



# **Manwal**

## **dwar Taħriġ ibbażat fuq ix-Xogħol U eżempji ta 'prattika tajba**



**Erasmus+ KA2 Sħubja Strategika Proġett 2015 – 2017  
“Taħrig ibbazat fuq ix-xogħol f’process transitorju skola-għax-xogħol”  
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Is-Sħubija Strategika "Taħriġ ibbażat fuq ix-Xogħol"<sup>1</sup> għaqeqad flimkien l-iskejjel pubbliċi, centri privati ta' 'taħriġ vokazzjonali u istituzzjoni jiet edukattivi oħra minn disa' pajjiżi Ewropej. Flimkien ježaminaw it-transizzjoni bejn l-iskola u x-xogħol fil-pajjiżi partecipanti Il-proġett Erasmus+ ġie mwaqqaf biex it-tagħlim u taħriġ ibbażat fuq ix-xogħol, ikun ta' esperjenza u l-individwu jitgħallem u jaħdem flimkien mal-kumplament tal-Ewropa.

### X'kienu l-attivitàjiet tal-proġett?

Is-sħubija bdiet il-ħidma tagħha b' analizi dwar is-sitwazzjoni attwali fil-pajjiżi msieħba. Din l-analizi eżaminat it-tranzizzjoni jiet differenti li jwasslu liż-żgħażaqgħ mill-iskola għas-suq tax-xogħol. Ir-riżultati ġew ippubblikati f'ħarsa ġenerali **Tranzizzjoni mill-iskejjel għax-xogħol fl-Ewropa**<sup>2</sup>. Sussegwentement, inbeda u ġie implementat stħarriġ onlajn dwar it-tranzizzjoni bejn l-iskejjel għax-xogħol fid-disa 'pajjiżi msieħba kollha. L-istħarriġ iffoka fuq il-gruppi involuti li jittrattaw it-tranzizzjoni mill-iskola għas-suq tax-xogħol. Dawn il- gruppi jinkludu għalliema u pedagoġi, min iħarreg u għalliema, u finalment studenti u apprendisti. L-ġhan kien li jinkiseb għarfien iktar profond tal-benefiċċji kif ukoll il-ħtieġijet fi ħdan id-diversi oqsma nazzjonali tat-tranzizzjoni. Dan l-istħarriġ wassal biex jiġi analizzat il-livell ta' sodisfazzjon u b'hekk ikun hem lok ta' avvanz f'dan is-settur.

L-Istħarriġ Online ġie implementat f'noxs l-2016. B'kolloks saru 562 kwestjonarju li ġew

magħduda , b'medja ta' 20 kwestjonarju għal kull pajjiż. L-evalwazzjoni tar-riżultati wasslet **għar-Rapport dwar is-Sejbiet** li jiġbor fil-qosor l-ammont kbir ta' informazzjoni dwar Studju Komparattiv ikkomplementat minn rapporti speċifici tal-Pajjiż. Fl-aħħarnett, l-imsieħba kkonċentraw fuq il-Manwal dwar **Taħriġ ibbażat fuq ix-Xogħol** li jinkludi l-esperjenza kollha tal-proġetti saret fi zmien sentejn u jinkludi l-konkluzjonijiet li waslu għalih il-konsorzu.

### X'taħseb fil-Manwal?

L-ewwelnett, l-ġhan ta' dan il-Manwal huwa li jagħti tweġibiet diversi għall-mistoqsjha fundamentali li hi rigward it-tifsirtat-tagħlim ibbażat fuq ix-xogħol u t-termini rinnovati. Dan il-Manwal jinkludi deskrizzjoni qasira tal-kundizzjoni jiet ta' l-iskejjel għax-xogħol fid-disa' pajjiżi msieħba biex jifhmu l-progress kif ukoll l-ostakli rigward l-implementazzjoni tal-metodi tat-tagħlim b'suċċess ibbażati fuq ix-xogħol.

Il-parti l-kbira tal-Manwal =jitratta s-sejbiet ewlenin li għamilna mill-istħarriġ onlajn. Dan l-istħarriġ ikkonkluda li bil-proposti tagħna kien hemm titjib fit-transizzjoni bejn l-iskola u x-xogħol

L-imsieħba ġabru wkoll diversi **eżempji ta' praktika tajba** biex juru li irrispettivament mis-sistema tat-tranzizzjoni - kien hemm ħafna tentativi biex iż-żgħażaqgħi jidher b'suċċess għas-suq tax-xogħol, u għar-rekwiżiti tax-xogħol futur tagħhom.

<sup>1</sup>Tahrig ibbazat fuq ix-xogħol f'process transitorju skola-għax-xogħol (WBT), Erasmus+ KA2 Sħubija Strategika 2015-17, Nru Proġett: 2015-1-DE02-KA202-002447

<sup>2</sup>Il-prodotti kollha huma disponibbli biex jitniżżu mill-websajt tal-proġett [www.workbasedtraining.eu](http://www.workbasedtraining.eu)

## **1\_Xi jfisser taħriġ ibbażat fuq ix-xogħol / taħriġ ibbażat fuq ix-xogħol?**

### **Tagħlim ibbażat fuq ix-xogħol (TIFX)**

F'bosta okkażjonijiet l-imsieħba tal-proġett ġadmu flimkien biex jaslu għal ftehim dwar liema tagħlim ibbażat fuq ix-xogħol jagħti definizzjoni xierqa ta' 'termini relatati. Peress li kien hemm disa 'pajjiżi differenti li jimplimentaw modi differenti ta' kif joffru appoġġ għaż-żgħażaq mill-iskola fis-suq tax-xogħol, malajr deher čar li s-sħab mhux biss jużaw kuncetti u termini differenti iż-żda wkoll jassenjaw tifsiriet differenti għall-istess kelma. Għalhekk, kien importanti li jiġu ċċarati t-termini u d-definizzjonijiet tagħhom kif ukoll il-konnotazzjonijiet u l-perċezzjoni differenti tagħhom.

Fl-isforz biex tinstab definizzjoni sempliċi iż-żda komprensiva għal "tagħlim ibbażat fuq ix-xogħol" l-imsieħba finalment qablu dwar id-deskrizzjoni li ġejja.:

*It-tagħlim ibbażat fuq ix-xogħol (TIFX) huwa t-triq edukattiva li tiprovvdi lill-istudenti b'esperjenzi ta' xogħol fil-ħajja reali fejn jistgħu japplikaw ħiliet teoretiċi, prattiċi, soċċali kif ukoll suġġetti u trasversali u b'hekk jiżviluppaw il-kompetenzi vokazzjonali u l-impiegabilità tagħhom. (TIFX) jikkonsisti f'serje ta' 'sitwazzjonijiet ta' tagħlim u esperjenzi li jgħaqqu aspetti tal-kurrikulu skolastiku mal-post tax-xogħol sabiex jinħoloq paradigm ta' tagħlim differenti.*

Minn naħha waħda, din id-definizzjoni tenfasizza l-importanza li t-tagħlim u t-tagħlim prattiku(ix-

xogħol) jiġu konnessi flimkien. Min-naħha l-oħra, din id-definizzjoni hija miftuħa biżżejjed li ma teskludix preċiżament it-triq għall-għan. Dan ifisser li huwa importanti li wieħed jagħraf li hemm mogħdijiet differenti sabiex ikunu jistgħu jorbtu b'mod effettiv it-teorija u l-prattika. L-ġħan huwa li ż-żgħażaq jitħejew b'mod adegwat għas-suq tax-xogħol u li jingħataw is-setgħa li jifhmu u jiksbu l-kompetenzi meħtieġa biex jikkwalifikaw għal xogħol.

Fir-Rapport tagħha dwar it-Tagħlim ibbażat fuq ix-Xogħol fl-Ewropa, il-Kummissjoni Ewropea fissret TIFX b'mod simili ħafna, filwaqt li thalli miftuħ bir-reqqa d-diversi rotot għall-miri magħżula.

*It-tagħlim ibbażat fuq ix-xogħol huwa aspetti fundamentali tat-taħriġ vokazzjonali - huwa marbut direttament mal-missjoni tal-ETV biex jgħin lill-istudenti jiksbu għarfien, ħiliet u kompetenzi li huma essenzjali fil-ħajja tax-xogħol.<sup>3</sup>*

Madankollu, l-aktar definizzjoni deskrittiva qasira tal-TIFX ġejja minn kumitat ta' 'ħidma tal-Università ta' Kalifornja f'Berkely:

*It-tagħlim ibbażat fuq ix-xogħol jista' jiġi deskrīt bħala: Tagħlim dwar ix-xogħol, Tagħlim permezz tax-xogħol, Tagħlim għax-xogħol.<sup>4</sup>*

Din id-definizzjoni tpoġġi l-ħtieġa li tgħaqqaqad l-edukazzjoni max-xogħol u thalli l-possibiltajiet kollha miftuħa b'kull mezz .Hija tindika biss il-fażiżjiet li bihom għandha tiżviluppa t-tħejji ja għad-din ja tax-xogħol.

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

## Mudelli ta' tagħlim ibbażat fuq ix-xogħol

F'konformità mad-definizzjoni tiegħu, il-kumitat tax-xogħol fl-Università ta 'California jitlob li l-preparazzjoni għad-dinja tax-xogħol għandha tinbeda malajr u titwettaq fi tliet fazijiet konsekuttivi ta' tagħlim, b'mod li:

- (1) Il-Kuxjenza dwar il-Karriera u Esperjenzi ta 'Esplorazzjoni jappoġġjaw it-tagħlim ABOUT work.
- (2) Il-Preparazzjoni tal-Karriera ta 'esperjenzi tgħin fit-tagħlim PERMEZZ tal-ħidma.
- (3) L-esperjenzi tat-Taħriġ fil-Karrieri jappoġġjaw it-tagħlim GħAL xogħol, jiġifieri t-thejjija għal firxa specifika ta 'okkupazzjonijiet.

B'kuntrast, il-karta tal-politika tal-Kummissjoni Ewropea ma tfissirx il-fažijiet tat-tagħlim, iż-żda tiffoka fuq il-metodi u l-approprazzjonijiet li għandhom jiġu applikati fil-kuntest ta' tagħlim ibbażat fuq ix-xogħol meta tkun qed tħejji ż-żgħażaq għas-suq tax-xogħol. Tikkorrispondi għad-diversi oqsma tat-tranzizzjoni bejn l-iskejjen u x-xogħol fil-pajjiżi msieħba. Hemm tliet mudelli li huma definiti skond il-livell ta 'involvement attiv tal-kumpaniji fil-process bħalissa. Dawn huma:

- (1) Skemi alternattivi jew **apprendistati**, tipikament magħrufin fl-Awstria u l-Ġermanja bħala "sistema doppja" fejn it-taħriġ prattiku jinsab f'idejn il-kumpanija filwaqt li l-iskola vokazzjonali hija responsabbi għat-trasferiment ta' għarfien tekniku.
- (2) It-tieni mudell ta (TIFX) huwa VET ibbażat fl-iskola li jinkludi perjodi ta' taħriġ fuq il-post tax-xogħol f'kumpaniji. Il-fažijiet ta' taħriġ fuq il-post tax-xogħol tipikament ikopru apprendistati, postijiet tax-xogħol jew ħaddiema li jitħarrġu li huma inkorporati bħala element obbligatorju jew fakultattiv ta' programmi tal-VET li jwasslu għal kwalifikati formali.

(3) Fl-aħħarnett, TIFX li huwa **integrat fi program ibbażat fuq l-iskola**, permezz ta' laboratorji fuq il-post, ħwienet tax-xogħol, kċejjen, ristoranti, ditti ta' junior jew prattika, simulazzjonijiet jew assenazzjonijiet kummerċjali / industrijali reali. L-ġħan huwa li jinħolqu ambjenti tax-xogħol "ta' ħajja reali", jiġu stabiliti kuntatti u kooperazzjoni ma' kumpaniji jew klijenti reali, u biex jiġu žviluppati kompetenzi intraprenditorjali.

Ieta minn dawn il-mudelli kienu rappreżentati fil-proġett minn organizzazzjonijiet msieħba. Il-livell tar-rabtiet makundizzjonijiet reali tal-ħajja tax-xogħol kienu sussegwentement pjuttost differenti. Madankollu, id-domanda għal involvement akbar ta' dawk li jimpiegaw u l-kumpaniji fil-process ta' tagħlim ibbażat fuq ix-xogħol kienet generalment approvata b'mod qawwi.

## Taħriġ ibbażat fuq ix-xogħol (WBT)

Fi ħdan il-proġett, l-imsieħba qabblu dwar id-definizzjoni tat- "tagħlim ibbażat fuq ix-xogħol" li jikkaratterizza process ta' tagħlim fejn it-teorija u t-tagħlim prattiku huma marbutin ma' xulxin u jenfasizzaw il-process tat- 'tagħlim innifsu meta jitqies it-terminu "taħriġ ibbażat fuq ix-xogħol". Aktar dwar l-metodu tat-tagħlim ibbażat fuq il-prattika. Għalhekk, WBL tidher li hi aktar iffokata fuq l-istudenti, filwaqt li WBT jidħru li huma aktar iffokati fuq l-ghalliema u dawk li jħarrġu. Madankollu, iż-żewġ termini spiss jintużaw simultanjament.

F'dan il-kuntest, aspett ieħor jirrizulta min-naħa formal i tal-process tat-tagħlim ibbażat fuq ix-xogħol. F'xi pajjiżi, per eżempju l-Bulgarija, it-tlestitja ta' internship f'kumpanija hija obbligatorja li hi bbażata fuq kuntratt vinkolanti bejn l-iskola, il-kumpanija u l-istudent. F'każ bħal dan, it-terminu "taħriġ ibbażat fuq ix-xogħol" jintuża f'kun-tradizzjoni mal- apprendistati pjuttost informali

u li ma jorbtux għal żmien qasir jew korsijiet introduttori li normalment huma mmarkati bħala "tagħlim ibbażat fuq ix-xogħol".

## Attivitajiet relatati mal-WBL

Meta wieħed jitratta s-suġġett tat- tagħlim ibbażat fuq ix-xogħol fl-Ewropa, nsibu modi differenti ta' kif iż-żgħażaq ġi-jidher. Anke jekk huwa rikonoxxut b'mod wiesa 'li l-involviment attiv tal-kumpaniji jsaħħha il-possiblebbiltajiet ta' integrazzjoni siewja taż-żgħażaq. Hemm tħafna metodi promettenti u jidher li ma hemmx mudell wieħed adatt għall-pajjiżi kollha. F'dan ir-rigward għalhekk, l-adozzjoni sħiħa tal-apprendistat doppju mill-pajjiżi kollha mhix rakkommandata. Minflok, kif tirrakkomanda l-Fondazzjoni magħrufa German Bertelsmann, għandu jittieħed kont tat-trasferiment bir-reqqa ta' komponenti parti-

kolari tas-sistema<sup>5</sup>.

F'dan il-kuntest, l-ghodod u l-metodi kollha li huma rikonoxxuti bħala speċifikament xierqa f'xi mod jew ieħor biex iż-żgħażaq jiġu prekluži fis-suq tax-xogħol għandhom jiġu kkunsidrati serjament.

