Project Document 11

DEVELOPMENT OF SUSTAINABLE URBAN CENTRES WITH ACTIVE INVOLVEMENT OF VOCATIONAL EDUCATION AND TRAINING (VET)

PROCESSMODEL

FOR MAKING OR ADJUSTING VET PROGRAMS TO MEET ACTUAL NEEDS

An Erasmus+ Strategic Partnership with 10 partners representing 5 countries was working from December 2017 till February 2020.

The Strategic Partnership focused in particular on sustainable development of urban centres. This includes social, economic and environmental sustainability. A mismatch between VET training programs and real needs for competence in businesses, services and subjects under governmental responsibilities was identified.

Finding the model
To address these challenges the partnership became aware of the Nesta Model and agreed on using this 7 stage processmodel. The partnership identified key issues to be considered and/ or handled at the various stages of the process. This document presents the model with key issues recommended for each stage of the process. By using these key issues relevant VET training programs could be defined or adjusted.

This conclusive document is based on registration of Best Practises, Site Visits during 5 Trans-National Meetings, Practical Experiences, and Discussions within the Partnership. (Result on the project´s intellectual output 2).

Partners

- EARLALL - European Association of Regional and Local Authorities for Lifelong Learning, Brussels, Belgium
- Agenzia Umbria Ricerche, Umbria, Italy
- Instituto Professionale per líndustria e l´Artigianato, Umbria, Italy
- BSC Kranj, Gorenjska, Slovenia
- Kranj School Center, Gorenjska, Slovenia
- Barcelona Activa, Catalonia, Spain
- Fjell Municipality (now Øygarden Municipality), Hordaland, Norway
- Sotra Upper Secondary School, Hordaland, Norway
- Knarvik Upper Secondary School, Hordaland, Norway
- Hordaland County Council (now Vestland County Council), Vestland, Norway

Additional co-partners:

- Nordhordland Næringslag, Hordaland, Norway -
  Lindås Municipality (now Alver Municipality), Hordaland, Norway

Introduction

JOOST KORTE, DIRECTOR-GENERAL, EUROPEAN COMMISSION'S DG EMPLOYMENT, SOCIAL AFFAIRS AND INCLUSION said in a recent interview that "Our societies will undergo fundamental transitions in developing a carbon-neutral economy by 2050 and also through digitalisation: both of these will have a tremendous impact on society, particularly on the way we are working in the European Union. If we want these transitions to be successful, we need to invest in people; a key approach is to improve their skills."

The VET for urban centres projects tackles this huge challenge that Europe is facing in the 21st century. Indeed, the core aim of the project is to provide a VET in the urban centres that meets better the needs of the companies and public sector so that the youth increase their employability opportunities in the frame of an economy that is evolving towards a necessary more sustainable model.

Depending on the institution taking the leading role in the VET system, the challenges and aims of the institution will be included in the programs in different ways. However, it is the VET programs´ aim to responding to the needs of the society and the local public authorities; this should be taken into account in every step of the decision process.

There are obvious mismatches between the VET delivered and the needs of the companies and public sectors. Therefore, on the one hand the youth unemployment is still a concern in our societies. On the other hand, the companies report they have problems to hire some profiles. Lastly there are the challenge of preparing VET education for future needs.

A useful model is needed to handle these challenges in an effective way. By sharing best practices in the partnership, a Model is described. The model aims at detecting uncovered needs of VET programmes in order to be able to meet better both the needs of the companies, the public sector and the youth.

It is recommended to follow the 7 stage processmodel.

By working through each of the 7 stages; going through the elements recommended to be investigated, to be analysed, and to be acted on; a proper process will be secured.

This has been defined as an analysis canvas by the consortium:

7 stage analysis	
1	Exploring opportunities and challenges
2	Generating ideas
3	Developing and testing
4	Making the case
5	Delivering and implementing
6	Growing, scaling and spreading
7	Changing system
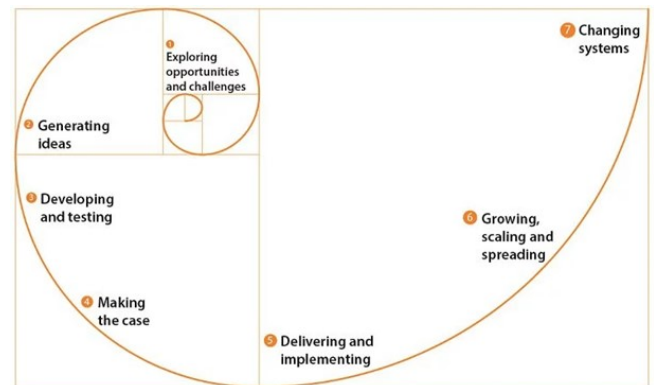
7 stage processmodel

Work of the partnership

Elements to take into account in the phases prior to develop and test a new VET program and questions that could help to detect the uncovered needs of the traditional programs is presented in the following.

