



Re-CVET: Comprehensive policy frameworks for continuing VET - Reform of Continuing Vocational Education and Training Systems

Intellectual Output 2.2.

Reforming the Continuing Vocational Education and Training: a prerequisite for improving quality and responding to the needs of the labour market.



PROJECT COORDINATOR

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1: Reforming Continuing Vocational Education and Training: a prerequisite for improving quality and responding to the needs of the labour market

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LIST OF ABBREVIATIONS

ACRONYM	FULL TITLE
CPC	Cyprus Productivity Center
CPK	Central Professional Committee (Centrinis profesinis komitetas)
CV	Curriculum Vitae
CVET	Continuing Vocational Education and Training
DGEPCD	Directorate General for European Programmes, Coordination and Development -Planning Bureau (Cyprus)
ECDL	European Computer Driving License
EQF	European Qualifications Framework
ESF	European Social Fund
HHIC	Higher Hotel Institute of Cyprus
HRDA	Human Resource Development Authority
IGCSE	International General Certificate of Secondary Education
ISCED	International Standard Classification of Education
IVET	Initial Vocational Education and Training
LCCI	London Chamber of Commerce and Industry International Qualifications
MLSI	Ministry of Labour, Welfare and Social Insurance
MOEC	Ministry of Education and Culture
PI	Pedagogical Institute
PSIVET	Post –Secondary Institutes of VET
SPK	Sectoral professional committees (Sektoriniai profesiniai komitetai)
STVE	Secondary Technical and Vocational Education
LTQF	National qualifications framework
MES	Ministry of Education and Science
VET	Vocational Education and Training
QVETDC	Qualifications and vocational education and training development centre



EXECUTIVE SUMMARY

Re-CVET is a project aiming to support the reform of the Continuing Vocational Education and Training (CVET) in Cyprus and Lithuania, in an effort to increase the employment possibilities of CVET graduates through enhancing the collaboration between the main shareholders of the institution which are the CVET providers, the participants/trainees and the relative organisations and enterprises of each taught sector. Direct target group of the project are the trainees who will benefit from the policy reform by gaining access to more opportunities. Another target group are the employers who will have the chance to access valuable working capital as CVET participants will be trained based on the needs of the labour market. Indirect target group are the CVET providers who will receive the feedback from the various stages of the project in order to improve of the services they provide.

The present report was developed after realization of desk and field research where the partners collected information about the current situation of CVET in each country and opinions from the beneficiaries. The desk research showed that in both countries legislation exists about Vocational Education and Training as well as long term plans for its improvement. In Lithuania the legislation gives more specific information and directions than in Cyprus, making CVET a more concrete part of the education and training system of the country. In Cyprus there are more long term objectives and plans which are included in the national strategy for lifelong learning 2014-2020. In both countries funds from the ESF are used for the improvement of the education system including CVET.

The desk research also included the recognition and analysis of good practices used in the participating countries aiming to improve and adapt them where needed. The good practices were analysed on their success factor and weaknesses; main success factors were the flexible training hours, the availability of courses which anyone could attend without the need of background knowledge and the provision of international recognized education and certifications. The most common weaknesses were non availability of specialised equipment and high participation fees.

The field research consisted from three parts, one for each of the target groups (CVET participants, CVET providers and social partners and governmental bodies) which answered specifically designed questionnaires (one for each group of stakeholders). It is encouraging that the beneficiaries agree that the current offered CVET programs meet the needs of the labour market, even though they recommended extra professions and changes on the training resources which can enhance the CVET institution in the participating countries. However, CVET participants and trainers requested renewal of the curricular of some professions in order to meet the future needs of the labour market. Partners suggested the introduction of courses for new high tech professions as well as for professions which are more attractive to women.



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1. INTRODUCTION

1.1. PROJECT OBJECTIVE

The main strategic objective identified is the amelioration of the link with the labour market and the improvement of the quality, attractiveness and effectiveness of Continuing Vocational Education and Training (CVET) in the participating countries.

The project intends to engage in in-depth partnerships to review and map CVET provision at national levels so as to identify specific challenges and opportunities for the take up of this form of education. The project aims to build on the already set out European Social Fund (ESF) activities and to provide additional tools, which will facilitate the formulation of concrete policies based on more validated data.

The Re-CVET project aims to contribute to employability and economic growth as well as to respond to broader societal challenges. The project activities will enhance the uptake of the programmes offered within this system and strengthen the link between CVET and the labour market making it more attractive to the beneficiaries of both sides (enterprises, businesses and potential employees, CVET institutions).

1.2. TARGET GROUPS

The project main target group are CVET participants, who are looking to improve their employability opportunities and enhance their professional profiles through acquiring more specialized and targeted education and training. Young people between the age of 14 and 18 who do not wish to continue their studies within the formal upper secondary education system when they complete the lower secondary education level are another key target group. Members of this wider target group will be the main participants and receivers of information for the Business Forum to be created within the framework of this project.

Another target group is the CVET Institutions and their trainers, post-secondary institutes of technical and vocational education and training, in addition to other learning facilitators that are usually looking to provide better education choices to their students so they will become more competitive in the labour market.

Finally, government authorities and officials in charge of Continuing Vocational Education and Training in the participating countries and the EU in general, as well as non-governmental organisations who give special emphasis on the training of workers and citizens who did not complete formal education or who have not received training, will also be reached through the project mainly during the mapping of needs and prospects for development for CVET.



1.3. SCOPE OF THIS DOCUMENT

The specific objective of this report is to present the current situation and the labour market needs in terms of linking CVET programmes with the actual and future needs of the job market in Cyprus and Lithuania and to provide insights as regards to the legal framework, current needs, obstacles, good practices - on the ground.

For these purposes, the partners have undertaken desk research based on the relevant questionnaires developed by the Enoros Consulting Ltd. For Cyprus, 116 CVET participants, 16 CVET Institutions and 18 Governmental authorities and social partners took part in the survey with an overall of 150 survey participants, while in Lithuania overall 156 people participated in this survey of which 52 CVET participants, 52 CVET Institutions and 52 Governmental authorities and social partners.

The analysis of the results of the survey will provide a “roadmap” for the formulation of targeted informative material in addition to providing valuable input for the creation of the structure of the Business Forum. Furthermore, the report indicates the gaps and perspectives for future growth in the existing education and training landscape. This will enhance both the capabilities of CVET Institutions, in addition to employers and businesses who will be mobilised to invest in CVET and identify more opportunities for growth.

The aforementioned information helped in the formulation of the national reports’ conclusions and recommendations concerning the reform of CVET in Cyprus and Lithuania, which will be taken into consideration for the formulation of the upcoming intellectual outputs.



2. NATIONAL POLICIES FOR CVET AND THE ROLE OF NATIONAL AUTHORITIES

2.1 LEGAL FRAMEWORK SURROUNDING AND SUPPORTING CVET

During the desk research performed in the context of the first project implementation phase, the partners recorded the existing legal framework in each of the participating countries (Cyprus and Lithuania), which indicated that both countries have established legislation as regards to vocational education, encouraging individuals to attend vocational training.

