



Formal Documents - ANAR Lithuania

Structural

1. Specific or no specific law relating to and naming the recognition of NFL-IFL (loose definition)

Law on Education passed in 2003: key elements to formally certify competences acquired through non-formal or informal learning;

recent Strategy on Vocational Guidance, Strategy Paper on Lifelong Learning, Strategic Guidelines for the Development of Education for 2003-2012, Single Programming Document, draft of new edition of Law on VET: to build bridges between formal, non-formal and informal education and training

Ministries involved: Ministry of education and Science;

Ministry of Social Security and Labour, (MSS) appoints vocational training institutions which can validate participants' knowledge and skills acquired through non-formal labour market training

2. Existing positive factors towards RNFL-IFL

Existing trend: *The National Education Strategy 2003-2012 (2003)* foresees following trends for the development of the CVET system: joining formal, non-formal and informal education; development of the system of recognition of competences acquired through different forms of education and training

The Provisions of the National Education Strategy 2003-2012: goal of at least 15 % of the working age adult population to participate in some kind of education and training every year by 2012;

Increased participation of adults in LLL from 3.8 % (2003), to 5.9 % (2004) and 6 % (2006) – the 2007 target of 8.5% will probably not be reached. (EU-25 indicator for participation is 9.7 %)

HE: RNFL-IFL being considered

3. Existing negative factors

Only qualifications of the second, third, fourth and fifth vocational education levels are recognized; the system for the recognition of qualification obtained non-formally or by way of self-education does not exist

NQF:

Development of a college sector by way of transformation of former technical schools is nearly complete. Colleges, provide a possibility to attended levelling out courses upon whose completion non university higher education degree is conferred upon graduates of former further education schools, this being done with the view to faster and smoother integration of education levels of people who had graduated from vocational schools earlier into the new system of levels of education, after the non-university higher education sector emerged.

Recognition of qualification documents of those persons willing to work in regulated profession or start regulated activity in Lithuania follows the procedure approved in 2004 (The Regulations on Recognition of Higher Education Diplomas, Diplomas, Certificates and Other Evidence of Qualifications Awarded within the European Union, European Economic Area or Swiss Confederation for the Purpose of Taking up or Pursuit of a Regulated Profession or Regulated Professional Activity in the Republic of Lithuania). Ministry of Social Security and Labour coordinates recognition of regulated professions. Other competitive institutions are responsible for recognition of qualification in certain areas. An applicant seeking for the recognition of evidence of his/her professional qualifications fills in an application and submits the necessary documents to the competent authority. In some cases applicant may be demanded to complete an adaptation period of no longer than three years in duration or to take an aptitude test.

Local / regional/ national initiatives / projects: partnerships – working groups

To integrate the recognition of professional qualifications into national legislation:

working group approved by decree from Minister of Social Security and Labour: to develop the draft of Law on Recognition of Professional Qualifications

NQF: Project “Creation of the National Qualifications System” a unified and transparent system of qualifications for all qualifications levels; transferability between levels; however quals have been acquired being developed since 2005 (end – February 2008):

implemented by the *Lithuanian Labour Market Training Authority*
state financed and co-financed by through ESF

4. Actors – sectors

Vocational schools and labour market vocational training institutions: responsible for giving support to applicants seeking to validate knowledge and skills acquired outside formal education towards final qualification exams

Colleges: responsible for taking decisions to recognise credits gained at professional colleges

Social partners: responsible for assessment of acquired qualification of those who decide to legitimate non-formal and in-formal learning achievements in vocational schools: *Chambers of Industry, Commerce and Crafts and the Chamber of Agriculture:* full organisation of final exams including the design of tasks, identification of relevant members of the commission and granting of qualification. Some regional Chambers approve requests of those wanting to validate their knowledge in vocational schools.

Operational

Main way to legitimate NFL-IFL achievements is: equivalency examination.

Following the procedure, people with at least one year’s work experience and who are over 18 can apply for the recognition of competence acquired outside formal education

Once a year (Sept) applicants can register with a licensed vocational school

Procedure:

1/ identification of NFL-IFL achievements through the analysis of certificates on non-formal education, other related documents provided by individual

2/ agreement between candidate and school on timetable of courses credit tests and consultations, as necessary

3/ when results are positive, the student can take the final qualification exam together with those from formal education

4/ Individuals who successfully pass the exam: awarded the same qualification certificate or qualified worker diploma

Finance arrangements: assessment and recognition services are paid by the student or by their employer (in some cases by the Labour Exchange for unemployed people)
Regulations for recognising competences acquired through non-formal learning in labour market training system set up in the Order of the Ministry of Social Security and Labour are similar to those described above

VNF-IFL can be applying to all educational sectors

HE: study periods are recognised by each HEIs

An Order of the Ministry on the Procedures of **Recognition of Study Periods** determines institutions' rights and obligations in study period recognition: that both gives access to studies (NOT TO the first year studies) and allows the transfer of accumulated credits CAT.