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COUNTRY FACTSHEET

LITHUANIA

D2.1 State of the Art Report

Country Factsheet: Lithuania

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Conceptual approaches and specific national /regional policies promoting transversal competences in validation and guidance processes:	
Lithuania	<p>Even though so far there are not yet an official policy on validation of transversal competences (Lith. Perkeliamosios kompetencijos, perkeliemieji gebėjimai) in Lithuania, there is a EU funded</p> <ul style="list-style-type: none"> - Lifelong project “ATS2020” (mainly in the sector of secondary schools and gymnasiums) that has a goal to contribute to the development of policies of education: Assessment of transferable skills for the school kids (2020): http://www.ats2020.eu/images/promotion/ATS_brosura_A4_lit_print.pdf ; link of the project: www.ats2020.eu - „Erasmus+” Strategic partnership project „Problem based learning in training of veterinarian nurses” (2014) where it is planned to validate the transversal competences of students in veterinary nursing (Nr.2014-1-LT01-KA202-000541) : https://www.viko.lt/vilniaus-kolegijos-agrotechnologiju-fakultetas-diegia-didaktines-inovacijos-veterinarijos-studiju-programoje/ <p>Conceptual approaches are being discussed in several publications, like:</p> <ul style="list-style-type: none"> - Valūnaitė-Oleškevičienė G., Development of Transversal Skills in University Studies: Student Experience//Social Education (2019) Vytautas Magnus University https://www.vdu.lt/cris/bitstream/20.500.12259/103316/1/ISSN2351-6011_2019_V_51_N_1.PG_61-74.pdf - Links of LQF and EQF. The report (2011). https://www.kpmplc.lt/kpmplc/wp-content/uploads/2015/11/LKA_tyrimas_LT.pdf <p>Some of the educational institutions are mentioning the development of transversal competences as priority for improvement strategy of s their study programmes. However, the VNFIL of particularly transferable skills is not planned.</p> <ul style="list-style-type: none"> - University of Applied sciences (SMK). Strategy of improvement of study processes: https://www.smk.lt/file/manual/Dokumentai/SMK_Strategija_LT_46psl.pdf

Users (Providers and beneficiaries) and uses (purposes) of validation of transversal competences	
What type of organisations offer VNFIL for transversal competences and at which stages of guidance and validation processes?	<p>Having analysed the practices for validation of transversal competences (lith. perkeliamosios kompetencijos, perkeliemieji gebėjimai) in Lithuania shows that the most of initiatives are coming from the secondary schools. In most cases these are EU funded projects that are referred both to development and assessment of transversal competences.</p> <p>Regulations on the Attestation of Heads of State (Excluding Higher Education Institutions) and Municipal Schools, their Deputies for Education, Heads of Departments Organizing Education (2014), provide the criterion on assessment and validation of transversal competences for the candidates to become the headmasters of the State Schools. There are only two transversal competences listed:</p>

	<p>communication and IT. Regulations state that the transversal competences are to be validated once a life time. During regular periodic attestations, the managerial and subject competences are being assessed: http://www.nmva.smm.lt/wp-content/uploads/2016/09/1-2_priedai.pdf In 2018 due to change of the VET law this regulation was repealed.</p> <p>Universities, Universities of Applied Sciences as well as VET schools are offering the VNFIL procedure for the sector based competences, gained in non-formal and informal ways, as well as during the work practice. The VNFIL procedures are described in the Orders by each institution. However, the VNFIL for transversal competences is not included.</p> <p>Universities and Universities of Applied Sciences are presenting their revised strategic development plans according to the recommendations of external experts. In most of the plans it is foreseen to strengthen the development of transversal competences within the study programmes. However, validation of transversal competences is not yet planned.</p>
<p>Do practitioners have access to training and guidelines on the use of frameworks and tools setting out transversal competences?</p>	<p>Speaking not directly about the VNFIL for transversal skills, but about the VNFIL in general, practitioners receive the consultations, explanations about the Learning outcomes, Learning achievements, assessment methods and tools as well as all stages of preparations.</p>
<p>How are employers engaged in validation of transversal competences as stakeholders and users (e.g. in helping to define relevant transversal competences).</p>	<p>So far we could not find any working practices of validation of transversal skills, engaging employers. However, the below mentioned Master-PRO ESF project foresees the VNFIL within enterprises, carried out by the associated structures by employees, where the validation of transversal competences is planned.</p>
<p>How are educators/trainers engaged in validation of transversal competences as stakeholders e.g. in helping to define relevant transversal competences or in supporting learners to</p>	<p>Those educational institutions that are implementing the VNFIL, engage educators into the counselling process, so called pre-VNFIL.</p>

<p>develop these competences).</p>	
<p>General awareness: Are there national campaigns to promote VNFIL service? How and where people can find information on this service?</p>	<p>There is a lack of national campaigns in Lithuania to promote VNFIL service in general for wide population. Unemployed persons can find information and received financing in the Employment service, but for wider population there is no concrete information provided. Candidates only can find information in the VNFIL providers websites. However, there are number of various initiatives at Universities, Universities of Applied Sciences, VET schools. Information is provided for those, coming with work experience and requesting recognition of previous learning achievements.</p> <p>The research report explains the concept and theoretical background of competences as well as transversal competences: https://www.vdu.lt/cris/bitstream/20.500.12259/116524/1/viktorija_raudoniute_md.pdf</p>

<p>Quality assurance</p>	
<p>Are quality assurance arrangements focused on VNFIL process (and supporting the implementation of relevant national strategies) in place? Is a specific organisation in charge of conducting quality assurance?</p>	<p>Lithuania lacks a nationwide quality assurance and monitoring system for non-formal education and training, which may limit the government’s capacity to maximise the impact of its investments and inhibit the recognition of non-formally gained skills. A national audit in 2015 found that the quality of non-formal education of school children was not sufficient. For example, municipalities were not carrying out external performance assessments, and some were delivering low-quality non-formal education programmes (owing to the lack of specific national quality standards and/or insufficient resources).</p> <p>Lithuania has taken important steps towards creating a national system of RPL over the past few years; however, the quality of processes to recognise and validate non-formal and informal learning is still unequal between providers. (OECD Skills Strategy Lithuania : Assessment and Recommendations 2021)</p>