

Roles, Responsibilities and Partnerships in the Management of Educational Institutions Offering Vocational and Technical Training in Québec and Lithuania

Results of literature review and a consultation with targeted educational institutions

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This report was produced pursuant to a declaration of intention signed in June 2005 by Québec's Ministère de l'Éducation, du Loisir et du Sport and Lithuania's Ministry of Education and Science, on the subject of vocational and technical training. This joint study is one of the tangible outcomes of a productive collaboration between Québec and Lithuania.

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Summary

This summary provides an overview of the results of a literature review and consultation with targeted educational institutions on the roles, responsibilities and partnerships in the management and funding of educational institutions offering vocational and technical training in Québec and in Lithuania. The literature review and consultation work were carried out pursuant to a declaration of intention signed in June 2005 by Québec's Ministère de l'Éducation, du Loisir et du Sport and Lithuania's Ministry of Education and Science, on the subject of vocational and technical training. This study is one of the tangible outcomes of a productive collaboration between Québec and Lithuania.

The summary is based on a comparison of the principal characteristics of the methods used by Québec and by Lithuania to manage vocational and technical training. It is divided into four sections, as follows:

- Vocational and technical training in Québec and in Lithuania
- Management of vocational and technical training in Québec and in Lithuania
- Management of educational institutions offering vocational and technical training in Québec and in Lithuania
- Partnerships within educational institutions offering vocational and technical training in Québec and in Lithuania

Vocational and technical training in Québec and in Lithuania

In both Québec and Lithuania, vocational and technical training is offered at the secondary and postsecondary levels. The study's findings concerning the situation in Québec are as follows:

- Vocational training is offered throughout Québec at the secondary level by vocational training centres (VTCs) and their governing school boards, while technical training is offered at the college level by general and vocational colleges, commonly known as CEGEPs. It is also available from a variety of private educational institutions.
 - The VTCs offer two types of vocational programs of study, namely those leading to a Diploma of Vocational Studies (DVS) and those leading to an Attestation of Vocational Specialization (AVS).
 - Programs leading to a DVS constitute the main form of vocational training available at the secondary level. Lasting between 600 and 1800 hours, these programs enable students to acquire the competencies they need to enter a skilled trade or occupation. To be eligible for a program leading to a DVS, students must have successfully completed either Secondary III or Secondary IV; in other words, they must have nine or ten years of schooling. For some programs, however, students must have completed certain Secondary V credits, or have obtained their Secondary School Diploma (SSD), meaning that they can only begin after completing 11 years of schooling.
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- Programs leading to an AVS enable students to specialize in a given trade or occupation. They last between 330 and 900 hours. To be eligible, students must have a DVS or equivalent experience.
- Technical programs of study offered by CEGEPs are the only form of vocational training offered at the college level. These programs last three years and enable students to continue their basic general education while acquiring the competencies they need to work in a skilled trade or occupation. To be eligible, students must have obtained their SSD, and in some cases a DVS or an AVS. As a result, students normally start these programs after 11 years of schooling.

The study's findings concerning the situation in Lithuania are as follows:

- Vocational education and training in Lithuania is offered throughout the country at the secondary level by vocational schools, and at the postsecondary level by colleges.
 - The vocational programs of study offered by the vocational schools are divided into four levels according to program content, duration and prior education required for admission.
 - Level 1 programs are intended for students who have completed the first two years of lower secondary education (i.e. those with six years of schooling). Level 1 comprises two types of programs. The first type lasts two years and enables students to acquire the competencies they need to practise a semiskilled trade or occupation. Those who complete the program obtain a Qualification Certificate. The second type lasts three years and enables students to acquire the competencies they need to practise a semiskilled trade or occupation while completing lower secondary education. It leads to both a Qualification Certificate and a Basic School Leaving Certificate (which recognizes successful completion of lower secondary education).
 - Level 2 programs are intended for students who have completed lower secondary education (i.e. ten years of schooling). They last two years, enable students to acquire the competencies they need to practise a skilled trade or occupation, and lead to a Qualified Worker's Diploma.
 - Level 3 programs are intended for students who have completed lower secondary education (i.e. ten years of schooling). They last three years and lead to a Qualified Worker's Diploma and a Maturity Certificate, since students are able to acquire the competencies they need to practise a skilled trade or occupation while completing upper secondary education.
 - Level 4 programs are intended for students who have completed upper secondary education and accumulated 12 years of schooling. They last one, one-and-a-half, or two years, and enable students to acquire the competencies they need to practise a skilled trade or occupation. They lead to a Qualified Worker's Diploma.
 - Vocational programs of study offered by Lithuania's colleges are the only form of vocational education and training offered at the postsecondary level. These programs last three or four years and focus on practical training as well as applied research. They are intended for students who have completed upper secondary education and accumulated 12 years of schooling. They enable students to acquire the competencies they need to practise a technical trade or occupation and lead to a Professional Bachelor's Degree with a Specific Qualification in that trade or occupation.
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Management of vocational and technical training in Québec and Lithuania

In both Québec and Lithuania, the ministries responsible for education are in charge of general education and vocational and technical training, with the support of various partners, including the educational institutions. The study revealed the following findings concerning the situation in Québec:

- The Ministère de l'Éducation, du Loisir et du Sport (MELS) is the central management authority for the vocational and technical training system, and is responsible for implementing a political and administrative framework setting out its principal orientations. Basically, the responsibility of MELS for vocational and technical training consists in directing and supporting development, organizing instruction, preparing and harmonizing programs of study, issuing diplomas and funding training activities. In other words, it is responsible for planning and structuring vocational and technical training offerings, a task it carries out in cooperation with numerous partners including the Comité national de programmes d'études professionnelles et techniques, the Commission d'évaluation de l'enseignement collégial and the school boards, VTCs and CEGEPs, which are responsible for implementing the programs of study.
- MELS, in collaboration with partners from the socioeconomic environments concerned, carries out planning studies to identify the labour market's training needs. Based on its findings, it prepares new programs of study and updates existing programs, working with teams of specialists to determine the competencies to be acquired, the goals and objectives of the programs, conditions for admission and the criteria used to determine competency acquisition by students.
- MELS uses a competency-based approach when developing vocational and technical programs of study, which makes it easier to harmonize programs. The competency-based approach consists in identifying the competencies required to practise a trade or occupation, and then formulating them as objectives and performance criteria. As a result, some competencies are common to several programs at different levels. MELS harmonizes its vocational and technical training programs to avoid duplication in the training supply, to ensure that competencies acquired are recognized, and to facilitate training paths. It is then up to the VTCs and CEGEPs to identify competencies that are common to the programs they offer, and to introduce bridges as required.
- At the secondary level, the VTCs, under the authority of the school boards, are responsible for implementing the programs of study developed by MELS. Among other things, they must organize learning activities that allow students to acquire the target competencies, and evaluate student learning. To do this, the VTCs use administrative documents produced by MELS, including evaluation guides and pedagogical and material organization guides. The evaluation guides are used to evaluate learning for certification purposes and guarantee the value of the diplomas issued by MELS. The pedagogical and material organization guides structure the administrative, pedagogical, technical and financial aspects of program implementation.
- At the college level, the CEGEPs, which dispense programs of study at the first level of higher education, are responsible for implementing the programs of study prepared by MELS. Among other things, this involves planning, preparing and implementing learning activities that allow students to acquire the target competencies. The CEGEPs are also

responsible for developing evaluation strategies and for producing their own learning and evaluation materials.

The study also revealed the following findings in connection with the management of vocational education and training in Lithuania:

- The Ministry of Education and Science (MES) has overall responsibility for the vocational education and training system. Its basic responsibilities for vocational education and training at the secondary and postsecondary levels are to establish the national training policy, define funding criteria and methods for education, organize and supervise the training offerings, and oversee the implementation and evaluation of training.
- The MES shares its responsibilities with a number of partners, including the Qualifications and Vocational Education and Training Development Centre (QVETDC)—which was known as the Methodological Centre for Vocational Education and Training (MCVET) until January 2010. The QVETDC is a government agency that organizes, prepares and validates Lithuania's Vocational Education and Training Standards. It works with the Industrial Lead Bodies, which are advisory bodies composed of representatives from the education community and the labour market who carry out sector-based analyses to assess the labour market's work force training needs. Their findings are used to prepare the Vocational Education and Training Standards, which set out the competencies required to practise a given trade or occupation.
- The MES also shares its responsibilities with the vocational schools and colleges, which are in charge of developing and revising vocational programs of study using a competency-based approach based on the Vocational Education and Training Standards. New vocational programs of study prepared by the vocational schools must be approved by employer groups such as the Chambers of Commerce, Industry and Crafts and the Chamber of Agriculture, and then validated by the QVETDC before being implemented. New programs prepared by the colleges must be validated by the Centre for Quality Assessment in Higher Education before being implemented.
- For the final evaluation of learning by students in vocational programs of study, the MES works with partners from the labour market, the vocational schools and the colleges. At the secondary level, the vocational schools hand over the responsibility for preparing examination content and appointing the members of the Examining Commission for each program to employer groups. At the postsecondary level, the colleges themselves prepare the content for the end-of-program project and appoint the members of the Examining Commission for each program. In both the vocational schools and the colleges, the Examining Commissions, composed of people representing employers, trade unions and teachers, are responsible for organizing and supervising learning evaluation activities, testing target competency acquisition and issuing grades to students.

Management of educational institutions offering vocational and technical training in Québec and in Lithuania

In both Québec and Lithuania, the mission of the educational institutions offering vocational and technical training is, first, to enable students to acquire the competencies they need for their personal and professional development and for the practice of a trade or occupation with a view to entering the work force and, second, to contribute to the social and economic development of the regions

they serve. The institutions' mission, management methods and organizational structure are set out in a body of legislation, regulations, ministerial directives and internal management documents. The study revealed the following findings in connection with the management of VTCs and CEGEPs in Québec:

- The VTCs fall under the authority of the school boards, which are responsible for administering the elementary schools, secondary schools, VTCs and adult education centres within their respective territories. Each school board is governed by a board of directors known as the Council of Commissioners, and also has a management structure comprising a director general, a deputy director general, a general secretary, various committees (e.g. the executive committee and the parents' committee), and a number of services that manage specific aspects of training, such as special education and student services.
- Each individual VTC is managed by a governing board and a principal. The governing board, which works with the school board, is composed of staff members, students, parents and representatives from local businesses and community groups. Its main role is to establish the VTC's orientations and objectives for student success. The principal oversees the quality of the services dispensed by the VTC and is also responsible for instructional and administrative management.
- Sector-based VTCs—in other words, those offering vocational programs of study in a specific economic sector—fall under the authority of the school boards and are administered by a management committee composed of representatives from the sector in question (employer groups, trade unions, professional associations and businesses). The management of sector-based VTCs requires closer collaboration between the labour market and the education community.
- At the college level, each CEGEP is managed by a board of governors composed of the director general, the academic dean, staff members, students, parents and representatives from the education community, the business community, the labour market and the corporate community. One of its primary responsibilities is to prepare a strategic plan setting out the objectives and methods the board intends to use to achieve the CEGEP's mission.
- Everyday administration of a CEGEP falls under the responsibility of an executive committee composed of members of the board of governors, and an academic council, which is responsible for instructional matters. The director general, academic dean and various departments, such as human resources, student services and continuing education and training, are also involved in everyday management.

The study revealed the following findings in connection with the management of vocational schools and colleges in Lithuania:

- In terms of legal status, the vocational schools are either budgetary institutions or public self-governing institutions. Budgetary institutions are managed by a founder, and public self-governing institutions, by shareholders.
- In the case of a vocational school, the founder may be the MES, another government department, a county governor or a municipal council. In the case of a school, the shareholders may be legal or natural persons who have made financial contributions to the school (e.g. the MES, municipal councils or businesses). The responsibilities of founders

and shareholders' meetings are similar and consist mainly in preparing the school's bylaws and regulations, overseeing the implementation of the national education policy and translating the policy's requirements into activities at the school. Shareholders' meetings also deal with issues relating to capital contributions.

- Regardless of their status, all vocational schools are managed by a principal who oversees everyday affairs, and by a number of independent management bodies, including a school council. The council, which is the school's most important independent body, is composed of people representing students, teachers, parents and the local community. Its role is decided by each specific school.
- The organizational structure of a college is determined by its statutes, meaning that each college has its own management structure. However, every college has a college council and an academic council, which play a role in its management.
- The college director is responsible for general management issues, in particular those relating to human, material and financial resources. The college council is a watchdog body that represents the general public. Its decisions are binding on the college in a number of areas, including how the college's material and financial resources are used. The academic council, for its part, is an independent school council (academic self-governance). Among other things, it decides on the training supply—in other words, the vocational programs of study offered by the college—and oversees the development of the college's applied research.

Partnerships in educational institutions offering vocational and technical training in Québec and in Lithuania

In both Québec and Lithuania, a number of different partners are involved in managing and funding educational institutions offering vocational and technical training, although partnerships are much more widespread in Lithuania than in Québec. The study revealed the following findings regarding the situation in Québec:

- Partnerships between the labour market and the education community are set up mainly to develop, fund and implement continuing education and training offered by the VTCs and CEGEPs. The VTCs and CEGEPs are responsible for developing their own continuing education and in-service training activities; in other words, the institutions offering these activities are responsible for preparing content and providing most of the funding, jointly with businesses, organizations such as Emploi-Québec, and the people who participate in the activities.
 - Partnerships between the labour market and the education community are also set up to manage and fund provincial schools. The management committee that administers these institutions plays a decision-making role, and not simply an advisory role. The socioeconomic partners represented on the management committee are not just involved in funding and promoting the institution's vocational programs of study; they are also responsible for implementing, evaluating and updating the programs, and for everyday management of the institution itself.
 - Partnerships between the labour market and the education community also exist, although to a lesser extent, in the organization and funding of initial training offered by the VTCs and CEGEPs. The main forms of partnership are practicums in the workplace and visits to
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companies by students enrolled in vocational programs of study. However, businesses may also lend, provide access to, or donate equipment, or release specialists to introduce students to technological innovations or explain new manufacturing processes.

Lastly, the study revealed the following elements regarding partnerships in the management and funding of educational institutions in Lithuania:

- Partnerships between the labour market and the education community exist not only for the management and funding of the vocational schools and colleges, but also for the overall development of the vocational education and training system. The two communities work closely together to draw up the Vocational Education and Training Standards, prepare vocational programs of study, and carry out the final evaluation of student learning.
 - The legislation and regulations governing vocational education and training do not explicitly address the types of partnerships that may exist in educational institutions. Accordingly, the vocational schools and colleges can establish the partnerships they wish to have, based on the characteristics of their training services and the vocational training needs in the regions they serve.
 - Partnerships between the labour market and the education community are built into the management structure of the vocational schools and colleges. In fact, the boards that manage the vocational schools, like the college councils that manage the colleges, are composed mostly of people representing businesses and employer groups.
 - In vocational schools and colleges, partnerships with businesses can take the following forms: practicums for students; equipment loans or donations; funding for renovating or outfitting premises and facilities; and continuing training activities for teachers. The vocational schools and colleges usually maintain contacts with county governors and municipal authorities, as well as with other educational institutions in Lithuania and other European countries.
 - The vocational schools with the status of public self-governing institution have a great deal of flexibility with regard to funding. In addition to financial contributions from their shareholders, they can also generate profits by offering services in exchange for payment (e.g. rental of premises and equipment, or the sale of products manufactured by students at the school in practical training workshops). The profits made by the school are used to finance the school's activities.
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Introduction

This report presents the results of a literature review and consultation with targeted educational institutions on the roles, responsibilities and partnerships in the management of educational institutions offering vocational and technical training in Québec and in Lithuania. It comprises five chapters.

Chapter 1 provides background information, i.e. the assigned mandate, the methodology and the definition of concepts. Chapter 2 gives an overview of the education systems in Québec and in Lithuania. Chapter 3 addresses the responsibilities of the educational institutions offering vocational and technical training. Chapter 4 describes partnerships between the labour market and the education community in terms of the funding and management of these educational institutions. Finally, Chapter 5 presents the main observations from the study and highlights the most original practices observed in Québec and in Lithuania in connection with the objects of the study.

1. Background Information

Chapter 1 of this report provides background information on the study, i.e. the assigned mandate, the methodology and the definition of concepts.

1.1 Mandate

The literature review and consultation of educational institutions under this mandate are an extension of similar projects carried out in recent years by the Ministère de l'Éducation, du Loisir et du Sport (MELS) on occupational qualifications models in Canada, the United States and Europe. In particular, they are closely related to the literature review carried out in 2004 and 2005 on the sharing of responsibilities for training programs leading to a trade or an occupation offered in different education systems. The aim of this analysis was to examine how responsibilities are divided with respect to ensuring continuity between training paths, program development, and the evaluation of students enrolled in a program of study leading to the practice of a trade or occupation in Québec, Ontario, Massachusetts and Lithuania.

In the winter of 2008, MELS, in collaboration with Lithuania's Ministry of Education and Science (MES), decided to do a more in-depth study of roles, responsibilities and partnerships in the management of secondary and postsecondary educational institutions offering vocational and technical training in Québec and in Lithuania.¹ MELS indicated its goals in its research design: first, to compare the situation in Québec and in Lithuania in connection with the roles, responsibilities and mandates of educational institutions offering vocational and technical training² and, second, to compare the situation in Québec and in Lithuania in connection with the participation of the labour market in the funding and management of educational institutions offering vocational and technical training.³

In short, the assigned mandate was to collect qualitative data in order to describe the roles and responsibilities of educational institutions offering vocational and technical training and the partnerships between the labour market and the education community with respect to the funding and management of these educational institutions. These data should also make it possible to compare the situation in Québec and in Lithuania.

1.2 Methodology

To ensure its success, the research team worked closely with the project managers at MELS and Lithuania's MES. They used techniques and methods used in the social sciences and conducted methodologically rigorous documentary research, consultation and data analysis. Finally, in accordance with the assigned mandate, the research team performed a literature review and

¹ In Québec, technical training is offered at the college level. See section 1.3 for a definition of concepts, including secondary education, postsecondary education, college education, vocational training and technical training.

² Québec, Ministère de l'Éducation, du Loisir et du Sport, *Devis de recherche* (Québec: Gouvernement du Québec, 2008), 1.

³ *Devis de recherche*, 1.

consulted resource people in the targeted educational institutions between February 2008 and March 2010.

The following are some of the principal activities carried out to achieve the objectives of the study:

- Consulting documents made available by MELS and on different Web sites in order to determine which ones provided information relevant to the project
- Examining the documents and processing the information in order to determine its accuracy and to establish procedures for obtaining additional information from resource people in the targeted educational institutions
- Designing the framework for analyzing data and presenting findings for both parts of the study
- Analyzing information about the organization of the education systems in Québec and in Lithuania, the roles and responsibilities of educational institutions offering vocational and technical training in Québec, and the types of partnerships established between the labour market and the education community with respect to the funding and management of these institutions
- Conducting interviews with resource people in the five educational institutions targeted in order to collect information to complement the information gathered from the documents analyzed,⁴ then producing a synthesis of each interview and submitting it to the interviewee for validation
- Becoming familiar with the sections of the report describing the situation in Lithuania with respect to roles, responsibilities and partnerships in the management of educational institutions offering vocational education and training written by the MES project managers⁵
- Doing a comparative analysis of the situation in Québec and in Lithuania, then highlighting the most original practices in Québec and Lithuania in connection with roles, responsibilities and partnerships in the management of educational institutions

1.3 Definition of concepts

Describing the roles and responsibilities of educational institutions offering vocational and technical training and the partnerships between the labour market and the education community with respect to the funding and management of these educational institutions requires the appropriate analytical tools. Moreover, comparing the situation in Québec and in Lithuania involves defining certain concepts to facilitate understanding of the situation in question.

⁴ The five interviews were conducted in person between June 10 and 19, 2008. They lasted on average 92 minutes. The research team met with Normand Lessard, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Beauce-Étchemin; Denis Lemieux, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Capitale; Gaston Vachon, principal, École professionnelle de Saint-Hyacinthe; Louis Lefebvre, director general, Cégep de Saint-Félicien; and Anne Filion and Nicole Rousseau, academic dean and dean of continuing education and training, Cégep de Limoilou.

⁵ To prepare these sections, the MES project managers conducted interviews with four resource people: Juozas Baranauskas, principal, Vilnius Builder's Training Centre; Vladas Pusvaškis, principal, Aianta School of Technology and Business; Vytautas Zubras, principal, Alytus Vocational Education and Training Centre; and Diana Radzevičiūtė, Head of Quality Management Division, Vilnius College of Technologies and Design.

This section provides definitions of certain concepts.⁶ It is divided into four subsections. The first two give definitions of general concepts, and the last two, definitions of specific concepts central to this study. More specifically, this section is devoted to the different meanings of the following four concepts:

- Training
- Level of education
- Educational institution
- Partnership

1.3.1 Training

The concept of training can be approached from several angles and thus carries various meanings. In its broadest sense, the concept of training refers to a set of "activities, pedagogical situations and didactic means aimed at promoting the acquisition and development of a body of knowledge (theory, competencies, attitudes)."⁷ This concept branches out to include initial, continuing, general, vocational and technical training.

Initial training and continuing training

Initial training consists of a "body of knowledge and set of skills an individual acquires through education preceding his or her entry into an active work life."⁸ More specifically, initial training refers to the idea of "vocational or technical [training] allowing an individual with previous training or experience in the targeted trade or occupation, regardless of age, to acquire the competencies needed to practise the trade or occupation by meeting the minimal requirements of the industry."⁹

On the other hand, the concept of continuing training concerns "activities that enable an individual to develop his or her knowledge and abilities throughout his or her lifetime and to improve his or her condition."¹⁰ From a more restricted point of view, continuing training designates "all types and forms of education or training taken by individuals who have left formal education at some level, practised an occupation or assumed adult responsibilities within a given society."¹¹

General education, vocational training and technical training

General education relates to activities "intended to develop basic communication and calculation skills and progressively transmit general, literary, mathematical, scientific, historical, civic, technical, social and aesthetic knowledge."¹² Note that "general education is the opposite of

⁶ Definitions of many of the concepts described in this section are taken from the following document: Québec, Ministère de l'Éducation, du Loisir et du Sport, *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems* (Québec: Gouvernement du Québec, 2006).

⁷ Renald Legendre, *Dictionnaire actuel de l'éducation*, 3rd ed. (Montréal: Guérin Éditeur, 2005), 684. [Translation]

⁸ *Dictionnaire actuel de l'éducation*, 696. [Translation]

⁹ Québec, Ministère de l'Éducation du Québec, *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering* (Québec: Gouvernement du Québec, 2002), 78.

¹⁰ *Dictionnaire actuel de l'éducation*, 687. [Translation]

¹¹ *Dictionnaire actuel de l'éducation*, 687. [Translation]

¹² *Dictionnaire actuel de l'éducation*, 695. [Translation]

vocational training in that it does not provide for specialization within a given discipline or field of studies aimed at performing occupational activities."¹³ Indeed, while general education focuses on acquiring basic skills in various fields of knowledge, vocational training instead covers the development of specific competencies aimed at preparing an individual to practise a trade or occupation. Thus, vocational training is not only "essentially organized to prepare young people [and adults] to select a career or branch of education by familiarizing them with the materials, tools and standards related to a range of occupational activities,"¹⁴ but also "an introduction to the workplace."¹⁵

As with vocational training, technical training relates to learning activities designed to foster the acquisition of competencies useful for practising a trade or occupation. However, it differs from vocational training by providing preparation for a technical rather than a skilled or semiskilled trade or occupation. Technical training also differs from vocational training with respect to the level of education with which it is associated: vocational training is offered at the secondary level, while technical education is offered at the postsecondary level which, in Québec, is referred to as the college level.

To avoid confusing the different meanings of *training*, for the purposes of this study, the term *vocational training* designates training to prepare students to practise a trade or occupation received at the secondary and postsecondary levels in Lithuania, and exclusively at the secondary level in Québec. The term *technical training* designates training to prepare students to practise a trade or occupation received at the college level in Québec.

1.3.2 Level of education

The concept of level of education refers to "each of the major educational divisions"¹⁶ and, in association with the idea of a cycle, encompasses the phases of the course of study that involves "a number of years of study within a coherent and homogeneous whole."¹⁷ Accordingly, the education systems in Québec and in Lithuania involve four major levels of education: elementary education, secondary education, postsecondary education (referred to as college education in Québec) and university education.

Elementary education

Elementary education is the first phase of the course of study, namely, the "first level of instruction of children."¹⁸ This level of education involves a variable number of years of study depending on the education system in each state. Elementary education takes six years in Québec and four in Lithuania.

¹³ *Dictionnaire actuel de l'éducation*, 695. [Translation]

¹⁴ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 79.

¹⁵ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 79.

¹⁶ Office québécois de la langue française, *Grand dictionnaire terminologique* (www.granddictionnaire.com).

¹⁷ *Dictionnaire actuel de l'éducation*, 335. [Translation]

¹⁸ *Dictionnaire actuel de l'éducation*, 1073. [Translation]

Secondary education

As the second phase in the course of study, secondary education consists of a "period of formal post-elementary education lasting from five to eight years depending on the length of the elementary education."¹⁹ Thus, secondary education takes five years in Québec, i.e. two years for the first cycle and three years for the second cycle, and eight years in Lithuania, i.e. six years for the lower secondary level and two years for the upper secondary level.

Postsecondary and college education

Postsecondary education designates "any learning activity undertaken after completion of secondary studies."²⁰ In Lithuania, the first year of postsecondary education corresponds to the thirteenth year of schooling. In Québec, it corresponds to the twelfth year of schooling. In addition, Québec's postsecondary education includes both college and university education.²¹ For the purposes of this report, the term *college education* refers to "education provided through general and vocational colleges (CEGEPs) and similar institutions,"²² a reality specific to Québec. Discussion of the results of the literature review will therefore use the term *college education* rather than *postsecondary education* to describe the situation in Québec.

University education

University education is the last phase of the course of study. It generally covers university studies at the undergraduate, master's and doctoral levels.

1.3.3 Educational institution

Administrators in educational institutions have a dual responsibility: first, managing the institution's instructional affairs and, second, managing its administrative affairs.²³

1.3.4 Partnership

The concept of partnership can be defined as "a form of cooperation between two or more organizations with a view to carrying out a project with shared material, intellectual, human or financial resources."²⁴ It can also be defined as a collaboration based on an "agreement between two or more parties which, voluntarily and in a fair manner, share a common goal and achieve it by pooling their respective resources."²⁵

More specifically, partnerships between the labour market and the education community can be divided into two categories to express the degree of collaboration in training activities. In the first case, the relationship between the partners is somewhat informal, a bureaucratic relationship

¹⁹ *Dictionnaire actuel de l'éducation*, 589. [Translation]

²⁰ *Dictionnaire actuel de l'éducation*, 587. [Translation]

²¹ *Grand dictionnaire terminologique*.

²² *Dictionnaire actuel de l'éducation*, 232. [Translation]

²³ *Dictionnaire actuel de l'éducation*, 420. [Translation]

²⁴ *Grand dictionnaire terminologique*.

²⁵ *Dictionnaire actuel de l'éducation*, 1002. [Translation]

characterized by the sharing of tasks and little or organizational interaction. The partners share information and resources but do not have a common goal. This type of relationship is a service partnership. The second case is characterized by close cooperation between the partners to carry out a common educational project. The partners cooperate on administrative as well as pedagogical aspects of training. The relationship between the partners is more formal, frequent and regular, and characterized by strong organizational interaction. This type of relationship is a reciprocal partnership. Between these two extremes, there are casual or occasional, associative partnerships.²⁶

²⁶*Dictionnaire actuel de l'éducation*, 1002. [Translation]

2. Overview of the Education System in Québec and in Lithuania

Chapter 2 of this report gives an overview of the education system in Québec and in Lithuania with a view to establishing the importance of vocational and technical training in each of them.¹ It addresses the following topics:

- Vocational and technical training in Québec
- Vocational education and training in Lithuania
- Comparison between the education systems in Québec and in Lithuania

2.1 Vocational and technical training in Québec

In Québec, training to prepare students to practise a trade or occupation is offered at the secondary and college levels; specifically, vocational training is offered at the secondary level and technical training, at the college level.² This section addresses the following topics:

- Structure of the education system in Québec
- Division of responsibilities between the Ministère de l'Éducation, du Loisir et du Sport (MELS) and its networks with respect to vocational and technical training
- Vocational training at the secondary level
- Technical training at the college level

2.1.1 Structure of the education system in Québec

According to the *Education Act*, school attendance is compulsory in Québec for young people between the ages of 6 and 16, and students can attend secondary school until the age of 18, or 21 in the case of a person with a handicap. However, starting at age 5, children can attend preschool, i.e. kindergarten, for one year (see Figure 2.1 for an overview of the principal components of the Québec education system).³

Elementary education is made up of three two-year cycles from Elementary 1 to Elementary 6. It is offered in elementary schools, which are under the authority of the school boards. Secondary education lasts five years, i.e. two years in Cycle One and three years in Cycle Two. It is offered in secondary schools, which are also under the authority of the school boards. Students generally enter secondary school around the age of 12. Secondary education corresponds to the seventh to the

¹ Much of the information in this chapter, in particular the description of the situation in Lithuania, is taken from the following document: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*.

² For the purposes of this study, the term "vocational training" designates training to prepare students to practise a trade or occupation received at the secondary and postsecondary levels in Lithuania, and exclusively at the secondary level in Québec. The term "technical training" designates training to prepare students to practise a trade or occupation received at the college level in Québec. See section 1.3.

³ *Education Act*, R.S.Q., c. I-13.3. Starting at the age of 19, students can complete their secondary studies in the adult education sector.

eleventh year of schooling, i.e. Secondary I, Secondary II, Secondary III, Secondary IV and Secondary V. Secondary education is certified by the Secondary School Diploma (SSD).

Depending on the choice of program, students can enroll in vocational training in their third, fourth or fifth year of secondary school.⁴ They can enroll in training programs to prepare them to practise a skilled trade or occupation offered in vocational training centres (VTCs), which are under the authority of the school boards. Successful completion of a vocational training program is certified by a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS) issued by MELS.

Starting in their third year of secondary school, students can enroll in a Work-Oriented Training Path. This path is for those who wish to enter the work force as soon as possible by learning a semiskilled trade or occupation for which there is local demand; it lasts one year and is certified by the Training Certificate for a Semiskilled Trade (TCST) issued by MELS.⁵ Offered jointly by the adult education centres, which are under the authority of the school boards, and businesses in the region, this path enables students to pursue their basic general education while preparing to enter the work force. The adult education centres are responsible for offering basic general education and training to prepare students to enter the work force, and for following up with these students; the businesses are responsible for practical training in the workplace.

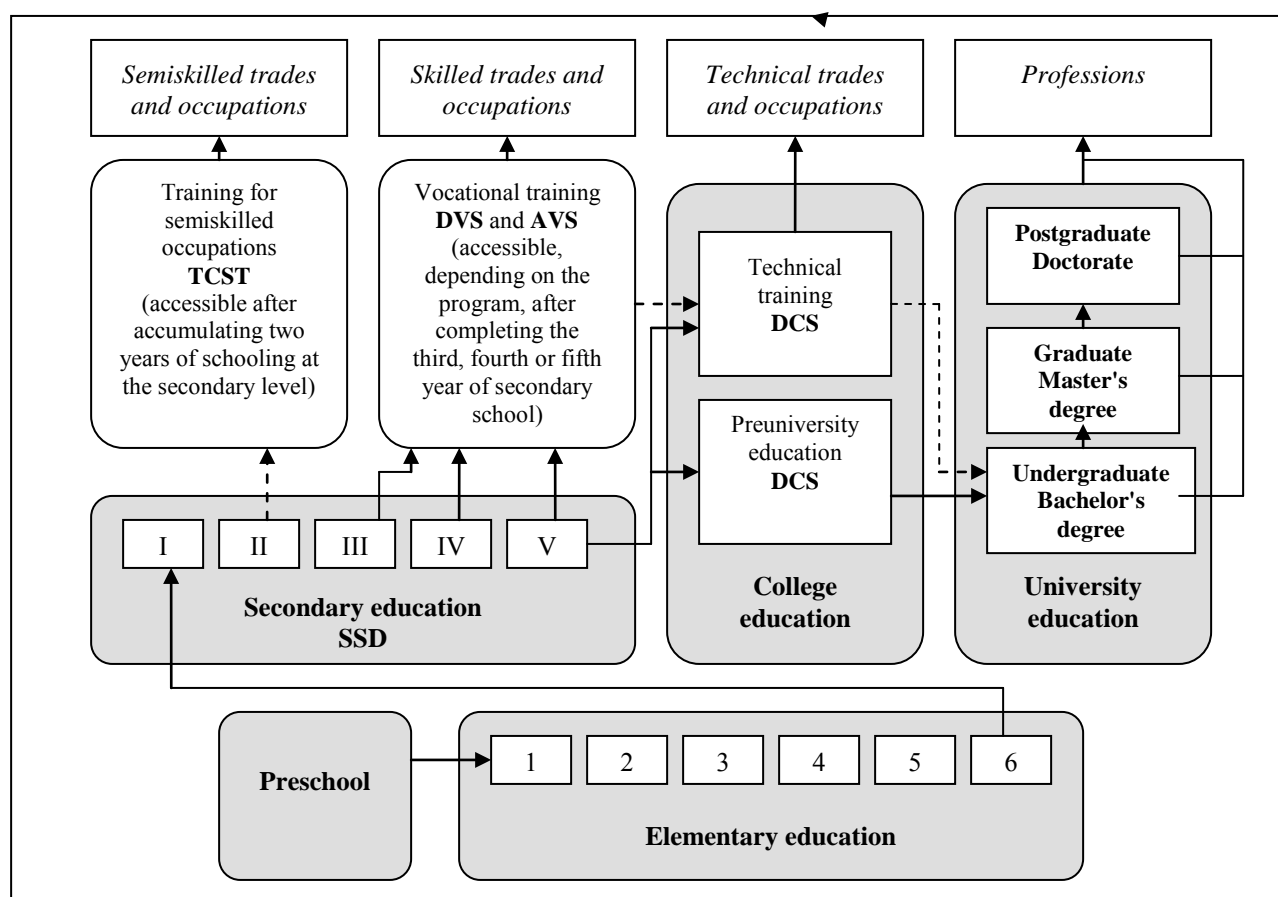
Once they have successfully completed their secondary studies, students can enroll in a vocational training program leading to a DVS. They can also choose to go on to postsecondary education and enroll in a general and vocational college (CEGEP). Students who go on to college directly after secondary school do so at around 17 years of age, after accumulating 11 years of schooling. CEGEPs offer two types of programs certified by the same diploma, the Diploma of College Studies (DCS), issued by MELS. The first type of program prepares students to practise a technical trade or occupation. These technical training programs last three years. The second type of program prepares students for university and lasts two years. At the end of either type of program offered by a CEGEP, students can enroll in an undergraduate program in university lasting three or four years and leading to a bachelor's degree.⁶ As mentioned earlier in this chapter, the education system promotes the harmonization of vocational programs and technical programs as well as technical programs and university programs leading to a bachelor's degree. This is to facilitate the transition from one level of education to the next.

⁴ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Vocational and Technical Education in Québec: Overview* (Québec: Gouvernement du Québec, 2008), 1.

⁵ In reality, students aged 15 or over can enroll in a program preparing them for a semiskilled trade or occupation after having accumulated two years of secondary schooling, without necessarily having earned credits for all Secondary Cycle One courses. See the following documents: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Québec Education Program: Secondary Cycle Two* (Québec: Gouvernement du Québec, 2006); and Québec, Ministère de l'Éducation, du Loisir et du Sport, *Les parcours du deuxième cycle du secondaire en formation générale des jeunes – Document d'information*, Working document (Québec: Gouvernement du Québec, n.d.).

⁶ The Québec education system also includes a sector providing adult education and continuing education and training. This sector is based on the Government Policy on Adult Education and Continuing Education and Training, a three-year plan developed by the MELS.

Figure 2.1 Overview of the principal components of the Québec education system



Source: *Vocational and Technical Education in Québec: Overview, 2.*

2.1.2 Division of responsibilities between MELS and its networks with respect to vocational and technical training

In Québec, overall responsibility for the education system lies with MELS.⁷ MELS exercises its functions "in the fields of preschool <http://www.mels.gouv.qc.ca/elevés/index.asp?page=prescolaire>, elementary, secondary and college education and university education and research, except where another minister is responsible, and in the fields of recreation and sports."⁸ MELS is also required to "devise policies relating to the fields within [its] competence and propose them to the Government, with a view to, in particular,

- promoting education, recreation and sports;

⁷ The description of the division of responsibilities between MELS and its networks with respect to vocational and technical training is based on the summary produced in November 2008 by Guy-Ann Albert, vocational and technical training specialist at the Direction de la gestion stratégique de l'offre de formation of the MELS. The information is taken from the laws and regulations governing vocational and technical training in Québec, MELS documents on the different programs and ideas for a new division of responsibilities between MELS and the educational institutions.

⁸ *An Act respecting the Ministère de l'Éducation, du Loisir et du Sport*, R.S.Q., c. M-15, s. 1.1.1.

- contributing, by promotion, development and support in those fields, to raising the level of scientific, cultural and professional achievement as well as the level of participation in recreation and sports activities for the population of Québec and its individual members;
- furthering access to the higher forms of learning and culture for any person who wishes to have access thereto and has the necessary ability;
- contributing to the harmonization of the orientations and activities of [its] department with general government policy and with economic, social and cultural needs."⁹

The responsibilities of MELS with respect to vocational and technical training (VTT) can be summarized as follows: "The Ministère de l'Éducation, du Loisir et du Sport (MELS) guides and supports VTT development by providing integrated program management, organizing program offerings, and ensuring universal access to education. In practice, this means that it handles the educational, physical and material aspects of instruction, develops programs, issues diplomas and funds training activities."¹⁰ In other words, MELS is responsible for planning and organizing vocational and technical program offerings in Québec, a responsibility it shares with several partners, including "the Conseil supérieur de l'éducation (CSE—superior council of education), the Comité national des programmes d'études professionnelles et techniques (CNPEPT—provincial vocational and technical [training] program committee), the Commission d'évaluation de l'enseignement collégial (CEEC—commission for the evaluation of college education), government agencies, businesses and, in a more direct fashion, the school boards, vocational [training] centres and colleges entrusted with the implementation of the programs of study."¹¹

Since the 1986 vocational training reform and the 1993 college education reform, MELS has adopted an approach based on the acquisition of competencies—known as the competency-based approach¹²—for its vocational and technical programs. Thus, in vocational training, MELS sets the objectives for programs leading to a DVS or an AVS. By doing so, it establishes the competencies targeted by the programs, the training modules (including their duration) and the performance criteria for each competency. For information purposes, it indicates the knowledge and know-how associated with each competency. It also indicates the achievement context, i.e. the situation in which the competency is exercised at entry level on the labour market, as well as the competencies for which it sets uniform examinations.¹³ The VTCs that offer programs leading to a DVS or an AVS are responsible for implementing these programs and, consequently, for developing learning activities that will enable students to acquire the targeted competencies and evaluating student learning which, in some cases, requires administering uniform examinations set by MELS.

Over the years, MELS has produced different documents to assist VTCs in the implementation of programs at the local level. These include evaluation guides and pedagogical and material

⁹ *An Act respecting the Ministère de l'Éducation, du Loisir et du Sport*, s. 1.2. See also the MELS Web site (www.mels.gouv.qc.ca).

¹⁰ *Vocational and Technical Education in Québec: Overview*, 4.

¹¹ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 14. Chapter 4 of this report deals more specifically with partnerships.

¹² The competency-based approach is a "program development process based on the analysis of tasks performed in the practice of a trade or occupation and on their translation into competencies formulated as learning objectives." *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 76. See also the following document: Organisation internationale de la Francophonie, *Les guides méthodologiques d'appui à la mise en œuvre de l'approche par compétences en formation professionnelle* (Québec: OIF and MELS, n.d.).

¹³ A uniform examination is a summative examination prepared under the authority of the MELS for the purpose of certifying studies, aimed at evaluating specific learning in a given field and administered to all students in all educational institutions simultaneously. *Dictionnaire actuel de l'éducation*, 611. [Translation]

organization guides. The evaluation guides produced for each program make it possible to evaluate learning for certification purposes and guarantee the value of the diplomas issued by MELS. The pedagogical and material organization guides deal with four levels of program implementation: administrative, pedagogical, technical and financial. Given the Québec government's tendency toward decentralization and regionalization, the vocational training network will eventually be given more responsibility with respect to program implementation.

