

PROJECT EUROPEAN CATALOGUE



2011 - 2013



This project has been funded with support from the European Commission under the Lifelong Learning Programme.

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GENERAL INFORMATION

Sub-programme: **LEONARDO DA VINCI**

Programme: **LIFELONG LEARNING PROGRAMME**

Project title: **TAKE A PEEK INTO VET PROMOTION
THROUGHOUT EUROPE**

Action type: **PARTNERSHIPS**

Project acronym: **EUROPEek**

Duration of the Project: August 2011 – July 2013

Partners:

- Hrvatska obrtnička komora-Obrtnička komora Zagreb **CROATIA**
e-mail: obrnicka-komora-zagreb@zg.htnet.hr
website: www.okz.hr
- Grupul Scolar de Prelucrarea Lemnului “Constantin Brancusi” **ROMANIA**
e-mail: brancusi2007@yahoo.com
website: <http://gsbrancusibraila.licee.edu.ro/>
- Klaipėdos turizmo mokykla **LITHUANIA**
e-mail: mokykla@ktm.lt
website: www.ktm.lt
- Tuzla Teknik ve Endustri Meslek Lisesi **TURKEY**
e-mail: 345007@meb.k12.tr
website: www.tuzlaatl.k12.tr
- Lubelska Izba Rzemieslnicza **POLAND**
e-mail: biuro@lir.com.pl website: www.lir.com
- Kroatische Wirtschaftsvereinigung e.V. **GERMANY**
e-mail: info@kwvd.de website: www.kwvd.de

Project objectives and strategy

Problems addressed:

- lack of interest of young people for craft occupations;
- negative attitude of parents towards craft occupations;
- ineffective activities of relevant institutions to raise the attractiveness of crafts;
- extinction of traditional crafts;
- negative attitude of employers/masters towards apprentices (apprentice represents the value to master, and when apprentice completes apprenticeship he/she becomes a competitor to their former employer) which leads to insufficient number of apprenticeships;
- lack of interest of teachers in primary schools to motivate pupils to enter the vocational education;
- insufficient number of activities which promote vocational education and crafts in generally.

Partners took 2 approaches to achieve objectives:

1. Each partner took activities to promote vocational education and crafts in their country:

Open Doors Day for students, seminars for employers on improving the treatment towards apprentices, promotional activities, posters, flyers, participation in fairs, visits.

2. On European level partners organized mutual visits, joint meetings with presentations on each partner's educational system and shared the examples of good practice which resulted in analysing the current situation, conclusions and recommendations for more effective means to raise the number of pupils in vocational education.



PEOPLE INVOLVED IN THE PROJECT

Staff: 41 teachers, trainers, professional experts actively participated in planning and implementing activities in their countries, travelled to international meetings and participated in the final conference.

Totally 98 pupils/trainees were involved in the project activities. Some of learners from Romania, Lithuania, Croatia participated in mobilities, saw and shared examples of good practices.

Parents, pupils and teachers of primary schools, employers, pupils in partner institutions were included in activities as learners in local level. Visits to factories, seminars, workshops, open door days, business days were organised by partners' institutions.

German partner "Kroatische Wirtschaftsvereinigung" applied 12 mobilities in the project. The total number of 14 people were involved in the project local and international activities.

Chroatian partner "Hrvatska obrtnička komoda-Obrtnička komoda Zagreb" realized 24 mobilities, 9 students were involved from vocational schools and 15 people were staff, master craftsmen, president, teachers. Chamber of Trades and Crafts organized 1 partners meeting (2012) and final conference (2013). City of Zagreb and Zagreb County participated in these events.

Partner from Poland "Lubelska Izba Rzemieslnicza" implemented 12 mobilities, Chamber of Trades and Crafts staff was involved in all activities.

Vocational school from Romania Grupul Scolar de Prelucrarea Lemnului "Constantin Brangusi" fulfilled 24 mobilities, 9 students and 15 teachers participated in international meetings.

Vocational school "Klaipėdos turizmo mokykla" from Lithuania implemented 32 mobilities, 10 students and 22 teachers of different professions took part in these activities.

Turkish partner vocational school "Tuzla Teknik ve Endustri Meslek Lisesi" implemented 12 mobilities, about 100 students were involved in activities.



EUROPEEK MEETINGS

1ST MEETING ISTANBUL, TURKEY

The meeting was held on 26th - 29th September, in Istanbul, Turkey. During the meeting participants visited Tuzla Technical and Vocational High School. The partners were: Ms Agata Strudzinska from Poland, Ms Daiva Baltmiskiene and Ms Liudvika Jakuciuniene from Lithuania, Mrs Darija Cukelj and Mr Goran Cankovic from Croatia, Mr Mario Susak and Mr Gordan



Bogdan and Adria Iulian from Romania and the host organisation, Turkey.

The host organisation showed and presented their professions and train-



Cickovic from Germany, Mr Dita Alexandru, Ms Veronica Crangau, Ms Lidia Carmen, students Stefan



ing programmes. The participants learnt about vocational education in Turkey. A Turkish partner presented SWOT analysis of Turkish educational system. Representatives of all the countries introduced their institutions and

training systems. The partners had a discussion about general rules for project development, rules for all meetings, work plan, results, logistic aspects. Responsibilities for each activity were shared among the partners. All partners also had an opportunity to explore the school, which helped them to understand the education system better.

The delegation visited Mechatronics Factory and the “Festo“ company. The participants learnt about “Festo” examinations, vocational education in Turkey, especially the problems, and heard about a close cooperation between companies and vocational schools. In the afternoon, they visited the district of Tuzla and had a conversation with the district governor about EU projects and their importance.

A cultural evening with Turkish songs, dances performed by students and teachers was organized by Tuzla Technical and Vocational High School. All partners enjoyed tasting traditional snacks and drinks of their countries.

The host organisation invited to join an interesting cultural programme, including sightseeing in Istanbul, Bosphorus Boat trip, Grand Bazaar, Basilic Cistern, a visit to Blue Mosque and Hagia Sophia.

In conclusion, the partners evaluated the kick-off meeting, planned next steps of the project, set the timetable of the project activities.



2ND MEETING FRANKFURT, GERMANY

The meeting was held on 23th - 29th January, in Frankfurt, Germany. The partners visited the host organization “Kroatische Wirtschaftsvereinigung e.V“. There they were introduced to activities carried out by the company, learnt about vocational education in Germany, got explanations about intercompany training, further



education and advantages of dual system. The delegation visited “Bildungs und Technologiezentrum (BTZ) Frankfurt“. The meeting was different because of the number of participants: 33 people, among them 26 students from Lithuania, Croatia and Romania. Teachers and students discussed the activities carried out in their institutions. Turkish partners



“Apfelwein – Express Tour“. At the end of the programme the participants evaluated meeting activities, planned next steps of the project



education and advantages of dual system. The delegation visited “Bildungs und Technologiezentrum (BTZ) Frankfurt“.

