



Priročnik o usposabljanju na delovnem mestu in primeri dobrih praks



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'Work-based training in the school-to-work transition process'
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Predgovor

Strateško partnerstvo „**Usposabljanje na podlagi dela oziroma angleško Work-based Training**“¹ (v nadaljevanju WBT projekt) je medseboj povezalo javne šole, zasebne poklicne inštitucije in druge organizacije iz devetih evropskih držav. Namen projekta je bil pregled raznolikih državnih prehodov iz šole na delovno mesto in izbira učnih pristopov na delovnem mestu. Erasmus+ projekt je bil ustanovljen z namenom izmenjave strokovnih znanj, ki temeljijo tako na učenju in izobraževanju, kakor tudi na predstavitvi dobrih praks.

Kaj so bile aktivnosti WBT projekta?

Partnerstvo je pričelo z raziskavo dejanskega stanja znotraj posamezne države. Raziskani so bili različni pristopi, ki vodijo mlade iz šole na delovno mesto. Rezultati raziskave so bili objavljeni znotraj pregleda „**Iz šole na delovno mesto v Evropi oziroma School-to-work transition in Europe**“².

Sledila je spletna raziskava v zvezi s prehodom iz šole na delovno mesto, ki je prav tako potekala v vseh partnerskih državah. Raziskava se je osredotočala na vse tri ciljne skupine (učence, učitelje in mentorje) v zvezi z njihovim dojemanjem uspešnosti prehoda. Cilji raziskave so temeljili na razumevanju prednosti, potreb in vrzeli znotraj posameznih izobraževalnih sistemov. Prav tako smo želeli spoznati stopnjo zadovoljstva s specifičnimi področji procesa, preko katerih lahko razvijemo sledeče možnosti razvoja in izboljšav WBT pristopov.

Spletna raziskava je bila vpeljana v sredini leta 2016. V vseh državah je bilo odgovorjenih na

562 vprašalnikov, v povprečju 20 vprašalnikov na posamezno skupino znotraj posamezne države.

Rezultate raziskava smo objavili v „**Poročilu o rezultatih oz. Report on Findings**“, in sicer povzemajo pomembnejše rezultate po posameznih državah, kakor tudi skupne točke znotraj vseh držav.

Končen rezultat, na podlagi pridobljenih podatkov in primerjav, je sledeči „**Priročnik za usposabljanje na podlagi dela oziroma Manual on Work-based Training**“, ki je kombinacija 2-letnih projektnih raziskav in pridobljenih izkušenj.

Kaj se nahaja v priročniku?

Najprej vas priročnik popelje v predstavitev pojmov in njihovemu pravemu pomenu nato sledi razlaga sorodnih pojmov. Sledi krajši pregled dejanskega stanja in potek prehoda iz šole na delovno mesto znotraj partnerskih držav. Le-taomogoča boljše razumevanje in ovire pri vpeljevanju uspešnih tehnik usposabljanja na delovnem mestu.

Del priročnika govorio glavnih rezultatih pridobljenih iz spletne raziskave, ki so vodile do naših sklepov in predlogov za izboljšave prehoda iz šole na delovno mesto in pristopov za usposabljanje na delovnem mestu.

Znotraj projekta smo izbrali primere dobre prakse, ki prikazujejo, ne glede na vrsto sistema oziroma države, da obstajajo uspešni načini uvajanja mladih za potrebe trga dela in zahteve njihovih bodočih delodajalcev in dela.

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

² Vsi izdelki so dostopni za prenos s projektne spletne strani www.workbasedtraining.eu

1_Kaj pomeni učenje na podlagi dela (Work-based Learning) oziroma usposabljanje na podlagi dela (Work-based Training)?

Učenje na podlagi dela oziroma Work-based learning (WBL)

Projektni partnerji so med seboj sodelovali in skušali odgovoriti na pereče vprašanje, ki zadeva, pomenujenja na delovnem mestu in hkrati določiti z njim povezane pojme.. Ker je sodelovalo devet različnih držav, ki izvajajo različne načine podpore mladim v času prehoda iz šole na delovno mesto, je kmalu postalo jasno, da partnerji poleg uporabljanja različnih konceptov in izrazov, dodeljujejo istim besedam drugačne pomene.. Posledično je bilo pomembno pojasniti tako izraze in njihove opredelitve kot tudi konotacije ter različno dojemanje le-teh.

V poskusu, da bi našli preprosto, a celovito definicijo za »učenje na podlagi dela (delovnem mestu)« so se partnerji dogovorili o sledečem opisu:

Usposabljanje na podlagi dela (WBL) je izobraževalna pot, ki učencem omogoča praktične delovne izkušnje, kjer lahko uporabljajo teoretična, praktična, socialna znanja ali izkušnje in istočasno razvijajo poleg mehkih veščin tudi prečna znanja, s tem pa razvijajo svoje poklicne kompetence in večajo zaposljivost. WBL je sestavljen iz različnih učnih situacij in izkušenj, ki jih pridobivajo posamezniki znotraj šolskega učnega načrta v zvezi z delovnim mestom z namenom, da bi ustvarili različne učne pristope.

Opredelitev na eni strani poudarja pomen povezovanja teorije in prakse z razmerjem med šolskim in delovnim okoljem na trgu dela, medtem ko jepo drugi strani dovolj odprta, da predpisuje pestre pristope na trg dela. Posledično je potrebno prepoznati različne poti in pristope, da bomo lahko učinkovito povezali teorijo in prakso. Primaren cilj je ustrezno pripraviti mlade na trg dela in jim omogočiti, da razumejo ini dosežejo zastavljene kompetence, potrebne za pridobitev delovnega mesta.

Evropska komisija se znotraj svojega poročila o delovnem učenju v Evropi bistveno ne razlikuje od naše opredelitve WBL. Le-ta pušča odprte možnosti za izbiro različnih poti za dosego izbranega cilja.

Učenje na podlagi dela je temeljni vidik poklicnega usposabljanja, saj je neposredno povezan s poklicnim izobraževanjem in usposabljanjem, ki učencem pomaga pri pridobivanju znanj, spremnosti in kompetenc, ki so bistvene v delovnem življenju.³

WBL delo delovnega odbora Kalifornijske univerze z Berkeley-a vsebuje naslednji jedrnat opis:

Usposabljanje na podlagi dela se lahko opiše kot UČENJE O delu, UČENJE PREKO dela in UČENJE ZA delo.⁴

Ta opredelitev ustvarja povezovanje na področju izobraževanja in dela. Posledično dopušča odprtemožnosti in didaktične pristope, s katerimi se lahko dosežejo cilji, sočasno pa

³ http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf

⁴ http://casn.berkeley.edu/resource_files/WBL_Definitions_Outcomes_Criteria_pg_120512_v2.pdf

prikazuje faze, s katerimi bi se morale razvijati priprave na svet dela.

Modeli učenja na podlagi dela (Work-based Learning)

V skladu z opredelitvijo delovna komisija Univerze v Kaliforniji zahteva, da se priprave na svet dela pričnejo dovolj zgodaj in se izvajajo v treh fazah učenja. Te si sledijo:

- (1) *Karierna osveščenost in spoznavanje/raziskovanje izkušenj, ki podpirajo UČENJE O delu.*
- (2) *Izkušnje pri pripravi kariere, ki podpirajo UČENJE PREKO dela.*
- (3) *Pridobljene izkušnje s kariernega področja podpirajo UČENJE ZA delo predvsem kot pripravo za določen obseg poklicev.*

Politični dokument Evropske komisije pa ne opredeljuje faz učenja. Osredotoča se na metode in pristope, ki jih je potrebno uporabiti v okviru učenja na delovnem mestu za pripravo mladih na trg dela. V skladu z različnimi modeli prehoda iz šole na delovno mesto obstajajo trije modeli, ki so določeni glede na stopnjo aktivne udeležbe podjetij v procesu:

- (1) *Dvojne izobraževalne sheme ali vajeništvo, ki jih običajno poznamo iz Avstrije in Nemčije kot t. i. dualni sistem. Praktično izobraževanje je v rokah podjetij, medtem ko je poklicna šola odgovorna za prenos teoretičnega znanja.*
- (2) *Drugi model WBL je šolski poklicni izobraževalni program, ki vključuje tudi usposabljanje na delovnem mestu v podjetjih. Faze usposabljanja na delovnem mestu običajno zajemajo pripravnštvo, praktično usposabljanje na delovnem mestu ali pripravnštvo. Vse so vključene kot obvezen ali neobvezen element izobraževanja, ki vodijo do formalnih kvalifikacij.*
- (3) *Zadnji je WBL model, ki je integriran v šolski učni načrt preko: laboratorijev, delovnih*

delavnic, kuhinj, restavracij, mladinskih podjetij ali vadbenih podjetij, simulacij ali projektnih nalog v realnem delovnem okolju. Cilj je ustvariti čim bolj "realno" delovno okolje, kjer se vzpostavijo stiki in sodelovanja z resničnimi podjetji ali strankami ter razvijajo podjetniške kompetence.

Vse tri modele se partnerske organizacije znotraj svojih držav poznale in predstavile. Dejanska stopnja povezanosti z resničnimi pogoji delovnega življenja se je izkazala za drugačno, kot je bilo pričakovano. Prav tako je bilo prisotno povpraševanje po večji vključenosti delodajalcev in samih podjetij v proces učenja na delovnem mestu.

Usposabljanje na podlagi dela (Work-based Training - WBT)

V angleško govorečem predelu se občasno v kontekstu uporabljajo drugi izrazi zaučenje na podlagi dela (work-based learning), medtem ko usposabljanje na podlagi dela oziroma "work-based training" ni natančno definiran.

Znotraj projekta so se partnerji strinjali z opredelitvijo, da WBL – učenje na podlagi dela označuje proces, pri katerem sta med seboj povezana učenje teorije in prakse. WBT – usposabljanje na podlagi dela pa se osredotoča nametode, ki so povezane z učenjem in temeljijo na praksi. Posledično dobimo občutek, da je WBL bolj osredotočen na študente in WBT bolj namenjenem izobraževalcem. Oba izraza se pogosto uporabljača sočasno.

Posledično se pojavlja drugi vidik formalnega učnega procesa, ki temelji na delu. V nekaterih državah (npr. Bolgarija) se pripravnštva opravlja v podjetju na podlagi zavezujoče pogodbe med šolo, podjetjem in učencem. V takšnem primeru se izraz "usposabljanje na podlagi dela" uporablja v nasprotju s precej

neformalnimi in nezavezajočimi krajsimi delovnimi praksami ali tečaji, ki so običajno označeni kot "učenje na delovnem mestu".

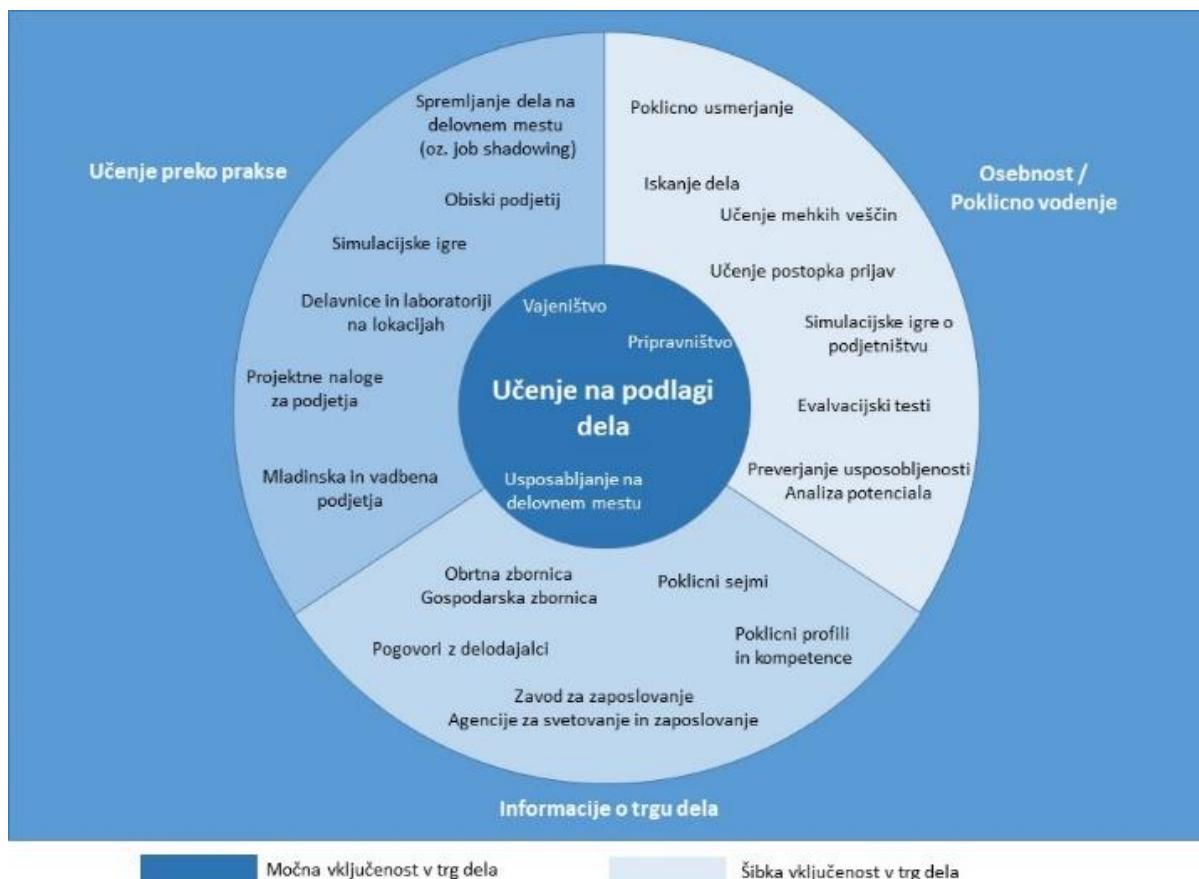
Zučenjem na podlagi dela (WBL) povezane aktivnosti

Ukvarjanje z učenjem na podlagi dela znotraj Evrope nas popelje do ugotovitve, da ne obstaja le eden način, kako mlade pripraviti na trg dela in jih primerno usposobiti zanj. V splošnem je priznano, da aktivno vključevanje krepi možnosti za uspešen vstop mladih na trg dela. Obstajajo različne obetavne metode, zato gotovo ni le en model primeren za vse države. V skladu s tem je potrebno upoštevati, da npr. dualni sistem ni primeren za vse države. Namesto tega, kot priporoča priznana nemška fundacija Bertelsmann, je potrebno upoštevati skrben

prenos posameznih komponent sistema⁵.

