



Annual National Review (ANaR) on the Validation of Non-Formal and Informal Learning (VNF-IFL) on the national context

* Added information given in blue.

ANaR Report Year 2 – 2008-2009

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Updated for 2009 in blue

I. The general situation regarding VNF-IFL

Points to consider	Your text
<p>1. National strategy: is there one? What is in place are the VNFL-IFL, at which level? If not, are there regional, local or institutional strategies? <i>Any reference or URL links to official documents, Websites?</i></p>	<p>There is no national strategy on VNFL-IFL.</p> <p><i>Law on Education passed in 2003</i> sets out key elements to formally certify competences acquired through non-formal or informal learning. In addition, recent documents, namely the Strategy on Vocational Guidance, Strategy Paper on Lifelong Learning, Strategic Guidelines for the Development of Education for 2003-2012, Single Programming Document as well as a draft of new edition of Law on VET, aim to build bridges between formal, non-formal and informal education and training.</p> <p><i>The National Education Strategy 2003-2012 (2003)</i> foresees the following trends for the development of the CVET system:</p> <ul style="list-style-type: none"> • 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 establishes a goal of at least 15 % of the working age adult population should participate in some kind of education and training every year by 2012. With the the development of new educational services and the implementation of lifelong learning, adults increasingly participate in non-formal education and further education. Nevertheless, there may be difficulties in reaching 15 % target although participation has increased from 3.8 % (2003), to 5.9 % (2004) and 6 % (2006) – the 2007 target of 8.5% will probably not be reached. The EU-25 indicator for participation is 9.7 % and is based on participation in education and training in the previous 4 weeks.

URL links:

- **Ministry of education and Science**
<http://www.smm.lt/en/index.htm>
- **The National Education Strategy 2003-2012:**
<http://www.smm.lt/en/legislation/docs/Lithuanian%20Education%20Strategy%202003-2012.pdf>
- **Law on Education of the Republic of Lithuania**
http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=281043

Activities have recently been or currently being undertaken to develop and strengthen the process of validation and recognition of non-formal and informal learning

(Policy Developments In The Member States In The Adult Learning Sector, 2008)

According to the 2008-year data of the Department of Statistics (Lithuania), about 700 public and private institutions are involved in non-formal adult education. Adult learning process is provided in the workplace and is organized by employers according to the business needs. In Lithuania, there are about 60,000 business entities, which are potential consumers or suppliers of education and training services.

The activities of non-formal education are not coordinated in a centralized way. During the period of 2004-2008 pilot projects were implemented in Lithuanian universities with the aim to test and introduce methods of validating and recognizing non-formal learning methods. The methods introduced during the above mentioned projects were to a larger extent targeted at the persons who pursued higher education studies. The necessity to validate and recognize the development of non-formal learning is embedded in several strategic documents, first and foremost in the new draft Strategy of Lifelong Learning.

The new wording of the Law in Vocational Training, enforced from the beginning of the year 2008, provided legal preconditions for elaborating the qualification system and setting the Qualification Service. This Law establishes the national institution for recognition of qualifications, the principles of validating, assessing and recognizing qualifications. The national qualification' system should strengthen and promote the cohesion between the qualifications acquired at different levels of education and eliminate part of the obstacles which set limitations to lifelong learning or encumber this process. The Law also expressly provides for the possibility to launch reforms in the systems of vocational training and labour market, optimize management of vocational training system, legalise the emergence of the new forms of organizing vocational training, for example, apprenticeship (job coaching). Pursuant to the provisions of the said Law, new opportunities will be made

possible to conduct vocational training on the company/enterprise level and to involve more social partners into the processes of vocational training.

