



Занятасць, прафесіянальная адукацыя і навучанне ў Беларусі

# Employment and Vocational Education and Training in Belarus

РЕПОЗИТОРИЙ БГПУ

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## Basic features

- **Contracting Authority**

### **Delegation of the European Union to Belarus**

- **Main project partners**

**Ministries of Education, Labour, Economy  
RIPO, NII, Institute of Economy, BELSTAT**  
plus around 35 other stakeholder groups

- **Contractor**

GFA Consulting Group, Ecorys NL, Ecorys Polska

- **EU funded budget**

5,4 mln €

- **Duration**

48 months until March 2021

- **Input**

5,000 expert work days

- **Support staff**

5,000 work days

- **Project activities**

115

- **Capacity building**

3,600 + individuals

- **Training days**

8,500 + days



## Why this project...???

### Wider context

- **“Drivers of Change”** – e.g. demography, globalisation, technological progress - alter our world (of work) at ever faster pace
- **The result** is growing competition and constant pressure for innovation on country, regional, enterprise, or individual level
- **This leads** to changing competencies needed at the workplace
- **Changing occupational standards** and higher performance requirements lead to alternative pathways of learning and more complex learning outcomes
- **The quality of learning** must be assured at all times to ensure employability in changing economic environments



## The Belarusian context

- **Belarus** is pursuing the formation of a competitive and innovative industrial complex
- **Against this background** the main objective of the human resources policy is to provide the industrial complex with personnel that
  - meets the needs of high-tech, knowledge intensive and export oriented industries, and will
  - serve for increasing the competitiveness of traditional economic activities
- **Modernization** of industries, subsequently, requires
  - corresponding changes in the educational system and
  - in training and re-training of personnel at all levels including LLL, as well as
  - joint efforts of the educational system, science and industry



## The Belarusian VET system...

... including initial VET for young learners and continuing VET for adults...

- requires quality enhancement so as to ensure that
  - VET graduates and learners will have flexible and adaptable skills required at modern workplaces and that
  - They have relevant competences driven by technological change meeting the global economy

## The priority areas for modernization include

- renewing the content, structure and organisation of education, continuous education and training in the context of life-long learning,
- closer integration of production with science and the vocational education system,
- development of a national qualification system,
- implementation of occupational and educational standards as well as
- modernisation of physical assets and facilities and learning environments.



## In this context, the overall project objective is

- **by ensuring greater synergy between the VET system supply and the needs of the modern labour market...**
- **to enhance the employment prospects of youth and adults**
- **to improve quality and attractiveness of the VET system in Belarus**



## Our project pursuits 3 purposes

**3**

To improve the Labour Market Information System for VET modernization and enhanced employability of human resources

**2**

To improve quality assurance measures for VET qualifications and VET provision and to develop relevant capacity of the VET system for enhanced employability of graduates

**1**

To strengthen the link between VET provision and labour market demand to improve the relevance of qualifications in a lifelong perspective



## The purposes are served by activities in 3 components

### Component 2

- A.2.1 National Strategy of QA in VET
- A.2.2 Models for quality management and evaluation
- A.2.3 Vocational guidance and counselling
- A.2.4 New concepts for VET Resource Centres as Centres of Excellence
- A.2.5 Promote and advocate VET
- A.2.6 Support integration into EU networks

### Component 3

- A.3.1 Labour market information system
- A.3.2 LMI generation surveys





## The purpose are served by 3 components

### Component 1

- A.1.1 Support to the development of an NQF
- A.1.2 Pilot and evaluate the introduction of Sector Skills Councils
- A.1.3 Pilot activities that empower social partners' involvement
- A.1.4 Concept of the National Strategy for Lifelong Learning - LLL**
- A.1.5 Assist in the development of a financing and funding model for VET



## Our Terms of Reference (09/2016) require the following major activities in the area of Lifelong Learning:

- Provide recommendations and facilitate the development and implementation of a **Concept for the National Strategy for LifeLong Learning** and
- **its adoption** by the national authorities (Ministry of Education, Ministry of Labour and Social Protection, Ministry of Economy etc.).
- **Pilot and implement** different types of lifelong learning activities



## This is very much in line with the stipulations in EU COM (2001) 678, Making a European Area of Lifelong Learning a Reality:

- **Lifelong Learning is defined as**  
...“all learning activity [formal, non-formal, informal] undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective” ...
- **To support 4 objectives**  
Personal fulfilment, active citizenship, social inclusion, employability/adaptability
- **Building blocks**
  - Partnerships working across the learning spectrum
  - Insight into demand for learning
  - Adequate resourcing
  - Facilitating access to learning opportunities
  - Creating a learning culture
  - Striving for excellence

But what does  
all this mean for  
Belarus...???



## ...And what about the EU's 8 Key Competences for Lifelong Learning... ???

- Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context.
- Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment/adaptability.
- The Reference Framework sets out eight key competences for LLL:
  - 1) Communication in the mother tongue;
  - 2) Communication in foreign languages;
  - 3) Mathematical competence and basic competences in science and technology;
  - 4) Digital competence;
  - 5) Learning to learn;
  - 6) Social and civic competences;
  - 7) Sense of initiative and entrepreneurship;
  - 8) Cultural awareness and expression.

Again - what  
does all this  
mean for  
Belarus...???



## **Our Terms of Reference (09/2016) suggest, inter alia, the following activities:**

- Expose national stakeholders to different European practices on a national lifelong learning strategy – study tours
- Drafting of the National Lifelong Learning Strategy Document and the Action Plan.
- Provision of recommendations on an administrative structure, institutional arrangements and scheme for funding to facilitate lifelong learning
- Support for VET providers in mapping skills needs and demand for new qualifications in the lifelong learning activities of VET institutions and implementing LLL courses with a special attention to vulnerable groups.
- Definition of targeted approaches and policy measures for embedding social inclusion and ensure guidance for the implementation of government policies sensitive to the needs of vulnerable groups (young and elderly people, women and people with disabilities).
- Support for the implementation of innovative learning modes based on the use of ICT
- Prepare recommendations on a methodology on educational programmes for adults in distance (and online); an electronic library, etc.



## Next steps:

- Start of the work immediately after registration of our project
- Establishment of a **Working Group on the National Strategy for Lifelong Learning**
- A **Lifelong Learning Conference** in early 2018
- Implementation of the LLL component throughout 2018

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**Дзякуй**