As regards to Cyprus the [Elementary Education law](#) is preventing the early school leaving phenomenon by making education obligatory up to the elementary level. The [Equal Treatment of Men and Women in Employment and Vocational Training Law](#) and the [Law on temporary employment](#), provide the opportunity to every employee to enroll to vocational training despite gender, religion, nationality etc. Apart from legislation, the [National Lifelong learning Strategy for the period 2014-2020](#) was developed which promotes among others the continuing vocational education and training in Cyprus.

Concerning Lithuania, the [Law on Education](#) and the [Law on Vocational Education and Training](#) provide similar rights to individuals, while recognizing and certifying non-formal education. Furthermore, the [Law on Science and Study](#) establishes that universities and colleges may provide study programs for re-qualification that do not lead to a degree allowing people who have unrecognized knowledge to be certified. Moreover, the [Law on Non-formal Adult and Continuing Training](#) authorizes institutes to offer high quality vocational training to any interested individual. Finally, the [Law on Support for Employment](#) is giving vocational training attending incentives to unemployed people. It states that job-seekers are eligible for grants and transportation compensation for attending vocational training opportunities.

2.2 THE STRUCTURE AND THE FUNCTIONALITY OF THE CVET PROGRAMMES AND SYSTEMS

In both countries, education is compulsory until the age of sixteen (16), while after this age individuals can choose if they want to continue with their education.

In Cyprus, individuals who complete the obligatory education can choose to continue with further education which leads to the Upper Secondary Education Leaving Certificate, the “Apolyterion”, which allows them to enter CVET programs, private colleges and/or universities. For Lithuania compulsory education is the completion of lower secondary education (ISCED level 2) which leads to receiving a basic school certificate corresponding to EQF level 3. Following this stage, learners can choose upper secondary general education or VET programmes leading to an EQF level 3 vocational qualification or to an EQF level 4 vocational qualification and an upper secondary leaving certificate, also known as “matura”, which allows higher education access.



2.2.1 Formal learning in CVET

As to regards to formal learning in CVET schools in Cyprus is primarily directed to individuals who wish to acquire an Upper Secondary Education Leaving Certificate (Apolyterion) equivalent to that awarded by Technical Schools (mainstream IVET). Those individuals can enroll to three years afternoon and evening classes of technical schools which will lead to a certification equivalent to Secondary Education Leaving Certificate. Another objective of the formal learning in CVET is the preparatory classes for various examinations, which are offered to adults, required by governmental and semi-governmental organizations, for recognition purposes of vocational qualifications or for the issue of a license to practice a profession. Moreover, formal learning is also a part of vocational education and training programs in certain specializations, as the theoretical part of each specialization is always taught.

The Lithuanian reality is governed by the Law on Vocational Education and Training which states that formal VET programs are designed for the acquisition of qualifications registered in the Register of Study and Training Programs and VET Programs providers require a license from the Ministry of Education and Science. Formal vocational training programmes are designed on the one hand on the acquisition of vocational qualification or on gaining a right to implement specific functions as regulated in legal acts. The duration of training depends on the purpose, the objectives and on the minimum level of general education achieved. The maximum programme duration is one year and the main requirement for learners is to be over 18 years old. Programmes are designed for people with various educational attainment levels; it may be required to have a certain qualification gained before. After graduation a qualification is awarded and a VET diploma or a certificate evidencing a right to implement specific job (function) are issued. Occupational health and safety training programmes should be mentioned separately. They are developed on the basis of regulations on safety and health at work. Their duration depends on the complexity of work tasks. Successful graduates receive a certificate in occupational safety and health.

2.2.2 Non-formal learning in CVET

In Cyprus VET programs combine formal and non-formal learning methodologies for acquisition of fundamental knowledge which is then put into practice, while in Lithuania VET programmes are based only on non-formal learning and are developed for the acquisition of new or the improvement of existing skills of individuals.

Every CVET school in Cyprus has specialized equipped laboratories for the trainees in order to be able to put into practice the acquired knowledge. Each specialization has several hours of practical engagement with the use of the relevant equipment for each industry. Moreover, trainees have the chance to gain practical experience in an enterprise (internship) lasting up to six weeks per academic year which is also considered to be non-formal learning.

Non-formal VET programmes in Lithuania are designed for the acquisition of new competences or the improvement of those skills trainees already have acquired. Non-formal training providers do not need a license, however they register prepared programmes in the Register of



Qualification Development Programmes or in the Register of Lithuanian Labour Exchange (public employment service). Non-formal CVET programs in Lithuania are offered by educational institutes and private enterprisers.

2.2.3 Educational institutions

Technical and Vocational Education Programmes as well as preparatory classes for various examinations are offered by the [Directorate of Secondary Technical and Vocational Education STVE](#) during the afternoon and evening on the premises of Technical Schools in all major cities in Cyprus. No qualifications are required for the admissions and the methods used vary depending on the programme to be followed by the trainees. Amongst the top priorities of the Ministry of Education and Culture (MOEC) regarding the operation of the Post-Secondary Institutes of VET is the classification of their programmes at Level 5 of the European Qualifications Framework (EQF) and of the International Standard Classification of Education (ISCED). Increasing the number of programmes offered and the number of students attending the Institutes, as well as the development and implementation of a quality assurance mechanism, are also amongst the priorities of MOEC.

The private sector in Cyprus also offers CVET programs which are highly demanded from the labour market. Trainings from private schools are offered during morning and afternoon hours, targeting individuals who prefer morning courses. The tuition fees in private sector are higher than in the public sector but scholarships based on socioeconomic criteria are available.

In Lithuania, formal CVET programmes are provided by VET institutions, higher education institutions: colleges and universities. It should be noted that many VET institutions provide both, IVET and CVET programmes. A special type of VET institutions are labour market training centers that focus only on adult training. At the moment there are 5 such centers. Educational institutions (both state and private) are active in designing and implementing non-formal CVET programmes for employees or the unemployed.

2.2.4. Private enterprises

In Cyprus, the curricular of CVET programs under the public sector include an internship period during which trainees are placed mainly in private enterprises to practice the knowledge acquired through the duration of their studies. Every CVET school collaborates with suitable enterprises and industrial units which have the capacity and willingness to implement the learners' work plan of study, providing them with the necessary skills and competences required for their chosen specialization. It is important to mention that each year the enterprises which express their interest to accept a trainee are many more than the available trainees, giving the opportunity to students to choose the enterprise they prefer.

The situation in Lithuania is slightly different with several private enterprises having the license to provide formal CVET programs themselves. Some of the programmes are occupational health and safety programmes, however many cases exist which are more vocationally oriented



for example large companies establishing training centers (e.g. closed joint-stock company “Achema” training centre). With regards to non-formal CVET, it is a usual practice for companies to provide in-service training to their employees for new specializations and development of new related skills.

2.3 RESPONSIBILITIES OF NATIONAL AUTHORITIES IN CHARGE OF/OR INVOLVED WITH CVET AND QUALITY EVALUATION

2.3.1 National Authorities

The Ministry of Education and Culture of Cyprus is responsible for the overall administration of education, as well as for the identification of educational and special skills needs and gaps in the labor market, through participation of the social partners in related committees. Following the identification of the needs, the design and development of curricula begins.

