

**JOINT REPORT ON THE IMPLEMENTATION OF THE “EDUCATION AND TRAINING 2010” WORK  
PROGRAMME**

**NATIONAL REPORT  
2009**

**CHAPTER 1. KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND  
COMPREHENSIVE LIFELONG LEARNING STRATEGIES**

**QUESTION 1. In what concrete ways has your country developed its provision for Key Competences since 2006? Has there been any link to your country's lifelong learning strategy? Which actors have been involved? What use was made of the European framework and the work of the cluster on key competences (if possible, please provide concrete examples)?**

**Concrete measures of introduction of key competences:**

**Updating of the national curriculum framework.** The basis for updating of the general education curriculum content has been provided by the *Strategy for the Development, Assessment, Updating and Implementation of General Education Curriculum*<sup>1</sup>, which is in turn based on the Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006). The strategy provides for linking of the curriculum content with up-to-date personal competences.

Implementation of this strategy also involved updating and approval of the *General Curriculum Framework for Primary and Basic (Lower Secondary) Education*<sup>2</sup>, which is focused on the development of key competences (teaching will be organised according to them during the 2009-2010 academic year). The content of all the subjects taught as well as learning outcomes are linked with general competences (learning to learn, communication, cognition, social competence, initiative taking and creativity, personal competence) and key professional competences. These competences have been identified in compliance with the European Framework of Key Competences and taking account of the country's needs. Cross-curricula have been developed defining the essence of key competences and possibilities of incorporation in the subjects taught.

Implementation of this strategy included updating and approval of the *General Curriculum Framework for Primary and Basic (Lower Secondary) Education*, which is focused on the development of key competences (teaching will be organised according to them during the 2009-2010 academic year), and designing of cross-curricula (see Question 6).

**Plans and standards of vocational education and training.** In the framework of vocational education and training, the role of key competences is defined by the general plans of vocational education and training approved on an annual basis. The *General Plans of Vocational Education and Training for the 2008-2009 Academic Year* establish the part of the curriculum which must be devoted to the subjects developing key competences (civic consciousness, foreign language, basics of economics and business, aesthetics, State language culture and language of a specialty). Key competences are included among the goals of the vocational education and training standards which serve as the basis for designing vocational education and training curricula and guidelines for the assessment of competences (see Question 10).

**Educational strategies and programmes designed for the development of specific competences.** The *National Programme for Sustainable Development in Education for 2007-2015*<sup>3</sup> has been approved and has as one of its tasks the development of sustainable development

---

<sup>1</sup> Republic of Lithuania Minister of Education and Science Order ISAK-970 of 23 May 2007 (Official Gazette, No 63-2440, 2007)

<sup>2</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2433 of 26 August 2008 (Official Gazette, No 99-3848, 2008)

<sup>3</sup> Republic of Lithuania Government Resolution No 1062 of 2 October 2007 (Official Gazette, No 106-4348, 2007)

competences. The competences of sustainable development cover the main key competences identified by the EU and specify the learning to learn, social and civic as well as interpersonal and intercultural competences. The *Programme for Training Consultants of Sustainable Development in Education* defines the development of teachers' transversal key competences and preparation for implementation at schools the models of sustainable development-based education.

In the course of implementation of the *Strategy for Introduction of Information and Communications Technologies in Lithuanian Education for 2005-2007*<sup>4</sup>, the possibilities of using ICT for the improvement of the quality of education were broadened. The goals of this strategy are, by involving active teachers, interested partners and pooling resources, to prepare a Lithuanian version of digital teaching material meeting requirements of the General Curriculum Framework and focused on a pupil's individuality, create a convenient digital system of searching for learning resources (objects), introduce international metadata standards for digital learning resources (objects), promote international co-operation in the field of curriculum content and service design, draft and approve the legal acts which would encourage pedagogues and publishers to create and circulate digital teaching and learning material.

The *Strategy for Introduction of Information and Communications Technologies in General Education and Vocational Education and Training for 2008-2012*<sup>5</sup> has been approved. It stipulates the further direction of introduction of information and communications technologies (ICT) in general education and vocational education and training. The programme provides for the creation of an open and secure area of teaching and learning that would accumulate a variety of resources for learning the subjects taught, increase of the number of computerised individual workstations for teachers, validation of the systems of distance teaching and learning, organisation of surveys and monitoring of the introduction of ICT at schools, exercise of continuous supervision.

With a view to creating a coherent and efficient system of development of youth's responsible entrepreneurship, the *National Programme for Youth Entrepreneurship Development and Promotion for 2008-2012*<sup>6</sup> has been approved. The plan of the programme's implementation measures provides for the preparation of a programme for integration of entrepreneurship development into the subjects taught at general education schools and publication of related methodical material, establishment of pupil enterprises, development of the model of Lithuanian business practical training firms at schools of various groups and types, initiation of the establishment of these firms, designing of a programme for the development of teachers' entrepreneurship and organisation of related training.

In 2006, the *Long-term Civic and National Education Programme*<sup>7</sup> was approved. Implementation of the programme covers the period of 2006-2012 and provides for a targeted updating of the civic and national identity education curriculum at general education and vocational schools and higher education establishments, improvement of teachers' and lecturers' professional competence in the field of civic and national identity education, consolidation of self-government within school communities, creation of a system of monitoring of society's civic and national identity development, etc.

The *Strategy for Teaching Foreign Languages* is currently under development. This strategy will provide for the directions and priorities of language teaching as well as measures for a successful development of linguistic competences. Drafting of the strategy is based on the European Union's multilingualism policy and documents of the European Commission.

**Training of teachers for the development of key competences.** The updated national curriculum framework is introduced by offering teachers to participate in seminars and training concerning the ways of development of competences; distance learning curricula for teachers are

---

<sup>4</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2015 of 14 December 2004 (Official Gazette, No 7-217, 2005)

<sup>5</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2530 of 20 December 2007 (Official Gazette, No 6-220, 2008)

<sup>6</sup> Republic of Lithuania Government Resolution No 339 of 2 April 2008 (Official Gazette, No 46-1728, 2008)

<sup>7</sup> Republic of Lithuania Seimas Resolution No X-818 of 19 September 2006 (Official Gazette, No 102-3939, 2006)

being created and introduced. Implementation of the national project *Implementation of the General Curriculum Framework for Primary and Basic (Lower Secondary) Education* has been in progress since 2007 (see Question 6).

In the course of implementation of the *Programme for Provision of Special Education Services*<sup>8</sup>, target programmes for the in-service education of teachers were initiated for teachers and assistant teachers of vocational schools, teachers of general education schools. The teachers have acquired knowledge and skills with regard to the development of key competences of pupils with special needs through adjusting the process of education to the needs of these pupils. Substantial attention is attached to the in-service education of interpreters and teachers of the Lithuanian sign language.

**Projects supported by EU structural funds.** Various competences are developed by implementing the projects financed by EU structural funds under the *Single Programming Document of Lithuania 2004-2006* and the *Human Resources Development Action Programme for 2007-2013*. The examples of the projects are as follows: *Extension of Opportunities for 14-19 Year Old Pupils to Choose an Education Scheme*; *Upgrading of Primary and Special Education Teachers' Competences in Employing ICT and Innovative Teaching (Learning) Methods* (these projects will be continued); *Development of Key Competences of Pupils in the First Concentre of Basic (Lower Secondary) Education (Grades 5-8)*; *Modernisation of Technologies of General Competences' Development in Vocational Education and Training*; *Development and Introduction of Innovative Ways of Learning and New Programmes for the Learning Environment*; the *Programme for the Training of Vocational Teachers in Introducing ICT in Vocational Education and Training*; *Development of General Education and Vocational Education and Training Systems and Creation of Favourable Conditions for Lifelong Learning in the Area of e-Education*; *Designing of a Course in Development of General Competences*.

One of the areas of the *Human Resources Development Action Programme* is development of computer literacy and entrepreneurial skills. Related activities are provided for in the *Programme for the Development of Practical Vocational Education and Training Resources* (see Question 3).

### **Links with the national lifelong learning strategy**

The plan of implementation measures of the *Strategy for Ensuring of Lifelong Learning*<sup>9</sup> provides for the development and introduction of the curricula and modules intended for the development of persons' key competences, civic consciousness, the career management competence as well as for the provision of a "second chance" for adults to acquire education and develop key competences. The strategy notes that the competence of continuous learning should be viewed as the principal factor in developing lifelong learning, this competence should be acquired by the pedagogues working in all fields of education, and pupils should develop it as early as at the stage of general education. Therefore, seeking to enhance the motivation and abilities of continuous learning the plan of implementation measures provides for an improved information and counselling of the country's residents with regard to lifelong learning opportunities and development of their career management competences, etc.

The *Programme for the Development of Practical Vocational Education and Training Resources* identifies the group of activities "Provision of general competences to learners", which will help to develop adults' general competences, adjust teaching aids, enhance co-operation of adult education institutions. The programme points out that one of the shortcomings of the current teacher training system is the fact that the curriculum content is not focused on the application of new learning methodologies and measures, fostering of new abilities and competences (critical thinking, problem solution, information literacy). Therefore, the programme aims at changing the initial training of teachers and their in-service education.

