Modelling the national qualifications framework of Lithuania into the European qualifications framework

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SUMMARY
The article analyses modelling the national qualifications framework of Lithuania and its relations with the European qualifications framework. It shows the main methodological parameters and designing approaches of the national qualifications framework, analyses the descriptors of levels of qualifications, compares the model of the national qualifications framework of Lithuania with the European qualifications framework and indicates the main challenges for implementation of both qualifications frameworks in Lithuania.

Introduction
Many European countries have recently embarked on developing a national qualifications framework. The need is predetermined by current economic and technological changes, increasingly intense competition and globalisation of markets in goods, services and human resources. An important factor influencing national qualifications frameworks in European Union countries is increasing integration in the labour market, vocational education and training and higher education. Designing and implementing EU measures, such as the European qualifications framework eases these processes. This article aims to clarify the main parameters and characteristics of the current national qualifications framework of Lithuania, analysing them in the context of the European qualifications framework. One of the most important questions

Key words
Qualification, competence, skills, national qualifications framework, European qualifications framework, qualifications levels
is how the national qualifications framework as an integral part of the national system of qualifications, can be matched with the European qualifications framework as a meta-framework and means for comparing qualifications in different EU countries and defining the main challenges.

Main methodological parameters of designing the national qualifications framework and the national system of qualifications in Lithuania

The national qualifications framework of Lithuania is currently an integral and central part of the national system of qualifications. According to the designed model, the national system of qualifications consists of the qualifications framework and the processes of designing, providing, evaluating and the recognising qualifications. The national qualifications framework plays a structuring role in the national system of qualifications because the qualifications are designed, issued, assessed and recognised according to the qualifications levels defined by the framework (Fig. 1). Currently, the concepts of the national system of qualifications and national qualifications framework have been drafted. These documents have been developed jointly by researchers, education and training institutions and the social partners. They have been widely presented and discussed by stakeholders in education, business and the labour market. Currently, there are occupational standards and a register of qualifications. Implementation of the national system of qualifications and the national qualifications framework will start in 2008.
The concept of the national system of qualifications of Lithuania defines the national framework of qualifications as a system of different levels of qualifications according to qualification criteria, indicating the competences needed for a particular activity (Lietuvos nacionalinės kvalifikacijų sistemos koncepcija, 2006). The specific characteristics of qualification levels are shaped by the national education system and the national labour market. The national framework of qualifications shows the character and principles for grouping competences at the level of qualifications. The aim of the national framework of qualifications is to support and foster lifelong learning development by satisfying the needs of individuals, social groups and activities related to education, professional development and social welfare.

This aim is achieved by carrying out the following tasks:

(a) coordination. The national qualifications framework creates the preconditions for compatibility of acquired qualifications with labour market needs and establishes the reference system for the partnership between the world
of work and education and training. It fosters development of human resources and eases coordination of economical, social and employment policies;

(b) fostering transparency of and access to qualifications design, provision, assessment and certification processes;

(c) information and guidance for persons entering the labour market or changing their professional activity. The national qualifications framework provides information on the content of qualifications, requirements for competences and qualifications, ways of progression from one level to another, learning possibilities and other important issues;

(d) quality assurance of acquired and recognised competences and qualifications referring to requirements of the system of professional activities at national and European levels;

(e) promoting development of lifelong learning and continuing vocational training by supporting all forms and ways of learning, creating conditions for assessing and recognising all learning outcomes independent of the ways they are acquired;

(f) fostering workforce mobility by setting qualification and learning preconditions for developing the vocational and geographical mobility of the workforce.

The main approach to designing the national qualifications framework and defining qualifications levels is reference to the specifications and needs of the system of activities (Fig. 2).

