



**“DEVELOPMENT OF EUROPEAN MODULAR TRAINING PROGRAMS  
FOR DECORATOR/PAINTER AND THEIR ADJUSTMENT  
IN LITHUANIAN AND EUROPEAN VET INSTITUTIONS”**

**(DEMOP)**

No LLP-LdV-TOI-2008-LT-0012

## **Comparative Study**

Vilnius Builder Training Centre – Lithuania

Alytus Vocational Training Centre – Lithuania

Šiauliai Vocational Education and Training Centre – Lithuania

Vilnius College of Technologies and Design – Lithuania

Dundee College – Scotland

Hellenic Regional Development Center – Greece

Romanian German Foundation Centre for Vocational Training and Development – Romania

Innovationstransfer- und Forschungsinstitut Schwerin – Germany

Jugendfoerderverein Parchim – Germany

Pori College – Finland

Centro Homologado de Formacion Profesional Concertado (Decroly) – Spain

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## 1 Initial situation

The declaration of the European Council of Lisbon (2000) stipulated the educational goals on the European level: to create by 2010 a European educational space in line with a „Social Cohesion“. As far as education and training is concerned the follow-up of Barcelona outlines that: „Education and training systems in Europe should become a worldwide reference for quality by 2010.“

This makes clear that European educational policy must be practiced in close connection with economic growth, occupation and social cohesion and intends among others:

- to increase investments in human capital,
- to reduce the number of young men without sufficient educational and professional knowledge and qualification,
- to prepare for the knowledge society,
- to improve mobility and
- to make qualification certificates more transparent.

The following factors enhance or impede the linking of the modular curricula of the decorator painter training in the European VET institutions:

- Requirements of the EU policies related to the VET, human resources development and employment, implementation of the Copenhagen process and introduction of its measures – ECVET and EQF.
- Growing internationalization of the construction sector in terms of the workforce migration and related needs to ensure the quality of vocational training and provided competences and qualifications.
- More or less cohesive and even technological development of the construction sector in the EU countries in terms of the introduction and application of the new technologies, new work organization methods etc. It implies higher coherence of the labor market needs in terms of qualifications and the higher coherence in the qualitative needs of the workplaces in the competences and skills of the employees in this sector.
- Increasing international cooperation of the construction sector enterprises and VET institutions in the frames of the European sectoral structures, existing experiences of the cooperation and partnership in the different European projects.
- Flexibility of the modular training and its provided possibilities to acquire and develop the qualification of the decorator painter by acquiring the competences at the different VET institutions and workplaces in the several or more countries.

- Growing demand for the “multi-skilling” and the “international” experience of work and training in the construction sector making them important factors of the employability and competitiveness in the labor market.

#### *Impeding factors*

- Differences in the level of the technological development of the infrastructure of training between the VET institutions of the different countries. The existing gaps between the technological development of the work processes and the state of the technological basis of practical training of the VET institutions can be very different between the countries depending on the state funding of VET system, state of cooperation between the VET institutions and employers and many other factors. It results to the differences in the training quality, as well as in the quality of provided competences and qualifications.
- Existing differences in the structure of the training modules and provided competences between the different countries.
- Existing differences in the assessment of the learning outcomes in the modular training, as well as in the recognition and awarding of the competences and qualifications.
- Differences in the experiences of the countries in the level of implementation and development of the modular training, when some countries have rich experience in this field and other are only in the beginning of the process.
- Differences in the know-how and qualifications of the VET teachers and trainers in the field of the modular training.

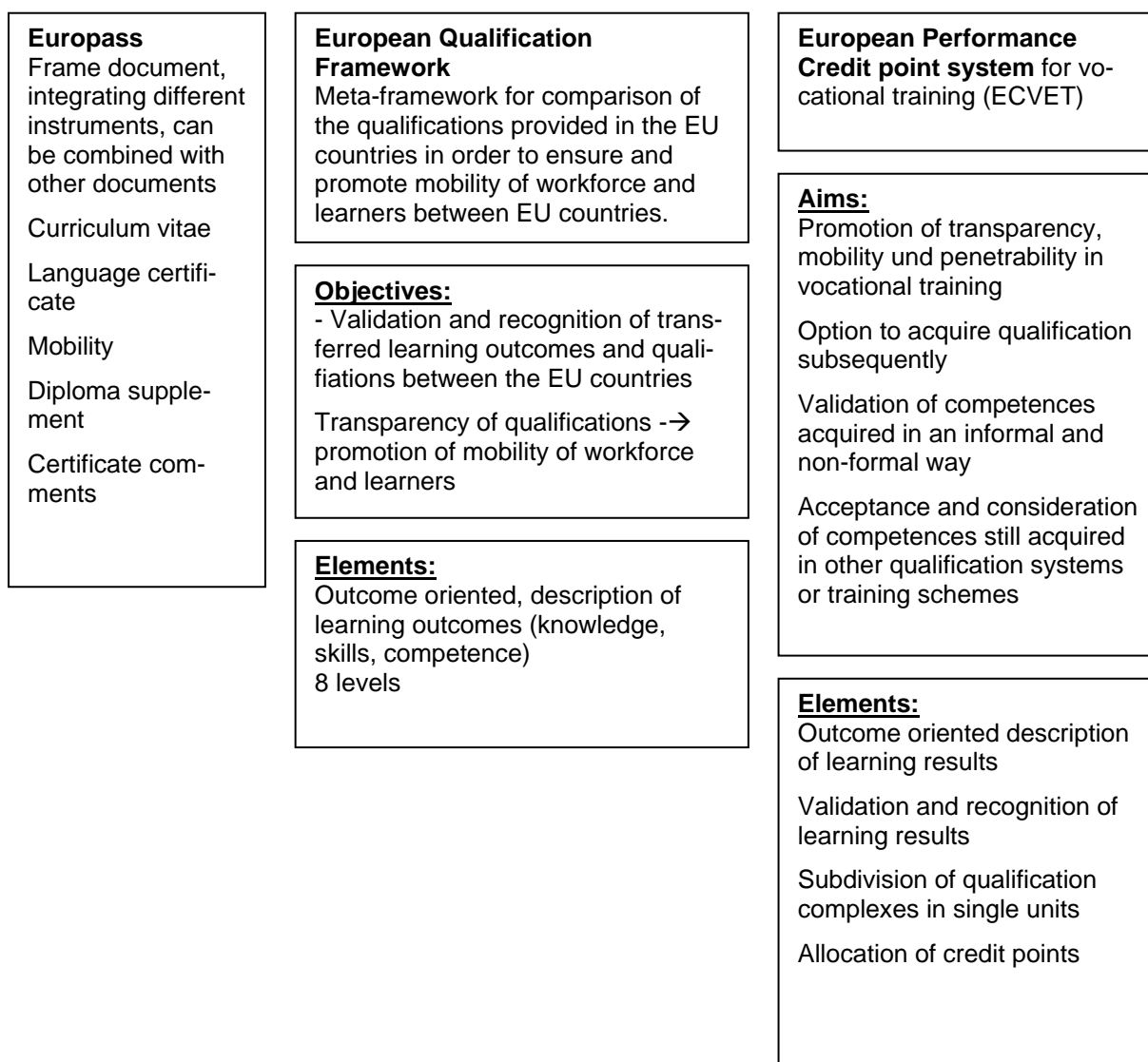
The main handicap for achieving this goal is the lack of coherence and compatibility between the respective vocational training systems. They are either characterized by school based training (for instance in Lithuania), by dual vocational training (Germany) or by market based training (Scotland). Furthermore, the duration of training units differs a lot and is subject to national, non-compatible rules and regulations.

It is only possible to overcome these differences if the training units are made comparative and transparent by a modular based system in which the expected capacities and skills required for the profession have been definitively fixed. This is the only way to abolish incompatibility between very different national vocational systems. However, this procedure requires the application of the following principles of vocational learning:

- Reflected working experience in the sense of learning on the workplace, to be alternated by systematic learning at vocational schools (compare with the success of the Scottish system of modern apprenticeship)
- Capacity to execute a vocational activity, to identify with it and to go in for it

At present it seems still difficult to prove the acquisition of formal and informal competences in this system. This concerns especially the transparency and comparability of professional qualification proofs and their proper use on the national and international working market.

But meanwhile there are several European instruments (see ill. 1) which have been used at different occasions. Their acceptance largely depends on their effectiveness on the European working market and the contribution to professional mobility.



**Illustration 1: European instruments for the proof of competences**

In order to create such a European educational space and a transparent proof of competences the social and professional dialogue should be flanked by an adequate European research work on vocational education and qualification.

The involved European partners intend to contribute to this through the Leonardo project of innovation transfer “DEVELOPMENT OF EUROPEAN MODULAR TRAINING PROGRAMS FOR DECORATOR/PAINTER AND THEIR ADJUSTMENT IN LITHUANIAN AND EUROPEAN VET INSTITUTIONS”.

The intention is to create more transparency in the training of painter/decorators despite the diversity of vocational training methods by the help of a modular system, developed for this group of apprentices on the basis of the experiences made in the frame of the Scottish educational model.

With such a module system the following purposes should be reached for this professional group:

- Flexibility of training process, permitting to acquire the competences according to the schedule and duration chosen by learners, as well as to accumulate different competences in order to obtain needed qualifications
- Mobility of learners, permitting to transfer the acquired competences and learning outcomes to the study or work in the other countries, enhancing the execution of the different trainee exchange programmes etc.
- Increasing comparability of competences and qualifications of painter-decorator acquired in the different countries
- Increasing transparency of the structure and contents of qualification of painter-decorator for the learners, VET institutions and employers, increasing the autonomy of learners in choosing and undergoing different training pathways

## **2 The aim of the comparative study**

The purpose of the analysis consists in comparing the concepts for the professional training in the institutions of the partner countries Lithuania, Germany, Greece, Scotland, Spain, Finland and Romania in relation to the modular curriculum, for instance for the instruction of the painter/decorator. Recommendations for the work in the project DEMOP are to be diverted from this comparison. The following questions are relevant for it:

- What does modularising mean?
- What requirements should be fulfilled by modules?
- By what do modules differ from each other?
- Which didactical principles are to be followed with the development of modules?
- Which methodical principles should be respected?
- Which components modules should have?
- What are the requirements instructors and educational institutions have to fulfill?
- How transparency and documentation of the acquired competences can be assured?

What are the most important aspects which have to be considered analyzing the current situation of the modular training of the painters-decorators in the VET institutions of the

European Union countries? There can be discerned the following important questions of analysis:

- What are the main factors which influenced the introduction of the modular curricula for the provision of this qualification in the VET institutions of the analysed countries? What is the influence of the current situation and development of the VET system, existing models of the VET system? What is the influence of the situation of the construction sector and the labour market needs in this sector for the introduction of the modules and credits systems? Is the introduction of the modular training in this field based on the initiatives of the separate VET institutions and providers (down-up approach), or it is implemented by the VET system in the centralized way (top-down approach)? What are the implications of these different approaches in the introduction of the modular training for the quality of provided competences and qualifications and their coherence between the different providers (VET institutions)?
- What are the main legal, political and institutional preconditions of the introduction of the modular training curricula? (Needed legal basis, institutions of governance, expert support and control, required public funding and/or public-private co-funding mechanisms).