V tem kontekstu je potrebno skrbno razmisljiti o vseh didaktičnih pristopih, orodjih in metodah, ki so na tak ali drugačen način primerne za pripravo mladih na trg dela.

Posledično ugotavljamo, da poleg običajnega pristopa k učenju na delovnem mestu, katerega cilj je sama izvedba usposabljanja in pripravnosti v podjetjih, obstaja zelo raznolika in bogata ponudba dejavnosti, ki temeljijo na učenju in so primerni za „svet dela znotraj učilnic“. Le-to naj poveča zavest mladih o zahtevah trga dela. V dvoletnem projektu smo se naučili, da so takšna prizadevanja številna in jih je potrebno ceniti. Priloženi grafikon odraža raznolikost pristopov WBL tako, da jih kategorizira glede na stopnjo aktivne udeležbe delodajalcev oziroma podjetij.



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

2_Kako deluje prehod iz šole na delovno mesto znotraj posameznih držav?

BOLGARIJA

V Bolgariji je pripravnštvo obvezni sestavni del poklicnega izobraževanja v sistemu poklicnega usposabljanja znotraj države. Izvaja se zadnji dve leti izobraževanja, število ur pa je vključenih v obvezno zaposlitev učiteljev. Usposabljanje nadzirata tako učitelj kot strokovnjak iz proizvodne enote in se zaključi s pridobljeno oceno. Ta je zapisana kot zaključek srednješolske izobrazbe tudi v potrdilu o Poklicni usposobljenosti.



Maldi učenci na RESC in Pleven, Bulgaria

V skladu z revidiranim *Zakonom o poklicnem izobraževanju in usposabljanju* (s konca leta 2014) je učenje z delom (dualno usposabljanje) oblika partnerstva med poklicno šolo, višjo ali visoko šolo ali centrom za usposabljanje in enim ali več delodajalci. Dualni sistem poklicnega izobraževanja je na regionalni ravni v pripravljalni fazi in je bil uveden na testnih lokacijah v okviru bolgarsko-švicarskega projekta (za obdobje 2015 - 2019). Prav tako pa tudi v skladu s projekti Trgovinskega predstavništva na avstrijskem veleposlaništvu v Bolgariji in v skladu z Ministrstvom za šolstvo in Nemško-Bolgarsko trgovinsko zbornico.

Namen projektov ni samo vključevanje dualnega sistema poklicnega izobraževanja v Bolgariji,

temveč tudi podpiranje države pri razvoju lastnega modela v skladu s svojimi lastnimi zgodovinskimi in kulturnimi tradicijami.

NEMČIJA

Nemški prehodni proces iz šole na delovno mesto je znan kot "dualni sistem". Teorija se poučuje v izobraževalnih ustanovah, praktična znanja in veščine pa na delovnem mestu znotraj podjetja. Po končanem obveznem splošnem izobraževanju večina mladih prične vajeništvo v podjetju. Znotraj tega se učijo strokovnih spretnosti in po zaključku lahko vstopijo na trg dela. Vajeništvo je del formalnega izobraževalnega Sistema in pomaga pri vključevanju mladih učencev tako v družbo kot na trg dela.

Tak sistem, ki poteka na dveh učnih mestih, kjer je šola odgovorna za teoretična znanja in delodajalec za praktično učenje, zagotavlja tesno povezovanje s trigom dela. Praksa ni samo naučena pod umetnimi pogoji v razredu, temveč, veliko pomembnejše, znotraj realnih delovnih pogojih, kjer so obvezne dostave izdelkov in dostavni roki. S tem se izostrijo ene izmed naslednjih lastnosti, in sicer ključne kompetence, učinkovitost, zanesljivost in zmožnost timskega dela.. To zagotavlja mladim učencem relativno enostaven dostop do trga dela, ko končajo svoje vajeništvo. Pozitiven rezultat se v Nemčiji kaže v relativno nizki stopnji brezposelnosti med mladimi.

ITALIJA

V zadnjih nekaj letih se italijanski regulativni okvir, v zvezi s prehodom iz šole na delovna mesta, usmerja v dve različni smeri:

- 1) da izboljšajo in stabilizirajo *alternanza scuola-lavoro* (dobesedno prevedeno 'dvojno izobraževanje šole in trga dela', ki je nekakšna metodologija učenja povezana z delom, ki vključuje obdobje pripravnštva in je obvezna za vsakega učenca iz 3. letnika srednje šole) in
- 2) reformo vajeništva, ki se v obliki delovne pogodbe uporablja za mlade osebe, mlajše od 29. leta, kar pomeni obveznost za delavca, da se udeleži določenega števila ur usposabljanja.

Vajeništvo in *alternanza scuola-lavoro* se med seboj bistveno razlikujejo, a imajo isti cilj: premagovanje tradicionalnih delitev med izobraževanjem in delom ter pomoč mladim pri vključevanju v družbo in na trg dela. Čeprav so rezultati uporabe novejših zakonov še zbirajo in analizirajo, najnovejši podatki kažejo težko situacijo: samo 43,5 % šol je pričelo z delom in s povezanimi programi, ki vključujejo majhno število podjetij in manj kot 11 % učencev, medtem ko pri vajeništvu niso vse oblike čisto razvite ali dobro vpeljane.

MALTA

Poklicno izobraževanje na Malti zagotavlja dve glavni državni šoli:

- 1) *Malteška šola za umetnost, znanost in tehnologijo* oziroma *Malta College of Arts, Science and Technology (MCAST)*, ki ponuja okoli 170 izobraževanj na leto, od 1. do 6. nivoja MQF (Malteški okvir kvalifikacij oz. Malta Qualification Framework).
- 2) *Inštitut za turistične študije* oziroma *Institute of Tourism Studies (ITS)*, ki nudi okoli 20 izobraževanj na leto, od 2. do 6. nivoja.

Poleg teh dveh ustanov vodi država Društvo/Združenje za zaposlovanje in usposabljanje oziroma *Employment and Training Corporation (ETC)*, ustanovljeno 1990, ki prav tako deluje kot javna Služba za zaposlovanje, upravlja poklicno

izobraževanje in aktivno politiko zaposlovanja (ALMP) ter druge storitve za brezposelne. ETC je prav tako vključen v Malteško jamstveno shemo za mlade in ponuja številne programe zaposlovanje in usposabljanje, ki se nanašajo na udeležbo mladih na trgu dela, med drugimi: mladinski prvaki, povečanje zaposljivosti prek usposabljanja, pripravnštva, delovna poskusna shema, ...

Sistem vajeništva za poklicno izobraževanje in usposabljanje je glavni način, ki omogoča prehod iz šole na delo in temelji na dualnem sistemu. Vajenec sledi programu usposabljanja v poklicni izobraževalni ustanovi, sočasno pa izvaja usposabljanje z delom na delovnem mestu v podjetju.

PORUGALSKA

Na Portugalskem je dualni sistem poklicnega izobraževanja in usposabljanja že od leta 1984 v okviru prvotnega sistema izmeničnega usposabljanja z dvojnim certifikatom (system of dual certification), kjer učenec pridobi svoj certifikat za končano izobraževanje in za poklicno usposobljenost. Usposabljanje na podlagi dela predstavlja vsaj 30 % časa izobraževanja, kar je vsaj 1200 ur, ki se postopoma porazdelijo znotraj formalnega izobraževanja. Poklicno izobraževanje v času popolne integracije države v Evropsko gospodarsko skupnost (1986) je postal pomembno znotraj izobraževalne politike. V nasprotju z dvojnim sistemom (1 teden šola in 1 teden delodajalec) je znotraj teh poklicev samo 420 ur namenjenih usposabljanju na delovnem mestu, med drugim tudi tisti, ki so najpomembnejši za poklicno izobraževanje (v letu 2011/2012 je bilo 42,8 % mladih vključenih v srednješolsko poklicno izobraževanje). V preteklih petih letih se je stopnja obveznega šolanja povečala in s tem podaljšala na 12

obveznih let. S tem je določila glavne spremembe v izobraževalnem sistemu, kar je privedlo do širitev in diverzifikacije povpraševanja po vsebinah dualnega izobraževanja. Posledično so drugi načini dvojnega certificiranja ukinjeni, in sicer za poklicne tečaje za odrasle, tehnološke tečaje v sekundarnem izobraževanju, poklicne tečaje za osnovno izobraževanje in večino poklicnih tečajev (na osnovni ravni)..

ROMUNIJA

Poseben pristop usposabljanja na delovnem mestu v Romuniji vključuje pripravo praktičnega usposabljanja učencev znotraj razredov, ki jih poučuje strokovni učitelj na šolskih delavnicah ali v podjetjih. Med pripravnostvom teoretično pridobljeno znanje, pridobljeno v šoli, pričnejo uporabljati, se spoznajo z atmosfero delovnega mesta in se naučijo prevzemati odgovornosti.

Poleg navedenega, prehod iz šole na delovno mesto v Romuniji dandanes vključuje:

- podporne dejavnosti – učenje na delovnem mestu z zagotavljanjem svetovanja in vodenja;
- usposabljanje osebja vključenega v učenje na delovnem mestu pri mentorjih, ki izvajajo usposabljanja;
- usposabljanja mentorjev, ki so vključena v posebne dejavnosti, ki se nanašajo na prehod iz šole na delovno mesto;
- podpore razvoju sodelovanja med šolami in delodajalci;
- spremeljanje diplomantov pri vključevanju na trg dela;
- nudenje podpore organizacijam pri izvedbi z usposabljanji;
- nudenje podpore učencem v sekundarnem in terciarnem izobraževanju za njihovo sodelovanje znotraj izobraževalnih podjetij na lokalni, regionalni, nacionalni in evropski ravni;

- izvedbe kampanj javnega obveščanja za podporo prehodu iz šole na delovno mesto;
- spodbujanja izmenjave izkušenj in širjenja primerov dobrih praks;
- spodbujanje inovativnega, medregionalnega in mednarodnega sodelovanja.

SLOVENIJA

V Sloveniji je prehodni proces iz šole na delovno mesto značilen za različne poklicne šole, ki jih ponuja vlada v okviru javnega izobraževalnega Sistema. Odvisno od kvalifikacij in želja učencev obstajajo naslednje možnosti:

- nižje poklicno izobraževanje – običajno za učence z nedokončano osnovno šolo, s trajanjem 1,5 leta in vključuje 18 tednov učenja za delo v šoli in 4 tedne usposabljanja pri delodajalcu;
- srednje poklicno izobraževanje – učenci, ki so končali osnovno šolo, 3-letni program, ki vključuje 18 tednov učenja za delo v šoli in 24 tednov usposabljanja za delo pri delodajalcu;
- poklicno tehniško izobraževanje – t. i. + 2 sistem, ki dovoli učenem s srednjega poklicnega izobraževanja pridobiti nivo tehničnih znanj; traja v letu in vključuje 5 tednov učenja za delo v šoli in 2 tedna usposabljanja za delo znotraj podjetja;
- srednje tehnično in strokovno izobraževanje, ponovno za tiste s končano osnovno šolo, traja 4 leta in vključuje 12 tednov učenja za delo na šoli in 8 tednov usposabljanja za delo znotraj podjetja;
- poklicni tečaji za odrasle posameznike.

Teoretični del izobraževalnega procesa je v rokah šole, medtem ko praktični del aplicira na področje šol ali socialnih partnerjev in delodajalcev. Odvisno od programa obstaja močna ali šibka povezava s trgom dela. Višji je izobrazbeni status, manj praktičnega dela je v izobraževalnem programu.

Slovenski proces izobraževanja je trenutno v fazi preoblikovanja. Trenutno je dualni sistem v pripravi, vendar je neznano kdaj bo šel v poskusno fazo oziroma bo na splošno vključen v šolski sistem.

ŠVEDSKA

Namen prehoda iz šole na delovno mesto je, da so učenci po poklicnem izobraževanju in usposabljanju dobro pripravljeni za svoje delovno življenje. Pomembna sestavina v tem procesu je tisto, kar imenujemo učenje na podlagi dela (WBL) ali izkušnje na delovnem mestu. Sistem za uresničitev tega procesa se očitno razlikuje med partnerskimi državami in je morda tudi kratek opis švedske situacije, predvsem v zvezi s formalnim izobraževalnim sistemom.

Usposabljanje na delovnem mestu (WBL) je na Švedskem del vseh uradnih programov poklicnega izobraževanja in usposabljanja, ne glede na to, ali gre za višjo sekundarno stopnjo ali del višjega sistema poklicnega usposabljanja, za mlade ali odrasle. Ločimo lahko WBL na podlagi simuliranih situacij v šolskem okolju ali pa dejanska sodelovanja v resničnih delovnih okoljih skupaj z mentorji in drugimi kolegi. Uvaja se lahko kot del višjega sekundarnega program poklicnega programa, APL (učenje na delovnem mestu) s trajanjem minimalno 15 tednov znotraj triletnega programa. Kot alternativo se lahko učenci odločijo za vključitev v programe poklicnega in strokovnega izobraževanja v obliki vajenštva, kjer večji del programa opravijo na dejanskem delovnem mestu.

Znotraj višjih poklicnih izobraževanj, programih daljših od dveh let, je vsaj 25 % učnega časa na delovnem mestu. V preteklih letih je vlada ponudila številne nove možnosti za brezposelne osebe, da bi pridobili poklicno izobrazbo,

združevanje študijev (izobraževanje in delo) in zaposlovanja v deficitarnih poklicih, pripravljena v sodelovanju izobraževalnih inštitucij za odrasle in državnim Zavodom za zaposlovanje.

Na splošno velja, da prehod iz šole na delo deluje zelo dobro, čeprav še vedno obstajajo nekateri predlogi za njegovo izboljšanje.

TURČIJA

V Turčiji je obvezno 12-letno izobraževanje, ki se deli na formalno in neformalno..

Znotraj formalnega se poklicna in tehnična izobraževanja izvajajo na poklicnih in tehničnih šolah. Slednjezobraževanje traja 4 leta. Učenci začnejo z usposabljanjem v drugem letniku z izbiro poklicnega področja. Poklicno izobraževanje se izvaja s kombinacijo teorije in prakse. Praktično usposabljanje poteka v šolskih delavnicah v skladu z metodo usposabljanja na podlagi dela. V zaključnem letniku opravljajo prakso v podjetjih, ki jim daje tri dni delovnih izkušenj na teden. Učenci lahko zaslužijo denar, medtem ko opravljajo svojo prakso in se po končani diplomi zaposlijo v podjetju.. Po zaključku študija se smatra, da so ti učenci sposobni ustanoviti svoje lastno podjetje, zahvaljujoč nazivu "tehnik".

