

TIMA-Balt

Leonardo da Vinci programme project

TRANSFER OF INNOVATIVE METHODOLOGY FOR ASSESSMENT OF VET TEACHERS' PRIOR LEARNING
LLP-LdV-TOI-2007-LT-0004

THE NEEDS FOR ACCREDITATION OF PRIOR LEARNING IN VET TEACHER EDUCATION IN BALTIC COUNTRIES

ABSTRACT

This article reports on the questionnaire of background and premises of developing APL in Baltic countries in March 2008. The first part of the article, "Towards developing of APL", presents the situation in Finland, Latvia, Lithuania and Estonia more closely. The second section, "APL in VET teacher education: the question of competence", illustrates the importance of the definition and the description of teachers' competence as a starting point of competence-based curriculum design and assessment and accreditation process. It also describes the present situation concerning the definition of competencies and assessment methods in Baltic countries. Finally, the article sums up the challenges of developing APL in general and also in the TIMA-Balt project.

The challenges in developing APL mentioned by the experts from Lithuania, Latvia and Estonia can be summarized in four main points. Firstly, VET teachers are not informed enough about the possibilities of APL. Secondly, VET teacher professional standard should be revised (a procedure for updating it), a competence-based curriculum should be developed and learning outcomes of each module should be defined. As a third point the importance of developing methodology for APL was emphasized. Finally, the education of assessors to implement and develop the APL methodology is a significant part in the development process and it will be also the next phase in the TIMA-Balt project.

DEFINITIONS OF KEY WORDS

- *Accreditation of prior learning* – the process of identification, assessment and formal acknowledgement of prior formal, informal or non-formal learning experiences.
- *Competency* – ability to adequately perform a task, duty or role; competency integrates knowledge, skills, personal values and attitudes.
- *Competence-based curriculum* – curriculum which is planned and structured on the basis of the defined and described competencies of certain occupation or profession.

INTRODUCTION

European education policies have emphasized recently the importance of enhancing the performance and quality of vocational education and training (VET). In order to ensure the quality in VET, the knowledge and skills of vocational teachers have to be improved as well. The emphasis lies on lifelong learning and creation of flexible learning paths for VET teachers. Lifelong learning can take place in several contexts: formally in official educational systems, non-formally in working life and informally in leisure activities. The assessment and recognition of non-formal and informal learning have become key aspects of lifelong learning policies. However, the current formal teacher education system in Baltic countries does not include the assessment and recognition of vocational teachers' informal and non-formal learning (*TIMA-Balt project application form, 2007*).

The project "Transfer of innovative methodology for assessment of VET teachers' prior learning" (TIMA-Balt) aims to improve and enrich the existing VET teachers' education in Lithuania (Vytautas Magnus University), Latvia (Riga Technical University Humanitarian Institute) and Estonia (Tallinn University) by developing guidelines for Accreditation/Assessment of Prior Learning (APL) system to be included into the VET teacher education programmes. The main objectives of the project include developing APL methodology, a study module for APL assessors and an introductory APL module for VET teacher education programmes. By fulfilling these objectives, the project enhances more personalized learning possibilities which take into consideration and base on assessment and recognition of prior formal, informal and non-formal learning of VET teachers. According to various researches, there are similar needs in all three countries: VET teachers learn considerably through self-education and therefore it is important that the acquired competencies are assessed and recognized as a part of a formal qualification (*TIMA-Balt project application form, 2007*).

Jyväskylä University of Applied Sciences, Teacher Education College (Finland) where the assessment and recognition of VET teachers' prior learning has already been implemented, was selected as a donor partner. The donor partner is responsible for transferring the innovative APL methodology for VET teachers in the three receiving partner countries. APL methodology will be tested, piloted and adapted and a study module for APL assessor training and an introductory APL module for VET teacher education programme will be created. Direct target groups of the project are educators of VET teachers in teacher education institutions as well as teacher students. Other beneficiaries will be Ministries of Education, professional teacher associations, education managers of VET schools, teacher education institutions and education researchers (*TIMA-Balt project application form, 2007*).

1. BACKGROUND AND PREMISES

The experts in Baltic countries were asked to describe the most important visions and trends guiding educational policy in Europe and also principles and recommendations guiding the European VET teacher education at present. The ambitious goal of Europe is to become the most competitive and dynamic knowledge-based economy in the world. This means specific objectives for the various types and levels of education and training. Experts raised the principles such as making VET teacher education more attractive, accessible and competence-based, emphasizing on-job-training of VET teachers as well as including stakeholders into designing and development of VET teacher education programmes. They also pointed out the principles of lifelong learning, answering to the needs of world of work and professional self-development. Other important principles were the following: high quality and appropriately skilled professionals, promoting continuing vocational training, increasing mobility to promote the development of European Labour market and investing in quality of VET systems (*TIMA-Balt questionnaire, 2008*).

It is to be seen that recent appreciation of learning has become a priority issue in national and European policies of education meaning that all learning achievements, irrespective of the origin should be viewed in a fair and transparent way. The identification, assessment and recognition of competencies are demanding on the higher education level. The aim of the Bologna Process is to create a European Higher Education Area (EHEA) by 2010 and to promote the European system of higher education worldwide. In addition, the Bologna process facilitates student and staff mobility and increases both the competitiveness of Europeans in the world labour market and the attractiveness of the European higher education in the world (Opetusministeriö, 2005). OECD, EU and national policies stress the importance of recognizing non-formal and informal learning by calling for the exploration of ways to recognize prior learning in these areas and developing tools to implement it. All this must be in line with the development of common structures of education across Europe and is associated with the European Credit Transfer System (ECTS) and the European Qualification Framework (EQF).

To understand the process of APL it is necessary to define some concepts: learning as a lifelong and lifewide process, formal, informal and non-formal learning, competence and validation. *Lifelong learning* draws the attention to the time-aspect of learning. Learning starts at birth and can never be completed. Learning will take place always and everywhere forming flexible learning paths. *Lifewide learning* refers to the variety of life-domains where something can be learnt. It also implies that people can learn everywhere. It reveals the fact that somebody knows how to perform adequately. It means that somebody succeeds in handling knowledge, skills and attitudes in different and changing situations. Recognition of acquired competencies means to acknowledge those competencies that have been acquired outside the school context. Competencies can be mapped out (identified), assessed and acknowledged (certified). The acknowledgement can take place in a more formal (e.g. through certification) or in a less formal way (e.g. to check what has been learnt by the individual) (Hätönen, 2004, p.12–13; Niskanen, Lepänjuuri, 2006, p. 12–13; Nyysölä, 2002).

In this article we have defined *formal, non-formal and informal learning* by adopting the definition of European Commission (2002). Formal learning is typically provided by the education or training institution, it is structured and leads to certification. Non-formal learning is systematic and directed and it can provide the student with a certificate. However, non-formal learning does not belong to the formal education system, for instance non-certificate-oriented adult education. Informal learning is acquired in daily activities; at work, in social relations, hobbies, through media and information tools. Informal learning is non-institutional but it can be planned. It is a side product of action, of mutual interaction or of trial-error experience (*European Commission, 2002, p. 57–58.*)

The European Commission (2002, p. 58) has defined the *recognition of prior learning* as the overall process of granting official status to competencies gained either formally or in a non-formal or informal setting. The recognition of prior learning acquired in other settings than official education is referred as *validation* within the European Union. The process of validation consists of three elements: identification, assessment and recognition of prior learning. Identification aims to reflect and determine competencies acquired in non-formal and informal settings. Some competencies can be documented rather easily, whereas some are more difficult to demonstrate. In some cases only practical findings can give an indication that one has actually acquired the wanted competencies. By assessing prior learning the equivalency of the acquired skills and knowledge are defined in relation to those obtained in formal education. Therefore the competencies in the curriculum have to be defined clearly. Finally, recognition grants official status or social value for skills and knowledge acquired non-formally or informally. It provides a starting point for an individual learning path (Nyysölä, 2002, p. 19; Colardyn, Bjornåvold, 2005, p. 23).

