



# Manual on Work-based Training and examples of good practice



Erasmus+ KA2 Strategic Partnership Project 2015 – 2017  
'Work-based training in the school-to-work transition process'  
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## Content

Foreword .....	3
1_What does work-based learning / work-based training mean? .....	4
2_How does school-to-work transition in the partner countries work? .....	7
3_What are the main findings of the online survey on work-based training? .....	11
4_What are our conclusions and proposals for improvement? .....	19
5_What can we learn from each other? Our examples of good WBT-practice .....	27
European Centre for Youth Employment and Entrepreneurship (Bulgaria) .....	28
"Easy Mobil inklusiv" - A working stay abroad for apprentices (Bulgaria) .....	31
CNC Project "Coconut" (Germany) .....	33
Getting young people prepared for the labour market (Germany) .....	35
Fashion forward (Italy) .....	37
Alternate school and work for Opticians 2.0 (Italy) .....	39
Alternative Learning Programme (Malta) .....	41
Sheltered Employment Programme (Malta) .....	43
Accompaniment of the trainees doing their Internship abroad (Portugal) .....	45
Event Management - Monitoring of WBL activities (Portugal) .....	47
"Young Craftsmen" Project (Romania) .....	49
Strategic Partnership to perform merged internships (Romania) .....	51
GET fit for your job! (Slovenia) .....	53
Car Mechanic Programme (Slovenia) .....	55
Health care - Swedish for immigrants (Sweden) .....	57
Broadened recruitment for inclusion in higher VET (Sweden) .....	59
Skills' 10 Project (Turkey) .....	61
Skills training at the workplace (Turkey) .....	63

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The Strategic Partnership "Work-based Training"<sup>1</sup> has brought together public schools, private vocational training centers and other educational institutions from nine European countries in order to examine the various national school-to-work transition settings in the participating countries and their specific work-based learning approaches. The Erasmus+ project was set up to exchange expertise on work-based learning and training, and to highlight examples of good practice.

### What were the activities of the project?

The partnership started its work with a research on the current situation in the partner countries. The different approaches to lead young people from school to the labour market as well as the role of work-based training in this process were examined and the results published in an overview **School-to-work transition in Europe**<sup>2</sup>. Next, an online survey on school-to-work transition was initiated and implemented in all nine partner countries. The survey focused on the main stakeholder groups involved in handling the smooth transition from school to the labour market, i.e.: teachers and pedagogues, trainers and instructors, students and apprentices. The aim was to get a deeper understanding of the benefits as well as the needs and gaps within the various national transition settings, and to learn about the degree of satisfaction with the specific process, thus identifying areas for further advancement and development of work-based training approaches.

The Online Survey was implemented in mid 2016. All in all, 562 questionnaires were collected, averaging 20 questionnaires per target group per country. The evaluation of the results lead to the **Report on Findings** summarizing the immense amount of data in a Comparative Study complemented by specific Country Reports.

Finally, the partners concentrated on compiling a **Manual on Work-based Training** combining all the experience of the 2-year project and stating the conclusions the consortium came to by way of summary.

### What do you find in the Manual?

First, the Manual aims to give answers to the question of what work-based learning and related terms actually mean, followed by a short overview of the school-to-work conditions in the nine partner countries in order to understand both progress and obstacles regarding the implementation of successful work-based learning approaches.

The greater part of the Manual deals with the major findings we drew from the online survey, leading to our conclusions and proposals for improvement of school-to-work transition and work-based learning approaches.

The partners also collected various **examples of good practice** in order to show that - regardless of the transition system - there have been numerous attempts to successfully prepare young people for the labour market and to make them fit for the requirements of their future job.

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<sup>1</sup> Work-Based Training in the school-to-work transition process (WBT), Erasmus+ KA2 Strategic Partnership 2015-17, Grant Agreement no. 2015-1-DE02-KA202-002447

<sup>2</sup> All products are available for download from the project website [www.workbasedtraining.eu](http://www.workbasedtraining.eu)

## 1\_What does work-based learning / work-based training mean?

### Work-based learning (WBL)

On various occasions the project partners worked together to come to an agreement about what work-based learning actually means and looked for a suitable definition of related terms. Since there were nine different countries that implement different ways of supporting young people from school to the job market, it soon became clear that the partners not only use different concepts and terms but also assign different meanings to the same word. Thus, it was important to clarify terms and their definitions as well as the connotations and varying perception of them.

In the attempt to find a simple yet comprehensive definition for “work-based learning” the partners finally agreed on the following description:

*Work-based learning (WBL) is an educational path that provides learners with real-life work experiences where they can apply theoretical, practical, social as well as soft and transversal skills and thereby develop their vocational competencies and employability. WBL consists of a series of learning situations and experiences that combine aspects of the school curriculum with the workplace in order to create a different learning paradigm.*

On the one hand, this definition stresses the importance of linking theory and practice learning and the reference of the world of schoolwork to the labour market. On the other hand, it is open enough not to specifically prescribe the path to

the aim. This means that it is important to recognize that there are different pathways and approaches in order that can effectively link theory and practice. What counts is the aim of adequately preparing young people for the labour market and empowering them to both understand and achieve the competencies needed to qualify for a job.

In its Report on Work-based Learning in Europe, the European Commission defined WBL in a very similar way, carefully leaving open the various pathways to the chosen target.

*Work-based learning is a fundamental aspect of vocational training – it is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life.<sup>3</sup>*

However, the most succinct descriptive definition of WBL comes from a working committee of the University of California in Berkeley:

*Work-based learning can be described as: Learning ABOUT work, Learning THROUGH work, Learning FOR work.<sup>4</sup>*

This definition puts the need of linking education and work in a nutshell and leaves all possibilities open by which means and didactical approaches links can be achieved. It merely indicates the phases by which preparation to the world of work should develop.

### Models of work-based learning

In line with its definition, the work committee at the University of California demands that prepa-

<sup>3</sup> [http://ec.europa.eu/dgs/education\\_culture/repository/ducation/policy/vocational-policy/doc/alliance/work-based-learning-in-europe\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/ducation/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf)

<sup>4</sup> [http://casn.berkeley.edu/resource\\_files/WBL\\_Definitions\\_Outcomes\\_Criteria\\_pg\\_120512\\_v2.pdf](http://casn.berkeley.edu/resource_files/WBL_Definitions_Outcomes_Criteria_pg_120512_v2.pdf)

ration for the world of work should start early enough and be carried out in three consecutive learning phases, such that:

*(1) Career Awareness and Exploration experiences support learning ABOUT work.*

*(2) Career Preparation experiences support learning THROUGH work.*

*(3) Career Training experiences support learning FOR work, namely preparation for a specific range of occupations.*

In contrast, the policy paper of the European Commission does not define the learning phases, but focuses on the methods and approaches to be applied in the context of work-based learning when preparing young people for the labour market. Corresponding to the various school-to-work transition settings in the partner countries, there are three models that are defined according to the level of active involvement of companies in the process:

*(1) Alternance schemes or **apprenticeships**, typically known in Austria and Germany as the "dual system" where the practice training lies in the hand of the company whereas the vocational school is responsible for the transfer of theoretical knowledge.*

*(2) A second model of WBL is **school-based VET which includes on-the-job training periods in companies**. On-the-job training phases typically cover internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications.*

*(3) Finally, WBL that is **integrated in a school-based programme**, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create "real life"*

*work environments, establish contacts and cooperation with real companies or clients, and to develop entrepreneurship competences.*

All three of these models were represented in the project by partner organisations. The level of links with real working life conditions were subsequently quite different. However, the demand for a greater involvement of employers and companies in the process of work-based learning was in general strongly endorsed.

### **Work-based training (WBT)**

In the English speaking world, sometimes another term is used in the context of work-based learning while not being exactly defined: "work-based training".

Within the project the partners agreed on the definition that the term "work-based learning" characterizes a learning process where theory and practice learning is linked to each other and emphasises the learning process itself whereas the term "work-based training" focuses more on the approach to learning and the related practice-based teaching method. Thus, WBL would seem to be more student-focused, whereas WBT would seem to be more teacher and trainer-focused. Nonetheless, both terms are often used simultaneously.

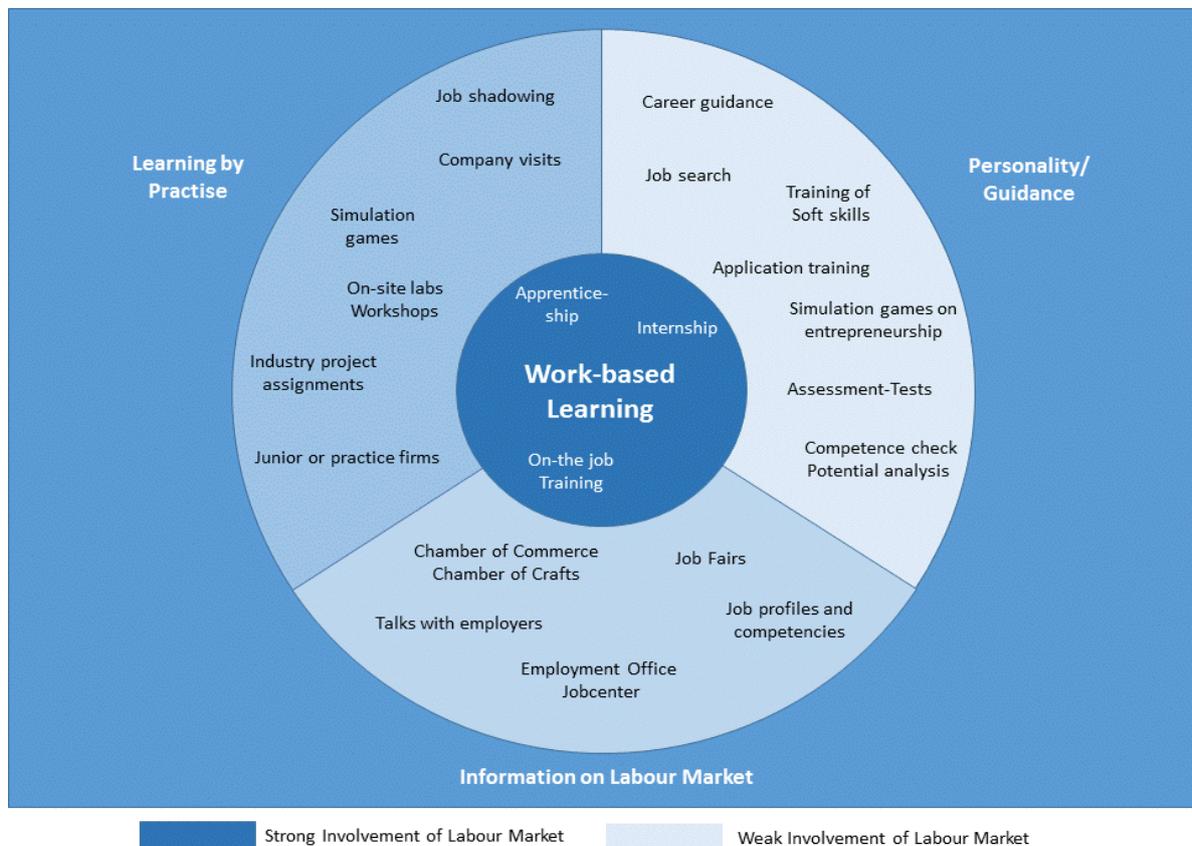
In this context, another aspect arises from the formal side of the work-based learning process. In some countries, for instance Bulgaria, completing an internship in a company is compulsory being based on a binding contract between school, company and student. In such a case, the term "work-based training" is used in contradiction to rather informal and non-binding short-time internships or introductory courses which are normally labelled as "work-based learning".

## WBL related activities

When dealing with the topic of work-based learning in Europe, it soon becomes very clear that there is not just one way to prepare young people for the world of work and make them fit for the labour market. Even though it is widely recognized that the active involvement of companies strengthens the chances of successful integration of young people, there are so many different promising methods and approaches that it seems that there is certainly not just one model suitable for all countries. In this respect therefore, the full adoption of the dual apprenticeship by all countries is not recommended. Instead, as the re-knowned German Bertelsmann Foundation recommends, the careful transfer of particular components of the system should be taken into account<sup>5</sup>.

In this context, all didactical approaches, tools and methods which are recognized as specifically appropriate in one way or another to prepare young people to the labour market must be seriously considered.

And so, we recognize that - besides the usual work-based learning approach aiming at realizing trainings and internships in companies - there is a varied and rich range of **work-based learning related activities** which are suitable to bring “the world of work into the classroom”, and as a consequence, raise awareness of the demands of the labour market among young students. As we learned in our 2-year project, these efforts are manifold and must all be valued. The attached chart reflects the diversity in WBL approaches by categorising them according to the level of active involvement of employers and companies.



<sup>5</sup> Euler, Dieter: Germany's dual vocational training system: a model for other countries? Bertelsmann Foundation (Ed.), Gütersloh 2013

## 2\_How does school-to-work transition in the partner countries work?

### BULGARIA

In Bulgaria *the traineeship is an ingredient of the obligatory vocational training* within the vocational education system. It is carried out during the last two years of the education period, and the number of hours is included in the compulsory employment of teachers. The traineeship is controlled by a teacher and a specialist from the production unit and it ends with an assessment which is recorded as part of the secondary education diploma, as well as in the certificate for the vocational qualification itself.

According to the revised *Law on Vocational Education and Training* (end of 2014) learning by working (dual training) is a form of partnership between the vocational school, college or training centre and one or several employers. The dual system of vocational education in Bulgaria is at a preparatory stage at the regional level and is introduced in pilot sites within the framework of the Bulgarian-Swiss project (2015-19), projects of the Trade Representation to the Austrian Embassy in Bulgaria, and also with the Ministry of Education and the German-Bulgarian Chamber of Commerce.

The objective of the projects is not only to introduce the dual system of vocational education in Bulgaria, but also to support the country in the development of its own model, consistent with its own historical and cultural traditions.

### GERMANY

The German school-to-work transition process is known as the "dual apprenticeship system" in which theory is taught in educational institutions and practical skills are acquired at the

workplace of a company. After finishing compulsory general education, the majority of young people start an apprenticeship in a company in order to learn professional skills and to enter the job market on completion. Apprenticeships are thus part of the formal educational system and help to integrate young learners into both society and the labour market.

Such a system, with the two places of learning - the school responsible for theory and the company for practice learning - ensures a very close alignment with the labour market. Practice is not just learned under the artificial conditions in a classroom, but more importantly under real job conditions with product deliveries and deadlines, thus sharpening key skill competences such as accuracy, effectiveness, reliability, capacity for team work to name but a few. This ensures young learners a relatively straightforward access to the labour market when finishing their apprenticeships. The positive result is that Germany is facing a relatively low rate of youth unemployment.

### ITALY

In the past few years the Italian regulatory framework related to the school-to-work transition system has followed two different directions:

- 1) to increase and stabilize the *alternanza scuola-lavoro* (literally this translates as 'alternation of school and work', a kind of work-related learning methodology which involves a period of internship and which is compulsory for each student from the 3rd year of high school) and
- 2) to reform the apprenticeship which is a working contract applicable to young persons under

the age of 29, that implies the obligation for the worker to attend a certain number of hours of training.

Apprenticeship and *alternanza scuola-lavoro* differ significantly from each other but share a common aim: overcoming the traditional divisions between education and work and helping young learners to integrate both into society and labour market. Even if the results of the application of the latest laws are yet to be collected and analyzed, the most recently recorded data show a difficult situation: only 43,5% of the schools have initiated work-related programs, involving a low number of companies and less than 11% of students. Meanwhile, on the apprenticeship side, not all forms are clearly developed or well implemented.

## MALTA

Vocational education is provided in Malta by the two main State colleges, the *Malta College of Arts, Science and Technology (MCAST)*, offering about 170 courses a year from level 1 to 6 on MQF, and the *Institute of Tourism Studies (ITS)*, offering about 20 courses per year from level 2 to 6.

Besides these two colleges, the state-run *Employment and Training Corporation (ETC)*, set up in 1990 and also acting as a public employment service, manages VET in the form of active labour market policies (ALMP) and other services for the unemployed. ETC is also involved in implementing the *Maltese Youth Guarantee Scheme*, and offers a number of employment and training schemes which target youth participation in the labour market: youth champions; enhancing employability through training; traineeships; work trial scheme and the work and training exposure scheme.

Apprenticeship Schemes for VET are, however, the main paths that drive the school-to-work transition in Malta, and are based on the dual system where the apprentice follows a training programme at a vocational educational institution while concurrently carrying out on-the-job training at a place of work.

## PORTUGAL

In Portugal, the VET dual system has existed since 1984, within the initial alternating training system of dual certification. Work-based training represents at least 30% of the courses length, that is to say, at least 1200 hours gradually distributed during the formative process. Within educational policy related vocational training has gained importance with the complete integration of the country in the European Economic Community (1986). However, in contrast to the alternating system, only 420 hours are currently allocated to work-based training in these vocational courses which are the most significant ones within all the vocational offers (2011/12: 42,8% of youth enrolled in secondary education). In the last five years, the qualification at the 12th grade level and the extension of compulsory schooling to 12 years has determined the main changes in the Educational System and there has been an expansion and diversification of the demand for dual training courses. Other modes of dual certification such as applied for VET courses for adults, technological courses in the secondary education, VET courses for basic education and most recently vocational courses (basic level education) have now been discontinued.

## ROMANIA

The specific work-based training approach in Romania includes the preparation of students in

classes of practical training which are taught by specialist teachers in school workshops or in companies. During these internships, students learn to apply the theoretical knowledge acquired in school, become familiar with the atmosphere of the workplace and learn to take on work-based responsibilities.