Għalhekk, aħna nirrikonoxxu li - minbarra l-metodu tas-soltu tat- tagħlim ibbażat fuq ix-xogħol li jimmira lejn it-taħriġ u l-internships fil-kumpaniji - hemm firxa varjata ta' **'attivitajiet relatati mat-tagħlim ibbażat fuq ix-xogħol** li huma adattati għall-klassi, u tqajjem kuxjenza dwar it-talbiet tas-suq tax-xogħol fost l-istudenti żgħażaq. Kif tgħallimna fil-proġett tagħna ta' sentejn, dawn l-isforzi huma diversi u kollha għandhom ikunu vvalutati. It-tabella meħmuża tirrifletti d-diversità fil-metodi tat-TIFX billi tikka-tegorizzahom skont il-livell tal-involviment attiv ta' min iħaddem u tal-kumpaniji.



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

## **2\_Kif taħdem it-tranżizzjoni bejn I-iskejjel għax-xogħol fil-pajjiżi msieħba?**

### **IL-BULGARIJA**

Fil-Bulgarija, it-traineeship huwa ingredjent tat-taħriġ vokazzjonali obbligatorju fi ħdan is-sistema tal-edukazzjoni vokazzjonali. Dan li twettaq matul l-aħħar sentejn tal-perjodu ta'edukazzjoni, u n-numru ta'sigħat huwa inkluż fl-impieg obbligatorju tal-għalliema. It-traineeship huwa kkontrollat minn għalliem u specjalista mill-unità tal-produzzjoni u jispiċċa b'eval-wazzjoni li hija rreġistrata bħala art tal-edukazzjoni sekondaria, kif ukoll fiċ-ċertifikat għall-kwalifika vokazzjonali nnifisha.



*Studenti żgħażagħ f'RESC f'Pleven, il-Bulgarija*

Skont il-Liġi dwar l-Edukazzjoni u t-Taħriġ Vokazzjonali li ġiet riveduta lejn l-aħħar tal-2014 it-tagħlim permezz tax-xogħol (taħriġ doppju) huwa forma ta' vapur msieħeb bejn l-iskola vokazzjonali, kulleġġ jew ċentru ta' taħriġ u wieħed jew aktar minn min iħaddem. Is-sistema doppja tal-edukazzjoni vokazzjonali fil-Bulgaria tinsab fi skala preparatoria fil-livell regionali u hija introdotta f'siti pilota fi ħdan il-qafas tal-proġett Bulgaru-Żvizzeru (2015-19), proġetti tar-Rapreżentanza Kummerċjali lill-Ambaxxata Awstrijaka fil-Bulgarija, U wkoll mal-Ministeru tal-Edukazzjoni u l-Kamra tal-Kummerċ Ġermaniċa-Bulgara.

L-objettiv tal-proġett mhux biss huwa li titraw-wem is-sistema doppja ta'edukazzjoni vokazzjoni fil-Bulgarija, iżda wkoll biex tappoġġja lill-pajjiż fl-iżvilupp tal-mudell tiegħu stess, konsistenti mat-tradizzjonijiet storici u kulturali tiegħu stess.

### **IL-ĞERMANJA**

Il-proċess ta' tranżizzjoni bejn l-iskola u x-xogħol tal-Ğermanja huwa magħruf bħala s- "sistema tal-apprendistat doppju" li fih t-teorija hija mghallma f'iġituzzjonijiet edukattivi u l-ħiliet prattiċi huma akkwistati fuq il-post tax-xogħol tal-kumpanija. Wara li spiċċat l-edukazzjoni ġeneralni komuni, il-biċċa l-kbira taż-żgħażagħ ji-bdew apprendistat f'kumpanija biex jitgħallmu l-ħiliet professjonali u jidħlu fis-suq tax-xogħol. L-apprendistati huma għalhekk parti mis-sistema formali tal-edukazzjoni u jgħinu biex jintegraw lill-istudenti żgħażagħ kemm fis-soċjetà kif ukoll fis-suq tax-xogħol.

Tali sistema, biż-żewġ postijiet ta' tagħlim - l-iskola responsabbli mit-teorija u l-kumpanija għall-prattika ta' tagħlim - iż-żid allinjament mill-qrib ġafna mas-suq tax-xogħol. Il-prattika mhux biss tgħallmet taħt il-kundizzjonijiet artificjali f'kampjun, iżda aktar importanti taħt kundizzjonijiet tax-xogħol reali ma 'kunsinni ta' prodotti u skadenzi, u b'hekk jitnaqqsu l-kompetenzi ewle-ni tal-ħiliet bħal eż-żon, effikaċċja, affidabilità, kapacità għal xogħol f'tim biex insemmu ftit. Dan jiżgura li l-istudenti żgħażagħ ikollhom aċċess relattivament sempliċi għas-suq tax-xogħol meta jtemmu l-apprendistati tagħhom. Ir-rizultat pozittiv huwa li l-Ğermanja qed tiff-faċċja rata relattivament baxxa ta' qgħad fost iż-żgħażagħ.

## L-ITALJA

Fl-aħħar ftit snin il-qafas regolatorju Taljan relat-  
tat mas-sistema ta' tranżizzjoni bejn l-iskejjel  
għax-xogħol segwa żewġ direzzjonijiet differ-  
enti:

- 1) Biex tiždied u tiġi stabbilizzata l-alternanza  
scuola-lavoro (litteralment dan jittraduci bħala  
"alternazzjoni tal-iskola u x-xogħol", tip ta' met-  
odologija ta' tagħlim relatata max-xogħol li tin-  
volvi perjodu ta' 'internship u li hija obbligatorja  
għal kull student mit-tielet sena tal-iskola għolja)  
U
- 2) Biex tirriforma l-apprendistat li huwa kuntratt  
tax-xogħol applikabbi għal żgħażaq taħt l-età  
ta' 29 sena. Dan jimplika l-obbligu tal-ħaddiem li  
jattendi certu numru ta' 'sigħat ta' taħriġ.

L-apprentistat u l-*alternanza scuola-lavoro* jvar-  
jaw b'mod sinifikanti minn xulxin iżda għandhom  
għan komuni: jegħibbu d-diviżjonijiet tradizzjonali  
bejn l-edukazzjoni u x-xogħol u jgħinu lil studenti  
żgħażaq taħbi biex jintegraw kemm fis-soċjetà kif  
ukoll fis-suq tax-xogħol. Anki jekk ir-riżultati tal-  
applikazzjoni tal-aħħar li ġiġiġiet għadhom iridu jiġu  
kkollegati u analizzati, l-informazzjoni li riċen-  
tament ġiet aġġornata turi sitwazzjoni diffiċċi:  
43,5% biss tal-iskejjel bdew programmi relatati  
max-xogħol, li jinvolvu Numru baxx ta' kumpanji  
u inqas minn 11% ta' studenti. Sadattant, fuq in-  
naħha tal-apprendistat, mhux il-forom kollha  
huma žviluppati b'mod ċar jew implementati ta-  
jjeb.

## MALTA

L-edukazzjoni vokazzjonali hija provduta f'Malta  
miż-żewġ kulleġgi ewlenin tal-Istat, il-Kulleġġ  
Malti tal-Arti, Xjenza u Teknoloġija (MCAST), li  
joffru madwar 170 kors fis-sena minn livell 1 sa  
6 fuq MQF, U l-Istitut tal-Istudji Turistiċi (ITS), li  
joffri madwar 20 kors fis-sena mill-livell 2 sa 6.

Minbarra dawn iż-żewġ kulleġgi, il-Korporazzjoni  
tal-Implieg u t-Taħriġ (ETC) imwaqqfa mill-istat,  
imwaqqfa fl-1990 u li taġixxi wkoll bħala servizz  
pubbliku ta' impieg, tmexxi VET f'forma ta' politiki  
attivi fis-suq tax-xogħol (ALMP) u Servizzi  
oħra għall-persuni qiegħda. L-ETC hija wkoll im-  
daħħla fl-implementazzjoni tal-Iskema Maltija  
tal-Assorbiment taż-Żgħażaq, u toffri numru ta'  
skemi ta' impieg u taħriġ li jimmiraw lejn par-  
teċipazzjoni taż-żgħażaq fis-suq tax-xogħol: It-  
titjib ta' l-impiegabilità permezz tat-taħriġ; Ap-  
prendistati; Skema ta' prova tax-xogħol u l-  
iskema ta' espożizzjoni għax-xogħol u t-taħriġ.

L-Iskemi ta' Apprendistat għall-VET huma, ma-  
dankollu, il-mogħdijiet ewlenin li jmexxu t-tran-  
sizzjoni bejn l-iskola u x-xogħol f'Malta u huma  
bbażat fuq is-sistema doppja fejn l-apprendist  
isegwi programm ta' taħriġ f'istituzzjoni edukat-  
tiva vokazzjonali filwaqt li jsir Taħriġ fuq il-post  
tax-xogħol.

## IL-PORTUGALL

Fil-Portugall, is-sistema doppja tal-VET ilha  
teżisti mill-1984, fis-sistema inizjali tat-taħriġ al-  
ternanti taċ-ċertifikazzjoni doppja. It-taħriġ ib-  
bażat fuq ix-xogħol jirrappreżenta mill-inqas  
30% tat-tul tal-korsijiet, jiġifieri mill-inqas 1200  
siegħha gradwalment imqassma matul il-process  
formattiv. Fi ħdan it-taħriġ vokazzjonali relatat  
mal-politika edukattiva, kisbet importanza bl-in-  
tegħażżeen sħiha tal-pajjiż fil-Komunità Ekono-  
mika Ewropea (1986). Madankollu, b'kuntrast  
mas-sistema alternanti, illum 420 sigħat huma  
allokati biss għal taħriġ ibbażat fuq ix-xogħol  
f'dawn il-korsijiet vokazzjonali Huma l-aktar sini-  
fikanti fl-offerti vokazzjonali kollha (2011/12:  
42,8% taż-żgħażaq irregġistrati fl-edukazzjoni  
sekondarja). Fl-aħħar ġumes snin, il-kwalifikasi fil-  
livell ta' 12-il grad u l-estensjoni tal-iskola obblig-  
atorja għal 12-il sena ddeterminat il-bidliet  
ewlenin fis-Sistema Edukattiva u kien hemm

espansjoni u diversifikazzjoni tad-domanda għal korsijiet ta' taħriġ doppju. Modi oħra ta 'certifikasi kazzjoni doppja bħal dawk applikati għal korsijiet ta' VET għal adulti, korsijiet teknoloġici fl-edukazzjoni sekondarja, korsijiet VET għal edukazzjoni bażika u l-aktar korsijiet vokazzjoni reċenti (edukazzjoni ta' 'livell bażiku) issa ġew imwaqqfa.

## IR-RUMANIJA

L-approċċ speċifiku ta' taħriġ ibbażat fuq ix-xogħol fir-Rumanija jinkludi t-thejjiha ta' studenti f'kategoriji ta' taħriġ prattiku li jiġu mgħallma minn għalliema speċjalizzati-workshops ta' l-iskola fil-kumpaniji. Responsabbiltajiet ibbażati fuq ix-xogħol.

Barra minn hekk, attivitajiet li jiffacilitaw it-tran-sizzjoni mill-iskola għax-xogħol fir-Rumanija issa jinkludu:

- Attivitajiet ta' appoġġ bħat-tagħlim fuq il-post tax-xogħol bl-għoti ta' gwida u pariri
- It-taħriġ tal-persunal involut fit-tagħlim fuq il-post tax-xogħol, ma 'konsulenti li jwettqu taħriġ
- It-taħriġ tal-konsulenti involuti f'attivitajiet speċifiċi relatati mat-transizzjoni tal-iskola
- Appoġġ għall-iżvilupp ta' sħubiji bejn l-iskejjel u min iħaddem
- Monitoraġġ tal-inseriment tal-gradwati fis-suq tax-xogħol, inkluži studji ta' 'rintraċċar
- Appoġġ ta' offerti għall-organizzazzjoni u l-operat ta' kumpaniji tat-taħriġ
- Jipprovdu appoġġ għal studenti fl-edukazzjoni sekondarja u terzjarja għall-partcipazzjoni tagħhom fl-attività tad-ditta tat-taħriġ organizzata fil-livell lokali, reġjonali, nazzjonali u Ewropew
- Il-bidu ta' Kampanji Pubblici ta' Għarfien biex tappoġġja t-tranżizzjoni mill-iskola għax-xogħol

- It-thieggiġ tal-iskambju tal-esperjenza u t-tixrid tal-aħjar prattiki
- It-thieggiġ ta' kooperazzjoni innovattiva, interreġjonali u transnazzjonali.

## IS-SLOVENJA

Fis-Slovenja, il-proċess ta' tranżizzjoni bejn l-iskejjel ux-xogħol huwa kkaratterizzat minn opportunitajiet edukattivi differenti bbażati fl-iskola offruti mill-governanza. Skont il-kwalifikati u x-xewqat tal-istudenti għall-edukazzjoni ulterjuri, hemm il-possibbiltajiet li ġejjin:

- Programmi vokazzjonali tul perjodu qasir - normalment għal studenti bi edukazzjoni primarja mhux kompluta b'tul ta' 1,5 snin inkluž 18-il ġimħa ta' tagħlim ibbażat fuq ix-xogħol fl-iskola u 4 ġimgħat f'kumpanija.
  - Programmi vokazzjonali - għal dawk bi edukazzjoni primarja kompluta, programm ta' 3 snin li jinkludi 18-il ġimħa ta' tagħlim ibbażat fuq ix-xogħol fl-iskola u 24 ġ'imgħa ta' taħriġ ibbażat fuq ix-xogħol f'kumpanija.
  - Programmi tekniċi vokazzjonali - is-sistema +2 li tippermetti lill-istudenti mill-programm vokazzjonali biex jilħqu livell ta' kompetenza teknika b'tul ta' sentejn, inkluž 5 ġimgħat ta' tagħlim ibbażat fuq ix-xogħol fl-iskola u 2 ġimgħat ta' taħriġ ibbażat fuq ix-xogħol f'kumpanija.
  - Programmi tekniċi - għal darb'oħra għal dawk li temmew l-edukazzjoni primarja b'dewmien ta' 4 snin, inkluž 12-il ġimħa ta' tagħlim ibbażat fuq ix-xogħol fl-iskola u 8 ġimgħat ta' taħriġ ibbażat fuq ix-xogħol f'kumpanija.
  - Korsijiet vokazzjonali għal studenti adulti.
- Il-parti teoretika tal-proċess edukattiv tinsab f'iddejn l-iskola, filwaqt li l-parti prattika tiddomina l-iskejjel jew l-imsieħba soċjali, jigifieri l-impjegatati. Aktar ma jkun għoli l-

istatus edukattiv ix-xogħol inqas prattiku x'aktarx ikun inklus fil-programm edukattiv. Il-proċess edukattiv Sloven bħalissa jinsab fil-faži ta' riformazzjoni. Hemm sistema ta' 'apprendistat doppja fl-ippjanar, iżda mhix magħrufa meta se tittieħed il-faži tal-prova. Generalment tid-daħħal fis-sistema skolastika.

## ISVEZJA

L-iskop tat-transizzjoni bejn l-iskola u x-xogħol huwa li l-istudenti għandhom ikunu mħejjija ta-jnejeb għall-ħajja tax-xogħol tagħhom wara edukazzjoni u taħriġ vokazzjonali. Komponent importanti f'dan il-proċess huwa dak li nsejħu l-faži tat-tagħlim ibbażata fuq ix-xogħol (WBL), jew l-esperjenza fuq il-post tax-xogħol. Is-sistema għat-taħbi u tħalli kien biss deskrizzjoni qasira tas-sitwazzjoni Svediż, principalment fir-rigward tas-sistema edukattiva formal.