Even though MOEC is the responsible authority, the main formal mechanism in place for planning CVET and identifying learning needs and demands is operated by the Human Resource Development Authority (HRDA) through the analysis performed on the changes taking place in the labour market. Based on the analysis and forecasts training programs are developed in order to render the unemployed people able to meet the future needs of the market.

Another authority involved with CVET is the Directorate General for European Programmes, Coordination and Development - Planning Bureau (DGEPCD) which makes projections regarding the growth rate of the economy, which include forecasts for various sectors and proposes policy changes through the National Lifelong Learning Strategy, in an effort to promote the needs and diminish the gaps in vocational education and training.

Overall in Cyprus, CVET is provided through 40 state institutions for further education, private colleges and training institutions and enterprises, evening technical schools, adult education centers and the Pedagogical Institute (PI) under MOEC, tertiary level education under the Ministry of Labour and Social Insurance (MLSI) such as the Cyprus Productivity Center (CPC) and the Higher Hotel Institute of Cyprus (HHIC).

In Lithuania the bodies responsible for CVET policy decision-making and implementation are the Seimas (Parliament) which is the supreme legislative body of the Republic of Lithuania; the Government of the Republic of Lithuania which implements laws stipulating education, decrees of the President of the Republic of Lithuania and the resolutions of the Seimas, the long-term national education programmes. It implements the chapter on education of the Government Programme, approves the implementing programmes and coordinates the work of the Ministry of Education and Science, other ministries and Governmental institutions regarding education issues. Furthermore the Ministry of Education and Science shapes and



implements vocational education and training policy at the national level and other ministries take part in shaping and implementing VET policy.

The Vocational Education and Training Council functions as an advisory body for the Ministry of Education and Science and other governmental institutions in the process of making decisions regarding strategic questions in VET. The Council is comprised equally of members representing state and municipal institutions, members representing employer and business organisations as well as members representing employee organisations.

The Central Professional Committee (Centrinis profesinis komitetas, CPK) is a collegial, cooperation-based advisory body that coordinates strategic issues pertaining to development of the qualifications system. It's main roles are to initiate legislation, necessary for development and maintenance of the qualifications system, initiate revision of the Lithuanian qualifications framework (LTQF), establish priority sectors for the qualifications system, discuss and suggest decisions regarding the qualifications system's structure, advise the QVETDC on ensuring correspondence between qualifications and labor market needs, accredit competence assessment institutions, link national qualifications with the EQF and other issues.

Finally, **the Sectoral professional committees (Sektoriniai profesiniai komitetai, SPK)** are responsible for designing qualification standards in specific sectors of the economy. The main roles of these sectoral committees are to advise the QVETDC on sectoral qualifications and competences needed to acquire them, set priorities for developing qualifications standards, endorse standards and analyze consistency of training programmes with the requirements prescribed in the standards.

2.3.2 Quality Evaluation

Even though Quality Evaluation is performed differently in each country, still it is considered as an important factor for both cases. In Cyprus an inspection system is active evaluating all public CVET Schools, while in Lithuania CVET programs are evaluated by accredited competences assessment institutions.

As mentioned previously, Quality evaluation in Cyprus is based on an inspection system which is utilized as a monitoring method in most cases. Each specialization has an Inspector who is responsible for the correct implementation of the curricula; thus each Inspector supervises the work of educators and ensures that the teaching material is adequately covered, through the use of effective teaching methods. Inspectors of each branch/specialization are responsible for making sure that the infrastructure of Technical Schools that offer CVET programmes is being utilized in the best possible and most effective way. It is also their responsibility to encourage and guide educators to take the necessary measures where there is room for improvement and help them remove any obstacles to the proper functioning of the programmes.



As far as the Adult Education Centers are concerned, the only form of evaluation of the content of the programmes that are offered is carried out through feedback questionnaires that learners are asked to fill in at the end of each course.

In Lithuania evaluation of formal VET programmes (including CVET) graduates' competences is separated from training process and is implemented by accredited competence assessment institutions. Social partners, enterprises and employers' associations may apply for accreditation. Social partners also participate in setting up content of new qualifications, standards, VET curricula and, when relevant, in organisation of learners' practical training. QVETDC performs functions of organisation of qualifications standards and formal IVET and CVET programmes development. It also collects and analyses information on VET and adult education, designs methodologies, assesses and develops VET quality, organise adult educators and VET teachers training courses, performs functions of Quality Assurance National Reference Point for VET and EQF National Coordination Point.



3. ACTIVITIES UNDER ESF FOR REFORMING AND SUPPORTING CVET AT NATIONAL LEVEL

3.1 ACTIVITIES UNDER ESF

In both countries funds from ESF are used for the improvement of the education and training system. In Cyprus more emphasis was given to the prevention of early school leaving and in Lithuania on curricular design and the inclusion of unemployed or low qualified youth in the labour market. It should be mentioned that in Cyprus, ESF grants are mostly used by the public sector while in Lithuania both public and private sector get advantage of the grants to improve CVET.

3.1.1 Cyprus

The Post Secondary Institutes of VET in Cyprus have been established through a co-financed project by the ESF and the Republic of Cyprus and their operation cost has been included in the financial framework 2014-2020. They are envisaged to contribute to tackling the problem of skills mismatch and youth unemployment, since the programmes offered have been especially designed, after consultation with the social partners and stakeholders participating in the Advisory Body, to respond to the requirements of emerging economic sectors and to be relevant to labour market needs.

Moreover MoEC has implemented several projects under the ESF for performing and supporting CVET in Cyprus, providing training for school teachers and students, aiming at the prevention of drop outs from schools. More specifically:

“In-service training of secondary and vocational education teachers” is a program co-funded from ESF and national funds. Main aim of the project is the development, expansion, and restructuring of the framework, structures and mechanisms of the continuing education and professional development for secondary and vocational school teachers. To achieve this aim, on-going trainings were held for the continuous expansion and development of knowledge and skills of teachers. Since 2010 when the program launched, up to 70% of the secondary school teachers have been trained on the content and methodologies of the new curricula developed. Even though the project finished in 2015, trainings continue giving the opportunity to every teacher to develop and improve his/her skills.

Another project under ESF implemented by MoEC is the **“Programme against early school leaving, school failure and delinquency in zones of educational priority”** under which tolerance and dialogue were promoted aiming to eliminate stereotypes through education. The implementation of the program limited anti-social behavior in schools which led to diminishing the rates of drop outs from the educational system and decreased the numbers of students leaving the school early



3.1.2. Lithuania

In Lithuania at the moment many ESF funding initiatives are at the planning stage. Ministry of Education and Science and Qualifications and VET Development Centre will implement projects for qualifications and curriculum design, adult learning opportunities, teachers training, promotion of VET that will cover and support CVET in Lithuania. Regarding to unemployed training, a number of ESF funded projects for the training of various unemployed groups: long term unemployed, unqualified unemployed, elderly unemployed and unemployed below 29 years old have already been started by the Lithuanian Labour Exchange. The projects will last to 2017-2018.

The following targets for unemployed vocational training are set: 4660 long term unemployed in VET by 2017, 13950 unqualified unemployed in VET by 2017, 6200 elderly unemployed in VET by 2017, 9 000 unemployed below 29 in VET by 2018. VET will be organized according to formal and non-formal VET programmes. It is planned to design arrangements that unemployed non-formal training would be recognized as a part of formal qualifications.