---

<sup>8</sup> Republic of Lithuania Government Resolution No 1475 of 22 November 2004 (Official Gazette, No 170–6263, 2004)

<sup>9</sup> Republic of Lithuania Minister of Education and Science and Minister of Social Security and Labour Order No ISAK-2795/A1-347 of 15 October 2008 (Official Gazette, No 122-4647, 2008)

### **Actors in the introduction of key competences**

Various activities of the introduction of key competences involve participation of the Ministry of Education and Science and the national bodies subordinate to it (the Education Development Centre, the Teacher Professional Development Centre of Lithuania, the National School Evaluation Agency, the Centre of Information Technologies of Education, the Education Provision Centre, the Teachers Competence Centre, the Methodological Centre for Vocational Education and Training); county and municipal educational centres; municipal institutions; specially trained teachers consultants; the teachers and schools which have resolved to commence implementation of the updated curricula at an earlier stage, to test them; teachers' associations and methodical circles; lecturers of higher education establishments; providers of vocational education and training and representatives of the world of work.

### **Use of the European Framework of Key Competences and the work of the cluster developing it**

The European Framework of Key Competences was made use of in the course of developing the updated *General Curriculum Framework for Primary and Basic (Lower Secondary) Education*. The country's curricula specialists who had participated in the work of the cluster at the European Commission provided information in Lithuania, organised preparatory work for the updating of the General Curriculum Framework (linking them with the development of key competences) and were in charge of it. Conferences, seminars for the persons responsible for the development of curricula, representatives of in-service education institutions and education politicians, discussions and other events intended to discuss key competences were held, publications were issued.

The following sources have served as the basis: Communication from the Commission *Learning, designing tomorrow's education* (2000); Communication from the Commission *Making a European Area of Lifelong Learning a Reality* (2001); Communication from the Commission *Report on the concrete future objectives of Education systems* (2001); Communication from the Commission to the Council *New European Labour Markets, Open to All, with Access for all* (2001); Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions (2000); Definition and selection of competencies: Theoretical and conceptual foundation / Strategy paper on key competencies (DeSeCo) (2002); EURYDICE (2002). *Key Competencies. A developing concept in general compulsory education*. (Survey 5); European Commission *European benchmarks in education and training: follow-up to the Lisbon European Council* (2002); the Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006).

In the course of development of vocational education and training standards, especially in the field of teachers' training and pedagogy, account was taken of the Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2005). The persons responsible for developing the vocational education and training standards have been familiarised with this document.

### **QUESTION 2. Describe briefly how each of the eight key competences (Mother tongue; Foreign languages; Maths, science and technology; Digital competence; Learning to learn; Social and civic competence; Initiative taking and entrepreneurship and Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?**

Development of key competences is at the core of the updated *General Curriculum Framework for Primary and Basic (Lower Secondary) Education*. In 2009, it is planned to update also the General curriculum framework for secondary education. The role of key competences in vocational education and training is also defined by national documents (see Questions 1, 10). The teaching process in respect of the vocational education and training curricula which are implemented in conjunction with the basic education curriculum (grade 10) and the secondary

education curriculum is organised in compliance with the documents governing general education curriculum content (the general curriculum framework and general education plans approved on an annual basis).

<b>Key competences</b>	<b>General education (primary, lower and general upper secondary education)</b>	<b>Vocational education and training</b>
<b>Mother tongue</b>	<p>Development of the competence of communication in the mother tongue is a priority at the level of primary education. Lessons of the mother tongue are devoted to development of this competence; it is also developed at lessons of all other subjects.</p> <p>The mother tongue curricula of basic (lower secondary) education define the development of all types of linguistic activities (speaking, listening, reading and writing). The curricula of the majority of subject units (for instance, social, natural sciences, mathematics, information and communications technologies, art education) stress the significance of the communication competence. The general curriculum framework of moral education devotes considerable attention to the development of pupils' communication in the mother tongue and of the cultural awareness competence.</p> <p>A communication cross-curriculum has been developed. The projects intended to promote innovative methods of mother tongue teaching (use of ICT) are being initiated.</p>	<p>The subject of the State language culture and the language of a specialty is included in all vocational education and training curricula.</p>
<b>Foreign languages</b>	<p>Compulsory early teaching of foreign languages is introduced at primary school (from the age of 8 years). The first foreign language is selected from the three European languages: English, French and German. Learning of the second foreign language begins in grade 5.</p> <p>The updated General Curriculum Framework describes linguistic competences on the basis of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. The levels of attainment are defined according to a scale of linguistic achievements presented in this document.</p> <p>A communication cross-curriculum has been designed.</p> <p>European language portfolios for various age groups are being created and introduced, a free electronic European Language Portfolio has been created.</p> <p>The projects intended to promote innovative methods of language teaching (integrated teaching of a subject and a foreign language, use of ICT) are being initiated.</p>	<p>The subjects of a foreign language (the first and second foreign languages) are included in the three-year vocational education and training curricula for the persons who do not have basic education and for the persons who are studying to attain the level of secondary education.</p>

<b>Maths, science and technology</b>	At the level of primary education, the math and technology competences are developed at lessons of appropriate subjects, and the science competence is developed at lessons of the perception and understanding of the world. At the levels of basic (lower secondary) and upper secondary education, the math, science and technology competences are developed at lessons of the appropriate subjects taught. A sustainable development cross-curriculum has been designed.	The mathematical and scientific competence is developed at lessons of the subjects of mathematics and scientific education. These subjects are included in the three-year vocational education and training curricula for the persons who do not have basic education. Technological competences are developed through teaching of a profession in all vocational education and training curricula.
<b>Digital competence</b>	The use of ICT is commenced as early as at primary school. The information and communication competence is developed through learning the subject of information technologies. The use of ICT for learning is developed at lessons of all the subjects taught. The cross-curriculum of information technologies has been designed.	The course of information technologies is included in the three-year vocational education and training curricula for the persons who do not have basic education. When teaching the professions which involve the use of special application software (for example, art, architecture, construction), 30-60 per cent of the time allocated for teaching of the profession is devoted to development of these abilities, and when teaching the professions for which the use of information and communications technologies is the object of professional activities, IT training accounts for up to 80 per cent of the time allocated for vocational education and training.
<b>Learning to learn</b>	The competence of learning to learn is developed at lessons of all the subjects taught, it is included on a systematic basis in descriptions of achievements in all the subjects taught. The cross-curriculum of learning to learn has been designed.	The competence of learning to learn is developed by means of the general education subjects included in the three-year vocational education and training curricula for the persons who do not have basic education and for the persons who are studying to attain the level of secondary education.
<b>Social and civic competence</b>	The social and civic competence is an integral part of primary education, it is at the core of the lessons of ethics, arts, languages and other subjects taught. The significance of the social and civic competence is emphasised in the basic (lower secondary) education curricula of the social subjects' unit (history, geography, basics of civic consciousness), natural sciences and arts. Development of social and civic self-consciousness is an integral part of the mother tongue curriculum. Considerable attention in respect of development of this competence is attached at lessons of moral education. The sustainable development, health and life skills cross-curricula have been developed.	Moral education (religious instruction or ethics) is included in all vocational education and training curricula, with the exception of the curricula designed for the persons who have attained the secondary education level; basics of civic consciousness are included in the curricula designed for the persons studying to attain the basic education level.
<b>Initiative taking and entrepreneurship</b>	At the level of primary education, the development of initiative taking and entrepreneurship is integrated in all the subjects taught, especially in social, science	The subject of the basics of economics and business is included in all vocational education and training curricula.

	<p>and technology education.</p> <p>At the level of basic (lower secondary) education, the topic of entrepreneurship for pupils in grades 5-8 is an integral part of the subjects of natural and social sciences, technologies, arts, physical training. Pupils in grades 9-10 study a separate subject “Economics and entrepreneurship”, the development of entrepreneurship is also included in lessons of other subjects.</p> <p>At the level of upper secondary education, this competence is developed at lessons of the subjects of natural and social sciences, technologies, arts, physical training and elective subjects (for example, economics) through organisation of various activities: modelling, pupil enterprises, design activities.</p>	
<b>Cultural awareness and expression</b>	<p>Development of the cultural competence covering familiarisation with the cultural heritage of the Lithuanian and other nations, reflection, evaluation, authentic expression of a learner forms the core of the mother tongue and foreign language curricula. In the field of primary and basic (lower secondary) education, the cultural competence is developed also at art (at the primary and basic (lower secondary) levels – art, music, dance, theatre) lessons. A cultural awareness cross-curriculum has been designed. At the level of upper secondary education, this competence is developed also at lessons of elective subjects.</p>	<p>With regard to curricula of the professions which are characterised by the competences of cultural awareness and expression (for example, florist, photographer, interior designer), these competences are developed by means of subjects of vocational education and training. All vocational education and training curricula contain the subjects of aesthetics or art and music.</p>

**QUESTION 3. By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that *all* young people leaving initial education and training (i.e. including the educationally disadvantaged) have developed key competences to a level that equips them for adult life?**

**General education.** In implementing the *Plan of Preparation Measures for the Introduction of the General Curriculum Framework for Primary and Basic Education*, the competence of consultants in the field of introduction of the updated primary and basic (lower secondary) education curriculum content has been improved, training and counselling of teachers, school principals and other participants in the process of education are being carried out. Methodical recommendations for implementation of a primary and basic (lower secondary) education curriculum have been prepared. International experts are invited, the methodical literature which will help teachers to develop competences is being translated. Preparation of textbooks and other teaching aids has the aim of making them helpful for pupils in developing their competences. An interactive website<sup>10</sup> has been created allowing teachers to exchange their experience of work according to the updated curricula and consult the persons responsible for designing of the curricula and other specialists.

