



# **GUIDE ON NEW COOPERATION PATHS**

## **IDENTIFICATION OF INNOVATIVE PATHS OF COOPERATION BETWEEN PROFESSIONALS INVOLVED IN WORK BASED LEARNING**



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## Introduction



It is common sense that by combining education with work, professional learning allows young people to acquire work experience while acquiring the skills / competences and practices required by employers. Vocational training and work-related practice pays off, as young people are often in the company where they completed their training or are more likely to find a qualified job than their peers from other teaching modalities without apprenticeship at the workplace.



Compared to other forms of training in the workplace, professional learning requires an equitable sharing of responsibilities between the world of work and the world of education, as well as more and better connections between the two. Companies have to assume the responsibility of providing training and fulfilling their share of that investment.

A questionnaire was prepared to be sent to vocational schools, training centers and companies that welcome young people to carry out apprenticeships in the workplace in order to collect and identify new ways of cooperation between the professionals involved in the WBL.



**1. QUESTIONNAIRE FOR THE IDENTIFICATION OF INNOVATIVE PATHS  
OF COOPERATION BETWEEN PROFESSIONALS INVOLVED IN WORK  
BASED LEARNING**



In the elaboration of the questionnaire, there was concern about the success of the easy collection of opinion and suggestion from the participant. We used Google Forms and an online questionnaire was prepared, with simple answers (some closed and others more descriptive) that each project partner tried to send by email to their contacts (companies, training centers and professional schools). The minimum objective was 10 responses per partner.

The questionnaire sent is below.





## QUESTIONNAIRE FOR THE IDENTIFICATION OF INNOVATIVE PATHS OF COOPERATION BETWEEN PROFESSIONALS INVOLVED IN WORK BASED LEARNING

The main objective of this questionnaire is to identify good practices and design improvement strategies to help vocational training centers/VET schools and companies to develop more effective cooperation. To do this, we ask you to collaborate in completing this questionnaire in order to gather information, experiences, opinions and suggestions from professionals involved in WBL.

\*Obrigatório

Deepening WBL Impact & women empowerment | Project ID: 2018-1-ES01-KA202-050222



### 1. ENTITY IDENTIFICATION \*

### 2. PERSON IDENTIFICATION \*

- VET School Director / Company Manager
- VET Teacher / VET Trainer
- Tutor / Supervisor

3. In your school / company is there any practice that facilitates cooperation between entities? \*

- Yes
- No

4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities. \*

	Yes	No
Communication and constant information transmission (telephone, e-mail, meetings)	<input type="radio"/>	<input type="radio"/>
Organization and follow-up of WBL	<input type="radio"/>	<input type="radio"/>
Availability and dynamism of professionals in the process	<input type="radio"/>	<input type="radio"/>
Motivation and zeal of professionals to achieve the goals	<input type="radio"/>	<input type="radio"/>
Shared responsibility and flexibility (adapting to needs and responding to adversity)	<input type="radio"/>	<input type="radio"/>
Participation in inter-company workshops (sharing experiences)	<input type="radio"/>	<input type="radio"/>
Participation in lectures or sensitization sessions for entering the job market in vocational schools	<input type="radio"/>	<input type="radio"/>
Well-designed cooperation with public bodies, associations, employment center and local businesses	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>



If you have identified another, please specify.

A sua resposta

5. Are you aware of any practice that in your opinion is well designed to influence and facilitate WBL? \*

- Yes  
 No

If you answered yes to question 5, please describe below these practises:

A sua resposta

6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL? \*

- Yes  
 No

If you answered yes to question 6, please describe below these difficulties:

A sua resposta

7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning? \*

- Yes  
 No

If you answered yes to question 7, please describe below these strengths/opportunities:

A sua resposta

8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

A sua resposta

Thank you for your collaboration

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of the European Union



Submiter



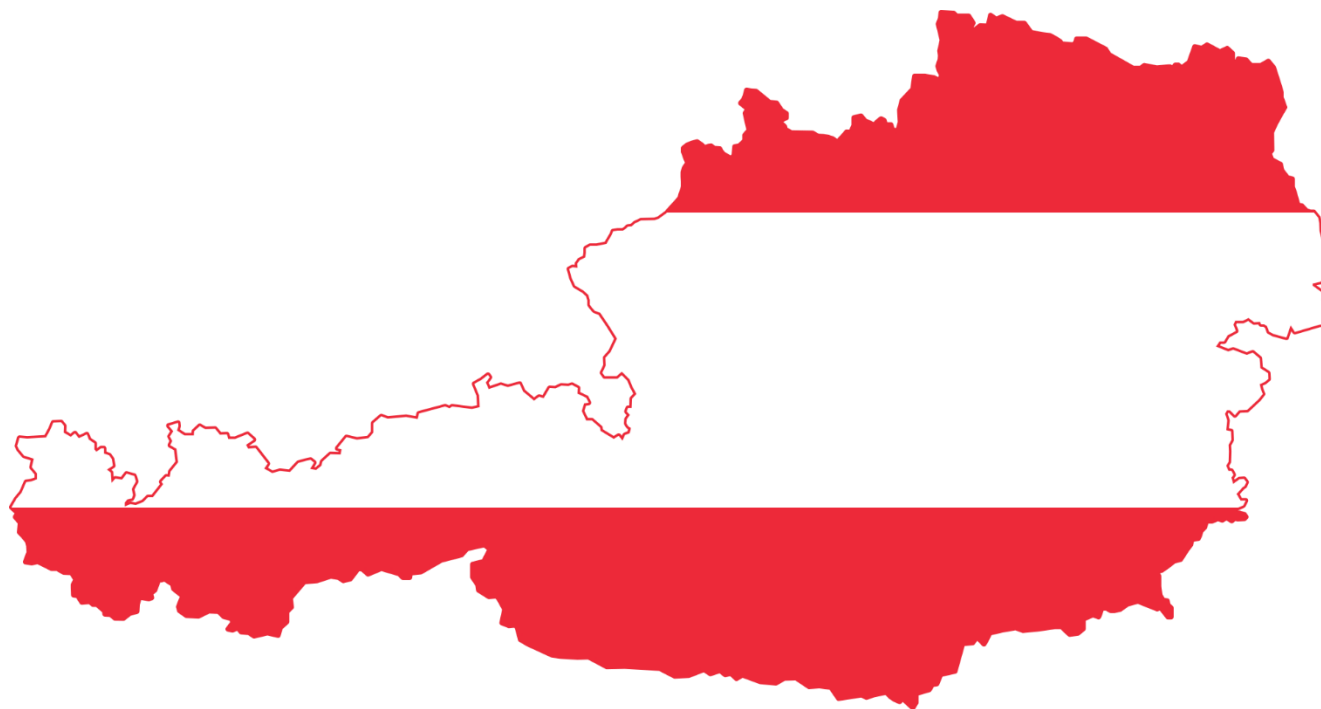
## 2. QUESTIONNAIRE RESULTS



## 1.1 AUSTRIA

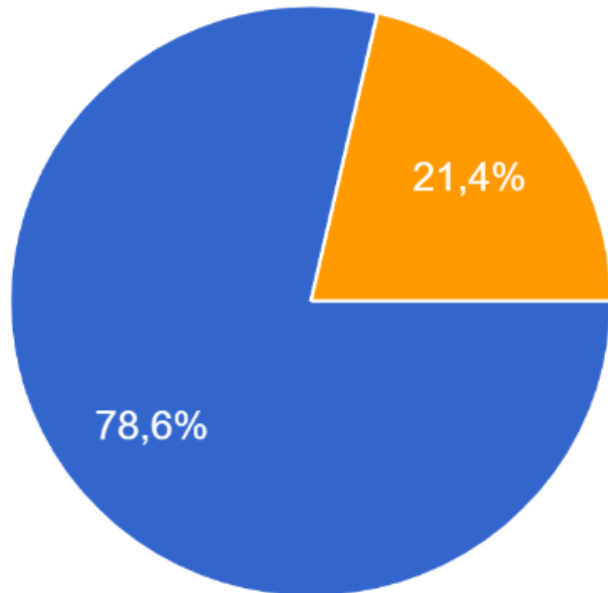
**Partner:** abif - wissenschaftliche  
Vereinigung für Analyse,  
Beratung und interdisziplinäre  
Forschung

**Questionnaires collected: 14**



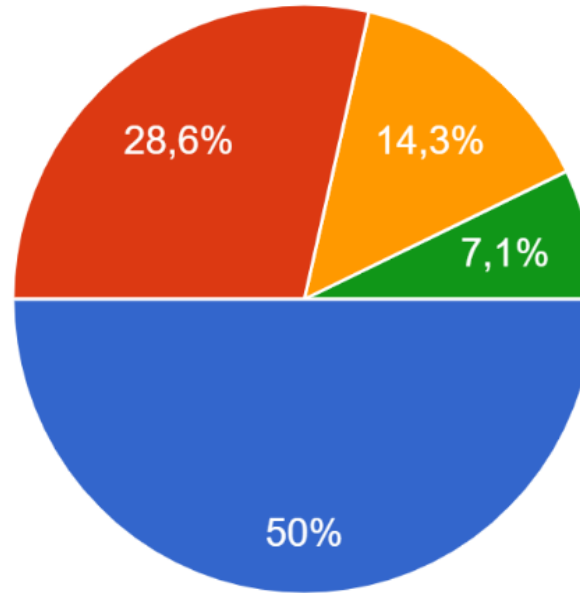


## 1. ENTITY IDENTIFICATION



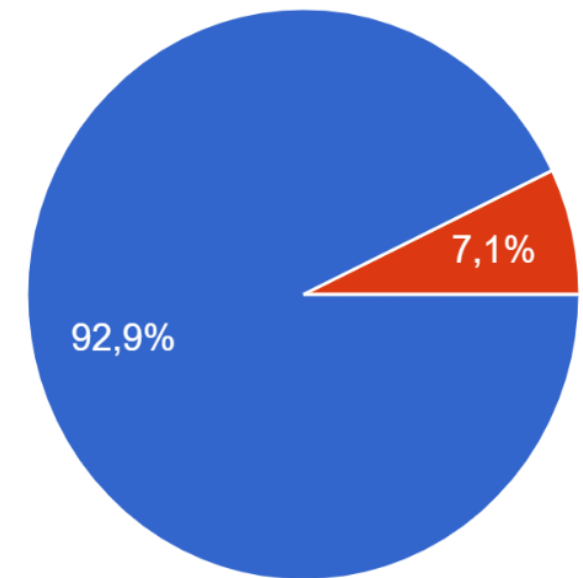
**Blue:** VET School  
**Red:** VET Centre  
**Orange:** Training Company

## 2. PERSON IDENTIFICATION



**Red:** VET Teacher / VET Trainer  
**Orange:** Tutor Supervisor  
**Blue:** VET School Director/Company  
Manager  
**Green:** Another position

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>12 Yes</b>	<b>2 No</b>
Organization and follow-up of WBL:	<b>4 Yes</b>	<b>10 No</b>
Availability and dynamism of professionals in the process:	<b>13 Yes</b>	<b>1 No</b>
Motivation and zeal of professionals to achieve the goals:	<b>14 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>12 Yes</b>	<b>1 No</b>
Participation in inter-company workshops (sharing experiences):	<b>9 Yes</b>	<b>5 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>6 Yes</b>	<b>8 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>10 Yes</b>	<b>4 No</b>



#### 4.1 If you have identified another, please specify:

Joint projects (e.g. economic or cultural topics)

Consultation days at schools, where students/apprentices, parents and training companies attend

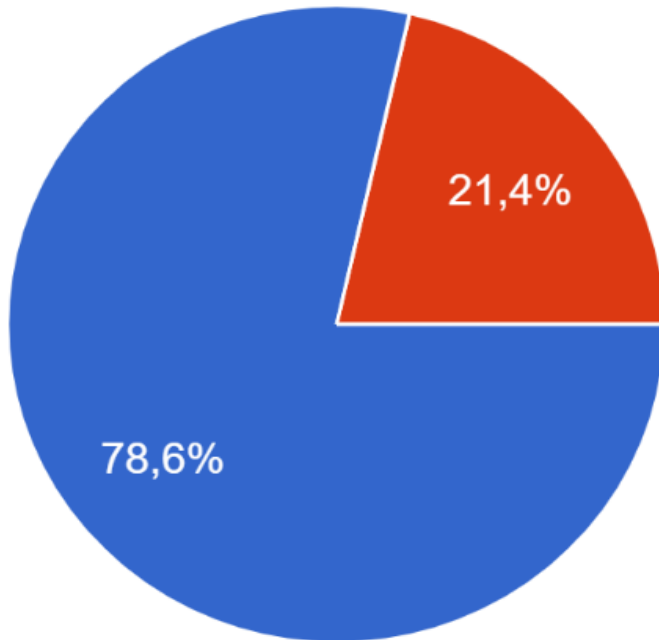
Participation of apprentices in contests, representative of training company attends ceremony

Training alliances

Additional training offers, individual support



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



**Blue:** Yes  
**Red:** No

5.1 If you answered yes to question 5, please describe below these practices:

Direct work on projects in the companies | training examples coming from practice are provided to schools.

Companies with high number of apprentices offer joint trainings for their apprentices.

Project ODOS (Open Data Outdoor Studying): public data of Vienna City were processed by apprentices in VET school | rewarded with the media literacy award (<https://odosbsvb.wordpress.com>).

Support for students in case they want to acquire university entrance examination (time, know-how, financial (e.g. buying books)) support for apprentices for participating in international training company fairs.

Collaboration in form of joint associations (NPO) to foster practical skills of apprentices (joint additional training offers).

Integration of school projects into company site training.

Sales training in schools.

Technical infrastructure in schools and its use are aligned with the companies => communication and visits between school representatives and company representatives as precondition.

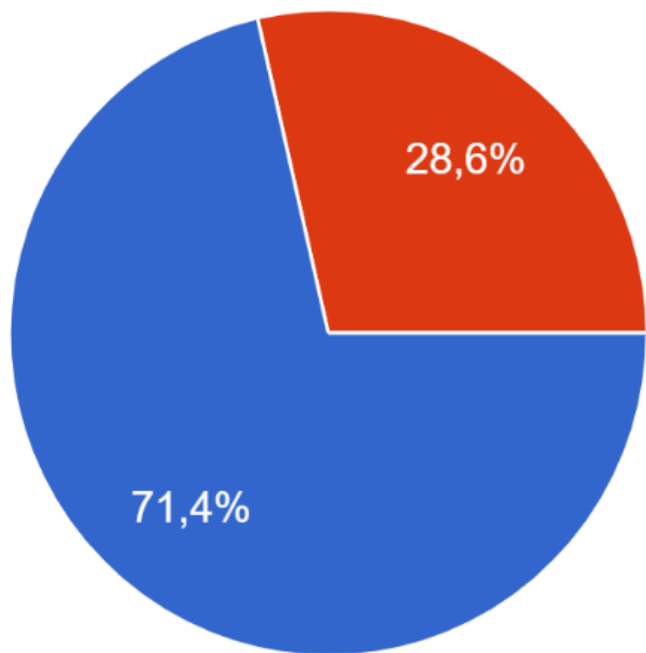
Synchronization of training contents between schools and companies.

Learning a programming language.





## 6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



**Blue:** Yes  
**Red:** No

### 6.1 If you answered yes to question 6, please describe below these difficulties:

Some teachers are hard to reach.

Teachers are hard to reach.

Companies lack understanding for school organisation matters and respective legal obligations.

No appreciation for training in schools from company side.

Companies don't care about training part in schools.

Teachers not up to date about which software is used in companies.

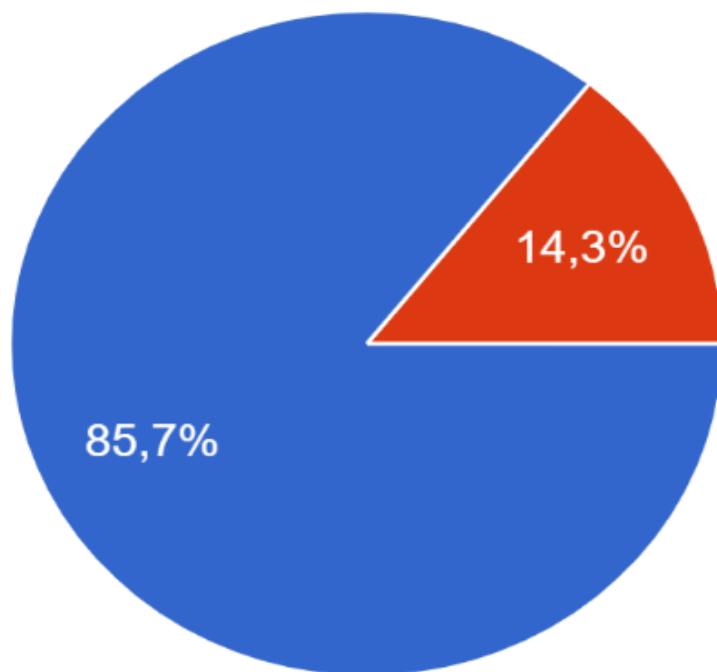
Insufficient participation of companies in networking events organised by schools.

Willingness to communicate, conflicting schedules, ideological differences.

Problems at an interpersonal level between individuals in schools and companies.



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?



**Blue:** Yes

**Red:** No

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

Needs more practitioners in VET Schools, more discipline in Schools, IT in schools outdated, bad infrastructure in schools in general, educational aims in school not reached, more training provision for companies.

More contact, more exchange, "consultation hours" for companies, more insight into grades and results of exams, more insight into absenteeism (without having to ask separately).

Communication, matter-of-factness, company as a partner.

Job shadowing for teachers.

Offers from school to participate in "get together" once a year => was cancelled after 3 years because companies didn't take up the offer.

Regular exchange of information.

Shared access to computer data, regular meetings.

Continuous binding control mechanisms for implementing the training regulations in the company.

Recurring talks at fixed intervals between trainers and teachers.

Internships for teachers to get update from practice.



**8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:**

Company visits by school teachers.

Appreciation of each other's work and basic trust in the people involved.

Joint events of schools and companies.

Visits in companies as part of the school curriculum.

Keeping of work reports in the company and in the school by the student.



## Analysis of results

Both learning venues (training companies and VET centers) are interested in cooperation and mentioned it as important factor for successful WBL.

However, both sides experience problems in establishing and keeping up cooperation. This can be explained by the Dual System in Austria, because no communication or cooperation between schools and training companies is necessary to start a dual training. An apprentice simply signs a contract with and is then automatically assigned to a vocational school according to apprenticeship occupation and the geographical location of the training company. There is no obligatory or standardized form of collaboration and therefore collaboration mainly relies on the engagement of individual teachers or trainers.

Both learning venues (vocational schools & companies) blame the other side for lack or failing of cooperation, for example: “companies don’t care”, “teachers not up to date”.

