



European Forum
of Technical and Vocational
Education and Training

EfVET Work Based Learning Guideline



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1. Foreword

According to the European Centre for the Development of Vocational Training (Cedefop) [Terminology of European education and training policy](#) (2023), Work-Based Learning (WBL) is an instructional model with well-defined learning objectives. It allows learners to acquire knowledge, competences and skills by carrying out work activities at the workplace and/or in a simulated work environment in vocational education and training (VET) institutions and other training centres, under the guidance of experienced workers or trainers.

Aware of the importance of WBL for its Members, and for their students' professional careers and employability opportunities, EfVET included on its [Strategic Plan 2022-2026](#) a specific Strategic Direction (SD) with a wide range of measures and initiatives focused on this topic – SD 5 Promoters of work-based learning. Its initiatives will be implemented in this four-year period to contribute to and actively support the developments in work-based learning in the context of a labour market which skills needs are continuously changing and must be catered by VET when preparing their students to be successful professionals.

EfVET Work-Based Learning Guideline is one of those initiatives. Even though it is not intended to provide deep and thorough information about WBL and all its different approaches, this Guideline is a source of information about the work carried out by relevant European Union (EU) institutions which those interested in the topic can navigate and explore.

Moreover, it is also a platform for EfVET Members to showcase their own WBL best practices as source of inspiration to other Members, allowing them to diversify their work-based learning activities based on what is being done in other countries, with an active involvement of teachers, tutors/supervisors/mentors and students.

The best practices mentioned in this Guideline are implemented in line with specific national educational policies/regulations of the countries represented by the participant EfVET Members, but they can be implemented in the scope of different VET courses, in all socio-economic areas (e.g., Bakery, Beauty and Hairdressing, Tourism, Social Work, etc.).

EfVET wishes its Members a successful work, and hopes that the contents of this Guideline not only contributes for the quality of VET provision, in general, but also for the attractiveness of VET as a quality educational pathway, able to cater for the fast-changing skills needs of the EU labour market with a highly qualified future workforce.

2. Acknowledgement

EfVET wishes to thank to the Members who participated in the Work Based Learning (WBL) survey, the baseline of this Guideline, and to those who were available to provide more descriptive information about their WBL practices, which allowed for their selection and inclusion in this document.

EfVET also thanks to the EfVET National Board representatives that are part of EfVET SD 5 Working Group, who contributed for the design and development of this Guideline: Jussi Kajander (Finland), Luís Costa (Portugal) and Wolfgang Stutzmann (Germany).

3. Introduction

EfVET Work-Based Learning Guideline was designed and developed in the scope of EfVET Strategic Direction 5: Promoters of work-based learning, and produced under FUSION - The Future Skills for Vocational Education and Training in Europe, an Operating Grant funded by Erasmus+ Programme with the purpose of supporting the implementation of relevant EfVET activities.

The main purposes of this Guideline are to:

- **Address the relevance of WBL in VET**, and provide information about the main **emergent studies and analysis** carried out by relevant EU institutions such as Cedefop, ETF - European Training Foundation, the OECD - Organization for Economic Cooperation and Development and UNESCO-UNEVOC - International Centre for Technical and Vocational Education and Training, for further exploration by the readers interested in the topic;
- **Provide an overview of national educational policies that regulate the implementation of WBL practices** in the countries addressed in this Guideline;
- Provide a description of inspiring **work-based learning practices** implemented by EfVET Members who participated on the WBL Survey and provided detailed information about those practices later on, allowing for their **replication by the remaining EfVET Members**.

3.1 The process of developing EfVET WBL Guideline

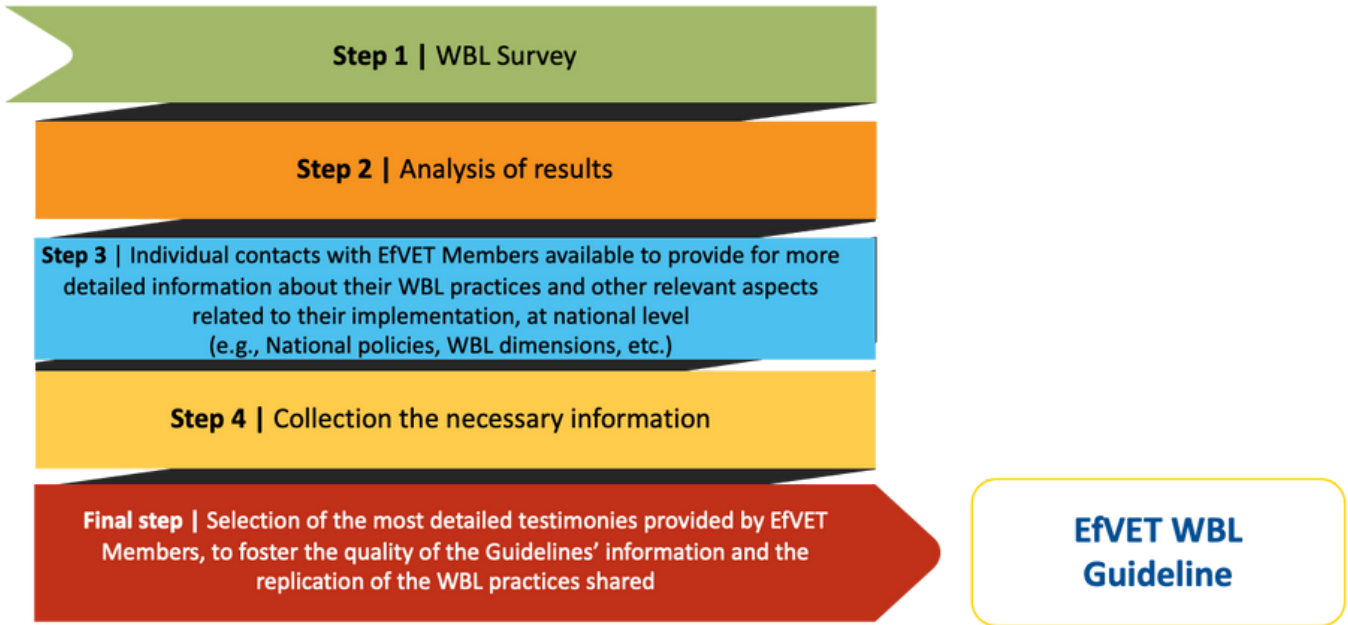


Figure 1 Process of developing the EfVET WBL Guideline

At the beginning of 2023, EfVET circulated an online survey (WBL survey) among its Members to collect an updated overview of national WBL policies and best practices to be gathered in this Guideline.

EfVET collected a total of 28 replies from Members from the following 16 EU and non-EU countries:

Table 1 List of Countries represented by the EfVET Members that participated on the WBL survey

Bosnia and Herzegovina	France	Portugal	Spain
Denmark	Germany	Romania	Sweden
Estonia	Italy	Slovakia	The Netherlands
Finland	Malta	Slovenia	United Kingdom

After analysing all the information provided by those Members, EfVET contacted the ones available to provide more detailed information about the WBL best practices they had previously described in the survey, as a way to provide the necessary elements to all EfVET Members interested in replicating those practices, and more specific information about the national educational policies implemented in their own countries and on their specific WBL dimensions (where required).

From the replies collected by EfVET, it was possible to select a total of **15 best practices from 10 EU and non-EU countries**, which allows EfVET Members interested in exploring new WBL activities to replicate those practices.

Table 2 List of Countries represented by the EfVET Members who provided additional information about their WBL best practices, and number of practices collected

Bosnia and Herzegovina (1)	Finland (1)	Germany (1)	Malta (1)	Slovenia (1)
Estonia (1)	France (1)	Italy (2)	Portugal (4)	The Netherlands (2)

3.2 WBL ecosystem: a mosaic of approaches

There is a multitude of perspectives when it comes to define WBL, several approaches to its implementation and also different terminology depending on the countries and on their educational contexts. These differences are addressed by several relevant EU institutions in their studies and resources. This Guideline highlights all the work done by those institutions in the past 2 years, so that the ones interested in the topic can explore that work further.

Moreover, there are countries with well-defined national educational policies that regulate the implementation of WBL practices. However, other countries are yet to have those kind of policies, such as in the case of Bosnia and Herzegovina. Nevertheless, it does not refrain the EfVET Member of that country from implementing WBL activities, which are described in the section of this Guideline dedicated to **WBL Best Practices implemented by EfVET Members**, together with other excellent examples of this diversity within the WBL ecosystem provided by other Members.

The role of EfVET Members on the implementation of new WBL activities and on fostering change on the countries that are still to regulate that implementation is of paramount importance, as it is the support provided by EfVET to its all its Members. The work that it has been doing at a grassroot level to raise awareness for the relevance of WBL for the professional success of students across Europe and beyond, for the attractiveness of VET and for the quality of its provision.

EfVET Work-Based Learning Guideline is part of that work. As such, EfVET plans to develop further editions of this Guideline to include practices implemented by other EfVET Members (those who didn't have the opportunity to participate in this activity and those who participated but did not have the chance to provide more descriptive information about their practices in time for their selection), and to include other non-EU countries that are part of EfVET Membership.

4. Work-Based Learning: A theoretical perspective

From a theoretical perspective, work-based learning approaches have been constantly analysed, evaluated and described from either pedagogical or managerial perspectives.

On a recent study about the trends in VET-related research, key words such as apprenticeships, employability, occupations or learning pathways represent the most relevant cluster in terms of centrality and density of the topic (Gessler et al., 2021).

The focus on a stronger partnership between the industrial and the educational systems has been increasingly suggested (World Economic Forum, 2016) as a channel to cope with current and future challenges, such as (technical and social) innovation, attitude to lifelong learning, or internationalization (Dato, 2017).

The most recent EU policies on VET (VET Declarations; Skills Agendas) have constantly advocated for work-based learning as an effective approach. To this extent, the great drive towards work-based systems (EC, 2016), including dual systems and job-school rotation, is based on acknowledging that workplaces can serve as an opportunity to perform work actions and typically educational measures. The workplace can be conceived as a cultural heritage that the school may make instrumental use of in favour of its educational goals, thus adequately combining training delivered in its premises with training measures completed at work.

Furthermore, work-based learning approaches solve the risk of a mismatch between contents developed in training centres and needs of the business sector (Aakernes, 2016), which is often the result of a missing dialogue between school and companies and lack of a serious and consistent analysis of market needs (Hiim, 2015).

Therefore, students feel that learning through curriculum subject-matters is boring (Hagen e Streitlien, 2015) and useless (Rintala et al., 2015); sometimes, also due to lack of time for an individualised study process, curriculum subject-matters are considered less relevant with respect to pursuing work targets set by companies.

Moreover, cultural differences, both in context and experience, lead school and company stakeholders to different views, which is not instrumental to a successful training (Aakernes, 2016; Andersson et al., 2015; Billett, 2011; Young, 2004).

The pedagogical pillars of work-based learning are clear: not to overcome the traditional theoretical didactics with just practical instructions, but rather to combine *“the principles of “work situation” and “personality” [...]: Learning how to perform an occupation dutifully (principle of situation) is linked to developing civic virtues (principle of personality). Education should, therefore, be geared towards practical interests and skills. Its model example is the autonomous master craftsman.”* (Gessler & Howe, 2015: 217).

On this very point, this **Guideline strongly promotes a holistic vision of work-based learning in VET** as a channel for the development of competences and as a combination of knowledge, skills (ability to use knowledge), and attitude/character. Recent studies by Tyson on “Vocational Bildung” (2016) clearly combine the concept of general education (formation, cultivation of character and humanistic knowledge) with professional instructions, documenting the importance of work experiences (workshops, apprenticeships, etc.) for this personal development.

In other words, the needed competences for the “unknown future” (Mulder, 2017) depend on new approaches able to stimulate students/apprentices to cope with real-life challenges, making them ready for a lifelong learning attitude (Pouliakas, 2017). A system where developing students’ capabilities (Nussbaum, 2011) becomes the main goal of teaching and training activities: future workers need not only professional skills for a (less and less) permanent job, rather they have to develop personal capabilities to keep themselves employable and smart citizens, the only way to safeguard social cohesion in the next decades (Nussbaum 2010).

In a nutshell, the VET ecosystem (including both companies and training centres) should not be required anymore to give only information: education implies to be able to inquiry reality, to catch the meaning and the beauty of it, but, above all, to make the right questions; henceforth, to support students to a deep self-knowledge, pointing out their capabilities and their potential “excellence” as human being (Nussbaum, 2011).

In this perspective work-based learning does not include only company-based training approaches (dual system or apprenticeship scheme), but also school-based approaches (Smith and Van Doren, 2004) including, for instance, business simulations (like in Junior Achievement initiative), project-based learning models (Ethazi or challenge-based learning in the Basque Country), reality-based learning models (workplaces in the school environment, Mulder & Nardi, 2017), including “production schools”, augmented reality and virtual reality tools, and, of course, all the innovations which digitalization and robotization can bring.

5. Definition of WBL: Different perspectives

There is an array of EU institutions that provide a definition of what work-based learning means, based on their research studies and consultations to relevant stakeholders that include VET providers and representatives from industry (i.e., those who are actively involved in the implementation of work-based learning).

Each definition is somehow connected to the other, and brings us to a wide range of terms that are used when referring to WBL, some of them more common in certain countries, as we will see throughout this Guideline.

5.1 Cedefop

Perhaps the most popular definition of WBL is provided by Cedefop on its [Glossary](#) (2023):

Table 3 Definition of WBL, available on Cedefop online Glossary (2023)

[WBL is an] Instructional model in which the learner acquires knowledge, know-how, information, values, skills and competences carrying out – and reflecting on – tasks:

- at the workplace – also known as workplace learning or in-company training – e.g. through internships/traineeships, apprenticeship, alternance training or company visits, job shadowing, etc.;
- in a simulated work environment, e.g. in workshops or laboratories in vocational education and training institutions, inter-company/social partner training centres.

Still according to Cedefop, the purpose of WBL is to “achieve specific learning objectives through practical instruction and participation in work activities under the guidance of experienced workers or trainers” (in Cedefop Glossary, 2023).

