



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

Intellectual Output 2.2. – Compiled Needs Analysis Report

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



PROJECT COORDINATOR

Ministry of Education and Culture (Cyprus)

PROJECT PARTNERS

Enoros Consulting Ltd. (Cyprus)

Kvalifikaciju ir Profesinio Mokymo Pletros Centras (Lithuania)

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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.



LIST OF ABBREVIATIONS	3
EXECUTIVE SUMMARY	4
1. INTRODUCTION	7
1.1. PROJECT OBJECTIVE.....	7
1.2. TARGET GROUPS.....	7
1.3. SCOPE OF THIS DOCUMENT	8
2. NATIONAL POLICIES FOR CVET AND THE ROLE OF NATIONAL AUTHORITIES	9
2.1 LEGAL FRAMEWORK SURROUNDING AND SUPPORTING CVET	9
2.2 THE STRUCTURE AND THE FUNCTIONALITY OF THE CVET PROGRAMMES AND SYSTEMS	9
2.2.1 <i>Formal learning in CVET</i>	10
2.2.2 <i>Non-formal learning in CVET</i>	10
2.2.3 <i>Educational institutions</i>	11
2.2.4 <i>Private enterprises</i>	11
2.3 RESPONSIBILITIES OF NATIONAL AUTHORITIES IN CHARGE OF/OR INVOLVED WITH CVET AND QUALITY EVALUATION	12
2.3.1 <i>National Authorities</i>	12
2.3.2 <i>Quality Evaluation</i>	13
3. ACTIVITIES UNDER ESF FOR REFORMING AND SUPPORTING CVET AT NATIONAL LEVEL.....	15
3.1 ACTIVITIES UNDER ESF	15
3.1.1 <i>Cyprus</i>	15
3.1.2 <i>Lithuania</i>	16
3.2. COMPLEMENTARITY OF THE PROJECT ACTIVITIES TO THE NATIONAL CVET STRATEGIES	16
4. PRACTICAL ENGAGEMENT WITH STAKEHOLDERS: OBSTACLES AND LIMITATIONS	17
4.1. CVET PARTICIPANTS.....	17
4.1.1. <i>Information and Satisfaction from attending the training programs</i>	17
4.1.2. <i>Incentives given to employers and evaluation of the internships</i>	18
4.2. CVET INSTITUTIONS.....	19
4.2.1. <i>Information and Satisfaction from the program and academic level of the participants</i>	19
4.2.2. <i>Incentives given to employers and evaluation of the internships</i>	21
4.3. CVET AUTHORITIES	22
4.3.1. <i>Academic level of graduates and adaption to the job environment</i>	22
4.3.2. <i>Incentives given to employers and further recommendations</i>	23
4.4. ADVANTAGES, DISADVANTAGES AND SUGGESTIONS	24
4.4.1. <i>CVET Participants</i>	24
4.4.2. <i>CVET Institutions</i>	24
4.4.3. <i>CVET Authorities</i>	25
5. GOOD PRACTICES IN CONTINUING VOCATION EDUCATION AND TRAINING SYSTEMS	27
5.1. PRACTICE NUMBER 1: STATE INSTITUTES FOR FURTHER EDUCATION.....	27
5.1.1. <i>Description of the practice</i>	27
5.1.2. <i>Impact of the practice</i>	27
5.1.3. <i>Critical success factors</i>	27
5.1.4. <i>Weaknesses and restrictions</i>	27
5.1.5. <i>Transferability conditions and necessary resources</i>	27



5.2. PRACTICE NUMBER 2: ADULT EDUCATION CENTRES.....	27
5.2.1. <i>Description of the practice</i>	27
5.2.2. <i>Impact of the practice</i>	27
5.2.3. <i>Critical success factors</i>	28
5.2.4. <i>Weaknesses and restrictions</i>	28
5.2.5. <i>Transferability conditions and necessary resources</i>	28
5.3. PRACTICE NUMBER 3: TECHNICAL VOCATIONAL TRAINING (TVT)	28
5.3.1. <i>Description of the practice</i>	28
5.3.2. <i>Impact of the practice</i>	28
5.3.3. <i>Critical success factors</i>	28
5.3.4. <i>Weaknesses and restrictions</i>	28
5.3.5. <i>Transferability conditions and necessary resources</i>	28
5.4. PRACTICE NUMBER 4: E-GNOSIS PLATFORM	29
5.4.1. <i>Description of the practice</i>	29
5.4.2. <i>Impact of the practice</i>	29
5.4.3. <i>Critical success factors</i>	29
5.4.4. <i>Weaknesses and restrictions</i>	29
5.4.5. <i>Transferability conditions and necessary resources</i>	29
5.5. PRACTICE NUMBER 5: PUBLIC INSTITUTION VILNIUS JERUZALEM LABOUR MARKET TRAINING CENTRE	29
5.5.1. <i>Description of the practice</i>	29
5.5.2. <i>Impact of the practice</i>	29
5.5.3. <i>Critical success factors</i>	30
5.5.4. <i>Weaknesses and restrictions</i>	30
5.5.5 <i>Transferability conditions and necessary resources</i>	30
6. CONCLUSIONS AND RECOMMENDATIONS	31
7. LIST OF REFERENCES	32
ANNEX 1 QUESTIONNAIRES	34
ANNEX 2 QUESTIONNAIRES RESULTS CYPRUS.....	58
ANNEX 3 QUESTIONNAIRES RESULTS LITHUANIA.....	77



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.

In Lithuania formal VET programs are designed for 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 of training, occupational characteristics and on the minimum level of general education achieved. Adults are free to enroll to training programmes at lower-secondary, upper-secondary and post-secondary levels with a duration of one to three years that are regarded primarily as IVET. They can also enroll to so called «labour market training programmes». 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. Another type of popular CVET programmes are occupational health and safety training programmes. 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.

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 CVET programs in Lithuania are offered by educational institutions and private enterprisers. Non-formal training providers do not need a license; however, in case the programmes are targeted for unemployed, 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. 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 Ministry of Education and Science has the main responsibility regarding VET policy at national level. The Ministry of Social Security and Labour together with Public Employment Service is responsible for the unemployed training whereas as the Ministry of Economy is in charge of companies employees training policies.

Under the Ministry of Education and Science, Qualifications and VET Development Centre (QVETDC) is responsible for setting occupational standards and designing VET curricula, organizing the licensing of providers of formal VET programmes and implementing various national level initiatives in quality assurance.



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, establishing priority sectors for the qualifications system development and advises the QVETDC on ensuring correspondence between qualifications and labor market needs.

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 the focus is put on strengthening the quality culture and thus increasing mutual trust.

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, the resources of CVET providers are checked when they apply for getting a license to implement a particular CVET programme. On the national level a model of external evaluation of actual VET provision has been piloted and will be further mainstreamed. The external assessment covered 70 VET providers. It mainly checked the quality of IVET



programmes provision, but since VET providers are implementing both, IVET and CVET, the recommendations from the assessment are applicable also to CVET provision. Six areas were defined for the evaluation: training / learning environment, lifelong learning, access to training, modernity of training, correspondence of qualification to the needs of the economy and efficiency of information and career planning. A list of quality criteria and indicators for each of evaluation area was prepared. Prior to the visit of external evaluators, VET institutions had to prepare self-analysis reports.



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 a majority of national level ESF funding initiatives for 2014-2020 period 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. Additionally, many IVET and CVET providers will receive support for improving their practical training facilities. 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.

VET will be organized according to formal and non-formal VET programmes and arrangements for recognition of non-formal training as a part of formal qualifications will be created.

Also there will be ESF projects oriented to private enterprises regarding the qualification of their employees. For example, under a 2014-20 European Structural Funds measure called 'Competence Voucher' EUR 56.8 million will be allocated to fund the training of almost 42 000 employees. Another measure called 'Human resources Invest LT' aims to support training of employees of foreign companies operating in Lithuania. A total of EUR 11.6 million will be allocated from European Structural Funds to fund the measure. Companies must contribute funding for both measures.

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, especially, non-formal training programmes, 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.



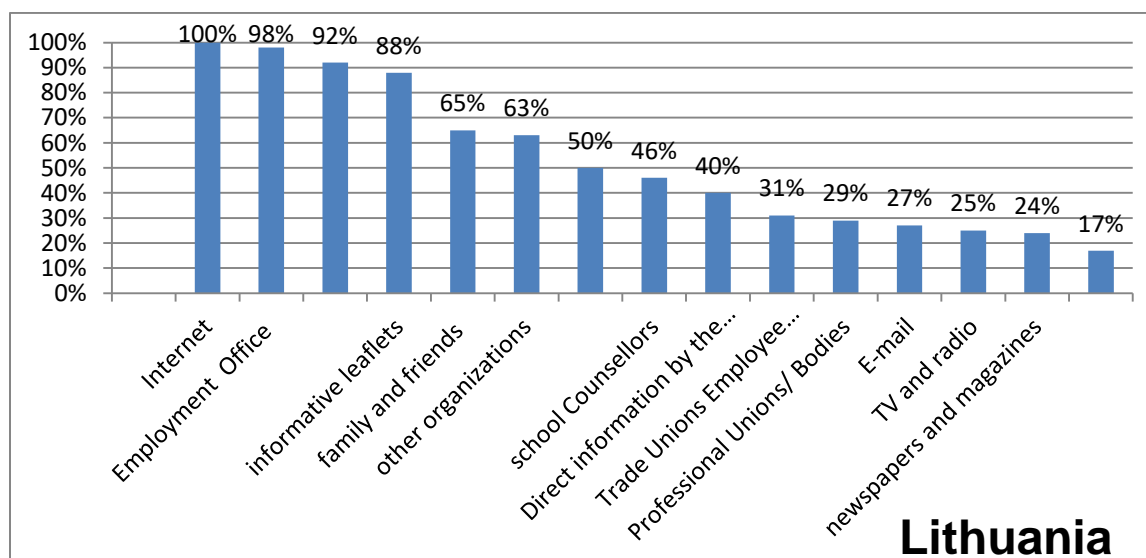
4.2. CVET INSTITUTIONS

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.

