



Deep in WBL

www.deepindualvet.eu



*Deepening WBL Impact & womeN empowerment
Project ID: 2018-1-ES01-KA202-050222*



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Introduction



Abif - analyse beratung und interdisziplinäre forschung. Wien, Austria



Martin Stark and Sophia Svoboda, trainee

Women Empowerment in Dual Training

As a country with a long tradition of dual vocational training, we in Austria know the advantages of this form of training. Especially in times of economic uncertainty, dual vocational training can help to reduce youth unemployment. By gaining practical work experience and early contact with potential employers, young people can better manage the transition to the job market. Projects such as Deep in WBL, which promote transnational exchange, are of central importance for the development and improvement of dual vocational training structures, and abif is proud to be part of these efforts and to work with our

international partners. For abif, however, the focus on empowerment of women as part of the project activities in Deep in WBL, and the goal of convincing more women of dual vocational training, has left a lasting mark on our company. Through Deep in WBL we were motivated to become an official training company for the first time and to take responsibility for the training of a female apprentice in the field of event management.

Martin Stark
Research Fellow



Epralima - Escola Profissional do Alto Lima. Arcos de Valdevez, Portugal



Andreia Miliza Rodrigues

Work Based Learning – Cooperation and impact

This partnership, composed by ten different partners, firmly believe that Work Based Learning provides important benefits, increasing employability and smoother school to work transition. The main goal of this project has been achieved by fostering a closer engagement in WBL by promoting a better understanding of the role of the different professionals involved in the implementation of WBL.

Our school, along with the project partners were able to exchange their training and learning experiences and defined the best

practices to incorporate them into their daily work, contributing its attractiveness in education and training market, such as new tools that will become part of our upgrades services, creating new structures which help to equip young people with the skills that can improve their employability and ease the transition from school to work.

Andreia Miliza Rodrigues
Technician of European Projects



Carlos Franco Uliaque



Cristina Carnovale



Zaira Villalba

GEINNOVACION and regional stakeholders benefited from transnational networking

The “Deep in WBL” project has opened up promising opportunities for our organisation to broaden the awareness of the project staff and colleagues about the high value of dual training and apprenticeship opportunities, and especially the barriers for women.

Collaborations were carried out with our regional stakeholders, such as training companies, trainers, and teachers from VET schools from Aragon, who helped all participants to better understand the different roles of dual VET actors in the participating countries. Actually, the concept of dual VET gave the opportunity to GEINNOVACION to learn about different methods of national and European training approaches.

GEINNOVACION is committed to studying the results of the surveys to study new paths of European cooperation. These have been included in the daily work of the employees, as they help to understand the point of

view of companies and schools on cooperation, thus increasing the skills of the staff in providing advice to VET actors in the future. Moreover, as a training centre, this experience has been very useful both from the point of view of receiving and sending young trainees, which is very important from an educational and social point of view.

In this way our local community has also experienced an example of European cooperation, thus improving the feeling of commitment and European relevance. And, of course, regional multipliers and GEINNOVACION employees took advantage of the opportunity to create transnational networks with European partners. In this way, the concept of European citizenship has developed for the members of the partnership, sharing and learning from each other.

Carlos Franco Uliaque
General Manager



***Institute of Entrepreneurship Development.
Larissa, Greece***

Fighting unconscious gender bias in work-based learning, through Deep IN WBL

We are delighted that we participated in the partnership of the project Deep in WBL, which was a great opportunity for us to both offer our expertise but also to enrich our knowledge regarding the current challenges in the context of Work-Based Learning. With this project, we dived deep in WBL! As an organization comprised of 78% of female employees (yes!), we were particularly interested in its gender dimension. We emphasized on the unconscious gender bias in work-based learning, which most of the times occurs automatically and is triggered when human brains making a quick judgment. Through our research we emphasized on the female perspective and development of new technologies, the use of innovative methods of production and promotion of products and services, in the growth of business skillfulness in the sector of environment and generally in the promotion of modern enterprising activities aiming at the creation of dynamic and competitive enterprises. We hope that the deliverables of the project will effectively contribute not only in higher rates of females in WBL but also in cultivating new perspectives around the position of women in WBL.



Maria Skoufi

Maria Skoufi
Project Manager of Deep In WBL



Hartmut Schäfer



Sindy Würffel

IHK-PG and regional stakeholders benefited from transnational networking

The project “Deep in WBL” opened promising opportunities to our organization to expand the awareness among project staff and colleagues on the high value of dual apprenticeship training and chances but also barriers for women. Deep in WBL harnessed round table discussions with our regional stakeholders such as in-company trainers and VET school teachers that helped all participants to better understand the different roles of VET actors in participating countries. The project was able to capitalize on their explanation of the dual training system as it is implemented in Germany from a practical point of view with all ups and downs.

IHK-PG itself benefited from survey results on new cooperation paths. Those can be in-

cluded in the daily work of staff as they help to understand companies’ and schools’ views on cooperation, thus raising the personnel’s competences in advising VET actors in the future. Finally, our local community, hosting the project meeting, experienced an example of European cooperation, thus improving the feeling of European engagement and relevance. And of course, regional multipliers and IHK-PGs’ employees profited from the opportunity to establish transnational networks with European partners.

Peter Woelffling
Managing Director



*Antonia Rizzi, School Manager
Annalisa Carreti, teacher
Maria Grazia, teacher
Marcella Granelli, teacher*

Work based learning and women empowerment: an interesting point of view

My name is Annalisa Carretti and I am a teacher in a high school called Istituto di istruzione superiore di Codogno. For the past few years, I've been involved in several International projects, such as Erasmus+ projects and/or E-twinning collaborations and I am the coordinator of a team whose aim is to develop International processes in order to consolidate communication, share good practices and establish new opportunities of mobility, both for students and for teachers.

Being involved in the Deep in WBL project has been an incredible experience and, at the same time, a sort of challenge, as we needed to compare our approach – which is a strictly scholastic one – with the ones of the other partners, who not only are from other countries but also often come from a different work environment. This means that we have

had the great chance to acquire new points of view other than to learn from the good practices shared by our partners. Also, the tasks that we had to pursue for each meeting were an important opportunity to develop an insightful knowledge of many aspects related to WBL in our country which we haven't had examined in depth before.

Lastly, one remarkable side is the precise consideration given to women empowerment in this project, which is a quite innovative approach and a very appreciable way to underline the importance of women in the job world today.

Annalisa Carretti
**Teacher - Istituto di Istruzione
Superiore di Codogno**

INOVA+ advocating for the DWBL results

“Deep in WBL” has tailored a new mind-set in our organisation, and we have benefited in many ways from the participation in the project. The mutual exchange of knowledge & expertise between the partners has been intense, and allowed us to develop our collaboration competencies and be more aware of the challenges and solutions in the sector, advocating more than ever for the Deepening of WBL Impact & women empowerment.

In the context of the project, the VET field in Portugal has been mapped even more extensively, profiles have been analysed and successful experiences to boost participation of women in WBL explored, thus giving concrete examples and making the difference with other projects.

INOVA+ and its staff are dynamically promoting the project results within related European VET initiatives and also sharing the resources with VET schools of the network, thus reinforcing the sustainability of DWBL. It has been a great learning journey! Now, with great excitement and anticipation, we look up to a future where Portuguese stakeholders strongly embrace and make use of the DWBL results.



Alexandros Koukovinis

Alexandros Koukovinis,
Project Manager at INOVA+ International



Spreading the unification criteria in DUAL Vocational Training

Taking part in the “Deep in WBL” project has been such a very rewarding experience due to the fact of having the chance to see different ways of boosting VET in other countries, mainly those who have been able to work on this kind of training for a longer time, as well as the impact that DUAL vocational training has on the labour market.

All these contributions must serve to lead by example to the rest of the partners, so the main challenge at this point for our centre is to try to promote these good practices shared throughout the project implementation, with regional authorities (especially taking into consideration the educational ones) in order to implement them in the future in our country.

Moreover, we have been able to see in which issues we must improve thanks to the ob-

tained results in the surveys. We are going to work more intensively on our relations with collaborating companies, just as to foster the labour insertion follow-up of the newly graduates for a longer period of time. This matter will allow us to obtain more specific data about the impact of this type of training; both to the students and enterprises.

Finally, it is worth mentioning that regarding the Instituto INTER staff, participating in this project has meant a major contribution to the internationalisation of the centre strategy and a greater European dimension.

Laura Domenech
Upper-level VET Oral Hygiene Teacher



Kahramanmaraş İl Millî Eğitim Müdürlüğü, Dulkadiroğlu, Turkey



Deep in WBL, deep in labour market

With the “Deep in WBL” project, our organization has added a new European dimension to its experience in vocational education, by witnessing more closely the work-based learning practices applied in vocational education in Europe. With this project, our project staff had the opportunity to develop their competencies in project management and organization.

Awareness has been created among the staff of the unit regarding project development and establishing new partnerships.

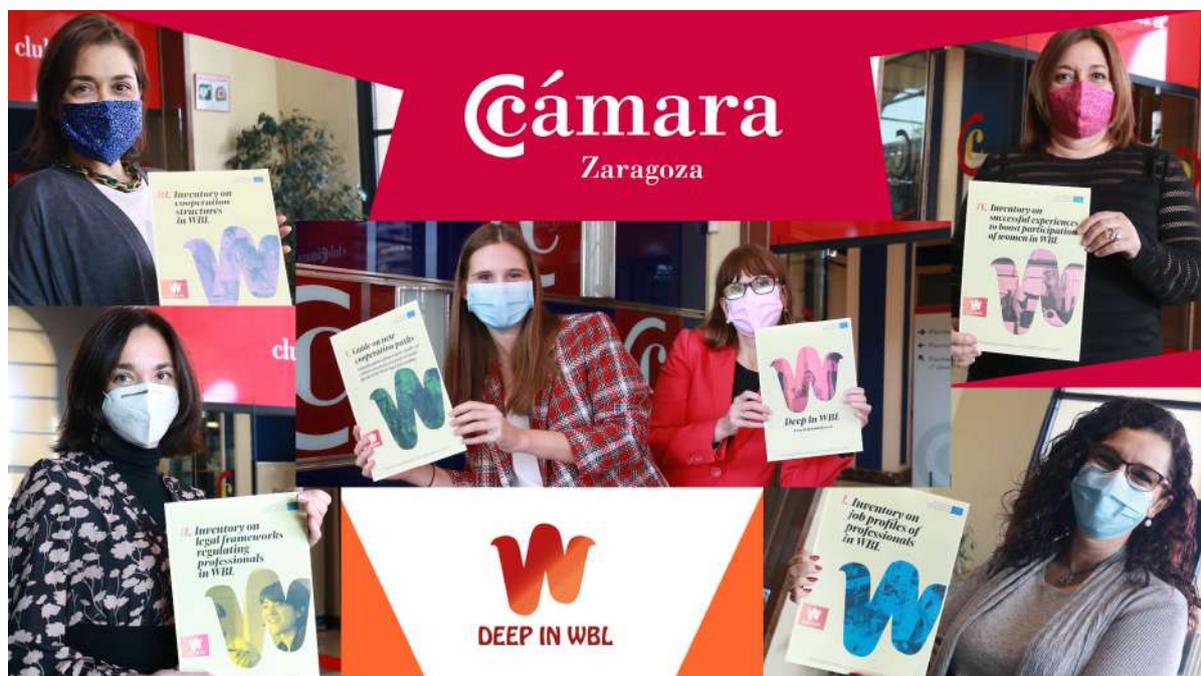
Meetings were held with stakeholders and SMEs. Public Education Centres, apprenticeship training centres and competence centres were visited and the importance of the dual system in vocational education was emphasized.

Especially in our society, it has been determined that women, who make up more than half of the society, do not benefit enough from dual education system and therefore they cannot find enough place in the labour market. In order for our women to be better equipped and stronger in the labour market, it has been decided to make post-formal ed-

ucation work- based training courses more widespread in public education centres.

By increasing the participation of stakeholders in work-based learning practices, determining the skills of learners, directing them to relevant professional areas, personalized training program applications and developing specific special education practices for learners, especially for women, will increase transparency, and with further dissemination of work-based training courses, their basic skills and professional orientations will be labelled. As a result, the quality and capacity of vocational education will increase, learners will be able to participate in public life as happy, successful and productive individuals in their later life. The increase in employment, the increase in the quality of the workforce will revitalize the regional economy. The project draws attention to work-based practices and will contribute to the practices carried out in our city in developing the place, importance, problems and solutions of women in work based learning.

İsa Çetin
R&D Unit Manager of KMEM



Deep in WBL, a challenge and a rewarding experience

The Chamber of Commerce, Industry and Services of Zaragoza recognises the project 'Deepening WBL Impact & women empowerment' as one of the most rewarding experiences throughout its professional life implementing European Projects, and we already have 25 years of expertise! Leading this partnership has been a great experience for us, not only from the professional point of view but also from the human and personal side. Since the very beginning, everyone involved in the implementation of the project has proved to be extraordinary and enrich the leadership experience.

Despite being a partnership composed by such a high number of partners (10!), communication has always been fluid and cooperating has been easy. We have achieved this success by bringing together in the same partnership already known entities for us, such as IHK (Germany), INNOVA + (Portugal) and ABIF (Austria) and some entities, with whom we have not yet had the pleasure of working, such as Instituto INTER (Spain),

Epralima (Portugal), IIs Codogno (Italy), GEI (Spain), iED (Greece) and Kahramanmaraş İl Milli (Turkey). All of them have already become great friends we can trust for future projects, and they have proved to be excellent collaborators!

The interchange of information and experiences among different European countries has brought valuable knowledge to the Chamber. In relation to the subject matter on which all this work has evolved, we have been able to deeply understand the perspective of each partner country regarding the role of the different professionals involved in WBL in VET.

