meetings and debates on teaching and organizational issues;
- organizing and facilitating extracurricular activities of students;
- individual teaching, fulfilling various tasks.

VET trainers

The 2002 Lithuanian Classifier of professions (*Lietuvos profesijų klasifikatorius*) describes the roles of trainers as follows:

- providing practical teaching appropriate to industry;
- organizing and planning practical learning to assist students in relating their theoretical knowledge and practical activity and demonstrating students practical operations;
- collaborating with VET teachers;
- guaranteeing that student can meet the requirements of safety at work.

0602 Types of teacher and trainer in IVET

The following classification of teachers in VET schools, labour market centres and other VET providers can be made:

- VET teachers;

- trainers (work in VET schools, labour market training centres or enterprises and are skilled workers, having vocational but no pedagogical qualification; often trainers are hired from VET schools or from enterprises)
- general education subject teachers (working in VET schools).

There is no distinction in the regulations applicable to VET teachers specific to IVET or CVET and the information in this section is applicable to both IVET and CVET teachers.

VET teachers (for both IVET and CVET)

The entry requirements for those aiming to become VET teachers are outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*).

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- have vocational education, three years of working practice in subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

All VET teachers go through a process of certification, which provides the basis for their grade and remuneration. Principals of VET schools are responsible for recruitment of VET teachers.

Education level of teaching staff in VET schools

Year	Total number of teachers	Of which females	Education level of teachers		
			Higher	Professional college	Upper secondary
1995-1996	4671	2787	2973	1434	264
2000-2001	4922	3209	3417	1298	207
2001-2002	4996	3073	3274	1218	204

2002-2003	4732	3137	3396	1153	183
2003-2004	4659	3139	3401	1089	169

Source: Statistical Yearbook of Lithuania, 2004

There are five qualification categories for VET teachers (that are described in the 1998 Regulations of VET Teachers Certification (*Profesijos mokytojų atestacijos nuostatai*) and the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*).

1. **Junior vocational teacher** assists a vocational teacher (or teachers of other qualification categories) in conducting teaching and learning activities. They can independently conduct practical activities or some theoretical lessons. They have achieved higher vocational education (Isced 5) or finished the 3rd or 4th stage VET programmes (Isced 3-4). The vocational education attainment level should be not lower than level 3. Referring to the 2001 Minister of Education and Science decree on Levels of Vocational Education Attainment 3rd level is defined as the “competence to accomplish complex tasks in activity areas that require responsible and self-sufficient decisions; ability to arrange group activities”;

Junior vocational teachers must have at least 3 years practical work experience in the programme area and have gained the pedagogical competencies, defined in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) (see 06020103 for the full list of competencies). The new 2001 Professional standard (*Profesijos mokytojų profesijos standartas*) for VET teacher indicates a further category: junior vocational teachers (*jaunesnysis profesijos mokytojas*). Junior vocational teachers are those who have not yet acquired their pedagogical qualification.

2. **Vocational teacher** independently organises and conducts theoretical and/or practical activities, designs teaching subject (module) programmes, participates in the implementation of school policy at local level. They have a higher vocational education and a pedagogical qualification and a minimum of 3 years practical work experience in the teaching programme area. They have gained the pedagogical competencies, defined in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) (see 06020103 for a full list of competencies).

3. **Senior vocational teacher** undertakes the same role as a vocational teacher except for also participating in the implementation of school policy also at regional level. They need the

same levels of qualifications as vocational teachers with an additional 3 years of teaching experience.

4. **Vocational teacher-methodologist** again undertake the same role as vocational teachers but additionally they also develop and evaluate teaching modules, prepare methodological learning materials, design vocational training programmes, performs regional labour market research, participates in the implementation of the school market research, and in the implementation of the school policy at local, regional and national levels. They must have higher education in subject field plus 6 years teaching experience.

5. **Vocational teacher-expert** have a similar role to teacher-methodologist but also evaluate methodological learning materials, designs and evaluates vocational training programmes, performs sectoral as well as regional and national labour market research, and participate in the implementation of school policy at local, regional, national and international levels. They must have higher education in subject field as well as 10 years pedagogical work experience.

Proportion of different types of teachers in VET schools according to their qualification category in 2003

Junior vocational teachers	18.9%
Vocational teachers	22.9%
Senior vocational teachers	48%
Vocational teachers methodologists	9.1%
Vocational teachers experts	1.1%

Source: Education in Lithuania, 2004

In 2002 statistical research on VET teachers was carried out by the Centre of Information Technologies at the Ministry of Education and Science. The table below indicates the main data, forming the picture of VET teachers, employed in VET schools and other VET institutions. (In the same year, VET schools were restructured and merged, so the total number of teachers given in this table may differ from other pieces of research presented.)

General statistical data about VET teachers of Lithuania

General data			
Total numb	Age (years) %	Working experience in vocational field (years) %	Pedagogical experience (years) %

	er	Less than 30 yrs old	From 31 to 50 yrs old	More than 50 yrs old	No experience	Less than 5 yrs	From 6 to 10	More than 10 yrs	Less than 5 yrs	From 6 to 10 yrs	From 11 to 15 yrs	More than 15 yrs
VET teachers	4777	6.9	56.3	36.8	28.2	23.0	26.6	22.3	14.8	12.2	18.2	54.9

Source: report of the Leonardo da Vinci programme project "Systematic Organization of Continuing Development of VET personnel" 2002

Salaries

As stated in the 2005 Ministerial decree on the salaries of personnel of education institutions (*Dėl švietimo įstaigų darbuotojų darbo apmokėjimo tvarkos Nr. ISAK-1459*) the salary of VET teachers depends on their qualification category and differs according to years of experience.

Qualification category	Years of pedagogical work experience	Monthly wage
Junior vocational teacher	up to 4 years	649.75 LTL = 188.18 EUR
	from 4 to 10 years	701.5 LTL = 203.16 EUR
	from 10 to 15 years	730.25 LTL = 211.49 EUR
	15 years and more	764.75 LTL = 221.48 EUR
Vocational teacher	to 10 years	724.5 LTL = 209.82 EUR
	from 10 to 15 years	747.5 LTL = 216.49 EUR
	15 years and more	776.25 LTL = 224.81 EUR
Senior vocational teacher	to 10 years	868.25 LTL = 251.46 EUR
	from 10 to 15 years	885.5 LTL = 256.45 EUR
	15 years and more	925.75 LTL = 268.11 EUR
Vocational teacher methodologist	to 10 years	977.5 LTL = 283.1 EUR
	from 10 to 15 years	1000.5 LTL = 289.76 EUR
	15 years and more	1035 LTL = 299.75 EUR
Vocational teacher-expert	to 10 years	1127 LTL = 326.4 EUR
	from 10 to 15 years	1144.25 LTL = 331.39 EUR
	15 and more years	1178.75 LTL = 341.38 EUR

Source: Ministerial decree on the salaries of personnel of education institutions Nr. ISAK-1459 (2005)

(1 EUR = 3.4528 LTL)

As the 2005 Ministerial decree states, VET teachers with less than 5 years of work experience but with more than 3 years of teaching experience may receive a 20% bonus on their salary. Bonuses are also available for having an academic degree and for pedagogical academic titles (e.g. Associated professor, Professor), for preparation of lessons, for supervising groups of students, for participation in projects and other extra tasks. Salaries of teaching staff are lower than the average wage.

060201 Pre-service training for IVET teachers

VET teachers deliver both IVET and CVET programmes and the Ministry for Education and Science establishes the framework for their training. The Ministry establishes general qualification requirements and organises its certification. It also organises in-service, continuing training and VET teacher re-qualification (in cooperation with the Teacher Professional Development Centre). It sets the different specialities that a VET teacher can qualify in and sets the level of qualification achieved (and whether it can be pursued in college or higher education institution). The Ministry also allocates funds for institutions providing teacher training.

In 2002, research on formal pedagogical qualifications of VET teachers in Lithuania was carried out by the Centre of VET Research at Vytautas Magnus University. The following table shows the range of different educational levels of VET teachers. Until the VET reform, the employment of VET teachers was not regulated, the most important eligibility criteria was to be a good specialist in the subject field.

Education levels of VET teachers in 2002

Category of Vocational Pedagogue	Total	Vocational education level							Pedagogical education level					
		Without sec. (%)	Secondary (%)	High (technical) (%)	Bachelor (%)	Certificated special (%)	Master (%)	Doctor (%)	None (%)	High technical (%)	Bachelor (%)	Certificated special (%)	Master (%)	Doctor (%)
Total	4777	0	6.6	27.5	0.82	62.34	2.0	0.7	76.2	2.18	0.27	19.78	1.4	0.2

Certificated specialist – higher education, acquired before State Independence (1991)

Source: report of the Leonardo da Vinci programme project “Systematic Organization of Continuing Development of VET personnel” 2002

This research showed that 76% of VET teachers working in VET schools do not have a pedagogical qualification. They are an important target group for participating in professional development courses.