2. TOWARDS DEVELOPING THE APL

This article is based on the questionnaire that was sent in March 2008 to the partner universities in three Baltic countries, Lithuania, Latvia and Estonia. In this chapter we concentrate on the themes of the questionnaire such as development policies for education in European as well as in national framework in partner institutions. The role of the donor partner was to gather information about the premises and contexts of each project partner country in relation to APL and also find the essential aspects affecting future APL development work. Each partner gave multifaceted answers on the asked themes and reported the present situation taking into consideration different kind of levels and viewpoints. The partners' country reports were analysed and common characteristics were found: e.g. lifelong learning, quality of education, ensuring the sufficient labour supply, economic efficiency and the aim to develop in line with European education policies.

First, the partner institutions raised the importance of lifelong learning in their countries. In Latvia one target and principle for education is lifelong learning, followed by accessibility, appropriateness, public involvement, coordination, purposefulness, continuity and control. In Estonia a lifelong learning strategy has already been adopted by the Estonian government. In Lithuania the concept of lifelong learning is to be seen in the transition from the old system to modularised curricula, which bring flexibility and mobility to the system. On the other hand, the Lithuanian partner emphasized that there is a further urgent need to create conditions for a change in attitudes of both people and industry towards fostering the concept of lifelong learning in order to deal with the large need for continuing vocational training and retraining (*TIMA-Balt questionnaire*, 2008).

Second, paying attention to the quality of education on the national level was regarded as an essential aspect in all three Baltic countries. The quality of education involves accessibility, flexibility and economical efficiency as well. In Latvia the common goal according to the Education Development Concept Paper is to ensure changes in the education system that enhance building of a knowledge-based, democratic and socially integrated society, and that preserve and develop cultural values typical for Latvia. In order to achieve the aforementioned aims, the Education Development Concept Paper sets three goals. First of all it is important in Latvia to increase quality in all stages of education and shape it according to public and economic development needs; secondly to make lifelong learning accessible to inhabitants of Latvia and finally to make all stages and types of education more cost-effective. Since January 2004, in Latvia all VET teachers are required to gain a pedagogical qualification. The Estonian partner also pointed out that high-quality studies are one of the main principles of Estonia's education policy. The Lithuanian partner found that VET teacher education now has reached the stage where it faces a range of further challenges, for instance bringing together its systems of vocational and labour market vocational training and the various ministries involved into a co-operative rather than competitive mode of operation (*TIMA-Balt questionnaire*, 2008).

All Baltic countries are now part of the European Union. In Latvia the main goals in the vocational education development programme 2003/2005 were to develop the VET system to meet the demands of the market economy, encourage employability, meet EU human resource development statements, and promote an EU competitive labour force. Latvia has prepared the National Lisbon Programme for 2005/2008 which aims at promoting national growth and employment. The Programme is a policy planning document presenting how Latvia reaches the Lisbon strategy goals on the basis of the Integrated Guidelines, approved by the European Council in 2005. In Estonia the main principles in developing its VET teacher education system are flexibility, high quality of studies (concerning curricula development) and mobility (students and teachers). Lithuania also faces the challenge of "harmonising" its VET system and specific national needs with those of the EU. Priorities include establishing a qualifications framework and devising vocational and training standards (*TIMA-Balt questionnaire*, 2008).

Finally the Baltic partners raised the question of sufficiency of skilled labour force in the future. Working life is in a rapid change in many respects. People need competencies and certificates to be able to move flexibly in the labour market. It becomes increasingly important to develop competencies throughout life. Learning takes place in various situations, at present particularly in working environments. Hence the assessment of competencies has impact on the individual, on the organisational or sectoral levels and at the national level. Training should be flexible, economical and student-centred. (Niskanen, Lepänjuuri, 2006).

As Duvekot (2007) pointed out, valuing learning is the key message of APL. The goal of valuing learning can be seen on the individual, organizational and society levels. Learning can also be seen to empower people as workers and active members of society (Duvekot, 2007). For Lithuania the 2002 statistics showed that in 2000 out of the VET teachers working in VET institutions for more than 10 years, about 75% did not have a formal pedagogical background. The wider use of APL would change the situation by taking into consideration competencies acquired at work (*TIMA-Balt questionnaire*, 2008).

3. ACCREDITATION OF PRIOR LEARNING IN VET TEACHER EDUCATION: THE QUESTION OF COMPETENCE

In order to build a functional APL-system for VET-teacher training, some basic elements are needed. First, there should be a clear understanding of the components of teacher's competence. Thus analyzing the teachers' work process and, accordingly, describing it, is important for both the training institution and the students. The planning of a competence-based curriculum is possible only if the competencies are described, and on the other hand, the meaningful definition of assessment criteria can be defined according to these descriptions.

When asked: "what is the definition of competence areas and competencies of VET teacher in your (teacher) education programme?", it turned out that in Lithuania (Vytautas Magnus University) these competencies are defined separately for such qualification categories as junior vocational teacher, vocational teacher, senior vocational teacher, vocational teacher methodologist and for vocational teacher expert (*TIMA-Balt questionnaire*, 2008).

The qualification of VET teacher consist of four competence areas: 1) personal development competencies, 2) planning of curriculum, teaching and development competencies, 3) vocational teaching programme design competencies, and 4) school and educational system development competencies. Each competence area is divided into several competencies. *Personal development competence area* consists of: 1) personal self-evaluation competencies, 2) communication competencies, 3) activity and behaviour reflection competencies, 4) own activity evaluation and development competencies and 5) IT usage competencies. *Planning of curriculum, teaching and development competence area* consist of: 1) teaching module planning competencies, teaching module teaching competencies, 2) teaching module achievements assessment competencies, and 3) teaching module programme development competencies. *Vocational teaching programme development competence area includes*: 1) evaluation of labour market situation competencies, and 2) vocational teaching programme design competencies. *School and educational system development competencies area* consists of: 1) competencies of organizatorial development within school, and 2) extracurricular educational system development competencies. These competencies are then divided in 87 abilities (*TIMA-Balt questionnaire*, 2008).

In different roles (junior vocational teacher etc.) the qualification requirements differ from each other. For instance, from vocational teacher category 32 abilities are required. These abilities represent all 11 competencies and all four competence areas mentioned above (*TIMA-Balt questionnaire*, 2008).

In Latvia (Riga Technical School Humanitarian Institute) there are four competence areas: pedagogical competency, didactical competency, personal competency and social competency (*TIMA-Balt questionnaire*, 2008). There are some hints of the contents of these competence areas, but the definitions are not exact.

In Estonia the training modules cover “the competencies that are needed to start working as a VET teacher”. The training modules consist of 1) general skills of VET-teacher, 2) vocational education and VET-teacher, 3) theory and didactics of vocational pedagogy, 4) research in vocational pedagogy and 5) professional self-development (*TIMA-Balt questionnaire*, 2008). Accordingly, in Estonia the competencies are not explicitly defined or described.

It appears that the situation in these three cases is quite different when looking at the level on which teacher’s competence is described. In Lithuania there is a quite detailed description (87 abilities), in Latvia four competence areas are defined, but there is no systematic description of the contents of these areas, and in Estonia the curriculum is divided in 5 content areas, which is not quite the same thing as competence areas.

These definitions and the descriptions of the competencies are essential, because they have a major impact on the assessment and accreditation process. If the descriptions of competencies are too detailed, there is a risk that assessment becomes a complicated and burdensome process. For instance, if all the 32 abilities of the Lithuanian vocational teacher are to be assessed, there is a danger that assessment process is going to be too heavy. And surely the assessment is in practice a very difficult process for both the trainer and the student. On the other hand, if there are no definitions (as in the Estonian case), or if the definitions are too loose (as in the Latvian case), they do not provide the needed background for defining assessment criteria. The lack of sufficient qualification descriptions also jeopardizes the transparency of the assessment process.