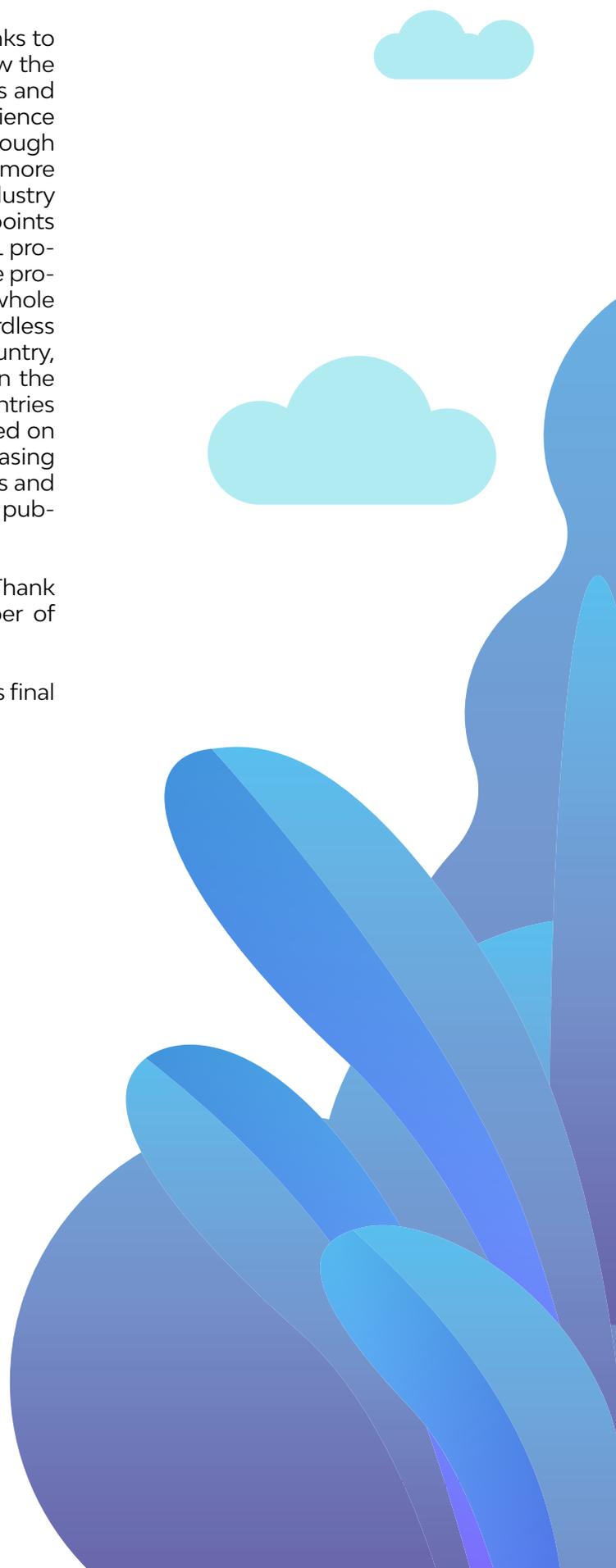
With regard to the results of Deep in WBL project, that you will find in this final publication, we would like to highlight two deliverables, one for having been a challenge for all the partners and the other for having added value to our project and organisations. On the one hand, without a doubt, the most challenging action for all partners has been the study of the reality of successful experi-

ences to boost women participation in WBL. Thanks to this deliverable we have been able to get to know the current situation of each country as well as actions and real examples of empowered women. This experience sheds light on the empowerment of women through WBL, and this has led us to firmly state that the more inclusive WBL is in VET, the more inclusive the industry will be. On the other hand, the compilation of the points of view of professionals who actively work in WBL processes has become one of the differentiators of the project. Thanks to the researches carried out by the whole partnership, we were able to ascertain that, regardless of the years of experience, the sector or the country, these professionals shared their points of view on the challenges they face. For this reason, all the countries agreed to highlight new cooperation paths focused on fostering the use of new technologies and increasing the recognition of the work carried out by teachers and trainers as well as the support and involvement of public administrations.

Dear partners, it was an honour to work with you. Thank you for the trust you had shown in the Chamber of Commerce of Zaragoza.

Dear reader, we hope you enjoy and find useful this final publication of Deep in WBL project.

José Miguel Sánchez Muñoz
Secretary-General





Summary

Some studies carried out by the European Training Foundation (ETF) and Cedefop point out that Work-Based Learning (WBL) provides important benefits, by increasing employability and smoother school to work transition, by reducing skill shortages and gaps, and by reducing youth unemployment, increasing entrepreneurship and innovation and fostering social inclusion. However, we should bear in mind that WBL in formal Vocational Education and Training (VET) is an umbrella term for various interpretations in different Member States and stages of development. There is also fragmented information on the diversity of types of teachers and trainers active in WBL (such as titles, functions and roles), their working contexts, their employment status, how they are initially trained, their teacher/trainer qualification, how they entered the profession, and how they professionally develop themselves during their career.

Under the leadership of the Chamber of Commerce of Zaragoza, various organisations from 7 European countries, IHK (Germany), INNOVA + and Epralima (Portugal), ABIF (Austria), Instituto INTER and GEI (Spain), IIS Codogno (Italy), IED (Greece) and Kahramanmaraş İl Milli (Turkey), have been developing Deep IN WBL project, throughout the last two years.

‘Deepening WBL Impact & women empowerment’ **is dedicated to some of the current challenges** in the context of Work-Based Learning: the political control and the involvement of social partners, the support for training companies, making dual forms of training more attractive, quality assurance issues and the improvement of the number of women

taking part in dual forms of training. Specifically, the **main goal** of the project was fostering a closer engagement in WBL by promoting a better understanding of:

- » The role of the different professionals involved in the implementation of the WBL;
- » The practices implemented to strengthen cooperation between teachers and trainers to improve the quality of VET, its responsiveness to the labour market needs and ensuring learners high quality learning experiences;
- » The practices implemented to empower women in WBL.

The **activities of the project** have been focused on comparing the different approaches of the partner countries and exchanging information and good practices. In this publication we present the final product of the project, the compilation of all the researches and comparative analysis we have developed. The issues addressed are the occupational profiles of the professional roles in work-based learning programmes, the legal framework of work-based learning in partner countries, the different forms of cooperation between schools and companies as well as good practices in the promotion of women in work-based learning programmes. Moreover, we present the conclusions reached and we offer new paths for cooperation among professionals involved in WBL to enhance further exchange among WBL stakeholders.

Additionally, we have developed a discussion forum in which this cooperation among WBL stakeholders can be put into practice. Please, [click here](#) and register now!

Below you will find a short description of the 5 chapters of this publication:

» **Inventory on job profiles of professionals in WBL**

This report is the result of the analysis of the most basic and predominant roles being active in WBL in VET for each of the partner countries. The profiles are displayed in tables according to the workplace and it details the basic functions, the legal responsibilities, the competences and skills and the required qualifications. This presentation points out the fact that, although there are some evident differences, the analysed profiles share some relevant characteristics. This document also includes a section 'for further reading' and particular information about each partner country WBL system analysed.

» **Inventory on legal frameworks regulating professionals involved in WBL**

This report aims at giving an overview of the type and topics covered by the governance frameworks that regulate the various aspects of the teachers and trainers involved in WBL. You will find a section devoted for each participant country. At the end of the document, a brief comparative analysis summarizes the main differences and similarities between the legal frameworks of participating countries.

» **Inventory on successful cooperation structures between teachers and trainers**

This inventory contains the countries approaches aiming at the creation and development of collaborative environments to ensure successful cooperation and dialogue between professionals involved in WBL. Each national section also includes challenges and positive achievements regarding cooperation structures that could be recommended to other contexts.

» **Inventory on successful experiences to boost participation of women in WBL**

This research aims at giving a summarized overview of the successful experiences to boost participation of women in WBL in the different partner countries. The first section of the document includes different activities, initiatives and actions developed in the participating countries that have been carried out to promote women participation in WBL. In the second part of the document, you will find stories of women who succeed in different areas in the field of WBL.

» **Guide on New Cooperation Paths — Identification of Innovative Paths of Cooperation Between Professionals Involved in WBL**

This report is the result of a field research in which each partner has launched a questionnaire to professionals working in VET centres and training companies involved in WBL processes. This survey asks about existing cooperation practices, possible cooperation structures, existing difficulties or threats... moreover, the professionals are given the opportunity to suggest future cooperation paths. Each national section includes, then, these answers, an analysis of the questionnaires results and the identification of new ways of cooperation between the professionals involved in WBL. Then, we include the partnership conclusions and our proposal on new cooperation paths.



DEEP IN WBL



***I. Inventory on
job profiles of
professionals
in WBL***



DEEP IN WBL

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

Introduction

This is a report containing the countries approaches of the partners involved in this project aiming at the creation and development of collaborative environments to ensure cooperation between the different professionals involved in WBL with a section devoted for each participant country. It has been very relevant including in this report all the contributions from the two chambers of commerce, one public administration in education, three VET schools, one association, one NGO, and two companies from six European countries (Spain, Portugal, Italy, Germany, Austria, Greece) and Turkey. This is due to the increase of importance of Work-Based Learning in VET in Europe, though the cooperation between the different learning venues participating varies from one to another, depending on the tradition of the country.

As a previous task to this inventory, and after the first transnational meeting of the project, the Spanish VET school (Instituto Inter) analysed and searched for the current situation in the Spanish emerging Dual VET system, so as to prepare a first draft and later shared with the other partners to be filled by all of them with the proper information of their countries.

Therefore, it was essential to develop an analyses of the professionals involved in WBL in each country so to establish a clear compar-

ative between them, and then facilitate later analyses of cooperation channels and systems at each partner country, which is the principal objective of this project.

But we have to bear in mind that WBL in formal VET is at different stages of implementation in different Member States, as it was already checked that there are more than 50 profiles across the EU being active in work-based learning at the European Project "Teachers and trainers in work-based learning/apprenticeships. Mapping of models and practices" (Final report. Request for Services VT/2015/075 In the Context of EAC-47-2014-4". In short, it has been decided to include at the comparative of this inventory the most predominant and basic roles being active in WBL in VET for each country, as well as their functions, legal responsibilities, skills and competences, or qualifications.

By the end of this report, it has been set a brief comparison between all the partner countries. And there is also a section for additional relevant information as well as for further reading.

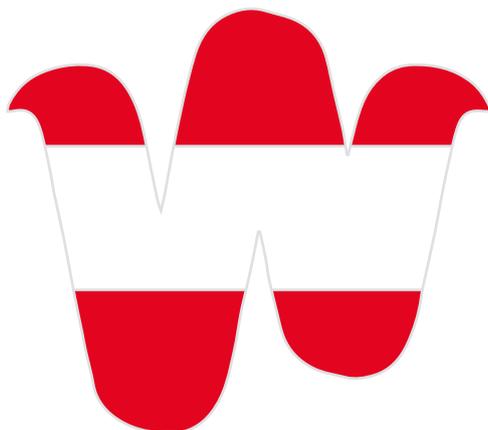
This report it is thought to be an electronic file so to be printed, accessible or downloadable on the project website for all stakeholders at European level.



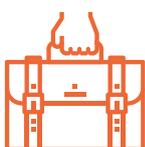
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1.
***Professional
profiles in
Work-Based
Learning***



Austria WBL profiles framework & characteristics



WORK PLACE:
VET School

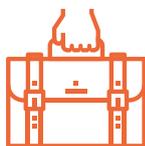


TITLE / POSITION:
Teacher at part-time vocational school

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Subject-related theoretical training supplementing enterprise-based training » Deepening and complementing general education » Occupation-related foreign language instruction » Supplementary subject-related practical training
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Teaching and educational work on the basis of the curriculum » Careful lesson preparation » Performance appraisal » To promote and supplement the teaching of basic theoretical knowledge in relevant technical subjects to promote in-company or practical vocational training » Extension of general education » The teacher shall be available to Authorized Company Trainers for individual discussion at their request
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Able to assert oneself » Able to show empathy » Able to motivate students » Able to assume parental responsibility <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Able to plan, implement and reflect lessons » Able to promote the learning and personality of pupils » Able to select and use the teaching methods and materials » Able to monitor and assess pupils' performance, make corrections and discuss them <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Teaching » Participate in conferences, meetings and parent-teacher conferences » Administrative activities such as class bookkeeping, student data management, etc. » Being available for discussions with authorized apprenticeship trainers on request
QUALIFICATIONS / EDUCATION	<p>Bachelor of Education + At least 3 years professional experience + VET-exam</p>



Austria WBL profiles framework & characteristics



WORK PLACE:
Training company



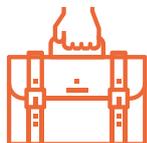
TITLE / POSITION:
IVET Trainer¹

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Planning the content and the time of lapse of the Training » Professional instructions on the apprentice » Observation of the training(result checking) » Contact to the vocational school for apprentices and to the parents
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Specification of the training objectives » Planning of apprenticeship training » Preparation, implementation and monitoring of training » Attitude and behaviour towards the apprentice » Knowledge of legal framework regulating vocational training (Vocational training act, other laws governing working with children and young people)
COMPETENCES / SKILLS	<p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Occupation specific specialised skills » Able to conduct training in line with training related regulations and laws » Apply appropriate vocational pedagogical and principles and methods » Able to adapt training methods to the individual strengths and weaknesses of apprentices <p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Integrate the apprentice as part of the work team » Able to lead and guide » Elaborate a training plan » Able to manage conflicts » Able to show a professional and appreciative behaviour towards the apprentice: » Able to provide and receive feedback » Able to promote motivation and self-esteem of apprentices <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Develop a training plan » Document the training » Determine training progress » If required, identify demand and set additional external training offers » Communicate with part-time vocational school and parents on relevant issues
QUALIFICATIONS / EDUCATION	IVET-Trainer exam or, IVET-Trainer course or Examination or Course Substitute (legally defined qualifications, usually ISCED 5 or higher)

¹ Additional Information: page 43



Austria WBL profiles framework & characteristics



WORK PLACE:
Training company

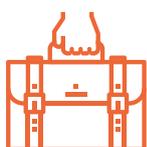


TITLE / POSITION:
Authorized apprenticeship trainer
(= owner of a firm or whole company
as legal entity)

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Legally responsible to apprenticeship authorities » Decision on type and extent of in-company training provision (offered apprenticeship occupations, number of apprentices). » Ensure vocational training is conducted in accordance with government regulations and legislation » Provide necessary technical equipment and training facilities to teach the skills and knowledge required » Provide sufficient number of qualified trainers
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Sign the apprenticeship contract with each apprentice » Training of the apprentice and instruct him himself or have him instructed by suitable persons, taking into account the training regulations of the apprenticeship profession. » Make sure the apprentice is only used for activities which are compatible with the nature of the training. The apprentice may not be assigned tasks that exceed his powers. » Instruct the apprentice to carry out his duties properly and to behave responsibly and shall give him a good example in this respect; he shall neither maltreat nor physically punish the apprentice and shall protect him from maltreatment or corporal punishment by other persons. » Notify the apprentice's parents or other legal guardians of important occurrences concerning the training of a minor apprentice (e.g. termination of apprenticeship) » Release the apprentice from the time required to attend school and encourage him to attend school regularly as well as take into consideration the state of education at the vocational school as far as possible.
COMPETENCES / SKILLS	<p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Occupation specific specialised skills » Able to conduct training in line with training related regulations and laws » Apply appropriate vocational pedagogical and principles and methods » Able to adapt training methods to the individual strengths and weaknesses of apprentices <p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Able to integrate the apprentice as part of the work team » Able to lead and guide » Able to manage conflicts » Able to show a professional and appreciative behaviour towards the apprentice: » Able to provide and receive feedback » Able to promote motivation and self-esteem of apprentices <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Management of in-company training in general or appointment of IVET trainer to act as training coordinator » Develop a training plan » Document the training » Determine training progress » If required, identify demand and set additional internal or external training offers » Communicate with part-time vocational school and parents on relevant issues
QUALIFICATIONS / EDUCATION	Not explicitly, usually ISCED Level 5 or higher