Based on the results of the questionnaire it seems that there is a lack of understanding on both sides about limitations and interests of the other party. Therefor emphasizing exchange and communication between the two parties to get to know the work reality of the other side could be an important prerequisite for successful cooperation.

The results also showed that there are some existing good practices of cooperation between schools and training companies. So, one key-factor to improve cooperation in Austria, is not only to develop “new cooperation paths” but to disseminate existing good practices more effectively.



## New Cooperation Paths

In WBL two different worlds collide (training companies and VET centers). A first start to cooperation therefore is a mutual understanding of the work reality with corresponding limitations and interests of each side.

Cooperation between VET schools and training companies in Austria almost only relies on the motivation of individual company tutors or school teachers. Some type of obligatory cooperation/communication as part of the WBL system could help to foster cooperation. (e.g. obligatory needs analysis of companies performed by schools).

Individual good practices have to be much more highlighted and better documented in order to serve as examples of good practices.

Some forms of cooperation need additional funding in order to be implemented properly (bigger events that bring together representatives of schools and companies).

In many occupations it is hard to find VET teachers because they can earn more as skilled worker in private companies. On the other hand many professionals are interested in the teacher role. One idea could be to offer incentives for active professionals to perform teacher role on part time basis. If a person would be involved in both areas (school teacher & skilled professional/trainer in companies) it could be very beneficial for the cooperation of the two areas.

Teachers could be motivated to take internships in training companies during holiday seasons. In doing so teachers could get real life experiences about the business world and on the other hand help with advice for company trainers on pedagogical issues. .



## 1.2 GERMANY

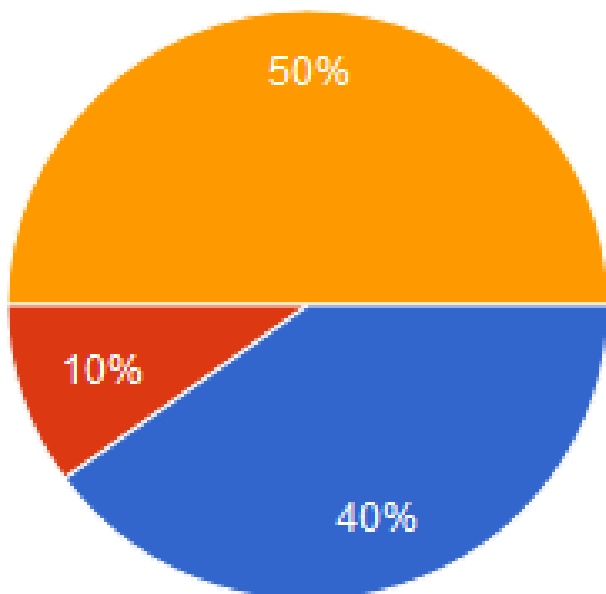


**Partner: IHK- PROJEKTGESELLSCHAFT MBH**

**Questionnaires collected: 10**

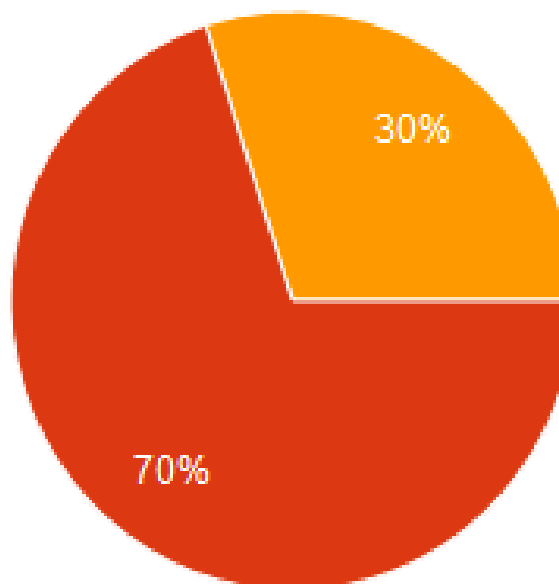


## 1. ENTITY IDENTIFICATION



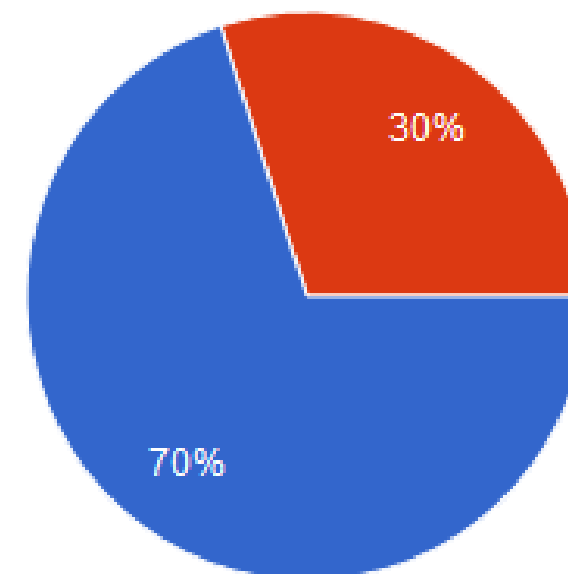
**Blue:** VET School  
**Red:** VET Centre  
**Orange:** Training Company

## 2. PERSON IDENTIFICATION



**Red:** VET Teacher / VET Trainer  
**Orange:** Tutor Supervisor

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>8 Yes</b>	<b>2 No</b>
Organization and follow-up of WBL:	<b>4 Yes</b>	<b>6 No</b>
Availability and dynamism of professionals in the process:	<b>10 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>10 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>8 Yes</b>	<b>2 No</b>
Participation in inter-company workshops (sharing experiences):	<b>6 Yes</b>	<b>4 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>4 Yes</b>	<b>6 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>9 Yes</b>	<b>1 No</b>





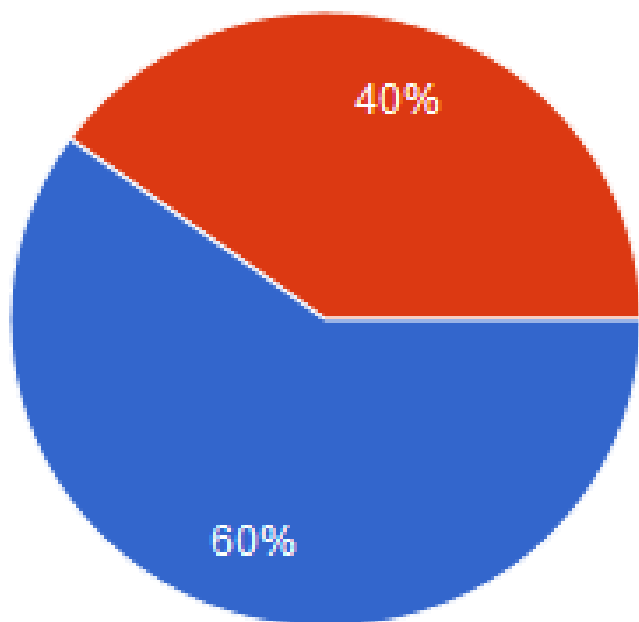
#### 4.1 If you have identified another, please specify:

Communication must be COOPERATIVE. For example, there is no point in being in contact with schools if topics such as VET and vocational preparation are only treated as a marginal issue.

Communicating to specialist departments that training is important despite additional effort.



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



**Blue:** Yes

**Red:** No

5.1 If you answered yes to question 5, please describe below these practices:

Company presentations at school with participation of representatives of the training companies.

Cooperation works best:

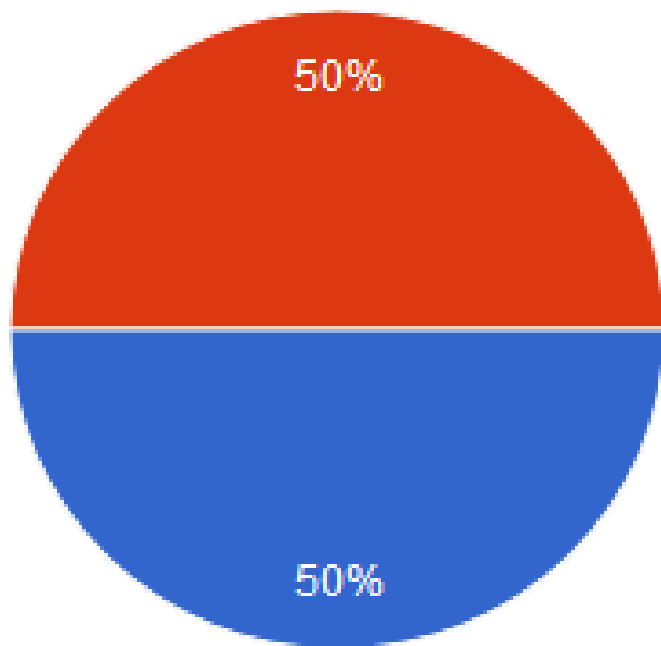
- With companies who are aware of the subject of career guidance, who care about it, who see it as an advertisement for themselves, i.e. who recognize the advantages
- With schools that see that they are dependent on each other (school & enterprises) and find it enriching
- Under close networking and communication between schools and companies
- For this, schools & teachers & educators must of course be equipped with the latest infrastructure: service mobile phone, service e-mail account, access to service e-mail account independent of location, business cards (the still well-functioning classic when it comes to networking)
- An open and network-oriented communication culture must also be lived in the company
- Companies should regard participating VET schools & training centres as partners and not as obstructors/troublemakers
- Companies should know the contact persons at the schools & training centres
- integration of content from practice in the classroom

Project with DHBW (university of applied sciences).

Annual meetings of in-company trainers in the vocational school, where there apprentices are being trained.



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



**Blue:** Yes

**Red:** No

6.1 If you answered yes to question 6, please describe below these difficulties:

Time limits to get to know each other's work.

The perspective of the other person on the other person is sometimes characterized by non-cooperation (no empathy for the other person's (work) situation, etc.).

Lack of time? lack of communication between the trainees.

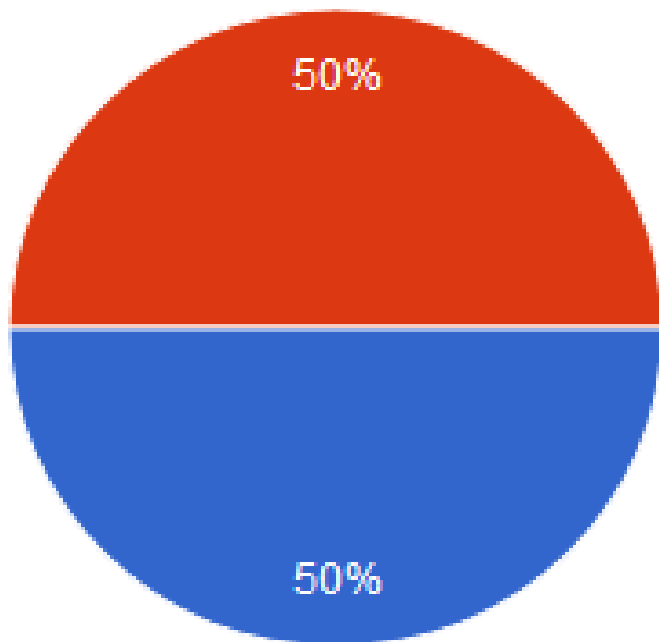
Vocational schools and training companies have to spend a lot of time repeating the basic education that pupils should have brought with them from general education. Here the school system must create better conditions/prior knowledge for vocational training.

Feedback from teachers to training company on unexcused absences from school.



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



**Blue:** Yes

**Red:** No

Possible visits to the school (by teachers), increased participation of in-company trainers in trainers' meetings at school.

Joint meetings, also important in a relaxed atmosphere If people are to work together, they must get to know each other.

SCHOOL: As a vocational school teacher is a theorist, I would like to see more practical training.

SCHOOL: Teachers could get information on specific subjects in the company. We could do that, but the lack of staff in the schools makes such projects more difficult.

ENT: Intensification of joint exchanges and joint events.



**8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:**

Schools & teachers & educators\* should be of course equipped with the latest infrastructure: Service mobile phone, service e-mail account, access to service e-mail account independent of location, business cards (the still well-functioning classic in networking) - use digitalization (communication or email, platforms, documentation, etc. ...), so that information exchange is easier.

Regular meetings at the beginning of the training.



## Analysis of results

It is common sense among the surveyed group of WBL professionals, both in training companies and VET schools, that both learning venues need to cooperate to a certain extent. About 70% agreed, that there were certain permanent practices that facilitate cooperation between both. However it depends on the concrete professionals involved and their engagement to provide high quality training. That also means for example also monitoring what the “other side” is doing, e.g. for training companies to actively gather feedback from the school on how the student is getting along, what are his grades, what are his strengths and weaknesses etc.

Participants also pointed out the quality of relations between companies and schools. The relations should be characterized by openness, transparent frequent communication, knowing people in person, partnership and solution orientation. A matter are for example unexcused absences from school which companies request to be reported to them.



## Analysis of results

According to one company representative cooperation is not only a relevant issue between company & school but also in-house. Usually students pass through different departments (idea of the rotating apprenticeship programme) during their training. Thus they have different designated employees as trainers. Although the head of apprentices training in companies is responsible for the administration of the training process, all other trainers need to communicate and cooperate properly with him/her and with each other, which means additional work for them – especially in the beginning. Hence it is important from the managements' side to install a positive learning environment in the whole company, appreciate/award the training efforts of employees and communicate the importance of in-company training, for example as enrichment for the whole company and to secure future labour.



## New Cooperation Paths

Improve positive perception of WBL among employees in the training company. This is part of the corporate culture: an open and network-oriented communication culture must also be lived in the company.

Raise the value of WBL in companies e.g. by dedicating enough time to it so that trainers can fulfill their tasks properly. Trainers should have enough time for preparing, conducting and following up apprenticeship training. However they should also be set free from their usual work to meet with VET school teachers and private VET providers on a regular basis. In doing so they will establish a cooperation based on knowing and trusting each other. Right know for example in-company trainers are invited to meet all together in the vocational school once each training year. The occasions to meet could be increased, e.g. at other events on certain topics, one-week study visits for teachers to companies, job-shadowing, job-rotation, regular exchange about students via e-mail or on the phone, joined participation to lectures on VET topics or follow-up sessions after completion of the apprentices/students' training.

etc. Another positive effect: teachers get to know what it feels like to be an in-company trainer and visa versa and can thus develop empathy for the other persons' (work) situation.

Related to path two it is important for WBL professionals both in companies and at training providers/schools to avoid overestimating their field of training or their training venue. Both should be mobilized to understand VET as shared tasks. Neither the theoretical foundation at school nor the practical training in the company is more valuable. Both learning venues have the responsibility to allow a successful completion of the whole training.





## New Cooperation Paths

Do not hope that WBL professionals will engage in cooperation activities completely on their own. Although they mostly share a basic motivation and willingness to communicate & cooperate, it is advisable to set up a central contact point to moderate cooperation in the region. This contact point can be a regional, state or private institution, be it an educational institution, a business development association or a chamber. It maintains a network around in-company training and organizes concrete opportunities, projects and platforms to steer cooperation in VET. Be it internships for teachers in companies or fostering the cooperation even before the VET phase with establishing education partnerships between secondary general schools and training companies.

Facilitate the integration of content from practice in the classroom: teachers could get an update of practices in specific subjects by visiting and/or job-shadowing daily working routines in companies. Sometimes structural barriers, such as a lack of staff at schools, prevent this kind of up-skilling of teachers. However it could be path to ensure a sustainable exchange about VET and a modern knowledge base in teachers.

Facilitate the cooperation by equipping WBL practitioners with the right technical equipment: service mobile phone, service e-mail account, access to service e-mail account independent of location, business cards. This seems to be relevant especially for VET school teachers.



## 1.3 GREECE

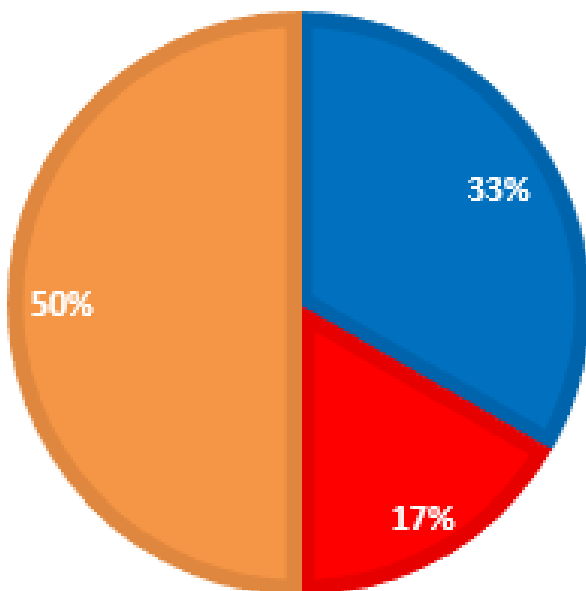
**Partner:** Institute of Entrepreneurship  
Development – IED

**Questionnaires collected:** 12



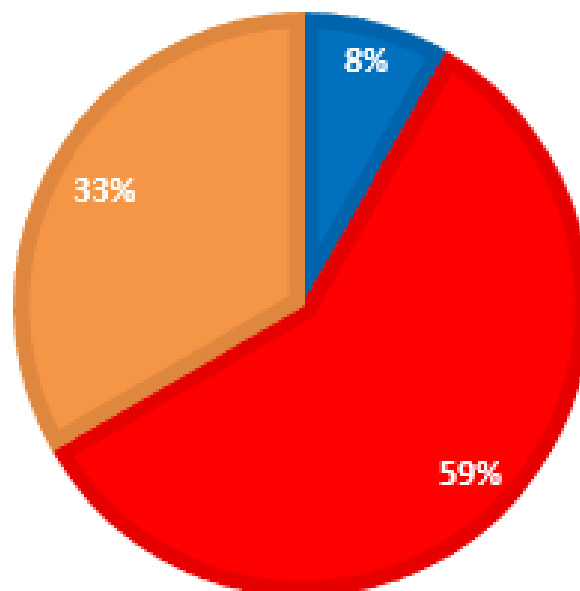


## 1. ENTITY IDENTIFICATION



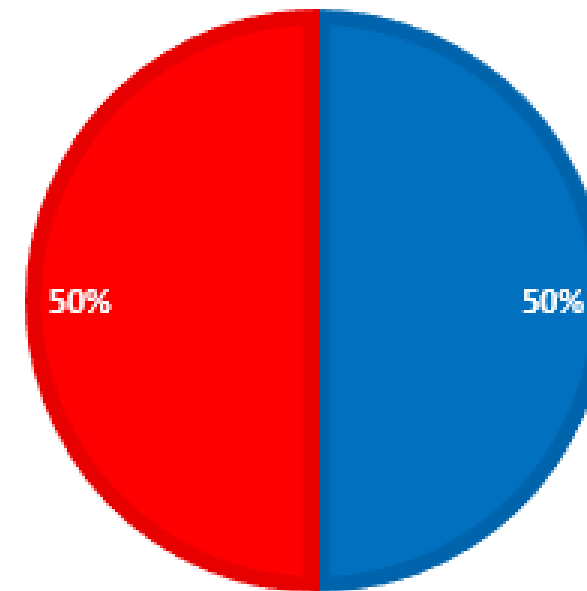
**Blue:** VET School  
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## 2. PERSON IDENTIFICATION



**Red:** VET Teacher / VET Trainer  
**Orange:** Tutor Supervisor  
**Blue:** VET School Director/Company Manager

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



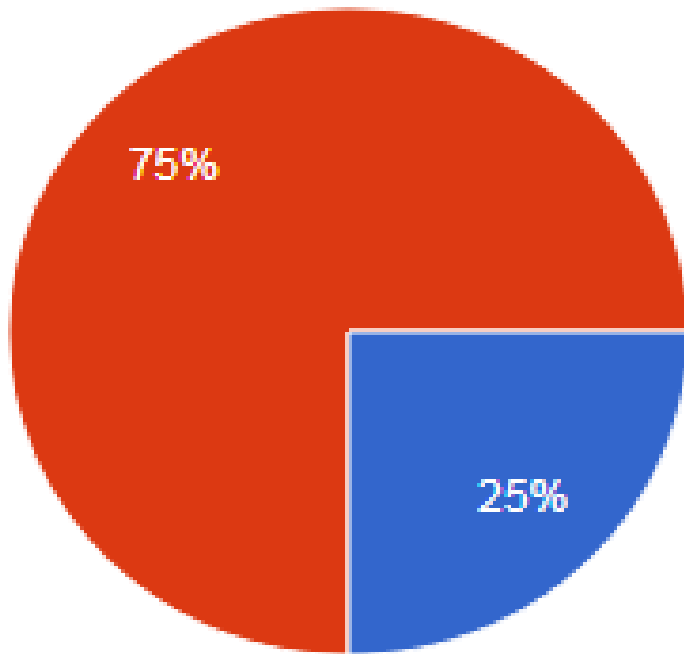
## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>12 Yes</b>	-----
Organization and follow-up of WBL:	<b>10 Yes</b>	<b>2 No</b>
Availability and dynamism of professionals in the process:	<b>8 Yes</b>	<b>4 No</b>
Motivation and zeal of professionals to achieve the goals:	<b>11 Yes</b>	<b>1 No</b>
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>11 Yes</b>	<b>1 No</b>
Participation in inter-company workshops (sharing experiences):	<b>11 Yes</b>	<b>1 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>11 Yes</b>	<b>1 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>3 Yes</b>	<b>9 No</b>



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?