*Student femminili żgħir fi CFL, l-Isvezja*

WBL fl-Isvezja hija parti mill-programmi formali kollha tal-VET, irrispettivament jekk ikun fil-livell sekondarju għoli jew parti mis-sistema VET oħla, bl-istess mod jekk tkun għaż-żgħażaq jew għall-adulti. Wieħed jista' jissepura WBL billi jissimula attivitajiet imwettqa fl-ambjent skolastiku u jipparteċipa akkwisti f'ambjenti ta' xogħol tal-ħajja reali, fuq il-postijiet tax-xogħol, flimkien ma 'tutur u "kollegi" oħrajn. Jista' jiġi in-

trodott bħala parti minn programm VET sekondarju superjuri, APL (Xogħol imqiegħed f'għamla ta' tagħlim), b'minimu ta' 15-il ġimġha mit-total tal-programm ta' tliet snin. Bhala alternativa, l-istudenti jistgħu jagħżlu li jidħlu fi programmi tal-VET f'verzjoni ta' 'apprendistat, fejn il-parti l-kbira tal-programm titlesta f'post tax-xogħol effektiv.

Meta wieħed iħares lejn ETV oħla, programmi li jaqbżu s-sentejn għandhom minimu ta' 25% tal-ħin tat-tagħlim f'ambjent ta' post tax-xogħol. F'dawn l-aħħar snin, il-gvern ressaq varjetà ta' 'possibbiltajiet ġoddha biex in-nies qiegħda jiksbu edukazzjoni vokazzjonali, li jgħaqqu studji u impjieg f'impjieg skarsi, preformati b'kollaborazzjoni mal-organizzazzjonijiet tal-edukazzjoni għall-adulti u l-uffiċċju nazzjonali tal-impjieg. Soluzzjonijiet oħra jistgħu jeżistu.

B'mod generali, it-twaqqif tat-transizzjoni bejn l-iskola u x-xogħol fl-Iż-żejt huwa pperċepit li jaħdem tajjeb, anki jekk għad hemm lok għal titjib.

## TURKIJA

Hemm sistema ta' edukazzjoni obligatorja ta' 12-il sena fit-Turkija. L-edukazzjoni hija maqsuma f'żewġ tipi: edukazzjoni formali u edukazzjoni mhux formali. Fl-edukazzjoni formali, l-edukazzjoni vokazzjonali u teknika hija implementata fi skejjel imsejha "Vokazzjonali u Anatolian High School Tekniku". It-tul ta' din l-edukazzjoni bbażata fl-iskola huwa ta' 4 snin. L-istudenti jibdew it-taħriġ vokazzjonali fit-tieni grad billi jagħżlu qasam vokazzjonali.

L-edukazzjoni vokazzjonali hija implementata permezz ta' 'kombinazzjoni tat-teorija u l-pratika. Taħriġ prattiku jitwettaq fil-workshops ta' l-iskejjel skond il-metodu ta' taħriġ ibbażat fuq ix-xogħol. Fl-aħħar sena, l-istudenti jagħmlu l-internship tagħhom li jagħtihom esperjenza ta-

'tlett ijiem fil-ġimgħa fil-kumpaniji. L-istudenti ji-stgħu jaqilgħu l-flus filwaqt li jagħmlu l-internship tagħhom u jkunu impjegati fil-kumpanija wara l-gradwazzjoni.



*Studenti tad-dipartiment ta' l-Elettronika fl-Iskola Taħriġ Vokazzjonali MTAL, it-Turkija*

Wara l-gradwazzjoni, dawn l-istudenti huma wkoll ikkunsidrati kwalifikati biex jistabbilixxu l-

kumpanija tagħhom stess bis-saħħha tat-titlu tat-Tekniku. Fl-edukazzjoni mhux formali, hemm diversi korsijiet disponibbli li huma pjuttost bħal programm ta' certifikazzjoni. Mill-2010, dawn il-korsijiet ġew implementati permezz ta' taħriġ ib-bażat fuq ix-xogħol grazzi għall-proġett imsejja ġi UMEM. L-apprendisti għandhom jagħmlu kompletament din l-internship sabiex jiksbu č-ċertifikat.

Għall-oħrajn li ma jistgħux jaċċessaw jew jib-benefikaw minn dawk il-programmi ta' edukazzjoni, hemm sistema ta' apprendistat. F'din is-sistema, iż-żgħażaq jaħdmu f'kumpaniji u għandhom jum bla' ħidmabiss għall-edukazzjoni teoretika fl-iskola. Hemm ukoll xi eżamijiet li għandhom jagħmlu biex jiksbu č-ċertifikat ta' kompetenza.

### **3\_X'inhuma s-sejbiet ewlenin tal-istħarriġ onlajn dwar it-taħriġ ibbażat fuq ix-xogħol?**

L-istħarriġ onlajn dwar apprendistati minn skola għal xogħol u taħriġ ibbażat fuq ix-xogħol twettaq f'nofs I-2016 fid-disa 'pajjiżi msieħba indirizzi lit-tliet gruppi mmirati ta' għalliema, ħarriegħa u studenti. B'kolloks, ingabru 562 mīstoqsija. L-evalwazzjoni wasslet għar-Rapport komprensiv dwar is-Sejbiet ippubblikati mis-shubja f'Jannar 2017 u disponibbli biex jitniżżeż mill-websajt tal-progett.

L-Istudju Komparattiv ikkonċentra fuq 5 sa 6 mīstoqsijiet ewlenin li dehru mill-imsieħba bħala l-aktar importanti. Is-sejbiet mhumiex qed jiġu ripetuti hawn fid-dettall, imma se jingħata sommarju qasir b'xi ġeneralizzazzjoni. L-ewwel taqsima tal-istudju ġabret fil-qosor is-sejbiet ewlenin fir-rigward tal-gruppi mmirati. It-tieni sezzjoni kkonċentrat fuq is-sejbiet fir-rigward tal-.

### **Għalliema**

- L-ewwelnett, wieħed irid jinnota li fil-pajjiżi kollha l-perċezzjoni ta' taħriġ ibbażat fuq ix-xogħol bħala metodu ta' tagħlim utli huwa rikonox-xut b'mod wiesa 'mill-għalliema (approvazzjoni b'75% -100%).
- Barra minn hekk, l-ghalliema jidhru li għandhom għarfien ġust dwar metodi ta' taħriġ ibbażati fuq ix-xogħol u attivitajiet relatati mal-WBL, iżda huma ħafna inqas involuti meta jiġu biex jippjanaw, jimplimentaw u jivvalutaw il-proċess.
- L-ghalliema b'mod ġenerali jqisu t-tagħlim tagħħom integrat tajjeb fil-faži ta' tagħlim prattiku. Madankollu, dan ir-riżultat jidher li huwa konformi mal-fehmiet tal-istudenti li fil-maġgħoranza kbira jilmentaw li t-teorija u t-

tagħlim prattiku mhumiex marbuta sew ma 'xulxin.

- L-istampa tal-gwida tal-karriera fl-iskejjel hija pjuttost differenti fil-pajjiżi (l-approvazzjoni tvarja minn 38% għal 95%).
- Ukoll, il-grad ta' 'sodisfazzjon espress fir-rigward tal-WBL speċifiku fil-pajjiżi ivarja ħafna (approvazzjoni b'55% -100%).

### **TAĦRIĞ**

- Min iħarreġ f'xi pajjiżi huwa pjuttost kuntent bl-informazzjoni u l-appoġġ li jirċievu mill-iskejjel tagħhom. F'pajjiżi oħra madankollu, jidher li hemm nuqqas ta' qbil fil-kooperazzjoni bejn l-iskejjel u l-kumpaniji.
- Bl-eċċeżżjoni tal-każ tas-Slovenja, it-trejners b'mod ġenerali jqisu t-tagħrif ta' l-istudenti suffiċċenti għax-xogħol li għandhom jagħmlu. Sa ċertu punt, huma jikkunsidraw lill-istudenti bħala vantaġġ għall-kumpanija.
- Għal darb'oħra, bl-eċċeżżjoni tas-Slovenja, min iħarreġ īħossu pjuttost sodisfatt bis-sistema tal-iskola għal xogħol li qed jittrattaw.

### **STUDENTI**

- L-istudenti fil-pajjiżi kollha jqisu t-tagħlim ibbażat fuq ix-xogħol bħala importanti ħafna għall-karriera futura tagħħom. Huma jiddikjaraw li rċevew stampa aktar čara dwar il-karriera futuri tagħħom permezz tal-esperjenza tagħħom fil-post tax-xogħol u jqisu dan bħala l-istimulu għall-motivazzjoni tagħħom.
- Il-maġgħoranza l-kbira tal-istudenti jiċċertifikaw li dawk li jħarrġu huma kompetenti u jafu kif jispiegaw tajjeb. Matul l-internship huma ħassew sorveljati tajjeb ħafna mill-

ħarrieġa tagħhom u ġew integrati fl-ambjent tax-xogħol.

- Simili għall-ħarrieġa, l-istudenti kienu ġeneralment pjuttost sodisfatti bis-sistema ta' l-iskola għal xogħol f'pajjiżhom.

## IL-BULGARIJA

Ir-riżultati tal-istħarriġ fil-Bulgarija wrew li l-għalliema għandhom għarfien dwar l-ippjanar u d-definizzjoni tal-unitajiet WBT, iżda ħafna minnhom mhumiex involuti b'mod attiv fit-twassil ta' dawk l-unitajiet, li **kkonfermaw l-aspettattivi tagħna**. L-għalliema għandhom mhux biss ikunu infurmati dwar il-fażijiet ta' tagħlim prattiku, iżda pjuttost involuti b'mod attiv kemm fl-ippjanar kif ukoll fl-implementazzjoni.

L-injorar tal-ħalliema u dawk li jħarrġu dwar l-importanza tal-ħiliet soċjali fir-rigward tas-suċċess tat-tagħlim fuq il-post tax-xogħol **ikkonfermaw bis-sħiħ l-aspettattivi tagħna**.

Minoranza biss ta' 20% tal-ħarrieġa Bulgara u għalliema tal-prattika fi skejjel pubblici u centri ta' taħriġ vokazzjonali, li ġew mistoqsija dwar l-opinjoni tagħhom rigward l-hekk imsejha ħiliet artab bħal affidabilità, preċiżjoni u l-kapaċità li jaħdmu f'tim, Jikkomunikaw b'mod effettiv, jaħsbu li dawn huma aktar importanti mill-ħiliet teknici meħtieġa. Il-maġgoranza tal-ħarrieġa (80%) iqisu dawn il-ħiliet bħala ugwalment importanti. Sadanittant, ħafna min iħaddem fil-Bulgarija jsostnu li ż-żgħażaq għad-didx kien m'għandhomx ħiliet bażiċi, bħad-dixxiplina tax-xogħol, ir-reponsabbiltà u x-xewqa għall-iż-żvilupp professjoni. Dan jidher li juri nuqqas ta' komunikazzjoni u kollaborazzjoni bejn l-iskejjel u l-kumpaniji.

**Aħna mistennija** min iħarreg biex jagħmel il-menti dwar il-livell baxx ta' għarfien tal-istudenti, iżda l-informazzjoni miġbura wriet li 70%

minnhom iqisu l-ġħarfien tal-istudenti konsistenti mal-kompetenzi li kellhom iwettqu. Mandankollu, il-klassifikazzjoni tal-ħarrieġa tista' wkoll tkun ir-rieda tal-fatt li l-istudenti principallyment iwettqu kompiti mhux kwalifikati meta jagħmlu apprendistat f'kumpanija. Dan juri għal darb'oħra l-apparent nuqqas ta' konnessjoni bejn il-workshops tat-tagħlim fl-iskola u t-taħriġ spċificu f'post tax-xogħol reali.

Barra minn hekk, is-sejħa biex titnaqqas.

Il-kitba fis-sistema edukattiva Bulgara ġiet ikkonfermata mill-gruppi mmirati li pparteċipaw fl-istħarriġ.

Min-naħha l-oħra, **konna sorpriżi** bil-percezzjoni differenti ta' għalliema, ħarrieġa u studenti dwar il-preżenza ta' persunal ta' gwida għall-karriera fi ħdan l-organizzazzjonijiet. Iż-żgħażaq qed jitilfu l-gwida tal-karriera u jeħtieġu xi ħadd fl-ambjent tagħhom, li jista' jagħti pariri dwar kwistjonijiet tas-suq tax-xogħol.

Dak li huwa inkwetanti huwa l-fatt li 71% tal-istudenti indikaw li l-problemi li seħħew waqt l-esperjenza tax-xogħol kienu relatati mal-kolleġi u l-ko-ħaddiem ta' tagħhom, in-natura tax-xogħol li kellhom jagħmlu u l-puntwalità. Dan jindika ħiliet "mhux sodi" żviluppati u akkwistati biżżejjed, li huma č-ċavetta għal karriera futura ta' suċċess għal kull persuna żagħżugħha.

Ħafna studenti (57%) jikkunsidraw li t-tagħlim fuq il-post tax-xogħol huwa pjuttost importanti biex wieħed iħejji ruħu għas-suq tax-xogħol u għal xogħol spċificu, iżda fl-istess ħin 90% minn-hom isibu l-ħin mgħoddxi fuq it-tagħlim prattiku fl-iskola għal kollo. Dan kollu jirrifletti l-fatt li s-Sistema Doppja ta' edukazzjoni vokazzjonali fil-Bulgarija għadha f'fażi ta' tħejjija fil-livell reġjonal u qed tiġi implementata biss f'siti pilota matul is-snini tal-iskola 2015-17.

Ukoll, **konna sorpriżi** mir-rata għolja ta' 'sodi-sfazzjoni bl-aproċċċ WBT fil-Bulgarija li kien 71%

tal-ghalliema, 75% tal-ħarrieġa u 95% tal-istudenti.

## IL-GERMANJA

Bħala riżultat tal-istħarriġ tagħna fil-Ġermanja, **mistennija skuntentizza** ġenerali dwar il-fluss ta' komunikazzjoni bejn il-partijiet interessati ewlenin tal-proċess WBL, jiġifieri skejjel u kumpaniji. Fil-fatt, dawn l-aspettattivi ġew ik-konfermati mid-diversi kummenti li l-ghalliema, dawk li jħarrġu kif ukoll l-istudenti għamlu meta talbu r-rakkmandazzjonijiet tagħhom dwar kif itejbu l-proċess.

Barra minn hekk, min-naħa tat-trejners, aħna mistennija l-menti dwar il-livell ta' għarfien li l-istudenti jgħibu magħħom meta jwettqu apprendistat jew apprendistat f'kumpanija. Fil-fatt, din is-suppożizzjoni ma ġietx ikkonfermata mill-istħarriġ. 60% tat-trejners jikkunsidraw li l-gharfien tal-istudenti huwa biżżejjed u saħansitra 85% huma konvinti li l-istudenti jgħibu valur mizjud lill-kumpanija.

Biss parjalment ippruvat kien l-anticipazzjoni li l-istudenti jilmentaw dwar il-konnessjoni bejn it-teorija u t-tagħlim prattiku. Fil-fatt, maġgoranza żgħira ta' 58% taħseb li s-suġġetti tat-teorija u l-prattika huma marbuta sew ma' xulxin.

Ukoll, parjalment ippruvat biss kien l-aspettativa li l-istudenti jesprimu skuntentizza dwar il-livell ta' gwida matul l-internalizzazzjoni tagħhom f'imprija. Fil-fatt, filwaqt li maġgoranza vasta ta' 88% juru sodisfazzjon bil-gwida li jirċievu min-naħha tal-kumpanija u tat-trejners, 47% biss iqisu l-appoġġ mogħti mill-iskola waqt il-fażċiet ta'.