In technical training, MELS establishes the competencies targeted by the general education and program-specific components of programs leading to a Diploma of College Studies (DCS). The competencies are then translated into objectives and standards: the objectives are stated as expected outcomes at the end of the learning process, while the standards are presented in the form of an achievement context and related performance criteria. The colleges are responsible for developing learning activities that will enable students to acquire the targeted competencies; they set the number and duration of the competencies and select the most appropriate learning method—lecture or practicum in the workplace, for example. They are also responsible for planning and implementing learning activities, developing evaluation strategies and producing appropriate learning and evaluation materials. The colleges are responsible for evaluating student learning, but MELS reserves the right to set uniform examinations, for example, the Ministerial Examination of College English.

The Commission d'évaluation de l'enseignement collégial (CEEC) was created as part of the college education reform. The CEEC is an independent government body whose mission consists in improving the relevance and quality of college education and promoting recognition of its value by society as a whole. More specifically, it evaluates the quality of the implementation of college technical training and preuniversity education programs, institutional policies on the evaluation of learning achievement and the evaluation of programs of study and their implementation.¹⁴

2.1.3 Vocational training at the secondary level

The description of vocational training at the secondary level is divided into two sections: the principal characteristics of vocational training programs and the harmonization of vocational and technical training programs.

Principal characteristics of vocational training programs

Two different types of vocational training programs are offered in Québec's 175 VTCs under the jurisdiction of 70 school boards.¹⁵ The VTCs offer programs leading to a DVS or an AVS issued by MELS.¹⁶ (See Figure 2.2 for an overview of the principal characteristics of these two types of vocational training programs.)

¹⁴ Web site of the Commission d'évaluation de l'enseignement collégial (www.ceec.gouv.qc.ca).

¹⁵ Of the 175 public VTCs, approximately 10 have provincial status. Under s. 468 of the *Education Act*, each of these schools has a particular role and mode of administration. Provincial schools are addressed in chapters 3 and 4 of this report. In addition to the 175 public VTCs, 3 government schools and 34 private institutions offer vocational training programs. The VTCs offer programs leading to a TCST. These training programs, which are part of continuing education and training, are developed by the VTCs in collaboration with the Fédération des commissions scolaires du Québec to meet local training needs. The TCST is issued by the school boards.

¹⁶ *Vocational and Technical Education in Québec: Overview*, 7.

Most vocational training programs offered in Québec secondary schools lead to a DVS. These 142 programs last between 600 and 1800 hours over the course of one or two years. They are developed by MELS using the competency-based approach, and are intended to enable students to acquire the competencies needed to practise a skilled trade or occupation as well as competencies aimed at fostering personal and professional development and versatility. These programs emphasize practical competencies: "they involve the performance of concrete activities and the systematic handling of tools, instruments and machinery."¹⁷ They often involve practical workshops, laboratory activities and practicums in the workplace. Many of these programs use a work-study approach.¹⁸

Generally speaking, to be eligible for a program leading to a DVS, students must have successfully completed the third or fourth year of secondary school or, in other words, nine or ten years of schooling. However, for admission to some programs, students must have earned credit for certain Secondary V courses or a Secondary School Diploma (SSD), which means that they will have completed 11 years of schooling. MELS has adopted different measures for facilitating access to vocational training, including the concurrent-program option. This option allows students to enroll in a vocational training program even if they do not have the requisite Secondary IV or V credits in general education. These students must, however, obtain the missing credits during vocational training before being awarded a DVS. Students enrolled in vocational training can also concurrently earn the general education credits needed to obtain their SSD.¹⁹ Students who obtain a DVS can enter the labour market, a program leading to an AVS or, in some cases, a technical program offered by a CEGEP. Students who obtain their SSD concurrently can transition to a preuniversity or technical program offered by a CEGEP.

Finally, programs that lead to an AVS are aimed at enabling students to perfect their competencies or specialize in a particular trade or occupation. Developed by MELS using the competency-based approach, the 25 programs leading to an AVS last between 330 and 900 hours over the course of six months to two years. To be eligible, students must have a DVS or equivalent experience. Students who successfully complete a program leading to an AVS can enter the labour market and, in some cases, go on to a technical program offered by a CEGEP.

¹⁷ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 8.

¹⁸ The work-study approach is a learning mode aimed at giving students enrolled in a vocational training program the opportunity to do two or more practicums in the workplace during their training, thereby preparing them to enter the work force. The practicums represent 20 per cent or more of the time allotted to training. However, when the practicums are an integral part of the training program, businesses that accept trainees are not obliged to pay them. Inforoute FPT Web site (inforoutefpt.org).

¹⁹ *Vocational and Technical Education in Québec: Overview*, 9.

Figure 2.2 Overview of the principal characteristics of secondary vocational training programs in Québec

Programs leading to a DVS	
Objective	<ul style="list-style-type: none"> • Enable the student to acquire competencies useful for a skilled trade or occupation, as well as competencies to improve his/her personal and professional development and versatility
Duration	<ul style="list-style-type: none"> • 1 or 2 years (600 to 1800 hours)
Student age range	<ul style="list-style-type: none"> • 15 and over
General admission requirements	<ul style="list-style-type: none"> • Completion of the third or fourth year of secondary school
Dispensing educational institutions	<ul style="list-style-type: none"> • VTCs, under school boards
Diploma	<ul style="list-style-type: none"> • DVS
Opportunities upon completion	<ul style="list-style-type: none"> • Access to the labour market, programs leading to an AVS and, in certain cases, technical training offered at the college level
Programs leading to an AVS	
Objective	<ul style="list-style-type: none"> • Enable the student to upgrade his/her competencies in a specific trade or occupation
Duration	<ul style="list-style-type: none"> • From 6 months to 2 years (330 to 900 hours)
Student age range	<ul style="list-style-type: none"> • 16 and over
General admission requirements	<ul style="list-style-type: none"> • Hold a DVS or have equivalent experience
Dispensing educational institutions	<ul style="list-style-type: none"> • VTCs, under school boards
Diploma	<ul style="list-style-type: none"> • AVS
Opportunities upon completion	<ul style="list-style-type: none"> • Access to the labour market and, in certain cases, technical training offered at the college level

Source: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*, 12-13. The table was updated in November 2008.

Harmonization of vocational and technical training programs

"The Ministère de l'Éducation, du Loisir et du Sport (MELS) harmonizes its vocational and technical programs by establishing similarities and continuity between secondary and college-level programs, in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress."²⁰ Harmonization of training programs involves the identification of competencies common to several programs, competencies with the same statement whose elements are identical, or competencies that are so similar as to be of equal value.

In Québec, secondary vocational training programs and college technical training programs are developed using the competency-based approach, which facilitates their harmonization. As we mentioned earlier, this approach "essentially consists in defining the competencies inherent in the practice of a trade or occupation and formulating them as objectives and performance criteria."²¹

Although the programs leading to a DVS and those leading to a DCS are developed using the same approach, they are structured differently. Vocational training programs are divided into modules of a specific duration, each one addressing one of the targeted competencies. The competencies are defined as elements indicating the behaviour expected of students at the end of the learning process.

²⁰ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Ensuring Continuity Between Vocational and Technical Programs of Study*, Leaflet (Québec: Gouvernement du Québec, n.d.).

²¹ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 48.

The specific component of each technical training program is developed on the basis of the competencies needed to practise a trade or occupation. Each competency is then translated into objectives and standards. The total duration of the specific component is set by MELS, but colleges are free to mix and match the competencies as they wish when developing learning activities.

"Training programs are harmonized by the MELS when they are developed or revised. The results . . . are presented in the harmonization tables that accompany the training programs . . . Later on, educational institutions are responsible for recognizing these common competencies . . . [and establishing] academic paths that help students save time and promote educational success. In addition . . . educational institutions can share their resources, expertise, equipment, premises and all types of activities, such as those related to promotion, continuing [training] and business services."²²

In June 2006, MELS launched its Vocational and Technical Training Collaboration Plan.²³ In a context shaped by a decline in population affecting several regions, and by a pressing need for a qualified work force, the aim of this plan is to ensure access to quality vocational and technical training in the different regions of Québec. To achieve this goal, the plan proposes regional dialogue and partnerships between the education community and the labour market in order to offer programs that meet the needs of businesses and individuals and foster the harmonization of vocational and technical training programs and, consequently, the continuity of training paths.²⁴

2.1.4 Technical training at the college level

The description of technical training at the college level is divided into two sections: the principal characteristics of technical training programs and the harmonization of technical training programs and university undergraduate programs.

Principal characteristics of technical training programs

The 48 CEGEPs in the different regions of Québec offer 115 different technical programs in the 21 training sectors.²⁵ These college programs prepare students in Québec to practise a trade or occupation (see Figure 2.3 for an overview of the principal characteristics of these programs).

²² *Ensuring Continuity Between Vocational and Technical Programs of Study.*

²³ See the following documents: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Vocational and Technical Training Collaboration Plan: To Meet the Challenge of Providing Access to Training and Qualifications in All Regions of Québec* (Québec: Gouvernement du Québec, 2006); Québec, Ministère de l'Éducation, du Loisir et du Sport, *Plan de rapprochement en matière de formation professionnelle et technique – État de situation de la mise en œuvre*, Working document (Québec: Gouvernement du Québec, 2007); and Québec, Ministère de l'Éducation, du Loisir et du Sport, *Recension des activités et des projets de rapprochement entre les commissions scolaires et les collèges* (Québec: Gouvernement du Québec, 2008).

²⁴ In particular, the Vocational and Technical Training Collaboration Plan proposes "the implementation of a partnership strategy leading to three work priorities in complementary fields of activity: 1) collaboration among vocational training and technical training institutions, a long with regional dialogue; 2) the harmonizing of vocational training and technical training programs, and the organization of training and services; 3) collaboration with the workplace." *Vocational and Technical Training Collaboration Plan*, 5.

²⁵ In addition to the 48 public CEGEPs, 4 government schools and 49 private institutions offer technical training programs. There are also five provincial schools that offer vocational and technical training in Québec. Each of these schools is affiliated with a CEGEP and offers exclusive programs in a particular field. For further information, see the Web site of the Écoles nationales du Québec (www.ecolesnationales.qc.ca) and of each particular school. There are also 40 collegial technology transfer centres (CTTCs), under the authority of the CEGEPs. Their mandate is to carry out applied research, business technical support and information activities in a specific field in order to help develop and implement technological innovation projects and new technologies. See the Web sites of MELS (www.mels.gouv.qc.ca), Réseau Trans-tech (www.reseautranstech.qc.ca) and the Ministère du Développement économique, de l'Innovation et de l'Exportation (www.mdeie.gouv.qc.ca). The CEGEPs and other institutions offer training programs leading to an

Developed by MELS using the competency-based approach, technical training programs include four components: a general education component common to all programs, a general education component specific to each program, a complementary general education component and a program-specific component. In all, general education makes up about a third of the learning in a technical training program—general education includes language of instruction and literature (French or English), second language, humanities and physical education. These programs enable students to pursue their basic general education while acquiring the competencies needed to practise a technical trade or occupation. Students acquire a basic cultural education, develop generic skills and learn appropriate attitudes, while mastering "scientific applications in production and work organization,"²⁶ in practical training workshops, laboratory activities and practicums in the workplace. Many of these programs use the work-study approach.²⁷

Technical training programs last three years, or six 15-week semesters, and are intended for students who have completed secondary school and obtained an SSD or, in some cases, a DVS or an AVS. Generally speaking, students enter these programs around the age of 17, after having completed 11 years of schooling. At the end of the program, students obtain a DCS issued by MELS and are ready to enter the work force or to enroll in a university undergraduate program.

Figure 2.3 Overview of the principal characteristics of college technical training programs in Québec

Programs leading to a DCS in technical training	
Objective	<ul style="list-style-type: none"> • Enable the student to acquire competencies useful for a technical trade or occupation, acquire a basic common culture, develop generic skills and adopt appropriate attitudes
Duration	<ul style="list-style-type: none"> • 3 years (six 15-week semesters)
Student age range	<ul style="list-style-type: none"> • 17 and over
General admission requirements	<ul style="list-style-type: none"> • Hold an SSD or, in certain cases, a DVS or an AVS
Dispensing educational institutions	<ul style="list-style-type: none"> • CEGEPs and similar institutions
Diploma	<ul style="list-style-type: none"> • DCS
Opportunities upon completion	<ul style="list-style-type: none"> • Access to the labour market or undergraduate studies

Source: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*, 13. The table was updated in November 2008.

Harmonization of technical training programs and university undergraduate programs

The harmonization of technical training programs and university undergraduate programs facilitates the transition from college to university and makes it easier to recognize the competencies acquired. It involves agreements between CEGEPs and universities to offer integrated DCS-BAC programs in

Attestation of College Studies (ACS). These continuing training programs are developed by CEGEPs to meet specific local training needs. The ACS is issued by the CEGEPs.

²⁶ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 8.

²⁷ The work-study approach is a learning mode aimed at giving students enrolled in a technical training program the opportunity to do two or more practicums in the workplace during their training, thereby preparing them to enter the work force. The practicums represent 20 per cent or more of the time allotted to training; the practicums are not included in the number of course hours, which extends the duration of the training. Businesses that accept student trainees must pay them, since the number of practicum hours is over and above the number of program hours. Inforoute FPT Web site (inforoutefpt.org).

a given field of study and the implementation of different reception measures to facilitate the integration of students with a DCS in technical training into university programs.

However, the harmonization of technical training programs and university undergraduate programs presents certain difficulties. These are for the most part related to the fact that the two types of programs are not developed using the same approach: technical training programs are developed using the competency-based approach, while undergraduate programs are developed on the basis of objectives and content. Also, each college is responsible for developing learning activities enabling students to acquire the competencies targeted in the programs it offers. Similarly, every university is responsible for setting objectives and content for the programs it offers and for developing learning activities enabling students to achieve these objectives. That is why the implementation of technical and university programs can differ considerably from one institution to the next, which makes it difficult to establish continuity between them.

Integrated DCS-BAC programs leading to a DCS in technical training and a bachelor's degree are the result of formal agreements between CEGEPs and universities. These integrated programs exempt students who want to pursue their studies at the university level from certain courses in the undergraduate program, up to a number of courses equivalent to one year of university. Some technical training programs are paired with several different university programs. For example, the *Horticultural Production and Environmental Technology* program is paired with the university programs *Agricultural Economics* and *Agronomy*. Also, some university programs are paired with several technical training programs. For example, the *Design* program is paired with the technical programs *Graphic Design* and *Multimedia Integration*. Some DCS-BAC paths pair two specific programs, for example, the technical program *Nursing* and the university program *Nursing Science*.

There are two main types of reception measures in place to facilitate the harmonization of technical training programs and university undergraduate programs. The first exempts students with a DCS in technical training from having to meet certain admission requirements for an undergraduate program in the same field of study, such as the successful completion of prerequisites. The second consists in giving students with a DCS in technical training credit for certain undergraduate courses, thereby exempting them from having to take the courses in question.

The harmonization of technical training programs and university undergraduate programs can lighten students' course load or shorten their time in university.

2.2 Vocational education and training in Lithuania

In both Lithuania and Québec, training to prepare students to practise a trade or occupation is offered at the secondary and postsecondary levels. This section addresses the following topics:

- Structure of the education system in Lithuania
 - Principal responsibilities of the Ministry of Education and Science (MES) with respect to vocational education and training
 - Vocational education and training at the secondary level
 - Vocational education and training at the postsecondary level
-

2.2.1 Structure of the education system in Lithuania

In Lithuania, school is compulsory for students between the ages of 7 and 16. However, starting at age 6, children can attend preschool for one year. (See Figure 2.4 for an overview of the principal components of the Lithuanian education system.)

Elementary education, from the first to the fourth year, is offered in elementary schools. Students enter secondary education after having completed four years of schooling, around the age of 11. Secondary education is divided into two parts: lower secondary education and upper secondary education. Lower secondary education is offered in basic schools and lasts from the 5th to the 10th year of school. Students who complete their lower secondary education are generally around 16 years old; they obtain a Basic School Leaving Certificate. After the seventh year, students aged 14 or over can enroll in a secondary vocational education and training (VET) program offered in a vocational school.

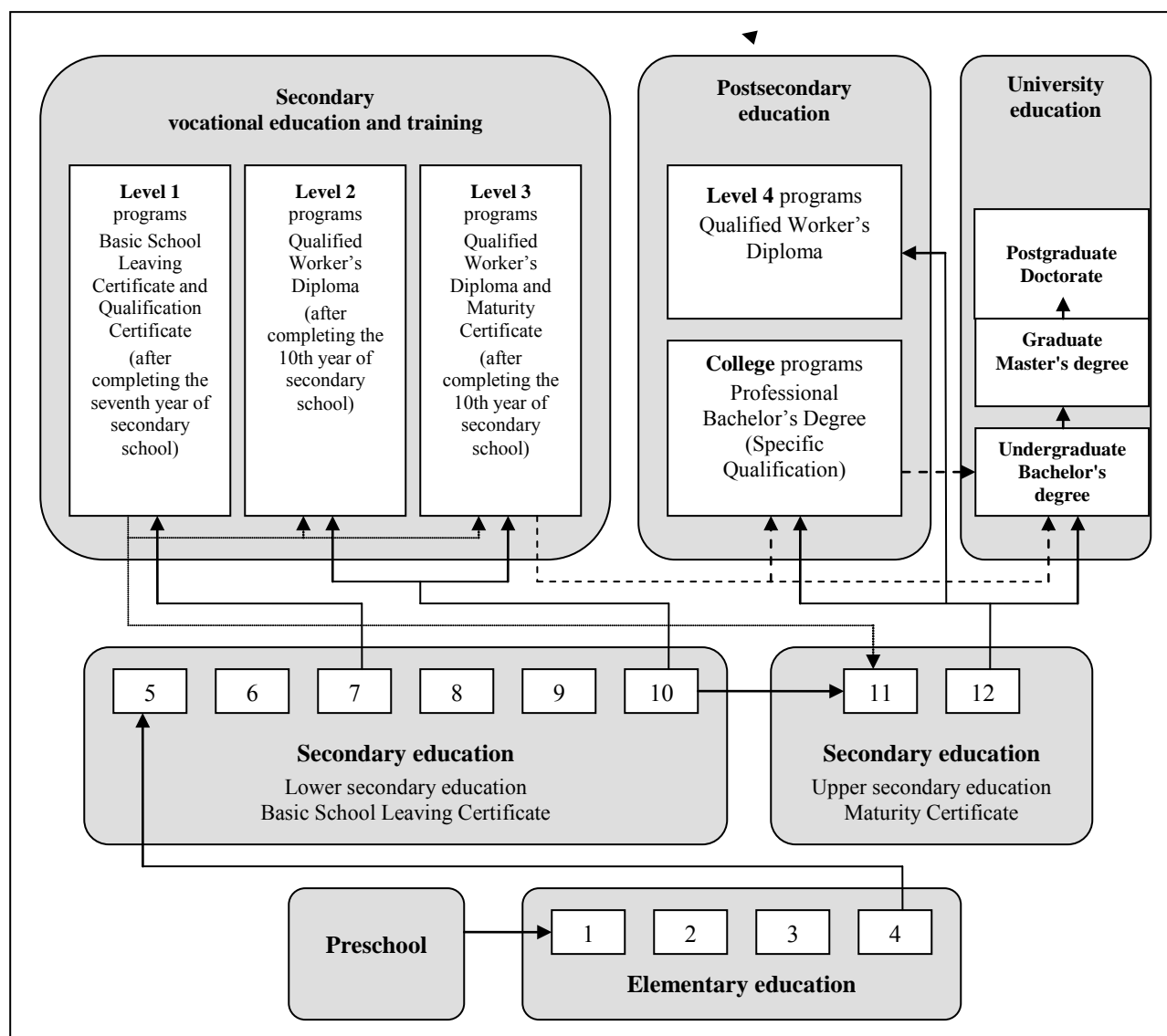
Once they have completed their lower secondary education, students can choose to pursue upper secondary education or to enroll in a secondary VET program. Upper secondary education programs are offered in secondary schools and *gymnasiums*,²⁸ in the 11th and 12th years. These are two-year programs leading to a Maturity Certificate.²⁹ After the 10th year, students can also enroll in a VET program offered in a vocational school. Two-year vocational programs of study lead to a Qualified Worker's Diploma, while three-year programs lead to both a Qualified Worker's Diploma and a Maturity Certificate.

After obtaining a Maturity Certificate, students who wish to pursue their studies can enroll in a vocational school, college or university. Colleges are postsecondary educational institutions offering vocational programs of study emphasizing practical rather than theoretical training and prepare students to practise technical trades or occupations. College programs last three to four years and lead to a Professional Bachelor's Degree, with a Specific Qualification.³⁰ Universities offer programs leading to a bachelor's degree, master's degree or doctorate.

²⁸ A *gymnasium* is a school that offers general education of a higher calibre than that provided in secondary schools, from the 9th to the 12th year of schooling. *Gymnasiums* existed before the Soviet regime. This type of school was reestablished after Lithuania's independence in 1990 in order to reintroduce a form of education different from the Soviet model.

²⁹ Students who, at the end of their upper secondary education, do not meet the established national standards receive a Certificate of Learning Achievement.

³⁰ See Lithuania's *Law on Higher Education* and the Open Information, Counselling and Guidance System Website (www.aikos.smm.lt).

Figure 2.4 Overview of the principal components of the Lithuanian education system

Source: Methodological Centre for Vocational Education and Training, *Initial Vocational Education and Training in Lithuania—Detailed Thematic Report* (Vilnius: MCVET, 2005), 10.

2.2.2 The principal responsibilities of the MES with respect to vocational education and training

In Lithuania, overall responsibility for the education system lies with the MES, while responsibility for vocational education and training is shared by two ministries. Thus, vocational education and training offered in schools is under the authority of the MES, while programs given in the workplace are under the authority of the Ministry of Social Security and Labour (MSSL).³¹

More specifically, the responsibilities of the MES with respect to vocational education and training offered in schools consist in:

³¹ When Lithuania's *Law on Vocational Education and Training* was amended in April 2007, it was established that responsibility for vocational education and training provided in the workplace would be gradually shifted to the MES.

- developing and implementing government programs of study
- establishing national education standards and ensuring their implementation
- defining criteria and methods for funding education
- creating adequate learning conditions in educational institutions
- ensuring the implementation of the national quality assurance system
- encouraging research in education and teacher training, coordinating teaching practicums and organizing teacher evaluation

Some of the responsibilities of the MES with respect to the development of vocational education and training are delegated to the Qualifications and Vocational Education and Training Development Centre (Q VETDC).³² The Q VETDC oversees the development and validation of the Vocational Education and Training Standards and the vocational programs of study on which they are based, designs instructional materials and provides educational institutions with instructional support.

2.2.3 Vocational education and training at the secondary level

The description of secondary vocational education and training in Lithuania is divided into two sections: the principal characteristics of secondary vocational programs of study and the harmonization of secondary and postsecondary vocational programs of study.

Principal characteristics of secondary vocational programs of study

Secondary vocational programs of study are offered in 72 vocational schools throughout Lithuania.³³ There are four levels of programs, which differ in their content and duration, the age of the students admitted and the amount of schooling required for admission. (See Figure 2.5 for an overview of the principal characteristics of these four types of programs.) Vocational programs of study offer both general education and training in the chosen trade or occupation. The latter includes both a practical component and a theoretical component. Generally speaking, the practical component represents 60 to 70 per cent of the time allotted to vocational training. Vocational programs of study also include practical workshops or practicums in the workplace.

Level 1 programs are intended for students who are at least 14 years of age and who have completed the first two years of lower secondary education, that is, six years of schooling. The 81 Level 1 programs can be divided into two types.³⁴ The first type lasts two years and enables students "to carry out simple, routine work operations,"³⁵ in other words, to acquire the competencies needed to practise a semiskilled trade or occupation. Students who successfully complete this type of program obtain a Qualification Certificate, which allows them to enter the labour market. The second type

³² Until January 2010, the Qualifications and Vocational Education and Training Development Centre was known as the Methodological Centre for Vocational Education and Training.

³³ Methodological Centre for Vocational Education and Training, *Overview of VET System in Lithuania—Thematic Overview* (Vilnius: MCVET, 2007), 12. In addition to the 72 government vocational schools, there are 2 private vocational schools. For the purposes of this study, only the government schools are taken into consideration.

³⁴ *Overview of VET System in Lithuania*, 11.

³⁵ *Overview of VET System in Lithuania*, 7.

lasts three years and enables students to acquire the competencies needed to practise a semiskilled trade or occupation while completing their lower secondary studies. It leads to a Qualification Certificate and a Basic School Leaving Certificate, the latter certifying that the student has successfully completed his or her lower secondary studies. Once they have obtained these two certificates, students can enter the work force or pursue their upper secondary studies in a general education or level 2 VET program.

The 74 Level 2 vocational programs of study³⁶ are intended for students who have completed their lower secondary studies and, therefore, 10 years of schooling. Level 2 programs last two years and enable students "to perform specialized work not requiring important autonomous decisions,"³⁷ in other words, to acquire the competencies needed to practise a skilled trade or occupation. Students who successfully complete this type of program obtain a Qualified Worker's Diploma, which gives them access to the labour market.

The 134 Level 3 vocational programs of study³⁸ are intended for students who have completed their lower secondary studies and, therefore, 10 years of schooling. Level 3 programs last three years and enable students "to perform complicated work in areas requiring fairly responsible and independent decisions [and] to coordinate group activity."³⁹ Students who successfully complete this type of program obtain a Qualified Worker's Diploma and a Maturity Certificate, since they acquire the competencies needed to practise a skilled trade or occupation while completing their upper secondary studies. Once they have obtained these diplomas, students can enter the work force or pursue their postsecondary or university education.

The 102 Level 4 vocational programs of study⁴⁰ are intended for students who have received a Maturity Certificate, that is, students who have completed their upper secondary studies and, therefore, 12 years of schooling.⁴¹ Level 4 programs last one, one-and-a-half or two years and enable students "to perform complicated work in areas requiring responsibility, independence, deep knowledge and specific skills [and] to organize and administrate group activity."⁴² This means that Level 4 programs enable students to acquire the competencies needed to practise a skilled trade or occupation and earn a Qualified Worker's Diploma, which gives them access to the labour market.

³⁶ *Overview of VET System in Lithuania*, 13.

³⁷ *Overview of VET System in Lithuania*, 7.

³⁸ *Overview of VET System in Lithuania*, 13.

³⁹ *Overview of VET System in Lithuania*, 7.

⁴⁰ *Overview of VET System in Lithuania*, 20.

⁴¹ Although they are included here with secondary programs offered by vocational schools, Level 4 vocational programs of study are part of the postsecondary system in Lithuania.

⁴² *Overview of VET System in Lithuania*, 7.

Figure 2.5 Overview of the principal characteristics of secondary programs of study in Lithuania

Level 1 vocational programs of study	
Objective	• Enable the student to acquire competencies useful for a semiskilled trade while completing their lower secondary education
Duration	• 2 or 3 years
Student age range	• 14 and over
General admission requirements	• Completion of the first two years of lower secondary education
Dispensing educational institutions	• Vocational schools
Diploma	• Basic School Leaving Certificate and Qualification Certificate for three-year programs and Qualification Certificate only for two-year programs
Opportunities upon completion	• Access to the labour market and, for students who have obtained the Basic School Leaving Certificate, access to general education at the upper secondary level and levels 2 and 3 vocational education and training provided through secondary education
Level 2 vocational programs of study	
Objective	• Enable the student to acquire competencies useful for a skilled trade
Duration	• 2 years
Student age range	• 16 and over
General admission requirements	• Hold a Basic School Leaving Certificate
Dispensing educational institutions	• Vocational schools
Diploma	• Qualified Worker's Diploma
Opportunities upon completion	• Access to the labour market
Level 3 vocational programs of study	
Objective	• Enable the student to acquire competencies useful for a skilled trade while completing his/her upper secondary education
Duration	• 3 years
Student age range	• 16 and over
General admission requirements	• Hold a Basic School Leaving Certificate
Dispensing educational institutions	• Vocational schools
Diploma	• Maturity Certificate and Qualified Worker's Diploma
Opportunities upon completion	• Access to the labour market, vocational training offered by colleges and undergraduate studies
Level 4 vocational programs of study	
Objective	• Enable the student to acquire general knowledge useful for a skilled trade
Duration	• 1 year, 1½ years or 2 years
Student age range	• 18 and over
General admission requirements	• Hold a Maturity Certificate
Dispensing educational institutions	• Vocational schools
Diploma	• Qualified Worker's Diploma
Opportunities upon completion	• Access to the labour market

Source: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*, 18-19. The table was updated in November 2008.

Harmonization of secondary and postsecondary vocational programs of study

The *White Paper on Vocational Education and Training in the Republic of Lithuania* tabled in 1999 proposes measures aimed at fostering the establishment of bridges between the different levels of

education. These measures include program development aimed at ensuring continuity in the different training paths. The White Paper recommends harmonizing the level 3 and 4 vocational programs offered in secondary schools and the postsecondary vocational programs offered in the colleges. Thus, students who wish to pursue their education after completing a level 3 or 4 vocational program of study could obtain recognition for certain credits, avoiding any overlap. This would reduce the amount of time needed to obtain a second diploma.

To conform to the recommendations in the White Paper, programs should be organized into training blocks, which would facilitate the harmonization of secondary and postsecondary vocational programs of study and, consequently, foster continuity in the different training paths. Thus, courses given in vocational schools and those given in colleges would be coordinated in order to allow students to have their credits recognized. Consequently, students who enroll in a college program after completing a level 3 or 4 program of study could obtain recognition for certain credits, thereby reducing the amount of time they spend in school.

In recent years, agreements have been reached between vocational schools and colleges, and pilot projects have been carried out to test the creation of bridges between certain secondary and postsecondary vocational programs of study. The programs have not yet been organized into training blocks, and bridges between the different levels of education are still being tested.⁴³

2.2.4 Vocational education and training at the postsecondary level

At the postsecondary level, vocational programs of study are offered by 28 colleges throughout Lithuania.⁴⁴ The following sections describe the principal characteristics of these programs and the harmonization of vocational programs of study offered by colleges and university programs.

Principal characteristics of postsecondary vocational programs of study

Some 270 different postsecondary vocational programs of study⁴⁵ are offered by colleges in Lithuania. (See Figure 2.6 for an overview of the principal characteristics of these programs.) They are intended for students who have received a Maturity Certificate, that is, who have completed their upper secondary studies and, therefore, 12 years of schooling. These programs last three to four years and enable students "to perform creative work requiring responsibility independently in concrete areas of activity [and] to plan and assess the work, to perform managerial functions."⁴⁶ In other words, these programs enable students to acquire the competencies needed to practise a technical trade or occupation in a single field of study or in several related fields of study. They provide both general education and trade-related training. Students who have completed a program of study in a college obtain a Professional Bachelor's Degree, which usually mentions a Specific Qualification. For example, students who successfully complete the *Preschool Education* program offered by Vilnius College of Higher Education obtain a Professional Bachelor of Educology with the mention "Educator." After completing their studies in the *Costume Design* program offered by

⁴³ The MES intends to reorganize certain secondary vocational programs of study into nationally recognized training blocks in 2009. This will facilitate the harmonization of programs at the four levels in the same or similar field of study offered in different vocational schools throughout the country.

⁴⁴ *Overview of VET System in Lithuania*, 12.

⁴⁵ *Initial Vocational Education and Training in Lithuania*, 23.

⁴⁶ *Initial Vocational Education and Training in Lithuania*, 7.

the same college, students obtain a Professional Bachelor of Fine Arts with the mention "Designer."⁴⁷ Students can then enter the work force or pursue their education at the university level.

Figure 2.6 Overview of the principal characteristics of postsecondary programs of study in Lithuania

Vocational programs of study offered by colleges	
Objective	• Enable the student to acquire competencies useful to a technical trade or occupation
Duration	• 3 or 4 years
Student age range	• 18 and over
General admission requirements	• Hold a Maturity Certificate
Dispensing educational institutions	• Colleges
Diploma	• Professional Bachelor's Degree with Specific Qualification
Opportunities upon completion	• Access to the labour market and undergraduate studies

Source: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*, 19. The table was updated in November 2008.

Harmonization of postsecondary and university programs of study

Lithuania's *Law on Higher Education* stipulates that the harmonization of postsecondary and university programs of study should be based on agreements between the colleges and universities. Such agreements would make it possible to recognize credits earned in a given specialty so as to avoid overlap and reduce the amount of time students spend in school. However, in 2006, "there is no agreed possibility to progress to university and transfer credits from college education."⁴⁸

2.3 Comparison between the education systems in Québec and in Lithuania

Before examining the differences between the education systems in Québec and in Lithuania, please see Figure 2.7, which gives an overview of their principal components. More specifically, the figure focuses on three levels of education: elementary, secondary and postsecondary education (college education in Québec) and on the principal vocational and technical programs offered in the different educational institutions in Québec and in Lithuania. It also indicates the number of years students spend at the different levels of education in the Québec and Lithuanian systems.

A comparison between the principal characteristics of secondary vocational training in Québec and the four levels of vocational education and training in Lithuania reveals the following: Level 1 programs are intended for students aged 14 or over who have not completed lower secondary education and who wish to earn a basic qualification. They compare to the Work-Oriented Training Path, which leads to a TCST, intended for students who wish to enter the work force rapidly and

⁴⁷ See the Web sites of the Open Information, Counselling and Guidance System (www.aikos.smm.lt) and Vilnius College of Higher Education (www.viko.lt/en).

⁴⁸ *Overview of VET System in Lithuania*, 16.

acquire the competencies needed to practise a semiskilled trade or occupation starting in the third year of secondary school.

Level 2 programs are intended for students who have completed lower secondary education and who wish to obtain a Qualified Worker's Diploma. They compare to programs leading to a DVS, in which students can enroll in their third or fourth year of secondary school. These programs are intended for students who want to practise a skilled trade or occupation without necessarily obtaining an SSD.

Level 3 programs are intended for students who have completed lower secondary education and who wish to obtain a Qualified Worker's Diploma and a Maturity Certificate. They compare to programs leading to a DVS and SSD concurrently, in which students can enroll in their third or fourth year of secondary school. These programs are intended for students who want to acquire the competencies needed to practise a skilled trade or occupation as well as a basic general education.

Level 4 programs are intended for students who have obtained a Maturity Certificate and who wish to obtain a Qualified Worker's Diploma. They compare to programs intended for students who have obtained an SSD and wish to obtain a DVS in order to practise a skilled trade or occupation.

Finally, a comparison can be made between the principal characteristics of college technical training in Québec and postsecondary vocational education and training in Lithuania. Both these types of programs are intended for students who have completed secondary school and who wish to acquire the competencies needed to practise a technical trade or occupation. However, students who enroll in college technical training programs in Québec have generally completed 11 years of schooling and, at the end of these three-year programs, have completed 14 years of schooling. In comparison, students who enroll in postsecondary vocational education and training programs in Lithuania have generally completed 12 years of schooling and, at the end of these three- or four-year programs, have completed 15 or 16 years of schooling.

Figure 2.7 Overview of the principal components of the education systems in Québec and in Lithuania

	Years of schooling																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Québec	Elementary education (elementary schools)						Secondary education (secondary schools and VTCs)					College education (CEGEPs)					
										TCST			General DCS				
											DVS		Technical DCS				
													AVS				
Lithuania	Elementary education (elementary schools)				Secondary education							Postsecondary education					
					Lower secondary education (basic schools)					Upper secondary education (secondary schools)		Level 4 (vocational schools)					
								Level 1 (vocational schools)		Level 2 (vocational schools)		Professional Bachelor's Degree (colleges)					
										Level 3 (vocational schools)							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	

Source: *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*, 20.

3. Responsibilities of Educational Institutions Offering Vocational and Technical Training

This chapter describes the responsibilities of educational institutions offering vocational and technical training. It is divided into two sections:

- Responsibilities of secondary schools and colleges offering vocational and technical training in Québec¹
- Responsibilities of secondary and postsecondary schools offering vocational education and training in Lithuania

3.1 Responsibilities of secondary schools and colleges offering vocational and technical training in Québec

The responsibilities of secondary schools and colleges offering vocational and technical training are divided into two categories: the responsibilities of vocational training centres (VTCs) and the responsibilities of general and vocational colleges (CEGEPs). The following observations, however, apply to both vocational and technical training.

In Québec, the Ministère de l'Éducation, du Loisir et du Sport (MELS) is responsible for vocational and technical training. "It provides guidelines and support for its development and supplies almost all of its funding,"² coordinates the planning of program offerings and develops initial vocational and technical training programs. Although MELS "plays an important role in the orientation and development of vocational and technical [training], program implementation is decentralized."³ The VTCs—and the school boards that govern them—and CEGEPs are responsible for implementing vocational and technical programs.

In order to implement vocational and technical training programs in accordance with MELS guidelines, VTCs and CEGEPs follow a local management process comprising four main phases: "implementation planning, the organization of resources, the performance of training activities, [and] the evaluation of learning and training."⁴ This process varies from one institution to another. However, it generally involves "a variety of activities, including:

- creating partnerships
- planning program implementation
- recruiting personnel and providing in-service training and instructional support

¹ For the purposes of this study, the term "vocational training" designates training to prepare students to practise a trade or occupation received at the secondary and postsecondary levels in Lithuania, and exclusively at the secondary level in Québec. The term "technical training" designates training to prepare students to practise a trade or occupation received at the college level in Québec. See section 1.3.

² *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 1.

³ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 1.

⁴ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 58.

- purchasing and managing material resources
- ensuring physical organization of training
- managing fluctuating enrollments
- planning courses and producing instructional materials
- recognizing prior learning [and competencies]
- providing services to businesses and individuals
- evaluating learning and training"⁵

One of the important characteristics of the vocational and technical training system in Québec is the integration of initial and continuing training services available to both young people and adults. This integration "is intended to improve the cohesiveness, effectiveness and efficiency of the system. The public vocational and technical education system devotes its human and material resources to meeting all the vocational and technical education needs of individuals, businesses and the agencies responsible for funding workforce training, such as Emploi-Québec. . . . School boards and CEGEPs must therefore assess needs, set priorities, develop programs of study or customized training, coordinate program offerings and award the corresponding certification."⁶

This being said, the following section describes the division of responsibilities between the VTCs and the school boards that govern them.

3.1.1 Division of responsibilities in VTCs

The description of the division of responsibilities between the 175 VTCs in Québec and the 70 school boards that govern them is divided into six sections:

- Legislative framework defining the responsibilities of school boards and VTCs
- Mission of the VTCs and school boards
- Organizational structure of the VTCs and school boards
- Division of responsibilities at Commission scolaire de la Beauce-Etchemin
- Division of responsibilities at Commission scolaire de la Capitale
- Division of responsibilities at Commission scolaire de Saint-Hyacinthe

Legislative framework defining the responsibilities of school boards and VTCs

The activities of VTCs are governed for the most part by the *Education Act*, the *Basic Vocational Training Regulation*, the Vocational Training Directives published yearly by MELS, and the school board budgetary rules prepared by MELS for each school year.

⁵ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 58.

⁶ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 64. Emploi-Québec is an agency of the Ministère de l'Emploi et de la Solidarité sociale. Its mission is to contribute to employment and workforce development and to combat unemployment, poverty and social exclusion with a view to promoting economic and social development. Emploi-Québec and the Commission des partenaires du marché du travail (CPMT) are responsible for developing and implementing the Workplace Apprenticeship Program, aimed at providing training in the workplace.

- The *Education Act* establishes the respective responsibilities of the Québec government, MELS, the school boards and the educational institutions with respect to vocational training and adult education.⁷ A Bill passed on October 29, 2008, amends the *Education Act* to introduce various measures with respect to school board governance, including accountability rules.⁸
- The *Basic Vocational Training Regulation* provides the framework for vocational training and specifies the rules for organizing training. It addresses the nature of educational services, program administration or the general organizational framework for educational services, the admission of applicants, the evaluation of learning, the certification of studies and the diplomas and attestations issued by MELS.⁹
- The Vocational Training Directives are prepared yearly by MELS and approved by the Deputy Minister of Education, Recreation and Sports. They are intended to inform the school boards of decisions made regarding the different vocational training programs under the *Education Act* and the *Basic Vocational Training Regulation*. In particular, they address the distribution of programs of study, admission requirements, learning profiles, the right to free educational services, the evaluation of learning and the recognition of acquired competencies.¹⁰
- The school board budgetary rules are prepared by MELS under s. 472 of the *Education Act*, which states that MELS shall determine annually and submit to the Conseil du Trésor for approval the amount of operating expenses, capital expenditures and debt service expenses allowable for the purpose of subsidies to be allocated to school boards. The school board budgetary rules constitute the financial framework for school board and VTC activities.¹¹

Mission of the VTCs and school boards

According to the *Education Act*, a VTC is a "secondary-level educational institution providing education to students enrolled in programs of study leading to the labour market."¹² These programs lead to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS). The primary mission of VTCs is therefore "to help students acquire the competencies required to practise a trade or occupation"¹³ and to foster personal and professional development and versatility. VTCs are also responsible for contributing to the socioeconomic development of the region they serve by offering training activities to meet the specific needs of businesses and individuals.