### **3 General statements about modularisation on the basis of the analysis made by the respective partner institutions**

The most important factors for the introduction of the modular training in the partner organizations are

- General socioeconomic development of the different European countries,
- technical and technological development,
- demands by the economy and the social partners as well as
- the legal and educational conditions.

If the involved partners want to develop a modular training program for the instruction of painters/decorators, it is first of all necessary to clarify what modules are like. The concept, the content and the requests need to be discussed and dealt with,

- to be able to examine and to compare the educational and didactic-methodological questions that may arise
- to provide criteria for different forms of self assessment and evaluation as well as benchmarking
- to support a high quality of vocational training.

The definition reads as follows:

**A module of vocational training** is a teaching and learning unit concluded in itself, leading from a defined input level of the learner to a competence increase which is planned in advance.

The knowledge and skills disseminated in such a way enable the learner to use the new competences in practice, even independently from other modules.

Modules for the profession „painter and decorator“ are certifiable units of the outcome or competence level, which can be used either individually or as part of the modular system with the purpose of ensuring the full degree of professionalism.

With the module development the following basic requirements need to be taken into account:

1. In its structure the module should reflect the model of the educational process in itself.

This means that function and description of

- the interpersonal communication between learners and instructors in the training process as well as of
- the objective factors of training (goal–content–method–organisation–result)

should be duly taken into consideration. Only by this way the modular system can be presented convincingly as a basis for modulating a course or a professional qualification unit.

2. A module should contain statements about the starting level of the learners. Perhaps the methods of registration and assessment of the given level need to be described. Besides, general vocational competences as well as occupational and life experiences of the learners are worth being considered.

The module description should also contain information about the requirements the teachers, instructors, learning advisors, tutors, mentors or coaches have to fulfil.

3. First of all the overall objective of the module as part of the development of professional competence should be clearly expressed. The specific contribution of this module to achieving the aim of vocational training must be distinctly shown.

Besides this, special targets referring to

- knowledge,
- skills,
- key skills and abilities
- behaviour

have to be included in the description of the module.

In order to be more concrete the overall objective could be subdivided in partial goals to be achieved in several steps corresponding to level stages. This allows a focussing on the main issues, a regular verification of the results, a better orientation and more reliability especially for the learners.

4. A module is to be structured in such a way that besides

- basic technical knowledge also
- methods of self-organised work and learning and
- standard requirements of the execution of activity

are included.

In this connection the contents must be ordered according to the principle of growing complexity, based on acquired knowledge, consciously including repetitions.

5. A module is to be structured in such a way that usability is guaranteed

Modules must be formed in such a way that they fit to the operational working requirements. Only the compatibility with truly existing working processes can convince the employers that the proved skills match to the technical and organisational demands in their enterprises. Modules are expected to be close to practice.

6. A module must provide statements about the methodological proceedings to be observed by the learners and instructors in the process of appropriation and mediation of the contents. The methodological concept of a module is influenced by the following ideas:

- The learners must be enabled and guided to self-learning activities. Methodological and social competences should be rather coined than detached by the way of appropriation of the contents. This refers especially to those general competences like among others,
  - the self-control of learning processes (setting of tasks, planning of time, sequences, steps, duties etc.)
  - the interaction in the learning group with the development of communication and team ability (formation of groups, cooperation within groups, varying phases of single work and group work, informal learning, exchange of information etc.)
  - introduction in fact and solution finding processes (recognizing problems, solution, assessment of problems etc.)

- The participants with their different backgrounds and expectations, often resulting from the concrete working situation, are placed in the centre of the mediation and appropriation process.
  - Learning and working tasks, projects, learning arrangements, investigation tasks, problem discussions, exercises, consultations, accompanying workshops and other methods are linked to each other in a useful way, thus increasing the efficiency of the single modules.
7. On the one hand modules should be based on each other. But on the other hand they should be structured for an exclusive use in the scope of certified qualification, provided the necessary conditions like an adequate level of knowledge and experience are fulfilled. So they enable an individual adjustment of the qualification and the setting-up of a personal education plan. This leads to the necessity of reconsidering the right order and the timing of the single modules. The basis for the logical plan is determined by the expected professional degree and the organisation of the learning process.
  8. A module must contain hints for the application of suitable teaching means and learning aids closely related with the aims and contents and not overemphasizing the technical aspect. Attention should be paid especially to the use of new media for orientation and self-organized learning and working.
  9. A module must draw attention to the essential organisational forms of learning and working. Preferable are those forms that place the learner in the centre of the methodological concept and allow to increase his personal activity.
  10. A module should contain forms and methods to inquire and assess the learning outcomes in order to give the learners an orientation and criterion for the requirements.

Module contents are checkable if they can be valued objectively. Objectivity results from the creation of uniform criteria with a matching assessment pattern. This is completed by a clear description when and in which form the expected skills are considered correct. This objectivity is inevitable as it assures that all candidates are treated and assessed in the same way, whenever and wherever the exam takes place. Furthermore this objectivity is necessary to make the certificates equivalent and comparable.

As to their significance and their integration in a complex modular concept the modules of vocational training are often classified according to their liability.

In this respect we discriminate between:

- Obligatory modules covering substantial areas of a profession or a qualification as unavoidable parts of the training for all learners

- Compulsory modules in a large number, among them a major quantity is to be selected and realized according to the specific interests of the candidates
- Additional modules which mostly fit to the special interests of the learners, taking into account their specific preferences and strong points, but not absolutely necessary for a successful implementation of a modular concept

For the development of a module the following structure could be helpful:

- Name of the module

A module should have a clear and evident name which refers to its content and the expected competences to be acquired.

- Learning objectives

The learning objectives describe the knowledge and abilities to be acquired by a person by the end of the module. Learning objectives are always to be considered as „output target“.

- Learning contents

Learning contents are structured learning units, qualified for achieving the learning objectives.

This refers to the professional, methodological and social competences and the exploitation of the performing readiness and capacity of the learners. They describe the topics and themes to be dealt with in order to achieve the learning target.

- Methods, media

The methods represent the mode of knowledge appropriation and the shaping of the process of teaching and learning.

Boosting learning methods like f.e. project work, learning arrangements, group and individual work, concrete practical duties in enterprises etc.

- Organisation

How, when, mode of preparation, locations (learning places), evaluation, technical conditions (for instance participants should dispose of an own and reliable email connection to enable them to communicate with the instructor even outside the learning units).

- Inquiry of the results

How to assure a continuous inquiry of the results? For instance, in the course of the modules the participants are given the opportunity to resolve substantial tasks and to reflect in a critical way on their learning progress. During the final examination they have to

develop principles and modes of behaviour, being confronted with a practical situation in an enterprise. After a successful presentation a certificate is handed over, which contains relevant statements on the contents, the quality of the executed tasks and the timing.

– Need of time

How much time is needed for the realisation of the module?

– Conditions for access

What about the input level of the learners? If necessary the methods of registration and evaluation of the present level must be described. At the same time also interdisciplinary professional competences as well as working and life experiences of the candidates should be duly taken into consideration.

– Requirements for the instructors

Reflections on the requirements for instruction personnel like trainers, tutors, consultants, mentors, coaches.

The recommended procedure for the elaboration of a module is shown in the following illustration.

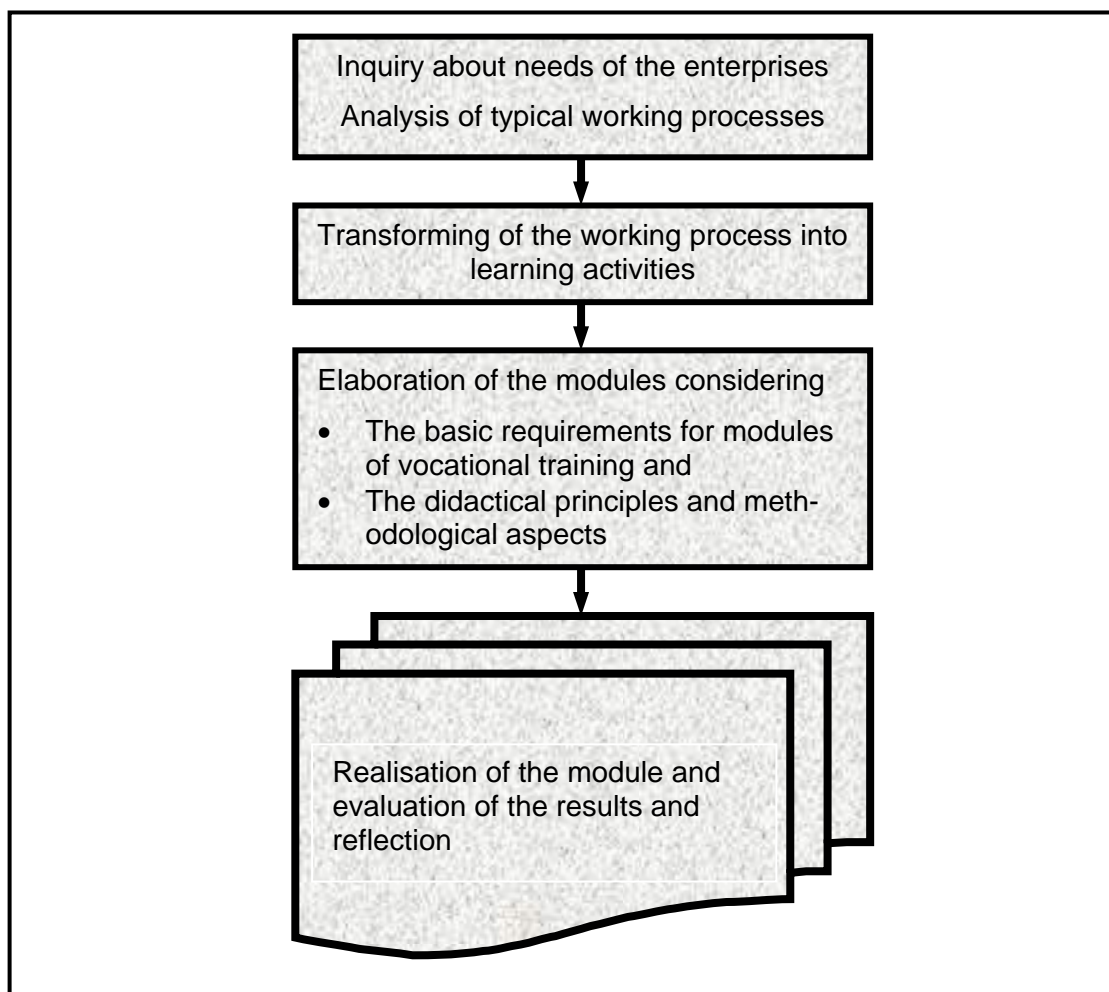


Illustration 2: Procedure for the elaboration of a module

The elaboration of a single module as well as the composition and modulation of a complex of modules (synthesis) to a learning path requires the conscious application of didactical principles. At the same time they can serve as the basis for the evaluation of the module or the module combination.