Madankollu, **konna sorpriżi** bil-livell għoli ta' skuntentizza espress mill-ghalliema dwar l-aproċċ WBT fil-Ġermanja. Billi aktar minn żewġ terzi ta' min iħarreg intervistati u wkoll studenti jesprimu sodisfazzjon mas-sistema skolastika

għax-xogħol kif teżisti bħalissa fil-Ġermanja, 57% biss mill-ghalliema intervistati jagħmlu dan.

Wunderbare wkoll kien il-fatt li l-ghalliema minn naħha waħda joffru ġeneralment għarfien dwar metodi ta' taħriġ ibbażati fuq ix-xogħol (87%), iżda jidhru li huma ħafna inqas involuti b'mod attiv fil-proċess ta' ppjanar u implementazzjoni ta' 'attivitàjet WBT.

Bl-istess mod sorprendenti kienet il-perċezzjoni kompletament differenti ta' għalliema u studenti rigward il-gwida u l-appoġġ offrut matul l-internships. Billi 53% tal-istudenti jilmentaw li ma jħossux appoġġ mill-iskola, 92% tal-ghalliema jgħidu li jattendu l-fażċiet ta' tagħlim praktiku u huma infurmati tajjeb dwar ir-riżultati tal-internship.

Fl-aħħar kien ferħ assolut li jara li hemm għadd kbir ta' dawk li jħarrġu li jaraw l-interns li jospitaw bħala vantaġġ pozittiv għall-kumpanija.

## L-ITALJA

Is-sejbiet ta' l-istħarriġ Taljan kixfu perċezzjoni-jiet differenti u kwistjonijiet kritici tas-sistema, li wħud minnhom kienu mistennija filwaqt li xi oħrajn ma kinux.

Ģie mistenni u ġie kkonfermat skuntent ġenerali dwar l-informazzjoni offruta u l-fluss tal-komunikazzjoni. L-ghalliema ġeneralment talbu għal aktar laqgħat u kollaborazzjoni aħjar mal-kumpaniji; Ħarrieġa xtaqu għal interazzjoni mtejba mal-iskejjel jew, aktar fid-dettall, talbu spċificazzjoni aħjar dwar il-kompetenzi teknici u personali meħtieġa mill-istudenti; L-istudenti nfu-shom esprimew il-ħtieġa għal djalogu aħjar ma' l-ghalliema. Il-kwistjoni tal-komunikazzjoni ma tikkonċernax biss l-ippjanar u l-fażċiet ta' 'implementazzjoni tal-internship iżda wkoll il-konklużjoni tagħha: ir-riżultati u l-evalwazzjoni huma s-suġġetti ewlenin, b'60% tal-ghalliema

mhumiex konxji biżżejjed tar- riżultati tal-internship u xi wħud jitolbu aktar omogħeneitā fl.

Id-diffikultajiet mistennija li l-iskejjeġġ kellhom biex isibu kumpaniji disponibbli biex jospitaw studenti għal apprendistati ma kinux espresso di-rettament mill-ghalliema fl-istħarriġ - probabilment minħabba li din hija kwistjoni li l-koordinatur tal-iskola biss għandu jittratta ma 'u mhux il-maġgoranza tal-ghalliema. Madanakollu, id-diffikultajiet ġew żvelati mis-suġġerimenti tal-ħarrriegħ / tal-tuturi tal-kumpanija li jitolbu titjib fl-approċċ tal-iskejjeġġ lejn il-kumpanija bħala klijent. Kultant il-kumpaniji għandhom is-sentiment li l-ghalliema biss iridu "jipparkjaw" lill-istudenti x'imkien matul it-taħriġ intern. Wkoll l-istudenti jidhru li jesperjenzaw problemi simili u jgħidu li "l-iskejjeġġ għandhom isibu kumpanija li hija adegwata għall-ħtiġiġiet tal-istudent".

Mill-perspettiva tal-ħarrriegħ/tal-tuturi tal-kumpaniji, mistennija l-menti dwar livelli ta 'bureaucracy u n-nuqqas ta' kumpens finanzjarju, iżda l-ghalliema esprimew evalwazzjoni pozittiva ġenerali fuq iż-żewġ sugġetti: 25% biss jaħsbu li l-livell ta 'burokrazija mhuwiex aċċettabbli u 20% biss jiddikjaraw li r-riċeviment ta 'kumpens finanzjarju huwa essenzjali.

Il-ħtieġa mistennija għal reviżjoni ta 'xi partijiet tal-programm kurrikulari biex taqbel b'mod aktar effettiv mal-esperjenza tax-xogħol ġiet ikkonfermata.

Min-naħha l-oħra, xi dejta sorprizna.

Meta wieħed iqis il-lementi u s-suġġerimenti kollha espresso l-aktar mill-ghalliema iżda wkoll minn dawk li jħarrġu u l-istudenti, nistennew livell aktar baxx ta 'sodisfazzjon ġenerali, iżda 88% ta' għalliema, 90% ta 'dawk li jħarrġu u 70% ta' studenti rregistraw li kienu suffiċċientement so-disfatti ls-sistema attwali. L-istudenti, il-grupp immirat bl-iktar livell baxx ta 'sodisfazzjon, jikkoncentraw principally il-proposti tagħhom

fuq ir-rieda ta' apprendistati itwal, ammont akbar ta 'taħriġ prattiku u informazzjoni aktar preċiża.

Barra minn hekk, it-talba tal-kumpaniji għal taħriġ obbligatorju dwar is-sigurtà, imwettqa mill-iskola qabel l-internship, ma kinitx mistennija.

Riżultat ieħor mhux mistenni, iżda konsiderazzjoni jiet tajbin, huwa xi tentattiv tal-ghalliema, mhux biss fl-Italja, biex tinkiseb stampa usa 'tal-kwistjoni: xi wħud jirriflettu fuq il-ħiliet ta' hsieb indipendenti u teħid ta 'deċiżjonijiet bħala xi haġa verament rilevanti għall-istudenti, L-iż-żvilupp u għall-karriera futura tagħhom, oħrajn jenfasizzaw l-importanza tal-ħiliet artab ġenerali.

Fl-aħħarnett, meta wieħed iħares lejn id-dejta komparattiva fost il-pajjiżi sħab kollha, konna sorpriżi dwar il-livell baxx ta 'sodisfazzjon tal-ghalliema Ģermaniżi meta mqabbel ma' dawk Taljani. Skond l-aħħar leġislazzjoni, il-Gvern Taljan qed iħares lejn is-sistema doppja Ģermaniża bħala mudell pozittiv li għandu jsegwi u għalhekk huwa pjuttost sorprendenti li dawk li fil-fatt qed jesperjenzaw ma jurux is-sodisfazzjon shiħi tagħhom.

## MALTA

Jidher, mill-istħarriġ imwettaq f'Malta, li t-tranżizzjoni hija bla xkiel għall-biċċa l-kbira tal-Maltin żgħażaq peress li ma jidhix li għandhom problemi partikolari li jmorru jaħdmu.

Barra minn dawn ir-riżultati tajbin ġenerali, **fil-fatt mistennija nsibu**, iżda ma rċevewx konferma mill-istħarriġ dwar:

- Memorandum eżistenti ta 'kooperazzjoni bejn dawk involuti f'attivitàet ta' taħriġ ibbażati fuq ix-xogħol, jiġifieri l-Iskola, il-Kumpanija, il-Ministeru tal-Edukazzjoni, l-Assocjazzjonijiet tal-Kummerċ;
- Konnessjoni aħjar bejn l-iskejjeġġ u l-kumpaniji;

- Involvement aktar profond ta 'tuturi jew ta' dawk li jħaddmu fil-kumpanija biex jiffacilitaw it-transizzjoni ta 'l-istudenti mill-iskola għax-xogħol.

Min-naħha l-oħra, **konna sorpriżi** li naraw li l-fehma ġenerali wriet li l-maġgoranza tal-ġħalliema, dawk li jħarrġu u l-istudenti huma sodisfatti bl-aproċċ WBT f'Malta. Barra minn hekk, aħna ma stennejna li 96% tal-ġħalliema u daqstant min iħarreġ iddikjaraw li hemm għalliem / trainer spċifikat fl-iskola, istituzzjoni jew kumpanija rispettiva tagħhom li huma responsabbi għall-gwida tal-karriera tal-istudenti u biex jaġħtu parir dwar kwistjonijiet tas-suq tax-xogħol. Jidher li hemm ir-rieda dejjem tiżidied taż-żewġ naħħat li jipprovd appoġġ fis-sistemi kollha ta 'gwida u konsulenza fl-istituzzjonijiet u l-kumpaniji differenti bil-ġħan li jgħinu liż-żgħażaq ġitnejew għad-din ja-xogħol. Għalkemm jidher li t-tranzizzjoni hija bla xkiel għall-biċċa l-kbira taż-żgħażaq, wieħed irid jiżgura wkoll li jkunu gwidati u avżati tajjeb meta jaġħmlu l-għażiex tagħhom. Mhix biss kwistjoni ta 'kif wieħed jaħdem, iżda li ż-żgħażaq qed jaħdmu fil-potenzjal shiħi tal-kapaċitajiet tagħhom.

Barra minn hekk, l-istħarriż enfasizza b'mod sorprendenti l-livell ta 'separazzjoni li għadha teżisti bejn l-iskejjel u d-dinja tax-xogħol. Għandu jsir sforz akbar sabiex dawn iż-żewġ dinjet jiġu aktar mill-qrib. Għandhom jittieħdu inizjattivi sabiex l-istudenti jingħataw aktar esperienza ta 'xogħol waqt li jkunu għadhom qed jitħarrġu. Ir-rwol ta 'min iħaddem fil-proċess għandu wkoll ikun wieħed ikbar.

## IL-PORTUGALL

Bħala rizultat ta 'l-istħarriż tagħna fil-Portugall, mistennija xi kummenti kritici mit-tliet gruppi (għalliema, ħarrieġa u studenti) dwar it-tul ta' taħriġ ibbażat fuq ix-xogħol, li ġeneralement

jitqies qasir wisq. Dawn l-aspettattivi ġew ikkonfermati mis-suġġerimenti mogħtija mill-ġħalliema kif ukoll mill-istudenti li jindikaw li mhux biss għandu jkun hemm aktar esperjenzi ta 'taħriġ ibbażati fuq ix-xogħol iżda wkoll għandhom ikunu itwal. Fir-rigward tal-ħarrieġa, it-tweġibiet tagħhom urew ftit insuffiċjenza dwar it-tul tal-proċess WBT minħabba li l-maġgoranza (65%) qiesu l-edukazzjoni tal-internship xierqa biex jintlaħqu l-għanijiet tal-kurrikulu.

Aħna wkoll mistennija kunsens fost l-ġħalliema dwar l-importanza ta 'taħriġ ibbażat fuq ix-xogħol bħala triq ta' transizzjoni biex tidħol u tiddaħħal sew fis-suq tax-xogħol. Dawn l-aspettattivi ġew verament ikkonfermati mit-tweġibiet tal-ġħalliema li qablu li l-WBT tista 'tkun utli għall-kisba tal-kompetenzi tax-xogħol, u b'hekk tindika li huma jikkunsidraw WBT bħala valur miżjud li m'għandux jiġi sottovalutat.

Rigward il-ħarrieġa, konna qed nistennew lilhom kollha jew għall-inqas numru kbir minnhom kien favorevoli għat-WBT. M'hemmx għalfejn ngħidu, 75% ta 'dawk li jħarrġu qablu ma' din id-didikjarazzjoni, u juru li l-istudenti mqiegħda fil-kumpaniji tagħhom tqiesu utli u ta 'għajnejna.

L-aspettattivi tagħna dwar l-istudenti kienu ffokati fuq it-tweġibiet tagħhom rigward it-titjib effettiv tal-ħiliet tagħhom. Dawn l-aspettattivi ġew ikkonfermati mill-istudenti kollha li wieġbu għall-istħarriż, u osservaw li kemm il-ħiliet teknici kif ukoll dawk ħtief bħall-komunikazzjoni, ħidma f'tim u ħiliet biex jissolvew il-problemi jittejbu b'mod effettiv wara esperienza WBT.

Aħna sorprendentement sorpriz bl-ġħadd kbir ta 'għalliema li qed jużaw attivitajiet oħra biex iħejju lill-istudenti għas-suq tax-xogħol. Il-maġgoranza l-kbira jiġifieri 90% jiddikjaraw li qed jaġħmlu hekk.

Konna sorpriż bil-fatt li 35% biss tal-ħarrieġa indikaw li ma kinux sodisfatti bit-tul tal-WBT, li juru li 65% tal-ħarrieġa jikkunsidraw li t-tul tal-internship huwa xieraq biex jintlaħqu l-ġħanijiet tal-kurrikulu. Dan huwa verament sorprendenti billi mhuwiex konsistenti mal-opinjonijiet tal-ġħalliema u tal-istudenti.

Min-naħa l-oħra, konna wkoll sorpriżi pozittivamente mill-fatt li 35% tal-ħarrieġa ma jidux id-dikjarazzjoni li huwa essenzjali għalihom li ji-rċieu kumpens finanzjarju biex jospitaw intern. Dan iwassalna biex nikkonkludu li l-fatt sempliċi ta' l-akkommodazzjoni ta' student fil-qafas ta' esperjenza WBT huwa, fih innifsu, ta' sodi-sfazzjon u arrikkiment għall-kumpaniji. Dan huwa konformi mat-tweġibet mogħtija meta ġew mistoqsija jekk interns ta' akkoljenza humawiex vantaġġ għall-kumpanija. 95% wieġeb b'mod pozittiv.

Kien ferħan li wieħed jara li l-istudenti kollha oservaw żieda fil-motivazzjoni tagħhom biex ikomplu jitgħallmu aktar. Barra minn hekk, kollha qablu li rċevew stampa čara tal-karrieri futuri tagħhom.

## IR-RUMANIJA

Kellna mistennija li l-istħarrig jiddeskrivi r-realtà tal-process ta' transizzjoni Rumen mill-iskola għax-xogħol u biex tikseb stampa čara ta' kif studenti, għalliema u ħarrieġa jħossuhom sodisfatti dwar l-approċċ ta' taħriġ ibbażat fuq ix-xogħol f'pajjiżna.

X'inhu verament sorprendenti huwa l-fatt li 100% tal-ħarrieġa mingħajr eċċeżzjoni, 95% tal-ġħalliema u 92% tal-istudenti huma kuntenti bis-sistema ta' taħriġ. Ir-riżultati huma ferm-ottimi-sti u pozittivi, għalkemm meta ġew mistoqsija dwar suġġerimenti u titjb relatai mal-process ta' tagħħlim ibbażat fuq ix-xogħol, kellhom diversi proposti.

Konna **impressjonat** bil-persentaġġ enorġi ta' għalliema li jipprattikaw metodi bbażati fuq ix-xogħol fil-klassijiet tagħhom (90%) u mill-fatt li 70% minnhom jiddikjaraw li jużaw attivitajiet ad-dizzjoni biex iħarrġu lill-istudenti għall-impiegji futuri tagħhom. Fil-fatt, **mistennija** li l-ġħalliema jenfasizzaw l-importanza kbira li l-lezzjonijiet u l-attivitajiet prattici kellhom fit-thejjja tal-istudenti u konna wkoll **konxji** mill-fatt li l-ġħalliema Rumeni jinvolvu ruħhom f'varjetà wiesgħa ta' attivitajiet u jissuġġerixxu wkoll modi ta' titjb tagħhom.