<sup>10</sup> <http://portalas.emokykla.lt>

**Education of children with special needs.** In 2006, the Sign Language Study and Methodical Aids Preparation Division was established at the Lithuanian Centre for Education of the Deaf and Hearing Impaired, material resources were provided for studies of the Lithuanian sign language and preparation of methodical aids. Thematic explanatory computer dictionaries in the Lithuanian sign language, and aids for non-formal education of the deaf were published. In 2006, the Special Educational Aids Division was established at the Centre of Special Pedagogy and Psychology to conduct an analysis of the need for special educational aids, prepare catalogues of these aids for teachers and publish the textbooks adapted for children with special needs.

In the course of implementation of the *Programme for Provision of Special Education Services*, pedagogical psychological services, schools and educational centres were provided with the methodical literature discussing, among other issues, the issues of development of key competences.

New positions of assistance specialists are being established at schools of various types. In 2007, the *Standard of Vocational Education and Training for a Social Pedagogue* and the *Standard of Vocational Education and Training for a Social Worker* were updated and approved and a new *Standard of Training an Assistant Teacher* was developed and approved. The specialists trained according to these standards will help to ensure a quality process of integration of the pupils having special needs.

**Socialisation of children and youth.** The updated *General Curriculum Framework for Primary and Basic Education* (2008) provide for inclusion in the curriculum content of school subjects, in addition to other activities, addictions, addiction diseases, AIDS and other prevention programmes helping to form a social behaviour. A programme for development of adolescents' social skills "*Bridges*" has been designed and aims at socialising the adolescents having conduct disorders and inclined to crime, strengthening of their psychological resistance and developing pro-social values and conduct. In 2008, the *Programme for Bringing the Children Who Do Not Attend School Back to School* was approved; it has the aim of reducing the number of children not studying at general education schools according to compulsory education curricula.

The goal of **non-formal education of children** has been defined in the *Concept of Non-formal Education of Children*<sup>11</sup> – to develop, by means of the activities selected by a child, the competences which are of particular significance in the child's and, later, adult's life – social, educational, personal, and professional. These competences are developed by means of the activities which are traditionally of interest to children (music, dance, sports, theatre, etc.).

**Vocational education and training.** Implementation of the projects supported by the EU involved preparation of methodical aids for the development of general competences (for example, aids for the vocational education and training of the disabled and development of their abilities, methodical material for the development of general competences), vocational teachers have acquired knowledge of how to develop key competences. The *Requirements for a Textbook on Vocational Education and Training* as approved in 2004 indicate that textbooks must develop a pupil's key (social, communicative, cognitive, etc.) competences, assist a teacher in organising pupils' learning and promote pupils' self-directed (individual or group-based) learning.

One fifth of vocational schools have joined the Lithuanian Distance Education Network (LieDM).

Seeking to rationally use the European Union structural funds and co-financing funds of the 2007-2013 programming period allocated for the development of resources of practical vocational education and training, the *Programme for the Development of Practical Vocational Education and Training Resources*<sup>12</sup> has been designed. In the course of implementation of the programme, a network of sectorial practical training centres is planned to be created. This network will unite

---

<sup>11</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2695 of 30 December 2005 (Official Gazette, No 4-115, 2006)

<sup>12</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-3329 of 4 December 2008 (Official Gazette, No 147-5919, 2008)

educational institutions evenly located across the territory of Lithuania, and the methodical and teaching material presented at the website will be available for all educators. A modern equipment required for the implementation of vocational education and training curricula will be installed at the sectorial practical training centres and training institutions, and institutions of other levels of education will also have access to it. With a view to maximising the use of capacities of the created practical training centres and rendering services of the highest possible quality to the largest possible number of users, advanced methods of learning based on information technologies will be introduced and technological competences of vocational teachers and lecturers will be improved.

The 2008 *Concept of Development of the Infrastructure of Vocational Education and Training in Regions for Adult Persons and Youth* stipulates the principles of designing of a programme for the development of the vocational education and training infrastructure in regions for adults and youth. Financial support has been allocated for the infrastructure development projects prepared by vocational education and training institutions.

#### **QUESTION 4. What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences?**

In order to increase the accessibility of learning and promote social integration (by attaching particular attention to socially vulnerable groups of the population), significant legal acts have been adopted, and government programmes have been approved: the *Strategy for Ensuring of Lifelong Learning*<sup>13</sup>, the *Law on Vocational Education and Training*<sup>14</sup>, the *Law Amending the Law on Vocational Education and Training*<sup>15</sup>, the *Strategy of Economic Literacy and the Strategy of Entrepreneurship Development*<sup>16</sup>, etc. This provides conditions for various groups of society to more actively engage in continuous learning in a more flexible manner. The *Human Resources Development Action Programme* stipulates the goal of enhancing the possibilities of Lithuanian residents to pursue lifelong learning. Attainment of this goal will be sought by improving and consolidating the institutional system of lifelong learning, improving the quality of services and increasing their accessibility. Various national ministries (the Ministry of National Defence, the Ministry of Foreign Affairs, the Ministry of Finance, the Ministry of Transport and Communications, the Ministry of Health, the Ministry of Culture, etc.) have established their own bodies for non-formal adult education at which specialists of relevant fields upgrade their qualification.

The general education of adult persons is carried out at 63 general education schools (at adult schools and training centres or at general education schools carrying out general education curricula for adults). The continuous education of adults is provided at 78 vocational schools and 10 labour market training centres. At vocational schools and vocational education and training centres, a profession is taught according to the curricula designed for the persons having different education and needs. The curricula differ in the curriculum content and duration.

In the 2006-2007 academic year, 9 colleges and 10 universities as well as branches of some vocational schools had distance learning centres, which aim at creating and developing a system of higher education studies and continuous learning based on information and communication technologies. Universities demonstrate particular concern over public education and apply for the purpose of its development modern forms of studies. In the 2006-2007 academic year, universities organised over 7000 various courses for distance learners.

---

<sup>13</sup> Republic of Lithuania Minister of Education and Science and Republic of Lithuania Minister of Social Security and Labour Order No ISAK-433/A1-83 of 26 March 2004

<sup>14</sup> Republic of Lithuania Law on Vocational Education and Training No VIII-450 of 14 October 1997 (Official Gazette, No 98-247, 30-10-1997)

<sup>15</sup> Republic of Lithuania Law on Amendment of the Law on Vocational Education and Training No X-1065 of 3 April 2007 (Official Gazette, No 43-1627, 19-04-2007)

<sup>16</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-835 of 02 June 2004

**QUESTION 4.a. What, if any, are the current adult target groups and the specific provisions put in place for them?**

The persons who early left the formal education system face considerable difficulty in acquiring and upgrading their qualifications. The labour market vocational education and training is intended for the persons who have attained the level of education not lower than basic or secondary. The persons who do not possess basic education make up an exclusion group, because prior to acquiring a qualification they need to acquire the required education. It is provided at general education schools for adults and at vocational schools. In creating preconditions for the “second chance” to acquire secondary education for the persons who early left the learning system, the legislative basis is being improved. In 2005, the Minister of Education and Science recognised, by his order, the previously acquired seven-year, eight-year, nine-year education attested as incomplete secondary education by certificates of seven-year, eight-year, nine-year, incomplete secondary education as being equivalent to basic education. In 2007, the documents governing flexible forms of learning – the *Description of the Procedure for Module-Based Learning* and the *Description of the Procedure for Informal Learning* – were updated.

In the field of general education, the problem of quality of education of adults and also socially excluded groups remains a topical one, especially in respect of the application of curriculum content, topics, measures and methods not adapted for adults. In order to enhance integration of socially vulnerable groups of society, the legislative basis has been continuously improved over recent years (the *Law on the Social Integration of the Disabled*<sup>17</sup> and the *Law on Social Enterprises*<sup>18</sup> have been adopted), and the interinstitutional programmes providing preconditions for development of the initiatives focused on the education of socially excluded groups have been implemented.

Key competences are conveyed by means of the so-called non-formal non-vocational education and training, however, its services are frequently rendered in a fragmented manner, at the initiative of individual institutions.

General education schools or their branches (advisory units) function at corrective institutions. Implementation of the projects financed by EU structural and national funds involves carrying out of non-formal adult education programmes at the majority of the corrective.

**QUESTION 4.b. What national data are available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences?**

The situation in the field of lifelong learning is reflected by some indicators of State education monitoring: the level of lifelong learning, i.e., the percentage of the persons of the age of 25-64 years studying within the last 4 weeks (this indicator is widely used also in EU comparative surveys); the percentage of the persons of the age of 25-64 years studying within the last year. In Lithuania, information about these indicators is provided by the Department of Statistics to the Government of the Republic of Lithuania.

The Ministry of Education and Science and the bodies subordinate to the Ministry and to the Ministry of Social Security and Labour initiate, organise and conduct national and sector studies, consider various approaches to lifelong learning and prepare reviews and analyses. Participation of adults in the measures designed for development of their key competences is directly or indirectly shown by the studies conducted by the Department of Statistics and other organisations. Examples of the studies are as follows: *Development of adult continuous learning opportunities within the framework of implementation of the lifelong learning strategy*; *Learning needs of the adults living in villages and small towns (with the number of residents of up to 30 000)*; *Status of non-formal adult education and the attitude of residents and employers towards non-formal adult education*;

---

<sup>17</sup> Republic of Lithuania Law on Amendment of the Law on the Social Integration of the Disabled No IX-2228 of 11 May 2004 (Official Gazette, No 83-2983, 22-05-2004)

<sup>18</sup> Republic of Lithuania Law on Social Enterprises No IX-2251 of 1 June 2004 (Official Gazette, No 96-3519, 19-06-2004)

**QUESTION 4.c. In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?**

Co-operation is conducted with national and international institutions: the Department of Disabled Affairs at the Ministry of Social Security and Labour, the Swedish Institute for Special Needs Education, the European Agency for Development in Special Needs Education, and associations of the disabled.