Also there were ESF projects oriented to private enterprises regarding the qualification of their employees (i.e. JSC “BALTASIS PYRAGAS” implemented such ESF project. In this case company’s employees were provided with training on general management skills, company management, accountancy, English and special trainings – Bread and bakery products production processes and advanced technology training).

3.2. COMPLEMENTARITY OF THE PROJECT ACTIVITIES TO THE NATIONAL CVET STRATEGIES

The project activities and deliverables will be valuable for both countries as they aim at increasing the participation and access of individuals in lifelong learning activities and in vocational education and training through the future design and development of new training paths for CVET participants and training institutions so as to provide higher quality education and training opportunities. Through the wide mapping of the needs the partnership will be able to analyze the existing labour market needs and the prospects for future improvement in the field of CVET so as to offer new programs or/and reform existing curricula reflecting the market needs.

Through the survey a better understanding of CVET’s portrayed image to the industry will be achieved. The conclusions will assist the responsible for CVET programs authorities in each country in their national strategy of making CVET more attractive to all sides (enterprises, businesses, potential employees and CVET institutions). Furthermore, the elaboration of the Quality Code Handbook will be a valuable tool for all CVET partners, while good practices from other countries will be identified, studied, transferred and even adopted in problem areas by providing real-life solutions.¹

¹ European Social Fund, Cyprus Grants:
<http://ec.europa.eu/esf/main.jsp?catId=46&langId=en&keywords=&theme=0&country=373&list=1>



4. PRACTICAL ENGAGEMENT WITH STAKEHOLDERS: OBSTACLES AND LIMITATIONS

4.1. CVET PARTICIPANTS

4.1.1. Information and Satisfaction from attending the training programs

Responders were asked about how they got informed on the existence of CVET programmes. It is important to mention that in Cyprus the lack of information from the stakeholders for the programs of CVET was recognized, since the majority of the students were informed from word of mouth promotion rather than from organized promotional campaigns. When asked to state the reasons of choosing CVET, the largest percentage answered to acquire new or alternative knowledge and skills and to have better employment opportunities. In Lithuania many programs are offered from the enterprises themselves to the employees, so many attendants were directly informed from their employers, and were trained to the needs of their positions.

Participants from Cyprus stated that the CVET programs met their expectations in a percentage of 92%, similarly in Lithuania the majority of the participants is satisfied from the CVET programs. Through the questionnaire CVET participants evaluated the programs in terms of books, laboratory equipment, educational material, trainers, opportunities of internships and the facilities provided. In both countries trainees stated to be satisfied, specifically in Cyprus more than half of the students on average gave positive answers and in Lithuania about 33% of the participants are pleased with the content of the Training Programmes. Another indicator of the satisfaction from the programs is the level of use of the generated knowledge and skills. The majority of the responders in both countries stated that they use the acquired knowledge (Cyprus 80,9% and Lithuania 56%).

Moreover participants evaluated the contribution of the programs to their professional and personal development. In Lithuania the answers were the following: acquired specialized knowledge and skills (40%); improved their personal knowledge and skills (i.e. teamwork, communication, creativity, problem solving, and time management; 23%); improved their personal development (social contacts, gained a better picture of the labour market, etc.; 19%); improved their professional knowledge and skills (17%); improved their general position in the labour market (13,5%); found a job (8%). Similarly in Cyprus responders mentioned with a percentage of 74.1% that their participation in the program has contributed to the acquisition of specialized knowledge and skills, with a percentage of 60.3% contributed to the improvement of their professional knowledge and skills, and at the rate of 58.6% contributed to the personal development (teamwork, communication, creativity, problem solving and time management), the lowest rate (8.6%) reflected finding job.

Involvement of the CVET programs participants to the quality evaluation of the institutes was also investigated. In Lithuania 23% of the trainees participate in the quality assurance of the



training via answering surveys and questionnaires while in Cyprus participants mentioned that they evaluate the institutes in systematic basis through similar methods.

Responders had the chance to indicate the less useful courses for their future professional life and make suggestions on complementary courses that can be offered. Participants from Lithuania did not mention neither unnecessary courses neither extra courses they would like to be included in the curricular. Even though no unnecessary courses were mentioned in Cyprus, extra courses were demanded by the participants of each specialization as shown below:

- **Bakery - Confectionery:** Decorating with chocolate
- **Hospitality (Cookery - Waiters):** Practice in Cooking, Food and Health
- **Purchasing management and ship supply:** Shipping
- **Renewable Energy:** Wind Turbines
- **Biological horticultural crops:** Pruning trees
- **Networks and Telecommunications:** Programming
- **Engineering - Car Engineering:** Car electrical system
- **Electrology - Electrical installations:** Electrical Practice
- **Trading-Economics:** Business Administration
- **Cutting - Sewing:** Clothes couture
- **Silversmiths - Goldsmiths:** Manufacture of jewelry molds

4.1.2. Incentives given to employers and evaluation of the internships

Very encouraging and positive is the fact that both in Lithuania and Cyprus the majority participants believe that the content of the curriculum correlates to the needs of the labour market (67% and 79% respectively).

The perception of CVET Institutions from the professional world and the society was evaluated from the CVET programmes participants. According to the responders, there is positive perception from both professional word and society in both countries. In Lithuania 48% of the responders mentioned that there is a positive perception from the professional world and 46% from the society, while in Cyprus the percentages were 71% for both.

In Cyprus trainees found an enterprise for placement after suggestion of the school (7.5%), combination of school and personal effort (40.3%), after personal effort (47.8%), or because of other reasons (4.5%). Since in Lithuania the majority of CVET programs take place in the enterprises, no need of searching for another enterprise for practicing is needed.

Cypriot participants who were placed in unknown enterprises and organizations, evaluated the quality of the internships in terms of organization, content, level of acquiring new knowledge and tasks assigned to them, the available equipment of the enterprise, the behavior of the employer and colleagues, support from the training school and support from the business. On average 71% of the Cypriot participants answered positively indicating their satisfaction from the internship programs.



