MAKING EXPERIENCE COUNT

1. Title

Recognition of non-formal and informal learning in Lithuanian vocational education and training

Country: Lithuania

Organisations: Vilnius Car Mechanics and Business School (VAVM); Qualifications and Vocational Education and Training Development Centre (KPMPC).

2. DDSS Gap Addressed

Hidden or unrecognised employee skills – E6

3. Description of the Reskilling Lab (100–200 words)

Lithuania enables adults to have competences gained through work, non-formal training and self-directed learning assessed and formally recognised. The target group is experienced workers with occupational skills but no matching qualification; the VAVM vehicle repair case provides a practical example. Candidates receive guidance from a VET provider, submit evidence of prior learning (work records, certificates, examples of completed tasks) and take theoretical and practical assessments against qualification requirements. The process involves candidates, VET staff, assessors, employer representatives and KPMPC. In March–May 2026, the PRI(SI)PAŽINK project trained staff from four VET institutions, including VAVM, on recognition procedures and European practice. No promotion or redeployment outcomes are reported. [1–3]

4. Why is this a Good Practice?

Skills acquired outside formal education are assessed against occupational requirements and documented, and practical assessment lets candidates demonstrate what they can do. Proposed employer application: use the results to update competence profiles, identify training needs and inform decisions on internal vacancies, promotion or redeployment, in line with the DDSS example type 'Competence-based internal mobility model'. Micro-credentials are a possible extension, not a reported output. [1–2]

5. Transferability

An employer cooperates with a qualified VET or assessment provider, selects an occupation with clear competence standards, supports employees in collecting evidence and agrees in advance how recognised competences will inform internal recruitment and development. Priorities: accessible guidance, prepared assessors, clear responsibilities, suitable practical assessment facilities and more flexible, person-centred procedures (identified in the 2026 workshops). A local pilot should monitor participation, recognition outcomes and subsequent job changes. [1, 3]

6. Additional Information (optional)

[1] I. Puiša, 'Įvairiais būdais įgytų kompetencijų vertinimas ir pripažinimas profesinio mokymo įstaigose', VAVM presentation, 10 April 2026; case material 'Validation Vehicle repairer EQF 3'.
[2] VAVM: competence assessment activities – https://vavm.lt/strong-kompetenciju-vertinimo-tvarkarasciai-strong/
[3] KPMPC: PRI(SI)PAŽINK training report, 22 May 2026 – https://kpmpc.lrv.lt/lt/naujienos/kompetenciju-vertinimo-centruose-ivyko-pirmieji-projekto-prisipazink-mokymai-naujas-etapas-tobulinant-kompetenciju-vertinima-ir-pripazinima-zN2/

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