

**The SEEVET-Net and Chambers Investment Forum Workshop:
ESTABLISHMENT OF A REGIONAL KNOWLEDGE PLATFORM FOR WORK BASED LEARNING
IN SEE**

(Promotion of work-based learning and development of joint occupational standards)

Towards a joint regional project - part 2

14th and 15th March 2017, Podgorica

The Workshop was organized by the Education Reform Initiative of South Eastern Europe (ERI SEE), KulturKontakt Austria and Centre for Education Policy, with the support of the WB Chamber Investment Forum. It gathered 34 participants, composed of representatives of agencies for vocational education and training from the region, regional chambers of economy, and ministries in charge of education, from Albania, Austria, Bosnia and Herzegovina, Croatia, Kosovo*, Macedonia, Montenegro, Romania and Serbia.

In the first part of the workshop, the participants confirmed the priority economic sectors the future regional project should focus on (with the information in the brackets about participants interested in particular sectors) and narrowed down the list of relevant occupations:

- tourism and catering; (Albania, Kosovo, Bosnia and Herzegovina):
 - waiter and bartender/cook, waiter, bartender
 - tourist product developer
 - hotel and restaurant service employee
 - hotel and restaurant manager
 - hotel and restaurant assistant
 - skilled worker in agritourism
 - travel agency agent
- transport and logistics; (Serbia, Macedonia, Montenegro)
 - drivers
 - dispatcher of travel transport
 - controller of bus transport
 - controller for building machinery
- construction industry; (Serbia, Montenegro, Croatia, Romania, Albania, Bosnia and Herzegovina)
 - The bricklayer, bender, ceramist, wood-floor layer
 - Bricklayer and plasterer
 - Painter
 - Installer of dry construction
 - Carpenter
 - Roofer
 - Operator of machinery
 - Multi-purpose construction worker

- food production and processing (Macedonia, Romania, Kosovo).
 - o Organic food producer
 - o Wine processing
 - o Fruit and vegetables processing

The potential occupations listed above still need to be formally decided on and confirmed by all the countries to participate in corresponding cluster. Each country is to prioritize the occupations in the two sectors and submit the prioritized list to ERI SEE by April 7th.

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Participants were then divided into 4 working groups, working on the further development of the project concept note.

Conclusions of the working groups:

The objectives and purpose of the project were commonly accepted.

The Results, activities and indicators were proposed to be modified/expanded:

Result 1: Developed sets of regionally agreed core tasks/activities, skills and competences for the minimum of 2 occupational standards per sector, and developed occupational standards

Activities:

- Establishment of the regional working group composed of the representatives of relevant bodies involved in the development of occupational standards (max. 12 participants, including from each country team the person who will co-ordinate the respective national working group)
- In two joint workshops facilitated by a methodology expert agreement is reached on the joint methodology/ and framework (terminology, matrix, methods) for the identification of core tasks/activities and skills/ competences is developed
- Based on the regionally agreed common approach the national working groups (one per cluster) analyze the tasks and competences needed by the private sector in the selected occupations
- Establishment of regional expert groups per sectors (business sector and education sector representatives), in charge of mapping based on the country results at regional level the common part of the tasks/activities and skills and competences, relevant for the whole region, and for each occupation, and based on the methodology/guidelines/framework previously defined
- Going back to national level, working in the national working groups (composed according to national requirements) discussing results from regional development process and taking into account additional national specificities
- Coordination and implementation of national procedures for the adoption of the occupational standards at national level (if required by national legislation)

- Translation of the occupational standards into qualifications and co-ordination of the necessary steps for their endorsement.
- Translation of qualifications into curricula, or modules in the variable part of the curricula (depending on the specificities of each country)
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Indicators:

- 4 expert national groups per country identifying core tasks/activities and skills and competences in the selected occupations for mapping at regional level and for developing occupational standards at national level
- 2 meetings/consultations per national working group per country for the identification of tasks/competences in each of the occupations required by the national labour market and 2 meetings for the development of national occupational standards
- 1 regional methodology for the development and identification of the regional core tasks/activities and skills and competences
- 1 regional group for the development of the methodology and guidelines
- 2 meetings/consultation of the regional working group on the methodology
- Participation of the 50% of the members of the expert regional group from the business sector (employers, sectoral committees) and 50% of the members of the expert regional group from the education sector and social partners (relevant ministries, VET centres)
- Conclusions of the regional working group in the form of guidelines/matrix
- 4 expert regional groups on sectors (one in each priority sector) for the identification of the regionally shared skills, competences and tasks/activities
- 2 meetings/consultations per expert regional groups on sectors
- Sets of regionally agreed core tasks/activities and skills and competences for the minimum of 2 occupational standards per sector (minimum of 8 altogether)
- Minimum 8 occupational standards
- 4 expert national groups for the translation of occupational standards into the standards of qualifications and curricula
- 2 meetings/consultations per national working group per country for the development on national qualification standards
- Participation of the members of the education sector in those expert national groups (as regulated by national legislations)
- Participation of the members of business sector in those expert national groups (as regulated by national legislations)
- Translated skills and competences into the learning outcomes and units of learning outcomes for the minimum of 12 qualifications (two per country)
- At least 12 developed occupational standards (two per participating country)

Result 2: Implemented/Piloted curricula based; or piloted units of learning outcomes (depending on the specificities of countries).

Activities:

- Piloting or implementing the curricula at national levels (in countries in which the national procedures allow for a shorter duration – within the timeframe of this project); or piloting of the units of learning outcomes/modules as variable part of the curricula
- In joint working groups between VET providers, companies and VET agency representatives identification of the relevant format of WBL to be applied (in line with national regulations)
- Coordination meetings between the companies and VET providers included in the piloting, and VET centres/ministries/chambers
- Establishing agreements with companies on the piloting exercise
- Establishing agreements with VET providers on the piloting exercise
- Establishing agreements with students on piloting exercise
- Organizing trainings for company mentors
- Organizing training for school coordinators and vocational practical teachers
- Monitoring the piloting process
- Conclusions on the piloted curricula/units of learning outcomes
- Modification of the curricula, if necessary

Indicators:

- Minimum 12 of the curricula piloted/implemented (or piloted units of learning outcomes, making the variable/modular part of the curricula)
- Involvement of at least 8 companies per sector per country piloting the curricula/modular part of the curricula
- Involvement of 2 VET providers per sector per country piloting the curricula/modular part of the curricula
- Involvement of 30 students per sector per country testing the curricula
- Regular coordination meetings between the VET providers, companies, VET Agencies and Chambers of commerce
- Conclusions on the piloted curricula

Result 3: Established regional learning and knowledge network for WBL (LKN – WBL)

Activities:

1. Organisation of the work of the learning and knowledge networks

- Establishment of the core team/national contact points in charge of running and managing activities within the Learning and knowledge network for WBL (LKN - WBL) - Involvement of the representatives of the VET agencies and Chambers in this core team

2. Establishment of network hub (ERI SEE in co-operation with CIF)

- Twice a year management meetings of the core team/national contact points and hub representatives
- Organizing coordination meetings with the wider groups of participants involved in or benefiting from LKN – WBL (exchanging information, defining needs) at national levels
- Agreement on the yearly programme of activities of the network based on national needs
- Collection of relevant information on the national WBL processes (the legal framework existing; of forms of WBL, of existing documents...)
- Contributing to the creation of the repository of relevant WBL documents existing in the region by feeding new documents, etc. into the regional hub

- Collecting data on the relevant stakeholders and their roles in the WBL
- Collecting data on the WBL experts in the region and creating the pool of experts
- Organizing translation activities (translation of relevant documents)
- Contributing to the structuring of the on-line WBL platform for the region based on respective stakeholder needs at national and regional levels
- Maintaining the WBL platform during and after the project (by ERI SEE and Chambers of commerce)

3. Capacity building activities

- Organizing capacity building activities on the themes defined as national priorities (2 – 3 capacity building activities per year, organized bilaterally or multilaterally, depending on the countries' needs):
 - o Framework conditions for WBL (taxes for companies, contracts, insurance issues, clarification on the format, legal requirements, legal obstacles...) for Chambers, business representatives, unions of employers, VET agencies, ministries
 - o Guidelines and recommendation for schools and companies involved in the WBL activities
 - o How to organize WBL practically in schools and companies (how should schools and companies cooperate, how to evaluate students, how to evaluate WBL...)
 - o Existing training programmes on skills needed for company mentors and school coordinators – how to prepare for WBL
 - o Best practice examples/peer learning activities
 - o Return in investment for companies
 - o Recommendations for policy makers
 - o Raising awareness of social responsibility of businesses in education
 - o How to attract young students (for Chambers, employers, schools)
- Development and organization of training programmes for company mentors and school coordinators – training of trainers
- Development of practical guidelines for organizing WBL in companies and schools

4. Dissemination activities

- Organizing promotion activities regionally and at national level on how to attract young students in WBL
- Organizing promotion activities/raising awareness events regionally and at national level on how to engage companies and attract them into the WBL
- Organizing Raising-awareness events for policy makers for WBL (round tables, conferences)
- Organizing dissemination events on the results of the project – regionally and nationally
- Publishing promotion and dissemination material
- Establishing the on-line WBL platform

Indicators:

- 1 core group managing the network
- 2 representatives per project countries participating in the core group (50% education and 50% business sector)
- Work programme of the core group
- 1 management meeting of the core group annually

- 2 Skype management meetings of the core group annually
- On-line web platform
- Guidelines for cooperation between the education and business sector
- 2 capacity building/peer learning activities organized and implemented annually for the representatives of chambers, businesses, unions of employers, VET agencies
- 2 capacity building/peer learning activities annually organized for business and school representatives implementing the WBL
- Repository of the relevant WBL documents (legal framework existing for WBL, existing forms for WBL, guidelines, model agreements...)
- Repository of the results of this project
- Database of relevant actors in the WBL regionally based
- Database on regional experts in the field of WBL
- Training programme for company mentors (training of trainers)
- Training programme for school teachers/coordinators (training of trainers)
- Guidelines for companies and schools for the implementation of the WBL
- Recommendations for policy makers for implementing WBL
- 1 regional promotion event/raising awareness on the WBL
- 10 regional promotion events/raising awareness on the WBL
- 1 regional dissemination activity on the results of the project
- 10 national dissemination activities on the results of the project
- 1 regional event on attractiveness of VET and WBL
- 10 regional events on attractiveness of VET and WBL
- 10 raising awareness events for policy makers for WBL (round tables, conferences)
- 1 publication on WBL in the region