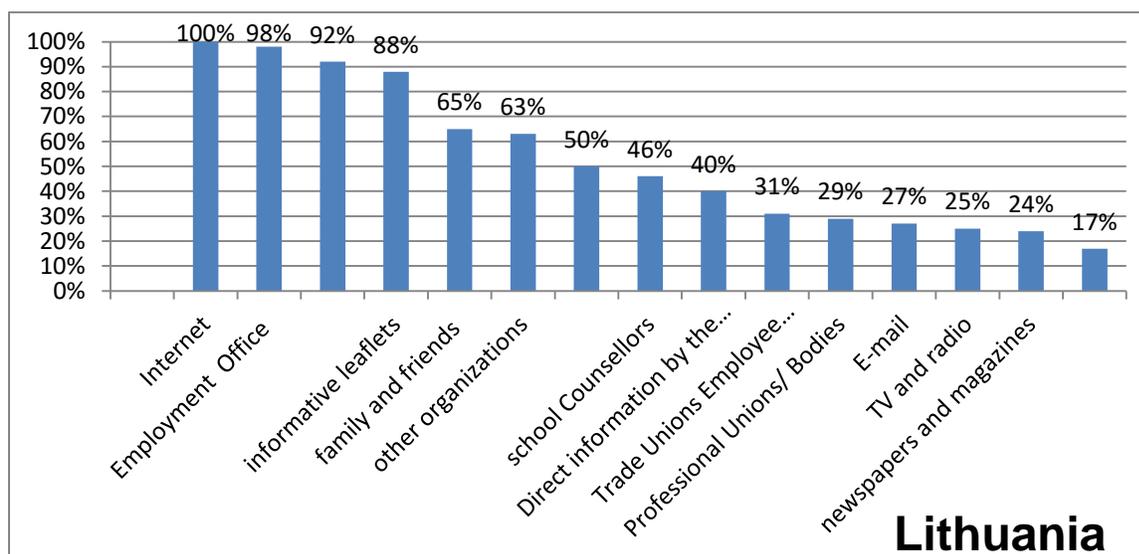
4.2. CVET INSTITUTIONS

4.2.1. Information and Satisfaction from the program and academic level of the participants

School officers were asked to state specializations that should be added to the CVET schools, officers from both countries suggested the addition of IT specializations but also extra which were not common in the two countries. Specifically Lithuanian school officers suggested enterprise training; ecology; specializations of nutrition sector; smart home; alternative resources; CNC machine; logistic; IT and IT specialist; installer; decorative fruit and vegetable cutting; furniture upholsterer; hotel maid; nanny / housekeeper; accountants; cleanliness staff. Cypriot officers suggested that specializations on disciplines of secretarial, aesthetics, hairdressing and computer - programming should be introduced in the schools.

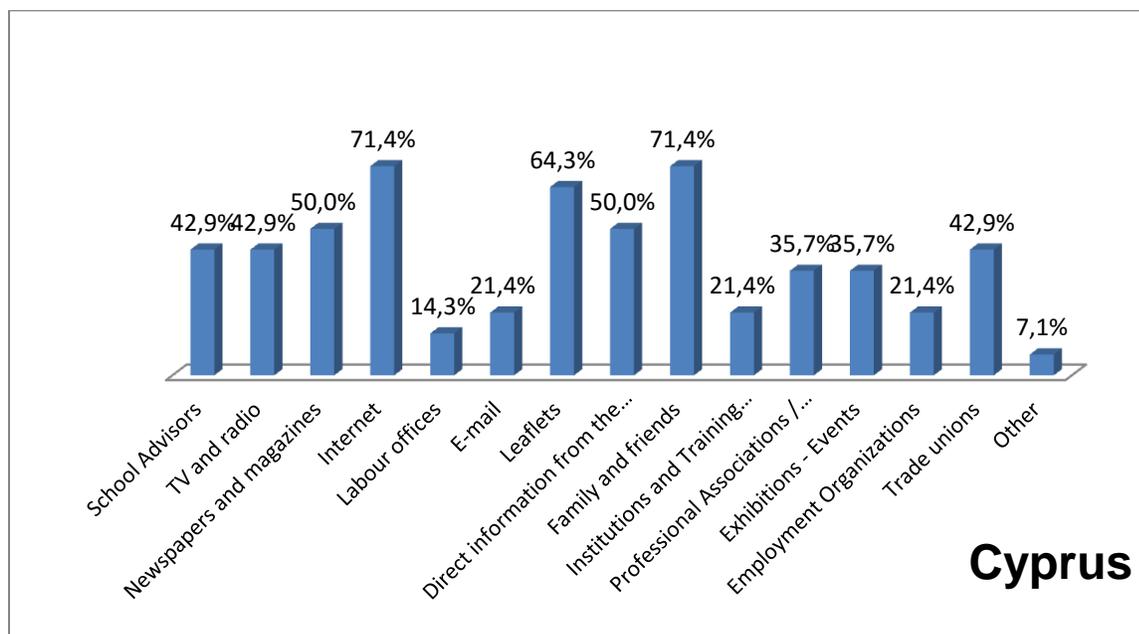
Responders indicated the ways of informing the public about the CVET programs available, the two graphs below show the methods used by the officers in Lithuania and Cyprus. Use of internet and leaflets are highly preferred in both countries.

In Lithuania the public gets information about provided programmes by Internet (100 %), Employment Office (98 %), participation in exhibitions – events (92 %), informative leaflets (88 %), family and friends (65 %), other organizations (63 %), Employer’s Organisations / Associations (i.e. Confederation of Lithuanian Employers, Chambers of Commerce, Industry and Crafts, Lithuanian Industrialists Association and other; 50 %), school Counsellors (accordingly answers 46 % of the respondents), direct information by the Ministry of Education and Science (40 %), Trade Unions Employee Associations (i.e. unions of drivers or accounting employee, 31 %), Professional Unions / Bodies (i.e. Professional Union of Education, Professional Union of drivers and other, 29 %), E-mail (27 %), TV and radio (25 %), newspapers and magazines (24 %), help of different institutions workers (17 %):





In Cyprus the public gets information about provided programs by internet and directly by MoEC (71,4%), Leaflets (64,3%), Newspapers and magazines (50%), School advisors, TV and radio, Trade unions (42,9%), Professional Associations/Bodies, Exhibitions –Events (35,7%), E-mail, Institutions and Training schools, Employment organisations (21,4%) and through Labour offices (14,3%).



Responsible personnel was requested to identify the reasons students choose to study on CVET schools. Cypriot participants mainly mentioned the acquisition of employment with a percentage of 92.9% and the better employment opportunities with percentage 85.7%. Equally important reason is the improvement, renewal and the acquisition of knowledge and skills with a percentage of 78.6%. Less important reason for School selection is the taking advantage of free time with 21.4%. In Lithuania participation on CVET programs is sometimes required and is done in the enterprise, employees choose to attend the courses in order to improve their skills and become more effective in their position.

School officers also stated their satisfaction from the academic level of the CVET students and made recommendations for the improvement of the level of entrants. 53,8% of the Cypriot officers said that they are satisfied and 46,2% partially satisfied. The reason that 46.2% mentioned that are partially satisfied are the gaps that the students have, since they are coming from socially vulnerable groups. The suggestions made by Cypriot officers are: provision of longer practical time to connect in the best possible way the theoretical approach of knowledge offered to them. In addition, modernization of equipment of the laboratories is required as well as renewal of the curricula of each specialization in order to meet the trends and needs of the labour market. They also stated that for the three years programs high school diploma should be required so that the level of students would be the same. As previously mentioned, many CVET courses in Lithuania are taking place in the organizations, thus the level of entrants is well known to the responsible personnel and the courses are designed to help the employees improve their level of knowledge, skills and abilities.



Existence of an employment monitoring system of graduates would be useful for officers from both countries. In Lithuania 87% of the respondents commented positively about the necessity of such system; at least for the 1st year after graduation. In Cyprus the 78,6% of the officers believed that such a system would be valuable, stating also that the recording could be done in collaboration with the MoEC. In Lithuania the progress of the trainees is directly evaluated in the workplace.

School officers were requested to evaluate the training programs in terms of books, laboratory equipment, training materials, instructors, internship opportunities and facilities provided. Responders from both countries answered that they are satisfied in general. Cypriot officers made some comments about the content of the books and the equipment of laboratories which need to be upgraded.