In addition, activities to facilitate the transition from school to work in Romania now include:

- Supporting activities such as learning at the workplace with the provision of guidance and counselling
- Training the staff involved in workplace learning, with mentors performing training
- Training the counselors involved in specific activities related to the school-to-work transition
- Supporting the development of partnerships between schools and employers
- Monitoring the graduates' insertion in the labour market, including tracking studies
- Offering support for the organization and operation of training companies
- Offering support for students in secondary and tertiary education for their participation in the activities of the training firm organized at local, regional, national and European level
- Initiating Public Awareness Campaigns to support the transition from school to work
- Encouraging the exchange of experience and dissemination of best practices
- Encouraging innovative, inter-regional and transnational cooperation.

## **SLOVENIA**

In Slovenia, the school-to-work transition process is characterized by different school-based educational opportunities offered by the government. Depending on the qualifications and wishes of the students for further education, there are the following possibilities:

- Short term vocational programs – usually for pupils with uncompleted primary education with a duration of 1,5 years including 18 weeks work-based learning in school and 4 weeks in a company.

- Vocational programs – for those with completed primary education, a 3-year programme including 18 weeks of work-based learning in school and 24 weeks of work-based training in a company.

- Vocational technical programs – the +2 system that allows pupils from the vocational programme to reach a technical competence level with a duration of 2 years, including 5 weeks work-based learning in school and 2 weeks of work-based training in a company.

- Technical programs – again for those who have completed primary education with a duration of 4 years, including 12 weeks of work-based learning in school and 8 weeks of work-based training in a company.

- Vocational courses for adult learners.

The theoretical part of the educational process lies in the hands of the school, whereas the practical part is the domain of either schools or the social partners i.e. the employers. Depending on the programme, there is either a strong or weak connection with the labor market. The higher the educational status the less practical work there is likely to be inside the educational programme.

The Slovenian education process is currently at phase of reformation. There is a dual apprenticeship system in the planning, but it is unknown when will it be taken into the trial phase or generally introduced into the school system.

## **SWEDEN**

The purpose of school-to-work transition is that students should be well prepared for their work-

ing life after a vocational education and training. One important component in this process is what we call the work-based learning phase (WBL), or the workplace experience. The system for realizing this process obviously varies between the partner countries, and this might be also just a short description of the Swedish situation, mainly regarding the formal education system.

WBL in Sweden is part of all formal VET programs, no matter if it is at the upper secondary level or part of the higher VET system, similarly if it is for young people or for adults. One can separate WBL by simulating activities performed in the school environment and actual participating in real-life work environments, at workplaces, side by side with a tutor and other “colleagues”. It can be introduced as part of an upper secondary VET programme, APL (Work placed learning), with a minimum of 15 weeks of the total three-year long programme. As an alternative, students can choose to engage in VET programs in an apprenticeship version, where the major part of the programme is completed in an actual workplace.

Looking at higher VET, programs exceeding two years have a minimum of 25% of the learning time in a work place setting. In recent years, the government has put forward a variety of new possibilities for unemployed people to get vocational education, combining studies and employment in shortage occupations, preformed in collaboration with the adult education organizations and the national employment office. Other solutions may exist.

Overall, the setting for school-to-work transition in Sweden is perceived to work quite well, even if there are still some suggestions for its improvement.

## TURKEY

There is a 12-year compulsory education system in Turkey. Education is divided into two types: formal education and non-formal education. In formal education, vocational and technical education is implemented in schools called “Vocational and Technical Anatolian High School”. The duration of this school-based education is 4 years. Students begin the vocational training in the second grade by selecting a vocational field. Vocational education is implemented through a combination of theory and practice.

Practical training is carried out in the school workshops according to the work-based training method. In the final year, students do their internship which gives them three days per week experience in the companies. Students can earn money while doing their internship and be employed in the company after graduation. After graduation, these students are also considered qualified to establish their own company thanks to their title of “Technician”. In non-formal education, there are various courses available that are rather like a certification programme. Since 2010, these courses have been implemented through work-based training thanks to the project called UMEM. The trainees have to do fully complete this internship in order to get the certificate.

For the others who cannot access or benefit from those education programmes, there is an apprenticeship system. In this system, young people work in companies and have only one day release for theoretical education in the school. There are also some examinations that have to be taken for them to achieve the certificate of competence.

### 3\_What are the main findings of the online survey on work-based training?

The online survey on school-to-work approaches and work-based training was carried out in mid 2016 in the nine partner countries addressed to the three target groups of teachers, trainers and students. Altogether, 562 questionnaires were collected. The evaluation led to the comprehensive **Report on Findings** published by the partnership in January 2017 and available for download from the project website.

The Comparative Study concentrated on 5 to 6 key questions which were seen by the partners as the most important ones. The findings are not being repeated here in detail, but a short summary with some generalisation will be given. The first section of the study summarized the main findings in regard to the target groups, the second section concentrated on the findings in respect of the partner countries.

#### TEACHERS

- First of all, one has to notice that in all countries the perception of work-based training as a useful learning approach is widely recognized by teachers (approval by 75%-100%).
- Also, teachers seem to have a fair knowledge about work-based training methods and WBL-related activities, but are far less involved when it comes to the planning, implementation and evaluation of the process.
- Teachers in general regard their teaching as well integrated into the practical learning phase. However, this result seems to be in contrast to the views of students who in the majority complain that theory and practice learning are not well linked to each other.
- The picture of career guidance in schools is

quite different in the countries (approval ranging from 38% to 95%).

- Also, the degree of satisfaction expressed regarding the specific WBL approach in the countries differs a lot (approval by 55%-100%).

#### TRAINERS

- Trainers in some countries are quite content with the information and support they receive from their schools. In other countries however, there seems to be a mismatch in the cooperation between schools and companies.
- With the exception of the case of Slovenia, trainers in general regard the knowledge of students sufficient for the task they have to do. To an even greater extent they consider students as being an advantage to the company.
- Again, with the exception of Slovenia trainers feel quite satisfied with the school-to-work system they are dealing with.

#### STUDENTS

- Students in all countries regard work-based learning as very important for their future career. They state that they received a clearer picture about their future careers through their work place experience and regard this as the stimulus for their motivation.
- The vast majority of students attest their trainers to be competent and know how to explain well. During internship they felt very well supervised by their trainers and integrated into the working environment.
- Similar to the trainers, students felt generally quite satisfied with the school-to-work system in their country.

## BULGARIA

The results of the survey in Bulgaria have shown that teachers have knowledge about planning and defining WBT units, but most of them are not actively involved in delivering those units, which **confirmed our expectations**. Teachers must not only to be informed about the practical learning phases, but rather actively involved in both planning and implementation.



*Young students at RESC in Pleven, Bulgaria*

The disregard of teachers and trainers of the importance of social skills with regard to the success of the workplace learning **also fully confirmed our expectations**. Only a minority of 20% of the Bulgarian trainers and practice teachers in public schools and vocational training centers, who were questioned about their opinion regarding the so-called soft skills such as reliability, accuracy and the ability to work in a team, to communicate effectively, think that these are more important than the required technical skills. The majority of the trainers (80%) regard these skills as equally important. Meanwhile, most employers in Bulgaria claim that young people lack basic skills, such as labour discipline, responsibility and desire for professional development. This would seem to demonstrate an absence of communication and collaboration between the schools and the companies.

**We expected** trainers to make complaints about the low level of students' knowledge, but the

data collected showed that 70% of them regard the knowledge of students consistent with the tasks they had to perform. However, the rating of the trainers might also be the result of the fact that students mainly perform unqualified tasks when doing an internship in a company. This shows once again the seeming lack of connection between the learning workshops at school and the specific training at a real workplace.

Also, the call for reducing the paper-work in the Bulgarian education system was confirmed by the target groups who participated in the survey.

On the other hand, **we were surprised** by the different perception of teachers, trainers and students concerning the presence of career guidance staff within the organizations. Young people are missing out on career guidance and are in need of somebody in their environment, who is able to give advice on labour market matters.

Somewhat worrying is the fact that 71% of the students indicated that problems which occurred during the workplace experience were related to their colleagues and co-workers, the nature of the work they had to do and punctuality. This indicates insufficiently developed and acquired "**soft**" skills, which are the key to a successful future career for every young person.

Most students (57%) consider learning in the workplace quite important for getting prepared for the labour market and a specific job, but at the same time 90% of them find the time spent on practice learning at school completely enough. All this reflects the fact that the Dual System of vocational education in Bulgaria is still in a preparation phase at the regional level and

only being implemented in pilot sites during the 2015-17 school years.

Also, we **were surprised** by the high satisfaction rate with the WBT approach in Bulgaria which was 71% of the teachers, 75% of the trainers and 95% of the students.

## GERMANY

As a result of our survey in Germany, **we expected** a general discontent about the flow of communication between the main stakeholders of the WBL process, namely schools and companies. In fact, these expectations were borne out by the various comments that teachers, trainers as well as students made when asked for their recommendations about how to improve the process.

Furthermore, from the trainer's side, we expected complaints regarding the level of knowledge that students bring with them when realizing an internship or apprenticeship in a company. In fact, this assumption was not borne out by the survey. 60% of trainers regard the knowledge of students as sufficient and even 85% are convinced that students bring added value to the company.

Just partly proven was the anticipation that students would complain about weak linkage between theory and practice learning. In fact, a small majority of 58% thinks that theory and practice subjects are well linked to each other.

Also, just partly proven was the expectation that students would express discontent about the level of guidance during their internship in a company. In fact, whereas a vast majority of 88% show satisfaction with the guidance they receive from the company's and trainer's side, just 47% of them regard the support given by the school during the learning phases in a company as sufficient.

However, **we were surprised** by the high level of discontent expressed by teachers regarding the WBT approach in Germany. Whereas more than two thirds of interviewed trainers and also students express satisfaction with the school-to-work system as it currently exists in Germany, only 57% of the interviewed teachers do so.

Also astonishing was the fact that teachers on the one hand largely offer general knowledge about work-based training methods (87%), but seem to be much less actively involved in the planning and implementation process of WBT activities.

Similarly surprising was the completely different perception of teachers and students regarding the guidance and support offered during internships. Whereas 53% of the students complain that they don't feel supported by the school, 92% of the teachers state that they attend the practical learning phases and are well informed about the results of the internship.

It was finally an absolute joy to see that there is such a high number of trainers who regard hosting interns as being a positive advantage for company.

## ITALY

The findings of the Italian survey uncovered different perceptions and critical issues of the system, some of which were expected while some others were not.

A general discontent on the information offered and the communication flow was expected and confirmed. Teachers generally asked for more meetings and better collaboration with companies; trainers wished for improved interaction with schools or, more in detail, requested better specification regarding the technical and personal competencies required of the students; students themselves expressed the need for a

better dialogue with teachers. The issue of communication does not only concern the planning and the implementation phases of the internship but also its conclusion: results and evaluation are the main topics, with 60% of the teachers not sufficiently aware of the internship results and some requesting more homogeneity in internship evaluation.

The expected difficulties that schools have in finding companies available to host students for internships were not directly expressed by teachers in the survey - probably because this is an issue that only the school coordinator has to deal with and not the majority of the teachers. Difficulties were revealed however by trainers/company tutors' suggestions asking for improvements to the approach of schools towards the company as a customer. Sometimes companies have the feeling that teachers only want to "park" the students somewhere for the duration of the internship. Also students would seem to experience similar problems and say that "schools should find a company that is adequate for the student's needs".

From the trainers/company tutors' perspective, we expected complaints about levels of bureaucracy and the lack of financial compensation, but tutors expressed a general positive evaluation on both topics: only 25% think that the level of bureaucracy is unacceptable and just 20% declare that receiving a financial compensation is an essential.

The expected need for a revision of some parts of the curricular programme to fit more effectively with the working experience were confirmed.

On the other hand, some data surprised us.

Considering all the complains and suggestions expressed mainly by teachers but also by trainers and students, we would expect a lower level

of overall satisfaction, but 88% of teachers, 90% of trainers and 70% of students recorded being sufficiently up to highly satisfied with the actual system. Students, the target group with the lowest level of satisfaction, mainly concentrate their proposals on wanting longer internships, a greater amount of practical trainings and more accurate information.

Also the companies' request for compulsory trainings on safety, carried out by the school before the internship, was not expected.

Another unexpected result, but still worth consideration, is some teachers' attempt, not only in Italy, to get a broader view of the issue: some reflecting on the skills of independent thinking and decision making as something really relevant for students, both for their personal development and for their future career, others pointing out the importance of general soft skills.

Finally, looking at the comparative data among all partner' countries, we were also surprised about the lower level of satisfaction of the German teachers in comparison to the Italian ones. According to the latest legislation, the Italian Government is looking at the German dual system as a positive model to follow and so it is quite surprising that those who are actually experiencing it are not showing their complete satisfaction.

## MALTA

It appears, from the survey carried out in Malta, that the transition is smooth for most young Maltese people in that they do not appear to have particular problems settling down at work.

Apart from these general good results, **we actually expected** to find, but did **not** receive confirmation from the survey regarding:

- An existing memorandum of cooperation between those involved in work-based training activities i.e. School, Company, Ministry of Education, Trade Associations.
- A better connection between schools and companies
- A deeper involvement of in-company tutors or employers in facilitating the learners' transition from school to work.

On the other side, **we were surprised** to see that the overall view has shown that the majority of teachers, trainers and students are satisfied with the WBT approach in Malta. Also, we did not expect that 96% of teachers and just as many trainers declared that there is a designated teacher/trainer in their respective school, institution or company who is responsible for career guidance of students and for giving advice on labour market issues. It seems that there is an increasing willingness of both sides to provide support throughout all systems of guidance and counselling within the different institutions and companies with the aim of helping young people prepare for the world of work. Although it appears that the transition is smooth for most young people, one must also ensure that they are well guided and counselled when making their choices. It is not only a question of getting used to work, but that young persons are working within the full potential of their capabilities.

Besides, the survey has surprisingly highlighted the degree of detachment that still exists between schools and the world of work. A greater effort must be made in order to bring these two worlds closer. Initiatives must be taken in order to give students more work experience while they are still on training. The role of employers in the process also has to be a greater one.

## PORTUGAL

As a result of our survey in Portugal, we expected some critical comments from the three groups (teachers, trainers and students) regarding the duration of work-based training, which is generally considered too short. These expectations were borne out by the suggestions given by the teachers as well as the students indicating that not only should there be more work-based training experiences but also they should be longer. As regards the trainers, their answers showed little discontent concerning the duration of the WBT process since the majority (65%) considered the duration of the internship appropriate to reach the aims of the curriculum.

We also expected a consensus among teachers regarding the importance of the work-based training as a transition path to enter and get properly inserted into the labour market. These expectations were, indeed, confirmed by the teachers' answers agreeing that WBT can be useful to the achievement of working competencies, which thus indicates that they consider WBT as added value which is not to be underestimated.

Concerning the trainers, we were expecting all of them or at least a large number of them to be favourable to WBT. Needless to say, 75% of trainers agreed with this statement, showing that students placed in their companies were considered to be useful and helpful.

Our expectations concerning the students were focused on their answers regarding effective improvement of their skills. These expectations were borne out by all the students who answered the survey, observing that both technical and soft skills such as communication, team

work, and problem solving skills are effectively improved after a WBT experience.

We were pleasantly surprised with the high number of teachers who are using other activities to prepare students for the labour market. The vast majority i.e. 90% states that they are doing so.

We were surprised by the fact that only 35% of the trainers indicated that they were dissatisfied with the duration of the WBT, showing that 65% of trainers consider that the duration of the internship is appropriate to reach the aims of the curriculum. This is really surprising since it is not consistent with the teachers' and students' opinions.

On the other hand, we were also positively surprised by the fact that 35% of the trainers do not agree with the statement that it is essential for them to receive financial compensation to host an intern. This leads us to conclude that the simple fact of hosting a student in the framework of a WBT experience is, in itself, rewarding and enriching for the companies. This is in line with the answers given when they were asked whether hosting interns is an advantage for the company. 95% answered positively.

It was a joy to see that all the students observed an increase in their motivation to take their learning further. Moreover, they all agreed that they received a clear picture of their future careers.

## ROMANIA

We had expected the survey to describe the reality of the Romanian transition process from school to work and to get a clear view of how satisfied students, teachers and trainers feel about the work-based training approach in our country.

What is **really surprising** is the fact that 100% of the trainers without exception, 95% of the teachers and 92% of the students are content with the training system. The results are very optimistic and positive, although when asked about suggestions and improvements in connection with the work-based learning process, they had various proposals.

We were **positively impressed** by the huge percent of teachers who practice work-based methods in their classes (90%) and by the fact that 70% of them state that they use additional activities to train students for their future jobs. In fact, we **had expected** teachers to emphasize the huge importance practical lessons and activities have in students' preparation and we have also been **aware** of the fact that Romanian teachers get involved in a wide variety of activities and also suggest ways of improving them.

We **did not expect and we were therefore surprised** by the fact that trainers consider that schools take into account their feedback (100%). This proves that communication works between trainers and schools. Trainers are also optimistic when asked if the scheduling of the internship is appropriate to facilitate the school-to-work transition. (95%).

More than half of the trainers asked consider that soft skills and technical skills are equally important, which **is surprising** as we **expected** them to state that technical skills are more important than the soft ones. So, in order to get effective and efficient technical training, it is of utmost importance to combine the skills of team work, punctuality and good communication.

The majority of the Romanian students (88%) have answered that they prefer the practical part of learning in the workplace and **this was not surprising** to us at all; they eagerly take part

in practical activities, students are aware of the fact that being well-trained involves much practice.