Some of the main didactical principles to be respected are:

- **Principle of scientific reliability**

The knowledge gained with a module must not necessarily correspond to the latest and most comprehensive extent of scientific and technical progress. But it must be adapted for didactical use and may not contradict the level of science and engineering. However, a scientific idealization is not recommended.

- **Principle of activity**

It must be emphasized that during the acquisition of professional, methodological and social competences consciousness about the essence of the available information can hardly be achieved without the learner's own activity. On the other hand, activity will not occur without consciousness of the target and the sense of the activities. Clever techniques of interrogation (Socrates method) may lead to an incitement of the own activities by the learners.

- **Principle of creative work**

Starting from the target and the given learning situation (especially for partial problems of current interest) the learners should become aware of the way of learning. The learner must be enabled to manage himself the learning and working process in a creative way. For this the learner needs an appropriate methodological competence.

- **Principle of connecting theory and practice**

The professional and methodological competence to be acquired is to be completed with „basic“ theoretical knowledge. The thought knowledge and the skills are closely related to practice and the day-to-day work in an enterprise. Theoretical knowledge should be possibly consolidated by practical activities.

- **Principle of vividness**

Evident presentation is the basis of all cognition. For the learners the modules must offer the opportunity to bring about a vivid imagination starting from abstract reflection.

- **Principle of systematic**

The acquisition of new knowledge is a lot more easier if the new cognitive pieces (information) are adjusted in the system of already established learning or if such a system is

built up together with the learners themselves. For pedagogical reasons the system of knowledge may be simplified by leaving out unessential parts.

– **Principle of comprehension**

The modules must be adjusted to the limits of the present performance level with the aim of constantly raising the capacity.

– **Principle of permanent use**

The durable appropriation of knowledge requires constant repetition, exercise and training under different conditions.

– **Principle of individualisation and differentiation**

Through the modules the learners must be given the opportunity to compose themselves their personal learning path according to their individual prerequisites, strong points and necessities. This is the only way how the learners can be enabled to reach the expected level of competences set by the curriculum.

## **4 Summary of modularising efforts in the partner institutions**

### **4.1 Short characteristic of the partner institutions**

#### **Alytus Vocational Training Centre – Lithuania**

##### The legal status

Alytus Vocational Training Centre is a budget institution of vocational training and education. The autonomic structures of the institution consist of the Board of Students, the Board of Teachers and the Centre Board.

##### The mission of the institution

To train the future workers giving them vocational and secondary education, being able to take responsibility and realizing the importance of lifelong learning; to continue the education and consulting of adults.

##### The strategic aims of the centre:

- to develop the services of general education and create favourable conditions for lifelong learning;
- to achieve the human resource competence level suitable to the requirements of education programs;
- to develop the school structure and the basis of education according to the training/education programs and the direction of activities;
- to activate the school community for project work.

### The educational programs of the institution

The centre possesses 73 main vocational training programs and 14 labour market vocational training programs.

### **Hellenic Regional Development Centre – Greece**

Non Governmental organisation focused on vocational education and training.

### **Pori College – Finland**

Occupational basic and further education to the young and adults.

### The strategic aims of the centre, and also European VET system:

- to develop the services of international education and create favourable conditions for lifelong learning;
- to achieve the human resource competence level suitable to the requirements of education programs;
- to develop the school structure and the basis of education according to the training/education programs and the direction of activities;
- to activate the school community for project work;
- to create exchange system between the countries;
- to create conditions to the manpower's mobility.

### **Šiauliai Vocational Education and Training Centre – Lithuania**

The Centre is an educational institution, which provides with professional qualification and general education. The Centre was founded in 2004. There are five departments: Department of Technologies, Department of Construction and Mechanics, Department of Everyday Services, Department of Business and Trades, and Department of Electronics and Administration. The Centre trains qualified workers of 50 specialities. There are about 2800 students and 455 employees in the Centre. 100 teachers train general education subjects and 150 teachers train professional subjects. About 70% of students acquire secondary education during the first two years, when their training period is 3 years. Students, who did not finish basic school, can acquire vocational qualification. About 750 – 800 students finish school every year.

### **Vilnius College of Technologies and Design – Lithuania**

Vilnius College of Technologies and Design was reorganized several times it starts from 1954 when it was established as Vilnius Technical School of Construction. Within the framework of education reform in 1991 the Technical School was reorganised in to Vilnius Higher

School of Construction. In 2002, the School obtained the status non-university higher education institution and became Vilnius College of Construction and Design. In 2003, Petras Vileisis Railway Transport Higher School was incorporated into VCCD as a separate faculty. In 2007 VCCD has got accreditation. In 2008 Vilnius Technical College was incorporated into VCCD and was reorganized into Vilnius College of Technologies and Design which has 4 faculties: Faculty of Construction, Faculty of Design, Petras Vileisis Faculty of Railway Transport and Faculty of Technical Sciences.

The college trains specialists who are well-qualified upon graduation to take up successful positions at companies both in Lithuania and European Union. The strategy of learning and the attitudes renewed studying have put in place. The quality of training is under regular improvement with the assurance of competitiveness in the labour market.

The college is very active regarding participation in European projects and programs in Lithuania and abroad.

### **FRG Timisoara *Romanian German Foundation Centre for Vocational Training and Development* – ROMANIA**

FRG was founded in April 1992. In 1993, the Vocational Training and Improvement Centre were inaugurated.

Goals: To promote and develop vocations in the field of constructions in Romania and to support the reintegration of Romanian emigrants returned to the country

#### Target groups:

- Unemployed people
- SME
- Repatriated people
- Young middle-and high school graduates

#### Organization form: Foundation-NGO

- 21 permanent employees
- 10 external coloborators (16 teachers with specializations in Austria and Germany)
- Dual vocational training system (33%Theory; 67%Practical) German model adapted to the Romanian condition
- Vocational training courses, 3-6 months modules
- Vocational improvement courses, 2-5 weeks

FRG has a capacity of 200 places for vocational qualification and 600 places for vocational improvement. The number of students per Year is between 1200-1400.

FRG is member of the EVBB (European Association of Institutes for Vocational Training) from 1995 and of EBSA "European Building and Services Association" from 2001.

In Romania FRG cooperate with ANOFM -the National Labor Agency, and the regional Labor Agencies, University of construction and Installation Timisoara, Professional schools in the field of construction and local Authorities. In the same time FRG cooperate with National Employers Associations like UNPR - National Union of Romanian Employers, CNIPMMR – National Council off Small and Medium Sized Private Enterprises in Romania, CPISC – National Confederation Employers Association of Industry Services and Commerce and Employers Unions like ASL Timis – Association of Free Unions Timis.

### **DUNDEE COLLEGE – Scotland**

Dundee College mission is to contribute to an ambitious Scotland by playing a lead role in education, economic development and community life. The course portfolio is continually being refined and adapted to ensure relevance to existing and emerging markets and to employment and economic trends. Programmes of study include vocational, professional and academic subject grades and disciplines at National, Higher National, Degree and post-graduate level.

The College is currently investing £43m in a new state of the art campus to ensure it continues to address the future industry, technology and skill requirements, and support the needs of our local, national and international students, as well as our public and private sector partners.

### **DECROLY Centro Homologado de Formación Profesional – Spain**

DECROLY is a pioneering centre in the implementation and development in VET education, from its foundation in 1978. Its main aim is to have the highest level in the quality of education and training of our students. It provides courses on Initial, Occupational and Continuous Education and training.

Our tasks focus on the professional and individual development of our educative community; promoting the European dimension in the education system, training our students and teachers and contributing in the implementation of the culture of European citizenship. We reach this:

- Designing programmes of education together with the collaboration of prominent local business, organizations, trade unions and the Local Education Department.

- Determining the appropriate strategy for the courses which establish the objectives, contents, activities, methodology, material resources, assessment.
- Elaborating a methodical, training and learning material.
- Coordinating training-periods in the labour market.

Actually, we are transferring the best practice and experience of European VET institutions through our collaboration in different European Projects. (Pools, Diquas, Transenet.etc).

In March 2007 we had the EXTENDED ERASMUS UNIVERSITY CHARTER. We were awarded till 2013.

### **Public institution Vilnius Builders Training Centre – Lithuania**

Public institution Vilnius Builders Training Centre is situated in Vilnius, the capital of Lithuania, and specialises in training qualified construction workers. The Centre provides initial vocational training for young people who acquire their first qualification (and secondary education), and continuing vocational training for unemployed adult people and for those wishing to raise their qualification.

On October 1<sup>st</sup> 2008 the number of students within initial vocational training programme was 1102; the number of adult students was 150. The number of teaching staff is 105.

### **Jugendfoerderverein Parchim/Lübz e.V – Germany**

- accepted body responsible for training of independent youth welfare
- nonprofit making association
- governmental qualified institution of further education
- advancement of youth welfare, child-hood careers aid and the social work
- maintenance and rehabilitation of juvenile offenders
- social care of educationally handicapped young persons , their prevocational training and education
- advancement and welfare of social endangered children and young persons as well the family care

### **Innovationstransfer- und Forschungsinstitut Schwerin – Germany**

*itf* Schwerin was founded in 1991. The aim of the *itf* research is to encourage innovations in initial and further education in order to promote the development of professional competence under the influence of economic change and particular regional conditions.