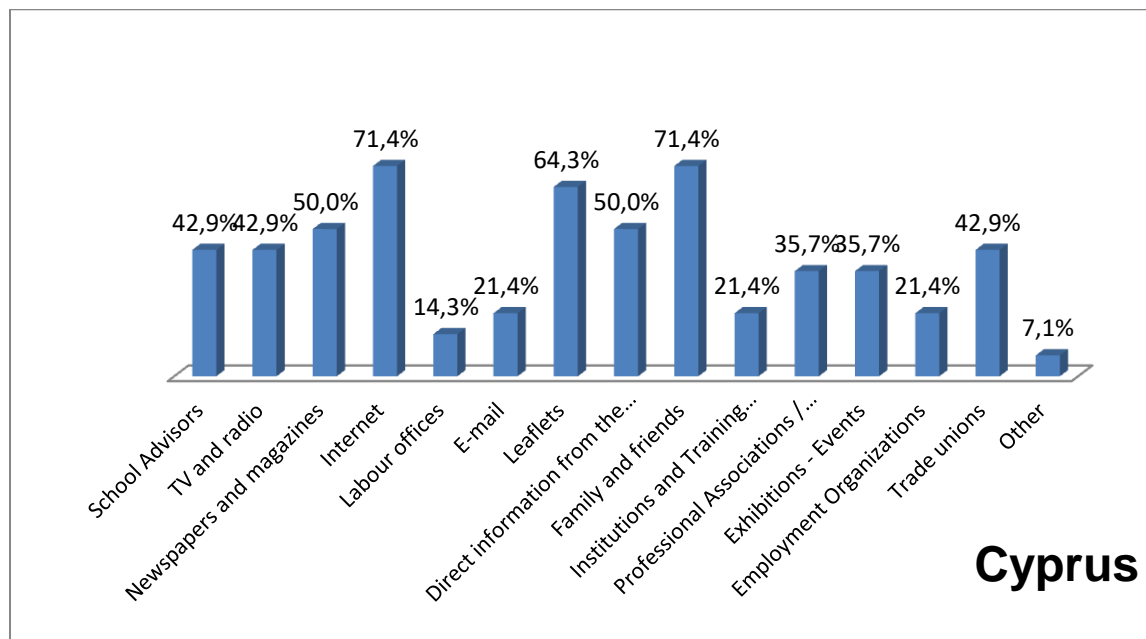
Responders indicated the ways of informing the public about the CVET programs available, the two graphs below show the methods used by the officers in Lithuania and Cyprus. Use of internet and leaflets are highly preferred in both countries.

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 since many non-formal training courses are offered by companies for their staff, thus search for organizations for internship is not needed.

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 programme 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](#) 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 private enterprises contribute to CVET at a larger extent compared to Cyprus where the role of 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, 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 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.

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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ANNEX 1 QUESTIONNAIRES

QUESTIONNAIRE A – CVET PARTICIPANTS

Questionnaire No.	
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Needs Analysis Survey of the Continuing Vocational Education and Training System

This questionnaire has been elaborated in the framework of the project “Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)” and forms part of the methodology of a European research which is being implemented in Lithuania and Cyprus in order to evaluate the current situation and practices in relation to continuing vocational education and training. Your contribution will be of most importance in understanding a wide range of relevant challenges that influence this system.

Participation is voluntary and anonymous. The anonymity of the participant will be preserved at all times. You may leave behind any questions you do not wish to answer. You have the right to be excused from the survey at any time (before turning it in) with no consequences. If you are under 18, consent from a parent or guardian is necessary. Informed consent of the parent or guardian must be given at a different piece of paper. The parent/guardian must be informed of the scope of the survey, if there are any possible dangers, that participation is voluntary and that the participant can be excused from the survey at any time. Moreover assent of the under- age person is necessary (consent of the parent does not necessarily imply assent of the under-age person).

Thank you for your cooperation!

PERSONAL INFORMATION AND DEMOGRAPHICS:

Age group	<input type="checkbox"/> ⁽¹⁾ 15 – 18 <input type="checkbox"/> ⁽²⁾ 19 – 24 <input type="checkbox"/> ⁽³⁾ 25 – 39 <input type="checkbox"/> ⁽⁴⁾ 40 – 54 <input type="checkbox"/> ⁽⁵⁾ 55 – 64 <input type="checkbox"/> ⁽⁶⁾ 65+
Gender	<input type="checkbox"/> ⁽¹⁾ Female <input type="checkbox"/> ⁽²⁾ Male
Educational background/level	Graduate: <input type="checkbox"/> ⁽¹⁾ Primary or Lower Secondary education (primary or secondary level education graduate) <input type="checkbox"/> ⁽²⁾ Upper Secondary education (high school graduate or secondary technical school graduate) <input type="checkbox"/> ⁽³⁾ Post-Secondary education (graduate of Vocational Education and training Institute)



	<input type="checkbox"/> (4) Higher education (University Graduate)
Current status in the labour market:	<input type="checkbox"/> (1) Unemployed <input type="checkbox"/> (2) Self-employed <input type="checkbox"/> (3) Employee <input type="checkbox"/> (4) Employer
General Professional Experience (years):	

CVET EDUCATION PROGRAMME:

1. Attendance/Study in a programme of a :

- (1) Public Institution
- (2) Private Institution

2. District / Area of Institution (optional):

3. Education Programme:

4. Field of study:

5. Duration of study :

- (1) 1 Day to 6 months
- (2) 6 – 9 months
- (3) 9 -12 months
- (4) 1 year
- (5) 2 years
- (6) 3 years



6. How have you been informed for the programmes of Continuing Vocational Education and Training (CVET)? (Please select **v all that apply)**

- (1) School Counsellors
- (2) TV and radio
- (3) Newspapers and magazines
- (4) Internet
- (5) Employment Offices
- (6) E-mail
- (7) Informative leaflets
- (8) Direct information by the Ministry of Education
- (9) Family and friends
- (10) Training Institutions and Organisations
- (11) Professional Unions/ Bodies
- (12) Participation in exhibitions - events
- (13) Employers Organisations/ Associations
- (14) Trade Unions Employee Associations
- (15) Other (please specify):

7. Why did you choose the study programme of Continuing Vocational Education and Training (CVET)? (Please select **v all that apply)**

- (1) To find a job
- (2) To acquire professional specialization
- (3) To improve or update my existing knowledge and competences
- (4) To gain new or alternative knowledge and skills
- (5) To have better opportunities for employment
- (6) To be able to claim compensation (salary) increase, in case of employment
- (7) To enrich my CV
- (8) To take advantage of my free time
- (9) The content of the training/ work experience programme relates to my personal goals
- (10) Other reasons (please specify):



8. Overall how satisfied are you with the quality of the training programme in which you have participated?

Very unsatisfied

1

Unsatisfied

2

Neutral

3

Satisfied

4

Very satisfied

5

9. How satisfied are you with respect to the degree of coverage of your expectations from your participation in the training program?

Very unsatisfied

1

Unsatisfied

2

Neutral

3

Satisfied

4

Very satisfied

5

10. If the satisfaction level of the expectations stated was «neutral», «unsatisfied» or «Very unsatisfied» what are the reasons? (Please select **V all that apply)**

- ⁽¹⁾ Unsatisfactory training program content
- ⁽²⁾ Inadequacy of the trainer
- ⁽³⁾ Theoretical training, absence of practical placement in a business
- ⁽⁴⁾ Other (please specify)

11. Please rate the following by selecting from the scoring table: (1: Very unsatisfied, 2: Unsatisfied, 3: Neutral, 4: Satisfied, 5: Very satisfied)

	1	2	3	4	5	N/A
(1) Content of the Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Programme structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Books for laboratory courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Books for general education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Books on technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Utilization of laboratory equipment and laboratory equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(7) Other Educational material (i.e. presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Practical placement opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Instructors of the Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Provision of facilities (i.e. infrastructure, training areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Procedures of the Provider of the Training Program and contact with its staff (i.e. application, first contact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you think that the content of the curriculum correlates to the needs of the labour market?

- (1) Yes
- (2) No
- (3) I Don't know

If your answer is no, please

explain:

13. What do you think your participation in the training program offered to you? (Please select **v all that apply)**

- (1) I found a job
- (2) I have improved my general position in the labour market
- (3) I acquired specialized knowledge and skills
- (4) I improved my professional knowledge and skills
- (5) I improved my personal knowledge and skills (i.e. teamwork, communication, creativity, problem solving, and time management)
- (6) I improved my personal development (social contacts, gained a better picture of the labour market, etc.)
- (7) I did not gain any benefit

14. To what extent do you believe that you will use the knowledge and skills you gained from your participation in the training program?

- Never
- Rarely
- Occasionally
- Frequently

1
2
3
4



15. In your opinion which are the 3 most important POSITIVE elements of your study in CVET?

1.	
2.	
3.	

16. In your opinion which are the 3 most important NEGATIVE elements of your study in CVET?

1.	
2.	
3.	

17. Which of the subjects taught you consider less useful for your future career?

1.	
2.	
3.	
4.	
5.	

18. Which courses/subjects should be considered to be included in the program?

1.	
2.	
3.	
4.	
5.	



19. Does a training institution involve you in the quality assurance of the training and how (feedback forms or questionnaires)?

EVALUATION OF PLACEMENT (where applicable):

20. How did you find the business in which you are/were placed for training?

- (1) Suggested by the School
- (2) Cooperation with the School and personal effort
- (3) Personal effort
- (4) Other:

21. Please rate the following by selecting from the scoring table: (1: Very unsatisfied, 2: Unsatisfied, 3: Neutral, 4: Satisfied, 5: Very satisfied)

	1	2	3	4	5	N/A
(1) Organization of the practical placement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Content of the practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Level of acquisition of new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Responsibilities (tasks, activities etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Practical training company equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Employers' behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Colleagues' behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Support from the sending institution (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Support from the host institution (business/enterprise etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



22. Do you believe that the professional world has a positive perception of CVET Institutions?

- (1) Yes
- (2) No
- (3) I Don't know

23. Do you consider that the society in general has a positive perception of CVET Institutions?

- (1) Yes
- (2) No
- (3) I Don't know

24. What are your suggestions for improving CVET?

The results of this survey will be published on the project website.

Thank you for your participation!

The Re-CVET project team

QUESTIONNAIRE B – CVET INSTITUTIONS

Questionnaire No.	
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Needs Analysis Survey of the Continuing Vocational Education and Training System

This questionnaire has been elaborated in the framework of the project “Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)” and forms part of the methodology of a European research which is being implemented in Lithuania and Cyprus in order to

The Re-CVET project (project n° 567039 – EEP- 1- 2015 – 1 –CY- EPPKA3 -CVET) has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



evaluate the current situation and practices in relation to continuing vocational education and training. Your contribution will be of most importance in understanding a wide range of relevant challenges that influence this system. Participation is voluntary and anonymous. The anonymity of the participant will be preserved at all times. You may leave behind any questions you do not wish to answer. You have the right to be excused from the survey at any time (before turning it in) with no consequences.

Thank you for your cooperation!

INFORMATION AND DEMOGRAPHICS:

<i>Institution:</i>	
<i>Start of operation/ activity?</i>	

CVET EDUCATION PROGRAMME:

1. In your opinion which new specializations/disciplines should be added in your CVET programme?

1.	
2.	
3.	
4.	
5.	

2. How do you inform the public of the programmes you provide? (Please select **v all that apply)**

- ⁽¹⁾ School Counsellors
- ⁽²⁾ TV and radio
- ⁽³⁾ Newspapers and magazines
- ⁽⁴⁾ Internet
- ⁽⁵⁾ Employment Offices
- ⁽⁶⁾ E-mail
- ⁽⁷⁾ Informative leaflets
- ⁽⁸⁾ Direct information by the Ministry of Education



- ⁽⁹⁾ Family and friends
- ⁽¹⁰⁾ Training Institutions and Organisations
- ⁽¹¹⁾ Professional Unions/ Bodies
- ⁽¹²⁾ Participation in exhibitions – events
- ⁽¹³⁾ Employers Organisations/ Association
- ⁽¹⁴⁾ Trade Unions Employee Associations
- ⁽¹⁵⁾ Other (please specify):.....