VET teacher training programmes

There are 6 universities in Lithuania, which provide programmes for pedagogical VET teacher education. There are 6 programmes for special professional studies (the participants get the qualification of a teacher) and 3 programmes for Master studies in Education (the participants

acquire Master degree). Additionally, the Teacher Professional Development Centre offers the pedagogical minimum programme which must be pursued by teachers who are recruited without a pedagogical qualification (those recruited pre-2005 only could fall into this category). The table below informs of the range of study programmes offered for VET teachers in Lithuania.

Training opportunities for VET teachers in Lithuania

Study programme and provider	Qualification or degree obtained	Length and form of studies	Admission requirements
Pedagogical minimum (<i>Pedagoginis minimumas</i>) Teacher Professional Development Centre	Certificate proving course participation (obligatory for those not having a pedagogical qualification yet or having less than 5 years left until retirement)	120 hours	University degree
Vocational Pedagogic (<i>Profesine pedagogika</i>) Vytautas Magnus University	VET teacher	(60 study credits (SC)/90 ECTS) 1 year full time or 1.5 part time	University degree in subject field
Pedagogy (<i>Pedagogika</i>) Vytautas Magnus University	VET teacher	(58 SC /87 ECTS) 1.5 year full time or part time	University degree and BA in Education (if not – the applicant has to go through equalizing subjects in education field)
Pedagogy (<i>Pedagogika</i>) Kaunas University of Technology	VET teacher	(48 SC/72 ECTS) 1 year full time or part time	University degree
Teaching a Subject (<i>Dalyko didaktika</i>) Klaipeda University and Siauliai University	VET teacher	(40 SC/60 ECTS) 1 year full time or part time	University degree
Vocational Education and Training (<i>Profesijos pedagogika</i>) Lithuanian University of agriculture	VET teacher	(40 SC/60 ECTS) 1 year full time	University degree
Vocational Education (<i>Profesijos edukologija</i>) Vilnius Gediminas University	MA of Education	(80 SC/120 ECTS) 2 years part time	BA degree and pedagogical experience

of Technology and Lithuanian University of Agriculture.			
Professional Training Management (<i>Profesinio mokymo vadyba</i>) Vytautas Magnus University	MA of Education	(80 SC/120 ECTS) 2 years full time	BA degree

Study credit (SC) (*studijų kreditas*) in Lithuania is equal to 40 working hours of a student.

One more university (Vilnius Pedagogical university) will also offer a special professional course for VET teachers in autumn 2006. The programme is under construction.

Having graduated one or more of above mentioned study programmes, teachers of VET schools acquire new knowledge and competencies and may go to certification for a higher qualification category, which were explained in 0602 (vocational teacher, senior vocational teacher, vocational teacher methodologist, vocational teacher expert).

The first study programme, emphasizing learning on the job for VET teachers called Vocational pedagogic (*Profesinė pedagogika*) was introduced in 2002 at the Centre for Vocational Education and Research at Vytautas Magnus University (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*). It is a modular, competency-based initial VET teacher pedagogical training programme and was prepared under the Phare programme in cooperation with scientists from Sheffield Hallam University (UK). The programme duration is 1-1.5 years and the content of every module matches the acquisition of a particular pedagogical competencies. Studies combine theoretical teaching with practical experience and trainee teachers study with the help of mentors. Each module is concluded with an evaluation to improve future content. The programme is targeted at junior vocational teachers. It has been piloted in various regions and improved over time.

06020101 Admission requirements

The level of qualifications necessary to become a VET teacher (who works in VET providers delivering both IVET and CVET) is defined in the 2001 Concept for VET teacher education and training in Lithuania (*Lietuvos Profesijos mokytojų rengimo koncepcija*) and the 2005 Minister

of Education and Science decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*). The Decree states that if a person wishes to become a VET teacher at a VET school, they must:

- have higher education plus a pedagogical qualification; or
- have higher education with no pedagogical qualification but having attended the pedagogical minimum programme (*Pedagoginio minimumo programa*) at the teacher professional development centre (*Pedagogų profesinės raidos centras*); or
- have vocational education, three years of working practice in a subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

The changes introduced in 2001 and 2005 made a pedagogical qualification compulsory for VET teachers before they could enrol to teach at a VET school. Until this time, VET schools could decide an individual's appropriateness for a position as a VET teacher on the basis of their experience in the subject. At the current time, 75% of VET teachers do not have a pedagogical qualification but more than 45% have more than 15 years experience. Some teachers are participating in study programmes to become a formally qualified VET teacher under the new regulations.

06020102 Training models and processes

The training model for all VET teachers (irrespective of whether they are teaching IVET or CVET courses) follows the order, outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*). The Decree states that if a person wishes to become a teacher of VET school, they must have higher education or vocational

education plus working experience. In all cases, they must have completed a pedagogical qualification commit to completing such a qualification within two years of working at a VET school or labour market training centre).

There are 6 universities which provide programmes for initial pedagogical VET teacher qualifications. There are 6 programmes for special professional studies (the participants get the qualification of a teacher) and 3 programmes for Master studies in Education (the participants acquire Master degree). Additionally, the teacher professional development centre offers the pedagogical minimum programme that must be pursued by teachers without a pedagogical qualification, employed before 2005.

Providers of education for VET teachers prepare training curricula based on the qualification requirements listed in 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*). The study length is determined by study credits (SC) (*studijų kreditas*). One study credit corresponds to 40 hours of work (1 SC=1.5 European Credit Transfer System – ECTS).

The curriculum combines theoretical and practical studies in a higher education institution as well as training at a workplace. During each training period at university, teachers acquire theoretical knowledge and assignments, which have to be fulfilled at the workplace. Training at the workplace is supervised and facilitated by a mentor (who is a colleague qualified as a vocational teacher methodologist or vocational teacher expert from the same VET institution). Tutors from universities observe and provide feedback on the teaching of a student teacher at the beginning of a study process and then evaluate the progress in the end of studies.

The Industrial Lead Bodies (*ūkio šakų ekspertų grupės – ŪŠEG*) arrange adjustment of knowledge and competencies to be acquired by VET teachers due to the new technologies. The Industrial Lead Bodies consist of social partners (employers, trade unions, VET institutions), who are representatives from a certain vocational area. The Industrial Lead Bodies assess the labour market needs in a field of a certain economy branch and define the priorities for developing VET standards. According to analysis of discrepancies between new VET standards and existing VET

programmes they approve and recommend a list of modern competencies needed by VET teachers.

06020103 Training content and curricula

The term VET teacher is used in Lithuania for those delivering VET programmes (both IVET and CVET). The following information applies to VET teachers regardless of whether they are teaching IVET or CVET.

As it is indicated in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*), the competencies required of a VET teacher can be categorised into 5 areas:

- self-evaluate and reflect on one's own behaviour, to have good communication skills and competence in information technology;
- plan teaching content, to develop teaching programmes and to assess skills gained;
- evaluate the labour market situation and develop appropriate programmes;
- contribute to organisational development of VET providers and to develop extracurricular activities;
- support development within the subject taught (as defined by expert groups within the relevant sector).

More specifically the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) details specific competencies for each category of VET teacher. These are listed verbatim below

Competencies required for a junior vocational teacher

Personal development competencies
<i>Personal self-evaluation competencies:</i> ability to evaluate and develop personal qualities; ability to support students and receive feedback from them.
<i>Communication competencies:</i> ability to behave according to the expressed ideas and attitudes.
<i>Planning of modules curriculum, teaching and development competencies:</i> none.
<i>Vocational teaching programme design competencies:</i> none.
<i>School and educational system development competencies:</i> none.

Competencies required for a vocational teacher

Personal development competencies.

Personal self-evaluation competencies: ability to influence valuable attitudes of the school community.

Communication competencies:

- ability to combine various ways of communication;
- ability to choose and use the adequate communication styles;
- ability to evaluate and influence communication process;
- ability to communicate with groups and individuals;
- ability to communicate in various languages.

Activity and behaviour reflection competencies:

- ability to evaluate and strive for perfection of one's activity;
- ability to develop personal educational philosophy.

Own activity evaluation and development competencies:

- ability to evaluate and develop key and professional skills;
- ability to evaluate one's activity and direct oneself to development of personal experience. ability to find and use necessary information in documents, scientific and other literature resources, network, etc.

IT usage competencies:

- ability to identify usage possibilities of information technologies;
- ability to use internet;
- ability to communicate with colleagues in the country and in other countries using e-mail and internet.

Planning of modules curriculum, teaching and development competencies.**Teaching module curriculum planning competencies:**

- ability to choose the most appropriate parts of teaching material and methods according to certain teaching goals;
- ability to put the chosen parts of teaching material in the most appropriate sequence;
- ability to choose certain teaching and learning methods considering teaching module goals and other curriculum parameters.

Teaching module teaching competencies:

- ability to create good learning environment in didactical aspect;
- ability to apply key didactical skills related to teaching module.