5.1 If you answered yes to question 5, please describe below these practices:



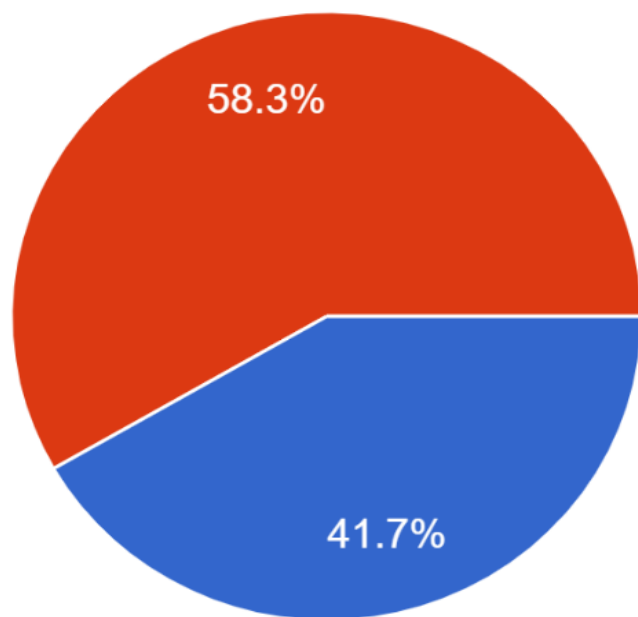
**Blue:** Yes  
**Red:** No

There are platforms which trainers and vet centers can exchange their ideas, actions and training programmes.



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?

6.1 If you answered yes to question 6, please describe below these difficulties:



**Blue:** Yes

**Red:** No

Different orientation

Some educators do not have the appropriate training to enable them to fully learn

Sometimes organizations are not interested in expanding partnerships and engaging in new actions.

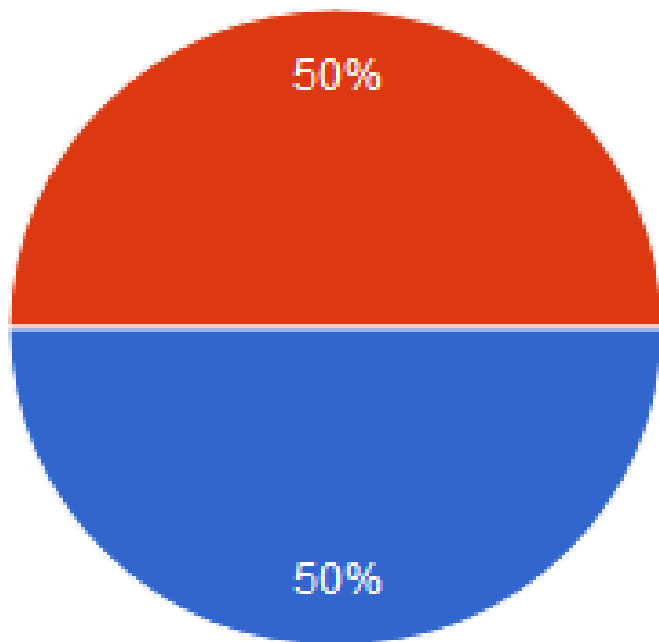
WBL in Greece is not so famous aspect. For this reason there isn't a well structures framework from the Ministry regarding the implementation of internships.

Bureaucracy



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



**Blue:** Yes

**Red:** No

Exchange of good practices between VET centers and trainers in order to improve their actions and programmes

Collaboration with other organization

Exchange best practises between VET centers and other organisation

Organising events, initiatives and actions with other organizations



**8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:**

Update the legal framework and collaborations between organization, training companies and VET centers.





## Analysis of results

The structure of the framework and laws that related on the WBL in Greece are not very clear. Ministry of education should update the framework and create new actions/initiatives. As a result, there will be new programs and cooperation of VET centers in the country.



## New Cooperation Paths

Update framework of the Ministry to be able to develop new methodologies and actions in order to support the VET centers, teachers and trainers. Furthermore, events could be organized in different cities in the country. This action will empower the organizations to communicate with other stakeholders, exchange ideas and develop new network.

Technology will help all the stakeholders to collaborate with other organisations and schools and develop new methodologies in the WBL. New applications, new online courses will help teachers and trainers to update their knowledge and know its other better.

Use of the tools that are available for the implementation of new cooperation: platforms and websites that are useful in order to explore VET centers and school in the country and the specifics regions.



## New Cooperation Paths

<https://www.voucher.gov.gr>



Επιχορήγηση με επιταγές κατάρτισης  
για τη λήψη υπηρεσιών  
κατάρτισης και πιστοποίησης



Αρχική Προσκλήσεις Διαχείριση Παρόχων Κατάρτισης Επικοινωνία

Δείτε το πρόγραμμα

Κατεβάστε το πλήρες κείμενο της πρόσκλησης

Αρχική > Προσκλήσεις > ΕΠΙΧΟΡΗΓΗΣΗ ΑΝΕΡΓΩΝ ΜΕ ΕΠΙΤΑΓΕΣ ΚΑΤΑΡΤΙΣΗΣ... > Εκπαιδευτικά προγράμματα > ΠΙΣΤΟΠΟΙΗΣΗ ΓΝΩΣΕΩΝ ΚΑΙ ΒΑΣΙΚΩΝ ΔΕΞΙΟΤΗΤΩΝ ΣΕ ΤΠΕ > τα Κέντρα Επαγγελματικής Κατάρτισης που συμμετέχουν

### Συμμετέχοντα Κέντρα Επαγγελματικής Κατάρτισης

για το πρόγραμμα  
«ΠΙΣΤΟΠΟΙΗΣΗ ΓΝΩΣΕΩΝ ΚΑΙ ΒΑΣΙΚΩΝ ΔΕΞΙΟΤΗΤΩΝ ΣΕ ΤΠΕ»  
πρόσκληση:

«ΕΠΙΧΟΡΗΓΗΣΗ ΑΝΕΡΓΩΝ ΜΕ ΕΠΙΤΑΓΕΣ ΚΑΤΑΡΤΙΣΗΣ (TRAINING VOUCHER) ΓΙΑ ΤΗ ΛΗΨΗ ΥΠΗΡΕΣΙΩΝ ΚΑΤΑΡΤΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΣΕ ΒΑΣΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ ΧΡΗΣΗΣ ΤΠΕ ΠΟΥ ΘΑ ΠΡΑΓΜΑΤΟΠΟΙΗΘΕΙ ΑΠΟ ΠΙΣΤΟΠΟΙΗΜΕΝΑ ΚΕΝΤΡΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΚΑΤΑΡΤΙΣΗΣ»

**Σημείωση:** Η εμφάνιση της Δομής του Παρόχου Κατάρτισης στην παρακάτω λίστα και στο χάρτη, προϋποθέτουν τη δημιουργία νέου τμήματος ανά εκπαιδευτικό πρόγραμμα, μέσω του διαχειριστικού περιβάλλοντος των Παρόχων Κατάρτισης.

#### Φίλτρα αναζήτησης

Περιφέρεια   
Επιλέξτε την περιφέρεια στην οποία θέλετε να περιορίσετε την αναζήτηση.

Περ. ενότητα (Νομός)   
Επιλέξτε την περιφερειακή ενότητα στην οποία θέλετε

Διεύθυνση   
Εισάγετε τη διεύθυνση κοντά στην οποία θέλετε να περιορίσετε την αναζήτηση.

Ακτίνα (χλμ)   
Ορίστε τη μέγιστη απόσταση από τη διεύθυνση που

Εμφάνιση χάρτη

Καθαρισμός

ΚΕΚ	Δομή	Τύπος	Πληρωφ.
Διεύθυνση	Τηλ.	Web	Email
"ΑΘΗΝΑ"	"ΑΘΗΝΑ" (Αλεξανδρούπολη ΚΕΝΤΡΙΚΗ ΔΟΜΗ)	Ιδία δομή	--
1ο χλμ Αγροτική πάροδος Αλεξ/λης-Παλαγιάς, Αλεξανδρούπολη Ανατολικής Μακεδονίας - Θράκης, Τ.Κ. 68100	2551088620	<a href="http://www.athenavtc.gr">www.athenavtc.gr</a>	<a href="mailto:info@athenavtc.gr">info@athenavtc.gr</a>
"ΑΛΕΞΑΝΔΡΟΣ ΜΠΑΛΑΤΑΤΖΗΣ" ΚΕΚ Α.Μ.Θ.	"ΑΛΕΞΑΝΔΡΟΣ ΜΠΑΛΑΤΑΤΖΗΣ" ΚΕΚ Α.Μ.Θ. (ΞΑΝΘΗ ΚΕΝΤΡΙΚΗ ΔΟΜΗ)	Ιδία δομή	
ΒΙ.ΠΕ.Ξ. 6ο ΧΛΜ ΕΘΝ.ΟΔΟΥ ΞΑΝΘΗΣ ΚΑΒΑΛΑΣ ΒΙΟ ΑΒΕ, ΞΑΝΘΗ Ανατολικής Μακεδονίας - Θράκης, Τ.Κ. 67100	2541078665	<a href="https://www.facebook.com/ALEXAN...">/www.facebook.com/ALEXAN...</a>	<a href="mailto:hsiodos@otenet.gr">hsiodos@otenet.gr</a>
"ΑΡΓΩ ΕΚΠΑΙΔΕΥΤΙΚΗ Κε.Δι.Βι.Μ.2"	ΚΕΚ ΑΡΓΩ (Λάρισα ΚΕΝΤΡΙΚΗ ΔΟΜΗ)	Ιδία δομή	
Φαρσάλων & Τσάτσου 2, Λάρισα Θεσσαλίας, Τ.Κ. 41335	2410660045	<a href="http://kek-argo.gr">kek-argo.gr</a>	<a href="mailto:kekargo@otenet.gr">kekargo@otenet.gr</a>
"Η ΕΠΙΜΟΡΦΩΣΗ"	"Η ΕΠΙΜΟΡΦΩΣΗ" (ΧΑΛΚΙΔΑ ΚΕΝΤΡΙΚΗ ΔΟΜΗ)	Ιδία δομή	--
Μπαρώτα, ΧΑΛΚΙΔΑ Στερεάς Ελλάδας, Τ.Κ. 34100	2221090677	<a href="http://www.kekepmorfosi.gr/">www.kekepmorfosi.gr/</a>	<a href="mailto:kekepim@otenet.gr">kekepim@otenet.gr</a>
"Η ΕΠΙΜΟΡΦΩΣΗ"	"Η ΕΠΙΜΟΡΦΩΣΗ" (ΕΡΥΘΡΕΣ ΠΑΡΑΡΤΗΜΑ)	Ιδία δομή	--
ΑΝΔΡΕΑ ΣΥΓΓΡΟΥ, ΕΡΥΘΡΕΣ Αττικής, Τ.Κ. 32200	2226063325	<a href="http://www.kekepmorfosi.gr/">www.kekepmorfosi.gr/</a>	<a href="mailto:kekepim@otenet.gr">kekepim@otenet.gr</a>



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



### New Cooperation Paths

<https://www.voucher.gov.gr>

This platform hosted all the VET centers and schools in Greece and exchanges data online with other public information systems, like those of the Manpower Employment Organization, National Organization for the Certification of Qualifications & Vocational Guidance, Deposit and Loans Fund, Consignment Deposits and Loans Fund. Teachers/trainers, students and other stakeholders could fill the sections with the necessary information (region, city, etc.) and the platform will provide the Vet centers that are in their area. With this way, teachers and trainers could implement new collaborations with the VET centers and explore the new programs that are available in the country for students. The platform is available only in Greek language.



## New Cooperation Paths

<https://www.eoppep.gr/index.php/el/>



### New Cooperation Paths

<https://www.eoppep.gr/index.php/el/>

EOPPEP operates under the supervision of the Minister of Education, Research and Religious Affairs and is seated in Athens. The website hosts the National Qualifications Framework (NQF) & Certification of Qualifications, Public and Private VET centers and programs for teachers/ trainers and students. Through the platform users are able to communicate with VET Centers and organizations that connected with the work based learning. The main menu of the platform is in English and Greek language. The disadvantage of this platform is that the description of the VET centers and the programs are only in Greek.



## New Cooperation Paths

<http://work-basedlearning.eu/>



[Home](#) [About](#) [Partnership](#) [Resources](#) [News](#) [Registration](#) [Contact](#)



Welcome to Work-based Learning



### New Cooperation Paths

<http://work-basedlearning.eu/>

Work-based Learning – The Entrance to the Professional Future is an Erasmus+ KA2 project which aims to create youth-centered empowering environment for enabling young people to undergo WBL mobility and to promote a holistic approach for fostering youth employability by bridging non-formal, formal education and labor market sectors, contributing to the creation of long term multi-level cross-sectorial networking and cooperation. Through this platform stakeholders have the opportunity to register themselves or their organization and grown their network. In this way, they are able to collaborate with new VET centers, teachers/trainers and develop new methodologies and training activities. The platform is available only in English language.





## 1.4 ITALY

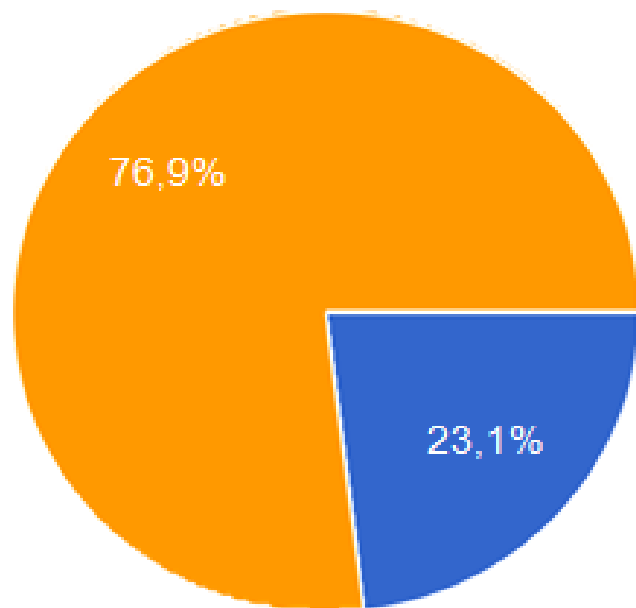


**Partner:** Istituto di Istruzione Superiore

**Questionnaires collected:** 13

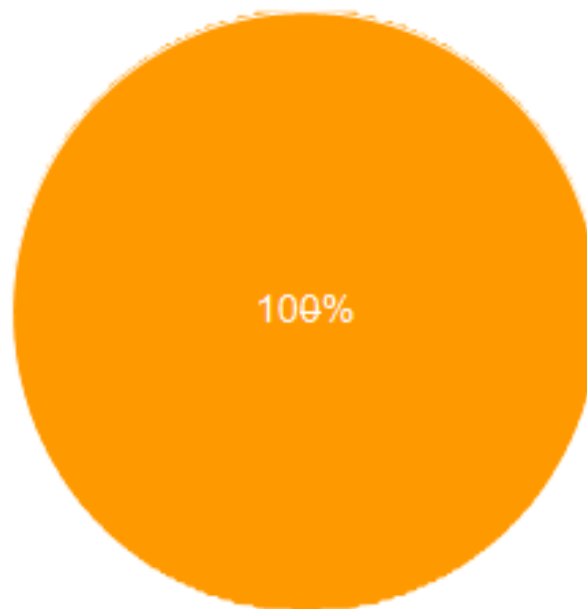


## 1. ENTITY IDENTIFICATION



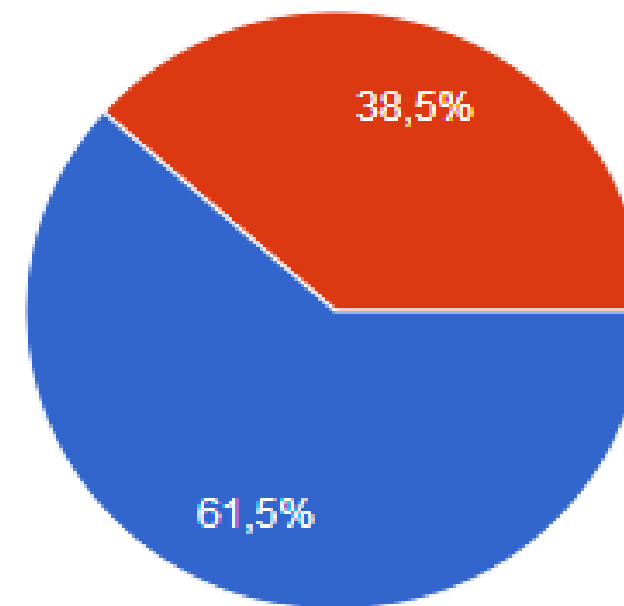
**Blue:** VET School  
**Orange:** Training Company

## 2. PERSON IDENTIFICATION



**Orange:** Tutor Supervisor

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>13 Yes</b>	-----
Organization and follow-up of WBL:	<b>13 Yes</b>	-----
Availability and dynamism of professionals in the process:	<b>13 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>13 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>13 Yes</b>	-----
Participation in inter-company workshops (sharing experiences):	<b>9 Yes</b>	<b>4 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>10 Yes</b>	<b>3 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>12 Yes</b>	<b>1 No</b>



#### 4.1 If you have identified another, please specify:

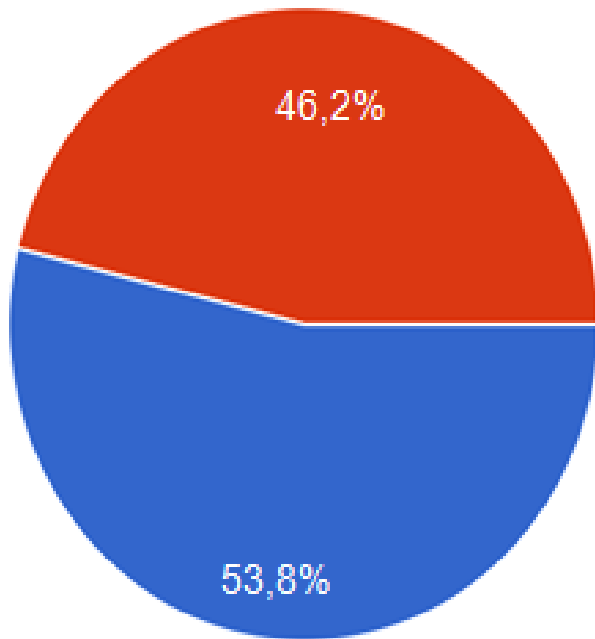
Improve communication, including the way of speaking and the way to relate to other people.