V neformalnem izobraževanju so na voljo različni tečaji, ki so podobni certifikatnemu sistemu. Od leta 2010 se ti tečaji izvajajo z usposabljanjem na podlagi dela, zahvaljujoč projektu UNEM. Pri tem morajo pripravniki v celoti opraviti prakso, da pridobijo certifikat.

Za ostale, ki ne morejo dostopati do teh izobraževalnih programov ali nimajo koristi od njega, obstaja vajenški program. V tem sistemu mladi delajo v podjetjih in imajo le en dan teoretičnih izobraževanj na šoli. Obstajajo tudi nekateri izpiti, ki jih je potrebno opraviti za pridobitev certifikata usposobljenosti.

3_Kaj so glavne ugotovitve s spletni raziskave v zvezi z usposabljanjem na podlagi dela (Work-based Training)?

Spletna raziskava o prehodu iz šole na delovno mesto in usposabljanju na podlagi dela je bila izvedena v sredini leta 2016 v vseh devetih partnerskih državah. Naslovljena je bila na vse tri ciljne skupine, in sicer učitelje, učence in mentorje. Vsega skupaj je bilo izpolnjenih 562 vprašalnikov. Vrednotenje pa je pripeljalo do celovitega **Poročila o rezultatih oziroma Report on Findings**, objavljenega januarja 2017 in dostopnega za prenos spletni strani projekta.

Primerjalna študija se je osredotočila na 5 oziroma 6 ključnih vprašanj, ki so jih partnerji videli kot najpomembnejše. Ugotovitve se tukaj ne ponavljajo, temveč je pred vami krajši povzetek z nekaj posplošitvami. Prvi del študije povzema glavne ugotovitve v zvezi s ciljnimi skupinami, medtem ko je drugi del osredotočen na ugotovitve v zvezi s partnerskimi državami.

UČITELJI

- Najprej je potrebno opozoriti, da učitelji v vseh državah dojemajo usposabljanje na podlagi dela kot koristen učni pristop (odobrilo 75 % do100 %).
- Prav tako se zdi, da imajo učitelji konkretna znanja o aktivnostih v zvezi z učenjem na podlagi dela, ampak so veliko manj vanj vključeni, in sicer v načrtovanje, izvajanje in vrednotenje procesa.
- Učitelji vidijo njihovo poučevanje kot dobro vpeljano in vključeno v praktične učne faze. Vendar pa se zdi, da so ti rezultati v nasprotju s stališči učencev, ki se v glavnem pritožujejo, da teorija in praksa med seboj nista dobro povezani.

- Mnenje o poklicnih orientacijah na šolah je zalo raznoliko po posameznih državah (pozitivno mnenje je variiralo od 38 % do 95 %).
- Prav tako je bila stopnja zadovoljstva, izražena glede določenih WBL pristopov, zelo raznolika po posameznih državah (pozitivno mnenje je variiralo 55 % do100 %).

MENTORJI

- V nekaterih državah so mentorji zadovoljni z informacijami, ki jih dobijo s strani šol, medtem ko se v drugih državah zdi, da je sodelovanje med šolami in podjetji popolnima neuskajeno.
- Z izjemo Slovenije, mentorji upoštevajo znanje učencev, zadostujoče za opravljanje nalog, ki jih morajo opraviti. V veliki meri štejejo učence kot prednost za podjetje.
- Ponovno, z izjemo Slovenije, so mentorji zelo zadovoljni s sistemom prehoda iz šole na delovno mesto, s katerim se ukvarjajo.

UČENCI

- Učenci v vseh državah smatrajo učenje na delovnem mestu kot zelo pomembno za svojo poklicno prihodnost. Navajajo, da so s tem prejeli bolj jasno sliko o svoji prihodnji poklicni poti in to vidijo kot spodbudo za njihovo motivacijo.
- Velika večina učencev potrjuje, da so njihovi mentorji kompetentni in vedo na kakšen način dobro razložiti nove informacije. Med prakso so se počutili od mentorjev dobro nadzorovani in vpeljani v njihovo delovno okolje.
- Podobno kot mentorji so bili učenci zelo zadovoljni s prehodom iz šole na delovno mesto.

BOLGARIJA

Rezultati raziskave v Bolgariji so pokazali, da imajo učitelji znanja o načrtovanju in določanju WBT aktivnosti, vendar jih večina ni aktivno vključena v izvedbo le-teh, kar je **potrdilo naša pričakovanja**. Učitelji ne morejo biti samo obveščeni o praktičnih učnih fazah, temveč aktivno vključeni v njihovo načrtovanje in izvedbo.

Neupoštevanje učiteljev in mentorjev glede pomena socialnih veščin v povezavi z uspehom učenja na delovnem mestu je **prav tako popolnoma potrdilo naša pričakovanja**. Samo manjšina, 20 % bolgarskih mentorjev in učiteljev praktičnih predmetov v javnih šolah in poklicnih izobraževalnih centrih, so mnenja, da so tudi mehke veščine (zanesljivost, natančnost, zmožnost dela v skupini, učinkovita komunikacija, ipd.) pomembne. Večina mentorjev (80 %) meni, da so te veščine enako pomembne. Medtem ko večina delodajalcev v Bolgariji trdi, da mladim primanjkujejo osnovne veščine, kot so delovna disciplina, odgovornost in želja po strokovnem razvoju. Slednje bi lahko nakazovalo tudi odsotnost komunikacije in sodelovanja med šolami in podjetji.

Pričakovali smo, da bodo mentorji podali "pritožbe" glede nizke ravni znanja učencev. Pridobljeni podatki pa so pokazali, da jih 70 % upošteva znanja v skladu z nalogami, ki jih morajo opraviti. Vendar je ocena mentorjev morda tudi posledica dejstva, da učenci večinoma opravljam nekvalificirane naloge pri opravljanju pripravnosti v podjetju. Posledično to ponovno nakazuje na pomanjkanje povezave med učnimi delavnicami na šolah in konkretnim usposabljanjem na delovnem mestu.

Tudi potrebo po zmanjšani količini birokratskih (papirnatih) zadev v bolgarskem izobraževalnem

sistemu so potrdile vse ciljne skupine znotraj raziskave.

V Bolgariji je bilo **presenetljivo različno dojemanje ciljnih skupin** (učiteljev in učencev) o prisotnosti/možnosti vodenja poklicne orientacije znotraj posameznih organizacij. Kljub temu mladi potrebujejo v svojem okolju nekoga, ki jim bo sposoben svetovati o trgu dela.

Zaskrbljujoče je dejstvo, da je 71 % učencev navedlo težave, ki so se pojavljale predvsem v času usposabljanja na delovnem mestu, in sicer so temeljile na težavah s sodelavci, na naravi del, ki so jih morali opravljati, in točnosti. Vse to je pokazatelj pomanjkanja in potreb po razvoju **mehkih veščin**, ki so potrebne za uspešno nadaljnjo kariero mlajše generacije.

Večina učencev (57 %) meni, da je učenje na delovnem mestu zelo pomemben dejavnik za pridobivanje potrebnih znanj, ki posledično omogočajo boljšo pripravljenost na trgu dela in na posameznem delovnem mestu, medtem ko jih 90 % meni, da je čas, preživet v šoli, za pridobivanje praktičnih znanj povsem zadosten. Vse to dokazuje, da je dualni sistem poklicnega izobraževanja v Bolgariji še vedno v pripravljalni fazi. Izvaja se v testnih območjih v šolskih letih 2015-2016-2017.

Presenetljiva je bila tudi visoka stopnja zadovoljstva nad pristopom praktičnega izobraževanja pri delodajalcu v Bolgariji, saj se je 71 % učiteljev, 75 % mentorjev in 95 % učencev z le-to strinjalo.

NEMČIJA

V Nemčiji je **bilo pričakovano**, da bo rezultat raziskave pokazal splošno nezadovoljstvo o toku komunikacije med glavnimi udeleženci WBL procesa, predvsem šolami in podjetji. Dejstvo je bilo potrjeno z različnimi komentarji učiteljev in

mentorjev, prav tako tudi s strani učencev, ki so lahko predlagali izboljšave in podali podobne predloge.

Prav tako so bile pričakovane pritožbe mentorjev glede ravni znanja učencev v času izvajanja pripravnosti ali vajeništva v podjetju. V realnosti se to ni izkazalo kot takšen problem. Več kot polovica (60 %) mentorjev meni, da je znanje učencev zadostno, medtem ko jih 85 % meni, da prinašajo dodano vrednost za podjetje.

Delno potrjeno je bilo predvidevanje, da bi se študentje pritoževali o slabih povezanih med teoretičnim in praktičnim učenjem. V bistvu, manjša večina 58 % jih meni, da sta teorija in praksa med seboj dobro povezani.

Prav tako, le delno potrjeno, je pričakovanje, da učenci izražajo nezadovoljstvo ned načinom vodenja pripravnosti znotraj podjetij. V bistvu jih je večina, 88 %, izrazilo zadovoljstvo z vodenjem, ki ga prejmejo s strani podjetij in njihovih mentorjev. Medtem ko pa le 47 % teh smatra podporo s strani šole v zvezi z učnimi fazami v podjetjih kot dovolj učinkovito.

Znotraj raziskave je bila izražena **presenetljivo visoka stopnja** nezadovoljstva učiteljev glede WBL pristopov v Nemčiji. Medtem ko dve tretjini mentorjev in učencev izraža zadovoljstvo nad izvedbo procesa iz šole na delovno mesto (kar trenutno poteka), se jih s tem strinja le manjši delež – 57 %.

Osupljivo je bilo tudi dejstvo, da ima velika večina učiteljev (87 %) splošno znanje o metodah usposabljanja na delovnem mestu, vendar jih zelo slabo vključujejo v načrtovanje in izvedbo WBT aktivnosti.

Prav tako je bilo zanimivo nasprotno mnenje učiteljev in učencev glede vodenja in podpore v času praktičnega dela pri delodajalcih, saj se le 53 % učencev pritožuje, da se jim podpora šole ne zdi zadostna, medtem ko 92 % učiteljev

navaja, da spremljajo faze učenja in so dobro informirani o rezultatih praktičnega dela pri delodajalcih.

Izredno prijetno je bilo videti, da obstaja veliko število mentorjev, ki vidijo v učečih prednost za podjetje.

ITALIJA

Ugotovitve italijanske raziskave so pokazale različne opredelitve in kritične točke učnega sistema, ki so bile tako pričakovane kot nepričakovane.

Razmik v zvezi z informacijami in komunikacijo je bil pričakovan in potrjen. V grobem so učitelji želeli imeti več srečanj in boljše sodelovanje s podjetji; na drugi strani pa so mentorji želeli boljše vzajemno sodelovanje s šolami oziroma so stremeli k boljšemu opisu tehničnih in osebnih kompetenc učencev; učenci pa so izrazili potrebo po boljšem dialogu z učitelji. Komunikacija se ne dotika samo priprav in izvedbe praktičnega usposabljanja pri delodajalcu, ampak tudi njegov zaključek. Kar 60 % učiteljev je potrdilo, da z rezultati praktičnega usposabljanja in ovrednotenjem le-teh niso zadostno seznanjeni, pri tem pa želijo več enotnosti pri evalvaciji praktičnega usposabljanja.

Pričakovane težave, ki naj bi jo imele šole, so predvsem v iskanju podjetij, ki bi bila pripravljena učencem ponuditi učno mesto, a niso bila izražena s strani učiteljev znotraj raziskave – verjetno zato, ker se mora s tem ukvarjati le koordinator šole in ne večina učiteljev. Težave pa so se razkrile znotraj predlogov učiteljev, mentorjev, kjer je bila izražena potreba po izboljšanju pristopa šol do podjetij. Včasih imajo podjetja občutek, da učitelji želijo samo »parkirati« učence tja, kjer bo potekalo njihovo pripravnštvo. Prav tako se zdi,

da imajo učenci podobne težave in pravijo, da morajo poiskati podjetja, ki ustrezajo potrebam učenca.

S stališča mentorjev oz učiteljev znotraj podjetij smo pričakovali pritožbe glede ravni birokracije in pomanjkanja finančnega nadomestila, vendar so izrazilo splošno pozitivno oceno za obe stvari.

Samo 25 % jih meni, da je stopnja birokracije nesprejemljiva in samo 20 %, da je finančno nadomestilo bistvenega pomena.

Pričakovana in potrjena pa je bila potreba obnove oziroma revizije nekaterih delov učnega načrta, da bi bolj ustrezali potrebam trga dela.

Nekaj rezultatov je bilo nepričakovanih, in sicer predvsem pripombe učiteljev/mentorjev/učencev, od katerih bi pričakovali nižji nivo zadovoljstva. Presenetljivo je bilo, da je 88 % učiteljev, 90 % mentorjev in 70 % učencev bilo s trenutnim sistemom zadovoljnih in zelo zadovoljnih. Nekaj rezultatov je bilo nepričakovanih, in sicer predvsem pripombe učiteljev/mentorjev/učencev, od katerih bi pričakovali nižji nivo zadovoljstva. Presenetljivo je bilo, da je 88 % učiteljev, 90 % mentorjev in 70 % učencev bilo s trenutnim sistemom zadovoljnih in zelo zadovoljnih.

Tudi podjetja so izrazila potrebo po obveznih vsebinah, vezanih na varnost oziroma varstvo pri delu, ki jih morajo izvesti šole pred pričetkom praktičnega izobraževanja.

Nepričakovana je bila želja, kjer učitelji poudarjajo možnost samostojnega razmišljanja in odločanja kot eno izmed pomembnih osebnostnih razvojnih postavk, ki so pomembne za posameznika in njegovo bodočo poklicno pot, medtem ko so drugi v veliki večini poudarjali mehke veščine.

Nazadnje, naj še omenimo primerjalne podatke med vsemi partnerskimi državami. Presenetljiva je bila nizka stopnja zadovoljstva nemških

učiteljev v primerjavi z italijanskimi. To je za nas zanimivo, saj v skladu z najnovejšo zakonodajo italijanska vlada gleda na nemški dualni sistem kot nekaj pozitivnega, vrednega sledenju. Posledično je prav presenetljivo, da tisti, ki ga dejansko doživljajo, niso nad njim popolnoma zadovoljni.

MALTA

Na podlagi raziskave je razvidno, da je prehod za večino malteških učencev gladek, in da nimajo večjih težav pri usvajanju v delo.