Seimas Of The Republic Of Lithuania Resolution No Xi-52 Of 9 December 2008 On The Programme Of The Government Of The Republic Of Lithuania

URL link: http://old.lrv.lt/eng/vyr-programos_en/en_15_programa.pdf

Extract:

<.....>

C. PUBLIC LIFE AFFAIRS

XVII. EDUCATION AND SCIENCE REFORM

Strategic policies in the field of education

539. We shall raise the following objectives of education system:

- to prepare a person for a successful and meaningful life,
- to educate a moral, creative, self-dependent, free-thinking person,
- to provide knowledge as well as develop skills and root values throughout one’s lifetime,
- to educate a citizen of the Republic of Lithuania as a free and mature to make choices individual feeling responsibility for himself/herself, his/her family, community and the State,
- to ensure the continuity and development of culture and identity of the Lithuania’s nation,
- to ensure that education and science become an accelerator in developing public-spirited, moral and creative opportunity society when forming dashing, competitive and modern democratic state.

540. In order to achieve the objectives in the field of education we shall raise the following objectives of education system:

- to achieve a better quality key education and science,
- to ensure access to education by providing each person with real opportunities to make a free choice and gain acceptable educational services for his/her competences, formation of values and development of skills,
- educator and scientist constantly improve their skills and knowledge, are creative and productive, receive adequate payment and are respected by schoolchildren and the society,
- schoolchildren, parents and the society appreciate education and seek it,
- harmonious and efficient functioning of the system of education and science.

541. We shall seek the planned objectives in line with the following principles:

- decentralization of the system of education and science, elimination of bureaucracy,
- transparent, moderate, friendly to the development of education and science state regulation based on respect and trust in an individual,
- active participation of schoolchildren and their parents and responsibility,
- independency of school communities,
- participation of teachers’ associations in education content formation,
- professional management of education and science institutions,

- state financing of education system based on provision of finance to a schoolchild (schoolchild’s basket and other methods),
 - fair competition, equal rights and conditions for non-state education and science initiatives,
 - strategic nature of state education and science policy.
542. We shall envisage the following major results to be achieved in the year 2012:
- increased trust of schoolchildren, parents, teachers and the society in quality and access to education services,
 - essential improvement in schoolchildren’s ability to apply knowledge, better social skills, more steady knowledge (evaluation according to the international comparative tests),
 - educated people quickly find their place in a labour market, the number of people who work according to their acquired education is increasing,
 - attractiveness of an educator’s profession increases; this profession is chosen by motivated young people who are experts in this field and in pedagogy,
 - wide use of modern teaching (learning) means and advanced methodologies,
 - adequate learning environment, renovated education institutions,
 - development of a non-state network of education service suppliers,
 - increased amount of state and private funds invested into education,
 - significant increase in participation of researchers of Lithuania’s science institutions in international research projects.

General measures

543. We shall encourage permanent (continual) learning culture in the society paying attention to the way, how to develop person’s ability of independent learning.

544. In the education process we shall widely employ informal, informal alternative education methodologies including support and incentive for the establishment of innovative and advanced practical models and access to them for all groups of society. We shall encourage the commencement of program, alternative to the national program and meeting general education objectives.

545. We shall systematically develop the strengthening of health (self-knowledge, healthy lifestyle, physical culture, healthy nutrition, self-control), attention will be paid to sport and physical activity of schoolchildren.

546. We shall integrate children and the youth with special needs, without motivation or outside the education system into the education system, they will receive closer attention and will become the object of informal education and other recognized methodologies, individual education program.

547. We will promote the organization of representatives of the education sector aiming at improvement and expression of common interests.

548. We shall ensure efficient use of information technologies in education process.

549. We shall support activity of Lithuanian Saturday schools abroad and shall motivate teachers of such schools by granting awards. We shall develop and improve education program and distance education program targeted at Lithuanians living abroad and establish equalizer classes for schoolchildren coming from abroad.