Teachers involved in the WBL should be trained and have previous experience.



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?

5.1 If you answered yes to question 5, please describe below these practices:



**Blue:** Yes

**Red:** No

Better relationships between tutors and teachers.

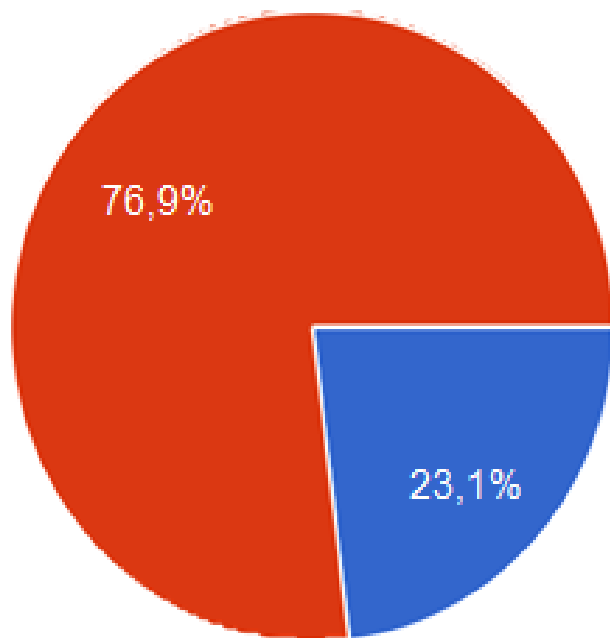
Mutual exchanges between school and training companies (meetings, visits).

Extend the WBL experience during the whole school year, without break ups, balancing the work activity with the lessons.



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?

6.1 If you answered yes to question 6, please describe below these difficulties:



**Blue:** Yes

**Red:** No

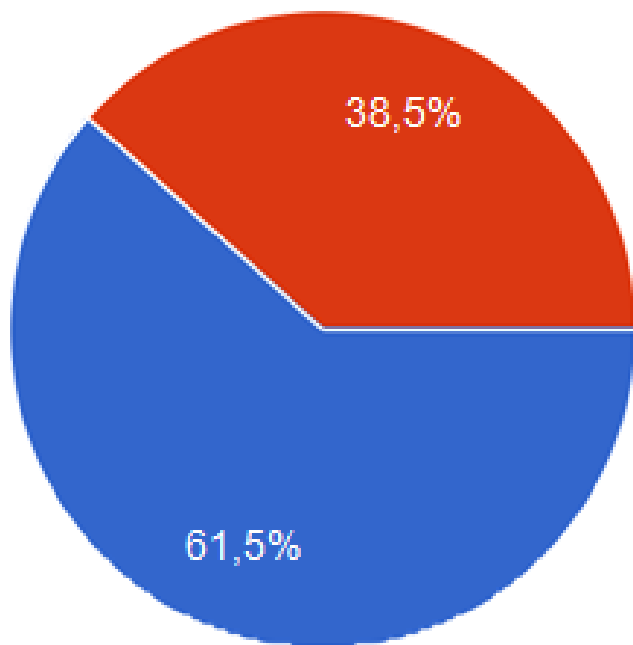
Limits due to privacy regulation.

Sometimes it's difficult to find a suitable office placement for students.



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



**Blue:** Yes

**Red:** No

The opportunity to put into practice what they study at school.

The opportunity to empower students in order to increase their sense of responsibility.

The opportunity to get in touch with a different kind of reality, to know new people and to acquire new knowledge.

The opportunity to establish a strong connection between schools and workplaces.



**8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:**

Increase the use of digitalization in order to simplify communication and documentation.

Instruct the students about what they are expected to do during the WBL activity.

Increase communication skills in the students and push them to be more open to dialogue and more eager to acquire knowledge.





### Analysis of results

Analyzing the replies to the questions, the results show that sometimes it's difficult to create an effective partnership, mostly due to the lack of constant direct contacts; the training companies often claim that there should be a better relationship between the teachers involved in WBL and the training tutors, wishing for a stable activity of mutual exchange.

Also, it appears that a specific training for teachers would be much appreciated and some also complained about the timing of the WBL activity, suggesting to extend the period over the whole school year. Another perspective concerns the students who apparently sometimes aren't properly prepared to face the working environment.

On a positive side, though, the replies refer that many strategies have been used to maintain a good level of communication with the training companies and, most importantly, that the training tutors are able to recognize the importance of the opportunity to establish a connection between the school and the workplace.



## New Cooperation Paths

Organize meetings and events to boost the partnership between the school and the training companies.

Train all the teachers involved in the WBL specifically.

Set specific training for the students before they leave school for WBL – including empowering social and communication skills.

Simplify and or digitalize the documentation related to the workplacwment.

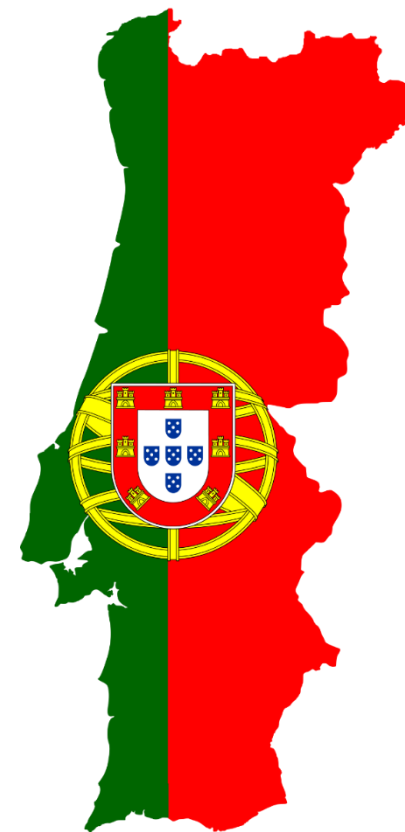
Improve positive perception of WBL.



## 1.5 PORTUGAL

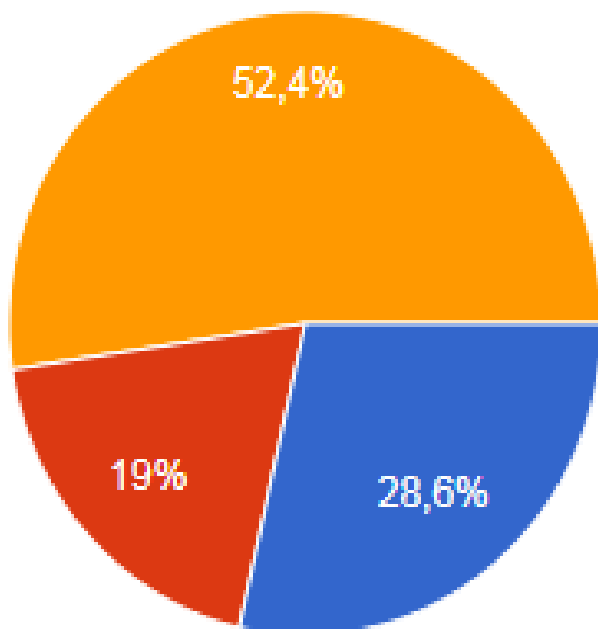
**Partners: EPRALIMA and INOVA+**

**Questionnaires collected: 21**



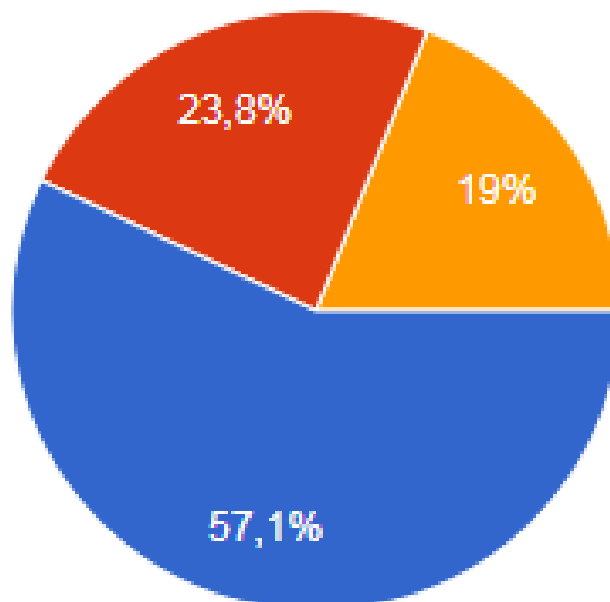


## 1. ENTITY IDENTIFICATION



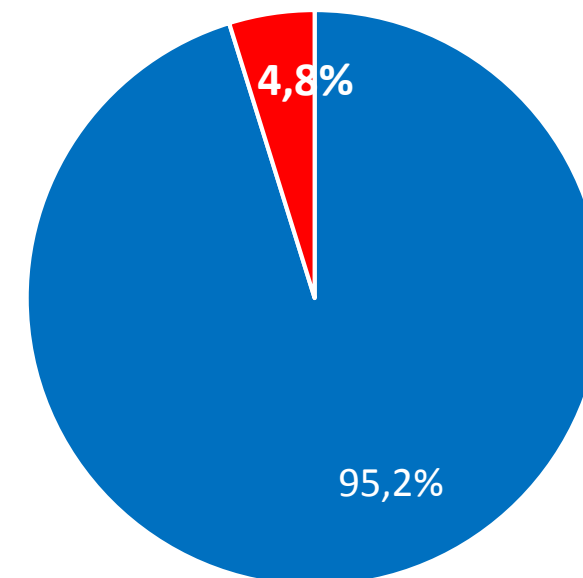
**Blue:** VET School  
**Orange:** Training Company  
**Red:** Training Centre

## 2. PERSON IDENTIFICATION



**Blue:** Director  
**Red:** VET Teacher / VET Trainer  
**Orange:** Tutor / Supervisor

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>21 Yes</b>	-----
Organization and follow-up of WBL:	<b>20 Yes</b>	<b>1 No</b>
Availability and dynamism of professionals in the process:	<b>20 Yes</b>	<b>1 No</b>
Motivation and zeal of professionals to achieve the goals:	<b>20 Yes</b>	<b>1 No</b>
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>20 Yes</b>	<b>1 No</b>
Participation in inter-company workshops (sharing experiences):	<b>9 Yes</b>	<b>12 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>10 Yes</b>	<b>11 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>16 Yes</b>	<b>5 No</b>



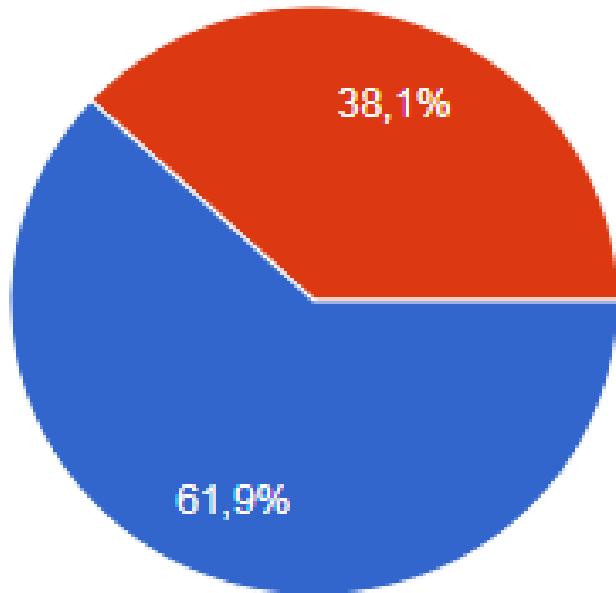
#### 4.1 If you have identified another, please specify:

Improve communication and relationships between people.

Direct contact.



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



**Blue:** Yes  
**Red:** No

5.1 If you answered yes to question 5, please describe below these practices:

A correct and effective welcoming of the student. To adapt as much as possible the necessary skills for the position to be held in the company.

The direct approach, clear and effective communication. Conducting prior study visits.

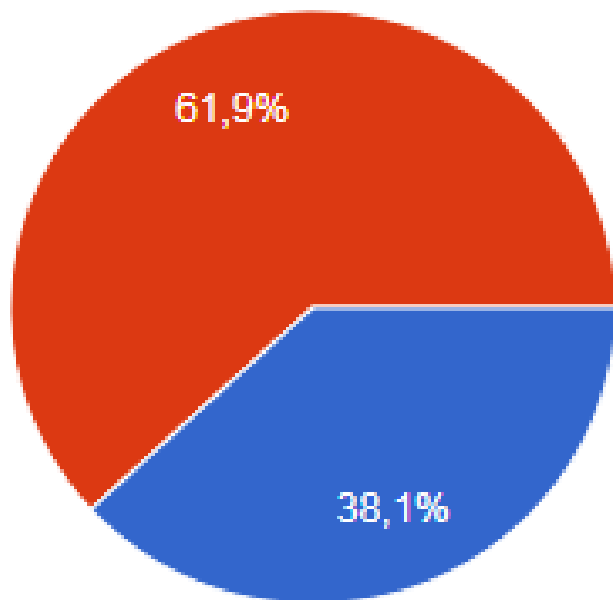
Alternating Learning Training System. The Training Plan in the Work Context must be conceived in conjunction with the School-Company.

Analysis of employee skills development needs.

Integration and feedback to students about their works.



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



**Blue:** Yes

**Red:** No

6.1 If you answered yes to question 6, please describe below these difficulties:

Short learning periods, which makes it difficult for companies to accept students.

Resistance to change.

Difficulty in finding internships for students with lower school performance.

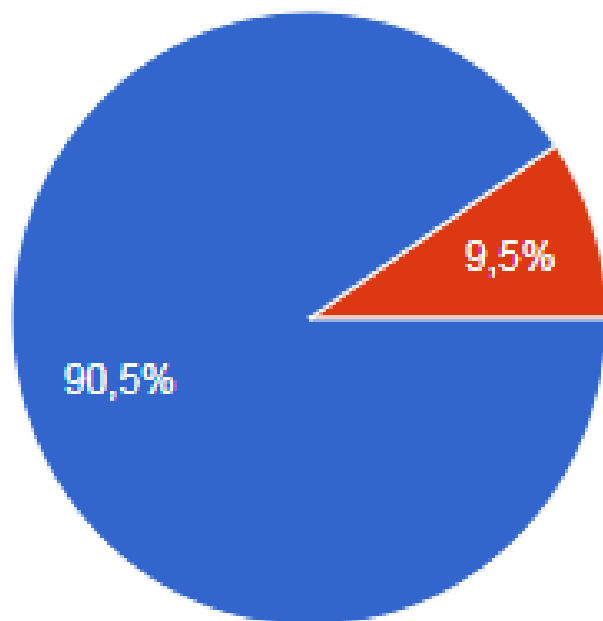
The main difficulties lie in the fact that some entrepreneurs consider trainees to be workers and demand from them an autonomy that they cannot yet have.

Lack of availability of companies for face-to-face meetings and lack / scarcity of face-to-face visits to companies by teachers accompanying the practice in the workplace.





7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?



**Blue:** Yes  
**Red:** No

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

Dedication by company leaders and accompanying teachers to the cause of youth training.

Exchange of experiences / Sharing of experiences / Acquisition of new knowledge.

Provide the student's potential in a learning / training phase, to see the possibility of future hiring by the entity that provides this learning in the workplace.

The success of the work performed and the possibility of future hiring.

The professionals involved in this type of learning are fundamental for the adjustment between training and the real world of work. On the other hand, cooperation with schools makes entrepreneurs aware of the work done in educational institutions and trust their technicians.



## 8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

Perhaps it has a longer learning period in the work context than the current one, because sometimes due to the fact that it is for such a short time, the entities hesitate to receive students. And it would be more beneficial for the student who has the opportunity to learn more in the workplace and apply the knowledge acquired during the training.

Fluent communication between the parties to maintain the commitment and motivation of the stakeholders. Timely scheduling of periodic, brief and productive meetings between entities.

It suggested a more realistic period of professional practice to the point of being alternated during a longer period with the company. At the beginning of the academic year, to know how many finalists each company will need, and to promote small internships in these companies to acclimate the employer to potential future employees.

Invite businesspeople to open school days, involve businesspeople in school activities, such as public exam dissertation sessions. Sensitize company managers to the benefits and increased productivity in the medium and long term.