These are only a few of the reasons why the concept of competence should be thoroughly scrutinized. It seems, for instance, that the very idea that we have about the nature of competence results in different kinds of approaches to assessment. Smith (1996) distinguishes between the concepts of “competence” and “competency”. Competence is a broad capacity. In contrast competency (plural competencies) is a narrower, more atomistic concept used to label particular abilities or episodes. Smith also argues that in the current discourse competence as a fully human attribute has been reduced to competencies – to a series of discrete activities ensuring that people possess the necessary skills, knowledge and understanding. The implication here is that behaviour can be measured objectively and mechanistically. According to Smith, this is a highly questionable assumption - there always is some uncertainty about what is being measured (Smith, 1996).

For these reasons in the Teacher Education College of Jyväskylä University of Applied Sciences, teacher’s competence is analyzed and then defined in four broad competence areas: 1) facilitating learning, 2) development of educational environment, 3) cooperation and interaction, and 4) continuous learning). These competence areas are then divided in only 11 competencies. This amount of competencies seems to give enough background for curriculum design and provide enough backup for assessment activities.

CONCLUSIONS AND CHALLENGES OF APL

The partner institutions were asked to describe the main challenges in developing of APL in their institutions. Some of those challenges are presented briefly in this chapter. One of the mentioned challenges is that the target group (VET teachers) are not informed enough about the possibilities of APL. Therefore it is essential to provide VET teachers with information about the advantages and possibilities of APL procedures. Another challenge is to revise the VET Teacher professional standard (creating a procedure to update it), to develop a competence-based curriculum and to

define the learning outcomes of each module. Furthermore, it is important to develop a methodology for APL. This requires defining the procedure how a learner could demonstrate competence in the subject area and how the assessor could objectively and accurately evaluate the level of competence. In addition, it is important to educate assessors to implement and develop the APL methodology. Also creating an adequate APL system, which considers both – prior studies at higher education level and at VET level – is one of the challenges.

Significant questions in the process of identification, assessment and recognition of competencies are: how to identify competencies, how to define competencies (in curriculum and in working life), how to attest competencies and how to recognize competencies and who can do it? Quality assurance is important in every phase of the validation. Also the dialogue between education and working life is focal part of the process. Methodology is one of the most important elements in the identification and validation of prior learning outcomes. It is essential that prior learning achievements are recognized with required validity and reliability criteria. Validity has to reflect a balance between the validation of prior learning achievements and existing reference standards (for example curriculum). Reliability serves to confirm the validation procedure. Methodology can take a descriptive or a demonstrative form. In the former method, one describes the professional experience by documents and by reflecting upon his/her career; in the case of latter one shows his/her experience by means of actions. These forms of evaluation are not mutually exclusive. Activity needs verbal explanations and vice versa. In many cases the combination of both descriptive and demonstrative approaches may maximize understanding of the complexities involved in prior learning achievements (Lepänjuuri, Pylkkä, 2006).

It is not easy to decide which methods are applicable for the higher education. In the development work concerning the identification, assessment and recognition of competencies there are several questions to consider. First, it is essential that the curriculum is competence-based so that it becomes possible to compare the curriculum and the competencies developed in the informal and non-formal processes (and also acquired in formal learning processes in other institutions). Second, adult students need support and guidance to identify their competencies. Therefore the procedures in the validation of competencies have to be clear, high-quality and transparent. Additionally, it is important to educate assessors both in educational systems but also in working life. The more people in working life have assessment skills; the better is the future for workers and students (Lepänjuuri, Pylkkä, 2006).

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ANNEX 1. QUESTIONNAIRE FOR NATIONAL REPORTS

THE STRUCTURE OF THE QUESTIONNAIRE

The framework of questionnaire concentrates on both European, national and institutional levels. The main aspects and questions concern visions, trends, principles, recommendations, prerequisites, assessment methods and challenges of educational policy, especially in Vocational Teacher Education and APL (Assessment of Prior Learning).

SHORT DESCRIPTION OF CONTEXT	Describe the role and position of your institution in executing VET teacher education in your country
EUROPEAN FRAMEWORK I Development policies for education	What are the most important visions and trends that guide the educational policy in today's Europe (the documents used in answering the question)
EUROPEAN FRAMEWORK II Development policies for VET teacher education	What are the most important principles and/ or recommendations that guide the European VET teacher education today (the documents used in answering the question)
NATIONAL FRAMEWORK I Development policies	1 What are the main principles of developing educational policy in your country 2 What are the most important policy reforms at the national level concerning VET teacher education (the documents used in answering the questions)
NATIONAL FRAMEWORK II Legislation	In your national legislation: what is said (if anything) about 1 the admission requirements for VET teacher education programme 2 the curriculum 3 the aims of VET teacher education programme 4 the length (in study weeks or credits) of the teacher education programme 5 the contents of VET teacher education programme

	6 the assessment of learning and the assessment of competences in VET teacher education programme
INSTITUTIONAL FRAMEWORK I Curriculum	1 what are the prerequisites concerning knowledge and learning in your curriculum 2 what is the definition of competence areas and competencies of VET teacher in your education program 3 what are the aims of VET teacher education programme 4 what kind of structure do you have in your curriculum (is it i.e. subject-based, competence-based, theme-based or project-based) 5 which are the partners involved in defining the curriculum
INSTITUTIONAL LEVEL II Assessment and APL	1 what are the main assessment methods for assessing learning and competences are the learning needs assessed?how? 2 what kind of credit transfer system do you have in your VET teacher education programme 3 is there a shared vision for future APL philosophy and methodology in your institution 4 what kind of procedures are planned for the APL in your institution
INSTITUTIONAL LEVEL III	what are the main challenges in developing competence-based curriculum and the methodology for the APL in your institution



<p>SHORT DESCRIPTION OF CONTEXT</p>	<p>Describe the role and position of your institution in executing VET teacher education in your country</p> <p>Since year 1997 Riga Technical University Humanitarian Institute was involved in the VET system changes that have taken place in relation to teachers` professional development, upgrading of teaching/pedagogic competences. HI took part in the process for creation the professional standard of VET teacher. In accordance with professional standard two VET teacher training programmes was developed by HI team:</p> <ol style="list-style-type: none"> 3. special vocational teacher training programme, where vocational teachers can study and acquire knowlwdge and skills in pedagogy, psychology and sociology, gain the professional qualification of vocational teacher; 4. the programme for teachers of vocational subjects, who already have higher education in the respective branch, but have not pedagogical education.
<p>EUROPEAN FRAMEWORK I</p> <p>Development policies for education</p>	<p>What are the most important visions and trends that guide the educational policy in today`s Europe</p> <p>The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion (European Council, Lisbon, March 2000).</p> <p>To achieve this ambitious goal, Heads of States and Government asked for "not only a radical transformation of the European economy, but also a challenging programme for the modernisation of social welfare and education systems". In 2002, they went on to say that by 2010, Europe should be the world leader in terms of the quality of its education and training systems.</p> <p>To achieve these ambitious but realistic goals, they agreed on specific objectives covering the various types and levels of education and training (formal, non-formal and informal) aimed at making a reality of lifelong learning. Systems have to improve on all fronts: teacher training; basic skills; integration of Information and Communication Technologies; efficiency of investments; language learning; lifelong guidance; flexibility of the systems to make learning accessible to all, mobility, citizenship education, etc.</p> <p>The documents used in answering the questions:</p>