	<p>550. We shall simplify the structure of the Ministry of Education and Science as well as the network of related institutions. Associated education structures, public experts, consumers and nongovernmental sector will participate in the discussions on education issues.</p> <p>551. We shall accelerate renovation of education institutions in line with the key improvement of quality teaching and ensure transparent financing procedure. Each year at least 100 schools and 100 pre-school education institutions as well as informal education institutions will be renovated.</p> <p>552. We shall grant state education institutions opportunities to make free use of earned funds.</p> <p>553. We shall simplify unfounded strict requirements (for example hygiene requirements) as well as other procedures for the establishment of education institutions, conformity of such requirements and decision making at all education levels.</p> <p><.....></p> <p>Lifelong learning and adult education</p> <p>601. We shall strengthen the culture of a lifelong and multifold learning in the society.</p> <p>602. We shall create actual opportunities for each person to make a free choice of education services acceptable to him and receive them.</p> <p>603. We shall support the providers of informal, informal alternative education services and encourage to use innovative, advanced practical models, impart the best education practice of foreign countries.</p> <p>604. We shall create a comfortable organizational surrounding for all fields of lifelong learning that are necessary for society and for qualified suppliers.</p> <p>605. By means of targeted information campaigns that are oriented towards practical benefits of adult education and improvement of life quality we shall increase the number of people who study, improve their qualification or acquire new competence.</p> <p><.....></p>
<p>2. main responsibility for VNF-IFL, regulations, monitoring and evaluation:</p> <ul style="list-style-type: none"> • Who has the main responsibility for VNF-IFL? Which ministry (ies), which institution (s), organisation or body (ies)? Who gives the main impetus and direction? • Who regulates, monitors and assesses practices and pilots new initiatives? • Or are they local, regional, sectoral, institutional initiatives? 	<p><i>The Law on Education (Švietimo įstatymas, 1991, new edition 2003)</i> is an umbrella law which establishes the goals and principles of the educational system, the framework for institutions, as well as the obligations of the State. It stipulates that the educational system is comprised of formal (primary, basic and secondary education, VET as well as post-secondary and higher studies), non-formal (pre-school, pre-primary and other non-formal education of children and adults) and informal education, and assistance (informational, consulting and etc.) for both learners and teachers.</p> <p>The tasks of the <i>Ministry of Education and Science, MES (Švietimo ir mokslo ministerija)</i> include confirming the procedure for final qualification examinations including the validation of non-formal and informal learning. Their tasks also include determining the equivalency of education levels attained abroad.</p> <p>The tasks of the <i>Ministry of Social Security and Labour, MSSL (Socialinės apsaugos ir darbo ministerija)</i> include appointing vocational training institutions which can validate participants' knowledge and skills acquired through non-formal labour market training.</p>

	<p><i>Vocational schools and labour market vocational training institutions</i> are responsible for providing applicants seeking to validate knowledge and skills acquired outside formal education, the necessary support which leads to final qualification exams.</p> <p><i>Colleges</i> are responsible for taking decisions to recognize credits gained at professional colleges.</p> <p><i>Social partners</i> are responsible for assessment of acquired qualification of those who decide to legitimate non-formal and in-formal learning achievements in vocational schools. <i>Chambers of Industry, Commerce and Crafts and the Chamber of Agriculture</i> took over full organization 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 willing to validate their knowledge in vocational schools.</p> <p>The main way to legitimate non-formal or informal learning achievements for adults is the 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. In September of each year, applicants should register with a licensed vocational school. The procedure starts with the identification of non-formal or informal learning achievements through the analysis of certificates on non-formal education and other related documents provided by individual. The student and school agree on a timetable of courses credit tests and consultations, as necessary. Where the results are positive, the student can take the final qualification exam together with those from formal education. Individuals who successfully pass the exam are awarded with the same qualification certificate or qualified worker diploma. Assessment and recognition services are paid by the student or by their employer (in some cases by the Labour Exchange for unemployed people).</p> <p>The regulations for recognizing 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.</p> <p>National Report on Bologna Process. Lithuania 2008 URL link: http://www.mosta.lt/Tyrimai/Files/National_Report_Lithuania_2008.pdf</p>
<p>3. Sectors: where, which sectors:</p> <ul style="list-style-type: none"> • Does VNF-IFL apply to all educational sectors? Or to specific ones (vocational education & training, Further Educ. Colleges, universities, adult education etc....) • Or/ and does it apply to other sectors: 3rd 	<p>In Lithuania VNF-IFL can be applying to all educational sectors.</p> <p>Study periods are recognised by higher education institutions themselves. 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 (except to the first year studies) and allows the transfer of accumulated credits. The following shall be recognised in Lithuanian higher education institutions: results of studies at a foreign higher education institution; results of studies at another Lithuanian higher education</p>