Range of Services:

- Coordination of innovative projects in general education and vocational initial and further education
- Expert guidance in projects in vocational initial and further education
- Evaluation of projects in vocational initial and further education
- Development of initial and further education programmes in the working process
- Analyses of vocational initial and further educational needs in regions, sectors or enterprises
- Organisation of workshops for the development of personnel and organisation in enterprises and vocational initial and further education

## 4.2 Structure of vocational training

Partner institution	Type of VET model	The model is characteristic of all the schools in the country	Introduced in training institution and/or in country
<p>Hellenic Regional Development Centre</p>	<p>Vocational training courses especially for continuing vocational training are provided in cooperation within enterprises in close interaction with public bodies and employer institutions. Part of the learning approach is the provision of on-line courses following the blended learning methodology (organization of face-to-face training sessions and distance learning through web platform). The training programs are co-funded by EU projects</p>	<p>No</p> <p>Initial Vocational training is provided chiefly by the Vocational Training Institutes (IEKs). The public and private IEKs operate in the framework of the National System of Vocational Education and Training. The objective of the IEKs is to provide all types of vocational training, both initial and advanced, and to ensure that the students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating skills with a view to facilitating their occupational integration and their adaptation to the changing needs of the production process. The training sessions are provided within the Vocational Training Institutes.</p>	<p>The private and public Vocational Training Institutes operate in the framework of the National System of Vocational Education and Training which was established in 1992 under the aegis of the Organisation of Vocational Education and Training</p>

		Furthermore continuing vocational training courses can be organized by a plethora of bodies which focus on specific population groups (agencies, vocational training centres, enterprises, NGOs, private colleges). The purpose of continuing vocational training is to maintain, refresh, upgrade and modernise the job skills of persons seeking employment and to help workers interested in career development.	
Jugendfoerdereverein Parchim/Lübz e.V.	Outside training Theory in vocational school Practical training in our centre Practicum in enterprises	no	1990
Pori College	General education type of VET model	no	Valid curriculum in our
Šiauliai Vocational Education and Training Centre	There are theoretical and practical training in the school. Also, concluding vocational practice in firms, that lasts 15 weeks. Students acquire secondary education during the first two years	Yes	All the time

Vilnius College of Technologies and Design	In our education process and programs we combine a high level of theory and practical training. In our programs great attention is paid not only to theoretical education, but also to practical skills in real life conditions and situations e.g. to provide technicians and engineers with the knowledge and skills in specialists areas and the ability to adapt and be flexible in different working social environments. Students have an opportunity to choose some subjects by their choice	Yes	From the establishment of the college
FRG Timisoara	33% theory, 34% productive practice, 33% practice at companies	no	In 25 May 1993
DUNDEE COLLEGE	Learners are at the college on a block release basis. This means that when they are not at college they are at work where they are employed	Yes	Session 2003-2004
DECROLY	In Spain we alternate theoretical and practical training. The training is doing in a company and each module has different number of hours	Yes	It was introduced in Spain and in our institution in 1993

Vilnius Builders Training Centre	The type of VET model used at the Centre is in-between: school – market oriented. Much attention is paid to general education and theoretical practical training, however, 60% of total training time is dedicated to practical training	Yes	In 1991, after the re-establishment of the Republic of Lithuania
Alytus Vocational Training Centre	In this Center the school model is oriented to market. A lot of attention is given to general education and theoretical knowledge; however 70% of learning time is based on practical learning. It is executed in 3 ways: in training workshop (basic skills) real work process (working at school) and at enterprises or building objects (at employers)	Yes	It was started to use after Lithuania Republic restoration in 1991

## The main advantages and disadvantages of a VET in the countries

Partner institution	Advantages	Disadvantages
Hellenic Regional Development Centre	<p>The VET helps learners not only to acquire lacking competencies but also return to education system and at the same time to become more competitive in labour-market</p> <p>Modularisation system establishes conditions under which more easy options are provided to pass from one educational level to another</p> <p>Modular schemes provide choice and flexibility to learners</p>	National system for recognition of prior learning has not been established yet
Jugendfoerderverein Parchim/Lübz e.V.	<p>special extensive education and no production cycle</p> <p>special teacher, foreman or engineer</p>	
Pori College	<p>Whole age group gets education</p> <p>Education continuity on all up to</p> <p>Many various were seen much</p> <p>Especially presence of working life is very important</p> <p>At work learning is indeed already everyday life of the schools</p>	<p>Heterogeneity of age group</p> <p>Large study groups</p> <p>Presence of the employers is occasionally symbolic</p> <p>Work don't answer curriculum</p> <p>Craftsmen deficiency in the jobs prevent learning</p> <p>VET- system is too expensive -&gt; answer Romania</p>
Šiauliai Vocational Education and Training Centre	Training is quite fine tuned, formalized. The biggest part of programmes is preparing and renewal according the standards. Other programmes are prepared according the requirements of employers.	The State is unable to renew training equipment and to provide with new technologies the vocational schools. Support form employers is symbolic. The situation in

	<p>Preparation, renewal, evaluation and legitimating of vocational training standards coordinate Methodological Centre for Vocational Education and Training</p>	<p>this field can be improved by the funding from the EU structural funds.</p>
<p>Vilnius College of Technologies and Design</p>	<p>Studies reveal the versatility through optional subjects</p> <p>Creating the conditions for the students practical skills to shape in the real conditions</p> <p>Professional practice in the study program Construction there are 16 credits ( that is 13.33% of the total volume of the study program).</p> <p>Reducing the volume of working hours in audience, increased the volume of self-working hours, the number of course works</p> <p>there works of qualified and competent teachers, invited people from the practices and so forth</p>	<p>More hours (credits) for the general subject matter and the final preparation work. Fewer hours devoted to specialization subjects, social sciences and professional practice</p> <p>It is necessary to adjust the volume of subjects taught. For example, it is necessary to appropriate in connection to the larger groups for the study program to complement the subjects (or the alternative choice) or to change in programs revealing the latest construction and engineering aspects of providing more specialist knowledge</p> <p>Lack of professional and graduate practitioners efficiency, too little attention is paid to the application of knowledge in practice</p> <p>It is necessary to review all the Lithuanian higher education study programs conducted hosting construction engineer and unify them -</p>

		from the number of credits, up to the final structure of the assessment work requirements
FRG Timisoara	<p>Market oriented, increase the number of our clients</p> <p>Flexible</p> <p>Permit a better skills training</p> <p>A better cooperation with company's</p>	<p>Expensive</p> <p>The Romanian companies are not prepared to unfold an adequate practice (Specific conditions and personnel)</p> <p>A lot of adult people want to obtain in a easy way a diploma and we have unfortunately a not fair competition</p>
DUNDEE COLLEGE	<p>A national framework set by SQA. You are able to measure distance travelled of the learner</p>	<p>Mostly attendance issues with regards to the learner and their employers</p>
DECROLY	<p>They are very well prepared in the education Centre through Theoretical classes</p> <p>They can practice what they learnt in the company</p> <p>Sometimes can take a good job in the same company they have done the training</p> <p>They can realise how the business world is working</p> <p>The new education law is considering VET studies as High Education</p>	<p>Sometimes they want to take other studies meanwhile they are doing their training and they are not allowed by the Ministry of Education</p> <p>VET studies are not consider very well by the society although things start changing</p>
Vilnius Builders Training Centre	<p>Most of the graduates receive secondary education upon graduation from the Centre which provides them with an opportunity to continue their studies in the institutions of higher education</p>	<p>The number of drop outs is quite high due to the relatively long time of studies involving acquiring secondary education and vocational training</p>

Alytus Vocational Training Centre	Most of high school graduate has secondary school education it makes an ability to reach higher education levels in future	Not even specialty but also full secondary school course learning lasts too long as a result many of students drop out before graduating
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**Does the structure of vocational training in the respective institutions really ensure a flexible professional education?**

Partner institution	The present structure of vocational training practiced by the institution considered to be sufficiently flexible in terms of:			
	curriculum design	training organization	assessment of the learning outcomes	
Hellenic Regional Development Centre		Yes	Yes	Curricula are developed based on the specific training needs of target groups based on training needs analysis. The curriculum allows them to achieve their potential, within an overall context that reflects the educational, economic and cultural environment. This approach enables us to adapt the training curricula to their specific needs and develop specific skills and competencies defined by the needs analysis
Jugendfoerdereverein Parchim/Lübz e.V.	Yes	Yes	No	It depends on the general qualified plan of chamber committee

Pori College	Yes	Yes		Students are half year in the firms studying. Can be also to establish student firm whereby they themselves comparable from the activity to the customers and from the activity's finance
Šiauliai Vocational Education and Training Centre	No	Yes	Yes	<p><b>Favourable:</b> There are applying flexible organizing forms of training – training in firms, self-contained learning. The final evaluations of results are made by two representatives of employers and vocational teacher</p> <p><b>Unfavourable:</b> The structure of vocational training programmes is formalized</p>
Vilnius College of Technologies and Design	No	Yes	No	<p><b>Favourable:</b> Educational training organization structure is sufficiently flexible in terms of each subject of the study are organized so that the students should be able to achieve the tasks that are in the subject study program. Study subjects consist of the theoretical, practical and independent student work. . Reducing the volume of working hours in audience increased the volume of self-working hours, the number of course works</p> <p>The study program has good material conditions and training-course materials. Practical work is carried out in laboratories, using legal software. Production and the final practice of the students carried out in</p>

				<p>enterprises</p> <p><b>Unfavourable:</b> The training structure of training programs in terms of the structure is not flexible enough. Study the structure and the structure is governed by the General Technology Sciences (Engineering) Regulations in the field of study (2005), which reflects the technology education and vocational orientation to the targeted engineering. Construction of the program of study is divided into 3 main parts of the program of study: general education, engineering direction of study framework (general theoretical framework in the engineering, the main direction of study subjects, social science subjects), and special education, and professional practices, free and optional subjects for the final work. All study programs – to 120 credits.</p> <p>The training structure in terms of the results of the evaluation is rather flexible, because final projects are evaluated as non-university study attitude results. The results of leading semester are evaluated during learning period and accumulated so called ICI (individual cumulative index).</p>
FRG Timisoara	Yes	Yes	Yes	to react according with the company needs; type, form, duration, content can be adapted to the market / company demands

DUNDEE COLLEGE	Yes	Yes	Yes	The training is of a national standard set by SQA .The vocational training is reflective with high retention & achievement rates
DECROLY	Yes	Yes	Yes	Because we have a growing heterogeneity of student population, a growing need from employers for diverse school leavers qualifications, and rapid changes in occupational content caused by technical and organizational developments in trade and industry
Public institution Vilnius Builders Training Centre	No	Yes	No	<p><b>Favourable:</b> The Centre can use different forms of training: training in the workshops (laboratories), acquisition of various competences at the enterprises, training in simulation environment</p> <p><b>Unfavourable:</b> The structure of training programs is regulated by The Ministry of Science and Education. Only non-essential amendments are allowed. The student is not able to choose any additional competences</p> <p>While the training is provided at the workshops (laboratories) of the Centre, the teachers may use different forms of assessment of the learning outcomes. The final assessment is a qualification examination organized by the Chambers of Commerce, Industry, Crafts. No official document (certificate can be issued to a student to assess his/her interim results</p>

Alytus Vocational Training Centre	No	Yes	No	<p><b>Favourable:</b> The center is able to apply different teaching forms: training in workshops, separated capacity achievements in enterprises, learning in simulation enterprises</p> <p><b>Unfavourable:</b> Teaching programs structure is regulated by Ministry of Education and Science normative acts and specialty vocational teaching standards. Only nonessential changes are possible. Students cannot take additional capacity which is needed for them.</p> <p>While learning at school workshop the Center could apply different learning result evaluation forms, however the final evaluation is a qualifying test which is organized by the Chamber of Commerce, Industry and Crafts. Students cannot be evaluated for mediate results by giving them some official documents. For this reason student who do not finish the program and leave school are not able to receive anything</p>
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Partner institution	What are the intentions of institutions as to render vocational training more flexible?	Does the institution offer the opportunity to acquire supplementary qualifications besides the main selected qualification?
Hellenic Regional Development Centre		No