Poleg na splošno zelo dobrih rezultatov, se je **pričakovalo še**, da bomo ugotovili, a za to nismo prejeli zadostnih informacij znotraj raziskave, v zvezi z:

- Obstojecim dogovorom o sodelovanju med tistimi, ki so vpleteni v aktivnosti usposabljanja na podlagi dela, med drugimi o šolah, podjetjih, Ministrstvu za izobrazevanje, trgovinskim združenjem.
- Boljšim povezovanjem med šolami in podjetji.
- Poglobljenem sodelovanju mentorjev v podjetjih, ki so del prehodnega procesa s šole na delovno mesto..

Po drugi strani je bilo **presenetljivo splošno stališče**, saj je pokazalo, da je večina učiteljev, mentorjev in učencev zadovoljnih z WTB pristopom na Malti. Preseneča tudi, da je 96 % učiteljev in trenerjev izjavilo, da imajo znotraj svoje inštitucije ali podjetja posameznika, ki je odgovoren za poklicno usmerjanje učencev in svetovanje o vprašanjih trga dela. Tu dobimo občutek, da se povečuje pripravljenost obeh strani, da se zagotovi zadostna podpora skozi vse faze poteka vodenje in svetovanja znotraj različnih inštitucij in podjetij, z namenom nudenja pomoči mladim, da se pripravijo na trg dela. Čeprav dobimo občutek, da prehod poteka

gladko, je potrebno zagotoviti, da se mlado populacijo dobro vodi in se ji svetuje pri sprejemanju svojih odločitev. Ne gre le za privajanje na delo, temveč za to, da so mladi, ki delajo, izobraženi/vpeljani v okviru polnega potenciala njihovih zmogljivosti.

Poleg tega je raziskava presenetljivo izpostavila razlike, ki še vedno obstajajo med šolami in svetom dela. Potrebnih je več prizadevanj, da bi se oba svetova zbljžala. Pobude morajo biti sprejete z namenom, da učenci pridobijo čim več delovnih izkušenj v času usposabljanja. Vloga delodajalcev v procesu mora biti večja.

PORUGALSKA

Rezultati raziskave na Portugalskem so bili pričakovani. Pokazali so nekaj kritičnih pripomb iz vseh treh skupin v zvezi s trajanjem usposabljanja na delu, kjer že v splošnem veljajo za prekratka. Ta pričakovanja so bila potrjena s predlogi, ki so jih podali tako učitelji kot učenci, in sicer ne pokažejo le dejstva, da bi bilo potrebno več praktičnega usposabljanja, temveč tudi daljši čas. Medtem pa mentorji v podjetjih niso pokazali takšne potrebe, saj jih večina (65 %) meni, da je trajanje pripravnštva primerno za dosego učnega načrta, kar je bilo presenetljivo, saj to ni v skladu z mnenjem učencev in učiteljev.

Pričakovano je bilo soglasje med učitelji o pomembnosti usposabljanja na podlagi dela kot prehodne poti, za vstop in ustrezno vključitev na trg dela. Ta pričakovanja so bila z odgovori učiteljev potrjena, saj so se strinjali, da je WBT lahko koristen za doseganje delovnih sposobnosti. Posledično dodane vrednosti WBT ne smemo podcenjevati.

Pri mentorjih je bilo pričakovano, da bodo vsi ali vsaj večina imeli pozitivno mnenje o WBT. Kar se je tudi potrdilo, saj se je 75 % mentorjev strinjalo

s tem, da so učenci v njihovih podjetjih smatrani za uporabne in koristne.

V skupini učencev smo se osredotočili predvsem na njihove odgovore v zvezi s učinkovitostjo izboljševanja njihovih spretnosti. Vsi učenci so pozitivno odgovorili, da so tehnična znanja in mehke veščine, kot so komunikacija, timsko delo in reševanje problemov, po WBT izkušnji biči učinkovito izboljšani.

Bili smo pozitivno presenečeni nad velikim številom učiteljev, ki uporabljajo tudi druge dejavnosti/aktivnosti. s katerimi pripravljajo mlade na trg dela. Velika večina, 90 %, jih je navedla, da to tudi počnejo.

Presenetljivo pa je bilo dejstvo, da je samo 35 % mentorjev navedlo, da niso zadovoljni s trajanjem WBT, medtem ko 65 % mentorjev meni, da trajanje pripravnštva ustreza ciljem učnega načrta. To je presenetljivo, saj ni v skladu z mnenji učiteljev in učencev.

Prav tako je bilo presenetljivo dejstvo, da se 35 % mentorjem ne zdi bistvenega pomena finančno nagrajevanje oziroma nadomestilo v zameno za mentorstvo, kar vodi do zaključka, da mentorstvo samo po sebi bogati podjetje. To je tudi v skladu z danimi odgovori na vprašanje, ali je gostovanje učencev prednost za podjetje, na katero je 95 % mentorjev odgovorilo pritrudilno.

Izredno prijetno je bilo videti, da so vsi učenci opazili napredek v njihovi motiviranosti za nadaljnje učenje. Poleg tega so se vsi strinjali, da so skozi delovne izkušnje dobili jasno sliko o svoji poklicni poti.

ROMUNIJA

V Romuniji je bila pričakovana jasna slika o procesu prehoda iz šole na delovno mesto in dejstvo, kako so učenci, učitelji in mentorji

zadovoljni s pristopom praktičnega izobraževanja z delom v njihovi državi.

Presenetljivo je bilo le-to, da so vsi mentorji (100 %) brez izjeme, 95 % učiteljev in 92 % učencev zadovoljni s sistemom usposabljanja v državi. Rezultati so zelo optimistični in pozitivni, kljub temu pa so na vprašanje o predlogih in izboljšavah v zvezi s praktičnim usposabljanjem in učnimi procesi imeli različne predloge.

Izredno razveseljiv je bil velik odstotek učiteljev (90 %), ki uporablja praktične učne metode, ki temeljijo na delu v svojih razredih. Učitelji so prav tako poučarili velik pomen praktičnega znanja in aktivnosti za pripravo učencev (70 %), ki so povezani s praktičnim delom. Pravzaprav smo pričakovali, da dajejo učitelji velik pomen praktičnim učnim uram in aktivnostim pri pripravi študentov. Zavedamo se pa tudi, da učitelji sodelujejo pri številnih dejavnostih in predlagajo vrsto aktivnosti za izboljšanje le-teh.

Po drugi strani pa je bilo **nepričakovano mnenje mentorjev** (100 %), ki menijo, da šole upoštevajo njihove povratne informacije, kar dokazuje, da komunikacija deluje tako med šolami kot podjetji. Mentorji so optimistični glede časovnega načrtovanja pripravnštva in njegove primernosti, da se olajša prehod iz šole na delovno mesto (95 %).

Več kot polovica mentorjev meni, da so mehke veščine enako pomembne kot tehnična znanja. Navedeno je presenetljivo, saj je bilo pričakovano, da bodo mentorji izpostavili tehnična znanja kot pomembnejša od mehkih veščin. Pomembno je, da bi bili učenci dobri in učinkoviti v svojih tehničnih usposabljanjih, poznali mero obnašanja v skupini, točni, komunikativni ...

Učenci so v veliki večini (88 %) odgovorili, da imajo raje praktični del izobraževanja, saj tako vneto sodelujejo pri praktičnih aktivnostih in se

zavedajo dejstva, da je za dobro usposobljenost potrebno veliko prakse.

Na splošno so romunski učenci bili zelo pozitivni glede njihovih praktičnih izkušenj na delovnem mestu. V bistvu jih tudi izobraževalne ustanove kakovostno spremljajo v njihovem prehodu in jih ustrezno pripravijo na bodočo zaposlitev (80 %).

Ta rezultat niti ni bil tako presenetljiv, saj obstaja tesna povezava med šolami, mentorji in delovnim mestom. Seveda pa so bili tudi tukaj podani predlogi za izboljšanje stanja.

Kljud zelo dobrim rezultatom raziskave, se vsi zavedajo, da je praktično usposabljanje na delovnem mestu v Romuniji potrebno izboljšave. Obstaja kar nekaj predlogov, ki bi jih bilo potrebno pri tem upoštevati.

SLOVENIJA

Znotraj raziskave smo pričakovali neko splošno nezadovoljstvo nad samim procesom izobraževanj in končnim rezultatom. Presenečeni smo pa bili, kako očitno je to **nezadovoljstvo znotraj vseh treh skupin**, še posebej pri delodajalcih, ki so v eno izrazili potrebo po večjem obsegu praktičnega izobraževanja. Presenetljivo je bilo, da so to izrazito opazili tudi učenci in označili to tudi kot problem, zaradi katerega nastajajo kasneje težave na trgu dela.

Pri **učiteljih** smo pričakovali, da bodo prepričanja, da njihov prenos znanja popolnoma zadostuje, da pripravijo mlade na trg dela in njihovo zaposlitev. Rezultati raziskave so podali nasprotno mnenje, kjer si tudi **učitelji želijo več prakse in podporo delodajalcem** pri izobraževanju učencev.

Pričakovano je bilo tudi dejstvo, da bo viden velik **razkorak med realnim stanjem na trgu in stanjem glede opreme na šolah**, kar je posledica hitrega tehnološkega napredka, ki mu šolski

sistem in učitelji ne uspejo popolnoma slediti. S tem so se pretežno strinjali tako učenci kot mentorji, saj so podali to kot problem. Delodajalci pa z njim soočajo vsakodnevno, ko pridejo učenci k njim na izobraževanje.

Na podlagi raziskave nismo pričakovali nekaterih izrazitejših rezultatov med **učenci**, a so pokazali **ravno ti velik interes nad njihovim izobraževanjem in problemi**, ki jih vidijo. Tako so poleg navedenega navedli predvsem več sodelovanja med šolo in delodajalcem in nagrajevanje delodajalcev za njihovo delo, da bo več delodajalcev in možnosti, kjer bi lahko izvajali praktično izobraževanje.



Mladi učenci v lesarski delavnici na Grigore Moisil tehnoški višji šoli v Braila, Romunija

Pri **učiteljih** nismo pričakovali, da bodo izrazili **potrebo po** manj teoretičnih učnih vsebinah in **več praktičnih znanj**, še manj pa želje po pridobivanju praktičnih znanj v tujini. Velik poudarek je bil dan tudi potrebi bo boljšem treningu/ pripravi mentorjev na njihovo vlogo, ki pa jo drugi anketirani skupini nista zaznali.

Kljub temu, da so **delodajalci** imeli zelo malo časa, so se anketi resnično posvetili in izpostavili mnogo dejstev, ki za njih predstavljajo problem. Med izrazitejšimi so bili, poleg večjega obsega praktičnega izobraževanja pri delodajalcu, večje

sodelovanje med šolo in delodajalcem, kakor tudi **pretočnost informacij** med obojimi.

Velik poudarek so **mentorji** dali tudi učencem in izpostavili mnogo težav, ki jih vidijo znotraj njihovega šolanja. Najbolj pereče težave so bile neizkušenost v postopkih, ki bi jih učenci morali v praktičnem poteku že obvladati, tehnološko zaostala znanja in dejstvo, da niti mentorji niti učenci ne vedo, kaj naj učenci med prakso počnejo.

ŠVEDSKA

Med izvedbo študije na Švedskem smo pričakovali s strani učiteljev bistvene nižje številke glede udeležbe pri načrtovanju in ocenjevanju WBL aktivnosti. Izkazalo se je, da 100 % udeležencev trdi, da imajo s tem nekaj izkušenj.

Pričakovali smo tudi malo skladnosti med ciljnimi skupinami, vendar so te razlike med učitelji in mentorji zelo majhne in razvidno je, da imajo podoben pogled glede mnogih izobraževalnih tematik. Predhodno smo že zaznali težave pri komunikaciji med šolami in delodajalci, le-ta se je znotraj raziskave tudi pokazala in bila potrjena od vseh treh ciljnih skupin.

Pričakovanja glede dvomov pri učiteljih inglede občutkov, da je WBL uspešna oblika učenja, bi lahko potrdili, saj je 70 % učiteljev z njo zadovoljnih in 25 % jih meni, da je WBL manj uporabna učna metoda.

Presenetilo nas je tudi splošno zadovoljstvo z WBL, ki je izraženo pred tem. Še posebej je oblika učenja pozitivno ocenjena s strani mentorjev in učencev.

Med presenetljivimi je bil tudi dogovor oziroma složnost med učitelji in mentorji o potrebnih izboljšavah znotraj WBT/WBL aktivnosti, ki so jih navedli.

Zavedajoč se, da imajo šole na Švedskem zelo dobro uveljavljeno in vpeljano svetovanje za učence, je bilo presenetljivo, da imajo o tem učenci bistveno pomanjkanje informacij in o navzočnosti tega osebja.

V nadaljevanju smo nepričakovano ugotovili, da mnogo učencev meni, da WBL ne daje nobenih posebnih pozitivnih učinkov za nadaljnje učenje.

TURČIJA

V Turčiji je bilo ugotovljeno, da so vse strani z izvedbo usposabljanja na delovnem mestu zadovoljne. Mentorjem (95 %) kot tudi učiteljem in učencem (75 %) je imenovano izobraževanje na prvem mestu.

Pri tem se 85 % učencev zaveda, da je praktično usposabljanje z delom pomembno za njihovo nadaljnje delo. Na praktičnem usposabljanju čutijo pripadnost delodajalcu in njegovemu kolektivu. Pri tem je 75 % mentor-jev izjavilo, da je znanje učencev zadostno za praktično usposabljanje na delovnem mestu. To razmerje je nižje od pričakovanih študentskih kvalifikacij. Medtem ko so učitelji mnenja, da je praktično usposabljanje na delovnem mestu koristno, jih ima samo 80 % znanje o načrtovanju in

vrednotenju izkušenj praktičnega izobraževanja, kar predstavlja pomemben del raziskave, saj je preostali 20 % delež izredno pomemben.



Učenci na elektro oddelku na MTAL Vocational High School, Turčija

Od učiteljev je pričakovano, da bodo podajali informacije, vezane na poklicno svetovanje učencem, ki se udeležujejo praktičnega izobraževanja. Od tega jih 55 % dejansko izvaja poklicno svetovanje. Med mentorji pa poklicno svetovanje v podjetju izvaja le manjši delež (25 %). Predvsem pričakovanje učiteljev o profesionalnem poklicnem svetovanju je daleč pod pričakovanji in brezbriznost pušča negativen učinek na prehod iz šole v zaposlitev.

4_ Kaj so naši zaključki in predlogi za izboljšave?