## Analysis of results

What emerges from the analysis of the questionnaire is the fact that both entities (training companies and VET schools) must work together from the beginning.

Some of the most significant aspects of the conclusions is that 95% of the participants replied there were practices that facilitate cooperation between both entities. However, there is a lack of coordination between companies and educational institutions regarding their needs and objectives. Yet, some steps have been taken in this direction.

Some respondents pointed out that they have encountered difficulties / threats in cooperation between the various actors in learning at work. The main difficulties are that some entrepreneurs consider trainees as workers and demand from them autonomy that they cannot have yet, as well as difficulty in arranging internships for students with lower school performance. Another issue mentioned was the fact that WBL internships are develops in short learning periods making it difficult for companies to accept the trainees.

In terms of strengths and / or opportunities, most of the respondents pointed out the cooperation between the various professionals involved in work-based learning as an exchange of experiences / sharing of experiences / acquisition of new knowledge. The professionals involved in WBL are fundamental in order to adapt the training and the real world of work. On the other hand, cooperation with schools make entrepreneurs aware of the training provided in educational institutions and trust the trainees.



## New Cooperation Paths

Flexibility to adapt the VET-business cooperation to the specific needs of business. Build a learning environment within the partnership where individuals are encouraged to seek and provide regular feedback and review.

Find and develop staff who have special responsibilities for initiating and managing the start-up stages of training partnerships and training objectives.

Provide a realistic period of professional practice to the point of being alternated during a longer period with the company, because sometimes due to the fact that it is for such a short time, the companies hesitate to receive students. And it would be more beneficial for the student who has the opportunity to learn more in the workplace and apply the knowledge acquired during the training. At the beginning of the academic year, identify how many finalists each company will need, and to promote longer internships in these companies to acclimate the employer to potential future employees.



## New Cooperation Paths

Adopt communication tools between parties to maintain fluent communication, commitment and motivation of the stakeholders. Timely scheduling of periodic, brief and productive meetings between entities.

Invite companies to “open school days”, involve companies in school activities, such as public exam dissertation sessions. Sensitize company managers to the benefits and increased productivity in the medium and long term. Create high levels of mutual trust within the partnership, with mutual trust being a major driver for extending the sustainable and continuing partnership.



## 1.6 SPAIN



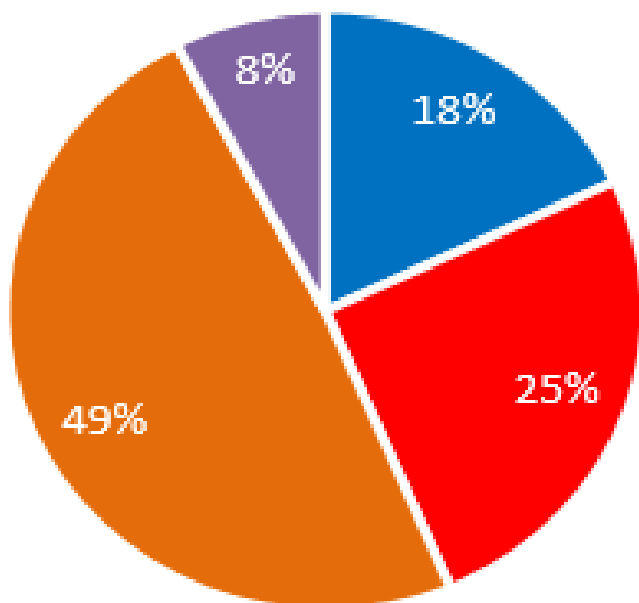
### Partners:

- Camara Oficial de Comercio, Industria Y Servicios de Zaragoza
- Instituto INTER, SL
- Gestión Estratégica e Innovación

**Questionnaires collected: 39**

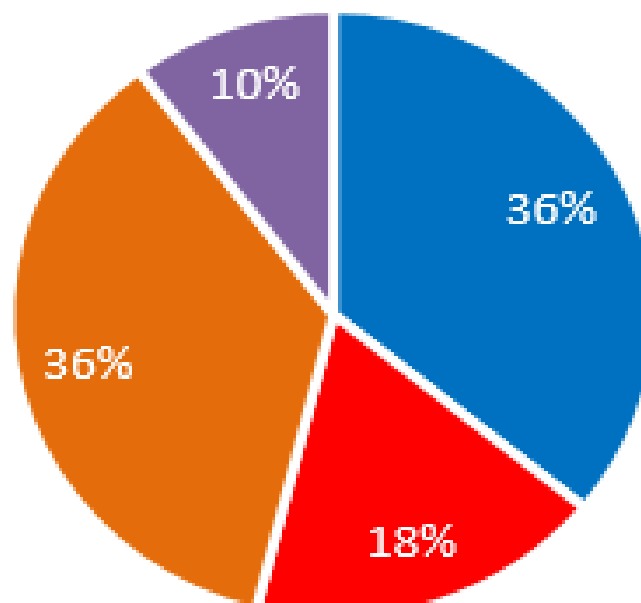


## 1. ENTITY IDENTIFICATION



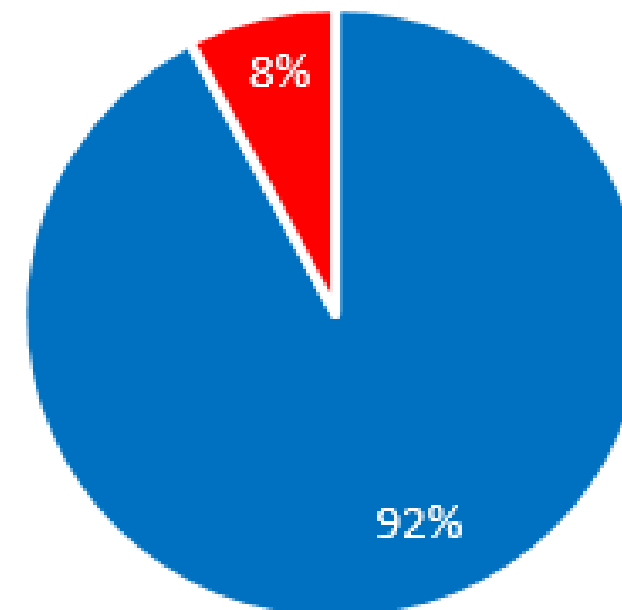
**Blue:** VET School  
**Red:** VET Centre  
**Orange:** Training Company  
**Purple:** No Reply

## 2. PERSON IDENTIFICATION



**Blue:** Director  
**Red:** VET Teacher / VET Trainer  
**Orange:** Tutor / Supervisor  
**Purple:** Another option

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** Yes  
**Red:** No



## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>39 Yes</b>	-----
Organization and follow-up of WBL:	<b>34 Yes</b>	<b>5 No</b>
Availability and dynamism of professionals in the process:	<b>39 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>34 Yes</b>	<b>5 No</b>
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>38 Yes</b>	<b>1 No</b>
Participation in inter-company workshops (sharing experiences):	<b>29 Yes</b>	<b>10 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>33 Yes</b>	<b>6 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>28 Yes</b>	<b>11 No</b>





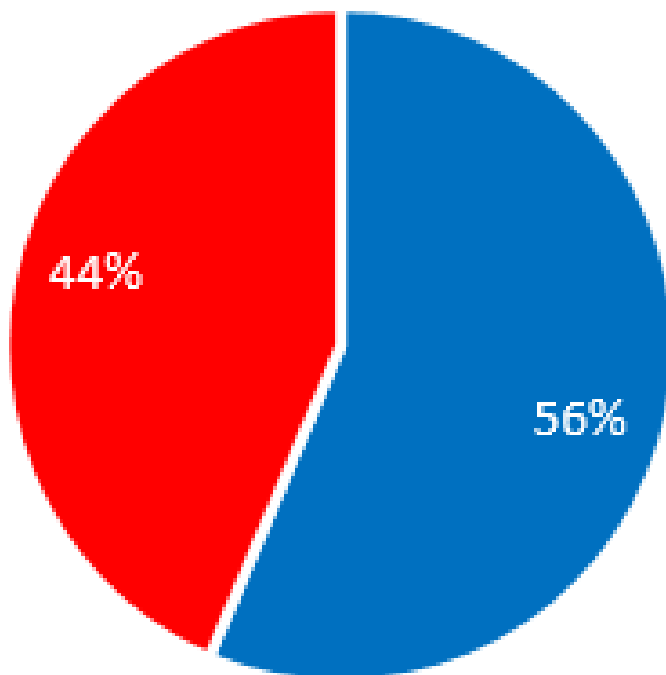
#### 4.1 If you have identified another, please specify:

Using platforms in which the Educational Institution and the Enterprise can interact during the best practices' implementation as well as making decisions together in what concerns educational improvement issues.

Coordination with educational centers for the exemplification of the contents.



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



**Blue:** Yes

**Red:** No

5.1 If you answered yes to question 5, please describe below these practices:

DUALIZA project by 'Fundacion Bankia'.

Tutor's meetings.

Thanks to Erasmus + Projects we have been able to facilitate dual VET. However, we think that this kind of training should be promoted even more. | European Projects.

The monitoring of the working activity in dual VET programmes is one of the most difficult points to carry out. In our centre we have managed to implement a system in which the activities can be filled in by the student and request their evaluation from the company tutor, all through an electronic application managed from the mobile phone. The teachers have immediate access to the evaluation of the activities by the companies.

Center organizes different promotional talks about VET in business associations.

Integration of students in the usual work of a worker, work in pairs (student-worker). Aid or subsidies to the company that facilitate the training of students.

Regarding work based learning, work placements with FEUZ-UNIVERSA and the ease of credit validation of university degree and masters degree.



**5.1 If you answered yes to question 5, please describe below these practices:**

Grants and endowments given to the enterprise aiming at encouraging educational knowledge for students.

Scholarships for some students.

Promote employability.

Trainings offered by the enterprise in order to be always updated.

Promote internships while studying in order to improve soft-skills and gain practical experience.



**5.1 If you answered yes to question 5, please describe below these practices:**

As a dentist, I have the internship hygienist at my side when I take care of a patient and at the same time I'm explaining everything.

Scholarship program.

Many students have learned their profession much better with the dual system between companies and training center.

Service-learning.

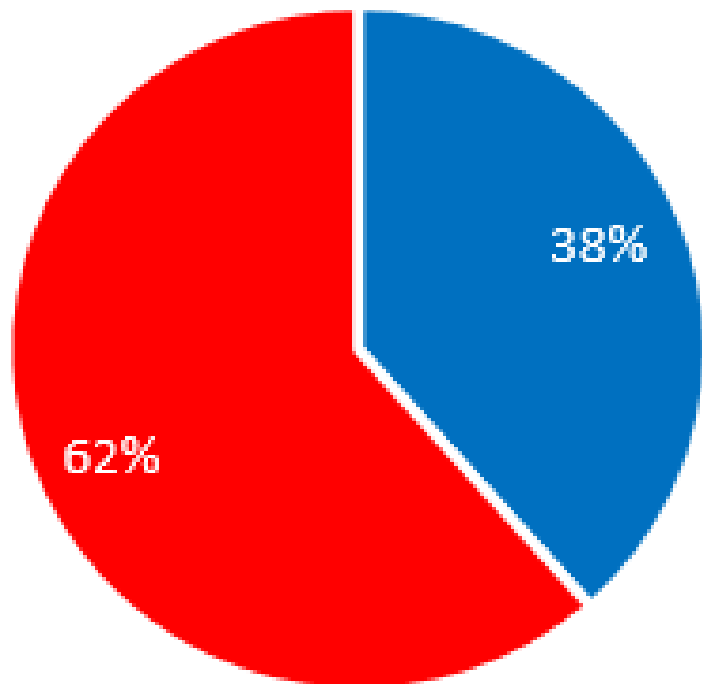
Companies seeking continuous training of their workers are usually very open to collaborating in training young people in internships or in dual modality.

Having students in internships and also doing a training course aimed at promoting dual professional training.



## 6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?

### 6.1 If you answered yes to question 6, please describe below these difficulties:



**Blue:** Yes

**Red:** No

The lack of awareness-raising on education meant as something to benefit from (thanks to investments) and not an expense. | Lack of availability due to high workloads.

Teachers who do not want to cooperate. | Not knowing exactly what is expected of the company | Difficulty in communication or understanding of the dual system.

Some enterprises do not allow students to do internships in their companies. Instead, others welcome students only because they do not have enough employees.

Lack of organization which is needed to be in touch with teachers. This is often hard due to different timetables. | The procedures are difficult in public and big companies because department heads are not easily accessible.

Most importantly is the follow-up of the activities developed by the company. This task (tutoring) is most of the time not attended to because the tutors are focused on their work most of the time. This is the reason why we implemented this monitoring tool.

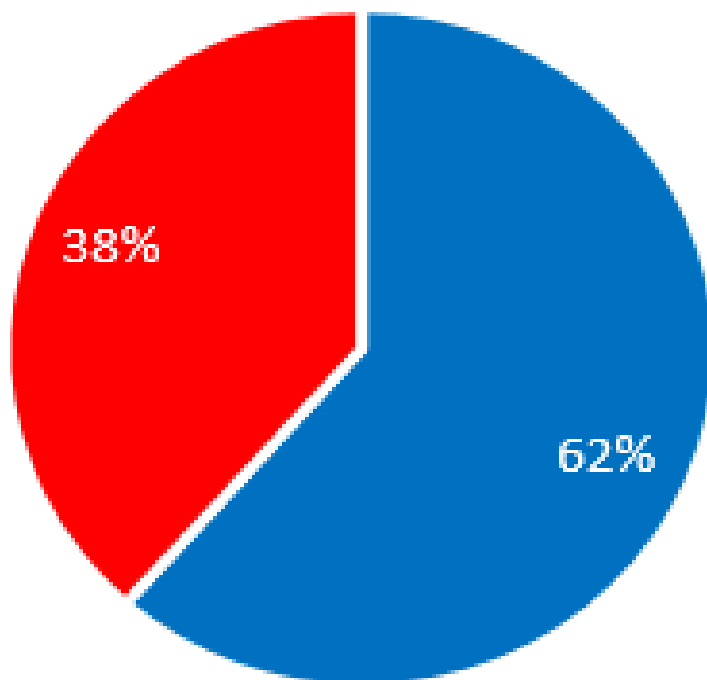
Sometimes it is difficult to specify learning outcomes that fit the tasks to be performed in the company.

Companies, in general, find it difficult to fit the training and learning contract into their agreements and remuneration models. | Companies don't want to receive students because of bad experiences.



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



**Blue:** Yes  
**Red:** No

Student support (in which areas and which modalities) should be included in the cooperation plan from the beginning so that no aspect are left to chance. | To help improve the correct evolution of the student in terms of their functions in the company.

Many synergies are established to collaborate in other areas. | The company can help update the content of the curricula. The involvement of the company in training produces secondary improvements in the company, such as the interest of workers to train or qualify

Finding together, more training companies.

The existence of a cooperation plan could speed up the whole communication process, which is not only beneficial but also unchangeable.

There has been collaboration for many years in the frame of work-based training, which allows us to have a greater access to sending students in the context of a dual professional training.

Try to join together theoretical skills with practical ones during the lessons.

Improves employability, collaboration between training centers and companies, allows training to be adapted to the real needs of the company



## 7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

Flexibility in the remuneration model of trainees in the company could help to facilitate the incorporation of a greater number of companies into the dual vocational training modality.

As strong points, the fluid communication between both entities and as an opportunity to improve having a greater knowledge of the students available to plan with time the incorporations to the company.

Above all, mutual learning, renewal in the company, new ideas, in the student learning of tasks and business environment.

Education can be adjusted according to the student's profile/skills/interests and it can be possible to supervise the student in order to put into practice the skills he/she is acquiring.

The relationship between the supervisor of an enterprise and the intern needs to be clear and habitual, so that the internship is not only a mere procedure. | Cooperating more will ensure more trainings. | Communication, involvement, responsibility and recognition.

This cooperation also helps the enterprise to fill the lack of employees. | Improve employability for students

Be aware of what the job market offers and demands; have an updated knowledge.

Communications is essential to improve the student's knowledge.



## 8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

Launching a program of incentives in order to realize activities in this area. Financial help to enterprises.

Providing a better integration of the different experts of this field. | Mentoring | Supervise more the tasks fulfilled by the students.  
| Company tutors well prepared.

Creation of networks in which the educational administration, educational centres and representatives of companies or business associations take part.

When cooperating, it is important that the Enterprise as well as the Educational Institution communicate as much as possible; this is very relevant to improve education. | Collaborating and guiding vocational training according to the needs of companies

Involvement and availability should be shared among the professionals involved and included in the cooperation plan from the beginning, which would facilitate the whole process and avoid misunderstandings.

Compiling at the end of the internship or at the time deemed most appropriate, the satisfaction with the profile of the trainee and, at the same time, the needs of other profiles that the company has in order to cover them in the future

More cooperation requires more time and, in both in the company and in the training centres the lack of time is the biggest obstacle. However, if there is motivation and a desire to get involved, we believe that cooperation can be very beneficial.





## 8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

Companies should see a trainee as an opportunity (not a burden), in the same way that the student has a positive input of the learning, the company also has it, because by offering students fully prepared, they can delegate to them some of the tasks of their commercial activity (under supervision)

Study of the needs by sectors and flexibility of the learning processes of the centers | Flexibility of curricula and school calendars to the company calendar

Although cooperating implies a lot of bureaucracy, do not give up. | Increasing communication between teachers and companies  
| Increase number of cooperation hours.

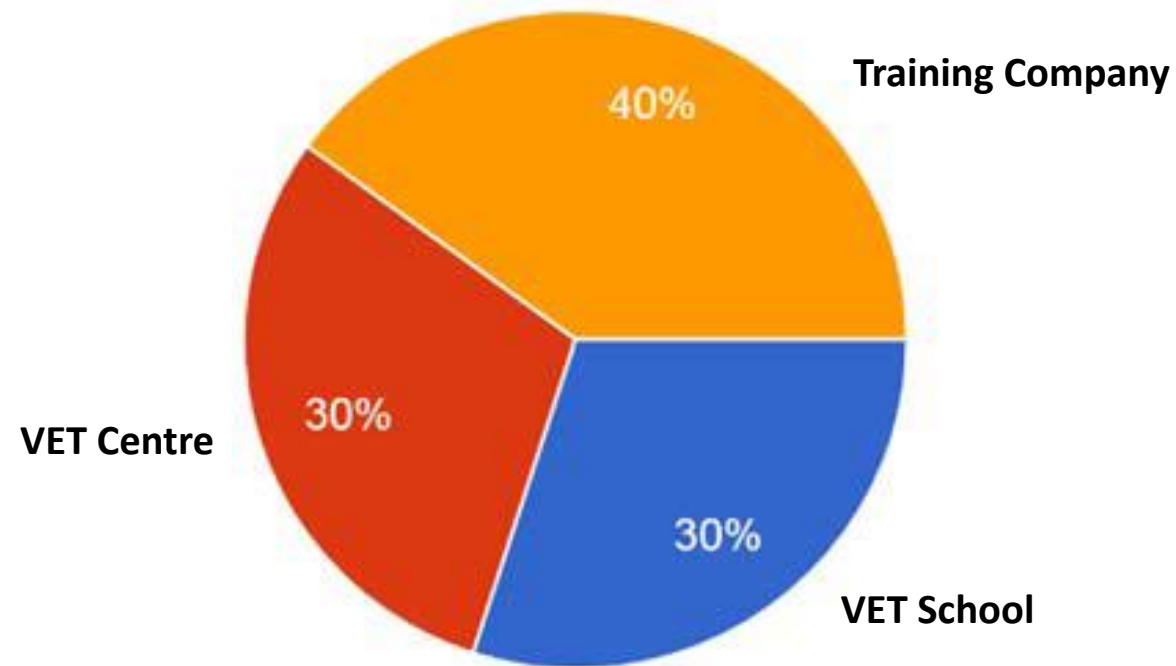
In my opinion, I believe that awareness campaigns on DUAL vocational training are needed. Increased collaboration with large business umbrella organizations (e.g. chambers of commerce).