3. In your opinion why do you think your students have chosen to study in CVET? (Please select **all that apply)**

- ⁽¹⁾ To find a job
- ⁽²⁾ To acquire professional specialization
- ⁽³⁾ To improve or update their existing knowledge and competences
- ⁽⁴⁾ To gain new or alternative knowledge and skills
- ⁽⁵⁾ To have better opportunities for employment
- ⁽⁶⁾ To be able to claim compensation (salary) increase, in case of employment
- ⁽⁷⁾ To enrich their CV
- ⁽⁸⁾ To take advantage of their free time
- ⁽⁹⁾ The content of the training/ work experience programme relates to their personal goals
- ⁽¹⁰⁾ Other reasons (please specify):.....

4. Are you satisfied by the academic and vocational level of the newcomers/ new students?

- ⁽¹⁾ Yes
- ⁽²⁾ No
- ⁽³⁾ Partially.

If you are not satisfied or partially satisfied, please explain the reasons:



5. Do you have any recommendations for enhancing the level of CVET students? (competences, skills and knowledge)

6. Do you think that an employment monitoring system of graduates would be helpful in measuring the level of integration in the labour market (at least for the 1st year)?

(1) Yes

(2) No

Please provide your suggestions:

7. Please rate the following by selecting from the scoring table: (1: Very unsatisfied, 2: Unsatisfied, 3: Neutral, 4: Satisfied, 5: Very satisfied)

	1	2	3	4	5	N/A
(1) Content of the Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Programme structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Books for laboratory courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Books for general education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Books on technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Utilization of laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(7) Other Educational material (i.e. presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Placement opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Instructors of the Training Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Provision of facilities (i.e. infrastructure, training areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Procedures of the Provider of the Training Program and contact with its staff (i.e. application, first contact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you think that the content of the curriculum correlates to the needs of the labour market?

(1) Yes

(2) No

(3) Don't know

If your answer is no, please explain:

9. Are the training programmes offered in line with the specifications of the relevant National Qualifications Framework (NQF)?

(1) Yes

(2) Partially.

(3) No

(4) I Don't know

If partially or no, please explain:

10. Do you believe that the implemented training programmes satisfy the objectives of the European policies (Europe 2020)?



(1) Yes

(2) No

(3) I Don't know

If no, please explain:

11. Do you believe that the implemented training programmes satisfy the objectives of the National Strategy for Lifelong Learning?

(1) Yes

(2) No

(3) I Don't know

If No, please explain:

12. In your opinion which are the benefits of studying in CVET?

13. In your opinion which are the problems of studying in CVET?

EVALUATION OF PLACEMENT (where applicable):



14. How are the businesses in which the placement of the students takes place chosen? (Please select all that apply)

- (1) Suggested by the School
- (2) Cooperation with the School and personal effort
- (3) Personal effort
- (4) Other:.....

15. Please rate the following by selecting from the scoring table: (1: Very unsatisfied, 2: Unsatisfied, 3: Neutral, 4: Satisfied, 5: Very satisfied)

	1	2	3	4	5	N/A
(1) Organization of the placement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Content of the practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Level of acquisition of new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Responsibilities (tasks, activities etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Practical training company equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Employers' behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Colleagues' behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Support from the sending institution (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Support from the host institution (business/enterprise etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Are there any incentives given to employers in order to accept students for placements?

17. Please provide your suggestions for possible incentives to be provided to employers to accept students for placements?



18. Are there any documented operating quality procedures for your Institution/School?

(1) Yes

(2) No

(3) I Don't know

If yes, please specify:

19. Do you consider the creation of a Handbook with Quality Assurance Procedures for CVET programmes to be useful?

(1) Yes

(2) Partially

(3) No

If partially or no, please explain:

20. What are your suggestions for increasing the number of students in CVET?

21. What do you think is needed to make CVET more attractive to women? (new specialisations, flexibility etc).

22. Do you believe that the professional world has a positive perception of CVET Institutions?

(1) Yes

(2) No



⁽³⁾ I Don't know

23. Do you believe that the society in general has a positive perception of CVET Institutions?

⁽¹⁾ Yes

⁽²⁾ No

⁽³⁾ I Don't know

24. Are you satisfied from your cooperation with the relevant Department of the Ministry of Education? (provision of guidance, material, communication etc.)

⁽¹⁾ Yes

⁽²⁾ Partially

⁽³⁾ No

If your answer is partially or no, please explain:

25. What are your suggestions for improving CVET as a system? (level of expertise of students, specialisation, subjects etc.)

The results of this survey will be published on the project website

Thank you for your participation!

The Re-CVET project team



QUESTIONNAIRE C – PARTNERS/AUTHORITIES

Questionnaire No.	
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Needs Analysis Survey of the Continuing Vocational Education and Training System

This questionnaire has been elaborated in the framework of the project “Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)” and forms part of the methodology of a European research which is being implemented in Lithuania and Cyprus in order to evaluate the current situation and practices in relation to continuing vocational education and training. Your contribution will be of most importance in understanding a wide range of relevant challenges that influence this system.

Thank you for your cooperation!

INFORMATION AND DEMOGRAPHICS:

<i>Institution/ Organisation</i>	
----------------------------------	--

CVET EDUCATION PROGRAMME:

1. Do you think that the current CVET training programmes correlate to the needs of the labour market?

- (1) Yes
- (2) No
- (3) I Don't know

If your answer is no, please explain:

2. Do you take part in the consultation for the design and approval of CVET training programs?

- (1) Yes
- (2) No



3. How useful do you think CVET graduates are to businesses?

- ⁽¹⁾ Not at all useful
- ⁽²⁾ Partially useful
- ⁽³⁾ Very useful

4. In which subjects (programmes, sectors and education areas) do you consider CVET graduates to be sufficiently trained?

1.	
2.	
3.	
4.	
5.	

5. In which subjects (programmes, sectors and education areas) do you consider CVET graduates to be inadequately trained?

1.	
2.	
3.	
4.	
5.	

6. Which additional specialisations should be considered in order to strengthen CVET programs?

1.	
2.	
3.	
4.	
5.	



7. Do you believe that the CVET training programs help improve the knowledge and skills of learners?

- ⁽¹⁾ Not at all
- ⁽²⁾ A little
- ⁽³⁾ Fairly
- ⁽⁴⁾ Much
- ⁽³⁾ Very much

8. How long does a CVET graduate need to adapt and perform his work without guidance?

- ⁽¹⁾ Less than 6 months
- ⁽²⁾ 6 – 12 months
- ⁽³⁾ More than 12 months

9. What mechanisms/activities are in place to improve the adaptability of the graduate students?

10. How is the performance of CVET graduates compared to graduates of Secondary technical schools (IVET)?

- ⁽¹⁾ Better
- ⁽²⁾ The same
- ⁽³⁾ Worse

11. What incentives are given to employers in order to accept students for placements?



12. Do you think that additional incentives could be provided to employers to accept students for placements?

⁽¹⁾ Yes

⁽²⁾ No

If yes, please explain:

13. Are the training programmes offered in line with the specifications of the relevant National Qualifications Framework (NQF)?

⁽¹⁾ Yes

⁽²⁾ Partially

⁽³⁾ No

⁽⁴⁾ I Don't know

If partially or no, please explain:



14. Do you believe that the implemented training programmes satisfy the objectives of the European policies (Europe 2020)?

- (1) Yes
- (2) Partially
- (3) No
- (4) I Don't know

If partially or no, please explain:

15. Do you believe that the implemented training programmes satisfy the objectives of the National Strategy for Lifelong Learning?

- (1) Yes
- (2) No
- (3) I Don't know

If No, please explain:

16. Do you provide any additional certification scheme of skills for the graduates employed? (if applicable)

- (1) Yes
- (2) No
- (3) I Don't know

If yes, please indicate the scheme:

17. In your opinion which are the benefits of studying in CVET?



18. In your opinion which are the problems of studying in CVET?

19. What are your suggestions for increasing the number of students in CVET?

20. What do you think is needed to make CVET more attractive to women? (new specialisations, flexibility etc).

21. Do you believe that the professional world has a positive perception of CVET Institutions?

- ⁽¹⁾ Yes
- ⁽²⁾ No
- ⁽³⁾ I Don't know

22. What are your suggestions for improving the perception of CVET in the professional world?



23. Are you satisfied from your cooperation with the relevant Department of the Ministry of Education? (provision of guidance, material, communication etc.)

- ⁽¹⁾ Yes
- ⁽²⁾ Partially
- ⁽³⁾ No.

If your answer is partially or no, please explain:

24. What are your suggestions for improving CVET as a system? (level of expertise of students, specialisation, subjects etc.)

25. Do you consider the creation of a Handbook with Quality Assurance Procedures for CVET programmes to be useful?

- ⁽¹⁾ Yes
- ⁽²⁾ Partially
- ⁽³⁾ No



If partially, please explain:

The results of this survey will be published on the project website

Thank you for your participation!

The Re-CVET project team

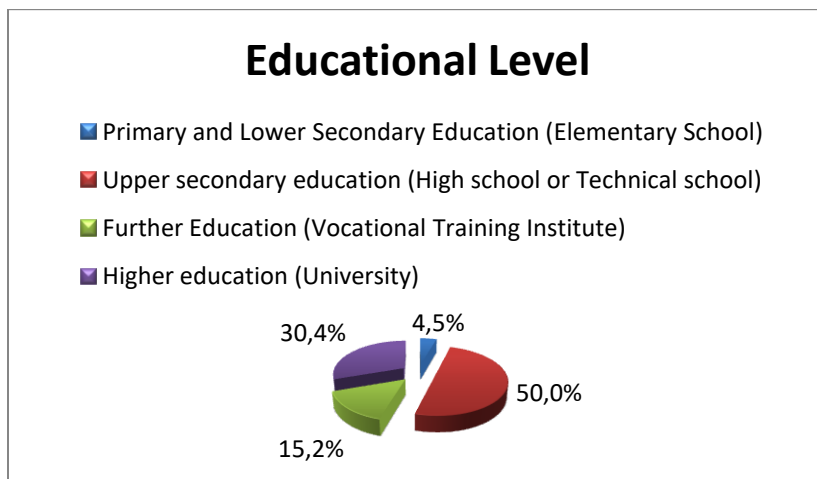


ANNEX 2 QUESTIONNAIRES RESULTS CYPRUS

Questionnaire A – CVET Participants – Results Analysis

In the field research for students, 116 persons participated, aged 15 and above. Analyzing the demographic data of the participants in the research, the following were recorded:

SECTION A – Demographic data/information



In the research were participated with very small variation men (48,6%) and women (51,4%). Regarding to the age of the responders, the majority with a percentage of 40,4% are between 25 – 39 years old. People between 19 – 24 and 40 – 54 years old follow with percentages of 31,6% and 23,7% respectively. Investigation factor of the research was the educational level of students as well, 50% of the responders declare they were upper secondary school graduates and 30,4% higher education graduates. Finally, post-secondary graduates and primary education graduates were the 15,2% and 4,5% respectively.

