



New Qualifications and  
Competencies in TVET

## Munera 3

**Innovation and Learning Practice**

**Bridging Innovation and Learning in TVET (BILT) Project**



**Submitted by Šolski Center Nova Gorica, Slovenia**

Munera 3 was a national initiative of the Slovenian Ministry of Education, Science and Sport and part of the Slovenian national plan for adult education. It aimed to introduce a culture of lifelong learning in Slovenia, to increase the involvement of adults in adult education, and to improve the competencies of adults to reduce the gap between current worker competencies and evolving labour market demands. It was a four-year project, co-funded by the European social fund.

*Start date:* 1 June 2018

*End date:* 31 October 2022. Possibility to implement a similar initiative in 2023-2027.

*Type of implementing institution:* Šolski Center Nova Gorica Vocational College, together with **85 partners**

*Funding programme:* European social fund, national funds

*Target group:* Workers of all ages who need additional training, upskilling or reskilling due to changing labour market and societal needs. Munera 3 targeted 17,600 workers to improve their competencies and employability, resilience/ adaptability, and capacity to cope with the challenges of today and the future.

## Šolski Center Nova Gorica

Šolski Center Nova Gorica is one of the biggest vocational colleges in Slovenia, with 3,200 learners, 300 teachers and a network of 640 employers. It is the leading VET institution in Slovenia in the field of innovation in VET and is active in numerous national, regional and international networks.

## Description of activities

The project sought to address the following priorities:

- knowledge, skills and lifelong learning for better employability
- equal access to lifelong learning opportunities for workers of all ages in formal and informal learning, including through vocational counselling and validation of acquired competences
- improving the competencies of workers to reduce the discrepancies between workers' qualifications and labour market needs

The main activities undertaken under Munera 3 included:

- offering workers across all Slovenian regions access to various forms of CVET provision, including upskilling, reskilling, higher VET programmes and specialized professional development courses
- developing courses that build learners' professional, practical and transversal skills in line with current and future labour market needs, including to facilitate digitalization and green transitions
- providing personalized career guidance and counselling to adult learners in Slovenia
- establishing a national network of experts, consisting of VET teachers, business experts and researchers, for the purpose of delivering up-to-date and advanced training programmes
- establishing a community of 86 VET providers and regional stakeholders to share best practices, know-how and expertise
- designing a digital platform to offer an online option for course delivery

## Relevance

### What systems did Munera 3 have in place to ensure that the skills offered reflected labour market needs?

To design up-to date courses, systems were in place to regularly identify new competencies across all sectors, with a special focus given to identifying skills needs in

emerging fields, such as Industry 4.0, digitalization and greening, as well as on transversal skills, which are in high demand in the Slovenian labour market. Altogether, **1,192 courses** were developed in line with regional labour market needs.

### How responsive was Munera 3 to learners' needs?

Munera 3 courses were publicized in two key ways. First, a **connected network** of VET professionals across all statistical regions of Slovenia informed adult learners of lifelong learning, personalized career guidance and counselling opportunities. Second, a user-friendly **digital platform** offered transparent information on all Munera 3 activities and training programmes, including digitalized options for lifelong TVET provision. Interested individuals could use the platform to access information on courses offered, enrolment requirements, etc.

## Added value

### What was new about Munera 3, and how did it differ from previous practices or similar initiatives in Slovenia?

Munera 3 was distinctive in terms of building a nationwide network of VET stakeholders and establishing an organizational structure that encouraged collaboration.

The initiative fostered the development of a large network of stakeholders, covering all 12 statistical regions of Slovenia and representing, among others, employers, teachers, business experts, researchers, and employees, who actively shared and exchanged high-value experiences, know-how, information, and labour market insights.

Its complex and unique organizational structure facilitated exchanges of information and experience between the lead partner and the eight sector-specific coordinators, as well as between its professional coordinators and other consortium partners, VET providers, and schools.

Both a regional and a national focus were adopted to track regional labour market trends and encourage stakeholders to engage in collaborative teamwork. The national aspect was important for supporting regional-level responsiveness to skills needs in emerging fields.

### What achievements demonstrate that your initiative provides a benefit for your target group?

*Higher-than-expected demand:* The initial aim was to target 17,600 adult learners, but the programme was rolled out to more than 30,000 participants, demonstrating high demand, especially among millennials.

*High satisfaction levels:* Evaluations completed by programme participants show high satisfaction with the knowledge and competencies gained, as well as

with the networking opportunities and social aspects of the programme. All of the programme's participants now have skills in accordance with labour market needs, as well as in line with their own personal goals, expectations, needs and interests. Participants were also given high-quality support by professionals from Munera 3's 86 consortium partners.

## Transferability

### What challenges could arise if your initiative was replicated in another setting, and how might these challenges be overcome?

The challenges that might arise include:

- lack of understanding between national policymakers and regional VET providers
- lack of willingness by trainers from emerging fields to share their expertise with learners due to business confidentiality concerns
- lack of VET provider capacity to implement learner-centred approaches
- inability of VET providers to respond in an agile enough manner to changing labour market demands

Solutions to these challenges might be:

- encouraging policy-makers to participate in activities at grassroots level to gain awareness of the real situation on the ground
- establishing a pool of cutting-edge companies motivated to share their expertise on the basis of self-interest (e.g. learners might become their future employees)
- building VET providers' capacities to implement learner-centred approaches
- focusing first on those institutions that are agile in responding to labour market shifts, and then promoting them as best practice examples

### What resources can you make available to other TVET institutions?

Details of 886 training programmes developed are available on the [MUNERA3 website](#) in Slovene only. However, interested organizations can contact Šolski Center Nova Gorica to request materials in other languages.

**Munera 3 is one of the BILT project's Innovation and Learning Practices that address systemic challenges within the five work streams of the project.**

**Specifically, the Munera 3 initiative addresses new qualifications and competencies in TVET:**



### New Qualifications and Competencies in TVET

- *Identifying new qualifications and competencies in a timely manner;*
- *Integrating them into appealing and flexible curricula and training regulations; and*
- *Implementing them in innovative training approaches*

**Additional Innovation and Learning Practices cover the following areas:**



**Digitalization in TVET**



**Entrepreneurship in TVET**



**Greening TVET**



**Migration and TVET**

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#### For more information about this practice:

Munera 3 website: <https://www.munera3.si>

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## About the BILT Project

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project is a reference point for innovation and learning in TVET. It utilizes the international UNEVOC Network to create opportunities for collaboration and a platform for bridging innovation and learning between Europe, Africa and the Asia-Pacific region. BILT complements developments at the national level in supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

The BILT project explores the process of identifying, integrating and implementing new qualifications and competencies in TVET. This is known as the Three I's process. In addition to the broad focus on new qualifications and competencies, BILT addresses four complementary themes: Digitalization and TVET, Greening TVET, Entrepreneurship in TVET, and Migration and TVET.

For more information, please visit  
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## New Qualifications and Competencies in TVET

- **Identification** new qualifications and competencies in a timely manner;
- **Integrating** them into appealing and flexible curricula and training regulations; and
- **Implementing** them in innovative training approaches

### Entrepreneurship in TVET

Unlocking the entrepreneurial potential of learners through innovative activities and nurturing entrepreneurial culture

### Greening TVET

Fostering the culture of sustainable practices in TVET and facilitating the transition to green economies and societies

### Digitalization in TVET

Providing a response to new skills demands, as technology has permeated the world of work and is changing the profile of jobs

### Migration and TVET

Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce

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