The meeting was different because of the number of participants: 33



showed a Photo-CD from the meeting in Istanbul. The host organisation invited to an educational visit to the hotel “Roomers” and BTZ Weiterstadt. Later, all the group joined

3RD MEETING ZAGREB, CROATIA

The third meeting was held on 18th - 20th June, in Zagreb, Croatia. The partners joined in the celebration of the Day of Craftsmen on the Mountain Sljeme, organized by Association of Craftsmen Zagreb.



Chamber, linking theoretical and practical training. It is involved in crafts licensing, admission of pupils, practical part of apprenticeship training and it also organizes and

Chamber of Trades and Crafts Zagreb presented its activities. The participants were introduced to the vocational training system of Croatia and the important role of the



conducts control and apprenticeship exams. In order to increase the number of pupils enrolled in trades and crafts programmes as much as possible, special attention is paid to promotional activities. In order to enable high quality education in

craft workshops, vocational teachers with the recognized status of master craftsman organise courses in work didactics for master craftsmen and provide the necessary textbooks and manuals within its “Master” edition for modern and efficient teaching. Within further education for the needs of trades and crafts the



Chamber organizes master craftsman's exams (names the members on the exam boards, supervises the exam procedure and issues master craftsman's diplomas), conducts vocational competence exams and is involved in all forms of retraining into trade and craft professions.

Representatives of Zagreb City Office for Education, Culture and Sports shared experience about incentive measures for enrolment in VET schools. The City Office presented measures for protection and development of crafts in Zagreb.

The project participants, representatives from City of Zagreb, journalists and delegates from National Agency in Croatia took part in discussions about vocational education and relationships of craftsmen and local government. The partners from Germany, Romania and Turkey presented vocational education promotional activities organized from February till June, 2013.

The delegation visited two schools: Electrical and Engineering School and Tourism School, there they were introduced to professions taught and practical training premises. The partners visited craftsmen workshop "Car Service Obad", where they got plenty of information about practical training at a licensed workshop for car mechanic, car electrician and car body repair. The project meeting continued with project process check list, evaluation of the meeting, discussion of the next steps, planning the other meeting and Certificate Ceremony.

Partners participated in various cultural programmes, learnt about Zagreb, enjoyed city tour and places of interest.



4TH MEETING BRAILA, ROMANIA

The fourth meeting was held on 19th – 23rd September 2012 in the capital of Romania Bucharest as well as Braila City. The meeting was attended by the representatives from Turkey, Germany, Poland, Lithuania and Croatia.



The main objective of the visit was promotion of vocational education and seeing VET examples of good practice in Romania. Each representative had prepared a presentation of SWOT (strengths, weaknesses, opportunities and threats) analysis of vocational education in their country.

The participants had an opportunity to compare the similarities and differences of SWOT in the countries mentioned and suggest possible solutions to support improvements in quality and innovation in vocational education and training systems, institutions and practices.

The delegation was welcomed to an international furniture exhibition, where craftsmen displayed their created furniture and emphasized its unique design.



On the way to Braila the participants could admire Romania's scenery. There they got acquainted with Romanian customs, music and traditional cuisine. As an example of good practice there was a visit to "Constantin Brăcuși Technical Secondary School". The school prepares future specialists who are engaged in woodwork and ecology fields. The second school, visited by the participants was "C.D. Nenitescu Technical School" which trains future chefs and culinary specialists.

The final example of good practice was a visit to "International Shipbuilding Group (STX)" and a presentation about training future specialists (e.g. welders). There was an excursion held to see ship repairing and building workshops. The delegation went to the city centre to meet Braila's mayor, Mr. Aurel Gabriel Simionescu.



5TH MEETING LUBLIN, POLAND

The fifth meeting was held on the 19th – 22nd February, in Lublin, Poland. The main objective of the meeting was making conclusions on what activities are needed to make vocational education attractive to students and their parents as well as making recommendations to relevant institutions in Poland (schools, ministry, etc.) Later the participants visited the Gastronomy



School where they got acquainted with its history and learning profiles.

The school provides secondary and vocational education and



trains future specialists to work in catering and commerce. During the meeting with Deputy Mayor Ms. Katarzyna Mieczkowska-Czerniak the delegation learnt about educational and financial problems of vocational education in Lublin



and discussed possible solutions to the issues mentioned. During the conference there were brief presentations about the project activities taken in each country.



Representatives from Germany and Croatia presented the ways to increase employers' enthusiasm about their apprentices. A colleague

from Romania made a brief report about the previous meeting in Braila. The presentation made by a Lithuanian colleague was about a Welcome Day for pupils from primary schools to promote vocational education.

The final presentation provided a detailed overview of vocational education and SWOT analysis in Poland. The delegation observed a hairdresser exam which consisted of theoretical and practical parts. The President of Lublin Chamber of Crafts organized the final meeting during which the partners had an opportunity to evaluate the meeting and certificates were handed to all participants.



6TH MEETING KLAIPĖDA, LITHUANIA

Meeting in Lithuania was organized on 5th - 9th May 2013. The participants took part in a guided tour of Vilnius Old Town, had a lecture about Lithuanian history, economy and habits. Partners visited Trakai History Museum, learnt about Lithuanian Dukes, tourism develop-



ment opportunities in Lithuania.

Klaipėda Tourism School presented programmes, training basis, professions and connections with social partners, introduced vocational training system of Lithuania. Students presented a concert with national costumes, typical songs and dances of Lithuania.

Partners discussed and evaluated activities implemented from February to May 2013. Romania, Poland



Croatia presented their vocational education promotional activities.



The guests joined the workshop “European Cake” in “Klaipėda Tourism School” practical training basis. The participants prepared

Turkish, Romanian, Polish, German, and Croatian cakes together with students, later evaluated, tasted, discussed about national sweets.

Social partners “Klaipėda Dressmaking and Service Business School” presented a new practical training basis, teaching programmes, professions and demonstrated haircut and clothes collections, created by students. The participants enjoyed a guided tour of the local brewery “Švyturys” lead by chief technologist Džiuljeta Armonienė, where they learnt about beer making technology, business connections and quality requirements. The meeting was finished with evaluation and discussions about project results.



SWOT ANALYSIS TURKEY

Strengths

Turkey is an interconnected country. It has a wide network that includes the most remote areas of Turkey and in this way there is no difficulty in reaching the masses. There is a strong technological infrastructure and widespread use of educational technology. Thanks to the project called “Fatih” teachers have whiteboard in classrooms and students are going to have tablet PCs.

The progressive introduction of lifelong learning facilities is more common. Turkey has more EU and TUBITAK (Turkish Scientific and Technical Resource Institute) projects.