Teaching module achievements assessment competencies:

- ability to identify assessment objectives and criteria for student achievements level against expected teaching module learning outcomes;
- ability to choose assessment methods for gathering impartial information about student achievements;
- ability to prepare assessment strategy and methods, identify assessment criteria against teaching module objectives, content and teaching methods;
- ability to prepare testing and assessment tasks of different complexity for student achievements assessment of teaching module;
- ability to use various testing and assessment methods considering teaching module goals, content and teaching methods;
- ability to interpret and evaluate adequately information about student achievements and learning problems in the context of teaching module goals;
- ability to give and receive constructive feedback on student achievements and learning problems.

<p><i>Teaching module programme development competencies:</i></p> <ul style="list-style-type: none"> - ability to understand the system of vocational education and training and levels of vocational education in Lithuania; - ability to develop teaching module content at a certain level.
<p>Vocational teaching programme design competencies.</p> <p><i>Evaluation of labour market situation competencies:</i></p> <ul style="list-style-type: none"> - ability to identify the situation of labour market; - ability to identify causes and consequences of labour market changes.
<p>School and educational system development competencies.</p> <p><i>Competencies of organizational development within school:</i></p> <ul style="list-style-type: none"> - ability to understand and evaluate VET school as organization. - ability to assist students to fulfil practical tasks in institutions and organizations. <p><i>Extracurricular educational system development competencies:</i></p> <ul style="list-style-type: none"> - ability to comprehend educational system in Lithuania and its provided possibilities.

Competencies required for a senior vocational teacher

<p>Personal development competencies.</p> <p><i>Personal self-evaluation competencies:</i> ability to support colleagues and receive feedback from them.</p> <p><i>Communication competencies:</i></p> <ul style="list-style-type: none"> - ability to communicate with social partners of VET institutions (educational management institutions, employer and employee organizations, representatives of enterprises, etc. <p><i>Own activity evaluation and development competencies:</i></p> <ul style="list-style-type: none"> - ability to carry out analysis of one's subject and didactical qualification and develop the programme for personal professional career. - ability to identify changes in the world of work in the field of the teaching programme; - ability to use good practice of other educational institutions and organizations participating in common projects and communication networks. <p><i>IT usage competencies:</i></p> <ul style="list-style-type: none"> - ability to use IT in teaching and learning process; - ability to use certain programmes of IT in teaching process.
<p>Planning of modules curriculum, teaching and development competencies.</p> <p><i>Teaching module curriculum planning competencies:</i></p> <ul style="list-style-type: none"> - ability to choose appropriate information for development of teaching module content; - ability to optimize learning in teaching modules with regard to provided professional qualification; - ability to combine elements of teaching module content with the parameters of the whole programme and professional standard. <p><i>Teaching module teaching competencies:</i></p> <ul style="list-style-type: none"> - ability to deliver parts of teaching material properly using various teaching technologies; - ability to use various teaching and learning methods flexibly with regards to student characteristics. <p><i>Teaching module achievements assessment competencies:</i></p> <ul style="list-style-type: none"> - ability to combine strategies and methods for teaching module testing and assessment with strategies and methods for other modules and the whole programme testing and assessment. <p><i>Teaching module programme development competencies:</i></p>

<ul style="list-style-type: none"> - ability to prepare teaching and learning material and methodical indicator for learning in a certain module field; - ability to develop teaching module content considering trends of labour market qualification need changes; - ability to evaluate teaching module content in the content of the whole programme and certain occupation.
<p>Vocational teaching programme design competencies. <i>Evaluation of labour market situation competencies:</i></p> <ul style="list-style-type: none"> - ability to identify occupational and qualification changes and prognosis of labour market.
<p>School and educational system development competencies. <i>Competencies of organizational development within school:</i></p> <ul style="list-style-type: none"> - ability to define possibilities for development of VET school and develop its culture in the context of the world of work and society needs; - ability to solve conflicts. <p><i>Extracurricular educational system development competencies:</i></p> <ul style="list-style-type: none"> - ability to cooperate with groups of external environment and social partners.

Competencies required for a vocational teacher methodologist

<p>Personal development competencies - as for senior vocational teacher, plus: <i>Own activity evaluation and development competencies:</i></p> <ul style="list-style-type: none"> - ability to evaluate adequacy of subject and didactical innovations to the tendencies of curriculum goal change and choose available forms of their realization; - ability to prepare and use aids and implement projects for experience dissemination.
<p>Planning of modules curriculum, teaching and development competencies – as senior vocational teacher, plus: <i>Teaching module teaching competencies:</i></p> <ul style="list-style-type: none"> - ability to carry out pedagogical experiments for implementation of innovations in the field of teaching module into teaching process. <p><i>Teaching module achievements assessment competencies:</i></p> <ul style="list-style-type: none"> - ability to prepare strategy and methods for summative testing and evaluation of vocational programme, to define criteria for summative testing and evaluation and certain tasks for assessment of programme objectives achievements. <p><i>Teaching module programme development competencies:</i></p> <ul style="list-style-type: none"> - ability to exchange experience at the level of VET system and participate in projects for teaching module development; - ability to apply pedagogical innovations and work methods developing teaching module and preparing modern teaching material; - ability to understand teaching programme in a systematic way and improve relations among separate modules.
<p>Vocational teaching programme design competencies – as senior vocational teacher, plus: <i>Vocational teaching programme design competencies:</i></p> <ul style="list-style-type: none"> - ability to design teaching programme on the basis of occupational and VET standards and regulations; - ability to plan realization process of teaching programme anticipating intellectual, material and teaching methodical resources.
<p>School and educational system development competencies – as for senior vocational teacher,</p>

plus:

Competencies of organizational development within school:

- ability to keep, promote and strengthen relationships among school, labour market institutions, enterprises and organizations;
- ability to identify weak points of vocational institution and use external assistance;
- ability to carry out didactical experiments implementing innovations in the field of teaching programme or module.

Extracurricular educational system development competencies:

- ability to design teaching programmes and material to external customers;
- ability to represent vocational institution at local, regional, national and international levels;
- ability to provide certain competencies for colleagues by different in-service training forms in other vocational institutions of the country.

Competencies required for a vocational teacher expert

Personal development competencies: not specified.

Planning of modules curriculum, teaching and development competencies as senior vocational teacher, plus

Teaching module teaching competencies:

- ability to analyse problems of student learning for improvement of their achievements;
- ability to give consultations for students in a certain field.

Teaching module achievements assessment competencies:

- ability to evaluate quality of strategy and methods for summative testing and assessment of vocational programme, defined criteria for summative testing and assessment and certain tasks for assessment of programme objectives achievement.

Teaching module programme development competencies:

- ability and wish to carry out new didactical/methodical research and implement innovations.

Vocational teaching programme design competencies as senior vocational teacher plus:

Evaluation of labour market situation competencies:

- ability to ground changes of vocational institution and programme network at local, regional and national levels.

Vocational teaching programme development competencies:

- ability to develop elements of certain teaching programme content considering changing labour market needs, subject and didactical, scientific and methodical innovations, etc;
- ability to carry out internal quality evaluation of teaching programme;
- ability to identify positive and negative characteristics of relative teaching programmes and prepare recommendations for their development.

School and educational system development competencies as senior vocational teacher plus:

Competencies of organizational development within school:

- ability to identify problems of school work, explore their causes and define hypotheses for their solution;
- ability to play roles of pedagogical leadership and school process management;
- ability to disseminate practice and develop certain competencies for colleagues by various in-service training forms, improving mobility and competitive ability of school as learning organisation in education market;
- ability to choose the most appropriate methods for solution of school work problems

- using experience of other educational institutions or countries;
- ability to prepare applications for projects of school development for organisations promoting VET in Lithuania and other countries;
- ability to ground strategic trends of school development with regard to labour market changes, regional and national needs as well as educational and social politics.

Extracurricular educational system development competencies:

- ability to evaluate structure and process of VET system in Lithuania;
- ability to fulfil development tasks of VET processes in Lithuania;
- ability to create and promote extracurricular relationships;
- ability to represent VET system at local, regional, national and international levels.

Source: Standard and regulations of VET teacher education in Lithuania (2002) // Vocational Education: Research and Reality, vol. 4, Kaunas

These competencies are achieved through both practical and theoretical studies in a higher education institution and in the workplace. During each training period at university, teachers acquire theoretical knowledge and assignments, which have to be fulfilled at the workplace. Training at a workplace is supervised and facilitated by mentors who are a colleague which have achieved the status of a vocational teacher methodologist or vocational teacher expert. Tutors from universities supervise - observe and provide feedback on the teaching of student teacher at the beginning of a study process and then evaluate the progress in the end of studies.

06020104 Assessment and quality monitoring

There are 6 universities in Lithuania which provide programmes for pedagogical VET teacher education. There are 6 programmes for special professional studies (the participants gain a qualification as a teacher) and 3 programmes for Master studies in Education (the participants acquire a Master degree). The programmes are described in more detail at 060201; the text below describes the procedures and methods, applied in the process of assessment of gained knowledge and competencies.