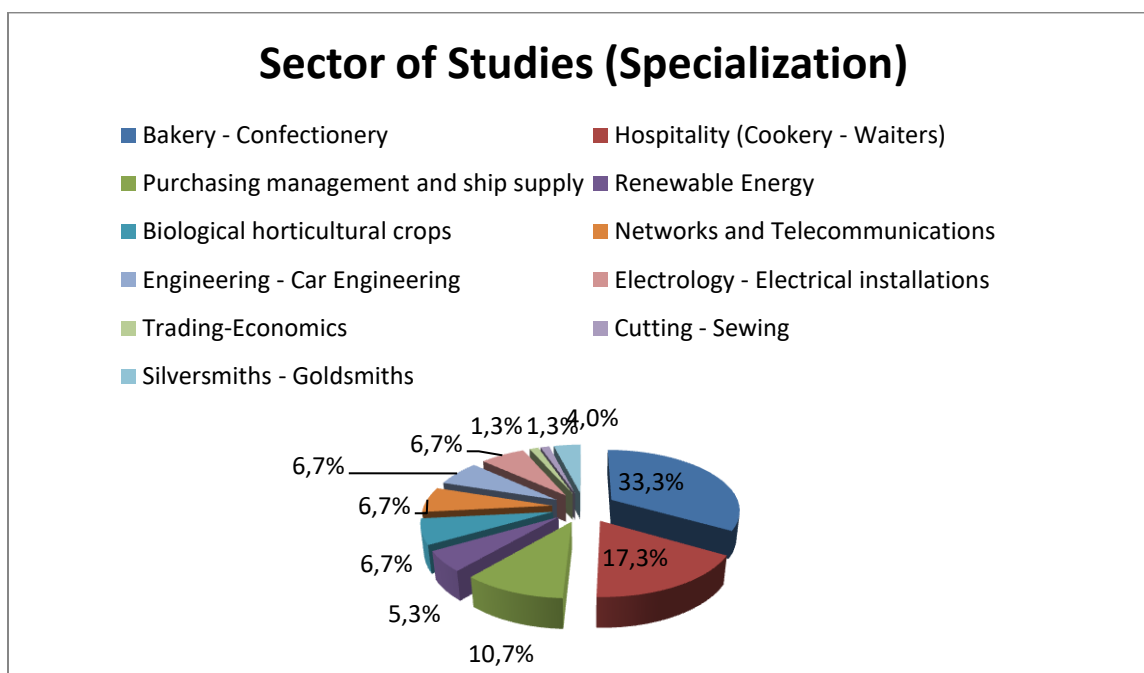




The current situation of students in relation to their position in employment and their professional experience in general was also investigated. Regarding to their current position in employment, a percentage of 37,4% stated that they are unemployed this period while the 62,6% are working either as self-employed (7,8%), as employees (52,2%) or as entrepreneurs / employers (2,6%). Related to their general professional experience, 30% stated that have experience from 1 to 5 years, 20% less than a year and 18,2% more than 20 years of experience.

SECTION B – Educational programs

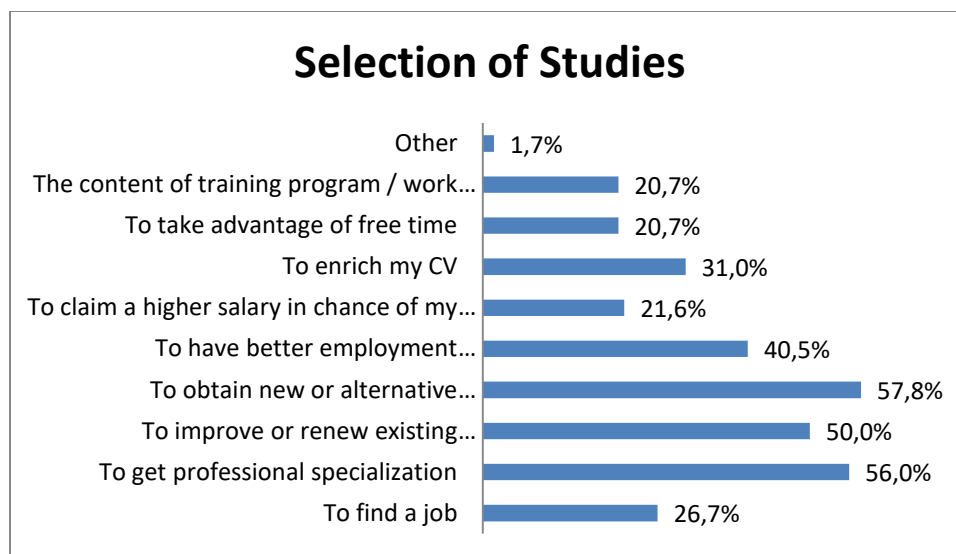
The second section was focused on the educational programs in which the responders participate as students. From the total of students, 9,1% are studying in Public schools and the remaining in Private schools. Furthermore, the biggest percentage of the students, is studying in Nicosia (42%) in a post-secondary program (54%) or in an afternoon or evening program (25%). Referring to the duration of the studies in the different schools, the biggest percentage stated 2 and 3 years of studies with a percentage of 52,4% and 34,5% respectively. One year duration studies are following with a percentage of 8% and with a percentage of 2,7% and 1,8%, studies of 6 – 9 months and up to 6 months respectively. Participants were asked also about the specialization they follow during their studies, the specializations shown below where recorded with the respectively percentages for each specialization:



An important finding of the research is the lack of information from the stakeholders for the programs of Continuing Vocational Education and Training (CVET). Through the research the students were asked to indicate the method of being informed about the CVET, the majority was informed though family or friends with a percentage of 71,6% and 25,9% from the internet. While the smaller percentages were informed from Trade unions and Employment organizations (0,9%), various Institutions and Training Organizations (0,9%), the Labour office (0,9%) and from the Ministry of Education and Culture (1,7%). Reduced was also the information given from the school counselors with a percentage of 7.8%.



It is a fact that students choose to attend CVET School to acquire new or alternative knowledge and skills (57,8%) and to have better employment opportunities (40,5%). Equally important a reason for students to choose to attend a CVET school is the enrichment their CV (31%), getting a job (26.7%) and the claim better remuneration in the event their employment (21.6%).



SECTION C – Evaluation of the Educational Programs

Evaluation of the education

Participants in the research were called to evaluate the educational programs in terms of quality of the program as well as to the extent of meeting their expectations from their participation in them.

Quite (50,9%) to very satisfied (40,5%) stated in terms of **quality** of the program with a percentage of 91,4%, while the 7,8% gave a neutral respond (neither dissatisfied nor satisfied). Finally a very small percentage of 0,9% stated to be quite dissatisfied. In terms of **meeting their expectations** from their participation on the training program, again the overwhelming majority said stated to be very (53%) to superb satisfied (39,1%) with a percentage of 92,1%, while 7% gave a neutral answer (neither dissatisfied nor satisfied). Finally 0,9% stated that they were very dissatisfied in terms of meeting the expectations they had from the program. The reason which the 7,9% did not gave a positive answer, i.e. quite to very satisfied, was due to not satisfying content and due to theoretical training with absence of practice.

Regarding to the **content** and **organization** of the program the percentages of positive answers, i.e. quite to very satisfied ranged from 40% - 44%, while neutral answer gave a percentage of 6,2% regarding to organization and 3,5% regarding to content. Finally negative answer i.e. quite dissatisfied in terms of content gave the 0,9% of the responders. It should be mentioned that in terms of organization no negative answer was recorded (very or quite dissatisfied).

The education was also evaluated in terms of books, laboratory equipment, educational material, trainers, opportunities of internships and the facilities provided, as follows:



<u>Evaluation of the education:</u>	Positive answers	Neutral answers	Negative answers	Not applicable
	(%)	(%)	(%)	(%)
Books for laboratory courses	28,5%	21,4%	28,5%	5.66%
Books for general education courses	60.38%	11.32%	15.09%	13.21%
Books for technical courses	64.15%	13.21%	11.32%	11.32%
Laboratory equipment	66%	11%	11%	11%
Educational material	66%	19%	15%	0%
Internship opportunities	85.5%	10.9%	3.6%	0.0%
Trainers	92.7%	7.3%	0.0%	0.0%
Provided facilities	75.0%	17.9%	7.1%	0.0%

From the above data the satisfaction of the students related to the material (books) use is evident, with the percentages of positive answer to range from 60% to 75,5% with higher percentage of satisfaction for the books of laboratory courses. The biggest percentage of negative answers was for the books of general education (15,09%), while the higher percentage of neutral answer was for books of technological courses (13,21%). The percentages of positive responses were equal for the evaluation of **laboratory equipment** and **educational materials** with a percentage of 66%, while referring to the negative answers, quite to very dissatisfied stated the 15% when evaluating the educational material. Very important was the record of their satisfaction regarding the **trainers**, with a percentage of 92,7% giving a positive answer, while no one gave a negative answer.

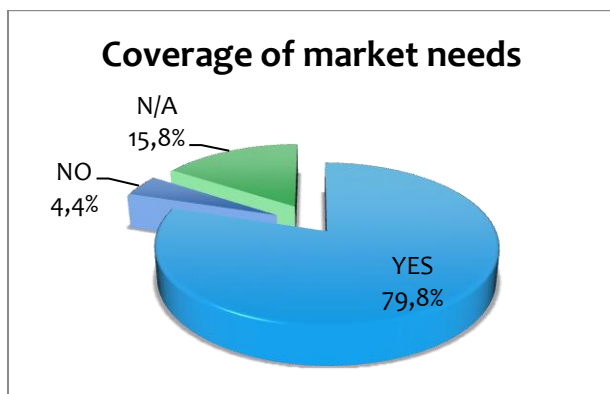
Through the answers of the students it was also recorder the satisfaction referring to the **internship opportunities** through the program, with the biggest percentage (85%) to state quite to very satisfied, while only 3,6% responded negatively.

Finally, evaluating the provided facilities such as infrastructure, areas and training rooms etc, the majority (75%) were quite to very satisfied, while the 17,9% responded neutrally.

Evaluation of procedures

Students were asked to evaluate the procedures of the agency which implemented the Training Program during the contact with the staff in the application filling. The results were very positive since 90% said quite or very satisfied and only 10% gave a neutral answer and nobody was dissatisfied.

Benefits and impacts of the participation - Degree of utilization of knowledge and skills acquired



In the section the benefits and implications of participation were evaluated. Through their responses, participants recorded with percentage 79.8% positive responses to the question whether the curriculum meets the needs of the market, while only 4.4% gave a negative answer. The reason that the 4.4% gave a negative answer is lack of laboratory equipment to practice the knowledge acquired.

Through their participation in the training program the **contribution of the program** was recorded. Specifically, students stated with percentage 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). With the lowest rate (8.6%) reflected finding work. As to the use of knowledge gained, they declared at the rate of 80.9% that they have used the knowledge quite a lot, while 3.6% said that used the knowledge only a little. It should be mentioned that no one stated that no advantage of the knowledge was obtained.