There are terms related to WBL to which the Glossary makes reference. Some of those terms refer to the way WBL is mentioned in different EU countries and/or types of WBL that are implemented, such as:

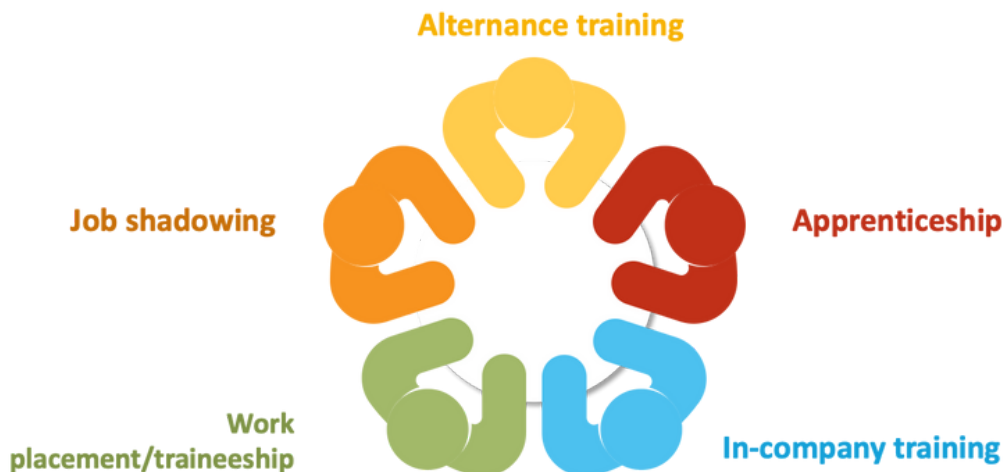


Figure 2 Some of the existing terms related to WBL, according to Cedefop

As we will see, this terminology is also used in some of the countries represented in this Guideline when referring to types of WBL, but first let us look to the definitions provided by ETF and the Inter-Agency Working Group of which it is part, and by the World Bank to understand if there are differences between them or if there are any similarities.

5.2 European Training Foundation (ETF) & Inter-Agency Working Group on WBL

ETF joined a group of other relevant EU institutions such as Cedefop, International Labor Organisation (ILO), Organisation for Economic Cooperation and Development (OECD) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) on an Inter-Agency Working Group dedicated to work-based learning, created in 2015, and produced a manual titled "[Work-based learning and the Green Transition](#)" (2022).

Table 4 Definition of WBL, available on ETF/Inter-Agency Working Group on WBL manual "Work-based learning and the green transition" (2022)

(...) all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to obtain and keep jobs and progress in their professional development. Apprenticeships, internships/traineeships and on-the-job training are the most common types of work-based learning.

A short explanation of what apprenticeships, traineeships and on-the-job training are is also provided in this description. Considering that Cedefop also mentions them, perhaps it is interesting to understand the differences and similarities between the definitions provided by these institutions:

Table 5 Comparison between definitions provided by Cedefop and ETF & Inter-Agency Working Group on WBL of specific types of WBL

Types of WBL mentioned	ETF & Inter-Agency WG on WBL definition	Cedefop Glossary definition
Apprenticeships	<p>Provide occupational skills and typically lead to a recognised qualification. They combine learning in the workplace with school-based learning in a structured way. In most cases, apprenticeships last several years. Most often the apprentice is considered an employee and has a work contract and a salary.</p>	<p>Systematic, long-term training alternating periods at the workplace and in an education or training institution. It leads to recognised qualifications and is based on an agreement that defines rights and obligations of the apprenticeship, employer and, where appropriate, the VET institution. (...) The German Dual System is an example of Apprenticeship.</p>
Traineeships Internships	<p>Workplace training periods that complement formal or non-formal education and training programmes. They may last from a few days or weeks to months. They may or may not include a work contract and payment.</p>	<p>The term used by Cedefop for this type of WBL is Work Placement/Traineeship, described as: Period of time, usually forming part of an education or training programme spent in a company or organisation to get work experience.</p>
On-the-job training	<p>It takes place in the normal work environment. It is the most common type of work-based learning throughout an individual's working life.</p>	<p>Cedefop does not include this type of WBL as term related to it. Nevertheless, it provides a definition of what it is: Training given in a real work environment. (...) may be combined with off-the-job training [training undertaken away from a normal work context, usually part of a whole training programme].</p>

5.3 World Bank

The World Bank funds education in the developing world, and is committed to contribute for the achievement of [Sustainable Development Goal \(SDG\) 4](#), i.e., “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030”.

On its book titled [“Getting out of School and into the Workplace: Strengthening Work-Based Learning in Upper Secondary Technical Education in Poland Świętokrzyskie Region”](#) (2018), which focuses not only on Poland but also on other countries with an extensive experience in implementing WBL, the World Bank describes WBL in the following way:

Table 6 Description of WBL by the World Bank on its book “Getting out of school and into the Workplace (...) (2018) – p. – xi

Work-based learning (WBL), defined as skill acquisition through exposure to and participation in productive work in real workplaces, can contribute substantially to developing the technical and non-technical skills that future workers require to achieve productive careers, and that employers need to meet labor demand.

The World Bank also mentions the role of WBL on the relevance and quality of VET, following the inclusion of strong WBL elements in VET, which strengthens the role of employers in the training provision. This goes to show the importance of creating strong connections between VET and Industry sectors, not only for the quality of the WBL practices, but also for the quality of VET that allows for catering the needs of the labour market when providing it with a highly skilled workforce.

It is clear that there are several definitions of WBL available which show different perspectives that may be explained by the contexts of the entities that provide those definitions, and by their own sources of information (research, surveys and/or interviews to relevant stakeholders involved in the implementation of WBL practices across Europe, etc.).

In this particular case, when we analyse the definitions provided by Cedefop, EFT/ Inter-Agency WG on WBL and by the World Bank, there are key concepts that stand out:

Table 7 Definition of WBL: Overview of the different concepts

Cedefop	ETF/Inter-Agency WG on WBL	World Bank
WBL seen as an instructional model	WBL seen as forms of training, as long as it is carried out in a real work environment.	WBL seen as skills acquisition through exposition to productive work.
Student at the centre of WBL process (i.e., he/she carries out and reflects on tasks).	The WBL process at the centre (i.e., it provides the students with the required skills to obtain and keep jobs).	Reference to the needs of the labour market.
Reference to know-how, values and information, in addition to skills and competences.	Reference to professional success.	Reference to technical and non-technical skills.

These differences of perspective when defining WBL mirror the complexity and diversity of the WBL ecosystem, which impacts the terminology used when referring to the types of WBL implemented by different VET schools and to the companies' professionals that guide students during this process (i.e., tutors, mentors or supervisors).

6. Terminology used when referring to WBL

Up until this point, we saw that there are different perspectives and concepts when defining WBL. As previously mentioned, those differences are mostly connected to specific contexts that lead to different approaches to WBL (depending on the particularities of each VET System, connected to national educational policies, as we will see when we provide an overview of those policies, described by EfVET Members). Are there also different perspectives when it comes to the terminology often used in the scope of WBL?

6.1 Types of WBL

When implementing the WBL survey, EfVET asked its Members which type of WBL practices they implement from a list of examples taken from different sources of information (including Cedefop and ILO).

The result showed that, even though there can be different types of WBL practices, the terms related to this topic are similar in some of the countries represented in the survey and on this Guideline:

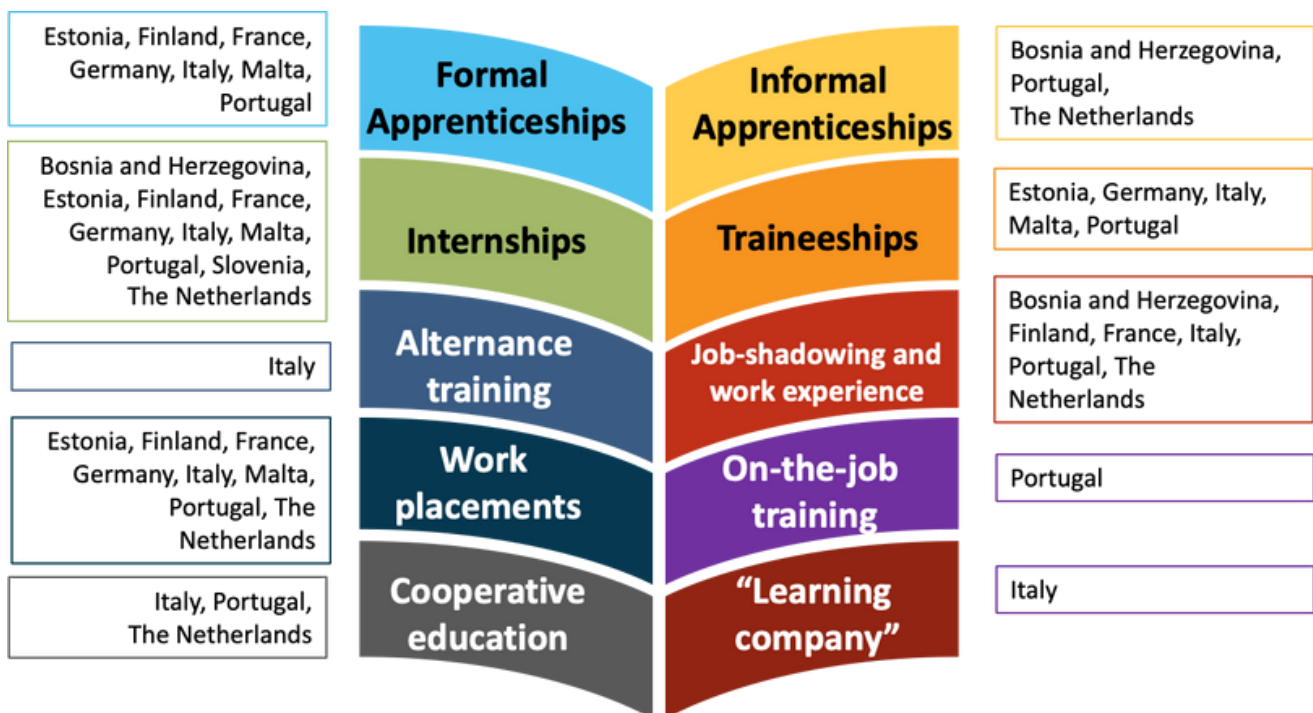


Figure 3 Types of WBL: Terms used in the countries represented in this Guideline

This reality is also mentioned in the Certificate of Excellence in European Business Behaviour and Democracy e.V. (EBBD) Portfolio as it refers that, even though work-based learning has different terms (e.g., workplace learning, practice-based learning or work-centred learning) and forms (e.g., national and international internships, junior enterprises or simulations) it encompasses a wide range of activities that have a common purpose: “the acquisition of knowledge, skills and competences through action-based or reflective learning” (pp. 16), matching students’ career aspirations and labour market needs.

6.2 Mentor, Supervisor or Tutor: Who provides guidance to students in companies?

Companies involved in WBL assign a worker that hosts and guides students during the process, and can eventually be involved in their assessment, in close collaboration with teachers from VET schools. However, and once again considering the differences within the WBL ecosystem across Europe, the term that is given to that professional who plays this role may differ.

When searching for the meaning of Mentor, Supervisor and Tutor on the different glossaries of Cedefop and UNESCO-UNEVOC (the latter one use Cedefop and ILO as reference), the only definition found is for the acts of Mentoring and Tutoring. There are no definitions available for Supervisor, even though this is a term used in some countries.

Table 8 Mentor, Supervisor and Tutor: definitions provided by Cedefop and UNESCO-UNEVOC

Terms	Cedefop	UNESCO-UNEVOC
Mentoring	<u>Any support provided to a young person or novice (someone joining a new learning community or organisation) by an experienced person who acts as a role model, guide, tutor, coach or confidante.</u>	<u>Activity of guiding, advising or counselling a learner [taken from ILO Glossary of Terms]; (...) the act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school [taken from Cambridge Dictionary].</u>
Tutoring	<u>Process of providing support to a pupil or student (remedial or additional teaching to grasp new concepts, review of previous classes, completion of assignments, preparation for exams) to help him/her improve his/her performance.</u>	<u>Definition taken from Cedefop</u>

When asked to provide their definitions, EfVET Members were clear and also included information on the need (or not) of training or preparation to guide students during WBL (more specific information is provided on the section **WBL Best Practices implemented by EfVET Members**).

As in the case of types of WBL, the use of the terminology also depends on the country where WBL is being implemented. As such, here is a list of terms used in the countries represented in this Guideline and their meaning, according to EfVET Members:

Table 9 Mentor, Supervisor or Tutor: Definitions provided by EfVET Members

EFVET Member country	Term used	Definition
Bosnia and Herzegovina	Employee or Mentor	<i>A Mentor is an experienced professional within the company who guides and supports the student throughout their work-based learning experience. Its role is to provide guidance, share knowledge and expertise, and help the student navigate the work environment.</i>
Estonia	(Work-based) Supervisor	<i>A Supervisor can be the Director of the company or a person appointed by the Director.</i>
Finland	Tutor	<i>Employee of the company (professional in his/her field) who plans, guides and assesses students' learning at the company during WBL, in close collaboration with VET school teachers.</i>
France	Tutor	<i>Employee identified by the company (or the company leader), who is in charge of training and monitoring the students on a voluntary basis.</i>
Germany	Mentor	<i>For national activities, it is the Head of Department.</i>
Italy	Tutor	<i>Employee of the company who as the responsibility to teach, evaluate, explain, and demonstrate, and encourage students during their WBL experience.</i>

EFVET Member country	Term used	Definition
Malta	Supervisor	<i>Appointed lead supervisor/lead trainer who is the person designated by the sponsor to be the main reference point of the learner and to coordinate other trainers if more than one trainer is designated to the learner during the work-based learning period of a training programme.</i>
Portugal	Tutor	<i>Staff person working in the department / sector where the student will be assigned to, with adequate technical knowledge and skills to mentor him/her throughout the WBL period.</i>
Slovenia	Mentor/Tutor	<i>Person appointed by the company, to whom training is provided by the company (and also by the school and other relevant national entities) to guide students during their WBL process.</i>
The Netherlands	Mentor	<i>Person with special mentoring training belonging to accredited companies/organisations.</i>

7. National policies that regulate WBL implementation

In order to cope with the current challenges impacting the EU's socio-economic fabric (e.g. need for innovation, digital and green transitions, internationalisation, literacy and numeracy, etc.), it is crucial that the VET and Industry sectors collaborate to overcome the mismatch between what the schools offer and what the labour market needs, to identify skills needs and to understand how the current and future workforce can be better prepared to meet those needs from a lifelong learning perspective that fosters upskilling and reskilling.