Also Turkey improved database that can be developed. This huge database consists of data about teachers, students etc. And it is available for data mining. Turkey has a system called e-okul (e-school). Using this system parents can learn everything about their children. It also makes work easier and more helpful for staff.

Vocational and technical education opportunities are free, people do not have to pay any money. It is accessible to the masses.

Equal opportunities are provided in Turkey. Education is for everyone. There is no difference between boys and girls.

Weaknesses

Excess in classrooms, sustaining the application of double-session teaching and combined classes in some parts of Turkey are some of the weaknesses.

The other weakness is that the number of teachers to be employed in the field of special education does not meet the current needs.

Turkey also fails to establish supply-demand balance in teacher training and employment. Without thinking about the need of the markets our country graduates students which causes them to have no jobs.

Rapid change of the teachers in some parts of Turkey is another problem.

What is more, Turkey has short-term training plans and there are frequent changes. The deficiencies in the implementation of long-term policies and strategies are numerous. When the Ministry of National Education changes the plans change and that affects the education system negatively.

SWOT ANALYSIS GERMANY

Internal origin (attributes of the system)

Strengths

Practical trainings are done in the companies and not only in training workshops.

Training contents (curricula) are coordinated and complementary, ensures clear and unique job descriptions as well a uniform level of training.

Weaknesses

Declining willingness of companies to educate caused shortage of training places.

The school does not always succeed in preparing the theoretical training content.

External origin (attributes of the environment).

Opportunities

The quality of education rises and falls with the motivation of the company.

Close relationship between school and company may arise.

Motivation can be enhanced through constant change of schools and company.

Threats

School attendance may interrupt the operating schedule in the company.

Minor vocational schools are disadvantaged (missing equipment, technique, finance ...).

Curricula are not always adjusted to the possible seasonal flow (especially dependent on the season professional groups).

SWOT ANALYSIS CROATIA

Strengths

VET is a result of collaboration between education and economy.

Partnership between economy stakeholders and education stakeholders is in the core of the process of VET.

Chamber of Crafts has a public authority in the area of VET and influence on enrolment policy.

Scholarships for occupations in short (City of Zagreb, Zagreb County, Chamber, Associations of craftsmen, Ministry of Entrepreneurship and craft, Ministry of tourism etc.).

Chamber is a master link between education and labour market.

Apprenticeship – work independently after school.

Weaknesses

Education programs are not modernized fast enough.

The curriculum and teaching programs still do not follow sufficiently the labour market trends.

A lot of schools are not equipped enough.

Overall opinion in Croatia – VET schools/craft occupations enrol students that cannot enrol in other schools.

Craftsmen are not enough stimulated for working with apprentices.

Opportunities

Vertical mobility will be possible from this school year.

Chance to continue education - State Graduation Exam – enrol at universities.

Adopted the Law on Croatian Qualification Framework (Official Gazette 22/13).

The emphasis on the knowledge and skill related to labour market.

13 educational sector sin VET (instead of 32).

International comparability of obtained vocational qualifications.

Using EU funds for purchase of new equipment in school workshops, praticums, tools, machines.

Participate in EU projects - enable exchange of knowledge and experience – get new ideas for improvement of Croatian educational system.

Threats

Fast development of knowledge and technologies that cannot be followed.

Frequent changes in the labour market.

Demographic aging of population.

Some craft occupations completely disappear.

Global economy crises.

Less need for handmade products.

Uncompetitive prices of the crafts products.

Crafts shops close.

SWOT ANALYSIS LITHUANIA

About 60 percent of people today work in the areas which require a vocational qualification. It means that labour market needs more qualified specialists graduated from vocational schools. However, most learners aim at higher education at universities or colleges. Once having been underrated vocational education is getting more and more popular. The amount of learners entering vocational schools has grown up to 40 percent.

The Growing Image of Vocational Education in Lithuania (Strengths):

According to Education Ministry there were 5200 learners who had entered vocational schools in 2008; 8500 in 2010; and 8250 in 2011.

The growing image of vocational education has been achieved due to education reforms. The best-performing students who acquire a vocational qualification get 2 additional points when entering a college, and 1 point when entering a university to study the same specialty.

The learners entering vocational schools are more motivated and interested in future career perspectives provided by the schools.

More and more learners who have upper-secondary education background get interested in vocational education.

Some people who graduated from colleges come to study at vocational schools because they need practical skills.

Some Facts about Vocational Schools in Lithuania: There are 69 schools all over Lithuania with about 46,300 learners who attend the schools.

About 10 percent of these learners continue their studies entering higher education institutions. About 4,000,000 Lt were to be invested to develop vocational education by the year 2013.

Weaknesses

There are several professions in Lithuania which have historically acquired negative image, like welders and agricultural workers. According to labour market specialists 1,400 welders, 1,300 agricultural workers, and 2,000 seamstresses are needed. Seamstresses' work has always been low-paid which makes it unattractive to young people.

Most learners are still interested in getting a higher education, but after completion of the studies, they lack practical skills and are not able to get employed.

Little Employment Opportunities (All Over Lithuania)

Specialists:

- Social Educators
- Social Workers
- Economists
- Tourism Managers
- Environmental Engineers
- Foresters
- Psychologists
- Primary Education Teachers
- PreSchool/Pre-Primary Education Teachers

Workers:

- Florists
- Carpenters
- Petrol Station Operators
- Spinners
- Weavers
- Hairdressers
- Manicurists
- Beauticians

Threats

There are two professions that are getting more and more popular, they are Hotel Worker and Babysitter. However, these professions have no perspectives in Lithuania. People choose these professions in order to leave Lithuania for some other country. Thus, there is an issue how to prevent young specialists from migrating to other countries after getting free of charge education at the expense of Lithuanian taxpayers.

SWOT ANALYSIS POLAND

Involvement of companies in the vocational education and training

Strengths

Vocational Training (System, Curricula, Teaching methods, Trainer, co-operations, etc.)

Creation and development of the system of recognition of qualifications.

Improvement of the accesses between the Intermediate level VET the Advanced level VET (courses of preparation for the entrance test to the Advanced level VET)

Government is spending a lot of money in order to improve the public image of VET.

The vocational training has practices in companies as obligatory content (25 % of the time of education). This fact helps to improve the relations between centers of formation and companies.

The practices in the companies provide the students with the practical learning of a job.

The practices facilitate the labour insertion of the people titled in vocational training.

Vocational Schools & training centers (facilities, building infrastructure, staff, financing, etc.):

Improvement of the quality standards of the centers of formation.

The working conditions of teachers are quite beneficial, which makes it an attractive profession for high qualified professionals.

Companies have programs to finance training courses for their workers.