**Camara Oficial de Comercio, Industria y Servicios de Zaragoza**  
**Questionnaires collected: 10**

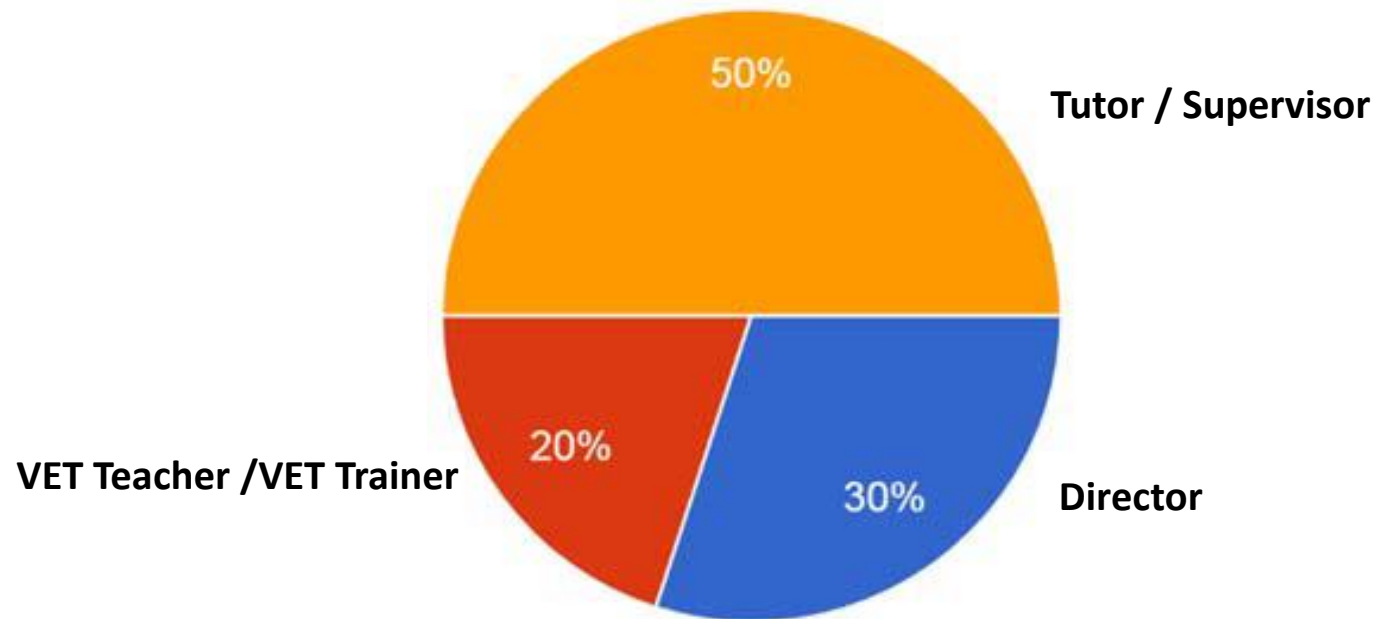


## 1. ENTITY IDENTIFICATION



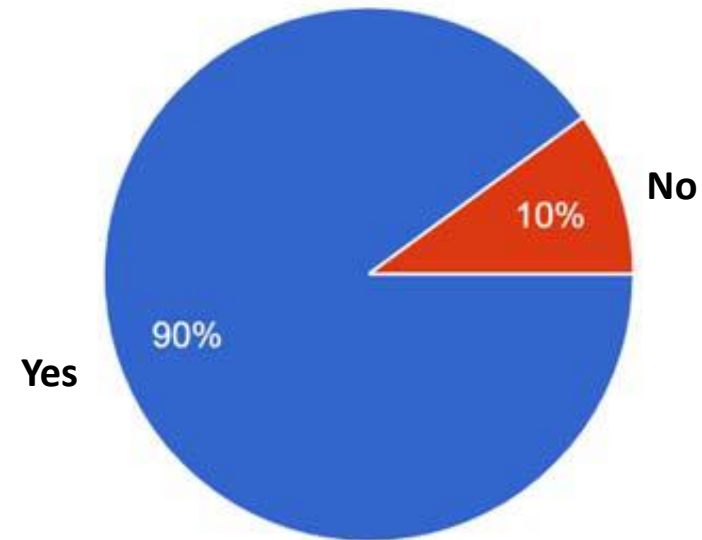


## 2. PERSON IDENTIFICATION





3. In your school /  
company is there  
any practice that  
facilitates  
cooperation  
between entities?





## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities (cooperation mechanisms)

Communication and constant information transmission (telephone, e-mail, meetings):	<b>10 Yes</b>	-----
Organization and follow-up of WBL:	<b>10 Yes</b>	-----
Availability and dynamism of professionals in the process:	<b>10 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>10 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>9 Yes</b>	<b>1 No</b>
Participation in inter-company workshops (sharing experiences):	<b>8 Yes</b>	<b>2 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>8 Yes</b>	<b>2 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>7 Yes</b>	<b>3 No</b>



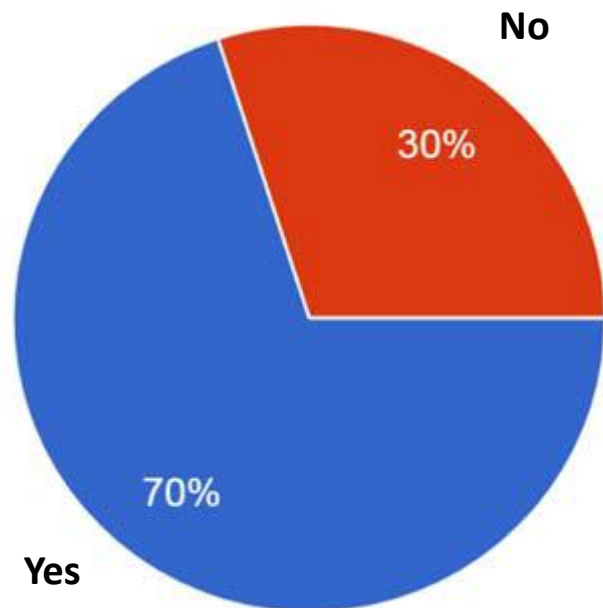
#### 4.1 If you have identified another, please specify:

Coordination with VET centers for the exemplification of the contents.

Note: We think this company means that they talk with the VET center in order to provide the VET teacher with real examples that could be used when explaining the training contents.



## 5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



### 5.1 If you answered yes to question 5, please describe below these practices:

**DUALIZA** project by 'Fundacion Bankia'.

Note: DUALIZA is the commercial brand of "Bankia Foundation for dual training", which has been calling since 2018 for grants to expand the culture of networking among the different agents involved in dual VET.

Tutor's meetings.





Thanks to **Erasmus + Projects** we have been able to facilitate dual VET. However, we think that this kind of training should be promoted even more.

Those European Projects in which the Chamber of Commerce of Zaragoza is involved.

Regarding WBL, work placements with FEUZ-UNIVERSA and the ease of credit validation of university degree and master's degree.

Center organizes different promotional talks about VET in business associations.

The monitoring of the working activity in dual VET programmes is one of the most difficult points to carry out. In our center we have managed to implement a system in which the activities can be filled in by the student and request their evaluation from the company tutor, all through an electronic application managed from the mobile phone. The teachers have immediate access to the evaluation of the activities by the companies.



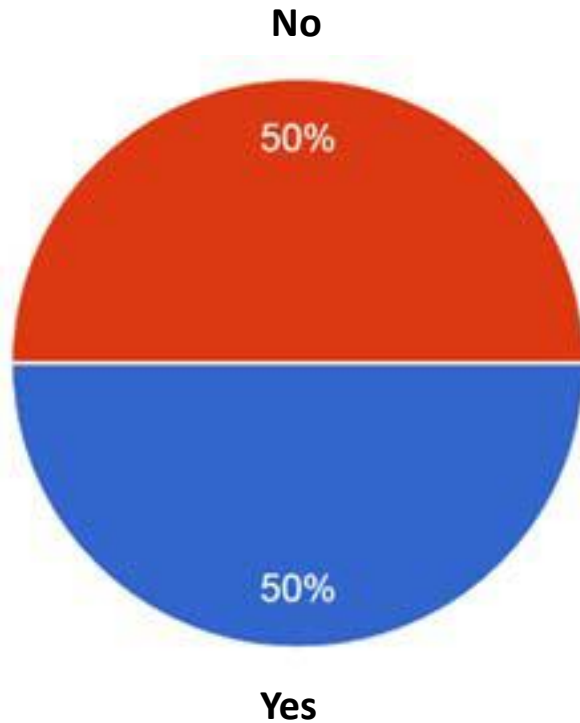
7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



6. Do you encounter **difficulties or threats** in the cooperation between the various professionals involved in WBL?



6.1 If you answered yes to question 6, please describe below these difficulties:

1) Sometimes it is difficult **to specify learning outcomes that fit the tasks to be performed in the company**

2) **Lack of time**

3) The most important is precisely the **follow-up of the activities developed in the company**, since the tutors are focused on their work so, sometimes, this task of tutoring is not attended to. This is the reason why we implemented this monitoring tool.



## 6.1 If you answered yes to question 6, please describe below these difficulties:

4) Companies have difficulties **to formalize a training and apprenticeship contract** with dual VET trainees.

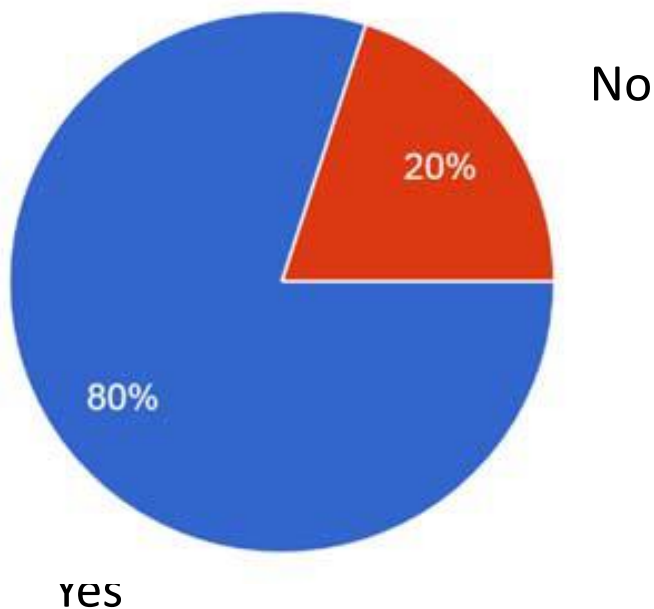
NOTE: In our region, Aragon, the government requires companies that want to host dual VET students to formalize a training and apprenticeship contract with them. In other Spanish regions, they are simply given a grant.

5) **Lack of availability** due to high workloads.



7. Do you find **strengths** and / or **opportunities** in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



1) **Student support** should be included in the cooperation plan from the beginning so that no aspect are left to chance.

2) Many **synergies** are established **to collaborate in other areas**. At least according to our experience.

3) **Finding**, together, **more training companies**



## 7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

4) The existence of a **cooperation plan** could speed up the whole communication process, which is not only beneficial but also unchangeable.

5) There has been collaboration for many years in the frame of work-based training, which allows us to have greater access to sending students in the context of a dual professional training (**previous experience**).

NOTE: In Spain, VET students at an intermediate or higher level, once they have finished their training period, it is compulsory to fulfill an up to 6 months internship period in a company (FCT / internship).

6) **Flexibility in the remuneration model** of trainees in the company could help to facilitate the incorporation of a greater number of companies into the dual vocational training modality.

7) As strong points, the **fluid communication between both entities** and as an opportunity to improve **having a greater knowledge of the students** available to plan with time the incorporations to the company

8) Above all, **mutual learning**, renewal in the company, **new ideas**, in the student learning of tasks and business environment.



## 8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

- 1) **(greater) Involvement and availability** should be shared among the professionals involved and included in the **cooperation plan from the beginning**, which would facilitate the whole process and avoid misunderstandings.
- 2) In my opinion, I believe that **awareness campaigns** on DUAL vocational training **are needed**
- 3) **Creation of networks** in which the educational administration, educational centres and representatives of companies or business associations take part.
- 4) Compiling at the end of the internship or at the time deemed most appropriate, the satisfaction with the profile of the trainee and, at the same time, the needs of other profiles that the company has in order to cover them in the future **(to receive feedback from company related to satisfaction with trainee and other company needs)**.
- 5) **Increased collaboration with large business umbrella organizations** (e.g. chambers of commerce)
- 6) More cooperation requires **more time** and, in both in the company and in the training centres the lack of time is the biggest obstacle. However, if there is motivation and a desire to get involved, we believe that cooperation can be very beneficial.



## Analysis of results

Although the questionnaire was sent to the same number of companies and VET centres and schools, the participation of VET centres has been slightly higher than the response of the companies.

In general, it seems there is a greater interest on these subjects in VET centres than in companies, which is a bit surprising because these models are in theory intended for companies.

As shown in deliverable D2.3 (*Inventory on current cooperation structures between the different professionals involved in WBL*) Spanish laws at both, state and regional levels, require VET centers and companies to cooperate, but regulate very vaguely how they should do so. In practice, now we realize that, at least in Aragon, this cooperation is neither well defined nor structured, and practically depends on the good will of the people who participate in these processes and who are committed to them.

Personal meetings between the company tutor and the school tutor are compulsory in Aragon and it seems to be one of the most common cooperation mechanisms but not the most appreciated one.

When questioned about weakness and threats just 50% of the people recognize they have. When questioned about strengths and opportunities, 80% of the people say they find them but most of the comments are focused on opportunities and areas to be improved.





## New Cooperation Paths

**Digitalization.** New technologies, and in particular, the implementation of specific **smartphone apps** seems to be one of the most innovative and efficient means to facilitate effective cooperation between the different professionals involved in WBL.

The **participation in Erasmus + KA1 and KA2 projects** seems to contribute to create the necessary atmosphere to facilitate the cooperation between companies and VET centres so it should be encouraged from an institutional point of view.

No communication, no cooperation. A **communication plan** between the company and the VET school is as important as the student's training plan and should be designed and agreed upon by both parties from the beginning. Both parties must also be clear that **communication must be balanced**: it is about giving and also receiving.

Each VET center should **look for the support or mentoring** of a public or private business organization in the process of cooperation with the different companies that host their students involved in WBL processes. This would help to solve problems such as lack of time and workload appointed by the VET tutors and company trainers. Public administration should finance this support.

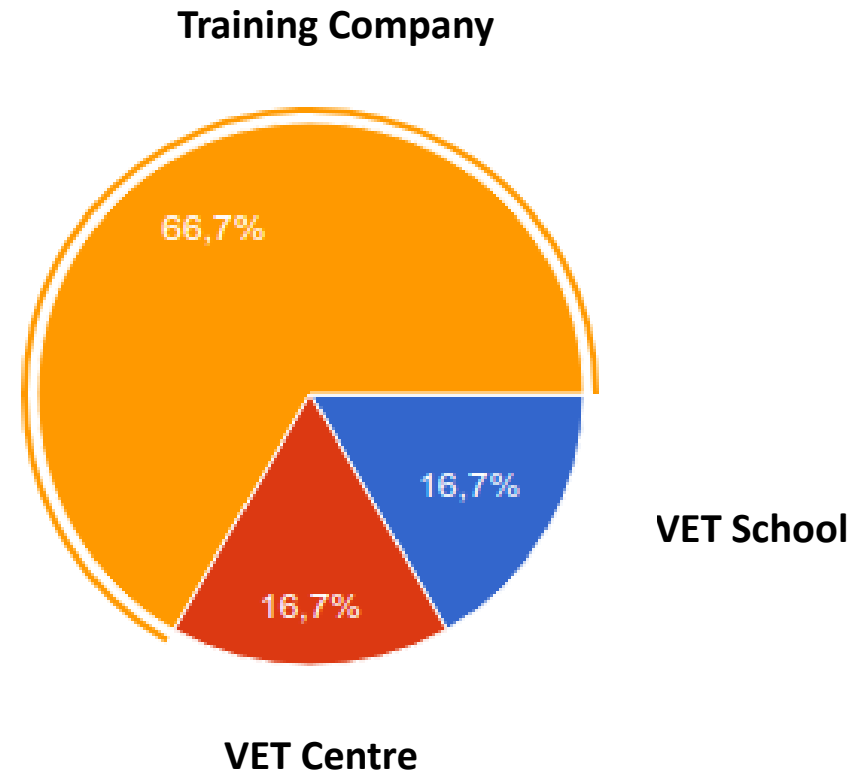
**Networking** is key. VET schools and training companies usually interact just with the schools or the companies they are cooperating with, but they must interact with others VET schools and others training companies to exchange information and experiences, and create a network of relationships based on sincerity, constancy and time. Business umbrella organizations, as Chambers of Commerce, could support them by hosting, for instance, networking events.