In addition, the advantages and disadvantages of the studies in the CVET schools were recorder as follows:

Advantages of the studies

- Experienced trainers
- Acquisition of specialized knowledge and enrichment of the already existing knowledge
- Enrichment of the CV
- Integration into the labor market
- Personal Development

Disadvantages of the studies

- Inadequate equipment
- Duration conduct the program



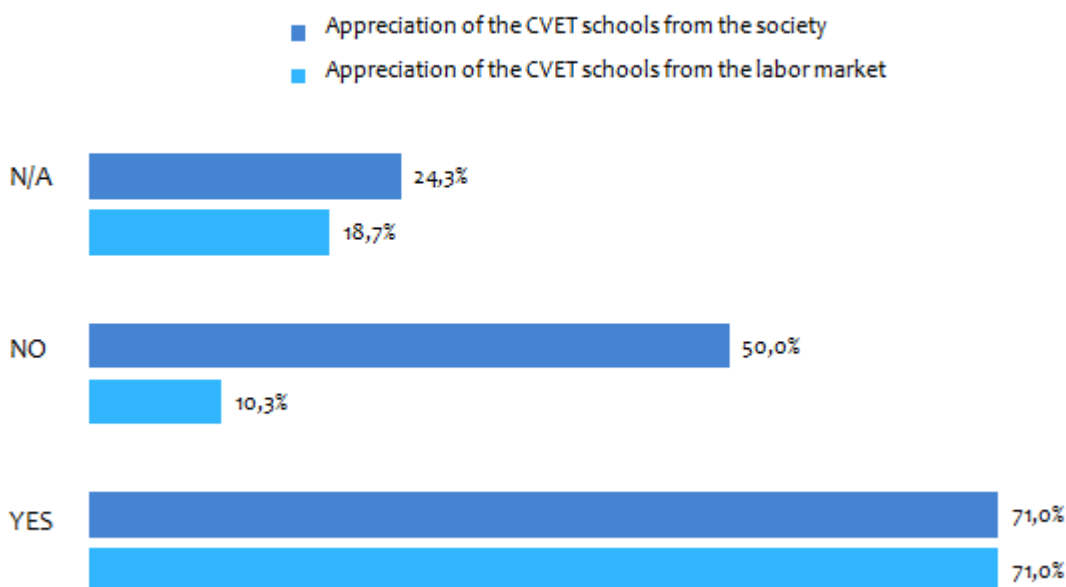
- Technical infrastructure
- Lack of organization
- Lack of connection between theory and practice

Very important finding of the survey is the statement of the participants regarding the less useful lessons for their future career, with the majority indicating that all subjects are useful. Also because of different disciplines from which the students come, when asked for additional courses that in their opinion should be added to the schedule, many different answers were stated with the dominant being the addition of foreign languages for all specialties, while each specialty dominated the following courses:

- **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 jewelery molds

The method of evaluation the students used, was according to the answers given in questionnaires and evaluation in a systematic basis.

Impact of CVET schools





Regarding the impact of CVET schools, the students expressed positive confrontation from both the professional world and in society in general with equal percentages of positive responses in both cases (71%) while 10.3% said that the schools do not receive positive treatment of the professional world.

Students of MIEEK (Post-secondary Vocational Education and Training Institutes), were asked to evaluate the practical training offered to them either at the suggestion of the school (7.5%), or at the cooperation of school and personal effort (40.3%) or after personal effort (47.8%), or because of other reasons (4.5%). Specifically they expressed the degree of satisfaction with the practice 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. Through their answers the following results were recorded:

Degree of satisfaction in terms of:	Positive answers (%)	Neutral answers (%)	Negative answers (%)	Not applicable (%)
Organization	70.6%	17.6%	11.8%	0.0%
Content	72.2%	16.7%	11.1%	0.0%
Level of acquisition of new knowledge	82.4%	11.8%	0.0%	5.9%
Duties / Responsibilities	87.5%	6.3%	6.3%	0.0%
Available equipment of the company	70.6%	11.8%	17.6%	0.0%
Behavior of the employer	75.0%	12.5%	6.3%	6.3%
Behavior of the colleagues	81.3%	12.5%	6.3%	0.0%
Support from the training school	81.3%	6.3%	12.5%	0.0%
Support from the company	70.6%	17.6%	5.9%	5.9%



From the above it appears the satisfaction of MIEEK students from the internships with the positive responses to range from 70.6% to 87.5%, with the highest rates of positive responses recorded in the tasks given to them (87, 5%). In contrast, the highest negative response rate recorded in the available equipment of the enterprises (17.6%).

Finally, students were asked to record some suggestions for improvement of the institution of CVET schools, which are the following:

- ❖ 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

Questionnaire B – CVET Institutions - Results analysis

In the field research for schools, 16 schools were participated in total from all of the cities of Cyprus. Below the results of the research are presented:

New specializations

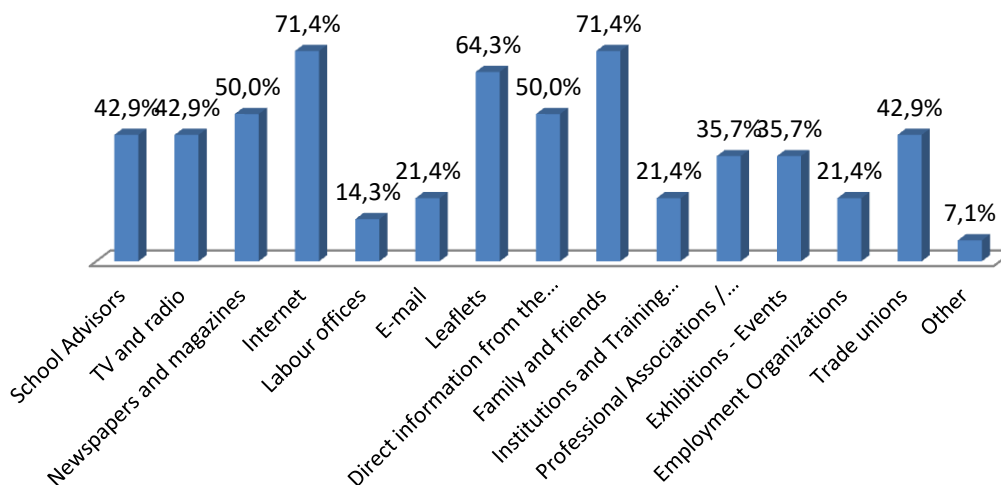
Through research educational programs on continuing vocational education and training (CVET) were evaluated. The responsible officers of each School, who answered the questionnaire, were asked to record 5 new specializations that should be offered. As revealed by the replies of the schools officers, specializations on disciplines of Secretarial, Aesthetics, Hairdressing and Computer - Programming should be introduced in the schools.

Information

Referring to ways of informing the public about the programs offered, the officers of the schools in majority stated that they mainly use the Internet (71.4%), updating of public via relatives and friends (71.4%), through leaflets (64.3%) and direct information from the Ministry of Education and Culture - MoEC (50%). In contrast, less common way to inform the public is through the Labour Office (14.3%), by email (21.4%) and by employers' organizations, training institutions and organizations (21.4%).



Methods of informing the public



Selection of school from the students

Very important finding of the field study are the reasons why students choose the CVET School. Through their replies is identified that selection reasons are mainly 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%.

Educational level of entrants students

Regarding the academic level of the student entrants the officers were satisfied with rate of 53.8% and partially satisfied with rate of 46.2%. Important is the fact that no one mentioned that is not satisfied with the level of students.

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 of population with many problems, as well as the low level of knowledge of the Greek language and other basic subjects. Finally they stated that apart from the different cognitive level of students there is difference in the ages which affects the way learning.

Suggestions for improving the level of students CVET Schools

The responsible officers of the Schools wrote some suggestions for improving the level of students so as to benefit from the involvement which will give them the fundamentals for further personal development. The school officers suggested to offer 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 labor market. They also stated that for the three years programs should be required high school diploma so that the level of students would be the same.

It is also important and worth noting the fact that the responsible officers of the school stated with 78.6%, that the existence of a monitoring system of the level of integration in the labor market of the graduates would be very helpful, while opposite opinion had the 21.4 % of the officers. Related to this issue is also suggested as adopted the existence allowance for the internship as an incentive to participate, thus contributing to the acquisition of work experience. Also the school in collaboration with the MoEC should keep records of the student contact information so within a reasonable time after the completion of the internship and graduation from the school, to investigate and record their existing situation (employed or unemployed) and if they apply the knowledge offered by the school within the program.

Evaluation of the program

Regarding the content and organization of the program the positive response rate that is quite or very satisfied ranged from 77% - 85.7%, while neutral responses had a percentage of 23.1% with respect to the organization and 14, 3% with respect to the content. Finally negative answer i.e. quite or very dissatisfied in terms of content and organization was not recorded.

Education as to books, laboratory equipment, training materials, instructors, internship opportunities and facilities provided were also evaluated, by recording the following:

<u>Evaluation of the education</u>	Positive answers (%)	Neutral answers (%)	Negative answers (%)	Not applicable (%)
Books for laboratory courses	28.6%	21.4%	28.6%	21.4%
Books for general education courses	33.3%	33.3%	0.0%	33.3%
Books on technical courses	33.3%	26.7%	20.0%	20.0%
Laboratory equipment	40.0%	26.7%	33.3%	0.0%
Educational material	80.0%	20.0%	0.0%	0.0%
Internship	46.7%	33.3%	20.0%	0.0%



opportunities				
Trainers	93.3%	0.0%	6.7%	0.0%
Facilities provided	46.7%	40.0%	6.7%	6.7%

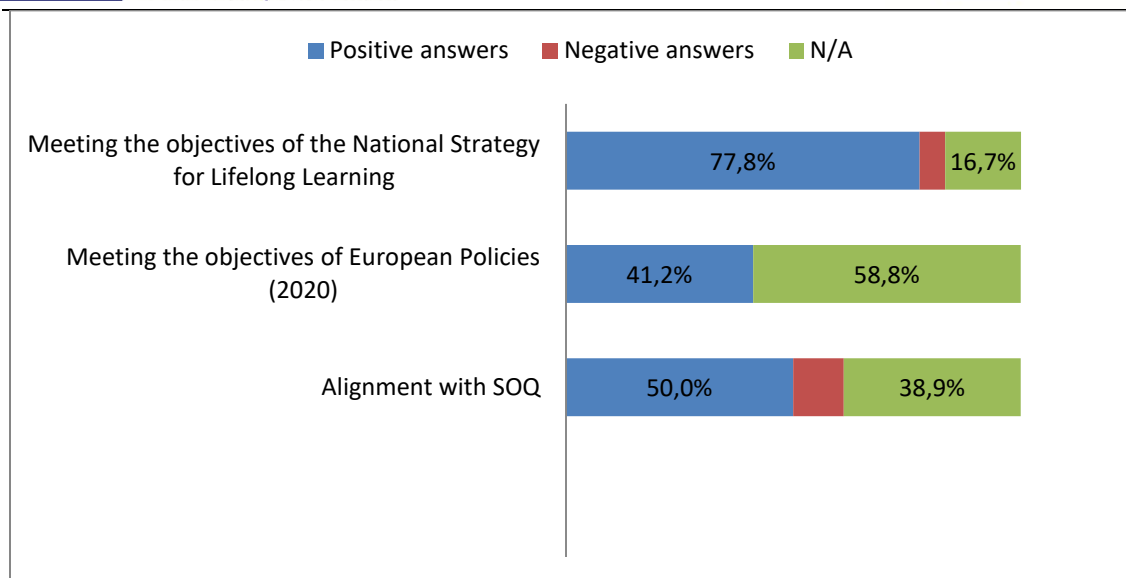
From the above it can be seen that, from the low rates recorded regarding the material (books), the gap of the schools with percentages of positive and negative responses vary at the same level. At low levels fluctuated the satisfaction of the Schools on the available equipment (40%) as well as internship opportunities (46.7%). High satisfaction rates were recorded in accordance with the statements of competent workers on the educational level with the positive response rate to reach 80%. Finally, with respect to the provided facilities (infrastructure, halls etc.) the percentage of positive replies does not exceed 50% (46.7%).