Weaknesses

Vocational Education (System, Curricula, Teaching methods, Trainer, co-operations, etc.):

Complexity of the system of vocational training, due to its great scope (from pupils in school age up to accreditation of workers and unemployed people).

Lack of adjustment with the demands of the Companies.

The school failure in the compulsory education has the negative consequence that potential VET students not always have the necessary level of knowledge.

Lack of the vocational training in the areas of languages and information and communication technology (ICT).

The bureaucracy around arranging an agreement for practices.

Difficulties to fit the content of the formation with the activities that have to be carried out during the practices in companies.

Educational programs are proposed by educational administration and often are not adapted to the specific needs of the companies.

Shortage of workers in companies prepared to attend students during their training.

Vocational Schools & training centers (facilities, building infrastructure, staff, financing, etc.):

In some cases the costs of the courses are higher than his financing.

The financing does not distinguish sufficiently between the most expensive specialties and the least expensive ones or between the territories with more and fewer resources

The budget investment is insufficient in public and private schools.

Public schools have difficulties to choose the equipment that they need out of the sets that administration provides them.

Private schools must obtain financing through other activities or donations if they want to buy equipment.

Educational staff for continuing vocational training does not have steady employment conditions.

Opportunities

Vocational Education (System, Curricula, Teaching methods, Trainer, co-operations, etc.):

High degree of labour insertion of the students titled in vocational education.

Internationalization of vocational training through European programs and initiatives (Erasmus, Leonardo,...).

Creation of digital platforms that allow on-line learning modules for professional certificates or diplomas.

Development of national catalogue of professional qualifications in order to be the basis for organizing the training.

Vocational Schools & training centers (facilities, building infrastructure, staff, financing, etc.):

Having agreements with companies allows the training of teachers, getting low-cost equipment, increasing employability of students, etc.

It is possible to obtain funds for financing from banks or foundations.

Manufacturer companies show special interest in lending equipments to vocational schools.

Usually, workers near retirement or retired enjoy teaching to young people. This is a good way for transferring knowledge from companies to schools.

The financing programs for training courses to prepare specific training adapted to the needs of companies.

Threats

Vocational Education (System, Curricula, Teaching methods, Trainer, co-operations, etc.):

Traditional negative vision with which the society perceives the studies of vocational training.

Complexity of the configuration due to the implication of many agents: educational and labour administrations, businessmen associations, unions and centers of formation.

Continuing VET depends on every company and on the importance that this one assigns it.

The small and medium enterprises, generally, do not detect the needs of formation in a systematic and orderly manner.

Difficulties to combine work schedules with practices.

Some companies use practices as a free labour.

Lack of financing for non-labour practices.

Vocational Schools & training centers (facilities, building infrastructure, staff, financing, etc.):

Ongoing changes in regulations, setting up new requirements that are sometimes very difficult to achieve when a workshop is already running.

The training course calendar for unemployed people changes every year according to the budget of the government.

There are no specific programs facilities and infrastructures. The initial investment in vocational schools is too high.

SWOT ANALYSIS ROMANIA

The development of the consolidated VET system has objectives:

- To respond to the needs of a knowledge based society.
- To increase the employment rate and economic development.
- To increase the economic and social cohesion level.
- To develop democratic citizenship practice.

The Romanian Government has established five priorities concerning its Vocational Educational and Training system, including:

- building a comprehensive legal and institutional framework for vocational education and training;
- decentralizing the management of the system;
- increasing financial resources through a participatory financing system;
- developing an information system and mechanisms for optimizing the demand and supply for vocational training at national, regional and local level;
- basing the training system on vocational standards as benchmarks for quality.

In Technical Vocational Education and Training, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competences achieved at the end of the learning process) that fulfill the key stakeholders' expectations- students, parents, employers and community in general.

The SWOT Analysis

Strengths

Specific legislation on VET.

Training based on competences.

Good practices available at system level and at provider level.

Nationally recognized competences certificates.

Weaknesses

Too many changes in the organization of the education system in recent years (e.g. ninth grade transition to middle school, the Curricula, the Baccalaureate exam).

Different approaches in pre-university and university systems.

Low number of classes - many students get training in a particular area not because they chose it but because of the national computer system which does the repartition by taking into account students in the order of their preferences and their “admission grade”.

Classical courses preferred by the trainees.

Opportunities

The need to harmonize the national legislation with the European approaches.

Cooperation between VET providers and companies.

Transparency regarding the acquired competencies.

The training is useful in higher education.

Threats

Lack of coherence in educational policy.

Not enough awareness of the potential of VET.

Policy makers give VET a low priority.

Lack of practice opportunities - the economic crisis has reduced the activity of the economic agents.

The lessons learned from VET reforms.

Policy learning “yes” but policy replicating “no”.

Long term policies and strategies are prerequisites for sustainable and coherent VET developments.

System based approach on VET development as part of the integrated policies of economic growth and employment have to be considered.

VET should be treated as part of the education system equally ranked as other type of education for reaching the involvement of multiple actors from outside the education and supporting VET attractiveness.

Coordination mechanisms between different institutions involved in VET are crucial.

Social partnership is the key in all VET developments.

Reliable statistics support informed decisions and labour market intelligence.

Labour market intelligence could guide decision making process.

VOCATIONAL EDUCATION

VOCATIONAL EDUCATION IN TURKEY

In our country, vocational training is conducted by Vocational High Schools, which are formal education institutions connected to the Ministry of National Education and also by Public Education Centers, Vocational Training Centers (Apprenticeship Training Centers), which are non-formal education institutions.

Strengths

We have a cooperative organization.

First we have Ministry of National Education and connected to that there are administrations in counties (provinces) and in towns. Thus, there is no difficulty in reaching the masses.

A strong technological infrastructure and widespread use of educational technology.

Currently we have a Project called “Fatih”. In every classroom, teachers have interactive whiteboards and students are going to have a tablet PCs. Not only teachers but also students are using technology much more than ever before.

The progressive introduction of lifelong learning facilities.

These facilities are getting better, we have more EU and TUBİTAK projects. It is an institution which improves science in Turkey.

Healthy and improved database that can be developed .

We have e-school system.

Parents can learn everything by looking at the system. They can learn their scores, how many days their students were absent etc.

Free and easily accessible education. It is accessible to the masses. Equal opportunities are provided and education is for everyone in Turkey. There is no difference between boys and girls.

Weaknesses

Short-term training plans and frequent changes, deficiencies in the implementation of long-term policies and strategies. When the ministers of National Education change, then the plans change and we can't have long term policies and strategies.

Lack of proper guidance and orientation for people's interests and abilities. Lack of orientation to the vocational education, vocational students choose the school unconsciously. Parents are also unconscious. Because of the large number of the personal and the insufficient number of courses, not everyone can utilize the in-service training, we haven't got much courses for the teachers to benefit from the in-service training.