In general, Romanian students gave optimistic answers concerning their work place experience, the fact that they are sufficiently monitored by their school during the internship, and the way they are prepared for their future jobs (more than 80%). **This result was not surprising at all** as there is a close link between schools, trainers and work place; of course, when asked, they suggested that there was still room for improvement.

Despite the overall optimistic answers we got from the respondents, they are all aware that the work-based training system in Romania still needs serious improvement and there are some common suggestions which should be seriously taken into account (see next chapter “Conclusions and Proposals”).

## SLOVENIA

Within the survey, in Slovenia we expected general disappointment over the education process itself and the results of it. We have been surprised how **evident that disappointment is within all three groups**, especially among employers who have expressed the need for greater significance to be given to practical education. Surprisingly, even learners distinctly notice this need and indicate that the lack of practical education leads to problems on the labour market later on.

Among **teachers**, we predicted a persuasion that their knowledge transfer is good enough to integrate young people into the labour market and their future job. The results of the survey revealed the opposite opinion. Teachers also want more practical work phases and strive for the

**support of employers** in the process of educating young learners.

As expected, there was a general complain about the **big gap between the real situation and the condition of equipment** in schools. This is the consequence of the rapid technological progress, with which the school system and teachers are failing to keep pace. Both most pupils and teachers, indicated the same problem. Moreover, employers are facing this situation daily when students come to their companies to learn.

We did not really expect significant contributions from the **students**. However, the students **showed a strong interest in their education** and the problems they face. In addition, they proposed better cooperation between the school and employers and suggested to reward employers for their engagement so that there would be more opportunities for practical education.

Among **teachers**, we did not expect the **call for more practical skills** and less theoretical learning content. Even less did we expect the request for acquiring practical skills abroad. Teachers also stressed that there should be a training/preparation for mentors around their role, which the other two groups did not perceive.

Despite the fact that **employers** have very little time, they have genuinely devoted themselves to the survey and highlighted many problems. Besides expressing the readiness to offer a greater extent of practical education, among the most important suggestions was the desire to see the **cooperation improved** between the school and the employer, as well as the **flow of information** between them.

**Mentors** stressed the significance of students having problems within their education, the

most topical issues being the lack of practical experience and general technical backwardness. Sometimes neither the mentors nor the learners are sufficiently aware of what is expected of them in relation to the content of the internship.

## SWEDEN

Performing the study in Sweden, we expected that teachers would express lower figures regarding knowledge about planning and evaluating WBL activities. Following the response, we can note that the 100% of the responders claim that they have.

We also expected little coherence between the target groups but found that teachers and trainers/tutors have a quite similar view about a lot of educational questions. Signals regarding a lack of communication between the schools and the work places were expected - an assumption that was shown to be correct looking at the comments from the target groups.

Expectations regarding doubts on the teachers' side, based on feelings that WBL is a complicated form for learning could be seen as quite correct, as approximately 70% of the teachers say that they are satisfied with the national WBT approach, and 25% feel that WBL is a less useful learning method.

What surprised us was, even with the results noted above, there was an overall satisfaction expressed with WBL as a form of learning, especially among trainers and students.

Another surprising fact was the agreement between teachers and trainers regarding the areas for improvement of WBT/WBL activities.

Knowing that schools in Sweden have well established guidance provision for their students, the lack of knowledge about the presence of

guidance staff was also a bit surprising.

Furthermore, we found it unexpected that so many students expressed that WBL produces no specific positive effects for the motivation to learn further.

## TURKEY

As a result of the WBT survey conducted in Turkey, it has been shown that all stakeholders are highly satisfied with the performance of the on-the-job training in the country. 95% of the workplace trainers are satisfied with the performance of the on-the-job training in the country compared to 75% of the teachers and students who express contentment.

85% of students realize that the practical training they are doing is important for their future work and feel themselves as part of the workplace during the WBT experience. 75% of the trainers stated that the knowledge of the students is sufficient for on-the-job training. This percentage is lower than expected for student qualifications. While all the teachers state that WBT is useful, only 80% of them have knowledge about planning and evaluating WBT experiences: This result constitutes the most remarkable point of the research. We feel the remaining 20% is of considerable importance.

According to the teachers - who are expected to provide more career guidance to the students participating in on-the-job training - 55% of them are actually providing career guidance in the school. 25% of the instructors at the workplace are doing this guidance as well. Particularly the educators' activities regarding professional career guidance are far below expectation, and the indifference about this issue has an adverse effect on the transition from school to work.

## 4\_What are our conclusions and proposals for improvement?

As illustrated, the method of how young people in Europe find their way from school into the labour market and how they get prepared differs from country to country. While one country predominantly focuses on preparation in schools, the main focus in another country lies on learning in a workplace and the involvement of companies in that process.

These different approaches were all represented by the partner countries involved in this project. Against this background, it is surprising how similar most of the proposals for improvement of the specific system are, as made by teachers, trainers and students in the online survey. Some central demands and conclusions are summarized here followed by specific national proposals for improvement.

- The experience of **working in a company** under real circumstances when undergoing an internship is a very important experience for young people. Their personality will be strengthened, their self-confidence and self-esteem rises and they get a clearer picture of their later career choice.
- In all the countries represented in the survey young people call for this work experience. They want to prove their knowledge and their abilities under real working conditions. Practical learning phases should last longer and companies have to be involved in the process.
- Accordingly, the communication and **collaboration between schools and companies** has to be improved and intensified. Teachers and trainers together have to define the learning objectives. The results of the internship have to be evaluated and taken into account when con-

sidering the further learning path. Neither company nor student should get the feeling that the young person is just "parked" during an internship.

- Teachers are not only to be informed about the practical learning phases but rather actively involved in the planning and implementation. They should be encouraged to embed work-based learning activities in their own teaching.
- Schools have to give thought to how **theory and practice learning** can be linked to each other effectively, so students can easily follow that interrelationship. They need to keep up with ongoing technical development. Curricula need to be continuously updated and equipment and machinery have to be modernized.
- Besides the teaching of the theoretical knowledge and the technical skills, schools have also to focus on the overall personality of the young student and the basic **social competencies** - reliability, accuracy, punctuality, ability to work in a team and to solve problems adequately are all important soft skills and competencies needed for successful integration into the labour market.
- Young people need somebody in their environment who is able to give **advice on labour market matters**. Questions regarding the right career choice, the required competencies, training and job vacancies, the application process and similar are important questions needed to be answered on behalf of our young people entering the labour market. Schools and companies should therefore appoint a named person to provide careers guidance and make it visible to the students.

## BULGARIA

In short, the main proposals of the target groups for improvement in Bulgaria are: *Legally bound obligations for employers, mentors, training institutions and trainees; A longer internship period at a real working place; Development of joint programs/new school curricula (comprising schools, business and institutions in the labour market); Investments in educational sector and paid work practice for students.*

### **Our proposals to the relevant authorities in our country are:**

In the first place, we propose to implement the education reform and to expand the dual-system of vocational training and education according to the revised *Law on Vocational Education and Training* (end of 2014). It is necessary to carry out a regular needs assessment survey for the business sector to establish closer ties between practical training and specific training at a real workplace.

It is particularly important to train teachers and mentors in the business sector, as well as experts in dual education and to increase the motivation and qualification of the teachers, tutors and mentors.

Crucial for the transition from school to work is the process of mastering social skills and key competencies at the school stage. Besides the teaching of theoretical knowledge and technical skills, schools have to focus on the overall personality of the young student and the basic social competencies as well, because we speak no longer of a vocational choice, but now talk about lifelong career management, which demands a broad variety of skills and knowledge.

Full coordination is needed between everyone involved in school to work transition. Significant ethnic and regional differences in educational attainment and employment must be overcome and the National Programme for internships be developed.

## GERMANY

As a main conclusion to be drawn from the survey in Germany there seems to be an urgent call for improving the flow of communication between schools and companies in order to link theory and practical learning phases and to accompany and supervise students better in terms of work place experiences and internships. Also, there seems to be the urgent need for proper career guidance at all learning stages, at school as well as at the work place.

### **We therefore propose:**

First of all, we call on the responsible to actively involve teachers in the whole process of work-based learning, including the planning, the implementation and the evaluation of practical learning phases, because they are the ones who have to implement the process and to accompany the student accordingly.

In order to improve the process of communication between school and company, there should be a designated person in every school responsible for the constant and continuous communication with the work sector. In Northrhine-Westfalia for instance, there is already a coordinating position established, called StuBO<sup>6</sup>. This person is mainly engaged with planning and implementing all sorts of vocational orientation programmes at the school. This position should be strengthened and extended so that there is

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<sup>6</sup> Koordinatoren für Berufs- und Studienorientierung -  
*Coordinator for Vocational and Educational Orientation*

enough space to secure the proper flow of communication with the labour market.

Desirable also would be to combine the task of career guidance of students with the position of communication coordinator. The survey revealed a great need from the student's side for proper advice and counselling in secondary and vocational schools. The task of career guidance should not just be left to the more or less voluntary responsibility of the respective teacher.



*Young metal worker trainee at ZIB, Germany*

Last but not least, it must be stressed that the training of job-related key qualifications, soft-skills like reliability, accuracy and the ability to work in a team, to communicate properly, to solve conflicts and alike should be the constant focus of the educational process in public secondary and vocational schools as well as in private vocational training centers.

## ITALY

The need for better communication is reported by all three actors in the school-to-work transition system, namely teachers, companies and students. In particular, the survey has revealed that, on the company's side, the main critical issues are linked to the student's skills and competencies and the identification of the tasks the students have to perform during their working experience. The production of a "**Competence**

**Passport**" where the student, under the supervision of the teacher, provides the company with feedback on the school programme and the acquired skills, could constitute a useful communication tool that at the same time makes the student feel responsible and involves him/her in the school-company dialogue. The student presents himself/herself to the company and describes what he/she thinks he/she can do. These data sheets can also be the basis for the internship evaluation.

Vice versa, the company should also be presented to the students, who sometimes complain about the lack of detailed information on the implementation modalities of the internship and on the companies that host them - information such as the company's main characteristics and its job sector, its history, mission and organization and the competences needed for the internship.

The possibility to integrate the school programme to make the students' curriculum more appropriate to the specific demands of the job market is another important aspect that, starting from communication/collaboration, goes beyond it. Schools, companies and also educational organizations and public authorities have to co-operate in order prepare today's students to be tomorrow's workers, illustrating what is the skills demand, both sectorial and transversal. In reality, since 2010, the Italian legislative framework provided for the establishment of Technical Scientific Committees, composed of representatives of the school and the companies, trade unions, local authorities and universities, with the role of linking school's educational goals and the professional needs of the territory. Unfortunately, only a few schools have established these committees.

Schools should also be open to receive companies' specific requests to make internships both

more effective and attractive for companies and more motivating for students.

The **evaluation of the work experience** has also been recognised as a point to be improved. On the school side, companies should know and share with the school a common evaluation scale. This necessity becomes more urgent as marks given by companies to students at the end of the internship contribute to the general evaluation of the student for the relevant school subject and, from this next school year, also to the final examination. On the company side, evaluation should understand goals more relevant to the company reality, including transversal skills such as team work, time management, adaptation to different cultural environment, interpersonal behaviours, initiative, flexibility, punctuality and willingness to learn, etc.

As students sometimes report the lack of a proper monitoring process during the working experience, periodical evaluation questionnaires could also help in this direction.

Concerning the difficulties that schools are facing in **finding companies available** for hosting students, the current economic situation specifically in Italy with its small and medium enterprises is surely not helping. The attractiveness of internship for companies is also another aspect, by now already recognised as one of the turning points shared with all other EU countries.

Companies complain about schools “parking students” wherever it is possible, which suggests a working experience too far removed from the school programme, developed only to reach the necessary compulsory hours. Through the years, schools have developed a network of available companies and built a close relationship with them, but they find difficulties in broadening and variegating that pool, especially in small cities. The “Company Register” introduced by the

latest Law in 2015 did not solve the problem as only a few companies are subscribed to it. To worsen the issue, the basic criteria used by schools for the initial selection of possible companies to host students are the proximity of student’s home and company and the availability of public transport to reach it: these elements are essential to the feasibility itself of the internship, before any evaluation of the effectiveness of the company-student’s matching. A possible solution could involve Public Authorities, through specific agreements with schools for free transport services to industrial areas or on-demand services. On the other hand, the need for a broader number of available companies touches the topic of attractiveness, which is also linked to cultural issues - a simple but more effective communication with the company is therefore important. A communication flow should be developed capable of informing and sensitizing companies about the positive aspects of hosting students, including the specific activities that schools can implement to support interns and companies (i.e. matching the school programme with the companies’ needs).

**Additional activities** organized at school to support the student’s working experience can contribute to make it more effective. The survey shows examples of many positive experiments developed by teachers individually that could be systematized: simulated enterprises, meeting with representatives from the job market (company owner, trade unions’ representatives, job agencies operators) and with ex-students, trainings dedicated to the development of soft skills, visits to companies, simulation of job interviews.

## MALTA

The survey has shown both the positive and negative aspects of Maltese young persons’ career

choices and paths taken in making the transition from school to work. It has shown how school choices can predetermine the future prospects of young people. It has also shown that despite some existing problems, most young persons seem to settle down in their job without great problems. On a last note we would like to state that we have seen goodwill from most of the players involved in the transition. However, their efforts tend to be on an individual basis, leading to disjointed actions that reduce their effectiveness. If young persons are to be helped in undergoing a smooth transition and at the same time being able to utilise their capabilities to their maximum potential, all players need to get together and work as a group in order to provide one co-ordinated effort.



*Young students at Hermes, Malta*

**We therefore propose:**

- To have all stakeholders involved in actions related to the school-to-work transition. These stakeholders include educators, employers, students and parents as well as other bodies such as unions, Federation of Industry, Chamber of Commerce, and others. Participation should not be restricted to board representation, but extended to other directly related activities such as participation in drafting of documents, organising courses, and participation in projects related to the school to work transition of young persons.

- There should be provision of career guidance and the preparation of students for the world of work. Some sort of structure is to be worked out either through an agreement of collaboration between the different parties, but possibly also through the setting up of an independent body that would be responsible for providing guidance and counselling in schools and for running programmes about the world of work.
- Employers or their representatives need to be asked to participate in the school-to-work transition at various levels, by being represented on boards at high level, by having representatives in teams working on drafting course descriptions and in playing an active role when providing work experience. That is how employers are made aware of the skills and work experiences that students need to get.

**PORTUGAL**

Two main conclusions can be drawn from the survey in Portugal.

First of all, WBT experiences are essential for the students since they represent a preparatory period to ensure adequate access to the labour market. Furthermore, they offer added value for the companies that can seize the opportunity to train and prepare their future employees. However, these WBT experiences will certainly be much more efficient if they last longer.

Secondly, WBT experiences motivate students to learn more and enable them to set professional targets, which leads us to conclude that the more WBT experiences they have, the easier it will be for them to consider a certain future career.

**We therefore propose:**

Public secondary and vocational schools and vocational training centres should seriously and thoroughly reflect whether they want motivated

and professionally prepared students or want to keep them in classrooms gaining theoretical knowledge. It is important for these bodies to define priorities concerning their educational goals and, thus, to extend as well as to increase WBT experiences for their students.

It is therefore important for these institutions to strengthen and consolidate partnerships with companies in order to plan longer and more frequent WBT experiences.

Moreover, these reinforced partnerships would also enable them to define which important skills should be focused on through the school curriculum, so that the interns can meet the companies professional needs and commercial requirements.

Finally, although it is not a *sine qua non* condition for the companies to host a student for a WBT experience, financial compensations could encourage companies to provide this opportunity more often and in a more effective way.

## ROMANIA

In Romania, it is necessary to have a national strategy that aims to increase the employability of graduates into the labour market. The specific objectives of this strategy include:

- To identify key strategies for facilitating insertion of graduates in the labour market;
- To present the role and organization of traineeships;
- To analyse the effectiveness of career counselling activities;
- To identify the main characteristics of training activities.

In response to the difficulties after graduation, we propose as main activities among others the following strategy: to develop learning situations at workplaces, providing advice and career guidance as well as continuing mentoring and

assistance with the integration into work, in detail

- Organizing compulsory **internships** in companies, performed before graduation in order to train occupational competencies.
- Organizing **career guidance**, developing a personal career plan by first identifying barriers and needs.
- Continuing mentoring and assistance including training type activities and workshops in order to strengthen **basic skills** such as team working ability, entrepreneurial skills, leading competencies, communication and language skills.
- Further activities like creating and supporting active partnerships between schools and companies, financial support for disadvantaged students, review of curricula with greater reference to new requirements of the labour market, changing the Theory-Practice ratio in favour of active practice learning.

## SLOVENIA

In Slovenia, there were many suggestions and proposals made by all three involved groups, students, teachers and mentors. The main and most important proposal is to **increase the number of hours for practical learning** spent at an employer's place of work.

A good example of the extensive number of hours, which are to enable students to learn about the quality of their work and tasks, is visible within **secondary vocational education**. Its purpose within the curriculum identifies and stresses the most obvious requirements the majority of respondents have within the Slovenian education system - more practical learning. Within the delivery requirements of practical learning, it is defined that students spend **two days per week** getting to know and learn just the specifics of their profession. The remaining days

they learn general educational subjects. In higher grades, practical learning at school is combined with work-based learning in companies. This period **extends to almost six months** and it is, when compared with other vocational educational programs, the longest period of work-based education offered in Slovenia.