Evaluation of the procedures

The officers of the Schools were asked to evaluate the procedures of the agency which implements the Training Program and the contact with the staff in the application, 50% stated that is quite or very satisfied, while 14.3% felt quite or very dissatisfied. Finally 28.6% gave a neutral response.

Benefits and impacts of participation - Degree of utilization of knowledge and skills acquired

In this section the benefits and implications of participation were evaluated. Through their statements the officers of schools recorded with the ultimate 100% their positive attitude to the question whether the curriculum meets the needs of the market, while the question of whether the training programs offered are aligned with the requirements of the corresponding Standard Occupational Qualifications (SOQ?), 66.7% gave a positive answer, while 13.3% said they are partially aligned. Finally, 20% said they did not receive information about the standards to be able to judge whether the system followed by the SOQ?, while no one gave a negative answer. The training programs offered, meet the objectives of European Policies (2020) according to the statements of the majority of the schools officers where positive responses had a percentage of 78.6%, as well as the National Strategy for Lifelong Learning in percentage of positive responses of 73.3%. It should be noted that no one gave a negative response to the above issues. Below diagram with aggregated results.



In addition they recorded the advantages and disadvantages of the CVET schools as follow:

Advantages of the studies

- Enrich the CV
- Acquisition of specialized knowledge
- Enhancement of existing knowledge
- Internship opportunities
- Integration into the labor market
- Free attendance

Disadvantages of the studies

- Insufficient textbooks
- Inadequate equipment
- Timetables specifically for people working
- Non-recognition of the diploma

Internship evaluation

In this section the personnel of the school reviewed the internships offered to students. The choice of the enterprise to which the students will be placed is carried out either by:

- Suggestion of the school
- Personal effort
- Colaboration of school and personal effort
- Other ways

According to the responses recorded, the personnel tend to choose the firm on cooperation of faculty and personal effort at a percentage of 75%.

They also evaluated the internships and degree of 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. Through their responses, the highest satisfaction rates were recorded in terms of organization and content with rates of 90.9% and on the fulfillment of the behavior of colleagues (90%). The following are the detailed results:

Degree of satisfaction in terms of:	Positive answers (%)	Neutral answers (%)	Negative answers (%)	Not applicable (%)
Organization	90.9%	0.0%	9.1%	0.0%
Content	90.9%	0.0%	9.1%	0.0%
Level of acquisition of new knowledge	81.8%	18.2%	0.0%	0.0%
Duties	81.8%	18.2%	0.0%	0.0%
Available equipment of the company	72.7%	27.3%	0.0%	0.0%
Behavior of the employer	80.0%	10.0%	0.0%	10.0%
Behavior of the colleagues	90.0%	10.0%	0.0%	0.0%
Support from the training school	60.0%	30.0%	10.0%	0.0%
Support from the company	60.0%	30.0%	10.0%	0.0%

They also mentioned incentives for employers to recruit the students in their companies for internships such as low or no reward to students, the limited time required to recruit students and concessions with their obligations in social insurance. Finally, quite a large percentage said no incentives exist for the companies resulting in a reduced interest from their part. They also stated that they could provide some additional incentives to businesses such as financial support business in exchange for student education, the grant of the student salary and informing employers for various other subsidy schemes of employment.

Evaluation of the schools

The officers evaluated schools from which they came, in their procedures, with the highest rate of 53.8% stating that procedures of schools such as service market regulations, study, teaching staff performance and student assessment, circulars from the Ministry of Education, etc are



recorded. They also stated at the rate of 71.4% that the creation of a Quality Assurance Manual will be absolutely helpful for the CVET programs, 14.3% partially auxiliary while 14.3% said they would not be helpful.

Suggestions from the schools' personnel

Through research, the personnel made some suggestions to increase the number of students in schools ACVT, ways for schools to become more attractive to women, and how to improve the institution of CVET Schools.

Increase the number of students

- 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

Attractiveness of schools for women

- Further advertising
- Introduction of new specializations such as:
 - ❖ Aesthetics
 - ❖ Hairdressing
 - ❖ Secretarial
 - ❖ Decorative

Improvement of the institution of CVET Schools:

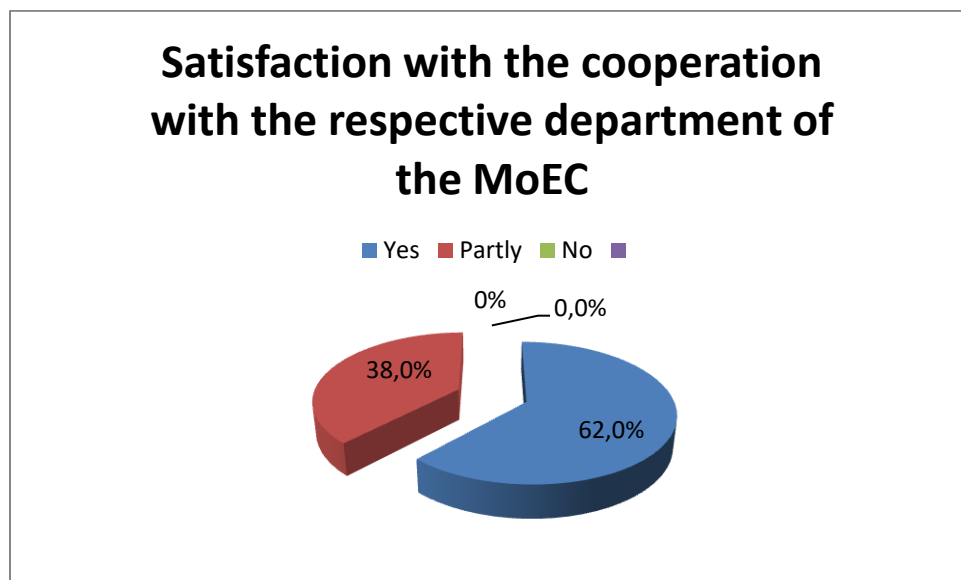
- ❖ Research on the job market needs in order to introduce new specializations with perspective
- ❖ Improvement of infrastructure and laboratories
- ❖ Increase of practice hours
- ❖ Hiring experienced trainers
- ❖ Seminars for the development of digital skills for teachers
- ❖ Flexible hours
- ❖ Modernization of curricula and books
- ❖ Adequacy of the hours for conducting courses
- ❖ Advertising of the institution
- ❖ Identify the diploma and the institution in general

Regarding the impact of CVET schools, personnel 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; while only 14.3% said that the schools not happen positive assessment by the society.

Finally, they are completely satisfied with the cooperation with the respective department of the Ministry of Education and Culture with a percentage of 61.5% and partially satisfied with rate of 38.5%. It has to be noted the fact that nobody was dissatisfied from this issue, stating



also the support and assistance required by the relevant MoEC department in finding companies for internships.



Questionnaire C - Partners / Authorities – Results Analysis

In the field research for partners / governmental bodies, 18 organizations participated in total. Below the results of the research are presented:

Evaluation of continuing vocational education and training (CVET) educational programs

Through field research, the responsible officers of the organizations stated in their majority (94.4%) that the curriculum is associated with the labour market needs, while 5.6% gave a negative response stating that there is no market research conducted for needs both in personnel and modernization of programs (new specializations). Very important finding of the research is the negative statement of the majority of organizations (66.7%) on their participation in the consultation for planning CVET programs.

Evaluation of the graduates of CVET Schools

Subsequently they evaluated the graduates of schools, stating that graduates are very useful to enterprises with rate 88.9% while little useful stated 11.1%. On the level of training of graduates, the personnel of the bodies indicated that there are some issues that seems to be sufficiently trained like Cooking, Bakery and Confectionery, behavioral issues and theoretical approach of the specializations.

Conversely, there are some courses in which graduates are poorly trained like the English language which is a key course for improvement, core subjects such as mathematics, Greek and computer knowledge. Also graduates are poorly trained in the practical approach of all specialties due to lack of business that accept interns. It also appears that graduates have a lack of team spirit.



Contribution of CVET programs

Very positive are the results on the contribution of programs in improving the knowledge and skills of trainees. Specifically, 61.2% stated they improve much (55.6%) to very much (5.6%) their knowledge and skills, enough with a rate of 38.9% and no one gave a negative answer i.e. no improvement or little improvement.

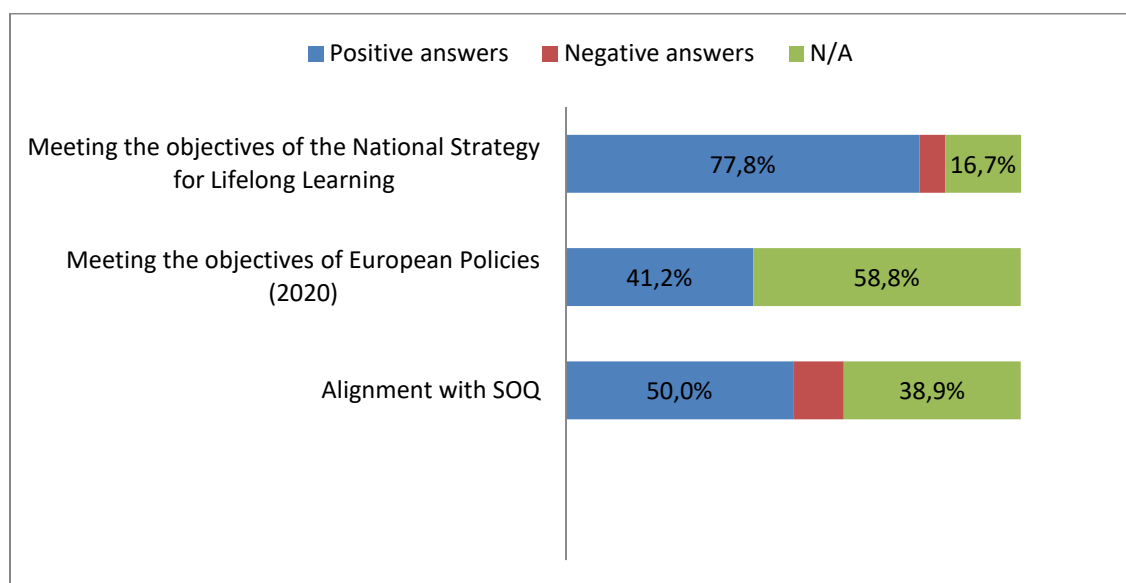
They have also been asked about the time it takes for a graduate of CVET School to be able to perform his work without guidance, 50% stated 6-12 months, 38.9% over 12 months and 11.1% less than 6 months.