In carrying out their mission, VTCs enjoy significant autonomy, especially with respect to "program implementation at the local level."¹⁴ The role of VTCs is "to dispense educational services to students on the basis of the principle of equal opportunity [and] to work with partners to stimulate

⁷ *Education Act*.

⁸ *An Act to amend the Education Act and other legislative provisions* (Bill 88, Passed 28 October 2008).

⁹ *Basic Vocational Training Regulation*, R.S.Q., c. I-13.3, r.10.

¹⁰ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Vocational Training: 2007-2008 Directives* (Québec: Gouvernement du Québec, 2007).

¹¹ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Règles budgétaires pour l'année scolaire 2008-2009 – Commissions scolaires* (Québec: Gouvernement du Québec, 2008).

¹² *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 81.

¹³ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 58.

¹⁴ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 28.

the social and cultural development of the community."¹⁵ VTCs are under the authority of the school boards, and each one is managed by a governing board. Under s. 468 of the *Education Act*, the Minister of Education, Recreation and Sports "may establish a school, vocational training centre or adult education centre having a regional or provincial role under the jurisdiction of one or more school boards, pursuant to an agreement with each of the school boards concerned."¹⁶ In particular, this agreement establishes the mode of administration and operation of the institution, hereinafter referred to as a provincial school. "In addition, the agreement may entrust the management of any or all of the services provided by the institution to a committee or body established by the agreement and determine the distribution of the functions and powers between the institution, the school board and the committee or body."¹⁷ Thus, each provincial school has a sectoral mission, meaning that all of the vocational training programs it offers are related to a specific sector of activity, for example, construction or aerospace.¹⁸ Provincial schools are under the authority of the school boards and each one is governed by a management committee made up for the most part of representatives from the sector of activity in question, in other words, representatives from employer groups, trade unions, professional associations, sector organizations and businesses.

According to the *Education Act*, power is delegated and attributed to school boards, which "are responsible for providing educational services in their territory and adapting the [MELS] orientations to the characteristics of the population."¹⁹ Their mandate is to manage a set of schools in a given territory.²⁰ "The mission of a school board is also to promote and enhance the status of public education within its territory, to see to the quality of educational services and the success of students so that the population may attain a higher level of formal education and qualification, and to contribute, to the extent provided for by law, to the social, cultural and economic development of its region."²¹ Each school board is also responsible for allocating resources fairly among its educational institutions and reporting to the public on the quality of the services offered.²²

Figure 3.1 below gives an example of the organizational structure of a school board. As the figure shows, each school board is governed by a council of commissioners made up of citizens elected by and from among the population of the territory in question, and parent representatives, who are appointed.²³ It is managed by several committees, including an executive committee, a parents' committee, a management advisory committee, a transportation advisory committee, and a special education advisory committee. Its management structure also includes a director general, an assistant director general and secretary general, and different services managing specific aspects of

¹⁵ Québec, Ministère de l'Éducation, du Loisir et du Sport, *The Governing Board – Basic Training* (Québec: Gouvernement du Québec, 2003). PowerPoint presentation available on the Website of the Ministère de l'Éducation, du Loisir et du Sport (www.mels.gouv.qc.ca).

¹⁶ *Education Act*, s. 468.

¹⁷ *Education Act*, s. 468.

¹⁸ There are about a dozen provincial schools in Québec offering vocational training programs, including Centre de formation des métiers de l'acier, under Commission scolaire de la Pointe-de-l'Île; Centre de formation en transport de Charlesbourg, under Commission scolaire des Premières Seigneuries; Centre de formation Le Chantier, under Commission scolaire de Léval; Centre national de conduite d'engins de chantier, under Commission scolaire des Navigateurs and Commission scolaire des Trois-Lacs; École de foresterie et de technologie du bois de Duchesnay and École des métiers et occupations de l'industrie de la construction de Québec, under Commission scolaire de la Capitale; and l'École des métiers de l'aérospatiale de Montréal and École des métiers de la construction de Montréal, under Commission scolaire de Montréal.

¹⁹ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 34.

²⁰ *Dictionnaire actuel de l'éducation*, 233.

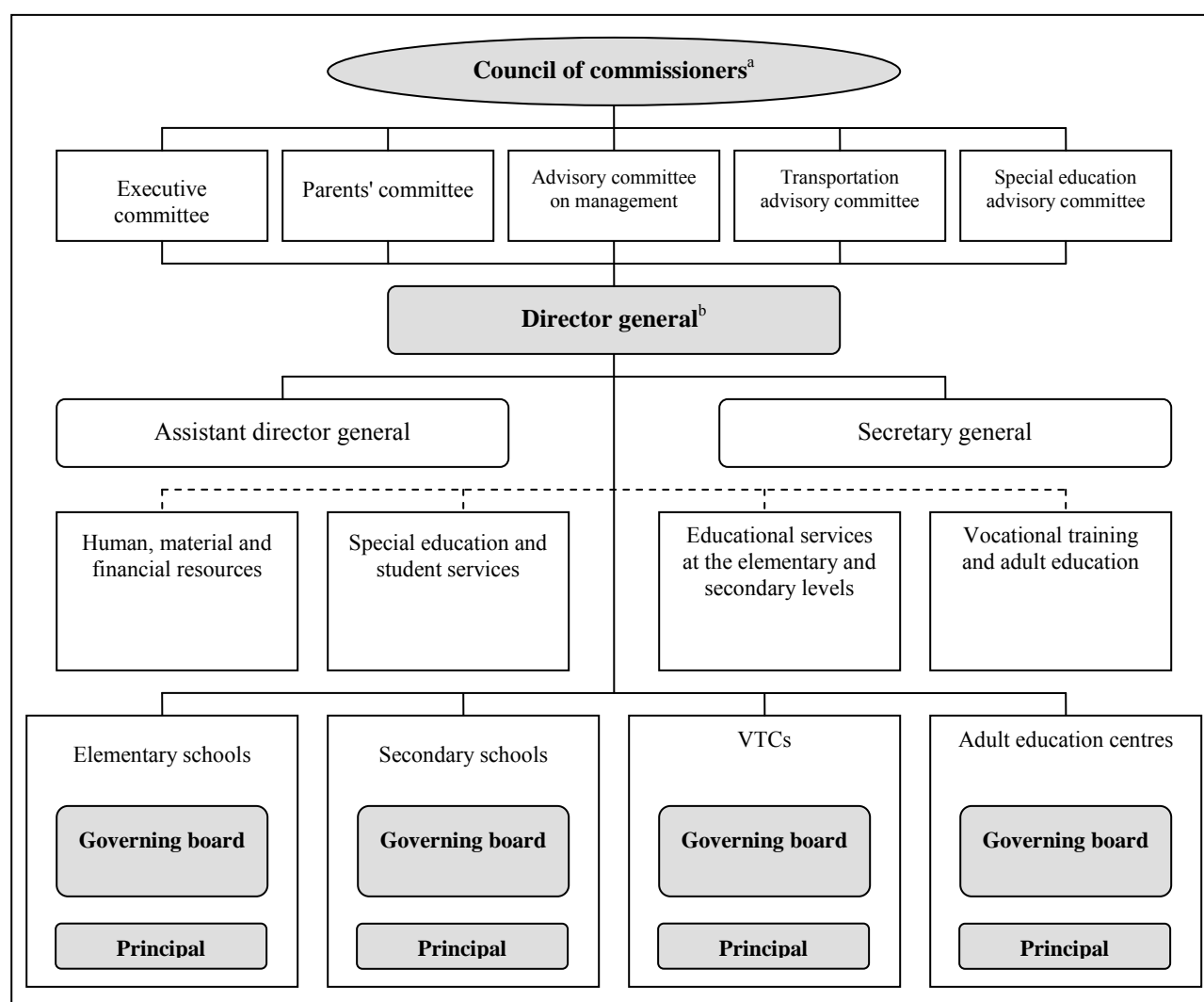
²¹ *An Act to amend the Education Act and other legislative provisions*, s. 207.1.

²² *The Governing Board*.

²³ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 79-80. See *An Act respecting school elections*, R.S.Q., c. E-2.3, and *An Act to amend the Education Act and other legislative provisions*.

the training of teachers. These aspects include human, material and financial resources; special education and student services; educational services at the elementary and secondary levels; and vocational training and adult education services. Finally, in accordance with their mandate, school boards manage elementary schools, secondary schools, VTCs and adult education centres throughout their territory, in conjunction with the principal and governing board of each institution.

Figure 3.1 Example of the organizational structure of a school board



a. The council of commissioners is made up of citizens, who are elected or appointed, and parent representatives, who are appointed.

b. The director general of a school board is appointed.

Organizational structure of the VTCs

Under the *Education Act*, VTCs are managed by both the principal and the governing board. The Act specifies the respective responsibilities of the governing board and the principal with respect to initial and continuing vocational training programs and the operation of the VTC. See Figure 3.2, which gives an example of the organizational structure of a VTC. It shows that the governing board and the principal are responsible for managing the VTC. It also shows that they share this task with the vice-principal and other staff members, including teachers, non-teaching professionals and support staff.²⁴

The governing board can be defined as a decision-making body which, by creating a dynamic approach to management between the institution and the school board, provides the school, VTC or adult education centre with the tools it needs to meet the educational needs of all students.²⁵ The governing board of a VTC comprises a maximum of 20 members with a two-year mandate, and is made up of the following individuals:

- students attending the centre, elected by their peers
- at least four members of the staff of the centre, including at least two teachers, elected by their peers
- at least two persons appointed by the school board after consulting with the socioeconomic and community groups in the territory principally served by the centre
- at least two parents of students attending the centre, elected by their peers
- at least two persons appointed by the school board from within enterprises of the region which operate in economic sectors corresponding to the vocational training programs offered by the centre²⁶

The composition of the governing board is "designed to ensure that decisions are made in a collegial manner by taking into account the respective roles and rights of all players;"²⁷ in other words, the governing board carries out its delegated responsibilities in partnership. The VTC principal attends meetings of the governing board but does not have the right to vote.

According to the *Education Act*, the functions of the governing board of a VTC are as follows: "The governing board shall analyze the situation prevailing at the centre, particularly the challenges tied to student success and the characteristics and expectations of the community served by the centre. Based on the analysis and taking into account the strategic plan of the school board, the governing board shall determine, oversee the implementation of and periodically evaluate the centre's specific policies and objectives for improving student success. The governing board may also determine actions to promote those policies and integrate them into the life of the centre."²⁸

²⁴ This description of the organizational structure of a VTC—in particular the description of the role of the principal—is based on the *Education Act* and ministry documents, as well as internal management documents made available to the research team by Normand Lessard, director, Service de l'information professionnelle et de l'éducation des adultes at Commission scolaire de la Beauce-Etchemin, and by Gaston Vachon, principal, École professionnelle de Saint-Hyacinthe, under Commission scolaire de Saint-Hyacinthe.

²⁵ *Dictionnaire actuel de l'éducation*, 283. Translation

²⁶ *Education Act*, s. 102.

²⁷ *The Governing Board*.

²⁸ *Education Act*, s. 109.

The principal of a VTC is appointed by the school board in accordance with the criteria established after consulting with the governing board. Under the authority of the director general of the school board, the principal ensures that educational services provided at the VTC meet the proper standards of quality and is the academic and administrative director of the VTC.²⁹ The principal's duties include:

- coordinating the analysis of the situation prevailing at the VTC and the development, implementation and periodic evaluation of the VTC's objectives
- coordinating the development, review and any updating of the VTC's success plan³⁰
- coordinating the implementation of the programs of study established by MELS
- approving the criteria proposed by VTC staff members for the introduction of new teaching methods
- approving, in keeping with the VTC's budget, the textbooks and instructional materials proposed by VTC staff members for the teaching of programs of study
- approving the standards and procedures for the evaluation of student achievement proposed by VTC staff members, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by MELS or the school board
- managing the VTC's human resources, which means defining the duties and responsibilities of staff members, supervising and evaluating staff members and overseeing the organization of professional development activities
- managing the VTC's material resources
- preparing and managing the VTC's annual budget
- helping promote the VTC and its programs of study by participating in issue tables and committees, as well as in different activities in the community

See Figure 3.3 below for an overview of the division of responsibilities among the school board, the governing board and the principal of a VTC. It illustrates the respective roles of each of these three management bodies with respect to different activities, such as the establishment of the VTC's regulations, the development of the success plan and program implementation.

²⁹ *Education Act*, ss. 110.5, 110.9.

³⁰ The success plan is intended to foster, support and improve student success.

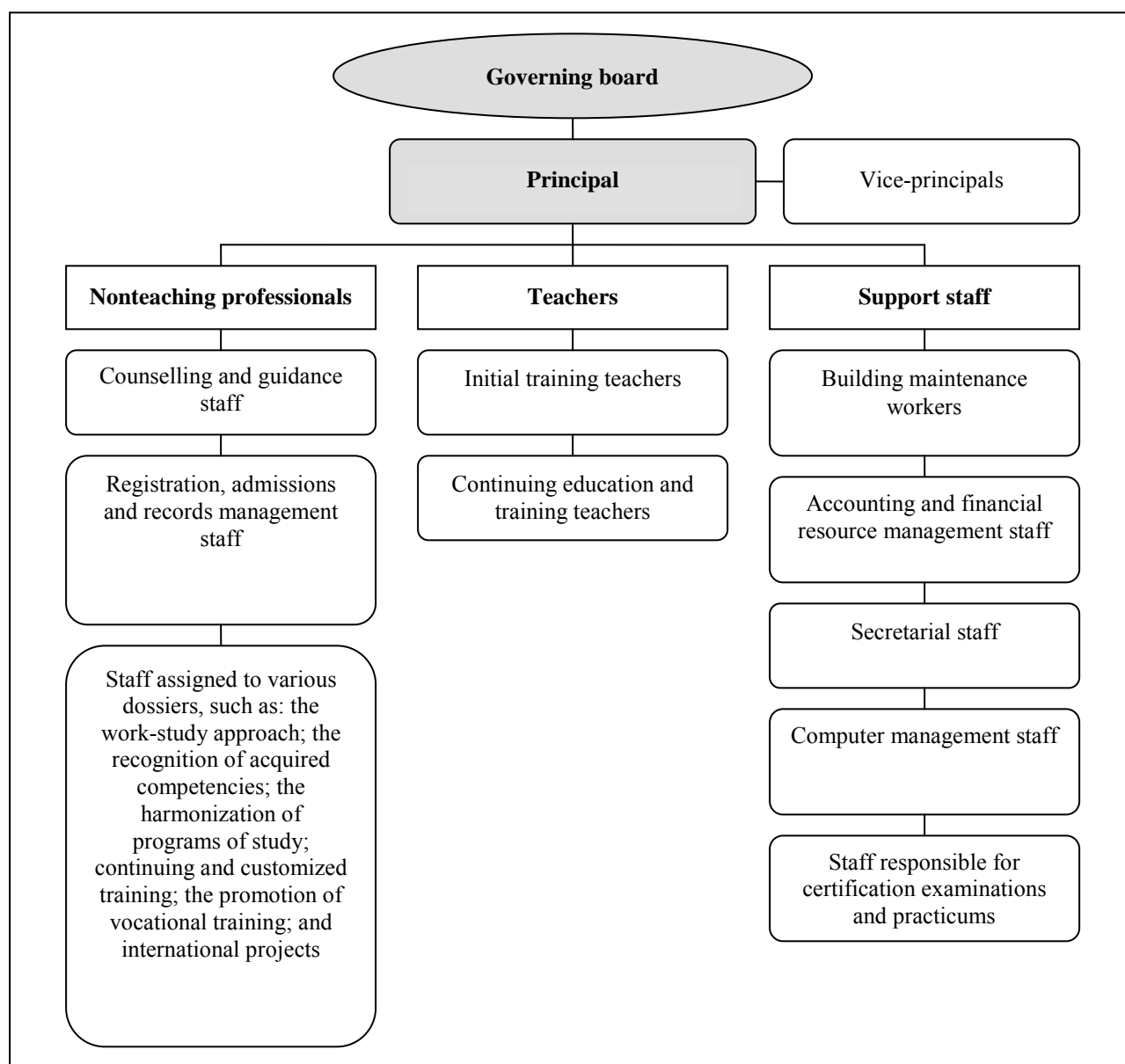
Figure 3.2 Example of the organizational structure of a VTC

Figure 3.3 Overview of the division of responsibilities among the school board, the governing board and the principal of a VTC

Responsibilities	School board	Governing board	Principal
Establishing the selection criteria for the appointment of the VTC principal	<ul style="list-style-type: none"> – consults with the governing board concerning the selection criteria for the appointment of the VTC principal – appoints the VTC principal 	<ul style="list-style-type: none"> – advises the school board concerning the selection criteria for the appointment of the VTC principal 	
Developing the VTC's regulations		<ul style="list-style-type: none"> – approves the VTC's regulations 	<ul style="list-style-type: none"> – develops the VTC's regulations and submits them to the governing board, in collaboration with the VTC staff^a
Defining the aims for improving student success	<ul style="list-style-type: none"> – ensures that each VTC defines the aims of a success plan – facilitates the implementation of the aims of the success plan 	<ul style="list-style-type: none"> – analyzes the situation prevailing at the VTC – establishes aims and ensures that they are implemented and evaluated periodically – may establish actions to promote these aims and integrate them into the life of the VTC – makes these aims public 	<ul style="list-style-type: none"> – coordinates the analysis of the situation prevailing at the VTC and the development, implementation and periodic evaluation of the aims for improving student success, in collaboration with staff members
Developing the success plan		<ul style="list-style-type: none"> – approves the success plan and its updates – makes the success plan public 	<ul style="list-style-type: none"> – coordinates the development, review and updating of the success plan in collaboration with staff members – proposes the success plan to the governing board
Developing an approach for the implementation of the basic school regulation	<ul style="list-style-type: none"> – ensures that the basic school regulation is implemented 	<ul style="list-style-type: none"> – approves the approach for implementing the basic school regulation 	<ul style="list-style-type: none"> – ensures the development of an approach for implementing the basic school regulation in collaboration with staff members – proposes the approach for implementing the basic school regulation to the governing board
Implementing programs of study established by MELS	<ul style="list-style-type: none"> – ensures the implementation of programs of study established by MELS 	<ul style="list-style-type: none"> – approves the implementation of programs of study established by MELS 	<ul style="list-style-type: none"> – ensures the development of a proposal for the implementation of programs of study in collaboration with staff members – proposes the implementation of programs of study to the governing board

Implementing student services and popular education programs	<ul style="list-style-type: none"> – establishes student services and popular education programs 	<ul style="list-style-type: none"> – approves the implementation of student services and popular education programs 	<ul style="list-style-type: none"> – ensures the development of a proposal related to the implementation of programs in collaboration with staff members – proposes program implementation to the governing board
Choosing textbooks and instructional materials		<ul style="list-style-type: none"> – is informed 	<ul style="list-style-type: none"> – approves the textbooks and instructional materials proposed by staff members
Establishing criteria for the introduction of new teaching methods		<ul style="list-style-type: none"> – is informed 	<ul style="list-style-type: none"> – approves the criteria for the introduction of new teaching methods proposed by staff members
Establishing standards and procedures for the evaluation of learning	<ul style="list-style-type: none"> – ensures that the VTC evaluates learning and administers the examinations imposed by MELS – may impose internal examinations 	<ul style="list-style-type: none"> – is informed 	<ul style="list-style-type: none"> – approves the standards and methods for the evaluation of learning proposed by staff members (examinations imposed by MELS and internal examinations)
Promoting the VTC's services		<ul style="list-style-type: none"> – informs the community served by the VTC on an annual basis and reports on the quality of the services offered 	
Determining the VTC's needs with respect to goods, services and premises or immovables		<ul style="list-style-type: none"> – gives its opinion on the VTC's needs to the principal 	<ul style="list-style-type: none"> – consults the governing board and informs the school board of the VTC's needs
Establishing a plan for the use of premises or immovables	<ul style="list-style-type: none"> – authorizes the use of the premises or immovables if the term of the agreement exceeds one year 	<ul style="list-style-type: none"> – approves the plan for the use of the premises or immovables 	<ul style="list-style-type: none"> – proposes a plan for the use of premises or immovables to the governing board
Preparing the VTC's annual budget	<ul style="list-style-type: none"> – divides the resources among the VTCs – approves the annual budget of each VTC 	<ul style="list-style-type: none"> – adopts the VTC's annual budget 	<ul style="list-style-type: none"> – prepares the VTC's annual budget and submits it to the governing board – manages the VTC's annual budget and reports on it to the governing board

Managing gifts and contributions	<ul style="list-style-type: none"> – creates a special fund and keeps separate books and accounts – may solicit or receive a gift or contribution – oversees the administration of the special fund
Offering social, cultural or sports services	<ul style="list-style-type: none"> – may organize social, cultural or sports services and enter into an agreement for the provision of goods and services

Source: *Education Act* and *The Governing Board*.

a. Staff members include teachers, nonteaching professionals and support staff.

Division of responsibilities at Commission scolaire de la Beauce-Etchemin

Located in the Chaudière-Appalaches region, Commission scolaire de la Beauce-Etchemin administers 45 preschool and elementary schools, 10 secondary schools, 3 VTCs and 3 adult education centres.³¹ The three VTCs in the territory served by the school board are Centre de formation professionnelle Pozer, Centre intégré de mécanique industrielle de la Chaudière (CIMIC) and Centre de formation des Bâtisseurs, the latter comprising three buildings.

Generally speaking, the management structure of the three educational institutions offering vocational training in the territory served by the school board is based on the provisions of the *Education Act*.³² However, the principals at the VTCs maintain close ties with the school board's vocational training and adult education service—ties that are based on cooperation, teamwork and the sharing of expertise, with a view to developing appropriate program offerings consistent with the needs of the population in the region.

The division of responsibilities among the different managing bodies in these VTCs is as follows: the principal of each VTC ensures the quality of services provided by the VTC, proposes measures and methods for improving services, and is responsible for the VTC's instructional and administrative management. The governing board of each VTC approves and adopts the proposals made by the principal. The school board's vocational training and adult education service supports the principals, speaks on behalf of the VTCs to the council of commissioners and is accountable to the governing board.

CIMIQH has a different management structure. It was created as a result of the reorganization of program offerings in the Chaudière-Appalaches region. In the late 1980s, a study on training needs in the region revealed that the population had relatively little schooling. This gave rise to a desire to improve access to postsecondary education in order to meet the training needs of individuals and businesses in the region. To this end, different measures were adopted:

- In 1990, Séminaire Saint-Georges became a public college: Cégep Beauce-Appalaches.

³¹ For further information about Commission scolaire de la Beauce-Etchemin and its VTCs, see Appendix I of this report and the school board's Web site (www.csbe.qc.ca).

³² The information in this section was gathered in June 2008 in an interview with Normand Lessard, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Beauce-Etchemin. Information was also taken from internal management documents made available to the research team by Mr. Lessard.

- In 1991, Université Laval, Université du Québec à Trois-Rivières and Corporation des services universitaires en Chaudière-Appalaches established Centre universitaire des Appalaches.
- In 1993, the distribution of vocational program offerings was revised.
- In 1994, CIMIQ was created.

Since its creation, CIMIQ has offered initial training programs at the secondary, college and university levels leading to a DVS, an AVS, a Diploma of College Studies (DCS) and a bachelor's degree. Also, representatives from the three levels of education offer joint in-service and integrated continuing training services (approximately 15 per cent of the students who attend CIMIQ are enrolled in continuing education and training programs). Finally, CIMIQ is affiliated with Service d'innovation et de transfert technologiques pour l'entreprise (SITTE), a collegial technology transfer centre (CTTC)³³ whose mission is to help businesses in the Chaudière-Appalaches region automate, optimize and standardize industrial mechanical production equipment by offering research and development, technological integration, technical support and information services.³⁴

CIMIC, which is under the authority of the vocational training and adult education service at Commission scolaire de la Beauce-Etchemin, is therefore administered by the following bodies: the principal; the governing board; the interlevel management committee made up of representatives from the school board, Cégep Beauce-Appalaches and Centre universitaire des Appalaches; the school-business committee, which plays an advisory role; the governing board of SITTE; and a representative of the National Research Council of Canada (NRC), whose mandate is to support SITTE, CIMIC and businesses in their scientific and industrial research.

Commission scolaire de la Beauce-Etchemin has an integrated management approach for all of the initial and continuing vocational training offered in its territory. This approach, which is largely centralized but which requires the active participation of all parties concerned, is aimed at developing and implementing harmonized programs divided fairly among the three VTCs in the school board's territory. In collaboration with the principal of each of the three VTCs, the school board is responsible for financial and material resource management, program implementation, the development of instructional strategies, student guidance and counselling, support for students seeking practicum positions and the placement of graduates. Services to business and industries³⁵ are also centrally managed. The school board is responsible for analyzing continuing education and in-service training needs and developing continuing education and training programs and activities, which are then offered by Centre de formation professionnelle Pozer, CIMIQ or Centre de formation des Bâtisseurs.

³³ Recognized and financed by MELS and the Ministère du Développement économique, de l'Innovation et de l'Exportation (MDEIE), CTTCs are under the authority of the CEGEPs. Their mandate is to carry out applied research, business technical support and information activities in a specific field in order to help develop and implement technological innovation projects and new technologies. See the Web sites of MELS (www.mels.gouv.qc.ca), Réseau Trans-tech (www.reseautranstech.qc.ca) and the MDEIE (www.mdeie.gouv.qc.ca). See also Québec, Ministère du Développement économique, de l'Innovation et de l'Exportation and Ministère de l'Éducation, du Loisir et du Sport, *Rapport d'évaluation de la performance du dispositif des centres collégiaux de transfert de technologie (CCTT)* (Québec: Gouvernement du Québec, 2008).

³⁴ See the Web site of the Service d'innovation et de transfert technologiques pour l'entreprise (www.sitte.qc.ca).

³⁵ Management of the business services department and continuing education and training at Commission scolaire de la Beauce-Etchemin is described in section 4.1.2.

In its 2007-2012 strategic plan, the school board set a goal of diversifying qualification paths in order to contribute to the region's development. To this end, it promotes the vocational training offered in the three VTCs, proposes vocational training and adult education activities consistent with students' and the labour market's qualification needs, and collaborates with everyone involved in order to support the socioeconomic development of the Chaudière-Appalaches region.

Division of responsibilities at Commission scolaire de la Capitale

Located in the Capitale-Nationale region, Commission scolaire de la Capitale administers 48 elementary schools, 11 secondary schools, 1 elementary and secondary school with child psychiatry services, 7 VTCs and 3 adult education centres.³⁶

Of the seven VTCs in the territory served by the school board, two are provincial schools: École de foresterie et de technologie du bois de Duchesnay, which offers training programs in forest management, wood processing and wildlife protection; and École de métiers et occupations de l'industrie de la construction de Québec (ÉMOICQ), which offers programs in the construction sector.³⁷

Provincial schools were created in the wake of the vocational training reform in the 1980s. One of the measures promoted by the Ministère de l'Éducation at the time was to invite representatives from the labour market to participate in the review and development of programs of study in their sector of activity. Once they had participated in the program development process, partners from the labour market wanted to become more involved in program offerings in their sector by collaborating in the implementation and promotion of vocational training programs and the management of the educational institutions offering them.

The Commission de la construction du Québec (CCQ) was one of the first partners to express an interest in participating in the management of vocational training programs leading to a diploma in a trade or occupation in the construction industry.³⁸ In accordance with its mandate, which consists in ensuring the implementation of the *Act respecting labour relations, vocational training and workforce management in the construction industry*, the CCQ provides and manages training in order to develop a qualified workforce, taking the construction industry's qualitative and quantitative needs into account. Also, under the regulations pertaining to the workforce in the construction industry, it must ensure that employees who enter the construction industry as apprentices hold a DVS in one of the 26 construction trades. This requirement led to the creation of provincial schools in the construction sector.

The first agreements between the Ministère de l'Éducation, the school boards and partners in the construction industry represented by the CCQ were reached in the early 1990s. These gave rise to the creation of three provincial schools in the construction sector, including ÉMOICQ. These agreements enabled partners in the construction industry to make sure that the programs of study offered by the educational institutions would adequately meet the industry's qualification needs by

³⁶ For further information about Commission scolaire de la Capitale and its VTCs, see Appendix II of this report and the school board's Web site (www.cscapitale.qc.ca).

³⁷ The information in this section was gathered in June 2008 in an interview with Denis Lemieux, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Capitale. Information was also taken from documents on the management of provincial schools made available to the research team by Mr. Lemieux.

³⁸ See the Web site of the Commission de la construction du Québec (www.ccq.org).

offering the most state-of-the-art facilities, equipment and tools. However, in these early agreements defining the responsibilities of the different partners, representatives from the labour market were essentially relegated to an advisory role.

In the years that followed, construction industry partners wanted to play a more active role in the management of the provincial schools; they wanted decision-making power. The revision of the *Education Act* in 1998 was an opportunity to provide a legal basis for the creation of this type of training centre and to allow partners from the labour market to participate more actively in the management of these centres. Under s. 468 of the Act, the Minister of Education, Recreation and Sports "may establish a school, vocational training centre or adult education centre having a regional or provincial role under the jurisdiction of one or more school boards, pursuant to an agreement with each of the school boards concerned."³⁹ Also, the agreement specifies the mode of administration and operation of the institution and "may entrust the management of any or all of the services provided by the institution to a committee or body established by the agreement and determine the distribution of the functions and powers between the institution, the school board and the committee or body."⁴⁰

Thus, under the *Education Act*, provincial schools are under the authority of the school boards and each one is managed by a management committee and a principal. The responsibilities of the management committee are similar to those of a governing board, but the organizational structure of the two types of bodies is different, since the management committee of a provincial school is made up for the most part of representatives from the education community and the labour market.

For example, the management committee of ÉMOICQ is made up of representatives from employer groups, trade unions, the CCQ, Commission scolaire de la Capitale, ÉMOICQ, including two teachers and the principal, who does not have the right to vote and, finally, a representative of MELs, who does not have the right to vote. The main responsibilities of ÉMOICQ's management committee include:

- giving its opinion to the school board on the recruitment and selection of a principal, vice-principals and teachers at ÉMOICQ
- adopting ÉMOICQ's orientations, action plan and budget estimates
- each year, electing the chair of the management committee from among the representatives of the construction industry
- giving its opinion to the school board on the use of ÉMOICQ's budget surpluses
- setting up working committees, as needed, appointing their members and establishing their mandate
- establishing the orientations of services for the recognition of acquired competencies
- giving its opinion on the proposals of ÉMOICQ's principal concerning the physical, material and instructional organization of the programs of study offered
- submitting proposals to improve the school's management and operation to partners from the construction industry

³⁹ *Education Act*, s. 468.

⁴⁰ *Education Act*, s. 468.

ÉMOICQ's principal is appointed by the school board at the recommendation of the selection committee, which is made up of four representatives of the school board and four representatives of the construction industry appointed by the CCQ. The principal of a provincial school is not obliged to hold a teaching licence. In addition, the position requires that the incumbent have five years' experience deemed relevant by the selection committee. The responsibilities of ÉMOICQ's principal consist, in particular, in ensuring the quality of the programs of study offered, in accordance with the orientations and action plan and the decisions made by the management committee; supporting the school board in its relations with the CCQ, MELS, businesses, employer groups and trade unions in the construction sector; and managing ÉMOICQ's annual budget.

Like VTCs, provincial schools are responsible for contributing to Québec's socioeconomic development by offering quality initial and continuing vocational training services consistent with the training needs of businesses and individuals. However, their mission differs in that each of them offers programs of study associated with a specific economic sector. Thus, ÉMOICQ's mission is to offer initial and continuing training programs that meet the construction industry's needs for a qualified work force.

Division of responsibilities at Commission scolaire de Saint-Hyacinthe

Commission scolaire de Saint-Hyacinthe is located in the Montérégie region. It administers 32 preschool and elementary schools, 4 secondary schools, 1 VTC, 1 adult education centre and 1 school of offering special services for students with handicaps or learning or adjustment difficulties.⁴¹ The VTC, École professionnelle de Saint-Hyacinthe, consists of a main building and four satellite buildings in the territory served by the school board.⁴²

École professionnelle de Saint-Hyacinthe, which currently offers 29 initial vocational training programs, is growing; in 2008-2009 it expected to offer more than 35 programs leading to a DVS or an AVS. The growth of the VTC is a result of the school's mission: to promote vocational training, encourage young people to stay in school, promote student success, and contribute to the region's socioeconomic development by training a qualified work force.

Although the management structure of École professionnelle de Saint-Hyacinthe and Commission scolaire de Saint-Hyacinthe is consistent with the provisions of the *Education Act*, it is somewhat unique. For example, École professionnelle de Saint-Hyacinthe is the only VTC under the school board's authority. This means that it must offer all of the initial and continuing vocational training services needed to meet the region's work force training needs, in particular those of students and businesses. It also means that it must be very active in terms of networking, i.e. that it must build and maintain an effective network of individuals, businesses and partner organizations with a view to organizing and sharing services.

The VTC's structure is also characterized by the division of educational, financial and material management responsibilities among the principal and the six vice-principals. Essentially, the

⁴¹ For further information about Commission scolaire de Saint-Hyacinthe and École professionnelle de Saint-Hyacinthe, see Appendix III of this report and the following Web sites: Commission scolaire de Saint-Hyacinthe (www.webcorp.cssh.qc.ca) and École professionnelle de Saint-Hyacinthe (www.epsh.cssh.qc.ca).

⁴² The information in this section was gathered in June 2008 in an interview with Gaston Vachon, principal of École professionnelle de Saint-Hyacinthe. Information was also taken from internal management documents made available to the research team by Mr. Vachon.

principal ensures the quality of the services provided, prepares and manages the annual budget and defines the duties and responsibilities of staff members. To this end, he delegates numerous responsibilities to the vice-principals, especially with regard to the management of the different programs of study offered. Each vice-principal is therefore responsible for a certain number of programs in addition to specific portfolios, such as international projects, the promotion of vocational training and the placement of graduates. In order to support the vice-principals, the principal grants them part of the VTC's budget, depending on the programs for which they are responsible. The vice-principals must use these funds to purchase the tools, equipment and machinery needed to teach the programs in question. Should any funds remain at the end of the year, they are reinvested in the program the following year.

Obviously, the management structure at École professionnelle de Saint-Hyacinthe, which could be qualified as decentralized or participatory, is intended to mobilize staff members. It is also intended to ensure the efficient management of program offerings, in accordance with the VTC's mission, which is to foster student success and contribute to the region's socioeconomic development.

3.1.2 Division of responsibilities in CEGEPs

The description of the division of responsibilities in the 48 CEGEPs in Québec is divided into the following five sections:

- Legislative framework defining the responsibilities of CEGEPs
- Mission of the CEGEPs
- Organizational structure of the CEGEPs
- Division of responsibilities at Cégep de Saint-Félicien
- Division of responsibilities at Cégep de Limoilou

Legislative framework defining the responsibilities of CEGEPs

CEGEPs' activities are governed for the most part by the *General and Vocational Colleges Act*, the *College Education Regulations* and the *Régime budgétaire et financier des cégeps*.

- The *General and Vocational Colleges Act* defines the functions and powers of the Québec government, MELS and the colleges, and specifies the composition and respective responsibilities of the different management bodies.⁴³ Bill 110, submitted to Québec's National Assembly on October 30, 2008, proposes major amendments to the *General and Vocational Colleges Act*.⁴⁴ Since the Bill is currently the subject of consultation and debate and has not yet been passed, the orientations it promotes, especially as concerns the composition, operation and responsibilities of a college's board of directors, will be touched on only briefly in later sections of this report.
- The *College Education Regulations* are tributary to the above-mentioned Act. They provide a framework for the organization of college education and therefore address student

⁴³ *General and Vocational Colleges Act*, R.S.Q., c. C-29.

⁴⁴ *An Act to amend the General and Vocational Colleges Act with respect to governance* (Bill 110). This Bill was introduced in the National Assembly on 30 October 2008, and, in September and October 2009, was the subject of parliamentary commission consultations.

admission and registration, the characteristics of technical and preuniversity programs of study, instructional organization and the administration of programs, the evaluation of learning and the certification of studies.⁴⁵

- The *Régime budgétaire et financier des cégeps* is prepared on an annual basis by MELS under ss. 25 and 26 of the *General and Vocational Colleges Act*. Approved by the Conseil du Trésor, the *Régime budgétaire et financier des cégeps* contains all of the budgetary rules and instructions governing the management of material and financial resources of MELS and the CEGEPs. It also sets out the steps and principles involved in calculating the amounts allocated, the posting of documents, the use of funds and all of the operations leading to the establishment of subsidies granted to CEGEPs by MELS.⁴⁶

Mission of the CEGEPs

The first level of higher education in Québec, college education comprises two types of programs of study, technical and preuniversity, certified by the same diploma, the Diploma of College Studies (DCS). The mission of the CEGEPs that offer these programs is to enable students enrolled in a technical training program to acquire the competencies needed to practise a trade or occupation, and those enrolled in a preuniversity program to acquire the competencies needed to pursue their education at the university level. Their mission is also to enable students enrolled in either type of program to acquire a basic cultural education, develop generic skills and learn appropriate attitudes, and to contribute to the socioeconomic development of the region they serve by offering training activities to meet the needs of businesses and individuals.⁴⁷

In order to carry out this mission, the director of each college must ensure that all of the resources and systems needed to offer quality training are in place, including learning activities aimed at helping students acquire the targeted competencies. CEGEPs are responsible for program implementation and "for developing the learning activities necessary to help students master the targeted competencies in technical education, on the basis of objectives and standards set by [MELS]. They set the number and duration of learning activities and select the most appropriate training approach (theory or practical courses, practicums in the workplace, project work, etc.)."⁴⁸

Organizational structure of the CEGEPs

Under the *General and Vocational Colleges Act*, a CEGEP is a legal person; and may, in particular:

- implement the programs for which it has received the authorization of MELS
- make agreements with any educational organization or other body respecting the instruction which the CEGEP is designed to provide
- contribute, by labour training activities, applied research, technical assistance to enterprises and the provision of information, to the development and realization of technological

⁴⁵ *College Education Regulations*, R.S.Q. c. C-29, r. 4.

⁴⁶ Web site of the Ministère de l'Éducation, du Loisir et du Sport (www.mels.gouv.qc.ca).

⁴⁷ There are five provincial schools that offer vocational and technical training in Québec. Each one is affiliated with a CEGEP and offers exclusive programs in a particular field of study. They are Centre québécois de formation aéronautique, École des pêches et de l'aquaculture du Québec, École nationale d'aérotechnique, École nationale du meuble et de l'ébénisterie, and Institut maritime du Québec. For further information, see the Web site of Écoles nationales du Québec (www.ecolesnationales.qc.ca) and those of each school.

⁴⁸ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 55.

innovation projects, the implementation and diffusion of new technology and the development of its region

- supply services or allow the use of its facilities and equipment for cultural, social, sporting or scientific purposes
- take part in the development and realization of cooperation programs with other Canadian provinces and other countries in the field of college education
- solicit and accept any gift, legacy or other liberality
- issue bonds or other titles of indebtedness
- invest its funds in any manner deemed suitable, either in its own name or in the name of trustees
- acquire, possess, lease, hold, administer and alienate property⁴⁹

In addition, as seen in Figure 3.4, which gives an example of the organizational structure of a CEGEP, and Figure 3.5, which provides an overview of the division of responsibilities among the principal management bodies of a CEGEP, colleges are managed by a board of governors, whose composition is intended to reflect the different elements of the community they serve. In this context, the board must be representative of the different members of the education community, the business community, the labour market, the corporate community and parents.⁵⁰ More specifically, the board of governors of a CEGEP is made up of a director general, an academic dean, and the following persons:

- five persons appointed by the Minister, chosen as follows: two following consultation with socioeconomic groups of the territory principally served by the CEGEP, one from among the persons proposed by university-level teaching institutions, one from among the persons proposed by the school boards of that territory and one from among the ones proposed by the regional council of labour market partners for the region in which the CEGEP is situated
- two persons appointed by the Minister, chosen from within enterprises in the region operating in the economic sectors corresponding to the technical programs of study offered by the CEGEP
- two persons holding a DCS, one in a preuniversity program of study and one in a technical program of study, appointed by the members of the board in office
- two parents of students attending the CEGEP, elected by their peers
- two students attending the CEGEP, one in a preuniversity program of study and one in a technical program of study, elected by their peers
- two teachers, one member of the non-teaching professional staff and one member of the support staff of the CEGEP, elected by their peers⁵¹

⁴⁹ *General and Vocational Colleges Act*, ss. 6 and 6.0.1.