The number of hours of teaching general subjects should be reduced in favour of a greater number of hours of practical training. These additional hours for work-based learning can be directed into the gradual achievement of the necessary steps and to more independent student work, especially in the part where it takes more practical work to learn the procedures to complete a particular workroutine. As a result, they enable a smoother familiarisation with the work place, where the **students begin to incorporate the gained knowledge into practical use.**

In line with such possibilities, it would be necessary to have cooperation between schools and employers to prepare and provide a useful curriculum. This should enable a presentation for mentors, which **systematically explains what students need to know** on each specific level. Mentors then know what to expect when students arrive at the company. In addition, the curriculum itself should **clearly reveal what the students need to learn** while in the work-based learning situation. The feedback from mentors should help schools to improve the specific knowledge of students, which was not reached while in the work-based learning situation.

A very important issue should also be the **payment for the practical training at a work place.** The employers are the experts who enable the students to realize a real work-based

learning experience, but also they are the ones who **genuinely teach students how to do it.** Knowledge based on experiences and time spent on students to demonstrate and teach are often more valuable than the knowledge gained from theoretical learning.

A big necessity is also to improve **the equipment at schools** - especially in schools educating high-tech professions where the learning process and the knowledge outcome are highly dependable on the use of up-to-date equipment. With better equipment or even the use of learning simulators, which are close approach to reality, it should get easier to **transfer skills from the work-based learning school environment to a real work-based learning environment in a company.** Also for these purposes, the teachers should be better educated themselves, if necessary, within the companies.

Among other proposals that were made by the respondents, which would be worth considering is the **possibility of using classrooms for individual training outside school hours,** which would give students the possibility to practice, especially if they do not have the possibility to practice elsewhere. In addition, there would be a **greater number of practice models and examples offered,** suitable for additional practicing. For certain professions or trades, it would also be preferred that there were a **higher number of practical activities** included in the school education and tested for their effectiveness before engaging with the employer.

Finally yet importantly, there is a high demand for **teachers who have** at least a few years of **concrete work experience** within the job or even better who are practicing their profession and are teaching at the same time.

## SWEDEN

In Sweden, the main proposals for improving the work-based learning approach are:

Regarding the students comments, young learners want more practice and less theory, but on the other hand they are satisfied with the school-to-work system as it is.

Regarding the teachers and the tutors, they have a coherent view of what needs to be improved:

- Closer contact between the schools and working life
- Better collaboration in planning the WBL periods (between school and work place)
- Better and perhaps more detailed tutor trainings
- Job shadowing for teachers at the work places reflecting the subject areas



*Classroom lecture at CFL, Sweden*

Following the proposals for improvement, one could recommend that national educational authorities look into the following suggestions for improvement of WBL in Sweden:

- National requirements for the training of teachers engaged with WBL
- National requirements on tutor training content
- Creating mechanisms that stimulates schools to give teachers time for job shadowing in the

world of work

- Create stronger mechanisms for stimulating the work market to deeper the participation in the processes necessary for creating effective WBL solutions
- Enhance the guidance activities in school – from primary school to adult learning, with stronger involvement of teachers and tutors in the process, giving young people a better picture of the world of work.

## TURKEY

Particularly when the interviews are examined, it is seen that the results of the students' transition from internship to employment are not yet at the desired level. We have gathered the following suggestions in order to improve this situation:

- One of our problems is that businesses are reluctant to host interns. If the state would allow reduction of taxes, insurances and similar when students are trained in a company, then entrepreneurs would be more likely and willing to employ trainees.
- A trainer should receive some extra pay if the student gets employed after training and internship in the company.
- If more than one student is doing an internship in the same company, each student should not necessarily follow the same programme. The ability of the student, his interests, his competencies may be different due to his individual needs, personality, preferences and personal circumstances.
- Training seminars for master trainers should be organized.
- Workplace owners should be made aware of internship and employment.

## 5\_What can we learn from each other? Our examples of good practice

In its 2-years of work, the project partners soon discovered that there is not just one way to prepare young people for the labour market. When discussing different approaches to work-based learning and when listening to the expertise of pedagogues from other countries, the partners soon came to the belief that the different tools, methods and approaches all have their merits and eligibility and that one should not be fixed to just one approach. On the other hand, our common belief was also that it is essential for the labour market itself and employers in particular to be involved in the process.

So, partners are convinced that we can learn a lot from experts and practitioners from other European countries regardless of the specific school-to-work transition process may exist there.

Based on this credo the partners collected a number of examples of good practice in work-based training methods and projects. These examples take into account the fact that there are work-based training practices in the narrower sense of the word with the direct involvement of the labour market in terms of internships and apprenticeships. Furthermore, there are approaches also suitable to prepare young learners for the world of work and their future job as described earlier in the chapter “What does work-based learning mean?” and named “WBL related activities” (see page 7ff).

On the following pages you will find two examples from each country which were thought

to be significant and meaningful enough to be selected for the compilation. As a general rule, those examples were chosen which are implemented and applied by the partner institutions or whose implementation they were involved in – thus, they were tested by practitioners, assuring suitability for successful work-based learning experiences. Besides a short description of the tool, there is useful information provided on the technical side of the approach in respect of resources needed (duration, certification, potential costs etc.) as well a comparison of their strengths and weaknesses. Finally, a personal view is included on “lessons learned” when applying the tool completes the description. And in case the reader is interested, you will find sources identified for both their further information content and contact details.



*Young cook trainee at RESC in Pleven, Bulgaria*

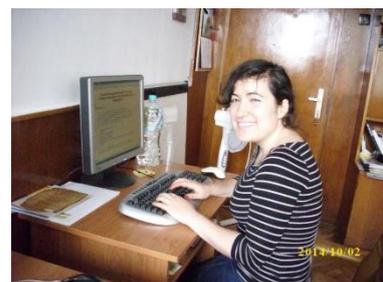
The project consortium hopes that it managed to edit the examples interestingly and descriptively enough to make the reader curious.

1. Identification of the practice or project			
Support measures in the framework of the project: „ <b>European Centre for youth employment and entrepreneurship</b> ”, using the Rickter model for assessment and soft skills development to get young people closer to the labour market.			
2. Promoter and/or funding body	Regional Enterprise Support Centre (RESC) in the framework of National Operational Programme „Human Resources Development”	3. Country	<b>Bulgaria</b>
4. Web page	<a href="http://www.youth-employment.com">www.youth-employment.com</a> <a href="http://resc-pleven.org">resc-pleven.org</a> <a href="http://www.rickterscale.com">www.rickterscale.com</a>	5. Contact	<a href="mailto:bgoz.rz@infotel.bg">bgoz.rz@infotel.bg</a>
6. Short description of the project			
<p>RESC in Pleven has been offering support measures for young unemployed people, using the Rickter model for assessment and soft skills development since 2013. The overall <b>objective</b> of the project above was to develop sustainable transnational cooperation between organizations in Europe to participate actively in the employment of young people through the exchange of information, ideas, best practices and thereby add value to the policies and practices of the labour market. The aim was to move young people closer to the labour market</p> <p>The partners conducted a social experiment involving 300 unemployed young people in the region of Pleven, aged 18-29, who received advice and guidance to actually start work or to get closer to the labour market. In direct interviews, using the Rickter Scale® and through online consultations, 10 trained consultants helped the young people develop skills for employability and entrepreneurship.</p> <p>The <b>Rickter Scale®</b> is an A4 size hand-held board with ten headings down the left hand side and a magnetic slider for each heading. This slider can be moved along a scale of 0 to 10, enabling the user to scale how they feel about each topic. For the target group in Pleven Region, the topics were Skills, Self-Presentation, Communication, Motivation, Opportunities, Support, Barriers, Job Preparation, Type of Work and Work Readiness.</p> <p>As a result of the project, a <b>Centre for Complex Online-Based Labour Market Services</b> was established, which caters to young people’s individual requirements and responds to the growing need of young people for help and support in their transition from education into employment. Two printed publications were prepared and distributed among the participants in the project and all interested parties: „<b>Successful Career Start Guide</b>”, a Manual on developing key employability competencies for young people, and the „<b>Practitioner’s Manual</b>”, a handbook for practitioners who offer services on the labour market.</p> <p>The Rickter model for assessment and soft skills development was adapted and applied to the target group in the Pleven region. After conducting <b>300 assessments</b> using the Rickter Scale and generating <b>300 reports</b>, as well as <b>online consultations</b> carried out on a specially developed online platform on the project website, the outcomes were as follows:</p> <ul style="list-style-type: none"> <li>- 83 young people started work in the primary labour market</li> <li>- 21 were involved in employability programmes</li> <li>- 38 were involved in training and achieved qualifications</li> </ul>			
			
			
			

<p>meaning a positive impact of 47% at the end of the project that increased to a rate of 58% six months later. All of the participants made their own decisions and took action according to their individual action plan for the successful approach to the active labour market. RESC Pleven was familiar with the Rickter tool from a previous project, European Model for Sustainable Employment, which introduced a model for sustainable employment from The Rickter Company Ltd in the UK to the Pleven Region in Bulgaria. As a result of the successful work with the Rickter model, it was institutionalized as a toolkit of the Centre for Information and Professional Orientation in Pleven as part of the National System for Vocational Education and Training in Bulgaria.</p>			
7. Target group(s) addressed			
A group of 300 young unemployed people on the labour market in the Pleven Region			
8. Description of the resource			
Duration	The consultants conducted 2 attendance meetings with each person with a total duration of 3 hours – basic interview and interview to assess the progress; and online consultations with duration of 2 hours; overall 5 hours. The whole process took 3-6 months.	User's ICT level required	N/A
Methodology	<ul style="list-style-type: none"> <li>- Adaptation of the existing Rickter Scale Process to the Bulgarian conditions</li> <li>3 Rickter Scale (face to face) interviews conducted with each young person</li> <li>- One-to-one support and input from 10 trained practitioners (career development professionals)</li> <li>- Accessible and user-friendly online resources (online platform)</li> <li>- Adapted Frame of Reference-themes and questions to reflect specific client needs</li> <li>- Use of online Impact Management System</li> <li>- Effective Quality Standards</li> </ul>		
Pedagogical approach	<p>The role of a career development professional now is to facilitate, guide, coach, mentor and support, when necessary. They are able to help young people and adults to:</p> <ul style="list-style-type: none"> <li>- Develop a strong sense of personal responsibility and resilience to overcome barriers in learning, work and personal development</li> <li>- Develop career management skills and adaptability, including digital literacy</li> <li>- Broaden horizons, raise aspirations and encourage individuals' potential to progress</li> <li>- Provide expert advice on occupational and sectoral trends</li> <li>- Help remove the barriers to learning and progression by brokering learning and support, including financial advice</li> </ul>		
Certification	Certification of the institution		
Structure of the resource			
10 trained consultants; Rickter Scale with new Bulgarian Frame of Reference; Successful Career Start Guide; Practitioner's Manual; Learning materials			
Costs related to implementation			
Costs occur for the training of the consultants: 5-day initial training of 40 hours plus 2 hours of supervision leading to a practitioner licence; for the hardware (boards and overlays) and the software (IMS)			

9. Strengths and weaknesses	
Strengths	Weaknesses
<p>Using Rickter Scale tool, the benefits for the individual are:</p> <ul style="list-style-type: none"> <li>- Easy to use and understand</li> <li>- Overcomes communication barriers</li> <li>- Allows the individual to explore possibilities</li> <li>- Builds on what works for the individual</li> <li>- Gives positive feedback about progress made</li> <li>- Allows the individual to see the 'big picture' and make connections between aspects of their life</li> <li>- Helps identify appropriate specialist support</li> <li>- Builds motivation, resilience, positivity and purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Costs for hard- and software</li> <li>- Individual approach is needed, because the unemployed young people are not motivated to make the first step in their transition from education into employment</li> </ul>
10. Lessons learned for WBT	
<p>The employability skills are the common language by which the employers and the employees communicate. With the established <b>Centre for Complex Online-Based Labour Market Services</b>, the organizations that implemented the project have 10 trained licensed consultants who offer online and face to face services based on complex-type labour market conditions. The association acts as a labour exchange and offers brokerage services in the labour market by working closely with the Labour offices, employers and training institutions.</p> <p>From the social experiment that we carried out successfully, we learned that the individual approach in working with young people produces good results. Moreover, it's very important that decisions for further steps are made by the young people themselves, and this allows exactly the use of techniques of the Rickter Scale Process<sup>®</sup>. We learned that the activity of employers towards organizing training in the workplace can be extremely useful for young people. These trainings need to be geared both towards raising qualification and to introductory programmes aiming for the orientation of young people towards their first job.</p> <p>Bulgarian employers can be extremely helpful in filling in the gaps that the education system is unable to fill at this stage and help young people on their way to developing adequate skills for employment and deployment of their full professional potential. The resources and facilities applied to this end are many and varied. One of the most effective being internship programmes and on-the-job training.</p>	

1. Identification of the practice or project			
<b>"Easy Mobil inklusiv"</b> - A working stay abroad for apprentices RESC Pleven acting as the host organisation in the framework of the project			
2. Promoter and/or funding body	Stiftung Bildung & Handwerk, Paderborn through ESF	3. Country	<b>Bulgaria</b>
4. Web page	<a href="http://www.stiftung-bildung-handwerk.de">www.stiftung-bildung-handwerk.de</a> <a href="http://resc-pleven.org">resc-pleven.org</a>	5. Contact	bgoz.rz@infotel.bg
6. Short description of the project			
<p>The project "Easy Mobil inklusiv" promotes the mobility of apprentices with special needs and helps them get work experience abroad. Within this framework, RESC as an experienced host organization for vocational mobilities hosted a young female trainee with a migrant background.</p> <p>The aims of the project were: - Familiarization of disadvantaged apprentices with the opportunity to take part in European Mobility projects; - Realization of mobility stays abroad for students from the target group; - Broadening the idea together and inclusion of team members in the activities. The specific objectives were the acquisition of experience in professional practice in a foreign country.</p> <p>The field of vocational education of the trainee was as Office Management Assistant with additional qualification as „Assistant in European commerce“. The tasks of the trainee was assisting with daily tasks in the administration (office organisation and accountancy). The trainee worked three weeks at the office of RESC Pleven and at one of its members, DBBZ Pleven (The German-Bulgarian Vocational Training Centre). She gained an insight into the responsibilities of the job and assisted the team in daily tasks. The trainee applied her technical knowledge and integrated herself to the best of her ability. As a result, she:</p> <ul style="list-style-type: none"> <li>- got to know the field of services of RESC Pleven, the internal structures and processes as well as methods of planning and organization of work;</li> <li>- got an insight into Vocational Education and training in Bulgaria;</li> <li>- assisted in daily tasks</li> <li>- improved her knowledge of the English language and learned to communicate in a foreign environment in all situations of work and daily life, as well as to apply technical terms in the foreign language; make arrangements and give information in English if required</li> <li>- acquired intercultural knowledge on living and working conditions and customs in Bulgaria</li> <li>- developed independence, personal initiative and skills for self-organization as well as capacity for team-work</li> </ul> <p>The young lady was of Arab origin, an immigrant from Iraq, 10 years resident in Germany with her family. Favourable for her socialization was that she stayed in a family environment. At first, she was very shy, but the family environment and good care helped her become more open and communicative. She learned knitting, dancing Bulgarian dances, cooking Bulgarian dishes and found many friends. An interesting historical tour in the country was also organized for her.</p> <p>At the end the project was so successful, that the young lady wanted to come again with other students and their families. After returning home, she organized short presentations to the other students, to promote the mobility into Bulgaria of apprentices with special needs and help them to get work experience abroad. As a result of the project, RESC Pleven not only works as a hosting organisation, but also as a sending one.</p>			
7. Target group(s) addressed			
Apprentices with special needs			



8. Description of the resource			
Duration	3 weeks	User's ICT level required:	Low
Methodology	Interview, Skypetalking coaching, mentoring, tutoring		
Pedagogical approach	Learning by practical work Using individual approach		
Certification	Youth Pass		
Structure of the resource			
Individual workplace, good equipment, training materials available; Educational literature and modules in German and English; Care by a competent mentor/tutor, qualified in accounting; Project management; Coaching			
Costs related to implementation			
All costs are covered by the project. In case of failure to cover the cost of the project, RESC Pleven will cover the costs of accommodation and subsistence, because the benefits are mutual.			
9. Strengths and weakness			
Strengths		Weaknesses	
<p>For the trainee a supportive environment and opportunities are created to:</p> <ul style="list-style-type: none"> <li>- develop skills for self-organization as well as teamwork</li> <li>- improve their capability to communicate in a foreign / and foreign speaking environment</li> <li>- acquire intercultural knowledge about living and working conditions and customs in the partner country</li> <li>- participate actively and become motivated in all parts of the project</li> </ul>		<p>Young people with special needs require special care in order to adapt to the new environment. They need a customized approach and good preparation.</p>	
10. Lessons learned for WBT			
<p>The employability skills are the common language in which the employers and the employees communicate. They show the quality of an individual's social and personal orientation within the labour market. With the development and the ongoing changes of the labour market, the demands on the work force develop and change as well. Lessons learned for WBT:</p> <p>Detailed background information for trainees is needed. It is also necessary to:</p> <ul style="list-style-type: none"> <li>- Foster understanding of the culture and attitudes of the host country;</li> <li>- Identify a tutor to monitor the participant's training progress (at RESC there is a tutor the participant can contact any time and who builds confidence and helps the participant feel at home);</li> <li>- Have clear rules and regulations regarding the host organisation;</li> <li>- Assign to the participants tasks and responsibilities to match their knowledge, skills, competencies and training objectives, and ensure that appropriate equipment and support is available;</li> <li>- Contact with the tutor or coordinator in case of difficulties or questions in order to find a quick solution.</li> <li>- Regular contact between participant and sending organisation;</li> <li>- Provide practical support if required;</li> <li>- Check appropriate insurance cover for each participant – to feel protected and secure.</li> </ul>			