The national qualifications framework of Lithuania will play an important role in all processes of the national system of qualifications. It shall:

(a) form the basis of reference for designing the qualifications. It will help to define the level of qualifications for designing occupational standards and mapping existing and new qualifications in the national register of qualifications. These functions confirm the necessity of a competence-based approach;

(b) help foster equity between the different forms and ways of provision and acquisition of qualifications by setting a clear basis of information on the levels of qualifications and the ways of progression between these levels. Implementation and development of the national qualifications framework shall also help improve continuity and transition between initial VET and higher education, as well as initial and continuing VET;

(c) serve as the instrument for assessing and certifying competences and qualifications by indicating the level of acquired qualifications and ways of progression between levels. It will also be an important guidance instrument for assessing and recognising informal and non-formal learning.
The descriptors of qualifications levels are based on two main parameters: (a) competences, as the abilities to perform certain tasks and operations in the real or imitated context of activity. Competences are defined by the knowledge, skills, attitudes and approaches acquired during learning at a training institution or at the workplace. The concept of competence is derived from the world of work, or, more precisely, from the interface of the fields of work and learning. Competences are understood as learning outcomes applied in carrying out a professional activity. Therefore competences can also be defined as learning outcomes that refer to the requirements and specifications of the system of activities. According to this definition, a qualification is defined as the entirety of acquired competences required by a certain professional activity and recognised by the relevant State institutions. Recognition of qualifications is confirmed by a nationally approved diploma or certificate. In analysing the competences necessary for performing
activities, developers of the qualifications framework identified three main
types of competences: functional, cognitive and general. It is not always easy
to establish a clear limit distinguishing these types of competences. It is the
general and cognitive competences that tend to be awkward to distinguish.
It is not quite clear, for example, which competence type should cover is-
ues such as general education knowledge, knowledge of methods of op-
erational performance and capacities to apply such knowledge in practice,
etc. The concept of competence in the national qualifications framework is
based on the functional approach applied in many current qualifications frame-
works – NVQ (national vocational qualifications) in the UK, qualifications
frameworks of Australia and New Zealand and others (Delamare Le Deist
and Winterton, 2005). Different to the NVQ of the UK which is criticised for
lack of attention to systematic acquisition of knowledge and skills in voca-
tional education and training institutions (Warhurst, Grugulis and Keep, 2004),
the concept of competence in the national qualifications system of Lithua-
nia attributes an important role to integrating systematically provided knowl-
edge and skills in designing and providing competences and qualifications.
For example, general education plays a crucial role in progressing from one
qualification level to another (especially in the first level of qualifications).
The role of general education in the qualifications structure presented sig-
ificant problems for experts in the working group for developing the na-
tional qualifications framework. The question was whether general educa-
tion can be assessed as a certain qualification and, if so, what place this
qualification occupies in the national qualifications framework. Intense dis-
cussions led to the conclusion that general education cannot be identified
with professional qualifications. However, it constitutes a significant back-
ground and condition for qualification acquisition and qualification growth;
(b) Characteristics of the activity – autonomy, complexity and changeability.
Describing each level of qualification the following questions are answered:
• How do characteristics of activity specific to the level of qualifications in-
fuence the needs of functional, cognitive and general competences re-
quired to accomplish functions of activities? In other words, what function-
al, cognitive and general competences are needed to accomplish a task
with certain characteristics of autonomy, complexity and changeability?
• How do characteristics of activity influence acquisition and development
of functional, cognitive and general competences? For example, ab-
sence of autonomy and simplicity of monotonous tasks in the lowest
levels of qualifications do not provide enough possibilities to develop
competences for performers of work at these levels. Therefore, descrip-
tors of these levels indicate that additional measures and initiatives are needed from employers and VET institutions to improve lifelong learning and skills development at these levels.

Levels of qualifications in the national qualifications framework of Lithuania are structured hierarchically and encompass a comprehensive range of qualifications acquired at secondary schools, vocational education and training schools, as well as qualifications acquired at employment training centres, continuing vocational training courses and institutions of higher education. These levels of qualifications also encompass qualifications acquired by informal learning or other possibilities provided by lifelong learning.

The first five levels of qualifications include qualifications acquired in initial vocational education and training institutions and continuing vocational training or at the workplace. Levels 6 to 8 encompass qualifications acquired at higher education institutions.

Analysing characteristics of activities specific to the levels of qualifications, three types of activities can be discerned:

(a) elementary activities composed of simple actions and operations. Such activity is usually appropriate for the first level of qualifications;

(b) activity typical for the second, third, fourth and fifth levels of qualifications is composed of specialised actions and their combinations. The number of these actions and combinations is growing from the lower to the higher level. Although the content of actions and operations in these combinations are similar for all three mentioned levels of qualifications, a growing number of these actions, operations and their combinations increase the complexity of activity and lead to handling a wider range of technologies and ways of work organisation. Such complexity of activity inherent in the levels of qualifications provide good preconditions for further training and development of qualifications through credit accumulation and other mechanisms;

(c) beginning with the sixth level of qualifications the complexity of activities depends not only on more actions and combinations, but also on changes of the content of work. These changes are determined by application of higher and more complex technologies, higher responsibility for work organisation, requirements to make decisions based on analysis and research.