Five years after graduating from one of the professional study programmes, VET teachers may go for certification for a higher qualification category (vocational teacher, senior vocational teacher, vocational teacher methodologist, vocational teacher expert). This certification process is legitimated by 2003 new edition of Law of Education (*Švietimo įstatymas*) and the 1997 Law of Vocational Education and Training (*Profesinio mokymo įstatymas*), and regulated by 1998 Regulations of VET teachers certification (*Profesijos mokytojų atestacijos nuostatai*).

Assessment of special professional study programmes

The assessment of special professional study programmes varies depending on the provider and length of studies. But results must reflect the acquisition of certain competencies (listed in detail at 06020103).

Teacher education programmes	education minimum	Assessment
Pedagogical programme (<i>Pedagoginis Teacher Development Centre</i>) (<i>Pedagogų profesinės raidos centras</i>)	minimum <i>minimumas</i> Professional Centre	3 final examinations in pedagogy, psychology and didactics. The participant acquires the Certificate proving course participation.
Pedagogy Vytautas Magnus University	(<i>Pedagogika</i>)	Participants have to submit a report of pedagogical practice, to pass final examinations and prepare a final thesis on subject teaching process organization and methodology. Participants of the study programme are assessed by preparing projects that summarize their studies.
Vocational (<i>Profesine</i>) Vytautas Magnus University (from 2007 it will be provided by 3 other universities)	Pedagogic (<i>pedagogika</i>)	Participants prepare a portfolio to show competencies and abilities and how study time has been spent. Each study module has its own assessment criteria and procedures and a portfolio is prepared for each. Assessment also comprises mentor (a colleague, having acquired the qualification category of vocational teacher methodologist or vocational teacher expert from the same VET institution) and tutor feedback. Portfolios are assessed by mentors, tutors and the examination commission (comprising university lecturers, social partners and representatives from the Ministry of Education and Science). The final evaluation is through a summary of portfolio results as well as an experimental lesson which is observed and evaluated by the tutor and a final thesis.
Master study programmes for VET teachers Vilnius Gediminas University of Technology and Lithuanian University of Agriculture Vytautas Magnus University		Written and oral examinations as well as submission of a Master thesis. The thesis is assessed by a committee of university lecturers, representatives of the Ministry of Education (Švietimo ir mokslo ministerija), Chambers of industry and commerce (Prekybos, pramonės ir amatų rūmai), and other interested bodies.

060202In-service continuing training and development for IVET teachers

In-service and continuing training for VET teachers (which teach both IVET and CVET programmes) is regulated by the 2003 new edition of Law of Education (*Švietimo įstatymas* - 2003 06 17 Nr. IX-1630), 1997 Law of Vocational Education and Training (*Profesinio mokymo įstatymas* - 1997 10 14 Nr. VIII-450) decrees and legal acts of the Ministry of Education and Science and the regulations of the Teacher Professional Development Centre.

The Law of Education states that each teacher can participate in continuous/in-service training for 5 days per year. VET teachers can choose which provider they would like to attend based on their training needs. Teachers tend to upgrade their own subject and pedagogical qualifications at their own initiative. 2 types of provider specialising in teacher training offer courses

- Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) under the auspices of the Ministry of Education and Science. It primarily implements strategic orders of the Ministry based on results of research identifying teacher qualification needs (also carried out annually by the Centre itself). The Centre organises short-term courses on such topics as project management, development of the learning environment, creation of assessment system, preparation of study/training programme modules etc. The Centre also offers special qualification upgrading programmes for other staff in VET providers (e.g. directors). It also cooperates with regional education centres, which organize pedagogical courses for VET teachers in their regions.
- Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*) organises continuing studies for VET teachers and schools directors. It offers courses, which VET teachers can follow on a modular basis (each module is equivalent to 80 hours of study). Modules include: qualifications research, curriculum and research design; managing change; effectiveness of teaching and learning; quality management; psychology of communication and cooperation in an organisation.

The Industrial Lead Bodies (*ūkio šakų ekspertų grupės – ŪŠEG*) arrange adjustment of knowledge and competencies to be acquired by VET teachers due to the new technologies. The Industrial Lead Bodies consist of social partners (employers, trade unions, VET institutions), who are representatives from a certain vocational area. The Industrial Lead Bodies assess the labour market needs in a field of a certain economy branch and define the priorities for developing VET

standards. According to analysis of discrepancies between new VET standards and existing VET programmes they approve and recommend a list of modern competencies needed by VET teachers.

VET schools take part in various programmes and projects and VET teachers are encouraged to participate in international exchange programmes and projects, such as Leonardo da Vinci, Comenius, Socrates.

060203 Pre-service training structure for IVET trainers and other learning facilitators.

There are no formal qualification requirements for trainers. Nevertheless they are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, which is approved by the Ministry of Education and Science and is primarily available to VET teachers who do not have a pedagogical qualification. They work in enterprises and labour market training centres and have vocational but no pedagogical qualification.

06020301 Admission requirements

There are no formal qualification requirements for trainers.

06020302 Training models and processes

There are no formal qualification requirements for trainers. The dominant model in case of the IVET/CVET trainers is the acquisition of teaching competencies through experience. They are able to participate in the programme Pedagogical minimum (*Pedagoginis minimumas*), which is approved by the Ministry of Education and Science, or any other programme for initial pedagogical education, described in 060201.

06020303 Training content and curricula

There are no formal qualification requirements for trainers. Trainers are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, provided by Teacher Professional Development Centre. The programme consists of courses on pedagogy, psychology and didactics and lasts for 120 hours.

06020304 Assessment and quality monitoring

There are no formal qualification requirements for trainers. Trainers are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, provided by Teacher Professional Development Centre. The programme ends with examinations on pedagogy, psychology and didactics.

060204 In-service, continuing training for IVET trainers and learning facilitators organized

There are no formal qualification requirements for trainers.

060205 Issues of interest.

During the last decade, the policy focus has been on improving the quality of IVET and raising its prestige. This has led to many debates about improving the quality of teaching in IVET institutions. One aspect of this, which has been examined, is the pedagogical qualifications of VET teachers. While this is now a pre-service training requirement for new VET teachers, those employed before the 2005 reform do not tend to have such a qualification. To make teacher education more flexible and accessible, policy makers and researchers of education have started discussions on the possibility of validating non-formally and informally acquired pedagogical skills.

As already mentioned in 060103, the role of VET teachers has gone through significant changes: former teachers who maintain and convey knowledge have also become the organizer, facilitator and counsellor of the learning process. Teachers are more involved in improving the quality of teaching, in raising the prestige of VET schools, in developing contacts with professional

networks, etc. These challenges imply that the providers of teacher education must constantly develop their teacher education programmes.

There are many discussions on developing the role of mentors and tutors in the VET teacher education process which has led to further discussions on improving cooperation between VET teacher training universities and VET schools. The discussion focuses on integrating teacher training more closely into the workplace.

Another important issue is discussions on promoting and developing teachers' trade union activities. The aim is to make them more active in representing the professional needs of VET teachers at a political level, initiating various researches of pedagogical activity, developing possibilities for VET teachers' networking, etc.

It is also important to stress that the Lithuanian VET system is still undergoing various changes and improvements and is now in the process of researching the best practices of other European countries (such as validation of non-formal and informal learning results, setting professional standards, developing of VET teachers' ICT competencies, modernisation of teaching methods, etc.) and their suitability to the Lithuanian VET context.

0603 Types of teacher and trainer in CVET

The following classification of teachers in VET schools, labour market centres and other VET providers can be made:

- VET teachers;
- trainers (work in VET schools, labour market training centres or enterprises and are skilled workers, having vocational but no pedagogical qualification; often trainers are hired from VET schools or enterprises).
- general education subject teachers (working in VET schools).

There is no distinction in the regulations applicable to VET teachers specific to IVET or CVET and the information in this section is applicable to both IVET and CVET teachers.

VET teachers (for both IVET and CVET)

The entry requirements for those aiming to become VET teachers are outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*).

The Decree states that if a person wishes to become a teacher of VET school, he/she must:

- have higher education plus a pedagogical qualification, or
- have higher education and have attended the pedagogical minimum programme (*Pedagoginio minimumo programa*) at the teacher professional development centre (*Pedagogų profesinės raidos centras*), or
- have vocational education, three years of working practice in subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

All VET teachers go through a process of certification, which provides the basis for their grade and remuneration. Principles of VET schools are responsible for recruitment of VET teachers.

There are five qualification categories for VET teachers (that are described in the 1998 Regulations of VET Teachers Certification (*Profesijos mokytojų atestacijos nuostatai*) and the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*)).