<b>1. Identification of the practice or project</b>			
<b>CNC Project "Coconut"</b> - Getting disadvantaged young people prepared to programme and operate a computer numerical controlled machine in metalworking			
<b>2. Promoter and funding body</b>	Zentrum für Integration und Bildung	<b>3. Country</b>	<b>Germany</b>
<b>4. Web page</b>	www.zib-online.net	<b>5. Contact</b>	info@zib-online.net
<b>6. Short description of the project</b>			
<p>In cooperation with its sister company, ZIB developed a project that was aimed at preparing disadvantaged young people to build, programme and operate a model CNC machine in the metal workshop and that directly links theory and practice learning. The challenge was how to lead young people with learning difficulties to more complicated learning subjects such as programming a CNC machine that needs some basic understanding of mathematics and spatial sense. The fact was that the students often get confronted with computer controlled machines when doing an internship in a company. Due to the low educational background of the students and the technical resources of our own workshops, for a long time we were reluctant to prepare our students in more complicated math-based learning matters.</p> <p>Finally, the team composed of teachers, instructors and educators started to develop an integrated project where the teaching in the classroom would be directly connected to the ongoing work in the metal workshop. The idea was to build a little CNC model machine in the workshop whereas in the classroom all learning subjects necessary for programming the machine should be taught. The project "Coconut" was born.</p> <p>Accordingly, the main steps of the project were (a) to put together the machine, (b) to write a programme, (c) to run a simulation and do the error correction and finally (d) to produce work parts automatically. But, before the programming could be done some other learning matters had to be controlled, such as technical drawing and the handling of the coordinate system, first in the two dimensions of the X and Y-axis, later on with the extension of the Z-axis in three dimensions.</p> <p>By the end, the project was so successful that for many years ZIB had a well-functioning student exchange programme with a Spanish vocational training centre which sent its learners to Germany in order to lead them to use CNC techniques, while our students completed a welding course in the labs in Spain.</p>			
<b>7. Target group(s) addressed</b>			
Disadvantaged young learners undergoing a vocational preparatory course or an apprenticeship in metal working			
<b>8. Description of resources</b>			
<b>Duration</b>	Appr. 6 months	<b>User's ICT level required</b>	Low - knowledge acquired within the project
<b>Methodology</b>	Classroom teaching - Labour in the work shop - e-learning units		
<b>Pedagogical approach</b>	Learning by practical work		
<b>Certification</b>	Certification of the institution		
<b>Structure of the resource</b>			
Putting together the engine in the metal workshop, accompanied by the teaching of: <ul style="list-style-type: none"> <li>- Technical drawing</li> <li>- The use of the coordinate system</li> </ul>			



<ul style="list-style-type: none"> <li>- Main features of programming</li> <li>- Simulation and error correction</li> </ul> <p>Followed by the automated production at the end</p>	
Costs related to implementation	
<p>Costs occur for components of the model engine as well as for the e-learning programmes for technical drawing, coordinate system and programming</p>	
9. Strengths and weaknesses	
Strengths	Weakness
<ul style="list-style-type: none"> <li>- Direct connection between theory and practice learning</li> <li>- High motivation of learners since the purpose of every step in the classroom and in the workshop is clear and understandable</li> <li>- Even slow learners will succeed and manage to programme and operate the engine</li> <li>- The increase of self-confidence especially of slow learners</li> <li>- The increase of employability</li> </ul>	<ul style="list-style-type: none"> <li>- The model character of the project with its limited possibilities</li> <li>- The costs for components and e-learning programmes</li> </ul>
10. Lessons learned for WBT	
<p>For all it was most astonishing how motivated the young students engage in the project and how eager they are to write a workable computer programme and to get the machine running. There was virtually no student who could not present a functioning product at the end. Far from being an expert in CNC technology, the students get an idea of what is required to write a computer programme and to get the machine doing what it is supposed to do.</p> <p>All those of our team who were skeptical at the beginning had to admit that even slow learners can be brought to the final learning target if the motivation is great enough and the whole process is transparent and well understood. Besides, it is crucial that theory and practice learning have to go hand in hand so that the student understands why certain things have to be done and be learned.</p>	

1. Identification of the practice or project			
<b>Getting young people prepared for the labour market</b> - Personal assessment with the Rickter Scale Process®			
2. Promoter and/or funding body	Zentrum für Integration und Bildung	3. Country	<b>Germany</b>
4. Web page	www.zib-online.net www.scalingnewheightsinvet.eu www.rickterscale.com	5. Contact	info@zib-online.net
6. Short description of the project			
<p>In its different qualification courses addressed to unemployed people, ZIB applies an assessment tool that enables people to get a clearer picture of their current situation and their employment possibilities and that leads them to immediate action taking. The process helps to raise employability by connecting to the needs of the labour market and thus is - next to other assessment tools like Competence Check and Potential Analysis - seen as an important WBL activity.</p> <p>The tool is called the Rickter Scale® and is a complete assessment and action planning process – originally developed by the Rickter Company in the UK, based around a hand-held interactive board, which is designed specifically to measure soft indicators and distance travelled. The scale is an A4 size hand-held board with ten headings on the left hand side and a magnetic slider for each heading. The slider can be moved along a scale of 0 to 10, enabling the user to indicate how they feel about each topic, e.g. 10 meaning ‘very confident about getting a job’, 0 meaning ‘not confident at all’.</p> <p>The tool provides the user with a point of focus and engages individuals very effectively, whilst encouraging them to take personal responsibility. The individual can explore possibilities, make informed choices and set a realistic action plan. Ultimately the Rickter Scale® demonstrates the genuine movement individuals make, for example, from being in a situation of no orientation to a state of being informed about changes and possibilities, from an chaotic lifestyle to stability, from apathy to motivation and from limiting beliefs to having focus and direction.</p> <p>The complete process consists of a series of 2 to 3 interviews in which the young person responds to the 10 questions and indicates with the slider on the board his current state as well as the situation he wants to be in the near future. The answers are recorded in the accompanying software system so that it is very easy to compare the answers of the follow-up interview with those previously given and thus to trace the personal movement and the "distance travelled" towards the chosen goals.</p> <p>The main outcomes of the process are among others an increase of self-confidence and self-responsibility (as so-called soft skills) which, unlike hard outcomes such as qualifications and jobs, are likely to describe an individual’s journey rather than their destination.</p>			
			
		<p>ZIB got to know about this effective self-assessment tool in the context of the Transfer of Innovation project "Scaling New Heights in VET". The project adapted the Rickter Scale Process to different vulnerable groups of the labour market and was seen as so successful that the tool was implemented in nearly all qualification courses offered by ZIB.</p>	
7. Target group(s) addressed			
<ul style="list-style-type: none"> <li>- In general unemployed people seeking to (re)enter the labour market</li> <li>- Specifically disadvantaged young learners undergoing a vocational preparatory course</li> </ul>			

8. Description of resources			
Duration	1 interview takes appr. 1 h, the whole process takes 3-6 months	User's ICT level required	none
Methodology	Interview and coaching		
Pedagogical approach	Setting goals by the young person him/herself and taking action		
Certification	Certification of the institution		
Structure of the resource			
<ul style="list-style-type: none"> <li>- Initial interview with person and discussing results</li> <li>- Documenting results in IMS software by coach</li> <li>- Follow-up interview and discussing results ("distance travelled")</li> <li>- Possibly further follow-up interview</li> </ul>			
Costs related to implementation:			
Costs occur for the training of the coach (1 day, licence provided), the hardware (boards and overlays) and the software (IMS)			
9. Strengths and weaknesses			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- The assessment is done and the goals are set by the individual him/herself (and not by the coach)</li> <li>- It is easy to use and understand, it's non-threatening and non-judgemental</li> <li>- It instantly engages the individual since it builds on what works for the person</li> <li>- The process motivates the individual to take ownership and creates greater self-awareness</li> <li>- The tool provides immediate evidence for the individual and funders/stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>- The interview being carried out by licenced coaches; the implementation demands a 1 day training of the coach</li> <li>- Costs for hard- and software</li> </ul>	
10. Lessons learned for WBT			
<p>Comparing commonly used assessment techniques with the Rickter Scale Process<sup>®</sup> one discovers that the young person is not involved in writing a test or answering questions at the computer, neither in doing exercises by himself or in a group-work situation. What to do when using the board is simply to answer questions by adjusting a slider according to the given parameter values. Since the questions all concern one's own (future) work life or personal life, the young person has to give answers to himself/herself: At what stage am I at the moment? And: What stage do I want to achieve in the future?</p> <p>Answering these questions genuinely enables the individual to set goals and think about how to realize them.</p> <p>Thus, the main difference in the assessment process seems to be the principle described as "ownership" which simply means that the young person is the one who answers the questions and sets the goals to be achieved by and for himself. This in fact seems to be the crucial point: most assessment techniques used in Germany focus on the coach or counsellor who, based on the observations made in the different tests and exercises, guides the client and develops further steps to go. To let the individual itself discover the strong and weak points and to let that young person be the one who sets the goals seem to be a radical change of paradigm.</p> <p>This in fact was the convincing impulse at ZIB for implementing the Rickter Scale Process as a self-assessment tool in all the vocational training courses in order to prepare the person for the labour market customer-fit and as its best way of achieving that.</p>			

1. Identification of the practice or project			
<b>Moda al futuro - Fashion forward (8° edition)</b>			
2. Promoter and/or funding body	"I.P.I.A. G.Vallauri" Vocational school, Associazione di categoria LAPAM, Imprese e rispettive associazioni di rappresentanza	3. Country	Italy (Carpi – MO)
4. Web page	<a href="http://www.istruzione.it/alternanza/MORI030007.shtml">http://www.istruzione.it/alternanza/MORI030007.shtml</a> <a href="http://www.vallauricarpi.it/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=168&amp;Itemid=255">http://www.vallauricarpi.it/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=168&amp;Itemid=255</a>	5. Contact	<a href="mailto:formazione@anziani.enonsole.it">formazione@anziani.enonsole.it</a>
6. Short description of the project			
<p>The project has been strongly promoted by LAPAM, the Italian General Confederation of Crafts of Carpi area (Confartigianato Imprese di Carpi), an association of employers that, among many job sectors, also cares about the fashion industry in the region. Founded in 2009 (1° edition in the school year 2008-2009), the project has been very successful since its beginning, anticipating the latest law on the <i>alternanza scuola-lavoro</i>.</p> <p>The main focus of the project has been the direct relationship between student and company. Every single student had the opportunity of a working experience in one of the companies of Carpi's fashion district, nationally known as an area of excellence in this specific job sector. During the internship, each student, supported and monitored by a company tutor, had to produce a clothing item linked to an interdisciplinary theme. Each student then participated in a final fashion contest, organised by LAPAM as a public event including a panel of experts judging the students' work. Prizes consisted of training opportunities and a weekend in Florence, with visits to the most important fashion museums (Gucci, Ferragamo, Capucci and Palazzo Pitti). The project will be a topic to be produced as part of the school final exam.</p> <p>The project objective included both an improvement of the students technical skills and competencies and the direct experience of working in a company, understanding roles and dynamics of a real working context.</p> <p>The project is currently in its 9th edition (school year 2016-2017).</p>			
7. Target group(s) addressed			
36 students (2 classes of the Clothing Operator section - 5° year)			
8. Description of resources			
Duration	School year	User's ICT level required	N/A
Methodology	Class lessons and working experience		
Pedagogical approach	The pedagogical approach will be of two types: - From teachers and experts to students - Collaborative training in the company where the tutor will work alongside students		
Certification	Certificate		



Structure of the resource	
<ul style="list-style-type: none"> <li>- Planning. Definition of the competencies to be acquired and the modules to be developed at school and during working experience</li> <li>- Lessons at school. Experts of the related job sector, coordinated by LAPAM, presented and discussed with students relevant topics: next season Spring/Summer 2016 trends, planning a fashion collection, realization of a paper pattern</li> <li>- Working experience. Each student, supported and monitored by a company tutor, designs and realizes an individual item of clothing to participate in a public fashion contest, locally organized at the end of the school year.</li> </ul>	
Costs related to implementation	
N/A	
9. Strengths and weakness	
Strengths	Weakness
<ul style="list-style-type: none"> <li>- The companies that adhered to the project strongly believe that the competencies and enthusiasm provided by students after concluding their educational path can contribute to the future of Carpi's fashion district.</li> <li>- Involvement of famous fashion companies.</li> <li>- The possibility to design and realize a unique clothing item that will be then presented and judged by expert</li> <li>- The final contest and the prizes contribute to the students involvement and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>- Not known</li> </ul>
10. Lessons learned for WBT	
<ul style="list-style-type: none"> <li>- Active involvement of a business association/industry</li> <li>- Close collaboration among schools and companies</li> <li>- Close link to the local area characteristics</li> <li>- Offer of a relevant individual working experience to be included in the student's CV</li> </ul>	

1. Identification of the practice or project			
<b>Alternanza scuola-lavoro Ottici 2.0 - Alternate school and work for opticians 2.0</b>			
2. Promoter and/or funding body	"G. Plana" Vocational School for Industry and Craftsmanship, Regional School Office of Torino area, Progetti Medical (Company)	3. Country	Italy (Torino)
4. Web page	<a href="http://www.istruzione.it/alternanza/TORI030002.shtml">http://www.istruzione.it/alternanza/TORI030002.shtml</a>	5. Contact	<a href="mailto:formazione@anziani-enonsole.it">formazione@anziani-enonsole.it</a>
6. Short description of the project			
<p>The project, developed during the school year 2015/2016, was proposed by the Regional School Office of Torino area that involved the "G. Plana" Vocational School for Industry and Craftsmanship, in particular two classes of the Optical Department. The company that hosted the internship, named Progetti Medical, is one of the biggest international players in the medical sector.</p> <p>The activity planning, both the general and the detailed one, has been produced by a working group composed of staff from the vocational school and the company, with the constant supervision of the School Director and the Company Owner. In more detail, on the school side the staff involved is part of an existing "<i>alternanza scuola-lavoro</i> working group", which deals with all projects of WBL by: analyzing the occupational results of the students after they complete the educational path in school and the professional statistics requested by the area authorities; taking care of the planning and implementation of the <i>alternanza scuola-lavoro</i> projects together with the teachers of each related subject; taking care of the teaching programme in order to adapt them to the specific needs of the local area and to facilitate the interdisciplinary coordination; promoting contacts with other schools for the exchange of information, experiences and possible collaborative initiatives; searching for online news to ensure the constant update on the latest norms and directives on the subject of interests; programming guided visits and travel finalized to the <i>alternanza scuola-lavoro</i>; proposing the revision of the school time schedule to facilitate the implementation of the <i>alternanza scuola-lavoro</i> projects.</p> <p>The project was part of the activities organized by the school to expand the formative offer to students, in particular the <i>alternanza scuola-lavoro</i> paths aim to facilitate and support the student's vocational choices through direct work experience. The objectives of the "Alternanza scuola lavoro Ottici 2.0" for the classes of the Optical Department are:</p> <ul style="list-style-type: none"> <li>- To deepen and improve the student's technical skills and competencies</li> <li>- To stimulate the development of soft skills</li> </ul> <p>The project was highly appreciated by all actors involved. Teachers particularly valued the opportunity for professional growth and the possibility of discovering students' potentialities that might otherwise have remained hidden during the school lessons. The experience also generated enthusiasm among the students' tutors and trainers in the company who lead the interns through each production sector. Students appreciated the opportunity to practice and improve their technical skills and concretely understand all aspects of a company management: they had been provided with an insight into how to set up a company, how to manage it and how to place a product into the market. The project also gave the students the possibility to develop their awareness of their personal attitudes, and being divided into small groups, to develop important soft skills, such as team work, problem solving and leadership.</p> <p>The project is being repeated during the current school year (2016-2017).</p>			



7. Target group(s) addressed			
32 students ( 2 classrooms – 1° A and 1° B)			
8. Description of resources			
Duration	150 hours	User's ICT level required	Intermediate
Methodology	70 hours of theory lessons at school and 80 hours of internship in a working context		
Pedagogical approach	<ul style="list-style-type: none"> <li>- From teacher to students during the theory lessons</li> <li>- Collaborative training in the company where the tutor works alongside with students</li> </ul>		
Certification	None		
Structure of the resource			
<p>The internship, developed by the students in 4 groups, has been organized in order to let students learn about all the different company departments: production, support services, marketing and administration. All practical activities have been developed by students under the supervision of the department's responsible person. For each group, two briefings have been organized with the school tutor, the company tutor and the company experts, in order to assess the student's working experience and identify and address possible doubts and problems.</p> <p>At the end of the internship, both school and company tutor produced an individual evaluation. Also, a self-evaluation was provided by students themselves.</p>			
Costs related to implementation			
N/A			
9. Strengths and weakness			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- Strong connection and collaboration between school and company from the planning phase and throughout the duration of the project.</li> <li>- Initial involvement of the Regional School Office.</li> <li>- A broader approach to the working experience: not only technical practice but also information on how to set up and manage a company</li> <li>- Focus on soft skills development</li> </ul>		The project is suitable for big companies but it cannot be easily reproduced in a SME context	
10. Lessons learned for WBT			
<ul style="list-style-type: none"> <li>- The activities developed by the school working group are a well-structured example of what could effectively support the WBT approach.</li> <li>- The close and steady collaboration between school and company is absolutely necessary.</li> <li>- The possibility given to the students to experience all the company's departments (from the production chain to the administrative offices), not only improved their technical skills but also developed the entrepreneurial ones, supporting them to take part to the company's activities in a more concrete way.</li> <li>- The choice of addressing the project to young students (1° and 2° year classes) gave them an early opportunity to develop awareness about their personal and vocational attitudes, motivating them towards their educational goals.</li> <li>- The small group approach supported the development of students' soft skills such as teamwork, problem solving and leadership.</li> </ul>			

1. Identification of the practice or project			
<b>Alternative Learning Programme (ALP)</b>			
2. Promoter and funding body	Jobsplus	3. Country	Malta
4. Web page	<a href="http://www.jobsplus.gov.mt">www.jobsplus.gov.mt</a>	5. Contact	<a href="mailto:youthguarantee@gov.mt">youthguarantee@gov.mt</a>

6. Short description of the project

The **Alternative Learning Programme (ALP)** is aimed at addressing and supporting the needs of 15/16-year-old secondary school students who are in the final year of their compulsory education and who, for varied reasons, have not been motivated to learn through the regular mainstream programme of education offered. Low performance in education carries a high cost, often leading to low economic returns and increased social problems. The ALP Programme is a pathway to re-engage with education through a second chance educational programme designed and tailor-made to reflect the students' needs. This programme recognises that individuals learn in different ways and that learning needs are not homogeneous. Through the ALP Programme students who are potentially at risk of becoming early school leavers and NEETs, are provided with the necessary knowledge, skills, competences, values and attitudes to enhance their possibilities of achieving meaningful work or other vocational studies.