Data from the labour market and labour force analysis indicate that the structure of the national qualifications framework consisting of eight levels corresponds to the current structure of qualifications in the labour market (see Table 1).
Table 1: Structure of the workforce in Lithuania according to levels of qualifications

<table>
<thead>
<tr>
<th>Level of qualifications</th>
<th>Composition and number of workers having the corresponding level of qualifications</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>Unskilled workers in elementary occupations. Data show that from 2001 to 2004 the number of people with primary and general lower secondary education without vocational qualifications slightly decreased from 897 000 to 859 000 (Lietuvos Statistikos Metaštis 2005, 2006). The number of unskilled workers in elementary occupations from 2000 to 2004 increased from 143 100 in 2000 to 154 700 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
</tr>
<tr>
<td>Level 2</td>
<td>Low-skilled workers, graduates of labour market training programmes. Data show the number of people with low level vocational qualifications not completing lower secondary education decreased from 20 300 in 2001 to 14 900 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
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<tr>
<td>Level 3</td>
<td>Skilled workers with vocational qualifications and lower secondary education. According to statistics, in the last years the number of people with vocational lower secondary education decreased from 102 200 in 2001 to 77 200 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
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<tr>
<td>Level 4</td>
<td>High-skilled workers with vocational upper secondary or post secondary education (craft and related trades workers, plant and machine operators, assemblers, etc.). Data show the number of these employees significantly increased from 366 300 in 2000 to 394 600 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006). Today this category of the workforce with the employees in the fifth level of qualifications has highest demand on the labour market.</td>
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<tr>
<td>Level 5</td>
<td>Skilled and experienced employees (technicians, foremen and associate professionals, younger clerks), former graduates of special secondary schools (technikums) and higher vocational schools. It is complicated to estimate the number of people with these qualifications due to reform of higher education and transforming former higher vocational schools to colleges – (non-university higher education institutions) since 2001. There is also scant data on skilled workers participating in continuing vocational training. However, the people with special secondary education (graduates of former technikums) with graduates of former higher vocational schools in 2001 numbered 574 400 (Lietuvos Statistikos Metaštis 2005, 2006). This category of the workforce with high-skilled workers of the fourth level has the highest demand on the labour market.</td>
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<tr>
<td>Level 6</td>
<td>Those with bachelors or corresponding degree of higher education (graduates of colleges and university bachelor and professional programmes). Data show an important increase in the population with higher education (all degrees): from 348 400 in 2001 to 408 500 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006). The number of graduates of colleges and universities in bachelor and professional programmes in the last years has also increased: college graduates from 4 602 in 2003 to 8 750 in 2004, university graduates of bachelor and professional programmes from 14 654 in 2003 to 15 758 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
</tr>
<tr>
<td>Level 7</td>
<td>Those with master degrees or corresponding degrees of higher education. The number of graduates of masters programmes in 2004 was 7 435 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
</tr>
<tr>
<td>Level 8</td>
<td>Employees with a doctoral degree (researchers, R&amp;D specialists). According to data, the number of researchers with a title and scientific degree in the public sector slightly increased from 5 333 in 2000 to 5 706 in 2004 (Lietuvos Statistikos Metaštis 2005, 2006).</td>
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Further analysis of the contents of level descriptors shows the relationship between the characteristics of activities and competences.
Level 1
Activity specifications
This level of qualifications is composed of elementary, auxiliary and simple actions and operations specific to many simple activities. The activity is performed under direct supervision. Elementary actions and operations are constant and repetitive.