For this matter, mechanisms that exist to improve the adaptability of graduates were recorded, such as the implementation of practical training, continuous updating of trainers in the current labor market needs and employment subsidy programs of HRDA.

Comparing the performance of CVET graduates with graduates of Technical Secondary Schools, the responsible officers of the bodies indicated in percentage 66.7% that CVET graduates have better performance while 27.8% said their performance does not differ. Finally, 5.6% stated that graduates of the CVET Schools have worse performance.

Incentives

Very important also is the fact that the majority of respondents (82,4%) stated that almost no incentives were provided to employers to hire students of schools for internships and said that additional incentives need to be given to employers. Additional incentives for employers would be 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.



When asked if the training programs offered are aligned with the requirements of the Standard Occupational Qualifications (SOQ), 27.8% gave a positive answer, while 22.2% said they are



partially aligned. Finally, 11.1% gave a negative response stating that not all the steps needed for the corresponding SOQ are followed such as the required quality assurance, adapting of curricula and upgrading of laboratories. The training programs offered, meet the objectives of European Policies (2020) much to partly according to the statements of the majority of the schools officers with positive responses in a percentage of 41.2%, as well as the objectives of the National Strategy on Life lifelong Learning with positive response in a percentage of 77.8%.

It is also Important that a very high percentage of competent bodies of the order of 64.7% reported that no additional certification of qualifications is provided to graduates which must be improved, while the provided certifications as stated by 11.8% is the certification of welders from the HRDA.

They also stated advantages and disadvantages of attending a CVET School as follows:

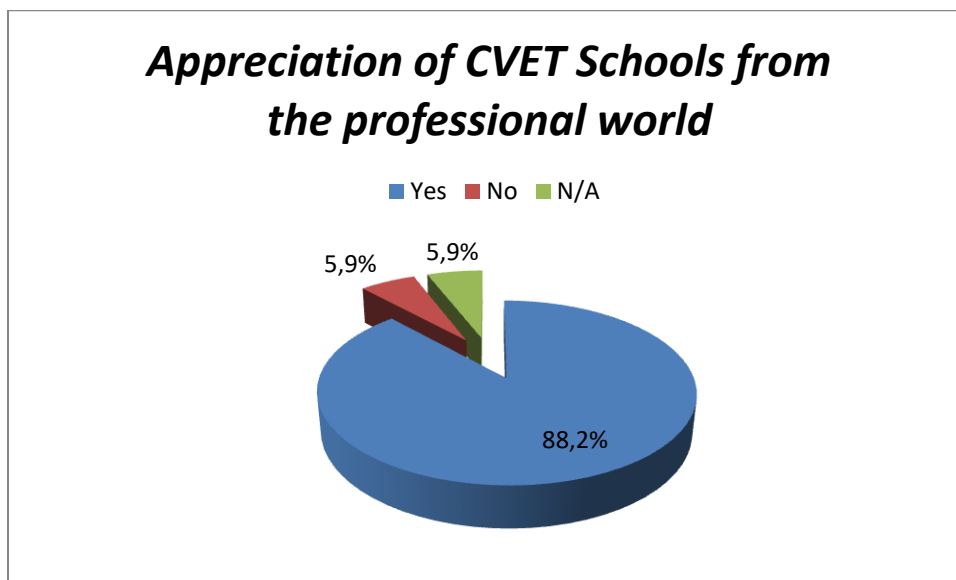
Advantages of studies

- Low cost studies
- Specialization in sectors which are needed from the labor market
- Enrichment of graduates' CV
- Aquirance of specialized knowledge and skills
- Internship opportunity
- Integration into the labor market

Disadvantages of studies

- Fees
- Duration of the studies
- Special timetables for employees
- No recognition of the diploma and the career qualifications

Appreciation of CVET Schools from the professional world





Noteworthy also is the fact that the majority of respondents (88.2%) believes that CVET Schools receive a positive approach from the professional world while only 5.9% have the opposite opinion. Finally, 5.9% responded that they do not have an opinion on this subject.

Suggestions from the personnel of the Schools

Through the research, the personnel of the competent bodies made some suggestions to increase the number of students in CVET schools, ways for schools to become more attractive to women, and how to improve the image of CVET schools in the professional world and the institution in general.

Increase the number of students

- 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

Attractiveness of schools for women

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

Improving the image and perception of CVET Schools

- ❖ Further advertising and promotion in the median
- ❖ 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
- ❖ Personnel training

Improvement of the CVET institution



- ❖ 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

Finally, they stated to be completely satisfied with the cooperation with the respective department of the Ministry of Education and Culture with the ultimate 100%, stating also the need for development of a Quality Assurance Manual for programs in CVET schools with a percentage of 94.1% positive responses.



ANNEX 3 QUESTIONNAIRES RESULTS LITHUANIA

Questionnaire A – CVET Participants – Results Analysis

Identification of existing incentives for mobilising employers to invest in CVET

The existing incentives for employers can be identified from the respondents' answers to questions **12, 13, 22, 23** of the questionnaire. These answers tell us about incentives which mobilises employers to invest to CVET:

1. The content of the curriculum correlates to the needs of the labour market (opinion of the majority (67%) of respondents).
2. CVET learners - 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 %).
3. The professional world has a positive perception of CVET Institutions (opinion of 48 % of the respondents).
4. The society in general has a positive perception of CVET Institutions (opinion of 46 % of the respondents).

Identification of existing incentives or information for CVET participants

The incentives for CVET participants can be identified from respondents' answers to questions **11, 14, 15, 19** of the questionnaire:

1. Plenty of (~33 %) CVET participants who answered to this question are pleased with the content of the Training Programmes; Programme's structure, books for laboratory or general education courses; books for technical subjects; using of laboratory equipment and Educational material (i.e. presentations and other).
2. The majority of CVET participants (~56 %) believe that they will frequently use knowledge and skills gained from the participation in the training programme.
3. The most important POSITIVE elements in CVET are - acquired knowledge; acquired or improved skills; acquired occupation; gained new experience; new possibilities for turn to work; flexible learning schedule; communication and cooperation; teacher's competence; acquired diligence, punctuality; available incomes according the time of practice; acquired good speciality; possibilities to find the job; short time of learning and training; possibilities work at home.
4. Some of training institutions involve participants in the quality assurance of the training (23 % of the respondents state so) (the participants were asked to fill the questionnaires or surveys).



Overall impression of CVET is undertaken / considered and recommendations for improvement

Overall impression for improvement can be identified from respondents' answers to questions **11, 12, 13, 14, 15, 19, 22, 23** of the questionnaire:

1. CVET learners acquire special knowledge and skills and increase their possibilities (such as social contacts, better understanding about labour market needs, etc.), improve their knowledge and skills (such as team working, communication, creative work, problems solve, time management) and support their positions in labour market.
2. Choosing CVET is encouraged by these factors: CVET participants acquire knowledge and skills, new experience and new occupation in a shorter time; also flexible learning schedule is important, competence of teachers, possibility to work at home after you gained occupation.
3. What is very important to stress out is the involvement of learners to the process of quality assurance.
4. CVET participants emphasize the importance of the collaboration between CVET Institutions and employers, while they find practical placement.

Questionnaire B – CVET Institutions - Results analysis

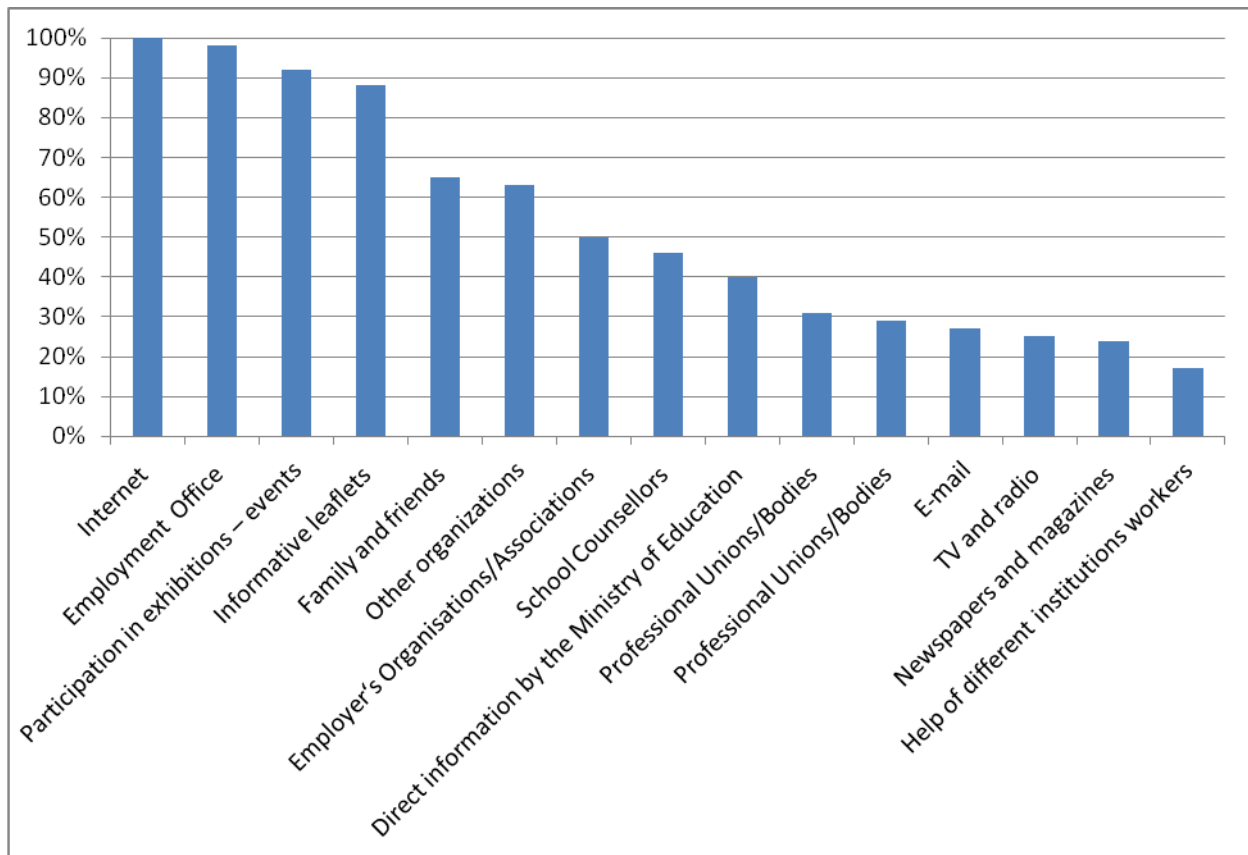
Identification of existing incentives for mobilising employers to invest in CVET

The existing incentives for employers can be identified from the respondents' answers to questions **1, 2, 6, 8, 9, 10, 11, 17** of the questionnaire. These answers tell us about incentives which mobilises employers to invest to CVET:

1. Preparation or development of CVET programmes are always in process. The programmes are added with new specializations (respondents named 17 new specializations).
2. 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 %), Professional Unions / Bodies (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 %):



Graph. The public gets information about provided programmes



3. One of objective of CVET Institutions is to implement an employment monitoring system of graduates. It would be helpful in measuring the level of integration in the labour market (87 % respondents stated about the necessity of such system; at least for the 1st year).
4. The content of the curriculum correlates to the needs of the labour market (such affirmation of 75 % respondents).
5. The training programmes offered in line with the specifications of the relevant National Qualifications Framework (NQF) (says 52 % respondents).
6. The implemented training programmes satisfy the objectives of the European policies (Europe 2020) and the objectives of the National Strategy for Lifelong Learning (half of the respondents state so).
7. CVET Institutions suggestions (for possible incentives to be provided to the employers who accept students for work placements): to improve tax system and tax policy, to make continuing cooperation agreements with employers, to use tax incentives, financial support and moral encouragement for employers.