Kot smo že v preteklih poglavjih omenili, se načini, kako mladi preidejo iz šole na trg dela, od države do države razlikujejo. Medtem ko se ena pretežno osredotoča na priprave znotraj šole, je pri drugi glavna pozornost na učenju na delovnem mestu in vključevanju podjetij v tem procesu.

Ti raznoliki pristopi so predstavljeni s strani partnerskih držav znotraj projekta. Glede na različno ozadje je presenetljivo kako slični so si predlogi glede izboljšanja posameznega sistema, dani s strani učiteljev, mentorjev in učencev znotraj raziskave. Nekaj glavnih "zahtev" in povzetkov se nahaja na tej strani. Drugi, ki so specifični za državo, pa sledijo v posameznih poglavjih.

- Izkušnje, pridobljene pri delu v podjetju, v resničnih okolišinah med praktičnim usposabljanjem, so zelo pomembna iztočnica za mlade. Njihova osebnost se utrdi, samozaupanje in samozavest se povečajo ter tako dobijo jasno sliko o njihovi kasnejši poklicni poti.
- V vseh državah, ki so sodelovale znotraj projekta, si mladi želijo oziroma zahtevajo delovno izkušnjo. Želijo dokazati svoje znanje in sposobnosti vresničnih delovnih pogojih. Proses praktičnega učenja bi moral trajati dlje časa in podjetja bi morala biti pri slednjem vključena..
- Za izvedbo kakovostnega izobraževanja je potrebno izboljšati komunikacijo in sodelovanje med šolami in podjetji. Učitelji in mentorji morajo skupaj določiti učne cilje. Potek in rezultate pripravnosti je potrebno oceniti in upoštevati pri nadaljnji učni poti. Upoštevajoč

tako podjetje kot učenca je potrebno usposabljanje primerno pripraviti, da nimajo mentorji ali učenci občutka, da so učenci tam samo "parkirani".

- Učitelji o praktičnih učnih fazah ne smerjo biti samo informirani, temveč jih je potrebno aktivno vključiti v samo načrtovanje in izvedbo. Spodbujati jih je potrebno, da v svoje učenje vključijo učne dejavnosti, ki temeljijo na praktičnem delu.
- Šole morajo pozornost nameniti načinu, kako učinkovito povezati teorijo in prakso, da bodo učenci zlahka sledili trenutnemu napredku. Prav tako je nujno posodabljati učne načrte, tehnično in strojno opremo.
- Poleg poučevanja teoretičnih vsebin in tehničnih veščin se morajo šole osredotočiti na osebnost učenca in njegove osnovne družbene kompetence, kot so zanesljivost, natančnost, točnost, zmožnost dela v timu, kako reševati težave itd. Vse to so pomembne mehke veščine in socialne kompetence, ki jih mladi potrebujejo za uspešno integracijo na trg dela.
- Mladi potrebujejo nekoga v svojem okolju, ki jim lahko svetuje o zadevah, ki so vezane na trg dela. Predvsem so tu prisotna vprašanja v zvezi s pravo izbiro poklicne poti, potrebnimi kompetencami, usposabljanjem, prostimi delovnimi mesti, prijavo in drugimi pomembnimi vprašanjimi, s katerimi se mladi prvič srečujejo ob vstopu na trg dela. Šole in podjetja morajo imeti na razpolago osebo, ki jim bo zagotovila smernice za poklic in bodo le-te učencem tudi vidno dostopne.

BOLGARIJA

Glavni predlogi ciljnih skupin za potrebne izboljšave so: pravno zavezajoče obveznosti za delodajalce, mentorje, izobraževalne inštitucije in učence; daljša časovna obdobja za učenje na delovnem mestu; razvoj skupnih (t. i. joint) programov in nov šolski kurikul, ki zajema šole, podjetja in inštitucije na trgu dela; naložbe v izobraževalni sektor in plačana delovna praksa za učence.

Naši predlogi ustreznim organom znotraj naše države so:

Najprej predlagamo izvedbo reforme izobraževalnega in razširitev dualnega Sistema poklicnega izobraževanja ter izobraževanja v skladu z revidiranim Zakonom o poklicnem izobraževanju in usposabljanju (s konca leta 2014). Nujno je redno opravljati ankete za ocenjevanje potreb gospodarskega sektorja, da bi vzpostavili tesnejše vezi med praktičnim usposabljanjem in potrebnimi usposabljanji na samem delovnem mestu.

Še posebej pomembna so izobraževanja učiteljev in mentorjev s področja gospodarstva, kakor tudi strokovnjakov za dualno izobraževanje. S tem se poveča motivacija in usposobljenost učiteljev, praktičnih izobraževalcev in mentorjev.

Ključnega pomena za prehod iz šole na delovno mesto je proces obvladovanja mehkih veščin in socialnih kompetenc že v času šolanja. Poleg poučevanja teoretičnih vsebin in tehničnih znanj se morajo šole osredotočiti na osebnostni razvoj učencev in njihovih osnovnih socialnih/mehkih veščin, saj ne govorimo več o sami poklicni izbiri, temveč o vseživljenjskem upravljanju kariernega razvoja posameznika. Vse to pa zahteva širok nabor spremnosti in znanj.

Potrebna je popolna koordinacija aktivnosti med vsemi vključenimi v procesu prehoda iz šole na

delovno mesto. V sklopu tega je potrebno premagati vse pomembne etnične in regionalne razlike v doseženi izobrazbi in zaposlovanju. Hkrati pa je razviti nacionalni program za usposabljanje na delovnem mestu.

NEMČIJA

Med glavnimi ugotovitvami v Nemčiji je izrazita potreba po izboljšanju pretoka komunikacije med šolami in podjetji, da bi povezali teorijo in praktične učne procese. Posledično bi bolje spremljali in nadzorovali učence znotraj njihovih izkušenj na delovnem mestu in samem usposabljanju. Prav tako je nujna potreba po pravilnem poklicnem usmerjanju v vseh fazah učenja, tako v šoli kot na delovnem mestu.

Zato predlagamo:

Najprej pozivamo vse odgovorne za aktivno vključevanje učiteljev v celoten proces učenja na delovnem mestu, vključno z načrtovanjem, izvajanjem in vrednotenjem praktičnih faz učenja. Slednje so tiste, ki jih moramo vključiti in izvajati z namenom, da učenca ustrezno spremljamo.

Da bi izboljšali komunikacijo med šolo in podjetjem, bi morala biti na vsaki šoli odgovorna oseba, katere glavna naloga je neprekinjena in stalna komunikacija s trgom dela. Na primeru Severnega Porenja (NorthrhineWestfalia) je koordinacijsko delo že uveljavljeno znotraj projekta StuBO. Ta oseba je v glavnem vpletena v načrtovanje in izvajanje vseh vrst poklicnih usmeritev na šoli. Navedeniožaj bi moral biti okrepljen in razširjen tako, da bi bilo dovolj prostora za omogočanje in zagotovitev ustreznega pretoka komuniciranja s trgom dela.

Zaželeno bi bilo kombiniranje naloge poklicnega usmerjanja študentov s položajem koordinatorja za komunikacijo. Raziskava je med učenci pokazala veliko potrebo po pravilnem

svetovanju in usmerjanju na srednjih in poklicnih šolah. Naloga poklicnega usmerjanja ne bi smela biti prepuščena zgolj prostovoljnemu delu učiteljev.



Mlad kovinarski delavec na ZIB-u, Nemčija

Nazadnje naj poudarimo, da je potrebno usposabljanje ključnih kvalifikacij, povezanih z delovnim mestom, in mehkih veščin, kot so zanesljivost, točnost, sposobnost delovanja v ekipi, primerna komunikacija, reševanje konfliktov itd. Vse to naj bi imelo stalno vlogo znotraj izobraževalnega procesa na sedanjih in poklicnih šolah, kakor tudi v zasebnih centrih za poklicno usposabljanje.

ITALIJA

Potreba po boljši komunikaciji je izražena znotraj vseh treh ciljnih skupin pri prehodu iz šole na delovno mesto. Zlasti pa je raziskava pokazala, da so glavne težave povezane s sposobnostmi in kompetencami učencev in samo opredelitvijo nalog, ki jih morajo učenci opraviti v času njihovih delovnih izkušenj. Izdelava "kompetenčnega potnega lista", kjer učenci navedejo, seveda pod nadzorom učitelja, znanja in veščine, ki so jih osvojili. S tem podjetja pridobijo osnovno informacijo o šolskem programu in učenčevih veščinah ter omogočajo lažjo predstavitev osvojenih znanj za učenca. S tem komunikacijskim orodjem postane učenec

odgovoren in vključen v komunikacijski proces, ki običajno poteka med šolo in delodajalcem. Učenec se s tem orodjem lahko predstavi podjetju in predstavi svoja znanja. Na podlagi teh podatkov se lahko oblikuje tudi osnova za ocenitev dela učenca.

Po drugi strani bi se tudi podjetja morala predstaviti učencem, ki se tudi pritožujejo nad pomankljivimi informacijami o načinih izvedbe praktičnega usposabljanja. Predvsem so zaželene informacije o glavnih značilnostih podjetja, njegovem področju trga dela, zgodovini, poslanstvu in organizaciji dela.

Možnost vključitve šolskega programa s ciljem, da bi učni načrt bolj ustrezal specifičnim zahtevam trga, je še en pomemben vidik, ki se začne pri uspešni komunikaciji oziroma sodelovanju med šolami in delodajalci. Šole, delodajalci, izobraževalne ustanove in javni organi bi znotraj procesa morali sodelovati, da bi današnji učenci lahko postali jutri uspešni delavci na trgu dela, ki ponazarjajo, kakšno je povpraševanje po kvalifikacijah, tako sektorskih kot prečnih oziroma medsektorskih. Že od leta 2010 italijanski zakonodajni okvir predvideva ustanovitev tehničnih znanstvenih odborov, ki jih sestavljajo predstavniki šole, delodajalcev, sindikatov, lokalnih organov in univerze, z namenom povezovanja šolskega izobraževalnega sistema in strokovnih potreb na trgu dela na posameznem območju. Na žalost je le nekaj šol ustanovilo te odbore.

Šole bi morale biti pripravljene sprejeti tudi posebne zahteve podjetij, da bi usposabljanje na delovnem mestu postalo učinkovitejše in privlačnejše za podjetje in bi s tem posledično bolj motiviralo učence.

Ocenjevanje delovnih izkušenj je bilo prav tako izpostavljenoto nekaj, kar je potrebno izboljšati. Po mnenju šol morajo podjetja poznati

in sodelovati v skupni ocenjevalni lestvici. Ta potreba postaja vedno bolj nujna, saj so ocene, ki jih podjetja dajejo učencem ob zaključku del splošne ocene znotraj določenega predmeta in ob koncu leta spričevala oziroma zaključnih izpitov. S strani podjetij bi moralo ocenjevanje upoštevati cilje, ki so pomembni za realno delovanje podjetja, vključno s medsektorskimi znanji in veščinami, kot so timsko delo, upravljanje s časom, prilagajanje različnim kulturnim okoljem, medosebno vedenje, dajanje pobud, prilagodljivost, točnost, pripravljenost za učenje itd.

Učenci včasih sami opažajo ali poročajo o pomanjkanju ustreznega postopka spremeljanja med delovnimi izkušnjami. V ta namen bi se lahko vpeljali periodični ocenjevalni vprašalniki.



Mlad učenec nege (bolničar) na ANS, Italija

Z ozirom na težave, s katerimi se šole soočajo, da najdejo podjetja, ki bi bila pripravljena gostiti učence, sedanja gospodarska situacija, posebej v Italiji s svojimi malimi in srednje velikimi podjetji, zagotovo ne pomaga. Privlačnost usposabljanj na delovnem mestu je tako zagotovo še en vidik, ki je prepoznan kot eden izmed ključnih vidikov, ki jih delimo z vsemi EU državami.

Podjetja se pritožujejo nad šolami predvsem zaradi "parkiranja učencev" znotraj njihovih inštitucij. To nakazuje, da je sama delovna

izkušnja preveč oddaljena od šolskega programa. Razvita je z namenom, da bi dosegla obvezne učne ure. Skozi leta so šole razvile mrežo razpoložljivih podjetij in z njimi vzpostavila tesne odnose, vendar pa imajo težave pri širjenju in raznolikosti predvsem v majhnih mestih. Problema ni rešil predpisani register podjetij iz leta 2015, saj se je le nekaj podjetij vpisalo vanj. Situacijo pa poslabšajo osnovna merila, ki jih uporabljajo šole za izbiro primerenega podjetja za učenca, med njimi so oddaljenost podjetja od učenčevega doma, dostopnost z javnim prevozom. To so bistveni elementi za izvedljivost samega pripravnštva pred vsakim vrednotenjem učinkovitosti sodelovanja med podjetjem in učencem. Možna rešitev bi lahko vključevala javne organe s posebnimi sporazumi, kot so brezplačne storitve prevoza do industrijskih območij ali storitev na zahtevo. Po drugi strani pa je potreba po širšem številu podjetij, ki so na voljo vezana tudi na privlačnost in kulturno okolje, zato bi bila preprosta, a učinkovita komunikacija z družbo pomembna. Posledično je potrebno razviti komunikacijski tok, ki bo sposoben obveščati in senzibilizirati podjetja o pozitivnih učinkih gostujočih učencev, vključno s posebnimi dejavnostmi, ki jih lahko šole izvajajo za podporo učencem in podjetjem (tj. ujemanje šolskega programa s potrebami podjetij).

Dodatne aktivnosti, ki jih šole organizirajo za podporo delovnih izkušenj učencev, lahko bistveno prispevajo k učinkovitosti. Raziskava kaže mnogo pozitivnih poskusov, ki so jih razvili učitelji, ki bi jih bilo vredno sistematizirati, npr. simulirana podjetja, sestanki s predstavniki trga dela (lastniki podjetja, predstavniki sindikatov, zavoda za zaposlovanje) in bivšimi učenci, izobraževanja za razvoj mehkih veščin, obiski podjetij in simulacije razgovorov v podjetjih.