Studenti żgħażaq fil-workshop tal-injam fl-Iskola Teknoloġika Għolja Grigore Moisil f'Braila, ir-Rumanija

**Aħna ma stennewx u konna għalhekk sorpriż mill-fatt li min iħarreg jikkunsidra li l-iskejjel iqisu r-reazzjonijiet tagħhom (100%).** Dan juri li x-xogħlijiet ta' komunikazzjoni bejn min iħarreg u l-iskejjel. Il-ħarrieġa huma wkoll ottimisti meta jiġu mistoqsija jekk l-iskedar tal-bastiment intern huwiex xieraq biex jiffacilita t-tranżizzjoni mill-iskola għal-xogħol (95%).

Aktar minn nofs il-ħarrieġa mitluba jqisu li l-ħiliet artab u l-ħiliet teknici huma daqstant importanti, u dan huwa **sorprendenti** billi nistennew li jiddikjaraw li l-ħiliet teknici huma iktar importanti minn dawk artab. Għalhekk, sabiex jinkiseb taħriġ tekniku effettiv u effiċċienti, huwa ta' importanza kbira li jgħaqqu l-ħiliet tal-ħidma f'tim, il-puntwalità u l-komunikazzjoni tajba.

Il-maġgoranza tal-istudenti Rumeni (88%) wieġbu li jippreferu l-parti prattika tat-tagħlim fuq il-post tax-xogħol u **dan ma kienx sorprendenti** għalina; Huma jippartecipaw b'mod ħer-qan f'attivitàajiet prattiċi, l-istudenti huma konxji tal-fatt li jekk tkun imħarrġa sew tinvolvi ħafna prattika.

B'mod ġenerali, l-istudenti Rumeni taw tweġibet ottimisti dwar l-esperjenza tagħhom fil-post tax-xogħol, il-fatt li huma mmonitorjati biżżejjed mill-iskola tagħhom waqt l-internship u l-mod kif huma ppreparati għall-impjieg futuri tagħhom (iktar minn 80%). **Dan ir-riżultat ma kienx sorprendenti** minħabba li hemm rabta mill-qrib bejn l-iskejjel, it-trejners u l-post tax-xogħol; Naturalment, meta ntalbu, issuġġerew li kien għad hemm lok għal titjib.

Minkejja t-tweġibet ottimisti ġenerali li rċievew minn dawk li wieġbu, huma kollha konxji li s-sistema ta 'taħriġ ibbażata fuq ix-xogħol fir-Rumanija għadha teħtieg titjib serju u hemm xi suġġerimenti komuni li għandhom jiġu kkunsidrati b'mod serju (ara l-kapitlu li jmiss "Konklużjonijiet u Proposti").

## IS-SLOVENJA

Fi ħdan l-istħarriġ, fis-Slovenja aħna mistennija diżappunt ġenerali fuq il-process edukattiv innifsu u r-riżultati tiegħu. Ĝejna sorpriż kemm hu evidenti li **d-diżappunt huwa fi ħdan it-tliet gruppi** kollha, speċjalment fost dawk li jħaddmu li esprimew il-ħtieġa li tingħata aktar importanza lill-edukazzjoni prattika. B'mod sorprendenti, anke dawk li jitgħallmu jinnutaw b'mod ċar dan il-bżonn u jindikaw li n-nuqqas ta 'edukazzjoni prattika jwassal għal problemi fis-suq tax-xogħol fuq.

Fost **l-ghalliema**, ipprevedew persważjoni li t-trasfert tal-gharfien tagħhom huwa tajjeb biżżejjed biex jintegra ż-żgħażaq fis-suq tax-

xogħol u l-impjieg futur tagħhom. Ir-riżultati ta 'l-istħarriġ żvelaw l-opinjoni opposta. L-ghalliema jridu wkoll fażjiet ta 'hidma aktar prattiċi u jistinkaw għall-appoġġ ta' min iħaddem fil-process ta 'edukazzjoni ta' studenti żgħażaq. Kif kien mistenni, kien hemm **ilment ġenerali dwar id-differenza kbira bejn is-sitwazzjoni reali u l-kundizzjoni tat-tagħmir fl-iskejjel**. Din hija l-konseguenza tal-progress teknoloġiku mgħaqgħel, li magħhom is-sistema skolastika u l-ghalliema qed jonqsu milli jżommu l-pass. Kemm l-istudenti u l-ghalliema l-aktar, indikaw l-istess problema. Barra minn hekk, min iħaddem qed jiffaċċja din is-sitwazzjoni kuljum meta l-istudenti jaslu għand il-kumpaniji tagħhom biex jitgħallmu.

Aħna ma naqtux kontribuzzjonijiet sinifikanti mill-istudenti. Madankollu, **l-istudenti** wrew **interess qawwi fl-edukazzjoni** tagħhom u l-problemi li jiffaċċjaw. Barra minn hekk, huma pproponew kooperazzjoni aħjar bejn l-iskola u min iħaddem u ssuġġerew li jippremjaw lil min iħaddem għall-invoviment tagħhom sabiex ikun hemm aktar opportunitajiet għal edukazzjoni prattika.

Fost **l-ghalliema**, ma stennewx it-talba għal aktar ħiliet prattiċi u inqas kontenut ta 'tagħlim teoretiku. Anqas inqas stajna nistennew it-talba għall-akkwist ta 'ħiliet prattiċi barra l-pajjiż. L-ghalliema enfasizzaw ukoll li għandu jkun hemm taħriġ / thejjija għal konsulenti madwar ir-rwol tagħhom, li ż-żewġ gruppi l-oħra ma kinux jipperċepixxu.

Minkejja l-fatt li min iħaddem għandu ftit żmien, huma jkunu ddedikaw ruħhom ġenwinament għall-istħarriġ u enfasizzaw ħafna problemi. Minbarra li esprimiet it-thejjija wisq għal aktar edukazzjoni prattika, fost l-aktar suġġerimenti importanti kien hemm ix-xewqa li titjeb il-

kooperazzjoni bejn l-iskola u min iħaddem, kif ukoll il-fluss ta' informazzjoni bejniethom.

Il-mentors enfasizzaw l-importanza tal-istudenti li għandhom problemi fi ħdan l-edukazzjoni tagħhom, u l-aktar kwistjonijiet ta' suġġeriment huma n-nuqqas ta' esperjenza prattika u ritard tekniku ġenerali. Kultant la l-mentors u lanqas l-istudenti ma huma konxji bieżżejjed dwar x'inhu mistenni minnhom fir-rigward tal-kontenut tal-internship.

## ISVEJZA

Waqt li wettaq l-istudju fl-Isvezja, mistenni li l-għalliema se jesprimu čifri aktar baxxi dwar l-għarfien dwar l-ippjanar u l-evalwazzjoni tal-attivitajiet WBL. Wara r-risposta, nistgħu ninn-taw li l-100% tal-persuni li wieġbu jsostnu li għandhom.

Aħna mistennija wkoll ftit koerenza bejn il-gruppi mmirati imma sabet li l-għalliema u l-ħarrieġa/tuturi għandhom veduta pjuttost simili dwar hafna mistoqsijiet edukattivi. Ĝew mistennija sinjalji dwar in-nuqqas ta' komunikazzjoni bejn l-iskejjel u l-postijiet tax-xogħol - suppożizzjoni li ntwerha li hija korretta fil-kummenti mill-gruppi fil-mira.

L-aspettattivi dwar id-dubji fuq in-naħa tal-ġħalliema, ibbażati fuq sentimenti li WBL hija forma kkumplikata għat-tagħlim jistgħu jitqiesu bħala pjuttost korretti, peress li madwar 70% tal-ġħalliema jgħidu li huma sodisfatti bl-approċċ WBT nazzjonali, u 25% jħossu li WBL huwa metodu ta' tagħħlim inqas utli. Dak li sorprizna kien, anke bir-riżultati osservati hawn fuq, kien hemm sodisfazzjon ġenerali espress bil-WBL bħala forma ta' tagħħlim, speċjalment fost dawk li jħarrġu u l-istudenti. Fatt sorprendenti ieħor kien il-ftehim bejn l-ġħalliema u t-trejners fir-rigward tal-oqsma għat-titjib tal-attivitajiet WBT/WBL.

Jafu li l-iskejjel fl-izvezja għandhom dispożizzjoni ta' gwida stabbilita sew għall-istudenti tagħhom,

in-nuqqas ta' għarfien dwar il-preżenza tal-personal ta' gwida kien ukoll daqsxejn sorprendenti. Barra minn hekk, sibna mhux mistennija li tant studenti esprimew li WBL ma tipproducix effetti pozittivi spċċiċi għall-motivazzjoni biex titgħalem aktar.

## TURKIJA

Bħala riżultat ta' l-istħarriġ WBT imwettaq fit-Turkija, intwera li l-partijiet interessati kollha huma ferm sodisfatti bit-twettiq tat-taħriġ fuq il-post tax-xogħol fil-pajjiż. 95% tal-ħarrieġa fuq il-post tax-xogħol huma sodisfatti bit-twettiq tat-taħriġ fuq il-post tax-xogħol fil-pajjiż meta mqabbel ma '75% tal-ġħalliema u l-istudenti li jesprimu l-kontenut.

85% tal-istudenti jirrealizzaw li t-taħriġ prattiku li qed jagħmlu huwa importanti għax-xogħol futur tagħhom u jħossuhom infushom bħala parti mill-post tax-xogħol waqt l-esperjenza tal-WBT. 75% tal-ħarrieġa qalu li l-għarfien tal-istudenti huwa bieżżejjed għat-taħriġ fuq il-post tax-xogħol. Dan il-persentaġġ huwa inqas milli mistenni għall-kwalifikati ta' l-istudenti. Filwaqt li l-ġħalliema kollha jiddikjaraw li WBT hija utli, 80% minnhom biss għandhom għarfien dwar l-ippjanar u l-evalwazzjoni tal-esperjenzi tal-WBT: Dan ir-riżultat jikkostitwixxi l-aktar punt notevoli tar-riċerka. Aħna nħossu li l-20% l-oħra huma ta' importanza konsiderevoli.

Skond l-ġħalliema - li huma mistennija li jipprovdu aktar gwida għall-karriera lill-istudenti li jipparteċipaw f'taħriġ fuq il-post tax-xogħol - 55% minnhom fil-fatt qed jipprovdu gwida għall-karriera fl-iskola. 25% tal-ġħalliema fuq il-post tax-xogħol qed jagħmlu din il-għida wkoll. Partikolarm, l-attivitajiet tal-edukaturi dwar il-għida professionali tal-karriera huma ħafna inqas mill-aspettattivi, u l-indifferenza dwar din il-kwistjoni għandha effett negattiv fuq it-tranżizzjoni mill-iskola għax-xogħol.

## **4\_X'inhuma I-konklużjonijiet tagħna u I-proposti għat-titjib?**

Kif muri, il-metodu ta' kif iż-żgħażagħ fl-Ewropa jsibu ruħhom mill-iskola fis-suq tax-xogħol u kif dawn jithejjew huma differenti minn pajjiż għall-ieħor. Filwaqt li pajjiż wieħed jiffoka l-aktar fuq it-thejjija fl-iskejjel, l-enfasi ewlenija f'pajjiż ieħor hija fuq it-tagħlim f'post tax-xogħol u l-involviment tal-kumpaniji f'dak il-proċess.

Dawn l-approċċi differenti kienu rrappreżentati mill-pajjiżi msieħba involuti f'dan il-proġett. F'dan l-isfond, huwa sorprendenti kemm simili ħafna mill-proposti għat-titjib tas-sistema spċċika huma, kif għamlu l-għalliema, min iħarrēg u studenti fl-istħarriġ onlajn. Xi talbiet u konklużjonijiet centrali huma mqassra hawnhekk segwiti minn proposti nazzjonali spċċifici għat-titjib.

■ L-esperjenza ta' **'xogħol f'kumpanija** fċirkostanzi reali meta ssir taħriġ intern hija esperjenza importanti ħafna għaż-żgħażagħ. Il-personalità tagħhom se tissaħħaħ, l-awto-kunfidenza u l-awtoestem tagħhom jiżdied u jiksbu stampa aktar čara tal-ġhażla tal-karriera tagħhom aktar tard.

■ Fil-pajjiżi kollha rappreżentati fl-istħarriġ iż-żgħażagħ jitkol fuq il-personalità generali tal-istudenti żgħażagħ u l-kompetenzi **soċċali bażiċi** - l-affidabbiltà, il-preċiżjoni, il-prontwalitā, il-ħila li jaħdmu f'tim u biex isolvu problemi huma adegwatament. Il-ħiliet u l-kompetenzi artab importanti kollha meħtieġa għall-integrazzjoni b'success fis-suq tax-xogħol. Iridu jippruvaw l-għarfien tagħhom u l-kapaċitajiet tagħhom taħt kundizzjonijiet tax-xogħol reali. Il-fażjiet ta' tagħlim prattiku għandhom jdumu aktar u l-kumpaniji għandhom ikunu involuti fil-proċess.

■ Għaldaqstant, il-komunikazzjoni u **I-kollaborazzjoni bejn l-iskejjel u l-kumpaniji** jridu jittejbu u jiġi intensifikati. L-ghalliema u l-ħarrieġa flimkien għandhom jiddefinixxu l-objettivi tat-tagħlim. Ir-rizultati tal-apprendistat għandhom jiġi evalwati u kkunsidrati meta titqies it-triq ta' tagħlim ulterjuri. La l-kumpanija

u lanqas l-istudent m'għandhom iħossu li ż-żgħażugħha hija biss "ipparkjata" waqt internship.

■ L-ghalliema mhux biss għandhom ikunu infurmati dwar il-fażjiet ta' tagħlim prattiku iżda pjuttost involuti b'mod attiv fl-ippjanar u l-implementazzjoni. Għandhom ikunu mħeġġa biex jinkorporaw attivitajiet ta' tagħlim ibbażati fuq ix-xogħol fit-tagħlim tagħhom stess.

■ L-iskejjel għandhom jaħsbu dwar kif **it-teorija u t-tagħlim prattiku** jistgħu jkunu marbuta ma' xulxin b'mod effettiv, sabiex l-istudenti jkunu jistgħu faċilment isegwu din l-interrelazzjoni. Iridu jkomplu bl-iżvilupp tekniku kontinwu. Il-kurrikuli għandhom jiġi aġġornati kontinwament u t-tagħmir u l-makkinarju għandhom jiġi mmodernizzati.

■ Minbarra t-tagħlim tal-ġħarfien teoretiku u l-ħiliet tekniċi, l-iskejjel għandhom jiffokaw ukoll fuq il-personalità generali tal-istudenti żgħażagħ u l-kompetenzi **soċċali bażiċi** - l-affidabbiltà, il-preċiżjoni, il-prontwalitā, il-ħila li jaħdmu f'tim u biex isolvu problemi huma adegwatamente. Il-ħiliet u l-kompetenzi artab importanti kollha meħtieġa għall-integrazzjoni b'success fis-suq tax-xogħol.

■ Iż-żgħażagħ jeħtieġu lil xi ħadd fl-ambjent tagħhom li jkun jista' jagħti **pariri dwar kwistjonijiet tas-suq tax-xogħol**. Mistoqsijiet dwar l-ġhażla korretta tal-karriera, il-kompetenzi meħtieġa, it-taħriġ u postijiet tax-xogħol battala, il-proċess ta' applikazzjoni u simili huma kwistjonijiet importanti li għandhom jiġi mwiegħba f'isem iż-żgħażagħ tagħna li jidħlu fis-suq tax-xogħol. L-iskejjel u l-kumpaniji għandhom għalhekk jaħtru persuna msemmija biex jipprovd u gwida dwar il-karrieri u jagħmluha vižibbli għall-istudenti.