The updated *Strategy for Ensuring of Lifelong Learning*<sup>19</sup> provides for involvement of social partners in the process of implementation of the policy of lifelong learning. Within the context of organisation of adult education, the role of associations (nongovernmental organisations) is of particular importance. With a view to engaging more social partners in this process, the Ministry of Education and Science has entered into co-operation agreements with the Lithuanian Association of Adult Education and the Lithuanian Adult Education Centres Leaders Association. The *Implementation Action Plan of the Strategy for Ensuring of Lifelong Learning* also provides that in implementing the measures of the Strategy, the Ministry of Education and Science will co-operate with the Ministry of Social Security and Labour, the Ministry of Agriculture, the Board of Qualifications under the Government of the Republic of Lithuania, and the Lithuanian Centre for Adult Education and Information.

**QUESTION 5. How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach? Have any specific measures been taken in the area of VET teachers and trainers?**

In implementing the *Teacher Training Concept*, the *State Programme for Reforming Teacher Training and In-service Education*<sup>20</sup> was developed in 2006 and covers all sub-systems of the system of training and in-service education of pedagogues (studies at higher education establishments, acquisition of a pedagogue's professional qualification, in-service education within formal and non-formal education systems). Implementation of this programme involved the 2006-2008 project of general public importance *Improvement of Teacher Training*<sup>21</sup> initiated by the Ministry of Education and Science and financed by EU structural funds. Upon implementation of this project and drafting of relevant legislation, preparatory work for improvement of teacher training has been carried out, which is necessary for reforming the training of teachers.

The main documents regulating teacher training and their in-service education are as follows:

The *Description of a Teacher's Professional Competence*, which defines competence groups of a teacher's professional activity according to pre-school, pre-primary, primary, basic (lower secondary), upper secondary, relevant special education, vocational education and training and children's non-formal education curricula, his competences and abilities (see Annex 1). The purpose of the document is to establish uniform criteria of teacher training and their in-service education.

The *Description of the Competence of a School Principal* specifying relevant groups of competences.

The *Teacher Training Regulations*, which will provide a basis for updating pedagogue training curricula.

*Priority Directions of In-service Education of Principals of State and Municipal Schools, Deputy Heads for Education, Heads of the Divisions Organising Education, Teachers, Vocational*

---

<sup>19</sup> Republic of Lithuania Minister of Education and Science and Republic of Lithuania Minister of Social Security and Labour Order No ISAK-2795/A1-347 of 15 October 2008 (Official Gazette, No 122-4647, 2008)

<sup>20</sup> Republic of Lithuania Government Resolution No 468 of 25 May 2006 (Official Gazette, No 60-2139, 2006)

<sup>21</sup> <http://www.esparama.lt/lt/bpd/zemelapis/zemelapis/?id=700>

*Teachers and Specialists of Assistance to Pupils for 2008-2010*. The document indicates the main directions for in-service education of the employees of the mentioned educational institutions for a period of three years.

In 2007, a new version of the *Regulations of Teachers' Performance Appraisal* was approved. The regulations indicate that assessment of a teacher's activities focuses on a teacher's competences (abilities) and educational outcomes (this has essentially altered the previously valid criteria of assessment of a teacher's activities). A teacher's activities and competence are assessed according to three areas: expediency, efficiency and effectiveness of educational activities; communication, co-operation and activities within an institution's (school's) community; self-directed professional development. The largest emphasis is placed on a teacher's competences which are relevant for everyday educational activities.

Designing of programmes for teachers' in-service education provides for development of the competences which will be acquired by a person who will complete a programme, a teaching model, ways of assessment of the acquired competences. These programmes are developed so that during events, the forms of work which are focused on the development of competences and practical activities rather than subject teaching would prevail: learning through co-operation, team teaching and other interactive strategies.

On the basis of the *Description of a Teacher's Professional Competence*, the *Regulations of Vocational Teachers' In-service Education* were approved in 2007. They specify the goals and tasks of vocational teachers' in-service education, its forms and funding, the functions of the institutions organising in-service education, general requirements for in-service education programmes and assessment of acquired competences.

In 2007, 15 teacher training standards were developed and approved. According to them, colleges develop teacher training curricula on the basis of competences. The content of vocational teachers' in-service education curricula is formed by taking into consideration the new competences defined in vocational education and training standards.

The first curriculum designed for vocational teachers *Professional Pedagogy* was initiated in 2002. In the course of implementation of the ESF project *Expansion of the Vocational Teachers' Training Network to Lithuania's Regions*, the curriculum was updated according to the professional standard of a vocational teacher/lecturer (see Annex 2).

**QUESTION 6. What approaches (including new ways to organise learning) does your country take to promote the acquisition of transversal key competences in general education (primary, lower secondary and general upper secondary), VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression)? Where appropriate please refer back to Question 2 on curricula.**

**General education.** The updated *General Curriculum Framework for Primary and Basic (Lower Secondary) Education* (2008)<sup>22</sup> sets forth the principal goal of education – to develop spiritual, intellectual and physical powers of a person, to educate an active, creative and responsible citizen who has acquired the competences required for a successful social integration and lifelong learning. Features of acquisition of general competences have also been defined (see Annex 3). A new area of development of key competences and life skills is made up by cross-curriculum programmes (*Learning to Learn, Communication, Sustainable Development, Health and Life Skills, Cultural Awareness*) and the preventive programmes which are implemented by means of lessons of all subjects, non-formal education activities and school community events.

In preparing for introduction of the updated General Curriculum Framework, implementation of the national-level project *Implementation of the General Curriculum Framework for Primary and Basic (Lower Secondary) Education* has been initiated since 2007. The project has the aim of

---

<sup>22</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2433 of 26 August 2008 (Official Gazette, No 99-3848, 2008)

training 475 curricula content consultants, who improve their qualification in the fields of individualisation and differentiation of education, development of competences, and assessment for learning and are capable of advising colleagues on the implementation of the general curriculum framework within school communities and in regions and collect the feedback required for improvement of the curricula.

In the course of implementation of the project *Breakthrough in Application of Information and Communications Technologies in the Process of Education in Grades 7-8*, training for teachers of various subjects was organised, recommendations were prepared regarding application of ICT at lessons of various subjects in respect of pupils in grades 7-8 (publications and a CD were issued, the material was made available in the Internet).

The *Network of Teams of School Teachers for Sustainable Development Competences* has been created and is being developed. Teachers hold seminars, consultations, prepare methodical material, develop key competences at their schools.

The following ESF projects have been initiated: *Development of Key Competences of Pupils in the First Concentre of Basic (Lower Secondary) Education (Grades 5-8)* (it is planned to develop the competence of learning to learn through teaching of the mother tongue and natural sciences); *Extension of Opportunities for 14-19 Year Old Pupils to Choose an Education Scheme, Stage II: Enhanced Differentiation and Individualisation of Learning Seeking the Education Quality Required for the Modern World of Work*.

In the field of non-formal education for children, projects, competitions, olympiads and other events are undertaken for the purpose of development of key competences. Cultural awareness and expression competences are promoted through organisation of the national competitions *Pure Language*, the *Young Philologists Competition* and implementation of the *Programme for a European Certificate for Best Language Projects, Teachers and Pupils*. The *Long-Term Programme for Civic and National Education Development*, the *National Youth Entrepreneurship Development and Promotion Programme for 2008-2012* (see Question 1) as well as the *Programme for Teaching Pupils of General Education Schools about the Processes of Provision of Information to the Public and Human Rights*, which aims at developing pupils' information literacy by promoting their critical thinking, are being implemented.

**Vocational education and training.** Since 1993, business practical training firms have been established at Lithuanian secondary and vocational schools, colleges and universities. Their activities are a simulation of the real business environment, a training process during which students are placed in an environment imitating market conditions and trade with Lithuanian or foreign enterprises, compete between themselves, manage finances, recruit the personnel, submit reports to regulatory authorities, communicate with suppliers and thus acquire practical professional, social and technical skills required in the activities of an enterprise<sup>23</sup>.

Acquisition of transversal key competences in the field of vocational education and training and training of vocational teachers is promoted by implementing the projects supported by EU structural funds, for instance: *Expansion of the Vocational Teachers' Training Network to Lithuania's Regions; Improvement of Teacher Training; Market Economy and Entrepreneurship Development Training for Teachers*.

**Adult education.** In the course of implementation of national projects of adult education, the training intended for the acquisition of transversal key competences is financed, and the scope of this training is expanded. National competitions of non-formal education for adults are organised on an annual basis devoting considerable attention to civic competences. Development of cultural awareness and expression is continuously supported by the Education Exchanges Support Foundation (Comenius, Grundtvig projects, etc.). Creation of the programmes designed for the development of transversal key competences and increase of the number of the persons studying under these programmes is planned to be continued.

---

<sup>23</sup> More information about it may be found on the website of the Lithuanian Practice Firms Centre "Simulith" <http://sl.viko.lt/>

More attention is planned to be devoted to key competences through the use of EU structural funds. For instance, the *Programme for Development of Practical Vocational Education and Training Resources* identifies a group of activities *Provision of General Competences to Learners*, which will help to develop the key competences of adults and to adapt teaching aids for this purpose; the project *Development of Adult Education Institutions through Provision of Up-to-date Competences in Regions* is being implemented.

**Teacher training.** The *Description of a Teacher's Professional Competences* was drawn up in 2008 stipulating groups of competences of a teacher's professional activities according to pre-school, pre-primary, primary, basic (lower secondary), upper secondary, appropriate special education, vocational education and training, children's non-formal education curricula, competences and abilities. This document describes the following groups of competences: common cultural competence, professional competences, general competences, special competences (see Question 5 and Annex 1).

**QUESTION 7. How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.**

The *Concept of Assessment of Pupils' Progress and Achievements*<sup>24</sup> was approved in 2004 and serves as the basis for the drawing up and updating of assessment documents, methodical publications for teachers, programmes for the training of teachers and their in-service education, provision of information to parents and the public. In order to focus the educational content on the development of key and key professional competences, the *General Curriculum Framework for Primary and Basic (Lower Secondary) Education* (2008)<sup>25</sup> describes pupils' achievements as the body of three integral component parts of a continuously developed competence – abilities, skills, knowledge and understanding. In addition to pupils' achievements, educational guidelines are described too and it is stressed that a pupil can develop competence only by learning in a conscious and active manner, and a teacher's duty is to guide and help him. Both the *Concept of Assessment of Pupils' Progress and Achievements* and the *General Curriculum Framework* stress the importance of formative assessment and assessment for learning.

The idiographic (individual progress) principle of assessment as applied in the field of **primary education** provides possibilities of targeted application of summative and formative assessment in the process of education. A teacher does not only present information about the progress made, but also promotes a child's participation in the assessment of his own progress and motivates for learning. According to a school's agreements and focusing on the competences to be acquired as provided for by the *General Curriculum Framework for Primary Education*, a primary school teacher describes each half a year or trimester every pupil's achievements by pointing out what he was able to achieve and what he should still seek to achieve. A descriptive assessment (description of a child's achievements) is intended not only for informing about achievements, but also provides an opportunity for a teacher to take reasoned decisions in planning further process of education (self-education). Upon completion of a primary education curriculum, the *Description of a Child's Learning Achievements* is prepared summing up the curriculum's achievements.

**Basic (lower secondary) and general upper secondary education.** The project *Assessment in the Process of Education*, which was intended for changing the culture of assessment at school, has been replaced by the project *Improvement of Assessment of Pupils' Achievements and Progress in the Process of Moral and Artistic Education and Physical Training*. In the course of implementation of these projects, teachers acquired new knowledge about the modern concept of teaching, learning and assessment and skills to apply this knowledge in educational practice;

---

<sup>24</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-256 of 25 February 2004 (Official Gazette, No 35-1150, 2004)

<sup>25</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2433 of 26 August 2008 (Official Gazette, No 99-3848, 2008)

examples of good practice of formative assessment are being created and accumulated. The experience of assessment improvement which has been accumulated by teachers is used in preparation of methodical publications.

For the purposes of assessment of foreign language skills, use is made of the *European Language Portfolio*, which helps learners to develop a better understanding of what they are already capable of and what they still need to aspire for.

An ESF project *Creation of Standardised Tools of Assessment and Self-Assessment of Pupils' Achievements for General Education Schools* was launched in 2009. It is planned to prepare recommendations and standardised assessment tasks to enable comparison of pupils' achievements with requirements of the General Curriculum Framework.

Lithuanian experts have participated in preparation of methodical recommendations in relation to the project *Assessment of Pupils' Achievements and Progress in the Inclusive Environment* initiated by the European Agency for Development in Special Needs Education. These recommendations will be used by the EU Member States seeking to improve the systems and models of assessment of pupils with special needs and to develop the culture of formative assessment. A methodical material file is intended for teachers and other specialists working at educational establishments.

**Vocational education and training.** The *Vocational Education and Training Standards*, which serve as the basis for development of vocational education and training curricula, formulate references for the assessment of competences, which also include key competences. The competences are assessed both in the course of the learning process and when performing the final assessment. These references help not only assessors, but also learners in their self-assessment.

**QUESTION 8. How does your country - at national and or regional and local levels - evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?**

Lithuania participates in international surveys of students' achievements: OECD's PISA survey, the PIRLS study organised by the International Association for the Evaluation of Educational Achievement (IEA) and TIMSS. A preparation is carried out for secondary analysis the results of these surveys.

At the national level, the outcomes of teaching (learning) in relation to several key competences (mother tongue, mathematical, scientific and technological literacy as well as social competence and civic awareness) are partially evaluated by the National Research of Students' Achievements. The content of the tests is compiled according to the national documents regulating the curriculum content. A research programme evaluates three significant constituent parts of students' teaching (learning) outcomes: knowledge, skills and abilities. The object of research comprises achievements of pupils in grades 4, 6, 8 and 10 (grade 2 at gymnasiums).

In conducting the National Research of Students' Achievements, a survey sample is compiled permitting to assess pupils' attainments at the national level, but this research may also be conducted at the municipal level (it involves the municipalities willing to participate, the research is conducted at all schools of the municipalities in question). At the municipal level, a smaller number of areas of education are examined – solely the Lithuanian language as the mother tongue and mathematics are the object of research.

In evaluating learning achievements in relation to key competences, use is also made of some indicators of State education monitoring: the percentage of the pupils who have attained a level not exceeding Level 1 according to OECD's PISA surveys; pupils' performance in the field of reading/mathematics/natural sciences and their average score according to the scale of OECD's PISA surveys; the percentage of the pupils in grade 8 who attain the basic and higher level in the field of the Lithuanian language/mathematics/natural sciences/social sciences; the percentage of the pupils who pass a computer literacy test following completion of a secondary education curriculum; the percentage of computer users in the age group of 25-64 years.

Lithuanian schools apply an institution's self-assessment and external assessment. The schools assess their own performance and students' teaching (learning) achievements by using a system of indicators. Outcomes of teaching (learning) in relation to key competences may be assessed (self-assessed) by employing the following indicators: progress of individual pupils, progress of a school, pupils' learning achievements, other achievements of pupils, further success of learning, personality development expectations, expectations of learning achievements, encouragement of the desired behaviour, attitudes and ways of teaching, relation between teaching and life, learning motivation, ability to learn, learning through co-operation, development of pupils' personality and social development.

Results of international and national surveys of students' achievements and national education monitoring indicators are announced on the websites of the Ministry of Education and Science and the establishments subordinate to it<sup>26</sup>. The results of the surveys are made available to politicians, education managers of all levels, the pedagogical community, academic communities of the higher education establishments training pedagogues.

Results of the international and national studies of students' achievements enable to plan the priority and strategic directions of introduction of the curriculum content, training of teachers and their in-service education as well as preparation of textbooks, initiation of national projects, planning of targeted use of EU structural assistance. On the basis of findings of the analysis of results of PIRLS and PISA, the General Curriculum Framework and requirements for students' achievements have been updated and modified. An analysis of findings of the National Research of Students' Achievements helps to reveal disparities of outcomes of general education between regions or types of schools, indirectly shows disparities in schools' supply, quality of education, and the social environment of education which need to be eliminated seeking to achieve social cohesion in society. On the basis of information about students' achievements, the following target programmes have been developed and are being implemented: the *Programme for Reconstruction of General Education and Vocational Schools and Provision with Teaching Aids*, the *Programme for the Development of Pre-school and Pre-primary Education in 2007-2012*, the *Programme for Education of Gifted Children and Youth*, etc.

On the basis of the information provided by surveys, a municipality or a school may assess itself and provide for the actions to improve the quality of education at its schools (school).

## CHAPTER 2. TRANSVERSAL LIFELONG LEARNING ISSUES

### **QUESTION 9. What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of national qualifications frameworks linked to the EQF, systems for the validation of non-formal or informal learning and learning outcomes based approaches)?**

The main strategic document – the *Strategy for Ensuring of Lifelong Learning*<sup>27</sup> – provides for and defines the directions of development of lifelong learning and their implementation measures, focuses on the areas of vocational education and training and continuous training of adults. The Strategy is in line with the strategic priorities established in the Draft *Long-Term Economic Development Strategy of Lithuania until 2015*. (When framing the economic policy, account is also taken of the growth of quality employment and investments in human capital, development of the social infrastructure.) A modification of the *Strategy for Ensuring of Lifelong Learning* and integration of its implementation action plan into the measures provided for by the European Commission will ensure the implementation of a better targeted lifelong learning development policy.

---

<sup>26</sup> Information about international surveys: [http://www.smm.lt/svietimo\\_bukle/tyrimai\\_tmp.htm](http://www.smm.lt/svietimo_bukle/tyrimai_tmp.htm); <http://www.egzaminai.lt/3/>  
Reports on national research of students' achievements: <http://www.pedagogika.lt/index.php?-1735614090>  
Indicators of state education monitoring: <http://www.svis.smm.lt/naujas/node/20>

<sup>27</sup> Republic of Lithuania Minister of Education and Science and Minister of Social Security and Labour Order No ISAK-2795/A1-347 of 15 October 2008 (Official Gazette, No 122-4647, 2008)

With a view to improving the legal basis of vocational education and training, the *Law on Amendment of the Law on Vocational Education and Training*<sup>28</sup> was adopted in 2007 providing for a reform of the systems of vocational education and training and labour market training, optimisation of the management of the vocational education and training system and creation of a national system of qualifications. The Law lays down the principles of qualification formation, assessment and recognition. The system of qualifications is being created on the basis of the European Qualifications Framework (EQF). The national system of qualifications should enhance cohesion between the qualifications acquired at different levels of education and eliminate a part of the obstacles restricting or complicating lifelong learning. Management of the processes of the system of qualifications is currently mostly associated with training and study programmes, accreditation and licensing of institutions carried out by state institutions and the advisory expert organisations established by them.