Partners in the strategic partnership "VET in Urban Centres" had to various extent experiences on establishing and developing VET programs. Within this project also new development and testing was done to some extent, - various among partners.

This Model/presentation summarises experienced and inputs from the partnership. It is an ambition that this Model will be useful for further work by the partners, however, also useful for others who work on establishing and developing VET programs!

Elements to be analysed:

1. Groups involved in the VET:
   a. Policy makers
   b. Companies/employers
   c. Students
   d. Academia
   e. Public authorities (city councils)

2. Challenges of the societies where those programs are delivered.

3. Developing and testing:
   a. Thematic focus of the programs.
   b. Methodology of the program. How is it delivered?

7 Stage Processmodel - for making or adjusting VET programs to meet actual needs

Issues to be considered and/or investigated

1. **Exploring opportunities and challenges**

- ✓ Municipality´s needs and plans for sustainable development; environmental, social and economic should be investigated and made a baseline.
- ✓ Identify and involve key stakeholders in defining the content of programs.
- ✓ Investigate % of students finishing their training.
- ✓ Investigate % of students employed after their training.
- ✓ Investigate % of unemployment in relevant sectors.
- ✓ Investigate % of students out of target group who have deeper needs (due to their social, economic and educational vulnerability) than those tackled by the VET programs.
- ✓ Investigate what are the profiles of the students?
    - o Is there a gender balance in the programs?
    - o What are the profiles of the students?
- ✓ What are the links between VET and the other existing education programs?
- ✓ Is the Research and Investigation policy linked with the VET programs?
- ✓ Consider if VET programs improve the employability of the following target groups?
    - o Low qualified unemployed youth
    - o Young people with psychological distress or mental health disorders
    - o People at risk of exclusion

2. **Generating ideas**

- The programs should take into account the different needs of the different districts.
- Sustainable urban planning should be considered included in VET programs.

- What is the market needs in sectors that traditionally employed VET students?
- How do VET employers define the manpower they need? Does it fit the profile of the students they host?
- What are the new sectors flourishing in the framework of the Sustainable Development Goals (SDG)? And how do the VET programs include the SDG?
- How do the VET programs include the upcoming social and demographic challenges?
- What are the sectors generating employment nowadays? What is the role of the city council in the frame of these sectors?

- Do the VET programs take into account the blooming sectors like: manufacturing industry, digital economy, creative sectors, green and circular economy, health and quality of life, and the Social and Solidarity Economy. Will those sectors contribute to boost quality employment?

3. Developing and testing:

- Involve teachers and other stakeholders to participate in the process of generating and developing ideas.
- Is there a new frame/methodology to deliver the training?
    o Introducing individual sessions together with group sessions, so that the students are both individually coached and can also share their experiences, concerns and hopes with their colleagues who face the same situation as them.
- What is the most suitable length of the training?
- Do we have the most suitable infrastructures to deliver the VET? (both in terms of facilities and in terms of materials?)
- Teachers available who have acquired new teaching methodologies to spread the culture of sustainability and take care of issues related to sustainable development.
- Describing methods for testing new methodologies.

4. Making the Case

- Decision makers and other stakeholders should meet to present ideas and arguments.
- Use local media to create awareness and engage local community. Also use social media actively, targeting youth especially.
- Companies should name employees who want to be tutors of the students.
- Mentors need to be trained.
- Students should start learning at their workplace.

5. Delivering and implementing

- Mutual and binding agreements between the different partners should be established.
- Establish lasting structures which is not dependent on one person!
- Secure to have the ability and visions to see things in context and understand the different roles in the structure of the cooperation.
- Create and agree on a plan for implementing with milestones.
- Create new project(s) for supporting delivering and implementing.
- Establishing tutoring processes with companies and young people.
- The content of the training should be supervised to be better adapted to the jobs of the students.
- Together with the companies, it should be organised supervision to make profiles of the students so that they fit in their jobs.

6. Growing, scaling and Spreading

- Establish cross-sectional project groups with members from different groups of stakeholders.
- Involve stakeholders as partners.
- Improve the methodology to detect and select the companies for cooperation.

7. Changing systems

- Students must be involved in the different processes, - student participation from early stages is crucial.
- Create engagement and understanding from local politicians/authorities.
- Consider making selection criteria for students/apprentices a bit flexible to allow inclusion of some diversity of students, increasing possibilities for employability.

Hordaland 27.03.2020

PROJECT DOCUMENT 11 (Model IO 2)