**Instituto INTER, SL**  
**Questionnaires collected: 12**

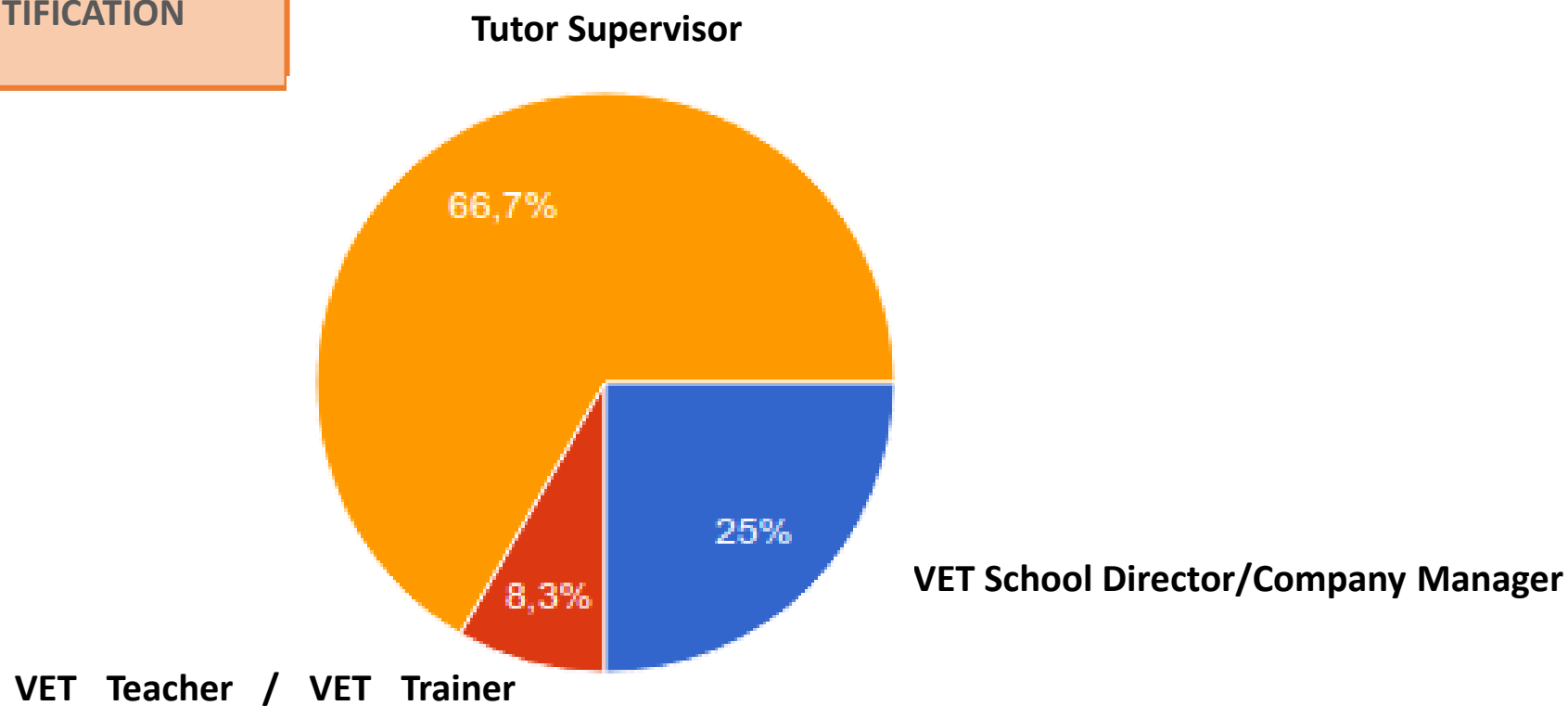


## 1. ENTITY IDENTIFICATION



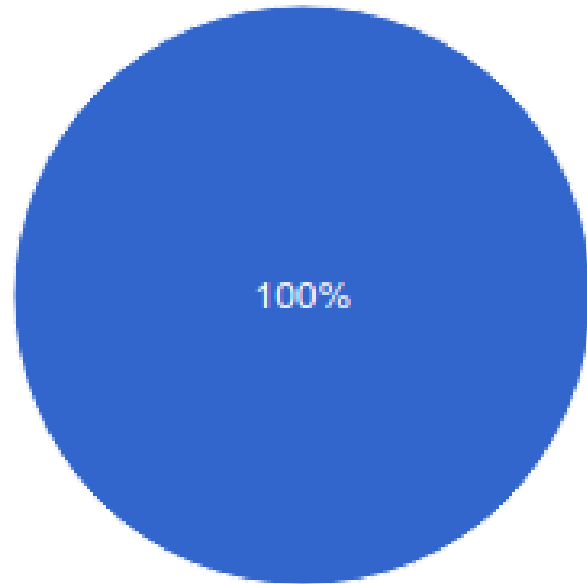


## 2. PERSON IDENTIFICATION





3. In your school / company is there any practice that facilitates cooperation between entities?



Yes



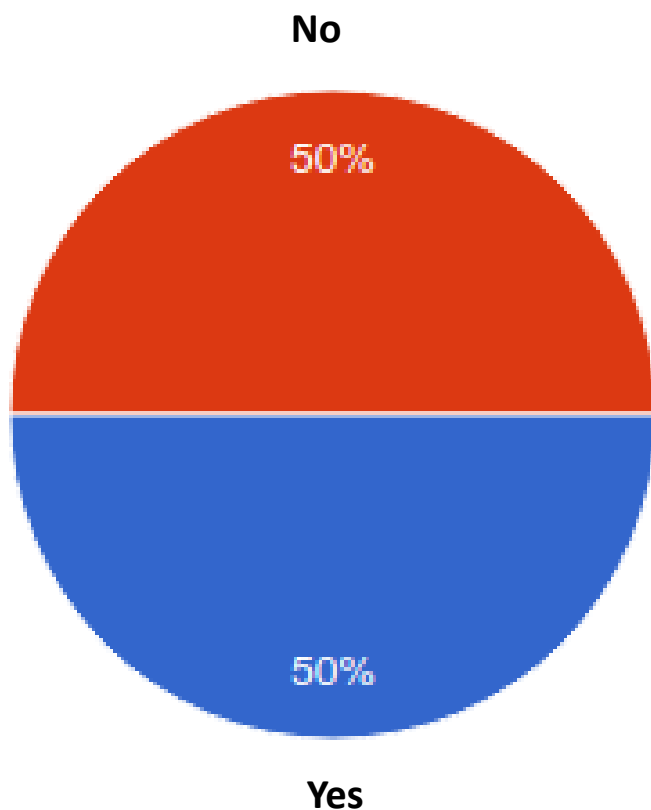
## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>12 Yes</b>	-----
Organization and follow-up of WBL:	<b>12 Yes</b>	-----
Availability and dynamism of professionals in the process:	<b>12 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>12 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>12 Yes</b>	-----
Participation in inter-company workshops (sharing experiences):	<b>9 Yes</b>	<b>3 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>8 Yes</b>	<b>4 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>6 Yes</b>	<b>6 No</b>



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?

5.1 If you answered yes to question 5, please describe below these practices:



As a dentist, I have the internship hygienist at my side when I take care of a patient and at the same time I'm explaining everything

Scholarship program

Many students have learned their profession much better with the dual system between companies and training center

Service-learning

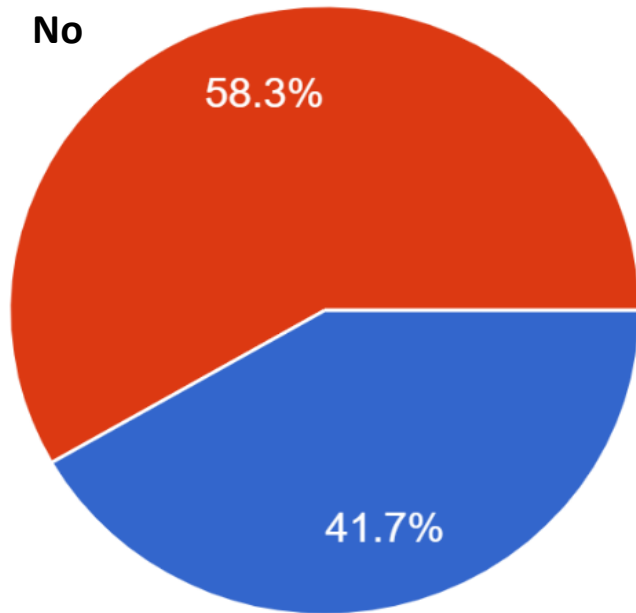
Companies seeking continuous training of their workers are usually very open to collaborating in training young people in internships or in dual modality

Having students in internships and also doing a training course aimed at promoting dual professional training



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?

6.1 If you answered yes to question 6, please describe below these difficulties:



Yes

Companies don't want to receive students because of bad experiences

Not knowing exactly what is expected of the company

The procedures are difficult in public and big companies because department heads are not easily accessible.

The success of the internships is closely linked to the involvement of the company tutor. The training of the tutor is the key so that the student can learn and take advantage of the practice.

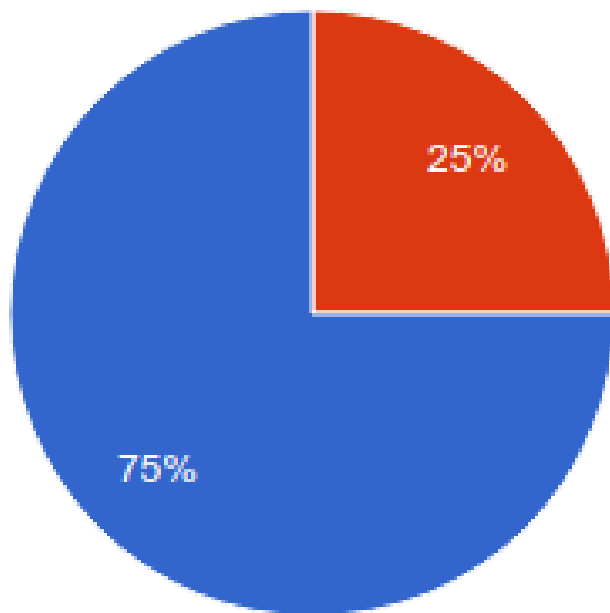
Difficulty in communication or understanding of the dual system.





7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:



No

Yes

To help improve the correct evolution of the student in terms of their functions in the company.

Communication, involvement, responsibility and recognition.

Job center.

Communication between the parties

Our philosophy is based on learning through practice, therefore training in the workplace is a fundamental axis.

Contact by phone, email and in person at the center

The company can help update the content of the curricula. The involvement of the company in training produces secondary improvements in the company, such as the interest of workers to train or qualify

The intended objectives aren't always achieved because of there isn't enough knowledge of what is on the part of the company

Improves employability, collaboration between training centers and companies, allows training to be adapted to the real needs of the company



## 8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:

Increasing communication between teachers and companies

Companies should see a trainee as an opportunity (not a burden), in the same way that the student has a positive input of the learning, the company also has it, because by offering students fully prepared, they can delegate to them some of the tasks of their commercial activity (under supervision)

We would like having more trainees

- Company tutors well prepared.
- Flexibility of curricula and school calendars to the company calendar.

Study of the needs by sectors and flexibility of the learning processes of the centers

Collaborating and guiding vocational training according to the needs of companies



## Analysis of results

**100% (training companies and VET centres and schools)** have practices to facilitate cooperation between entities. Some of them haven't participated in workshops, sharing experiences, or lectures and half of them think that it isn't a well-designed cooperation.

**50% of the participants** are aware of **practices to facilitate** WBL, such as training courses, scholarship programs, dual system, good learning method.

**40%** think that there are **difficulties or threats in the cooperation between the various professionals involved in WBL, stating** bad experiences; lack of information or understanding; lack of communication; difficult procedures; the involvement of the company tutor. **On the other hand, 70% of the respondents** find **strengths and/or opportunities:** improve employability; improve communication boost involvement, responsibility and recognition; secondary improvements, workers interested to qualify.



## New Cooperation Paths

Provide **information and formation** to companies -> organize seminars, meetings, in order to understand VET training, and functions and duties from each part, including **making companies aware of benefits** of WBL. Note that in Spain companies are going to pay for each trainee (now it's paralyzed).

Allow **both teachers and tutors to have more hours/salary** to involve them keeping a good relationship between themselves, and to do all the paperwork related.

**Simplify the bureaucracy**, and improve a **digital system**.

Allow **greater flexibility** of curricula and calendars.

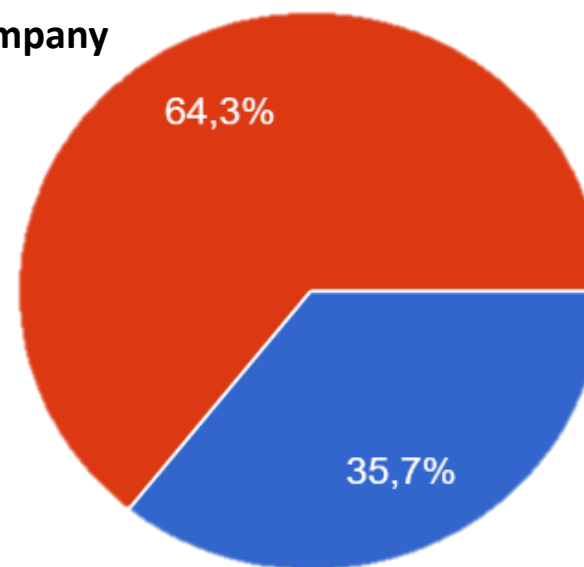


**Gestión Estratégica e Innovación**  
**Questionnaires collected: 17**



## 1. ENTITY IDENTIFICATION

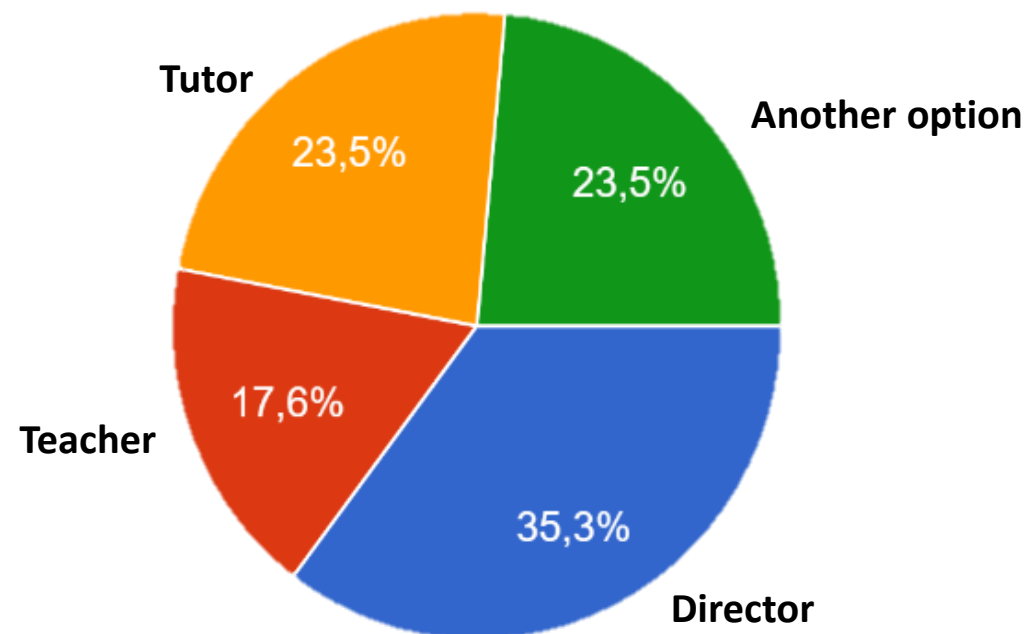
Training Company



Educational Institutions

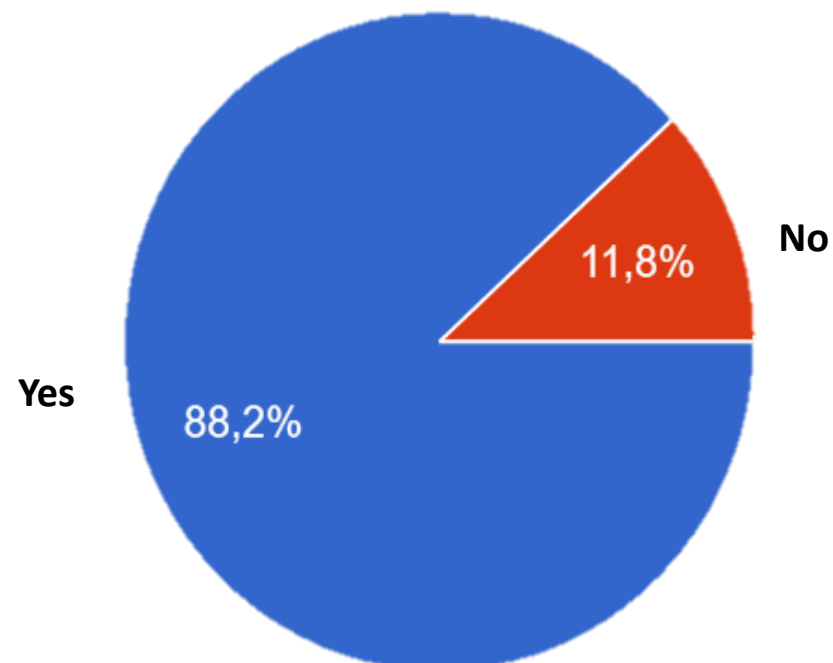


## 2. PERSON IDENTIFICATION





3. In your school / company is there any practice that facilitates cooperation between entities?







**4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.**

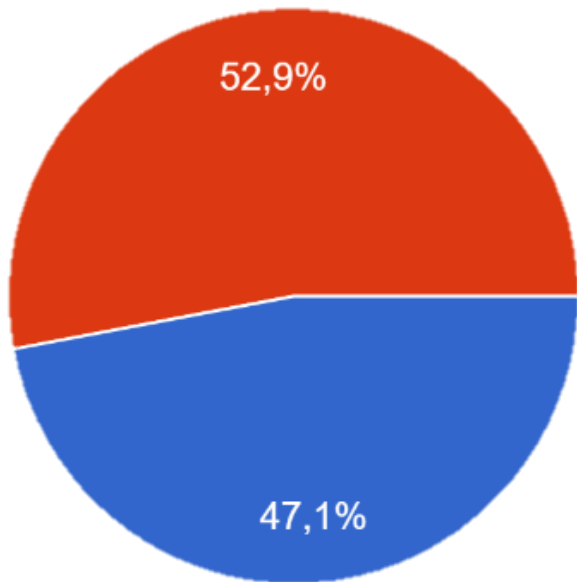
Communication and constant information transmission (telephone, e-mail, meetings):	<b>17 Yes</b>	-----
Organization and follow-up of WBL:	<b>17 Yes</b>	-----
Availability and dynamism of professionals in the process:	<b>17 Yes</b>	-----
Motivation and zeal of professionals to achieve the goals:	<b>17 Yes</b>	-----
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>17 Yes</b>	-----
Participation in inter-company workshops (sharing experiences):	<b>17 Yes</b>	-----
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>17 Yes</b>	-----
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>17 Yes</b>	-----



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?