Jugendfoererverein Parchim/Lübz e.V.	It exists no production cycle, the personal competences special equipment, high education level of teacher, foreman and engineer	module to check the education of young person
Pori College	Increase dealing with the local companies and to increase apprenticeship contract education which is happening in jobs	By arranging vocational examinations of working life
Šiauliai Vocational Education and Training Centre	To develop training in firms, to adjust theoretical and practical training, to introduce new specializations according labour market needs	No
Vilnius College of Technologies and Design	To increase the flexibility of vocational training, intended to raise:  Freely chosen and the alternative selected in the offer  Focusing on the practical specialty items, taking into account the changes in the labour market  Continuous improvement programs of study subjects  Improving the practical training in real conditions, the volume of professional skills	No
FRG Timisoara	Diversify the training offer, closer cooperation with the companies in order to adapt the offer to their needs, competence evaluation, train of trainers, adaptation to the EU framework of VET training	Modular training according to the client needs, competence evaluation and further training, specialization

DUNDEE COLLEGE	Our intentions through time is to introduce more inter-block activity, this will allow for learners to be supported whilst out of College	No
DECROLY	To adapt the programs to the population and companies needs, to reach the Long Life Learning Program objectives	Occupational Vocational Education and Training Courses Continuous Vocational Education and Training Formative Actions
Public institution Vilnius Builders Training Centre	To start using modular training when a student is assessed at the end of each module. It will also allow students to choose additional modules	No
Alytus Vocational Training Centre	To develop modular <a href="#">training</a> when the student would be evaluated for each module completion. The students would be also able to take additional modules	

#### 4.3 Pedagogical - methodological approach in the partner institutions

Partner institution	Proportion between theoretical and practical training	Methodological work	The role played by the teacher / instructor
Hellenic Regional Development Center	half would be theoretical training and half of it practical	Class teaching Project work Group work Blended learning	Mediator

Jugendfoererverein Parchim/Lübz e.V.	training on the job: 2 days in school, 3 days in our centre  training: 1 week in school, 3 weeks in our centre	Project work  Learning arrange- ment  Group work	Mediator  Consultant  Information provider  Supervisor
Pori College	theoretical about 20%  practical training about 80%  Theoretical and prac- tical teaching had rather evenly di- vided. In Finland education politics direction at the mo- ment to the practice's study. Craftsmen and women defi- ciency in the labour markets demands directing of the edu- cation so, that the working life get em- ployees on the fast interval. Also man- power move to the land is welcome	Class teaching	Presenter of the skills
Šiauliai Vocational Education and Train- ing Centre	45% - theoretical, 55% - practical train- ing	Class teaching  Project work  Group work  Blended learning	Consultant  Information provider

Vilnius College of Technologies and Design	3 main parts: theoretical, practical and independent student work. Study Program Construction approximately divides to:  lectures – 26.52%  practical work – 28.1%  self-studying hours – 45.37%	Class teaching  Project work  Learning arrangement  Group work  Blended learning	Mediator  Consultant
FRG Timisoara	33% theoretical part 67% practical part	Class teaching  Project work  Learning arrangement  Group work	Mediator  Consultant  Mediator
DUNDEE COLLEGE	Approximately one third technology and two thirds practical activity	Class teaching	Information provider  Supervisor
DECROLY	It depends on the type of studies: The studies of two years are 2000 hours in total. 380 hours are training  The studies of one year are between 1300 and 1400 hours in total; 340 – 440 hours are training	Class teaching  Project work  Learning arrangement  Group work	Mediator  Consultant

Vilnius Builders Training Centre	40% and 60%	Class teaching Project work Group work Blended learning	Mediator Consultant Information provider Supervisor
Alytus Vocational Training Centre	30% and 70%	Class teaching Project work Group work Blended learning	Mediator Consultant Information provider Supervisor

#### 4.4 Modular vocational training in the partner institutions

Partner institution	Reasons why the institution offers modular education	Problems that appear in your institution as a result of modular education
Hellenic Regional Development Centre	Training thematic units can be distributed and provided for different educational subjects; The trainee has the choice of selecting through a spectrum of many of training thematic units that covers different cognitive objects, adapting in this way learning to his own individual needs; It is made easier by distance learning using the modular system. Use of new technologies facilitates the provision of information and communication; It makes monitoring easier and consequently attracts the majority of workers who want to get further training	

Jugendfoerdersverein Parchim/Lübz e.V.	are imposed	not flexible
Pori College	Curriculum defined by education board Learning grows in steps Good system	Often starting and ending module doesn't always agree to customer work service
Vilnius College of Technologies and Design	Design of the program of study prepared by the General Technology Sciences (Engineering) Regulations in the field of study (2005), which reflects the technology education and vocational orientation to the targeted engineering	
FRG Timisoara	Market demand To increase the number of applicants To increase the efficiency	Organizational measures (logistic) Overlap of hours Venue problems Different workload on domains according the demand Personnel and means
DUNDEE COLLEGE	Modules provide student centred learning. They enhance the learner experience. Also they are value for money, in terms of the employer being "part" of the learning process	If learners are absent from college its difficult for the institution to provide remediation

<p>DECROLY</p>	<p>Choice of Educational Content</p> <p>Students Motivation</p> <p>Companies requirements</p>	<p>Sometimes students concentrate more in one module than in others, specially in the training module.</p> <p>Sometime, the student is working; that's mean that he cans not assit to all the classes regularly</p> <p>In some groups, it is difficult to motivate (age, family problems.etc)</p> <p>The companies are not sensible to the necessity of the permanent learning of their workers</p> <p>Lack of recognition by the society to these studies</p>
<p>Alytus Vocational Training Centre</p>	<p>To make ability for student to choose teaching content more flexible.</p> <p>Reassure gained qualification acceptance in other country.</p> <p>To expand personal mobility abilities in EU work market fields</p>	<p>At this moment the Center is not prosecuting any modular teaching</p>

<b>Partner institution</b>	<b>modules binding on regional level</b>	<b>modules binding on national level</b>	<b>modules been developed in own institution</b>	<b>Pupils been involved in the elaboration of the modules</b>
Hellenic Regional Development Center		X	X	—
Jugendfoerderverein Parchim/Lübz e.V.	X	X	—	—
Pori College	X	X	—	—
Šiauliai Vocational Education and Training Centre	—	—	—	—
Vilnius College of Technologies and Design	—	—	—	Students, as well as employers, participated in study programs committees
FRG Timisoara	X	X	X	
DUNDEE COLLEGE	X	X	—	The learners have been involved through the learners voice e.g. course surveys, course team reports, self evaluation etc.
DECROLY	X	X	X	—
Public institution Vilnius Builders Training Centre	—	—	—	—
Alytus Vocational Training Centre	—	—	—	

<b>Partner institution</b>	<b>Do the pupils receive Credit Points (cps) according to ECTS after they have successfully passed a module and got an achievement proof?</b>
Vilnius College of Technologies and Design	Credit and defines the essence of the Common Technology Sciences (Engineering) Regulations in the field of study (2005)
Alytus Vocational Training Centre	During the process of executing this project these questions should be combined between the partners and countries

<b>Partner institution</b>	<b>Role the quality assurance system is playing in the framework of module based vocational training</b>	<b>Have the institution already fixed any quality indicators for modular vocational training?</b>	<b>How does the institution promote the quality of modular vocational training?</b>
Hellenic Regional Development Centre	Quality assurance system has a key role in module based training as quality mechanisms demonstrate that there is a consistent and appropriate standard of professional practice. In addition its application gives opportunities to achieve better	No	Modular training has been recently introduced in Greece and only by specific educational entities. Modular training is not even part of the secondary education. There are no mechanisms so far neither for applying a quality assurance system nor for promoting  Modular training is just making its first step and we could say that it is only on experimental level

Jugendfoererverein Parchim/Lübz e.V.		module testing of authorised chamber	testing of authorized chamber
Pori College	No role	No	No
Šiauliai Vocational Education and Train- ing Centre	The system is based on self-examination allows to assess ad- vantages and disad- vantages of teacher, vocational training programme, school. Also, it allows to predict tolls of activities improvement	No	We have no experi- ence
Vilnius College of Technologies and Design	The college devel- oped a quality as- surance Paper – a document which briefly describes the quality management system, the role – to provide opportunities for the College to effectively manage the processes: man- agement, planning and implementation of training, applied research and educa- tion links with part- ners in international relations, physical resources, person- nel, student achievement evalua- tion system.	Quality assurance system indicators:  Management effi- ciency  Study planning, pro- gramming, imple- mentation and re- sults  Professional consul- tancy and applied research capacities  The development of international rela- tions  Material and financial resources for the ef- fective using  Improving the level of skilled personnel  Quality system activ-	

	In addition, the college operates the Quality Management Centre, providing high-quality performance of study, annual quality assurance plan	ity Evaluation of the level of qualifications of graduates	
FRG Timisoara	Assuring the training efficiency, gaining of knowledge, training of correct principles and skills (training skills in accordance with the COR – Romanian Classification of Occupations, Occupational standard SO or Training standards SPP)	Corresponding to ISO 9001/2000 and quality criteria of FVBB	Quality assurance is a continual and target-oriented development process that conforms to both labor market requirements and client expectations. Therefore, meeting our clients' requirements and achieving a high quota of trainees who find employment after completing our training courses are our priority
DUNDEE COLLEGE	The role of the Quality assurance is to ensure safe valid, reliable, consistent assessment decisions are being made across the whole program	This is done through performance indicators achievement and retention rates benchmarked against national standards	It promotes quality through the college quality assurance system as well as external quality arrangement such as verification visits from the awarding body SQA (Scottish Qualifications Authority)

<p>DECROLY</p>	<p>Reduce the level of failure of the formative action</p> <p>Transmission of values</p> <p>Education like permanent learning</p> <p>Social recognition of the professorship and support to his task</p> <p>Recognition of the role of the parents as main people in charge of the education</p> <p>Contribute to the development of the students as people, emphasizing in concepts of solidarity, tolerance and respect</p> <p>Encourage the participation of the different sectors: Direction, Teachers, Administrative staff, students, parents and companies</p> <p>Support and improve the institutional relations with official (organisations)</p>	<p>In each department we clearly mark the objectives we would like to reach at the end of the year</p> <p>Satisfaction of educational community</p> <p>Students' incorporation to the labour world</p> <p>Satisfaction of the different components of the educational community</p> <p>Provide resources and appropriate formation</p> <p>Participation in meetings</p> <p>Presentation of candidacies to representatives</p>	<p>Foment the acquisition of capacities and intellectual and work habits, as well as of scientific, technical, humanistic, historical and artistic knowledge, with special attention to different ways of expression</p> <p>Qualify the students for the development of professional activities</p> <p>Develop the capacity of autonomy, critical sense, trying to allow our students the full accomplishment of their development as people</p>
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	Foment the participation in regional, national and international projects of cooperation		
Public institution Vilnius Builders Training Centre	Quality assurance of VET is one of the key issues. Proper means to ensure the quality of implementation should be considered when developing each module		Modular education is not available at the Centre yet. However, the institution has promotion system for teachers, students, administration for the quality achieved in VET
Alytus Vocational Training Centre	PM quality assurance is one of most important questions. Preparing each module there should be provided means which reassure that this occupational teaching programs part is realized well	No	At this moment the Center is not proceeding any modular teaching.