MALTA

Raziskava je pokazala tako pozitivne kot negativne vidike malteških mladih, ki so se odločili za poklicno pot in njihovih potek, ki so jih naredili ob prehodu iz šole na delovno mesto. Izkazalo se je, kako lahko izbira šole vnaprej odloči o prihodnjih možnostih mladih. Prav tako je bilo vidno, da se kljub nekaterim obstoječim problemom večina mladih ustali v svojem službenem okolju brez večjih težav. V zadnjem sporočilu želimo poudariti, da smo s strani večine udeleženih v prehodnem procesu bili deležni dobre volje. Njihova prizadevanja potekajo bolj na individualni osnovi, kar vodi do nepovezanih ukrepov, ki zmanjšujejo njihovo učinkovitost. Če bi mladim pomagali pri nemotenem prehodu in hkrati izkoristili svoje zmožnosti do njihovega maksimalnega potenciala, bi morali vsi udeleženci stopiti skupaj in sodelovati kot ekipa, da bi lahko zagotovili eno usklajeno prizadevanje.



Mladi učenci na Hermes, Malta

Zavoljo tega predlagamo:

- Vse zainteresirane strani naj se vključijo v ukrepe, ki so povezani s prehodom iz šole na delovno mesto. Te interesne skupine vključujejo izobraževalce, delodajalce, učence, starše in druge organizacije, kot so sindikati, združenja, gospodarske zbornice in druge. Sodelovanje naj ne bi bilo omejeno na zastopanje znotraj

odborov, temveč naj bi bilo razširjeno na aktivnosti, ki so neposredno povezane z dejavnostjo, kot so udeležba pri pripravi dokumentacije, organizacija tečajev in sodelovanje na projektih ki so povezani s prehodom mladih iz šole na delovno mesto.

- Potrebno bi bilo zagotoviti karierno vodenje in pripravo učencev za svet dela. S tem je povezana izdelava potrebnih strukturnih nalog, bodisi s sporazumom o sodelovanju med različnimi strankami bodisi z ustanovitvijo neodvisnega organa, ki bo odgovoren za organizacijo in svetovanje na šolah ter vodenje programov vezanih na trg dela.
- Delodajalce ali njihove predstavnike bi bilo potrebno prositi, da sodelujejo pri prehodu iz šole na delovno mesto na različnih ravneh, tako da so zastopani v odborih na višjih ravneh. S predstavniki v skupinah, ki se ukvarjajo z oblikovanjem opisa učnih vsebin in imajo aktivno vlogo pri zagotavljanju delovnih izkušenj. Tako se pri delodajalcih vzdigne raven zavedanja o znanjih in delovnih izkušnjah, ki jih morajo učenci pridobiti.

PORUGALSKA

Na Portugalskem lahko pridobimo dva glavna zaključka na podlagi raziskave.

Kot prvo lahko rečemo, da so WBT izkušnje bistvenega pomena za učence, saj predstavljajo pripravljalno obdobje za ustrezен dostop do trga dela. Poleg tega ponujajo dodano vrednost podjetjem, ki lahko izkoristijo to priložnost za usposabljanje in pripravo svojih bodočih zaposlenih. Iz različnih vidikov pa bodo te WTB izkušnje zagotovo veliko bolj učinkovite, če trajajo dlje.

Po drugi strani pa lahko trdimo, da WBT izkušnje spodbujajo učence, da se naučijo več in jim omogočijo, da si določijo strokovne cilje.

Navedeno nas pripelje do zaključka, da več kot imajo WBT izkušenj, lažje jim je razmišljati o bodoči karierni poti.

Zavoljo tega predlagamo:

Javne srednje in poklicne šole, kakor tudi centri za poklicno usposabljanje bi morali resno in temeljito izražati ali želijo motivirane in strokovno pripravljene učence ali pa želijo le-te obdržati v učilnicah, da pridobivajo zgolj teoretična znanja. Pomembno je, da ti organi določijo prednostne naloge, ki se nanašajo na njihove izobraževalne cilje, in s tem tudi podaljšajo in povečajo izkušnjo WTB svojim učencem.

Pomembno je, da te inštitucije okreplijo in utrdijo partnerstva s podjetji z namenom načrtovanja daljše in pogostejše WBT izkušnje.

Poleg tega bi okrepljena partnerstva omogočala, da se opredeli pomembne spretnosti, na katere se mora osredotočati šolski kurikul. S tem bi lahko učenci boljše dosegali potrebe podjetij in njihove zahteve na trgu dela.

Pogoj, brez katerega ne moramo, je dejstvo, da podjetja gostijo učence in si s tem pridobijo WBT izkušnjo. Finančno nadomestilo bi pri tem lahko spodbudilo podjetja, da nudijo to priložnost pogosteje in na bolj učinkovit način.

ROMANIA

V Romuniji je potrebna nacionalna strategija, katere cilj je povečati zaposljivost diplomantov na trgu dela. Posebni cilji te strategije vključujejo:

- opredelitev ključnih strategij za olajšanje vključevanja diplomantov na trgu dela;
- predstavitev vloge in organizacije pripravnštva;
- analizirati učinkovitost poklicnega svetovanja;

- opredelitev glavnih značilnosti vezanih na dejavnosti usposabljanja.

Kot odziv na težave po zaključku šolanja predlagamo med glavnimi aktivnostmi sledečo strategijo: razvoj učnih situacij na delovnih mestih, svetovanje in poklicno usmerjanje, kakor tudi nadaljnje mentorstvo in podpora pri vključevanju na trg dela. Bolj podrobno najomenimo:

- Organizacija obveznih pripravnih v podjetjih, opravljenih pred zaključkom izobraževanja, da bi se boljše izurili za poklicno usposobljenost.
- Organiziranje poklicnega usmerjanja, razvoj osebnega kariernega načrta s prepoznavanjem ovir in potreb.
- Nadaljnje mentorstvo in pomoč, vključno z aktivnostmi in delavnicami z namenom okrepitev osnovnih spretnosti, kot so sposobnost dela v skupini, podjetniške sposobnosti, vodstvene spretnosti, komunikacijske in jezikovne spretnosti.
- Nadaljnje aktivnosti, kot so ustvarjanje in podpiranje partnerstev med šolami in podjetji, finančna podpora za prikrajšane učence, pregled učnih načrtov z večjim upoštevanjem novih zahtev trga dela, sprememba razmerja med teorijo in prakso v korist aktivnega praktičnega učenja.

SLOVENIJA

V Sloveniji je bilo predlaganih ogromno predlogov s strani vseh treh skupin, delodajalcev, učiteljev in učencev. Najpomembnejši predlog, ki bi ga izpostavili je **povečanje števila ur praktičnega usposabljanja pri delodajalcih**.

Dober primer obsežnega števila ur, ki omogoča učencem kakovostno spoznavanje njihovega

dela in delovnih nalog, zasledimo znotraj **srednjega poklicnega izobraževanja**. Njegov namen in učni program najbolj očitno izpostavlja in predstavlja zahteve, ki jih ima večina anketiranih znotraj slovenskega izobraževalnega sistema – **več praktičnega izobraževanja**. Z izvajanjem **praktičnega pouka** omogoča dijakom, da v času izobraževanja na šoli dva dni na teden spoznavajo samo in izključno specifike njihovega poklica in preostale dni splošne vsebine. V višjih letnikih se praktičnemu pouku pridruži še **praktično usposabljanje z delom pri delodajalcih**, pripravljeno v obsegu skoraj šestih mesecev, in je v primerjavi z ostalimi poklicnimi izobraževanji najobsežnejše obdobje v Sloveniji.

Zmanjšanje splošnih in teoretičnih vsebin v korist **povečanemu številu ur pridobivanja praktičnega znanja ali na šoli ali pri delodajalcu**. To praktično izobraževanje naj bo usmerjeno v postopno usvajanje potrebnih korakov in k samostojnemu delu, predvsem za dela, kjer je potrebno več vaje, da postanejo postopki delno že rutina. Posledično omogočijo lažje spoznavanje in prehod k delodajalcu, kjer **začnejo naučeno tudi konkretno uporabljati**.

V skladu s temi možnostmi bi bilo potrebno pri pripravi ustreznega učnega načrta sodelovanje med šolo in delodajalcem. Sodelovanje naj omogoča **predstavitev** mentorjem, **kaj učenci znajo po korakih**, ki ga imajo na določeni stopnji, ko pridejo k delodajalcem, in **izpostavi, kaj se morajo** pri delodajalcu **naučiti**. S tem mentorji vedo, kaj pričakovati, ko učenci pridejo v podjetje. S povratnimi informacijami s strani mentorjev pa mora šola pomagati učencem pri doseganju neosvojenih znanj.

Prav tako so vse tri skupine izpostavile kot pomemben dejavnik **plačljivo praktično usposabljanje pri delodajalcih**. Delodajalci so strokovnjaki, ki omogočajo učencem, da

uresničijo njihovo praktično učno izkušnjo in tudi tisti, ki omogočajo prenos znanj in resnično učijo učence, kako to narediti. Znanje, ki temelji na izkušnjah in času, je pogosto bolj dragoceno od znanja, pridobljenega na podlagi teoretičnega učenja.

Velika potreba je tudi **izboljšanje opreme na šolah**, predvsem znotraj visoko-tehnoloških poklicev, kot so računalniški in od tehnologije odvisni delovno/učni procesi, kjer so tehnološki zaostanki zelo očitni.

Z boljšo opremo ali uporabo učnih simulatorjev, ki so tesno povezani z realnimi situacijami, bi moralo biti lažje prenesti znanja iz šolskega okolja v resnično delovno okolje v podjetju. Tudi v te namene je potrebno **učitelje bolje izobraziti**, po potrebi tudi znotraj teh podjetij.

Med predlogi, ki so bili dani s strani anketiranih in bi jih bilo mogoče vredno upoštevati oziroma se jim posvetiti bi izpostavili:

- Možnost uporabe učilnic za samostojno vadbo izven pouka, ki bi omogočila učencem vadbe, še posebej, če nimajo te možnosti drugje;
- večje število modelov in vzorcev, ki bi bili primerni za vadbo;
- v nekaterih poklicih tudi večje število praktičnih aktivnosti znotraj šolskega izobraževanja in praktični prikaz osvojenih znanj pred nastopom praktičnega usposabljanja pri delodajalcu.

Nazadnje naj še omenimo, da je velika potreba po učiteljih, ki imajo vsaj nekaj let konkretnih delovnih izkušenj na njihovem področju ali še boljše pri učiteljih, ki opravljajo svoje delo in pri tem še učijo.

ŠVEDSKA

Na Švedskem so glavni predlogi za izboljšanje pristopa za usposabljanje na delovnem mestu:

Glede na komentarje učencev si mladi želijo več prakse in manj teorije, po drugi strani pa so zadovoljni s sistemom prehoda iz šole na delovno mesto..

Učiteljiin mentorji imajo usklajen pogled na to, kaj bi bilo potrebno izboljšati:

- Tesnejši stik med šolami in delovnim okoljem;
- Boljše sodelovanje pri načrtovanju WBL obdobjij (med šolo in delodajalcem);
- Boljše, mogoče bolj podrobne izobraževalne treninge;
- Spremljanje dela (job shadowing) za učitelje na delovnem mestu, ki odraža predmetna področja njegovega poučevanja.



Predavanja v učilnici na CFL, Švedska

Sledijo predlogi za izboljšanje, ki bi jih lahko priporočili nacionalnim izobraževanim organom, da jih preučijo, za izboljšanje WBL programov na Švedskem:

- Nacionalna zahteva za usposabljanje učiteljev, ki se ukvarjajo z WBL izobraževanjem;
- Nacionalna zahteva glede vsebin namenjenih usposabljanju učiteljev;
- Ustvarjanje mehanizmov, ki spodbujajo šole, da zagotovijo učiteljem čas, da ga preživijo v podjetju za spremljanje dela (job shadowing) znotraj realnega delovnega okolja;

- Oblikovanje strožjih mehanizmov za spodbujanje trga dela, tesnejšemu sodelovanju v procesih, ki so potrebni za ustvarjanje učinkovitih WBL rešitev;
- Okrepiti usmerjevalne aktivnosti v šolah – od osnovne šole do izobraževanja odraslih z večjim vključevanjem oseb (učiteljev in mentorjev), ki mladim dajejo boljši vpogled v svet dela.

TURČIJA

Še posebej, ko so bili preučeni vsi rezultati, je razvidno, da ocenjen prehod učencev iz praktičnega izobraževanja do zaposlitve še ni na želenem nivoju. Za izboljšanje tega stanja smo zbrali sledeče predloge:

- Eden od naših problemov je, da podjetja ne želijo gostiti učencev. V kolikor bi država omogočila znižanje davkov, zavarovanj in podobno, ko se učenci izobražujejo pri njih, bi verjetno bili podjetniki bolj pripravljeni usposabljati (zaposloвати) učence.
- Mentor bi moral prejeti nekaj dodatnega plačila, če se učenec po usposabljanju na delovnem mestu in pripravnosti zaposli v podjetju.
- V kolikor je več kot en učenec na usposabljanju pri delodajalcu, ni obvezno, da vsi sledijo istemu programu. Sposobnost učenca, njegovi interesi in sposobnosti se lahko razlikujejo glede na njegove individualne potrebe, osebnost, preference in osebne okoliščine.
- Potrebno je organizirati izobraževanja za glavne mentorje.

Delodajalce oziroma vodje posameznih delovnih mest je potrebno seznaniti s pripravnostvom in zaposlovanjem

5_Kaj se lahko naučimo eden od drugega? Naši primeri dobre prakse!

V teh dveh letih smo projektni partnerji kmalu ugotovili, da ni samo enega načina, kako mlade pripraviti na trg dela. Znotraj razprav o usposabljanju in učenju na delovnem mestu smo ugotovili, predvsem, ko smo upoštevali še mnenja strokovnjakov po državah, da imajo različni načini, metode in pristopi svoje zasluge in upravičeno delujejo. Posledično ni samo en pristop pravilen. Po drugi strani pa je bilo naše skupno prepričanje, da je bistvenega pomena tako za trg dela kot za delodajalce, da se le-ti vključijo v ta proces.

Prepričanje partnerjev znotraj projekta je, da se lahko veliko naučimo od strokovnjakov in praktikov iz drugih evropskih držav, ne glede na to ali poseben proces prehoda med šolo in delovnim mestom obstaja ali ne.

Na podlagi prepričanja partnerjev, smo zbrali vrsto primerov dobre prakse usposabljanja na delovnem mestu. Ti primeri upoštevajo dejstvo, da obstajajo usposabljanja na delovnem mestu, kot je njihovo osnovno bistvo/namen, torej z direktno udeležbo na trgu dela znotraj pripravnih ali vajeništev. Poleg tega pa obstajajo tudi pristopi, ki so primerni za pripravo mladih učencev v svet dela in njihovo prihodnje delo, kot je obrazloženo v poglavju "Kaj je učenje na podlagi dela?" in so poimenovane tudi "aktivnosti povezane z WBL" (glej stran 6).

Na sledečih straneh najdete po dva primera dobre prakse iz vsake države, za katera menimo, da sta za tematiko pomembna in znatnega pomena. Na splošno so tukaj primeri, ki jih izvajajo partnerske institucije, njihovi partnerji ali druge inštitucije, ki jih poznajo. Tako so preizkušene v praksi in zagotavljajo primerno

raven in kakovost usposabljanja na delovnem mestu. Poleg kratkega opisa pristopa so na voljo tudi tehnični podatki samega pristopa, koristne informacije in potrebni viri za izvedbo le-teh (trajanje, potrjevanje, možni stroški itd.). Poleg tega je na voljo tudi primerjava njihovih prednosti in slabosti. Seveda ne smemo zanemariti, da je vključen tudi osebni pogled na "pridobljene izkušnje", ki predstavlja orodja in njihove opise. V kolikor vas zanima pa imate zraven navedene tudi vire in seveda kontaktne podatke za nadaljnje raziskovanje znotraj samih inštitucij.



Mlad vajenec za kuhanja na RESC v Pleven, Bulgarija

Znotraj projektnega združenja upamo, da nam je uspelo zbrati in urediti dovolj zanimive primere, ki so zadostno razumljivi in uporabni.

Spoštovani, Primeri so v angleškem jeziku, kar pomeni, da Vam mogoče ne bodo dovolj razumljivi. V Sloveniji je projektni partner PCO – Poklicni center Obala, ki vam bo z veseljem obrazložil primere, ki vas zanimajo in vam pomagal pri pridobivanju potrebnih informacij. Naši kontaktni podatki so na WBT spletni strani ali na www.pco.si.

1. Identification of the practice or project			
Support measures in the framework of the project: „European Centre for youth employment and entrepreneurship”, using the Rickter model for assessment and soft skills development to get young people closer to the labour market.			
2. Promoter and/or funding body	Regional Enterprise Support Centre (RESC) in the framework of National Operational Programme „Human Resources Development”	3. Country	Bulgaria
4. Web page	www.youth-employment.com resc-pleven.org www.rickterscale.com	5. Contact	bgoz.rz@infotel.bg
6. Short description of the project			
<p>RESC in Pleven has been offering support measures for young unemployed people, using the Rickter model for assessment and soft skills development since 2013. The overall objective 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 Rickter Scale® 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 Centre for Complex Online-Based Labour Market Services 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: „Successful Career Start Guide”, a Manual on developing key employability competencies for young people, and the „Practitioner's Manual”, 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 300 assessments using the Rickter Scale and generating 300 reports, as well as online consultations carried out on a specially developed online platform on the project website, the outcomes were as follows:</p> <ul style="list-style-type: none"> - 83 young people started work in the primary labour market - 21 were involved in employability programmes - 38 were involved in training and achieved qualifications 			



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"> - Adaptation of the existing Rickter Scale Process to the Bulgarian conditions 3 Rickter Scale (face to face) interviews conducted with each young person - One-to-one support and input from 10 trained practitioners (career development professionals) - Accessible and user-friendly online resources (online platform) - Adapted Frame of Reference-themes and questions to reflect specific client needs - Use of online Impact Management System - Effective Quality Standards 					
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"> - Develop a strong sense of personal responsibility and resilience to overcome barriers in learning, work and personal development - Develop career management skills and adaptability, including digital literacy - Broaden horizons, raise aspirations and encourage individuals' potential to progress - Provide expert advice on occupational and sectoral trends - Help remove the barriers to learning and progression by brokering learning and support, including financial advice 					
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"> - Easy to use and understand - Overcomes communication barriers - Allows the individual to explore possibilities - Builds on what works for the individual - Gives positive feedback about progress made - Allows the individual to see the 'big picture' and make connections between aspects of their life - Helps identify appropriate specialist support - Builds motivation, resilience, positivity and purpose 	<ul style="list-style-type: none"> - Costs for hard- and software - Individual approach is needed, because the unemployed young people are not motivated to make the first step in their transition from education into employment
10. Lessons learned for WBT	
<p>The employability skills are the common language by which the employers and the employees communicate. With the established Centre for Complex Online-Based Labour Market Services, 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			
"Easy Mobil inklusiv" - 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	www.stiftung-bildung-handwerk.de resc-pleven.org	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"> - 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; - got an insight into Vocational Education and training in Bulgaria; - assisted in daily tasks - 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 - acquired intercultural knowledge on living and working conditions and customs in Bulgaria - developed independence, personal initiative and skills for self-organization as well as capacity for teamwork <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						
CNC Project "Coconut" - 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	Germany			
4. Web page	www.zib-online.net	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"> - Technical drawing - The use of the coordinate system 						

- 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"> - Direct connection between theory and practice learning - High motivation of learners since the purpose of every step in the classroom and in the workshop is clear and understandable - Even slow learners will succeed and manage to programme and operate the engine - The increase of self-confidence especially of slow learners - The increase of employability 	<ul style="list-style-type: none"> - The model character of the project with its limited possibilities - The costs for components and e-learning programmes
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			
Getting young people prepared for the labour market - Personal assessment with the Rickter Scale Process®			
2. Promoter and/or funding body	Zentrum für Integration und Bildung	3. Country	Germany
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"> - In general unemployed people seeking to (re)enter the labour market - Specifically disadvantaged young learners undergoing a vocational preparatory course 			

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"> - Initial interview with person and discussing results - Documenting results in IMS software by coach - Follow-up interview and discussing results ("distance travelled") - Possibly further follow-up interview 						
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"> - The assessment is done and the goals are set by the individual him/herself (and not by the coach) - It is easy to use and understand, it's non-threatening and non-judgemental - It instantly engages the individual since it builds on what works for the person - The process motivates the individual to take ownership and creates greater self-awareness - The tool provides immediate evidence for the individual and funders/stakeholders 		<ul style="list-style-type: none"> - The interview being carried out by licenced coaches; the implementation demands a 1 day training of the coach - Costs for hard- and software 				
10. Lessons learned for WBT						
<p>Comparing commonly used assessment techniques with the Rickter Scale Process[®] 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			
Moda al futuro - Fashion forward (8° edition)			
2. Promoter and/or funding body	"I.P.I.A. G.Vallauri" Vocational school, Associazione di categoria LAPAM, Imprese e rispettive associazioni di rappresentanza	3. Country	Italy (Carpi – MO)
4. Web page	http://www.istruzione.it/alternanza/MORI030007.shtml http://www.vallauricarpi.it/index.php?option=com_content&view=category&layout=blog&id=168&Itemid=255	5. Contact	formazione@anziani.enonsolo.it
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"> - From teachers and experts to students - Collaborative training in the company where the tutor will work alongside students 		
Certification	Certificate		



Structure of the resource				
<ul style="list-style-type: none"> - Planning. Definition of the competencies to be acquired and the modules to be developed at school and during working experience - 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 - 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. 				
Costs related to implementation				
N/A				
9. Strengths and weakness				
<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"> - 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. - Involvement of famous fashion companies. - The possibility to design and realize a unique clothing item that will be then presented and judged by expert - The final contest and the prizes contribute to the students involvement and motivation. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - Not known </td> </tr> </tbody> </table>	Strengths	Weakness	<ul style="list-style-type: none"> - 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. - Involvement of famous fashion companies. - The possibility to design and realize a unique clothing item that will be then presented and judged by expert - The final contest and the prizes contribute to the students involvement and motivation. 	<ul style="list-style-type: none"> - Not known
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10. Lessons learned for WBT				
<ul style="list-style-type: none"> - Active involvement of a business association/industry - Close collaboration among schools and companies - Close link to the local area characteristics - Offer of a relevant individual working experience to be included in the student's CV 				

1. Identification of the practice or project			
Alternanza scuola-lavoro Ottici 2.0 - Alternate school and work for opticians 2.0			
2. Promoter and/or funding body	“G. Plana” Vocational School for Industry and Craftsmanship, Regional School Office of Torino area, Progetti Medical (Company)	3. Country	Italy (Torino)
4. Web page	http://www.istruzione.it/alternanza/TORI030002.shtml	5. Contact	formazione@anziani.enonsolo.it
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"> - To deepen and improve the student’s technical skills and competencies - To stimulate the development of soft skills <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"> - From teacher to students during the theory lessons - Collaborative training in the company where the tutor works alongside with students 					
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"> - Strong connection and collaboration between school and company from the planning phase and throughout the duration of the project. - Initial involvement of the Regional School Office. - A broader approach to the working experience: not only technical practice but also information on how to set up and manage a company - Focus on soft skills development 	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"> - The activities developed by the school working group are a well-structured example of what could effectively support the WBT approach. - The close and steady collaboration between school and company is absolutely necessary. - 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. - 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. - The small group approach supported the development of students' soft skills such as teamwork, problem solving and leadership. 						

1. Identification of the practice or project			
Alternative Learning Programme (ALP)			
2. Promoter and funding body	Jobsplus	3. Country	Malta
4. Web page	www.jobsplus.gov.mt	5. Contact	youthguarantee@gov.mt
6. Short description of the project			
<p>The Alternative Learning Programme (ALP) is aimed at addressing and supporting the needs of 15/16-year-old secondary school students who are in the final year of their compulsory education and who, for varied reasons, have not been motivated to learn through the regular mainstream programme of education offered. Low performance in education carries a high cost, often leading to low economic returns and increased social problems. The ALP Programme is a pathway to re-engage with education through a second chance educational programme designed and tailor-made to reflect the students' needs. This programme recognises that individuals learn in different ways and that learning needs are not homogeneous. Through the ALP Programme students who are potentially at risk of becoming early school leavers and NEETs, are provided with the necessary knowledge, skills, competences, values and attitudes to enhance their possibilities of achieving meaningful work or other vocational studies.</p>			
<p>Phase 1: Alternative Learning Programme as part of Compulsory Schooling</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"> - Demonstrate the necessity of school subjects through their application to vocational subjects; - Use vocational subjects as a learning tool for students with learning disabilities or difficulties; - Ameliorate personal qualities and life skills through vocational training; - Introduce students with a special interest in vocational subjects, and smooth the transition from compulsory to post-secondary education at one of the two main existing VET Colleges: The Malta College for Arts, Science and Technology (MCAST) or The Institute of Tourism Studies (ITS). 			
<p>Phase 2: Alternative Learning Programme Summer ICT Course</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	Phase 1: one school year Phase 2: 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	Phase 1: 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. Phase 2: 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>Phase 1 Students following this Alternative Learning Programme are required to choose any two units from the list: Electrical/Electronic Trade - Personal & Beauty Care – Hairdressing – Hospitality/Service - Gardening & Landscaping - Customer Care - Basic Engineering – Woodwork - Welding - Textiles</p> <p>Phase 2 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							
<table border="1"> <thead> <tr> <th>Strengths</th><th>Weakness</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Young people who would have ended up with no skills or certification have remained in the learning loop and are engaged with learning new things; - The Programme offers vocational and hands-on experiences which contrast with the traditional classroom set-up usually associated with schools; - At compulsory school leaving age, the Programme offers different learning paths and can be a stepping stone for disadvantaged young people to continue their studies. </td><td> <ul style="list-style-type: none"> - Even the qualified and experienced teachers need training for this type of schooling and be supported to develop their teaching programmes and assessment tools. </td></tr> </tbody> </table>				Strengths	Weakness	<ul style="list-style-type: none"> - Young people who would have ended up with no skills or certification have remained in the learning loop and are engaged with learning new things; - The Programme offers vocational and hands-on experiences which contrast with the traditional classroom set-up usually associated with schools; - At compulsory school leaving age, the Programme offers different learning paths and can be a stepping stone for disadvantaged young people to continue their studies. 	<ul style="list-style-type: none"> - Even the qualified and experienced teachers need training for this type of schooling and be supported to develop their teaching programmes and assessment tools.
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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			
Sheltered Employment Programme (SE)			
2. Promoter and funding body	Jobsplus	3. Country	Malta
4. Web page	www.jobsplus.gov.mt	5. Contact	jobsplus@gov.mt
6. Short description of the project			
<p>The Sheltered Employment Programme (SE) 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>Phase 1: Initial Profiling</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>Phase 2: Assessment by Occupational Therapist and/or other Professionals</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>Phase 3: Training and Development</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>Phase 4: Sheltered Employment Training</p> <p>Following training and development, participants receive work-related practical training accompanied by continuous job coaching and assessment.</p>			
<p>Phase 5: Work Exposure (Bridging the Gap)</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>Phase 6: Sheltered Employment</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"> - The Programme offers equality of opportunity; - It is a person-centred approach; - It is a flexible model; - It is used for a wide range of groups disabled/disadvantaged and/or with special needs; - It supports both the job seeker (client) and the employer; - It is focused on paid employment and full integration. 	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			
Accompaniment of the trainees doing their internship abroad			
2. Promoter and/or funding body	Esprominho – Escola Profissional do Minho	3. Country	Portugal
4. Web page	https://www.facebook.com/EsproMinhoinEurope/	5. Contact	+35125369244
6. Short description of the project			
<p>The Erasmus+ project MovEurope, coordinated by Esprominho, enabled us to send trainees to do their WBT experience in a foreign country. Indeed, 24 students had the opportunity to do their internship abroad (in France, Spain and Italy).</p> <p>These students were attending vocational courses at different level such as Fashion Design (France and Italy), Business/Trade (Spain), Events Management (Spain and Italy), Design (France), Information Technology (France) and Tourism (France).</p> <p>They were split into 6 groups of 4: In october 2015 4 students travelled to Spain (Business/Trade and Events organization), 4 students travelled to Italy (Events organization and Fashion Design) and 4 students travelled to France (Design, IT and Tourism). Again, in May/June 2016 each 4 students travelled to Spain, Italy and France as interns in the same companies.</p> <p>Before the departures, Esprominho had contacted the hosting institutions as intermediary partners who were in charge of finding appropriate companies in which to place our students. The students did their intership in companies working in the field of the course they were attending.</p> <p>Each group travelled with a trainer who had the opportunity to meet the hosting companies, to check their receptivity regarding the WBT approach, and to confirm the requirements of these companies in respect of skills and knowledge they expected the trainees to have and to acquire. It is important to mention that these trainers had already been in charge of work-based leaning and training processes at Esprominho. They were selected to accompany the students for this reason since they were used to working on the transition between school and the labour market.</p> <p>These 6 trainers also took advantage of their stay in the foreign country to attend a training course about working in international projects, provided by the local organization as intermediary institution responsible for placing our trainees in companies. The training course specified the different tasks and duties associated with the WBT process in an intermediary organization in the framework of international placements.</p> <p>During their stay, the trainers met the different stakeholders involved in the the process of work-based training. In the intermediary organisation, they met the person who was responsible for the placements, the one who was in the field to establish the contact with companies to “promote” our students training and find them an appropriate place to work. They also had contact with the person responsible for interns in each company - the person who was expected to monitor and assess our students’ internships.</p> <p>The trainers involved in this programme concluded that their visits were essential since they had, in some cases, to intervene with the hosting companies to rectify some issues, schedules or details concerning the internship. They were also satisfied with the training course they attended although they consider that they should have stayed there longer to have the time to learn more.</p>			