1. **Junior vocational teacher** assists a vocational teacher (or teachers of other qualification categories) in conducting teaching and learning activities. They can independently conduct practical activities or some theoretical lessons. They have achieved higher vocational education (Isced 5) or finished the 3rd or 4th VET school level (Isced 4). Referring to the 2001 Minister of Education and Science decree on Levels of Vocational Education: 3rd level is defined as the “competence to

accomplish complex tasks in activity areas that require responsible and self-sufficient decisions; ability to arrange group activities”; 4th level is defined as “competence to accomplish complex work in activity areas that require responsibility, self-sufficiency, deep knowledge and specific abilities; ability to manage and administrate group activities”. Junior vocational teachers must have at least 3 years practical work experience in the programme area and have gained the pedagogical competencies, defined in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) (see 06030103 for the full list of competencies). The new 2001 Professional standard (*Profesijos mokytojų profesijos standartas*) for VET teacher indicates a further category: junior vocational teachers (*jaunesnysis profesijos mokytojas*). Junior vocational teachers are those who have not yet acquired their pedagogical qualification.

2. **Vocational teacher** independently organises and conducts theoretical and/or practical activities, designs teaching subject (module) programmes, participates in the implementation of school policy at local level. They have a higher vocational education and a pedagogical qualification and a minimum of 3 years practical work experience in the teaching programme area. They have gained the pedagogical competencies, defined in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) (see 06030103 for a full list of competencies).
3. **Senior vocational teacher** undertakes the same role as a vocational teacher except for also participating in the implementation of school policy also at regional level. They need the same levels of qualifications as vocational teachers with an additional 3 years of teaching experience.
4. **Vocational teacher-methodologist** again undertake the same role as vocational teachers but additionally they also develop and evaluate teaching modules, prepare methodological learning materials, design vocational training programmes, performs regional labour market research, participates in the implementation of the school market research, and in the implementation of the school policy at local, regional and national levels. They must have higher education in subject field plus 6 years teaching experience.
5. **Vocational teacher-expert** have a similar role to teacher-methodologist but also

evaluate methodological learning materials, designs and evaluates vocational training programmes, performs sectoral as well as regional and national labour market research, and participate in the implementation of school policy at local, regional, national and international levels. They must have higher education in subject field as well as 10 years pedagogical work experience.

In 2002 statistical research on VET teachers was carried out by the Centre of Information Technologies at the Ministry of Education and Science. The table below indicates the main data, forming the picture of VET teachers, employed in VET schools and other VET institutions. (In the same year, VET schools were restructured and merged, so the total number of teachers given in this table may differ from other pieces of research presented.)

General statistical data about VET teachers of Lithuania

	Total number	General data										
		Age (years) %			Working experience in vocational field (years) %				Pedagogical experience (years) %			
		Less than 30 yrs old	From 31 to 50 yrs old	More than 50 yrs old	No experience	Less than 5 yrs	From 6 to 10	More than 10 yrs	Less than 5 yrs	From 6 to 10 yrs	From 11 to 15 yrs	More than 15 yrs
VET teachers	4777	6.9	56.3	36.8	28.2	23.0	26.6	22.3	14.8	12.2	18.2	54.9

Source: report of the Leonardo da Vinci programme project “Systematic Organization of Continuing Development of VET personnel” 2002

Salaries

As stated in the 2005 Ministerial decree on the salaries of personnel of education institutions (*Dėl švietimo įstaigų darbuotojų darbo apmokėjimo tvarkos Nr. ISAK-1459*) the salary of VET teachers depends on their qualification category and differs according to years of experience. Labour market training centres apply their individual system and tariffs for salary of VET teachers, because they are public non-state institutions (viešoji įstaiga). Salaries are calculated differently and do not depend on this decree.

Qualification category	Years of pedagogical work experience	Monthly wage
Junior vocational teacher	up to 4 years	649.75 LTL = 188.18 EUR
	from 4 to 10 years	701.5 LTL = 203.16 EUR
	from 10 to 15 years	730.25 LTL = 211.49 EUR
	15 years and more	764.75 LTL = 221.48 EUR
Vocational teacher	to 10 years	724.5 LTL = 209.82 EUR

	from 10 to 15 years	747.5 LTL = 216.49 EUR
	15 years and more	776.25 LTL = 224.81 EUR
Senior vocational teacher	to 10 years	868.25 LTL = 251.46 EUR
	from 10 to 15 years	885.5 LTL = 256.45 EUR
	15 years and more	925.75 LTL = 268.11 EUR
Vocational teacher methodologist	to 10 years	977.5 LTL = 283.1 EUR
	from 10 to 15 years	1000.5 LTL = 289.76 EUR
	15 years and more	1035 LTL = 299.75 EUR
Vocational teacher-expert	to 10 years	1127 LTL = 326.4 EUR
	from 10 to 15 years	1144.25 LTL = 331.39 EUR
	15 and more years	1178.75 LTL = 341.38 EUR

Source: Ministerial decree on the salaries of personnel of education institutions Nr. ISAK-1459 (2005)

(1 EUR = 3.4528 LTL)

As the 2005 Ministerial decree states, VET teachers with less than 5 years of work experience but with more than 3 years of teaching experience may receive a 20% bonus on their salary. Bonuses are also available for having an academic degree and for pedagogical academic titles (e.g. Associated professor, Professor), for preparation of lessons, for supervising groups of students, for participation in projects and other extra tasks. Salaries of teaching staff are lower than the average wage.

060301 Pre-service training for CVET teachers

VET teachers deliver both IVET and CVET programmes and the Ministry for Education and Science establishes the framework for their training. The Ministry establishes general qualification requirements and organises its certification. It also organises in-service, continuing training and VET teacher re-qualification (in cooperation with the Teacher Professional Development Centre). It sets the different specialities that a VET teacher can qualify in and sets the level of qualification achieved (and whether it can be pursued in college or higher education institution). The Ministry also allocates funds for institutions providing teacher training.

In 2002, research on formal pedagogical qualifications of VET teachers in Lithuania was carried out by the Centre of VET Research at Vytautas Magnus University. The following table shows

the range of different educational levels of VET teachers. Until the VET reform, the employment of VET teachers was not regulated, the most important eligibility criteria was to be a good specialist in the subject field.

Education levels of VET teachers in 2002

Category of Vocational Pedagogue	Total	Vocational education level							Pedagogical education level					
		Without sec. (%)	Secondary (%)	High (technical) (%)	Bachelor (%)	Certificated specialist (%)	Master (%)	Doctor (%)	None (%)	High technical (%)	Bachelor (%)	Certificated specialist (%)	Master (%)	Doctor (%)
Total	4777	0	6.6	27.5	0.82	62.34	2.0	0.7	76.2	2.18	0.27	19.78	1.4	0.2

Certificated specialist – higher education, acquired before State Independence (1991)

Source: report of the Leonardo da Vinci programme project “Systematic Organization of Continuing Development of VET personnel” 2002

This research showed that 76% of VET teachers working in VET schools do not have a pedagogical qualification. They are an important target group for participating in professional development courses.

VET teacher training programmes

There are 6 universities in Lithuania, which provide programmes for pedagogical VET teacher education. There are 6 programmes for special professional studies (the participants get the qualification of a teacher) and 3 programmes for Master studies in Education (the participants acquire Master degree). Additionally, the Teacher Professional Development Centre offers the pedagogical minimum programme which must be pursued by teachers who are recruited without a pedagogical qualification (those recruited pre-2005 only could fall into this category). The table below informs of the range of study programmes offered for VET teachers in Lithuania.

Training opportunities for VET teachers in Lithuania

Study programme and provider	Qualification or degree obtained	Length and form of studies	Admission requirements
Pedagogical minimum (<i>Pedagoginis minimumas</i>) Teacher Professional Development Centre	Certificate proving course participation (obligatory for those not having a pedagogical qualification yet or having less then 5 years left until retirement)	120 hours	University degree
Vocational Pedagogic	VET teacher	(60 study	University degree

<i>(Profesine pedagogika)</i> Vytautas Magnus University		credits (SC)/90 ECTS) 1 year full time or 1.5 part time	in subject field
Pedagogy <i>(Pedagogika)</i> Vytautas Magnus University	VET teacher	(58 SC /87 ECTS) 1.5 year full time or part time	University degree and BA in Education (if not – the applicant has to go through equalizing subjects in education field)
Pedagogy <i>(Pedagogika)</i> Kaunas University of Technology	VET teacher	(48 SC/72 ECTS) 1 year full time or part time	University degree
Teaching a Subject <i>(Dalyko didaktika)</i> Klaipeda University and Siauliai University	VET teacher	(40 SC/60 ECTS) 1 year full time or part time	University degree
Vocational Education and Training <i>(Profesijos pedagogika)</i> Lithuanian University of agriculture	VET teacher	(40 SC/60 ECTS) 1 year full time	University degree
Vocational Education <i>(Profesijos edukologija)</i> Vilnius Gediminas University of Technology and Lithuanian University of Agriculture.	MA of Education	(80 SC/120 ECTS) 2 years part time	BA degree and pedagogical experience
Professional Training Management <i>(Profesinio mokymo vadyba)</i> Vytautas Magnus University	MA of Education	(80 SC/120 ECTS) 2 years full time	BA degree

Study credit (SC) (*studiju kreditas*) in Lithuania is equal to 40 working hours of a student.