Furthermore, it is necessary that national VET policies provide specific frameworks and standards for supporting the implementation of quality work-based learning initiatives that combine training in school with training on a real work environment - WBL initiatives with activities that have clear learning objectives that stimulate students to develop the necessary knowledge, skills and capabilities for a successful integration into the labour market, increasing the attractiveness of VET and preventing early school leaving.

As previously mentioned, this Guideline does not aim to provide in-depth definitions and descriptions of the most relevant aspects of WBL, thus providing to the reader liberty to search for additional information should he/she be interested in knowing more. The same applies to the case of the national policies that regulate the implementation of WBL.

As such, the following Information in an overview of the description about those national policies, kindly provided by the EfVET Members who replied to the WBL survey (please access to the full description on the section **WBL Best Practices implemented by EfVET Members**). Where possible, links for institutional websites were provided by Members for accessing to more specific information.

Table 10 Overview of national policies that regulate the implementation of WBL practices (EfVET Members)

Country	National policies that regulate the implementation of WBL
Bosnia and Herzegovina	<p><i>In Bosnia and Herzegovina there are, currently, no education policies and/or regulations addressing WBL activities due to the complexity of the socio-political system of Bosnia and Herzegovina. (...) There are WBL policies, but they are not applied in the unified territory of Bosnia and Herzegovina.</i></p>
Estonia	<p><i>The Estonian Ministry of Education and Research issued a decree applied to all Education and Training organisations/institutions. Revised in 2019, this decree titled "The procedure for implementing workplace-based learning" provides guidelines for the implementation of WBL activities, including the definition of WBL, students' working conditions and connection between WBL learning outcomes and the schools' curriculum.</i></p>
Finland	<p><i>WBL is included in the <u>Finnish VET legislation</u> since 2018 as part of national VET curricula in all fields, which is funded by national and local governments and free of charge for students. It is based on continuous learning and aims at students of all ages (young people and adults), who can apply for financial loans to enrol in the courses.</i></p>
France	<p><i>The French Ministry of Labour has established a certification for WBL & Apprentices in-company tutors. Since the last reform in 2018 (Loi pour la liberté de choisir son avenir professionnel, or Law for the freedom of choosing one's professional future (free translation)), there was a huge promotion towards apprenticeship in France, with financial support given to companies that host/hire and train apprentices, which led to an increase of the number of apprentices in France.</i></p>
Germany	<p><i>The curricula and guidelines for VET schools are set by the Federal Government of each Federal State (e.g. the Ministry for Schools in North Rhine – Westphalia), and for the companies by the National Government (the Federal Institute for Vocational Education and Training - BIBB).</i></p>

Country	National policies that regulate the implementation of WBL
Italy	<i>There are different kinds of regulations and appropriate legal regulatory mechanisms, depending on the level of VET where WBL is being implemented (e.g., Initial VET, Tertiary VET) and on the types of WBL (e.g., apprenticeships, traineeships).</i>
Malta	<i>Chapter 576 of the <u>Laws of Malta</u> provide for the regulation of work-based learning and apprenticeship within the context of a vocational educational and training programme, and also provide for other matters connected or related thereto.</i>
Portugal	<i>Work-based learning in Portugal is governed by several legal provisions. The primary legislation is the Labor Code (Código do Trabalho), which regulates employment relationships, including apprenticeships and vocational training. There is a specific legal framework for WBL/ apprenticeships, and institutional regulations for vocational training which include financial support to schools which is transferred to students who are enrolled in WBL, upon specific criteria.</i>
Slovenia	<i>In Slovenia, periodically—every second year, a State tender is launched to return a symbolic prize to companies, which has impact on students' motivation to enrol in WBL activities.</i>
The Netherlands	<i>WBL is mandatory for VET in The Netherlands. It is a legal requirement that full time students spend between 25% and 50% of the study time as interns in a company/outside organisation.</i>

Once more, Cedefop is a reliable source of information about national VET policies. Additional data on the policies implemented on the listed countries can also be found on its [Timeline of VET Policies in Europe](#).

8. Relevant resource materials focused on WBL: a Toolkit

As previously mentioned, one of the purposes of this Guideline is to provide information on recent resource materials (e.g., studies, glossaries, database and reports developed in the last two years) developed by some of the most relevant EU institutions (which were already mentioned throughout the document), to be further explored by those who are interested in this topic. The following list of resources indicates the name/logo of the institution responsible for the suggested material/study, title and link for that material, and a short overview of its contents to facilitate the identification of the relevant topic(s) addressed.

In the case of **Cedefop**, there are two database available for consultation (one focused on all materials produced by this institution about WBL and apprenticeships, and another that provides updated information about VET policies across Europe), and one report that focuses on key aspects related vocational education and training and to WBL.

As for the suggested **ETF** resources, there are two guides: one providing information on a set of methods available for monitoring and evaluating WBL schemes, and another focused on the topic of WBL in the green transition. In addition to these guides, ETF also provides a database with relevant WBL good practices implemented by its Networks for Excellence, which is also listed below.

Regarding the **ILO**, there is a working paper that explores the benefits of WBL in school-based VET and provides an overview of different existent initiatives to illustrate them. The list also includes reference to a recent report focused on how apprenticeships foster up- and reskilling, and to a manual that illustrates the complexity of the WBL ecosystem with examples from Lebanon and Arab Countries.

OECD is also a prolific institution, with many resources focused on the topic of WBL. Three database are listed as part of this toolkit: one that provides a list of available papers and reports focused on WBL, policy and country reviews, another focused on national education systems across the world, and the third one focused on publications that address WBL and that were developed by OECD or with its contribution.

Finally, the list includes resources from **UNESCO-UNEVOC**, more specifically one report that provides an overview of the challenges faced by TVET containing a section dedicated to WBL, and two database – one that provides access to an array of literature and documentation focused on VET and WBL practices, and another that allows to search for terminology related to TVET and WBL, with links for relevant literature.

This toolkit also provides information about Erasmus+ projects in which EfVET is currently involved and that address specifically the topic of WBL in VET.

Table 11 List resources available for consultation (Cedefop)


	Title	Overview
	<p><u>“Apprenticeships in work-based learning”</u></p>	<p><i>A database with material produced by Cedefop resulting on its activities. It includes links to research papers, analyses and policy briefs, information about communities, events and other activities, and publications focused on the topics of apprenticeships and WBL.</i></p>
	<p><u>“Reinforcing work-based learning, including apprenticeships”</u></p>	<p><i>A database part of Cedefop’s thematic category “Timeline of VET policies in Europe”. It covers all developments related to WBL at European level, providing the chance to search for information by keywords, country and type of development (e.g., action plans, legislation and initiatives), target groups, etc.).</i></p>
	<p><u>“The role of work-based learning in VET and tertiary education”</u> (2021)</p>	<p><i>A report that analyses a 2016 EU labour force survey ad hoc module focused on WBL in formal initial education and training to provide an updated statistical evidence about key aspects of WBL, VET and tertiary education.</i></p>

Table 12 List resources available for consultation (ETF)


	Title	Overview
 <p>Working together Learning for life</p> <p>European Training Foundation</p>	<p><u>“Monitoring and evaluating work-based learning in vocational education and training”</u> (2021)</p>	<p><i>Aimed at policy makers and ETF social partners, this guide provides information about an array of methods focused on monitoring and evaluating WBL schemes (e.g., curriculum design, quality of training staff, use of digital tools, etc.).</i></p>
	<p><u>“Work-based learning and the green transition”</u> (2022)</p>	<p><i>This guide was produced by the Inter-Agency Working Group on Work-based Learning, which includes Cedefop, the European Commission, ETF, ILO, OECD and UNESCO.</i></p>
	<p><u>“Work-based learning in centres of vocational excellence”</u></p>	<p><i>An initiative that aims to foster partnerships between EU and non-EU Centres of Vocational Excellence (CoVES), part of <u>ETF Networks for Excellence</u>, which includes coaching and peer learning activities.</i></p> <p><i>To access to <u>good practices</u> in WBL in the scope of this initiative, one must log in.</i></p>

Table 13 List resources available for consultation (ILO)


	Title	Overview
	<p><u>“Strengthening work-based learning in VET institutions: the future of work and lifelong learning”</u> (2022)</p>	<p><i>In this working paper, the ILO focuses on WBL as solution for the current challenges faced by the labour market, providing relevant information about its benefits in school-based VET, an overview of initiatives conducted at policy, educational and social levels, recommendations and case studies that illustrate the study.</i></p>
 <p>International Labour Organization</p>	<p><u>“Towards lifelong learning and skills for the future of work: global lessons from innovative apprenticeships”</u> (2022)</p>	<p><i>This is the main report of ILO’s project funded by the Government of Flanders - Apprenticeship Development for Universal Lifelong Learning and Training (ADULT). It explores how apprenticeships can enable people upskill and reskill throughout their working lives to keep pace with the fast-changing labour market demand.</i></p>
	<p><u>“Work-Based Learning (WBL) in TVET”</u> (2022)</p>	<p><i>Even though this manual is aimed at practitioners in Lebanon and Arab Countries, it provides an overview of the WBL ecosystem in its complexity, focusing on its basic concepts, types and benefits to VET, and on what is required to deliver WBL at managerial level.</i></p>

Table 14 List resources available for consultation (OECD)





	Title	Overview
	<p><u>OECD homepage dedicated to work-based learning and apprenticeships</u></p>	<p><i>In this homepage, OECD provides a list of resources available to be explored, which include papers and reports focused work-based learning, policy reviews focused on VET and adult learning and VET country reviews.</i></p>
	<p><u>OECD Education GPS</u></p>	<p><i>This homepage gives access to resources (e.g., reports, indicators, charts, diagrams, etc.) that provide recent information about the educational system of countries around the world, allowing for a comparison between countries from OECD and beyond.</i></p>
	<p><u>OECD iLibrary</u> (work-based learning)</p>	<p><i>A homepage that provides access to all publications focused on WBL, produced so far by OECD (or with its contributions). Those publications, available for public consultation, can be organised by theme and/or country. (NOTE: The link provided gives access to the publications focused on WBL)</i></p>

Table 15 List resources available for consultation (UNESCO-UNEVOC)

	Title	Overview
 <p>unesco International Centre for Technical and Vocational Education and Training</p>	<p><u>“Building better formal TVET Systems: Principles and practices in Low- and Middle-income countries”</u> (2023)</p>	<p><i>New report co-developed by UNESCO, World Bank and ILO that provides a global analysis of TVET challenges and reforms in developing economies. It has a section dedicated to WBL (5.2), but it is also mentioned throughout the document as an element that supports the success of TVET.</i></p>
	<p><u>Innovative and Promising Practices in TVET</u></p>	<p><i>Organised by country, practices, implementing organisations and year of publication, this homepage allows to search for documentation focused on WBL practices. When searching for the theme “work-based learning”, there is a practice implemented by OMNIA Education Partnerships (FI) available for consultation.</i></p>
	<p><u>TVETipedia</u></p>	<p><i>Glossary with definitions for more than 1 000 terms relevant for TVET. For each definition, the glossary provides links for multiple relevant sources of information, and those interested in contributing can also suggest new terms and definitions.</i></p>

In addition to the listed resource materials, it is also possible to explore Erasmus+ funded projects that address the topic of WBL. EfVET is currently involved in the following projects:

Table 16 Erasmus+ funded projects focused on WBL, on which EfVET is involved

Name and logo of the project	Main purposes/ duration	Website
<p>VET to VET – Capacity Building in Albania</p> 	<p>EfVET is an Associated Partner of this project that aims to address the need for intervention in fields such as internationalisation of VET providers of the Western Balkans, preparation of mobility scheme for the future Erasmus Programme (Enlargement Policy), prevention of early school leaving and drop out, school-company cooperation, career guidance, work-based learning, validation of non-formal and informal learning and dual system structuring. (Duration: 01.02.2023 – 30.01.2025)</p>	<p>Please access to EfVET website</p>
<p>SELFIE WBL Follow-Up</p> 	<p>EfVET is one of the partners in this project that aims to help VET Schools implementing the results from the previous SELFIE WBL project, as a way to foster digital transformation and to improve communication with companies to strengthen the ecosystem with regional stakeholders. (Duration: 01.11.2021 – 01.11.2024)</p>	<p>https://selfiewbl.tools</p>

9. WBL Best Practices implemented by EfVET Members

This is perhaps the most important section of this Guideline as it provides detailed information about the best practices collected by EfVET among its Members who participated in the WBL survey and provided additional information about those practices, allowing to select them for this Guideline.

The information provided (organised in a harmonised way, by country, to facilitate the reading process), aims for other Members to feel inspired by those practices and to implement them on their own VET schools, if they choose to, with their students and with an active involvement from schools' and companies' staff for an improved WBL experience for all.

Each WBL Best Practice includes:

- General information about:
 - The EfVET Member(s) implementing the WBL activity in that country (for further contacts, if necessary);
 - WBL dimensions (i.e., proportion of Theoretical and Practice activities and implementation period);
 - Who provides guidance to students in the companies during the WBL period, and the training or preparation required to comply with that role;
- Information about the role of the Member in the implemented WBL activity(ies);
- Information on how is the WBL Practice organised and/or funded;
- Information about the elements from the Member and from the Company(ies) involved in the WBL practice;
- Details about how the WBL is implemented (including characteristics of the students involved and how they are assessed).

Information about national educational policies is also provided, based on the descriptions provided by the Members. Some of them were able to provide links for institutional/governmental websites for more detailed information. Nevertheless, in case there is interest or need to know more about this subject, Cedefop has a [Timeline of VET Policies in Europe](#), which can be explored as well.

For any additional information about a specific WBL Practice, please contact the EfVET Team (efvet-office@efvet.org).

9.1 Bosnia and Herzegovina



EfVET Member I General Information



EfVET Member: IUS Lifelong Learning Center

Type of Organisation/Institution: Lifelong Learning Center -
Organizational unit of the International University of Sarajevo - IUS

Vocational Education and Training (VET) initiatives implemented:

- Personal and Professional Development
- Continuing VET

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed: Not Applicable

Type(s) of WBL practices implemented:

- Informal apprenticeships
- Internships;
- Job shadowing and work experience.

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of T activities in comparison with P ones.