⁵⁰ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 34.

⁵¹ *General and Vocational Colleges Act*, s. 8. In Bill 110, the composition of the board of governors (referred to as the board of directors) is substantially altered. According to the Bill, the board should be made up of the director general of the CEGEP and 16 persons as follows: 11 independent directors, 2 students attending the CEGEP, 2 teachers and 1 member of the non-teaching professional staff.

One of the principal responsibilities of the board of governors of a CEGEP is to establish a strategic plan covering a period of several years, having regard to the situation prevailing at the CEGEP. Reviewed annually, the plan must state the objectives and the measures that are to be implemented to fulfill the CEGEP's mission. The strategic plan must include a success plan, which is a special plan to improve student success.⁵²

The ordinary administration of a college is under the responsibility of an executive committee.⁵³ Made up of members of the board of governors elected by the board, the executive committee is chaired by the director general of the CEGEP. Any matter concerning the programs of study dispensed by the CEGEP and the evaluation of learning is under the responsibility of the academic council. This council is established by the board of governors and must include at least the following persons:

- the academic dean, who shall be the council's president
- members of the CEGEP staff who are responsible for programs of study, appointed by the board
- teachers and members of the nonteaching professional staff, elected by their peers
- students attending the CEGEP⁵⁴

Responsible for instructional matters, the academic council must give its opinion to the board on the following questions:

- proposals for institutional policy on the evaluation of learning and procedures for the certification of studies
- proposals for institutional policy on the evaluation of programs of study
- the selection of learning activities to help students master the competencies targeted in the programs offered by the CEGEP
- any draft bylaw or policy relating to the rules, procedures and criteria governing the admission and registration of students
- the CEGEP's strategic plan⁵⁵

After consulting the academic council, the board of governors appoints the director general and academic dean of the CEGEP for a period of three to five years. Essentially, the director general sees that the decisions of the board and the executive committee are carried out, while the academic dean is responsible for managing preuniversity and technical programs of study and for replacing the director general in the case of his or her absence or inability to act.⁵⁶

⁵² *General and Vocational Colleges Act*, s. 16.1. According to Bill 110, the board would have more responsibilities.

⁵³ According to Bill 110, a CEGEP's affairs would not necessarily be administered by an executive committee. Three new committees established by the board of directors would manage the CEGEP, i.e. a governance and ethics committee, an audit committee and a human resources committee.

⁵⁴ *General and Vocational Colleges Act*, s. 17.

⁵⁵ *General and Vocational Colleges Act*, s. 17.0.2.

⁵⁶ This description of the organizational structure of colleges—in particular the description of the role of the director general and the academic dean—is based on the *General and Vocational Colleges Act* and ministry documents, as well as internal management documents made available to the research team by Louis Lefebvre, director general of Cégep de Saint-Félicien, and Anne Filion, academic dean of Cégep de Limoilou.

More specifically, the CEGEP's director general is responsible for the general management of the CEGEP, its promotion and development, and the management of the different departments. He or she:

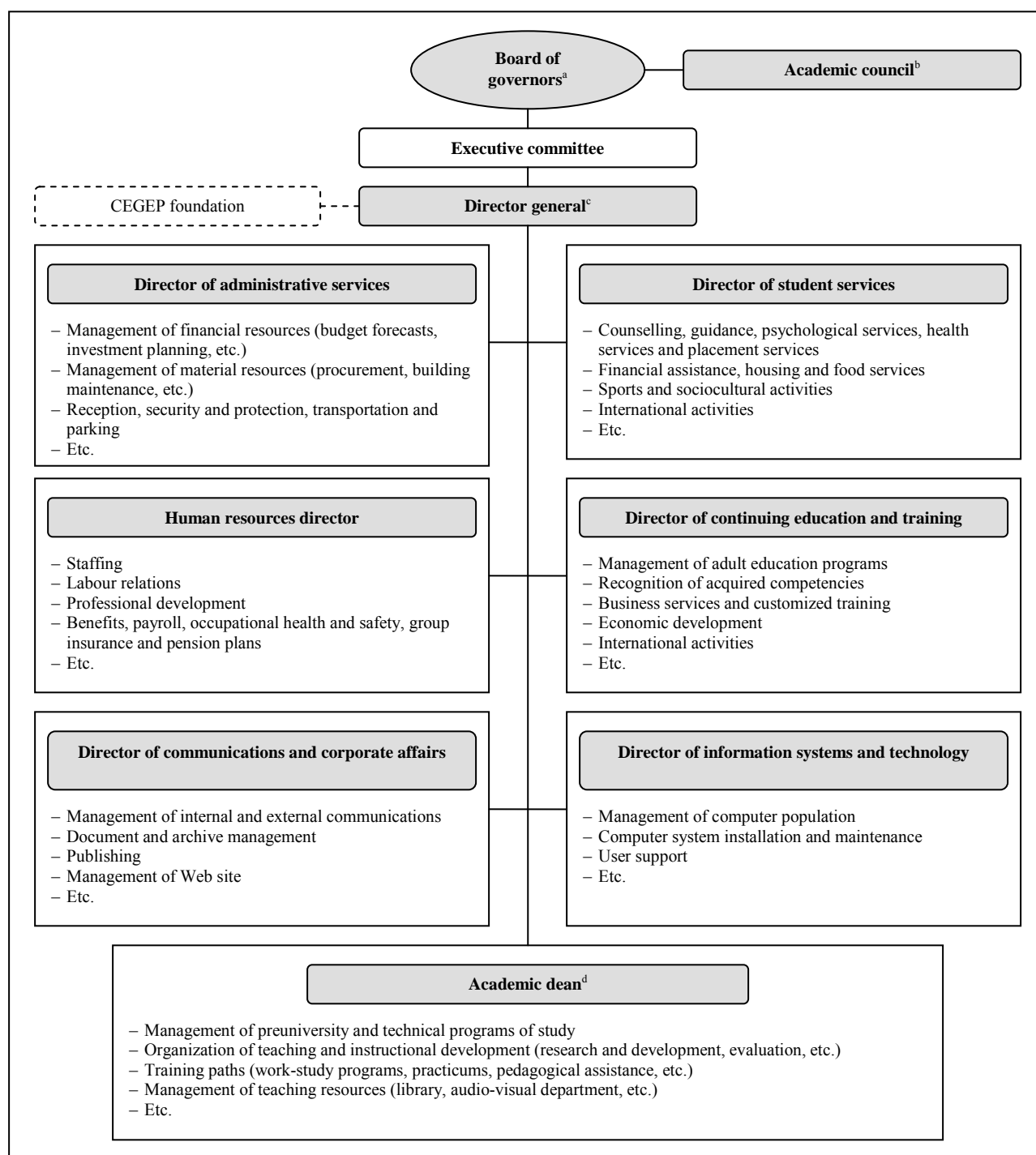
- plans and coordinates the development of specific policies and different orientation documents such as the CEGEP's educational project, development plan and action plan and the work plans of the different directors, and sees that they are implemented
- plans and coordinates the procedure for evaluating the CEGEP's activities
- oversees the preparation of the CEGEP's annual budget
- manages the CEGEP's revenues and proposes new services to the appropriate bodies based on criteria such as students' needs, profitability and self-funding
- establishes partnerships with different organizations in the region, including school boards, other CEGEPs, universities, businesses and public and parapublic organizations, in order to foster the development of both the CEGEP and its region, and to offer initial training and continuing education and training programs that adequately meet students' needs
- promotes the CEGEP's services

The academic dean, usually in collaboration with the various deans, carries out activities related to the administration of programs of study offered by the CEGEP. These activities include:

- planning program implementation in collaboration with MELS
- planning and coordinating the evaluation of teaching and the programs of study offered
- supervising the implementation of new teaching methods and learning activities
- overseeing the educational organization
- keeping student records up to date

Finally, as seen in Figure 3.4, in addition to the director general and the academic dean, several other directors participate in the management of colleges. For example, the human resources director, the director of student services, the director of continuing education and training and the director of communications and corporate affairs all play an important role.

Figure 3.4 Example of the organizational structure of a CEGEP



a. Members of the board of governors are appointed or elected, as the case may be.

b. The academic council is chaired by the academic dean.

c. The director general of the CEGEP is appointed.

d. The academic dean is often assisted by one or more deans.

Figure 3.5 Overview of the division of responsibilities among the board of governors, the academic council and the director general of the CEGEP

Responsibilities	Board of governors^a	Academic council	Director general
Selecting the director general of the CEGEP	<ul style="list-style-type: none"> – consults the academic council on the choice of director general – appoints the director general of the CEGEP 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on the choice of director general of the CEGEP 	
Selecting the academic dean	<ul style="list-style-type: none"> – consults the academic council on the choice of academic dean – appoints the academic dean 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on the choice of academic dean 	
Developing the CEGEP's strategic plan	<ul style="list-style-type: none"> – consults the academic council on the objectives to be included in the strategic plan – establishes the strategic plan 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on the strategic plan 	
Developing the success plan	<ul style="list-style-type: none"> – consults the academic council on the objectives to be included in the success plan to improve student success – establishes the success plan 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on the success plan 	
Developing student admission and registration policies	<ul style="list-style-type: none"> – consults the academic council on student admission and registration – establishes student admission and registration policies 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on student admission and registration policies 	
Choosing learning activities to help students develop the competencies targeted by the CEGEP's programs of study	<ul style="list-style-type: none"> – approves the proposed learning activities 	<ul style="list-style-type: none"> – proposes learning activities to help students master the competencies targeted in the CEGEP's programs of study 	
Developing policies for the evaluation of learning and procedures for the certification of studies	<ul style="list-style-type: none"> – consults the academic council on the evaluation of learning – adopts policies for the evaluation of learning 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on policies for the evaluation of learning and procedures for the certification of studies 	<ul style="list-style-type: none"> – plans and coordinates the development of policies for the evaluation of learning and oversees their implementation
Developing policies for evaluating the programs of study offered by the CEGEP	<ul style="list-style-type: none"> – consults the academic council on program evaluation – adopts program evaluation policies 	<ul style="list-style-type: none"> – gives its opinion to the board of governors on program evaluation policies 	<ul style="list-style-type: none"> – plans and coordinates the development of program evaluation policies and oversees their implementation

Responsibilities	Board of governors^a	Academic council	Director general
Developing orientation documents	– adopts orientation documents		– plans and coordinates the development of different orientation documents such as the CEGEP's educational project, development plan and action plan, and the work plans of the different directors
Developing a procedure for evaluating the CEGEP's activities	– adopts the procedure for evaluating the CEGEP's activities		– plans and coordinates the procedure for evaluating the CEGEP's activities
Preparing the CEGEP's annual budget	– adopts the CEGEP's annual budget		– prepares the CEGEP's annual budget and submits it to the board of governors – manages the CEGEP's annual budget and answers for it to the board of governors
Managing CEGEP revenues and proposing new income-generating services	– approves the development of new income-generating services		– manages CEGEP revenues – proposes the development of new income-generating services based on criteria such as students' needs, profitability and self-funding
Promoting the CEGEP's services			– oversees the promotion of the CEGEP's services
Establishing partnerships with different organizations in the region			– establishes partnerships with different organizations in order to foster the development of the CEGEP and its region

Source: *General and Vocational Colleges Act and College Education Regulations.*

a. In this figure, the responsibilities of the board of governors include those delegated to the executive committee. The executive committee is made up of members of the board of governors elected by the board, and its principal task is the ordinary administration of the CEGEP. However, in the amendments proposed in Bill 110, the responsibilities of these bodies, in particular those of the board of governors, are different.

Division of responsibilities at Cégep de Saint-Félicien

Cégep de Saint-Félicien is located in the Saguenay–Lac-Saint-Jean region and comprises two campuses: Cégep de Saint-Félicien itself which, each year, receives approximately 950 students, and Centre d'études collégiales de Chibougamau, which receives approximately 115 students. Cégep de Saint-Félicien offers eleven programs leading to a DCS—four preuniversity programs and seven technical training programs—including *Natural Environment Technology*, which only it offers.⁵⁷

⁵⁷For more information about Cégep de Saint-Félicien, see Appendix IV of this report and the CEGEP's Website (www.cstfelicien.qc.ca).

The CEGEP also offers continuing education and training programs leading to an Attestation of College Studies (ACS).

Two elements affect the CEGEP's educational project:⁵⁸ on the one hand, the population decline in the Nord-du-Québec and Saguenay–Lac-Saint-Jean regions, which has led to a decrease in the number of enrollments in preuniversity and technical programs of study; and, on the other hand, its geographic location and environment, which have allowed it to acquire special expertise in the integrated management of forest resources, tourism and sustainable local development.

Cégep de Saint-Félicien's 2004-2009 strategic plan and the annual management process aimed at achieving its objectives focus on declining enrollments and the consolidation of program offerings in the CEGEP's areas of expertise. Its major orientations aimed at carrying out its threefold mission—to provide quality college education for communities and businesses in the region; to participate actively in the social, economic and cultural development of the Nord-du-Québec and Saguenay–Lac-Saint-Jean regions; and to offer students personalized reception services and assistance—include ensuring adequate funding so that it can continue to provide access to postsecondary education in the region, and using different means to mitigate the negative effects of demographic and socioeconomic trends.

The annual management process implemented by the CEGEP's director general and the division of responsibilities among the director general, the other directors, the executive committee and the board of governors can be described as follows:

- In January, the members of the CEGEP's administrative committee, i.e. the director general, the academic dean, the director of human resources and business and community services, the director of administrative services and the director of Centre d'études collégiales de Chibougamau, meet to plan the teaching, support, technical and professional resources needed for the following school year.
- In March, the administrative committee's plan, including staffing needs and an estimate of human resources costs, is presented to the executive committee for approval.
- In April, the CEGEP's administrative committee establishes the objectives to be achieved over the course of the year in order to implement the strategic plan. These objectives will serve as a basis for the development of the different directors' annual work plans.
- In June, the budget is presented to the director general, then to the board of governors for adoption.
- In August, the administrative committee reviews the previous year's achievements and presents the objectives for the coming school year to staff members.
- In September, the board of governors meets for the first time and adopts the objectives set for the year.

The annual management process is implemented in collaboration with the different management bodies at the CEGEP. This means that everyone participates actively and uses his or her competencies to achieve the set objectives. In addition, all staff members are invited to help promote

⁵⁸ The information in this section was gathered in June 2008 in an interview with Louis Lefebvre, director general of Cégep de Saint-Félicien. Information was also taken from internal management documents made available to the research team by Mr. Lefebvre.

the CEGEP's services, especially since the current decline in population requires the mobilization of all resources to implement local and sustainable strategies that will foster the socioeconomic development of the Nord-du-Québec and Saguenay–Lac-Saint-Jean regions.

Division of responsibilities at Cégep de Limoilou

Cégep de Limoilou is located in the Capitale-Nationale region and comprises three campuses: Campus de Québec, Campus de Charlesbourg and Pavillon des métiers d'art.⁵⁹ Each year, it receives approximately 5500 students. The CEGEP offers 24 programs of study leading to a DCS: 3 preuniversity programs and 19 technical programs. The latter are closely related to the main industries in the Québec City region: the arts, health and science, management, tourism, hotel management, restaurant management, high technology and physics technology.⁶⁰ The CEGEP also offers several continuing education programs leading to an ACS.

The division of responsibilities at Cégep de Limoilou is based on the *General and Vocational Colleges Act*. The overall management structure of the CEGEP can therefore be described as follows: in the management of the CEGEP's administrative and instructional services, the board of governors plays a governance role, the executive committee plays a decision-making role and the academic council plays an advisory role. However, the day-to-day administration of the CEGEP is under the responsibility of a committee which, under the authority of the director general of the CEGEP, meets once a week. This committee is made up of the director general, the academic dean, the director of student services, the dean of continuing education, the human resources director, the director of information systems and technology, the director of administrative services and the director of communications and international affairs. The committee is responsible for advising the director general, implementing the strategic plan adopted by the board of governors and ensuring that every director prepares an annual work plan aimed at achieving the objectives set out in the strategic plan.

In the early 2000s, Cégep de Limoilou updated its program offerings in initial training and continuing education and training in order to adequately meet the needs of young people, the community and society in general. It wanted to adapt its program offerings to changing needs and emerging realities, to forge closer ties with the community and to help improve the population's level of schooling. This is an illustration of the role CEGEPs play in their community and of the autonomy they enjoy in carrying out their mission.

Thus, in accordance with the college education reform, the CEGEP was able to develop new preuniversity profiles, including a drama profile in the *Arts* program and an education profile in the *Social Sciences* program. The education profile prepares students to pursue university studies in programs leading to a bachelor's degree in preschool and elementary education or in secondary education in social studies and French, language of instruction.⁶¹ The CEGEP's goal in creating these profiles is to make its preuniversity programs more practical and meaningful and better adapted to students' career prospects.

⁵⁹ For further information about Cégep de Limoilou, see Appendix V of this report and the CEGEP's Web site (www.climoilou.qc.ca).

⁶⁰ The information in this section was gathered in June 2008 in an interview with Anne Filion, academic dean, and Nicole Rousseau, dean of continuing training, at Cégep de Limoilou. Information was also taken from internal management documents made available to the research team by Ms. Filion.

⁶¹ Cégep de Limoilou has reached an exclusive agreement with the Faculty of Education at Université Laval as concerns the preparation of students for the French test required to enter the programs in question.

Cégep de Limoilou has added new programs to better meet the needs of students and the labour market, including two preuniversity programs, *Visual Arts* and *Computer Science and Mathematics*, and one technical program, *3D Animation and Computer-Generated Imagery*. The latter program has resulted in closer ties with socioeconomic partners like Ubisoft, with a view to offering state-of-the-art training.

For many years now, Cégep de Limoilou has offered an *Applied Arts and Crafts* program, which includes the following six specialties: ceramics, textile construction, cabinet making and millwork, jewellery making, violin and guitar making, and sculpture. It is the only CEGEP to give the program in Eastern Québec (Cégep du Vieux-Montréal offers it in Western Québec). The general education component is taught at the CEGEP, while the practical training specific to each specialty is dispensed in studios/schools by craftspeople who practise the trades in question and who are recognized as experts in their field. The advantage of this type of organization is that training is up to date, and students are excited about the possibility of learning from masters who can impart the tricks of the trade on a daily basis.

Cégep de Limoilou favours a work-study approach, in particular cooperative education, for many of its technical training programs. Each year, approximately 400 students enroll in work-study programs, in which they do two paid three-month practicums in the workplace in alternation with periods in school. They learn firsthand about the hiring process and job search techniques, and acquire competencies in a real work setting. For this, the CEGEP must forge close ties with the many businesses that accept trainees and there must be sustained communication between the CEGEP and the businesses, which share their observations about the quality of the training and how it meets their needs for a qualified work force.

In order to ensure that its programs always conform to its mission and values and provide quality training, the CEGEP has adopted a policy for managing programs leading to a DCS or an ACS. This policy focuses on program development, implementation, evaluation and review. It states that all programs offered by the CEGEP are subject to an annual evaluation based on indicators, making it possible to adjust the appropriate elements or to identify the need for a more in-depth evaluation.

Finally, Cégep de Limoilou recently adopted its 2008-2013 strategic plan, which testifies to its desire to be firmly rooted in the community and to offer qualifying training. The six strategic aims promoted by the CEGEP are as follows: to implement quality regular and continuing education programs; to improve students' success rate; to provide an educational environment conducive to overall personal development; to participate in the region's economic and social development; to promote the CEGEP; and to provide a stimulating and friendly atmosphere where students can enjoy learning and working.

3.2 Responsibilities of secondary and postsecondary schools offering vocational education and training in Lithuania

The description of the responsibilities of secondary and postsecondary educational institutions offering vocational education and training is divided into two sections: vocational schools and colleges. We should begin, however, with a description of Lithuania's education system.⁶²

In Lithuania, the main responsibility for education, from preschool to university, lies with the Ministry of Education and Science (MES). Responsibility for vocational education and training is shared by two ministries: initial vocational education and training in a school setting is under the responsibility of the MES, and continuing vocational education and training in a workplace setting is under the responsibility of the Ministry of Social Security and Labour (MSSL) and the Lithuanian Labour Market Training Authority. Since 2008, efforts have been made to integrate initial and continuing vocational education and training, in terms of both management and the implementation of teaching activities in educational institutions. The purpose of this integration is to offer more coherent and effective initial and continuing education and training services.

The principal responsibilities of the MES in terms of vocational education and training at the secondary and postsecondary levels are to establish training reference systems based on the appropriate occupational reference systems,⁶³ to organize and supervise program offerings and to oversee program implementation and evaluation. Some of the vocational education and training responsibilities of the MES are assumed by the Qualifications and Vocational Education and Training Development Centre (QVETDC). Among other things, the QVETDC is responsible for organizing the development and validation of national Vocational Education and Training Standards for the competencies needed to practise a trade or occupation and the vocational programs of study on which they are based. Each Vocational Education and Training Standard includes an occupational reference, a reference for training and a reference for evaluation. Vocational Education and Training Standards are developed and validated jointly by the QVETDC and the Industrial Lead Bodies, tripartite advisory organizations made up of representatives of employers, trade unions and the education community. The Industrial Lead Bodies are responsible for setting priorities for the development and evaluation of Vocational Education and Training Standards.

In light of the foregoing, it is obvious that, in addition to the MES, many other organizations are involved in the management of Lithuania's education system, including the MSSL, the Lithuanian Labour Market Training Authority, the QVETDC and the Industrial Lead Bodies. Under the *Law on Education*, the following bodies participate in the management of the education system and, in particular, the educational institutions:

- Parliament (*Seimas*)
- the government, certain ministries and government institutions
- the county governors (*apskritis*)

⁶² In Lithuania, the term "education" refers to all teaching and learning activities from preschool to university education, including continuing training.

⁶³ Occupational frameworks describe the tasks and responsibilities associated with a trade or occupation based on the Lithuanian Classification of Occupations. The frameworks for training and evaluation are based on these documents, which are developed and approved by the MES and the MSSL in collaboration with the social partners involved, including employers and trade unions. For more information, see Chapter 4.

- the municipal councils
- the founder of a school
- the principal of a school⁶⁴

A school's founder is the legal or natural person or organization that decided to create a new educational institution. Generally speaking, the founder of an educational institution in Lithuania can be the MES, Parliament or the government, although some institutions may have been founded by government agencies, other ministries, county governors, municipal councils or other persons. According to the *Law on Education*, Parliament may establish a state university upon a motion from the government; the government may establish a state college upon a motion from the MES; the MES may establish vocational schools and adult education schools; government agencies, other ministries and county governors may found vocational schools and adult education schools; and municipal councils may found different types of schools, including schools of pre-school education, elementary schools, basic schools, secondary schools and vocational schools.⁶⁵

The role of the founder and other management bodies is specified in the laws and regulations and in the bylaws of each educational institution. Consequently, although the MES plays a major role in the development and implementation of the national education policy, Lithuania's education system is decentralized in terms of the management of its different components.⁶⁶

The following section describes the division of responsibilities in Lithuania's vocational schools.

3.2.1 Division of responsibilities in vocational schools

The description of the division of responsibilities in Lithuania's 72 state vocational schools is divided into seven sections:

- Legislative framework defining the responsibilities of vocational schools
- Division of vocational education and training responsibilities
- Mission of the vocational schools
- Organizational structure of the vocational schools
- Division of responsibilities at Vilnius Builder's Training Centre
- Division of responsibilities at Alanta School of Technology and Business
- Division of responsibilities at Alytus Vocational Education and Training Centre

⁶⁴ Republic of Lithuania, *Law on Education*, art. 52, s. 2.

⁶⁵ *Law on Education*, art. 42, s. 1.

⁶⁶ In its document *Provisions of the National Education Strategy 2003-2012*, Parliament proposed a series of measures to improve the management of Lithuania's education system. The document proposes the following objectives: "to develop a new efficient and consistent education system which is based on the responsible management, targeted funding and rational use of resources; to develop an accessible system of continuing education that guarantees life-long learning and social justice in education; to ensure a quality of education which is in line with the needs of an individual living in an open civil society under market economy conditions, and with the universal needs of society in the modern world." Republic of Lithuania, *Provisions of the National Education Strategy 2003-2012* (Vilnius: Republic of Lithuania, 2003), 5.

Legislative framework defining the responsibilities of vocational schools

The activities of vocational schools are governed by the *Law on Vocational Education and Training* and the *Law on Education*. They are also governed by the State Education Monitoring Procedure, the Requirements for State and Municipal Schools Regulations, government decrees and different bylaws adopted by the MES and the MSSL.

- The *Law on Education* provides a framework for the education system, including vocational education and training at the secondary level. It establishes the goals of the national education policy and defines the overall structure of the education system and the mission and characteristics of the different levels of education.⁶⁷
- The *Law on Vocational Education and Training* includes a series of provisions specifying the objectives of the vocational education and training system and the role of the principal authorities involved in the management of vocational education and training at the secondary level, including the Vocational Education and Training Council of Lithuania, the MES, the county governors, the municipal councils and social partners. In this respect, the Law stipulates that the management of vocational education and training at the secondary level is based on "co-operation of the state government institutions and social partners."⁶⁸ The Law also sets out principles of governance for vocational schools and stipulates the essential elements of initial vocational education and training at the secondary level, such as conditions for admission to the different levels of programs, the theory and practical components of the programs, practicums in the workplace and the certification of studies.
- The State Education Monitoring Procedure is a procedure approved by the MES that describes the sequence of steps and measures to take to ensure ongoing monitoring and evaluation of Lithuania's vocational education and training system.⁶⁹ Along with the Indicators of the State Education Monitoring,⁷⁰ this procedure is aimed at enabling the different authorities involved in the management of vocational education and training at the secondary level to evaluate the quality and effectiveness of training and to make any necessary changes.
- The Requirements for State and Municipal Schools Regulations are rules approved by the MES that describe the structure and content of the bylaws that vocational schools must develop, as well as the legal transactions to which the bylaws must refer.⁷¹
- Government decrees and the bylaws adopted by the MES and the MSSL deal with various aspects of the management of vocational education and training. For example, certain decrees and bylaws define the process for developing and validating the Vocational Education and Training Standards and the vocational programs of study on which they are based, the criteria and funding methods for vocational education and training, and the learning evaluation process.

⁶⁷ *Law on Education*.

⁶⁸ Republic of Lithuania, *Law on Vocational Education and Training*, art. 1, s. 1.

⁶⁹ Republic of Lithuania, *State Education Monitoring Procedure* ([www.smm.lt/teisine_baze/docs/isakymai/2005-11-10-ISAK-2240\(2\).doc](http://www.smm.lt/teisine_baze/docs/isakymai/2005-11-10-ISAK-2240(2).doc)).

⁷⁰ Republic of Lithuania, *Indicators of the State Education Monitoring* (www.smm.lt/teisine_baze/docs/isakymai/05-12-30-ISAK-2692.htm).

⁷¹ Republic of Lithuania, *Requirements for State and Municipal Schools Regulations* ([www.smm.lt/teisine_baze/docs/isakymai/2004-07-16-ISAK-1162\(2\).doc](http://www.smm.lt/teisine_baze/docs/isakymai/2004-07-16-ISAK-1162(2).doc)).

Division of vocational education and training responsibilities

At the administrative level, Lithuania is divided into 10 counties and 60 municipalities. Each county comprises several municipalities, each one governed by institutions made up of local authorities elected by the community. The *Law on Vocational Education and Training* stipulates that the management of vocational education and training at the secondary level "shall be implemented on a state, county and local authority level."⁷² In other words, vocational education and training is managed at the national level by the MES and the MSSL, at the regional level by the county governors, and at the local level by the municipal councils. Figure 3.6 gives an overview of the division of responsibilities associated with vocational education and training at the secondary level among the MES, the MSSL, the county governors and the municipal councils.

Figure 3.6 Overview of the division of responsibilities among different organizations, by level

Level	Organization responsible	Responsibilities
National	Ministry of Education and Science	– Coordinate the development and validation of the Vocational Education and Training Standards and the vocational programs of study on which they are based.
	Ministry of Social Security and Labour	– Approve the programs of study, the conditions for admission to initial vocational education and training programs and the general criteria for admission to state vocational schools. – Define the general principles and conditions for the evaluation of learning for students enrolled in vocational programs of study, and specify the responsibilities of the different partners involved in the process. – Define the principles underlying the awarding of Qualification Certificates. – Coordinate the founding of state vocational schools. – Ensure funding for vocational programs of study based on the state budget.
Regional	County governors	– Supervise the vocational schools in accordance with the process established by the MES. – Make proposals concerning the admission of students to initial vocational education and training programs at the regional level. – Establish actions to take to foster the vocational education and training of students with special needs.
Local	Municipal councils	– Participate in the planning of student admission to initial vocational education and training programs. – Make sure the local population's needs are met in terms of the creation of the network of vocational schools.

Source: *Law on Education; Law on Vocational Education and Training; and Methodological Centre for Vocational Education and Training, Overview of VET System in Lithuania in 2007— Thematic Overview* (Vilnius: MCVET, 2008).

⁷² *Law on Vocational Education and Training*, art. 6, s. 1.

Mission of the vocational schools

Of the 74 vocational schools in Lithuania, 2 are private schools and 72 are state schools. State vocational schools can have one of the following two legal statuses: budgetary institution or public self-governing institution. The 59 budgetary institutions are governed by the *Law on Budgetary Institutions*, while the 13 vocational schools which, since 2003, have held the status of public self-governing institution are governed by the *Law on Public Institutions*.⁷³

Regardless of their status, the principal mission of vocational schools is to offer vocational programs of study aimed at enabling students to acquire the competencies needed to practise a trade or occupation and to enter the work force. The programs offered by vocational schools are divided into four levels and, in addition to training in the trade or occupation in question, can include lower or upper secondary general education. Training related to the trade or occupation is made up of a theory component and a practical component, the latter representing anywhere between 60 and 70 per cent of the time allotted to trade-related training.

The mission of vocational schools also includes contributing to the socioeconomic development of their region, in particular by offering initial and continuing training that meets the work force qualification needs of businesses and individuals. To carry out this mission, vocational schools cooperate with the county governors, the municipal councils and businesses in the region to define the reality of the local community as accurately as possible.⁷⁴

The mission of vocational schools with public self-governing status also includes generating profits by offering services, such as the rental of facilities and equipment or the sale of products made by students in their practical workshops. Each of these schools is managed by shareholders, i.e. by persons who, in accordance with the procedure set out in the *Law on Public Institutions* and with the school's bylaws, have made a financial donation to the school. Thus, the profits generated by the school are used to finance school activities. Finally, "since 2003, 13 vocational schools have been granted self-governing status which increases budgetary autonomy. It also allows them to have a variety of stakeholders in the management (enterprises, regional and municipal government representatives, etc.). This change has helped to improve the relationship with employers and has strengthened the standing of vocational education and training."⁷⁵

Organizational structure of the vocational schools

As seen in Figure 3.7 below, responsibilities in the management of a vocational school are shared by different persons and organizations. Generally speaking, the following persons and bodies are responsible for managing a vocational school:

- The founder, in the case of a budgetary institution, or the shareholders in the case of a public self-governing institution
- The school's principal and vice-principals

⁷³ Republic of Lithuania, *Law on Budgetary Institutions*; and Republic of Lithuania, *Law on Public Institutions*.

⁷⁴ *Law on Vocational Education and Training*.

⁷⁵ *Overview of VET System in Lithuania in 2007*, 14.

- The independent bodies, i.e. the school council, the teachers' council and the students' representation

The responsibilities of the founder and principal of a vocational school are set out in the *Law on Education* and the *Law on Vocational Education and Training*. The responsibilities of the independent bodies are defined in the bylaws of each school, in accordance with the Requirements for State and Municipal Schools Regulations.⁷⁶

The *Law on Education* lists the principal responsibilities of the founder of each vocational school. The founder of a school:

- ensures implementation of state education policy and its translation in school laws and other internal management documents
- develops the school's bylaws and operating rules
- studies and approves amendments to the school's bylaws and regulations
- studies and approves the school's strategic education plan and annual action programs
- restructures the school, if necessary, and develops job descriptions for staff members, in particular the principal and teachers
- appoints the school principal
- ensures the school's democratic management
- evaluates the needs of the communities served by the school in terms of vocational education and training and makes appropriate decisions regarding program offerings
- establishes the conditions for admission to vocational programs of study offered by the school in accordance with the criteria established by the MES
- organizes services for staff members, including professional development services
- organizes services for students, such as educational and vocational guidance, instructional support and psychological, psychoeducational and remedial teaching services
- organizes food services and dormitory accommodations for students, and transportation for students with special needs
- promotes the school's activities⁷⁷

Similarly, the *Law on Education* describes the principal responsibilities of the principal of a vocational school. The school principal:

- directs the drafting of the school's strategic plan and annual action program and their implementation
- directs the review or development of vocational programs of study offered by the school and their implementation
- examines and approves the job descriptions of school staff

⁷⁶ Requirements for State and Municipal Schools Regulations.

⁷⁷ Law on Education, art. 60, 61.

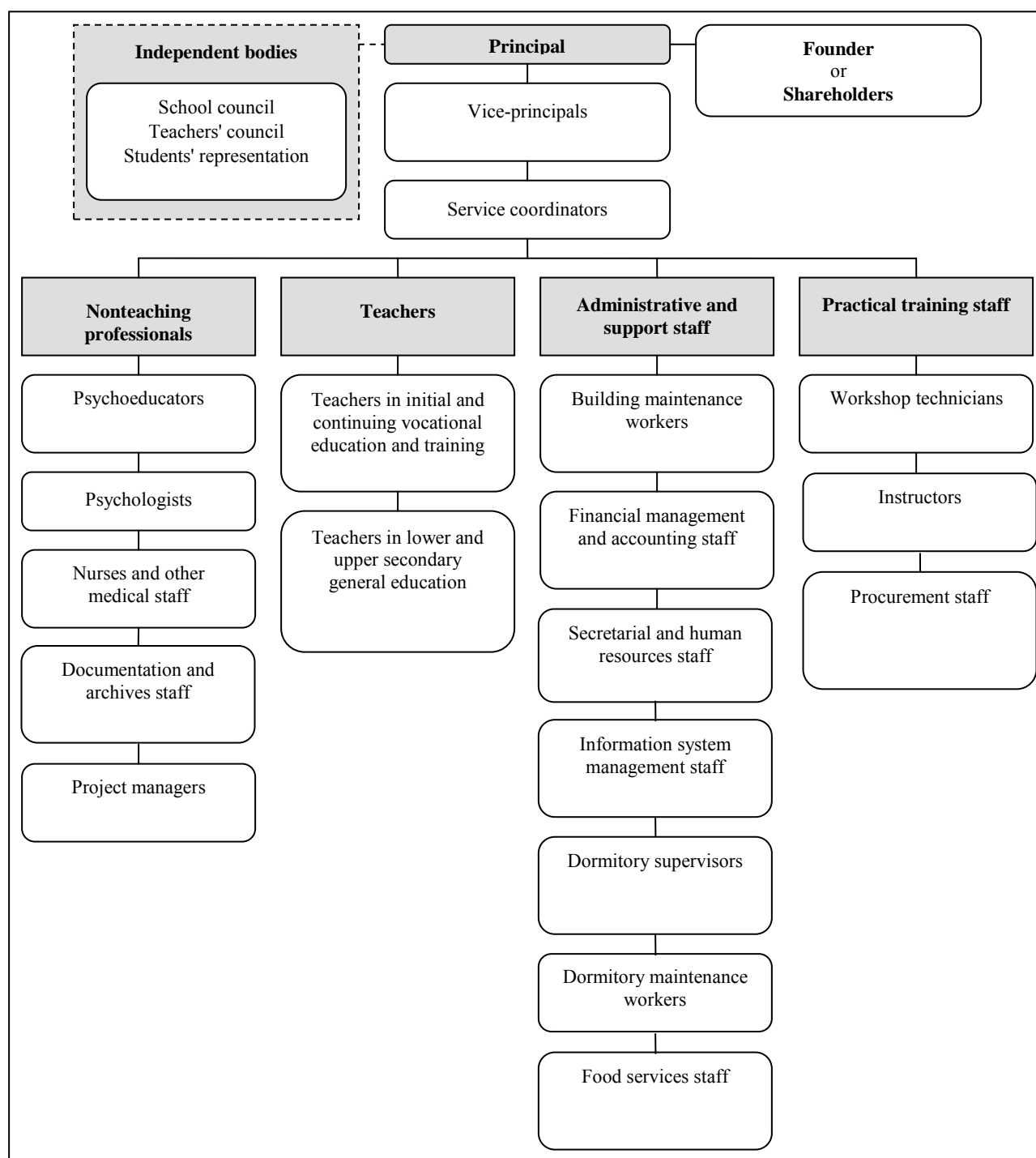
- hires teachers, nonteaching professionals, support staff and practical training instructors
- oversees the democratic management of the school's activities, in particular by maintaining relationships based on cooperation, observance of ethical standards and transparency in decision making
- controls the use of material and financial resources allocated to school activities and management
- promotes the programs of study offered by the school and the associated trades and occupations
- makes decisions in cases where no law, rule or regulation stipulates the procedure for dealing with an issue
- assumes any other function prescribed by the school's founder or stipulated in the school's bylaws⁷⁸

The role of independent bodies, such as the school council, the teachers' council and the students' representation are described in the bylaws of each vocational school.⁷⁹ Generally speaking, the bylaws state that at least two independent bodies must be set up in each school: a school council and a teachers' council. The school council is the most important independent body in a vocational school. It is made up of representatives of the student body, teachers, parents and the local community. The teachers' council is the permanent independent body responsible for all matters concerning teachers, in particular with respect to program implementation and teaching. It is made up of members of the school's administration, teachers and other individuals directly involved in the education process. Since the nature of the responsibilities assigned to the independent bodies is determined by each school, it is not addressed in this section, but in the examples of the division of responsibilities at Vilnius Builder's Training Centre, Atlanta School of Technology and Business, and Alytus Vocational Education and Training Centre.

Finally, as Figure 3.7 shows, many other management bodies, as well as the founder, the principal and the independent bodies, participate in the management of a vocational school. Service coordinators, nonteaching professionals, teachers, administrative and support staff, and practical training instructors are involved in school management and contribute to the smooth functioning of its various activities.

⁷⁸ *Law on Education*, art. 61.

⁷⁹ *Law on Education*.

Figure 3.7 Example of the organizational structure of a vocational school

Division of responsibilities at Vilnius Builder's Training Centre

Located in Vilnius, Vilnius Builder's Training Centre is a sectoral vocational school, which means that it offers initial and continuing vocational education and training programs exclusively in the field of construction and woodworking.⁸⁰ The school defines its mission as follows: to help young people without occupational qualifications to acquire general education and vocational training in the field of construction and woodworking, and to help adults upgrade their competencies or acquire new ones.

Vilnius Builder's Training Centre offers level 1, 2, 3 and 4 initial vocational education and training programs. It receives students who have completed the first two years of lower secondary education, students who have completed lower secondary education and obtained a Basic School Leaving Certificate, and students who have completed upper secondary education and obtained a Maturity Certificate. In 2008, approximately 1100 students were enrolled in an initial vocational education and training program at the school. The school also offers continuing vocational education and training programs ranging from 7 to 37 weeks in duration. In 2007, 406 students obtained a certificate in one of these programs.

This public self-governing school has two campuses of comparable size: Viršuliškės and Fabijoniškės. These once separate schools merged in 2000 to form Vilnius Builder's Training Centre. Each campus includes classrooms for theory courses, workshops for practical training, a library, a cafeteria, gymnasiums, sports facilities and a nurse's office.

Most staff members work on one of the two campuses. However, some teachers, non-teaching professionals and support staff members, for example the information systems staff, work on both campuses. In all, 177 people are employed by Vilnius Builder's Training Centre, as follows: 7 administrative staff; 46 secondary general education teachers; 44 vocational education and training teachers. The remaining 80 employees work for other departments, including human resources, accounting, educational and vocational guidance, the library, the dormitories, the cafeteria and maintenance.