One more university (Vilnius Pedagogical university) will also offer a special professional course for VET teachers in autumn 2006. The programme is under construction.

Having graduated one or more of above mentioned study programmes, teachers of VET schools acquire new knowledge and competencies and may go to certification for a higher qualification

category, which were explained in 0603 (vocational teacher, senior vocational teacher, vocational teacher methodologist, vocational teacher expert).

The first study programme, emphasizing learning on the job for VET teachers called Vocational pedagogic (*Profesinė pedagogika*) was introduced in 2002 at the Centre for Vocational Education and Research at Vytautas Magnus University (*Vytauto Didžiojo universiteto Profesinio rengimo studijų centras*). It is a modular, competency-based initial VET teacher pedagogical training programme and was prepared under the Phare programme in cooperation with scientists from Sheffield Hallam University (UK). The programme duration is 1-1.5 years and the content of every module matches the acquisition of a particular pedagogical competencies. Studies combine theoretical teaching with practical experience and trainee teachers study with the help of mentors. Each module is concluded with an evaluation to improve future content. The programme is targeted at junior vocational teachers. It has been piloted in various regions and improved over time.

06030101 Admission requirements

The level of qualifications necessary to become a VET teacher (who works in VET providers delivering both IVET and CVET) is defined in the 2001 Concept for VET teacher education and training in Lithuania (*Lietuvos Profesijos mokytojų rengimo koncepcija*) and the 2005 Minister of Education and Science decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*). The Decree states that if a person wishes to become a VET teacher at a VET school, they must:

- have higher education plus a pedagogical qualification; or
- have higher education with no pedagogical qualification but having attended the pedagogical minimum programme (*Pedagoginio minimumo programa*) at the teacher professional development centre (*Pedagogų profesinės raidos centras*); or

- have vocational education, three years of working practice in a subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.

The changes introduced in 2001 and 2005 made a pedagogical qualification compulsory for VET teachers before they could enrol to teach at a VET school. Until this time, VET schools could decide an individual's appropriateness for a position as a VET teacher on the basis of their experience in the subject. At the current time, 75% of VET teachers do not have a pedagogical qualification but more than 45% have more than 15 years experience. Some teachers are participating in study programmes to become a formally qualified VET teacher under the new regulations.

06030102 Training models and processes

The training model for all VET teachers (irrespective of whether they are teaching IVET or CVET courses) follows the order, outlined in the Ministry of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes (*LR Švietimo ir mokslo ministro įsakymas dėl kvalifikacinių reikalavimų mokytojams, dirbantiems pagal ikimokyklinio, priešmokyklinio, neformaliojo vaikų švietimo, pradinio, pagrindinio, vidurinio, specialiojo ugdymo ir profesinio mokymo programas, aprašo tvirtinimo*). The Decree states that if a person wishes to become a teacher of VET school, they must have higher education or vocational education plus working experience. In all cases, they must have completed a pedagogical qualification commit to completing such a qualification within two years of working at a VET school or labour market training centre).

There are 6 universities which provide programmes for initial pedagogical VET teacher qualifications. There are 7 programmes for special professional studies (the participants get the qualification of a teacher) and 3 programmes for Master studies in Education (the participants acquire Master degree). Additionally, the teacher professional development centre offers the

pedagogical minimum programme that must be pursued by teachers without a pedagogical qualification, employed before 2005.

Providers of education for VET teachers prepare training curricula based on the qualification requirements listed in 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*). The study length is determined by study credits (SC) (*studijų kreditas*). One study credit corresponds to 40 hours of work (1 SC=1.5 European Credit Transfer System – ECTS).

The curriculum combines theoretical and practical studies in a higher education institution as well as training at a workplace. During each training period at university, teachers acquire theoretical knowledge and assignments, which have to be fulfilled at the workplace. Training at the workplace is supervised and facilitated by a mentor (who is a colleague qualified as a vocational teacher methodologist or vocational teacher expert from the same VET institution). Tutors from universities observe and provide feedback on the teaching of a student teacher at the beginning of a study process and then evaluate the progress in the end of studies.

The Industrial Lead Bodies (*ūkio šakų ekspertų grupės – ŪŠEG*) arrange adjustment of knowledge and competencies to be acquired by VET teachers due to the new technologies. The Industrial Lead Bodies consist of social partners (employers, trade unions, VET institutions), who are representatives from a certain vocational area. The Industrial Lead Bodies assess the labour market needs in a field of a certain economy branch and define the priorities for developing VET standards. According to analysis of discrepancies between new VET standards and existing VET programmes they approve and recommend a list of modern competencies needed by VET teachers.

06030103 Training content and curricula

The term VET teacher is used in Lithuania for those delivering VET programmes (both IVET and CVET). The following information applies to VET teachers regardless of whether they are teaching IVET or CVET.

As it is indicated in the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*), the competencies required of a VET teacher can be categorised into 5 areas:

- self-evaluate and reflect on one’s own behaviour, to have good communication skills and competence in information technology;
- plan teaching content, to develop teaching programmes and to assess skills gained;
- evaluate the labour market situation and develop appropriate programmes;
- contribute to organisational development of VET providers and to develop extracurricular activities;
- support development within the subject taught (as defined by expert groups within the relevant sector).

More specifically the 2001 Professional standard for VET teacher (*Profesijos mokytojų profesijos standartas*) details specific competencies for each category of VET teacher. These are listed verbatim below

Competencies required for a junior vocational teacher

Personal development competencies
<i>Personal self-evaluation competencies:</i> ability to evaluate and develop personal qualities; ability to support students and receive feedback from them.
<i>Communication competencies:</i> ability to behave according to the expressed ideas and attitudes.
<i>Planning of modules curriculum, teaching and development competencies:</i> none.
<i>Vocational teaching programme design competencies:</i> none.
<i>School and educational system development competencies:</i> none.

Competencies required for a vocational teacher

Personal development competencies.
<i>Personal self-evaluation competencies:</i> ability to influence valuable attitudes of the school community.
<i>Communication competencies:</i>
<ul style="list-style-type: none"> - ability to combine various ways of communication; - ability to choose and use the adequate communication styles; - ability to evaluate and influence communication process; - ability to communicate with groups and individuals; - ability to communicate in various languages.
<i>Activity and behaviour reflection competencies:</i>
<ul style="list-style-type: none"> - ability to evaluate and strive for perfection of one’s activity;

- ability to develop personal educational philosophy.

Own activity evaluation and development competencies:

- ability to evaluate and develop key and professional skills;
- ability to evaluate one's activity and direct oneself to development of personal experience. ability to find and use necessary information in documents, scientific and other literature resources, network, etc.

IT usage competencies:

- ability to identify usage possibilities of information technologies;
- ability to use internet;
- ability to communicate with colleagues in the country and in other countries using e-mail and internet.

Planning of modules curriculum, teaching and development competencies.

Teaching module curriculum planning competencies:

- ability to choose the most appropriate parts of teaching material and methods according to certain teaching goals;
- ability to put the chosen parts of teaching material in the most appropriate sequence;
- ability to choose certain teaching and learning methods considering teaching module goals and other curriculum parameters.

Teaching module teaching competencies:

- ability to create good learning environment in didactical aspect;
- ability to apply key didactical skills related to teaching module.

Teaching module achievements assessment competencies:

- ability to identify assessment objectives and criteria for student achievements level against expected teaching module learning outcomes;
- ability to choose assessment methods for gathering impartial information about student achievements;
- ability to prepare assessment strategy and methods, identify assessment criteria against teaching module objectives, content and teaching methods;
- ability to prepare testing and assessment tasks of different complexity for student achievements assessment of teaching module;
- ability to use various testing and assessment methods considering teaching module goals, content and teaching methods;
- ability to interpret and evaluate adequately information about student achievements and learning problems in the context of teaching module goals;
- ability to give and receive constructive feedback on student achievements and learning problems.

Teaching module programme development competencies:

- ability to understand the system of vocational education and training and levels of vocational education in Lithuania;
- ability to develop teaching module content at a certain level.

Vocational teaching programme design competencies.

Evaluation of labour market situation competencies:

- ability to identify the situation of labour market;
- ability to identify causes and consequences of labour market changes.

School and educational system development competencies.

Competencies of organizational development within school:

- ability to understand and evaluate VET school as organization.

- ability to assist students to fulfil practical tasks in institutions and organizations.

Extracurricular educational system development competencies:

- ability to comprehend educational system in Lithuania and its provided possibilities.

Competencies required for a senior vocational teacher

Personal development competencies.

Personal self-evaluation competencies: ability to support colleagues and receive feedback from them.

Communication competencies:

- ability to communicate with social partners of VET institutions (educational management institutions, employer and employee organizations, representatives of enterprises, etc.

Own activity evaluation and development competencies:

- ability to carry out analysis of one's subject and didactical qualification and develop the programme for personal professional career.
- ability to identify changes in the world of work in the field of the teaching programme;
- ability to use good practice of other educational institutions and organizations participating in common projects and communication networks.

IT usage competencies:

- ability to use IT in teaching and learning process;
- ability to use certain programmes of IT in teaching process.