7. Target group(s) addressed						
- Young learners at Esprominho - Trainers responsible for WBT at Esprominho						
8. Description of resources						
Duration	1 week	User's ICT level required	Basic level			
Methodology	Face to face					
Pedagogical approach	Collaborative					
Certification	Certification of the placing organisation					
Structure of the resource						
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						
Costs related to implementation						
Costs related to travel, accommodation, food (can be funded by Erasmus+)						
9. Strengths and weakness						
Strengths		Weakness				
- 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				
10. Lessons learned for WBT						
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					
Event management - Monitoring of WBL activities involving local institutions and bodies					
2. Promoter and/or funding body	Esprominho – Escola Profissional do Minho	3. Country	Portugal		
4. Web page	https://www.facebook.com/Esprominho/	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"> - Asking for budget, sponsors and financial supports - Contacting partners - Meeting local authorities to get licenses and formal authorizations - Handling safety conditions - Coordinating enrollment lists and attendances - Communicating with the guests - Managing unexpected situations during the events, etc. 					
 <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"> - Students in the course Event Management - Trainers and coordinators 					
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"> - Opportunity to see how companies work in loco - Increase professional contacts - Improve communication skills, Contact with the public 	<ul style="list-style-type: none"> - Unexpected situations (delays, weather, equipment malfunction)
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			
Young Craftsmen - 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	http://www.moisilbr.ro	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>Activity no. 1 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>Activity no. 2 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>Activity no. 3 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>Activity no. 4 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"> - Development of some interpersonal skills - Skills of learning the wood processing art - Fostering cooperation and teamwork 	
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"> - Revaluation of the participants' creative potential - Increase the students' potential to adapt to new learning situations - Formation of good relations based on friendship, tolerance, communication, cooperation among the participating students groups - Promotion of technological high schools and traditional crafts 	<ul style="list-style-type: none"> - Weak interest from the community to support technological high schools and to develop them
10. Lessons learned for WBT	
<ul style="list-style-type: none"> -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. - Soft skills such as communication, tolerance, cooperation, interpersonal friendships are trained and developed that are highly important for the labour market. - Students have the possibility to work in teams and to learn specialized technical skills, while they are still in secondary school education - Students get the chance to to assess their own creative potential. - The preservation and promotion of traditional crafts are of utmost importance for the identity of a nation. 	

1. Identification of the practice or project			
Strategic Partnership to perform merged internships			
2. Promoter and/or funding body	„Grigore Moisil” Technological High School	3. Country	Romania
4. Web page	http://www.moisilbr.ro	5. Contact	moisil.braila@yahoo.com , 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"> - Introducing the students to the internship venue - 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 - Completion of practical training and students' assessment. <p>The students undergoing internships in companies have the following obligations:</p> <ul style="list-style-type: none"> - To be present throughout the internship at the internship partner's institution and to comply with the agreed work programme. - 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). 			

- 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 th 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"> - Interaction with professionals in the field - Working in competitive teams - Possibility for employers to attract talented young people within the company whom they will train, guide and then employ permanently 	<ul style="list-style-type: none"> - Lack of a system of financial facilities for those companies involved in developing merged internships.

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			
GET fit for your job! - National Vocational Education and Training of (young) adults Bodi fit za nov poklic! - NPK izobraževanje odraslih v PCO			
2. Promoter and/or funding body			
2. Promoter and/or funding body	PCO - Poklicni Centre Obala	3. Country	Slovenia
4. Web page	www.pco.si	5. Contact	info@pco.si
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"> - Getting real work experience during the education process - 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? - Testing the existing knowledge and adding what is needed - Obtaining practical skills and knowledge from professionals who have done the job for years, and getting in touch with the real job environment <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"> - 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. - 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. - 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. - To be part of a work team and cooperate with other staff members. <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"> - Actually pass the National Exam (85% success rate of all participants) - Do the National Exam better than others (committees tell them if they have good knowledge) - Get a job faster (according to those who have given us a return information) 			

<ul style="list-style-type: none"> - Are more satisfied with their education (according to our internal evaluation) 						
7. Target group(s) addressed						
Young adults and adults in the job transition process (from 18 upwards)						
8. Description of resources						
Duration	Depending on the VET programme - from 2 to 6 months	User's ICT level required	All depending on the educational programme			
Methodology	Theoretical learning (including presentations, explanations, real situation examples, discussions) combined with practical learning (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, learning in a workplace , discussions					
Certification	Certification by the National Examinations Centre – external national body					
Structure of the resource						
<ul style="list-style-type: none"> - Theoretical learning - Theoretical learning and getting to know (a lecture from the employers: show how it is on the job) - Working on the job - Preparation for the National NPK Exam 						
Costs related to implementation						
The tuition						
9. Strengths and weakness						
Strengths	Weakness					
<ul style="list-style-type: none"> - Real life learning situation - Practice instead of theory - Soft skills improvement - Ready for the labour market as soon as the national exam is passed - Better employment possibilities (already having the practical knowledge) 	<ul style="list-style-type: none"> - Sometimes there are not enough employers willing to participate (1 per learner) - A longer learning period in the beginning - Time consuming - Organisationally very demanding - Dependent on the knowledge and willingness of employers to provide opportunities for the learner 					
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"> - Better way to teach and learn for all participants - Easier understanding of theoretical contents - More motivated learners - Higher level of knowledge and better understanding of unusual situations 						

1 Identification of the practice or project			
Car Mechanic Programme - Secondary vocational education for car mechanics			
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	www.sts.si	5 Contact	info@sts.si 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"> - General education courses - Professional courses and practical work within the school (in first and second grade 2 school days and in third grade 1 school day) - Internship with the employer for 24 weeks (divided between second and third grade). <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"> - Prepare young people to work in a more realistic working environment - Prepare students in the necessary procedures for the inspection and repair of vehicles - Bring students close to the required quality of work and the proper way to conduct routine inspections - Encourage students to work independently, while under the supervision of the employer - Nurture qualified employees - Foster independent work after training <p>Training goals for learners/students are to:</p> <ul style="list-style-type: none"> - Get an insight into the work and the procedures of the job - 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 - Learn the correct order of working steps - Work independently - Get to know their own skills and competencies while adapting to new learning situations <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"> - A lot of work-based training at school - A lot of work-based training with the employer - Possibility to get from secondary vocational to the technical programme (2 years +) - A better knowledge of the profession and workload - Employers can be satisfied with them as students and later on as workers – they are better prepared for their job - More employable students 	<ul style="list-style-type: none"> - Only a 3 year programme - Bad reputation of the programme (by the majority students with learning difficulties or even disabilities, from a poor social environment, with behavioural problems, etc.) - Students with poor marks and unfinished primary education - A low level of general knowledge - Problems within the technical programme (+2)

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:

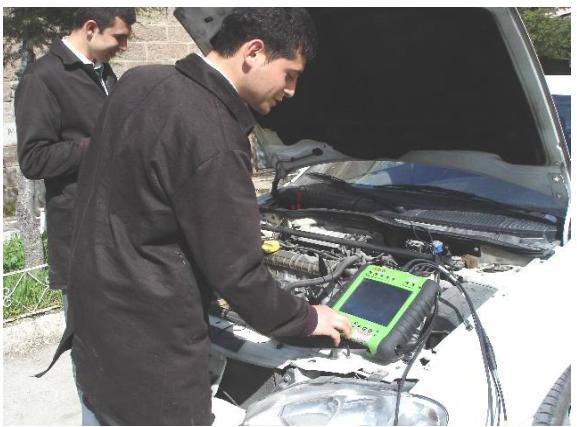
- 1/6 of the learning period is spent with the employer (6 months)
- The working conditions should be as real as possible, including tools, vehicles (different car brands), problems arising from work situations (vehicles with different technical bugs and solutions requiring a broader knowledge), spare 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			
Health Care - Swedish for Immigrants (SFI) - Promoting jobs in the health care sector to migrants			
2. Promoter and/or funding body	European Social Found – ESF	3. Country	Sweden
4. Web page	www.halsingeutbildning.se	5. Contact	Cecilia Torstensson
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		

Structure of the resource				
Course Contents:				
<ul style="list-style-type: none"> - Occupation related content combined with the regular SFI teaching: - Occupational orientation - Study visits - Pre-knowledge before the internship period - Occupational Swedish language - Methodology training - Mathematics - ICT - Practice in a local health care organization - Upper sec. course: Health care and social care work 200 hours - Theory - Revision - Wellness 				
Costs related to implementation				
No costs für participants				
9. Strengths and weakness				
<table border="1"> <thead> <tr> <th>Strengths</th> <th>Weakness</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - The concept gives the participants the possibility to try out an occupation in combination with learning a new second language. - To some degree, the participants' language learning benefits from being experienced within the occupational setting. - 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. </td> <td> <ul style="list-style-type: none"> - No specific ones pointed out. </td> </tr> </tbody> </table>	Strengths	Weakness	<ul style="list-style-type: none"> - The concept gives the participants the possibility to try out an occupation in combination with learning a new second language. - To some degree, the participants' language learning benefits from being experienced within the occupational setting. - 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. 	<ul style="list-style-type: none"> - No specific ones pointed out.
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10. Lessons learned for WBT				
<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						
Broadened recruitment for inclusion in higher VET through assessment and validation of practical work						
2. Promoter and/or funding body	Hälsinglands Utbildningsförbund, HUF	3. Country	Sweden			
4. Web page	www.hufb.se	5. Contact	Lena Baleus			
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"> - Practical tests - Mapping of earlier experiences, abilities/skills and competencies - Group activity (art performance in this specific case) - 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. <p>The results are validated by a team of teachers by judging:</p> <ul style="list-style-type: none"> - Professional work skills shown (specific ones) - Ability to cooperate, collaborate and interact - Other professional specific skills needed in a working group situation - Interview where the applicants respond to the questions asked. <p>Each part is weighted in points, being the basis for deciding the priority order among the applicants when giving access to the programme.</p>						
7. Target group(s) addressed						
All applicants – in an inclusive sense						
8. Description of resources						
Duration	1 day	User's ICT level required	n/a			
Methodology	Validation through theoretical and practical tests and exercises					
Pedagogical approach	Observation, assessment, evaluation					
Certification	Assessment if qualified or not duly qualified for the educational programme					
Structure of the resource						
One-day activity with the applicant performing tests and exercises supervised by teachers and practitioners, no specific structure						

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

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

7. Target group(s) addressed

In general unemployed people seeking to (re)enter the labour market

8. Description of resources

Duration	3 months theoretical training for each course and 3 months maximum for internship training.	User's ICT level required	None
Methodology	Classroom teaching - Labour at the work place		
Pedagogical approach	Learning by practical work		
Certification	Certification of the Turkish Employment Agency		

Structure of the resource

- Occupational ethics and basic behaviour for professional development
- Basic occupational knowledge
- Advanced vocational knowledge (Practical training at school)
- Skills training in enterprises

Costs related to implementation

Within the scope of the project, all costs related to modernizing the technical infrastructure of the project schools, providing the necessary machine-equipment and educating the trainers were covered by EU funds through the Ministry of Education. The social security of the students is covered by the unemployment fund.

9. Strengths and weakness

Strengths	Weakness
<ul style="list-style-type: none"> - Young and adult unemployed and those who are not in an adequate occupation benefit. - They are trained in those professions needed in the labour market. - Employability is increased by developing skills and competences. - 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. - Workplaces do not have to pay trainees during their internship. - 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. 	<ul style="list-style-type: none"> - The courses offered can not cover the needs of all of the trainees applying - After the course not all trainees can be employed. - Courses are on weekends or after working hours. - Many of those receiving social security benefits do not participate in courses even if they want to change their profession. - Some companies do not retain trainees at the end of the contract date.

10. Lessons learned for WBT

Inadequacies of professional knowledge are striking. However, the efforts of the student to learn the profession are remarkable. Especially the interest in practical training is very surprising. The sessions get close to 100% attendance even though they are done in the evening or at weekend. However, at the end of the course the project is not achieving the 90% employment target.

1. Identification of the practice or project						
Skills Training at the Work Place						
2. Promoter and/or funding body	Afyonkarahisar Mesleki ve Teknik Anadolu Lisesi	3. Country	Turkey			
4. Web page	http://afyonmerkezemi.meb.k12.tr/ http://meb.gov.tr	5. Contact	114876@meb.k12.tr			
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"> - Occupational ethics and basic behaviour for professional development - Basic occupational knowledge (practical training) - Skills training in enterprises - Diploma 						
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"> - Students can see real work conditions in place without having to graduate first - Students are insured against occupational diseases and occupational accidents during on-the-job training. - Payment of fees to students - Student and trainer know each other before switching to employment 	<ul style="list-style-type: none"> - Delaying the fees that businesses must pay to their students - Failure to discipline students due to the requirement of 80% compliance with the subjects in the programme - Trainers and teachers do not give sufficient importance to the students' needs.
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



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www.anzianienonsolo.it



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www.moisil.coolpage.biz



Afyonkarahisar Mesleki ve Teknik

Anadolu Lisesi / Turkey

www.afyonmerkezemi.meb.k12.tr

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Erasmus+ KA2 Strategic Partnership Project 2015 – 2017 "Work-based training in the school-to-work transition process", Project No. 2015-1-DE02-KA202-002447

Authors:

Penka Spasova (RESC / Bulgaria); Alfons Müller (ZIB / Germany); Elena Mattioli, Licia Boccaletti (ANS / Italy); Massimo Aloe (Hermes / Malta); Irina Cojocaru (Grigore Moisil Technological High School / Romania); Isabel Vieira, Cláudio Marques (Esprominho / Portugal); Sergeja Brglez (PCO / Slovenia); Stefan Wiik (CfL / Sweden); Hüseyin Kubilay Şahin (MTAL / Turkey)

Coordination: Zentrum für Integration und Bildung - ZIB GmbH, Goerdelerstr. 47, 42651 Solingen/Germany,
www.zib-online.net, info@zib-online.net