	Commission Staff Working Document – Progress towards the Lisbon Objectives in Education and Training – Indicators and Benchmarks - 2007
<p>EUROPEAN FRAMEWORK II</p> <p>Development policies for VET teacher education</p>	<p>What are the most important principles and/ or recommendations that guide the European VET teacher education today</p> <p>To meet the policy goals one of the main priorities is ensuring high quality and appropriately VET professionals.</p> <p>Priorities for VET:</p> <ol style="list-style-type: none"> 1. Tackling the large number of low skilled people; 2. Promoting continuing vocational training (CVT); 3. Increasing mobility to promote the development of a European Labour market; 4. Investing in quality VET systems; 5. Ensuring high quality and appropriately skilled VET professionals. <p>The documents used in answering the questions:</p> <p>Tessaring M., Wannan J. Vocational education and training – key to the future. Lisbon-Copenhagen-Maastricht: mobilising for 2010. // Cedefop synthesis of the Maastricht Study. – Luxembourg: Office for Official Publications of the European Communities, 2004.</p>
<p>NATIONAL FRAMEWORK I</p> <p>Development policies</p>	<p>1 What are the main principles of developing educational policy in your country</p> <p>Education Development Concept Paper sets the targets for education development and basic principles :</p> <ul style="list-style-type: none"> • The principle of accessibility – all people shall have equal access to education. • The principle of appropriateness – when planning changes in education system, the interests of individuals, public development tendencies and needs of national economy shall be taken into account. • The principle of public involvement - the experience and advice from the education providers, non-governmental professional organisations and education service receivers are used. • The principle of lifelong learning – education system envisages the possibility of lifelong learning for people, upgrading their qualifications or obtaining another qualification depending on market needs. • The principle of coordination – integrated approach to management and coordination of changes, ensuring common approach to management and coordination of changes between different levels and types of education. • The principle of purposefulness – planning of changes is oriented towards

achieving the results

- **The principle of continuity** – before commencing new reforms, the results of previous reforms are being assessed and the positive initiatives are being sustained.
- **The principle of control** – monitoring is envisaged and reports on the achievements of set objectives are prepared on all the levels of education planning.

The common goal of the Education Development Concept Paper is to ensure changes in the education system which would enhance building of a knowledge-based, democratic and socially integrated society, and would preserve and develop cultural values typical for Latvia.

In order to achieve the aforementioned, the Concept Paper sets three goals:

5. increase education quality in all stages of education and shape it according to public and economic development needs;
6. provide accessibility of education to inhabitants of Latvia in the context of lifelong learning;
7. increase cost-effectiveness of education in all stages and types of education.

[2 What are the most important policy reforms at the national level concerning VET teacher education](#)

Since the Law on Vocational Education was implemented in January 2004, all VET teachers are now required to gain a pedagogical qualification. Since 2004, all VET teachers must be in one of the following situations:

8. have a vocational qualification and pedagogical training;
9. have a vocational qualification and participating in pedagogical training;
10. have a higher pedagogical qualification or an academic degree and a pedagogical qualification.

According to the Law on Education, the Ministry of Education and Science is the institution responsible for co-ordinating training and continuing education of teachers. Improving teacher training and professional development system is one of the main action points in the White Paper on the Development of Education in 2002/2005 developed by the Ministry of Education and Science, aimed at ensuring the quality of vocational training according to the needs of society and the economy.

The vocational education development programme 2003/2005 is the key document

for VET development. The programme includes teacher training where the priority to improve the quality of VET includes improving the further education level of vocational school teachers.

Regulations have gone further since 2005, where an Order of VET teachers education and professional development (Cabinet of Ministers, October 2005) covers the different qualifications required by VET teachers who provide basic vocational education, lower and upper secondary vocational education and continuing vocational and professional development programmes.

The Law identifies only one type of teacher and trainer in all kinds of VET: VET teacher. VET teachers can be categorised according to the level of programme taught: basic vocational and upper secondary vocational, although they can teach both levels if they have the appropriate education. All VET teachers can teach both IVET and CVET at basic and upper secondary level in educational establishments.

Vocational education has gone through **3 major stages of development since 1990:**

1995/1998: the main goals for the development of vocational education were defined and determined by the Strategic Programme for the Development of Education 1998/2003(Izglitibas attistibas strategiska programma). During this time, Phare projects were of great importance.

1999/2001: the Law of Vocational Education (Profesionalas izglitibas likums), adopted in 1999 formed the juridical basis for vocational education. The Law regulates the forms of vocational education, the level of qualifications to be obtained and their requirements as well as the responsibility of the different VET structures. Phare projects assisted the implementation of the Law.

2002/2005: reforms continued linked to the process of joining the EU. The Education development concept for 2002/2005 was adopted, as was the Programme for the development of vocational education for 2003/2005 with much more specific goals. A number of other strategic documents have been adopted promoting lifelong learning and human resource development, including improving VET opportunities, for example, the annual National employment plans. The overarching goal of the Education development concept is:

- to carry out the necessary changes in the education system to enhance the

building of a knowledge-based, democratic and socially integrated society, that would increase economic competitiveness and simultaneously preserve and develop Latvian cultural values.

The main goals defined in the Education development concept 2002/2005 (adopted by decree Nr. 383 of the Cabinet of Ministers on 17th July , 2002) are:

- increase education quality for all stages and types of education and shape it according to the public and economic development needs;
- ensure accessibility to lifelong learning for the Latvian population;
- increase cost-effectiveness of education for all stages and types.

The Vocational education development programme 2003/2005 was approved in 2003: it was drafted in accordance with Education Development Concept, National employment plan 2002, National development plan and other strategic documents on EU integration. Its main goals are to develop the VET system to meet the demands of the market economy, encourage employability, meet EU human resource development statements, and promote an EU competitive labour force. There are three sub-programmes focusing on quality in VET (to improve VET teacher training and to ensure VET meets labour market demands), access (to provide VET for those with incomplete basic education and those with special needs) and improving management and effectiveness of expenditure (to ensure a unified VET system with an efficient use of financial and material resources).

2005 to date: in keeping with an appeal at the March 2005 meeting of the European Council, Latvia has prepared the National Lisbon Programme for 2005/2008 (Latvijas nacionālā Lisabonas programma 2005/2008. gadam), aimed at the promoting national growth and employment. The Programme is a policy planning document which shows how Latvia will reach the Lisbon strategy goals on the basis of the Integrated Guidelines, approved by the European Council in July 2005. It envisages the following main tasks for improvement of education and skills in 2005/2008:

- strengthen co-operation between public administration institutions, education establishments and employers to adjust education and training supply with labour market needs;
- raise cost efficiency in all levels and forms of education;

	<ul style="list-style-type: none"> • improve availability of education and reduce the number of students who do not graduate or do not achieve a professional qualification; • increase the availability of lifelong learning and the motivation for people to learn; • raise the overall level of technological skills and natural science knowledge, improve the professional orientation system and ensure the availability of professional orientation services for all the population in the context of lifelong learning. <p>The documents used in answering the questions:</p> <ol style="list-style-type: none"> 1. Teachers of vocational education in Latvia). - ReferNet eKnowVet database, Riga, 2005. 2. Education Development Concept 2002-2005. - Riga, 12th October 2002 (Decision of Saeima). 3. Vocational Education and Training System Development Programme 2003. - 2005. - Riga, 4th September 2003 (Instruction No. 557 of the Cabinet of Ministers). 4. National Lisbon Programme for 2005/2008.
<p>NATIONAL FRAMEWORK II</p> <p>Legislation</p>	<p>The Latvian Parliament decides on the main priorities and principles of educational policy and prepares new legislation. The Ministry of Education and Science is responsible for implementing educational policy. State and local governments share responsibility for financing education.</p> <p>The Cabinet of Ministers (Ministru Kabinets):</p> <p>determines the state’s political and strategic areas in VET; it funds VET providers according to criteria established by the Ministry of Education and Science (Izglitibas un zinatnes ministrija); it sets the framework for issuing state-recognised qualifications and determines the recognition of qualifications obtained in other countries.</p> <p>The Cabinet of Ministers Regulation No. 347 (October 2000, amendments 2001, 2002, 2003, 2004) provides “Regulations on the needs for training and vocational qualifications required by teachers”. The requirements describe:</p> <ul style="list-style-type: none"> • the vocational qualification requirements to be met by VET teachers;

- the training programmes which should be followed to qualify to work as a VET teacher.