Low level of education of the vocational high school students, incapability of mathematical thinking, low success.

Supply-driven configuration in vocational and technical education without thinking about the need of the markets, we graduate students that can't find the job.

Opportunities

Utilization of World Bank and EU funds.

Using these funds we have lots of projects for the VET, National Agency supports those other than social projects.

Interest of the citizens in supporting educational campaigns and the stakeholders making educational campaigns.

The availability of rapid technological developments in education and e-applications becoming a state policy.

The EU membership process and its effects.

New university entrance system. The removal of the coefficient barrier to enter the university.

Support for people who want to start a school in industrial zones.

Threats

Bad effects of migration.

As a result of migration to the big cities which have more than one million population, regional population growth causes lack of classrooms in certain places

Uncontrolled electronic tools.

IT tools are uncontrolled, technology is not used for the intended purpose, not for education but just for fun.

Hazardous substances at schools.

Educational environment is seen as the market for the use of hazardous substances.

The brain drain abroad and outside the sector.

Irresponsibility of the media.

The media irresponsibility in terms of education for people concerning the EU membership process of Turkey.

Delays and postponements that Turkey faces during the EU membership process.

Understanding of VET.

Low level of the awareness and consciousness of the importance of vocational and technical teaching.

VOCATIONAL EDUCATION IN GERMANY

Training employer signs a training contract with each trainee and ensures that the initial vocational training is conducted in accordance with government regulations and legislation. Training employers must: ensure that their trainees acquire the vocational skills needed to pass the required examinations, assign trainees only those tasks and work that belong to the particular initial vocational training programme, provide at no cost equipment and materials needed for the training, ensure that trainees are not put at moral or physical risk, give trainees time off to attend class at part-time vocational school, provide their trainees record books and assist them in keeping them up to date. Trainers are responsible for planning training content and schedules and for conducting in-company vocational training programmes. Trainer must be professionally qualified (corresponding recognized vocational qualification or a degree from a university or university of applied sciences or with no recognized vocational qualification but with at least six years of occupational experience) and educationally qualified for vocational training (in general, they must have earned qualification as a master craftsman. The trainer aptitude exam is part of the master craftsman examination).

Training company that provides in-house initial vocational training must have minimum requirement for equipment and furnishings that must be available for training purposes. It is important that trainees are able to work with up-to-date technical equipment and aids. Further, a training company must have a sufficient number of qualified personnel. The chamber that is responsible for the particular company (as a rule, the local Chamber of Industry and Commerce or Chamber of Skilled Crafts) determines whether a firm is qualified to provide in-company vocational training.

Training contract - The training employer and the future trainee sign a contract before training begins. The training contract ends when the training ends. The company providing the training then forwards the

training plan together with the training contract to the competent body, usually the Chamber of Industry and Commerce or the Chamber of Skilled Crafts. This body looks after the training and ensures that the requirements are fulfilled. It also conducts the examinations.

Period of training - Initial vocational training programmes in the dual vocational training system last 2, 3 or 3,5 years. Each in-company vocational training programme starts with a probation period that lasts from 1 to 4 months. When a trainee performs particularly well in his company and at vocational school, the chamber can admit him to the final examination ahead of the scheduled date and thus shorten the duration of his training. Training can also be extended – when the trainee was frequently ill or did not pass the final examination. The training company is required to continue providing training for a maximum of 1 year. There is also the option of undergoing initial vocational training on a part-time basis particularly for young mothers, fathers and care-givers.

Trainee is a person who learns a recognized occupation that requires completion of formal vocational training. Pupils apply for a training place during their last year in secondary school (generally between 16 and 19 years of age).

Vocational education and training takes place in enterprises, at administrative authorities and in government offices, in the offices of members of the liberal professions (doctors, solicitors and architects), at education providers and in schools, such as master craftsman schools and full-time vocational schools.

Areas in vocational education and training:

a) Initial vocational training- most youths start a vocational training programme after finishing their school (350 recognized occupations). In Germany, in-company vocational training is organized in the “dual” vocational training system. Upon completion of his training, a trainee sits an examination at the competent body (usually

the Chamber of Industry and Commerce or Chamber of Skilled Crafts). This qualification allows him to apply for work in his occupation anywhere.

b) Continuing and advanced vocational training build on initial vocational training and enables the individual to advance in his career and perform his work better. Some continuing vocational training programmes offer the possibility of earning master-level qualification or qualification as an intermediate-level commercial clerk so that the individual can advance in his occupation.

c) Retraining prepares participants for changing their occupation.

d) Advanced education: individuals who have successfully completed vocational training can continue their education at a university or university of applied sciences.

Part-time vocational schools are the partners to the firms providing in-company training. Trainees learn the theoretical knowledge required for their occupation at part-time vocational school. These schools can also provide practical training that supplements in-company vocational training. In addition, part-time vocational schools provide general education by teaching subjects such as German, politics, religion and physical education. Trainees attend part-time vocational school an average of one or two days a week.

Dual vocational training system consists of firms and part-time vocational schools which together train young people. They are physically and legally separate areas of the education system, but they work together when providing initial vocational training. The firm teaches practical know-how and the school teaches theory. In reality however, firms also teach theory to go with actual occupational practice and part-time vocational schools often supplement extended technical knowledge with practice-oriented exercises. It is therefore important that they

work together for the benefit of their trainees – so that they supplement rather than repeat one another.

Master craftsman examination – 41 occupations are subjected to licensing. Self-employment in these occupations requires a master craftsman's certificate or equivalent qualification in the particular occupation. Only persons who hold a master craftsman's certificate may provide vocational training in these branches. In certain cases it is possible for individuals to provide vocational training although they do not hold a master craftsman's certificate: trainers who have the necessary personal and professional qualifications (trainer aptitude examination). There are also 53 occupations that are not subject to licensing. The master craftsman's examination is voluntary in these trades. As in the case of trades that are not subject to licensing, authorization to provide in-company vocational training for a craft-like trade exists in principle when the individual has earned professional qualification at journeyman level in that trade. Individuals who have passed the journeyman's examination in the particular trade or a related trade can be admitted to the master craftsman's examination. Further, those individuals who have earned formal vocational qualification in a recognized training occupation and have several years' occupational experience can also be admitted to the master craftsman's examination. Master craftsman schools are either night school that the individual attends while continuing to work during the day or full-time, day-time school. Tuition is charged for attending a master craftsman school.