Implementation period: In alternance (i.e., together with other school activities). Practical training varies in the number of days, depending on the occupation for which the students are trained but, in general, it is carried out in 1 to 2 days during the school week.

WBL Hosting Company

Guidance to students provided by: Employee or Mentor, who acts as a guide for the students, helping them understand their roles and responsibilities within the company. During the hosting internship program, having a Mentor in the company is actually highly beneficial for the students. A Mentor is an experienced professional within the company who guides and supports the student throughout their work-based learning experience. Its role is to provide guidance, share knowledge and expertise, and help the student navigate the work environment.

Type of training/preparation required: Not Applicable

National Education Policies and/or Regulations

In Bosnia and Herzegovina there are, currently, no education policies and/or regulations addressing WBL activities. Due to the complexity of the socio-political system of Bosnia and Herzegovina, it is very difficult to give a precise answer regarding the WBL policy in the entire territory of Bosnia and Herzegovina. In the constitutional structure, Bosnia and Herzegovina consists of two entities: Federation of BH, Republika Srpska and Brcko district. The Federation of BiH is further divided into ten cantons, and the cantonal ministries have jurisdiction over the educational system. The ministries of education in Brcko District and Republika Srpska are centralized. There are WBL policies, but they are not applied in the unified territory of Bosnia and Herzegovina.

WBL Best Practice | Mobility – Internship

Role in the implemented WBL activities:

IUS Lifelong Learning Center is involved in the organisation of internships as mobility hosting partner.

Providing an Internship Placement: As hosting partner, IUS Lifelong Learning Center is responsible for offering a suitable internship placement that aligns with the interns' educational background, skills, and interests. IUS provides the interns with an opportunity to work in a professional setting and gain practical experience in their field of study. Also, IUS is providing a orientation program to familiarize the interns with the organization's policies, procedures, and work environment, ensuring they understand their roles, responsibilities, and expectations. This program supports interns' integration into the company team, cultural and social Integration, performance evaluation, etc.

WBL Practice organised/funded by:

Erasmus+ Programme

Elements from IUS Lifelong Learning Center involved in the WBL practice

IUS Lifelong Learning Center staff. IUS team engaged in internship / WBL practice consists of directors, assistant directors, teachers, trainers, etc.

Elements of the sending/hosting organisation or company involved in the WBL practice

- EU partners;
- Companies in Sarajevo Canton;
- Chamber of Economy.

How is the WBL practice implemented

The internship has a duration of one month. It is important to note that while the duration may be relatively short, it can still provide valuable learning opportunities and practical experience. During this period, VET interns can gain insights into the industry, apply their theoretical knowledge in a real-world setting, develop relevant skills, and establish professional connections. To maximize the value of the internship, it is important to establish clear objectives and expectations for the VET interns, focus on specific tasks, projects, or areas of the industry, assign a supervisor or mentor who can guide and support the interns throughout their internship. These are some examples, and the specific activities for VET students during their internships; gaining insights into the practical aspects of the profession, assisting with practical tasks, performing activities such as basic data entry, inventory management, equipment maintenance, or material preparation, specialized training on tools, software, equipment, or industry-specific techniques, improving language skills, developing communication skills, etc.

Characteristics of the students enrolled in the WBL practice

High school students or other VET institutions students, aged 17 +.
They need to be current high school level students.

How are students assessed

The assessment of VET interns during mobility internship is typically made through a combination of evaluation methods applied by the hosting partner or company.

The specific assessment process can vary depending on the educational institution, program requirements, and the policies of the hosting organization.

Daily progress report - Stage Daily Register document: The hosting company assesses the performance of interns based on their day-to-day tasks, responsibilities, and interactions within the workplace. This evaluation is often conducted by a designated supervisor or mentor who provides feedback on the intern's performance, professionalism, and adherence to workplace policies and procedures.

Work Portfolio / Work Evaluation Assessment: It assesses factors such as the intern's skills, professionalism, adaptability, communication, and overall work quality and also meeting deadlines, attention to detail, problem-solving skills, interpersonal skills, etc.

Final report of internship for schools: Consists of logistical aspects, pedagogical, linguistic and cultural training, placement management, monitoring and tutoring, internship benefits. Certificate of completion is issued to the intern at the end of the process.

9.2 Estonia



EfVET Member I General Information

EfVET Member: Tallinn Health Care College

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Adults

European Qualifications Framework (EQF) addressed:

- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Internships;
- Work placements.

WBL Dimensions

In Estonia, WBL is an integrated approach (i.e., close collaboration between schools and hosting companies), defined as a work-centred learning practice.

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of P activities in comparison with T ones.

Implementation period: In alternance (i.e., together with other school activities). 1/3 of the curricula is achieved at school. The theoretical lessons take place approximately three to four days per month at school (or sometimes the "school" is also a classroom at the organisation, which facilitates the transportation of students). The rest of the curricula is achieved at the WBL hosting company, guided by the work-based supervisor.

WBL Hosting Company

Guidance to students provided by: The Supervisor at the hosting company (work-based supervisor). As this supervisor has not much experience in pedagogy, he/she can be guided by a school-based supervisor (from Tallinn Health Care College) who visits the company and provides preliminary training.

Type of training/preparation required: Provided by the school.

The content of the training depends on the wishes and time-limit of Supervisors. The main topic focuses on the regulation referred to the previous part: the rights and responsibilities of the Supervisor. Also, curricula and outcomes are introduced.

It also gives hint on how to arrange the procedure of supervising and how to give feedback. The Supervisor receives an internship report issued by the school. There are tasks that the student should fulfil during her/his stay at the organisation. After concluding the task, the student assesses her/ his fulfilment and later the Supervisor gives her/ his feedback to the self-assessment of the student.

If needed and asked some lectures on didactics, methods, assessment is given. But since September 2023 a new blended learning programme for Supervisors will be ready and they have to follow this programme.

The programme is 5 ECVET long and it comprises both contact lessons and e-learning part. Contact lessons are more or less the same – where the regulation and curricula are introduced but the e-learning part comprises different aspects of teaching and learning.

National Education Policies and/or Regulations

The Estonian Ministry of Education and Research issued a decree applied to all Education and Training organisations/institutions. Revised in 2019, this decree titled “The procedure for implementing workplace-based learning” provides guidelines for the implementation of WBL activities, including reference to:

- Definition of WBL;
- A contract between the schools, students and internship sites;
- The students’ working conditions during the internship;
- Connection between the WBL learning outcomes and the schools’ curriculum;
- Fee paid by the internship site to the students during their study period.

For additional information about this decree, please access to <https://www.riigiteataja.ee/akt/129122013002?leiaKehtiv> (available in EE).

WBL Best Practice | Care Workers training programme

Role in the implemented WBL activities:

Tallinn Health Care College is involved in all phases and procedures for the organisation and implementation of WBL activities, namely:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Organised by Tallinn Health Care College, in collaboration with a local nursing home from where students participating in the WBL activity come from.

Elements from Tallinn Health Care College involved in the WBL practice

The head of the VET Department, study specialists, teachers and school based supervisors (who are also teachers).

Elements of the sending/hosting organisation or company involved in the WBL practice

Director of the nursing home, contact person (if not the Director), supervisors nominated by the Director and students.

How is the WBL practice implemented

Tallinn Health Care College representatives met with the manager from the nursing home to agree on dates and responsibilities. Theoretical lessons can take place at school or at the nursing home (in the latter case, if there are also specialists who are ready to teach, they can sign a contract with Tallinn Health Care College). Training is planned collaboratively between both organisations/institutions, and Tallinn Health Care College assesses the working and learning conditions. The WBL activity follows the formal course curricula, i.e., 2 years. Theoretical classes are carried out three days per month.

Characteristics of the students enrolled in the WBL practice

Care workers from the nursing home who require a proper qualification (EQF level 4), aged >45 years old.

How are students assessed

The formal assessment follows the general assessment procedures (e.g., test, essays, team work, projects, simulations. etc.). Before graduation, these students are enrolled in VET examination, as regular students are. WBL is a form of education and the curricula is the same for all students.

9.3 Finland

EfVET Member I General Information



EfVET Member: Helsinki Vocational College and Adult Institute

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed:

- EQF level 3;
- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Work placements;
- Job shadowing and work experience.

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of P activities in comparison with T ones. However, there can be other proportions (e.g., 50/50 or T10% / P90%).

Implementation period: Periodically (e.g., every 3 or 6 months). Students have an individual study plan, meaning that WBL takes place according to those plans (depending on the degree programmes or in specific periods over students' studies).

WBL Hosting Company

Guidance to students provided by: Workplace tutor, who is an employee of the company (professional in his/her field), and plans, guides and assesses students' learning at the company during the WBL, in close collaboration with VET schools teachers.

Type of training/preparation required: Provided by the school.
No obligatory, but highly recommended. Focused on tutoring skills (e.g., work planning, communication skills, etc.).

National Education Policies and/or Regulations

WBL is included in the [Finnish VET legislation](#) since 2018 as part of national VET curricula in all fields, which is funded by national and local governments and free of charge for students. It is based on continuous learning and aims at students of all ages (young people and adults), who can apply for financial loans to enrol in the courses.

WBL is based on practical work tasks set on an apprenticeship or on a training agreement, signed between the school, the student and the company. Students are seen as full-time workers based on a fixed-term contract.

WBL can cover an entire degree, a module or smaller parts of the studies, based on individual learning plans that are attached to the agreement. For example, if the student does not have any work experience, and is studying to become a nurse at a basic I-VET qualification course (3 years, or 180 competence points), students can spend 6 to 7 weeks at the workplace, coming back to school for one month and to the workplace again, after that, to deepen his/her skills. This process can last the entire qualification course time.

The school can find a suitable workplace, or it can be found by the student.

WBL Best Practice | Cooperation “Academies” with companies

Role in the implemented WBL activities:

Helsinki Vocational College and Adult Institute is involved all phases and procedures for the organisation and implementation of WBL activities, namely:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees’ performance during WBL.

WBL Practice organised/funded by:

The WBL is organised in a collaborative way between the College and VEHO Academy, a car dealer and repairing company which works close with the College teachers.

During the Vehicle Week initiative, a representative of VEHO Academy goes to the College to meet and talk to students to explain what they are able to accomplish at professional level if they join VEHO Academy. In case the students are interested in joining, they sign a training agreement (also signed by the workplace tutor and by the College teacher from the field), where the number of hours of WBL is specified, as well as type of activities and learning outcomes – connected to the Automotive field and to the national VET curricula set for this field. Students spend the whole WBL period at the same company, provided they have the required competences and skills to do so.

After the WBL, students get a certification issued by VEHO Academy, and may have a permanent working contract with the company.

Elements from Helsinki Vocational College and Adult Institute involved in the WBL practice

Teachers from the Automotive field, who collaborate with the company to organise the WBL period in terms of activities, and set assessment criteria.

Elements of the sending/hosting organisation or company involved in the WBL practice

VEHO Academy workplace tutor, who works together with College teachers during their visits to the company where they can have team meetings.

How is the WBL practice implemented

WBL and its duration depend on students' individual learning plans, which are adapted to the skills of the students and to what they need to develop, based on the national VET curricula for this specific sector.

Students can spend periods of time at the company (e.g., six or seven weeks) and spend one month at the College after that, as a way to deepen its skills and competences in the field. During their time at VEHO Academy, students are visited by their teachers who take the opportunity to collaborate with the workplace tutors to check on students' performance and for the need to adjust their WBL activities as a way to ensure that students' progress is aligned with the learning plan.

After the WBL is concluded, students may have the opportunity to sign a summer work contract with VEHO Academy, where they earn a salary (a chance for students to work, and for the Academy to have access to a qualified workforce that already knows what to do).

Characteristics of the students enrolled in the WBL practice

All students enrolled in courses aligned with EQF levels 3, 4 and 5.

How are students assessed

Students' skills demonstrations and exams, based on the national VET curriculum for the Automotive field and the study units. The workplace tutor and teacher(s) are the ones making the assessment of those demonstrations.

Students also make a self-assessment during an assessment discussion, conducted together with the workplace tutor and teacher(s).

9.4 France



EfVET Member I General Information

EfVET Member: SEPR L'École des Métiers

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed:

- EQF level 3;
- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Internships;
- Work placements;
- Job shadowing and work experience.

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: The ratio depends on the qualification level. Usually, for EQF levels 3 and 4, there is a higher proportion of P activities in comparison with T ones, but for EQF level 5 there is a balance between both (50/50).

Implementation period: In alternance (i.e., together with school activities).

For EQF levels 3 and 4, the alternance can be either 2 days in the VET centre and 3 days in the company during the week, or 1 week in VET centre and 3 weeks in the company.

For EQF level 5, the students spend 2 weeks in the VET centre and 2 weeks in the company.

The WBL implementation period can last 1, 2 or 3 years, depending on the targeted diploma AND on the previous diploma the student has.

WBL Hosting Company

Guidance to students provided by: In-company Tutor who is identified by the company where he/she works, and is in charge of training and monitoring the students. Depending on the size of the company, the Tutor may be a company leader, a technician, etc.

The tutoring activity is made on a voluntary basis.

Type of training/preparation required: According to the "Certification de Maître d'apprentissage" (or Apprenticeship Master Certification – free translation), established by the French Ministry of Labour (Law of 17th December, officially published on 27th December 2018), the Tutor must hold a diploma at, at least, the same level of the student, and more than 1 year of working experience.

In alternative, the Tutor must have at least 2 years of working experience in the field targeted by the diploma.

National Education Policies and/or Regulations

The French Ministry of Labour has established a certification for WBL & Apprentices in-company tutors.

Since the last reform in 2018 (Loi pour la liberté de choisir son avenir professionnel, or Law for the freedom of choosing one's professional future (free translation)), there was a huge promotion towards apprenticeship in France, with financial support given to companies that host/hire and train apprentices. This led to an increase of the number of apprentices in France: there were 837 000 new apprenticeship contracts in 2022 (+14% when compared to 2021), and the purpose is to achieve a total of 1 million per year in the coming years.

Please access to <https://www.francecompetences.fr/recherche/rs/5515/> for more information (in FR).

WBL Best Practice | WBL alternance

Role in the implemented WBL activities:

SEPR L'École des Métiers is involved in all phases and procedures for the organisation and implementation of WBL activities, namely:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

The academic calendar (which include the period of WBL activities) is planned according to each training field of SEPR, and to companies' activities.