<p>sector, private sector Name some examples or references to examples (websites, documents etc....?)</p>	<p>institution of the same or different type; results of studies in accordance with another study programme of the same higher education institution. Recognition of non-formal or informal prior learning is in future plans.</p>
<p>4. Terminology: Is there a common definition of VNF-IFL, or are there specific terms used by different institutions implementing VNF-IFL? What would be the best way to translate it / them into English?</p>	<p>Give the definition (s) and terms used in your own language, and your translation in English</p> <p>Main Concepts in the Law on Education Accreditation – recognition that the assessed object complies with established criteria. Akreditacija – pripažinimas, kad įvertintas objektas atitinka nustatytus kriterijus.</p> <p>Competence – ability to perform a certain activity on the basis of the entirety of acquired knowledge, skills, abilities and values. Kompetencija – mokėjimas atlikti tam tikrą veiklą, remiantis įgytų žinių, įgūdžių, gebėjimų, vertybinių nuostatų visuma.</p> <p>Qualification – ability and right to engage in a certain professional activity, as recognised according to a procedure prescribed in law or in legislative acts of the Government or its authorised institution. Kvalifikacija – įstatymų, Vyriausybės arba jos įgaliotos institucijos teisės aktų nustatyta tvarka pripažintas mokėjimas ir teisė verstis tam tikra profesine veikla.</p> <p>Non-formal education – education according to a variety of programs geared to satisfy individual education needs, to provide in-service education and to provide for acquisition of an additional competence. Neformalusis švietimas – švietimas pagal įvairias švietimo poreikių tenkinimo, kvalifikacijos tobulinimo, papildomos kompetencijos įgijimo programas.</p> <p>Self-education* – continuous independent learning, based on information a person obtains from various sources and practical experience. <i>*equivalent informal learning</i> Savišvieta – nuolatinis savarankiškas mokymasis, kuris remiasi asmens iš įvairių šaltinių gaunamomis žiniomis ir jo praktine patirtimi.</p> <p>Concept in the Law on Nonformal Adult Education Nonformal Adult Education denotes education, training or studies designed to meet the needs of an individual and society, on successful completion of which no State recognised document testifying to the acquisition of a certain level of education, stage thereof or a separate regulated module, or State regulated qualification, is issued. Neformalusis suaugusiųjų švietimas - asmens ir visuomenės interesus atliepiantis mokymasis, lavinimasis ar studijos, kurias baigusiam neišduodamas valstybės pripažįstamas dokumentas, patvirtinantis išsilavinimo, tam tikros jo pakopos ar atskiro</p>

