

## Report II on national policy and good practices

This report is prepared according to the structure of questionnaire on national policy and good practices and to the second focus group debate results.

In the second focus group there were no discussions about Lithuanian education system or strategy documents concerning Lifelong learning policy, because they stay the same and were described in the first report.

Has been discussed to interpret objectives and needs of the NQF referencing with the EQF, about the way how to implement this in practice, the benefits of the EQF on the labor market (see question 1d.).

The most attention was paid for social partner's role in the learning process. One of the way to influence learning process for social partners is to participate in Sectorial Professional Committees (see question 3c.).

**1. NATIONAL QUALIFICATIONS SYSTEM**

**1a. What are the main characteristics of the national qualifications system?**

With regard to the determination to arrange all levels of education into a compatible system of qualifications in the European Qualifications Framework, the decision was made to distinguish 8 levels of qualifications in the Lithuanian Qualifications Framework:

- Level 1, which would reflect general readiness for activities, not lower than that which is provided in the curricula of primary and lower secondary education, without special vocational training;
- Levels 2 to 4, which make provisions for special vocational training within the system of vocational education and training or in the workplace;
- Level 5, which is an interim level between vocational and higher education qualifications;
- Level 6 to 8, which include qualifications attributed to higher education system.

Skill levels set out by the hierarchy according to skills underlying competence, skills acquisition techniques and skills levels defining criteria, which are:

- the complexity - the qualification criteria used to describe nature of the activity, diversity of tasks and responsibilities level;
- operational autonomy - a qualification criteria used to describe the flow of activity organization and subordination nature;
- performance variability - the qualification criteria used to describe the flow of technological and organizational environment in activity.

Each level of qualifications includes qualifications required for a similar complexity, variability and independency activity.

In the table is proposed the consistency of Lithuanian Qualifications Framework and qualifications granted in the education system.

Qualification level, LTQF	Educational/study programme for a given level of the LTQF
1	Basic education programme granting basic education. Up till recently graduation from this programme was not treated as an acquired qualification.
2	VET programme for Level 1 vocational education.
3	VET programme for Level 2 vocational education.
4	VET programme for Level 3 vocational education.
5	VET programme for Level 4 vocational education. Programmes granting this VET level are not registered in Lithuania at present.
6	First cycle programmes at colleges and universities. On graduation of the first cycle studies at colleges professional Bachelor's qualification degree is awarded; at universities, Bachelor's qualification degree.
7	Master study programmes at universities. On graduation Master's qualification degree is awarded.
8	Doctoral studies. On graduation Doctor's scientific degree is awarded.

**1b. Do you have a National Qualifications Framework, in which the recognition of non-formal and informal learning is integrated?**

A national qualifications system is designed according to the knowledge and skills received at the formal education. However, Lithuania has a legal framework enabling the formalization of knowledge and skills which were acquired in a non-formal or informal learning and thus be recognized.

**1c. Does the qualification system in your country include assessing learning outcomes from the education sector, the labour market and the voluntary sector (non-profit organizations, sports associations, associations for voluntary social work etc., ICT courses, creative courses, liberal adult education for personal development etc.)?**

Lithuania has a legal framework enabling the formalization of a non-formal learning and to recognize them, as involving them in the National qualifications framework.

**1d. What impact does the implementation and use of EQF have on your field of work:**

- Does it influence (and in what respect) your policy of collective bargaining?
- Does it influence the legal position of the employee?
- How do you value the problem of data protection vs. transparency?

Since for this time, Lithuania is referencing National qualification system to the EQF, therefore the real EQF impact has not yet been felt. All involved partners agree.

## **2 focus group**

National Qualifications Framework is to support lifelong learning, meeting people, society and business systems needs for education, professional development and social welfare.

What are purpose of NQF linking to EQF:

- First, Increase the transparency of provided qualifications in the various member states.
- The second, encourage the mobility of learning and working.
- The third, develop mutual trust.

Social partners and education providers agree, that European Qualifications Framework:

- First, it is oneself understood measure.
- The second, it includes all levels of qualifications, all education sectors.
- The third, it divides the full range of qualifications into 8 levels.
- The fourth, are used three criteria for describing Qualifications:
  - - Acquired knowledge;
  - - Acquired skills;
  - - Achieved independence and responsibility.