Identification of existing incentives or information for CVET participants

The incentives for CVET participants can be identified from respondents' answers to questions **1, 2, 7, 8, 9, 10, 12, 18** of the questionnaire:

1. CVET programmes are improved with new relevant specializations for labour market such as enterprise training; common skills; 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.
2. The information about CVET programmes is accessible through a variety of measures, i.e. help of the CVET institutions consultants, TV and radio, newspapers and magazines, Internet, Labour Exchange, presentation of information by e-mail, information brochures, the Ministry of Education and Science information, recommendations of family and friends, professional organizations (e.g. road carriers, growing business associations, accounting and finance workers trade unions, etc.), participation in exhibitions and other events, employer's organizations / associations info (e.g. Lithuanian Confederation of employers, Lithuanian Industrialists Association, etc.), trade unions or employee associations (e.g. Lithuanian education trade unions, joint trade unions, trade unions of drivers, etc.), by staff cooperation of different agencies.
3. Most of the CVET authorities are satisfied with the curriculum content and structure; literature for laboratory (practice) works, general or technical subjects; laboratory's equipment use; other teaching materials (e.g. different delivery); opportunities for practice; teacher's qualification; appropriate conditions of training programme's implementation (e.g. infrastructure, training places); CVET institutions procedures and communication with CVET staff.
4. CVET content is relevant to labor market needs.
5. Implementation of CVET programmes complies with European vocational training policy (Europe 2020) and lifelong learning strategy.
6. CVET programmes are useful to a person opting for the possibilities: to acquire relevant practical skills to the labour market; competencies or qualification; improve skills or retrain and develop their business.
7. Ongoing quality management system complies with ISO (International Organization for Standardization) standard, ISO requirements and helps to provide relevant and timely information to the CVET participants.

Overall impression of CVET is undertaken / considered and recommendations for improvement

Overall impression for improvement can be identified from respondents' answers to questions **1, 2, 6, 7, 8, 9, 10, 11, 12, 17, 18, 20** of the questionnaire:



1. CVET programmes with new additional specializations are constantly on development.
2. Employers and the public are informed about the CVET programs through various measures (consultants of training institutions, by TV and radio, newspapers and magazines, the Internet, job exchange information, by sending e-mail, information leaflets, the Ministry of Education and Science information, family and friends, other organizations, professional organizations, exhibitions and other events, employer's organizations / associations (Chambers of Commerce, industry and crafts, Lithuanian Association of Industrialists, etc.).
3. CVET institutions intend to introduce graduates employment monitoring system for assessing the integration of graduates into the labour market.
4. CVET content is relevant to the labour market needs (according to 75% of the respondents) as the content and structure of the curriculum is frequently improved by adding a new labour market specializations; the content is updated with the literature for the laboratory (practice) works, technical or general subjects; there is a constant searching for more opportunities for students to practice and for teachers to develop their skills.
5. CVET programmes comply with Lithuanian Qualifications Framework requirements (according to more than a half of the respondents).
6. CVET programmes comply with European vocational training policy (Europe 2020) and the Lifelong Learning Strategy (more than 50 % of the respondents).
7. The respondents formulated particular proposals for CVET policy-making institutions - to improve the tax system and policy, to make continuing cooperation agreements with employers, apply tax incentives for employers and encourage them morally.
8. Information about the CVET programmes for all who are interested in CVET development is easily accessible (by educational institutions and the labor exchange counseling, TV and radio, newspapers and magazines, Internet, e-mail, leaflets, information by the Ministry of Education and Science, family and friends, trade organizations' information, etc.).
9. CVET quality management system complies with ISO standards and helps to provide adequate and timely information to CVET participants.
10. Implementation of CVET programmes is in line with European vocational training policy (Europe 2020) and lifelong learning strategy.
11. Continuing vocational training programmes are useful to the persons, opting for possibilities to gain practical skills and necessary for labour market qualifications; improving or changing qualifications; starting own business.



Questionnaire C - Partners / Authorities – Results Analysis

Identification of existing incentives for mobilising employers to invest in CVET

The existing incentives for employers can be identified from the respondents' answers to questions **1, 2, 3, 4, 6,7, 8, 9, 11, 12, 13, 14, 15, 17, 19, 20, 22, 24** of the questionnaire. These answers tell us about incentives which mobilises employers to invest to CVET:

1. The current CVET programmes meet labour market needs (according to the majority (73%) of the respondents).
2. The majority of the respondents (81%) are involved in providing advices to the development / validation of CVET programmes.
3. CVET programme's graduates are very useful for business (73% of the respondents).
4. CVET programme's graduates preparation is good enough for the separate sectors of the economy (e.g. transportation, beauty services, fisheries, construction, manufacturing).
5. CVET programmes could be strengthen with further specializations for IT field specialists, welders, furniture manufacturers, builders, entrepreneurs (proposals of the respondents).
6. CVET programmes could sufficiently enhance students' knowledge and skills (62% of the respondents).
7. The majority of respondents (77%) believe that graduates of CVET programmes may quickly (within 6 - 12 months) adapt to the labour market and work without direct guidance.
8. The mechanisms / activities which could help to improve integration into the labour market of the CVET programme's graduates: 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.
9. Employers 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.
10. There should be additional measures / incentives for employers, providing practice places for CVET programme's students (87% of the respondents).
11. CVET programmes partially match with Lithuanian Qualifications Framework requirements and the aims of European vocational training policy (Europe 2020) (50 % of the respondents). Such perception should encourage employers to become more involved into the development of new business programs. About 50 % of the respondents do not know whether CVET programmes meet the Lifelong Learning Strategy.

Most of the respondents say:

12. CVET programmes are useful as people can acquire professional skills and qualification in a short time and it makes possibilities to find work and improve their life.



13. Measures, which could increase CVET possibilities: close cooperation between vocational training providers and employers; State support to employers who participated in CVET processes; preparation of modular training programs; constant updating training programs with new specializations; the dissemination of information about continuing vocational training; the cooperation between all participants.

14. CVET could be made more attractive to women by implementing factors such as: flexible working and learning conditions (important for women raising children), updating on time CVET programmes with new specializations, flexible learning opportunities, improving mechanisms for cooperation between training providers and employers, opportunities to learn remotely.

15. Timely applying CVET programmes to the labor market needs, curricula updating, performing the mechanisms for cooperation, the dissemination of information about CVET - measures, which could do CVET more attractive to the professional world.

16. The improvement of CVET learner's assessment and specializations, the assessment and recognition of non-formally acquired competencies; irrelevant curriculum reducing - measures proposed to strengthen CVET.

Identification of existing incentives or information for CVET participants

The incentives for CVET participants can be identified from respondents' answers to questions **1, 2, 3, 6, 7, 8, 9, 11, 13, 14, 15, 17, 19, 20, 24** of the questionnaire:

1. The current CVET programmes meet labor market needs.
2. Employers consult with CVET institutions about the creation or development / validation of CVET programs.
3. The business world recognizes the usefulness of the CVET programme's graduates.
4. The CVET programmes are strengthened with additional specializations.
5. Dissemination of information about CVET programme's, which could enhance students' knowledge and skills within a relatively short time.
6. The adaptation of CVET programme's graduates is quick enough in the labor market; they are able to work without direct guidance in a short time.
7. There are helpful mechanisms improving involvement of CVET programme's graduates into the labour market.
8. Employers are interested in CVET programme's trainees because they are lack of skilled workers and they are willing to prepare employees for themselves.
9. CVET programmes are designed in respond to the Lithuanian Qualifications Framework, the requirements of European vocational training policy (Europe 2020) and the Lifelong Learning Strategy.
10. CVET programmes allow people to acquire necessary skills and qualifications for the labour market, they create the opportunity to find a job or start their own business.



11. Cooperation between CVET institutions and business, new modular training programs; updating of the specializations and training programs; more developed information of CVET - measures, which could help to increase the interest about CVET.

12. 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 – factors which could do CVET more attractive for women.

13. CVET should be enhanced by improving student's assessment and specializations, the assessing and recognition of competences acquired in non-formal way (non-formal CVET programs), reducing of the number of irrelevant curriculum.

Overall impression of CVET is undertaken / considered and recommendations for improvement

Overall impression for improvement can be identified from respondents' answers to questions **1, 2, 3, 4, 6,7, 8, 9, 11, 12, 13, 14, 15, 17, 19, 20, 22, 24** of the questionnaire:

1. CVET programs are developed specifically in order to meet labor market needs.
2. The business world provides advices on the development / validation of the CVET programs; business representatives contribute to the implementation further development of programs.
3. Some of the sectors of the economy could be distinguished as having well prepared graduates of CVET programmes.
4. The respondents named the need to strengthen the CVET programmes with additional specializations for the purpose that graduates could acquire the relevant skills and qualifications.
5. The majority of the respondents (77%) believe that the CVET programmes can sufficiently enhance students' knowledge and skills, CVET programmes could be finished within 6 - 12 months, and after that graduates could successfully adapt to the labour market, working without a direct guidance.
6. There was defined mechanisms / activities, how to improve the CVET programmes for graduates in the labour market.
7. There were named the main reasons of employers taking CVET students to practice: the lack of qualified employees and the willing to prepare the employees for themselves.
8. There was named necessity of additional measures / incentives for employers giving practice places for CVET students.
9. CVET programmes are developed responding to the requirements of Lithuanian Qualifications Framework, European vocational training policy (Europe 2020) and of lifelong learning strategy.
10. There was highlighted the necessity of close cooperation between CVET providers and employers; support by State for the employers taking learners to practice; relevance of modular



CVET programmes; relevance of renewal programs timely with new specializations; information about CVET promotion and dissemination.

11. Flexible working and learning conditions, attractive programmes and specializations, flexible learning schedule, access to distance learning - this makes CVET more attractive for women.

12. The update of CVET programmes on time accordingly to the labour market needs, new specializations, successful cooperation between CVET institutions and labour market would make CVET more attractive for professional world.

13. The improvement of student's assessment, specializations, assess and recognition of non-formal way acquired competences and non-formal CVET programmes, reducing number of irrelevant programs – proposals for strengthening CVET.