

Online Survey started!

How do teachers, trainers and students perceive the specific school-to-work transition system they are facing in their country? How satisfied are they with the work-based training approaches? And what ways of improving the system do they see? These are - among others - questions the WBT partnership wants to know from those people affected by work-based learning in the context of different national settings regarding the entry into the labour market after schooling is finished.

What is the project about?

The WBT partnership is a consortium combining public vocational schools and colleges, private vocational training centers as well as municipal and private consulting agencies from 9 European countries, coordinated by the Center for Education and Integration (ZIB) in Germany. The two-year Erasmus+ project seeks to identify fields of improvement for work-based learning methods and is currently running an online-survey addressed to the different actors in the school-to-work transition process (www.workbasedtraining.eu).

In order to secure a smooth transition from school to the labour market, many countries in Europe introduced work-based training methods in schools and vocational training programs to create a better link between theory-based learning and practical training. This approach is more stimulating to young learners and has shown to produce feelings of success also for students whose skills and capabilities lie to a greater extent in practical work rather than abstract learning.

Nowadays, it's widely recognized that those countries with an integrated work-based vocational preparation and training system and an apprenticeship-oriented approach are doing bet-

ter with the successful transition from school to work. But the national transition systems differ from country to country. Furthermore, regardless the national institutional setting may be, the same challenge has to be faced everywhere: how to combine theory learning and practice training efficiently in order to produce sustainable learning success with disadvantaged young people.



Young learner at CFL, Sweden

This is the starting point for the WBT project: The aim is to discover and examine the various work-orientated training approaches being used in European countries and to find out 'what works', striving to disseminate good practices and approaches.

What are we going to do?

In its first year, the partnership researched on the different methods of WBT and illustrated its findings in an overview. A summary can be found in this newsletter, the detailed report on the project website. Furthermore, an online survey is currently carried out to find out what the advantages of the specific WBT approach are; what the drawbacks are; and what kind of improvements are to be identified. The survey finally will lead to a Manual of Good Practices that illustrates the different WBT approaches, registers the findings of the survey and details best practices-by providing descriptions of vivid examples.

Work-based Learning in Europe - an Overview



BULGARIA

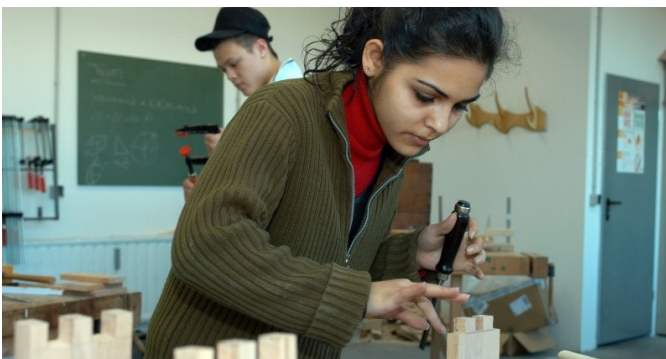
In Bulgaria *the traineeship is an ingredient of the obligatory vocational training* within the vocational education system. It is carried out during the last two years of the education period, and the number of hours is included in the compulsory employment of teachers. The traineeship is controlled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

The Dual system of vocational education in Bulgaria is in the preparation process at regional level and introduced in pilot sites during the 2015-2016 school year. According to the revised *Law on Vocational Education and Training* (end of 2014) learning by working (dual training) is a form of partnership between the vocational school, college or training center and one or several employers. Through the Dual system "mentors" will be trained in the business sector.



GERMANY

The German school-to-work transition process is known as the "dual apprenticeship system" in which theory is taught in educational institutions and practical skills are acquired at the workplace in a company. After finishing compulsory general education, the majority of young people start an apprenticeship in a company in order to learn professional skills and to enter the job market afterwards. Apprenticeships are thus part of the formal educational system and help to integrate young learners into society and the labour market.



Disadvantaged young student at ZIB, Germany

The system with the two learning places, the school for theory and the company for practice learning, secures a great deal of closeness to the labour market.