Content of qualifications and ways of acquisition
Simple and continuously repetitive operations and tasks demand functional competences, which are simple, stable and easily acquired while practicing the work. Tasks sometimes require adapting some knowledge acquired in general education. The simplicity and stability of activity do not favour acquiring new cognitive competences. Minimal requirement is initial education acquired through formal education and elementary functional, cognitive and core competences acquired informally or through work experience (informal learning at the workplace). Upgrading qualifications depends on acquired general education. By acquiring initial education and graduating from any adult vocational training programme or module, a second level qualification can be achieved. By acquiring general basic education (nine years) and vocational qualification at a vocational training school, a third level qualification can be achieved. By acquiring secondary education at vocational training school, a sixth level qualification can be achieved. Secondary education provides the possibility to enter colleges and universities to seek higher education qualifications.

Level 2
Activity specifications
This level of qualifications is composed of few or more specialised actions and operations. The context of activity is structured and activity is performed according to detailed instructions. In many cases, such activity demands intensive supervision and control from higher-qualified persons.

Content of qualifications and ways of acquisition
A few simple functional competences as well as cognitive and general competences corresponding to the level of initial education are required. Functional competences are oriented to narrowly specialised tasks to accomplish simple and repetitive actions and operations in a stable work environment. Activity demands application of basic knowledge in the field. Simplicity and stability of activity do not favour acquisition of new cognitive competences.
These qualifications are acquired at vocational education and training schools and centres of vocational training for adults. Functional competences are acquired through practical training in the work environment (simulated workplace) or at the workplace. Cognitive competences are acquired through theoretical learning and core competences – through learning the activity. After compulsory education, third and fourth level qualifications can be pursued by entering initial vocational education and training institutions, or informally or non-formally.

**Level 3**

**Activity specifications**

This level can encompass few or more specialised tasks of professional activity demanding application of well-known and well-tried decisions. Tasks are performed under partial supervision of higher-qualified employees. The work context is relatively stable, but there may be some momentary and minor changes of work technology and organisation. Some activities foster learning at the workplace.

**Content of qualifications and ways of acquisition**

Functional competences are needed to carry out specialised tasks in one or several narrow fields of activity by choosing one or several ways and methods of execution, selecting materials, tools, etc. Additional functional competences can be relatively easily acquired by learning at the workplace supervised by skilled employees. Employees of this qualification level understand the factual knowledge and processes of a concrete professional activity, combining this understanding with knowledge from general education they apply in carrying out their work. Tasks are performed autonomously with external quality control. Employees are able to take an optimal decision from a range of several standard decisions. This level of qualification is acquired at institutions of secondary vocational education and training (VET schools and centres of adult vocational training) or informally or non-formally.

**Level 4**

**Activity specifications**

This level is composed of actions and operations from a comparatively wide field of technologies and work organisation. Activities are performed by carrying out several or more specialised functions and tasks which are sometimes new and not previously experienced. They are performed autonomously and employees refer to provided instructions. Employees must ensure quality of
performance procedures and results of activity. This activity is characterised by relatively fast changes influencing specific technologies of performance and work organisation.

Content of qualifications and ways of acquisition

Functional competences permit carrying out combinations of specialised actions and operations in wide fields of activities. The sets and combinations of functional competences and updating these competences allow making simple decisions and adaptation to the changing context of tasks. This level of qualifications includes understanding and applying factual knowledge from wide fields of activities, as well as applying general knowledge in carrying out tasks. Increasing complexity of work organisation demands developing communication skills. Employees must be able to evaluate the quality of work procedures and results. The minimal required level of education is secondary education (12 years). This level of qualification is acquired at institutions of secondary vocational education and training (VET schools and centres of adult vocational training) or informally or non-formally.

Level 5
Activity specifications

Activity is complicated and consists of a comparatively wide variety of specialised actions and operations different in their content and volume. Employees at this level accomplish their work autonomously, organise and supervise the work of employees with qualifications at Levels 1 to 4. Activity includes managing and regulating different processes referring to instructions and recommendations of experts, organising work in groups and training other employees. The technological and organisational specifications of the activity are often subject to change and rarely predictable.