5.1 If you answered yes to question 5, please describe below these practices:

NO



YES

Grants and endowments given to the enterprise aiming at encouraging educational knowledge for students

Scholarships for some students

Promote employability

Trainings offered by the enterprise in order to be always updated

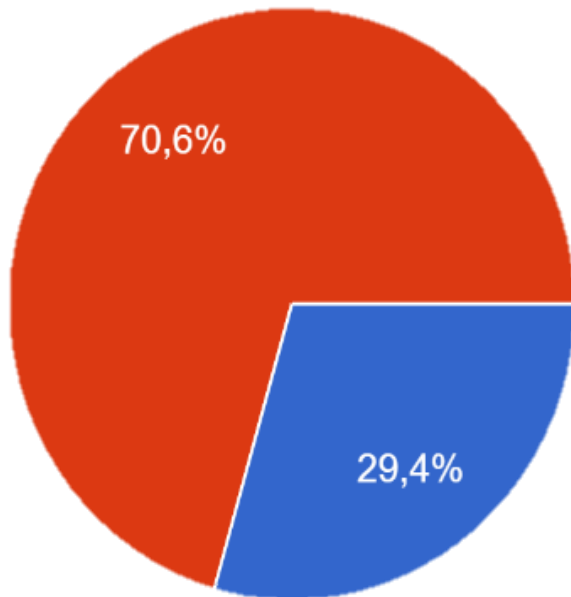
Promote internships while studying in order to improve soft-skills and gain practical experience



6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?

6.1 If you answered yes to question 6, please describe below these difficulties:

NO



YES

The lack of awareness-raising on education meant as something to benefit from (thanks to investments) and not a more expense

Lack of communication

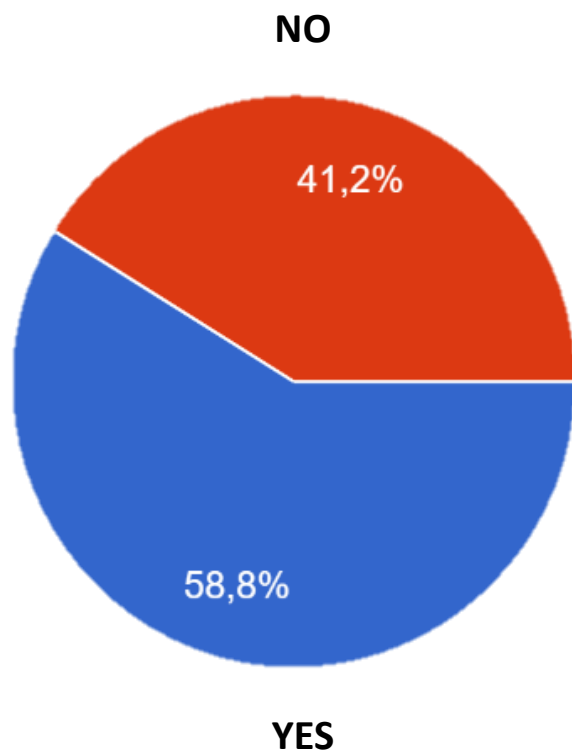
The fact that some enterprises do not allow students to do internships in their bodies. Instead, others welcome students only because they do not have enough employees

Lack of organization which is need to be in touch with teachers. This is often hard due to a different timetable.

Teachers who do not want to cooperate



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?



7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

Education can be adjusted according to the student's profile/skills/interests and it can be possible to supervise the student in order to put into practice the skills he/she is acquiring

Communications is essential to improve the student's knowledge

Improve employability for students

Try to join together theoretical skills with practical ones during the lessons.

Be aware of what the job market offers and demands; have an updated knowledge .

This cooperation also helps the enterprise to fill the lack of employees

Cooperating more will ensure more trainings

The relationship between the supervisor of an enterprise and the intern needs to be clear and habitual, so that the internship is not only a mere procedure.



## Analysis of results

We can highlight the fact that the great majority of Enterprises seek to establish a stable cooperation with Educational Institutions and vice versa.

In fact, there seems to have a clear path for collaboration already in place and few difficulties to overcome in order to reach strong ways of cooperation between the two entities. The education field can, therefore, benefit from such an alliance and activities and actions such as mentoring, financial support or communication, among others, will be the keys of a successful partnership, as this survey showed.



## New Cooperation Paths

Launching a program of incentives in order to realize activities in this area.

Mentoring / Better supervise the tasks fulfilled by the students

Providing a better integration of the different experts of this field

Financial help to enterprises.

Although cooperating implies a lot of bureaucracy, do not give up.

Increase the number of cooperation hours.

When cooperating, it is important that the Enterprise as well as the Educational Institution communicate as much as possible.



## 1.7 TURKEY

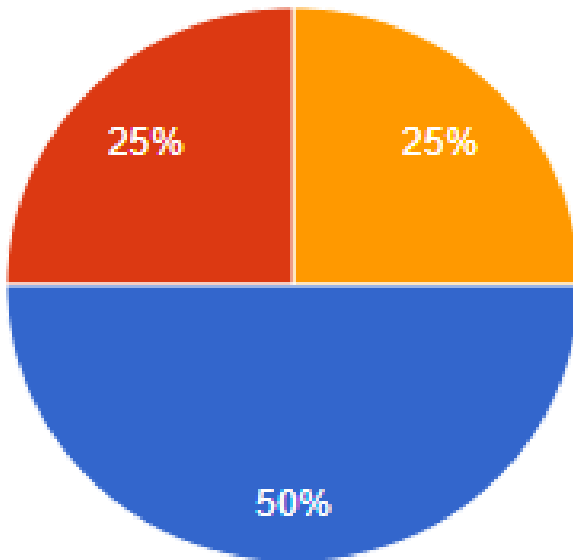
**Partner:** Kahramanmaraş İl  
Milli Eğitim Müdürlüğü

**Questionnaires collected:** 16



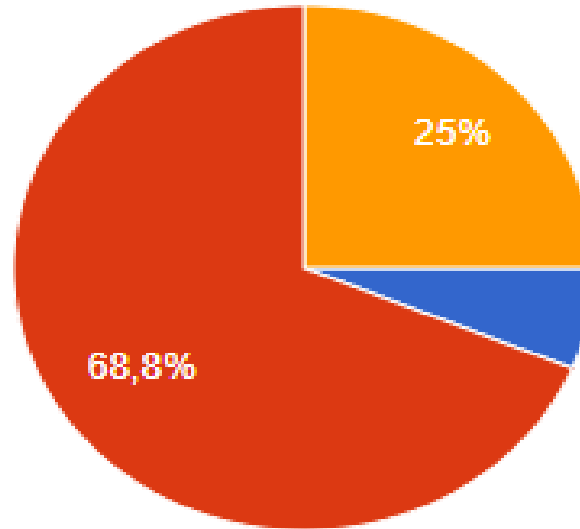


## 1. ENTITY IDENTIFICATION



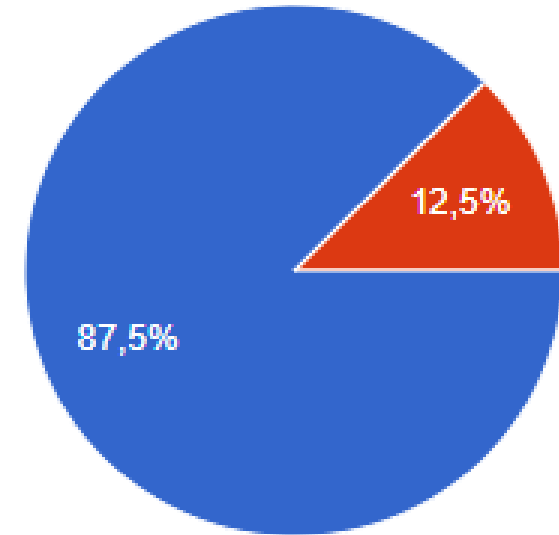
**Blue:** Educational Institution  
**Red:** VET School  
**Orange:** VET Training company

## 2. PERSON IDENTIFICATION



**Blue:** VET School / Company manager  
**Red:** VET School Teacher  
**Orange:** VET Tutor/Supervisor

## 3. In your school / company is there any practice that facilitates cooperation between entities?



**Blue:** No  
**Red:** Yes





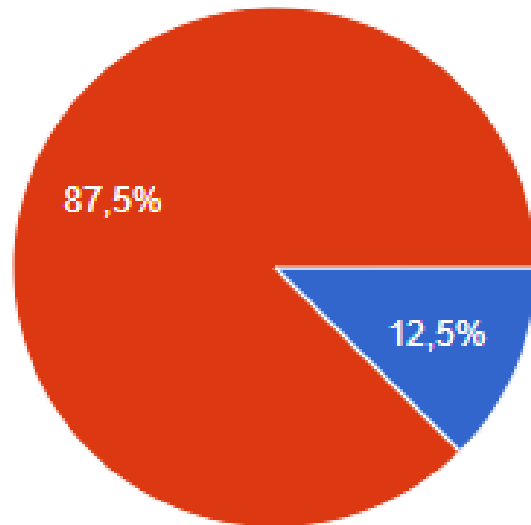
## 4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

Communication and constant information transmission (telephone, e-mail, meetings):	<b>16 Yes</b>	-----
Organization and follow-up of WBL:	<b>13 Yes</b>	<b>3 No</b>
Availability and dynamism of professionals in the process:	<b>13 Yes</b>	<b>3 No</b>
Motivation and zeal of professionals to achieve the goals:	<b>11 Yes</b>	<b>5 No</b>
Shared responsibility and flexibility (adapting to needs and responding to adversity):	<b>12 Yes</b>	<b>4 No</b>
Participation in inter-company workshops (sharing experiences):	<b>13 Yes</b>	<b>3 No</b>
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	<b>10 Yes</b>	<b>6 No</b>
Well-designed cooperation with public bodies, associations, employment center and local businesses:	<b>5 Yes</b>	<b>11 No</b>



5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?

5.1 If you answered yes to question 5, please describe below these practices:

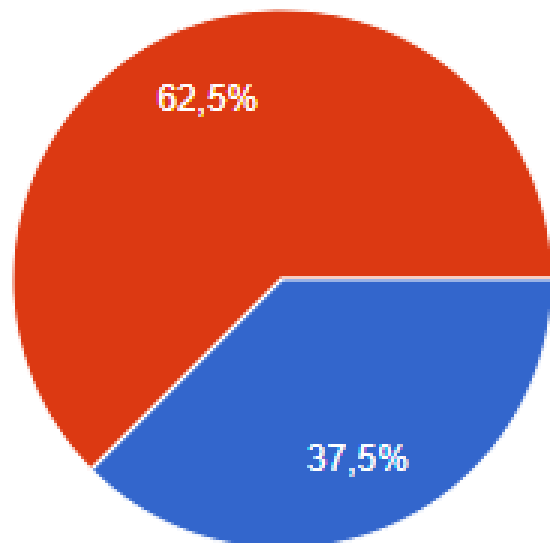


**Blue:** Yes  
**Red:** No

Keeping the implementation part of the training longer in the enterprises starting from the 11th grade.



## 6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



**Blue:** Yes

**Red:** No

### 6.1 If you answered yes to question 6, please describe below these difficulties:

Sometimes our students do not follow the aseptic and disinfection rules in their staff. There are illegal behaviors when handling the patient with sterile instruments.

Institutions are still not willing to study.

They regard students as cheap workers within their own rules.

Communication and cultural differences.

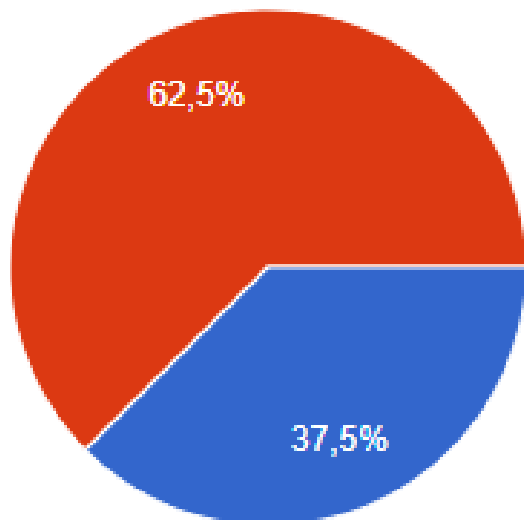
The lack of standart practices.

Communication is not always possible. Prejudices of people often disrupt cooperation.

Lack of a common language between professionals. Learners and professional people are not using a language that learners can understand easily.



7. Do you find strengths and / or opportunities in the cooperation between the various professionals involved in work-based learning?



**Blue:** Yes

**Red:** No

7.1 If you answered yes to question 7, please describe below these strengths/opportunities:

Financial contribution of the state.

The opportunity to learn by living is captured. Social development and communication are increasing.

By seeing the differences in the labor market, new opportunities, possibilities and skill knowledge are born.

Sharing experience and acting as a guide

Communication between consultants and educators. Continuous supervision and follow-up of students.

I think it will be beneficial for students to learn the current job from the people who do this job.



**8. Please provide suggestions on how to increase or strengthen cooperation among professionals in WBL:**

Student workshop training; the workshops of the visual schools in industry lag behind the industry and cannot follow the current technology.

Everyone should know his responsibility. It should be fulfilled on time. There are communication difficulties between teachers and workplace master teachers.

Recruitment contracts can also be at the end of the training.

The fact that language and communication is improved and different work bases are developed and work-based learning, in which students and teachers are more active, increases efficiency.



### Analysis of results

In this survey, which aims at enhancing cooperation between Educational Institutions and Enterprises and training companies 16 participants from Kahramanmaraş were involved. Most of the participants were from education sector. And they stated that the financial support of the government to the WBL is important. The visibility in the media of good practices in the context of education, employment, and production can be increased through the cooperation of industry and vocational and technical education. By providing certification training programs funded from various sources, nano-credit courses, courses accredited jointly by the industry and academia, and similar opportunities, graduates of vocational and technical education institutions can be offered the chance for continuous self-development in new knowledge and skills. A digital orientation and guidance platform can be created to promote the curricula of vocational and technical education. A fair can be organized every year to exhibit the products produced at vocational and technical education institutions. In this way the professionals from different sectors come together and share their experience. Current collaborations among professionals should be improved.



## New Cooperation Paths

Student workshop training; the workshops of the visual schools in industry lag behind the industry and cannot follow the current technology.

A training seminar should be organized for master teachers.

The fact that language and communication is improved and different work bases are developed and work-based learning, in which students and teachers are more active, increases efficiency.

Recruitment contracts can also be at the end of the training.

Different modules should be developed according to the new situations and we should make work-based training ready for new situations. We need to further develop cooperation with digital platforms.



## New Cooperation Paths

Communication and cooperation between schools, vocational training centers and companies need to be developed and intensified. Teachers and educators have to define learning objectives together. Neither the company nor the student should feel as if the learner was "trained" during the internship. Not only teachers are aware of critical learning stages, they are also actively involved in planning and implementation. Teachers should be encouraged to combine work-based learning activities with their own teachings.

Schools and companies should think about how theory and practical learning can be effectively linked, so learners can easily track these relationships. They need to follow the ever-evolving technological developments. Curriculums need to be constantly updated and equipment and machines need to be modernized.

In addition to teaching theoretical knowledge and technical skills, educational institutions should focus on the learner's overall personality and basic social skills - reliability, accuracy, skill, teamwork and Problem solving skills are all important soft skills and competencies required for successful adaptation to the job market.





## New Cooperation Paths

Learners need someone to advise their environment on issues in the labor market. Questions about the right career choice, necessary competencies, training and job postings, application process and the like are important questions that should be answered in order to enter the labor market for young people. Schools and companies should therefore appoint a named person to guide careers and make them visible to students.

If the learner is employed in the business after internship and training, the master tutor should charge an extra fee.



### 3. Final Conclusions



Training in the workplace takes on an increasing importance in the learning process, as it allows qualifying knowledge in a real context resulting from the needs of companies. The roles of the various actors (school, teachers, company, students) are changing, and the responsibility for learning is now shared between the school and the companies / institutions that make these professional practices feasible.

Successful work practice can generate multiple benefits for companies that employ / support trainees, such as helping to improve any existing skill gaps in the company, gain access to job candidates who have the hands-on experience they're seeking, integrating new elements in their teams and avoiding or reducing the costs of external recruitment.

Students also benefit from acquiring the skills necessary for the world of work. In work-based learning programs, participants can apply the lessons they learn in the classroom to real-world situations. As a result, they are more likely to master and retain the material, and they are able to demonstrate their new skills in a concrete way. Students can also increase the network of contacts, boosting their social capital.



In the general perspective of the national conclusions (Austria, Germany, Greece, Italy, Portugal, Spain and Turkey), we can point out the following:

- Both areas (VET schools and companies) are interested in cooperation, although both sides experience some issues in cooperation.
- Extend the learning period in the workplace to create greater integration / productivity, as short internships are not accepted by most of the companies;
- Lack of understanding and communication: the relations between companies and VET schools should be characterized by openness, transparent frequent communication. It is important from the managements' side to install a positive learning environment;
- Establish and maintain clear and objective communication from the first minute;
- Organization of events produced at vocational and technical education institutions in a way that professionals from different sectors come together and share their experiences.
- Create good practices and a unified process for monitoring, managing and evaluating the work-based learning program, applying key performance indicators and other criteria.



Some clear benefits of an effective articulation of the various actors:

- Positive impact on student performance and, consequently, on the organization;
- Reduction in the costs of external recruitment and internal induction (introduction of personnel for a new job in the organization);
- Improving the image and reputation of the school and company;
- Increased permanence of people and job satisfaction;
- Effective means for the adequate supply of skills to internal employees;
- Access to a better range of candidates, with lower training costs in the future;
- Greater availability of qualified workers;
- More innovation, knowledge of the latest trends, new ideas;
- Greater social responsibility on the part of schools and companies (social integration and inclusion);
- Preparation of qualified mentors and trainers.



## 4. Partnership proposal on new cooperation paths



Mutual understanding of limitations/needs and interests from both parties, in order to create high levels of mutual trust within the partnership, being a major driver for extending the sustainable and continuing cooperation.

Mobilize both sides (VET schools and Companies) to understand VET as shared tasks. Theory and practical learning are effectively linked and have the responsibility to allow a successful completion of the whole training.

Disseminate individual good practices, improving a positive perception of WBL system to foster cooperation between professionals involved in WBL.

Integrate content from practice(company) into classroom (School) – Teachers should get an update of practices in specific subjects through “jobshadowing” daily working routines in companies. This may be a path to ensure a sustainable Exchange about VET and a modern up-skilling knowledge base in teachers.

Greater flexibility of curricula and calendars. Curricula need to be constantly updated and equipments need to be modernized.

Set up a communication plan which should be designed and agreed upon between both parties (VET schools and Companies). Communicating clearly and effectively is a fundamental differentiator between good and great results.

Use of new digital technology: service email account, service mobile phone, platforms and websites that are available and useful to moderate cooperation.



## Project partners:

