



- 1. GLAD – Skills Sectors Councils and Key Findings of the VET Governance Inventory in Uzbekistan**
- 2. GLAD network meeting on work-based learning**
- 3. What's coming?**
- 4. Listening and consulting**
- 5. What will be GLAD activities in the future?**

## GLAD – Skills Sectors Councils and Key Findings of the VET Governance Inventory in Uzbekistan

In June, we started a conversation with colleagues on the possibility of extending the GLAD country network to Uzbekistan. The objective is to enhance the opportunities for mutual learning of stakeholders on different bodies in VET, such as Sector Skills Councils and the National VET Council.

Within the GLAD network, on 21 June 2022, a workshop was organised to discuss and identify feasible approaches for effective stakeholder participation to support the vision and mission for the VET and skills excellence in Uzbekistan. The conversation reflected on how to move ahead and the lessons learned in establishing and operationalising the Sector Skills Councils and National VET Council.

The GLAD network in Uzbekistan will aim to develop opportunities for sharing best practices including the understanding of pros and cons of different solutions in VET and skills governance, while remaining open to policy learning across countries.

## ETF GLAD NETWORK MEETING ON WORK-BASED LEARNING

On 22.06.2022, the online seminar was conducted as an initial meeting of an ETF activity on the management and coordination of work-based learning in different countries. An overall aim of the ETF activity is to identify how to share tasks between the different actors while respecting the diversity of contexts.

The activity involves Albania, Montenegro and Serbia and will examine how different actors participate in four areas – the matching of students to areas for which there is skills demand, the assessment of student competence, the monitoring of the capacity of workplaces to provide training, and to programme development (incl. occupational standards/curriculum/learning content/assessment standards etc.).

Previous ETF analyses on governance have revealed the involvement of stakeholders in the different stages of the policy design and implementation process of work-based learning as a success factor.

With very big thanks to Alma from Albania and Miomir from Serbia, we discussed the coordination of work-based learning and how stakeholders cooperate together, including the responsibilities of employers and schools.

In Albania, the VET law allows for the provision of vocational practice in companies and this form of learning has become increasingly common in

recent years. A bylaw to regulate work-based learning was adopted in 2020. Implementation started with the 2020- 2021 academic year.

More and more students and trainees are learning their profession in an organised programme with the help of the business. This has also led to having business present in exam commissions, in assessment, etc.

Work based learning is implemented mainly in selected sectors or occupations in tourism, IT, etc. It is often difficult for micro- businesses, especially if they often operate informally, to have practical learning in the business as the businesses are one person and (like electricians, plumbers, welders etc.)

In Serbia, the Chamber of Commerce accredits employers for the implementation of practical training as well as participating in the final examination of the professional competencies. In addition to working with schools on the placement of students, it also maintains register of eligible employers and completed contracts on dual education.

In Montenegro employers have key role in the planning, organization, content and quality of practical training. Employers are active in providing the conditions for acquiring skills and competencies of students in accordance with the curricula as well as the protection of students during training and the assessment of students' achievements.

Schools have responsibilities for informing students and ensuring they have access to the theoretic knowledge necessary for their learning, selecting students for placements, and working employers on the training plans and final evaluations.

Looking ahead in all countries, it is expected that more and more businesses will take the lead in setting up work-based learning programmes.

#### Complex partnerships.

The experiences in each of the three countries found that work-based learning requires the capacity to develop and manage complex partnerships between multiple stakeholders, such as Ministries of Education and Labour, VET Centres, Employer organisations, and schools and colleges. This is a core topic for many VET issues, and it is something we will discuss again with Alma an Miomir and other colleagues later in the year.

## LISTENING AND CONSULTING

We are very pleased to hear from colleagues in Armenia about their interest in work-based learning and willingness to share their experience in implementing **work-based learning in Armenia**. We hope to organise a knowledge sharing event on Armenia in **September**.

At the level of the EU, work-based learning is being promoted through the European Alliance for Apprenticeships. More information on the work of the alliance is available at <https://ec.europa.eu/apprenticeships-alliance> and through the alliance linked in group ([EaFA LinkedIn group](#)) and twitter ([#ApprenEU](#))

To share an experience or example on work-based learning or request further information, please contact us on: [gladwbl@etf.europa.eu](mailto:gladwbl@etf.europa.eu)

## WHAT'S COMING?

In **July**, we will share knowledge and practice on participatory skills governance and financing through the **Skills Development Fund** case in **Palestine**.

The Skills Development Fund of Palestine is an interesting case of good practice of financing lifelong learning and will help us to understand better:

- to what extent the financing of Vocational Education and Training and Lifelong Learning is sustainable over time in complex situations
- what have been the enabling factors for the set-up of the Skills Development Fund
- what are the key features of a successful governance of the Fund

The discussion will take place on Thursday, 14 July 2022 @10.30-12.00 CEST (online in Zoom).

An online session with colleagues from Georgia is planned for **September** to discuss the experience of the new **Skills Agency Georgia**. This is a first exposure to the topic “what are the **role** and **functions** of **key governance institutions**?” which emerged as a prominent area of interest during the country meetings in April and the collective meeting on 19 May 2022.

Through GLAD, further exchanges on key governance institutions may include for example VET Councils, Qualifications Authorities, and others. We are interested in your ideas for mutual learning about VET and LLL policy implementation and system governance in the GLAD network context. What are effective means to learn from own and others' experience? Let us know!

## WHAT WILL BE GLAD ACTIVITIES IN THE FUTURE?

As **GLAD** stands for Governance Learning Action and Dialogue, so the idea is to promote activities around these three themes.

We continue **Learning** through the online meetings dedicated on numerous thematic topics (financing, partnership, governance structures, work-based learning) in September-October 2022.

In the context of **Action**, what about setting up small-scale pilot experiences at local level on education and training reform issues? *Would it be feasible and useful for you? Let us know what you think about!*

**Learning** can take place through webinars and in-presence meetings, by training oneself for a TED talk, building collaborative groups at regional/local level, peer learning.

**Action** can mean action-research, reviewing a governance mechanism and acting to improve it, or piloting new forms of partnerships.

**Dialogues** are meant to involve stakeholders in the field of vocational education and training and lifelong learning looking at case studies of common Governance problems to identify feasible solutions and next steps.

And we continue **Dialogue** on participatory governance. Among other partners, we have taken this year a particular focus on Civil society organisations. They revealed to be extremely agile and efficient in the context of the pandemic crisis, focusing on skills development through non-formal and informal learning of young and adult people; providing employment-related services; raising awareness and advocacy on skills development and employment. On 18 October, we will dedicate time to discuss in detail the role of Civil Society Organisations in Human Capital Development.

*Wishing you a beautiful month of July!*

Your ETF GLAD Team

## Stay in touch with us:

#GLADnetwork

[European Training Foundation](#)

[ETF OpenSpace](#)



[UNSUBSCRIBE](#) | [GIVE FEEDBACK](#) | [CONTACT](#)

*The content and the design of the GLADnetwork NEWSletter is taken care by Liia Kaarlõp.*

*Your feedback & suggestions are welcome @: [Liia.Kaarlop@etf.europa.eu](mailto:Liia.Kaarlop@etf.europa.eu)*