For example in Cooking or Hairdressing courses, students are in companies because the companies need workforce; in the Beauty sector, apprentices are in companies before summer as many people/ women ask for aesthetics body treatments; Florist apprentices need to work in companies during public holiday or celebration day (May 1st, Mother's day...), etc.

Elements from SEPR L'École des Métiers involved in the WBL practice

Pedagogy Department, WBL Department and Head of training departments.

Elements of the sending/hosting organisation or company involved in the WBL practice

Elements from the company who have a close link with the school, allowing for the identification of the company's needs.

In micro-companies, Tutors is usually the owners; in Small and Medium Enterprises (SMEs), the Tutor can be a team members or a technician.

How is the WBL practice implemented

SEPR L'École des Métiers tries to adapt the WBL alternance according to the companies' needs. For example, during the last three weeks of December most students are in the company that needs labour force for Christmas sales. Florist course students are always in company during public holiday, or Beauty course students are mainly in company in July.

Training lasts usually 2 or 3 years, but SEPR also has 1 year of WBL training, for example for students who graduated in the General Education, got their Bachelor's degree and choose to join VET. During 1 year, these students train as apprentices (alternating between VET centre and company), only focusing on practical subjects, and at the end they get a EQF level 3 diploma. Then, as they already graduated from general Education, they can join training for a EQF level 5 diploma (no need to do the Level 4).

Characteristics of the students enrolled in the WBL practice

Students aged between 16 and 29 years old, enrolled in courses aligned with EQF levels 3, 4, and 5.

How are students assessed

There are some evaluations in the VET centre and in the company that are run by VET teachers and by the in-company Tutor. The subjects evaluated differ from one course/diploma to another.

9.5 Germany



EfVET Member I General Information



EfVET Member: Rudolf Rempel Vocational College Bielefeld

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed:

- Lower than EQF level 3;
- EQF level 3;
- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Internships;
- Work placements;

WBL Dimensions

WBL is defined in Germany as a term that describes the connection between learning and working.

The main characteristic of its Dual System is cooperation between mainly small and medium sized companies, on the one hand, and publicly funded vocational schools, on the other. This cooperation is regulated by law.

Trainees in the Dual System typically spend part of each week at a vocational school and the other part at a company, or they may spend longer periods at each place before alternating.

Dual training usually lasts two to three-and-a-half years. The VET-schools have normally roughly 1/3 of the education time.

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of P activities in comparison with T ones.

Implementation period: In alternance (i.e., together with school activities), depending on the course.

There are different variants of implementation:

One model is 8 hours at school on one day (no time spent in the company) and 4 to 6 hours on another day where students go back to the company. Students spend a total of 3 days in the company.

Another model is based on block models, e.g., 9 months company, 3 months school.

WBL Hosting Company

Guidance to students provided by: For national activities, there is a Head of Department of the individual course of education.

European activities there is a mobility team comprised of a European coordinator for management, European coordinators on course of education level, form teachers and mobility experts.

Type of training/preparation required: Not Applicable.

National Education Policies and/or Regulations

The curricula and guidelines for the schools are set by the Federal Government of each Federal State, and for the companies by the National Government.

The curriculum for the schools are developed by e.g. the Ministry for Schools in North Rhine – Westphalia (please access to <https://www.berufsbildung.nrw.de/cms/bildungsgaenge-bildungsplaene/uebersicht/index.html> for more information – in DE).

For companies, the curricula are developed by the BIBB (please access to <https://www.bibb.de/de/141443.php>, available in DE); partners are employers' organisations, unions and the Ministries of Education and for Economic Affairs and Climate Action.

WBL Best Practice | Work Placements (national and international)

Role in the implemented WBL activities:

Rudolf Rempel Vocational College Bielefeld is involved all phases and procedures for the organisation and implementation of WBL activities, namely:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Students can apply for a national or an international work placement. They apply to their form teacher and then are guided through an assessment centre.

If it is at national level, students are guided by a business administration teacher. They are also guided by responsible persons in the company specially appointed for this task.

If it is at international level, guidance is provided by a mobility team.

To participate, students need to undergo an assessment focused on skills/competences such as language, reliability or motivation, two intercultural awareness seminars (aimed at preparing them for the culture in the receiving country, for culture shock, and for the receiving company), and language preparation.

Guidance is provided to students throughout the entire process.

Elements from Rudolf Rempel Vocational College Bielefeld involved in the WBL practice

The mobility team, the international Coordinator, the school's Vice Principal, and a form teacher.

Elements of the sending/hosting organisation or company involved in the WBL practice

Person appointed by the company to guide students during the WBL period.

How is the WBL practice implemented

This WBL practice is implemented within the syllabus, starts 3 weeks before Easter and lasts for 4 weeks (internat. Level) resp. 3 weeks (National level). Students work in offices according to the individual agreements between the school and the company.

Characteristics of the students enrolled in the WBL practice

EQF level 5 students attempting to reach General University Qualification level.

How are students assessed

They are assessed with the help of their thesis, an ECVET assessment tool, via reports of the receiving association and reports within the Erasmus+ programme (international placements).

9.6 Italy



Because there were two EfVET Members providing information about the WBL context in Italy, an overview of that information is provided before describing each Member organisation and its inspiring best practice.[1]

WBL Dimensions

In Italy, there are WBL schemes related to formal education (e.g., VET programs and curricula traineeship, dual VET and 1st and 3rd level apprenticeships) and there are other WBL schemes not related to formal education, which include extra-curricular traineeships or 2nd level apprenticeships.

As such, WBL can be defined as learning approaches and schemes that mix together theoretical and practical learning (and classes), where companies are called up to assume an important role, much in line with the alternance training, defined by the [Cedefop glossary](#) as education or training combining periods in an education institution or training centre and in the workplace.

Ratio/Proportion of Theoretical (T) and Practical (P) activities: It depends on the regulatory mechanisms i.e., in dual system programs it is 50/50. In most VET programs, during the first learning years, there is a higher proportion of T than P activities. In apprenticeship schemes, the ratio is balanced; and in learning internships there's a higher proportion of practical activities.

Learning at the VET centre always include practical activities in professional laboratories connected to the profession/sector.

1st year of IVET programmes include most time simulation company module; students are not allowed by law on Labour to spend learning time in companies as they do not have the minimum age to enter the labour market.

Implementation period: Periodically, depending on the year school, level of VET, regions, and even on each VET Provider.

Here are some examples:

- **CEFAL E.R.**

In Emilia Romagna, formal IVET programmes last only 2 years (1000h/year including 350h of practice in a company):

- *Electrician VET programme* (EQF 3): 2 blocks (training at the VET centre + 350h of practise in a company);
- *Culinary sector* (EQF 3): in 2022-2023, learning is organized in 5 blocks in the following way:
 - 1st year: 1,5 months at the VET centre + 9 weeks in the Learning Company "Le Torri Restaurant" + 1,5 month at the VET centre + 150h in an external restaurant/company + 1 month at the VET centre;
 - 2nd year: 1st period at the VET centre + first half of practice in an external restaurant/company + 2nd period at the VET centre + second half of practice in an external restaurant/company + 3rd period at the VET centre in view of the final examination.

- **Csf Stimmatini.**

In Veneto, IVET programmes at EQF 3 last 3 years (990h/year), including practice in companies (260h in the 2nd year and 336 hours in the 3rd year).

VET training at EQF 4 lasts 1 year (990h), including 500h of practice in companies (+100h. for apprenticeships):

- Culinary sector: learning is organized in 5 blocks:
 - 1st period at the VET centre + first half of practice in a restaurant/company
 - 2nd period at the VET centre + second half of practice in a restaurant/company
 - 3rd period at the VET centre.
- Graphics sector: alternance in organized all year long during the week (3 days at the VET centre + 2 days in a company).

WBL Hosting Company

Guidance to students provided by: A company tutor is an employee in the company who has the responsibility to teach, evaluate, explain and demonstrate, and encourage students during their WBL experience.

The task of company tutor is to work alongside the young person for the entire duration of the individual training plan, passing on the necessary skills and ensuring integration between any external and internal training.

The tutoring activity must be carried out by a qualified worker of the same level or higher.

The 'tutor' must have at least three years of work experience unless there are workers in the company with less than three years' seniority in the qualification.

In small enterprises with fewer than 15 employees, this role may be performed directly by the owner, a partner or a family member provided that they have the specific skills, without prejudice to the specific indications of the Regions, which have primary competence in this aspect.

Type of training/preparation required: Not Applicable.

National Education Policies and/or Regulations

There are different kinds of regulations and appropriate legal regulatory mechanisms in Italy.

WBL is implemented in the Initial VET, which represents compulsory education and training and can be fulfilled in:

- The five-year school system (technical or professional schools) aimed at obtaining an upper secondary school diploma allowing access to higher education;
- The regional vocational education and training system (Legislative Decree 226/2005), including three-year courses leading to a vocational qualification (EQF level 3) or four-year courses leading to a vocational diploma (EQF level 4) all based on alterance learning.

The **Dual VET** provides for half time in an education institution or training centre and half time in the workplace and is part of the Initial VET. (Please access to <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Sistema-duale/Pagine/default.aspx> for additional information). Fulfilment of the right to compulsory education and the attainment of the relevant qualifications is also achieved, from the age of 15, through an *apprenticeship* (Legislative Decree 81/2015). The overall VET system refers to nationally agreed standards.

There are 3 schemes or levels of **Apprenticeships**:

- Level 1 and 3 refer to formal education (1 mainly refer to EQF level 3 and 5) while 3 is for tertiary and higher education); therefore, regulations are mainly connected to the corresponding level of education and programme.
- Level 2 (called Professionalizing Apprenticeship is not connected to a formal qualification and is addressed to young people aged 18 to 29 years old in order to facilitate entering into the labour market. This kind of apprenticeship provides for a minimum of 40 up to 120 hours of training, depending on the sector and level of education.

(Please access to <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Apprendistato/Pagine/default.aspx> for additional information).

Traineeship is a period of guidance and training, carried out in a work context and aimed at the integration into the world of work. It does not imply an employment relationship. There are two types of traineeships:

- **Curricular** traineeships for people attending an education or training programme at all level and designed to integrate learning with work experience;
- **Extracurricular** traineeships aimed at facilitating people's career choices through a period of training in a company and thus with direct knowledge of the world of work. This type of traineeship is regulated by the Regions and Autonomous Provinces: at national level, however, common minimum standards are defined.

(Please access to <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Tirocinio/Pagine/default.aspx> for additional information).

EfVET Member I General Information

EfVET Member: Scuola Centrale Formazione

Type of Organisation/Institution: National association of (Technical and) Vocational Education and Training School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 3;
- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Internships;
- Work placements;
- Cooperative education;
- Other: "Learning company".

WBL Best Practice | Learning Company

Role in the implemented WBL activities:

Scuola Centrale Formazione (SCF) have members that are directly involved in all phases and procedures for the organisation and implementation of WBL activities, namely:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

Some of SCF's members are Learning Companies (LCs), such as:

- 1) CEFAL E.R. - a restaurant and a shop;
- 2) ECFOP: - a bakery;
- 3) C.F.P. "Artigianelli" di Fermo - shoe-making sector.

In all these cases, the learning company is fully integrated in the VET centre and in the IVET formal training programmes.

The role of the VET centre is to:

- Design, implement, evaluate learning activities including those realized within the LC;
- Plan and organize practice learning of learners in order to manage the LC
- Manage resources, etc.
-

As an association, SCF is mostly involved in promoting innovation of methodologies and tools, training of trainers, exchange of best practices, etc. We investigated the methodological and organisational models of learning companies within and outside our network, promoted conferences, favoured exchanges of practises, supported other members introducing this practice into their organisations, etc.

WBL Practice organised/funded by:

Learning Companies are real companies making and selling goods or services to real customers, providing learners with different kinds of functions and activities in a real working context, but within a learning framework where learners are supported by their teachers/trainers.

Le Torri Restaurant is a Learning Company or Training Restaurant whose kitchen and dining room are directly managed by CEFAL's learners attending the Catering Operator course (EQF3). Therefore, learners, guided and supervised by their expert teachers and trainers, are fully involved in the development of Le Torri's catering activities, thus learning "on the job" and learning all aspects and processes of managing a restaurant. By dining at Le Torri, even customers contribute to the learning process thus helping the VET centre to grow the restaurateurs of tomorrow! Customers pay for their lunch as in all other kinds of restaurant.

Elements from Scuola Centrale Formazione involved in the WBL practice

SCF's staff is mainly involved in:

- Research activities;
- Training of the trainers;
- Information and dissemination activities addressed to different stakeholders likely to support and promote WBL (as well as other innovations and approaches).

Elements of the sending/hosting organisation or company involved in the WBL practice

Professionals from a company, or from more than one company in the same sector, are involved in this WBL practice. Also, the technical staff and/or the manager, depending on the type and level of involvement of the company.

How is the WBL practice implemented

Learning companies are organized in different ways according to the professional sector, the VET centre's juridical form, territory, and area where they are placed (urban, big/small city etc.). Le Torri is open from Monday to Friday only at lunchtime and during the school year.

CEFAL manages different IVET courses in the culinary sector; so, practice at Le Torri is planned and organized in order to always have a full kitchen brigade and servers to manage the restaurant and the scheduled events with the supervision and support of the staff (teachers and trainers). Learners are involved in the full process from the definition of the menu to final tables clearing and kitchen tidying up. Every day at the end of the service, a debriefing is made among teachers and learners to analyse the work done, the situations lived, problems faced, and solutions found etc. This evaluation also serves to highlight learners' learning needs to be further addressed and explored in depth.

At Le Torri, other learners (disabled or vulnerable adults) may do their learning path under different learning schemes and fundings thus integrating and mixing "workers". This makes the environment more stimulating and rich of experiences.

Characteristics of the students enrolled in the WBL practice

EQF levels 3 and 4 students aged 14 to 19 years old.

How are students assessed

Evaluation is part of the formal evaluation foreseen within the VET program. Evaluation tools are developed according to the standards and refer to the professional profile reference framework. When at the Restaurant, teachers use observation grids and as said each day there is a debriefing session.

EfVET Member | General Information

EfVET Member: Cometa

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 3;

Type(s) of WBL practices implemented:

- Traineeships;
- Internships;
- Work placements;
- Job shadowing and work experience.

