



## CASE STUDY SUMMARY: LITHUANIA

Number	SUMMARY	SECTOR
CS1	<p><b>CS1 Chamber of Commerce:</b> This CS describes an (EU) pilot project coordinated by the Kaunas Chamber of C, Industry &amp; Crafts, for the creation of tools to assess NFL competences acquired at work in the tourism industry; methodology includes analysis of tools used in other European countries, testing of electronic competences, training of VET assessors (schools, colleges, companies) and availability of tests for employees and job seekers. The processes involve cooperation between Chamber of C and VET schools for assessment &amp; validation, and the construction of a portfolio with the support of a counsellor nominated by the assessing institution.</p>	VET
CS2	<p><b>CS 2 Competence centre:</b> this CS describes the procedures (EU project) which led to the creation of a competence assessment centre at the Vytautas Magnus university, in order to enable the assessment of NF-IFL competences of students. The CS describes the processes involved, i.e. training of staff, consulting (advice) procedures, assessment methodology for study programmes, writing of applicants' &amp; assessors' manuals. Applicants here are being defined as extra-mural students (<i>to be checked out</i>)</p>	HE
CS3	<p><b>CS3 Romeris University:</b> The case study first presents the results of research into adults' needs of assessment and recognition of non-formal and informal learning carried out in four regions of Lithuania between 2006-7. The research found that, those adults who had acquired knowledge and skills through non-academic learning environments were positive about having their competences recognised by a university. The case study goes on to describe the project of 'Assessment and recognition of NF-IFL for university studies', coordinated by Mykolas Romeris University, and carried out in collaboration with 3 other Lithuanian universities. It was developed with the broader aim of contributing to the re-qualifying of the workforce and of increasing Science studies as well as promoting a lifelong</p>	HE

	<p>learning culture.</p> <p>The case study goes on to explain how a system of assessment and recognition of NF-IFL at the university was developed, after comparing models from abroad, using internal and external expertise, and later introducing a pilot project on portfolio development; the project resulted in the university adopting policies and procedures towards a new way of accepting adults without the traditional pre-requisites and with prior knowledge acquired outside formal education.</p>	
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