Planning of modules curriculum, teaching and development competencies.

Teaching module curriculum planning competencies:

- ability to choose appropriate information for development of teaching module content;
- ability to optimize learning in teaching modules with regard to provided professional qualification;
- ability to combine elements of teaching module content with the parameters of the whole programme and professional standard.

Teaching module teaching competencies:

- ability to deliver parts of teaching material properly using various teaching technologies;
- ability to use various teaching and learning methods flexibly with regards to student characteristics.

Teaching module achievements assessment competencies:

- ability to combine strategies and methods for teaching module testing and assessment with strategies and methods for other modules and the whole programme testing and assessment.

Teaching module programme development competencies:

- ability to prepare teaching and learning material and methodical indicator for learning in a certain module field;
- ability to develop teaching module content considering trends of labour market qualification need changes;
- ability to evaluate teaching module content in the content of the whole programme and certain occupation.

Vocational teaching programme design competencies.

Evaluation of labour market situation competencies:

- ability to identify occupational and qualification changes and prognosis of labour market.

School and educational system development competencies.

Competencies of organizational development within school:

- ability to define possibilities for development of VET school and develop its culture in the context of the world of work and society needs;
- ability to solve conflicts.

Extracurricular educational system development competencies:

- ability to cooperate with groups of external environment and social partners.

Competencies required for a vocational teacher methodologist

Personal development competencies - as for senior vocational teacher, plus:

Own activity evaluation and development competencies:

- ability to evaluate adequacy of subject and didactical innovations to the tendencies of curriculum goal change and choose available forms of their realization;
- ability to prepare and use aids and implement projects for experience dissemination.

Planning of modules curriculum, teaching and development competencies – as senior vocational teacher, plus:

Teaching module teaching competencies:

- ability to carry out pedagogical experiments for implementation of innovations in the field of teaching module into teaching process.

Teaching module achievements assessment competencies:

- ability to prepare strategy and methods for summative testing and evaluation of vocational programme, to define criteria for summative testing and evaluation and certain tasks for assessment of programme objectives achievements.

Teaching module programme development competencies:

- ability to exchange experience at the level of VET system and participate in projects for teaching module development;
- ability to apply pedagogical innovations and work methods developing teaching module and preparing modern teaching material;
- ability to understand teaching programme in a systematic way and improve relations among separate modules.

Vocational teaching programme design competencies – as senior vocational teacher, plus:

Vocational teaching programme design competencies:

- ability to design teaching programme on the basis of occupational and VET standards and regulations;
- ability to plan realization process of teaching programme anticipating intellectual, material and teaching methodical resources.

School and educational system development competencies – as for senior vocational teacher, plus:

Competencies of organizational development within school:

- ability to keep, promote and strengthen relationships among school, labour market institutions, enterprises and organizations;
- ability to identify weak points of vocational institution and use external assistance;
- ability to carry out didactical experiments implementing innovations in the field of teaching programme or module.

Extracurricular educational system development competencies:

- ability to design teaching programmes and material to external customers;
- ability to represent vocational institution at local, regional, national and international levels;

- ability to provide certain competencies for colleagues by different in-service training forms in other vocational institutions of the country.

Competencies required for a vocational teacher expert

Personal development competencies: not specified.

Planning of modules curriculum, teaching and development competencies as senior vocational teacher, plus

Teaching module teaching competencies:

- ability to analyse problems of student learning for improvement of their achievements;
- ability to give consultations for students in a certain field.

Teaching module achievements assessment competencies:

- ability to evaluate quality of strategy and methods for summative testing and assessment of vocational programme, defined criteria for summative testing and assessment and certain tasks for assessment of programme objectives achievement.

Teaching module programme development competencies:

- ability and wish to carry out new didactical/methodical research and implement innovations.

Vocational teaching programme design competencies as senior vocational teacher plus:

Evaluation of labour market situation competencies:

- ability to ground changes of vocational institution and programme network at local, regional and national levels.

Vocational teaching programme development competencies:

- ability to develop elements of certain teaching programme content considering changing labour market needs, subject and didactical, scientific and methodical innovations, etc;
- ability to carry out internal quality evaluation of teaching programme;
- ability to identify positive and negative characteristics of relative teaching programmes and prepare recommendations for their development.

School and educational system development competencies as senior vocational teacher plus:

Competencies of organizational development within school:

- ability to identify problems of school work, explore their causes and define hypotheses for their solution;
- ability to play roles of pedagogical leadership and school process management;
- ability to disseminate practice and develop certain competencies for colleagues by various in-service training forms, improving mobility and competitive ability of school as learning organisation in education market;
- ability to choose the most appropriate methods for solution of school work problems using experience of other educational institutions or countries;
- ability to prepare applications for projects of school development for organisations promoting VET in Lithuania and other countries;
- ability to ground strategic trends of school development with regard to labour market changes, regional and national needs as well as educational and social politics.

Extracurricular educational system development competencies:

- ability to evaluate structure and process of VET system in Lithuania;
- ability to fulfil development tasks of VET processes in Lithuania;
- ability to create and promote extracurricular relationships;
- ability to represent VET system at local, regional, national and international levels.

Source: Standard and regulations of VET teacher education in Lithuania (2002) // Vocational Education: Research and Reality, vol. 4, Kaunas

These competencies are achieved through both practical and theoretical studies in a higher education institution and in the workplace. During each training period at university, teachers acquire theoretical knowledge and assignments, which have to be fulfilled at the workplace. Training at a workplace is supervised and facilitated by mentors who are a colleague which have achieved the status of a vocational teacher methodologist or vocational teacher expert. Tutors from universities supervise - observe and provide feedback on the teaching of student teacher at the beginning of a study process and then evaluate the progress in the end of studies.

06030104 Assessment and quality monitoring

There are 6 universities in Lithuania which provide programmes for pedagogical VET teacher education. There are 7 programmes for special professional studies (the participants gain a qualification as a teacher) and 3 programmes for Master studies in Education (the participants acquire a Master degree). The programmes are described in more detail at 060301; the text below describes the procedures and methods, applied in the process of assessment of gained knowledge and competencies.

Five years after graduating from one of the professional study programmes, VET teachers may go for certification for a higher qualification category (vocational teacher, senior vocational teacher, vocational teacher methodologist, vocational teacher expert). This certification process is legitimated by 1991 Law of Education (*Švietimo įstatymas*) and the 1997 Law of Vocational Education and Training (*Profesinio mokymo įstatymas*), and regulated by 1998 Regulations of VET teachers certification (*Profesijos mokytojų atestacijos nuostatai*).

Assessment of special professional study programmes

The assessment of special professional study programmes varies depending on the provider and length of studies. But results must reflect the acquisition of certain competencies (listed in detail at 06030103).

Teacher	education	Assessment
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programmes	
Pedagogical minimum programme (<i>Pedagoginis minimumas</i>) Teacher Professional Development Centre (<i>Pedagogų profesinės raidos centras</i>)	3 final examinations in pedagogy, psychology and didactics. The participant acquires the Certificate proving course participation.
Pedagogy (<i>Pedagogika</i>) Vytautas Magnus University	Participants have to submit a report of pedagogical practice, to pass final examinations and prepare a final thesis on subject teaching process organization and methodology. Participants of the study programme are assessed by preparing projects that summarize their studies.
Vocational Pedagogic (<i>Profesinė pedagogika</i>) Vytautas Magnus University (from 2007 it will be provided by 3 other universities)	Participants prepare a portfolio to show competencies and abilities and how study time has been spent. Each study module has its own assessment criteria and procedures and a portfolio is prepared for each. Assessment also comprises mentor (a colleague, having acquired the qualification category of vocational teacher methodologist or vocational teacher expert from the same VET institution) and tutor feedback. Portfolios are assessed by mentors, tutors and the examination commission (comprising university lecturers, social partners and representatives from the Ministry of Education and Science). The final evaluation is through a summary of portfolio results as well as an experimental lesson which is observed and evaluated by the tutor and a final thesis.
Master study programmes for VET teachers Vilnius Gediminas University of Technology and Lithuanian University of Agriculture Vytautas Magnus University	Written and oral examinations as well as submission of a Master thesis. The thesis is assessed by a committee of university lecturers, representatives of the Ministry of Education (Švietimo ir mokslo ministerija), Chambers of industry and commerce (Prekybos, pramonės ir amatų rūmai), and other interested bodies.

060302 In-service, continuing training and development for CVET teachers

The qualification upgrading of CVET teachers is regulated by 1991 Law of Education (*Švietimo įstatymas* - 1991 06 25 Nr. I-1489), 1997 Law of Vocational Education and Training (*Profesinio mokymo įstatymas* - 1997 10 14 Nr. VIII-450), Regulations of VET Teachers Certification (*Profesijos mokytojų atestacijos nuostatai*) and 1999 The Order of CVET Teachers Qualification Upgrading and Requalification by Labour Market Training Authority (*Darbo rinkos pedagogų kvalifikacijos tobulinimo ir perkvalifikavimo tvarka*). Requalification of CVET teachers is regulated by the 1995 Regulations of Teacher Education (*Pedagogų rengimo nuostatai*).