Cometa Formazione has a model of sustainability to operationalise its WBL practices and subsequent contact. This model is a mix of:

- Social enterprise and charity, able to integrate regional fundings (40% ca);
- Other external sources;
- Self-production (30% ca).
- Specific funding for guidance and job placements (transition to work), including Youth Guarantee, FIXO program, etc.;
- Fundraising based on philanthropy or corporate social responsibility;
- Project activities related to local, national, European calls or tenders (30% ca).

WBL Best Practice | Work-Based Learning Program for dropouts

Role in the implemented WBL activities:

Cometa is involved in:

- Planning of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

The work-based learning program for dropouts is an inclusive excellence approach for decreasing early school leaving. This model aims at the recovery of young dropouts thanks to the School-Enterprise method(model).

The School-Enterprise model developed by Cometa Formazione represents an original contribution in terms of work-based learning. Work is taken as a parameter to define and re-formulate the teaching methodology: the production process overlaps with the learning process, thus orienting its direction and setting itself as a reference.

In this model, both the professional training and the general education are integrated in a learning process based on involving students in the design and production of real products or service for real customers in school's workshops.

This model offers to the students the opportunity to take part a real project, thanks on-the-job activities and acquire all the skills that they need to succeed in crucial roles at their organizations. In particular vocational skills such as:

- Practical skills that prepare student to work and become proficient in their profession;
- Social-emotional skills: empathy, impulse control self-regulation, problem-solving to manage their everyday life.

One of the positive results of this method is the decrease of number of dropouts, in Cometa 90% of dropout students completed their new career.

Furthermore, during these years, the number of students applying to join this program has increased, therefore a recruitment process has been developed.

Recruitment (assessment and selection) takes place through data collection, interviews, and analysis of the learner's social/emotional psychological situation.

In this phases head teacher, tutor, together with the Educating Community and the Experimental Team, specifically for monitoring and planning the work of the learners in the experimental area, interfaces with various figures involved in the beneficiaries' pathway, including the family, where necessary, to regenerate relationships for the learners themselves.

In the first activity of this phase the Head teacher had an initial brief meeting with the family, aimed essentially at collecting anamnestic data, focusing on the student, going on to investigate what motivations have blocked or negatively interfered with the growth pathway and what the boy's demand or motivation is for embarking on a new pathway. At this stage it is essential to understand whether the boy's presence is closely linked to a family decision/pressure or whether there is a personal motivation.

The second phase is a general analysis of the student's family situation to identify possible correlations between the causes of school drop-out and parental responsibility. This phase includes Interviews between social services, educators, and families.

At the end of these phases if all actors involved are agree, student get involve in the programme.

Elements of the sending/hosting organisation or company involved in the WBL practice

Person appointed by the company to guide students during the WBL period.

How is the WBL practice implemented

This WBL practice is implemented within the syllabus, starts 3 weeks before Easter and lasts for 4 weeks (internat. Level) resp. 3 weeks (National level). Students work in offices according to the individual agreements between the school and the company.

Characteristics of the students enrolled in the WBL practice

EQF level 5 students attempting to reach General University Qualification level.

How are students assessed

They are assessed with the help of their thesis, an ECVET assessment tool, via reports of the receiving association and reports within the Erasmus+ programme (international placements).

Elements from Cometa involved in the WBL practice

A tutor, together with the Educating Community and the Experimental Team, specifically for monitoring and planning students' work in the experimental area, interfaces with various figures involved in the beneficiaries' pathway, including the family, where necessary, to regenerate relationships for the students themselves.

Tutor: Individual tutoring is a fundamental component of the students' educational and training project; given their background, scholastic discomfort is often accompanied by social and/or family discomfort, and only a customised and individualised pathway makes it possible to support them in their studies and work and in facing all the complex challenges that life puts before them every day.

During the process, the tutor is involved in different tasks, such as:

- Observation;
- Interviews;
- Coaching;
- Personalised and individualised planning,

During the internship, the tasks of tutor include:

- Planning, monitoring, evaluation (interviews with company tutor, interviews with student, guidance choice of the company and the care, in the field, of the various steps for the activation and carrying out of the internship.

The experimental team is composed by:

- Head of experimental area - An Educational supervisor who interfaces with the various figures involved in the students' pathway, including the family, where necessary;
- Teachers - Called upon to accompany the students to educational success. They guide the work that, however, makes them the absolute protagonists: they are at the centre of the teachers' concerns, who, through their teaching proposal, try to bring out the best in each one.

Educating community: Working in synergy with the adult world is essential to support the growth and recovery of young people who have dropped out of school. It is necessary to generate relationships that involve and activate families, teachers, vocational trainers, companies, services, in order to participate in a joint work for the revival of child.

Elements of the sending/hosting organisation or company involved in the WBL practice

The figure involved in the hosting organisation or company are:

- Head of the company who is in charge of organising and managing the bureaucratic, administrative;
- Company tutor.

How is the WBL practice implemented

The activities are implemented for 2 years.

- Recruitment process:

This first phase aims to assess and select beneficiaries. Recruitment takes place through data collection, interviews, and analysis of the students' social/emotional psychological situation.

Activity 1A: Selection interview with Head Teacher

After an initial brief meeting with the family, aimed essentially at collecting anamnestic data, we focus on the student, going on to investigate what motivations have blocked or negatively interfered with the growth pathway and what student's demand or motivation is for embarking on a new pathway. At this stage it is essential to understand whether the student's presence is closely linked to a family decision/pressure or whether there is a personal motivation.

Activity 1B: Convocation of the beneficiaries and training agreement

In a second interview, the Head of Education reports the necessary requirements for the student's inclusion in the pathway exist. Making use of the fact that it is desired that the student involved is a protagonist in his/her own growth pathway, the student is asked to actively adhere to the proposals, regulations, and didactic and training activities envisaged by the school: agreement, contract.

- Engagement with families and/or social workers:

The second phase is a general analysis of the student's family situation to identify possible correlations between the causes of school drop-out and parental responsibility.

Activity 2A: Interviews between social services, educators, and families

The inclusion of dropout students within the experimental pathways is often facilitated by family involvement when it is a resource and not an obstacle. It has to be quickly understood whether to invest in the family as well or to give the student more responsibility so that he/she is not constantly justified and protected by family members with little parental responsibility. Often, these students are looked after by social services or community educators; in this case, network work is necessary to enable the sharing of project goals and the students' school progress.

- Class group composition

One of the most delicate aspects of working with Early School Leavers is the composition of the class group: from this derives the creation of dynamics, sometimes very complex, that could negatively interfere with the classroom climate. Belonging to the group turns out to be a valuable source of support for individuals, who are strengthened in dealing with their own problems in a process of circular influence that stimulates mirroring and the development of empathy. Over the years, it has been observed that the students benefit positively from the group itself, because the individual members share the same failure experiences and frustrations; the point they have in common is their 'limits' and this allows for a lowering of performance anxiety levels.

Activity 3A: Observation of the class group

From the first interview, it is necessary to identify those who could take on negative and positive leadership roles, in order to create a balanced group that allows each individual to emerge with their potential and fragility. The class group designed for experimental projects often presents the same dynamics as mutual aid groups, proving to be a privileged tool for countering the marginality and insecurity shared by all members. Below is a list of the main factors to be observed during the class group composition process:

- Positive and negative leadership;
- Resources and potential of individuals;
- Fragility of individuals;
- Ways in which growth is interrupted;
- Acts carried out;

- Reports received by Court;
- Sense of autonomy and responsibility;
- Level of motivation;
- Level of previous schooling;
- Any certifications and diagnoses;
- Ways of managing free time.
- Collection of good practices.

The fourth phase brings together "good practices", a series of activities aimed at encouraging the children's return to school life.

Activity 4A: Welcoming

Welcoming to educate children and young people through the daily sharing of all their needs, in the sign of beauty as a possible experience. Being welcomed in a beautiful and inhabited place makes children feel an unexpected preference; by experiencing attention to oneself as a unique subject, as happens to a child, even those who are experiencing difficulties can get involved on a path growth that introduces them to adult life.

- The word 'welcome' thus becomes a daily practice through constant gestures and attention:
- The presence of an adult figure waiting for the children at the gate when they arrive in the morning;
- The presence of the headmaster, who waits and greets the students, calling them by name at the entrance;
- The teachers' attention to each student's talents, abilities, and interests in their teaching programme;
- The presence of the tutors, who constantly gather everyone's needs and criticalities, taking them seriously.

Activity 4B: Clear and shared regulations

The presence of each student in the school represents a conscious choice of personal path: the students are not passive recipients of the instruction given to them, but active protagonists of their own training and education. The provision of tasks and rules, aimed at developing behavioural skills, helps and supports co-responsibility in the construction of the school's educational proposal.

Students and families enter a co-responsibility agreement with the school, which includes a set of rules:

- Attention to attendance and punctuality;
- Withdrawal of mobile phones at the start of lessons;
- Prohibition of smoking in school premises;
- Care and respect for school furniture;
- Care of the uniform in all its components;
- Sharing the rules with each child and with all the adults in the school makes it easier to comply with them: in the internal coherence of an inhabited place, attention to and respect for the rules becomes possible and transgression appears more and more out of context and inconvenient.

Disciplinary measures, envisaged in the event of a breach of the rules or inappropriate behaviour, always and exclusively have an educational purpose: this purpose is expressed in encouraging the student to become aware of the environment in which he lives and of the co-responsibility he is invested with within the educational structure. Therefore, the school provides for the application of educational measures in the form of so-called 'socially useful activities' for the school community. Types of measures described (by way of example): restoring the premises, tidying up and maintaining the common areas, assisting with secretarial tasks... All these activities are carried out under the direction and monitoring of teachers and school staff.

Activity 4C: Educational practices

The format "Educational Practices" is a document that makes it possible to keep track of the relevant actions of each child, the educational interventions that have taken place, the disciplinary measures taken by the management and the verification of their effectiveness. Thanks to the Educational Practices, teachers and tutors are able to:

- Share effective strategies on the individual or group;
- Monitor the effects of their educational interventions and seek alternatives in case of ineffectiveness;
- Share the attention and care of the children, not dropping the acts, looking together at the dynamics at work and dialoguing for the construction of projects and new proposals;
- Having a history of the children's progress (qualitative data collection).

Activity 4D: Personalisation

Attention to the person and his history constitutes the guiding criterion for the creation of training pathways: the starting point is therefore openness and attention to each child, to his or her specific characteristics, needs, abilities and learning styles. The customisation of the pathways makes it possible to flexibly structure the course in order to support each child and accompany them to educational success.

The positive effect of work -based -learning program can be summarized:

- 90% of dropout students completed their new career at Cometa ;
- 95% of students recognize their soft skills increased;
- So far, since 2012, more than 60% of former students got a stable employment and are no longer completely dependent on their families;
- The employment rate of graduates is 8% higher than other VET school in Italy.

Characteristics of the students enrolled in the WBL practice

Young people between 16 and 20 years old, who fall into one of the following scenarios:

- Have not completed a first or second year in secondary school;
- Have changed institute and/or course of study one or more times In the first two years of secondary school;
- Have completed a second year at secondary school but have one or more failures in school curriculum;
- Having chosen a pathway of a high school nature, decide to discontinue it before obtaining the diploma.

How are students assessed

At the end of the internship, the tutor and the student, together with a company tutor and the Manager of the relationship with companies, verify the effectiveness of the internship and its progress.

Minutes and reports collect during the pathway allow to monitoring of the students' progress (activities, behaviour, educational aspects, learning, interviews, absences, measures etc.) and at the end to evaluate the student's progress.



9.7 Malta



efVET Member I General Information

efVET Member: The Malta College of Arts, Science & Technology.

Type of Organisation/Institution: High Vocational Education and Training

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed:

- Lower than EQF level 3;
- EQF level 3,4,5,6,7,8

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Internships;
- Work placements;

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of T activities in comparison with P ones.

Implementation period: In alternance (i.e., together with school activities)

Students spend 3 to 4 days at school and 1 or 2 days at work.

Another option is for students to attend on job training in terms of apprenticeship at stipulated intervals being block releases i.e. summer periods and attend on full time basis.

The MCAST has rolled-out new modalities last February 2023 that include 100 hrs / ECTS of WBL – that is, for example, 1 200h over a 2 year qualification of 120 ECTS at MQF Level 4.

WBL Hosting Company

Guidance to students provided by: Student apprentices are supervised on the job by an appointed lead supervisor/lead trainer who is the person designated by the sponsor to be the main reference point of the learner and to coordinate other trainers if more than one trainer is designated to the learner during the work-based learning period of a training programme.

The MCAST shall also appoint a Mentor to supervise the learning of the student apprentice at the place of work. The sponsor shall provide access to the Mentor or any of the MCAST official to the place of work upon the Mentor's or the MCAST official's request in order to observe the progress of the student apprentice.

Type of training/preparation required: Training is provided by the school. Apprenticeship training consists of basic training (theoretical instructions) at MCAST workshops and / or simulated environments. Duration depends on the particular course of studies structure.

Work based learning and apprenticeship in Malta are regulated by Law. Chapter 576 of the Laws of Malta provide for the regulation of work-based learning and apprenticeship within the context of a vocational educational and training programme, and provide for other matters connected or related thereto.

National Education Policies and/or Regulations

Chapter 576 of the Laws of Malta provide for the regulation of work-based learning and apprenticeship within the context of a vocational educational and training programme, and also provide for other matters connected or related thereto. Please access to <https://legislation.mt/eli/cap/576> for specific information.

WBL Best Practice | MCAST Approach to WBL

Role in the implemented WBL activities:

MCAST is involved in all of the phases and procedures of WBL:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Remuneration due to apprentices is governed by the Laws of Malta. Remuneration is due from sponsor and the Government and guarantees at least the minimum wage rate of pay for every hour spent at the work place. Moreover, the Government provides tax rebates to companies / self-employed individuals who join in to offer apprenticeship experience to our students.

Elements from MCAST involved in the WBL practice

Depending on the course chosen MCAST provides work-based learning in different formats: placements, apprenticeships, internships, live cases.

Elements of the sending/hosting organisation or company involved in the WBL practice

The organisations or individuals must be approved by VET providers to deliver the work-based learning component.

How is the WBL practice implemented

The Apprenticeship and WBL Department within the MCAST liaises with different stakeholders, including industry partners and students to promote apprenticeship positions and strengthen MCAST's links with industry.