Germany WBL profiles framework & characteristics



WORK PLACE:
Training company

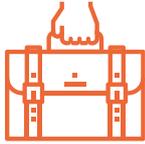


TITLE / POSITION:
Training Employer = Owner of a firm or whole company as a legal entity

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Decide whether his company will provide in-house initial vocational training » Decide on occupations he will provide training in and how many youths his firm will take on for in-house initial vocational training » Sign the training contract with each trainee » Ensure that the vocational training is conducted in accordance with government regulations and legislation
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Sign the contract with the school » Assign task of training to an employee –a trainer –who is qualified to provide training » Ensure that trainees achieve their training goals within the specified period of initial vocational training » Assign trainees only those tasks and work that belong to the particular initial vocational training programme. » Provide at no cost tools, materials and specialized literature as well as all other equipment and materials needed for the training » Ensure that trainees are not put at moral or physical risk » Give trainees time off to attend class at part-time vocational school » Provide their trainees record books and assist them in keeping them up to date
COMPETENCES / SKILLS	<p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Know the legal requirements for conducting in-company training » Support apprentices with learning difficulties through individual design of the training and learning guidance, reach supportive aids if necessary and consider to provide the possibility to extend the training time
QUALIFICATIONS / EDUCATION	Non explicitly



Germany WBL profiles framework & characteristics



WORK PLACE:
Training company

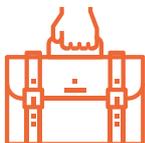


TITLE / POSITION:
Certified in-company Trainer

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Draw up a company training plan on the basis of the training standard (training regulations) » Impart wide-ranging occupational skills and knowledge and personal competence (types of behaviour, ability to work as part of a team, autonomy etc.) » Integrate trainees into the company and support them in possibly being offered permanent employment (recruitment) » Organise the training process
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Participate in trainee recruitment » Plan training content and schedules » Prepare training » Assess vocational training requirements » Conduct training » Conclude training » Has the overall responsibility regarding legal aspects of in-company training
COMPETENCES / SKILLS	<p>Only those persons who have the requisite personal and professional qualifications may provide vocational training.</p> <p>* Legal "cleanness": it is not allowed for a trainer to have come into conflict with the law as a result of certain offences or to have violated the Vocational Training Act or related provisions.</p> <p><u>Professionally qualified:</u></p> <ul style="list-style-type: none"> » Good command of the occupational skills that they want to teach to young people <p><u>Educationally qualified:</u></p> <ul style="list-style-type: none"> » Understand about planning and conducting vocational training » Able to deal with young people » Able to promote socialization of young people » Be supportive and motivating » Able to empower and encourage trainees
QUALIFICATIONS / EDUCATION	<p>Min. NQF/EQF Level 3 or 4 (first vocational degree)</p> <p>It is normally assumed that a trainer who has earned corresponding recognized vocational qualification or a degree from a university or university of applied sciences is professionally qualified.</p> <p>Other than that a trainer can be deemed to be professionally qualified if he has at least six years of relevant occupational experience.</p> <p>A trainer can earn this qualification at a trainer seminar and, after passing an exam, receive a corresponding certificate from the Chamber of Industry and Commerce or Chamber of Skilled Crafts.</p>



Germany WBL profiles framework & characteristics



WORK PLACE:
Training company

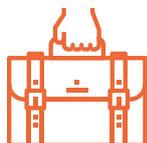


TITLE / POSITION:
Training personnel / Deputy trainers

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Impart wide-ranging occupational skills and knowledge and personal competence (types of behaviour, ability to work as part of a team, autonomy etc.)
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Plan training content and schedules » Prepare training » Conduct training » Conclude training
COMPETENCES / SKILLS	<p><u>Professionally qualified:</u></p> <ul style="list-style-type: none"> » Good command of the occupational skills that they want to teach to young people <p><u>Educationally qualified:</u></p> <ul style="list-style-type: none"> » Understand about planning and conducting vocational training » Able to deal with young people » Able to promote socialization of young people » Be supportive and motivating » Able to empower and encourage trainees
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » No specific requirements in terms of degree » Must have relevant occupational experience



Germany WBL profiles framework & characteristics



WORK PLACE:
VET School (Public)

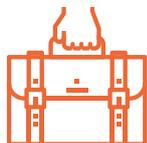


TITLE / POSITION:
Teacher

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Teach professional theory and general education » Teach occupational practice » Exchange with in-company trainer about improvement of trainee
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Organize teaching on the basis of the skeleton curriculum » Impart professional theory and principles of occupational practice in a wide-ranging manner » Impart general knowledge » Impart personal competence
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Ability to interact with different parties and people (director, training personnel at the company, parents etc.) » Ability to moderate groups and mediate them » Ability to establish and maintain interpersonal relationships » Ability to actively listen the motivations and interests of trainees » Ability to motivate and engage people and teams » Ability to valorise and recognise trainees and their capacity of work/studying <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Be emphatic » Be able to take and incorporate criticism » Be patient and open-minded » Be resilient and persistent » Be creative and innovative » Be proactive and flexible » Be able to adapt to different situations and circumstances <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Plan and evaluate teaching independently
QUALIFICATIONS / EDUCATION	<p>Teaching specific subjects at the cycle: suitable degree + teaching masters degree or enough working experience at sector + teaching certificate or masters</p> <p>* No previous experience required</p>



Germany WBL profiles framework & characteristics



WORK PLACE:
VET Provider (School-
Based VET, private)

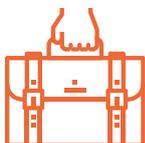


TITLE / POSITION:
VET Trainer

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Teach professional theory and general education » Teach occupational practice » Exchange with in-company trainer about improvement of trainee
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Organize teaching on the basis of the skeleton curriculum » Impart professional theory and principles of occupational practice in a wide-ranging manner » Impart general knowledge » Impart personal competence
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Ability to interact with different parties and people (director, training personnel at the company, parents etc.) » Ability to moderate groups and mediate them » Ability to establish and maintain interpersonal relationships » Ability to actively listen the motivations and interests of trainees » Ability to motivate and engage people and teams » Ability to valorise and recognise trainees and their capacity of work/studying <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Be emphatic » Be able to take and incorporate criticism » Be patient and open-minded » Be resilient and persistent » Be creative and innovative » Be proactive and flexible » Be able to adapt to different situations and circumstances <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Plan and evaluate teaching independently
QUALIFICATIONS / EDUCATION	Bachelor / Master Degree



Germany WBL profiles framework & characteristics



WORK PLACE:
Competent Body
(Chamber)

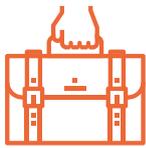


TITLE / POSITION:
Training advisor

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Take part to working groups with dual partners » Check that all legal prerequisites of a training company have been met, ie. in terms of equipment of the training company and requirements regarding the personal and professional aptitude of trainers » Advice in case of trainees' difficulties in the company or in the vocational school » Inform on interim and final examinations
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Advice and support all persons and bodies involved in training in-house and external » Be in continuous exchange with the regional economy
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Ability to interact with different parties and people » Be able to moderate between different stakeholders and people <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Be empathic » Be proactive and flexible » Be able to advise properly -know advising techniques » Be able to listen » Be able to judge without prejudices » Presentation skills <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Be able to organize meetings and working groups » Be able to coordinate appointments
QUALIFICATIONS / EDUCATION	Master Degree



Greece WBL profiles framework & characteristics



WORK PLACE:
VET School (EPAS)

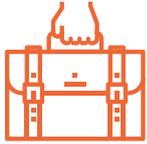


TITLE / POSITION:
Teacher

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Communication with the host Company » Offer guidance and counselling services to current apprentices » Play an important role in the implementation of the apprenticeship programmes- by actively searching for enterprises and supervising apprentices on site » Adapt their teaching to labourmarket needs » Monitoring the implementation of the programme
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Offer the right conditions for the placement: time, location, resources, results, objectives » Group Final Report » Handle cases of conflict among companies and learners on contractual or learning related issues » Responsible to reduce the existing/identified gaps between theoretical education and the more practical education <p>The law on lifelong learning (Law 3369/2010) sets professional development for teachers and trainers in adult education and stipulating continuous monitoring and evaluation of the national lifelong learning network</p>
COMPETENCES / SKILLS	<p><u>GENERAL -ORGANIZATIONAL</u></p> <ul style="list-style-type: none"> » Propose learning-related goals to the workplace in informal, unstructured way » Check on the quality of company based learning when learners are back in the laboratories » Permanent teaching staff may be appointed as supervisors of in-company learning; they visit the training companies once a month » Take initiatives to adjust national curricula in accordance with labourmarket needs
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Graduates of AEIs, who usually teach subjects of general education and theory aspects of specialisation subjects » Graduates of TEIs and those who have completed departments of ASPAITE (8), who usually teach technological subjects, combining theory and workshop training » Graduates of the upper cycle of secondary technical vocational education, who are employed as workshop instructors



Greece WBL profiles framework & characteristics



WORK PLACE:
Training company



TITLE / POSITION:
In-company Trainer

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Cooperating and communicating informally with the responsible VET teachers » Have the obligation to provide the necessary staff for training programmes at the workplace » Comply with rules for the safety and protection of apprentices
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » There is a provision of training for in-company trainers to develop and update their pedagogical/didactic and transversal competences » There are mechanisms for cooperation and exchange between in-company trainers and VET teachers in schools » There is no learning plan for the in-company training element
COMPETENCES / SKILLS	<ul style="list-style-type: none"> » An apprentice tutor in a company has to have qualification in the vocation he/she trains for » An apprentice tutor in a company has to have some proof of pedagogical/didactic competence. » The apprentice tutor must have attended a special training programme, proved by certification



WORK PLACE:
Institutes of Initial Vocational Training
Vocational Training Schools (IEK)

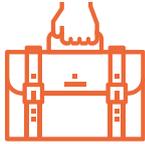


TITLE / POSITION:
Trainers of Initial Vocational Training
(Adult trainer)

BASIC FUNCTIONS	<ul style="list-style-type: none"> » Use of appropriate teaching methods and tools » Key requirements for ensuring the high quality of the training provided.
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » They are recorded in the General Register of Adult Trainers Certified by the Educational » Adequacy for general adult education and vocational training in the context of lifelong learning
COMPETENCES / SKILLS	<p><u>GENERAL</u></p> <ul style="list-style-type: none"> » Hold the cognitive and practical skills relevant to their specialty. » Apply specialized techniques in their field of expertise. » Solve specific problems that arise in their working environment. » Have communication skills at a specialized level in subjects of their expertise. » Handle adequately the required technological equipment of their specialty.
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Specialised, experienced professionals occupied on a daily, full-time basis in their profession and who teach in Vocational Training Centres in the evening » Secondary school teachers teaching subjects within their field of expertise (general subjects)



Greece WBL profiles framework & characteristics



WORK PLACE:
VET School (Public)



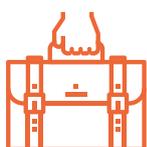
TITLE / POSITION:
Teacher

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Teach professional theory and general education » Teach occupational practice » Exchange with in-company trainer about improvement of trainee
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Organize teaching on the basis of the skeleton curriculum » Impart professional theory and principles of occupational practice in a wide-ranging manner » Impart general knowledge » Impart personal competence
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Ability to interact with different parties and people (director, training personnel at the company, parents etc.) » Ability to moderate groups and mediate them » Ability to establish and maintain interpersonal relationships » Ability to actively listen the motivations and interests of trainees » Ability to motivate and engage people and teams » Ability to valorise and recognise trainees and their capacity of work/studying <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Be emphatic » Be able to take and incorporate criticism » Be patient and open-minded » Be resilient and persistent » Be creative and innovative » Be proactive and flexible » Be able to adapt to different situations and circumstances <p><u>ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Plan and evaluate teaching independently
QUALIFICATIONS / EDUCATION	<p>Teaching specific subjects at the cycle: suitable degree + teaching masters degree or enough working experience at sector + teaching certificate or masters</p> <p>* No previous experience required</p>





Italy WBL profiles framework & characteristics



WORK PLACE:
VET School -
High School

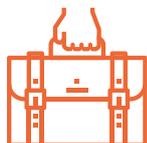


TITLE / POSITION:
School Tutor (Tutor Scolastico)

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Matching student / company according to student's competences and company's needs » Communicating with the host company » Giving advices and feedback to the student
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Managing placement conditions: time, location, resources, results, objectives and sharing all these issues with the company » Visiting the host company during the student's stay » Communicating regularly via mail/phone with the company tutors » Evaluating the student in cooperation with the company tutor » Reporting to the school manager and/or the school general supervisor
COMPETENCES / SKILLS	<p><u>GENERAL ORGANIZATIONAL</u></p> <ul style="list-style-type: none"> » Communication competences » Cooperation, coordination and team work competences » Matching the needs competences » Problem solving skills » Evaluating competences
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Teaching in the school (not necessarily specific subjects) » University degree or specific vocational qualification + teaching certificate <p>* No previous experience required (but training provided by the school / ministry / region)</p>



Italy WBL profiles framework & characteristics



WORK PLACE:

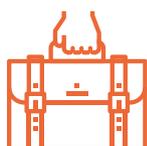
VET School -
High School



TITLE / POSITION:

General Supervisor for WBL

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Coordinating all the WBL experiences of the school » Coordinating the school tutors group » Finding companies to cooperate with managing dissemination and specific training for school tutors
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Checking and upgrading documents according to the law » Organizing safety training for students and medical examinations » Keeping in touch with central offices of the Education Ministry and/or of the Region » Representing the school in meetings, schools networks, conferences related to WBL » Completing reports and statistics about the activities for the school manager, the Ministry, the Region
COMPETENCES / SKILLS	<ul style="list-style-type: none"> » Communication competences » Cooperation, coordination and team work competences » Problem solving skills » Evaluating competences » Leadership » Deep knowledge of the laws and rules connected to WBL
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Teaching in the school (not necessarily specific subjects) » University degree or specific vocational qualification + teaching certificate * Previous experience required (and further training provided by the school / ministry / region)



WORK PLACE:

VET School -
High School



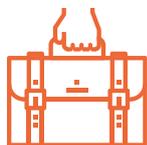
TITLE / POSITION:

School Manager / Headmaster /
Headteacher

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Signing agreements with the companies » Engaging supervisor and school tutors
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Being responsible for safety, insurance, legal issues » Being responsible of the fulfilment of the contractual obligations
COMPETENCES / SKILLS	<p><u>GENERAL</u></p> <ul style="list-style-type: none"> » Leadership » Staff enhancement and development competences » Communication competences » Cooperation, coordination and team work competences » Problem solving skills » Evaluating competences » Deep knowledge of the laws and rules connected to WBL
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » University degree + teaching certificate » Specific training provided by the Education Ministry



Italy WBL profiles framework & characteristics

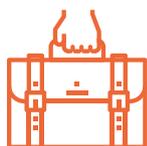


WORK PLACE:
Training Company



TITLE / POSITION:
Training Tutor "Tutor Aziendale"

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Communicating with the school » Facilitate the access of the student and introducing him/her to the company » Giving advices and feedback to the student
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Managing placement conditions in cooperation with the school tutor » Communicating regularly via mail/phone with the school tutor » Evaluating the student in cooperation with the school tutor » Reporting to the company manager
COMPETENCES / SKILLS	<ul style="list-style-type: none"> » Professional know-how » Communication competences » Cooperation, coordination and team work competences » Problem solving skills » Evaluating competences
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Working in the company » Specific vocational qualification <p>* No previous experience required (but training provided by the school / ministry / region / company)</p>



WORK PLACE:
Training Company



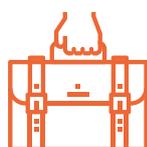
TITLE / POSITION:
Company Manager

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Signing agreements with the schools » Engaging company tutors
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Being responsible for safety, insurance, legal issues » Being responsible of the fulfilment of the contractual obligations
COMPETENCES / SKILLS	<p><u>GENERAL</u></p> <ul style="list-style-type: none"> » Leadership » Staff enhancement and development competences » Communication competences » Cooperation, coordination and team work competences » Problem solving skills
QUALIFICATIONS / EDUCATION	Depending on the company





Portugal WBL profiles framework & characteristics



WORK PLACE:
VET School

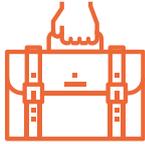


TITLE / POSITION:
VET Teacher

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Promote and guide the acquisition of essential personal, professional and social skills in the labor market » Teach real practice » Arouse interest and motivation to work » Create a relationship of empathy, respect and work.
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Prepare, structure and organize learning based on training frameworks, based on learning outcomes: <ul style="list-style-type: none"> • Convey and teach professional theory and principles of occupational practice according to each job • Transmit and teach transversal skills (respect, responsibility, teamwork, ...) • Promote personal skills (flexibility, adaptation, creativity, proactivity...)
COMPETENCES / SKILLS	<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> » Specialised and consolidated knowledge in the area » The teacher has knowledge and understands the contents of the study area <p><u>SKILLS</u></p> <ul style="list-style-type: none"> » Professional experience in the area » The teacher is able to identify, characterize and explain the contents of the study area <p><u>COMPETENCES / ATTITUDES</u></p> <ul style="list-style-type: none"> » The teacher exemplifies how it is done, combining knowledge, skills and attitudes
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Holders of higher education (Bachelor / Master degree) » Certificate holder of Pedagogical Competences



Portugal WBL profiles framework & characteristics



WORK PLACE:
VET School

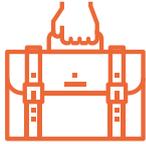


TITLE / POSITION:
VET Trainer - Tutor

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Establish mediation between the learning environment and the professional environment. » Knowledge about the host entity. » Preparation and organization of the training and work plan. » Monitoring and evaluation of the activities carried out.
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Contact entities to host trainees. » Establish the protocol with the entity in order to be clear about the goals, tasks and rights of the trainee. » Define the methodology to be applied for the evaluation of the activity.
COMPETENCES / SKILLS	<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> » Specialised and consolidated knowledge in the area » Has knowledge and understands the contents of the study Area; » Basic knowledge related to training in companies <p><u>SKILLS</u></p> <ul style="list-style-type: none"> » Professional experience in the area and some practice with internships in companies » Being able to identify and predict situations of interest and / or conflict <p><u>COMPETENCES / ATTITUDES</u></p> <ul style="list-style-type: none"> » The tutor accompanies the traineeship by verifying that the knowledge, skills and attitudes are being put into practice at the traineeship
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Holders of higher education (Bachelor / Master degree) » Certificate holder of Pedagogical Competences. Proven experience in the professional area.



Portugal WBL profiles framework & characteristics

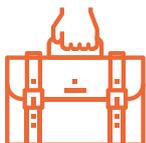


WORK PLACE:
Training company



TITLE / POSITION:
WBL Company Mentor / Tutor

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Reception and integration of the young people » Training the young people to the specific function » Evaluate the young people's apprenticeship during the training in the company
LEGAL RESPONSIBILITIES	VET providers establish an agreement with the company defining the profile, role and responsibilities of the company and tutors. It is expected that tutors assume their role and accomplish their responsibilities according to the agreement.
COMPETENCES / SKILLS	<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> » Specialised and consolidated knowledge in the area » Basic knowledge related to training in companies <p><u>SKILLS</u></p> <ul style="list-style-type: none"> » Professional experience in the area » Some years of experience working in the company. <p><u>COMPETENCES / ATTITUDES</u></p> <ul style="list-style-type: none"> » Motivation to be a tutor » Interpersonal relationship; » Leadership » Ability to promote autonomy and self-regulation.
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Qualification in the area » Qualification as a tutor



WORK PLACE:
Training company /
Other



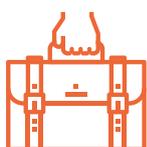
TITLE / POSITION:
WBL Company Manager

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Negotiate with VET provider the training plan in the company. » Sign the agreement with the VET provider. » Guarantee the respect of the agreement. » Provide the necessary conditions and resources to support the training in the company. » Provide the conditions and support to the tutor.
LEGAL RESPONSIBILITIES	VET providers establish an agreement with the company defining the profile, role and responsibilities of the company and tutors. It is expected that companies create the conditions for the training in companies, keeping regular contact with VET providers.





Spain WBL profiles framework & characteristics



WORK PLACE:
VET School

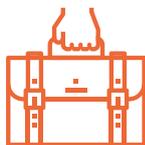


TITLE / POSITION:
School Tutor (Tutor Dual)

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Making of the training/formative programme » Selection of the students to participate in WBL (not mandatory sending all of them to companies) » Follow-up the formative activities of the trainee » Keep contact with students during the workplacement » Establish contacts with local companies to promote new agreements » Orienteering the trainees, helped by FOL teachers, before their workplacement-period starts. » Do the paperwork related to the WBL period
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Coordinate and create the training programme, helped by the VET teachers, and assisted by the in-company Trainer » Apply the priority criteria to provide the students their workplacements and supervise their selection » Follow-up the formative activities of the trainee, altogether with the in-company instructor » Being in contact with the trainees (at school and online) all their workplacement-period so as to support them educationally and to value the programmedevelopment » Provide the trainees with the needed LabourRisk Prevention knowledges and/or certificates » Do the paperwork related to the WBL period, including incidences, changes of company, the final report, etc..always following the provided models by the Regional Department of Education » Adapt the curriculum to those students with special needs
COMPETENCES / SKILLS	<p><u>GENERAL ORGANISATIONAL</u></p> <ul style="list-style-type: none"> » Communication competences » Cooperation, coordination and team work competences » Matching the needs competences » Problem solving skills » Evaluating competences
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Teaching in the school (specific subjects) » University degree or specific vocational qualification + teaching certificate (CAP, Master enSecundaria) <p>* No previous experience required with training WBL</p>



Spain WBL profiles framework & characteristics



WORK PLACE:
VET School

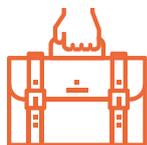


TITLE / POSITION:
WBL Coordinator

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Coordinating all the WBL experiences of the school » Coordinating the school tutors group » Finding companies to cooperate with (helped by VET tutors) » Training managing dissemination and specific for school tutors, giving the required info and documents needed to every tutor » Supervision, order and process on time and with the right documents all WBL paperwork
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Checking and upgrading documents according to the law » Checking safety training or PRL is given to students (certificates) » Keeping in touch with central offices of the Education Ministry and/or of the Region (burocracyand paperwork) » Coordinate all the VET sectors at school through and assist all the WBL tutors in the paperwork management » Planning, development, management, avaluationand Memories report making of WBL » Guarantee the IT apps and systems are working well for the WBL management » Making the required documents to apply for extraordinary authorizations for the FCT module (workplacement) development
COMPETENCES / SKILLS	<ul style="list-style-type: none"> » Communication competences » Cooperation, coordination and team work competences » Problem solving skills » Evaluating competences » Leadership » Deep knowledge of the laws and rules connected to WBL » Knowledge of the particularities of every VET sector in the school
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Teaching in school (specific subjects) » University degree or specific vocational qualification + teaching certificate (CAP, Master en Secundaria) <p>* No previous experience required with training WBL, but preferable</p>



Spain WBL profiles framework & characteristics



WORK PLACE:
Training Company

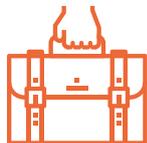


TITLE / POSITION:
Tutor / Instructor

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Monitoring the agreement for the training activity. » Ensuring the communication with the training center. » Participating in the selection of the trainee. » Welcoming and accompanying the trainee and being his/her reference point in the company. » Conducting the training activities that the trainee follows during his/her stay in the company. » Coordinating the work activity with the training activity jointly with the tutor of the training Center. » Participating in the trainee progress assessment.
LEGAL RESPONSIBILITIES	<p>According to the national regulations:</p> <ol style="list-style-type: none"> 1. Performing the communication with the training center (the VET school) through the tutor of the training center. 2. Coordinating with the tutor of the training center the working out of the training program corresponding to the training activity inherent in the contract. This program will determine, among other aspects, the learning outcomes that should be acquired in the training center and in the company, as well as the criteria to be evaluated in both scenarios. 3. Carrying out the follow-up of the agreement for the training activity, attending to the worker (apprentice) with the established periodicity, during the period of effective work in the company, in order to assess the development of the program and establish, if necessary, training supports. 4. Collaborating with the tutor of the training center in the assessment of the learning developed during the time of the contract and at the end of it. 5. Making sure that the worker complies with the corresponding safety and occupational risk prevention protocols associated with the different work and learning positions, providing the necessary advice. 6. Preparing, at the end of the work activity, a report on the performance of the job and the learning outcomes achieved in the company.
COMPETENCES / SKILLS	<p><u>PERSONAL</u></p> <ol style="list-style-type: none"> 1. There are no conflicts with the law that prevent him/her from working with young people 2. There is no incompatibility linked to the legislation on vocational training <p><u>SOCIAL</u></p> <ol style="list-style-type: none"> 1. Motivating 2. Good communicator: <ul style="list-style-type: none"> » Listen actively to the trainee » He/She expresses himself/herself correctly, with firmness and clarity » He/She is attentive to non-verbal language » He/She adapts to the trainee's way of communicating 3. Give feedback 4. Manage and solve conflicts <p><u>ORGANIZATIONAL</u></p> <ol style="list-style-type: none"> 1. Knowledge of corporate culture 2. Planning and scheduling of training and assessment 3. Compliance with deadlines and time management 4. Resource management 5. Leadership and team management 6. Flexibility
QUALIFICATIONS / EDUCATION	<p>According to the national regulations: "appropriate qualifications and professional experience"</p>



Spain WBL profiles framework & characteristics



WORK PLACE:
Training Company



TITLE / POSITION:
Tutor / Instructor

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Monitoring the agreement for the training activity. » Ensuring the communication with the training center. » Participating in the selection of the trainee. » Welcoming and accompanying the trainee and being his/her reference point in the company. » Conducting the training activities that the trainee follows during his/her stay in the company. » Coordinating the work activity with the training activity jointly with the tutor of the training Center. » Participating in the trainee progress assessment.
LEGAL RESPONSIBILITIES	<p><u>According to the national regulations:</u></p> <ol style="list-style-type: none"> 1. Performing the communication with the training center (the VET school) through the tutor of the training center. 2. Coordinating with the tutor of the training center the working out of the training program corresponding to the training activity inherent in the contract. This program will determine, among other aspects, the learning outcomes that should be acquired in the training center and in the company, as well as the criteria to be evaluated in both scenarios. 3. Carrying out the follow-up of the agreement for the training activity, attending to the worker (apprentice) with the established periodicity, during the period of effective work in the company, in order to assess the development of the program and establish, if necessary, training supports. 4. Collaborating with the tutor of the training center in the assessment of the learning developed during the time of the contract and at the end of it. 5. Making sure that the worker complies with the corresponding safety and occupational risk prevention protocols associated with the different work and learning positions, providing the necessary advice. 6. Preparing, at the end of the work activity, a report on the performance of the job and the learning outcomes achieved in the company. <p><u>According to the Aragonese regulations:</u></p> <ol style="list-style-type: none"> 1. Company tutor will cooperate with the training center in the selection of the pupil. 2. They will be the responsible of the coordination and monitoring of the actions and activities derived from the development of the dual training program, jointly with the tutor of the training center 3. The company tutor will collect in a document provided by the VET center, the acquisition degree of the learning results of the student-trainee. This document will be completed before the final evaluation. <p><u>According to the Valencian regulations:</u></p> <ol style="list-style-type: none"> 1. Training the students they are responsible for during the period they carry out the training activities in the company, according to the approved Dual Vocational Training project. 2. Coordinating with the dual vocational tutor of the training cycle group in the following matters: <ol style="list-style-type: none"> a. Informing the dual vocational tutor of the training cycle group about the development of the training activities carried out by the students. b. Informing the dual vocational tutor of the training cycle group when the student commits inappropriate behaviors, lack of attendance and / or unjustified delays or unjustified performance, so that this adopts the appropriate measures. 3. Issuing an individualized final report for each student according to the model provided by the existing regulations.