Pre-service training for VET teachers is organised in higher education establishments. There are 2 types of programme depending whether the teacher is training to be a general subject teacher in a VET school or a teacher of a specific vocation. Programmes for general subject teachers are the same whether the teacher will teach in the general education or VET system. Students study a higher pedagogical level education and achieve a pedagogical qualification.

Professional training programmes are available in different occupational sectors to become a VET teacher. Graduates obtain a professional qualification or scientific degree in the branch. If the graduate would like to work in VET school he/she should continue in a **pedagogical education programme** (for no less than 320 hours) at a higher education institution, adult continuing education centre or other training institution.

For those without a pedagogical qualification, who would like to work in VET schools as a VET teacher, there is a special programme (Vocational education teachers' professional perfection programme lasting no less than 320 hours) designed according to the occupational standard for VET teachers (2002). To apply, prospective students must have a secondary vocational or a higher professional education level. A combination of secondary education and a master of crafts qualification are also accepted.

All pedagogical staff (VET teachers, school director, deputy directors, methodologists, interest education teachers, social pedagogue, librarian etc.) **should participate** in further training to improve their professional qualification every 3 years. Different continuing education programmes, courses, seminars, projects and other pedagogical tools could be used as long as they are not less than 36 contact hours in total. The Law on education states that a teacher is responsible for his/her professional development. Teachers have the right to use 30 calendar days every 3 years for professional development as paid training leave. It is the responsibility of the Director of a VET school to monitor their staff development.

Various organisations provide continuing training for VET teachers including school boards, municipalities, professional associations, the vocational education centre, the

	teaching and examination centres, universities and higher education institutions as well as continuing vocational training centres.
<p>INSTITUTIONAL FRAMEWORK I</p> <p>Curriculum</p>	<p>1 what are the prerequisites concerning knowledge and learning in your curriculum The main prerequisite is teaching/training background: they have to work in VET system.</p> <p>2 what is the definition of competence areas and competencies of VET teacher in your education program Areas of competences:</p> <ul style="list-style-type: none"> • Pedagogical competency- understanding students, pedagogical skills for enhancing motivation... • Didactical competency- comprehensive master of the subject to be taught, designing and implementing effective lessons. Evaluating learning process and individual achievement... • Personal competency- having mature personality, having leadership and ability to “nurture” each individual student... • Social competency- ability to communicate effectively with the students and teachers, students` parents and nearby community... <p>3 what are the aims of VET teacher education programme The aims of VET teacher education programme:</p> <ul style="list-style-type: none"> • To educate VET teachers for VET schools so that they comply with the qualification of the 1st level higher professional education, conforming to the standards of VET Teachers` profession approved by the Ministry of Education. • To ensure the acquirement of general theoretical knowledge and didactical skills for work at VET schools. • To stimulate students` professional growth, as well as to encourage their self-education and lifelong pedagogical education. <p>The tasks of the programme:</p> <ol style="list-style-type: none"> 1. To facilitate students` active participation in the study process in order to acquire <ul style="list-style-type: none"> ➤ basic knowledge of the theory of pedagogic and psychology; ➤ special skills on the level of VET; ➤ general/ comprehensive knowledge.

	<p>2. To take into consideration the link between theory and practice in the study process so that the graduate of the study programme could:</p> <ul style="list-style-type: none"> ➤ plan, organize and evaluate teaching and learning in compliance with the demands of labor market; ➤ to develop a curriculum in their subject meeting contemporary demands; ➤ choose teaching methods that correspond to the teaching aims and tasks; ➤ develop a motivating environment that facilitates the development of a personality; ➤ elaborate teaching aids; ➤ make use of the latest information and communication technologies; ➤ investigate, analyze and evaluate students` individual features; ➤ implement individualization of studies; ➤ choose and apply assessment methods that are in conformity with students` learning achievements; ➤ make investigations in pedagogic. <p>4 what kind of structure do you have in your curriculum (is it i.e. subject-based, competence-based, theme-based or project-based)</p> <p>Now we have a subject – based study programme (2, 5 year) and theme-based course programmes (10 modules during one year).</p> <p>5 which are the partners involved in defining the curriculum.</p> <p>Qualification upgrading system and curriculum for vocational teachers had been established by higher education establishments of Latvia in cooperation with Danish Institute for Educational Training of Vocational Teachers, as well as with various organisations provide continuing training for VET teachers including the Department of Vocational and Continuing Education , VET school leaders, professional associations.</p>
<p>INSTITUTIONAL LEVEL II</p> <p>Assessment and APL</p>	<p>1 what are the main assessment methods for assessing learning and competences</p> <p>Course exams, testing, essay on philosophy of education, portfolios, self-reports, presentations, discussions and presentations, papers and projects, essays.</p> <p>2 what kind of credit transfer system do you have in your VET teacher education programme</p> <p>Theme-based course program (ten modules during one year) could be transfer to study subjects with appropriate credit points for each subject.</p>

	<p>3 is there a shared vision for future APL philosophy and methodology in your institution</p> <p>We believe there is value in APL gained outside the classroom for experienced VET teachers. Assessment for competence on the Qualifications Framework involves the collection of evidence of what learners know, understand and can do. That evidence is then judged against criteria expressed in professional standard. Framework credits are awarded when achievements meet demands of VET teacher professional standard, regardless of the source of evidence of those achievements.</p> <p>Teachers who already have skills and knowledge can be assessed by presenting evidence of prior performance completing assessment tasks.</p> <p>Accredited providers and registered assessors assess prior learning against the same standards and within the same moderation systems that are used within education and training programmes.</p> <p>It is necessary to think in terms of sources of evidence – occasions or activities that will give learners a chance to demonstrate their abilities.</p>
<p>INSTITUTIONAL LEVEL III</p>	<p>What are the main challenges in developing competence-based curriculum and the methodology for the APL in your institution</p> <ol style="list-style-type: none"> 1. To revise the VET Teacher professional standard (To do all procedure for updating it) 2. To develop the competence-based curriculum 3. To define the learning outcomes of each module 4. To learn the experience of APL in Finland and others project partners 5. To develop the methodology for APL in our institute (to work out the procedure how learner could demonstrate competence in the subject area and a way that the assessor can objectively and accurately evaluate the level of competence. 6. To educate the assessors for APL.

ANNEX 3. NATIONAL REPORT: LITHUANIA



<p>SHORT DESCRIPTION OF CONTEXT</p>	<p>Describe the role and position of your institution in executing VET teacher education in your country</p> <p>Vytautas Magnus University in one among other six universities in Lithuania, executing VET teacher education programmes (both initial and continuous). Vytautas Magnus University, in cooperation with Sheffield Hallam university (UK) has developed the first modular programme for VET teacher education in Lithuania in 1997 (under the Phare programme).</p>
<p>EUROPEAN FRAMEWORK I</p> <p>Development policies for education</p>	<p>What are the most important visions and trends that guide the educational policy in today's Europe</p> <p>The reform of education in Lithuania, as in other European countries is being based on implementation of the principles, listed in Bologna and Lisbon declarations.</p>
<p>EUROPEAN FRAMEWORK II</p> <p>Development policies for VET teacher education</p>	<p>What are the most important principles and/ or recommendations that guide the European VET teacher education today</p> <ul style="list-style-type: none"> - making VET teacher education more attractive and accessible - making VET teacher education competence-based - to emphasize the on-job training of VET teachers - to include stakeholders into designing and development of VET teacher education programmes
<p>NATIONAL FRAMEWORK I</p> <p>Development policies</p>	<p>1 What are the main principles of developing educational policy in your country</p> <p>The political document <i>The General Concept of Education in Lithuania</i> sets out fundamental guidelines for the reform of the education system. Following its approval by the government and <i>Seimas</i>, it was the basis for a new law in 1991. The document was published in 1992, and has inspired the implementation of reform ever since.</p> <p><i>Vocational education and training</i> institutions comprising vocational schools and colleges, are the responsibility of several ministries, including the MoES, the Ministry of Internal Affairs, the Ministry of Agriculture and the Ministry of Social Security and Labour. In counties, there are vocational education and training boards; representatives from all county vocational schools and colleges, county administration, and “social partners”– <i>i.e.</i> representatives of trade unions, regional chambers of trade and commerce, and enterprises - take part in their activities. One of the tasks of the boards is to analyse the demand for different forms of specialist training in their regions. The heads of vocational institutions, under the supervision of the founders, undertake financial management of vocational institutions.</p> <p>On the restoration of statehood in 1990, Lithuania, like all states previously under the control of the former USSR, inherited a highly centralised vocational education system designed to cater for the specific needs of a planned economy. It comprised vocational schools and <i>technikums</i>. Under this system, vocational education was closely linked to major state-owned enterprises and to Lithuania's agricultural sector in particular. It consisted of a widespread network of relatively small institutions offering very narrow professional (worker) and</p>