<p>5. National Qualification Framework: How do VNF-IFL practices or initiatives relate to NQF in place or in construction, if they do? If not, why not? <i>Brief description of the NQF (diagram etc)?</i> <i>Reference to docs or website?</i></p>	<p><i>reglamentuoto modulio baigimq arba kvalifikacijos įgijimq.</i></p> <p>Currently 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. Development of a college sector by way of transformation of former technical schools is nearly complete. Colleges, provide a possibility to attended leveling 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.</p> <p>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.</p> <p>In order to transfer European Parliament and Council Directive 2005/36/EC of 7 September, 2005 on the recognition of professional qualifications into the national law, a working group was approved by decree of Minister of Social Security and Labour. The group was appointed to develop the draft of Law on Recognition of Professional Qualifications.</p> <p>Within the project “Creation of the National Qualifications System” a unified and transparent system of qualifications embracing all the qualifications levels, ensuring transferability between levels and guaranteeing diversity of the ways of acquiring qualifications is being developed since 2005 (project end – February 2008). The project “Creation of the National Qualifications System” is implemented by the Lithuanian Labour Market Training Authority, financed by the Republic of Lithuania and co-financed by the European Union (European Social Fund).</p> <p>Project website: http://www.lnks.lt See in annex LEVELS OF THE NATIONAL QUALIFICATION FRAMEWORK OF LITHUANIA</p> <p>Policy Developments In The Member States In The Adult Learning Sector, 2008 Results of the national importance project Creation of the national qualifications system (No. ESF/2004/2.4.0-K01-069/SUT-192) as well as the Vocational Training Law of the Republic of Lithuania (Official Gazette, 1997,</p>
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No. 98-2478; Official Gazette, 2007, No. 43-1627) create preconditions for drafting of qualifications system infrastructure and vocational standards as well as for introduction of vocational standards and qualifications registry.

While implementing the project Creation of the national qualifications system of the EU Structural Funds, in 2008 the national model of qualifications system was drafted. This model presents description of qualifications registry, method of the national vocational standard and the project of qualification granting system.

A detailed publication on the qualification system titled Methodology of the qualification system seeking to substantiate the framework and processes of qualifications system with the use of scientific methods.

Besides that, during implementation of the project in 2008 vocational standards were drafted for construction and hotel/restaurant sectors, and a publication titled Vocational standards in construction, hotel and restaurant sectors was issued.

With the Law on Vocational Training of the Republic of Lithuania coming into force in 2008, the Qualification Service at the Government of the Republic of Lithuania (hereinafter referred to as the Qualification Service) started to function. Provisions of this Service were approved by the decree No. 1431 dated December 27 2007 of the Government of the Republic of Lithuania (Official Gazette, 2008, No. 2-60). According to its provisions this institution is in charge of management of qualification system, establishment of structure of vocational standards, procedures of drafting, amendment and supplement of vocational standards, organization and financing of drafting of vocational standards, registration of qualifications in Vocational Standards and Qualification Registry and management of Qualification Certificates Registry in Lithuania. On January 1 2008 the Law on Vocational Training of the Republic of Lithuania came into force legalizing establishment of the Qualification Service and creation of competence assessment system. The Law on Vocational Training specifies qualifications system comprising of creation and management of qualification, assessment of competence acquired by an individual and qualification granting. The purpose of this system is to secure correspondence of qualifications with needs of economy, their transparency, comparability, training succession, and vocational and territorial mobility of individuals. The Law on Vocational Training also certifies social partnership and cooperation of state and training institutions while creating and developing the qualifications system.

Article 9(4) of the Law mentioned certifies the institutions managing the qualifications system – the Qualification Service. The Law on Vocational Training of the Republic of Lithuania has legalized foundation of institution assessing competence assessment system and competence assessment system. Article 11 (2) of this Law specifies that assessment of competence acquired by an individual is organized by an institution assessing competence following the procedure of assessment of competence acquired established by the Minister of Social Security and Labor and coordinated with the Minister of Education and Science, while the Qualification Service grants qualification to an individual with consideration of results of assessment of competence. Also a provision that qualification is granted to an individual who acquired all the competence necessary for acquiring qualification set by a corresponding vocational standard is specified. Article 11(5) of the Law on Vocational Training provides that supervision of qualification granting is implemented by the Ministry of Education and

Science and the Ministry of Social Security and Labor according to procedures set by the Government.

Implementation of the project Creation and development of the system of assessment of vocational training knowledge and competences of EU Structural Funds was completed. The following primary objectives of the project were achieved: criteria of selection of corporations accepting the students of vocational training institutions for internship were defined; general provisions of selection of internship places were created; corporations certified with certificates were selected; model of examination centre was drafted.

III. Your analysis of the national situation regarding Validation

10. Research and VNF-IFL:

Does **research** feed these debates?