## **IL-BULGARIJA**

Fil-qosor, il-proposti ewlenin tal-gruppi mmirati għat-titjib fil-Bulgarija huma: Obbligi marbutin legalment għal min iħaddem, konsulenti, istituzzjonijiet ta' taħriġ u apprendisti; Perijodu ta' 'internship itwal f'post tax-xogħol veru; Żvilupp ta' 'programmi konġunti/kurrikuli skolastiċi ġodda (li jinkludu skejjel, negozju u istituzzjonijiet fis-suq tax-xogħol); Investimenti fis-settur edukattiv u prattika tax-xogħol imħallas għall-istudenti.

### **Il-proposti tagħna lill-awtoritajiet rilevanti f'pa-jjiżna huma:**

L-ewwelnett, niproponu li nimplimentaw ir-riforma fl-edukazzjoni u nkabbru s-sistema doppja ta' taħriġ vokazzjonali u edukazzjoni skont il-Liġi riveduta dwar I-Edukazzjoni u t-Taħriġ Vokazzjonali (tmiem l-2014). Huwa meħtieg li ssir stħarrig regolari dwar il-valutazzjoni tal-ħtiġijiet għas-sett tan-negozju biex jiġu stabiliti rabbit mill-qrib bejn taħriġ prattiku u taħriġ spċifiku f'post tax-xogħol reali.

Huwa partikolarmen importanti li jitharrġu għalliema u konsulenti fis-settur tan-negozju, kif ukoll esperti f'edukazzjoni doppja u li jžidu l-motivazzjoni u l-kwalifika tal-ġħalliema, tuturi u konsulenti.

Kruċjali għat-tranżizzjoni mill-iskola għax-xogħol huwa l-proċess tal-ikkontrollar tal-ħiliet soċjali u l-kompetenzi ewlenin fl-istadju tal-iskola. Minbarra t-tagħlim tal-ġħarfien teoretiku u l-ħiliet teknici, l-iskejjel għandhom jiffukaw fuq il-personalità generali tal-istudenti żgħażaq u l-kompetenzi soċjali bażiċi. Kif ukoll, minħabba li ma jitkellmuk aktar ta' għażla vokazzjonali, iżda issa jitkellmu dwar il-ġestjoni tal-karriera tul il-ħajja, li titlob varjetà wiesgħha ta' ħiliet u għarfien.

Hemm bżonn ta' koordinazzjoni sħiħa bejn dawk

kollha involuti fl-iskola biex jaħdmu transizzjoni. Differenzi etniċi u reġjonali sinifikanti fil-ksib edukattiv u l-impieg għandhom jingħelbu u jiġi żviluppat il-Programm Nazzjonali għall-apprendisti.

## **IL-GERMANJA**

Bħala konklużjoni ewlenija li għandha tingħibed mill-istħarriġ fil-Ġermanja jidher li hemm sejħa urġenti għat-titjib tal-fluss ta' komunikazzjoni bejn l-iskejjel u l-kumpaniji sabiex tgħaqqa it-teorija u l-fażijiet ta' tagħlim prattiku u tak-kumpanja u tissorvelja lill-istudenti aħjar f'termini ta' post tax-xogħol Esperjenzi u apprendisti. Ukoll, jidher li hemm il-ħtieġa urġenti għal gwida xierqa tal-karriera fl-istadji kollha tat-tagħlim, fl-iskejjel kif ukoll fil-post tax-xogħol.

### **Aħna għalhekk niproponu:**

L-ewwelnett, nistiednu lir-responsabli biex jinvolvu b'mod attiv lill-ġħalliema fil-proċess kollu ta' tagħlim ibbażat fuq ix-xogħol, inkluż l-ippjanar, l-implimentazzjoni u l-evalwazzjoni ta' fażijiet ta' tagħlim prattiku, għaliex huma dawk li għandhom jimplimentaw il-proċess u Jakkumpagna lill-istudent kif xieraq.

Sabiex jitjieb il-proċess ta' komunikazzjoni bejn l-iskola u l-kumpanija, għandu jkun hemm persuna nominata f'kull skola responsabbi għall-komunikazzjoni kontinwa u kontinwa mas-settur tax-xogħol. F'Postrhein-Westphalia pereżempju, digħi hemm pozizzjoni ta' koordinazzjoni stabilita, imsejha "StuBO". Din il-persuna hija principally impenjata fl-ippjanar u l-implimentazzjoni ta' kull xorta ta' programmi ta' orientazzjoni vokazzjonali fl-iskola. Din il-pożizzjoni għandha tissaħħħa u safejn ikun hemm spazju bieżżejjed biex tiżgura l-fluss xieraq tal-komunikazzjoni mas-suq tax-xogħol.

Huwa mixtieq ukoll li tgħaqqa il-kompli tal-għandha xierqa tal-karriera tal-istudenti mal-pożizzjoni

tal-koordinatur tal-komunikazzjoni. L-istħarriġ žvela bżonn kbir min-naħha ta 'l-istudent għal pariri u konsulenza xierqa fl-iskejjel sekondarji u vokazzjonali. Il-kompli tal-gwida tal-karriera m'għandux jithalla biss għar-responsabilità volontarja ftit jew wisq volontarja tal-ġħalliem ri-spettiv.



*Apprentist nisa żgħażagh f'ZIB, il-Ġermanja*

Fl-aħħar iżda mhux l-inqas, għandu jiġi enfasizzat li t-taħriġ ta 'kwalifikati ewlenin marbuta max-xogħol, ġiliet artab bħal realtà, eżattezza u l-abilità li jaħdmu f'kompjuter, jikkomunikaw sewwa, isolvu kunflitti u bl-istess mod għandhom ikunu I- II-process edukattiv fi skejjel sekondarji u vokazzjonali pubbliċi kif ukoll f'ċentri privati ta 'taħriġ vokazzjonali.

## L-ITALJA

Il-ħtieġa għal komunikazzjoni aħjar hija rrappurata mit-tliet atturi fis-sistema ta 'tranzizzjoni bejn l-iskejjel għax-xogħol, jiġifieri għall-ġewwa, kumpaniji u studenti. B'mod partikolari, l-istħarriġ wera li, min-naħha tal-kumpanija, il-kwistjoni-jiet kritiči ewlenin huma marbuta mal-ħiliet u l-kompetenzi tal-istudent u l-identifikazzjoni tal-kompli li l-istudenti għandhom iwettqu matul l-. Il-produzzjoni ta "**Passaport ta' Kompetenza**" fejn l-istudent, taħt is-superviżjoni tal-ġħalliem, jipprovd iċċi kumpanija respons dwar il-programm skolastiku u l-ħiliet miksuba, jista 'jikkostitwixxi għoddha ta 'komunikazzjoni utli li fl-

istess hin tagħmilha responsabbli u Tinvolvi lili/lilha fid-djalogu bejn l-iskola u l-kumpanija. L-istudent jippreżenta lili nnifsu lill-kumpanija u jiddeskrivi dak li hu/hi jaħseb li hu/hi jista 'jagħmel. Dawn il-karti tad-dejta jistgħu jkunu wkoll il-baži għall-evalwazzjoni tal-internship.

Viċi versa, il-kumpanija għandha wkoll tintbagħha minn qabel lill-istudenti, li xi kultant jilmentaw dwar in-nuqqas ta 'informazzjoni dettaljata dwar il-modalitajiet ta' implementazzjoni tal-internship u fuq il-kumpaniji li jospitawhom - informazzjoni bħall-karatteristiċi ewlenin tal-kumpanija u s-settur tax-xogħol tagħha, L-istorja, il-missjoni u l-organizzazzjoni tiegħu u l-kompetenzi meħtieġa għall-internship.

Il-possibbiltà li l-programm ta 'l-iskola jiġi integrat biex il-kurrikulu ta' l-istudenti jkun aktar adattat għad-demandi specifiċi tas-suq tax-xogħol huwa aspett ieħor importanti li, mill-komunikazzjoni/kollaborazzjoni, imur lil hinn minnu. L-iskejjel, il-kumpaniji u wkoll l-organizzjonijiet edukattivi u l-awtoritajiet pubbliċi għandhom jikkooperaw sabiex jippreparaw lill-istudenti tal-lum biex ikunu ħaddiema ta 'għada, u juru liema hija d-domanda għall-ħiliet, kemm settorjali kif ukoll transversali. Fir-realtà, mill-2010, il-qafas leġiżlattiv Taljan ipprovda għat-twaqqif ta 'Kumitat Xjentifici Tekniċi, magħmlu lin minn rappreżentanti tal-iskejjel u kumpaniji, trade unions, awtoritajiet lokali u universitajiet, bir-rwol li jgħaqqu l-għannejiet edukattivi tal-iskola u l-It-territorju. Sfortunatament, huma biss ffit skejjel li stabbilixxew dawn il-kumitat.

L-iskejjel għandhom ukoll ikunu miftuħa biex ji-rcievu talbiet specifiċi tal-kumpaniji biex jagħmlu l-internships kemm aktar effettivi u attraenti għall-kumpaniji kif ukoll aktar motivanti għall-istudenti.

**L-evalwazzjoni ta 'l-esperjenza tax-xogħol** ġiet rikonoxxuta wkoll bħala punt li għandu jitjeb.

Fuq in-naħha ta 'l-iskola, il-kumpaniji għandhom ikunu jafu u jaqsmu mal-iskola skala ta' evalwazzjoni komuni. Din in-neċessità ssir iktar urġenti peress li t-tabelli mogħtija mill-kumpaniji lill-istudenti fi tmiem l-internship jikkontribwixxu għall-evalwazzjoni ġenerali tal-istudent għas-suġġett rilevanti tal-iskola u, minn din is-sena skolastika li jmiss, ukoll għall-eżami finali. Fuq in-naħha tal-kumpanija, l-evalwazzjoni għandha tifhem għanijiet aktar rilevanti għar-realtà tal-kumpanija, inkluži ħiliet transversali bħal xogħol f'tim, ġestjoni tal-ħin, adattament għal ambjent kulturali differenti, imġiba interpersonali, inizjattiva, flessibilità, puntwalità u rieda biex titgħallek, eċċ.

Hekk kif l-istudenti kultant jirrapportaw in-nuqqas ta 'proċess xieraq ta' monitoraġġ matul l-esperjenza tax-xogħol, il-kwestjonarji ta 'evalwazzjoni perjodika jistgħu jgħinu wkoll f'din id-direzzjoni.

Rigward id-diffikultajiet li qed jiffaċċjaw l-iskejjel biex isibu **kumpaniji disponibbli** biex jospitaw studenti, is-sitwazzjoni ekonomika attwali speċifikament fl-Italja mal-intrapriżi żgħar u ta 'daqs medju żgur mhix qed tgħin. L-attrazzjoni tal-internship għall-kumpaniji hija wkoll aspett ieħor, li issa huwa digħa rikonoxxut bħala wieħed mill-punti ta 'bidla maqsuma mal-pajjiżi l-oħra kollha tal-UE.

Il-kumpaniji jilmentaw dwar l-iskejjel "studenti tal-parkegg" fejn huwa possibbli, li jissuġġerixxi esperjenza ta 'xogħol imbiegħda wisq mill-programm skolastiku, żviluppat b'mod konġunt biex jilhaq il-ħinijiet obbligatorji neċċesarji. Matul is-snin, l-iskejjel żviluppaw netwerk ta 'kumpaniji disponibbli u bnew relazzjoni mill-qrib magħħom, iżda jsibu diffikultajiet fit-twessiġħ u l-varjazzjoni ta' dak il-pool, speċjalment f'belt żgħar. Ir- "Reġistru tal-Kumpanija" introdott bla-ħbar Liġi fl-2015 ma ssolvix il-problema peress li ftit kumpaniji biss huma sottoskritti. Biex

teħżien il-kwistjoni, il-kriterji bažiċi użati mill-iskejjel għall-għażla inizjali ta 'kumpaniji possibbli biex jospitaw studenti huma l-proximità tad-dar u l-kumpanija tal-istudent u d-disponibbiltà tat-trasport pubbliku biex jintlaħaq: dawn l-elementi huma essenzjali għall-fattibilità nnifha tal-internship, Qabel kwalunkwe evalwazzjoni ta 'l-effikaċċja tat-tqabbil bejn il-kumpanija u l-istudent. Soluzzjoni possibbli tista 'tinvolvi lill-Autoritajiet Pubblici, permezz ta' ftehimiet speċifici ma 'skejjel għal servizzi ta' trasport b'xejn għal żoni industrijali jew servizzi fuq talba. Min-naħha l-oħra, il-ħtieġa għal numru usa 'ta' kumpaniji disponibbli tmiss is-suġġett ta 'attrazzjoni, li huwa wkoll marbut ma' kwistjonijiet kulturali - komunikazzjoni importanti iżda iktar effettiva mal-kumpanija hija importanti. Għandu jiġi żviluppat fluss ta 'komunikazzjoni li jkun kapaċi jinforma u jissensitizza lill-kumpaniji dwar l-aspetti pozittivi ta' l-istudenti li jospitaw, inkluži l-attivitajiet speċifici li l-iskejjel jistgħu jimplimentaw biex jappoġġaw interns u kumpaniji (jiġifieri t-tqabbil tal-programm skolastiku mal-ħtigħejiet tal-kumpaniji).

**Attivitajiet addizzjonal** organizzati fl-iskola biex isostnu l-esperjenza tax-xogħol ta 'l-istudent jistgħu jikkontribwixxu biex jagħmluha aktar effettiva. L-istħarrig juri eżempji ta 'ħafna esperimenti pozittivi żviluppati individwalment mill-ghalliema li jistgħu jiġu sistematizzati: intrapriżi simulati, li jiltaqgħu ma' rappreżentanti mis-suq tax-xogħol (sid tal-kumpanija, rappreżentanti tal-unions, operaturi tal-aġenzi tax-xogħol) u ma 'ex- Żvilupp ta 'ħiliet artab, żjarat lill-kumpaniji, simulazzjoni ta' intervisti għall-impiegħi.

## MALTA

L-istħarrig wera kemm l-aspetti pozittivi kif ukoll negattivi tal-ġhażiet tal-karriera u l-mogħdijiet tal-ġhażiet taż-żgħażaqgħ Maltin biex it-tranżizzjoni mill-iskola għax-xogħol. Huwa wera

kif l-għażliet ta' l-iskola jistgħu jiddeterminaw minn qabel il-prospetti futuri taż-żgħażagħ. Int-wera wkoll li minkejja xi problemi eżistenti, ħafna żgħażagħ jidhru li jissetiljaw fix-xogħol tagħhom mingħajr problemi kbar. Fuq l-aħħar nota nixtiequ niddikjaraw li rajna avvjament mill-biċċa l-kbira ta' l-atturi involuti fit-tranżizzjoni. Madankollu, l-isforzi tagħhom għandhom it-tendenza li jkunu fuq bażi individwali, u jwasslu għal azzjonijiet konġunti li jnaqqsu l-effettivitā tagħhom. Jekk iż-żgħażagħ għandhom ikunu meghħjuna jgħaddu minn tranżizzjoni bla xkiel u fl-istess ħin ikunu jistgħu jużaw il-kapacitajiet tagħhom għall-potenzjal massimu tagħhom, l-atturi kollha għandhom bżonn jiltaqgħu u jaħdmu bħala grupp sabiex jipprovdu sforz koordinat wieħed.