specialisation training. Its pre-planned intake came from the ranks of the less academically gifted, for some of whom it attempted to provide both professional training and General education. The community held both the system and its graduates in relatively low esteem.

Lithuania made an early start on the task of revamping its vocational education and training sector in order to prepare its people for the changing labour demands of its emerging market economy. Many important gains have been made in providing a wider range of training programmes with broadened focus, in improving teaching materials, in establishing a labour market training authority, in reducing the number of professions and specialisation and in planning for reform to bring Lithuania in line with EU countries operating on the principles of market economies. Unfortunately, Lithuania's VET reform efforts have been continually thwarted by severe lack of financial resources.

Although reform started in 1990, it has really gathered pace since 1994. While initiatives under the PHARE programme have been especially significant in this respect, several vocational institutions have also been founded. These include the Lithuanian Council of Vocational Training, the Methodological Centre for Vocational Education and Training, the National Standards Group, the County Vocational Education and Training Boards, the Centre for Vocational Education and Research at Vytautas Magnus University in Kaunas, and the National Resource Centre. The October 1997 Law on Vocational Education and Training sets out a full reform of the system, defining its key institutions, responsibilities and processes. The main institutions are the MoES (responsible for national policy), and the Ministry of Social Security and Labour (concerned with labour market vocational training policy), as well as other ministries, institutions of local administration, the Lithuanian Vocational Education and Training Council, and social partners.

Vocational education went through three stages of reform during the nineties 1990-1993 was a period of delegation of responsibilities to the school level. Schools became responsible for the development of curricula, teaching and learning material as well as for the organisation of final exams. This meant great freedom to schools that at the same time were, though, left in a vacuum without any real support structures at the central level. MOES nominates the Headmaster who in turn is responsible for selecting teachers 1994-1995 saw the creation of the Register of Studies and Training Programmes and of the Register of Education, Science and Studies Institutions.

Lithuania is now at a stage where it faces a range of further challenges in VET reform policy, the chief of which is to bring together its systems of vocational and labour market vocational training, and the various ministries involved, into a co-operative rather than competitive mode of operation. Moves to modularised curricula are urgent to bring flexibility and mobility to the system. A further urgent need is to create the conditions for a change in attitudes of both its people and industry towards fostering the concept of lifelong learning in order to deal with its huge need for continuing vocational training and retraining. Lithuania also faces the challenge of "harmonising" its VET system and specific national needs with that of the EU. Priorities are to establish a qualifications framework, to set up vocational and training standards.

2 What are the most important policy reforms at the national level concerning VET teacher education

The *education 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 education 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'.

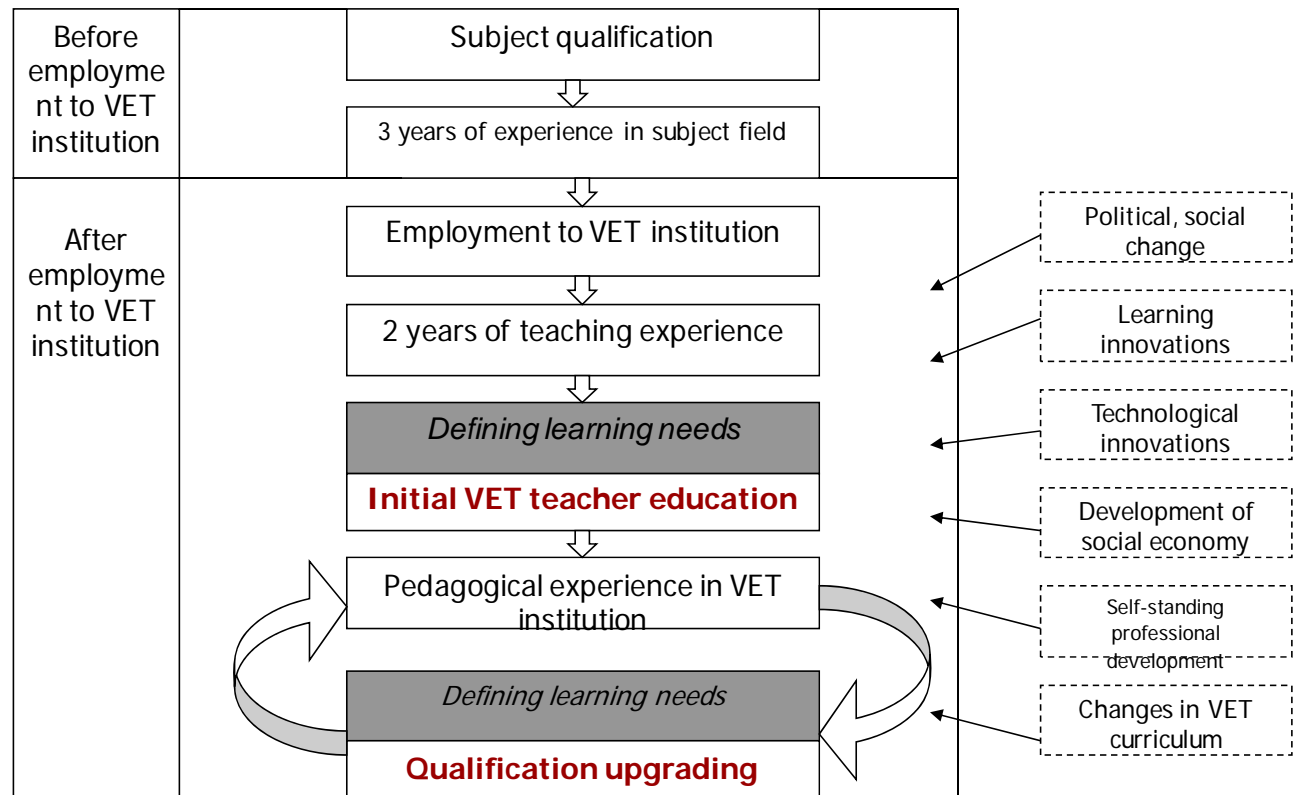
There are a number of regulations related to VET teachers' education and employment requirements mostly introduced since 1998:

- Regulations of VET Teachers Certification (1998) identify the requirements and procedures of the certification process. Regulations define only four qualification categories of VET teachers:
 - vocational teacher;
 - senior vocational teacher;
 - vocational teacher-methodologist; and
 - vocational teacher-expert

The new 2001 Professional standard for VET teacher indicates a further category: junior vocational teachers. Junior vocational teachers are those who have not yet acquired their pedagogical qualification.