Characteristics of the students enrolled in the WBL practice

Passion, determination, resilience, communication, willingness to learn, and the ability to work autonomously are some of the characteristics of students enrolled in WBL practice.

How are students assessed

Assessment is dual: attendance based (fulfilment of the full number of hours in the training agreement) and pass in the logbook / reflective journal. Then again, the mentor's feedback consolidates the assessment of students and whether or not they have met the learning outcomes.



9.8 Portugal

In order to provide an overview of the information provided by all EfVET Members from Portugal who participated in the collection of best practices, this section will start by focusing on the national education policies that regulate the implementation of WBL in VET schools in this country, and also with summary of the information provided about the WBL dimensions.

National Education Policies and/or Regulations

Work-based learning in Portugal is governed by several legal provisions. The primary legislation is the Labor Code (Código do Trabalho), which regulates employment relationships, including apprenticeships and vocational training. In Portugal, the current educational system has adopted the principle of autonomy and curricular flexibility based on structuring curricular documents, as is the case of the Student's Profile at the End of Compulsory Education, the Essential Learnings, the National Strategy for Citizenship Education and the Professional and Competence Profiles (where applicable). These curricular documents arise from various legal regulations, of which stands out the Decree-Law 55/2018, where there are several references to project work as a preferred methodology for curriculum development. Please click [here](#) to access to information about the mentioned Decree-Law (in PT).

There are specific legal frameworks for:

- **Apprenticeships:** The framework for apprenticeships is established in Decree-Law No. 72/2017. It promotes the integration of young people into the labor market and combines practical work experience with formal education. The law defines the rights and obligations of employers, apprentices, and training entities. Please click [here](#) for additional information (in PT).
- **Vocational Training:** Vocational training in Portugal is regulated by the Employment and Vocational Training Promotion System (Sistema de Aprendizagem e Formação Profissional), which aims to develop professional skills and competencies. The system is overseen by the Institute of Employment and Vocational Training ([Instituto do Emprego e Formação Profissional - IEFP](#)).
- **Training Contracts:** In work-based learning programs, a training contract (Contrato de Formação) is typically established between the employer and the trainee/apprentice. The contract outlines the terms and conditions of the training, including the duration, remuneration, working hours, and specific learning objectives.

- **Recognition of Qualifications:** The National Qualifications System (Sistema Nacional de Qualificações - SNQ) in Portugal is responsible for the recognition of qualifications acquired through work-based learning programs. This recognition allows individuals to have their skills and competencies officially validated.

Moreover, appropriate legal regulatory mechanisms for WBL are provided by the National Agency for Qualification and Professional Education (ANQEP – Associação Nacional para a Qualificação e o Ensino Profissional I.P.).

Financial support is provided to VET schools for the implementation of WBL activities and subsequent contracting. Schools receive the funding, which is then monthly transferred to the students concerning food allowance and transportation to attend WBL. Students have to fill in daily activity reports that describe the activities performed at the companies/organisations. The funding is connected to the attendance, daily working hours and final assessment of the WBL period.

WBL Dimensions

Guidance to students provided by: Considering the curricular flexibility previously mentioned, there are cases where there is a balance between T and P activities, and other cases where there is a higher proportion of T when compared with P activities.

Type of training/preparation required: It can be in alternance (i.e., together with school activities) or on an annual basis, depending on the VET school.

When in alternance, WBL is implemented throughout the course, articulating the various disciplines. In EQF level 4 courses, there can be specific periods in which schools guide their students to develop a project that benefits the company/organisation where they are carrying out their WBL activities, while also contributing to their training.

In Vocational courses, WBL has a total duration of 630h, distributed over the second and third years of the course; in Apprenticeships, WBL has a total duration of 1100h over the three years of the course.

Type of training/preparation required: It can be in alternance (i.e., together with school activities) or on an annual basis, depending on the VET school.

When in alternance, WBL is implemented throughout the course, articulating the various disciplines. In EQF level 4 courses, there can be specific periods in which schools guide their students to develop a project that benefits the company/organisation where they are carrying out their WBL activities, while also contributing to their training.

In Vocational courses, WBL has a total duration of 630h, distributed over the second and third years of the course; in Apprenticeships, WBL has a total duration of 1100h over the three years of the course.

On the other hand, there are VET schools that implement WBL on an annual basis, being conducted at the end of each year of the course (three-years courses). In the first year, students can spend one month in the company for their WBL. It is the integration period, focused on soft and professional skills. Students get acquainted with the working process and methods through observation and the initial practice activities.

The WBL conducted in the second year of the course aims to develop technical skills through technical training and, on the last year, students must develop a real project that demonstrates all the skills developed during the WBL.

WBL Hosting Company

Guidance to students provided by: Tutors in Portugal can be professionals with teaching experience or knowledgeable individuals who specialize in a particular subject area. They may work independently or be affiliated with tutoring centers or educational organizations.

A tutor may also be a staff person appointed by the company/organisation where he/she is working, in the department/ sector where the student will be assigned to for the WBL practice. This person has an adequate technical knowledge to provide proximity support in the practical training of the student/trainee.

Type of training/preparation required: There are also situations where the tutor may need to enrol in training focused on the development of pedagogical skills and on how to deal with young students, which can be provided by a VET school.



EfVET Member I General Information

EfVET Member: Externato Santa Clara

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 4;

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Internships.

WBL Best Practice | Work-Based Learning Program for dropouts

Role in the implemented WBL activities:

Externato Santa Clara is involved in all of the phases and procedures of WBL:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

This WBL practice is focused on the application of theoretical concepts in practice through research and work carried out by students and, subsequently in on-the-job training. The course lasts three years, during which there are theoretical and theoretical-practical classes and, on the last two years, there is on-the-job training.

Elements from Externato Santa Clara involved in the WBL practice

Class teachers, teachers of social, cultural and scientific areas, teachers of technical areas and Educational director.

Elements of the sending/hosting organisation or company involved in the WBL practice

Tutors from the companies that receive the students for on-the-job training and partner entities.

How is the WBL practice implemented

Externato Santa Clara offers professional courses that are divided into three years of schooling ((10th, 11th and 12th years – secondary education). All courses are divided into theoretical lessons and practices in the workplace, in a total of 3 250h of training, and each course is divided by the following areas Sociocultural: Total – 1 000h, Scientific: Total - 500h, Technical: Total – 1 150h, Practice: Total - 600h. The total ratio between classroom training and on-the-job training is approximately 80/20.

Within the technical component classes, students participate in sessions where they learn and apply subject-specific content using the English language. These sessions aim to enhance students' language proficiency while deepening their knowledge and skills in their chosen field of study.

Implementation of Work-Based Learning (WBL) starts right from the first year of the courses, with the beginning of the technical component classes. These classes have a strong practical component, where students are guided to create projects related to the subjects being taught. In the 11th year, students continue their activities in the technical component classes and undergo their first 200-hour work placement. Upon entering the 12th year, students complete an additional 400 hours of work placement.

At the end of their training, students present their final work/project on an session called "PAP" (Prova de Aptidão Profissional, or Professional Aptitude Test) to a jury composed of teachers and professionals from the field related to the course. They assess students' final project against specific criteria set by a the Ministry of Education, which also provides guidance on certification of vocational courses implemented by VET schools.

Characteristics of the students enrolled in the WBL practice

Students aged 15+ years old who are enrolled for completing secondary education (i.e., compulsory schooling EQF level 4).

How are students assessed

At the end of the 12th year, students are evaluated through the Professional Aptitude Assessment (PAP), where the grade is determined by a jury composed of teachers and professionals from the respective fields of each course. The evaluation conducted by the companies where students undergo their work placement is carried out by the tutor assigned by the company. At the end of the placement, the tutor completes a questionnaire provided by the school and provides a brief assessment of the student's performance, assigning a final grade.

This grade is then averaged with the PAP grade and the final grades of all subjects, resulting in the student's overall average.

EfVET Member I General Information

EfVET Member: INSIGNARE

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 4;

Type(s) of WBL practices implemented:

- Internships;

WBL Best Practice | Erasmus+ WBL abroad

Role in the implemented WBL activities:

INSIGNARE is involved in all of the phases and procedures of WBL:

- Planning of the activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Funded by Erasmus+ Programme, this WBL practice is organised with support from mobility service providers at the hosting country.

Elements from INSIGNARE involved in the WBL practice

CEO, Technical Pedagogical Board and International Cooperation Office.

Elements of the sending/hosting organisation or company involved in the WBL practice

Tutor appointed by the hosting company.

How is the WBL practice implemented

This practice lasts between two to three months, from the beginning of May or June to the end of July.

A maximum of 10% of students of the School and a maximum of 6 per class can be selected. In the beginning of every school year, the number of mobilities approved by the Portuguese NA is explained to the families and to the students of the 2nd and 3rd year. They should apply until the end of the first term. All the applicants are individually interviewed, to check their expectations and motivations, and to explain the rights and duties linked to the participation.

The selection criteria for candidates for the internship are as follows, evaluated on a quantitative scale from 1 to 4, weighted in the following percentages:

- Criterion 1) Evaluation of performance in a school environment – 35%, carried out with the coordination of the Technical-Pedagogical Directorate on the elements provided by the Class Supervisors or other elements of the teaching staff considered relevant for the evaluation, considering in particular:
 - a. 15% the average of the grades of the subjects and weighting over overdue modules;
 - b. 20% evaluation of the technical area and respective performance.
- Criterion 2) Linguistic autonomy – 15%.
- Criterion 3) Personal interview with the candidates – 50%, where their civic attitude will be evaluated; disciplinary aspects in school and technical environment; prospect of hiring after the internship; the history of participation in previous editions – carried out by the Technical-Pedagogical Directorate, who can invite other elements considered relevant for the evaluation of candidates.

If two candidates have the same final score, the one coming from a lower socioeconomic background (based on social benefits and school's knowledge of one's family context) will be chosen.

After selection, the Europass CVs, in English, are sent to the intermediary organization, which will match them with hosting companies, besides proposing accommodation alternatives. Both the hosting companies and the accommodation are validated by the School.

When the students, accompanied during the first 4 days by an adult, arrive to the hosting city, the intermediary organization has someone waiting, to take them to the accommodation and to have the welcoming meeting. A contact person is appointed, to provide support 24/7 and to act as focal point of communication between students, hosting companies and sending organization, during the entire period. Regular online meetings are held throughout the period of their stay. Students return alone, having someone from the sending organization waiting for them at the airport.

Characteristics of the students enrolled in the WBL practice

Students aged 16 to 18 years old, from all courses aligned with EQF level 4.

How are students assessed

Assessment tools to evaluate students' performance are similar to the ones implemented in Portugal, but translated to English. It is filled in the students' tutor at the hosting companies. The document lists several criteria, grouped around two dimensions, with a scale from 1 to 4 (Insufficient, Sufficient, Good and Very Good).

Concerning Attitudes and Behaviour, the assessment criteria are: Punctuality, Responsibility, Organization skills, Initiative, Interpersonal relationship, Interest in the activities performed,

Adaptation ability.

For Knowledge and Technical Skills, there are: Knowledge, Knowledge application, Technical language fluency, Correct use of working tools, Dexterity, easiness and fastness in performance, Trouble leading and its solving.

EfVET Member I General Information

EfVET Member: Escola Profissional de Setúbal

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 4;

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Internships;
- Work placements;
- Job shadowing and work experience.

WBL Best Practice | Interdisciplinary project in a real work context

Role in the implemented WBL activities:

Escola Profissional de Setúbal is involved in:

- Planning of the WBL activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

This WBL practice is organised with articulated planning between the various disciplinary areas involved (technical and theoretical).

The planning involves outlining the activities to be undertaken by the trainee, based on the Profile of the Course he/she is attending, with the collaboration of the company where the student will do his/her internship.

During the WBL period, there are several moments of monitoring and follow-up of the internship process, as well as of the project the student is developing. In these moments, the company tutor, the student, and a teacher from the school who follows the internship are present.

Elements from Escola Profissional de Setúbal involved in the WBL practice

The team of course teachers and the course Director.

Elements of the sending/hosting organisation or company involved in the WBL practice

Tutor.

How is the WBL practice implemented

Depends on the type of project or stage being developed.

At our school, work-based projects are not seen as something selective, aimed only at some students, but rather a methodology adopted by the school for all students, which is put into practice during their course, through projects with an interdisciplinary character or in the moments parallel to the WBL period.

This practice is currently corroborated by Decree-Law 55/2018, which enhances the project methodology as a pedagogical practice to be adopted in order to promote a comprehensive training - personal, technical and formative - promoting the skills development by students (knowledge, attitudes and values) through action.

When developing projects aimed at achieving a particular outcome, students define a problem, plan, ask questions, specify goals, define a methodology and identify resources, execute and evaluate. During this process, and taking into account the theme to be worked on, they will need to know theoretical content to support the development of their practice.

Characteristics of the students enrolled in the WBL practice

All students of the School's professional courses.

All courses are aligned with EQF- level 3, and the students' average ages are between 16 and 20 years-old.

How are students assessed

An evaluation matrix is created for each project developed, taking into account the foreseen objectives of the WBL.

Regarding interdisciplinary projects, the Class Council creates an assessment matrix, based on the goals to be achieved and the theme to be developed, framed by the Student's Profile at the End of Compulsory Education and the Essential Learnings.

There is an assessment matrix for the Class Council and a self-assessment matrix for the student, and the focus of the assessment is identical, more specifically: participation/performance, initiative, autonomy, compliance with the project objectives and deadlines, presentation and delivery of the project report.

With regard to the project developed by the student in during WBL, the assessment matrices are approved by the School Pedagogical Council; one of them is completed by all those responsible for monitoring the student in this period; the other is a self-assessment matrix. The criteria cover more transversal skills, such as autonomy, initiative, responsibility, punctuality, attendance, as well as knowledge/compliance with specific health and safety/environmental rules, application of technical knowledge or achievement of objectives within the stipulated deadlines.

EfVET Member I General Information

EfVET Member: AEVA - Escola Profissional de Aveiro

Type of Organisation/Institution: (Technical and) VET School/College (private)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people & Adults

European Qualifications Framework (EQF) addressed:

- Lower than EQF level 3;
- EQF level 4;

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Informal apprenticeships;
- Traineeships;
- Internships;
- Work placements;
- Cooperative education;
- Job shadowing and work experience.