*The Law on Amendment of the Law on Vocational Education and Training* establishes a module-based system of vocational education and training, application of various forms of acquisition of professional competence and qualification thus providing a possibility for increasing the accessibility of lifelong learning. This is of particular importance for the persons having special needs who are often incapable of acquiring all or highest-level competences of a certain profession, however possess considerable motivation and abilities to complete one or two modules of a curriculum.

A search for efficient forms of assessment and recognition of formally acquired qualifications has enabled to engage employers (Chambers of Commerce, Industry and Crafts) in assessment of qualifications of initial vocational education and training and to establish a separate expert and advisory institution in the field of assessment and recognition of higher education qualifications – the Centre for Quality Assessment in Higher Education.

In seeking to achieve the accessibility of education for the persons with a variety of needs and of a different age, the quality of the services rendered and in creating more favourable and secure conditions for teaching (learning) (the curricula, methodologies and motivation systems which are more flexible and better correspond to the needs of adults), the *Programme for Renovation of Teacher and Adult Education Centres and Provision with Modern Teaching Aids*<sup>29</sup> is of considerable importance. This is the first document in the field of adult education providing for development of multifunctional centres. These measures aim at increasing the number of adult learners. However, institutions still lack funds for the procurement of modern equipment and teaching aids, fitting of modern premises.

Taking into consideration the growing learning needs of the public, a model of teaching of adults at educational establishments is being created, non-formal adult learning initiatives are supported. In implementing the mentioned goals and improving the lifelong learning system, assistance from EU structural funds is important.

### **CHAPTER 3. VOCATIONAL EDUCATION AND TRAINING**

#### **QUESTION 10. What progress has Lithuania made in increasing the attractiveness of VET programmes and their relevance to the labour market?**

The *Law on Amendment of the Law on Vocational Education and Training*<sup>30</sup> as adopted in 2007 introduces a new structure and management of the system of vocational education and training based on co-operation of state institutions and social partners. The Law defines provisions of initial and continuous vocational education and training as well as management of vocational guidance, stipulates provisions of quality assurance in the field of vocational education and training.

---

<sup>28</sup> Republic of Lithuania Seimas Resolution No X-1065 of 3 April 2007 (Official Gazette, No 43-1627, 2007)

<sup>29</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-1580 of 27 July 2007.

<sup>30</sup> Seimas of the Republic of Lithuania Resolution No X-1065 of 3 April 2007 (Official Gazette, No 43-1627, 2007)

The aim is also to harmonise vocational education and training with the labour market needs through application of measures of quality assurance in vocational education and training, approval of vocational education and training standards, conducting economic sector studies, monitoring of demand for and supply of skills, co-operation with social partners and by other means.

**Quality assurance in vocational education and training** is among priority works. In 2008, implementation of the project *Creation and Introduction of a Single System of Quality Assurance in Vocational Education and Training* was completed, which resulted in the development of the *Concept and Model of a System of Quality Assurance in Vocational Education and Training*<sup>31</sup> for initial and continuous vocational education and training, the *Set of Criteria and Indicators of the Quality of Vocational Education and Training (the Quality Standard)*, the *Methodology of External Assessment of the Quality of Vocational Education and Training* for the evaluation of a training institution, *Methodical Recommendations for the Introduction of a System of Internal Quality Management at Vocational Education and Training Institutions*.

The purpose of **vocational education and training standards** is to ensure the comparability, transparency of awarded qualifications and meeting of economic needs. The standards are developed on the basis of the structure of a vocational education and training standard (approved in 2007) and describe the areas of professional activities, competences as well as the parameters of their acquisition in the course of a training process. The competences are established for a period of five years. 168 vocational education and training standards have been introduced so far, of them 101 standards were developed and introduced in 2006-2008 while implementing the project of general public importance *Development of the National System of Vocational Education and Training Standards*<sup>32</sup>. The vocational education and training standards provide a basis for the development and update of vocational education and training curricula. 337 curricula were updated in 2007-2008.

**Economic sector studies.** A programme for economic sector studies was commenced in Lithuania in 2000. Economic sectors are studied by applying a methodology permitting comparison of results at the national and international levels. A study is conducted by a group of the experts representing various Lithuanian institutions (educational, scientific, statistical, labour market, business, etc.), foreign experts participate too. The main goal of studies is to determine, on the basis of an analysis of development tendencies in an appropriate economic sector in Lithuania and other countries, a change in the number of employees as well as training needs for a period of five years and to present specific recommendations to improve a balance between the supply of and demand for the workforce within the sector<sup>33</sup>.

**Monitoring of demand for and supply of skills.** In order to create a coherent system of monitoring and forecasting of skills (the competences required in various areas of activities), the *Methodology of Identification of Future Skills*<sup>34</sup> was developed and piloted in 2006-2008. According to this methodology, the system of monitoring and forecasting of skills comprises two parts: regular, i.e., a consistent and systematic monitoring of education and the labour market, as well as detailed, which is intended to examine the areas with the largest shortage of skills identified.

**Co-operation with social partners.** The new version of the *Law on Vocational Education and Training* has broadened the powers of social partners in vocational education and training. The Law stipulates that social partners participate in the shaping of the policy of vocational education and training; initiate the development of new qualifications, professional standards, vocational education and training curricula; participate in forming their content, evaluating vocational education and training curricula according to their conformity to economic needs and co-ordinate them according to their competence; participate in the planning of admission of pupils to the vocational education and training programmes funded by the State; participate in the carrying out of

---

<sup>31</sup> <http://projektai.pmmc.lt/index.php?id=1868>

<sup>32</sup> <http://www.esparama.lt/lt/bpd/zemelapis/zemelapis/?id=661>

<sup>33</sup> Studies are presented on the website at <http://www.pmmc.lt/PMIT/researches.html>

<sup>34</sup> [http://www.pmmc.lt/Skelbimai/SEK\\_EN/EN-Monitoring%20skills%2008.07.30.pdf](http://www.pmmc.lt/Skelbimai/SEK_EN/EN-Monitoring%20skills%2008.07.30.pdf)

vocational guidance; co-ordinate the activities of organisation of assessment of the competences acquired by a person and participate in the assessment of the competences acquired by the person; participate in the organisation of practical vocational education and training in an undertaking, establishment, farmer's farm or with a freelance teacher and in exercising his supervision; participate in the performance of external assessment of managerial and pedagogical activities of vocational education and training institutions; participate in the activities of Lithuanian and county vocational education and training councils. In compliance with the *Description of the Procedure for Developing and Validating Basic Vocational Education and Training Curricula* as approved in 2006, social partners must be involved in the development of a new curriculum.

**Other measures.** In developing the system of vocational guidance and counselling, funds of the European Social Fund were used in 2006-2008 to implement two projects of general public importance – *Creation and Development of the Open Information, Counselling and Guidance System* (Lithuanian abbreviation – AIKOS) and the *Creation and Introduction of a Vocational Guidance System*, in the course of implementation of which: regulatory documents of vocational guidance (for example, the *Career Information Standard*) were drawn up; training curricula and methodologies for vocational guidance specialists were developed, training of specialists was organised; a system of career information points (Lithuanian abbreviation – PIT) and the equipment required for provision of PIT were further developed; the Open Information, Counselling, Guidance System (AIKOS)<sup>35</sup>, which ensures dissemination of the main information for the purposes of vocational guidance, was updated. The continuity of these initiatives is provided for in the *National Programme for Vocational Guidance in the System of Education* approved in 2007.

Since 2003, a part of vocational schools have been reorganised into public establishments. Following the change in the legal status of the schools, other founders (enterprises, administrations of county governors, municipalities, etc.) may also participate in their management, links between schools and employers have strengthened, the image of vocational education and training institutions and their recognition at the regional level has improved. Until 2008, 13 vocational schools were reorganised into public establishments. This reorganisation is planned to be continued also in the future.

With a view to implementing the priorities, goals and tasks set in the *Human Resources Development Action Programme for 2007-2013*, the *Cohesion Promotion Action Programme for 2007-2013* as well as the *Lithuanian Strategy for the Use of European Union Structural Assistance for 2007-2013*; the *Programme for Development of Resources of Practical Vocational Education and Training*<sup>36</sup> was developed in 2007. The main goal of the programme is to increase conformity of vocational education and training to the needs of the labour market. The special goals of this programme are to enhance the flexibility of vocational education and training, improve the quality of vocational education and training and preparation of learners for practical activities, provide opportunities of in-service education for teachers and lecturers on a continuous basis, increase the accessibility of vocational education and training and create conditions for learners to improve their skills of adaptation to the social environment.

The attractiveness of vocational education and training is enhanced by providing possibilities for pupils of vocational schools to participate in international competitions. In 2008, the pupils of Lithuanian vocational schools participated for the first time in the European skills promotion competition *Euroskills*.