- 1998 White Paper on VET clarifies the different ways in which teachers can acquire the necessary qualifications.
- the 2001 Concept for VET teacher education and training in Lithuania 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 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

	<p>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.</p> <p>Minister of Education and Science (2005) decree regarding the qualification requirements for teachers in pre-school, primary, general, secondary, special and vocational education programmes defines the main regulations and requirements for VET teacher education and qualification.</p>
<p>NATIONAL FRAMEWORK II</p> <p>Legislation</p>	<p>In your national legislation:</p> <p>what is said (if anything) about (VET teacher education programmes, as well as other consecutive programmes of Higher education are being adjusted by Regulations of Consecutive studies (approved in 2000 by Minister decree No. 27-715).</p> <p>1 the admission requirements for VET teacher education programme</p> <p>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.</p> <p>The Decree states that if a person wishes to become a teacher of VET school, he/she must:</p> <ul style="list-style-type: none"> ○ have higher education plus a pedagogical qualification, or ○ have higher education and have attended the pedagogical minimum programme at the teacher professional development centre, or <p>have vocational education, three years of working practice in subject field, and having attended the pedagogical minimum programme at the teacher professional development centre.</p> <p>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. 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. The picture below illustrates the initial education and qualification upgrading of VET teacher in Lithuania.</p>



2 the curriculum

As it is stated in Regulations of Consecutive studies (approved in 2000 by Minister decree No. 27-715), the curriculum of Higher education study programmes must be oriented towards gaining certain competencies, which are listed in occupational standards or regulations of certain study branch. Regulations of Educology does not exist in Lithuania yet, therefore VET teacher education is based on occupational standard of VET teacher.

3 the aims of VET teacher education programme

As it is stated in the 2007 Minister decree regarding VET teachers qualification upgrading (ISAK-591), there are the following formal requirements for VET teacher qualification upgrading programmes:

- Study programmes for VET teacher qualification upgrading are devoted for acquiring and developing vocational, intercultural, core and special competencies.
- The study programme for qualification upgrading must have the description, indicating the length, purpose, list of competencies (as learning outcomes), curriculum and study plan (lectures and practical classes and their chronology), necessary material and methodical resources, as well as the tasks and

criteria for assessment of learning achievements.

- The study programmes must consist of study modules. A study module is devoted for acquiring one or more competencies.

The length of the study module (in the context of the whole study programme) has to be indicated in study credits.

4 the length (in study weeks or credits) of the teacher education programme

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

Training opportunities for VET teachers in Lithuania

Study programme and provider	Qualification or degree obtained	Length and form of studies	Admission requirements
Pedagogical minimum 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 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 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 Kaunas University of Technology	VET teacher	(48 SC/72 ECTS) 1 year full time or part time	University degree
Teaching a Subject Klaipeda University and Siauliai University	VET teacher	(40 SC/60 ECTS) 1 year full time or part time	University degree
Vocational Education and Training Lithuanian	VET teacher	(40 SC/60 ECTS) 1 year full time	University degree

University of agriculture			
Vocational Education 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 Vytautas Magnus University	MA of Education	(80 SC/120 ECTS) 2 years full time	BA degree

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

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 (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 was introduced in 2002 at the Centre for Vocational Education and Research at Vytautas Magnus University. 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.

[5 the contents of VET teacher education programme](#)

Legislative acts in Lithuania does not indicate about the contents of VET teacher education programme. But it is stated in Regulations of Consecutive studies (approved in 2000 by Minister decree No. 27-715), the curriculum of Higher education study programmes must be oriented towards gaining certain competencies, which are listed in occupational standards or regulations of certain study branch.

[6 the assessment of learning and the assessment of competences in VET teacher education programme](#)

Regulations of Consecutive studies (approved in 2000 by Minister decree No. 27-715), state, that the study programme gradulators' knowledge and abilities have to be evaluated in means of final examinations or preparing final thesis.

INSTITUTIONAL FRAMEWORK I

Curriculum

[1 what are the prerequisites concerning knowledge and learning in your curriculum](#)

[2 what is the definition of competence areas and competencies of VET teacher in your education program](#)

More specifically the 2001 Professional standard for VET teacher details specific competencies for each category of VET teacher. These are listed verbatim below

Competencies required for a junior vocational teacher

Personal development competencies

Personal self-evaluation competencies: ability to evaluate and develop personal qualities;
ability to support students and receive feedback from them.

Communication competencies: ability to behave according to the expressed ideas and attitudes.

Planning of modules curriculum, teaching and development competencies: none.

Vocational teaching programme design competencies: none.

School and educational system development competencies: 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.

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

<p>Personal development competencies - as for senior vocational teacher, plus:</p> <p><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:</p> <p><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:</p> <p><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, plus:</p> <p><i>Competencies of organizational development within school:</i></p> <ul style="list-style-type: none"> - 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.

3 what are the aims of VET teacher education programme

VET teacher education programme is aimed at acquisition of competencies, which are listed in the occupational standard for VET teacher. The studies of VET teachers closely combine contact studies at the university as well as implementing the practical home assignments while on-job.

4 what kind of structure do you have in your curriculum (is it i.e. subject-based, competence-based, theme-based or project-based)

The curriculum of VET teacher education in Vytautas Magnus University is competence-based. The programme includes modules, and each of them is oriented towards gaining certain competencies. Each module consists of two parts – studies at university (three working days) and the assignment to be carried out on-job, at VET school (about 1,5 months).

5 which are the partners involved in defining the curriculum

VET teacher education consists of two parts – subject education and didactical education. Curriculum of didactical education is being decided by the experts of VET education, VET teacher educators as well as VET teachers themselves. The curriculum of subject education depends on decision of experts from a certain economy branch.

INSTITUTIONAL LEVEL II

1 what are the main assessment methods for assessing learning and competences are the learning needs assessed?how?

The evaluation of achievements of initial pedagogical training of VET teachers is based on the principle of *portfolio*,

Assessment and APL

which allows to determine flexible term and process of studies taking into account the acquired pedagogical competencies, abilities and time resources of an individual student and creating prerequisites for accreditation of already possessed competencies. The final assessment of the achievements of an individual student is accomplished by summarising the results of “portfolio”, an experimental lesson (lecture) and final work.