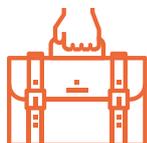


Spain WBL profiles framework & characteristics

<p>COMPETENCES / SKILLS</p>	<p><u>PERSONAL</u></p> <ol style="list-style-type: none"> 1. There are no conflicts with the law that prevent him/her from working with young people 2. There is no incompatibility linked to the legislation on vocational training <p><u>SOCIAL</u></p> <ol style="list-style-type: none"> 1. Motivating 2. Good communicator: <ul style="list-style-type: none"> » Listen actively to the trainee » He/She expresses himself/herself correctly, with firmness and clarity » He/She is attentive to non-verbal language » He/She adapts to the trainee's way of communicating 3. Give feedback 4. Manage and solve conflicts <p><u>ORGANIZATIONAL</u></p> <ol style="list-style-type: none"> 1. Knowledge of corporate culture 2. Planning and scheduling of training and assessment 3. Compliance with deadlines and time management 4. Resource management 5. Leadership and team management 6. Flexibility
<p>QUALIFICATIONS / EDUCATION</p>	<p><u>According to the national regulations:</u> "appropriate qualifications and professional experience".</p> <p><u>According to the Aragonese regulations:</u> "qualified staff employee (...) who must prove the completion, or commitment to completion, of the dual vocational training course for company tutors".</p> <p><u>According to the Valencian regulations:</u></p> <ol style="list-style-type: none"> 1. Instructors will be part of the company' staff. Under no circumstances, they may be subcontracted to other entities outside the company. Instructors appointed by the company must meet at least one of the following requirements, in terms of their training and experience: <ul style="list-style-type: none"> » Three years of non-teaching professional experience in jobs directly related to the contents of the training cycle. » Having a qualification equal to or higher than the training cycle that the Vocational Training student is studying. » Additional conditions related to the didactic training and the official accreditation of the competence linked to the contents of the training cycle may be established by regulations.



Spain WBL profiles framework & characteristics



WORK PLACE:
Training Company

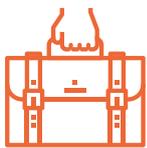


TITLE / POSITION:
Company Manager

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Decide whether his company will provide WBL for VET students » Decide on occupations She/he will provide training in and how many youths his firm will take on for training » Sign the training contract with each trainee (learning agreement provided by the School WBL Tutor) » Ensure that the vocational training is conducted in accordance with government regulations and legislation
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Ensure the job position given to the trainee is adapted to the LabourRisk Regulations » Guarantee that the training program will be developed correctly, so checking it on his/her own or designing a tutor. » The company must be up to date with payments to the Regional and National Social Security taxes » Must keep the same number of employees at the department where the trainees will fulfill their training, so as to avoid having such a 'free worker'
COMPETENCES / SKILLS	<p><u>GENERAL</u></p> <ul style="list-style-type: none"> » Occupation specific specialised skills » Able to conduct training in line with training related regulations and laws » Able to adapt training methods to the individual strengths and weaknesses of apprentices » Able to integrate the apprentice as part of the work team » Able to lead and guide, manage conflicts and to show a professional and appreciative behaviour towards the apprentice » Management of WBL training to act as training coordinator » Leadership » Staff enhancement and development competences » Communication competences » Cooperation, coordination and team work competences » Problem solving skills
QUALIFICATIONS / EDUCATION	<p>Depending on the company, normally ISCED-5 or higher</p>



Turkey WBL profiles framework & characteristics



WORK PLACE:
VET Centre

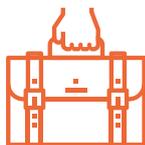


TITLE / POSITION:
School Director

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Administrative tasks within organization » Leading teachers, master trainers, trainees and parents in vocational training » Active communication with governmental authorities, labourmarket and enterprises » Legal representation in collaborations with institutions, and in multilateral actions with contracts and commitments
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Provide vocational training for beneficiaries » Implement legal procedures and tasks at all stages » Coordinate vocational training process (school -trainee -enterprise) » Take precautions on job security at theoretical and practical education » Sign contracts with trainees and enterprises, monitor training process » Use all resources efficiently to provide proper conditions for successful implementation of vocational training » Preside commissions and committees (teachers, discipline, parents etc) » Visit trainings and classes, guide teachers, and report the quality of the trainings
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Have good communicative competence » Ability of problem solving » Lead and guide staff and trainees » Respect calendar and punctuality <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Positive attitude » Consistent and decisive » Have sense of responsibility » Have team-work spirit » Punctual <p><u>ORGANIZATIONAL</u></p> <ul style="list-style-type: none"> » Have sufficient knowledge on VET system and structure » Ability to analyze sectoral needs » ositively explicate the legislation in order to improve qualifications
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Technical / Vocational Education University graduation » Authorized to give lectures in VET » Manager Qualifications according to Manager Assignment Regulation of Ministry of Education » Previous experience as teacher / trainer » Have forensic administrative record off any suspension



Turkey WBL profiles framework & characteristics



WORK PLACE:
VET Centre

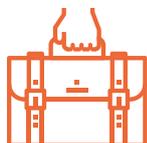


TITLE / POSITION:
VET Teacher / Trainer

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Give actual theoretical training (lecture) and practical training for VET trainees » Guide both VET trainee and master trainer » Ensure social, cultural and personal development of trainee » Keep constant contact with enterprises » Coordinate collaboration process between school (VET Center) and enterprise » Follow-up and evaluate practical work at enterprise » Ensure coherence and compatibility between trainee and master trainer » Take precautions in case of incompatibility » Give "Basic Job Security" education within the curricula » Monitor school attendance and placement attendance of the trainee » Fulfill the tasks given by school administration
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Perform and sustain training activities within legal responsibility of the school In accordance with "Regulation on Secondary Education Institutions" by Ministry of Education, follow up educational process of trainee: attendance, achievement and development, social rights, financial rights etc. Report daily, monthly and annual process of trainees to school administration » Perform actual communication between parents, school and labourmarket » Give practical training (based on demonstration, not production) to trainees considering the updates of the sectoral field » Attend "In Service Training" for professional development and updates » Follow legislation and curriculum updates
COMPETENCES / SKILLS	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> » Have leadership skills » Problem solving skills » Communication with different age groups » Team work spirit <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> » Open to learning and to updates » Promote learning and exploring <p><u>ORGANIZATIONAL</u></p> <ul style="list-style-type: none"> » Have technical and pedagogical competence » "Experience Based Learning" » Report efficiency of the placement and offer change in "trainee-enterprise" match if needed » Combine theoretical knowledge and practical skills, and transfer to beneficiaries » Good command of communication
QUALIFICATIONS / EDUCATION	<ul style="list-style-type: none"> » Technical / Vocational Education University graduation » Authorized to give lectures in VET » VET trainer qualifications according to "Regulation on Secondary Education Institutions" by Ministry of Education



Turkey WBL profiles framework & characteristics



WORK PLACE:
Training Company



TITLE / POSITION:
Master Trainer

MAIN FUNCTIONS	<ul style="list-style-type: none"> » Have the competences to be “master”, with vocational training techniques and implementations, responsible for professional training of trainees at enterprise
LEGAL RESPONSIBILITIES	<ul style="list-style-type: none"> » Provide practical vocational training regarding the specification of the work field » Contribute professional development of the trainee as well as personal and communicative skills » Follow up attendance and performance of the trainee » Take job security precautions at workplace, guide trainees about job security » Evaluate vocational progress of the trainees, and report it to VET Center » Keep actual communication with VET Center and parents (if trainee is under 18) » Fulfill legal requirements of the workplace (accountancy, tax, etc)
COMPETENCES / SKILLS	<p><u>PERSONAL</u></p> <ol style="list-style-type: none"> 1. Open to learning 2. Open to innovations 3. Positive attitude and motivation for teaching 4. Open to exchange knowledge, ideas and experience <p><u>SOCIAL</u></p> <ol style="list-style-type: none"> 1. Have leadership skills 2. Problem solving skills 3. Communication with different age groups 4. Team work spirit 5. Good relationship with customers and sectoral commercial bodies <p><u>ORGANIZATIONAL</u></p> <ol style="list-style-type: none"> 1. Sense of institutional representation 2. Respect to ethic values of commerce and commercial competition
QUALIFICATIONS / EDUCATION	<p>Upon basic education and training to be “master”, must fulfill the “work pedagogy” courses given by Ministry of Education</p>



2.

***Professional
profiles in Work-
Based Learning
comparison
between 7 different
countries***

***Austria, Germany, Greece, Italy,
Portugal, Spain & Turkey***

Profiles

The main profiles to be included in the WBL system which have brought up from the inventory are as follows:



At school

WBL teacher,
WBL tutor (trainer),
WBL coordinator
(supervisor), Director



In the company

In-company trainer
(tutor/mentor/
instructor),
Manager (employer)



Other

Training Advisor

It has been checked that there are, at least, 3 main roles or profiles participating and perfectly defined in the WBL system (except for Turkey and Austria, these countries only have 2 in common with the other analysed countries). These main roles are: WBL school teacher/tutor, WBL company tutor/ trainer and the Company Manager.

The country having more range of profiles is Germany, where there are not only school or company profiles but also a Training Advisor (from a Chamber

of Commerce) who assists those companies looking for offering in-company training.

Regarding the school profiles, it has been seen that there are 3 countries having many different roles well defined: Italy, Portugal and Spain. Regarding the company profiles Germany has more well-defined profiles.

Therefore, we can conclude that there is a difference in the implementation of WBL systems in the southern and central-northern countries in Europe.

Characteristics

If considering the analysed items from these profiles, most of them share some characteristics to be fulfilled:



- » **VET Teacher:** in charge of theoretical training adapted to the WBL training, being in contact with the company trainers, having many social and personal skills, and with a high level of education such as University degree and Master Degree (in some cases adding specialization or experience in VET labour sector). This one shares the pedagogical part of the training with the in-company Trainer. When talking about the VET school Tutor for WBL, it must be taken into account that he/she also carries not only the supervision of the trainee but also the contact with the companies (as the rest of VET teachers are only devoted to the theoretical and practical training of the trainee at school).



- » **VET in-company Trainer:** in charge of planning training period, observation and monitoring of the trainee; having many social and organizational skills, and with ISCED-5 qualifications or higher (or even having passed a specific trainer exam). This one shares the pedagogical part of the training with the VET Teacher. It is always assigned by the company manager and in charge of the reports needed for the subsequent assessment of the trainee.



- » **VET company Manager:** in charge of the legal responsibility and ensuring trainee's correct staying, signing the agreements, deciding which instructor and training tasks to be assigned to the trainee, having social and mainly organizational skills, and with a non-clearly defined level of education (normally ISCED-5 or higher). This one is sometimes in contact with other profiles participating such as Chamber of Commerce.



It has been added to this inventory some particular information about each WBL system analysed such as the ratio of trainees per trainer, the type of certificates a VET student could get, the participation of big companies due to the enforceability of this educative system in a country, or the differences between a region to another within a country (depending on its educative division of competences).

In short, it could be highlighted that there is a difference between the southern and the central-northern European countries regarding the profiles appearing in the WBL system. And that difference is mostly due to the earliest implementation in those countries as they have been working with mandatory WBL system for many years, which has been implemented in the southern European countries

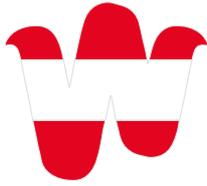
in the last years. Then, it is normal having the WBL structures in general more concrete, specialised and divided into school-company than in the other ones.

To sum up, it can be said that there have appeared a minimum of 3 and a maximum of 5 profiles participating in the WBL system in the analysed countries from the following: VET school teacher, VET school tutor/coordinator, WBL in-company trainer, WBL Manager, Training Advisor. But the ones in common have been VET teacher, WBL in-company trainer and the WBL company manager.

Due to the length of some the analysed profiles, it has been also included a section 'for further reading', so as to provide that information more in detail.

3.

***Additional
information***



Austria

Additional information

IVET Trainer qualification: The IVET Trainer exam covers occupation specific knowledge & skills, pedagogical and methodical skills and legal knowledge. Alternatively a IVET Trainer course can be completed (40 hours, ending with expert conversation). Also a range of legally defined qualifications (for instance, master craftsman degree) substitute the IVET Trainer exam and course.

Authorized Apprenticeship Trainer qualification: There is not directly a minimum qualification for Authorized Apprenticeship Trainer.

However, according to the Austrian Vocational Training Act an IVET-Trainer must be entitled according to the Austrian Trade and Commerce Act to exercise a trade. An Authorized Apprenticeship Trainer has either be himself entitled to exercise a trade or if not to employ at least one IVET-Trainer. For many trades a proof of qualification is compulsory (for instance master crafts person exam).

Ratio:

- 1 Authorized Apprenticeship Trainer per Training Company
- 1 part-time IVET Trainer for 5 apprentices
- 1 full-time IVET Trainer for 15 apprentices



Germany

Additional information

1. In small firms, the training employer and the trainer are usually the same person: the owner himself.
2. Large companies often employ full-time trainers who only have to tend to the vocational training provided in their firm. They look after larger groups of trainees. In smaller enterprises, employees have training duties in addition to their primary job. These employees are called part-time trainers. Regardless of their professional duties, trainers are always a reference person for trainees.
3. In the training company the number of trainees must be proportionate to the number of training places or the number of skilled workers employed.

Ratio suggestions:

1-2 skilled workers -> 1 trainee

3-5 skilled workers -> 2 trainees

6-8 skilled workers -> 3 trainees

Each additional 3 skilled workers -> 1 additional trainee.



Greece

Additional information

- » In Greece, continuous vocational training and general adult education is provided by lifelong learning centres (LLCs). The Ministry of Education, through Eoppep, is responsible for safeguarding quality of non-formal education, evaluating these centres and monitoring their operation.
- » Almost all the ministries and their supervisory bodies implement continuing vocational training programmes for their staff or for broader groups.
- » A fair number of enterprises, usually the large enterprises, provide systematic organised training programmes for their employees (in-house training), chiefly through seminars and accelerated programmes.
- » Large companies appoint trainers and provide training to in-company trainers more often than small companies do.
- » The obligation for companies to have qualified staff members (tutors) before taking in apprentices is waived for a transitional three-year period.



Italy

Additional information

- » School tutor and supervisor: generally there is a tutor for each class, but this is not a binding rule (some schools have a tutor for each branch); there is only one supervisor for each school. Generally, school supervisors and tutors receive an extra remuneration depending on the school budget. The positions do not involve any career progression.
- » Specific programmes: as WBL experiences have become compulsory since 2015 (Law 107/2015), many big companies (such as McDonald's, Procter & Gamble, and so on) have established specific programmes for students, who are employed during the school year in different departments. Some professional, volunteering, cultural associations provide their own programmes.
- » Funding: the Ministry and other public bodies provide specific funding for WBL experiences. The schools can manage the budget according to internal agreements that involve labor unions.



Spain

Additional information

(1) The national legislation refers to “the person who exercises the tutorship in the company”, and the Aragonese legislation refers to the figure of “the company tutor”, however, the Valencian legislation refers to the position of “the company instructor”.

It has to be taken into account that the central government created the dual VET action framework in the Spanish territory but competences for developing this training activity, as the rest of the vocational training, are transferred to the different autonomous communities. In other words, the central State created the legislative framework in order this training could take place, but implementation and development ultimately depend on the autonomous organizations.

Both, national and regional regulations are clear: each participating company must commit to appoint a qualified staff employee as a tutor/instructor.

In a large majority of the Spanish companies who participate in dual VET systems, there is only the figure of the tutor, which is also the only one that is included in

Spanish national and regional legislation and is required from companies. However, in some companies, especially large ones, position of tutor, who will probably be one of the Human Resources department responsables, coexists with one or several company trainers from the rest of the departments.

The company trainer is the worker who is responsible for transferring the knowledge that the student-trainee must acquire in the company. He/She is the one who works day by day with the young man/lady.

He is a technically qualified worker, committed to the education of the students-trainees in his/her charge and directly in charge of the practical training. His/her competences cover both the technical aspects of training and those related to the development of the learner’s personality. He/She maintains a direct contact with the student-trainee and helps him/her to understand and to promote his/her responsibility rates and his/her capacity to work in team and solve problems with efficiency, qualifying him/her for sound decision-making.

(2) The national regulations do not refer to any other actor, nor the Aragonese regulation, only the Valencian regulations refer to:

* The Council of Chambers, Chambers of Commerce, Industry and Navigation, associations and business federations may collaborate in the development of Dual Vocational Training, as follows:

1. Advising the competent administration and proposing measures that contribute to improve it.
2. Promoting the signature of framework agreements with companies, institutions or entities willing to collaborate technically in the management of the Dual Vocational Training.
3. Advising on the development and updating of an information and explanation plan for companies, institutions or entities on the importance and interest of their collaboration in the participation and good development of Dual Vocational Training.
4. Promoting the celebration of training sessions for instructors.

Likewise, the educational centers will be able to ask reports to the most representative business confederations of the Valencian Community, or certificates to the Council of Chambers and to the Chambers of Commerce, Industry and Navigation of the Valencian Community, in order to complete the information of the working centers.

* The company will prove its suitability for at least one of the following means:

- a. Report carried out by the most representative business organizations of the Valencian Community.
- b. Certificate issued by the Council of Chambers or Chambers of Commerce, Industry and Navigation of the Valencian Community.
- c. Responsible statement.

* The Chambers of Commerce, Industry and Navigation, business and trade union organizations, as well as the training, innovation and educational resources centers of the Valencian Community, will be able to organize specific courses to train the instructors in relation to the teaching matters. The training will be subject to accreditation by means of an official certificate issued by the giving organization.

The Chamber of Spain, from its side, is working on the design of a new position, the "cameral coordinator", whose objectives would be:

- » Coordinating with the tutor of the training center the planning, monitoring and assessment of the trainee learning, and
- » Coordinating with the company tutor or instructor the administrative and organizational process.



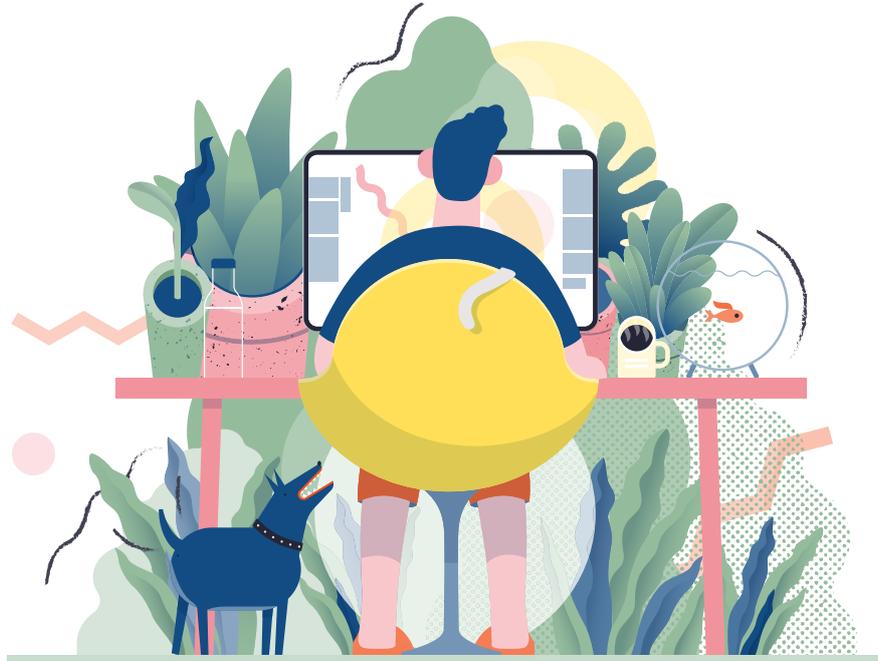
Turkey

Additional information

- » Vocational Education and Training is regulated by Ministry of National Education within "Regulation on Secondary Education Institutions" and specifically "Law for Vocational Education and Training – Nr 3308". Definitions, tasks and responsibilities of Vocational Institutions and bodies are also provided by those regulations aforementioned.
- » Vocational training at VET centers consists of theoretical and technical lectures besides practical implementations at "demonstration" level – rather than "production". The practical training basically takes place during placement in enterprises and workplaces under the supervision of "master trainers".
- » Having "master" certificate is possible through some different ways. For example,
 - Graduates from Vocational / Technical Secondary Schools of 4 years can get upon request.
 - Graduates from Vocational / Technical Secondary Schools of 3 years (former education) can get in case they are successful at mastery exams of VET Centers that completed apprenticeship and journeyman process can get by fulfilling legal requirements and qualifications.
 - Individuals that completed apprenticeship and journeyman process can get by fulfilling legal requirements and qualifications
 - Graduates from Vocational or Technical Education University can get "Certificate of Establishment" (which is equal to "master" certificate) to start a business. If their university education includes pedagogical formation, the university diploma is also functions as "master trainer" certificate.
- » Trainees are placed to workplaces for practical training on condition that there is a "master trainer" employed by the enterprise.

4.

***For further
reading***



TEACHER AT PART TIME VOCATIONAL SCHOOL:

https://www.abc.berufsbildendeschulen.at/download/2032/E_Gesamtbro-sch%C3%BCre.pdf/

IVET TRAINER:

<https://www.apprenticeship-toolbox.eu/austria/apprenticeship-system-in-austria>

<https://ibw.at/en/resource/download/645/apprenticeship.pdf>



CERTIFIED IN-COMPANY TRAINER:

https://www.bmbf.de/pub/Jobstarter_Fachglossar_englisch.pdf/

<https://www.bibb.de/govet/en/54883.php/>

<http://www.dualvet.eu/Productos.asp>

VET SCHOOL TEACHER – TRAINER:

<https://www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-engl-pdfs/teachers.pdf>

TRAINING ADVISOR:

<http://www.dualvet.eu/Productos.asp>



VET SCHOOL (EPAS):

<http://www.oaed.gr/epas>



SCHOOL TUTOR:

<http://www.miur.gov.it/alternanza-scuola-lavoro>

SCHEME FOR VET ORGANIZATION:

<https://dre.pt/pesquisa/-/search/224851/details/maximized>

VET NATIONAL DEPARTMENT:

<http://www.anqep.gov.pt/>

NATIONAL QUALIFICATION CATALOGUE:

<http://www.catalogo.anqep.gov.pt/>

<https://data.dre.pt/ali/dec-lei/92/2014/06/20/p/dre/pt/html>

https://www.portugal2020.pt/Portal2020/Media/Default/Docs/Legislacao/Nacional/Portaria74A_2013.pdf



NATIONAL REGULATIONS:

<https://www.boe.es/buscar/act.php?id=BOE-A-2012-13846>

<https://www.boe.es/buscar/act.php?id=BOE-A-2014-317>

<https://www.boe.es/boe/dias/2015/01/24/pdfs/BOE-A-2015-599.pdf>

ARAGONESE REGULATION:

<http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&M-LKOB=1003845005151>

VALENCIAN REGULATIONS:

http://www.dogv.gva.es/datos/2013/06/18/pdf/2013_6399.pdf

http://www.dogv.gva.es/datos/2014/01/17/pdf/2014_331.pdf

Other sources and bibliography:

<http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/proyectos-fp-dual-espana.html>

http://www.cnse.es/guia_formacion_dual/principal/pdf/GuiaFormacionDual.pdf

<https://alianzafpdual.es/empresas/el-papel-del-tutor-empresa>

https://www.fundacionbertelsmann.org/fileadmin/files/Fundacion/Publicaciones/Manual_Tutores_web_vf_.pdf



DEEP IN WBL



***III. Inventory on
legal frameworks
regulating
professionals
in WBL***



DEEP IN WBL

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

Introduction

Legal frameworks regulating the work of professionals in Work-based learning programmes are the basis for the governance of work-based learning settings. This report aims at giving an overview of the type and topics covered by the governance frameworks that regulate the various aspects of the teachers and trainers involved in WBL. It has been very relevant including in this report all the contributions from the 2 chambers of commerce, 1 public administration in education, 3 VET schools, 1 association, 1 NGO, and 2 companies from 6 European countries (Spain, Portugal, Italy, Germany, Austria, Greece) and

Turkey. This is due to the increase of importance of Work-Based Learning in VET in Europe, though the cooperation between the different learning venues participating varies from one to another, depending on the tradition of the country.

The inventory aims at giving a summarized overview of the legal frameworks in each country with a section devoted for each participant country. At the end of the document, a brief comparative analysis summarizes the main differences and similarities between the legal frameworks of participating countries.



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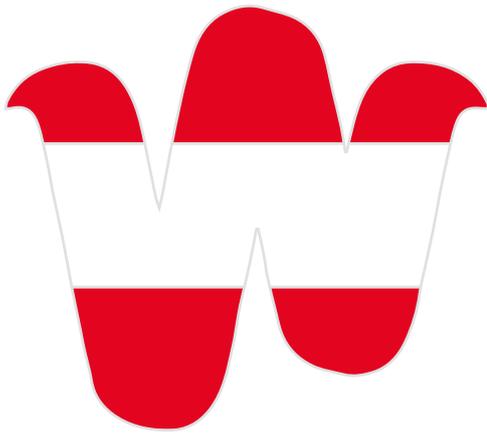


Turkey
96

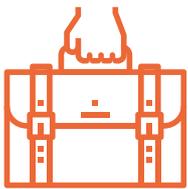
2. Comparative Analysis

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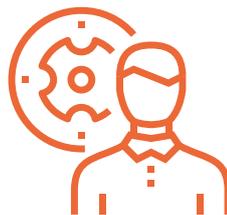
1.
***Legal
Frameworks.
Country
Overview***



Austria

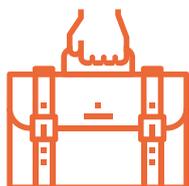


WORK PLACE:
VET School

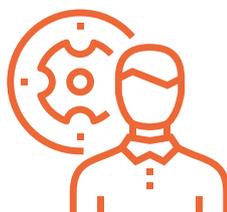


TITLE / POSITION:
Teacher Part-time Vocational School

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
2005 Higher Education Act	<ul style="list-style-type: none"> » Organisation of Universities for teacher education » Design of Studies » Access to studies » Rights & obligation of students » Quality Assurance 	General teacher frameworks / policy	Law	Regulates initial training of teachers at general education and VET institutions.
2002 Universities Act	<ul style="list-style-type: none"> » General organizational principles of Austrian Universities 	General teacher frameworks / policy	Law	Regulates initial training of teachers at general education and VET institutions.
School Organisation Act	<ul style="list-style-type: none"> » Tasks of Part Time Vocational Schools » Organisation of Part Time Vocational Schools » Structure of Curricula » Number of students per class 	Education Policy	Law	Teachers are covered by the legal frameworks related to the school education
School Education Act	<ul style="list-style-type: none"> » Access to Part-Time Vocational School » Teaching and assessment of students 	Education Policy	Law	Teachers are covered by the legal frameworks related to the school education
Federal Ministry of education: Quality of teacher training and further education at Austrian universities of teacher education	<ul style="list-style-type: none"> » Quality standards for teacher CVET 	Quality Policy	Policy plan / Action plan	Quality standards for in-service and continuing training in a policy document in December 2011



WORK PLACE:
Training company



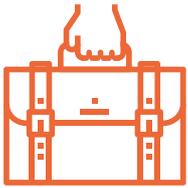
TITLE / POSITION:
IVET Trainer

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Vocational Training Act	<ul style="list-style-type: none">» Rights & obligations of apprentices» Rights and obligations of IVET Trainers» Requirements of IVET Trainers» Training requirements for in-company training» Job description - a kind of "curriculum" for the training company for each apprenticeship trade	VET Policy	Law	Legal basis for apprenticeship system is laid down in the Berufsausbildungsgesetz (Vocational Training Act).
Federal Ministry of education: Quality of teacher training and further education at Austrian universities of teacher education	<ul style="list-style-type: none">» Quality standards for teacher CVET	Quality Policy	Degree	Quality standards for in service and continuing training in a policy document in December 2011





Germany

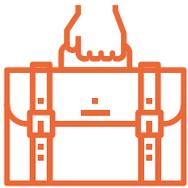


WORK PLACE:
VET School

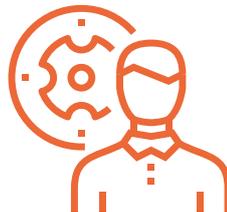


TITLE / POSITION:
Teacher

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
KMK Framework Curricula for vocation related teaching	<p>The framework curricula for vocation-related teaching in vocational schools are structured according to so called learning fields. This teaching focuses on the encouragement and acquisition of extensive professional competence.</p> <p>The individual learning fields have been developed from fields of action of the respective profession and take their bearings from vocation-related remits within interrelated working and business processes. The didactic structuring of the learning fields beyond the course of the training allows the development of systematically structured and ampliative competence.</p> <p>The vocational competence acquired at the end of the learning process integrates specialist, social and self-competence and is formulated in the learning fields for the specific vocation.</p>	VET Policy	Law	<p>The Standing Conference of the Ministers of Education and Cultural Affairs has drawn up a framework curriculum for vocation-related teaching for the vocational school as a learning place.</p> <p>This framework curriculum can be adopted by the Länder as a curriculum for the respective Land according to the corresponding education act. What is crucial for successful cooperation between the learning places is the content-related and consecutive coordination of the training regulations and the framework curriculum.</p>



WORK PLACE:
Training company

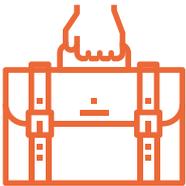


TITLE / POSITION:
Certified In-company trainer
& Training personnel

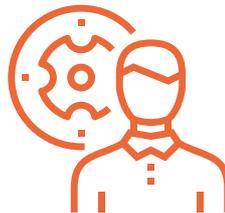
NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Vocational Training Act (Berufsbildungsgesetz BBiG)	<ul style="list-style-type: none"> » General Provisions » Vocational Training Terms and Objectives » Learning Locations of Vocational Training » Organization of Initial Training » Recognition of Training Occupations » Suitability of Training Premises & Training Staff » Competent Bodies; Competent Authorities, Supervision of Vocational Training » Further Training and Retraining Regulations » Vocational Training of Disabled Persons » Crediting of Previous Vocational Education and Training towards the Period of Initial Training » Obligations of Trainees » Obligations of Training Employers 	VET Policy	Federal Law	Federal law for Vocational Training (Pre_VET, Initial training, Further training, Retraining)



Greece

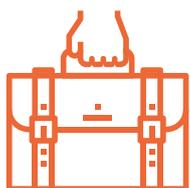


WORK PLACE:
VET School (EPAS)

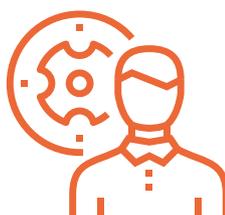


TITLE / POSITION:
Teacher

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
<p>Law 4336/2015 concerning the axes of VET reformation (quality framework for curricula and quality framework apprenticeships)</p>	<ul style="list-style-type: none"> » Implement the training programme » Monitoring the implementation of the programme » Improve the quality of the practical training and evaluate the apprentices' performance » Quality assurance 	VET Policy	Law	<p>According to the 'Quality Framework for Apprenticeships' of the Ministry of Education (December 2015) and pursuant to the requirements of Law 4336/2015 (Official Government Gazette 94/A/14.08.2015), the 'National Coordinating Body for the Design and Implementation of Apprenticeships' will be a body with a strategic role that is expected, inter alia, to make suggestions about the design, implementation and evaluation of apprenticeship schemes; it may also make suggestions about the objectives, conditions, criteria, scope and effectiveness of apprenticeship schemes.</p>



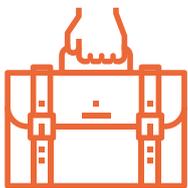
WORK PLACE:
VET School
(IEK & OAED)¹



TITLE / POSITION:
Trainer Initial VET
(Adult Education)

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Law 3369/2010 - law on the development of lifelong learning	The law on development of lifelong learning sets professional development for teachers and trainers in adult education and stipulating continuous monitoring and evaluation of the national lifelong learning network.	Education Policy	Law	
Law 3879/2010 – Life Long Learning Act	Trainers for adults are required to possess a teaching qualification awarded upon accreditation in order to fulfill eligibility conditions for public funded non-formal education programmes. Developing and implementing an accreditation system qualification of Trainers for Adults of non-formal education.	Education Policy	Law	EOPPEP is responsible for evaluating and updating occupational profiles, and for certifying qualifications. Also, EOPPEP is the statutory body for the development and implementation of the Hellenic Qualifications Framework (NQF) in correspondence with the European Qualifications Framework (EQF).
Law 1346/1983 - Amending and supplementing provisions of the Labor Legislation and regulating various issues	Established the educational apprenticeship units of Manpower Employment Organisation (OAED, the Greek Public Employment Services) and enabled OAED to be actively involved in the decisions concerning the type and duration of apprenticeships, qualifications of students, duration of schooling, teaching hours per specialty, labour remuneration, method of recruiting students and professional rights of graduates.	Education Policy	Law	

1. IEK & OAED: Institutes of initial vocational training / vocational training schools.



WORK PLACE:

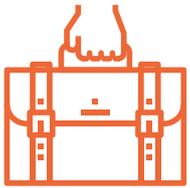
General framework
(School and
Company)



TITLE / POSITION:

None, general framework

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
National Law n. 107/2015 ("Buona Scuola"), subparagraphs 33-43	<ul style="list-style-type: none"> » "Alternanza scuola/lavoro" (ASL, which means alternating periods of school based and work-based learning periods) is made compulsory in all secondary schools » General issues of ASL » Total amount of hours expected (200 hours in 3 years for lyceums; 400 hours in 3 years for technical and vocational institutes) 	Education policy	Law (national level)	http://www.alternanza.miur.gov.it/normativa.html
Application guidance (Ministry of Education directive, 08/10/2015)	<ul style="list-style-type: none"> » General Italian and European framework » Aims of ASL » Cooperation between schools, firms, entrepreneurs and labour market » School projects for ASL » Standards and requirements of the firms involved » ASL agreements » School and company tutors » Training and apprenticeship » Health protection and security » Assessment and accountability 	Education Policy	Decree (in application of the national law)	http://www.alternanza.miur.gov.it/normativa.html
Regional laws	Each Region regulates the organization of leFP courses with specific regional laws, based on an agreement between the Regions and the Federal State. leFP courses are regional education & training programmes offering different forms of WBL.	Education policy	Law (regional level)	

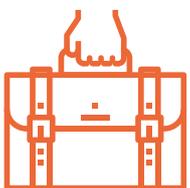


WORK PLACE:
School & Training
company

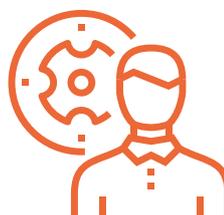


TITLE / POSITION:
Trainee, school tutor &
manager/ company tutor
and manager

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
WBL Agreement	<ul style="list-style-type: none"> » Objectives and general rules » Duties of school, company and trainee » General issues about insurance, safety, health protection, evaluation 	General agreement between school and company	Agreement (internal document)	<ul style="list-style-type: none"> » The agreement is signed by the school manager and the company manager. » The document is mandatory, but the format is defined by each school. » Generally, the duration is not indicated (the agreement expires when one of the parties decides to cancel it).
WBL individual detailed training programme	<ul style="list-style-type: none"> » Trainee's specific duties and tasks » Duration of the WBL experience » Place, timing, workplace rules » Subjects taught and teaching and mentoring methods » Tutors' role » Implementing plan » Evaluation issues 	Specific training programme for each student	Training programme (internal document)	<p>The document is signed by the trainee (and/or his/her parents), the school and company managers, the school and company tutors.</p> <p>The document is mandatory, but the format is defined by each school.</p>

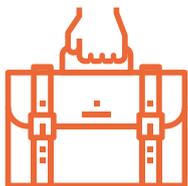


WORK PLACE:
School & Training
company

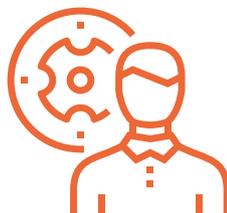


TITLE / POSITION:
School & Company Tutors,
Trainee

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Evaluation report	<ul style="list-style-type: none"> » Evaluation of the training experience at a general level » Tutors evaluate the trainee » Trainee evaluates the experience 	Evaluation	Evaluation report (internal document)	In some situations there is also a mid-term or interim evaluation

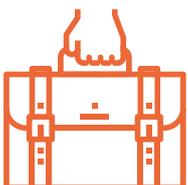


WORK PLACE:
School & Training
company

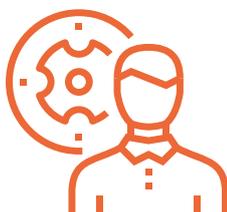


TITLE / POSITION:
School, Trainee

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Insurance Policy	<ul style="list-style-type: none"> » INAIL is in charge for all the issues connected to accidents at work 	Insurance, safety	Formal documentation provided by the school	Public schools have specific insurance policies for students, covering all the activities (even WBL), but during company training it is mandatory to communicate all the data to INAIL



WORK PLACE:
School & Training
company



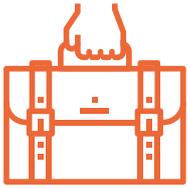
TITLE / POSITION:
Trainee, occupational doctor

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Medical Certificate	<ul style="list-style-type: none"> » Evaluation of the training experience at a general level » Tutors evaluate the trainee » Trainee evaluates the experience 	Health Protection	Health Certificate	The certificate should be draw up by an occupational doctor provided by the company. Actually, because of the costs involved, schools entrust a doctor.





Portugal

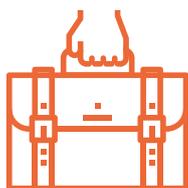


WORK PLACE:
VET School

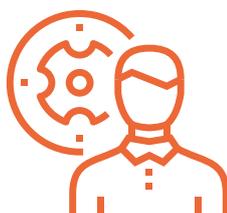


TITLE / POSITION:
VET Teacher / Trainer

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Decree-Law no. 92/2014	<ul style="list-style-type: none"> » Creation, organisation and functioning of VET Schools » Supervision by state 	Education Policy	National Law	<p>Legal regime of private and public professional schools in non-higher education, regulating creation, organization, functioning, as well as the supervision by the state.</p> <p>For further reading: https://data.dre.pt/eli/dec-lei/92/2014/06/20/p/dre/pt/html</p>
Ordinance no. 781/2009	<ul style="list-style-type: none"> » Professional profile for each qualification » Correspondant curricula » General conditions for WBL 	VET Policy	Decree	<p>National qualification catalogue</p> <p>Example for general conditions of WBL: minimum 420 hours of WBL in form of internships in course of VET.</p> <p>For further reading: http://www.anqep.gov.pt www.catalogo.anqep.gov.pt</p>



WORK PLACE:
Training company

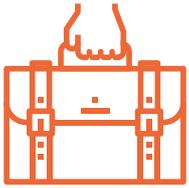


TITLE / POSITION:
VET Teacher / Trainer,
Company Manager,
Company Tutor / Mentor

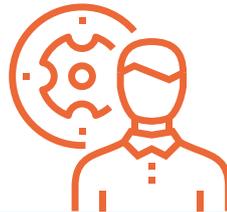
NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Ordinance no. 74-A / 2013	Responsibilities and duties of the participants in WBL: <ul style="list-style-type: none"> » Scope, organisation and development of work-based training » responsibilities of training company » responsibilities of school » responsibilities of student » Workload » Pedagogical coordination » Assessment of students 	VET Policy	National Law	Legal framework for the implementation of WBL and the specific responsibilities of actors involved For further reading: https://www.portugal2020.pt/Portal2020/Media/Default/Docs/Legislacao/Nacional/Portaria74A_2013.pdf https://dre.pt/web/guest/pesquisa/-/search/116154369/details/maximized
Ordinance no. 235-A / 2018				



Spain

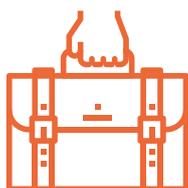


WORK PLACE:
VET School

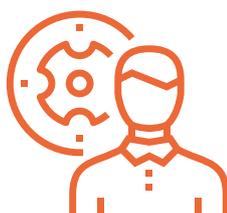


TITLE / POSITION:
School tutor "Tutor dual"

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Royal Decree 1529/2012, of November 8th, by which the contract for training and learning is developed and the foundations of dual vocational training are established.	<ul style="list-style-type: none"> » Functions of the School Tutor 	Employment policy	Royal Decree (Decree that is approved by the Council of Ministers and signed by the King.)
RESOLUTION of January 23th, 2019, of the General Director of Planning and Vocational Training, by which instructions are established for the organization of experimental projects of dual professional training, within the framework of the Operational Program of Employment, Training and Education 2014-2020, to start in the 2019/2020 academic year, by public and private educational centers that provide professional training for the education system in the Autonomous Community of Aragón.	<ul style="list-style-type: none"> » Responsibilities and functions of the School tutor. » Mandatory training requirement to be school tutor (accreditation of the realization of a dual vocational training course for School tutors) 	Education policy	Resolution of the General Director of Planning and Vocational Training of the Aragón Government.
Decree 74/2013, of June 14th, of the Consell, which regulates the Dual Vocational Training of the education system in the Valencian Community [2013/6399].	<ul style="list-style-type: none"> » Definition of the School Tutor » Functions of the School Tutor » Coordination and monitoring responsibilities of the School Tutor 	Education policy	Resolution of Regional Ministry of Education, Culture and Sports of the Valencian Community.
Order 2/2014, of January 13, of the Ministry of Education, Culture and Sport, which regulates certain aspects of the organization of Dual Vocational Training of the education system in the Valencia Region [2014/331].	<ul style="list-style-type: none"> » Specific functions of the School Tutor » Criteria for assignment of teaching hours for the School Tutor » Coordination and monitoring responsibilities of the School Tutor 	Education policy	Regulation of the Ministry of Education, Culture and Sport of the Valencian Community.

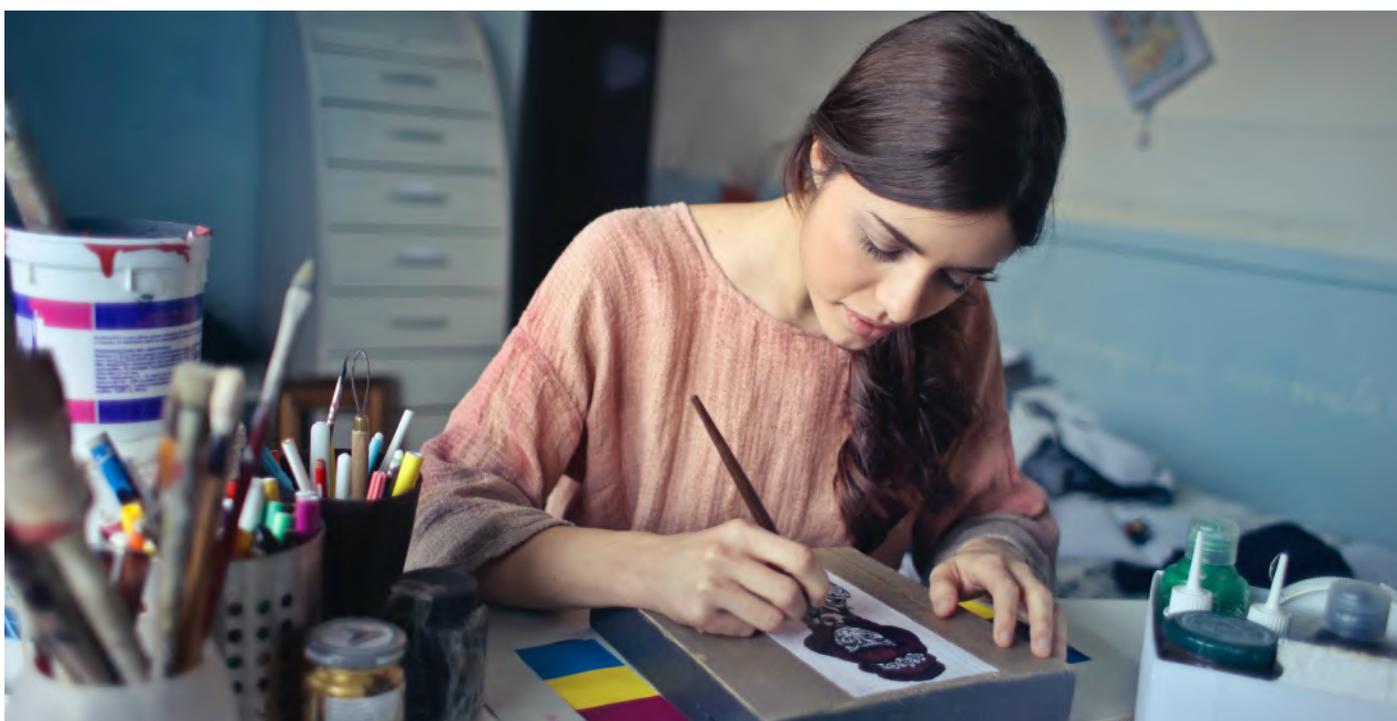


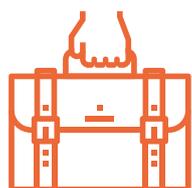
WORK PLACE:
Vet School



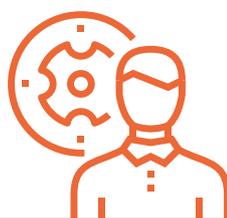
TITLE / POSITION:
WBL Coordinator

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Order 2/2014, of January 13, of the Ministry of Education, Culture and Sport, which regulates certain aspects of the organization of Dual Vocational Training of the education system in the Valencia Region [2014/331].	» Specific functions of the WBL coordinator	Education policy	Regulation of the Ministry of Education, Culture and Sport of the Valencian Community.