Vocational education and training institutions promote vocational education and training by organising open days. The number of the initiatives involving co-operation of vocational schools and higher education establishments with regard to the continuity of an initial vocational education and training curriculum at a higher-level institution has recently increased.

---

<sup>35</sup> <http://www.aikos.smm.lt>

<sup>36</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-2333 of 3 December 2007 (Official Gazette, No 147-5919, 2008)

## CHAPTER 4. HIGHER EDUCATION

**QUESTION 11. In the area of Modernisation of Higher Education, what progress has Lithuania made in relation to:**

- **Plans / measures to diversify the income streams of Higher Education Institutions;**
- **Plans / incentives to encourage Higher Education Institutions to open up to lifelong learners**

### **Income of Higher Education Institutions**

The funds of a higher education establishments are governed by the *Law on Higher Education*<sup>37</sup>. They consist of funds of the State budgetary funds (which are appropriated in accordance with the methodology for determining demand for the State budgetary funds and appropriating such funds to State higher education establishments to cover tuition fees, for student grants, for implementation of the State investment and other programmes as well as for the development of international exchange programmes) and income from research activities, economic activities and the services rendered, the income received from international and other foundations and organisations, tuition fees of the students paying the full cost of studies and other lawfully acquired funds.

The Methodology for Determining demand for the State budgetary funds and appropriating such funds to State higher education and establishment must provide for the following funds for: 1) studies; 2) development of research and artistic creative work; 3) administration and economy; 4) keeping-up of objects entered into the Register of Immovable Cultural Properties of the Republic of Lithuania and lists of cultural properties of Lithuania.

The activities of lifelong learning at higher education establishments are attributed to services and may be subject to payment by students themselves, their employers or from funds of the projects implemented according to national and international programmes.

### **Lifelong learning**

*The Provisions for the National Education Strategy 2003–2012*<sup>38</sup> stipulate that by 2012, “every citizen of Lithuania has a possibility to study at a higher school by the chosen mode of study (distance, extramural or other), and more than 60% of Lithuanian youth acquire higher university or non-university education.”

According to data of the Department of Statistics, in 2008 every fourth resident of Lithuania of the age of 25-64 years had a higher education (in 2006 – every fifth). In the autumn of 2008, 79% of graduates of general education schools and 7% of graduates of vocational schools became first-year students at higher education establishments (in 2007, respectively 74% and 6%). The higher education establishments provide part-time and extramural studies focused on the needs of employees. According to data of the Department of Statistics, in the 2007/2008 academic year, 40,0% of students selected extramural studies, and 6,1% – part-time studies.

At the majority of higher education establishments, there are divisions of continuing studies and/or distance learning centres aiming at creating and developing higher education studies and continuing studies based on information and communication technologies.

*The Law on Higher Education* provides for a possibility to study according to an individual study plan and to select subjects according to one’s own needs and interests. However, it should be noticed that students still lack flexibility in organisation of studies. Thus, according to a representative poll of full-time students as conducted in 2008 by the Research and Higher Education Monitoring and Analysis Centre, conditions for a student to study according to individual study plan and to select a flexible timetable Were evaluated by slightly more than 5 points in the 10-point scoring scale.

---

<sup>37</sup> Seimas of the Republic of Lithuania Resolution No VII-1586 of 21 March 2000 (Official Gazette, No 27-715, 2000)

<sup>38</sup> Seimas of the Republic of Lithuania Resolution No IX-1700 of 4 July 2003 (Official Gazette, No 71-3216, 2003)

*The Lithuanian Higher Education System Development Plan for 2006-2010*<sup>39</sup> is a strategic document defining the goal, tasks and development directions of the higher education for a period of five years. One of the tasks of higher education as formulated in this document is to ensure the possibility of lifelong learning. In implementing this task, the *Regulation for the Description of a Selective Study Programme* and the *Regulations for the Assessment of a Selective Study Programme* were approved by the orders of the director of the Centre for Quality Assessment in Higher Education in 2007. Higher education establishments are encouraged to provide selective studies, during which separate subjects or their cycles are studied for the purpose of improving professional qualification or re-training, also for the purpose of extension of professional or general education. The forms of selective studies shall be established by a higher education establishment itself.

One of the preconditions for lifelong learning is recognition of prior learning. The procedure for recognising of entire study programme including results of studies abroad are defined by the *Procedure of Recognition of Study Periods*<sup>40</sup> approved by the Minister of Education and Science as well as by internal rules of a higher education institution.

Supplementary bridging courses may be organised for the persons seeking academic recognition of foreign qualifications giving access to higher education in Lithuania. They are regulated by the *Regulations on the Assessment and Academic Recognition of Foreign Qualifications Giving Access to Higher Education and Higher Education Qualifications*<sup>41</sup> approved by the Minister of Education and Science of the Republic of Lithuania. Supplementary bridging courses are being organised and conducted by Vilnius University, Vytautas Magnus University, Klaipėda University and Šiauliai University.

Higher education establishments will contribute to implementation of the national *Strategy for Ensuring of Lifelong Learning*<sup>42</sup>. The action plan for the period of 2009-2012 provides for:

- development of adult education programmes at the higher education establishments, introduction of a system of recognition of the competences acquired through non-formal and informal learning;
- introduction of ways of organisation of the studies to meet a variety of people's needs in order to enhance accessibility to higher education for persons who are employed or engaged in other activities, also for socially vulnerable groups;
- improvement of the pedagogical and professional competences of teachers at higher education establishments.

In connection with development of key competences, attention should be drawn to an implementation measure of the *Strategy for Ensuring of Lifelong Learning*, namely, enhancement of the training of andragogues at universities and colleges, validation of the qualification of an andragogue, ensuring that theory and practice based on lifelong learning competences is included into study programmes of teacher education institutions.

The implementation measures of the *Strategy for Ensuring of Life-long Learning* for 2009-2012 are planned to be financed from the EU structural funds.

---

<sup>39</sup> Government of the Republic of Lithuania Resolution No 335 of 5 April 2006 (Official Gazette, No 39-1394, 2006)

<sup>40</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-1603 of 12 November 2003 (Official Gazette, No 109-4899, 2003)

<sup>41</sup> Minister of Education and Science of the Republic of Lithuania Order No ISAK-1046 of 7 June 2005 (Official Gazette, No 74-2692, 2005)

<sup>42</sup> Republic of Lithuania Minister of Education and Science and Republic of Lithuania Minister of Social Security and Labour Order No ISAK-2795/A1-347 of 15 October 2008 (Official Gazette, No 122-4647, 2008)

## EXTRACT FROM THE DESCRIPTION OF A TEACHER'S PROFESSIONAL COMPETENCE<sup>43</sup>

**Common cultural competence** – the knowledge, skills, abilities, value judgements and other personal characteristics determining a person's successful activities in a specific culture (cultures).

**Professional competences** – a teacher's knowledge, skills, abilities, value judgements, attitudes and other personal characteristics which are required for successful general activities of education without specifying them according to centres of curriculum content (fields).

**General competences** – the knowledge, skills, abilities, value judgements, attitudes, other personal characteristics which are required for a teacher's activities and which can be transferred from one type of activities to another.

**Special competences** – a teacher's knowledge, skills, abilities, value judgements, attitudes and other personal characteristics determining his successful activities in a specific centre of curriculum content (field).

### TEACHER'S COMMON CULTURAL COMPETENCE

A teacher's common cultural competence consists of the knowledge of how to and the ability:

- 1) to protect and develop a multifaceted Lithuanian culture enriched by the experience of ethnic minorities;
- 2) to participate in the creation of civic society: to be aware of the processes of education democratisation and decentralisation, to explain the theory and practice of the country's constitutional democracy, to promote and support compliance with legal norms;
- 3) to respect the social, cultural, linguistic and ethnic identity of the pupils under the teacher's supervision;
- 4) to act in compliance with the modern concept of the purpose of education: to create information and knowledge-based society;
- 5) to integrate the knowledge of world history, geography and culture into evaluation of the impact of the cultural variety of the countries of the European Union on Lithuania;
- 6) to participate in the society and education change processes by making use of achievements of social and natural sciences and new technologies and meet the challenges of an increasingly modern society;
- 7) to take account of the role of the home environment and differences in family values when communicating with pupils and their parents (guardians, custodians);
- 8) to teach pupils taking into consideration universal human values.

### TEACHER'S PROFESSIONAL COMPETENCES

A teacher's professional competences:

- 1) use of information technologies;
- 2) creation of environments for education (self-directed education);
- 3) planning and improvement of a subject content;
- 4) management of the teaching (learning) process;
- 5) assessment of pupils' achievements and progress;
- 6) motivation of pupils and their support;
- 7) development of knowledge about a pupil and recognition of his progress;
- 8) professional development.

---

<sup>43</sup> Republic of Lithuania Minister of Education and Science Order No ISAK-54 of 15 January 2007 (Official Gazette, No 12-551, 2007)

The competence of the use of information technologies consists of the knowledge of how to and the ability:

- 1) to use computer hardware and software, the main Internet services in the process of teaching (learning) when preparing textual and visual information;
- 2) to develop pupils' information culture by systematically developing their computer literacy in compliance with the ethical and hygiene requirements for computer work.