Regarding to the needs of the labour market, in both countries officers answered that the content and curricular of the CVET programs is relevant to labour market needs. Continuing, officers were asked to evaluate the complicity of the programs with the Standards of Professional Qualifications, the European vocational training policy (Europe 2020) and the National Lifelong Learning policies. Lithuanian officers answered positively for all the parameters while Cypriot officers said that the programs agree with the Standards of Professional Qualifications and the National Lifelong Learning policy, while the majority was not familiar with the EU 2020 goals.

4.2.2. Incentives given to employers and evaluation of the internships

According to the Cypriot school officers, the ways of finding an enterprise for placement are suggestion of the school; personal effort and combination of school and personal effort. Officers evaluated the internships satisfaction in terms of organization, content, level of acquiring new knowledge and tasks assigned to the students, the available equipment of the enterprise, the behavior of the employer and colleagues, support from the training school and support from the business. The majority of the officers stated to be very satisfied from all aspects of the internships. In Lithuania CVET trainees are already working in the enterprise which implements the training, thus search for organizations for internship is not needed and employers did not evaluated their own facilities and were not referred to external incentives to accept interns.

Cypriot officers on the other hand, could number some incentives employers have, they indicated low or no reward to students, the limited time required to recruit students and concessions with their obligations in social insurance. Participants then made suggestions on additional incentives that could be offered to employers. Cypriot officers recommended financial support in exchange for student education, the grant of the student salary and informing employers for various other subsidy schemes of employment while Lithuanian participants mentioned improvement of the tax system and policy, establishment of continuing



cooperation agreements with employers, apply tax incentives for employers and encourage them morally.

Officers were asked if the procedures they follow are documented/recorded. Lithuanian officers mentioned that the procedures are documented while 53,8% of the Cypriot officers answered that some of the procedures are documented through the system of the MoEC. In Lithuania CVET programs run under ISO standards ensuring the quality of the programs. In Cyprus there is no quality manual in use and 71.4% of the officers stated that the creation of a Quality Assurance Manual will be absolutely helpful for the CVET programs.

Personnel in Cypriot CVET schools mentioned that there is a positive assessment for the schools both from the professional world and the society with positive response of percentages of 76.9% and 64.3% respectively. Lithuanian participants did not evaluate the perception of the society or the professional world towards CVET.

4.3. CVET AUTHORITIES

4.3.1. Academic level of graduates and adaption to the job environment

CVET Authorities representatives were asked if the programs meet the needs of the labour market, both Lithuanian and Cypriot responsible officers stated that current CVET programmes meet labor market needs. All Lithuanian and 66,7% of the Cypriot participants stated that they participate in the consultation process for planning CVET programs.

In both countries employers recognize the usefulness of the CVET programme's graduates, stating that they are very useful for the labor market. Employers were asked to identify strengths and weaknesses of the graduates. Lithuanian authority representatives mentioned that graduates in the sectors of transportation, beauty services, fisheries, construction and manufacturing are very well trained and identified weaknesses in specializations for IT field specialists, welders, furniture manufacturers, builders and entrepreneurs. Cypriot employers stated that graduates from cooking, bakery and confectionery specializations are sufficiently trained while students from almost every specialization need to be further trained in English language which is a key course for improvement, core subjects such as mathematics, Greek and computer knowledge.

CVET Authorities representatives were then asked if the CVET programs contribute to the improvement of skills and knowledge of the CVET participants, 62% of the Lithuanian responders said that the programs sufficiently enhance students' knowledge and skills while the Cypriot percentage of positive answers was more than 90%. When asked how long it takes for a CVET graduate to adapt to the conditions of the job and being able to perform his/her job without guidance, Lithuanian and Cypriot responders in majority (77% and 50% respectively) said 6-12 months. For this matter, mechanisms for improvement of the adaptability of graduates were recorded. Lithuanian responders listed labour exchange instruments - in



particular, 55+ program; learning by apprenticeship form; the acquired job skills in the regional sectoral vocational training centers; cooperation mechanisms; volunteering; learning at work place. Cypriot responders mentioned implementation of practical training, continuous updating of trainers in the current labor market needs and employment subsidy programs of HRDA.

4.3.2. Incentives given to employers and further recommendations

Employers were then asked if they were given any incentives to employ or accept a CVET student as a trainee. Lithuanian employers mentioned that they tend to accept the CVET programmes trainees due to the lack of qualified employees, need and desire to prepare workers for themselves, need to find right employee, possibility not to pay wage during the practice. On the other hand, the majority of Cypriot responders (82,4%) stated that almost no incentives were provided to employers to accept students of CVET schools for internships and said that additional incentives need to be given to employers. To address this issue, participants were asked to make suggestions on additional incentives. 87% of the Lithuanian responders said that practice places for CVET programme's students should be provided, while Cypriot authorities representatives mentioned tax exemptions, subsidy of the training of newcomers to the labor market, grant part of the salary of the students and the exemption of employer from contributions to the social insurance fund.

CVET Authorities representatives were requested to evaluate the cohesion of the CVET programs with standards of professional qualifications, the European Union 2020 strategy and their National Lifelong Learning policy. Half Lithuanian responders said that there is cohesion between CVET programs and standards of professional qualification as with the EU 2020 strategy. About half of the Lithuanian responders do not know whether CVET programmes meet the Lifelong Learning Strategy. The majority of the Cypriot responders (77,8%) said that the programs meet the objectives of the Lifelong Learning policy. About half of the Cypriot responders answered that the programs meet the EU 2020 strategy and the standards of professional qualifications.

The majority of the participants from both countries said that the CVET programs receive a positive approach from the professional world and also made recommendations for the improvement of the CVET recognition from the labor market. Lithuanian responders mentioned development of CVET programmes that meet the labor market needs, curricula updating, performing the mechanisms for cooperation and dissemination of information about CVET – measures. Cypriot responders suggested further advertising and promotion in the media, recognition of the diploma and the institution in general, more hours for practice / longer internships, modernization of curricula, books and infrastructure (laboratories, rooms, equipment), focus on the knowledge and the level of students during insertion and graduation, research on the needs of the labor market in order to introduce new specializations with perspective, recruitment of experienced trainers, continuous communication between schools and employment organizations so as to be informed about the needs of the labor market and personnel training.



As previously mentioned in Lithuania, programs in CVET schools run under the ISO 9001, so no need of a Quality Assurance Manual was recognized, the majority of Cypriot participants (94%) stated that there is a need of development of Quality Assurance Manual in Cyprus too.

4.4. ADVANTAGES, DISADVANTAGES AND SUGGESTIONS

4.4.1. CVET Participants

Participants from both countries agreed on some advantages and strengths of the CVET Programs which are: acquisition of specialized knowledge and enrichment of the already existing knowledge and trainers have high competencies and experience. Lithuanian participants also mentioned: acquisition of occupation; gained new experience; new possibilities for turn to work; flexible learning schedule; communication and cooperation; acquired diligence, punctuality; available incomes according the time of practice; acquired good speciality; possibilities to find the job; short time of learning and training and possibilities work at home. Cypriot responders stated also the following: enrichment of the CV; integration into the labor market and personal development. Cypriot participants also mentioned some disadvantages which are: inadequate equipment; duration conduct the program; technical infrastructure; Lack of organization and lack of connection between theory and practice.