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#### Aħna għalhekk niproponu:

- Li l-partijiet interessati kollha jkunu involuti f'azzjonijiet relatati mat-tranżizzjoni bejn l-iskejjel għax-xogħol. Dawn il-partijiet interessati jinkludu edukaturi, impiegaturi, studenti u ġenituri kif ukoll korpi oħra bħal unions, Federazzjoni tal-Industrija, Kamra tal-Kummerċ, u oħrajn. Il-partecipazzjoni m'għandhiex tkun ristretta għar-rappreżentanza tal-bord, iżda estiża għal attivitajiet oħra direttament relatati bħall-partecipazzjoni fit-tfassil ta' dokumenti, korsijiet ta' organizzazzjoni u partecipazzjoni fi progetti relatati mat-tranżizzjoni tat-tfal taż-żgħażagħ.

- Għandu jkun hemm provvediment ta' 'gwida għall-karriera u t-thejjija ta' studenti għad-dinja tax-xogħol. Xi tip ta' 'struttura għandha tinħad dem jew permezz ta' ftehim ta' 'kollaborazzjoni bejn il-partijiet differenti, iżda possibbilment ukoll permezz tat-twaqqif ta' korp indipendenti li ikun responsabbi biex jipprovdī gwida u konsulenza fl-iskejjel u għat-thaddim ta' 'programmi dwar id-dinja tax-xogħol.

- Dawk li jħaddmu jew ir-rappreżentanti tagħhom għandhom jintalbu jipparteċipaw fit-transizzjoni bejn l-iskejjel u l-ħaddiemu f'livelli varji, billi jkunu rappreżentati fuq bordijiet f'livell għoli, billi jkollhom rappreżentanti f'timijiet li jaħdmu fuq abbozzar ta' 'deskrizzjonijiet tal-kors u biex ikollhom rwol attiv meta jipprovdu xogħol Esperjenza. Hekk kif min iħaddem isir konxju tal-hiliet u l-esperjenzi tax-xogħol li l-istudenti jeħtiegu jiksbu.

#### IL-PORTUGALL

Jistgħu jsiru żewġ konklużjonijiet ewlenin mill-istħarrig fil-Portugall.

L-ewwelnett, l-esperjenzi tal-WBT huma essenziali għall-istudenti peress li jirrapreżentaw perjodu preparatorju biex jiżguraw aċċess adegwat għas-suq tax-xogħol. Barra minn hekk, huma joffru valur miżjud għall-kumpaniji li jistgħu jaħtfu l-opportunità li jħarrġu u jħejju l-impiegati futuri tagħhom. Madankollu, dawn l-esperjenzi tal-WBT certament se jkunu ħafna iktar effiċċenti jekk jdumu aktar.

It-tieni nett, l-esperjenzi tal-WBT jimmotivaw lill-istudenti biex jitgħallmu aktar u jippermettulhom joħolqu miri professjonal, li jwassalna biex nikkonkludu li aktar esperjenzi tal-WBT għandhom, iktar ikun faċċi għalihom li jikkunsidraw ċertu karriera futura.

Aħna għalhekk niproponu:

L-iskejjel sekondarji u vokazzjonali pubblici u čentri tat-taħriġ vokazzjonali għandhom jirriflettu serjament u sewwa jekk iridux studenti motivati u mhejjija professionalment jew jixtiequ jżommuhom fil-klassijiet li jiksbu għarfien teoretiku. Huwa importanti li dawn il-korpi jiddefinixxu l-prioritajiet rigward l-għanijiet edukattivi tagħhom u, għalhekk, jestendu kif ukoll iżidu l-esperjenzi tal-WBT għall-istudenti tagħhom.

Għalhekk huwa importanti għal dawn l-istituzzjonijiet li jsaħħu u jikkonsolidaw sħubijiet mal-kumpaniji sabiex jippjanaw esperjenzi itwal u aktar frekwenti tal-WBT.

Barra minn hekk, dawn is-sħubiji msaħħha jippermettulhom ukoll jiddefinixxu liema ħiliet importanti għandhom ikunu ffokati fuq il-kurrikulu skolastiku, sabiex l-interns ikunu jistgħu jilħqu l-ħtiġijet professionali tal-kumpaniji u r-rekwiżiti kummerċjali.

Fl-aħħarnett, għalkemm mhix kundizzjoni sine qua non għall-kumpaniji li jospitaw student għal esperjenza WBT, il-kumpensi finanzjarji jistgħu jħeġġu lill-kumpaniji biex jipprovd din l-opportunità aktar spiss u b'mod aktar effettiv.

## IR-RUMANIJA

Fir-Rumanija, jeħtieg li jkun hemm strategija nazzjonali li għandha l-għan li żżid l-impjegabilità tal-gradwati fis-suq tax-xogħol. L-għanijiet specifiċi ta' din l-istrateġija jinkludu:

- Li tidentifika strategiji ewlenin biex tiffacilita ddħul ta' gradwati fis-suq tax-xogħol;
- Li tippreżenta r-rwol u l-organizzazzjoni tal-apprendistati;
- Li tanalizza l-effikaċċja tal-aktivitajiet ta' konsulenza dwar il-karriera;
- Tidentifika l-karatteristiċi ewlenin tal-aktivitajiet tat-taħriġ.

Bħala tweġiba għad-diffikultajiet wara l-gradwazzjoni, niproponu bħala attivitajiet ewlenin fost oħrajn l-istrateġija li ġejja: li niżviluppaw sit-wazzjonijiet ta' tagħlim fuq il-postijiet tax-xogħol, nipprovdu pariri u gwida dwar il-karriera kif ukoll li ngħaddu għal mentoring u għajjnuna fl-:

- L-organizzazzjoni ta' **'apprendistati obbligatori** f'kumpaniji, imwettqa qabel il-gradwazzjoni sabiex jitharrġu l-kompetenzi tax-xogħol.
- Organizzazzjoni **tal-gwida tal-karriera**, l-izvillu lupp ta' pjan ta' karriera personali billi l-ewwel jiġu identifikati l-ostakoli u l-ħtiġijiet.
- Tmexxija u assistenza kontinwa inkluži attivitajiet tat-tip ta' taħriġ u workshops sabiex jissaħħu **l-ħiliet bażiċċi** bħall-kapaċità ta' hidma f'tim, ħiliet intraprenditorjali, kompetenzi ewlenin, ħiliet ta' komunikazzjoni u lingwa.
- Aktar attivitajiet bħall-ħolqien u l-appoġġ ta'sħubijiet attivi bejn l-iskejjel u l-kumpaniji, appoġġ finanzjarju għal studenti żvantaggati, reviżjoni tal-kurrikuli b'referenza akbar għar-rekwiżiti godda tas-suq tax-xogħol, tibdil tal-proporzjon Teorija-Prattika favur tagħlim prattiku attiv.

## IS-SLOVENJA

Fis-Slovenja, kien hemm ħafna suġġerimenti u proposti magħmula mit-tliet gruppi involuti, studenti, għalliema u konsulenti. Il-proposta ewlejha u l-aktar importanti hija li **jiżdied in-numru ta' sigħat għal tagħlim prattiku** li jintnefaq fuq il-post tax-xogħol ta' min iħaddem.

Eżempju tajjeb tan-numru estensiv ta' 'sigħat, li huma li jippermettu lill-istudenti jitgħallmu dwar il-kwalità tax-xogħol u l-kompli tagħhom, huma viżibbli fi ħdan **l-edukazzjoni vokazzjonali sekondarja**. L-iskop tiegħu fil-kurrikulu jidentifika u jenfasizza l-aktar rekwiżiti ovvji li l-maġgoranza ta' dawk li wieġbu għandhom fis-sistema

edukattiva Slovema - tagħlim aktar prattiku. Fi ħdan ir-rekwiziti tal-kunsinna tat-tagħlim prattiku, huwa definit li l-istudenti jqattgħu **jumejn fil-gimxha** li jsiru jafu u jitgħallmu biss l-ispecificitajiet tal-professjoni tagħhom. Il-ġranet li baqa' jitgħallmu suġġetti edukattivi ġeneralni. Fi gradi ogħla, it-tagħlim prattiku fl-iskola jingħaqad ma 'tagħlim ibbażat fuq ix-xogħol fil-kumpaniji. Dan **il-perjodu jestendi għal kważi sitt xhur** u huwa, meta mqabel ma 'programmi edukattivi vokazzjonali oħra, l-itwal perjodu ta' edukazzjoni bbażata fuq ix-xogħol offrut fis-Slovenja.

In-numru ta' 'sigħat ta' tagħlim ta' suġġetti ġenerali għandu jitnaqqas favur numru akbar ta' sigħat ta' taħriġ prattiku. Dawn is-sigħat addizzjonali għal tagħlim ibbażat fuq ix-xogħol jistgħu jiġu diretti lejn il-kisba gradwali tal-passi meħtieġa u għal xogħol aktar indipendent mill-istudenti, speċjalment Fil-parti fejn tieħu aktar xogħol prattiku biex titgħallek il-proċeduri biex tlesti workroutine partikolari. B'rīzultat ta' 'dan, huma jippermettu familjarizzazzjoni bla xkiel mal-post tax-xogħol, fejn **l-istudenti jibdew jinkorporaw l-għarfien miksub f'użu prattiku.**

Skond dawn il-possibbiltajiet, ikun meħtieġ li jkun hemm kooperazzjoni bejn l-iskejjel u min iħaddem biex iħejju u jipprovd kurrikulu utli. Dan għandu jippermetti prezantazzjoni għal konsulenti, li b'mod sistematiku **jispjega x'għandhom ikunu jafu l-istudenti fuq kull livell spċifiku. Dawk il-konsulenti imbagħad ikunu jafu x'għandhom jistennew meta l-istudenti ja-slū għand il-kumpanija. Barra minn hekk, il-kurrikulu stess għandu jiżvela **b'mod ċar dak li l-istudenti jeħtieġu jitgħallmu waqt is-sitwazzjoni tat-tagħlim ibbażata fuq ix-xogħol.** Ir-rispons mill-konsulenti għandu jgħin lill-istudenti speċifiku tal-istudenti, li ma ntlaħaqx waqt is-sitwazzjoni tat-tagħlim ibbażata fuq ix-xogħol.**

Kwistjoni importanti ħafna għandha tkun ukoll **il-ħlas għat-taħriġ prattiku fuq il-post tax-xogħol.** Dawk li jħaddmu huma l-esperti li jippermettu lill-istudenti li jwettqu esperjenza reali ta' tagħlim ibbażata fuq ix-xogħol, iżda huma wkoll dawk li **ġenwinament jgħallmu lill-istudenti kif jagħmlu dan.** L-għerf ibbażat fuq l-esperjenzi u l-ħin imqatta 'fuq l-istudenti biex juru u jgħallmu ħafna drabi huma aktar importanti mill-gharfien miksub mit-tagħlim teoretiku.

Itteġa kbira hija wkoll li ttejjeb **it-tagħmir fl-iskejjel** - speċjalment fl-iskejjel li jedukaw professionijiet ta' teknoloġija avvanzata fejn il-proċess tat-tagħlim u r-riżultat tal-gharfien huma affidabbli ħafna fuq l-użu ta' tagħmir aġġornat. B'tagħmir aħjar jew saħansitra l-użu ta' simulaturi tat-tagħlim, li huma approċċ mill-qrib għar-realtà, għandu jgħin aktar biex  **jittrasferixxi ħiliet mill-ambjent skolastiku ta' tagħlim ibbażat fuq ix-xogħol għal ambjent ta' tagħlim ibbażat fuq ix-xogħol f'kumpanija.** Ukoll għal dawn l-iskopijiet, l-għalliema għandhom ikunu edukati aħjar huma stess, jekk meħtieġ, fi ħdan il-kumpaniji.

Fost proposti oħra li saru minn dawk li wieġbu, li jkun ta' minn jikkunsidrah hija **l-possibbiltà li jintużaw klassijiet għal taħriġ individwali barra l-ħin ta' l-iskola,** li jagħtu lill-istudenti l-possibbiltà li jipprattikaw, speċjalment jekk ma jkollhomx il-. Barra minn hekk, ikun hemm **numru akbar ta' mudelli ta' prattika u eżempji offruti,** adattati għal prattikanti addizzjonali. Għal certi professionijiet jew snajja ', ikun preferut ukoll li jkun hemm **numru akbar ta' attivitajiet prattiċi inkluži fl-edukazzjoni skolastika u ttestjati għall-eftiività tagħhom qabel ma jingaġġaw ma 'min iħaddem.**

Fl-aħħarnett, għadu importanti, hemm domanda għolja għall-ġħalliema li għandhom mill-inqas ftit snin **esperjenza konkreta ta' xogħol** fi

ħdan ix-xogħol saħansitra aħjar li qed jippratti-kaw il-professjoni tagħhom u qed jgħallmu fl-istess ħin.

## ISVEZJA

Fl-Iżvezja, il-proposti ewlenin għat-titjib tal-aproċċ tat-tagħlim ibbażat fuq ix-xogħol huma:

Rigward il-kummenti tal-istudenti, l-istudenti żgħażaq aktar prattika u inqas teorija, iżda min-naħha l-oħra huma sodisfatti bis-sistema tal-iskola għal xogħol għax.

Rigward l-għalliema u l-għalliema, għandhom fehma koerenti ta' dak li jeħtieg li jiġi ppruvat:

- Kuntatt aktar mill-qrib bejn l-iskejjel u l-ħajja tax-xogħol
- Kollaborazzjoni aħjar fl-ippjanar tal-perjodi WBL (bejn l-iskola u l-post tax-xogħol)
- Tahriġ ta'tuturi ahjar u forsi aktar dettaljat
- Thejjija ta' xogħol għall-ġħalliema fil-postijiet tax-xogħol li jirriflettu l-oqsma tas-suġġett



Klassi f'FCL, I-Isveja

Wara l-proposti għal titjib, wieħed jista 'jirrakkomanda li l-awtoritajiet edukattivi nazzjonali jħarsu lejn is-suġġerimenti li ġejjin għat-titjib tal-WBL fl-Iżvezja:

- Rekwiziti nazzjonali għat-taħriġ tal-ġħalliema inkarigati bil-WBL - Rekwiziti nazzjonali dwar il-kontenut tat-taħriġ tal-tutur

▪ Il-ħolqien ta' 'mekkaniżmi li jistimulaw l-iskejjel biex jagħtu lill-għalliema ħin biex jissoktaw ix-xogħol fid-dinja tax-xogħol

▪ Oħloq mekkaniżmi aktar b'saħħithom biex tistimula s-suq tax-xogħol biex tisfrutta aktar il-parteċipazzjoni fil-proċessi meħtieġa għall-ħolqien ta'soluzzjonijiet WBL effettivi

▪ Ittejjeb l-attivitajiet ta' 'gwida fl-iskola - mill-iskola primarja għat-tagħlim għall-adulti, b'involvement aktar qawwi ta' għalliema u tuturi fil-process, li tagħti liż-żgħażaq aktar tad-din jaġid tax-xogħol.