The competence of creation of environments for education (self-directed education) consists of the knowledge of how to and the ability:

- 1) to create a safe environment for education (self-directed education) supporting a pupil's emotional, social, intellectual and spiritual development;
- 2) to safely and efficiently adapt the physical space, to use information and communication technologies, tools and means;
- 3) to create an environment promoting tolerance and co-operation and enabling a pupil to take initiative, act independently and find the like-minded people;
- 4) to create a change-friendly environment for education (self-directed education) in which a pupil would feel safe and confident in himself and others.

The competence of planning and improvement of a subject content consists of the knowledge of how to and the ability:

- 1) to draw up a curriculum, a thematic plan on the basis of the documents regulating education;
- 2) to formulate the goals and tasks of teaching (learning);
- 3) to select the methods of teaching (learning) suitable for the attainment of the teaching (learning) goals;
- 4) to prepare for pupils an interesting and attractive teaching (learning) material;
- 5) to provide for the resources necessary to attain the teaching (learning) goals.

The competence of management of the teaching (learning) process consists of the knowledge of how to and the ability:

- 1) to seek balance between the conveyance of knowledge and counselling, guidance and leadership, observation and supervision;
- 2) to apply a variety of psychosocial and educational interventions helping in conflict management and decision-making;
- 3) to purposefully apply modern education/self-education technologies and methods of teaching (learning);
- 4) to convey to a pupil the information required for education (self-directed education) in an easily accessible and comprehensible manner;
- 5) to use various educational strategies developing pupils' critical thinking, problem resolution and creativity;
- 6) to participate in the designing and implementation of cross-curriculum education (self-directed education) programmes for pupils with special needs.

The competence of assessment of pupils' achievements and progress consists of the knowledge of how to and the ability:

- 1) to combine the quantitative and qualitative, formal and non-formal strategies for the assessment of pupils' achievements ensuring the pupils' intellectual, social and physical development;
- 2) to assess pupils' achievements according to uniform criteria of assessment;
- 3) to select types, ways and methods of assessment of pupils' achievements and progress by developing the pupils' learning capabilities;
- 4) to assess pupils' social progress.

The competence of motivation of pupils and their support consists of the knowledge of how to and the ability:

- 1) to develop pupils' ability of self-assessment and their self-confidence;
- 2) to create an environment helping a pupil to experience the joy of cognition;
- 3) to make pupils interested in a subject taught;
- 4) to help pupils in solving learning problems.

The competence of development of knowledge about a pupil and recognition of his progress consists of the knowledge of how to and the ability:

- 1) to evaluate a pupil's development, cognition potential and activity on the basis of psychological theories;
- 2) to empathically identify a pupil's emotional problems and particular anxiety;
- 3) to identify the special needs of pupils by providing additional assistance;
- 4) to identify a different attitude of pupils towards learning by creating learning opportunities;
- 5) to identify the exceptional cases posing a threat to a child's health and psychosocial development;
- 6) to recognise a pupil's individuality as a value securing the progress in learning.

The competence of professional development consists of the knowledge of how to and the ability:

- 1) to objectively assess one's own potential in professional activities by preserving self-respect and self-confidence;
- 2) to design a career: to plan and to systematically improve one's professional activities.

#### **TEACHER'S GENERAL COMPETENCES**

A teacher's general competences:

- 1) communicative and information management;
- 2) communication and co-operation;
- 3) research activity;
- 4) reflection and learning to learn;
- 5) improvement of organisation and change management.

The communicative and information management competence consists of the knowledge of how to and the ability:

- 1) to correctly use a language in a real-life and/or virtual professional environment;
- 2) to communicate in a foreign language (languages);
- 3) to use verbal and non-verbal ways of communication encouraging pupils' communication and co-operation;
- 4) to conceptually and vividly express one's ideas and interpret thoughts, facts and feelings in different contexts of professional activities by using means of communication;
- 5) to search for the information required for education: to be aware of, select and use appropriate databases.

The communication and co-operation competence consists of the knowledge of how to and the ability:

- 1) to communicate and co-operate with various people from different cultures in the field of work and in a social environment and to be capable of solving conflicts;
- 2) to encourage active communication and co-operation between pupils within a classroom;
- 3) to co-operate with colleagues, the auxiliary staff, specialists of vocational guidance and other specialists in creating preconditions for education (self-directed education) and assessing learning outcomes;

- 4) to communicate with pupils' parents (guardians, custodians) by recognising their role, rights and responsibility in providing conditions for education (self-directed education);
- 5) co-operate with the organisations providing assistance to children and families.

The research activity competence consists of the knowledge of how to and the ability:

- 1) to select an appropriate research strategy, structure and methods when planning a survey;
- 2) to organise a survey of professional activities.

The competence of reflection and learning to learn consists of the knowledge of how to and the ability:

- 1) to organise one's own learning individually and in a group;
- 2) to assess the advantages and disadvantages of professional practice providing for prospects of professional development;
- 3) to purposefully update knowledge and develop skills on a continuous basis.

The competence of improvement of organisation and change management consists of the knowledge of how to and the ability:

- 1) to efficiently participate in the activities of self-government bodies of a school and adequately assess problem-prone situations occurring at the school;
- 2) act in compliance with the documents regulating school change;
- 3) participate in project-related activities.

## UPDATE OF THE VOCATIONAL TEACHERS TRAINING CURRICULUM *PROFESSIONAL PEDAGOGY*

Implementation of the first curriculum designed for vocational teachers *Professional Pedagogy* was commenced in 2002 at the Centre for Vocational Education and Research of Vytautas Magnus University. In the course of implementation of the project of the European Social Fund *Expansion of the Vocational Teachers' Training Network to Lithuania's Regions* (for 2006-2008), the curriculum was updated according to the Professional Standard for vocational teacher/lecturer (developed in 2002). The Professional Standard for vocational teacher/lecturer sets forth competence-based requirements for vocational teachers. The document specifies in detail the competences in the fields of self-directed personality development, planning, teaching and improvement of the content of a training module, planning of a vocational training curriculum and the school and educational system development which vocational teachers must hold in order to be able to teach at VET institutions. The training of vocational teachers was expanded to other regions: the programme is being implemented at pedagogical universities in Klaipėda, Šiauliai and Vilnius.

The current volume of the curriculum *Professional Pedagogy*<sup>44</sup> – 60 credits, duration – 1,5 years. It consists of the following modules:

- 1) Propedeutics of vocational education and training (4 credits);
- 2) Organisation of teaching/learning (4 credits);
- 3) Methods of teaching/learning (4 credits);
- 4) Methodical modelling of a subject (research project) (6 credits);
- 5) School organisation and change (4 credits);
- 6) World of work and vocational education and training (4 credits);
- 7) Training content planning (4 credits);
- 8) Assessment of learning outcomes (4 credits);
- 9) Pedagogical practice (4 credits);
- 10) Assessment of the quality of training (4 credits);
- 11) Final thesis (18 credits).

Studies according to this curriculum are conducted by combining theoretical and practical training. A tutor (university lecturer) is assigned for a theoretical training and counselling. Practical training takes place at a VET institution, and its course is supervised by a mentor. In order to ensure a successful mentorship, Vytautas Magnus University started to train mentors in 2007.

---

<sup>44</sup> <http://www.aikos.smm.lt/aikos/programos.htm?m=program&a=displayItem&id=62207S129>

## FEATURES OF THE GENERAL COMPETENCES ACQUIRED AT THE LEVEL OF BASIC EDUCATION

Extract from the *General Curriculum Framework for Primary and Basic Education* (2008)<sup>45</sup>: upon completion a basic education curriculum, a pupil has acquired the following **key competences**:

- 1) **ability to learn.** A pupil feels the need to learn and assumes responsibility for his own learning, is persistent in pursuing a set goal. The pupil is capable of planning and reflecting over the process and results of learning, setting of new reasonable objectives. He is aware of his favourite ways of learning, the abilities which are sufficient and which should be improved, opportunities of the choice of learning;
- 2) **communication.** A pupil seeks a constructive dialogue, uses a language in a responsible manner. The pupil understands and conveys various types of verbal and non-verbal messages, communicates taking into consideration the purpose, addressee and situation. He finds, critically evaluates and generalises information and properly presents it to others;
- 3) **cognition.** A pupil seeks to develop knowledge of himself, is interested in a social, cultural, natural environment and its development. The pupil purposefully selects and applies methods of cognition, engages in safe research, thinks in a coherent, logical and critical manner, analyses and solves problems, draws well-founded conclusions. He is capable of describing the world by means of a language, images, symbols, mathematical and other means;
- 4) **social competence.** A pupil respects and is tolerant of the people belonging to various cultures, social and age groups of both sexes, knows his own and others' rights and duties, perceives himself as a member of a community and society. He co-operates in a constructive manner seeking to attain a common goal, is capable of managing conflicts, establishes and maintains friendly relations, is sympathetic for others and helps them;
- 5) **initiative taking and creativity.** A pupil perceives links between ideas and creates new ideas, thinks in an original way, is capable of adapting experience in new situations and envisage alternative ways of solving problems. He is open to changes, is not afraid of indefiniteness, uncertainty, justified risk, actively participates in implementation of new ideas, involves others;
- 6) **personal competence.** A pupil positively views himself, is self-confident, is able to focus for the attainment of set goals. The pupil is resistant to failures and conflicts, knows how to overcome stress, seek support and accept it. He acts in a fair and responsible manner, is capable of foreseeing the consequences of his conduct, takes care of his own and others' health, acts safely, protects the environment.

---

<sup>45</sup> Republic of Lithuania Minister of Education and Science No ISAK-2433 of 26 August 2008 (Official Gazette, No 99-3848, 2008)