Lithuanian Labor Market Training Authority (*Lietuvos darbo rinkos mokymo tarnyba*) foresees the strategy of CVET teachers qualification upgrading, defines qualification requirements for CVET teachers, organizes the qualification upgrading and requalification process, coordinates the internships of CVET teachers in Lithuania and abroad, investigates the quality of education for CVET teachers. Upgrading qualification is in subject field as well as in pedagogic field. CVET teachers may participate in qualification upgrading at least 50 working days per 5 years, of which at least a half have to be spent for improving qualification in subject field.

The participants do not get the diploma recognized by the State, but they can acquire higher qualification category. CVET teachers freely choose the institution, providing qualification upgrading.

If a person, employed as a CVET teacher doesn't have pedagogical qualification, during the first year of employment must attend the Pedagogical minimum programme.

2 types of provider specialising in teacher training offer courses:

- Teacher Professional Development Centre (*Pedagogų profesinės raidos centras*) under the auspices of the Ministry of Education and Science. It primarily implements strategic orders of the Ministry based on results of research identifying teacher qualification needs (also carried out annually by the Centre itself). The Centre organises short-term courses on such topics as project management, development of the learning environment, creation of assessment system, preparation of study/training programme modules etc. The Centre also offers special qualification upgrading programmes for other staff in VET providers (e.g. directors). It also cooperates with regional upper secondary schools, which organize pedagogical courses for VET teachers in their regions.
- Vytautas Magnus University Centre for Vocational Education and Research (*Vytauto Didžiojo universiteto Profesinio rengimo studiju centras*) organises continuing studies for VET teachers and schools directors. It offers courses, which VET teachers can follow on a modular basis (each module is equivalent to 80 hours of study). Modules include: qualifications research, curriculum and research design; managing change; effectiveness

of teaching and learning; quality management; psychology of communication and cooperation in an organisation.

The Industrial Lead Bodies (*ūtkio šaku ekspertu grupės – ŪŠEG*) arrange adjustment of knowledge and competencies to be acquired by VET teachers due to the new technologies. The Industrial Lead Bodies consist of social partners (employers, trade unions, VET institutions), who are representatives from a certain vocational area. The Industrial Lead Bodies assess the labour market needs in a field of a certain economy branch and define the priorities for developing VET standards. According to analysis of discrepancies between new VET standards and existing VET programmes they approve and recommend a list of modern competencies needed by VET teachers.

VET institutions take part in various programmes and projects and VET teachers are encouraged to participate in international exchange programmes and projects, such as Leonardo da Vinci, Comenius, Socrates.

060303 Pre-service training for CVET trainers and other learning facilitators

There are no formal qualification requirements for trainers. Nevertheless they are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, which is approved by the Ministry of Education and Science and is primarily available to VET teachers who do not have a pedagogical qualification. They work in enterprises and labour market training centres and have vocational but no pedagogical qualification. It is also common that trainers in labour market training centres or enterprises are VET teachers, hired from a VET schools.

06030301 Admission requirements

There are no formal qualification requirements for trainers.

06030302 Training models and processes

There are no formal qualification requirements for trainers. The dominant model in case of the IVET/CVET trainers is the acquisition of teaching competencies through experience. They are

able to participate in the programme Pedagogical minimum (*Pedagoginis minimumas*), which is approved by the Ministry of Education and Science, or any other programme for initial pedagogical education, described in 060301.

06030303 Training content and curricula

There are no formal qualification requirements for trainers. Trainers are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, provided by Teacher Professional Development Centre. The programme consists of courses on pedagogy, psychology and didactics and lasts for 120 hours.

06030304 Assessment and quality monitoring

There are no formal qualification requirements for trainers. Trainers are able to participate in the Pedagogical minimum (*Pedagoginis minimumas*) programme, provided by Teacher Professional Development Centre. The programme ends with examinations on pedagogy, psychology and didactics.

060304 In-service, continuing training and development for CVET trainers and learning facilitators

There are no formal qualification requirements for trainers.

060305 Issues of interest

The current primary interest in continuing vocational training is to increase availability, access and take-up due to fast economic development and adaptation to the unified European labour market. Employers look for possibilities to retain their skilled labour force by providing better wage and career opportunities. Employers are also competing for young people from the labour force which is also making them more interested in providing more training opportunities. This is

expressed through the recruitment of full-time professional trainers into companies. Often trainers need additional training especially in the field of adult education and VET methodology. The Chambers of Industry and Commerce (*Prekybos, pramonės ir amatų rūmai*) also provide training for companies and sometimes provide training courses for company trainers. However, there is no clear programme or plan for their training.

Private organizations providing CVET for individuals usually ensure their teachers and trainers have all the required competencies and that they cooperate with universities, colleges and other institutions. Public providers tend to follow the same strategy. The European Structural Funds provided new possibilities for training CVET teachers and trainers through various projects operating in public providers.

0604 Unions/associations and resources

Education of VET teachers is organized combining interests and activities of the State (the Ministry of Education and Science and other ministries, the rest social partners of vocational education and training as well as institutions of higher education and VET). The main institutions involved in organization of VET teachers education are the following:

- ***The Ministry of Education and Science of Lithuania*** (MES) (Švietimo ir mokslo ministerija). Address: A. Volano str. 2/7, LT-01516, Vilnius Tel. +370 5 2743080; Fax. +370 5 2612077; Homepage: www.smm.lt It initiates, plans initial and in-service training of VET teachers, determines allocations, executers and resources, carries out evaluation at the national level;
- ***The Ministry of Social Security and Labour*** (Socialinės apsaugos ir darbo ministerija) Address: A. Vivulskio str. 11, LT-03610, Vilnius. Tel. +370 5 2664201, fax. +370 5 2664209; Homepage: www.socmin.lt participates in the process of defining additional qualification requirements for CVET teachers;
- ***Lithuanian Labour Market Training Authority*** (Lietuvos darbo rinkos mokymo tarnyba) Address: Aguonų g. 10, LT – 03213 Vilnius; Tel+370 52 31 03 69, +370

5 2 33 65 14, faks. +370 5 2 31 06 20; Homepage: www.ldrmt.lt It takes care of competence of VET teachers of labour market training.

- **Methodological Centre for Vocational Education and Training** (Profesinio mokymo metodikos centras). Address: Gelezinio Vilko str. 12 LT-01112 Vilnius Tel. +370 5 2497 126; Homepage: www.pmmc.lt The activities of the centre cover Analysis of information on vocational education and training and human resources development, Development of training and learning means, its preparation for publishing, Development of VET standards and training programmes, Evaluation of training quality. It organises the activity of the Industrial Lead Bodies that contribute to the coordination of VET teachers competences with the new technologies. The Centre also pilots VET teachers qualification development projects.
- **Departments of pedagogical studies and research of higher education institutions.** They implement initial and in-service pedagogical training of VET teachers and are selected by tender on the basis of determined qualification criteria:

Kaunas University of Technology Address: K. Donelaičio g. 73, LT-44029 Kaunas, Phone: +370 37 300003, 300099, Fax +370 37 324144 Homepage: <http://www.ktu.lt>

Siauliai University Address: Vilniaus g. 88, LT-76285 Šiauliai, Phone: +370 41 595800, Fax: +370 41 595809, Homepage: <http://www.su.lt>

Vilnius Gediminas Technical University Address: Saulėtekio al. 11, LT-10223 Vilnius, Phone: +370 5 2745030, Fax: +370 5 2700112, Homepage: <http://www.vgtu.lt>

Vilnius Pedagogical University Address: Studentų g. 39, LT-08106 Vilnius, Phone: +370 5 2790281, Fax: +370 5 2790548, Homepage: <http://www.vpu.lt>

Klaipeda University Address: H. Manto g. 84, LT-92294 Klaipėda, Phone: +370 46 398901, Fax: +370 46 398902, Homepage: <http://www.ku.lt>

Lithuanian University of Agriculture Address: Studentų g. 11, LT-53361 Akademija Kaunas, Phone: +370 37 752200, Fax: +370 37 397500, Homepage: <http://www.lzuu.lt>

Vytautas Magnus University Address: Daukanto 28, LT-44244 Kaunas, Phone: +370 37 327827, Fax: +370 37 327823, Homepage: www.vdu.lt

Teacher Professional Development Centre Address: Didlaukio st. 82, 08303 Vilnius-57 Lithuania
Tel.: +370 5 2763831; Fax.: +370 5 2772191, Homepage: <http://www.pprc.lt/>,

- ***Institutions of Vocational Education and Training.*** They participate in implementation of initial pedagogical training and assurance of training of practical teaching skills of individual students together with departments of pedagogical studies and research of state and private higher schools;
- ***Study, teaching, consultation and other various institutions and enterprises, organisations and associations.*** They implement in-service training of VET teachers for acquisition of strategic vocational competencies.

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