Chambers of Skilled Crafts are self-regulatory public corporations in trade and industry that represent the interests of the skilled crafts and trades vis-à-vis the political sector and government offices. Germany has 55 Chambers of Skilled Crafts with 966 600 members. Chambers maintain a Register of Qualified Craftspeople in which all member enterprises are registered. They offer technical, commercial, legal advice and advisory services in the area of vocational education and training. They are also responsible for supervising the craft guilds. At national level, the Chambers are members of the German Confederation of

Skilled Crafts in Berlin. In addition to these regional chambers, the Confederation's members include 42 national associations in the skilled crafts and trades and other crafts and trades institutions in Germany. Chambers of Skilled Crafts foster, regulate and supervise vocational training and oversee some 122 occupations that require completion of formal vocational training.

Chambers of Industry and Commerce are public corporations that represent at regional level the interests of member enterprises vis-à-vis municipalities, states and regional government offices. Some 3.6 million commercial enterprises are members of a Chamber of Industry and Commerce. There are a total of 80 chambers nationwide. Association of German Chambers of Industry and Commerce in Berlin is the umbrella organization of the Chambers of Industry and Commerce Enterprises benefit from the guidance and information services that the Chambers of Industry and Commerce offer in many areas such as on starting a new business or on questions involving foreign trade or tax law. Germany's Chambers of Industry and Commerce oversee some 270 occupations that require completion of formal vocational training.

Examination - The interim examination is held by the chamber. The final examination comes at the end of the vocational training and consists of a written, practical and/or oral section. When the trainee passes the exam, the chamber issues him a certificate. Should he not pass the exam, he may sit it two more times. The period of training is then extended upon application from the trainee until the next exam date, but only a year at the most. When a trainee's performance is very good during his training, he may sit the final exam ahead of schedule.

Certificate - Trainees receive three certificates when they pass their final examination: final certificate from the relevant chamber, certificate from the part-time vocational school and training certificate from the company providing the in-house vocational training.

VOCATIONAL EDUCATION IN CROATIA

VET in Croatia covers 70.9 % of total secondary school population. There are two types of vocational schools: those that provide classical school-based vocational education and training programs and those that offer dual programs based on the German model (JMO).

VET SYSTEM IN CROATIA CONSISTS OF: One and two-year programs of lower professional qualifications in 23 education programs. The percentage of pupils who attend such programs is 0.7 % of the total number of pupils in vocational education, that is 0.5 % of the total secondary school population.

Three-year programs for professions in the industry and trades and crafts in 93 education programs. Attended by 36.5 % of the total number of pupils in vocational education, that is 25.9 % of the total secondary school population.

Four-year programs of technical and similar orientation, in 83 education programs. Attended by 62.8 % of the total number of pupils in vocational education, that is 44.5 % of the total secondary school population.

Three-year vocational education programs in Croatia consist of general and professional education in schools and practical training in school practicums and in workshops with apprenticeship licenses. Every apprentice has to sign a contract with a licensed workshop. The Chamber of Trades and Crafts keeps a Register of contracts.

To get a license, every workshop has to meet certain requirements: technical and material conditions (equipment, tools, machines...) and master craftsman-mentor to apprentices.

At this moment approximately 27 000 pupils attend a three-year vocational educational programs in Croatia. Every year, about 9 000 pupils enroll in three-year vocational educational programs. The Chamber of Crafts has public authority in the area of vocational education (has a

chance of influencing vocational education), on enrolment policy, scholarships for occupations in demand etc.

The Chamber of Crafts is a master link that provides a connection between education, economy and labour market. The current system of vocational education and training still does not fully ensure the competences needed in the labour market, because education supply and education programs cannot completely keep up with the pace of modernization.

The curricula and teaching programs still do not sufficiently follow the labour market trends. Vertical mobility of pupils who completed education for a craft profession has been made possible since the current school year.

Every student has a chance to continue education in the fourth class, free of charge and to take the State Graduation Exam and in this way to enrol at universities. We hope that this measure will enable the enrolment of more pupils in three-year vocational education programs.

The City of Zagreb and the Zagreb County, the territory covered by the Chamber of Trades and Crafts Zagreb has 20 vocational schools with 6.200 students in 46 programmes. The most attractive professions are: hairdresser, car mechanic, cook and waiter.

The VET Education Department of the Chamber of Zagreb coordinates enrolment quotas, organizes periodical meetings with VET school principals, representatives of the City of Zagreb and the Zagreb County, craftsmen and decide together what activities need to be taken for better enrolment results.

In cooperation with the Croatian Employment Service each school year a list of craft occupations in short that will be awarded for scholarships is defined, the Chamber issues licences for apprenticeships to craft workshops for practical training (3200), conducts courses and exams in pedagogical competence, keeps a Register of apprenticeship contracts

(2000/year), has a list of free apprenticeship posts for practical training i.e the Chamber harmonizes education and crafts needs.

The Chamber of Trades and Crafts Zagreb promotes VET:

Craftsmen visit primary schools (final grade pupils and parents), present and promote craft occupations and enable young pupils in compulsory education to become acquainted with vocational trades and career possibilities.

Organizes students' visits to craft shops.

Organizes presentations open to the public: traditional manifestation at the main square "Welcome final grade pupils", where students present their schools and promote occupations during craft fairs in Zagreb and towns in the surrounding area.

Job fairs with the Croatian Employment Service.

Presentation of craft occupations during lifelong learning week.

Open door days.

Provides scholarships to students.

Every year provides funds for equipping school practicums.

The Chamber co-organises and co-finance activities aimed at promoting VET attractiveness and excellence, which include campaigns and skills competitions.

The Chamber issues books and materials promoting the advantages of vocational education: posters, promotional brochures, promotional films on the website and articles in newspapers, radio and TV. Significant activities of the Chamber are connected to cooperation with the competent bodies of state authorities, institutions, and associations in Croatia and abroad with the aim of mutual exchange of experiences and further support to vocational education.

VOCATIONAL EDUCATION IN POLAND

Member Organisations of the Polish Craft Association

Craft and Small Business Chambers as well as Craft Chambers are organisations of the craft economic self-government and gather guilds, craft co-operatives, craftsmen not associated in guilds and other organisational units aimed at supporting economic development of crafts. The basic task of the regional chambers is representing the associated organisations and entrepreneurs in contacts with the state and government administration, protecting their interests, providing services and training as well as conducting master and journeyman examinations. Craft chambers are entitled to confirm qualifications acquired in the course of vocational training in the form of journeyman certificates and master diplomas and to seal them with the national emblem. They run their own schools and cooperate with foreign partners in running vocational training centres.

Crafts - the Biggest Vocational Educator in Poland

We have potential of 8000 high rank specialists: master craftsmen, technicians, engineers and vocational teachers – they are members of craft chamber commissions which conducts exams on the journeyman and master level. A large number of them take part in training seminars in the EU countries. 26,000 craftsmen are involved in VET processes in Poland.

During 2007 craft organisations have conducted 37,000 journeyman exams and 5,500 exams for master. 90% of people have passed exam for journeyman successfully and 95% became masters.