Content of qualifications and ways of acquisition

Qualification is composed of comparatively universal competences transcending the limits of one specific workplace to understanding and organising effectively activities in different workplaces. Functional competences permit autonomous accomplishment of the complex actions and operations in one or several wide fields of activities. Complexity and changeability of activity demand ability to design and apply new combinations of functional competences in concrete fields of activity. Deep understanding of the context of activity is based on comprehensive theoretical knowledge. The qualifications of this level include ability to assess the limits of acquired knowledge and to
transfer this knowledge to others. Employees are able to analyse tasks and forecast problems in their execution, as well as assess and ensure the quality of the activity in constantly changing contexts of activities. Qualification in the fifth level is acquired through continuing vocational training after graduation from VET schools or centres of vocational training. In future it will be possible to acquire these qualifications studying in a short study cycle (two years) at colleges.

**Level 6**

**Activity specifications**

Activity is complex and composed of miscellaneous and multiple actions accomplished at different workplaces or in different work contexts. Activity is performed autonomously. Sometimes it is initiated by the employee. This activity includes team-working and managing and supervising the activities of other employees. In many cases, such activity demands a high level of responsibility for the quality of work processes and results. The technological and organisational context of the activity is continuously changing and unpredictable.

**Content of qualifications and ways of acquisition**

Functional competences encompass ability to carry out the applied research in the field of activity. Complexity and changeability of activity demand ability to plan ways and methods of carrying out activities and evaluating new elements and changing content of activities. Knowledge is the basis of functional competences. Complexity and changeability of activities demand constant upgrading and development of cognitive competences (by acquiring new knowledge and deepening existing knowledge). Working autonomously demands analytical thinking and problem-solving skills, decision-making, as well as the ability to concentrate on the essence of problems. This level of qualifications is acquired at higher education institutions: universities and colleges. University studies are aimed at providing mainly cognitive competences and studies at colleges concentrate more on providing functional competences required for specific fields of activity. The qualifications in this level are divided into two sublevels: qualifications acquired at university (bachelor degree) and colleges (vocational bachelor degree). When passing from studies at college to university additional study programmes to obtain missing competences can be foreseen.
Level 7
Activity specifications

Activity is complex and demands application of specific knowledge at the forefront of the field, as well as highly developed skills of work process management, leadership and creative problem-solving. In many cases, employees have to use results and data from scientific research or conduct research to obtain the required information. It is also necessary to estimate and analyse many various interrelated and quickly changing factors influencing the activity. Activity is accomplished autonomously and requires taking responsibility for managing and leading groups of other employees, as well as motivating them and developing their competences. The context of activity is constantly and quickly changing and is unusual. It demands well developed skills of creative problem-solving.

Content of qualifications and ways of acquisition

This level of qualification is dominated by cognitive competences based on scientific research and encompassing forefront knowledge in the specialised field of activity. These cognitive competences are combined with skills of organisation and management of sophisticated work processes, optimal decision-making skills and ability to analyse miscellaneous interrelated and changeable factors of the work context. The complexity and changeability of activity demand ability to take innovative decisions based on results of applied research and analysis of activities. These characteristics of activities also demand expertise in assessing forefront knowledge in the field of activities and discovering new facts by carrying out applied research. Also required are well developed work organisation and management skills, teamwork management skills and the ability to foster development of human resources inside groups. This level of qualification requires a master degree of higher education. The qualification is acquired through studies according to programmes of continuous studies at university or informally, through informal learning at the workplace or place of collaborating with employees with the same or higher level of qualification.

Level 8
Activity specifications

Activity is sophisticated and related to creating and developing new ideas and processes in a constantly changing environment. This activity encompasses original scientific research of natural and social phenomena, processes and objects and initiating, managing and accomplishing highly im-
important and complex projects fostering social, economical and cultural development.

Content of qualifications and ways of acquisition:

This level of qualification is dominated by competences related to creating and applying scientific research methodology and methods, as well as the ability to discover new phenomena and generate new ideas. Training, consulting and strategic management competences are required. This level of qualification demands a PhD providing the possibility to conduct independent scientific research and solve scientific problems, as well as initiate strategic change to social systems. This level of qualification is acquired through doctoral studies at university or informally. Preparing and defending a doctoral dissertation is the most important element of acquiring and recognising the qualification at this level.

Comparing the model of the national qualifications framework of Lithuania with the European qualifications framework

The main similarities are the same number of levels, basic coherence of the contents of the level descriptions of qualifications and use of the characteristics of activities (autonomy, responsibility) in describing the levels of qualifications.