In accordance with its bylaws, the school is managed by the principal and shareholders, and by three independent bodies: the school council, the teachers' council and the students' representation.⁸¹ The principal assumes the responsibilities set out in the *Law on Education* and the *Law on Vocational Education and Training*. The shareholders' meeting is the school's principal management body. The school currently has two shareholders: the MES and Andova UAB, a construction company. In addition, the responsibilities of the shareholders' meeting, whose functions are comparable to those of the founder as defined in the *Law on Education*, include:

- managing the sale, loan or rental of school property
- approving donations other than financial donations received by the school
- addressing issues related to the capital contribution of shareholders

⁸⁰ For further information about Vilnius Builder's Training Centre, see Appendix VI of this report and the school's Website (www.vsrc.lt).

⁸¹ Republic of Lithuania, *By-laws of the Self-governing Institution Vilnius Builder's Training Centre*. Document approved on June 25, 2004. Decree no. ISAK-1027 of the Lithuanian Ministry of Education and Science.

The school council is the most important independent body at Vilnius Builder's Training Centre. It is made up of two vocational education and training teachers, two administrative staff members, two students, two parents and the principal, and has a three-year mandate. According to the school's bylaws, the responsibilities of the school council include:

- approving the school's bylaws and regulations and any amendments
- defining and managing the quality assurance process for education and training
- studying and approving the school's strategic plan and annual action programs
- studying and approving the school's educational strategy
- studying and approving the method for awarding bursaries and any other form of student financial assistance
- studying and approving the method for renting out dormitories and setting rates
- studying and approving reward and incentive programs for school staff, such as performance premiums and bonuses
- making proposals concerning the improvement of material resources for vocational education and training, in particular tools, equipment and machinery
- making proposals concerning changes to the school's organizational structure, job descriptions and positions
- managing learning activities in the workplace, in particular practicum searches, the practicums themselves, student remuneration, learning activities in the workplace and visits to workplaces
- solving problems and managing social or cultural incidents affecting staff members or students
- encouraging cooperation between the school and its socioeconomic partners

The following are two examples of the division of responsibilities among the school's different management bodies. The first involves activity planning and the second, employee recruitment and selection.

The school's strategic plan is developed by a working group made up of representatives of the different departments and independent bodies. The working group prepares a draft plan and submits it for comment to the three independent bodies and the shareholders' meeting. The working group then makes changes to the strategic plan and prepares the final version, which it submits to the school council for approval. The principal submits the approved strategic plan to the shareholders' meeting, then, if it is approved, officially adopts it.

Based on the strategic plan, the principal develops a preliminary annual action program in collaboration with the vice-principals and, as needed, other staff members. The draft version of the program is presented to the different departments and independent bodies. Then, it is examined by the school council. At the end of this consultation process, the final version of the annual action program is prepared and submitted to the shareholders' meeting for approval. If it is approved, it is officially adopted by the principal and implemented.

Vilnius Builder's Training Centre has a procedure for hiring teachers and staff members assigned to its different departments. According to this procedure, the vice-principals, shareholders, school council, teachers' council and students' representation can propose hiring new staff members or creating new positions. For example, the teachers' council recently proposed hiring a psychologist and the school council, additional maintenance workers.

The proposals are examined by the school council, which then submits them to the school's principal. The principal discusses the proposals with his or her vice-principals before making a decision. When the principal decides to hire a new staff member or create a new position, he or she asks the human resources director to run an advertisement on the appropriate Web sites. Then, a hiring committee is set up. This committee generally includes the principal, the human resources director and the head of the department in which the new employee will work. The committee conducts interviews with the applicants. The new employees must sign a contract prepared by the school principal.

Division of responsibilities at Alanta School of Technology and Business

Located in a rural area of Utena county, Alanta School of Technology and Business was created in the 1940s. At that time, the school offered basic programs in agriculture and animal husbandry. Over the course of time, the school's vocation changed and, in September 2003, it was renamed and acquired public self-governing status.

Alanta School of Technology and Business offers eight level 1, 2, 3 and 4 initial vocational education and training programs in different economic sectors, including agriculture, construction and hotel management.⁸² It also offers continuing vocational education and training programs in the same sectors. In 2008, 350 students were enrolled in initial vocational education and training, and 1132, in continuing vocational education and training.

Lifelong learning is the cornerstone of the educational strategy at Alanta School of Technology and Business. The school's mission is to offer young people initial education and training that will help them enter the work force and adapt to the changes taking place, and to offer adults continuing education and training that will enable them to acquire the competencies they need to enter or remain in the work force.

In all, Alanta School of Technology and Business employs 97 people, as follows: 16 secondary general education teachers; 29 vocational education and training teachers; 25 employees in administration, human resources and accounting; and 27 technical and support staff.

In accordance with its bylaws, the school is managed by the principal and the shareholders, as well as by three independent bodies: the school council, the teachers' council and the students' representation. The principal, shareholders and school council are the school's main management bodies.

Essentially, the responsibilities of the school principal are those set out in the *Law on Education* and the *Law on Vocational Education and Training*. Similarly, the responsibilities of the shareholders,

⁸² For further information about Alanta School of Technology and Business, see Appendix VII of this report and the school's Web site (www.alantostvm.lt).

which include the MES, the Panevėžys Chamber of Commerce, Industry and Crafts, the municipality of Molėtai and the agri-food company Alantos Agroservisas UAB, are comparable to those of the school's founder as defined in the *Law on Education*.

The school council is the school's most important independent body. It is made up of representatives of teachers, students, parents and the local community, as well as the school principal. The school council, which has a three-year mandate, has the following responsibilities:⁸³

- approving the school's bylaws and regulations and any amendments
- studying and approving the school's strategic plan and annual action programs
- studying and approving the school's initial and continuing education and training programs
- defining the quality assurance process for the education and training offered at the school
- making proposals concerning the efficiency of school activities and use of resources
- making proposals concerning the school's public relations
- making proposals concerning the changes to the school's organizational structure, job descriptions and positions
- managing learning activities in the workplace, in particular practicum searches, the practicums themselves, student remuneration, learning activities in the workplace and visits to workplaces

The following are two examples of the division of responsibilities among the school's different management bodies. The first example illustrates the collaboration between Alanta School of Technology and Business and Utena College with respect to the harmonization of vocational programs of study at the secondary and postsecondary levels. The second deals with the evaluation of learning in initial vocational education and training.

To effectively harmonize the vocational programs of study at the secondary and postsecondary levels, the principal of Alanta School of Technology and Business set up a working group to study the relevance of harmonizing programs offered by the school with programs offered by Utena College. The working group analyzes the point of view of employers, graduates of the two programs of study in question and secondary school students concerning the relevance of implementing a continuous path between the programs in question. If its findings are positive, the working group asks the MES to authorize the development of a continuous path between the two programs at Alanta School of Technology and Business and Utena College.

Upon authorization of the MES, the principal of Alanta School of Technology and Business asks the school's methodological group to develop the continuous path.⁸⁴ Made up of representatives of teachers at the school and employers in the region, the methodological group collaborates with the Faculty of Business and Technology at Utena College to identify similarities between the competencies targeted by the two vocational programs of study and to develop the continuous path, i.e. a new program of study offered by Alanta School of Technology and Business. A draft version of the program of study is examined by the methodological group,⁸⁵ the school council and the

⁸³ Republic of Lithuania, *By-laws of the Self-governing Institution Alanta School of Technology and Business*.

⁸⁴ The responsibilities of the methodological groups and the program development process are described in Chapter 4.

⁸⁵ At Alanta School of Technology and Business, the methodological group is responsible for instructional matters. Specifically, it is responsible for all questions concerning the school's programs of study and the evaluation of learning.

shareholders. Then, the new program is submitted for approval to the employer groups involved, i.e. the Chambers of Commerce, Industry and Crafts, or the Chamber of Agriculture. The QVETDC then validates the new program. In other words, it determines whether it conforms to the Vocational Education and Training Standards, whether the training plan and academic path proposed enable students to acquire the targeted competencies, and whether teachers' qualifications and the instructional materials and services provided are adequate. Once the program is validated, the QVETDC submits it to a group of experts for analysis and recommendation to the MES. If their recommendation is positive, the MES approves the program and adds it to the Register of Study and Training Programmes, and the program is implemented. Thus, students who register in the sister program offered at Utena College after completing the new program offered by Alanta School of Technology and Business can obtain recognition for certain credits. In other words, students can receive a second diploma while reducing the amount of time they spend in school.

The second example involves the evaluation of learning in initial vocational education and training. The process used to evaluate learning is described in each program. It includes evaluation during the course of learning and the final evaluation of competencies. When developing a plan for program implementation, vocational education and training teachers, in collaboration with the methodological group, determine when the evaluation will take place, the competencies that will be evaluated, and how they will be evaluated. The different evaluations during the course of learning are conducted by teachers, under the supervision of the methodological group. They usually take the form of oral or written examinations. The results students obtain on these examinations are studied by the teachers' council and the school principal, who determine the degree of competency development. The final evaluation of competencies takes place at the end of the program and leads to a Qualification Certificate.⁸⁶ Under the responsibility of the Chambers of Commerce, Industry and Crafts and the Chamber of Agriculture, final evaluation involves practical and theory examinations.

Division of responsibilities at Alytus Vocational Education and Training Centre

Located in Alytus, Alytus Vocational Education and Training Centre is a budgetary vocational school.⁸⁷ Founded in 2004 by the MES, it is the result of a merger between vocational schools in industry and trade, clothing manufacturing and construction in Alytus.

Alytus Vocational Education and Training Centre offers level 1, 2, 3 and 4 initial vocational education and training programs, and lower and upper secondary general education. It receives students who have completed the first two years of lower secondary education, students who have completed lower secondary education and obtained a Basic School Leaving Certificate, and students who have completed upper secondary education and obtained a Maturity Certificate. In 2008, more than 1500 students were enrolled in the different initial vocational education and training programs offered at Alytus Vocational Education and Training Centre; 513 students received a diploma in one of the programs offered.

The school also offers continuing vocational education and training programs and services for students with special needs, such as students with disabilities or adjustment difficulties. In 2007,

⁸⁶ See Chapter 4 for further information about the evaluation of students enrolled in secondary vocational education and training.

⁸⁷ For more information about Alytus Vocational Education and Training Centre, see Appendix VIII of this report and the school's Web site (www.aprc.lt).

188 students successfully completed a continuing vocational and technical education program, ranging in duration from 5 to 32 weeks.

The initial vocational education and training programs, which can include secondary general education, and the continuing vocational education and training programs offered at Alytus Vocational Education and Training Centre focus on three areas of activities: industry and trade;⁸⁸ business and services; and construction technology and business. Each of these three areas of activities has its own programs of study. Specifically, the programs in industry and trade relate to the following fields: engineering and technical trades; business and administration; and personal services. The programs in business and services relate to the following fields: personal services, and manufacturing and processing. The programs in construction technology and business relate to the following fields: architecture and buildings, and transportation services.

Each of these three areas of activities has its own program implementation staff. However, staff members in all three areas of activities are responsible for implementing the school's educational strategy, strategic plan and annual action programs, and make coherent use of the school's human and material resources. In all, Alytus Vocational Education and Training Centre employs 240 people, as follows: 70 in vocational education and training, 40 in general education, 40 in administrative services, and 90 in other services, including human resources, accounting, educational and vocational guidance, the library, the dormitories, the gymnasium and maintenance.

In accordance with its bylaws, the school is managed by its principal and founder—the MES—and by three independent bodies: the school council, the teachers' council and the students' representation.⁸⁹ The principal's responsibilities are those set out in the *Law on Education* and the *Law on Vocational Education and Training*. Similarly, the founder's responsibilities are those set out in the *Law on Education*.

The school council is the most important independent body at Alytus Vocational Education and Training Centre. Made up of six teachers from the three areas of activities, two administrative staff members, two students, two parents, three representatives of social partners, one representative of the municipal councils and the school principal, the school council has a two-year mandate. Its procedures are set out in its bylaws and its responsibilities are established by rules approved by the school principal. These responsibilities include:

- approving the school's bylaws and regulations and any amendments
- studying and approving the school's strategic plan and annual action programs
- studying and approving the strategy for the evaluation of learning
- studying and approving proposals for acquiring new materials
- making proposals concerning the improvement of material resources for vocational education and training, in particular tools, equipment and machinery
- making proposals concerning changes to the school's organizational structure, job descriptions and positions
- making proposals concerning the evaluation of staff members

⁸⁸ Vocational programs of study in industry and trade are offered at Alytus penitentiary.

⁸⁹ Republic of Lithuania, *By-laws of the Alytus Vocational Education and Training Centre*.

- managing learning activities in the workplace, in particular practicum searches, the practicums themselves, student remuneration, learning activities in the workplace and visits to workplaces
- controlling the school's finances and economic activities
- encouraging cooperation between the school and its socioeconomic partners

The following are two examples of the division of responsibilities among the school's different management bodies. The first involves the development of the school's strategic plan and the second, professional development for teachers.

The school's strategic plan is developed by a working group made up of representatives of the three areas of activities, the different departments and the independent bodies. First, the working group focuses on how educational services could be improved, analyzing the current situation in all three sectors. It prepares a draft strategic plan, including objectives, expected outcomes and indicators, and submits it for comment to the teachers' council, then to the school council. It then makes the necessary changes and prepares the final version of the strategic plan, which it submits to the school council for approval. Once it is approved by the council, the strategic plan is presented to the Minister of Education and Science; if he or she approves the plan, it is officially adopted by the principal and implemented.

The professional development plan for teachers at Alytus Vocational Education and Training Centre is developed by the principal and his or her vice-principals, in collaboration with the three independent bodies. It is based on the recommendations set out in the national education policy, the specific characteristics of each vocational program of study offered, and the requests made by teachers at meetings over the course of the school year. The draft version of the professional development plan is submitted to the teachers' council for approval. Then, the final version is produced and submitted to the principal for its official adoption. Finally, the funds needed to implement the professional development activities in the plan are granted when the school council establishes the budget for the next fiscal year.

3.2.2 Division of responsibilities in colleges

The description of the division of responsibilities in Lithuanian colleges is divided into four sections:

- Legislative framework defining the responsibilities of colleges
- Mission of the colleges
- Organizational structure of the colleges
- Division of responsibilities at Vilnius College of Technologies and Design

Legislative framework defining the responsibilities of colleges

Today's version of the college network in Lithuania began in March 2000 with the adoption of the *Law on Higher Education*. The Law provided for the creation of a two-level system of postsecondary education: universities offering university programs, and colleges offering

postsecondary vocational programs of study. In 2009 Lithuania had 28 colleges, 12 of which were private, and 16, state institutions.⁹⁰

College activities are governed for the most part by the *Law on Higher Education*. They are also governed, to a lesser extent, by the *Law on Education* and the Guidelines for a Subject Area.

- The *Law on Education* provides a framework for the education system, which includes postsecondary education dispensed in colleges. The Law stipulates that the activities of colleges are regulated by their statutes, which are drafted and approved as prescribed in the *Law on Higher Education*.⁹¹
- The *Law on Higher Education* establishes the responsibilities of the government, the MES and the colleges in terms of the management and funding of vocational education and training at the postsecondary level. In particular, it defines the rules for drafting and approving the statutes of each college; the legislative framework for the establishment, restructuring and termination of a college; the principles related to program development, approval, implementation and evaluation; the rules for issuing diplomas; the general conditions for admission to colleges; and the rights and responsibilities of teachers.
- The Guidelines for a Subject Area are prepared by the Centre for Quality Assessment in Higher Education and approved by the MES under the *Law on Higher Education*. For each program of study, the Guidelines for a Subject Area specify orientations concerning admission requirements, the duration of studies, the number of hours devoted to the general education component and the specific education and training component, and a list of compulsory common subjects.⁹² The programs of study developed by the colleges must follow these guidelines.

Mission of the colleges

The mission of colleges in Lithuania is to offer postsecondary vocational programs of study involving practical training and applied research.⁹³ The programs of study offered by colleges lead to a Professional Bachelor's Degree, which usually mentions the Specific Qualification, and are intended to enable graduates to practise a technical trade or occupation. Thus, the mission of colleges is to meet the needs of students and the labour market with respect to occupational qualification, to support the economic and social development of their region, and to ensure the dissemination of knowledge in society. Specifically, according to the *Law on Higher Education*, the responsibilities of the colleges include:

- creating conditions to enable people who wish to pursue their vocational studies at the postsecondary level to do so, to acquire the competencies needed to practise a technical trade or occupation, and to enter the work force without difficulty
- fostering lifelong learning, in particular by offering continuing education and training activities enabling workers to acquire new competencies and adapt to the changing needs of

⁹⁰ For the purposes of this study, only the state colleges are considered, with a view to providing a clearer understanding of the different aspects of their management.

⁹¹ *Law on Education*, art. 43, s. 5.

⁹² Republic of Lithuania, *Law on Higher Education*; and Republic of Lithuania, Ministry of Education and Science, *Guidelines for a Subject Area* (Vilnius: Republic of Lithuania, 2008).

⁹³ *Law on Higher Education*.

the labour market, and by helping businesses organize in-service training activities for their employees

- offering high-level vocational programs of study that meet the needs of the Lithuanian economy and, in particular, the economy of their region
- carrying out applied research projects in order to contribute to the socioeconomic development of their region
- consulting regional and municipal authorities, as well as employer groups and trade unions, when organizing different activities⁹⁴

The *Law on Higher Education* gives colleges considerable autonomy in terms of instructional organization and the administrative and economic management of their activities. This autonomy is specified in the statutes of each of the colleges. However, the Law stipulates that certain aspects of college management and instructional organization are governed by the state, i.e. the MES, the Higher Education Council and the Centre for Quality Assessment in Higher Education. State regulation of college activities is intended for the most part to ensure consistency between the content of vocational programs of study offered at the postsecondary level and the Qualification Certificates obtained by students who successfully complete the programs. Essentially, the Higher Education Council ensures that the postsecondary education system is sufficiently flexible to adapt to the rapid changes occurring in the labour market. The Centre for Quality Assessment in Higher Education validates the new programs of study developed by the colleges and evaluates the colleges' ability to offer the programs they are proposing.

Finally, two independent bodies control the activities of the colleges at the national level. They are the Directors' Conference of Lithuanian Colleges and Union of Representations of the Lithuanian Students.

Organizational structure of the colleges

Under the *Law on Education*, the management structure of each college is specified in its statutes. A college's statutes must comply with the requirements of the *Law on Higher Education* and be approved by the government. According to the *Law on Higher Education*, college statutes "must comprise the following:

- higher education establishment name, founders, seat
- goals, tasks and areas of activities
- structure and procedure of its changing
- procedure of the formation of self-governance institutions and organisation of the activities thereof as well as their rights, duties and functions
- purpose of the units and their competence
- procedure for election or appointment of the heads of a higher education establishment and its units, their duties and rights
- rights, duties and responsibility of the academic staff and research workers

⁹⁴ *Law on Higher Education.*

- rights of students and measures for the implementation thereof
- duties of students, the procedure of disciplinary penalties imposed on them
- procedure for the formation of commissions intended for the settlement of disputes arising between the administration and other employees as well as students, the procedure for the settlement of disputes and the implementation of decisions
- sources of assets, procedure for use of property and assets
- procedure for adopting and amending the statute"⁹⁵

In establishing its statutes, each college adopts its own management structure. Consequently, the 28 colleges in Lithuania have different organizational structures, although they do have a few characteristics in common. Figure 3.8 below illustrates the organizational structure of a college, which always includes the college council, the academic council, the director of the college and the students' representation.

The *Law on Higher Education* defines certain college governance rules. In particular, these rules stipulate that colleges must be headed by a supervisory body representing the public: the college council. Under the Law, the college council must be made up of at least nine people, and at most, 21.⁹⁶ One third of the members of the college council are appointed by the academic council; the director of the college and at least one student must be included. Another third of the members of the college council are representatives from the fields of science, culture, the arts, the economy and local public institutions. These people are appointed by the Minister of Education and Science. Finally, the director of the college appoints the remaining third of the members. The Minister of Education and Science announces the composition of the college council by decree and appoints the chair, taking into account the director's recommendation.

Since the college council is a supervisory body, its decisions are binding. The main responsibilities of the college council include:

- electing the director of the college
- becoming familiar with the budget forecasts and annual report, including the financial statements, prepared by the director, and making recommendations
- approving the strategic development plan prepared by the academic council
- assessing economic, social and cultural development needs in the region and proposing revisions and adjustments to existing programs of study or the development of new programs in order to meet these needs
- making recommendations concerning applied research programs and their improvement, or the development and implementation of new research programs
- controlling how the college's material and financial resources are used and, if applicable, proposing that the MES perform an audit to verify the college's financial situation
- evaluating the different activities at the college, in particular from the point of view of the college's contribution to the socioeconomic development of the region

⁹⁵ *Law on Higher Education.*

⁹⁶ *Law on Higher Education.*

- making public the results of the evaluation of the college's activities

According to the *Law on Higher Education*, colleges must be directed by an independent administrative council: the academic council.⁹⁷ The composition of the academic council is specified in the college's statutes. However, the Law stipulates that at least 10 per cent of the council's members must be students elected by their peers, at least 10 per cent, representatives of other colleges and universities elected according to the procedure set out in the statutes, and the director of the college must be included. In addition, each training sector in which the college offers one or more programs of study must be represented on the council by at least one person. The duration of the academic council's mandate is five years.

Under the *Law on Higher Education*, the Academic Council is responsible for managing the college's affairs. Its responsibilities include:

- adopting the college's statutes and presenting them to the government for approval
- approving the internal rules of the college and documents regulating the administration of college affairs
- appointing some of the members of the college council
- developing the college's strategic development plan and, after approval by the college council, submitting it to the MES
- approving the budget forecasts and the annual report prepared by the director, taking the college council's recommendations into account
- approving the appointment of department heads—for example, finances and accounting, educational quality, international relations—or electing the dean in conformity with the statutes
- establishing a procedure for evaluating the performance of staff members
- establishing program offerings, i.e. the vocational programs of study offered by the college, and presenting them to the MES for approval
- implementing a procedure for quality assurance for the vocational programs of study offered by the college
- overseeing the development of applied research at the college
- setting tuition fees for students enrolled in programs offered by the college
- organizing meetings for different staff members to discuss the college's activities⁹⁸

Elected by the college council for a period of five years, the director of the college can serve a maximum of two consecutive terms. In carrying out his or her tasks, the director usually works with a deputy director, who is responsible for school activities and the quality of education. Depending on the size of the college, the director may also work with two or three other deputy directors.

⁹⁷ *Law on Higher Education*.

⁹⁸ *Law on Higher Education*.

The director is responsible for the overall management of the college and, more specifically, the management of human, material and financial resources. Under the *Law on Higher Education*, the director carries out the following activities:

- sees that the college's activities comply with the laws of the Republic of Lithuania, the college's statutes and any other internal rules
- organizes the recruitment and hiring of staff members, including teachers, by competition or another method, and establishes layoff and dismissal procedures
- implements reward and incentive programs for staff members and students
- takes disciplinary action with staff members (e.g. reprimand, dismissal) and with students (e.g. warning, expulsion), as the case may be
- sets up a commission responsible for student's election, admission, suspension and expulsion
- ensures the quality of the programs of study offered by the college and the quality of teaching and research
- ensures wise, effective and efficient use of the college's material and financial resources
- prepares the annual report on the college's activities, the financial statements and the budget forecasts and presents them to the academic council for approval, then to the MES⁹⁹

The director must respect the requirements of the *Law on Higher Education* and the Guidelines for a Subject Area when recruiting and hiring teachers. For example, the Law stipulates that more than half of all teachers must have three or more years' work experience in the field associated with their subject. The Guidelines for a Subject Area list the subjects for which teachers must have a science degree rather than work experience.¹⁰⁰ The director must also respect the qualification requirements established for each of the four types of teaching position when hiring teachers. The four types of position are professor, associate professor (docent), lecturer and assistant lecturer.

The students' representation is an independent body whose mission is to represent the students attending the college and defend their interests. The activities of the students' representation are governed by the *Law on Higher Education*, the college's statutes and the council's regulations. According to the Law:

- the college must support the students' representation and fund its activities
- the procedure for the appointment of students to the students' representation must be set forth in the regulations of the students' representation
- the students' representation has the right to participate in the management of the college, in collaboration with the other independent bodies, with the right of a deciding vote
- the students' representation has the right to voice its opinion on all issues of concern to students, and to request a reexamination of the decisions adopted by the other independent bodies¹⁰¹

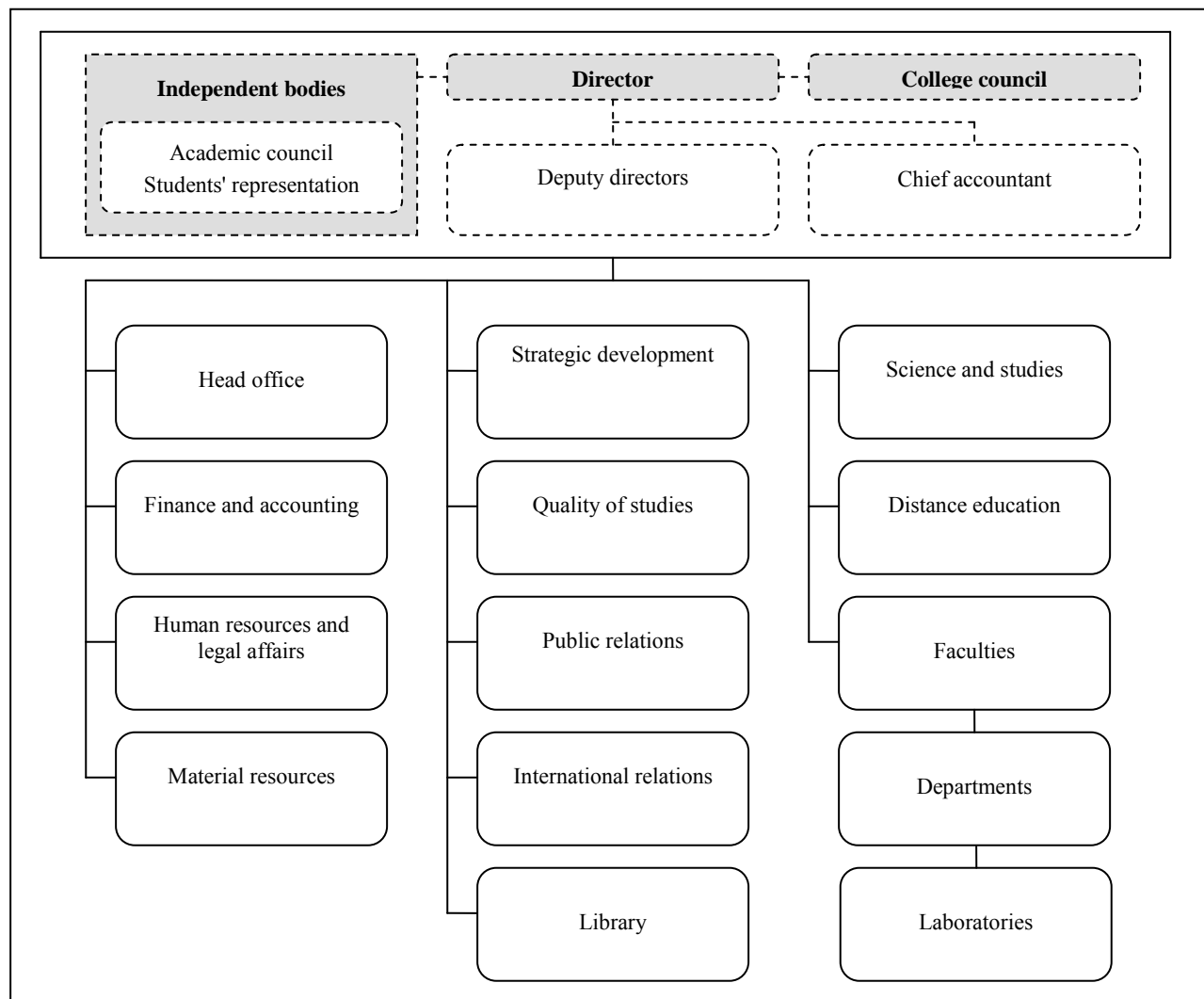
⁹⁹ *Law on Higher Education*.

¹⁰⁰ *Guidelines for a Subject Area*.

¹⁰¹ *Law on Higher Education*, art. 52.

In addition to the college council, the academic council, the director and the students' representation, other bodies participate in the management of the college, for example, the faculties, which are the college's most important teaching and research units. Headed by a dean in collaboration with the heads of the different departments and laboratories, each faculty enjoys considerable leeway in the organization of its activities. The faculties can create their own independent bodies, the faculty councils. The faculties and departments are central to the implementation of programs of study and applied research programs.

Figure 3.8 Example of the organizational structure of a college



Division of responsibilities at Vilnius College of Technologies and Design

Vilnius College of Technologies and Design is a state college. It offers 22 initial vocational education and training programs leading to a Professional Bachelor's Degree. These programs are divided into four faculties: construction, design, Petras Vileišis railway transport and technical

sciences.¹⁰² In all, approximately 4000 students enroll in initial vocational education and training programs each year. The college also offers continuing vocational education and training programs.

Some of the vocational programs of study offered by the college are aimed at meeting qualified work force needs in the region, while others are intended to meet Lithuania's general labour needs. The latter programs, which are offered only at Vilnius College of Technologies and Design, are *Building Services, Engineering of Mechanical Technologies, Heating Energetic, Interactive Design, Maintenance and Repair of Railway Rolling Stock, Photographic Technology, Postal Activity, Railway Automatic Systems and Railway Maintenance*.

The college's regulations are set out in a series of internal management documents including the college's statutes; decisions made by the director in various areas; the management rules of each department; labour legislation, which sets standards for salaries and wages, work schedules and labour dispute resolution; job descriptions; and the code of ethics for the 237 teachers employed by the college. These regulations determine the management procedures at the college which, as seen in Figure 3.9 below, are under the authority of the college council, the academic council, the director, the deputy director for infrastructure, and the deputy director for college activities. The following paragraphs give a brief description of the main responsibilities of these different management bodies.

The college council is an independent body representing the public. It is made up of the following nine members: four representatives of businesses and employer groups; two representatives of college staff; one representative from the students' representation, one lecturer, and one representative from the MES. Appointed for a four-year mandate, the members of the college council are responsible for electing the director of the college, approving the strategic development plan prepared by the Strategic Development Centre, making sure that the college's material and financial resources are used appropriately, and ensuring that the programs of study adequately meet the qualification needs of students and the labour market.

The academic council, the college's independent school council, is currently made up of 21 members, as follows: the director of the college; three teachers from each of the four faculties; one student from each of the four faculties appointed by the students' representation; and four representatives of other colleges and universities. The academic council has a five-year mandate, and its mission is mainly to manage college affairs, which involves adopting the college's statutes and other internal management rules.

Essentially, the director is responsible for the general management of the college, i.e. the management of human, material and financial resources and school activities. He or she works in close collaboration with the Strategic Development Centre, the International Relations Centre, the Public Communication Centre and the Career Planning Centre, which are under his or her authority. Created in 2008 to improve the planning, management and control of college affairs, the Strategic Development Centre is responsible for establishing the college's priority development sectors; fostering international relations by awarding scholarships, or organizing student exchanges and participating in joint research projects; and organizing the college's educational and vocational guidance services.

¹⁰² For further information about Vilnius College of Technologies and Design, see Appendix IX of this report and the college's Web site (www.vtdko.lt).

The director also collaborates with the deputy director for college activities and the deputy director of infrastructure. The deputy director for college activities is responsible for college activities, in particular the review and updating of existing vocational programs of study or the development of new programs, applied research, teaching, and practical training activities such as laboratories and workshops. In exercising his or her duties, the deputy director of college activities is supported by the education office, the dean of each of the four faculties, the departments and the faculty councils. The deputy director of infrastructure is responsible for material resources, including equipment subject to frequent replacement and raw materials used during instructional activities, as well as for capital expenses, which include expenditures for purchasing equipment, building and outfitting facilities, and replacing worn or outdated tools. The deputy director of infrastructure is supported by two departments—material resources and public procurement—in the performance of his or her duties.

The following are two specific examples of the division of responsibilities among the different management bodies at the college. The first example involves the development of the college's strategic plan and the second, the development of new vocational programs of study.

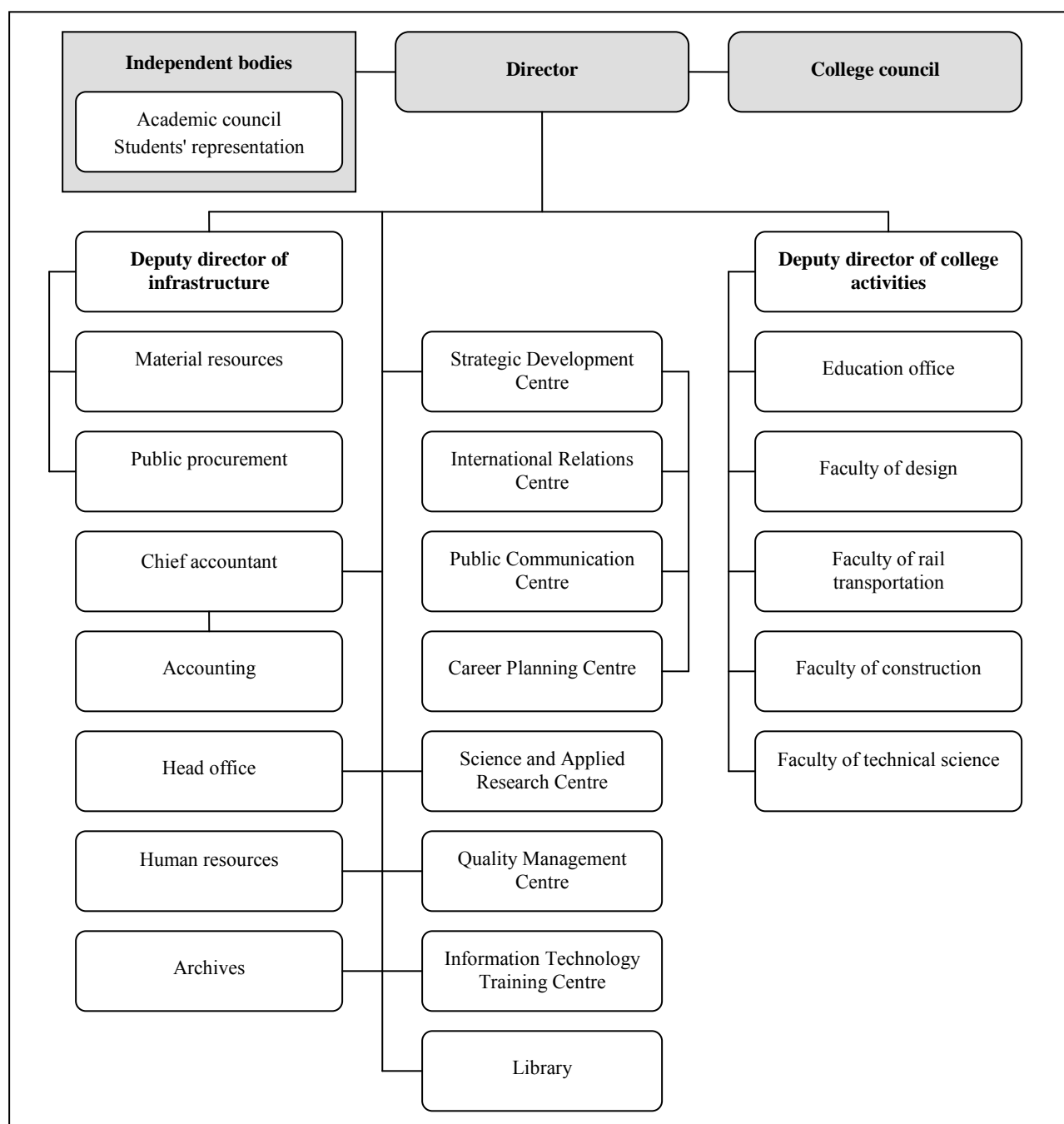
The college's strategic plan is developed as follows. First, the Strategic Development Centre coordinates the work of the different departments which, each year, must evaluate their activities and determine whether they have achieved their objectives. It analyzes the results of these evaluations and those of student surveys aimed at establishing the college's development orientations, objectives and lines of action. It then prepares a draft version of the strategic plan and submits it for comment to the different independent bodies. Then, it makes the necessary changes and prepares the final version, which it submits to the college council for approval. Once it is approved by the college council, the strategic plan is presented to the director and deputy directors, the management bodies and the people responsible for the departments that will use the plan to prepare their annual action programs. The Strategic Development Centre supervises the development of the action programs in collaboration with the Quality Management Centre, the faculties and the departments. Finally, the annual action programs are submitted for approval to the college council, the academic council and the students' representation.

Vilnius College of Technologies and Design offers state-of-the-art technical programs and is always on the lookout for changes in the labour market and in businesses' qualified workforce needs. Therefore, it regularly updates existing programs of study and develops new programs. The different departments are responsible for program development and review. To determine whether the programs should be revised or replaced, the departments analyze the results of surveys conducted among graduates concerning their job search and placement; examine the results of the annual evaluation of programs of study and the quality of teaching; and read the new versions, if applicable, of the Vocational Education and Training Standards and the Guidelines for a Subject Area. Then, they recommend that the faculty councils update or replace one or more programs of study; if the faculty councils agree, they forward the recommendations to the education office. The education office prepares the annual program review or development plan and submits it to the academic council for approval. The academic council has different methodological groups revise or develop the programs.¹⁰³ Each council is made up of teachers, employer representatives and, occasionally, representatives of the universities. Their task is to prepare a draft version of the program of study

¹⁰³ The program development process and the role of the methodological groups in its implementation are described in Chapter 4.

and present it for comment to the department in question, the faculty council and the academic council. After consultation, the methodological groups prepare a final version of the program and send it to the Centre for Quality Assessment in Higher Education, which evaluates its quality and relevance. If the result of the evaluation is positive, the academic council submits the program to the MES for approval.

Figure 3.9 Organizational structure of Vilnius College of Technologies and Design



4. Partnerships Between the Labour Market and the Education Community With Respect to the Funding and Management of Educational Institutions Offering Vocational and Technical Training

This chapter describes the partnerships between the labour market and the education community with respect to the funding and management of educational institutions offering vocational and technical training. It is divided into two sections:

- Partnerships for the funding and management of vocational and technical training in Québec¹
- Partnerships for the funding and management of vocational education and training in Lithuania

4.1 Partnerships for the funding and management of vocational and technical training in Québec

This section is divided into three subsections. The first gives an overview of the management and funding of the vocational and technical training system in Québec. The second addresses partner organizations and their participation in the funding and management of vocational training offered in vocational training centres (VTCs). The third addresses partner organizations and their participation in the funding and management of technical training offered in general and vocational colleges (CEGEPs).

4.1.1 Overview of the management and funding of the vocational and technical training system in Québec

This subsection describes the characteristics of partnerships between the labour market and the education community with respect to the management and funding of the vocational and technical training system in Québec. It deals with the elements that affect both vocational and technical training, and is divided into three parts:

- Management of the vocational and technical training system
- Funding of vocational and technical training
- Harmonization of vocational and technical training

Several government orientations have shaped the context of the partnerships between the labour market and the education community. In 2008, the Québec government launched three major action plans with a common goal: to foster economic prosperity in a context of population decline. They were:

¹ For the purposes of this study, the term "vocational training" in Lithuania refers to secondary and postsecondary training aimed at preparing students to practise a trade or occupation. In Québec, it refers to secondary training only. In Québec, the term "technical training" refers to college training aimed at preparing students to practise a trade or occupation. See section 1.3.

- *Québec's New Economic Space*, under the authority of several ministries, including the Ministère de l'Éducation, du Loisir et du Sport (MELS), the Ministère de l'Emploi et de la Solidarité sociale (MESS), the Ministère de l'Immigration et des Communautés culturelles, the Ministère des Relations internationales, the Ministère du Développement économique, de l'Innovation et de l'Exportation, and the Ministère du Travail
- The Commitment for Employment, under the joint authority of MELS and MESS
- The Plan d'action – Éducation, emploi et productivité, under the authority of MELS²

These three action plans propose a series of measures to help businesses face the shortage of qualified labour that is beginning to be felt in several economic sectors and to assist individuals in their efforts to enter the work force. These measures include increasing the amount of money devoted to in-service training, improving the participation of VTC and CEGEP services to business and industry in work force training, preparing unemployed individuals to enter the work force, providing financial support for projects that promote regional cooperation with respect to qualification training, and developing tools to facilitate the recognition of acquired competencies.³ In short, the three action plans promote close collaboration among the education community, the labour market and the business community in order to offer Quebecers initial, continuing and in-service training services that will ensure a qualified work force in the different economic sectors in every region of Québec.

Management of the vocational and technical training system

Overall responsibility for the vocational and technical training system in Québec lies with MELS, which provides its central management. MELS establishes a political and administrative framework for the system's major orientations; in collaboration with teams of specialists, it develops the programs of study offered in initial training using a competency-based approach; and it is responsible for almost all of the funding for the initial vocational and technical training system.⁴ Generally speaking, however, MELS is not responsible for developing continuing education and training activities offered in VTCs and CEGEPs; the institutions themselves are responsible for developing and funding these activities in cooperation with businesses, agencies, including Emploi-Québec,⁵ and participants. MELS contributes financially to continuing education and in-service training activities for which learners earn credit. These activities are offered in VTCs and CEGEPs, usually through services to business and industry.

² For further information about these action plans, see the following documents: Québec, *Le nouvel espace économique du Québec* (Québec: Gouvernement du Québec, 2008); Québec, Ministère de l'Éducation, du Loisir et du Sport, *Plan d'action – Éducation, emploi et productivité* (Québec: Gouvernement du Québec, 2008); Québec, Ministère de l'Éducation, du Loisir et du Sport and Ministère de l'Emploi et de la Solidarité sociale, *The Commitment for Employment: Québec in All Its Strength* (Québec: Gouvernement du Québec, 2008).

³ The goals of the Government Policy on Adult Education and Continuing Education and Training, currently under development for 2009-2012, are comparable to those proposed in the three major action plans launched by the Québec government in 2008. They are: to reduce the literacy rate and increase the basic level of education among as many adults as possible; to improve access to continuing education and training for adults, whether or not they are employed; to provide francization services to help unemployed immigrants enter the work force; and to recognize adults' prior learning and competencies and meet their qualification needs.

⁴ The competency-based approach is a "program development process based on the analysis of the tasks performed in the practice of a trade or occupation and on their translation into competencies formulated as learning objectives." *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 76.

⁵ Emploi-Québec is an agency of the Ministère de l'Emploi et de la Solidarité sociale. Its mission is to contribute to employment and work force development and to combat unemployment, social exclusion and poverty with a view to promoting economic and social development.

Québec's vocational and technical training system is defined by MELs in collaboration with the labour market, especially as concerns the identification of competencies needed to practise the trades and occupations targeted by the programs of study. MELs' socioeconomic partners participate actively in the early stages of vocational and technical program development, i.e. the production of planning studies or sector profiles, preliminary studies and job analyses.⁶ The aim of the sector studies is to identify the principal characteristics of a given economic sector, which includes describing the industries and businesses, the organization of work, the trades and occupations and the work force, and determining qualitative and quantitative training needs. These studies can be conducted jointly with Emploi-Québec and the work force sector committees,⁷ or produced and financed jointly with different ministries. When the studies are conducted independently by MELs, information is collected in surveys and interviews with socioeconomic partners so that the studies reflect actual labour market conditions. Similarly, MELs consults its socioeconomic partners when producing the preliminary studies, which are intended to accurately measure the gap between current and expected training needs for a given trade or occupation or group of related trades or occupations, and current program offerings. It also consults these partners, especially experts in a given trade or occupation, when producing job analyses aimed at developing a complete profile of the trade or occupation and identifying the competencies involved.

In addition, "the system is implemented and managed in close partnership with all interested parties, in particular, representatives of the labour market."⁸ For example, the Commission de la construction du Québec (CCQ)—which ensures cooperation between employer groups and trade unions in the construction industry and whose mission is to oversee the development and maintenance of a qualified work force and to ensure that labour supply meets demand—is a major partner in the development and implementation of programs that prepare students to practise construction trades. In other words, the CCQ "plays a vital role in developing VTT programs, given that it is mandated to coordinate the construction industry training system, making sure that it corresponds to industry needs and realities."⁹

Moreover, "determining program offerings consists in distributing authorizations to offer a given program on a regional basis. This distribution must take into account training needs in every region of Québec and maintain a balance between the programs offered and workforce needs."¹⁰ The distribution of program offerings is the basis for the vocational and technical training action plan established in every region as a result of regional cooperation. The action plans include data on the organization of training, the creation of partnerships and the establishment of regional priorities. There is no one model for regional cooperation. It is up to each region to determine its way of cooperating on the implementation of the vocational and technical training action plan. Organizations that can be invited to participate in each region of Québec include:

⁶ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 49.

⁷ The Commission des partenaires du marché du travail (CPMT) supports 30 work force sector committees (WSCs) made up of representatives of employer groups, businesses, trade unions and workers' associations in Québec's different economic sectors. Representatives of the ministries and agencies associated with the sectors in question also sit on the WSCs. The principal mandates of WSCs are to define needs in their sector, propose measures to stabilize employment and reduce unemployment, and develop continuing education and training. The CPMT, in collaboration with the Minister of Employment and Social Solidarity, defines the strategic orientations of the public employment services offered by Emploi-Québec. It also participates in decision making with regard to the management of Emploi-Québec, in particular its programming, action plans and operations, by adopting Emploi-Québec's provincial and regional action plans.

⁸ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 28.

⁹ *Vocational and Technical Education in Québec: Overview*, p. 5.

¹⁰ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 41.

- secondary schools and colleges that offer vocational and technical training
- universities
- regional representatives of Emploi-Québec
- local employment centres and local development centres¹¹
- carrefours jeunesse-emploi (CJE)¹²
- the Ministère des Affaires municipales et des Régions
- the Conférence régionale des élus¹³

The establishment of partnerships is an important part of the competency-based approach used by MELS to develop programs of study, and by educational institutions to implement them. "When a new program is being implemented, the educational institution establishes or renews partnerships with the labour market. A number of educational institutions have shown considerable initiative: some establish a business network, create school-business committees or reach services agreements with employers."¹⁴ Similarly, many educational institutions play an active role in their region's economic and social life by participating, for example, in issue tables.

Funding of vocational and technical training

The funding of vocational and technical training involves two types of expenditures: operating costs and capital costs. Operating costs include costs associated with human resources (mainly teachers); the cost of material resources, mainly equipment subject to frequent replacement and raw materials used during instructional activities; and costs associated with instructional support services, the management of educational institutions and technical services. Recurring operating costs are assumed by MELS.¹⁵ Capital costs include the investments necessary for the purchase of durable equipment and the construction and setup of facilities, and the replacement of worn or outdated equipment, instruments and tools. A part of these costs is assumed by MELS; another part, by the school boards and CEGEPs, as the case may be.¹⁶

The analysis of operating and capital costs differs in vocational and technical training. Although MELS is responsible for establishing the total cost of training activities offered in VTCs each year and granting the institution a corresponding subsidy, CEGEPs, which are more autonomous, participate actively in the analysis of their funding needs.¹⁷

According to MELS, "the VTT system requires an investment of over CAN\$1 billion per year, of which nearly \$100 million go to equipment and buildings. In 2006-2007 alone, investments totalled

¹¹ The mission of local employment centres is to offer services to people who require employment assistance or last resort assistance. They assist managers with human resources management and work force skills development. The mission of local development centres is to mobilize all of the local players in an effort to foster economic development and job creation in their territory.

¹² The mission of carrefours jeunesse-emploi is to develop and promote orientations adapted to local needs in order to foster young adults' personal, social, economic and occupational autonomy. The services they offer focus on work force integration, return to school and job creation.

¹³ Generally speaking, the mandate of the Conférence régionale des élus is to facilitate cooperation among partners in order to foster regional development.

¹⁴ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 59.

¹⁵ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 43.

¹⁶ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 43.

¹⁷ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 43.

an estimated \$1.5 billion. Nearly 60% of that amount (\$846.6 million) went to technical training. The Québec government provides almost all the funding for the VTT system, while businesses make only a minor contribution."¹⁸

"Sometimes socioeconomic partners are called upon to contribute to the organization and financing of resources in return for certain advantages, which allows the government to reduce implementation costs."¹⁹ Consequently, to meet training costs, in particular those associated with buildings, educational institutions must be imaginative and innovative in instructional matters. For example, initiatives taken by some VTCs and CEGEPs include:

- financial contributions supported by legislative or fiscal measures
- partnerships with businesses to implement work-study programs²⁰
- partnerships with businesses for equipment loans and donations of materials
- tool, equipment and machinery rental
- the sharing of facilities
- the sharing of resources by several educational institutions
- the recovery or recycling of materials
- the partial marketing of products manufactured by students during their training

It is important to understand that socioeconomic partners, especially businesses, "derive a number of benefits from their collaboration with educational institutions: information about techniques and processes, a chance to influence the content of programs of study, consulting services and the recruitment of competent workers."²¹

"Rapidly developing technologies require major investments in order to maintain future workers' qualification levels and to help businesses remain competitive. Increasingly, access to these technologies can be gained only through school and business partnerships, both in initial vocational and technical training and in continuing education."²² In addition, greater needs and higher costs associated with vocational and technical training require different types of partnerships, the most common involving practicums in the workplace and visits to the workplace. "Socioeconomic partners can also contribute to updating the training of teachers. Businesses may, for example, lend or provide access to state-of-the-art equipment. They can provide specialists to present technological innovations, explain new manufacturing processes or describe the new competencies required in the labour market. They can also provide training for teachers in the form of practicums."²³

Harmonization of vocational and technical training

In Chapter 3, we mentioned that, in June 2006, MELS launched its Vocational and Technical Training Collaboration Plan. The aim of this Plan is to meet the challenge of providing access to

¹⁸ *Vocational and Technical Education in Québec: Overview*, 8.

¹⁹ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 43.

²⁰ The work-study approach is a learning mode aimed at giving students enrolled in a vocational or technical training program the opportunity to do two or more practicums in the workplace during their training, thereby preparing them to enter the work force.

²¹ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 59.

²² *Vocational and Technical Education in Québec: Overview*, 27.

²³ *Vocational and Technical Education in Québec: A System Integrating Educational and Management Engineering*, 44.

quality vocational and technical training in all regions of Québec, in a context shaped by declining populations and school enrollments in many regions and the pressing need for a qualified workforce.²⁴

In order to achieve this goal, the Plan proposes "facilitating the implementation of a partnership strategy leading to three work priorities in complementary fields of activity: 1) collaboration among vocational training and technical training institutions, along with regional dialogue; 2) the harmonizing of vocational training and technical training programs, and the organization of training and services; 3) collaboration with the workplace."²⁵ With this plan and its three priorities, MELS intends to foster regional cooperation, the sharing of resources and the harmonization of vocational and technical training programs, as well as to strengthen partnerships between educational institutions and the labour market and "develop training services offered to businesses as well as in-house training, with the collaboration of stakeholders in the workplace"²⁶

The school boards' and CEGEPs' services to business and industry participate actively in their region's socioeconomic growth through the establishment of partnerships between educational institutions, businesses and public and parapublic organizations in the region. The mission of these services is to support socioeconomic development by offering continuing education and training and in-service training activities to small, medium-size and large businesses, associations of businesses, organizations and individuals. They provide "customized" training services adapted to clients' needs, including:

- continuing education and in-service training needs analysis
- development of continuing education and in-service training programs
- instructional support
- development of instructional materials²⁷

Emploi-Québec is a major financial partner of school boards' and CEGEPs' services to business and industry. It contributes to the implementation of continuing and in-service training activities in the following ways: first, it offers an employment assistance allowance and reimburses training expenses for those it refers to training activities, in particular Employment Insurance and last resort assistance beneficiaries. It also provides financial assistance for businesses, up to 50 per cent of costs incurred, in order to help them defray their training needs and implement their in-service training programs. Finally, Emploi-Québec can purchase a training program from a school board or CEGEP for a cohort of individuals who wish to acquire the competencies needed to practise a given trade or occupation and thus enter the work force or maintain their employability.²⁸

²⁴ See the following documents: *Vocational and Technical Training Collaboration Plan – To meet the challenge of providing access to training and qualifications in all regions of Québec* (Québec: Gouvernement du Québec, 2006); *Plan de rapprochement en matière de formation professionnelle et technique – État de situation de la mise en œuvre* (Québec: Gouvernement du Québec, 2007); and *Recension des activités et des projets de rapprochement entre les commissions scolaires et les collèges* (Québec: Gouvernement du Québec, 2008).

²⁵ *Vocational and Technical Training Collaboration Plan*, 5.

²⁶ *Vocational and Technical Training Collaboration Plan*, 11.

²⁷ See the "Services to business and industry" section on the Inforoute FTP Web site (inforoutefpt.org). The public services network comprises more than 110 points of service throughout Québec.

²⁸ See Emploi-Québec's Web site (www.emploi-quebec.net). Emploi-Québec can provide financial assistance for individuals and businesses that, for continuing training purposes, enroll in all or some of the courses that make up a program leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Studies (AVS) offered in a VTC, or in all or some of the courses that make up a program leading to a Diploma of College Studies (DCS) or an Attestation of College Studies (ACS) offered by a CEGEP.

The following are examples of the participation of partners in the funding and management of vocational training offered in VTCs and technical training offered in CEGEPs.

4.1.2 Partner organizations and their participation in the funding and management of vocational training offered in VTCs

The description of the participation of partner organizations in the funding and management of vocational training offered in VTCs is divided into four sections:

- Legislative framework defining the types of partnerships that can be established by VTCs
- Partnerships at Commission scolaire de la Beauce-Etchemin
- Partnerships at Commission scolaire de la Capitale
- Partnerships at Commission scolaire de Saint-Hyacinthe

Legislative framework defining the types of partnerships that can be established by VTCs

The *Education Act* defines the roles of the school boards, VTCs and governing boards with respect to vocational training. It also specifies their responsibilities with respect to the participation of partners from the labour market in the funding and management of vocational training offered in vocational training centres.²⁹

With respect to the solicitation of gifts, grants and other contributions intended to fund training offered in VTCs, the *Education Act* stipulates that:

- the governing board may, in the name of the school board, solicit and receive gifts, grants and other contributions from any person or public or private organization wishing to provide funding for VTC activities
- the governing board may not solicit or receive gifts, grants or other contributions to which conditions incompatible with the mission of the VTC are attached, particularly conditions relative to any form of commercial solicitation
- the contributions received shall be paid into a designated fund created for that purpose in respect of the VTC by the school board; the funds making up the fund and the interest earned shall be appropriated to the VTC³⁰

Similarly, with respect to the management of material resources in VTCs, the *Education Act* stipulates that "the governing board may, in the name of the school board and in keeping with the budget of the centre, contract with a person or organization for the provision of goods and services."³¹ The Act also stipulates that the functions of the school board relating to material resources are:

²⁹ Bill 88, *An Act to amend the Education Act and other legislative provisions*, was passed on October 28, 2008, in order to introduce various measures with respect to school board governance.

³⁰ *Education Act*, s. 94.

³¹ *Education Act*, s. 110.3.

- to acquire or lease such property as is required for the carrying on of its activities and the activities of its educational institutions and to accept property gratuitously
- to build, repair or maintain its property
- to determine the use of its property and administer it, subject to the right of its educational institutions to use the property placed at their disposal
- to encourage the use of its immovables by public or community organizations in its territory or to lease out its movable or immovable property, subject to the right of its educational institutions to use the property placed at their disposal³²

Finally, the *Education Act* does not specifically address the participation of labour market partners in the management of training offered in VTCs. However, it does mention that the governing board of the VTC must include as members representatives of socioeconomic partners operating in the territory served by the VTC. The governing board, which comprises no more than 20 members, also includes at least two persons appointed by the school board after consulting with the socioeconomic and community groups in the region served by the VTC, and at least two persons appointed by the school board from within enterprises of the region that operate in economic sectors corresponding to the vocational training programs offered by the VTC.³³ In other words, partnerships between the labour market and the education community are inherent in the management structure of VTCs.

Section 468 of the *Education Act* allows the Minister of Education, Recreation and Sports to establish schools having a regional or provincial role and a sectoral mission, meaning that they offer vocational training programs associated with a specific economic sector. Provincial schools, which are under the authority of the school boards, are managed by a management committee. This committee is made up of representatives of the economic sector in question, i.e. employer groups, trade unions, professional associations, sectoral organizations and businesses. The management committee plays a decision-making rather than an advisory role. Partnerships between the labour market and the education community are the cornerstone of the management structure of provincial schools in that the socioeconomic partners contribute not only to the development, implementation, evaluation, review and updating of vocational training programs in the sector in which they operate, but also to funding and promotion and the daily management of the school's activities.

Partnerships at Commission scolaire de la Beauce-Etchemin

The principal partners of Commission scolaire de la Beauce-Etchemin and its three VTCs (Centre de formation professionnelle Pozer, Centre intégré de mécanique industrielle de la Chaudière [CIMIC] and Centre de formation des Bâtisseurs)³⁴ are:

- Cégep Beauce-Appalaches
- Centre universitaire des Appalaches
- Conférence régionale des élus de la Chaudière-Appalaches
- Emploi-Québec, in particular its regional office and local employment centres

³² *Education Act*, s. 266.

³³ *Education Act*, s. 102.

³⁴ For further information about Commission scolaire de la Beauce-Etchemin and its VTCs, see Appendix I of this report and the school board's Web site (www.csbe.qc.ca).

- the local development centres in the region
- the Conseil économique de Beauce (CEB)
- the Centres jeunesse Chaudière-Appalaches
- the Chambers of Commerce in the region
- businesses in the region³⁵

Generally speaking, these partners contact the school board rather than the VTCs concerning their continuing and in-service training needs, recruitment of graduates, their willingness to contribute to the training offered at the VTCs, the recognition of acquired competencies, and the orientation and integration of trainees. The school board's vocational training and adult education department takes an integrated management approach to all of the initial vocational training and continuing education and training offered in its territory and, consequently, has a broad perspective on the different ways of meeting its partners' needs and the different types of partnerships.

CIMIC is an interesting example of partnership.³⁶ Indeed, partnership is at the very heart of CIMIC, not only between secondary, college and university establishments, but also with businesses and organizations in the region. At the inception of CIMIC in 1994, the socioeconomic partners in the Chaudière-Appalaches region, especially businesses, helped implement vocational, technical and university programs and a state-of-the-art training system. The socioeconomic partners on the school-business committee—made up of 17 representatives of businesses, 3 representatives from each level of education, 1 representative from trade unions, 1 teacher at CIMIC and the VTC's principal—provided equipment free of charge and some of the funding needed to buy the remaining tools, equipment and machinery and to build and outfit facilities so that CIMIC could immediately begin offering initial and continuing education and training programs in industrial mechanics. Today, thanks to the harmonization of the three levels of education, which share facilities, equipment and expertise, and which jointly manage the cost of current operations, students who attend CIMIC have access to initial and continuing education and training that is up to date with technological developments and labour market needs. Businesses benefit from a qualified work force and can hire CIMIC graduates as skilled workers, technicians and professionals. They also benefit from integrated in-service and continuing education and training services and the support of the Service d'innovation et de transfert technologiques pour l'entreprise (SITTE), which offers research and development, technological integration, technical assistance and information services aimed at automating, optimizing and standardizing mechanical equipment for industrial production. In other words, by establishing different types of partnerships, CIMIC plays an active role in the social and economic life of the Chaudière-Appalaches region.

Emploi-Québec is the school board's principal financial partner with respect to continuing education and training.³⁷ Through its services to business and industry, the school board has forged close ties

³⁵ The information in this section was gathered in June 2008 in an interview with Normand Lessard, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Beauce-Etchemin. Information was also taken from internal management documents made available to the research team by Mr. Lessard.

³⁶ The principal characteristics of Centre intégré de mécanique industrielle de la Chaudière are described in section 3.1.1.

³⁷ Emploi-Québec contributes to the implementation of continuing and in-service training activities in the following ways: first, it offers an employment assistance allowance and reimburses training expenses for those it refers to training activities, in particular Employment Insurance and last resort assistance beneficiaries. It also provides financial assistance for businesses, which can represent up to 50 per cent of costs incurred, in order to help them define their training needs and implement their in-service training program. Finally, Emploi-Québec can purchase a training program from a school board or CEGEP for a cohort of individuals who wish to acquire the competencies needed to practise a given trade or occupation and thus enter the work force or maintain their employability.

with this partner and, over time, their cooperation has come to be based on a mutual understanding of their respective missions and on a common desire to contribute to the socioeconomic development of the region, mainly as a result of the promotion of a culture of continuing education and training among the population and, more specifically, among businesses. Thus, a regional Emploi-Québec representative always accompanies the school board representative at meetings with businesses, organizations and individuals requesting continuing training services, whether they involve the development and implementation of customized training activities, programs of study offered by the VTCs and leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Studies (AVS), or basic education and popular education programs.

When developing and implementing a training plan, the school board, Emploi-Québec and businesses in the region work together to identify training needs, define the content of training activities, establish admission requirements, recruit participants and establish the instructional organization of the training. Business managers, trade union representatives and employees are usually invited to work together on the project, which contributes to its success.

The recognition of acquired competencies³⁸ provides a number of opportunities for the creation of partnerships among the school board, Emploi-Québec and businesses in the region. Whether or not they are employed, individuals who undertake to have the competencies they acquired through life and work experience evaluated and recognized with respect to a vocational program of study may want to acquire the competencies they lack in order to obtain a diploma. To do so, they can enroll in a VTC or undergo training in the workplace. In this case, Emploi-Québec may provide individuals and businesses with financial assistance for the duration of the training.

In terms of partnerships between businesses and the three VTCs, businesses in the region lend and sometimes donate equipment to the VTC. However, the most common form of partnership involves taking in trainees. Many vocational training programs are offered using the work-study approach, and several organizations and businesses in the region host trainees. This is an opportunity for them to comment on whether the training meets their work force needs, as well as on technological and organizational changes and the competencies expected of graduates. It also allows them to participate in the evaluation of students' attitudes.

In short, partnership is an important aspect of the management and funding of initial training and continuing education and training offered in the VTCs under the authority of Commission scolaire de la Beauce-Etchemin. In the school board's 2007-2012 strategic plan, partnerships with cultural, economic, social, sporting and scientific groups that help promote education are considered a preferred means of fostering the socioeconomic growth of the Chaudière-Appalaches region.

Partnerships at Commission scolaire de la Capitale

Partnerships between the labour market and the education community are an integral part of provincial schools.³⁹ Provincial schools are a result of the desire of MELS, school boards, VTCs and

³⁸ See the Web site of the Ministère de l'Éducation, du Loisir et du Sport (www.mels.gouv.qc.ca) under Reconnaissance des acquis et des compétences.

³⁹ The information in this section was gathered in June 2008 in an interview with Denis Lemieux, director, Service de la formation professionnelle et de l'éducation des adultes, Commission scolaire de la Capitale. Information was also taken from documents on the management of provincial schools made available to the research team by Mr. Lemieux.

socioeconomic partners to work more closely together.⁴⁰ We will use the example of École des métiers et occupations de l'industrie de la construction de Québec (ÉMOICQ), the result of an agreement reached between MELS, Commission scolaire de la Capitale⁴¹ and partners in the construction industry represented by the Commission de la construction du Québec (CCQ) to illustrate the types of partnerships that exist in provincial schools.

The status of "provincial school" is not associated with specific budgetary rules, meaning that provincial schools are subject to the same funding rules as VTCs. The start-up capital for ÉMOICQ was provided by MELS, including funds for the construction and setup of facilities, as well as the purchase of tools, equipment and machinery. MELS is also responsible for annual operating costs associated primarily with human and material resources, instructional support services, management of the school and technical services. Partners from the construction industry support the school board in obtaining from MELS the funds needed for ÉMOICQ's development.

In return, partners from the construction industry, in particular the CCQ, fund almost all of the continuing education and in-service training activities offered by ÉMOICQ. To this end, the CCQ has set up two training funds: one for the residential sector and the other for the industrial sector. Money for the funds comes from contributions from industry employers.⁴² The funds make it possible to pay an allowance to individuals enrolled in continuing education and in-service training activities, and to reimburse their training costs. The CCQ's financial assistance program is an important incentive for work force training in the construction industry. In 2007-2008, more than 19 000 Quebecers participated in continuing education and training activities.

The CCQ also collaborates with ÉMOICQ to develop customized continuing education and training activities. It analyzes work force training needs, then prepares a training plan, which it submits to ÉMOICQ. When the training involves new processes, materials or technologies, the CCQ provides ÉMOICQ with instructors, equipment and materials, as well as the funding needed to develop new program content. The CCQ also recruits participants and organizes training activities; in other words, it establishes the duration of the training, decides whether it is to be offered during the day or in the evening, and establishes the number of course hours per week.

Partners in the construction industry participate actively in ÉMOICQ's daily management. They take part in certain courses by giving lectures, attend activities, meet with students and make awards available for competitions and recognitions of merit.

Partnerships at Commission scolaire de Saint-Hyacinthe

The principal partners of École professionnelle de Saint-Hyacinthe (the only VTC under the authority of Commission scolaire de Saint-Hyacinthe)⁴³ are:

- Institut de technologie agroalimentaire (ITA)

⁴⁰ For a brief history of provincial schools, see section 3.1.1.

⁴¹ For further information about Commission scolaire de la Capitale and its VTCs, see Appendix II of this report and the school board's Web site (www.cscapitale.qc.ca).

⁴² For more information about training funds, see the Commission de la construction du Québec's Web site (www.ccq.org).

⁴³ For further information about Commission scolaire de Saint-Hyacinthe and École professionnelle de Saint-Hyacinthe, see Appendix III of this report and the following Web sites: Commission scolaire de Saint-Hyacinthe (www.webcorp.cssh.qc.ca) and École professionnelle de Saint-Hyacinthe (www.epsh.cssh.qc.ca).

- Union des producteurs agricoles (UPA)
- Commission de la construction du Québec (CCQ)
- health care organizations, including Héma-Québec and Centre de santé et de services sociaux (CSSS) Richelieu-Yamaska
- Emploi-Québec, in particular its regional office and local employment centres
- the local development centres in the region
- the carrefours jeunesse-emploi (CJE) in the region
- Ville de Saint-Hyacinthe
- Conférence régionale des élus de la Montérégie Est
- the Chambers of Commerce in the region
- businesses in the region, including several agricultural enterprises and John Deere⁴⁴

Generally speaking, the VTC's partners do not participate in the management of initial training. However, several vocational programs of study offered at the VTC involve practicums or use a work-study approach, and the businesses in the region take in student trainees. The VTC has forged close ties with some one thousand employers that have agreed to accept trainees, including several agricultural enterprises that operate as farm-schools. For the businesses, accepting student trainees is an opportunity to express their point of view on whether the training offered meets their work force needs, while enabling the VTC to keep its programs of study up to date.

The businesses in the region also request help from the VTC when they need qualified workers. Some of them have agreed to accept student trainees and, if they deem that the trainees meet their needs, to hire them as regular employees once they graduate. This practice is beneficial for both school and business: it enables the VTC to attract students to the different programs it offers, since it emphasizes the placement of graduates in businesses in the region; and it facilitates the recruitment process for businesses with positions to fill.

Although the socioeconomic partners rarely provide funding, many of them donate equipment and materials, or offer services, equipment and raw materials at a discount. They also make awards available for competitions and recognitions of merit.

The CCQ is a major partner of the VTC, which offers four vocational programs of study leading to skilled construction trades. In fact, the CCQ has made it compulsory to obtain a DVS before practising such trades at entry level on the labour market and, consequently, provides the VTC with some of its enrollments.⁴⁵

The VTC is not responsible for the management of continuing education and training. This responsibility lies with the school board, which manages services to business and industry and,

⁴⁴The information in this section was gathered in June 2008 in an interview with Gaston Vachon, principal of École professionnelle de Saint-Hyacinthe. Information was also taken from internal management documents made available to the research team by Mr. Vachon.

⁴⁵When the CCQ determines that there is a labour shortage, employers can hire people who do not hold a DVS or a certificate of competency for a minimum of 150 hours of work over a maximum of three consecutive months. If these people wish to continue working on a construction site, they must enroll in a vocational training program leading to a skilled construction trade then, after obtaining a DVS, do the necessary on-the-job training to receive a certificate of competency. See the CCQ's Web site (www.ccq.org).

therefore, anything related to continuing education and in-service training. However, the VTC offers the school board support and receives recipients of financial assistance from Emploi-Québec who enroll in training activities. On an annual basis, the VTC and Emploi-Québec jointly determine how services to these individuals will be organized. A professional resource paid by Emploi-Québec is assigned to follow up with students who enroll in the VTC and receive financial assistance from Emploi-Québec.

Finally, the territory served by the VTC is relatively small, which facilitates the establishment of partnerships. In other words, collaboration, cooperation and the sharing of expertise among the VTC, the school board, Cégep de Saint-Hyacinthe, public and parapublic organizations and the businesses in the region are made easier by the fact that all of these partners are part of the same socioeconomic community and motivated by a desire to contribute to the social and economic growth of the region.

4.1.3 Partner organizations and their participation in the funding and management of technical training offered in CEGEPs

The description of the participation of partner organizations in the funding and management of technical training offered in CEGEPs is divided into three sections:

- Legislative framework defining the types of partnerships that can be established by CEGEPs
- Partnerships at Cégep de Saint-Félicien
- Partnerships at Cégep de Limoilou

Legislative framework defining the types of partnerships that can be established by CEGEPs

The *General and Vocational Colleges Act* defines the functions and powers of colleges and the composition and responsibilities of their different management bodies.⁴⁶ It does not explicitly describe the participation of partners from the labour market in the funding and management of training offered in CEGEPs. However, it does stipulate that a CEGEP is a legal person that may, in particular:

- make agreements with any educational institution or other body respecting the instruction which it is designed to provide
- contribute, by labour training activities, applied research, technical assistance to enterprises and the provision of information, to the development and realization of technological innovation projects, the implementation and diffusion of new technology and the development of its region
- solicit and accept any gift, legacy or other liberality
- issue bonds or other titles of indebtedness

⁴⁶ *General and Vocational Colleges Act* (R.S.Q. c. C-29, updated November 2009). Bill 110, tabled on October 2008, proposes major amendments to the Act, especially as concerns the composition, operation and responsibilities of a college's board of governors. See Bill 110, *An Act to amend the General and Vocational Colleges Act with respect to governance*.

- invest its funds in any manner deemed suitable, either in its own name or in the name of trustees
- acquire, possess, lease, administer and alienate property⁴⁷

The *General and Vocational Colleges Act* also stipulates that a CEGEP shall be managed by a board of governors, which shall include representatives of the socioeconomic partners in its region. The board of governors is made up of the following persons, appointed by the Minister: two persons following consultation with socioeconomic groups in the CEGEP's territory, one from among the persons proposed by the regional council of labour market partners for the region in which the CEGEP is situated, and two persons chosen from within enterprises in the region operating in the economic sectors corresponding to the technical programs of study implemented by the CEGEP.⁴⁸ Partnerships between the labour market and the education community are therefore inherent in the management structure of CEGEPs.

Partnerships at Cégep de Saint-Félicien

The mission of Cégep de Saint-Félicien involves the integrated management of forestry resources, tourism and local development.⁴⁹ Its relations with socioeconomic partners in the region are inextricably linked with its fields of expertise.⁵⁰ The CEGEP's principal partners are:

- Université du Québec à Chicoutimi
- Commission scolaire du Pays-des-Bleuets
- Fédération des cégeps
- Emploi-Québec, in particular its regional office and local employment centres
- the local development centres in the region
- the Carrefour jeunesse-emploi (CJE) in comté Roberval
- the health and social services centres (CSSS)
- Société des établissements de plein air du Québec (SÉPAQ)
- Centre d'innovation et de développement économique du Lac-Saint-Jean-Nord (CIDEL)
- Association touristique régionale (ATR) du Saguenay–Lac-Saint-Jean
- Zoo sauvage de Saint-Félicien and Centre de conservation de la biodiversité boréale
- Conférence régionale des élus du Saguenay–Lac-Saint-Jean
- the regional county municipalities (MRC) Domaine-du-Roy and Maria-Chapdeleine
- the Chambers of Commerce in the region
- businesses in the region, especially logging companies

Cégep de Saint-Félicien has established partnerships based on the different technical training programs it offers. It has reached an agreement with Association touristique régionale du Saguenay–

⁴⁷ *General and Vocational Colleges Act*, ss. 6, 6.0.1.

⁴⁸ *General and Vocational Colleges Act*, s. 8.

⁴⁹ For further information about Cégep de Saint-Félicien, see Appendix I V of this report and the CEGEP's Website (www.cstfelicien.qc.ca).

⁵⁰ The information in this section was gathered in June 2008 in an interview with Louis Lefebvre, director general of Cégep de Saint-Félicien. Information was also taken from internal management documents made available to the research team by Mr. Lefebvre.

Lac-Saint-Jean with a view to fostering cooperation and joint action in an effort to promote the region as a tourist destination. It has also reached an agreement with Zoo sauvage de Saint-Félicien, aimed mainly at finding practicums for student trainees, placing graduates and promoting training offered at the CEGEP.

The CEGEP's most important partnerships with the socioeconomic community are in the logging sector. The economy of the regions served by the CEGEP is based on logging and wood processing. More specifically, approximately 70 per cent of the economy of MRC Domaine-du-Roy and MRC Maria-Chapdeleine is related to forestry. Cégep de Saint-Félicien is therefore a major partner of CIDEL, which also includes Commission scolaire du Pays-des-Bleuets, Université du Québec à Chicoutimi, MRC Domaine-du-Roy and MRC Maria-Chapdeleine, and two local development centres. CIDEL contributes to the socioeconomic development of the region by supporting unifying projects aimed at promoting its natural resources and, in particular, its forests. Over the years, CIDEL has taken several steps that have earned it an enviable reputation among logging companies and socioeconomic partners in the region.

Cégep de Saint-Félicien has forged ties with upwards of thirty wood processing businesses, all of which signed an agreement concerning the *Forest Products Processing* program. This agreement is a result of efforts to revitalize the program, which was no longer attracting sufficient numbers of students and whose relevance was being questioned given the difficulties experienced by the forestry sector in recent years.

Thus, the CEGEP hired a firm to survey graduates about their satisfaction with the program and forest products processing businesses in the Nord-du-Québec, Côte-Nord, Mauricie and Saguenay–Lac-Saint-Jean regions about their foreseeable work force needs and different ways they could support the *Forest Products Processing* program. Essentially, the survey showed that the program was still relevant and that it satisfied the businesses' needs. It also revealed that the 32 businesses consulted estimated that they would need a total of 207 graduates of the program to fill technical positions over the next five years. Finally, it showed that, each year, the 32 businesses could take in 72 student trainees and pay 60 of them, and that most of the businesses were prepared to lend equipment to the CEGEP so that it could offer state-of-the-art training.

Based on these results, the CEGEP invited the wood processing businesses to sign an agreement regarding the *Forest Products Processing* program.⁵¹ It then relaunched the program, and accepted nine students in September 2007. These students were all employees of forest companies given leave from work for the duration of the three-year program. This cohort of nine is funded by MELs, Emploi-Québec and their employers. Students take the program's theory courses and general education courses at the CEGEP and learn practical aspects of the trade in the region's many sawmills.

Cégep de Saint-Félicien has established a partnership with Commission scolaire du Pays-des-Bleuets to harmonize vocational and technical training and, in particular, to create bridges between programs leading to a DVS and those leading to a Diploma of College Studies (DCS) in the following fields: logging; administration, commerce and computer technology; tourism; the environment and sustainable development. The CEGEP and the school board also share facilities,

⁵¹ By signing this agreement, businesses commit to promoting the program offered at Cégep de Saint-Félicien, accepting student trainees, lending equipment and materials and hiring graduates of the program.

equipment and expertise, especially as concerns the implementation of logging programs. The CEGEP has reached agreements with different universities to foster the harmonization of technical training programs leading to a DCS and university undergraduate programs, especially in the fields of accounting and management, tourism, and computer science.

The department of services to business and industry, which operates on both campuses—Cégep de Saint-Félicien and Centre d'études collégiales de Chibougamau—offers continuing education and training programs leading to an Attestation of College Studies (ACS), as well as coaching services in different sectors, such as local development, local products, forestry product management and processing, natural heritage interpretation, tourism, Native child and family assistance, and office technology. The CEGEP's services to business and industry is one of the busiest in Québec, mainly because it has established partnerships with several Native communities in the Saguenay–Lac-Saint-Jean, Mauricie, Nord-du-Québec, Nunavik and Nunavut regions.

In order to promote the CEGEP's mission and foster outreach, Fondation du Cégep de Saint-Félicien has implemented a four-part project aimed at offering almost 200 scholarships totalling \$45 000 annually. This is made possible through the financial assistance of several partners in the region, which have contributed more than \$2 million. Half of the funds raised were used to implement the first part of the project, the construction of a student residence made out of wood and aluminum—two important resources in the Saguenay–Lac-Saint-Jean region's economy—which can house 24 students, and to award scholarships. The second part involves bursaries to help students find private sector housing and the third, bursaries for students who use the CEGEP's school transportation system and for students who are not entitled to school transportation but who carpool. The fourth part of the foundation's project is to provide assistance to students with financial difficulties and fund occasional projects.

Finally, Cégep de Saint-Félicien has established other types of partnerships, mainly to help it deal with declining enrollments. It has broadened its recruitment by reaching agreements with educational institutions in French-speaking countries and territories such as France, New Caledonia and Réunion. It has also reached agreements with Morocco and Algeria, as well as with the Native communities in the regions it serves, including the Cree and Innu, to offer continuing education and training services. These agreements allow the CEGEP to continue to offer quality educational services and to keep its staff despite declining enrollments in its programs.

Overall, Cégep de Saint-Félicien has established two types of partnerships, which are inextricably linked to its specific mission and fields of expertise and its desire to face the problems caused by the decline in population. Member of the administrative staff are convinced that the CEGEP has an important role to play in the development of the communities it serves and that their involvement in different regional organizations is a part of that role. For example, the director general is the chair of CIDEL's board of directors, co-chair of the global development strategy for forest products, and member of the Conseil interordre de l'éducation du Saguenay–Lac-Saint-Jean. The academic dean is chair of the Table de la formation professionnelle et technique régionale, sits on the board of Centre écologique du Lac-Saint-Jean and is a member of the Conseil interordre de l'éducation du Saguenay–Lac-Saint-Jean. The director of administrative services sits on the board of the local development centre in MRC Maria-Chapdelaine and is chair of the Table de formation et de développement de la main-d'œuvre, which he manages. The director of human resources and business services is chair of the Centre jeunesse-emploi du comté Roberval, member of the Conseil interordre de l'éducation du Nord-du-Québec and chair of the board of directors of Centre de

conservation de la biodiversité boréale. Finally, the director of Centre d'études collégiales de Chibougamau is chair of Centre d'entrepreneuriat Nord-du-Québec, member of the Conseil régional de partenaires du marché du travail and chair of the Comité avisé pour le Nord-du-Québec.

Partnerships at Cégep de Limoilou

Cégep de Limoilou has established partnerships in the areas of work-study, continuing education and training, services to business and industry, international affairs and the activities of its foundation.⁵² It has forged ties with several partners,⁵³ including a number of businesses in the Québec City area, which accept student trainees enrolled in work-study programs. It also partners with different organizations and large companies with which it has reached agreements concerning training or advisory activities because of its expertise in cutting-edge fields such as geomatics, information technologies, telecommunications, structured cabling and fibre optics, production and quality management, entertainment, and the media. These organizations and large companies include GéoQuébec, Géomatique Canada, ESRI Canada, Parc technologique du Québec métropolitain, the Ministère du Développement économique, de l'Innovation et de l'Exportation (MDEIE), Nortel, Ubisoft, Microsoft, Festo and Belden. The CEGEP has been awarded the status of accredited training centre by companies such as Autodesk, Cisco Networking Academy, Belden, Nortel, Microsoft and Festo.

The CEGEP also partners with several professional associations whose activities are related to the programs it offers, such as the American Society for Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) and Association québécoise (ABQ).⁵⁴ Its partners also include other CEGEPs and universities, including Université Laval and École de technologie supérieure, the Association of Canadian Community Colleges (ACCC), the Canadian International Development Agency (CIDA), the local development centre of Québec City, Conférence régionale des élus de la Capitale-Nationale and Emploi-Québec.

Cégep de Limoilou offers several continuing education and training programs leading to an ACS, in collaboration with businesses in the field, including the above-mentioned companies and Emploi-Québec, which sometimes funds training. In addition, through its international involvement, the CEGEP contributes the expertise of its personnel and solicits its partners' assistance in supporting developing or emerging countries, particularly in the area of geomatics, which is one of its specialties. Among other things, it acts as a resource for the development and evaluation of programs of study using the competency-based approach, the training of teachers and instructors, the development of instructional materials, instructional management support for educational institutions, and the development of services to business and industry.