**Phase 1: Alternative Learning Programme as part of Compulsory Schooling**

In the first phase, students are requested to participate in this programme which taps into the students' learning skills, attitudes and experiences by using different and varied strategies and approaches to learning and teaching. Through this programme, the young people are encouraged to believe in their abilities and to appreciate learning. During this phase, students embark on a variety of vocational experiences ranging from hospitality/service to welding. The programme is housed in a dedicated school, which boasts a fully equipped gym, a hairdressing salon, a design and technology lab and a youth hub where the students can relax and reinforce their group skills and motivation. The overall objectives of this first phase are to:



- Demonstrate the necessity of school subjects through their application to vocational subjects;
- Use vocational subjects as a learning tool for students with learning disabilities or difficulties;
- Ameliorate personal qualities and life skills through vocational training;
- Introduce students with a special interest in vocational subjects, and smooth the transition from compulsory to post-secondary education at one of the two main existing VET Colleges: The Malta College for Arts, Science and Technology (MCAST) or The Institute of Tourism Studies (ITS).

**Phase 2: Alternative Learning Programme Summer ICT Course**

The second phase of the ALP Programme takes place in the Summer months. Group sessions are spread over ten days, each covering a total of 54 hours. Students are obliged to attend a minimum of 80% and upon successful completion they are given an allowance of €4.05 per hour of attendance, as well as a ticket refund for the use of public transport. Proficiency in ICT is a requisite in most occupations. To this end, during this Summer programme, young people are encouraged to improve their competences in the specific ICT fields required. To address any deficiency in social skills, non-obligatory psychological services are offered to participants.



<b>7. Target group(s) addressed</b>			
Disadvantaged young learners who are in the final year of their compulsory education and for varied reasons are not motivated to learn by the regular mainstream programme of education offered			
<b>8. Description of resources</b>			
Duration	<b>Phase 1:</b> one school year <b>Phase 2:</b> 10 days/54 hours in the Summer months	User's ICT level required	From basic to independent user-knowledge acquired through the Programme
Methodology	Classroom teaching – workshops and labs		
Pedagogical approach	Tailor-made and personalised learning together with work-based learning		
Certification	<p><b>Phase 1:</b> a certificate at MQF level 1 is issued to successful participants. Upon completion of the first phase students are encouraged to proceed to the second phase.</p> <p><b>Phase 2:</b> Successful participants are awarded an MQF Level 2 qualification certificate in Everyday Computing. Following completion of the ALP, young people are either encouraged to enrol in an educational institution to further their vocational training or to enlist in the NEET Activation Scheme.</p>		
Structure of the resource)			
<p><b>Phase 1</b> Students following this Alternative Learning Programme are required to choose any two units from the list: Electrical/Electronic Trade - Personal &amp; Beauty Care – Hairdressing – Hospitality/Service - Gardening &amp; Landscaping - Customer Care - Basic Engineering – Woodwork - Welding - Textiles</p> <p><b>Phase 2</b> The following topics are covered during this phase: Introduction to the Internet - Internet at Work including communicating - Searching for a job online - Writing and posting a CV online</p>			
Costs related to implementation			
The Programme is financed through the ESF.			
<b>9. Strengths and weaknesses</b>			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- Young people who would have ended up with no skills or certification have remained in the learning loop and are engaged with learning new things;</li> <li>- The Programme offers vocational and hands-on experiences which contrast with the traditional classroom set-up usually associated with schools;</li> <li>- At compulsory school leaving age, the Programme offers different learning paths and can be a stepping stone for disadvantaged young people to continue their studies.</li> </ul>		<ul style="list-style-type: none"> <li>- Even the qualified and experienced teachers need training for this type of schooling and be supported to develop their teaching programmes and assessment tools.</li> </ul>	
<b>10. Lessons learned for WBT</b>			
The ALP Programme offers a variety of vocational experiences, from hospitality to welding that engages students who are otherwise disillusioned with the traditional classroom. Rather than losing these students, with little prospect of meaningful employment, the ALP offers them a road leading to skilled employment and a career.			

1. Identification of the practice or project			
<b>Sheltered Employment Programme (SE)</b>			
2. Promoter and funding body	Jobsplus	3. Country	Malta
4. Web page	<a href="http://www.jobsplus.gov.mt">www.jobsplus.gov.mt</a>	5. Contact	<a href="mailto:jobsplus@gov.mt">jobsplus@gov.mt</a>
6. Short description of the project			
<p>The <b>Sheltered Employment Programme (SE)</b> is provided to youths with a disability who are outside the education and labour market stream. Inactive and unemployed youths with a disability are encouraged to participate in activation measures which are client-centred. The programme includes specific services leading to different phases of intervention. Since the target group is not homogeneous, enrolled youths participate in all or a number of phases, as may be required following assessment.</p> <p><b>Phase 1: Initial Profiling</b></p> <p>In this first phase, learners are individually profiled by the Employment Support Worker within Malta's Public Employment Service. Through this stage, participants may be referred to assessment or to training. A Personal Action Plan is designed for every individual.</p> <p><b>Phase 2: Assessment by Occupational Therapist and/or other Professionals</b></p> <p>A medical assessment confirming the disability is presented. Following the medical assessment, a subsequent assessment by the occupational therapist and/or other professional/s is designed. This focuses on the abilities and/or limitations of the individual, together with the support measures that are required.</p> <p><b>Phase 3: Training and Development</b></p> <p>In this third phase, specific pre-employment training activities aimed at encouraging independent living and developing social and employability skills are organized and delivered according to the needs of the different target groups. One-to-one mentoring is provided to participants to address the diverse needs of the target group during transport, job tasters and other job-related activities.</p> <p><b>Phase 4: Sheltered Employment Training</b></p> <p>Following training and development, participants receive work-related practical training accompanied by continuous job coaching and assessment.</p> <p><b>Phase 5: Work Exposure (Bridging the Gap)</b></p> <p>In this phase, the youth with a disability is offered a period of work exposure with an employer to enable him/her to demonstrate the skills needed for a particular job. On-the-job support is provided as required.</p> <p><b>Phase 6: Sheltered Employment</b></p> <p>In this last phase, the services of job coaching is provided in accordance with the needs of participants. The individual's development is regularly monitored with the aim of facilitating the transition of youths with disability to move to open employment with the least possible support.</p>			
7. Target group(s) addressed			
Disabled young learners/youths or learners/youths with special needs			
8. Description of resources			
Duration	Personalised and tailor-made	User's ICT level required	Basic and/or knowledge acquired through the Programme



Methodology	Classroom teaching/training – work exposure	
Pedagogical approach	Personalised and tailor-made learning together with work-based learning	
Certification	Certificates at MQF levels 1 and 2	
Structure of the resource		
<p>Phase 1: Initial Profiling</p> <p>Phase 2: Assessment by Occupational Therapist and/or other Professional/s</p> <p>Phase 3: Training and Development</p> <p>Phase 4: Sheltered Employment Training</p> <p>Phase 5: Work Exposure (Bridging the Gap)</p> <p>Phase 6: Sheltered Employment</p>		
Costs related to implementation		
The Programme is financed through the ESF.		
9. Strengths and weaknesses		
	Strengths	Weakness
	<ul style="list-style-type: none"> <li>- The Programme offers equality of opportunity;</li> <li>- It is a person-centred approach;</li> <li>- It is a flexible model;</li> <li>- It is used for a wide range of groups disabled/disadvantaged and/or with special needs;</li> <li>- It supports both the job seeker (client) and the employer;</li> <li>- It is focused on paid employment and full integration.</li> </ul>	<p>The Programme is delivered through the project's own funding, therefore no long term commitment to participants is foreseen for the time being.</p>
10. Lessons learned for WBT		
<p>People with disabilities and/or special needs are the most disadvantaged group with regards to transition from school to work and employment. The Sheltered Employment (SE) Programme takes inspiration from the well known Supported Employment Model. Supported Employment is based on the principle that individuals with severe disabilities have the right to be employed by community businesses where they can earn comparable wages, work side-by-side with co-workers with or without disabilities, and experience all of the same benefits as other employees of the company. This idea is often referred to as "Employment First". Supported employment assists people with severe disabilities by providing individualized support that enable them to choose the kind of job they want and to become successful members of the workforce.</p>		

1. Identification of the practice or project			
<b>Accompaniment of the trainees doing their internship abroad</b>			
2. Promoter and/or funding body	Esprominho – Escola Profissional do Minho	3. Country	Portugal
4. Web page	<a href="https://www.facebook.com/EsproMinhoinEurope/">https://www.facebook.com/EsproMinhoinEurope/</a>	5. Contact	+35125369244
6. Short description of the project			
<p>The Erasmus+ project MovEurope, coordinated by Esprominho, enabled us to send trainees to do their WBT experience in a foreign country. Indeed, 24 students had the opportunity to do their internship abroad (in France, Spain and Italy).</p> <p>These students were attending vocational courses at different level such as Fashion Design (France and Italy), Business/Trade (Spain), Events Management (Spain and Italy), Design (France), Information Technology (France) and Tourism (France).</p> <p>They were split into 6 groups of 4: In october 2015 4 students travelled to Spain (Business/Trade and Events organization), 4 students travelled to Italy (Events organization and Fashion Design) and 4 students travelled to France (Design, IT and Tourism). Again, in May/June 2016 each 4 students travelled to Spain, Italy and France as interns in the same companies.</p> <p>Before the departures, Esprominho had contacted the hosting institutions as intermediary partners who were in charge of finding appropriate companies in which to place our students. The students did their intership in companies working in the field of the course they were attending.</p> <p>Each group travelled with a trainer who had the opportunity to meet the hosting companies, to check their receptivity regarding the WBT approach, and to confirm the requirements of these companies in respect of skills and knowledge they expected the trainees to have and to acquire. It is important to mention that these trainers had already been in charge of work-based leaning and training processes at Esprominho. They were selected to accompany the students for this reason since they were used to working on the transition between school and the labour market.</p> <p>These 6 trainers also took advantage of their stay in the foreign country to attend a training course about working in international projects, provided by the local organization as intermediary institution responsible for placing our trainees in companies. The training course specified the different tasks and duties associated with the WBT process in an intermediary organization in the framework of international placements.</p> <p>During their stay, the trainers met the different stakeholders involved in the the process of work-based training. In the intermediary organisation, they met the person who was responsible for the placements, the one who was in the field to establish the contact with companies to “promote” our students training and find them an appropriate place to work. They also had contact with the person responsible for interns in each company - the person who was expected to monitor and assess our students’ internships.</p> <p>The trainers involved in this programme concluded that their visits were essential since they had, in some cases, to intervene with the hosting companies to rectify some issues, schedules or details concerning the internship. They were also satisfied with the training course they attended although they consider that they should have stayed there longer to have the time to learn more.</p>			
			

7. Target group(s) addressed			
<ul style="list-style-type: none"> <li>- Young learners at Esprominho</li> <li>- Trainers responsible for WBT at Esprominho</li> </ul>			
8. Description of resources			
Duration	1 week	User's ICT level required	Basic level
Methodology	Face to face		
Pedagogical approach	Collaborative		
Certification	Certification of the placing organisation		
Structure of the resource			
<p>Students: Preparation to placement in a foreign country - Performing internship - Evaluation</p> <p>Trainers: Meeting with placing organisation - Visit of hosting company - Training course on international projects including internships for students</p>			
Costs related to implementation			
Costs related to travel, accommodation, food (can be funded by Erasmus+)			
9. Strengths and weakness			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- Opportunity to see the hosting companies in loco</li> <li>- Possibility to understand how important WBT is for foreign companies</li> <li>- Better understanding of WBT processes abroad</li> </ul>		<ul style="list-style-type: none"> <li>- Very short period of time</li> </ul>	
10. Lessons learned for WBT			
<p>The following questions need to be clarified in preparation of the WBL activity abroad:</p> <ul style="list-style-type: none"> <li>- Which skills and knowledge should be targeted by trainers?</li> <li>- What are the real expectations of the hosting companies regarding the WBT experiences?</li> <li>- How important are soft skills?</li> <li>- How important are foreign language skills?</li> </ul>			

1. Identification of the practice or project			
<b>Event management - Monitoring of WBL activities involving local institutions and bodies</b>			
2. Promoter and/or funding body	Esprominho – Escola Profissional do Minho	3. Country	Portugal
4. Web page	<a href="https://www.facebook.com/EsproMinho/">https://www.facebook.com/EsproMinho/</a>	5. Contact	+35125369244
6. Short description of the project			
<p>In the framework of the Event Management course, all the students are required to plan, prepare, organize, coordinate and manage events which involve the local community (such as a concert, a football tournament, a fashion show, a youth festival). The implementation of these events is a <i>sine qua non</i> condition for the students to complete their training course. Therefore, these events are an essential part of their work-based training since they are responsible for the whole process:</p> <ul style="list-style-type: none"> <li>- Asking for budget, sponsors and financial supports</li> <li>- Contacting partners</li> <li>- Meeting local authorities to get licenses and formal authorizations</li> <li>- Handling safety conditions</li> <li>- Coordinating enrollment lists and attendances</li> <li>- Communicating with the guests</li> <li>- Managing unexpected situations during the events, etc.</li> </ul>			
		<p>During the process, all students are monitored by an Event Management trainer whose presence is important to help the students facing and dealing with all the phases of the event. By supervising their work, the trainer is also contacting with real life situations and will use them as well as their solutions and decisions made as a response in order to prepare the trainees for WBT.</p> <p>In this context, Esprominho developed and now conducts ‘Train the Trainer’ seminars in order to prepare trainers for the task of adequate monitoring and supervision of students.</p>	
<p>Examples of fairs and events carried out in the past are Neon Run 2015 and 2016, e-fashion, seminars about entrepreneurship and youth, Zumba classes for children with cancer, stand up shows, gastronomy fairs, street and urban art and various workshops.</p>			
7. Target group(s) addressed			
<ul style="list-style-type: none"> <li>- Students in the course Event Management</li> <li>- Trainers and coordinators</li> </ul>			
8. Description of resources			
Duration	Event management: 6 months Trainer seminar: 1-3 days	User’s ICT level required	Basic level
Methodology	Face to face		
Pedagogical approach	Collaborative		
Certification	Certification by Esprominho		
Structure of the resource (subjects distributions – modules –etc.)			
Planning, preparing, organizing, coordinating and managing events			
Costs related to implementation			
Costs relate to equipment (sound and light equipment), food, transportation			

9. Strengths and weakness	
Strengths	Weakness
<ul style="list-style-type: none"> <li>- Opportunity to see how companies work in loco</li> <li>- Increase professional contacts</li> <li>- Improve communication skills, Contact with the public</li> </ul>	<ul style="list-style-type: none"> <li>- Unexpected situations (delays, weather, equipment malfunction)</li> </ul>
10. Lessons learned for WBT	
<p>Thanks to these events, Esprominho's Course of Event Management is promoted in the city of Braga. Relevant companies and institutions are more curious about our students and they show a greater interest in hosting our students for WBT experience.</p> <p>More skilled students have been working with professionals in the field and have gained new knowledge and professional competencies.</p>	

<b>1. Identification of the practice or project</b>			
<b>Young Craftsmen</b> - Project in the frame of the Educational Partnership Project 'Transition from lower secondary school to technological high schools'			
<b>2. Promoter and/or funding body</b>	„Grigore Moisil” Technological High School	<b>3. Country</b>	<b>Romania</b>
<b>4. Web page</b>	<a href="http://www.moisilbr.ro">http://www.moisilbr.ro</a>	<b>5. Contact</b>	<a href="mailto:moisil.braila@yahoo.com">moisil.braila@yahoo.com</a> , Tel: 0040 239 619 048
<b>6. Short description of the project</b>			
<p>The project entitled "Young Craftsmen" is part of the Educational Partnership Project aiming to facilitate the transition from a lower secondary school to a technological high school. It aims at initiating a number of extra-curricular activities in the wood processing industry by making and decorating wooden handicrafts, bringing together students from different schools in our city (four lower secondary schools from the city of Braila). In this way, the secondary school students have the opportunity to become familiar with the atmosphere of our high school and to learn specialized technical skills. Following on from this practical experience, they can choose their educational path, opting perhaps to join the technological high school.</p> <p>The students' training is delivered using student-centered methods and the activities developed under this project will provide opportunities for students to enrich their knowledge related to wood processing and the formation of practical skills for making wooden crafted products.</p> <p><b>Activity no. 1</b> The activity aims at forming abilities and skills in the art of manufacturing wooden crafted objects by making such things as combining knitt with wooden objects, the thematic decoration of napkin holders and Christmas decorations.</p> <p><b>Activity no. 2</b> The activity aims at forming abilities and skills in the art of manufacturing wooden crafted objects by making wooden and plywood jewellery sets, egg painting for Easter, pyrogravure of small objects.</p> <p><b>Activity no. 3</b> The activity aims at forming abilities and skills in the art of interior design decorations by organizing a drawing competition, entailing: the choice of the drawing formats and style of making sketches.</p> <p><b>Activity no. 4</b> An exhibition of the works made by students in the three above mentioned project activities.</p> <p>The Educational Partnership Programme harmonizes the relationships among the groups of students and encourages their individual soft skills, such as following rules, being cooperative and tolerant, showing initiative, being creative and creating relations of friendship, cooperation and competition.</p> <p>Through the development of this project, we aim for the cooperation between the groups of students from the four schools that will enrich their communication skills, their ability to work as a team and promote the art and craft of woodworking among young people interested in this field.</p>			
<b>7. Target group(s) addressed</b>			
Lower secondary school pupils possessing technical skills			
<b>8. Description of resources</b>			
<b>Duration</b>	3 months	<b>User's ICT level required</b>	none