<b>Partner institution</b>	<b>Does the institution dispose of all necessary material resources for a modular based vocational training?</b>	<b>What are the necessary material resources for a modular based vocational training? Specify</b>
Jugendfoerderverein Parchim/Lübz e.V.	Yes	depends on the module

Pori College	Yes	Material expenses grow in current shaped in modular education because customer work reduces. To practise works we need enough the asset
Šiauliai Vocational Education and Training Centre		no experience
Vilnius College of Technologies and Design	Yes	Laboratories – the practical and laboratory work, the working process of familiarization with the equipment used, materials and tools and so on  A specialized audience – the individual items of theoretical knowledge and practical skills-building, database creation and the like  Library Fund - material and special study of literature, practice and self-employment training, and so on
FRG Timisoara	Yes	
DUNDEE COLLEGE	Yes	Materials are specified in the Training & Assessment Programme (TAPs)
DECROLY	Yes	
Vilnius Builders Training Centre	Yes	The Centre does not provide modular training yet, however, we have all necessary human and material resources to implement the existing curricula. In our opinion, these resources will be sufficient for implementation of the modular programmes
Alytus Vocational Training Centre	Yes	At this moment Center is not proceeding any modular teaching however we have all needed human and material resources for qualified realization

<b>Partner institution</b>	<b>What sort of specific competences the teachers / instructors need for shaping the modular based training?</b>
Hellenic Regional Development Centre	<p><u>General Professional Competencies on the subject</u></p> <p>Applies the rules of appropriate presentation, prepares and delivers presentation on the possessed general and specialist knowledge</p> <p>Formulates training goals on the basis of possessed knowledge</p> <p>Develops scenarios of classes</p> <p>Selects the methods for delivering classes according to the goal and level of participants</p> <p>Chooses appropriate forms for delivering the classes, taking into account organizational, institutional and financial constraints</p> <p>Chooses teaching methods adequate for the goal and the participant's perception abilities</p> <p>Plans the tasks effectively over the time provided for their delivery</p> <p>Learns about the participants' interests</p> <p>Prepares an optimum station to organize exercises</p> <p>Delivers the exercises, using alternative methods adapted to the purpose, abilities of participants and equipment</p> <p>Uses appropriate professional and teaching terminology</p> <p>Uses audio-visual equipment which supports the delivery of lecture.</p> <p>Properly uses the teaching aids necessary to conduct exercises</p> <p>Plans own actions</p> <p>Uses various information sources</p> <p>Organizes and classifies information from the perspective of their usefulness to achieve the assumed goal</p> <p>Evaluates the usefulness of training contents for its participants, performs a selection according to the expectations and perception abilities of the recipients</p> <p>Determines optimum spatial conditions to deliver the classes</p> <p>Provides the participants with feedback on their learning results</p>

	<p>Effectively manages the group process during each phase of the group's development</p> <p>Solves conflict situations without harm to the group and the teaching process</p> <p>Develops contents-related and methodology materials according to the methodology for developing materials which support teaching and self-study</p> <p>Flexibly reacts to changes in demand for specific forms of training</p> <p>Collects feedback from participants on the effectiveness of courses</p> <p><u>Pedagogical competencies</u></p> <p>Imagination and creative thinking ability; emotional resistance</p> <p>Self-control ability; self-reliance</p> <p>Ability to establish contacts with others; able to demonstrate empathy</p> <p>Ability to make quick and apt decisions; ability to cooperate</p> <p>Leadership abilities</p>
<p>Jugendfoerdereverein Parchim/Lübz e.V.</p>	<p>in each vocation must work a foreman in qualified job that requires training</p> <p>further teachers of apprentices must have a qualification test in the vocation</p>
<p>Pori College</p>	<p>These are very important:</p> <ul style="list-style-type: none"> <li>- Ability to combine theoretical training with practical training.</li> <li>- Ability to individualise the teaching process.</li> <li>- Ability to act in order to promote students' achievement of results.</li> </ul> <p>Subject competences:</p> <ul style="list-style-type: none"> <li>- Ability to demonstrate the possibilities of using the competencies included in the module.</li> </ul> <p>Ability to organize a safe learning process and the assessment that promotes progress.</p>

Šiauliai Vocational Education and Training Centre	Teacher has to know very well content of the modular training, aspects of the theoretical and practical training, training methodology, psychology of the person
Vilnius College of Technologies and Design	The use of information technology competence Organization development and change management competence Competence in the development of environmental education Subject content planning and development of competence Teaching management competence Pupils' achievements and progress in the assessment of competence
FRG Timisoara	Special theoretical and practical knowledge, methodological knowledge, pedagogy specific for trainers, andragogy
DUNDEE COLLEGE	Subject competences-Assessor/verifier awards A1 & V1. Pedagogical competences-Teaching & learning units, TQFE
DECROLY	The established ones by the legal rules in each module
Vilnius Builders Training Centre	Pedagogical competences: <ul style="list-style-type: none"> <li>- Ability to combine theoretical training with practical training.</li> <li>- Ability to individualise the teaching process.</li> <li>- Ability to act in order to promote students' achievement of results.</li> </ul> Subject competences: <ul style="list-style-type: none"> <li>- Ability to demonstrate the possibilities of using the competencies included in the module.</li> <li>- Ability to organize a safe learning process and the assessment that promotes progress</li> </ul>
Alytus Vocational Training Centre	<u>Pedagogical:</u> Ability to relate theoretical and practical teaching; Ability to individualize teaching; Ability to act seeking to stimulate students to reach destination  <u>Subject:</u> Ability to demonstrate using capacities which are in teaching module; Ability to organize safe capacity teaching in module and advance in evaluation

<b>Partner institution</b>	<b>How do the teachers/instructors improve their competences in the shaping of modular training?</b>
Hellenic Regional Development Centre	Teachers/instructors may acquire further vocational training through continuing vocational training programs organized by Vocational Training Centers (KEK)
Jugendfoerdereverein Parchim/Lübz e.V.	practically oriented, further education, qualification
Pori College	On further education and by developing own teaching
Šiauliai Vocational Education and Training Centre	Teachers have a right 5 days per year to improve their qualification. The most effective improvement of qualification – is placements in firms
Vilnius College of Technologies and Design	Teachers participate in specialized training, paths, training (courses), Teacher Professional Development Center (PPRC), organized seminars and training, etc
FRG Timisoara	Specialization on necessary domains in RO and abroad Active participation on different seminars and projects in RO and abroad
DUNDEE COLLEGE	Continual professional development and attend national/regional network meetings
DECROLY	Participating in different learning programmes
Vilnius Builders Training Centre	Short-term internships at the enterprises and building sites Learning from the experiences of other Lithuanian and foreign schools Exchange of the experiences within methodological groups at the Centre Participation in different seminars intended for raising one's qualification Self-studying using different forms of available materials
Alytus Vocational Training Centre	<ul style="list-style-type: none"> <li>- Other schools experience interception</li> <li>- Exchange information in the Center methodical groups</li> <li>- Participating in various qualification elevation courses</li> <li>- Self study using public material</li> </ul>

#### 4.5 Modular training for decorators/painters

Partner institution	The modular training programme for training decorators/painters consists of how many modules	Is it possible to link the modules for the training of decorators / painters to each others?	On what basis does this connection of the modules operate?
Hellenic Regional Development Centre	16 training modules for painters 7 training modules for decorators	Everything connected with decorative painting, painting of specific surfaces, colouring and colouring harmony	
Jugendfoerderverein Parchim/Lübz e.V.	There is a general qualified plan of the chamber		
Pori College	About 6 - 7 modules	No	From part to the entirety
Šiauliai Vocational Education and Training Centre	Vocational training program of decorator have no modular system in our school		
FRG Timisoara	4 modules: decorating (painting), dyeing, work with plaster, tapestry	Preparation support (preparation of the walls) is almost identical	Standards: Occupational Standards SO & Training standards SPP
DUNDEE COLLEGE	There are 6 training modules split over two years of training; approximately 1360 hours of training	The modules in the training program are completed in a logical sequence and can be integrated	Modules are prescribed by SQA. One module leads onto the next module, learner is competent after each module

DECROLY	<p>Painting &amp; Decorating Project 1</p> <p>Painting &amp; Decorating Project 2</p> <p>Workplace Interaction Skills</p> <p>Site Specific OH&amp;S Induction and Training</p>	With an exam , they can go directly to level 2 of VET	To pass an exam
Vilnius Builders Training Centre	At the time being the Centre has only the vision of the modular training programme consisting of 11 modules	Yes	Students cannot start a new module until the haven't finished the previous one. E.g., they can start learning "Mechanical plastering" after they have completed "Hand plastering".
Alytus Vocational Training Centre	There is no modular program for decoration master but there is a vision of this module	No	When chosen modules are not finished there is no possibility to learn others, for example, only when you finish hand plastering module you are able to learn mechanic plastering module program

<p><b>Partner institution</b></p>	<ol style="list-style-type: none"> <li>1. Are you able to discriminate between the modules in accordance with their importance (compulsory modules, optional modules, additional modules) and to classify them?</li> <li>2. Do these modules offer the opportunity to deepen interdisciplinary competences (social competence, methodological competence ...)?</li> <li>3. Do the modules for the training of decorators/painters lead to a recognized diploma or certificate?</li> <li>4. Will the apprentice be given <b>Credit Points</b> (cps) according to ECTS after he has finished the training successfully?</li> </ol>
<p>Hellenic Regional Development Centre</p>	<p>Compulsory modules: 12; Optional modules: 3; Additional modules: 1</p> <p>interdisciplinary competences: Communication, interaction with the others, Problem solving</p> <p>Lead to a recognized diploma or certificate</p> <p>No – Credits are applied on the academic level</p>
<p>Jugendfoerderverein Parchim/Lübz e.V.</p>	<p>interdisciplinary competences: planning of resources virtues of work</p> <p>Lead to a recognized diploma or certificate</p> <p>No – Credits are applied on the academic level</p>
<p>Pori College</p>	<p>Curriculum of the painter is based on to two compulsory module, to the optional parts of the examination modules 30 credit points, freely to complain module 10 credit points and to the common studies 20 credit points</p>
<p>FRG Timisoara</p>	<p>Compulsory modules: 4</p> <p>interdisciplinary competences: Communication, personal development, health and safety, team work</p> <p>Lead to a recognized diploma or certificate</p> <p>No Credit points</p>
<p>DUNDEE COLLEGE</p>	<p>Compulsory modules: 6</p> <p>interdisciplinary competences: Within the training program there</p>

	<p>are modules aimed specifically at Core Skills, Employability Skills and Citizenship</p> <p>Lead to a recognized diploma or certificate</p> <p>No Credit points</p>
DECROLY	<p>Compulsory modules:</p> <ul style="list-style-type: none"> <li>- Painting</li> <li>- Interior Design</li> <li>- Specialist Paint Effects –Theme Rooms</li> </ul> <p>Additional modules:</p> <ul style="list-style-type: none"> <li>- Spanish language; Maths; FOL</li> </ul> <p>interdisciplinary competences: They are prepared for the laboral world</p> <p>It focus the social competencies, the personal development.etc</p> <p>Lead to a recognized diploma or certificate</p> <p>No Credit points</p>
Vilnius Builders Training Centre	<p>Compulsory <b>modules</b>: Vision: 8; Optional modules: Vision: 3</p> <p>A student is obliged to choose 9 modules</p>
Alytus Vocational Training Centre	<p>Compulsory modules: Vision: 8</p> <p>Optional modules: Vision: 3</p> <p>The Students should learn 9 modules</p> <p>Interdisciplinary competences: Some of them. For example, Introduction to building occupations; Introduction to work market</p> <p>Lead to a recognized diploma or certificate</p> <p>No Credit points</p>

What are the preconditions and requirements posed by introduction of modular training to the partnership and cooperation between the stakeholders in VET (VET institutions, employers, unions, professional organizations, government)? What models of the partnership between the stakeholders in VET are more effective and favourable for the implementation and development of the modular training? Here there can be used the typology elaborated by the Leonardo da Vinci project “LITVETNET” (see table 1).