## TURKIJA

Partikolarment meta jiġu eżaminati l-intervisti, jidher li r-riżultati tat-transizzjoni tal-istudenti mill-internship għall-impieg għadhom mhumiex fil-livell mixtieq. Hadna s-suġġerimenti li ġejjin biex intejbu din is-sitwazzjoni:

- Waħda mill-problemi tagħna hija li n-negozji mhumiex ġerqana li jospitaw apprendistati. Jekk l-istat jippermetti tnaqqis fit-taxxi, assigurazzjoni u simili meta l-istudenti jkunu mħarrġa f'kumpanija, allura l-intraprendituri jkunu aktar probabbli u lesti li jimpiegaw apprendisti.
- Il-kowċi għandu jircievi xi paga żejda jekk l-istudent jibda jaħdem wara taħriġ u apprendistat fil-kumpanija.
- Jekk aktar minn student ikun qiegħed jagħmel apprendistat fl-istess kumpanija, kull student m'għandux neċċesarjament isegwi l-istess programm. Il-kapaċità tal-istudent, l-interessi tiegħi, il-kompetenzi tiegħi jista 'jkun differenti minħabba l-ħtiġijiet individwali, il-personalită, il-preferenzi u č-ċirkostanzi personali.
- Għandhom jiġu organizzati seminars ta' taħriġ għat-titjib ewlenin.

## **5\_X'nistgħu nitgħallmu minn xulxin? Eżempji tagħna ta' 'prattika tajba**

Fis-sentejn ta' 'ħidma tiegħu, l-imsieħba tal-proġett dalwaqt skoprew li m'hemm x mod wieħed kif wieħed iħejji liż-żgħażaq għas-suq tax-xogħol. Meta tiddiskuti approċċi differenti għal tagħlim ibbażat fuq ix-xogħol u meta tisma 'l-għarfiex espert ta' pedagogi minn pajjiżi oħra, l-imsieħba dalwaqt jissemmew li l-ghodod, il-metodi u l-approċċi differenti kollha għandhom il-merti u l-eliġibbiltà tagħhom u li wieħed m'għandux jiġi ffissat Approċċ wieħed biss. Min-naħha l-oħra, it-twemmin komuni tagħna kien ukoll li huwa essenzjali li s-suq tax-xogħol innifsu u min iħaddem b'mod partikolari jkunu involuti fil-proċess.

Għalhekk, l-imsieħba huma konvinti li nistgħu nitgħallmu ħafna minn esperti u prattikanti minn pajjiżi Ewropej oħra irrispettivament mill-proċess speċifiku ta' 'transizzjoni bejn l-iskejjen għax-xogħol li jistgħu jeżistu hemm.

Fuq il-baži ta' 'dan il-credo, l-imsieħba ġabru għadd ta' eżempji ta' 'prattika tajba f'metodi ta' taħriġ u proġetti bbażati fuq ix-xogħol. Dawn l-eżempji jikkunsidraw il-fatt li jeżistu prattiki ta' 'taħriġ ibbażati fuq ix-xogħol fis-sens strett tal-kelma bl-invoviment dirett tas-suq tax-xogħol f'termini ta' apprendistati u apprendistati. Barra minn hekk, hemm approċċi wkoll tajbin biex jippreparaw studenti żgħażaq għad-din jaġi tax-xogħol u l-impieg futur tagħhom kif deskrirt aktar kmieni fil-kapitlu "X'tagħmel it-tagħlim ibbażat fuq ix-xogħol?" U jismu "Attivitajiet relatati mal-WBL" (ara paġna 6ff).

Fuq il-paġni li ġejjin issib żewġ eżempji minn kull pajiż li kienu meqjusa li huma sinifikanti u sinifikanti bizzżejjed biex jintgħażlu għal din il-

kumpilazzjoni. Bħala regola ġenerali, dawk l-eżempji magħżula nbdew u ġew implementati mill-istituzzjonijiet imsieħba jew li fl-implementazzjoni tagħhom kienu involuti. Għalhekk, l-eżempji kollha ġew ittestjati mill-prattikanti, u jassiguraw l-adegwatezza tagħhom għal esperjenzi ta' 'tagħlim ibbażati fuq ix-xogħol. Minbarra deskrizzjoni qasira ta' 'kull waħda, hemm informazzjoni utli pprovduta fuq in-naħha teknika tal-approċċ fir-rigward tar-riżorsi meħtieġa (dewmien, certifikazzjoni, spejjeż potenzjali ecc.). Kif ukoll paragun tal-punti tajbin u dghajfin tagħhom. Fl-aħħarnett, opinjoni personali hija inkluża fuq "lezzjonijiet meħħuda" meta tapplika l-approċċ biex tlesti d-deskrizzjoni. U fil-każ li l-qarrej ikun interessat, issib sors identifikati kemm mal-kontenut ta' 'informazzjoni ulterjuri tagħhom kif ukoll mad-dettalji ta' kuntatt.



*Apprendist żgħażugħ tas-sajjied fir-RESC f'Pleven,  
il-Bulgarija*

Il-konsorzu tal-proġett jittama li rnexxielu jeditja l-eżempji b'mod interessanti u deskrittiv bizzżejjed biex jagħmel il-qarrej kurjuż.

<p>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.</p>			
2. Promoter and/or funding body	Regional Enterprise Support Centre (RESC) in the framework of National Operational Programme „Human Resources Development”	3. Country	Bulgaria
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	bgoz.rz@infotel.bg
<p>6. Short description of the project</p>			
<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>			



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.

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®. 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. 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	Bulgaria
4. Web page	<a href="http://www.stiftung-bildung-handwerk.de/resc-pleven.org">www.stiftung-bildung-handwerk.de 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 teamwork</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				
For the trainee a supportive environment and opportunities are created to: - develop skills for self-organization as well as teamwork - improve their capability to communicate in a foreign / and foreign speaking environment - acquire intercultural knowledge about living and working conditions and customs in the partner country - participate actively and become motivated in all parts of the project		Young people with special needs require special care in order to adapt to the new environment. They need a customized approach and good preparation.				
10. Lessons learned for WBT						
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: Detailed background information for trainees is needed. It is also necessary to: - Foster understanding of the culture and attitudes of the host country; - 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); - Have clear rules and regulations regarding the host organisation; - 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; - Contact with the tutor or coordinator in case of difficulties or questions in order to find a quick solution. - Regular contact between participant and sending organisation; - Provide practical support if required; - Check appropriate insurance cover for each participant – to feel protected and secure.						

1. Identification of the practice or project						
<b>CNC Project "Coconut"</b> - Getting disadvantaged young people prepared to programme and operate a computer numerical controlled machine in metalworking						
2. Promoter and funding body	Zentrum für Integration und Bildung	3. Country	<b>Germany</b>			
4. Web page	<a href="http://www.zib-online.net">www.zib-online.net</a>	5. Contact	info@zib-online.net			
6. Short description of the project						
<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>						
7. Target group(s) addressed						
Disadvantaged young learners undergoing a vocational preparatory course or an apprenticeship in metal working						
8. Description of resources						
Duration	Appr. 6 months	User's ICT level required	Low - knowledge acquired within the project			
Methodology	Classroom teaching - Labour in the work shop - e-learning units					
Pedagogical approach	Learning by practical work					
Certification	Certification of the institution					
Structure of the resource						
<p>Putting together the engine in the metal workshop, accompanied by the teaching of:</p> <ul style="list-style-type: none"> <li>- Technical drawing</li> <li>- The use of the coordinate system</li> </ul>						

- Main features of programming - Simulation and error correction Followed by the automated production at the end	
Costs related to implementation	
Costs occur for components of the model engine as well as for the e-learning programmes for technical drawing, coordinate system and programming	
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	<b>Italy</b> (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.enonsolo.it">formazione@anziani.enonsolo.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	<p>The pedagogical approach will be of two types:</p> <ul style="list-style-type: none"> <li>- From teachers and experts to students</li> <li>- Collaborative training in the company where the tutor will work alongside students</li> </ul>		
Certification	Certificate		



<b>Structure of the resource</b>				
<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>				
<b>Costs related to implementation</b>				
N/A				
<b>9. Strengths and weakness</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #d9e1f2;">Strengths</th> <th style="text-align: center; background-color: #d9e1f2;">Weakness</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <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> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>- Not known</li> </ul> </td> </tr> </tbody> </table>	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>
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<b>10. Lessons learned for WBT</b>				
<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	<b>Italy</b> (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.enonsolo.it">formazione@anziani.enonsolo.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 “<i>Alternanza scuola lavoro Ottici 2.0</i>” 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	<b>Malta</b>
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			
<p>The <b>Alternative Learning Programme (ALP)</b> 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.</p>			
<p><b>Phase 1: Alternative Learning Programme as part of Compulsory Schooling</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>- Demonstrate the necessity of school subjects through their application to vocational subjects;</li> <li>- Use vocational subjects as a learning tool for students with learning disabilities or difficulties;</li> <li>- Ameliorate personal qualities and life skills through vocational training;</li> <li>- 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).</li> </ul> <p><b>Phase 2: Alternative Learning Programme Summer ICT Course</b></p> <p>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.</p>			



7. Target group(s) addressed							
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							
8. Description of resources							
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	<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. <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.						
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.							
9. Strengths and weaknesses							
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10. Lessons learned for WBT							
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	
Phase 1: Initial Profiling Phase 2: Assessment by Occupational Therapist and/or other Professional/s Phase 3: Training and Development Phase 4: Sheltered Employment Training Phase 5: Work Exposure (Bridging the Gap) Phase 6: Sheltered Employment	
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>	The Programme is delivered through the project's own funding, therefore no long term commitment to participants is foreseen for the time being.
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	<b>Portugal</b>
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>			



<b>7. Target group(s) addressed</b>						
- Young learners at Esprominho - Trainers responsible for WBT at Esprominho						
<b>8. Description of resources</b>						
Duration	1 week	User's ICT level required	Basic level			
Methodology	Face to face					
Pedagogical approach	Collaborative					
Certification	Certification of the placing organisation					
<b>Structure of the resource</b>						
Students: Preparation to placement in a foreign country - Performing internship - Evaluation Trainers: Meeting with placing organisation - Visit of hosting company - Training course on international projects including internships for students						
<b>Costs related to implementation</b>						
Costs related to travel, accommodation, food (can be funded by Erasmus+)						
<b>9. Strengths and weakness</b>						
<b>Strengths</b>		<b>Weakness</b>				
- Opportunity to see the hosting companies in loco - Possibility to understand how important WBT is for foreign companies - Better understanding of WBT processes abroad		- Very short period of time				
<b>10. Lessons learned for WBT</b>						
The following questions need to be clarified in preparation of the WBL activity abroad: - Which skills and knowledge should be targeted by trainers? - What are the real expectations of the hosting companies regarding the WBT experiences? - How important are soft skills? - How important are foreign language skills?						

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>			
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.					
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>	

1. Identification of the practice or project			
<b>Young Craftsmen</b> - Project in the frame of the Educational Partnership Project 'Transition from lower secondary school to technological high schools'			
2. Promoter and/or funding body	„Grigore Moisil” Technological High School	3. Country	Romania
4. Web page	<a href="http://www.moisilbr.ro">http://www.moisilbr.ro</a>	5. Contact	moisil.braila@yahoo.com, Tel: 0040 239 619 048
6. Short description of the project			
<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>			
7. Target group(s) addressed			
Lower secondary school pupils possessing technical skills			
8. Description of resources			
Duration	3 months	User's ICT level required	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>	

1. Identification of the practice or project			
<b>Strategic Partnership to perform merged internships</b>			
2. Promoter and/or funding body	„Grigore Moisil” Technological High School	3. Country	Romania
4. Web page	<a href="http://www.moisilbr.ro">http://www.moisilbr.ro</a>	5. Contact	<a href="mailto:moisil.braila@yahoo.com">moisil.braila@yahoo.com</a> , Phone: 0040 239 619 048
6. Short description of the project			
<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>			

- 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.
- 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.

#### 7. Target group(s) addressed

Students from vocational and technical education

#### 8. Description of resources

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		

#### Structure of the resource

- 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
- Increase of the relevance of learning outcomes achieved at the workplace, by organizing practical training internship developed in partnership with companies

#### Costs related to implementation

Costs of transportation (transfer between the school and the company)

#### 9. Strengths and weakness

Strengths	Weakness
<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>

#### 10. Lessons learned for WBT

The school had very positive experiences with the programme:

- Students get used to real working conditions and situations offered by companies.
- Employers can select possible future employees from the high school students who have their internship in companies.
- Relevance of learning outcomes achieved at the workplace is increased.
- 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.
- Interaction with professionals/specialists in the field.

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	Slovenia
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>			

<ul style="list-style-type: none"> <li>- Are more satisfied with their education (according to our internal evaluation)</li> </ul>						
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	Slovenia
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 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

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.

For WTB the main lessons that could be useful are:

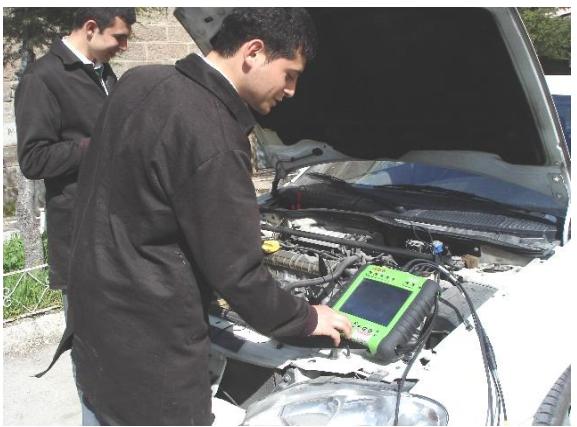
- 1/6 of the learning period is spent with the employer (6 months)
- The working conditions should be as real as possible, including tools, vehicles (different car brands), problems arising from work situations (vehicles with different technical bugs and solutions requiring a broader knowledge), spare parts (the original and non-genuine parts available on the market for a better comparison)
- Time and conditions (when explanations are given in specific work situations, repetitions of such issues will take less time and be resolved more thoroughly)
- The customers come into the school which prevents competition with the real work environment
- When at the employer: the employer knows exactly what was learned in school and how to proceed

1. Identification of the practice or project			
<b>Health Care - Swedish for Immigrants (SFI)</b> - Promoting jobs in the health care sector to migrants			
2. Promoter and/or funding body	European Social Found – ESF	3. Country	<b>Sweden</b>
4. Web page	<a href="http://www.halsingeutbildning.se">www.halsingeutbildning.se</a>	5. Contact	Cecilia Torstensson <a href="mailto:cecilia.torstensson@hufb.se">cecilia.torstensson@hufb.se</a>
6. Short description of the project			
<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>			
7. Target group(s) addressed			
Refugees and immigrants			
8. Description of resources			
Duration	3 months	User’s ICT level required	low
Methodology	Classroom teaching in combination with work-based learning units		
Pedagogical approach	Theoretical and practical training		
Certification	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>				
<table border="1"> <thead> <tr> <th>Strengths</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td> <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> </td> <td> <ul style="list-style-type: none"> <li>- No specific ones pointed out.</li> </ul> </td> </tr> </tbody> </table>	Strengths	Weakness	<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>
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<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	<b>Sweden</b>			
4. Web page	<a href="http://www.hufb.se">www.hufb.se</a>	5. Contact	Lena Baleus lena.baleus@hufb.se			
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 excercises 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://afyonmerkezemi.meb.k12.tr/">http://afyonmerkezemi.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			
<p>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.</p> <p>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.</p> <p>Afyonkarahisar Vocational and Technical Anatolian High School is one of 121 schools that are included in the UNEM 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.</p>			
 			
<p>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</p>			

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						
<b>7. Target group(s) addressed</b>						
In general unemployed people seeking to (re)enter the labour market						
<b>8. Description of resources</b>						
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					
<b>Structure of the resource</b>						
<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>						
<b>Costs related to implementation</b>						
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.						
<b>9. Strengths and weakness</b>						
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>				
<b>10. Lessons learned for WBT</b>						
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://afyonmerkezemi.meb.k12.tr/">http://afyonmerkezemi.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

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