Practice is not just learned under the artificial conditions in a classroom, but mostly under real job conditions with product deliveries and deadlines, thus sharpening important skill competences as accuracy, effectiveness, reliability, capacity for team work and others. This again assures the young learner a relatively safe access to the labour market when finishing the apprenticeship. The result is that Germany is facing a relatively low rate of youth unemployment.



ITALY

In the past few years the Italian regulatory framework related to the school-to-work transition system has followed two different directions: to increase and stabilize the *alternanza scuola-lavoro* (literally: alternation of school and work, a kind of work-related learning methodology which comprehends a period of internship and which is compulsory for each students from the 3rd year of high school) and to reform the apprenticeship (a working contract applicable to young persons under 29 that implies the obligation for the worker to attend a certain number of hours of training). Apprenticeship and *alternanza scuola-lavoro* differ significantly from each other but share a common aim: surpassing the traditional division between education and work and helping young learners to be integrated into society and labour market. Even if the results of the application of the latest laws are yet to be collected and analyzed, the most recently recorded data show a difficult situation: only 43,5% of the schools have activated work-related programs, involving a low number of companies and less than 11% of students, while, on the apprenticeship side, not all forms are clearly developed or well diffused.



MALTA

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

Besides these two colleges, the state-run *Employment and Training Corporation (ETC)* – set up in 1990 and also acting as a public employment service – manages VET in the form of active labour market policies (ALMP) and other services for the unemployed. ETC is also involved in implementing the *Maltese Youth Guarantee*

Scheme, and offers a number of employment and training schemes which target youth participation in the labour market: youth champions; enhancing employability through training; traineeships; work trial scheme and the work and training exposure scheme.

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



PORTUGAL

In Portugal, the VET dual system exists since 1984, within the initial alternance training system of dual certification. The work based training represents at least 30% of the courses length, that is to say, at least 1200 hours gradually distributed during the formative process. In the educational policy of education and training, the vocational training has gained importance with the complete integration of the country in the European Economic Community (1986) but in contrast to the alternating system, only 420 hours are currently allocated to work based training in this type of vocational courses which are the most significant within the vocational offers (2011/2012, 42,8% of youth enrolled in the secondary education). In the last five years, the qualification at the 12th grade level and the extension of compulsory schooling to 12 years has determined the main changes in the Educational System and there was an expansion and diversification of the demand for dual training courses. Other actions of dual certification such as VET courses for adults, technological courses in the secondary education, VET courses for basic education and most recently vocational courses (basic level education) have been discontinued.



ROMANIA

The specific work-based training approach in Romania includes the preparation of students that is done within the classes of practical training that are made with special teachers in school workshops or in companies. During these internships, students learn to apply the theoretical knowledge acquired in school, become familiar with the atmosphere at the workplace, learn to take responsibilities.

Besides, the activities to facilitate the transition from school to work in Romania include:

- Supporting activities: learning at the workplace, providing guidance and counseling;
- Training the staff involved in workplace learning, mentors performing training;
- Training the counselors involved in specific activities related to the transition from school to work;
- Support the development of partnerships to improve the transition from school to work;
- Monitoring the graduates' insertion in the labour

market, including tracking studies;

- Support for the organization and operation of training companies;
- Support for students for their participation in the activities of the training company;



Young students at Grigore Moisil Vocational High School, Romania

- Public Awareness Campaigns to support the transition from school to work;
- Exchange of experience and dissemination of best practices concerning the transition process.



SLOVENIA

In Slovenia the general school-to-work transition process is often named *Hybrid Model* where the theoretical part of the educational process lies in the hands of the school, whereas the practical part is in domain either of schools or the social partners (employers). Education for a wide range of occupations is carried out in two ways:

1. The school organises the theoretical and practical training as a general rule entirely in the school. If the part of the practical training is taking place at the employer, the school and the employer sign a contract where their mutual rights and obligations together with the rights and obligations of the student during practical training are defined.
2. In the dual system the school organises theoretical education and some basic part of practical training while the most part of the practical education is done by the employer. The student and the employer sign a contract which should be confirmed by the Chamber of Crafts or the Chamber of Commerce. By the confirmation of the contract the students acquires a status of apprentice.