CVET participants also made suggestions from improvement of the institution of CVET schools. Suggestions made by Cypriot participants are: selection of suitable trainers; recognition of the diploma and the CVET education in general; information and publicity for the program by the competent bodies; flexible timetable; better organization of the program; provision of raw materials within the program; subsidy of the internships; connection of the theory with the practice; modernization of the available equipment of schools. Lithuanian participants stated the following recommendations: arrangement of new programmes, which correspond with labour market; deliver the information about CVET in different channels and closely cooperation among all the sides which have an interest of development of CVET (joining projects and initiatives).

4.4.2. CVET Institutions

School personnel identified the advantages of CVET schools. Lithuanian officers mentioned that CVET programs are useful for persons who are opting for possibilities to gain practical skills and necessary for labour market qualifications; improving or changing qualifications; starting own business. Cypriot officers mentioned as advantages the enrichment of the CV of the participant; acquisition of specialized knowledge; enhancement of existing knowledge; internship opportunities; integration into the labor market and free attendance. Some disadvantages of CVET schools as mentioned from Cypriot schools officers are: insufficient textbooks; inadequate equipment; timetables specifically for people working and non-recognition of some diplomas.

School officers then made general suggestions, recommendations for the increase of the number of students and ways to make the institutions more attractive to women. Lithuanian



officers recommended installing of a monitoring system of CVET graduates' employment; to analyze the information about availability of CVET and to enhance such information dissemination processes; to improve, upgrade and develop new CVET programmes for meeting the needs of the labour market and to develop CVET cooperation projects between all sides which have an interest of CVET development.

Cypriot officers suggested the following:

- Advertising of the CVET schools through leaflets, radio, TV, internet
- Further support for graduates to join the labor market
- Reducing tuition or even their abolition
- Information days for students and for companies to promote the involvement of students through internships and post-graduation employment.
- Modernization of the laboratories and curricula
- Introduction of new specializations such as: Aesthetics, Hairdressing, Secretarial and Decorative
- Research on the job market needs in order to introduce new specializations with perspective
- Improvement of infrastructure and laboratories
- Increase of practice hours
- Hiring experienced trainers
- Seminars for the development of digital skills for teachers
- Flexible hours
- Modernization of curricula and books
- Adequacy of the hours for conducting courses
- Advertising of the institution
- Identify the diploma and the institution in general

4.4.3. CVET Authorities

CVET Authorities representatives were requested to identify advantages of CVET Programs. Lithuanian responders mentioned that CVET programmes allow people to acquire necessary skills and qualifications for the labour market and create the opportunity to find a job or start their own business. Cypriot participants mentioned the low cost of the attendance, specialization in sectors which are needed from the labor market, enrichment of graduates' CV, acquisition of specialized knowledge and skills, internship opportunity and integration into the labor market. Some disadvantages of the CVET programs as mentioned by the Cypriot CVET authorities representatives are the fees, the duration of the studies, no existence of special timetables for employees and no recognition of the diploma and the career qualifications.

Suggestions for increasing the number of students were made:

- Introduction of new specializations aligned to market needs
- Advertising of the CVET Schools through leaflets, radio, TV, internet
- Career guidance and counseling for students to choose the specialization they wish



- Reduction or elimination of tuition fees
- Better selection of trainers (more experienced)
- Modernization of laboratories and curricula to meet labor market
- More time for practical lessons
- Informing students and business for incentive plans for employment and subsidizing student salary

Recommendations on Attractiveness of schools for women:

Lithuania:

- Flexible working and learning conditions for women raising children
- Updated specializations and training programs
- Opportunities to distance learning, improved mechanisms for cooperation between training providers and employers

Cyprus:

- Flexible timetable
- Further advertising and information to the female population
- Introduction of new specializations such as:
 - Aesthetics
 - Hairdressing
 - Secretarial
 - Sales management

Improvement of the CVET institution:

Lithuania:

- Improving student's assessment and specializations
- Assessing and recognition of competences acquired in non-formal way (non-formal CVET programs)
- Reducing of the number of irrelevant curriculum

Cyprus:

- Immediate certification of qualifications
- Response of the curricula to labor market needs
- Introduction of new disciplines according to the labor market needs
- Provide incentives to attract experienced and qualified trainers
- Provide incentives to companies to employ students of CVET Schools
- Improve infrastructure and laboratories



5. GOOD PRACTICES IN CONTINUING VOCATION EDUCATION AND TRAINING SYSTEMS

5.1. PRACTICE NUMBER 1: STATE INSTITUTES FOR FURTHER EDUCATION

5.1.1. Description of the practice

The [State Institutes for further education](#) are active since 1960 offering courses to pupils and adults in an effort to promote and enhance the lifelong learning habit. There are institutes available in urban and rural areas giving the opportunity to every resident to attend his/her courses of interest.

5.1.2. Impact of the practice

In 1960 only foreign languages were taught in the institutes, after the demand for more courses was recognized, the programs offered increased, educating even more people. Since the begging of the institutes thousands of people in Cyprus had the chance to attend the courses.

5.1.3. Critical success factors

An important success factor is that the institutes are under the management of the state and prices are controlled, giving the opportunity to people who face financial difficulties to enrol. Another success factor is that some of the courses offered are preparing people for exams which lead to internationally recognized qualifications (IGCSE, LCCI, ECDL) and other courses are preparing trainees for university entrance exams promoting the continuing education.

5.1.4. Weaknesses and restrictions

A weakness of the institutes is that the lessons are offered only in Greek (except of the Greek lessons for foreigners) making the attendance of non Greek speakers impossible.

5.1.5. Transferability conditions and necessary resources

The good practice can easily be transferred to other states under the responsibility of the corresponding ministry. Since many courses are based on international standards, the content can be obtained from the corresponding organizations for each course. For specialized courses, development of material will be needed.

5.2. PRACTICE NUMBER 2: ADULT EDUCATION CENTRES

5.2.1. Description of the practice

[Adult Education Centres](#) are were established in 1952, today they function all over the non occupied areas of Cyprus serving people aged 15 and over within the framework of lifelong learning. Apart of other programs (language, arts and crafts, culture, health etc), in adult educations centres professional and vocational skills are also taught.

5.2.2. Impact of the practice

Adult Education Centres are functioning for many years now, educating adults with or without any professional qualifications, giving them the opportunity to develop new skills and improve



those already have. By attending courses on Adult education centres, individuals had the chance to enhance their employment possibilities.

5.2.3. Critical success factors

The success factors which helped the good practice to improve the qualifications of many adults is that the lessons are taught in evening hours when employed and unemployed people are able to attend them. Every program is taught once a week making it less binding than other programs which are taught more days a week.

5.2.4. Weaknesses and restrictions

The lessons of Adult Education Centres are held in schools where no special equipment is available for some of the trainings, causing problems to the teaching methods. Moreover, most of the trainings are covering mostly the theoretical than the practical part of a profession.

5.2.5. Transferability conditions and necessary resources

The good practice can be transferred after the development of the content of the trainings. Since the scope of the majority of the trainings is to give the theoretical knowledge to the trainees and less the practical, no special equipment is needed to start the trainings.