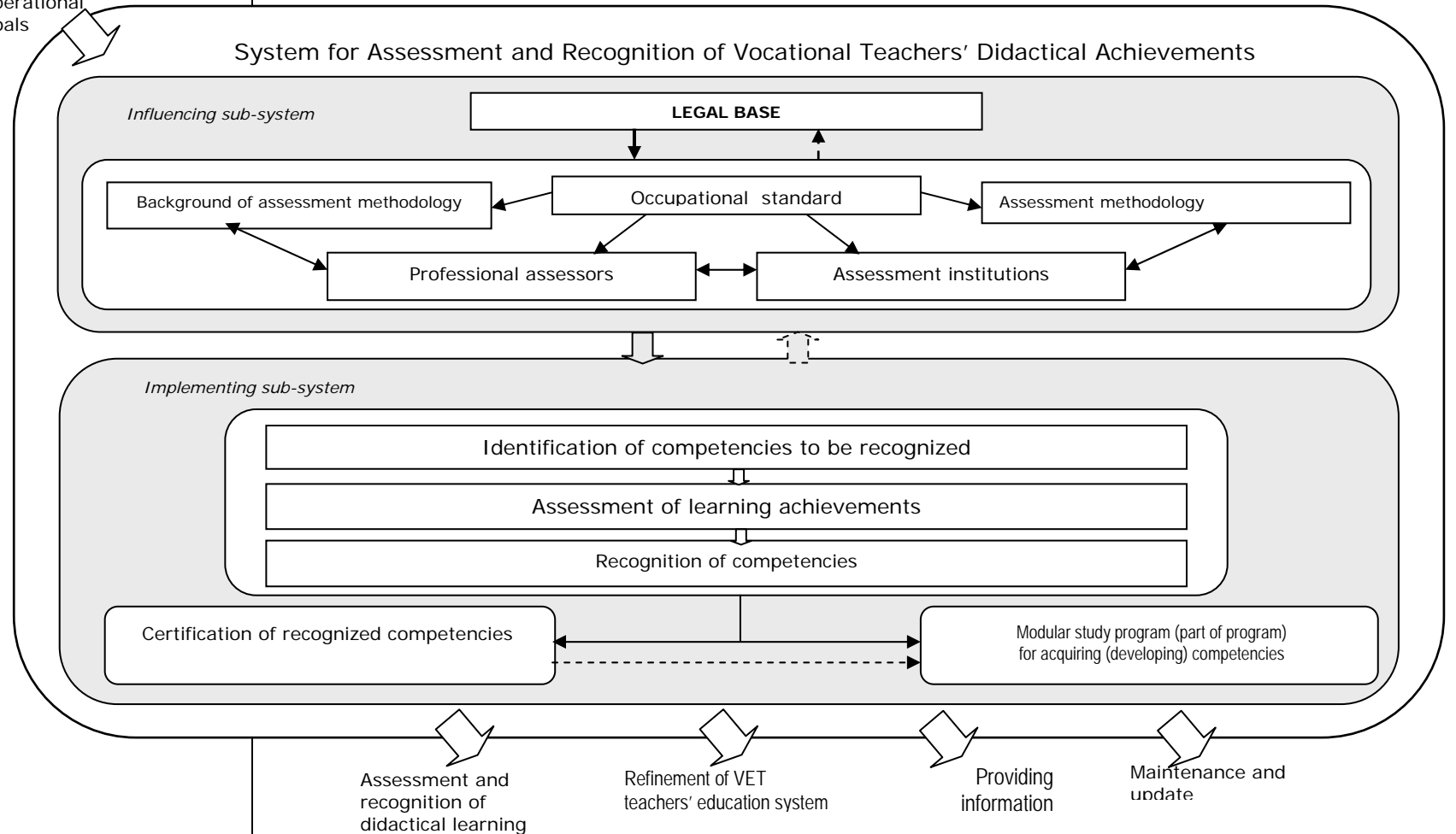
2 what kind of credit transfer system do you have in your VET teacher education programme

The system of credit transfer does not exist in VET teacher education in Lithuania.

3 is there a shared vision for future APL philosophy and methodology in your institution

The vision for future APL methodology is based on the results of research, where VET teachers, VET teacher educators and leaders of VET schools expressed their opinion on the need and parameters.

Strategic and operational goals



	<p>4 what kind of procedures are planned for the APL in your institution</p> <p>It is foreseen to enrich the existing VET teacher education programme with an introductory module for APL, and preparation of individual learning plan. This way candidates to the programme would be able to study according to individual learning</p>
<p>INSTITUTIONAL LEVEL III</p>	<p>what are the main challenges in developing competence-based curriculum and the methodology for the APL in your institution</p> <p>1 there are no assessors, therefore they should be prepared to implement and to develop the APL methodology 2 the target group (VET teachers) are not enough informed about the possibilities of APL, and they express the distrust in all kinds of assessment procedures. Therefore it is essential to inform VET teachers about the advantages and possibilities of APL procedure.</p>

ANNEX 4. NATIONAL REPORT: ESTONIA



<p>SHORT DESCRIPTION OF CONTEXT</p>	<p>Describe the role and position of your institution in executing VET teacher education in your country Tallinn University (TLU) is one of two Universities in Estonia, which execute VET teacher training. First VET teacher training curricula was put into practice already 20 years ago TLU offers VET teacher initial training in bachelor level (3 years curricula). TLU is active partner in VET teacher training policy decision making process, such as composing VET teacher's occupational standard, teacher training strategy etc.</p>
<p>EUROPEAN FRAMEWORK I</p> <p>Development policies for education</p>	<p>What are the most important visions and trends that guide the educational policy in today's Europe Trends in Estonian VET teacher training (TT):</p> <ul style="list-style-type: none"> - Lifelong Learning - Professional (occupational and pedagogical) self-development - Validation and recognition of prior learning and work experience - Connecting studies with world of work (WoW) - Developing VET teacher training in higher education (HE) (MA and PhD level) <p>(occupational standard for VET teachers, Teacher Training strategy 2008-2013 (draft), lifelong learning strategy)</p>
<p>EUROPEAN FRAMEWORK II</p> <p>Development policies for VET teacher education</p>	<p>What are the most important principles and/ or recommendations that guide the European VET teacher education today Principles:</p> <ul style="list-style-type: none"> - Lifelong learning - Answering to needs of WoW - Professional self-development
<p>NATIONAL FRAMEWORK I</p> <p>Development policies</p>	<p>1 What are the main principles of developing educational policy in your country</p> <ul style="list-style-type: none"> - flexibility - high quality of studies (concerning curricula development) - mobility (students and teachers) - <p>2 What are the most important policy reforms at the national level concerning VET teacher education</p> <ul style="list-style-type: none"> - Competence-based approach in development of curricula - Implementing good practice (including innovation) <p>(teacher training strategy, e-learning strategy in vocational and higher education, Estonian Higher education strategy)</p>

<p>NATIONAL FRAMEWORK II</p> <p>Legislation</p>	<p>In your national legislation:</p> <p>what is said (if anything) about</p> <p>1 the admission requirements for VET teacher education programme: vocational education is required before starting studies in Vet teacher training curricula (name: vocational pedagogy)</p> <p>2 the curriculum: compulsory level BA (3-years study)</p> <p>3 the aims of VET teacher education programme: have to respond to occupational standard of VET teacher and to standard of higher education</p> <p>4 the length (in study weeks or credits) of the teacher education programme: 180 ECTS</p> <p>5 the contents of VET teacher education programme: have to be described as competence-based, have to have minimum ECTS of pedagogical subjects, have to respond to Vet teacher occupational standard</p> <p>6 the assessment of learning and the assessment of competences in VET teacher education programme.</p>
<p>INSTITUTIONAL FRAMEWORK I</p> <p>Curriculum</p>	<p>1 what are the prerequisites concerning knowledge and learning in your curriculum: have to have a professional certificate or diploma from Vet school + secondary education</p> <p>2 what is the definition of competence areas and competencies of VET teacher in your education program: curricula is divided to following competence areas: (i) general skills of Vet teacher, (ii) vocational education and VET teacher, (iii) theory and didactics of vocational pedagogy, (iv) research in Vocational pedagogy and (v) professional self-development. Those modules cover competencies; which is needed to start working as a VET teacher. Since our curricula in field of educational sciences, main competencies lie in this area. It means, that we don't offer in our university vocational subjects.</p> <p>4 what kind of structure do you have in your curriculum (is it i.e. subject-based, competence-based, theme-based or project-based): competence-based</p> <p>5 which are the partners involved in defining the curriculum: ministry of education, Vet teachers and schools</p>
<p>INSTITUTIONAL LEVEL II</p> <p>Assessment and APL</p>	<p>1 what are the main assessment methods for assessing learning and competences are the learning needs assessed? how?</p> <p>Main method is complex-exam (learning portfolios, f2f interviews etc). Assessment of learning needs is task for curricula developing team – for this we conduct surveys, desk-studies (documents, standards, experience of other universities etc).</p> <p>2 what kind of credit transfer system do you have in your VET teacher education programme:</p>

	<p>recognition of prior studies in HE level + recognition of self-development in occupational field (during self-development module)</p> <p>3 is there a shared vision for future APL philosophy and methodology in your institution: yes</p> <p>4 what kind of procedures are planned for the APL in your institution: student have to prove his/her knowledge to analyze, synthesize and apply knowledge (interview) and adequacy of his/her knowledge to curricula.</p>
<p>INSTITUTIONAL LEVEL III</p>	<p>what are the main challenges in developing competence-based curriculum and the methodology for the APL in your institution</p> <p>1 creating adequate APL system, witch considers both – prior studies in He level and in VET level</p> <p>We already have a competence-based curriculum, so there are no challenges in this field.</p>