Are there examples of this? Reference to reports, research findings etc...?

Project "Recognition and accreditation of experiential learning – a way for better accessibility of adult education (REACTION)". Project outputs: <http://reaction.vdu.lt/tekstui.php?menu=output>

Project "Creation of the National Qualifications System". Project documents: http://www.lnks.lt/english/index.php?option=com_content&task=view&id=18&Itemid=31

Project "Facilitating Access To Lifelong Learning Through The Development Of Recognition Procedure Of Non-Formal And Informal Learning". Information newsletter: http://www.vdu.lt/Leidiniai/ProfRengimas/Leo_11.pdf. Description: <http://www.chamber.lt/en/projects.php?tid=t260>

Project "Innovative tools and procedures for non-formal and informal education validation". Presentations: <http://www.chamber.lt/en/projects.php?tid=t332>

Project "VPL2 - Valuing Prior Learning" LT in case analysis: http://www.vpl4.eu/national/download_view.php?id=350

Project "**Assessment and recognition of non-formal and informal learning in university studies**" (2006-2008) BPD 2004-ESF-2.4.0-03-05/0086. webpage: http://www.mruni.eu/lt/bpd/bpd0086/apie_projekta/ (coordinated by Mykolas Romeris University)

Project "**Transfer of Innovative Methodology for Assessment of VET Teachers' Prior Learning**" (TIMA-Balt). Webpage: <http://projects.ambernet.lt/timabalt/>

The TIMA-Balt project is seeking to fulfil the needs of improving VET teachers' education in three Baltic states (Lithuania, Latvia and Estonia). The project aims to improve and enrich the existing education programmes for VET teachers, by developing the introductory module for assessment of non-formal and informal learning, as well as preparing the APL assessors. (coordinated by Vytautas Magnus University).

	<p>On the 30th of January, 2009 at Vytautas Magnus University the conference “Development of academic studies by recognizing achievements of non-formal and informal learning” took place. The opportunities of recognition of prior learning achievements at Vytautas Magnus University were discussed.</p> <p>Project “Policies and Practices in Lifelong Learning (PAPILL)”. Project website: http://eupractices.eu/en/info/7 Project intends to raise awareness on the importance of transnational cooperation and shared experience in policy planning and policy implementation. Through the project outcomes will be given an opportunity for policy makers, researchers, educators and social partners to find informational resources related to different Lifelong learning Strategies , policy practices and projects, and to transfer available good practices in different context.</p> <p>Project “TC*Teacher: Tech-Connected Teacher”. Project website: http://www.tteacher.eu/ The aim of the project is to improve the availability and quality of European training courses available to adult education teachers, managers and other adult education staff, and to make adult education more accessible by bringing it online, while enabling adult teachers and trainers to find and learn more about the educational potential of information and communication technologies (ICT) and to acquire recognition and accreditation of their learning.</p>
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PREPARED ACCORDING DOCUMENTS:

- Overview of VET system in Lithuania (2007). <http://www.pmmc.lt/Skelbimai/LithuaniaTO%20report-2007-EN.doc>
- Bologna Process National Report 2005-2007. <http://www.smpf.lt/index.php?id=683>
- Outline of the National Qualifications Framework of Lithuania (2007). http://www.lnks.lt/english/images/stories/dokumentai/Framework_NQS%5B1%5D.pdf
- Analysis of the Current State of Qualifications in Lithuania (2006). Lithuania’s Labour Market Training Authority.
- Bologna Process National Report 2007-2009.
- National Report on Bologna Process. Lithuania 2008. http://www.mosta.lt/Tyrimai/Files/National_Report_Lithuania_2008.pdf
- Policy Developments in the Member States in the Adult Learning Sector 2008 (Lithuania)
- Seimas Of The Republic Of Lithuania Resolution No Xi-52 Of 9 December 2008 On The Programme Of The Govenment Of The Republic Of Lithuania. http://old.lrv.lt/eng/vyr-programos_en/en_15_programa.pdf