**Table 1: Typology elaborated by the Leonardo da Vinci project “LITVETNET”**

Involvement of the social stakeholders	Processes of the VET system			
	Institutional regulation in the VET system	Funding and financial management process	Procedural organization of the educational process	Methodological VET design
Scattered participation on the basis of the bilateral cooperation	<p>1. State institutional regulation of the VET system is quite liberal and leaves a lot of freedom for the bilateral partnerships between the stakeholders, especially between the VET institutions and enterprises.</p> <p>2. Formally the state institutional regulation is very intensive, but due to the weakness of the real regulation instruments and shortages of funding it can not be effectively implemented in practice where many things are left for the bilateral agreements between the VET institutions and other stakeholders.</p> <p>3. Bilateral partnerships are strongly regulated and coordinated by the state.</p>	<p>1. Lack of state funding of VET pushes VET institutions to develop bilateral cooperation with the local employers and other stakeholders.</p> <p>2. State enhances the expansion and development of the bilateral partnerships between the VET institutions and business through the different measures of the fiscal policy, financial support and legislation.</p> <p>3. Existing practices of the bilateral cooperation between the stakeholders in VET facilitate development of the co-funding mechanisms and co-funding culture in the partnerships of VET.</p>	<p>1. Bilateral partnerships between the stakeholders do not have important impact to the organization of the educational process which is left to the VET institutions and regulated by the state.</p> <p>2. Involved partners have the possibility to participate in the organization of the educational process and take the active part in it (involvement of the enterprises in the organization of practical training, evaluation of learning outcomes).</p>	<p>1. Methodology of VET is designed by the central government institutions (Ministry of Education) in the centralized way partners involved in bilateral cooperation in VET can not influence this process.</p> <p>2. The stakeholders of VET (especially employers) are individually consulted in the process of the methodological design of VET.</p> <p>3. There is no centralized methodological VET design and planning. This process is implemented by the various stakeholders ensuring the variety of standards, training curricula etc.</p>

<p>Cooperation based on the agreements between the partners on the sectoral level</p>	<p>1. Legal and institutional regulation of the VET system is based on the sectoral /intersectoral agreements between the stakeholders.</p> <p>2. Institutional and legal regulation only sets the rules for the establishment of agreements between the stakeholders in the sectors.</p> <p>3. Institutional regulation is executed exclusively by the state and sectoral stakeholders play only secondary role in it.</p>	<p>1. The mechanisms, ways and sharing of funding and financial management of VET is agreed by the negotiations of the stakeholders at the sectoral and / or intersectoral level and it includes co-funding with the participation of sectoral employers.</p> <p>2. Stakeholders from the sectors take part in co-funding of VET but this process is based only on their interests and lacks systemic approach.</p> <p>3. Cooperation between the stakeholders on the sectoral level does not include funding of VET.</p>	<p>1. Social partners and stakeholders on the sectoral level take active part in the organization of the educational process (theoretical and practical training) and their participation is agreed in the sectoral and intersectoral agreements and national legislation.</p> <p>2. Stakeholders from the sectors take part in the organization of the educational process but their participation is based only on their interests and lacks systemic approach.</p> <p>3. Social partners and stakeholders on the sectoral level are excluded from the participation in the organization of the educational process.</p>	<p>1. Partners on the sectoral level take active part in designing of the occupational standards and other methodological instruments. This participation is based on the shared rights and obligations agreed in the sectoral agreements and / or prescribed by the laws.</p> <p>2. Sectoral stakeholders are only consulted in the designing and approval of the occupational or VET standards, their participation is based only on their interests and not on the agreements or legal prescriptions.</p> <p>3. Due to the underdevelopment of the sectoral stakeholders, lack of know-how and required competences sectoral bodies can not take active part in designing of the methodological VET tools.</p>
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<p>Cooperation based on the agreements between the stakeholders on the regional level</p>	<p>1. National legislation provides rather wide possibilities of the institutional regulation of the VET to the regional level and the stakeholders in the regions are actively involved in this process.</p> <p>2. There is institutionalized coordination between the VET partnerships on the sectoral level and regional level.</p> <p>3. Stakeholders of the regional level play only consultative and supporting role in the institutional regulation of the VET system performed exclusively on the national level.</p>	<p>1. Stakeholders at the regional level actively participate in the co-funding of the VET, especially in the field of apprenticeship, practical training and continuing vocational training and such co-funding practices are agreed by the agreements on the regional level or foreseen in the regional development policies.</p> <p>2. Involvement of the stakeholders of the regional level in the co-funding of VET is based only on their individual interests and is not systematic.</p> <p>3. Stakeholders at the regional level do not participate in the co-funding of the VET.</p>	<p>1. Stakeholders on the regional level are involved in the procedural organization of the educational process as members of the various groups of the VET policy setting (planning of the training process, planning and organization of the assessment of learning outcomes etc.) Stakeholders are also involved in the supervision and monitoring of the quality assurance of the organization of VET educational process.</p> <p>2. Stakeholders on the regional level are involved in the organization of the educational processes of VET, but their involvement is based only on their interests, lacks systemic approach and is limited to the advisory role.</p> <p>3. Stakeholders at the regional level do not participate in the organization of the educational processes of VET.</p>	<p>1. Cooperation of the stakeholders on the regional level includes the active collaboration in designing and development of the occupational standards, VET curricula and other methodological tools of VET.</p> <p>2. Structures of social partnership in VET in the regions are consulted in designing of the occupational standards, VET standards but without the decisive role in making the decisions.</p> <p>3. Cooperation of the stakeholders on the regional level does not include the collaboration in designing and development of the occupational standards, VET curricula and other methodological tools of VET.</p>
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<p>Cooperation based on the agreements between the partners on the national level</p>	<p>1. Social partners and stakeholders take active part in the institutional regulation and management of the VET system having legal empowerments and clearly defined functions and obligations.</p> <p>2. Stakeholders of the national level are usually consulted in the processes of the institutional regulation of VET, but they play only advisory role.</p> <p>3. Institutional regulation and management of the VET on the national level is executed centrally and exclusively by the state without any significant involvement of the social stakeholders.</p>	<p>1. Agreements between the social stakeholders on the national level include the shared obligations of the stakeholders and state in the co-funding of the VET. It is confirmed by the laws.</p> <p>2. Agreements between the social stakeholders on the national level foresee the participation of the stakeholders in the co-funding of the VET only on voluntary basis.</p> <p>3. There are no agreements between the social stakeholders on the national level concerning the funding of VET or the existing agreements do not concern the funding or co-funding issues.</p>	<p>1. Agreements between the social stakeholders in the national level foresee the functions and obligations of the stakeholders in the procedural organization of the educational process.</p> <p>2. Agreements between the social stakeholders on the national level foresee the participation of the stakeholders in the procedural organization of the educational process only on voluntary basis.</p> <p>3. There are no agreements between the social stakeholders on the national level concerning cooperation in the procedural organization of the educational process or the existing agreements do not concern these issues.</p>	<p>1. Agreements between the social stakeholders on the national level include the shared obligations of the stakeholders and state in the designing of the occupational standards, VET standards and other methodological tools.</p> <p>2. Agreements between the social stakeholders on the national level foresee the participation of the stakeholders in the designing of the occupational standards, VET standards and other methodological tools only on voluntary basis.</p> <p>3. There are no agreements between the social stakeholders on the national level concerning cooperation in the designing of the occupational standards, VET standards and other methodological tools or the existing agreements do not concern these issues.</p>
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#### 4.6 Examples of a module in the training of painters and decorators

##### DUNDEE COLLEGE

<b>Name of the training module</b>	Provide Temporary Protection to Work Areas
<b>Training objectives</b>	On successful completion of this module the learner will be able to provide temporary protection to different types of surfaces and items before beginning work operations
<b>Learning units including information about scientific penetration, importance and time frame</b>	N/A
<b>Learning outcomes (competences or units of qualification) provided by the module</b>	There are 5 tasks and no tests in this module
<b>Forms and methods of learning, use of media</b>	Practical activity, technology sessions
<b>Organization</b>	Preparation and planning of activities. Programme of module
<b>Result assessment</b>	All tests are mandatory and must be achieved. Also underpinning knowledge questions must be achieved which have a cutting score

**DECROLY Centro Homologado de Formación Profesional**

<p><b>Name of the training module</b></p>	<p>Construction Painting, Decorating and Sign Writing</p>
<p><b>Training objectives</b></p>	<ul style="list-style-type: none"> <li>- Your tool kit in detail.</li> <li>- Which paints, wallpapers and tools to use and when to use them</li> <li>- How to prepare and paint woodwork, walls and ceilings</li> <li>- How to prepare and line walls and ceilings. How to paper walls</li> <li>- How to hang wide vinyls</li> <li>- How to fix coving</li> <li>- How to apply specialist paint finishes</li> <li>- What to do when you finish your course</li> <li>- Becoming self-employed</li> <li>- Marketing Plan for your business</li> <li>- How and where to advertise</li> <li>- How to estimate and how to price work accurately</li> <li>- How to deal with customers</li> </ul>
<p><b>Learning units including information about scientific penetration, importance and time frame</b></p>	<p><b>Painting</b> (4 hours weekly- 120 yearly)</p> <ul style="list-style-type: none"> <li>- Oil Based and water based paint systems</li> <li>- Preparation of wall areas for emulsion painting</li> <li>- Preparation of new wood for painting</li> <li>- Painting previously painted woodwork</li> <li>- Preparing and painting metal</li> <li>- Varnishing and staining.</li> <li>- Exterior painting.</li> </ul> <p><b>Interior Design</b> (5 hours weekly- 150 yearly)</p> <ul style="list-style-type: none"> <li>- Substrates</li> <li>- Preparation of walls and ceilings with lining paper prior to emul-</li> </ul>

	<ul style="list-style-type: none"> <li>- Preparation of walls and ceilings with lining paper (cross lining) prior to wallpapering</li> <li>- Wallpapering including window reveals and arches etc</li> <li>- Splicing papers and hanging borders</li> <li>- Preparing and hanging wide vinyls</li> </ul> <p><b>Specialist Paint Effects</b> – (2 hours weekly- 60 yearly)</p> <ul style="list-style-type: none"> <li>- Advance techniques of Tortoiseshell</li> <li>- Malachite and lapis lazuli</li> <li>- Advance marbling</li> <li>- Tromph loile</li> </ul> <p><b>Theme Rooms</b>( 4 hours weekly -120 yearly)</p> <ul style="list-style-type: none"> <li>• How to plan and design a theme room.</li> <li>• How to paint murals.</li> <li>• Stencilling designs from curtains and bedspreads etc.</li> <li>• Using colours to create clouds and stars etc.</li> <li>• Stencilling designs based on existing room fabrics eg. curtains bedspreads etc</li> </ul>
<p><b>Forms and methods of learning, use of media</b></p>	<ul style="list-style-type: none"> <li>• Uses of TICs</li> <li>• Digital boards</li> <li>• Power- point presentations</li> <li>• Videos</li> </ul>
<p><b>Organization</b></p>	<p>Schedule: From 8.00 a.m to 14.40 am</p> <p>30 periods weekly; 40% in the practical classroom; 40% in theory classroom and 20% technology classroom. Each group has a mentor that follows the practical training and theory classes</p>
<p><b>Result assessment</b></p>	<p>Once the student passes all the theoretical modules, they go to different collaborating companies to do the practical training course</p> <p>The company assesses the student together with the teacher</p>

**Pori College**

<b>Name of the training module</b>	Painting
<b>Training objectives</b>	Skill
<b>Learning units including information about scientific penetration, importance and time frame</b>	
<b>Learning outcomes (competences or units of qualification) provided by the module</b>	
<b>Forms and methods of learning, use of media</b>	
<b>Organization</b>	Teacher, education profession comparable, field work leader, headmaster.
<b>Result assessment</b>	Work examinations, demonstration, theory examinations etc.

**Jugendfoerderverein Parchim/Lübz e.V.**

<b>Name of the training module</b>	tiling of vertical/horizontal surfaces
<b>Training objectives</b>	<ul style="list-style-type: none"> <li>- industrial safety, care of the environment</li> <li>- tools, machines, materials, safety regulations</li> <li>- preparations</li> <li>- practice</li> </ul>
<b>Learning units including information about scientific penetration, importance and time frame</b>	<ul style="list-style-type: none"> <li>- basics of industrial safety, care of the environment</li> <li>- choice of tools and knowledge of materials</li> <li>- testing and cleaning of walls</li> <li>- learning of wallpaper</li> </ul>
<b>Learning outcomes (competences or units of qualification) provided by the module</b>	
<b>Forms and methods of learning, use of media</b>	specialist book, exercise book, movie
<b>Organization</b>	
<b>Result assessment</b>	

## Vilnius Builders Training Centre

<b>Name of the training module</b>	Painting Works
<b>Training objectives</b>	<p>Training objectives are defined for each element of the module. The module consists of two elements: painting using hand tools and mechanized painting.</p> <p>1. Training element: PAINTING USING HAND TOOLS</p> <p>Aim: to paint different surfaces using water and non-water mixtures, to perform decoration tasks.</p> <p>2. Training element: MECHANIZED PAINTING</p> <p>Aim: to paint different surfaces in mechanized way.</p>
<b>Learning units including information about scientific penetration, importance and time frame</b>	<p>Skills and knowledge acquired upon completion of the module: to choose proper painting tools and materials, to prepare the surfaces, to paint the surfaces using hand tools and mechanized tools, to identify the quality of the painted surface, its drawbacks and be able to fix them.</p>
<b>Learning outcomes (competences or units of qualification) provided by the module</b>	<p>The module provides the competence of internal and external painting.</p>
<b>Forms and methods of learning, use of media</b>	<p>Learning is organised in the workshops (laboratories), classrooms for theoretical part, building sites. The following forms and methods of learning are applied: lecture, practical tasks, project work, tour, discussion, group work, etc.</p>
<b>Organization</b>	<p><b>Structure of the modular programme:</b></p> <p>Programme of the module is based on a particular practical task:</p>

	<ol style="list-style-type: none"> <li>1. Name of the task</li> <li>2. Description of the task</li> <li>3. General knowledge and skills necessary for completion of the task</li> <li>4. Resources for task completion</li> <li>5. Criteria of task completion</li> </ol> <p>The following is provided in the programme: name of the module, competence to be acquired, scope, units of the module, learning aims, percentage rate of practical training and theory.</p> <p><b>Organization of learning:</b></p> <p>All modules are taught at school (except „Introduction into the Labour Market“). Learning is provided by trainers in accordance with timetables: theory + practice. Practical tasks make up to 70% of the total learning time</p>
<p><b>Result assessment</b></p>	<p><b>Ways to assess the results:</b></p> <p>A- observation during the performance of the learning task</p> <p>B – assessment of the results of the task</p> <p>C – mixed assessment, i.e. observation of the task performance and assessment of the results according to the set criteria</p> <p>Assessment is performed by the trainer or by the board made up from trainers and a representative of the employer</p>

## 5 Conclusion and recommendation

Nationwide and on the European scale modular based learning is more and more considered as an appropriate means on the road towards “lifelong learning”. Over the last years a number of systems have been developed and tested with the intention of creating comparable standards all over Europe.

The analysed VET institutions are in very different situation regarding the application of the modular training in their education and training practices. Some VET institutions have a very rich traditions and experience of modular training due to the characteristics of VET system and skills development models of the country (Scotland), other countries, and especially Lithuania is only on the initial stage for the designing and implementation of the modular approach in initial vocational training. It creates the possibilities for the transfer of experiences and measures of the modular training at the school level. However, here it is necessary to consider the limitations posed by the different contexts of VET systems in the countries.

Also, despite that in the partner institutions, like for instance the Dundee College and Decroly there are lot of experiences with the modular education, no experiences are available with any system of credit points as prerequisite for transparency and comparability on the European level.

In order to reach comparability in the training of painters/decorators the project should try to find a more precise definition of the criteria by which the mastery of the skills can be verified.

This could be laid down in detail in a guide or manual and serve as orientation help. Furthermore, best practise examples should be presented by those countries which already have got a system of credit points.

**What is the structure of the process of the introduction of the modular training of the painters-decorators in the VET institutions? Here it is important to define and compare the main stages of the introduction of modular training curricula:**

- a. Curriculum design stage:
  - What are the main sources of information and inputs for the designing of curriculum?
  - How the quantitative needs of the labour market and the qualitative needs of the workplaces are considered in designing the curricula?
  - What research methods are applied in this process (sectoral analysis, functional analysis, work process analysis, etc.)?
  - How the existing occupational or VET standards (for example, *Ausbildungsordnungen*) are considered in this process? What are the specific requirements or specifica-

- How the existing National Qualifications Frameworks (if they exist) are used and considered in designing of the modular curricula?
  - How the different experts of construction sector (representatives of employers) and the VET experts (representatives of VET institutions) are involved in designing of modular curricula? What are their main functions and responsibilities?
- b. Training organization stage:
- How the modular training is organized, what are the similarities and differences in training organization between the different VET institutions and countries?
  - What is the share of the theoretical and practical training (in hours)? How theoretical training is combined with the practical training in the training organization process?
  - How the VET institutions and employers cooperate in the process of the organization of modular training? How they share their functions and responsibilities in this field?
  - How the quality of training is evaluated and assured in the modular training programmes?
- c. Assessment of the learning outcomes:
- What are the main learning outcomes which are assessed after the completion of the module (competences, knowledge, skills)?
  - What is the main assessment criteria used for the assessment of learning outcomes in the modular training?
  - How the assessment process is organized and what tools and measures are applied? What methods of assessment are used?
  - What are the roles and responsibilities of the VET institutions and employers in the assessment process?

**The following possibilities for the development of project activities:**

1. To provide more specific recommendations for the structure and contents of the modular training programmes to be developed.
2. To provide recommendations for the credit system of the training programme.
3. To provide proposals for testing of the modules for painter/decorator within partners'institutions (examples of testing scheme).

**Open issues**

How can be assured that via modules not only short lasting professional competence is diffused but a constant process of development of professional, social, personnel and methodological competence is launched with the trainees?

How professions, qualifications and competences can be defined through the modular system?

## 6 Glossary

<b>Activity and acting competence</b>	Ability to apply actively knowledge and skills with a strong will
<b>Blended Learning</b>	Blended Learning or integrated learning is a form of learning, combining the advantages of traditional learning at school with e-learning
<b>Coaching</b>	Coaching is a complex process of individual management of instruction and care devoted to a learner or group of learners
<b>Competence</b>	Competence is the capacity to self-management and self-guided activity (see Erpenbeck 2004)
<b>Curriculum</b>	A curriculum is a complete concept of vocational training and qualification, in which the objectives, contents, methods, organisational pattern, forms of performance inquiry as well as the timetable have been fixed obligatorily
<b>E-Learning</b>	E-Learning is the name for the type of learning that uses information and communication technology in such an intensive way, that the learning place is less important
<b>Group work</b>	Group work is an organisational model of learning and working together for a number of trainees aiming at a common learning target
<b>Informal Learning</b>	Informal learning is acquired outside institutional establishments. According to estimations adults gain approximately 80% of their competences this way

<b>Learner's consultant</b>	The task of a learner's consultant consists in helping the learner to develop appropriate strategies and methods for the solution of problems. Self-responsibility and self-management are the important intentions of this concept
<b>Learning arrangement</b>	A learning arrangement is a didactically upgraded learning material enabling the individual, action-oriented acquisition of complex formation contents by the learners.
<b>Lifelong Learning</b>	Lifelong learning is a concept aiming at enabling men to learn during their entire life period
<b>Modular System</b>	A modular system is a classified number of modules (system elements), which are inter-related in a logical order
<b>Module</b>	A module is a conclusive teaching and learning unit, leading from a defined starting level to an intended extension of competences, planned in beforehand
<b>Personnel Competence</b>	The ability to combine cleverness and self-criticism and to develop positive attitudes, values and ideals
<b>Professional-methodological competence</b>	Ability to master creative problems through professional and methodological knowledge
<b>Project Method</b>	The project method is a procedure through which comprehensive abilities and skills can be acquired by learners independently, by contributing to the realisation of special projects (spiritual or materialised products, services or complex tasks)

<b>Qualification</b>	Qualification means applicable ability, capacity and knowledge. Primarily, qualification is determined by the demand and not by the subject (see Arnold 1997)
<b>Self-managed Learning</b>	Learning is self-managed, if the learners decide themselves on the structure of the learning content and are involved in the decisions concerning learning place, timing, methods and media
<b>Situated Learning</b>	The theory of situated learning proceeds from the assumption that knowledge is re-generated for the learners by an active process of construction
<b>Social-communicational competence</b>	Ability to cooperate and communicate with other people of the own accord
<b>Tutor</b>	A Tutor is a person who supports the learning process. He knows the requirements and solutions and comes into operation in case of mistakes or overcharges the learner could be faced with

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