Polish Craft Association remains an active participant in the process of reforming the education system to make sure the craft companies and organisations can make the best of their potential.

Nowadays about 90.000 juveniles learn in 108 professions, mostly in such as hairdresser, vehicle mechanic, baker, carpenter.

We see decrease of number of juveniles in building and textile professions.

Constitutional law for cost free education till 18 years old.

Education System Act has conducted obligatory learning for kids in the age of 7-18 (reform has lowered education age – starting from the year 2012 it is obligatory also for children that are 6 years old).

Obligation of education in school – till 16 years old includes primary school (6 years) and gimnasium (3 years).

Conditions for employer to start craft training:

Assurance of qualified work instructor (with vocational and pedagogical qualifications).

Providing sufficient technical base for vocational preparation of the student.

Abidance of the employer-juvenile contract's regulations.

If theoretical part of learning process is done at trade school **he** has to look for juvenile in order to watch his progress (**he** can control students grades and presence).

If whole juvenile learning process is done at employer's - **he** has to assure well qualified teacher in order to prepare student theoretically.

Employer has to pay salary to the juvenile worker – which is regulated on the level of 4-5-6% of the average payment (depending on the year of training). He also has to provide insurance to this young worker.

Employer is obliged to realise the profession practical learning programme. He's responsible for preparation of juvenile to the confirm qualifications exam („testing exam” or to „journeyman certificate”)

To finish her/his vocational education Juvenile worker has to pass exam on journeyman level in craft (professional title) – show her/his qualification in the practical way before the commission from craft chamber; if the assesment of exam is positive juvenile's employer can be financed for students effective training (~2000 EUR)

After finishing the learning programme in chosen profession Juvenile worker can train her/himself further in complementary high schools (e.g 2-years technical college)

Advantages of dual system:

Safe – under care of employer – individual cycle of vocational education - on the job.

Easy way of entering to the work atmosphere and processes.

Juvenile learns (and will know) the relation between work that she/he has done and client's expectations – especially in service sector).

Those are conditions, that are impossible to achieve at any of schools. That is why this system is so good – real conditions, real problems and challenges.

Legal base for organisation of learning employer-juvenile worker contract for vocational preparation.

Labour Codex Act- the right to acquire salary, the right for social insurances, the right to go on leave, special legal protection.

Model contract prepared by Polish Craft Association (ZRP)

Vocational learning finishes with journeyman exam organised in front of Craft Chamber's Examination Commission.

Practical phase is done at employer's workplace – craftsmen classified by craft chamber - in examination and training rooms with proper organisational and technical accomodation needed for exam tasks.

Juvenile worker is assessed *inter alia* for:

Practical part:

- proper choosing of tools.
- right order of activities on the practical tasks.
- precision and regularity of the work.

Theoretical part:

- knowledge of basic legal work and economy rights.

- vocational draw.
- technology, science of mechanics, etc..

Craft companies involved in vocational trainings for juvenile:

2010 -	26.645
2011 -	27.129
2012 -	27.098

NUMBER OF STUDENTS (JUVENILE WORKERS)

2010	94.667
2011	95.984
2012	96.443

JOURNEYMAN AND MASTER'S EXAMS

NATIONAL DOCUMENTS - confirming qualification in vocation
Journeyman certificate – enables to undertake a job as a qualified worker and to work on job-stands which require qualifications. After 3 years of work this document enables to apply for the craft-master's exam.

Craft Master's Diploma – highest craft qualifications. It makes running company or gaining manager's position easier. It's also a document enabling the training of students (with the certification of finishing pedagogical course).

VOCATIONAL EDUCATION IN ROMANIA

The Romanian Government has established five priorities concerning its Vocational Educational and Training system, including to: build a comprehensive legal and institutional framework for vocational education and training; decentralize the management of the system; increase financial resources through a participatory financing system; develop an information system and mechanisms for optimizing the demand and supply for vocational training at national, regional and local level; and

base the training system on vocational standards as benchmarks for quality.

Traditionally, VET administration has been centralized in Romania. The major actors in the administration of the system include essentially two Ministries: Ministry of National Education and Ministry of Family and Equal Opportunities. Other organizations involved in the VET system include the National Council for Academic Assessment and Accreditation, National Centre for Training of Preuniversity Education Staff, National Centre for Technical and Vocational Education and Training Development and National Adult Training Board.

Regional intervention is made predominately by the County School Inspectorates and County Directorates for Work, Social Solidarity and Family. Continuing training activities are organized within County Training, Re-training and Further Training Centers, Schools or other Training Units.

The Romanian vocational education and training system comprises pre-primary, compulsory school, post-compulsory general and vocational secondary education and tertiary education.

Pre-primary education is part of the education system and its main objectives are the socialization and the mental, emotional, cognitive and intellectual development of children in the 3 to 6 year old age group.

Compulsory school includes primary and lower secondary education up to 11 years old. Lower secondary education provides general education and covers the last four years of compulsory education (Gimnaziu): the 11 to 15 year old age group.

Concerning general and specialized high schools, there are three types of high schools: general, vocational and technological. All types give access to higher education and most of them also offer a qualification and therefore the opportunity to obtain a job after graduation. High

school education covers the 15 to 19(20) year-old age group. Alternatively, vocational school courses lead to employment after 2 or 4 years study, depending on the sector. The vocational training structure and network are established and organized by the Ministry of National Education after consulting the institutions concerned.

Tertiary education is provided in education and research institutions – universities, institutes, academies, conservatories and university colleges (which are distinct from actual universities). It is organized as short-term courses (2 to 3 years), provided in university colleges and long-term courses (4 to 6 years) provided in higher education institutions – universities, academies, conservatories.

Initial vocational training represents a form of training realized through a kind of technical and vocational education as part of the formal education system in view of achieving a qualification before entering employment.

In June 2003, a new act (268/2003) was adopted by the Parliament that supplemented the Education Act 84/1995. It extended the compulsory education to 10 years, changed the age corresponding to the start of compulsory education to 6 years, proposed new forms of vocational education and initial training and facilitated the transition to higher education levels and lifelong learning. The extension of compulsory education to 10 years, has determined major changes in the IVET which include modifications in terms of structure, curriculum, finalizing conditions of various school tracks, development of the social partnership etc.

As part of the pre-university education, the technical and vocational education is now organized on three education levels: lower secondary education (two study years leading to ISCED 2, part of the compulsory education), upper secondary education (ISCED 3) and post-high school education (ISCED 4).

Within the lower and upper secondary education, the technical and vocational education is organized in two education routes: the high school technologic route, consisting of the lower cycle (2 study years) and the upper cycle (2 study years) of high school and the progressive professionalizing route, consisting of the trades and arts school (2 study years), the completion year (1 study year) and the upper cycle of high school (2 study years). Arts and Trades Schools (SAM) is the name of the new education level included in the compulsory education, which replaces the apprenticeship school and the vocational school for which schooling was organized until 2002-2003.

From the point of view of the qualification levels adopted in Romania according to the European Council Decision 85-368-EEC, the pre-university technical and vocational education assures the first 3 qualification levels, as follows: qualification level I through the arts and trades school, qualification level II through the completion year and qualification level III through the upper high school cycle – technologic route and through post-high school education.

The Ministry of National Education has the overall responsibility for vocational education and training within the formal education system and develops strategies and policies, prepares legislation and manages public education. It also approves curricula, national assessment standards and the school network. Additionally, the regional representatives of the Ministry, the County School Inspectorates ensure the implementation of and compliance with the policies and decisions of the MNE. The structure of the County School Inspectorates is established through Ministerial Order (considering the importance of quality assurance in education, each County School Inspectorate appoints an inspector responsible for quality assurance in education at county level). Each County School Inspectorate evaluates annually the education system at the county level and, based on this evaluation and the national educational policy, establishes the management plan for the next school year – detailing objectives, activities, resources and responsibilities.

VOCATIONAL EDUCATION IN LITHUANIA

Education is an essential element in the implementation of the Lithuania lifelong learning strategy.

There is a thorough legal framework regulation of education in Lithuania: Law of Education, Law of Higher Education, Law of Vocational Education and Training, Law of Special Education, Law of Non-formal Adult Education etc.

Every resident in Lithuania is granted the right to learn and acquire an educational background and qualification.

Children start attending primary school at the age of 6-7 years.

For children under 16 years old, primary and basic education is compulsory.

Educational Institutions in Lithuania

Educational institutions in Lithuania may be split into state, municipality and private.

Studies at state and municipality general education and vocational training institutions are free of charge.

Higher education studies are free of charge for the best-performing students.

Fees for studies at private education institutions are subject to the regulations of the institutions.

The Lithuanian Education system and Levels

The **pre-school** education is for children aged from 5 to 6 years and is organised by nurseries, nursery-kindergartens and kindergartens.

Pre-primary preparatory education is a 1 year programme for children who turn 6 years of age (but not earlier than 5 years) and is organised by kindergartens and primary schools.

General primary education is for children aged 6/7 -10/11 years, and provided by pre-school kindergartens and primary schools. (It is

accessible to children with special needs). Its duration is 4 years (1-4 grades).

General lower secondary (basic) education is provided by general basic schools, youth schools, special children's education and care residence, hospital and sanatorium schools. It lasts 6 years (5-10 grades). (It is also accessible to children with special needs).

Stage I of vocational training is for children over 14 years, who have not completed lower-secondary education but seek to acquire vocational qualification. They study for 2 years.

The learners who have completed 5 years of lower-secondary education (9 grades) and prefer to acquire vocational qualification as well as lower-secondary education can choose separate 3 years programmes.

Upper-secondary education lasts 2 years (11-12 grades) and can be acquired at secondary schools, gymnasiums and vocational schools. Upon the completion of upper-secondary education and the passing of maturity examinations, graduates are awarded a maturity certificate. There are also special schools for disabled/disturbed children.

Adults may acquire general education at general training schools for adults (training centers).

Stage II of vocational training is for young people from the age of 16 who have acquired a general basic education and seek to acquire a vocational qualification. It lasts 2 years. It is also available to persons with special needs.

Stage III of vocational training is for young people from the age of 16, who get a secondary education and a professional qualification. Its duration is 3 years.

Stage IV of vocational training is for people with an upper-secondary background who seek to acquire a vocational qualification. Its duration is 1-2 years. It may also be provide to persons from the age of 18 with special needs.

Higher education studies are provided by universities (university higher education) and colleges (non-university higher education) and are for persons who graduated secondary schools or gymnasia. The institutions are either state or private.

Labour Market Vocational Training

The purpose of labour market training is to help people within a comparatively short period (up to 6 months) to acquire a marketable professional qualification. The basic groups of the training programmes are: handicrafts, wholesale and retail sales, accounting and tax, management and administration, work organization, computer literacy, mechanics and machine shop works, electricity and power, motor vehicles, food, textiles, garment and footwear production, leather and wood processing, construction and civil engineering, hospitals, restaurants and public catering, travelling, tourism, entertainment, home services, hairdresser's and beauty parlours, transport services.

Training services are for persons who have at least basic (10 grades) or secondary (12 grades) education background. The minimum admission age limit is 18 years old, and in certain cases it may be reduced to 16 years old.

Labour market training in Lithuania is supervised by the Lithuanian Labour Market Training Authority under the Ministry of Social Security and Labour.

Career Information Points

CIPs provide vocational information services: information on issues of career choices, training and employment opportunities in the country and abroad and on the situation within the labour market and vocations and are meant for learners, their parents and teachers. CIPs are set up at general education and training schools, youth centres, education centres, non-formal education institutions and etc. At present, the network of CIPs is being expanded.

CONCLUSIONS

Objective of the partnership was to raise the attractiveness of vocational education, to impact on raising the number of pupils in VET and to promote and strengthen cooperation in vocational education at national and European level.

In order to achieve this objective partners:

- collected data about vocational education in their country (statistics on the number of students, SWOT etc.);
- analyzed situation in vocational education for each partner;
- saw the examples of good practice in each country (activities of schools, chambers and employers needed to raise attractiveness of VET and craft occupations);
- made joint conclusions which activities are needed for making vocational occupation attractive to students and to their parents;
- included teachers and employers in activities to create positive climate in VET (seminars, visits);
- informed and brought closer vocational schools and vocational occupations to parents and pupils (CD, visits, workshops, presentations, open door days).

Project impacted on personal and professional development of teachers, trainers, VET professionals and other professional experts included in project activities in each partner institution.

Teachers, trainers, VET professionals raised their qualification, learnt the innovative and proven experience of others, expanded their knowledge about vocational education in other countries, developed new approaches in promoting VET. Trainers engaged students and their

colleagues in VET promotion, increased their knowledge of foreign languages.

Pupils and parents were more informed and interested in presented occupations, got familiar with European dimension of craft occupations. Parents were introduced to the possibilities of craft occupations, which kind of support from craft chambers and from business associations they can rely on if their children decide to enter the vocational education.

Impact on partners institutions: attractiveness of partner's institution - because of references by this EU project and because of cooperation with foreign partners. Project increased interest of future students to participate in vocational education in partners institutions.

Project activities impacted on development of partners and on the usage of new methods and activities in their work. Partners discussed, analyzed and adopted suitable instruments, tools for VET promotion, planned possible future projects.

Impact on local community: implementation of efficient and innovative tools for VET promotion (tools/models collected from partners and adopted to specific situation) would be very beneficial for schools, staff, communities.

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