**1e. What kind of offers are in your country with regard to guidance and individual career development and the assessment of competences? Please name organisations and conditions (fees, costs...)!**

Lithuania has adopted the Vocational guidance strategy.

2010 European Social Fund and national budget funding for: the Open Information, Counseling and Guidance System (AIKOS) development; creation of career education model in general education, vocational education and training and higher education, which includes career-planning skills training in schools, information and consultancy services; and the vocational guidance monitoring model (with a personal career-related data collection and processing) creation.

### 3. ROLES IN THE LEARNING-PROCESS

#### 3a. Which kind of lifelong learning-practices are functioning in your country? Do they include summative (aiming at qualification/certification) and/or formative (aiming at career-perspectives) approaches?

Are applying different valuation methods. Qualification system and modular programs are formed and that will help "move" at different levels of the education system and between them.

#### 3b. What is the responsibility of the adult learner in designing his/her learning process?

The main responsibility is to chose the scientific field, studies or professions. There is an Open information, advice and guidance system (AIKOS), whose main goal - to provide relevant, quality information about learning opportunities in Lithuania. After modular programs creation, will be more freedom to shape their own learning techniques.

In respect of qualification development or modification is possible state (for certain professions), or individuals funding. Sometimes the training is funded by the companies or organizations which send persons.

#### 3c. What is the role of social partners (employers and trade unions) in the learning process to build up competencies sustainably?

The social partners (trade unions and employers' organizations) are included in these bodies: Vocational Training Council give advises for the Ministry of Education and Science of Republic of Lithuania and for other government bodies in solving strategic issues of vocational training. It is equally comprised of state and government authorities, employers and business and organizations representing the interests of employees.

2010 approved Qualifications management institution's central and professional sectoral committees' objectives, functions, committees' formation and financing procedures description. In the description is defined to establish Central Professional Committee to coordinate strategic qualification system formation issues and to establish Sectorial Professional Committees for specific issues coordination in economic. It is planed to establish committees to Qualification and vocational education and training development centre in 2011.

In order to ensure a unified professional training practical activity evaluation, the final qualification evaluation function is delegated to the social partners. The social partners are involved in organizing and carrying out the assessment of acquired competencies. They are also involved in creation of new qualifications, professional standards, training content by evaluating vocational training programs according to their compliance with economic needs.

#### **2 focus group**

Sectoral Professional Committee - a collegial, on cooperative bases set up a consultative body which coordinates the qualifications issues in the specific agricultural sector - the group of activities according to their economic function, products, services or technologies. The main objective of the Sectoral Professional Committees - inspection of professional standards.

Lithuania has formed 17 sectoral professional committees and one science professional committee.

The members of Sectoral Professional Committees:

- helps in determining priorities for the sector to develop professional standards
- provide advice and make decisions on:
  - qualifications compliance with the sector needs;
  - sector qualifications and the necessary skills to acquire it;
  - the sector formal vocational training programs for the qualification training.

Why it is worth to become a member of the Sectoral Trade Committee:

- Promotion of the education providers and business partnerships;
- More successful business and education communication;
- Real solutions for improving the quality of specialists training or for a small contribution to professional development issues;
- Mutual trust in the formation of the business and education as one network for a common goal-to develop and have a good staff;
- An exchange of useful knowledge and experience with other sectors;
- Creating the conditions to ensure the education compliance with the labor market needs.

Unification of Lithuanian Metalworkers' Trade Unions in the beginning of december got invitation to participate in Metal production and processing, machinery and electronic equipment manufacturing and repair Sectoral Professional Committee. LITMETAL evaluate it as a new chance to represent the interests of employees.

**3d. What are your strategies concerning Life long learning with regard to target groups ( young, old, low-qualified, men and women)?**

The strategy emphasizes the accessibility of learning for all ages. Considerable attention is given to socially vulnerable groups (disabled, long-term unemployed, etc.). In order to increase the integration of social vulnerable groups in society, legal framework are constantly improved

**3e. What runs good or not?**

All the parties involved explicitly agree that the recent actions give good results.