However, the following differences can be discerned:
(a) the reference for the European qualifications framework is the system of education and vocational training and the national qualifications framework of Lithuania basically refers to the needs of the system of activities. Therefore, the essential element in describing the qualifications levels in the European qualifications framework is learning outcomes. In Lithuania, levels are described by analysing competences and the characteristics of activities. The concept of the national system of qualifications in Lithuania regards competence as the essential element for designing qualifications and the national qualifications framework is regarded as one of the main instruments for designing them. Describing the levels of qualifications based on analysis of competences and characteristics of activities make the national qualifications framework more convenient for designing qualifications. The national qualifications framework of Lithuania is oriented to the needs of the system of activities and competence-based approach because the
national qualifications framework is an integral part and structuring element of the national system of qualifications;

(b) the descriptors of the European qualifications framework levels define learning outcomes describing knowledge, practical skills and competences related to autonomy and responsibility (European Commission, 2006). Descriptors of the national qualifications framework of Lithuania define competences demanded by autonomous, complex and changing activities, as well as the stimulating or restraining impact of these characteristics of activities for developing competences;

(b) the role of general education in progressing from the first level of qualifications to higher levels is a distinctive characteristic of the national qualifications framework of Lithuania. Such wide contents of general education on the first level of qualifications is influenced by the methodological consideration that only vocational qualification and not general education defines the level of qualification in the framework.

Main challenges for implementing the national qualifications framework and the European qualifications framework in Lithuania

The following challenges can be discerned:

(a) harmonising vocational education and higher education qualifications has proved the most acute problem in designing the Lithuanian national qualifications framework. Describing qualifications acquired in vocational education leads to a much simpler indication and definition of functional, cognitive and general competences. In higher education qualifications, excessively complex operating characteristics, dominance of cognitive competences and close links of functional competences with intellectual activities render the competences in this field far more abstract and more difficult to concretise and generalise. The higher the level of qualifications, the more abstract and not easily definable are the competences constituting the qualifications of this level;

(b) in estimating the preparedness of the education system to implement the national qualifications framework related to the European qualifications framework, today only the non-university higher education sector (colleges) is more or less ready. These institutions have adopted a system for assessing learning outcomes based on competences and a fully integrated ECVET approach. Vocational education institutions also base their curricula and assessment on competences. However, they still have no system
of credit transfer, because ECVET was introduced only recently. The university sector is rather reluctant towards the competence-based approach of the national qualifications framework, as well as towards integrating VET and higher education systems in one framework of qualifications. Therefore universities demonstrate a rather passive and indifferent attitude both towards the national qualifications framework and the European qualifications framework;
(c) employers’ attitudes and their position on the national qualifications framework and the European qualifications framework can also pose difficulties in their implementation. The close relationship between the national qualifications framework and the European qualifications framework can be regarded by employers as a source of risk, because they can cause a drain of the skilled workforce to other EU countries;
(d) there is a shortage of attention and interest in the national qualifications framework and the European qualifications framework from policy-designers and makers;
(e) other important challenges relate to the necessity to implement and develop a system of assessment and certification of informally and non-formally acquired competences and qualifications, as well as to ensure coherence between the national qualifications framework and sector qualifications frameworks.

Conclusions

1. Integrating the national qualifications framework into the national system of qualifications and the role of the framework in structuring the processes of design, provision and certification of qualifications are the most important determinants of orienting the national qualifications framework to the needs of the system of activities.
2. Describing the levels of qualifications analysing the requirements of the competences posed by specifying activities and the impact of these specifications on acquiring and developing competences makes the national qualifications framework more convenient for designing, providing and assessing qualifications.
3. The national qualifications framework of Lithuania is close to the European qualifications framework in the number of levels and contents of the levels descriptors and different from it through the competence-based approach
and consideration of interrelations between specifications of activities and competences.

4. the current national qualifications framework of Lithuania will be compatible with the European qualifications framework and at the same time will correspond to the needs of the system of activities. The main factors influencing such compatibility and flexibility of the national qualifications framework are:

• the current structure of qualifications corresponding to the eight levels of qualifications;
• integrating the national qualifications framework into the national system of qualifications and orienting the framework to the needs of the system of activities;
• considering the compatibility of the national qualifications framework with the European qualifications framework in designing and implementing the national qualifications framework.

Bibliography