The difference in both programs is that the school educates more theoretically and less practically, while in the dual system the emphasis is most laid on practical education, developing job skills and habits, learning about the working environment, all of which contributes to the professional socialization and the increased possibility of later employment.



SWEDEN

Work Based Training/Learning is a mandatory part of all upper secondary VET for young people in Sweden. It also occurs in upper sec. VET education for adults, but it is not mandatory. Work Based Training/Learning defines as "learning in a program implemented in one or more work places outside of school" (Upper Secondary Ordinance 2010:2039). And being a part of the formal education system, Work Based Training/Learning must be of high quality and involves school boards, principals, teachers and tutors together, in the chain from planning to performance and quality assurance of learning results. Learning results are good, but the use of Work Based Training/Learning as a solution for persons with low learning capabilities have shown not to be as self-evident as one may think. Successful learning in a workplace requires certain pre-schooling, and interest, and many times companies/work-places are unwilling to contribute with resources and learning places unless they feel confident with the student's abilities and determination. Thus, the usage of Work Based Training/Learning as a tool for less fortunate learners still need to be further developed.



TURKEY

There is 12-year compulsory education in Turkey. Education is divided into two groups such as formal education and non-formal education. In formal education, vocational and technical education is implemented in the schools called "Vocational and Technical Anatolian High School". The education duration of this school is 4 years. Students begin the vocational training in the second grade by selecting a vocational field. In vocational education is implemented theory and practice. Practical training is carried out in the school workshops according to the work-based training method. In the final year, students do internship three days per week in the companies. Students can get money while doing the internship and be employed in the company after graduation. After graduation, these students can have the authority to establish a company thanks to their title called "technician".

In non-formal education, there are some courses like a certification programme. Since 2010, the courses have been implemented in the way of work-based training thanks to the Project called UMEM. The trainees have to do and complete the internship in order to get the certificate. For the others who cannot get benefit from those education programmes, there is an apprenticeship system. In this system, young people have only one day theoretical education in the schools and for the rest they work in the companies.

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THE PROJECT CONSORTIUM

Educational institutions from 9 European countries are working together:

Zentrum für Integration und Bildung / Germany



www.zib-online.net

Anziani e non solo / Italy

www.anzianienonsolo.it



Esprominho / Portugal

www.esprominho.pt

RESC Pleven / Bulgaria

www.resc-pleven.org



RCR / Slovenia

www.rcr-zasavje.si

CFL / Sweden

www.hufb.se



CFL Söderhamn
Hälsinglands Utbildningsförbund



Hermes / Malta

www.hermesjobs.com

Liceul Tehnologic Braila / Romania

www.moisil.coolpage.biz



Afyonkarahisar Mesleki ve Teknik Anadolu Lisesi / Turkey

www.afyonmerkezeml.meb.k12.tr

Learn more about the project and get involved under www.workbasedtraining.eu

The screenshot shows the website interface with the following elements:

- Logo: work **BASED** training
- Navigation: PROJECT, ACTIVITIES, OUTCOMES, THE PARTNERS
- Header: A Strategic Partnership Project 2015 - 2017, No. 2015-1-DE02-KA202-002447
- Search bar: Search [input] [button]
- Content area: A large image of a young man working in a workshop.
- Text: "WBT is on line!"
- Text: "Posted on October 16, 2015"
- Text: "The WBT - work based training project website is available. What is the starting point of this project? Entering the labour market successfully when schooling is finished is a challenge to young people all over Europe, especially if they are considered disadvantaged. The problem is not only visible in the economically weaker countries in Southern and Eastern Europe, but is also evident in the stronger countries. The barriers that disadvantaged young people face are generally the lack of a..."
- Section: UPCOMING EVENTS
- Event 1: Work or organisation and workplace learning, November 19 @ 2:30 pm - 5:30 pm
- Event 2: Erasmus+ cross-sectorial contact seminar, November 23 @ 12:30 am - November 25 @ 2:00 pm
- More button: MORE

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