Methodology	Workshops of wooden handicrafts creation	
Pedagogical approach	Group work	
Certification	Certificates of participation	
Structure of the resource		
<ul style="list-style-type: none"> <li>- Development of some interpersonal skills</li> <li>- Skills of learning the wood processing art</li> <li>- Fostering cooperation and teamwork</li> </ul>		
Costs related to implementation		
Costs of supply to ensure the availability of raw materials, technological materials, equipments, etc., necessary to carry out the project activities.		
9. Strengths and weakness		
	Strengths	Weakness
	<ul style="list-style-type: none"> <li>- Revaluation of the participants' creative potential</li> <li>- Increase the students' potential to adapt to new learning situations</li> <li>- Formation of good relations based on friendship, tolerance, communication, cooperation among the participating students groups</li> <li>- Promotion of technological high schools and traditional crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Weak interest from the community to support technological high schools and to develop them</li> </ul>
10. Lessons learned for WBT		
<ul style="list-style-type: none"> <li>-Secondary school students who were invited to participate in the project activities had the opportunity of getting acquainted with wood processing operations, before choosing to continue their high school education, thus having the possibility to opt for wood processing specialization in high school.</li> <li>- Soft skills such as communication, tolerance, cooperation, interpersonal friendships are trained and developed that are highly important for the labour market.</li> <li>- Students have the possibility to work in teams and to learn specialized technical skills, while they are still in secondary school education</li> <li>- Students get the chance to to assess their own creative potential.</li> <li>- The preservation and promotion of traditional crafts are of utmost importance for the identity of a nation.</li> </ul>		

<b>1. Identification of the practice or project</b>			
<b>Strategic Partnership to perform merged internships</b>			
<b>2. Promoter and/or funding body</b>	„Grigore Moisil” Technological High School	<b>3. Country</b>	<b>Romania</b>
<b>4. Web page</b>	<a href="http://www.moisilbr.ro">http://www.moisilbr.ro</a>	<b>5. Contact</b>	<a href="mailto:moisil.braila@yahoo.com">moisil.braila@yahoo.com</a> , Phone: 0040 239 619 048
<b>6. Short description of the project</b>			
<p>The "Grigore Moisil" Technological High School has initiated a Strategic Partnership with the SC Compact Grup SRL Company in Braila in order to create integrated internships (3-6 weeks per academic year) - those learning periods during which students have only practical training in the company without any theoretical courses.</p> <p>The Company involved in this project is just one of the important companies that our school has signed a cooperation agreement with, specifically to offer these merged internships. The main business activity of this company is the manufacture of stratified wood windows and doors. All their products are environmentally friendly, both the wood and the water-based lacquer. The company uses only certified raw and auxiliary materials, which do not contain any toxic substances.</p> <p>In the vocational and technical education, increased attention is paid to the training and development of practical skills and competencies associated with specific activities and operations, carried out in real working conditions and situations offered by companies. Thus, the school curriculum includes classes not only in the technological laboratory, but also in workshops and practical training periods in companies.</p> <p>The practical activities in companies make the students' transition from school to active working life easier, offering opportunities to employers to carefully select of future graduates as potential employees, and so strengthening the partnership between school and the labour market, and adapting professional training programmes to the labour market requirements.</p> <p>Through the internship periods delivered at the company, students are offered the opportunity to become familiar with the peculiarities of the company and the organisation of the business.</p> <p>The practical training internship is an opportunity for students to show their skills and to prove to the employer that they might be good employees. The merged internships delivered in the company can provide the student with the advantage of having had maximum work experience.</p> <p>The activity of students' practical training aims to familiarize them with the business and the performance requirements relating to the activities carried out by real companies in their training facilities.</p> <p>Thus, to ensure the proper implementation of the students' practical training, our school appoints a teacher supervisor who will provide planning, organisation and supervision of the development of the internship. The company, as the school's partner, appoints a tutor who will coordinate students throughout the internship and will ensure compliance with their training requirements and the acquisition of the planned professional competences by students.</p> <p>The stages of the merged internship are as follows:</p> <ul style="list-style-type: none"> <li>- Introducing the students to the internship venue</li> <li>- Placement of students at workplaces according to technological work processes (cutting, mechanical processing, grinding, finishing), so that they make contact with all aspects of the production line</li> <li>- Completion of practical training and students' assessment.</li> </ul> <p>The students undergoing internships in companies have the following obligations:</p> <ul style="list-style-type: none"> <li>- To be present throughout the internship at the internship partner's institution and to comply with the agreed work programme.</li> <li>- To carry out the activities specified by the tutor in accordance with the practical training portfolio, in compliance with the legal framework on workload and difficulty (Health and Safety).</li> </ul>			

<ul style="list-style-type: none"> <li>- They must not use the information about the internship partner they have access to, during their internship, to communicate it to any third party or to the public, either during or after the internship, without the consent of that internship partner.</li> <li>- The student assumes full responsibility during the whole period of internship for his/her compliance with work-related regulations and specifically to those of the host company.</li> </ul>			
<b>7. Target group(s) addressed</b>			
Students from vocational and technical education			
<b>8. Description of resources</b>			
Duration	3-4 weeks of internship in high school education 270 hours of practical training, 10 <sup>th</sup> grade students from professional education	User's ICT level required	none
Methodology	Performing internship on technological flows		
Pedagogical approach	Local development curriculum (CDL)		
Certification	Graduation diplomas		
<b>Structure of the resource</b>			
<ul style="list-style-type: none"> <li>- Promoting best practice and provide models for the development of students' work skills in a situation of transition from school to active life and improving their access to the labour market</li> <li>- Increase of the relevance of learning outcomes achieved at the workplace, by organizing practical training internship developed in partnership with companies</li> </ul>			
<b>Costs related to implementation</b>			
Costs of transportation (transfer between the school and the company)			
<b>9. Strengths and weakness</b>			
<b>Strengths</b>		<b>Weakness</b>	
<ul style="list-style-type: none"> <li>- Interaction with professionals in the field</li> <li>- Working in competitive teams</li> <li>- Possibility for employers to attract talented young people within the company whom they will train, guide and then employ permanently</li> </ul>		<ul style="list-style-type: none"> <li>- Lack of a system of financial facilities for those companies involved in developing merged internships.</li> </ul>	
<b>10. Lessons learned for WBT</b>			
<p>The school had very positive experiences with the programme:</p> <ul style="list-style-type: none"> <li>- Students get used to real working conditions and situations offered by companies.</li> <li>- Employers can select possible future employees from the high school students who have their internship in companies.</li> <li>- Relevance of learning outcomes achieved at the workplace is increased.</li> <li>- Best practice is promoted and models for the development of students' working skills are provided in a situation of transition from school to active life.</li> <li>- Interaction with professionals/specialists in the field.</li> </ul>			

1. Identification of the practice or project			
<b>GET fit for your job! - National Vocational Education and Training of (young) adults</b> Bodi fit za nov poklic! - NPK izobraževanje odraslih v PCO			
2. Promoter and/or funding body	PCO - Poklicni Centre Obala	3. Country	<b>Slovenia</b>
4. Web page	<a href="http://www.pco.si">www.pco.si</a>	5. Contact	<a href="mailto:info@pco.si">info@pco.si</a>
6. Short description of the project			
<p>This training project was established in 2013 as an alternative possibility for educating (young) adults in Slovenia, who are usually confronted with vocational preparation done by theoretical learning only. So, the main aim of the project was, to get people out of the classroom and into the real workplace in order to understand the basics of their profession through actual work. The learners are faced with reality and in this way they experience how practice and theory work together.</p> <p>The objectives of the education programme are:</p> <ul style="list-style-type: none"> <li>- Getting real work experience during the education process</li> <li>- Experiencing how useful theory in reality is – no more questions like Why do I have to learn this? What will this be useful for in practice?</li> <li>- Testing the existing knowledge and adding what is needed</li> <li>- Obtaining practical skills and knowledge from professionals who have done the job for years, and getting in touch with the real job environment</li> </ul> <p>To achieve these objectives, the participants of the vocational programme have either to find a company themselves to realize an internship or alternatively, we search for a training position in a suitable company. The position, its duration and the work field always depends on the VET programme, as they can differ greatly. Thus, there are no strict rules governing all the programmes. For example, a Web Page Maker has to achieve 50 hours of webpage making in a company during his educational programme. In addition, he has to develop and finish 2 functioning webpages (as a requirement of the National Examination Centre), which they will use for entering their National Exam. These webpages are built for actual clients, who will use this webpage for their business.</p> <p>The training goals of the education programme are:</p> <ul style="list-style-type: none"> <li>- To learn how to approach and deal with the client; how to engage in an efficient conversation; how to start and finish a piece of work / production process.</li> <li>- To see what employers expect their employees to know; how it is done in a real situation and what can be expected from their work life / environment.</li> <li>- To experience a real work situation; how businesses run their workflow; how it is to work usual work schedules and to meet their related physical and mental demands.</li> <li>- To be part of a work team and cooperate with other staff members.</li> </ul> <p>The project was developed by PCO whose pedagogues experienced that youths and even more adults need education and training, which provides them with enough practical skills and knowledge. School exams or evaluation marks are not always the best indicators of who is the best person for a certain job. So, employers often complain that job seekers and new employees do not have the necessary knowledge in order to fulfil a job right role right away. Therefore, this education programme was established to bridge the gap.</p> <p>In addition, a requirement of the programme is that all teachers teaching a certain profession are also working in this field in real life. Therefore, there are no theory-only teachers, without any practical experience.</p> <p>The success of this project is visible by the fact that most participants</p> <ul style="list-style-type: none"> <li>- Actually pass the National Exam (85% success rate of all participants)</li> <li>- Do the National Exam better than others (committees tell them if they have good knowledge)</li> <li>- Get a job faster (according to those who have given us a return information)</li> </ul>			

- Are more satisfied with their education (according to our internal evaluation)			
7. Target group(s) addressed			
Young adults and adults in the job transition process (from 18 upwards)			
8. Description of resources			
Duration	Depending on the VET programme - from 2 to 6 months	User's ICT level required	All depending on the educational programme
Methodology	<b>Theoretical learning</b> (including presentations, explanations, real situation examples, discussions) <b>combined with practical learning</b> (first in an educational institution followed by training in a company for at least 30 hours up to 100 hours, depending on the programme)		
Pedagogical approach	As well as traditional teaching: experimental learning, case studies, discovery learning, <b>learning in a workplace</b> , discussions		
Certification	Certification by the National Examinations Centre – external national body		
Structure of the resource			
<ul style="list-style-type: none"> <li>- Theoretical learning</li> <li>- Theoretical learning and getting to know (a lecture from the employers: show how it is on the job)</li> <li>- Working on the job</li> <li>- Preparation for the National NPK Exam</li> </ul>			
Costs related to implementation			
The tuition			
9. Strengths and weakness			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- Real life learning situation</li> <li>- Practice instead of theory</li> <li>- Soft skills improvement</li> <li>- Ready for the labour market as soon as the national exam is passed</li> <li>- Better employment possibilities (already having the practical knowledge)</li> </ul>		<ul style="list-style-type: none"> <li>- Sometimes there are not enough employers willing to participate (1 per learner)</li> <li>- A longer learning period in the beginning</li> <li>- Time consuming</li> <li>- Organisationally very demanding</li> <li>- Dependent on the knowledge and willingness of employers to provide opportunities for the learner</li> </ul>	
10. Lessons learned for WBT			
<p>If we compare the traditional approach with the PCO learning approach, we can say, there are quite some differences. The PCO approach works more in cooperation with the labour market and helps to educate individuals in a more realistic job situation than others.</p> <p>Lessons learned for WBT are:</p> <ul style="list-style-type: none"> <li>- Better way to teach and learn for all participants</li> <li>- Easier understanding of theoretical contents</li> <li>- More motivated learners</li> <li>- Higher level of knowledge and better understanding of unusual situations</li> </ul>			

1 Identification of the practice or project			
<b>Car Mechanic Programme - Secondary vocational education for car mechanics</b>			
2 The promoter and/or funding body	STŠ- Secondary Technical school Koper, Republic of Slovenia - Ministry for Education, Science and Sport	3. Country	<b>Slovenia</b>
4. Web page	<a href="http://www.sts.si">www.sts.si</a>	5 Contact	<a href="mailto:info@sts.si">info@sts.si</a> 00386 (0) 5 662 52 60
6 Short description of the project			
<p>The secondary vocational education programme for car mechanics is categorized as a 3-year education programme, which is offered by the national secondary education system. In Slovenia, there are only 42 professions under the directive of the Ministry for Education, Science and Sport offered in a 3-year education programme. This specific example is from the Secondary Technical School in Koper.</p> <p>The 3-year programme emphasises a structured vocational education. Within the training students have:</p> <ul style="list-style-type: none"> <li>- General education courses</li> <li>- Professional courses and practical work within the school (in first and second grade 2 school days and in third grade 1 school day)</li> <li>- Internship with the employer for 24 weeks (divided between second and third grade).</li> </ul> <p>The secondary vocational education programmes belong to those type of education with the greatest number of hours of practical training (work-based training) in Slovenia. The content and organisation of education itself is left to the autonomy of the school.</p> <p>The course of education at STŠ Koper:</p> <p>Grade 1: education only at school - practical knowledge is acquired within the workshops at the school, twice a week.</p> <p>Grade 2: education at the school and with the employer - practical knowledge is acquired within the workshops at the school twice a week and 6 weeks with an employer with approximately 240 hours.</p> <p>Grade 3: education both at the school and with the employer - the practical knowledge is acquired within the workshops at the school once a week and 18 weeks with an employer with approximately 720 hours.</p> <p>Objectives of the programme are to:</p> <ul style="list-style-type: none"> <li>- Prepare young people to work in a more realistic working environment</li> <li>- Prepare students in the necessary procedures for the inspection and repair of vehicles</li> <li>- Bring students close to the required quality of work and the proper way to conduct routine inspections</li> <li>- Encourage students to work independently, while under the supervision of the employer</li> <li>- Nurture qualified employees</li> <li>- Foster independent work after training</li> </ul> <p>Training goals for learners/students are to:</p> <ul style="list-style-type: none"> <li>- Get an insight into the work and the procedures of the job</li> <li>- Get the chance to see and to ask everything during their education at school and at the work place, dealing with teachers, trainers and and customers</li> <li>- Learn the correct order of working steps</li> <li>- Work independently</li> <li>- Get to know their own skills and competencies while adapting to new learning situations</li> </ul> <p>Unfortunately, data from 2008 shows that only 15.7% of the students decided to go into a secondary vocational programme and even then, approximately 30% did not finish the first year. This poor registration number comes from the fact that this is the weakest education programme in Slovenia and has a bad reputation as a programme for “stupid” and “poor” kids. After the first year, the statistical data shows that</p>			

students do stay in the programme and go on to finish it. Success is visible mainly in the employability of students who finish the 3-year programme as car mechanics, because they quickly find a job and build a career. After their exam, the vast majority of them continue to Programme +2 in order to gain an advanced technical/professional qualification.			
7 Target group (s) addressed			
Secondary school students			
8 Description of resources			
Duration	3 years	User's ICT level required	none
Methodology	Usual school learning methodologies combined with practical work at school and in the work place		
Pedagogical approach	Teaching, practical work experience		
Certification	The final exam		
Structure of the resource			
Public finances			
Costs related to implementation			
2500 € per student/per year			
9 Strengths and weakness			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- A lot of work-based training at school</li> <li>- A lot of work-based training with the employer</li> <li>- Possibility to get from secondary vocational to the technical programme (2 years +)</li> <li>- A better knowledge of the profession and workload</li> <li>- Employers can be satisfied with them as students and later on as workers – they are better prepared for their job</li> <li>- More employable students</li> </ul>		<ul style="list-style-type: none"> <li>- Only a 3 year programme</li> <li>- Bad reputation of the programme (by the majority students with learning difficulties or even disabilities, from a poor social environment, with behavioural problems, etc.)</li> <li>- Students with poor marks and unfinished primary education</li> <li>- A low level of general knowledge</li> <li>- Problems within the technical programme (+2)</li> </ul>	
10 Lessons learned for WBT			
<p>This programme comes closest to the call for more practical learning made by the interviewees in our survey. It is not the classical German dual system, but it comes close to it. The students are getting the possibility of gaining more practical knowledge and competences.</p> <p>For WTB the main lessons that could be useful are:</p> <ul style="list-style-type: none"> <li>- 1/6 of the learning period is spent with the employer (6 months)</li> <li>- The working conditions should be as real as possible, including tools, vehicles (different car brands), problems arising from work situations (vehicles with different technical bugs and solutions requiring a broader knowledge), spare parts (the original and non-genuine parts available on the market for a better comparison)</li> <li>- Time and conditions (when explanations are given in specific work situations, repetitions of such issues will take less time and be resolved more thoroughly)</li> <li>- The customers come into the school which prevents competition with the real work environment</li> <li>- When at the employer: the employer knows exactly what was learned in school and how to proceed</li> </ul>			

