

***RE-CVET: COMPREHENSIVE POLICY
FRAMEWORKS FOR CONTINUING VET -
REFORM OF CONTINUING VOCATIONAL
EDUCATION AND TRAINING SYSTEMS***

***RE-CVET BUSINESS FORA REFORM
RECCOMENDATIONS***

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Introduction

On 17 October and 20 November 2017 the RE-CVET Business Fora of the Erasmus + KA3 project " **Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)**" were held in Nicosia, Cyprus and Vilnius, Lithuania as closing events.

The Re-CVET Business fora were aimed at discussing the situation of CVET, the emerging challenges and the ways to improve the quality and relevance of CVET to business needs.

The events provided platforms for consultations among various stakeholders resulting in the formulation of concrete reform recommendations for the national CVET systems. Summarized below are the recommendations formulated by the partnership.

1. Recommendations for the improvement of Continuing Vocational Education and Training proposed during Re-CVET Business Forum in Cyprus



On 17 October 2017 the final event of Erasmus + project "Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)" was held in Nicosia, Cyprus. Representatives of ministries, national authorities, social partners, employers and CVET providers took part in them. A special section of the forum in Cyprus was dedicated to CVET learners where they had opportunity to meet with employers and explore what skills are the most demanded in the labour market presently.

1.1. Challenges that CVET faces in Cyprus

- *Employers are not interested in acquiring soft skills and in general in continuing training.*
- *The education system and businesses do not provide young people with opportunities for developing their skills, in order to support them to adapt easily in their profession and the labour market.*
- *Technical professions and technical institutes are not supported as they could be and are considered to be part of a lower level education in Cyprus.*
- *There is no proper information about which jobs will be in high demand in the future and as a result the unemployment is still increasing.*
- *After the university, young people who obtained a degree are reassured and do not feel the need for continuing learning.*
- *Most employers don't have the basic skills in order to train their staff.*
- *Educators and employers don't have the basic computer skills. A quirky example is that teachers do not use the computer during the lessons in class.*
- *In the public sector, there are no pressure levers for teachers to participate in hard skills seminars. An example is that an educator does not know how to register on the e-platform of the pedagogical institute.*

1.2. Recommendations for CVET development in Cyprus

Provision of CVET programmes

The provision of CVET programmes should be flexible and adapted to the needs and demands of adult learners:

- Duration of programmes should be minimal.
- Most learners are working during the day therefore programs should be offered during the evenings and winter time for the hotel and catering industry.
- Programmes need to be modular and linked to a credit system in order to offer flexibility and validity.
- More flexible for older people e. g. Recognition of previous skills and degrees, supplementary courses to acquire a new degree or a new skill, reduction of the cost and time of a programme.
- Monitoring VET graduates, knowing where they are to be able to help.
- Creation of new study fields for professions of the future.
- Offer continuing vocational education and training free of charge.

Enhancement of the quality of work-place learning

- Need to offer incentives to employers in order to join the formal CVET scheme.
- Promotion and further application of the Quality Code Handbook guidelines.
- Free pedagogical training to future trainers joining the scheme.
- Establishment of good practices platform for exchange of ideas in the workplace.

CVET Promotion

- Use of media in order to communicate to the public the benefits of attending CVET programmes.
- Promotion of CVET through labour unions.
- Promotion of CVET through chambers of commerce.

Hybrid and e-learning utilisation

Use of technology to remotely access CVET in order to increase the accessibility for people who have limited free time, are working in the afternoon and cannot attend training due to personal or economic reasons.

Forecasting

Accurate forecasting regarding future professions is needed now more than ever because:

- the economic crisis and the unemployment which followed has created the need for re-skilling and up-skilling to new, forecasted jobs.
- training centers need time to develop well set curricula and prepare the respective programmes to meet the needs of the labour market and emerging economic sectors.

Teachers skills improvement

- Support teachers in developing their own skills and acquiring new ones, in order to provide young people with the correct directions concerning labour market focus.

- Establishment of new training programs for teachers to learn new developments in their teaching sectors.

2. Recommendations for the improvement of Continuing Vocational Education and Training proposed during Re-CVET Business Forum in Lithuania



On 20 November 2017 the final event of Erasmus + project "Comprehensive policy frameworks for continuing VET: Reform of Continuing Vocational Education and Training Systems (Re-CVET)" was held in Vilnius, Lithuania. Representatives of ministries, national authorities, social partners and employers, territorial public employment services and CVET providers took part in it. The event was organized in cooperation with the Lithuanian Labour Exchange. The event was registered as a part of European Vocational Skills Week and European Employers' Day.

2.1. Challenges that CVET faces in Lithuania

- *Disbalance of labour force supply demand, especially in manufacturing, beauty services and hotels services*
- *97% investors claim that they are confronted with various problems in the field of skilled labour force in Lithuania (the quality, lack of training of specialists, etc.)*
- *Accessibility of CVET services*
- *Flexibility of programmes*
- *Adequate supply of CVET programmes*
- *Low pace in introducing new curricula and updating existing one*
- *The quality of formal CVET and non-formal learning*
- *The lack of flexibility of VET providers in offering adult training*
- *Insufficient interest of businesses to participate in CVET, lack of tradition and culture of businesses to encourage their employees to continuously participate in learning*
- *A formal attitude of population towards learning when the purpose of learning is getting a certificate*
- *Insufficiently developed conditions for adults to change their career through VET*
- *Timely update of VET (IVET and CVET curricula) in accordance to sectoral qualification standards (6 months after adoption of a standard)*

- *Reform of VET curricula and movement towards single curricula for IVET and CVET*

2.2. Recommendations for CVET development in Lithuania

Forecasting of labour market needs and responsiveness of CVET

- Take measures to balance the supply of education and the labour market needs, plan precisely what kind of labour force Lithuania needs. Take into account the labour force forecasts when planning and training specialists in the CVET system.

Cooperation in the governance of CVET

- Encourage inter-institutional cooperation in addressing the challenges of lifelong learning and continuing training.
- Activate the involvement of associated employers' structures in CVET including participation in competences assessment.

Culture of lifelong learning

- Foster the culture of lifelong learning, promote the possibilities of continuing training in vocational education and training (VET) institutions.
- Promote the linking of remuneration of employees with their competence level.

Flexibility of VET providers to provide CVET

- Enhance the flexibility of VET providers in adjusting their services to the needs and learning opportunities of adults.

Information about learning opportunities

- Improve the presentation and accessibility of information about CVET programmes for learners and employers.

Curricula for CVET

- Improve the flexibility of CVET programmes, introduce modular training and credit system.
- Ensure optimal duration of training programmes.
- Regularly review and ensure timely renewal of CVET curricula. Announce the date of programme renewal.
- Regularly review the offer of CVET programmes and cancel outdated training programmes.
- Ensure a CVET programmes serve different purposes: retraining / award of new qualifications and improvement of particular skills.
- Take measures to improve the quality of non-formal continuing training programmes.
- Strengthen education-business interaction, make the content of the programmes more responsive to the needs of enterprises.

Enhancement of quality work-place learning

- Organise more practical training at the workplace.
- Introduce vouchers to VET providers for organising practical training with modern technologies at the work-place.

Defining requirements for quality

- Review licensing requirements for CVET providers, support the implementation of quality assurance mechanisms.
- Review the requirements for vocational teachers defined in formal VET programmes.

Need for regular dialogue

- Regularly organise CVET-business forum or a similar event dedicated to CVET issues.