5.3. PRACTICE NUMBER 3: TECHNICAL VOCATIONAL TRAINING (TVT)

5.3.1. Description of the practice

Technical Vocational Training is offered by Cyprus Productivity Centre is offering initial and continuing training for technical personnel of many industries offered in specially equipped laboratories. Trainings are available for anyone interested and are tough in Greek and some in English.

5.3.2. Impact of the practice

Through the TVT many individuals have developed and improved their technical skills and enhanced their employment opportunities as well as their career advanced.

5.3.3. Critical success factors

The Cyprus Productivity Centre has collaborated with Human Resource Development Authority, offering discount to specific groups of people, giving the opportunity to more people to attend the trainings. In addition, the option to be trained from scratch or attend a more specialized course makes the programs available to a bigger target group.

5.3.4. Weaknesses and restrictions

The biggest weakness of the TVT program is the high cost of enrolment. The high cost cannot be limited, as specialized equipment and material are used during training. Another weak point of the TVT program is that no courses are offered in all cities of Cyprus, making it difficult for all residents of the island to attend.

5.3.5. Transferability conditions and necessary resources

The good practice can be transferred to other countries but needs high investment in order to equip the laboratories with specialized machineries and develop the training programs.



5.4. PRACTICE NUMBER 4: E-GNOSIS PLATFORM

5.4.1. Description of the practice

E-Gnosis is an online platform offering courses for free on the subjects of Computer Science, Entrepreneurship, Health and Safety and Career development. Any individual can join the platform and get advantage of free material. Moreover, support is provided to the trainees through the facilities of the platform from experts who developed the courses.

5.4.2. Impact of the practice

After the creation of the platform several individuals registered and educated themselves in several subjects. E-gnosis platform gave the opportunity to people who could not attend courses because of financial or kinetically problems.

5.4.3. Critical success factors

A success factor of E-Gnosis is that is online and every individual can attend and complete a course from his/her own place and at the time he/she prefers. In addition, the fact that the registration on the platform and courses is free is making the good practice acceptable and accessible from a big percentage of the population.

5.4.4. Weaknesses and restrictions

A weak point of the platform is that the majority of the courses are offered in Greek with a few available in other languages (English, Czech and Hungarian). Another weakness is the limited promotion of the platform which makes it unrecognizable to the public.

5.4.5. Transferability conditions and necessary resources

The good practice is easily transferable to other countries since no spaces or special equipment is needed. The only need is the creation and maintenance of the platform and the development of the course to be offered.

5.5. PRACTICE NUMBER 5: PUBLIC INSTITUTION VILNIUS JERUZALEM LABOUR MARKET TRAINING CENTRE

5.5.1. Description of the practice

Public Institution Vilnius Jeruzalem Labour Market Training Centre is an educational organization specialising in vocational training for adult people in construction, transport, engineering sectors. The Centre has experience of providing vocational training for over 50 years. The Centre employs around 60 people and provides around 100 different training topics. The main goal of the centre is to provide high quality vocational training services for adults so they can join the labour market as skilled and competent employees.

5.5.2. Impact of the practice

The main activities of Vilnius Jeruzalem Labour Market Training Centre are: vocational training, qualification upgrade courses, work safety courses and re-training. It is focused in construction specialists, construction machinery operators and drivers, maintenance workers, welders.



Transport department offers all categories drivers, given the professional qualifications of drivers, drivers transporting dangerous goods (ADR).

Vilnius Jeruzalem Labour Market Training Centre holds partnerships with construction and transport companies, social partners and associations, and promotes a creative participation within the field of vocational training providers. It is a member of the Lithuanian Builders' Association, Vilnius Chamber of Commerce, Industry and Crafts, Continuing Vocational Education Training Centres' Association.

5.5.3. Critical success factors

- Good relations with the Lithuanian Labour Exchange, which provides the main potential students to be trained for the Centre.
- Good relations with employers which send their employees / candidates for employment to get training.
- The guidance and orientation model is very clear and simple, aimed to identify which profession from available in the Centre is the most suitable for a person; therefore, most potential students get guidance and orientation.
- Possibility to try the profession on the spot – to see what personal abilities, skills are needed for it, what work possibilities after studies will be available.
- Evaluation tools (for specific skills) suitable for the target group related to identification of suitable professions are developed.
- Possibility before starting training to know which employer already needs this type of specialists.
- Possibilities during individual consultations to know more about employer, future job conditions (salary, travel arrangement, working hours).
- Cooperation between consultants and profession teachers, which help better identify competencies of adults needed for professions.
- Clear system / structure of recognition of acquired professional skill is present.

5.5.4. Weaknesses and restrictions

A weakness of the good practice is that internship or job placement is not available for every CVET trainee, limiting the chances of entering the labour market directly after the training.

5.5.5 Transferability conditions and necessary resources

The good practice requires a high investment in order to be transferred to another country, as it offers vocational training in engineering sectors which require special equipment. The creation of the institute could start with simple vocational trainings and be further developed and evolve in future stages.



6. CONCLUSIONS AND RECOMMENDATIONS

Both countries have a strong system that promotes CVET among the population. In Lithuania the contribution of private enterprises is higher than in Cyprus strengthening the system and the CVET institution while in Cyprus the role of the private organizations is limited to the acceptance of interns. In both countries CVET participants, institutions and authorities are satisfied from the CVET programs and the social and professional world recognizes, respects them and has a positive opinion about them.

Good practices identified could be further investigated as they are practical examples of successful implementations which could be adapted to improve CVET programs.

Numerous recommendations were made from responders of the three categories (CVET participants, institutions and authorities) which might be taken in consideration for further development and evolvement of the programs. Several new specializations were demanded and can be developed to satisfy the needs of trainees and labour market. Moreover update of the material like books and equipment in the specializations needed is urgent so as to meet the standards of the relative companies in the industry. The advantages recognized can be improved more and disadvantages should not be ignored for the better provision of efficient and effective CVET programs.

After the implementation of the desk and field research and the elaboration of the report, we conclude to some recommendations which could improve CVET programs in Cyprus and Lithuania.

- Creation of a database which will act as a monitoring system of the employment status of CVET graduates. This will give valuable information about the sectors which are highly demanded from the labour market as well as those with low employment percentages.
- Further promotion of the CVET programs through alternative ways needs to be made to attract more trainees and more employers at the same time.
- Enhancement of the collaboration of all beneficiaries is urgent for the efficiency of the CVET programs. WP3 of the Re-CVET project aims to bring together the graduates, the employers and the CVET providers in an effort to increase the employability of the trainees.

Changes can be made directly from the CVET providers for the CVET institution and programs improvement:

- Development of new CVET programs according to the needs of the labour market. Participants from both countries suggested additional professions which could be taken in consideration for the creation of new courses curricular.
- Import of specializations which are more attractive to women with more flexible schedules and for professions of their interest.



- Provision of more flexible timetables for people who work and cannot attend very strict courses, considering the provision of distance learning programs.
- Attempts to create synergies between CVET schools and associations which can enhance the cooperation between CVET providers and enterprises providing more employment opportunities to the trainees.



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