<b>1. Identification of the practice or project</b>			
<b>Health Care - Swedish for Immigrants (SFI) - Promoting jobs in the health care sector to migrants</b>			
<b>2. Promoter and/or funding body</b>	European Social Found – ESF	<b>3. Country</b>	<b>Sweden</b>
<b>4. Web page</b>	www.halsingeutbildning.se	<b>5. Contact</b>	Cecilia Torstensson <a href="mailto:cecilia.torstensson@hufb.se">cecilia.torstensson@hufb.se</a>
<b>6. Short description of the project</b>			
<p>The vocational course “Health care - SFI” is a 3-months preparatory programme focusing on encouraging immigrants to engage in jobs in the Swedish health care sector - a pre-step to the nationally regulated health care programme at upper secondary level, leading to work opportunities in the health care sector. If the person chooses to go all the way, continuing with their studies at the upper secondary level, the length of the complete programme is close to three years. The model is also designed for students who need language assistance for the duration of their period of education.</p> <p>The first block in the model is an introductory week that aims at inspiring participants to seek the upper secondary Nursing adult education programme. During this phase, the model of Health Care-SFI is introduced. The participant gets to understand that the course is a preparatory programme for the Nursing Programme's education. The participant receives a folder on Care-SFI containing a form of interest notification. The education combines SFI studies containing advanced vocational Swedish language with a focus on the subject of Health Care. Some practical elements are completed, as well as study visits and meetings with health care staff.</p> <p>Next step in the model is approximately 1 year long, comprising full time studies (40h/week) and an occupational language part of the training. The programme also contains an upper secondary course ‘Health care and social work’ of 200 hours. The first time period is dominated by SFI with “Swedish language for health care”. Occupational language is an important part of the education.</p> <p>Health Topics and direct expertise is gradually implemented where the programme is characterized by many practical elements of situational learning. An early internship placement further contributes to the student’s language competence and the understanding of the sector’s work culture.</p> <p>Work Based Learning is a mandatory and a valuable part in this step. The length of the WBL period is not set, but usually comprises 1 to 3 days every week, with flexibility in respect of the participant’s individual situation and the conditions in the work place. The practical training creates meaning and content related to the theoretical education. Participants get a good insight into the health care work and the working culture within the sector.</p> <p>The final step, for those who have been convinced that this is their occupation of choice, is the nationally regulated Health Care programme. In this programme the participant studies in a regular class, but continues to receive language support 2 days per week throughout the whole 3 semesters of the programme.</p>			
<b>7. Target group(s) addressed</b>			
Refugees and immigrants			
<b>8. Description of resources</b>			
<b>Duration</b>	3 months	<b>User’s ICT level required</b>	low
<b>Methodology</b>	Classroom teaching in combination with work-based learning units		
<b>Pedagogical approach</b>	Theoretical and practical training		
<b>Certification</b>	none		

<b>Structure of the resource</b>	
<b>Course Contents:</b> <ul style="list-style-type: none"> <li>- Occupation related content combined with the regular SFI teaching:</li> <li>- Occupational orientation</li> <li>- Study visits</li> <li>- Pre-knowledge before the internship period</li> <li>- Occupational Swedish language</li> <li>- Methodology training</li> <li>- Mathematics</li> <li>- ICT</li> <li>- Practice in a local health care organization</li> <li>- Upper sec. course: Health care and social care work 200 hours</li> <li>- Theory</li> <li>- Revision</li> <li>- Wellness</li> </ul>	
<b>Costs related to implementation</b>	
No costs für participants	
<b>9. Strengths and weakness</b>	
<b>Strengths</b>	<b>Weakness</b>
<ul style="list-style-type: none"> <li>- The concept gives the participants the possibility to try out an occupation in combination with learning a new second language.</li> <li>- To some degree, the participants' language learning benefits from being experienced within the occupational setting.</li> <li>- The effort helps Sweden to fill the gaps in the labour market in one of the occupational settings where it is hard to recruit enough employees.</li> </ul>	<ul style="list-style-type: none"> <li>- No specific ones pointed out.</li> </ul>
<b>10. Lessons learned for WBT</b>	
<p>A very good way to develop skills - and acceptance for integration in different occupations and work place settings.</p> <p>Integration of less fortunate social groups into education and training is possible if the schools and the employers are given the right conditions.</p>	

1. Identification of the practice or project			
<b>Broadened recruitment for inclusion in higher VET through assessment and validation of practical work</b>			
2. Promoter and/or funding body	Hälsinglands Utbildningsförbund, HUF	3. Country	Sweden
4. Web page	<a href="http://www.hufb.se">www.hufb.se</a>	5. Contact	Lena Baleus <a href="mailto:lena.baleus@hufb.se">lena.baleus@hufb.se</a>
6. Short description of the project			
<p>Part of the practice is the direct result of a former project funded by the National Agency for Higher VET (MYH), aimed at finding methods for a broadened recruitment of students for higher vocational education and training.</p> <p>It consists of using well-developed methods for the assessment and validation of the applicants' skills and their opportunities to assimilate the content of the VET-programme in question. It is also a way to make higher VET accessible for those who traditionally have been excluded from any form of formal higher education, and opening up the labor market for them at the same time. Typically, we talk about persons with for instance Neuro Psychiatric Disabilities (ADHD, Asperger etc.) or other disadvantaged groups in society</p> <p>The validation is performed by having a one-day activity where teachers and professionals assess the results from the applicant's performance in the tests and exercises. These tests and exercises have been thoroughly carefully and stipulated in order to select those applicants with the best chances to successfully complete the educational programme. They consist of four parts:</p> <ul style="list-style-type: none"> <li>- Practical tests</li> <li>- Mapping of earlier experiences, abilities/skills and competencies</li> <li>- Group activity (art performance in this specific case)</li> <li>- Interview looking at self-assessment, understanding the process and assessing the performance during the group activity, in a specific work role, an activity, their leadership etc.</li> </ul> <p>The results are validated by a team of teachers by judging:</p> <ul style="list-style-type: none"> <li>- Professional work skills shown (specific ones)</li> <li>- Ability to cooperate, collaborate and interact</li> <li>- Other professional specific skills needed in a working group situation</li> <li>- Interview where the applicants respond to the questions asked.</li> </ul> <p>Each part is weighted in points, being the basis for deciding the priority order among the applicants when giving access to the programme.</p>			
7. Target group(s) addressed			
All applicants – in an inclusive sense			
8. Description of resources			
Duration	1 day	User's ICT level required	n/a
Methodology	Validation through theoretical and practical tests and exercises		
Pedagogical approach	Observation, assessment, evaluation		
Certification	Assessment if qualified or not duly qualified for the educational programme		
Structure of the resource			
One-day activity with the applicant performing tests and exercises supervised by teachers and practitioners, no specific structure			

Costs related to implementation	
No direct costs other than staff investment of time for preparation, implementation (1 day) and the evaluation.	
9. Strengths and weakness	
Strengths	Weakness
<ul style="list-style-type: none"> <li>- Formal higher VET is accessible for all applicants, including those who traditionally would be excluded using normal admission routes to higher studies.</li> <li>- In many cases, unexpected values come out to every ones benefit (peers, work places etc).</li> <li>- Huge individual development for all students participating in the VET programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources demanded in performing the recruiting process.</li> <li>- Running the programme is resource-intensive.</li> <li>- The labour market has further to go before the non-normative students are given the same job opportunities after their studies as everyone else.</li> </ul>
10. Lessons learned for WBT	
<ul style="list-style-type: none"> <li>- There are alternative ways well suited for admission to higher studies.</li> <li>- The use of specific case studies is an effective working method for learning occupational skills, aside from only using work places for WBL experiences.</li> </ul>	

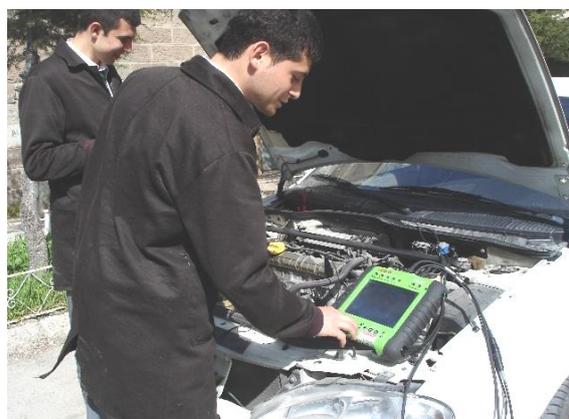
1. Identification of the practice or project			
<b>The Skills'10 Project of the Specialized Vocational Training Centre (UMEM Beceri'10)</b>			
2. Promoter and/or funding body	Afyonkarahisar Mesleki ve Teknik Anadolu Lisesi	3. Country	Turkey
4. Web page	<a href="http://afyonmerkezeml.meb.k12.tr/">http://afyonmerkezeml.meb.k12.tr/</a> <a href="http://meb.gov.tr">http://meb.gov.tr</a> <a href="http://www.iskur.gov.tr/">http://www.iskur.gov.tr/</a> <a href="https://www.tobb.org.tr/">https://www.tobb.org.tr/</a>	5. Contact	<a href="mailto:114876@meb.k12.tr">114876@meb.k12.tr</a>

#### 6. Short description of the project

The Skills'10 Project of the Specialized Vocational Training Centres (UMEM) is a project that was implemented on the anniversary of the Protocol signed between the various partners in Turkey, the Turkish Chambers and Commodity Exchange, the Ministry of Labour and Social Security, the Ministry of National Education and TOBB Economics and Technology University. The main aim of the project is to increase employment by providing jobs for the unemployed and to provide qualified staff to employers at the same time. It is seen that there is a lot of unskilled labour in Turkey and on the other hand, companies are not finding qualified personnel. Within this context, the UMEM Skills'10 Project was initiated in order to solve the unemployment arising from the gap between supply and demand in the labour market. "Skills'10" in this context relates to the top ten score as the maximum to reach in an educational programme. It indicates the trainee's fully developed skills completing this course.

A Labor Market Needs Analysis was conducted in 81 cities in Turkey. As a result of data collected, the labor market needs of vocational and technical education were determined on the basis of those cities. Training of trainers in 81 cities was completed and those unemployed registered to İŞKUR (The Institution of Providing Jobs and Employees) were given theoretical training. The aim is for job seekers to be employed in the workplaces where they are undertaking an internship by matching the companies with the coordination of "Course Managements" at local level, thus giving practical training to the trainees and certifying the successful ones.

Afyonkarahisar Vocational and Technical Anatolian High School is one of 121 schools that are included in the UMEM Skills'10 Project. Our school, which renews its equipment through the UMEM Project, is hosting the latest technology for the vocational courses to be offered within the scope of the project. In addition, vocational teachers participate in related in-service training courses.



Vocational training courses are organized in our school for those trainees who are selected among the unemployed registered at İŞKUR within the scope of the project. In order to apply for the courses the applicant must first register with the system at İŞKUR's webpage. Trainees participating in the courses at UMEM are paid 25 TL (7 €) per day during the course including theoretical learning and on-the-job training

through an internship. Afyonkarahisar Vocational and Technical Anatolian High School has realized 29 different courses between 2010 and 2016 and 444 unemployed young people found employment in this context			
7. Target group(s) addressed			
In general unemployed people seeking to (re)enter the labour market			
8. Description of resources			
Duration	3 months theoretical training for each course and 3 months maximum for internship training.	User's ICT level required	None
Methodology	Classroom teaching - Labour at the work place		
Pedagogical approach	Learning by practical work		
Certification	Certification of the Turkish Employment Agency		
Structure of the resource			
<ul style="list-style-type: none"> <li>- Occupational ethics and basic behaviour for professional development</li> <li>- Basic occupational knowledge</li> <li>- Advanced vocational knowledge (Practical training at school)</li> <li>- Skills training in enterprises</li> </ul>			
Costs related to implementation			
Within the scope of the project, all costs related to modernizing the technical infrastructure of the project schools, providing the necessary machine-equipment and educating the trainers were covered by EU funds through the Ministry of Education. The social security of the students is covered by the unemployment fund.			
9. Strengths and weakness			
Strengths		Weakness	
<ul style="list-style-type: none"> <li>- Young and adult unemployed and those who are not in an adequate occupation benefit.</li> <li>- They are trained in those professions needed in the labour market.</li> <li>- Employability is increased by developing skills and competences.</li> <li>- Students who successfully complete the course will be awarded the "Course Completion Certificate" approved by National Education and İŞKUR. This document will enable them to work in heavy and dangerous jobs according to the quality standards of the profession.</li> <li>- Workplaces do not have to pay trainees during their internship.</li> <li>- If companies employ successful trainees, the employer's share of the social security fee will be covered from the unemployment insurance fund for up to 48 months.</li> </ul>		<ul style="list-style-type: none"> <li>- The courses offered can not cover the needs of all of the trainees applying</li> <li>- After the course not all trainees can be employed.</li> <li>- Courses are on weekends or after working hours.</li> <li>- Many of those receiving social security benefits do not participate in courses even if they want to change their profession.</li> <li>- Some companies do not retain trainees at the end of the contract date.</li> </ul>	
10. Lessons learned for WBT			
Inadequacies of professional knowledge are striking. However, the efforts of the student to learn the profession are remarkable. Especially the interest in practical training is very surprising. The sessions get close to 100% attendance even though they are done in the evening or at weekend. However, at the end of the course the project is not achieving the 90% employment target.			

1. Identification of the practice or project			
<b>Skills Training at the Work Place</b>			
2. Promoter and/or funding body	Afyonkarahisar Mesleki ve Teknik Anadolu Lisesi	3. Country	Turkey
4. Web page	<a href="http://afyonmerkezeml.meb.k12.tr/">http://afyonmerkezeml.meb.k12.tr/</a> <a href="http://meb.gov.tr">http://meb.gov.tr</a>	5. Contact	<a href="mailto:114876@meb.k12.tr">114876@meb.k12.tr</a>
6. Short description of the project			
<p>Vocational High School students who are in the final grade are trained in a company for 3 days a week during their academic year. On other days, they come to the school to attend the general subjects. The on-the-job training is evaluated as an ordinary educational course. The attendance is recorded regularly during the on-the-job training.</p> <p>Internship for vocational high school students is an extremely useful learning method. While students are still in high school, they experience real business life conditions, prepare for a profession and most importantly they develop their skills by applying the knowledge they gain within the work place environment.</p> <p>The students who are taking up the internship start their business life one step ahead of their friends of the same age. The students of the vocational department continue to study both by going to the college and by working and providing themselves with financial support.</p> <p>Students can not obtain diplomas if they do not complete their skills training. When students graduate, they are employed in the same business.</p> <p>Students are insured by the state for occupational diseases and work accidents during on-the-job training. For the students who participate in on-the-job training, the workplace is paid a fee of 1/3 of the minimum wage. 30% of this fee is paid by the state.</p>			
7. Target group(s) addressed			
Senior students in VET			
8. Description of resources			
Duration	3 days per week during an academic year	User's ICT level required	None
Methodology	Practical Training - Training at the work place		
Pedagogical approach	Learning by practical work		
Certification	Diploma by the school		
Structure of the resource			
<ul style="list-style-type: none"> <li>- Occupational ethics and basic behaviour for professional development</li> <li>- Basic occupational knowledge (practical training)</li> <li>- Skills training in enterprises</li> <li>- Diploma</li> </ul>			
Costs related to implementation			
All expenditure related to the implementation of the project are jointly provided by the enterprises together with the unemployment fund.			

9. Strengths and weakness	
Strengths	Weakness
<ul style="list-style-type: none"> <li>- Students can see real work conditions in place without having to graduate first</li> <li>- Students are insured against occupational diseases and occupational accidents during on-the-job training.</li> <li>- Payment of fees to students</li> <li>- Student and trainer know each other before switching to employment</li> </ul>	<ul style="list-style-type: none"> <li>- Delaying the fees that businesses must pay to their students</li> <li>- Failure to discipline students due to the requirement of 80% compliance with the subjects in the programme</li> <li>- Trainers and teachers do not give sufficient importance to the students' needs.</li> </ul>
10. Lessons learned for WBT	
<p>Students are more interested in practical work than theory learning and continue to work. When they graduate, the first institution they apply for employment with is the enterprise in which they have completed their internship. Furthermore, after completion, graduates will be able to set up their own businesses if they so choose.</p>	

## Partnership Consortium



Zentrum für Integration und Bildung / Germany

[www.zib-online.net](http://www.zib-online.net)



Anziani e non solo / Italy

[www.anzianienonsolo.it](http://www.anzianienonsolo.it)



Esprominho / Portugal

[www.esprominho.pt](http://www.esprominho.pt)



RESC Pleven / Bulgaria

[www.resc-pleven.org](http://www.resc-pleven.org)



PCO / Slovenia

[www.pco.si](http://www.pco.si)



CFL / Sweden

[www.hufb.se](http://www.hufb.se)



Hermes / Malta

[www.hermesjobs.com](http://www.hermesjobs.com)



Liceul Tehnologic Braila / Romania

[www.moisil.coolpage.biz](http://www.moisil.coolpage.biz)



Afyonkarahisar Mesleki ve Teknik  
Anadolu Lisesi / Turkey

[www.afyonmerkezeml.meb.k12.tr](http://www.afyonmerkezeml.meb.k12.tr)

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