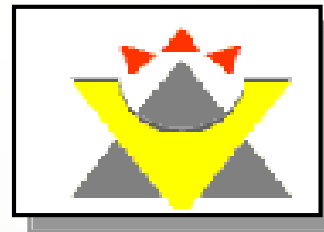


# VOCATIONAL AND TRAINING CENTER FROM MACEDONIA

## Apprenticeships - Training of mentors from companies



Budva, 2017

Zoran Jovchevski-VET Center

# Why Apprenticeships? Why work based learning?

- Strengthening the links between the needs of the labor market and the skills acquired through the education system
- Practical connection of LM with vocational education
- Improving the quality of the "offer" of future workers
- Impact on choosing the future appropriate career of students
- Acquiring knowledge, skills and experience in real conditions

# Ability to take "copy-paste" apprenticeships-WBL from developed countries. Is it possible? Where are the differences?

- **In the VET system setup and its socio-economic context** (legislative framework, vision and progress)
- **In the different needs of the labor market** (factors which have influence on LM, identifying the necessary skills, leveling the supply and demand of the workforce, etc.)
- **In the different demographic, social and inclusive needs of the country** (demographic factors, access, participation, satisfaction of socio-economic needs, etc.)
- **In the internal efficiency of the implementation of VET** (transfer of knowledge, learning, learning conditions, achieved learning outcomes, etc.)
- **In the governance and realization of the strategic priorities and practices** (management, management structure, etc.)

# Preconditions for successful development of apprenticeships-WBL

- Highly developed awareness to all relevant stakeholders about the need for apprenticeship-WBL
- Recognition of Macedonia's intentions for development of WBL by international institutions and readiness to provide support
- Legal basis, strategic placement, conceptualization and program orientation
- Experience in the preparation, organization and realization of the apprenticeships-WBL
- Grants to support joint projects between secondary vocational schools and companies in order to improve the practical training of students and their skills for employment

# Where can apprenticeships-WBL be realized?

- Practical teaching (classes)
- Ferial practice
- Professional practice
- Free school classes
- The open curricula of the reformed three-year vocational education
- Reformed curricula for four years as a separate area
- Special education programs for adults

# Main target groups

**STUDENTS (parents)**



**TEACHERS**  
(management from  
schools, VET Center,  
Ministry of education)

**MENTORS FROM  
COMPANIES** (management  
from companies,  
organizations of employers)

# Structure of the training program for mentors in companies

## Eight modules:

- Educational system, regulations and responsibilities of the participants in the training
- Safe workplace and safe working environment
- Communication with students/participants in the training
- Monitoring, evidencing and assessment the work of students/participants in the company
- Working with adults-how adults learn
- Working with students/participants from different ethnic/cultural backgrounds and students/participants with disabilities
- Planning and achieving the objectives of the program for practical teaching (training)
- Seminar final work

# Main topics in the content of modules

## ➤ Educational system, regulations and responsibilities of the participants in the training

- ❖ Vocational education in R. Macedonia
- ❖ Legal basis for the practical training of students in companies
- ❖ Role and responsibilities of the participants in the training - content of the contract

## ➤ Safe workplace and safe working environment

- ❖ Healthy habits
- ❖ Dangers at work
- ❖ Ways to make a safer work
- ❖ Emergencies at work - reactions in such cases
- ❖ Rights and obligations at work
- ❖ Legislation for protection and safety at work



# Main topics in the content of modules

## ► **Communication with students/participants in the training**

- ❖ Communication Styles
- ❖ Verbal and non-verbal communication
- ❖ Solving difficulties in the communication process
- ❖ Communication with teenagers
- ❖ Customer care

## ► **Monitoring, evidencing and assessment the work of students/participants in the company**

- ❖ Evaluation and evidencing of students' readiness for practical training (PT) in company
- ❖ Assessment of the student's achievements in a company from mentor-employer
- ❖ Monitoring, evaluating and evidencing the process of practical training in company from mentor-employer and mentor-teacher

# Main topics in the content of modules

## ▶ Working with adults

- ❖ How adults learn, technologies, and specifics
- ❖ Training of teachers for vocational theoretical subjects and practical training in companies

## ▶ Working with students/participants from different ethnic/cultural backgrounds and students/participants with disabilities

- ❖ Integration of students from different ethnic/cultural backgrounds
- ❖ Working with students with different disabilities

## ▶ Planning and achieving the objectives of the program for practical teaching (training)

- ❖ Introducing the objectives of the program for practical teaching
- ❖ Defining the possibilities for realization of practical training in company and opportunities for including of students

## ▶ Seminar final work - Preparation of Plan for Practical Training Program

# Results from 2013-2017

- Number of certified mentors from companies – 300
- Number of covered companies – 229
- Number of trained teachers – 129
- Number of schools – 31
- Number of students who realized Practical classes in companies - 11543 or 26%
- Number of employers where the practical classes are realized - 1010

# Apprenticeship-WBL is in position to grow up





**THANK YOU FOR ATTENTION**