WBL Best Practice | Work-Based Learning Program for dropouts

Role in the implemented WBL activities:

AEVA - Escola Profissional de Aveiro is involved in all phases and procedures of WBL:

- Planning of the WBL activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

During the implementation period of the WBL, technical and soft skills teachers go periodically to the working place of the students to work with them individually concerning the technical activities that they are practicing in the WBL. Those activities are related with the professional profile of the VET courses they are attending, and follow the development of the curricula along the 3 years of the course (i.e., the type of activities and level of complexity vary with the passing of the course years).

Students develop soft skills during the work they must do in the company through challenges they have to solve in each WBL period. Some examples of those challenges are:

- Pitch of the Enterprise;
- Identification of apps/digital platforms used by the company and how they are useful for its activity;
- Networking;
- Suggestion box;
- Identify the worst professional risk and what is done by the company to prevent it, among others.

Elements from AEVA - Escola Profissional de Aveiro involved in the WBL practice

Board of Directors, Technical Team that supports the relationship between all the stakeholders involved during the WBL, Teachers and Support Department.

Elements of the sending/hosting organisation or company involved in the WBL practice

Board of Directors of the hosting Company, Human Resources Team, Management of the Technical Department concerning the activity of the hosting Organization/Institution/Company and Technical Team.

How is the WBL practice implemented

This WBL practice is implemented in alternance, during the entire VET course (3 years), 500 hours per year.

The first year aims at students' integration and marks the beginning of the practicing activities.

In the first moment, students get to know the rules, have their first contact with the activity of the Department into which they were integrated, and begin the relationship with all the team. Student observe all the activities in order to be able to understand how to do them. When the students and the Tutor believe that it is the moment to begin the practical activities, students start working, with the orientation/guidance and correction of the Tutor.

In the second year, students develop technical skills by practicing.

In the last year, they develop a project that will demonstrate all the skills they developed during the WBL (soft and professional skills).

An app is used, containing all formal information about all the stakeholders involved (to whom it is available), the WBL activities to be carried out, and the course curricula.

Stakeholders involved in the WBL process are:

- School (course coordinator, teachers of the Team, technical staff, management),
- Student enrolled in WBL;
- Tutors and the RH of the companies.

Each one has a password to access to the app and is able to do the specific actions concerning their role in the process.

The WBL activities are defined in the Individual Working plan of the student, concerning the activities that will be in practice during the WBL period (curricula and activity of the company). All students have 2 challenges to solve in each period concerning the development of soft skills in the context of WBL, and related with the company.

During the 3 years, when students know how to perform the company's activities, they begin to be autonomous and to do more complex activities, developing their practical curricula.

All the activities have the support and orientation/guidance of the Tutor.

Characteristics of the students enrolled in the WBL practice

Students aged between 15 and 21, enrolled in courses aligned with EQF level 4.

How are students assessed

The soft and professional skills students develop during their WBL period include:

- Public communication;
- Communication;
- Design thinking;
- Critical thinking;
- Safety skills.

Students also develop digital skills that will foster a better interaction/involvement between them and the company.

The purpose of the challenges for the 3 periods of WBL is to provide a final product resulting from the developed soft skills.

The final product is assessed through self-evaluation, Tutor evaluation, report evaluation, daily attendance and monitoring information. The school and the company collaborate in the definition of the assessment criteria in two components: Skills developed related with professional profile, and social and personal skills.

9.9 Slovenia



EfVET Member I General Information



EfVET Member: SCHE School Centre Celje

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Initial VET (I-VET) and Continuing VET (C-VET)

Target group(s): Young people and Adults

European Qualifications Framework (EQF) addressed:

- Lower than EQF level 3;
- EQF level 3;
- EQF level 4;
- EQF level 5.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Traineeships;
- Internships;
- Work placements;

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: Higher proportion of P activities in comparison with T ones.

In alternative, there are also WBL activities with a highest P component (80%) in comparison with the theoretical one (20%).

Implementation period: At the end of the training, i.e., WBL occurs in the last 10 weeks of each academic year. When WBL is being organised, the students visit companies 40h per week during 10 weeks (400h/year). During this process, students are free of school class activities, except maybe exams in afternoon time.

WBL Hosting Company

Guidance to students provided by: A mentor/tutor.

Type of training/preparation required: Training is provided by the school, or local government entities/employment offices. Training can also be provided by Chambers of Commerce and Crafts.

Training for mentors in companies is organised by courses that are sometimes free of charge and organised by Chambers of Commerce and Crafts (OZS) or by the Institute of Slovenia for vocational education and training (CPI). The training is focused on the mentor's/tutor's profession and lasts approximately 180h.

National Education Policies and/or Regulations

In Slovenia, every 2 years, a State tender is launched to return a symbolic prize to companies, which has impact on students' motivation to enrol in WBL activities. Companies usually do not pay enough to students, who already have considerable professional skills to work on a real working environment by the time they are prepared to enrol in WBL activities. VET schools do not have impact on such tenders.

WBL Best Practice | Job shadowing and work experience

Role in the implemented WBL activities:

SCHE School Centre Celje is involved in:

- Planning of the WBL activities;
- Implementation of the activities.
- SCHE School Centre Celje also implements an exam after the WBL period, to check if the work tasks assigned to students were implemented and the objectives were achieved.

WBL Practice organised/funded by:

WBL is organised in a collaborative approach, with the involvement of a Mentor from the company, and a second Mentor from the School.

Students are taught about the requirements to conduct their WBL activities, and they personally visit companies, present their training needs and fulfil a first form, which is submitted to the school and to its WBL organiser, who then creates a specific contract and lists the skills to be achieved by the students during the WBL.

Elements from SCHE School Centre Celje involved in the WBL practice

School Mentor/Tutor.

Elements of the sending/hosting organisation or company involved in the WBL practice

Mentor.

How is the WBL practice implemented

The WBL is implemented during 10 weeks per school year. All students enrolled in the same school year participate in WBL, which means that a percentage between 70 and 100% of students are enrolled in WBL at the same time in that period.

Characteristics of the students enrolled in the WBL practice

Students aged between 18 and 20 years old, enrolled in EQF level 6 courses (SQF level 6 / EQF level 5).

How are students assessed

For each work assignment, both Mentors use a competency matrix, based on the skills listed by the WBL organisers.
Students get a "Pass" or "Fail" grade, and in average more than 80% pass.

9.10 The Netherlands



The following information is an overview of the details provided by both EfVET Members from The Netherlands who participated in this Guideline.

WBL Dimensions

Ratio/Proportion of Theoretical (T) and Practical (P) activities: There is a balance between T activities and P activities.

Implementation period: Periodically (e.g., every 3 or 6 months).

In a 4 year VET course, the student is enrolled in WBL on a total period of 3 to 5 months (from the 2nd year of the course until the 4th year), meaning that WBL is carried out together with school activities.

Apprenticeship students combine learning and working (20/80) during their whole VET course.

The Internships for full time students are mostly spread over the whole training period (one internship period in every school year during their VET courses).

WBL Hosting Company

Guidance to students provided by: A Mentor, who is a senior employee at the hosting company, experienced the field of work.

Type of training/preparation required: A special mentoring training is provided by public entities, when necessary.

National Education Policies and/or Regulations

In the Netherlands, WBL is mandatory for VET. It is a legal requirement (under the [Education and Vocational Education Act](#)) that full time students spend between 25% and 50% of their study time as interns in a company/outside organisation.

Depending on the talents of the students and suitability with the profession (some professions can best be educated via Apprenticeships), VET students in the Netherlands have the option to be educated as fulltime students or apprenticeship students (in this case, they usually spend 1 day at school and they work the rest of the week in the company). It's up to the VET schools to organise training.

Apprenticeship students study next to their work, and 'the world of work' has to be involved in their examination.

Most examinations ([Proeven van Bekwaamheid](#), or Testing Skill) are practical, and test skills and competences in a situation 'as close as possible to real life' - preferably in real practise, with a representative of the business/trade as one of the assessors. To conduct these examinations, a 'qualification file' is used. It describes the requirements that a student needs to meet to get a diploma, and its contents are determined by professionals from the field of education and the industry.

A qualification file consists of 1 or more qualifications, including a basic part and a specific 'profile' part. (Please access to [this link](#) for additional information). Students work towards gaining all required qualifications within the set study time for their course.



EfVET Member | General Information

EfVET Member: Cibap Vocational College for the Creative Arts

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Continuing VET (C-VET)

Target group(s): Young people

European Qualifications Framework (EQF) addressed:

- EQF level 4;

Type(s) of WBL practices implemented:

- Informal apprenticeships;
- Internships;
- Work placements;
- Cooperative education;
- Job shadowing and work experience.

WBL Best Practice | International internships

Role in the implemented WBL activities:

Cibap Vocational College for the Creative Arts is involved in all phases and procedures of WBL:

- Planning of the WBL activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Funded by Erasmus+ Programme, these WBL practices are implemented in line with the national WBL practices.

Elements from Cibap Vocational College for the Creative Arts involved in the WBL practice

WBL teachers, study coaches, administrators, and international WBL advisors.

Elements of the sending/hosting organisation or company involved in the WBL practice

WBL coordinator and supervisors.

How is the WBL practice implemented

The WBL is carried out during half of a school year (5 months). Students follow a 3 to 4-year course at Cibap. A study year is called a 'phase' at Cibap. A student is required to go on a WBL experience in each phase, which lasts between 3 to 5 months. Cibap chooses to place half of the students in each phase in a WBL experience in semester 1, and the other half in semester 2. This has a positive impact on use of staff and space within the school.

Characteristics of the students enrolled in the WBL practice

Students with ages between 16 and 22 years old, or adults, enrolled in courses aligned with EQF levels 3 and 4.

How are students assessed

Assessment is made through the school's internship WBL assessment (in line with the "qualification file" previously mentioned). Cibap is entitled to decide for each course, what results are expected of a student and when (as long as Cibap follows the standards described in the qualification file).

Examination can be conducted in the workplace (in The Netherlands) or at school. Examination cannot be conducted when a student is on WBL experience abroad, although Cibap is currently conducting a number of experiments in relation to this subject.

Furthermore, assessment for international internships are conducted using Europass.

EfVET Member I General Information

EfVET Member: Aventus Apeldoorn ROC

Type of Organisation/Institution: (Technical and) VET School/College (public)

Vocational Education and Training (VET) initiatives implemented:

Continuing VET (C-VET)

Target group(s): Young people & Adults

European Qualifications Framework (EQF) addressed:

- Lower than EQF level 3;
- EQF level 3;
- EQF level 4.

Type(s) of WBL practices implemented:

- Formal apprenticeships;
- Internships;
- Cooperative education;

WBL Best Practice | Real life assignments

Role in the implemented WBL activities:

Aventus Apeldoorn ROC is involved in all phases and procedures of WBL:

- Planning of the WBL activities;
- Implementation of the activities;
- Assessment of trainees' performance during WBL.

WBL Practice organised/funded by:

Since Aventus wants to educate its students with up-to-date skills and competences, the school tries to do it in close cooperation with the companies, meaning that those companies offer real life assignments.

A group of students has to work together during the assignment. Examples are a group of 'media design students' creating a media plan for a local leisure park or a group of technical agricultural machinery students converting a tractor to a Hydrogen/FuelCell driveline.

In this way, Aventus is always sure that its students acquire the latest skills and competences.

Elements from Aventus Apeldoorn ROC involved in the WBL practice

Teachers and management.

Elements of the sending/hosting organisation or company involved in the WBL practice

Management and company mentors.

How is the WBL practice implemented

During the whole educational period, from start to finish. The above-mentioned assignments are an opportunity for students to work outside of the school, at companies, to develop their skills and competences, with guidance from their teachers.

Characteristics of the students enrolled in the WBL practice

All students (EQF levels 1 to 4). Normally between 16 and 22 years of age.

How are students assessed

To test if students acquired useful and up-to-date skills and competences, 'the world of work' has to be involved in the examination of the student. Most examinations (Proeven van Bekwaamheid) are practical and test skills and competences in a situation 'as close as possible to real life'. Preferably in real practise, with a representative of the business/trade as one of the assessors.

10. Conclusions

Students have their own learning process: some prefer more theoretical contents to learn what they need to thrive in their studies and future careers, others require more practical, “hands-on”, training that allows them to experience what it is like to be in a real working environment.

There is no question that VET provides to students a balance between both pedagogical approaches as a way to better prepare them for a successful career while catering for the fast changing skills needs of the labour market, which currently faces the challenge of transitioning to a more green and digital era; a labour market that, irrespectively of its sector or area, relies on technical, technological and transversal skills of its workforce to succeed.

Work-based learning provides that balance. Regulated by specific national educational policies that foster the connection between VET curricula and WBL activities for an enriching experience, it allows students to learn by doing, to experiment in a real working context what they learn in classes, thus becoming a highly qualified asset for the labour market.

On the other hand, companies have access to potential future workers with innovative approaches to sustainability and digitalisation, new skills and competences aligned with industry’s current needs, improved work practices, and new ways of cooperating with fellow workers and managers.

This Guideline provides an overview of the complexity of the WBL ecosystem, with its variety of definitions, dimensions and implementation approaches that are aligned with the singularities of national contexts, where some VET Systems rely on more defined policies for WBL than others.

Work-based learning requires time, planning, an active involvement from and cooperation between VET schools' staff and companies' managers and employees, and financial investment – some of the challenges that are faced by all EfVET Members that implement the inspiring WBL practices contained in this Guideline. Those practices show that WBL can be carried out:

- At national level, but also at European/international level through training mobilities;
- At different stages of a VET course (since the beginning of a course, or only at its end);
- In different periods of time (during weeks or months, together with school classes or on specific periods dedicated only to work);
- With students with different ages, engaged in training at different levels (young people and/or adults, enrolled in courses aligned with EQF levels 3 to 5) and with specific training needs;
- With collaboration of representatives from companies in the process of planning the WBL activities, and/or in the assessment of students at the end of the WBL period.

In sum, the success of WBL relies on its capacity to duly prepare VET students to become a highly skilled workforce, able to reply to the needs of the labour market. It can be achieved with well-defined educational policies that support VET providers narrowing the gap between VET and industry sectors, allowing the latter to communicate its skills needs and expectations about its workforce, and the VET Systems to plan and implement its curricula accordingly, including WBL practices organised in close collaboration between representatives from both sectors, while considering the individual profiles and aptitudes of students, as depicted by the best practices implemented by EfVET Members.

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