Through its services to business and industry, the CEGEP is an official provider of training and consulting services within the framework of a productivity support measure for manufacturing companies in effect at the MDEIE. To fulfill this mandate, the CEGEP has several partners, including the companies Raymond Chabot Grant Thornton, Epsilon Technologies de l'information

⁵² For further information about Cégep de Limoilou, see Appendix V of this report and the CEGEP's Web site (www.climoilou.qc.ca).

⁵³ The information in this section was gathered in June 2008 in an interview with Anne Filion, academic dean, and Nicole Rousseau, dean of continuing training, at Cégep de Limoilou. Information was also taken from internal management documents made available to the research team by Ms. Filion.

⁵⁴ Some teachers at Cégep de Limoilou are members of ASHRAE, while others are certified by ABQ.

(ETI) inc. and Centre collégial de transfert de technologies (CCTT) sur les bioproduits in La Pocatière.

Moreover, the fact that the dean of continuing training sits on the board of directors of different organizations, including the Conseil régional des partenaires du marché du travail (CRPMT), the brand-new École nationale en divertissement interactif⁵⁵ and Service d'orientation et d'intégration des immigrants au travail (SOIT), and on different working committees, such as the one at the local development centre in Québec City, enables the CEGEP to diversify and strengthen its ties with partners. Similarly, the activities of the CEGEP's foundation help broaden its network of partners. During its first major fundraising campaign held recently, the foundation reached partnership agreements with several businesses, including CGI and Industrial All, and renewed a partnership agreement with Caisse populaire Desjardins de Limoilou, involving a major financial contribution. It then proceeded to collect more than \$2 million from businesses, organizations and individuals to support student projects (e.g. international cooperation, language immersion), to offer different bursaries and to improve the education facilities at the CEGEP, for example, by renovating the library, laboratories, gymnasiums and auditorium.

Of the CEGEP's partners, only Emploi-Québec funds training directly. Similarly, while none of the businesses participate in the management of training offered by the CEGEP, Emploi-Québec sometimes helps implement continuing education and in-service training activities offered by the CEGEP, in that it comments on the training content and requires a minimum number of weekly hours of training.

4.2 Partnerships for the funding and management of vocational education and training in Lithuania

The description of the types of partnerships for the funding and management of vocational education and training in Lithuania is divided into three sections: an overview of the management of the vocational education and training system in Lithuania; partner organizations and their participation in the funding and management of vocational education and training offered in vocational schools; and partner organizations and their participation in the funding and management of vocational education and training offered in colleges.

4.2.1 Overview of the management of the vocational education and training system in Lithuania

This section describes the characteristics of partnerships between the labour market and the education community with respect to the funding of vocational education and training offered at the secondary and postsecondary levels in Lithuania. It addresses the following aspects:

- Partnerships in the development and management of the vocational education and training system

⁵⁵ This institution of higher education, which opened in the Fall of 2008, is a good example of a partnership between the labour market and the education community and, more specifically, between Cégep de Limoilou and other CEGEPs, including Cégep de Sainte-Foy and Cégep François-Xavier-Garneau; two universities, Université Laval and Université du Québec; and businesses in a growing sector of activity, including Ubisoft. See the institution's Web site (www.endi.qc.ca).

- Partnerships in the development of vocational programs of study offered at the secondary and postsecondary levels
- Partnerships in the final evaluation of student learning in vocational programs of study
- Partnerships in the funding of the vocational education and training system

Partnerships in the development and management of the vocational education and training system

The development and management of the vocational education and training system in Lithuania are based on partnerships between the labour market and the education community. As seen in Figure 4.1 below, the MES collaborates with the Vocational Education and Training Council of Lithuania, the QVETDC, the Industrial Lead Bodies and the Central Commission for Industrial Lead Bodies in the overall management of the vocational education and training system and, in particular, in the development of the Vocational Education and Training Standards, national standards concerning the competencies needed to practise a trade or occupation.

Occupational qualification in Lithuania is based on the use of a specific occupational activity reference system for each trade or occupation. This means that a single reference is used to define training paths in the labour market and the education community. The authorities responsible for program offerings in the schools and those responsible for program offerings in the workplace use the same occupational activity reference system to develop their own training reference systems and to come up with a common evaluation reference system.⁵⁶ The occupational activity reference system describes the tasks and responsibilities associated with a trade or occupation based on the official Lithuanian Classification of Occupations. This is the document on which the training reference system and the evaluation reference system are based. The occupational activity reference system is developed and approved by the MES and the MSS in collaboration with the social partners involved, including employers and trade unions.

Thus, the programs of study offered in schools are based on the training reference system, which defines the minimum requirements for training leading to the practice of a trade or occupation. The training reference system presents the trade or occupation as an outcome—what the qualified worker needs to be able to do—broken down into training blocks, each one corresponding to a set of competencies needed to effectively practise the trade or occupation in question. The Vocational Education and Training Standard is the document on which vocational programs of study are based. It includes the occupational activity reference system, the training reference system and the evaluation reference system.

Responsible for the overall management of the vocational education and training system, the Vocational Education and Training Council of Lithuania was created by the MES and is governed by the education regulations. Composed of equal numbers of representatives of vocational schools, colleges, employer groups and trade unions, the Vocational Education and Training Council of

⁵⁶ For further information about the different types of occupational qualification, see the following documents: Québec, Ministère de l'Éducation du Québec, *Analyse comparative des modèles de formation professionnelle et technique au Québec et dans d'autres États* (Québec: Gouvernement du Québec, 2002); *The Division of Responsibilities for Training Programs Leading to a Trade or an Occupation Offered in Different Education Systems*; and *Les guides méthodologiques d'appui à la mise en œuvre de l'approche par compétences en formation professionnelle*.

Lithuania is responsible for advising the MES and making recommendations concerning all matters relating to vocational education and training offered at the secondary and postsecondary levels.

The QVETDC was also created by the MES. Its mission is to make sure that vocational program offerings meet the labour market's needs for a qualified work force.⁵⁷ The QVETDC's responsibilities also include promoting vocational education and training, ensuring the quality of program offerings and fostering cooperation among the different management bodies. Among other things, the QVETDC organizes the development and validation of the Vocational Education and Training Standards and the vocational programs of study on which they are based; analyzes the labour market in order to determine its quantitative and qualitative work force training needs for a given trade, occupation or economic sector; evaluates the relevance of the vocational programs of study offered by the vocational schools; monitors and evaluates the vocational programs of study offered by vocational schools; and develops teaching materials for vocational education and training.

The QVETDC evaluates the labour market's quantitative and qualitative work force training needs in collaboration with the Industrial Lead Bodies. It does so by conducting sectoral analyses to ensure better consistency between the programs of study and labour market needs. The results of the sectoral analysis are used in the development of the Vocational Education and Training Standards. In addition to specifying the competencies to be developed, the Vocational Education and Training Standards give orientations concerning learning objectives, the evaluation strategy for each competency targeted by the program, the characteristics of the final examination and assessments requirements.

The Industrial Lead Bodies are advisory bodies comprising representatives of the labour market and the education community. More specifically, each Industrial Lead Body is made up of nine persons: one representative of the vocational schools, one representative of the colleges, one representative of the adult education centres, three representatives of employers and three representatives of trade unions. The composition of each Industrial Lead Body is approved by the Vocational Education and Training Council of Lithuania, the MES and the MSSL. There are 14 Industrial Lead Bodies representing different economic sectors:

- teacher training
- applied arts, handicrafts, design and printing
- business, retail sales, management, administration and secretarial services
- finances, including banking, accounting and insurance
- health care and social work
- construction and wood processing
- energy, electrotechnology, electronics and telecommunications
- mechanics and metal processing
- chemistry, petrochemistry and oil refining
- textiles, clothing manufacturing and shoemaking

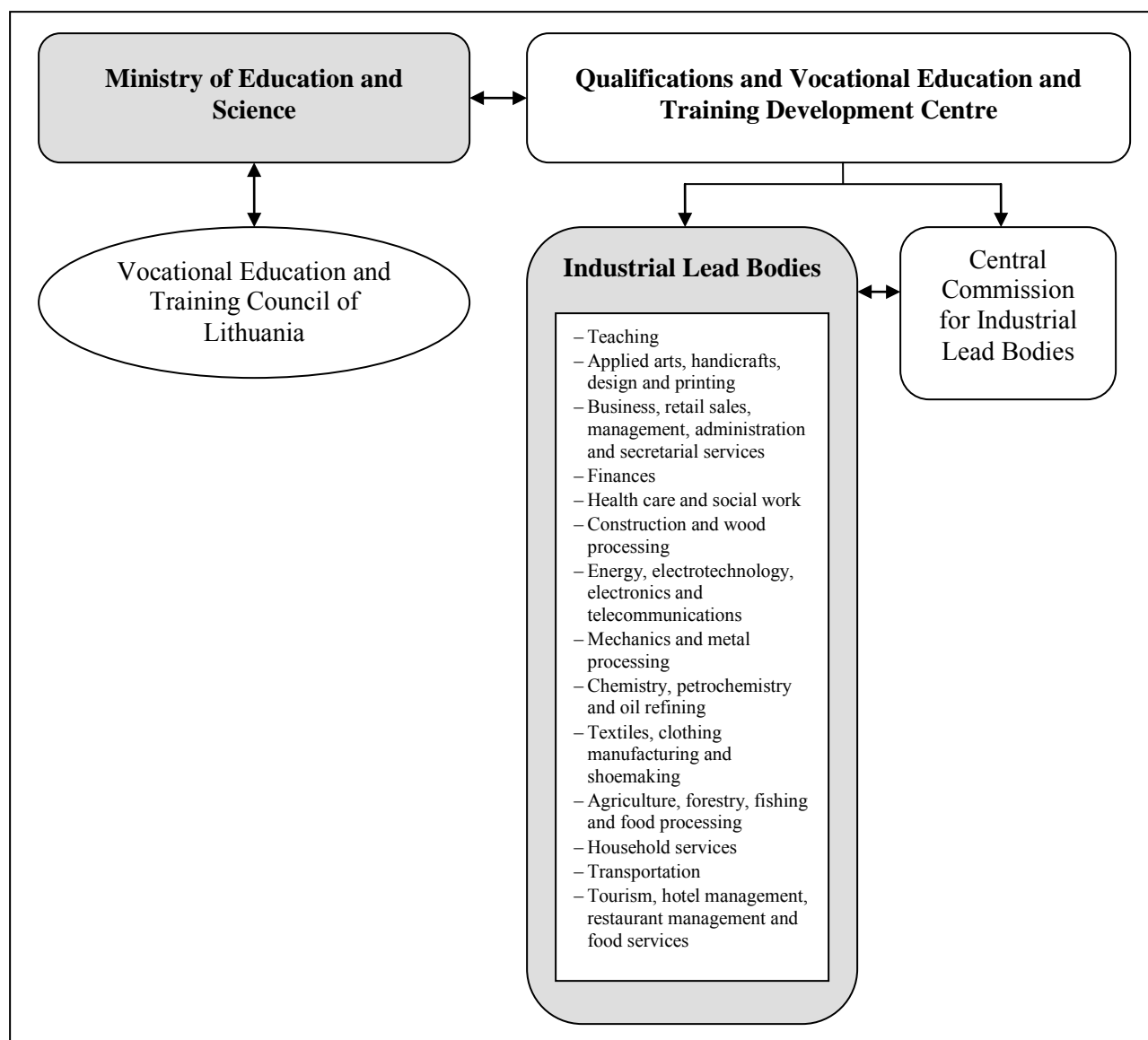
⁵⁷ For further information about the Qualifications and Vocational Education and Training Development Centre, see its Web site (www.kpmc.lt).

- agriculture, forestry, fishing and food processing
- household services
- transportation
- tourism, hotel management, restaurant management and food services

The mission of the Industrial Lead Bodies is mainly to ensure, in cooperation with the QVETDC, that program offerings meet labour market needs. They are therefore responsible for setting priorities for the development and evaluation of the Vocational Education and Training Standards. Requests for the development or review of a Vocational Education and Training Standard are made by the different Industrial Lead Bodies and sent to the QVETDC, which studies them in collaboration with the Central Commission for Industrial Lead Bodies. Then, the QVETDC prepares a development plan and submits it to the MES for approval. Once the plan is approved, the QVETDC, in agreement with the Industrial Lead Body that made the request, sets up a group of three, four or five experts to develop the Vocational Education and Training Standard. Once it has a draft version, the group submits it to representatives of the vocational schools and colleges, employers and trade unions for validation. It then makes the proposed changes and submits the Vocational Education and Training Standard to the Industrial Lead Body in question for approval. Finally, the document is approved by the MES.

The Central Commission for Industrial Lead Bodies is made up of the chairs of the 14 Industrial Lead Bodies. It is responsible for examining issues of importance to all of the Industrial Lead Bodies and for offering its opinion on the consistency of vocational program offerings with labour market needs. For example, the Commission may establish priority economic sectors for the development or review of the Vocational Education and Training Standards in cases where resources are limited.

Figure 4.1 Principal partners in the overall management of the vocational education and training system in Lithuania



Partnerships in the development of vocational programs of study offered at the secondary and postsecondary levels

The development of level 1, 2, 3 and 4 programs of study involves the collaboration of the vocational schools, the MES, the QVETDC and partners from the socioeconomic sectors in question. In collaboration with employer groups, the vocational schools are responsible for evaluating the economic, social and cultural development needs of the communities they serve and for recommending that the MES develop new programs of study to meet these needs. The MES and the QVETDC are responsible for assessing the relevance of the new vocational programs of study before approving them.

Thus, the vocational schools are responsible for the development and review of vocational programs of study. To this end, they set up a program development team called a methodological group, made up of at least three persons, including one representative of employers in the region, to identify the needs of local businesses for qualified workers.⁵⁸ The methodological group is responsible for developing the program based on the Procedure of Vocational Education and Training Programmes Development and the General Training Plans established by the MES, as well as on the Vocational Education and Training Standards, i.e. on three reference frameworks aimed at ensuring the comparability of programs of study offered in different vocational schools. Certain elements of the program are prescribed in the Vocational Education and Training Standard, i.e. qualification's level, fields of activity, targeted competencies, learning objectives and assessment requirements.

New vocational programs of study offered at the secondary level by vocational schools must first be approved by the employer groups—the Chambers of Commerce, Industry and Crafts or the Chamber of Agriculture. Then, the QVETDC validates each of the programs, verifying whether they meet the requirements described in the Procedure of Vocational Education and Training Programmes Development and General Training Plans. If the program is deemed to meet requirements, the QVETDC asks two experts selected from among representatives of the universities, colleges, vocational schools and social partners to evaluate the program. Their task is to verify whether the program is consistent with the Vocational Education and Training Standards, whether the training plan and the academic path proposed enable students to acquire the targeted competencies, and whether the occupational qualifications of teachers and the instructional materials and services made available to students are adequate. The results of this evaluation are submitted to the QVETDC, which forwards them for analysis to a group of experts. This group makes a recommendation to the MES; if the recommendation is positive, the MES approves the program and adds it to the Register of Study and Training Programmes.

The development of vocational programs of study offered at the postsecondary level involves the collaboration of the colleges, the MES, the QVETDC, the Centre for Quality Assessment in Higher Education and the socioeconomic partners in question. Essentially, the MES defines the national standards for developing programs leading to a state diploma—the Regulations for Undergraduate, Specialised Professional and Integrated Study Programmes.⁵⁹ As we mentioned earlier, the QVETDC supervises the development of the Vocational Education and Training Standards, which contain the training reference system. The Centre for Quality Assessment in Higher Education is responsible for preparing the Guidelines for a Subject Area, which specify, for each program, the admission requirements, the duration of studies, the number of hours devoted to the general education component with respect to the specific training component, and a list of compulsory common subjects.⁶⁰ The colleges, in conjunction with their socioeconomic partners, are therefore responsible for program development at the local level. A program of study for a given trade or occupation is based on training blocks defined in the Vocational Education and Training Standard in question, to which the college may add training blocks targeting competencies that are not covered by the existing training reference system in order to meet the local communities' needs.

⁵⁸ Republic of Lithuania, Ministry of Education and Science, *Description of Drafting and Enforcement Procedure of Initial VET Programmes* (Vilnius: Republic of Lithuania, 2006).

⁵⁹ Republic of Lithuania, Ministry of Education and Science, *Regulations for Undergraduate, Specialised Professional and Integrated Study Programmes* (Vilnius: Republic of Lithuania, 2005).

⁶⁰ *Guidelines for a Subject Area*.

New vocational programs of study developed by the colleges are validated by the Centre for Quality Assessment in Higher Education. Consequently, requests for new programs are forwarded to this organization, which evaluates the college's ability to offer the program and the need to develop the new program by determining whether it differs sufficiently from the other programs already offered in the same subject area. The college must also present a document to the Centre for Quality Assessment in Higher Education detailing the objectives of the proposed program, the number of students it expects to enroll and the advantages of the program over similar programs already offered in Lithuania. The college must also provide the Centre with a document containing the following information: program title, certification, duration, list of compulsory courses and list of optional courses with a brief description of the content and number of credits, teachers' occupational qualifications, and a description of the instructional materials and services made available to students. After analyzing these documents, the Centre makes a recommendation to the MES on whether it should approve the program or not. Finally, programs approved by the MES are added to the Register of Study and Training Programmes.

Partnerships in the final evaluation of student learning in vocational programs of study

Through its Procedure of Initial VET Qualification Exams and the Regulations of Postsecondary Studies Results Assessment, the MES defines the general principles and conditions of the evaluation procedure. It also specifies the responsibilities of the different partners at the secondary and postsecondary levels.

Learning evaluation in vocational programs of study offered by vocational schools and colleges is twofold: evaluation during the course of learning and the final evaluation of competencies. Teachers at the educational institutions in question are responsible for evaluation during the course of learning. The purpose of such evaluation is to inform students and teachers of students' degree of mastery of the targeted competencies. The final evaluation of competencies takes place at the end of the program and results in the awarding of a Qualification Certificate.

The final evaluation of learning in vocational programs of study offered by vocational schools is the responsibility of the Chambers of Commerce, Industry and Crafts and the Chamber of Agriculture. The Chambers are responsible for developing the content of theory and practical examinations based on the evaluation reference system approved by the MES and included in the Vocational Education and Training Standard in question, retaining a copy of the final examination protocol and appointing the members of the Examining Commission.

The Examining Commission is made up of three persons representing employers, trade unions and teachers. The employer representative always chairs the Commission. The members are experts in the trade or occupation targeted by the program and one member is a teacher specializing in the training sector in question. The role of the Examining Commission is to organize and supervise evaluation activities, to verify the acquisition of the competencies targeted by the program and to issue grades. The evaluation of learning in vocational education and training consists in a final examination prepared by the Chambers and divided into two distinct but complementary parts. The first part involves written or oral examinations administered in the classroom. The aim of these examinations is to measure students' acquisition of the theoretical knowledge targeted by the program. The second part consists in practical examinations administered in an actual or simulated work situation. In these examinations, students perform one or more tasks to demonstrate their mastery of the program competencies.

At the postsecondary level, responsibility for the final evaluation of learning in vocational programs of study lies with the colleges. Evaluation at this level takes the form of an end-of-program project and, in some programs, a final examination. The colleges appoint the members of the Examining Commission, who develop the content of the end-of-program project and examination. The Commission is made up of at least five members, more than half of whom represent employers, and chaired by one employer representative. The role of the Examining Commission is to organize and supervise evaluation activities, verify students' acquisition of the program competencies and issue grades.

Partnerships in the funding of the vocational education and training system

Funding for the vocational education and training system in Lithuania—which includes the development of the Vocational Education and Training Standards and the vocational programs of study on which they are based, the construction and setup of facilities and the purchase of equipment and tools for the practical training component—comes from three principal sources: public funds allocated to vocational education and training under the National Investment Programme, funds from the founder of each secondary or postsecondary educational institution and structural funds from the European Union.

Between 2007 and 2013, E.U. structural funds will be used for the most part to promote the practical training so important in vocational programs of study.⁶¹ In fact, the MES has earmarked these funds for the following purposes:

- To develop vocational programs of study divided into modules so that they are flexible and adaptable to the specific needs of the communities served by the vocational schools and colleges offering them
- To develop appropriate teaching and instructional materials for the different modules
- To establish a network of sectoral vocational schools and colleges focusing on practical training, i.e. educational institutions specializing in vocational programs of study and learning activities related to specific economic sectors
- To enable teachers at sectoral educational institutions focusing on practical training to update their competencies
- To encourage vocational schools and colleges to develop quality assurance systems for their vocational programs of study
- To evaluate the quality of vocational programs of study offered by surveying businesses and organizations that have hired graduates of those programs

The following two sections give concrete examples of the participation of social partners in the funding and management of vocational education and training offered in vocational schools and colleges.

⁶¹ Republic of Lithuania, Ministry of Education and Science, *Resource Development Programme for Practical Vocational Education and Training* (Vilnius: Republic of Lithuania, 2008).

4.2.2 Partner organizations and their participation in the funding and management of vocational education and training offered in vocational schools

The description of the participation of partner organizations in the funding and management of the training offered in vocational schools is divided into five sections:

- Legislative framework defining the types of partnerships that can be established by vocational schools
- Characteristics of the funding of training offered in vocational schools
- Partnerships at Vilnius Builder's Training Centre
- Partnerships at Alanta School of Technology and Business
- Partnerships at Alytus Vocational Education and Training Centre

Legislative framework defining the types of partnerships that can be established by vocational schools

As we mentioned earlier, the *Law on Vocational Education and Training* stipulates that the management of vocational education and training at the secondary level is based on "co-operation of the state government institutions and social partners."⁶² It also specifies the role of partners in the education community (mainly the MES, the Vocational Education and Training Council of Lithuania and the vocational schools) and the labour market (in particular businesses, the Chambers, trade unions, county governors and municipal councils) in vocational education and training.

In order to ensure the effectiveness of the vocational education and training system, the Law indicates that socioeconomic partners must play an active role in its management. According to the Law, social partners are responsible for:⁶³

- collaborating in the development of new Vocational Education and Training Standards and the vocational programs of study on which they are based, and in the formulation of program content
- contributing to the evaluation of vocational programs of study with respect to the work force qualification needs of students and the labour market
- helping plan student admission to initial vocational programs of study
- participating in the implementation of educational and vocational guidance programs for people wishing to acquire occupational qualifications in either initial or continuing training
- coordinating the development, in conformity with MES requirements, of practical and theory examinations aimed at evaluating student learning in vocational programs of study
- participating in the actual implementation of the evaluation process in vocational programs of study with a view to issuing Qualification Certificates
- participating in the organization of practicums and any other learning activities in the workplace and ensuring their supervision⁶⁴

⁶² *Law on Vocational Education and Training*, art. 1, s. 1.

⁶³ *Law on Vocational Education and Training*.

- participating in the administrative and instructional evaluation of activities at the vocational schools

However, the actual conditions for partnerships in vocational schools are not defined by the laws governing the Lithuanian vocational education and training system; rather, they are included in each school's internal management rules and bylaws. Thus, vocational schools can innovate and establish ties with different partners in order to ensure that the programs of study they offer are up to date and meet current labour market needs.

Characteristics of the funding of training offered in vocational schools

Under the *Law on Vocational Education and Training*, funding for vocational schools comes from the state budget and other sources.⁶⁵ In 2007, the state's 72 vocational schools⁶⁶ received a total of 330.8 million litai (CAN\$151.9 million). Of this amount, 289 million litai came from public funds, 20.7 million from private funds, and 21.1 million from funds allocated by international organizations, including E.U. structural funds. Thus, in 2007, 87 per cent of the total funding for activities at Lithuanian vocational schools came from the state.⁶⁷

Concerning funding from private sources, it is important to understand that some vocational schools, especially those with self-governing status, exercise economic activities involving the production and exchange of goods and services that generate a profit. These profits are invested in the school and can be used to fund the purchase of equipment or the construction of facilities. The examples below illustrate this situation.

In 2007, all of the funds received—and the profits generated—by vocational schools were used to pay for the following expenditures: 58.3 per cent of funds went to cover wage and salary expenditures; 22.5 per cent to cover expenditures related to the acquisition of goods and services; 8.9 per cent to cover capital expenditures; and 7.2 per cent for expenditures related to student financial assistance, including scholarships and grants.⁶⁸ More specifically, vocational schools' expenditures mainly involve:

- training costs
- building maintenance costs
- costs related to student financial assistance
- costs related to educational and vocational guidance

Training costs include costs related to the remuneration of teachers, administrative staff, professionals offering psychological and instructional support services, and librarians. They also include costs associated with the purchase of library books, periodicals, textbooks and technical equipment, and disbursements for teachers' professional development and in-service training. The

⁶⁴ In the course of learning, all students enrolled in a vocational program of study offered in a vocational school must do a practicum in the workplace lasting 8 to 15 weeks. To be entitled to accept student trainees, businesses must be licensed by the MES.

⁶⁵ *Law on Vocational Education and Training*, art. 40, s. 1.

⁶⁶ In addition to the 72 state vocational schools, Lithuania has two private vocational schools. For the purposes of this study, only the state vocational schools are taken into account.

⁶⁷ *Overview of VET System in Lithuania in 2007*, 40.

⁶⁸ *Overview of VET System in Lithuania in 2007*, 40.

funds allocated to cover training costs usually come from the state budget. They are calculated based on the number of students attending the vocational school using a method approved by the government.

Building maintenance costs include costs associated with the construction, renovation, outfitting and maintenance of facilities, as well as heating and ongoing repair costs. The amount allocated to cover building maintenance costs is determined by the founder of the vocational school in question.

Costs related to student financial assistance include scholarships for students enrolled in initial vocational education and training programs. Economically disadvantaged students who do not receive a scholarship may receive other forms of financial assistance, including food allowances. The funds allocated for scholarships and other forms of financial assistance come from the state budget and are calculated using a method approved by the government.

Finally, costs related to educational and vocational guidance include the cost of counselling and guidance services in secondary and vocational schools on the one hand, and in placement centres and offices on the other. The entire population of Lithuania has access to these services. Funding for counselling and guidance services offered in secondary and vocational schools is provided by the MES; funding for services offered in placement centres and offices is provided by the MSSL.⁶⁹

Partnerships at Vilnius Builder's Training Centre

Vilnius Builder's Training Centre is a vocational school specializing in initial and continuing vocational education and training in the field of construction and woodworking.⁷⁰ It is a public self-governing institution managed by a director and shareholders, and by three independent bodies: the school council, the teachers' council and the students' representation.

Partnerships between the labour market and the education community are inherent in the school's management structure, since the shareholders are the MES and the construction company Andova UAB. The shareholders' meeting is the school's principal management body, and its responsibilities are similar to those of the founder as set out in the *Law on Education*.

In addition to its responsibilities as a shareholder of a vocational school, Andova supports Vilnius Builder's Training Centre in all matters concerning development trends and new techniques in the construction and woodworking sector and the needs of businesses in this sector. Thus, the school can adopt the appropriate orientations that reflect the reality of the industry, especially when developing its strategic plan and annual action programs. It can also promote different projects to meet the specific needs of the construction and woodworking sector, such as strategic investment projects aimed at acquiring state-of-the-art equipment. The establishment of the Practical Training Centre for the Construction Sector is a good example of this type of project. In this case, Vilnius Builder's Training Centre began by consulting Andova and other businesses in the industry about new technologies, processes and materials, and new competencies required of workers. It then solicited the participation of manufacturers of innovative materials and tools in planning the acquisition of the equipment needed to train students.

⁶⁹ *Law on Vocational Education and Training*.

⁷⁰ For further information about Vilnius Builder's Training Centre, see Appendix VI of this report and the school's Web site (www.vsrc.lt).

Partners from the labour market also participate to a certain extent in student training. Since students enrolled in vocational programs of study must do a 15-week practicum, businesses in the construction and woodworking sector accept student trainees. Consequently, the school is in regular contact with some one hundred businesses.

Businesses in the construction and woodworking sector provide the school with equipment and materials at a discount or free of charge and, in return, the school promotes their products and services at its different activities (e.g. continuing education and training activities). Businesses in the sector also provide in-service training for teachers at the centre. More specifically, they organize seminars to enable teachers to learn about the new technologies, processes and materials used in the sector and to update their competencies.

The school's partners include two employer groups: the Vilnius Chamber of Commerce, Industry and Crafts and the Lithuanian Builders Association. These two associations play an essential role in the management of instructional activities at the school. The Vilnius Chamber of Commerce, Industry and Crafts is responsible for the final evaluation of student learning. The Lithuanian Builders Association is responsible for conducting surveys of businesses to learn their opinion of the competencies of newly hired graduates of vocational programs of study offered at the school. These surveys are a good opportunity for businesses to comment on the relevance of the training offered with respect to their work force needs, and for the school to verify whether the programs offered correspond to labour market needs.

The school's partners also include different government and paragonovernmental organizations, such as Vilnius County, the municipality of Vilnius and the Lithuanian Labour Exchange. Thus, the Vilnius county governor, who has a good overall understanding of the region's needs in terms of skilled labourers in the construction and wood processing sector, participates in the development of the admission plan at Vilnius Builder's Training Centre. The municipality of Vilnius is responsible for school transportation, student healthcare services and, through its culture and education department, the coordination and final evaluation of the general learning acquired by students attending the school. Finally, the Lithuanian Labour Exchange participates in continuing education and training for adults with a view to contributing to the socioeconomic development of the region. The two organizations establish the types of continuing education and training services offered to adults referred to the school by the Lithuanian Labour Exchange.

Vilnius Builder's Training Centre has also forged close ties with other Lithuanian vocational and secondary schools and colleges. These involve mainly the sharing of expertise in the area of program development, the production of instructional materials, and the implementation of a quality assurance process. Its partnerships with colleges involve mainly the harmonization of vocational programs of study offered at the secondary and postsecondary levels and continuous paths between the two levels of education, as well as the sharing of practical training resources. Its partnerships with secondary schools involve mainly the improvement of general education offered at the school, since most students enrolled in a vocational program of study also pursue their secondary level general education and, if they complete it successfully, obtain a Basic School Leaving Certificate or a Maturity Certificate.

The school has also forged ties with vocational schools in 18 other European countries. These involve the implementation of different collaborative projects essentially aimed at improving the

vocational training offered at the school. Thus, student exchanges, class and teacher twinning, visits to vocational schools and discussions on program development and quality assurance are organized by the partner schools. For example, Vilnius Builder's Training Centre recently implemented a project entitled Development of Internal Quality Assurance System for Practical Training in VET Institutions with a view to improving training in the construction sector. Vocational schools in Scotland, Germany, Spain, Italy, Sweden and Lithuania participated as partners. The school is also currently involved in a project to transfer innovative program content based on the development of training modules in decorating and painting for vocational schools in Lithuania and other European countries. Its partners in this project include schools in Lithuania, Scotland, Spain, Greece, Romania, Finland and Germany. Generally speaking, partnerships between vocational schools in Europe are based on the European Commission's Leonardo da Vinci Programme.⁷¹

Finally, the school can obtain funds from different sources,⁷² which it uses mainly to implement initial vocational education and training programs. Thus, funding for the school comes from the following sources:

- subsidies included in the state budget
- financial contributions from shareholders, including the company Andova
- funds provided by Lithuanian and international businesses, organizations and foundations
- revenues from paid services such as continuing and in-service training activities and building and equipment rental

Partnerships at Alanta School of Technology and Business

As stated earlier, Alanta School of Technology and Business is a vocational school situated in a rural area. It offers eight initial and continuing vocational education and training programs in different economic sectors.⁷³ It has the status of public self-governing institution and is managed by a director and shareholders, and by three independent bodies, the school council, the teachers' council and the students' representation.

The school's main management body, the shareholders' meeting, is made up of the following partners: the MES, the municipality of Molėtai, the Panevėžys Chamber of Commerce, Industry and Crafts and the agri-food company Alantos Agroservisas UAB. Thus, the school's management involves the close collaboration of partners from the education community and the socioeconomic sectors in question. The school has also forged ties with other partners, including businesses in the region, employer groups, the Utena county governor, the Lithuanian Labour Exchange, the Lithuanian Association of Agricultural Schools and other vocational schools in Lithuania and other countries.

⁷¹ The Leonardo da Vinci Programme is part of the European Commission's Lifelong Learning Programme. It aims to improve the quality of vocational education and training systems by developing and transferring innovative policies, teaching methods, procedures and courses. It enables vocational schools "to work with partners from across Europe, exchange best practices, and increase their staff's expertise. It should make vocational education more attractive to young people and, by helping people gain new skills, knowledge and qualifications, the programme also boosts the overall competitiveness of the European labour market." Web site of the European Commission, Education & Training (www.ec.europa.eu/education).

⁷² *By-laws of the Self-governing Institution Vilnius Builder's Training Centre.*

⁷³ For further information about Alanta School of Technology and Business, see Appendix VII of this report and the school's Web site (www.alantostvm.lt).

The municipality of Molėtai, which has a good overall understanding of the work force qualification and general education needs of the population, participates in developing the school's admission plan. It also ensures that lower and upper secondary programs are easily accessible to young people and adults in the region who wish to obtain a Basic School Leaving Certificate or Maturity Certificate. The municipality also provides financial support for distance education programs for adults in the region. By promoting general secondary education at Alanta School of Technology and Business, the municipality of Molėtai enables secondary general education teachers to enjoy a reasonable workload, which is not always possible in small vocational schools. The municipality also ensures that students who attend the school and who reside far from it have access to transportation and health care services. Finally, it provides the school with funds for renovating, outfitting and maintaining facilities. In return, the school helps the municipality organize different activities, in particular by recommending hotel management students for special events such as conferences and receptions. Students' participation in these events is recognized as a practicum in the workplace.

The Panevėžys Chamber of Commerce, Industry and Crafts collaborates in different ways in school activities. It gives its opinion on the implementation of initial vocational education and training programs and their adaptation to labour market needs and, in particular, the needs of businesses in the region. It also gives its opinion on the orientations in the school's strategic plan and annual action programs. It organizes professional development and continuing training activities for teachers. It helps the school select businesses where students can do quality practicums. Finally, in conjunction with the Chamber of Agriculture, the Panevėžys Chamber of Commerce, Industry and Crafts is responsible for the final evaluation of learning in vocational programs of study.

The school's partners include a number of businesses in the region, including Alantos Agroservisas, a shareholder of the school. This company helps train students in vocational programs of study by allowing teachers and students to use its facilities and equipment to put into practice the theoretical knowledge acquired in the classroom. Alantos Agroservisas also benefits from this partnership: students participate in the company's operations and help maintain its equipment and promote the company.

The partnerships between Alanta School of Technology and Business and other businesses in the region take the following forms:

- The school works with some sixty businesses who take in trainees for workplace practicums that students must complete for their vocational programs.
- The businesses lend equipment and provide materials free of charge to the school.
- The businesses invite teachers to participate in training activities on technological innovations and new materials, allowing them to update their knowledge.
- In cooperation with the Panevėžys Chamber of Commerce, Industry and Crafts and the Chamber of Agriculture, the businesses promote various strategic investment projects in line with the region's needs, in particular with respect to agricultural development, such as the creation of the Agricultural Practical Training Centre aimed at acquiring state-of-the-art agricultural equipment.

The school also collaborates with the Utena county governor, the region's Lithuanian Labour Exchange and the Lithuanian Association of Agricultural Schools. For example, the Utena county

governor participates in the development of the school's admission plan, while the county education service is responsible for coordinating the final evaluation of learning in general education at the school. The Lithuanian Labour Exchange provides the school with information about employment forecasts of businesses in the region and the different positions to be filled, and informs students of its services, in particular, its placement services. The Lithuanian Association of Agricultural Schools proposes themes for in-service training activities for teachers and organizes competitions for students enrolled in agricultural programs.

Alanta School of Technology and Business has forged ties with other Lithuanian vocational and secondary schools and colleges, in particular Utena College. These ties are essentially aimed at sharing expertise in program development and the production of instructional materials. Partnerships with secondary schools are aimed at improving the general education offered at the school, since most students want to obtain a Qualification Certificate *and* complete their secondary general education in order to obtain a Basic School Leaving Certificate or a Maturity Certificate. Finally, the school has forged close ties with Utena College. These two educational institutions work together to harmonize their programs of study and create continuous academic paths that allow for a diversity of training paths and avoid duplication. For example, Alanta School of Technology and Business and Utena College have reached an agreement to implement in-service training activities for teachers and share facilities and equipment for students' practical training.

The school's partners also include vocational schools in 11 other European countries. Its collaboration with these schools takes the following forms: the implementation of different projects, student exchanges, class and teacher training, visits to vocational schools and the sharing of expertise, in particular concerning program development and the development of innovative instructional approaches. For example, each year, some twenty students at Alanta School of Technology and Business study at Technische Schule Steinfurth in Germany. At the end of their studies, they obtain two diplomas: one issued by the Lithuanian school and the other, by the German school. The partnership between these two European vocational schools is based on the European Commission's Leonardo da Vinci and Comenius programs.⁷⁴

Alanta School of Technology and Business can obtain funds from different sources.⁷⁵ These funds are used mainly for the implementation of initial and continuing vocational education and training programs. The school's funding comes from the following sources:

- subsidies included in the state budget
- financial contributions from shareholders
- funds provided by Lithuanian and international businesses, organizations and foundations
- revenues from services such as continuing and in-service training activities and building and equipment rental

⁷⁴The Leonardo da Vinci Programme is part of the European Commission's Lifelong Learning Programme. It aims to improve the quality of vocational education and training systems by developing and transferring innovative policies, teaching methods, procedures and courses. The Comenius Program is also part of the Lifelong Learning Programme, and is intended "to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value [and] to help young people acquire the basic life-skills and competencies necessary for their personal development, for future employment and for active European citizenship." Web site of the European Commission, Education & Training (www.ec.europa.eu/education).

⁷⁵*By-laws of the Self-governing Institution Alanta School of Technology and Business.*

Partnerships at Alytus Vocational Education and Training Centre

Alytus Vocational Education and Training Centre is a budgetary vocational school.⁷⁶ It offers a wide variety of initial and continuing vocational education and training programs in three areas of activities: industry and trade; business and services; and construction technology and business.⁷⁷

The school's socioeconomic partners participate in the activities of the school council. As we mentioned earlier, the board is made up of three persons representing the social partners and one person representing the municipal councils. More specifically, the school council comprises the personnel director at Astra AB, a company in the engineering sector; the human resources director at Skirnuva UAB, one of the largest construction companies in the region; the president of the Alytus association of businesspeople; and the director of economic affairs and properties at the municipality of Alytus.

The school benefits from the participation of socioeconomic partners in the activities of its school council. These partners ensure that the school is at the cutting edge of labour market development trends and qualification needs, especially when it comes to developing or revising programs of study. They contribute to the development of orientations for the school's strategic plan and annual action programs, which are based on actual labour market data. They make suggestions for improving the material resources available for vocational education and training. And they foster cooperation among the region's businesses and organizations, employer groups, the municipality and the school.

Alytus Vocational Education and Training Centre has also reached partnership agreements with a number of businesses. Since the school offers several vocational programs of study in different economic sectors, it must solicit the participation of a number of businesses that can offer students stimulating practicum positions. In most cases, the partnership agreements consist in trilateral ad hoc contracts between the school, the student and the host company. However, the school has reached long-term bilateral partnership agreements with 27 businesses. In addition to accepting student trainees, these businesses participate in other school activities:

- They participate in discussions on the evaluation of competencies acquired by students during the practicums.
- They are invited to voice their opinion on the development of new programs of study or the revision of existing programs.
- They collaborate in in-service training activities for teachers and provide training for teachers who wish to upgrade their skills.
- They donate materials, equipment and tools.
- They lend their facilities, equipment and materials for practical training activities.
- They participate in different projects. For example, the company Lankava UAB, in cooperation with teachers and students at Alytus Vocational Education and Training Centre, organized a labour market integration workshop for graduates.

⁷⁶For further information about Alytus Vocational Education and Training Centre, see Appendix VIII of this report and the school's Web site (www.aprc.lt).

⁷⁷Vocational programs of study in the industry and trade sector are offered at Alytus penitentiary.

The school also collaborates with two employer groups: the Engineering Industry Association of Lithuania and the Vilnius Chamber of Commerce, Industry and Crafts. The first association plays an advisory role concerning programs of study associated with the engineering industry, while the second is responsible for the final evaluation of learning in vocational education and training.

The school has forged ties with different government and paragonovernmental organizations, including Alytus county, the municipality of Alytus and the Alytus, Raseiniai and Lazdijai Territorial Labour Exchanges. For example, the principal is a member of the County Vocational Training Council, the county governor's main advisory body concerning vocational education and training and the promotion of workers' competencies in the region. Moreover, the director of economic affairs and properties at the municipality of Alytus is a member of the school council. The municipality participates in the development of the school's admission plan and the organization of general education at the lower and upper secondary level. Also, the Lithuanian Labour Exchange participates in continuing training for adults. In order to foster the economic development of the region, the school and the Lithuanian Labour Exchange have implemented 37 continuing training programs for adults. In 2007-2008, 536 individuals participated in these programs. The Lithuanian Labour Exchange also provides the school with information about the labour market's qualification needs and the employment forecasts of businesses in the region. Finally, the school collaborates with the Alytus Labour Market Training and Counselling Service and the Alytus Labour Market Training Centre.

The school's partners include Lithuanian lower-secondary, upper-secondary and vocational schools and colleges. It has reached partnership agreements with some twenty elementary and secondary schools in Alytus county. These agreements involve the organization of different activities for students and teachers, such as information sessions on the labour market, promising trades and occupations, career decisions and educational and vocational guidance; cultural and sporting activities; and seminars on teaching and learning methods. The school has also reached partnership agreements with several other Lithuanian vocational schools, including Vilnius Builder's Training Centre, Šiauliai Education and Training Centre, Alytus Handicrafts School, Kاونas Trade and Business School, Kاونas Builder's Training Centre and Vilnius School of Dressmakers and Automechanics. These partnerships involve the implementation of student and teacher exchange programs, the sharing of knowledge and skills and the development of new vocational programs of study as well as the review of existing programs. The school has also reached agreements with Alytus College and Vilnius Co-operative College, particularly as concerns the harmonization of vocational programs of study offered at the secondary and postsecondary levels, and the creation of bridges fostering continuous paths between the two levels of education. Program development is aimed at enabling students to pursue their studies in a related program at the postsecondary level and obtain recognition for certain credits.

The school's partners also include vocational schools in other European countries, including Sweden, Norway, Poland, France, Scotland and Greece. In particular, it has close ties with Brinell vocational school in Sweden, Hadsel Upper Secondary School in Norway, the Educational Institutions Service Organization in Giżycko, Poland, and Lycée professionnel et technologique Anna Rodier in France. Partnerships with these schools involve different projects, such as student and teacher exchanges, practicums in other countries, and the dissemination of instructional and methodological innovations.

Finally, since Alytus Vocational Education and Training Centre is a budgetary institution, it obtains most of its funding from the state.⁷⁸ However, it can obtain funds from other sources, including donations from Lithuanian and international businesses, organizations and foundations and can earn revenues from services offered, such as continuing training activities.

4.2.3 Partner organizations and their participation in the funding and management of vocational and educational training offered in colleges

The description of the participation of partner organizations in the funding and management of vocational and educational training offered in Lithuanian colleges is divided into three sections:

- Legislative framework defining the types of partnerships that can be established by colleges
- Characteristics of the funding of vocational education and training offered in colleges
- Partnerships at Vilnius College of Technologies and Design

Legislative framework defining the types of partnerships that can be established by colleges

Lithuanian colleges benefit from substantial autonomy in terms of the instructional organization of training and the administrative and financial management of their activities.⁷⁹ The *Law on Higher Education*, which governs the activities of colleges and universities, does not explicitly mention the types of partnerships that can be established between the labour market and the education community with respect to the management and funding of vocational education and training. However, it stipulates that colleges have the right "to establish forms of co-operation with Lithuanian and foreign enterprises, institutions and organisations."⁸⁰ Colleges can therefore innovate in forging ties with different social partners.

The only provision of the *Law on Higher Education* that applies to partnerships deals with the composition of the college council. This public supervisory body must be made up of at least nine and no more than 21 persons.⁸¹ Of these, one third must represent the fields of science, culture, the arts, the economy and local public institutions.

In addition, legislative measures resulting from the *Law on Higher Education* specify the participation of socioeconomic partners in the management of certain aspects of training offered in colleges, in particular with respect to the evaluation of learning in vocational programs of study offered at the postsecondary level. For example, the Guidelines for a Subject Area stipulate that, in order to correctly implement the evaluation process, colleges must set up an Examining Commission comprised of at least five persons, more than half of whom must represent the labour market.⁸²

⁷⁸ By-laws of the Alytus Vocational Education and Training Centre.

⁷⁹ There are 28 colleges in Lithuania, 12 of which are private institutions and 16, state institutions. For the purposes of this study, only the state colleges are taken into account.

⁸⁰ *Law on Higher Education*, art. 9, s. 2.

⁸¹ *Act on Higher Education*, art. 24, s. 4.

⁸² *Guidelines for a Subject Area*.

Characteristics of the funding of vocational education and training offered in colleges

Under the *Law on Higher Education*, funds for colleges come from the state budget and other sources.⁸³ Public funds are granted in the form of subsidies to the colleges by the MES according to a method approved by the government. They are calculated based on proposals made by the Lithuanian Science Council, the Directors' Conference of Lithuanian Colleges, and the Union of Representations of the Lithuanian Students. The colleges use these public funds to cover the following expenses: remuneration of personnel; the purchase of library books, periodicals and textbooks; the purchase of durable equipment and tools; the maintenance of buildings and facilities; student financial assistance such as loans and bursaries and scholarships for all or part of their tuition fees;⁸⁴ and the implementation of different projects, including research and international student exchange projects.

Other sources of funding for colleges include Lithuanian or international businesses, organizations and foundations; revenues earned from applied research activities; revenues earned from services offered, such as continuing and in-service training activities and building or equipment rental; tuition fees collected; and any other legally acquired funds.

In 2007, funding for Lithuania's 16 state colleges received a total of 274.2 million litai, or CAN\$117.7 million. Of this amount, 158.8 million litai came from public funds (57.9 per cent); 84.8 million, from tuition fees collected (30.9 per cent), 16 million, from funds provided by Lithuanian businesses, organizations and foundations (5.8 per cent), and 14.6 million, from international organizations (5.3 per cent). The colleges used these funds as follows: 55.7 per cent were allocated to salaries for staff members and social security contributions; 19.2 per cent, to the acquisition of goods and services; 12.5 per cent, to capital costs; and 7.8 per cent, to student financial assistance.

Partnerships at Vilnius College of Technologies and Design

Vilnius College of Technologies and Design is a state college offering initial vocational education and training programs leading to a Professional Bachelor's Degree and continuing vocational education and training programs. Its programs of study are divided into four faculties: construction, design, Petras Vileišis railway transport, and technical sciences.⁸⁵

Partnerships between the labour market and the education community are inherent in the management structure of the college, since the college council—an independent body representing the public—includes representatives of businesses and employer groups. Five of the nine members of the college council are from the business community. The chair of the college council is the director general of the company Montuotojas AB, who is also a member of the Lithuanian Builders Association. The other members are the director general of the company Lietuvos geležinkeliai AB,

⁸³ *Law on Higher Education*, art. 56, s. 1.

⁸⁴ The Lithuanian government approves the student admission plan for the different initial vocational education and training programs offered in colleges. This plan specifies the number of students who can enroll in each program of study in a given year. Students are admitted by competition. Students who attended school the previous year and who win a competition pay a low tuition; in 2007, these fees were 500 litai per semester, or approximately CAN\$215. Also, students who obtain the best results are exempted from paying tuition fees. However, students who did not attend school the previous year, those studying part-time and those enrolled in distance education who enroll in an initial vocational education and training program pay higher tuition fees.

⁸⁵ For further information about Vilnius College of Technologies and Design, see Appendix IX of this report and the college's Web site (www.vtdko.lt).

the vice-president of the Lithuanian Confederation of Industrialists, the president of the board of directors of the company Lithun AB, and the director of Archihalė, an Austro-Lithuanian company. Consequently, the college council can help establish partnerships between the college and the business community. The college also collaborates with several industrial associations: it is a member of the Lithuanian Builders Association, the Engineering Industries Association of Lithuania and the Vilnius Chamber of Commerce, Industry and Crafts.

In recent years, the college has reached more than 300 agreements with various Lithuanian businesses. The main goal of these agreements is to have businesses accept student trainees. All of the vocational programs of study at Vilnius College of Technologies and Design involve a substantial practical training component. Practical training takes two forms: first, students practise the knowledge they acquire in the program in workshops and laboratories; second, they learn trade-related tasks in a natural work setting by doing practicums in the workplace. Practicums are governed by an agreement reached between the college, the business and the student. At the end of the practicum, businesses can decide to hire the students; practicums therefore give businesses access to a pool of labour and enable students to enter the work force. Practicums are also an opportunity for businesses to comment on the relevance of training at the college with respect to their work force needs and the competencies expected of graduates.

Businesses also play an important role in the development of new programs of study and the review of existing programs. They participate in the efforts of the methodological groups to develop or review programs of study, during which they give advice, in particular, on technological and organizational changes occurring in the economic sector in question. They also participate in discussions at the end of each school year on ways of improving the content of the programs of study so that they are better adapted to labour market realities.

Businesses also participate in the final evaluation of learning. To ensure successful evaluation of the end-of-program project, the college appoints at least five members to the Examining Commission, more than half of whom represent businesses. The Examining Commission organizes evaluation activities, verifies the acquisition of program competencies and awards students a mark. Once the final evaluation has been completed, the Examining Commission writes a report on the competencies mastered by the students and on the quality of the end-of-program projects, to be used by the college to improve its programs of study.

Businesses contribute to the organization and funding of material resources for vocational programs of study offered at the college. They provide funds for the purchase of tools, equipment and machinery, or donate materials. For example, the company Lietuvos geležinkeliai AB contributed financially to help outfit workshops for the faculty of railway transport; Bombardier Transportation Polska provided two workshops of the faculty of railway transport with materials they needed; Topcon UAB gave the college a modern automatic level for teaching geodesy; and Design Solutions UAB gave the college a 90-workstation licence for its Atlantis Studio School software.

Finally, businesses contribute to teachers' professional development. They provide information about new technologies and new equipment, and occasionally provide financial support to upgrade teachers' competencies. For example, the company Lietuvos geležinkeliai AB allocated funds for practicums in Poland, Sweden and Germany for teachers in the faculty of railway transport. In return, the college offers continuing training for employees of partner businesses.

Vilnius College of Technologies and Design has established partnerships with Lithuanian vocational schools, colleges and universities. Representatives of the universities sit on the academic council, the college's independent school council. In fact, three of the members of the academic council are professors at Vilnius Gediminas Technical University and Vilnius Academy of Arts. The college is also a member of the Directors' Conference of Lithuanian Colleges and the Lithuanian Association of Adult Education. Partnerships with other educational institutions take two different forms: the harmonization of vocational programs of study offered at the college and related programs offered by the vocational schools or universities; and the sharing of expertise and pooling of human and material resources.

The college has reached agreements with vocational schools to ensure continuous paths between the programs they offer—*Construction, Maintenance and Repair of Railway Rolling Stock* and *Technical Exploitation of Automobile*, for example—and level 3 and 4 vocational programs of study offered at the secondary level. By so doing, the college allows students who wish to pursue their education at the postsecondary level after having completed a secondary vocational program of study to obtain recognition for certain credits and earn a second diploma while reducing the amount of time they spend in school. The college has also collaborated with Vilnius Gediminas Technical University to facilitate the harmonization of postsecondary programs of study and programs offered at the university. However, the harmonization of programs has not yet been completed, and students still cannot pursue their university studies on a continuous path.

In terms of the sharing of expertise and resources, the college invites university professors and scientists, especially those at Vilnius Gediminas Technical University, with which it has very close ties, to give conferences and seminars at the college. It also makes its tools, equipment and facilities available to other educational institutions. For example, it opens its workshops to students from Vilnius Gediminas Technical University for practical work related to materials science and the maintenance and repair of rolling stock, including wagons, cars and locomotives. It also opens its photography laboratory to students from Vilnius Vocational Training Centre for Service Business Specialists. In return, students at the college have access to the geodesy laboratory at Vilnius Gediminas Technical University, where they can apply their learning using state-of-the-art equipment.

Finally, the college's partners include colleges and universities in other European countries. Generally speaking, partnerships with European educational institutions are based on the European Commission's Leonardo da Vinci or Erasmus program.⁸⁶ The college has reached agreements with several foreign postsecondary institutions. Some of them are now long-term partners, for example, Riga Construction College in Latvia, Tampere University of Applied Sciences in Finland, Tartu Art College in Estonia, and Weilburg State Technical School in Germany. With these partners, Vilnius College of Technologies and Design implements different projects, such as student and teacher exchanges, practicums and the dissemination of instructional and methodological innovations.

⁸⁶ As stated earlier, the Leonardo da Vinci Programme is part of the European Commission's Lifelong Learning Programme. It aims to improve the quality of vocational education and training systems by developing and transferring innovative policies, teaching methods, procedures and courses. The Erasmus Program is also part of the Lifelong Learning Programme, enabling 180 000 students "to study and work abroad each year. In addition, it funds co-operation between higher education institutions across Europe." The overriding aim of the program is "to help create a 'European Higher Education Area' and foster innovation throughout Europe." See the Web site of the European Commission, Education & Training (www.ec.europa.eu/education).

Vilnius College of Technologies and Design obtains most of its funding from the state. In 2008, nearly 69 per cent of the college's budget came from public funds. It also obtains funds from other sources, although to a lesser degree, such as donations from its partners, and can earn revenues from its services, such as continuing training activities, applied research projects and consulting services.

5. The Main Observations From the Study

The fifth and last chapter of this report highlights the most original practices observed in Québec and in Lithuania in connection with the roles, responsibilities and partnerships in the management and funding of educational institutions offering vocational and technical training. The originality of the practices identified was not judged on the basis of the practices themselves, but through the similarities and (especially) the differences in how responsibility for vocational and technical training programs is shared in Québec and in Lithuania among government authorities, educational institutions and socioeconomic partners.

Original practices in Québec

The characteristics of Québec's methods include the fact that the Ministère de l'Éducation, du Loisir et du Sport (MELS) is responsible for the centralized management of the entire education system. As a result, it guides and supports the system's development, provides virtually all the funding, coordinates and plans training offerings, and prepares the programs of study offered in initial vocational and technical training. It therefore plays a very important role in managing the vocational and technical training system, even though the implementation of the system is decentralized to some extent, since the vocational training centres (VTCs) (and the school boards under whose authority they fall) and the general and vocational colleges (CEGEPs) are responsible for implementing the vocational and technical training programs. The following points are worthy of note:

- MELS carries out planning studies to identify the labour market's quantitative and qualitative training needs. Depending on the results of these studies, it works with teams of specialists and uses a competency-based approach to prepare programs of study that meet the needs expressed.
- The fact that MELS prepares the vocational and technical programs of study offered at both the secondary and college levels ensures consistency between training programs throughout Québec. It also ensures comparability of the competencies acquired by students in the same program dispensed by different institutions, thereby guaranteeing the value of the diplomas issued to students who complete those programs successfully.
- The fact that the competency-based approach is used to prepare the vocational and technical programs of study facilitates the task of harmonization. The competency-based approach, which consists in identifying the competencies required to practise a trade or occupation and then expressing them in the form of objectives and performance criteria, makes it possible to identify the competencies common to several programs offered at different levels and ensure continuity between programs at the secondary and college levels. MELS is responsible for harmonizing vocational and technical programs of study in order to avoid overlap in program offerings, recognize prior learning and optimize students' progress.

Another original aspect of the practices used in Québec lies in the autonomy available to the VTCs (and school boards) and CEGEPs. The following points are worthy of note:

- The school boards, VTCs and CEGEPs provide initial training and continuing education and training in both the adult and the youth sectors. The program of offerings within any given institution need to be coherent, effective and efficient. Institutions offering vocational or technical programs of study also contribute to the socioeconomic development of the regions they serve, by offering initial training programs to young people, and continuing education and training activities to adults and business employees, in conjunction with Emploi-Québec and the businesses concerned. All these activities are designed to meet the region's work force qualification needs.
- When implementing vocational and technical programs of study, the VTCs and CEGEPs must comply with general government guidelines. To do this, they apply a local management process that is designed to reflect the specific features of the region in which they are situated and involves planning courses and producing instructional materials, purchasing and managing material resources, recognizing acquired competencies, evaluating learning and training, and establishing partnerships.
- The CEGEPs, which offer programs at the first level of postsecondary education, have more flexibility than the VTCs in implementing local training. Whereas VTCs use administrative documents prepared by MELS (e.g. evaluation guides and pedagogical and material or organizational guides) to implement their vocational programs, the CEGEPs develop their own learning activities that will allow students to acquire the target competencies of each program, establish the duration of those activities, decide on evaluation strategies, and produce appropriate learning and evaluation materials.
- The VTCs and CEGEPs use a variety of initiatives to cover their training costs in general and their capital costs in particular. These initiatives include the sharing of resources between institutions, financial contributions supported by legislative and fiscal measures, partnerships with businesses for work-study programs or for equipment and material loans and donations, and partial marketing of products manufactured by students during their training.
- The VTCs can be managed in one of two ways, depending on their mission and legal status. Regular VTCs are managed by a governing board composed of staff members, students, parents and representatives from businesses and community organizations, while provincial schools are managed by management committees composed of representatives from their economic sector (i.e. employer groups, trade unions, professional associations and businesses). In this latter case, management requires a much stronger partnership between the labour market and the education community than is the case for regular VTCs.

Original practices in Lithuania

In Lithuania, the most original practices are based on partnerships between the education community and the labour market in the management and funding of vocational education and training offered at the secondary and postsecondary levels. The following points in connection with the preparation of vocational programs of study and evaluation of student learning are worthy of note:

- The Ministry of Education and Science (MES) works with a number of government agencies, including the Qualifications and Vocational Education and Training Development Centre (QVETDC) and advisory bodies composed of representatives from the education
-

and business communities (known as Industrial Lead Bodies) to establish the Vocational Education and Training Standards, a set of national standards describing the competencies required to practise a trade or occupation and used as a basis for preparing vocational programs of study.

- The vocational schools, the MES, the QVETDC and socioeconomic partners work together to develop vocational programs of study offered at the secondary level. The schools develop their programs using the competency-based approach, and are guided by the ministerial orientations and the Vocational Education and Training Standards. New programs of study must first be validated by employer groups—the Chambers of Commerce, Industry and Crafts or the Chamber of Agriculture—and by the QVETDC, before being approved by the MES.
- Similarly, the colleges, the MES, the QVETDC, the Centre for Quality Assessment in Higher Education and partners from the socioeconomic communities concerned work together to develop vocational programs of study offered at the college level. The colleges develop their programs in conjunction with their partners from the business community, using the competency-based approach to make sure the programs meet the needs of the communities they serve. In doing so, they must comply with ministerial requirements, the Vocational Education and Training Standards and the guidelines issued by the Centre for Quality Assessment in Higher Education. New programs of study are validated by the Centre for Quality Assessment in Higher Education and then approved by the MES.
- The evaluation of learning in vocational programs of study offered by the vocational schools and colleges is divided into two components, namely evaluation during learning and the final evaluation of competencies. Evaluation during learning is carried out by the institution's teachers, while the final evaluation of competencies is the responsibility of Examining Commissions, which are committees composed of people representing employers, trade unions and the teaching staff.
- The final evaluation of learning acquired during vocational programs of study offered by the vocational schools is overseen by the Chambers of Commerce, Industry and Crafts and the Chamber of Agriculture, which prepare the content of practical and theoretical examinations based on an evaluation reference system approved by the MES and included in the Vocational Education and Training Standard for the specific trade, and also appoint the members of the Examining Commission. The role of the Examining Commission is to organize and supervise the evaluation activities, ensure that the target competencies have been acquired, and issue grades to the students.
- The final evaluation of learning acquired during vocational programs of study offered at the postsecondary level is overseen by the colleges, which appoint the members of the Examining Commission and prepare the content of the end-of-program project. The role of the Examining Commission is to organize and supervise the evaluation activities, ensure that the target competencies have been acquired, and issue grades to the students.

The following points in connection with original practices in partnerships between the education community and the labour market in Lithuania are also worthy of note:

- The conditions for partnerships entered into by vocational schools or colleges are not governed by regulation, but are set out in the bylaws or statutes and internal management documents of each individual institution. As a result, the schools and colleges are able to

decide on the types of partnerships they wish to establish, based on the specific training services they provide and the work force qualification needs of the regions they serve.

- Partnerships between the education community and the labour market form part of the management structure of the vocational schools and colleges. The school councils that manage the vocational schools, and the college councils that manage the colleges, are composed mainly of people representing businesses and employer groups.
- State vocational schools are either budgetary institutions or public self-governing institutions. Public self-governing institutions are managed by their shareholders (i.e. the legal or natural persons who have made a financial contribution to the school). A school's shareholders may include the MES, municipal councils and businesses. Public self-governing institutions have a great deal of flexibility in terms of funding.

To sum up, vocational programs of study in both Québec and Lithuania are prepared using the competency-based approach. In both cases, socioeconomic partners with recognized expertise in the fields covered by the programs are involved in the process of formulating the competencies. However, program management and implementation methods in the two jurisdictions differ in terms of the division of responsibility between government authorities and educational institutions, and in terms of the role of labour market partners in evaluating learning and in funding training. In Lithuania, the educational institutions themselves, in collaboration with their partners, are entirely responsible for program design, while in Québec, responsibility for this aspect is shared by MELS and the institutions. In Lithuania, the labour market is also directly involved in the evaluation of learning and in the funding of both training and the institutions offering the programs.

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Cégep de Saint-Félicien (www.cstfelicien.qc.ca)

Commission de la construction du Québec (www.ccq.org)

Commission d'évaluation de l'enseignement collégial (www.ceec.gouv.qc.ca)

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Emploi-Québec (www.emploiuebec.net)

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Ministère de l'Emploi et de la Solidarité sociale (www.mess.gouv.qc.ca)

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Law on Education

Law on Higher Education

Law on Public Institutions

Law on Vocational Education and Training

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Alytus Vocational Education and Training Centre (www.aprc.lt)

Centre for Quality Assessment in Higher Education (www.skvc.lt/en)

European Centre for the Development of Vocational Training (www.cedefop.europa.eu)

European Commission – Education & Training (www.ec.europa.eu/education)

Ministry of Education and Science of the Republic of Lithuania (www.smm.lt)

Open Information, Counselling and Guidance System (www.aikos.smm.lt)

Qualifications and Vocational Education and Training Development Centre (www.kpmmpc.lt)

Utena College (www.utenos-kolegija.lt)

Vilnius Builder's Training Centre (www.vsrc.lt)

Vilnius College of Higher Education (www.viko.lt/en)

Vilnius College of Technologies and Design (www.vtdko.lt)

Appendixes

Appendix I

Programs offered by vocational training centres under the authority of Commission scolaire de la Beauce-Etchemin

Located in the Chaudière-Appalaches region, Commission scolaire de la Beauce-Etchemin administers 45 preschool and elementary schools, 10 secondary schools, 3 vocational training centres (VTCs) and 3 adult education centres.¹

The three VTCs in the territory served by the school board are Centre de formation professionnelle Pozer, Centre intégré de mécanique industrielle de la Chaudière (CIMIC)² and Centre de formation des Bâisseurs, the latter comprising three buildings. In all, the three vocational training centres offer 29 different programs of study, including 24 leading to a Diploma of Vocational Studies (DVS) and 5 leading to an Attestation of Vocational Specialization (AVS). The programs are listed below.

Programs leading to a DVS

- Assistance à la personne à domicile (5317) (Home Care Assistance)
- Assistance à la personne en établissement de santé (5316) (Assistance in Health Care Facilities)
- Carrosserie (5217)* (Automotive Body Repair and Repainting)
- Charpenterie-menuiserie (1428) (Carpentry)
- Coiffure (5245)* (Hairdressing)
- Comptabilité (5231)* (Accounting)
- Dessin industriel (5225) (Industrial Drafting)
- Ébénisterie (5030) (Cabinet Making)
- Électricité (5295) (Electricity)
- Électromécanique de systèmes automatisés (5281) (Automated Systems Electromechanics)
- Esthétique (5035) (Aesthetic Care)
- Fabrication des structures métalliques et de métaux ouvrés (5308)* (Structural Metal and Fabricated Metal Manufacturing)
- Imprimerie (5246) (Printing)
- Mécanique automobile (5298) (Automobile Mechanics)
- Mécanique industrielle de construction et d'entretien (5260)* (Industrial Construction and Maintenance Mechanics)
- Mise en œuvre de matériaux composites (5267)* (Composite Manufacturing and Assembly)
- Opération d'équipements de production (5310) (Production Equipment Operation)
- Procédés infographiques (5221) (Desktop Publishing)
- Production textile (opérations) (5243) (Textile Production - Operations)
- Santé, assistance et soins infirmiers (5287) (Health, Assistance and Nursing)
- Secrétariat (5212) (Secretarial Studies)
- Soudage-montage (5195)* (Welding and Fitting)
- Techniques d'usinage (5223)* (Machining Techniques)

¹ Web site of Commission scolaire de la Beauce-Etchemin (www.csbe.qc.ca).

² Centre intégré de mécanique industrielle de la Chaudière offers programs of study at the secondary, college and university levels, as well as continuing education and training programs. More specifically, it offers programs leading to a DVS, an AVS, a Diploma of College Studies (DCS) and a bachelor's degree, all in the field of industrial mechanics.

- Vente-conseil (5196)* (Professional Sales)

Programs leading to an AVS

- Épilation à l'électricité (5068) (Electrolysis)
 - Lancement d'une entreprise (5264) (Starting a Business)
 - Mécanique d'entretien en commandes industrielles (5006) (Industrial Control Maintenance Mechanics)
 - Secrétariat médical (5227) (Secretarial Studies - Medical)
 - Usinage sur machines-outils à commande numérique (5224) (Numerical Control Machine Tool Operation)
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* Program given in a work-study format.

Appendix II

Programs offered by vocational training centres under the authority of Commission scolaire de la Capitale

Located in the Capitale-Nationale region, Commission scolaire de la Capitale administers 48 elementary schools, 11 secondary schools, 7 vocational training centres (VTCs), 3 adult education centres and 1 elementary and secondary school with child psychiatry services.¹

Of the seven VTCs in the territory served by the school board, two are provincial schools: École de foresterie et de technologie du bois de Duchesnay, which offers programs in forest management, wood processing and wildlife protection; and École des métiers et occupations de l'industrie de la construction de Québec (ÉMOICQ), which offers programs in the construction sector. The other VTCs under the school board's authority are Centre de formation professionnelle de Limoilou; Centre de formation professionnelle de Neufchâtel; Centre de formation professionnelle Wilbrod-Bherer; École hôtelière de la Capitale; and Pavillon technique.

In all, the seven VTCs offer 62 different programs, including 53 leading to a Diploma of Vocational Studies (DVS) and 9 leading to an Attestation of Vocational Specialization (AVS). The programs are listed below.

Programs leading to a DVS

- <http://www.cscapitale.qc.ca/cfp/programmes.html - top#top> Abattage manuel et débardage forestier (5290) (Manual Felling and Hauling)
- Affûtage (5073) (Sharpening)
- Aménagement de la forêt (5306) (Forest Management)
- Arpentage et topographie (5238) (Surveying and Topography)
- Boucherie de détail (5268) (Retail Butchery)
- Boulangerie (5270) (Breadmaking)
- Briquetage-maçonnerie (5303) (Masonry: Bricklaying)
- Carrelage (5300) (Tiling)
- <http://www.cscapitale.qc.ca/cfp/programmes.html - top#top> Carrosserie (5217) (Automotive Body Repair and Repainting)
- Charpenterie-menuiserie (1428) (Carpentry)
- Classement des bois débités (5208) (Lumber Grading)
- Coiffure (5245) (Hairdressing)
- Comptabilité (5231) (Accounting)
- <http://www.cscapitale.qc.ca/cfp/programmes.html - top#top> Confection de vêtements et d'articles de cuir (5247) (Clothing and Leather Items)
- Confection sur mesure et retouche (5239) (Tailoring and Alteration)
- Cuisine (5159) (Professional Cooking)
- Dessin de bâtiment (5250) (Residential and Commercial Drafting)

¹ Web site of Commission scolaire de la Capitale (www.cscapitale.qc.ca).

- <http://www.cscapitale.qc.ca/cfp/programmes.html - top#top>Dessin industriel (5225) (Industrial Drafting)
- Ébénisterie (5030) (Cabinet Making)
- Électricité (5295) (Electricity)
- Électromécanique de systèmes automatisés (5281) (Automated Systems Electromechanics)
- Esthétique (5035) (Aesthetics)
- <http://www.cscapitale.qc.ca/cfp/programmes.html - top#top>Fabrication de structures métalliques et de matériaux ouvrés (5308) (Metal Structures and Wrought Materials)
- Ferblanterie-tôlerie (5233) (Sheet Metal Work)
- Finition de meubles (5142) (Furniture Finishing)
- Installation et entretien de systèmes de sécurité (5296) (Security System Installation and Maintenance)
- Intervention en sécurité incendie (5322) (Fire Safety Techniques)
- Mécanique automobile (5298) (Automobile Mechanics)
- Mécanique d'engins de chantier (5055) (Construction Machine Mechanics)
- Mécanique de machines fixes (5146) (Stationary Machine Mechanics)
- Mécanique de véhicules légers (5154) (Light Duty Vehicle Mechanics)
- Mécanique de véhicules lourds routiers (5049) (Heavy Road Vehicle Mechanics)
- Opération d'équipements de production (5310) (Production Equipment Operation)
- Pâtisserie (5297) (Pastry Making)
- Peinture de bâtiment (5116) (Commercial and Residential Painting)
- Plâtrage (5286) (Plastering)
- Pose de revêtements de toiture (5032) (Roofing)
- Pose de revêtements souples (5115) (Flooring)
- Pose de systèmes intérieurs (5118) (Construction Framing)
- Préparation et finition de béton (5117) (Preparing and Finishing Concrete)
- Production industrielle de vêtements (5252) (Clothing Manufacturing)
- Protection et exploitation des territoires fauniques (5179) (Protection and Development of Wildlife Habitats)
- Réfrigération (5315) (Refrigeration)
- Rembourrage artisanal (5080) (Upholstery)
- Réparation d'appareils électroniques audiovidéo (5271) (Electronic Audio/Video Equipment Repair)
- Sciage (5088) (Sawing)
- Secrétariat (5212) (Secretarial Studies)
- Service de la restauration (5293) (Food and Beverage Services)
- Service-conseil à la clientèle en équipement motorisé (5258) (Customer Service - Motor Vehicles)
- Soudage-montage (5195) (Welding and Fitting)
- Techniques d'usinage (5223) (Machining Techniques)
- Travail sylvicole (5289) (Silviculture)
- Vente de voyages (5236) (Travel Sales)

Programs leading to an AVS

- Cuisine actualisée (5159) (Contemporary Cuisine)
 - Épilation à l'électricité (5068) (Electrolysis)
 - Gestion d'une entreprise de la construction (5309) (Construction Business Management)
 - Lancement d'une entreprise (5264) (Starting a Business)
 - Matriçage (5041) (Dismantling)
 - Outillage (5042) (Toolmaking)
 - Pâtisserie de restaurant (1057) (Restaurant Pastry Making)
 - Sommellerie (5314) (Wine Stewardship)
 - Usinage sur machines-outils à commande numérique (5224) (Numerical Control Machine Tool Operation)
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Appendix III

Programs offered at École professionnelle de Saint-Hyacinthe, under the authority of Commission scolaire de Saint-Hyacinthe

Commission scolaire de Saint-Hyacinthe is located in the Montérégie region. It administers 32 preschool and elementary schools, 4 secondary schools, 1 vocational training centre (VTC), 1 adult education centre and 1 school offering special services for students with handicaps or learning or adjustment difficulties.¹

The VTC, École professionnelle de Saint-Hyacinthe, consists of a main building and four satellite buildings in the territory served by the school board. It offers 29 different programs, including 26 leading to a Diploma of Vocational Studies (DVS) and 3 leading to an Attestation of Vocational Specialization (AVS). The programs are listed below.

Programs leading to a DVS

- Assistance à la personne à domicile (5045) (Home Care Assistance)
- Assistance à la personne en établissement de santé (5316) (Assistance in Health Care Facilities)
- Briquetage-maçonnerie (5303) (Masonry: Bricklaying)
- Charpenterie-menuiserie (1428) (Carpentry)
- Coiffure (5245) (Hairdressing)
- Comptabilité (5231) (Accounting)
- Décoration intérieure et étalage (5005) (Interior Decorating and Display)
- Dessin de bâtiment (5250) (Residential and Commercial Drafting)
- Électricité (5295) (Electricity)
- Esthétique (5035) (Aesthetics)
- Fleuristerie (5173) (Floristry)
- Grandes cultures (5254) (Large-Scale Farming)
- Horticulture et jardinerie (5288) (Horticulture and Garden Centre Operations)
- Mécanique agricole (5070) (Agricultural Mechanics)
- Mécanique automobile (5298) (Automobile Mechanics)
- Plomberie-chauffage (5148) (Plumbing and Heating)
- Production de bovins de boucherie (5168) (Beef Production)
- Production horticole (5210) (Horticultural Production)
- Production laitière (5167) (Dairy Production)
- Production porcine (5171) (Hog Production)
- Réalisation d'aménagements paysagers (5320) (Landscaping Operations)
- Réparation d'appareils électroniques audiovidéo (5271) (Electronic Audio/Video Equipment Repair)
- Santé, assistance et soins infirmiers (5287) (Health, Assistance and Nursing)
- Secrétariat (5212) (Secretarial Studies)
- Techniques d'usinage (5223) (Machining Techniques)

¹ Web sites of Commission scolaire de Saint-Hyacinthe (www.webcorp.cssh.qc.ca) and École professionnelle de Saint-Hyacinthe (www.epsh.cssh.qc.ca).

- Vente-conseil (5196) (Professional Sales)

Programs leading to an AVS

- Lancement d'une entreprise (5264) (Starting a Business)
 - Représentation (5054) (Sales Representation)
 - Usinage sur machines-outils à commande numérique (5224) (Numerical Control Machine Tool Operation)
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Appendix IV

Technical programs offered at Cégep de Saint-Félicien

Cégep de Saint-Félicien is located in the Saguenay–Lac-Saint-Jean region and comprises two campuses: Cégep de Saint-Félicien itself which, each year, receives approximately 950 students, and Centre d'études collégiales de Chibougamau, which receives approximately 115. Cégep de Saint-Félicien offers 11 programs leading to a Diploma of College Studies (DCS), 4 pre-university programs and 7 technical training programs, including *Natural Environment Technology*, which only it offers.¹ The technical programs are listed below.

Programs leading to a DCS

- Soins infirmiers (180.A0) (Nursing)
- Techniques de comptabilité et de gestion (410.B0) (Accounting and Management Technology)
- Techniques de l'informatique (420.A0) (Computer Science Technology)
- Techniques de santé animale (145.A0) (Animal Health Technology)
- Techniques de tourisme (414.A0) (Tourism)
- Techniques du milieu naturel (147.A0) (Natural Environment Technology)
- Technologie de la transformation des produits forestiers (190.A0) (Forest Products Processing)

¹ Web site of Cégep de Saint-Félicien (www.cstfelicien.qc.ca).

Appendix V

Technical programs offered at Cégep de Limoilou

Cégep de Limoilou is located in the Capitale-Nationale region and comprises three campuses: Campus de Québec, Campus de Charlesbourg and Pavillon des métiers d'art. Each year, it receives approximately 5500 students. The CEGEP offers 24 programs leading to a Diploma of College Studies (DCS), including 5 pre-university programs and 19 technical programs in the principal sectors of activity in the Québec City region: the arts, health, science, management, tourism, hotel management, restaurant management and technology.¹ The technical programs are listed below.

Programs leading to a DCS

- Gestion de commerces (410.D0) (Business Management)
- Gestion d'un établissement de restauration (430.B0) (Food Service and Restaurant Management)
- Soins infirmiers (180.A0) (Nursing)
- Techniques d'animation 3D et de synthèse d'images (574.B0) (3D Animation and Computer-Generated Imagery)
- Techniques de bureautique (412.A0) (Office Systems Technology)
- Techniques de comptabilité et de gestion (410.B0) (Accounting and Management Technology)
- Techniques de diététique (120.A0) (Dietetics Technology)
- Techniques de génie mécanique (241.A0) (Mechanical Engineering Technology)
- Techniques de gestion hôtelière (430.A0) (Hotel Management)
- Techniques de l'informatique (420.A0) (Computer Science Technology)
- Techniques de métiers d'art (573.A0) (Applied Arts and Crafts)
- Techniques de tourisme (414.A0) (Tourism)
- Technologie de la géomatique (230.A0) (Geomatics)
- Technologie de la mécanique du bâtiment (221.C0) (Building Systems Technology)
- Technologie de l'électronique (243.B0) (Electrotechnology)
- Technologie de l'électronique industrielle (243.C0) (Industrial Electronics Technology)
- Technologie de systèmes ordonnés (243.A0) (Computerized Systems Technology)
- Technologie du génie civil (221.B0) (Civil Engineering Technology)
- Technologie du génie industriel (235.B0) (Industrial Engineering Technology)

¹ Web site of Cégep de Limoilou (www.climoilou.qc.ca).

Appendix VI

Vocational programs of study offered at Vilnius Builder's Training Centre

Vilnius Builder's Training Centre is a specialized vocational school, meaning that it has a sectoral vocation. It offers initial and continuing vocational education and training programs exclusively in the field of construction and woodworking.

Each year, the school receives approximately 1100 students in initial training. It offers the following five initial vocational education and training programs.¹

Initial vocational education and training programs

- Bricklayer/Concrete Layer
 - Construction Finisher
 - Conveyor of Construction Services
 - Furniture Maker
 - Joiner
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¹ Web site of Vilnius Builder's Training Centre (www.vsrc.lt).

Appendix VII

Vocational programs of study offered at Alanta School of Technology and Business

Alanta School of Technology and Business offers initial and continuing vocational education and training programs in different economic sectors. Each year, it receives approximately 400 students in initial training. It offers the following eight initial vocational education and training programs.¹

Initial vocational education and training programs

- Car Repairer
 - Construction Finisher
 - Cook
 - Insurance Companies Employee
 - International Transportations Driver
 - Joiner
 - Waiter/Barman
 - Workers of Ecological Farm
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¹ Web site of Alanta School of Technology and Business (www.alantostvm.lt).

Appendix VIII

Vocational programs of study offered at Alytus Vocational Education and Training Centre

Alytus Vocational Education and Training Centre offers initial and continuing vocational education and training programs in different economic sectors; these programs vary from year to year. Each year, the school receives approximately 1500 students in initial training.

In 2008 -2009, Alytus Vocational Education and Training Centre offered the following 25 initial vocational education and training programs.¹

Initial vocational education and training programs

- Assistant to Manager of Trading Companies
- Bricklayer/Concrete Layer
- Car Repairer
- Carpenter
- Cashier
- Computer and Office Equipment Operator
- Confectioner
- Construction Finisher
- Conveyor of Building Services
- Cook
- Electrical Equipment Assembler
- Furniture Maker
- Hairdresser
- Hotel Employee
- Industry Equipment Repairer
- Installer of Engineering Equipment for Buildings
- International Transportations Driver
- Metal Processing Machine-Tool Operator
- Social Nurse
- Tailor
- Transport Vehicles Body Repairer
- Transport Vehicles Electrical Equipment Repairer
- Visual Advertisement Maker
- Waiter/Barman
- Welder

¹ Web site of Alytus Vocational Education and Training Centre (www.aprc.lt).

Appendix IX

Vocational programs of study offered at Vilnius College of Technologies and Design

Each year, Vilnius College of Technologies and Design receives approximately 4000 students. It offers 22 vocational programs of study leading to a Professional Bachelor's Degree. The programs are divided into four faculties: construction, design, railway transport and technical sciences. They are listed below.¹

Vocational programs of study

- Automation
- Building Services
- Construction
- Electrical and Automation Equipment
- Electrical Energetic
- Engineering of Mechanical Technologies
- Geodesy and Cadastre
- Graphic Design
- Heating Energetic
- Interactive Design
- Interior Design
- Maintenance and Repair of Railway Rolling Stock
- Photographic Technology
- Postal Activity
- Production Management
- Railway Automatic Systems
- Railway Maintenance
- Road Transportation Technology
- Roads of Communication and Their Structures
- Technical Exploitation of Automobile
- Transport Information Systems
- Transportation by Roads Management

¹ Web site of Vilnius College of Technologies and Design (www.vtdko.lt).