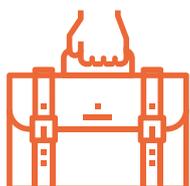
WORK PLACE:
Training company



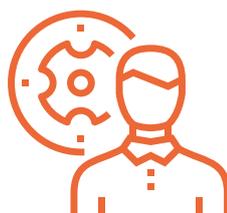
TITLE / POSITION:
Tutor / Instructor

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Royal Decree 1529/2012, of November 8th, by which the contract for training and learning is developed and the foundations of dual vocational training are established.	<ul style="list-style-type: none"> » Functions of the Tutor / Instructor » Mentoring responsibilities of the Tutor / Instructor (ex: compulsory elaboration of a performance evaluation report of the working position of the worker) 	Employment policy	Royal Decree (Decree that is approved by the Council of Ministers and signed by the King.)
Order ESS / 2518/2013, of December 26th, which regulates the training aspects of the contract for training and learning, in development of Royal Decree 1529/2012, of November 8, by which the contract is developed for training and learning and the foundations of dual vocational training are established.	<ul style="list-style-type: none"> » Functions of the Tutor / Instructor 	Employment policy	Regulatory provision issued by the Ministry of Employment and Social Security
RESOLUTION of January 23th, 2019, of the General Director of Planning and Vocational Training, by which instructions are established for the organization of experimental projects of dual professional training, within the framework of the Operational Program of Employment, Training and Education 2014-2020, to start in the 2019/2020 academic year, by public and private educational centers that provide professional training for the education system in the Autonomous Community of Aragón.	<ul style="list-style-type: none"> » Responsibilities and functions of the Tutor / Instructor 	Education policy	Resolution of the General Director of Planning and Vocational Training of the Aragon Government
Decree 74/2013, of June 14th, of the Consell, which regulates the Dual Vocational Training of the education system in the Valencian Community [2013/6399].	<ul style="list-style-type: none"> » Definition of the Tutor / Instructor » Training and experience requirements to exercise as Tutor / Instructor » Functions of the Tutor / Instructor » Coordination and monitoring responsibilities of the Tutor / Instructor 	Education policy	Resolution of Regional Ministry of Education, Culture and Sports of the Valencian Community
Order 2/2014, of January 13, of the Ministry of Education, Culture and Sport, which regulates certain aspects of the organization of Dual Vocational Training of the education system in the Valencia Region [2014/331].	<ul style="list-style-type: none"> » Functions of the Tutor / Instructor » Coordination and monitoring responsibilities of the Tutor / Instructor 	Education policy	Regulation of the Ministry of Education, Culture and Sport of the Valencian Community.





WORK PLACE:
Training company



TITLE / POSITION:
Company manager

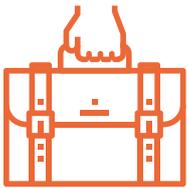
NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Royal Decree 1529/2012, of November 8th, by which the contract for training and learning is developed and the foundations of dual vocational training are established.	<ul style="list-style-type: none"> » Mandatory requirements for company manager to be able to provide dual professional training. » Obligations of the company with regard to the nature (ex: work related to the professional profile of the training title) and conditions of work (ex-ample: guarantee the conditions for the assistance of the worker to the training programs). » Contract modalities / formalization to be met by company » Particularities of the contract when signed with disabled people 	Employment policy	Royal Decree (Decree that is approved by the Council of Ministers and signed by the King.)
Order ESS / 2518/2013, of December 26th, which regulates the training aspects of the contract for training and learning, in development of Royal Decree 1529/2012, of November 8, by which the contract is developed for training and learning and the foundations of dual vocational training are established.	<ul style="list-style-type: none"> » Indications for the completion of the agreement for the training activity to be met by the company » Mandatory requirements for company to be able to provide dual professional training » Conditions for financing the company training costs » Conditions and requirements for obtaining bonuses (social security) for company 	Employment policy	Regulatory provision issued by the Ministry of Employment and Social Security
RESOLUTION of January 23th, 2019, of the General Director of Planning and Vocational Training, by which instructions are established for the organization of experimental projects of dual professional training, within the framework of the Operational Program of Employment, Training and Education 2014-2020, to start in the 2019/2020 academic year, by public and private educational centers that provide professional training for the education system in the Autonomous Community of Aragón.	<ul style="list-style-type: none"> » Conditions of the contract for training and learning between the students and the company » Mandatory requirements for company to be able to collaborate in dual professional training. » Definition and content of the dual training program (document agreed between the collaborative company and the teaching center). 	Education policy	Resolution of the General Director of Planning and Vocational Training of the Aragon Government

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Decree 74/2013, of June 14th, of the Consell, which regulates the Dual Vocational Training of the education system in the Valencian Community [2013/6399].	<ul style="list-style-type: none"> » Mandatory requirements to be able to participate in dual professional training of company » Formalization, content and conditions of the collaboration agreement with the company 	Education policy	Resolution of Regional Ministry of Education, Culture and Sports of the Valencian Community
Order 2/2014, of January 13, of the Ministry of Education, Culture and Sport, which regulates certain aspects of the organization of Dual Vocational Training of the education system in the Valencia Region [2014/331].	<ul style="list-style-type: none"> » Mandatory requirements for company to be able to collaborate in dual professional training » Conditions, content and form (formalized model) of the collaboration agreement with the company 	Education policy	Regulation of the Ministry of Education, Culture and Sport of the Valencian Community.





Turkey

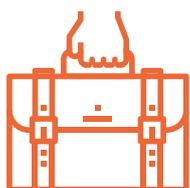


WORK PLACE:
VET School

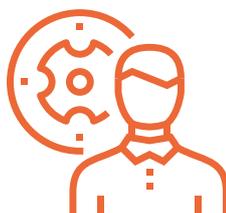


TITLE / POSITION:
Director of VET-Center

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK
Law No. 3308 on Vocational Education & Training	<ul style="list-style-type: none"> » Responsibilities of Director: » order and discipline at VET Centre » safe-guards and develops school operations according to education policies » signs training contracts with company » appointment of a VET teacher as coordinator » needs to get approval for the programs from the district body of education » provides occasional in-job training for master trainers and teachers if necessary » presides meetings with company owners » assigns teachers to teach at the company when face to face training at company is necessary 	VET Policy	Law

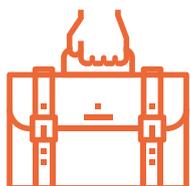


WORK PLACE:
VET School

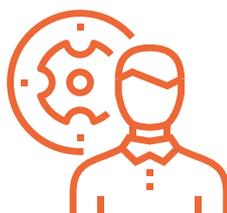


TITLE / POSITION:
VET Teacher / Trainer

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Law No. 3308 on Vocational Education & Training	<ul style="list-style-type: none"> » Has to have professional qualifications and educational and labour pedagogy. » Has to have the competence to teach in classroom, laboratory or ateliers in VET schools. » Has to guide trainees and check if they are efficiently trained at the workplace. 	General teacher frameworks/ policy	Law	Candidate teachers must have a graduation from education faculty or faculty of arts and sciences. If they have graduated from a faculty of arts and sciences, they have to take pedagogical formation courses in order to become candidate teachers. Candidate teachers take an annual nation-wide exam called KPPS (Civil Servants Selection Exam), which is a Relative Evaluation System. If the ministry announces that they will officially recruit 100 teachers of a particular branch, and that candidate teacher gets a grade to be among that 100 test takers, he is officially appointed as a teacher.

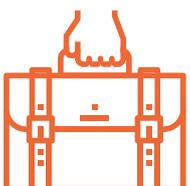


WORK PLACE:
Training company

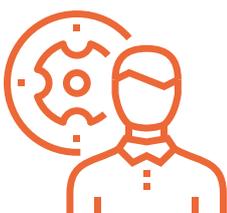


TITLE / POSITION:
Master Trainer

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Law No. 3308 on Vocational Education & Training	<ul style="list-style-type: none"> » Has to have gained the competence for mastership and the Certificate of Master Trainership in order to train the apprentices. And for this certificate, first of all, he has to get Certificate of Mastership or Certificate of Opening a Workplace, and he has to finish a 40-hour Master Trainership course given by VETs. » Is responsible for apprentices, journeymen and VET students' training at the workplace. » Has to see over whether the practical training is done in accordance with both the educational programs and the needs of the profession. 	VET Policy	Law	Journeymanhood is a title between apprentice-ship and mastership.



WORK PLACE:
Training company



TITLE / POSITION:
Company Manager

NAME OF LEGAL DOCUMENT	ASPECTS COVERED	TOPIC OF LEGAL DOCUMENT	TYPE OF LEGAL FRAMEWORK	FURTHER EXPLANATION COMMENTS
Law No. 3308 on Vocational Education & Training	<p>Responsibilities of company owner:</p> <ul style="list-style-type: none"> » Signs contract with apprentice / parents (if apprentice is under age of 19) in types of vocations determined by the Ministry of Education. » Pays the apprentice a wage » Possession of a certificate of master trainer in order to employ an apprentice. 	VET Policy	Law	Legal Basis for apprentice-ship system



2. ***Comparative Analysis***

Legal framework conditions illustrate the different forms of WBL in the partner countries. While there are programmes in countries such as Germany, Austria, Turkey and Greece that correspond to dual vocational training or apprenticeship training in the narrower sense (with a focus on in-company training), the systems in countries such as Spain, Portugal and Italy are more school-based and have only a comparatively small proportion of in-company vocational training, mostly in the form of in-company internships.

This is also reflected in the legal frameworks. In countries with a school-based approach, the focus of legal regulation also tends to be on the school sphere, especially as regards organisational and administrative tasks. By contrast, countries with an in-company training focus take both spheres into account to a comparable extent. Countries such as Germany and Austria are a special case here, since matching between the school location and the training company is automatic and there is therefore less need for coordination between these two groups of actors.

A further aspect relates to the content requirements for operational training. Here, too, a broad spectrum of regulation is evident. This ranges from legally anchored curricula and training plans individually tailored to the learners to no specification of training content at all. Here, too, it is countries with training programmes that have an in-company focus on training that determine the content of training through curricula.

There are also major differences between the partner countries with regard to the regulations governing in-company training. While there are clear regulations in countries such as Germany, Austria and Turkey as to which prerequisites training companies must meet, this is less the case especially in countries with a

school-based system. Prerequisites for training companies mainly concern the personnel requirements of the companies, such as the ratio of employees or trainers to learners, the occupation-specific qualifications of trainers or the special pedagogical qualifications of company trainers, such as the completion of trainer courses in Austria and Turkey.

An important aspect that influences the overall legal framework is the political tradition in the respective countries, more precisely the question of whether the legal system is more centralist or federalist. In more federalist legal systems, such as Spain, Italy or Germany, the design of the legal framework for workbased learning falls at least partly within the competence of individual Provinces, which contributes to corresponding intra-state differences in the legal framework.

In addition to these general observations, it was also possible to identify some country-specific peculiarities:

- » **Greece:** Strong position of the public labour market administration as regards the definition of framework conditions for dual training programmes.
- » **Austria:** The framework conditions for training, especially as far as the operational side is concerned, are determined very strongly by actors from practice or in cooperation with the social partners.
- » **Turkey:** School teachers do scheduled inspections in the enterprises. On the one hand, this makes it possible for teachers to become better acquainted with operational processes and associated requirements in practice and, on the other hand, it offers the possibility for additional pedagogical competences to be transferred to the operational level.



DEEP IN WBL



III. Inventory on cooperation structures in WBL



DEEP IN WBL

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

Introduction

Given the various traditions in the countries at stake the cooperation and dialogue between professionals involved in WBL and learning venues is differently organized. This report contains the countries approaches aiming at the creation and development of collaborative environments to ensure cooperation. It is to be noted that cooperation starts at institutional level and can be traced down to the operational level in schools, VET centres and companies, depending on the different legal structures and organizational frameworks. The national analysis answers three main questions: which are the main issues cooperation focusses on; how cooperation is organized in practice (mechanisms) and which conditions enable it.

The inventory aims at giving a summarized overview of the cooperation structures in each country with a section devoted for each participant country. Each national section also includes challenges and positive achievements regarding cooperation structures that could be recommended to other contexts and be a basis to formulate lessons learned at a later stage of the project.

At the end of the document, a brief comparative analysis summarizes the main differences

and similarities between the different participating countries.

When analyzing existing cooperation practices between professionals of WBL every partner brings in his own perspective and experiences which enriches the compilation. Hence it can be provided both a more specific approach looking at the local context (ie. Italy, Portugal) and a more broad approach (ie. Austria, Spain, Turkey) concentrating on national regulations.

Having said this, there are two lines of consideration:

1. Geographically from a national to a regional to a local point of view
2. Structurally from a more institutionalized to an organizational level.

This can be attributed to different national traditions regarding VET and work-based learning and the partners' perspectives as they represent very different actors of the VET system: 2 chambers of commerce, 1 public administration in education, 3 VET schools, 1 association, 1 NGO, and 2 companies from 6 European countries.



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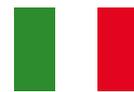
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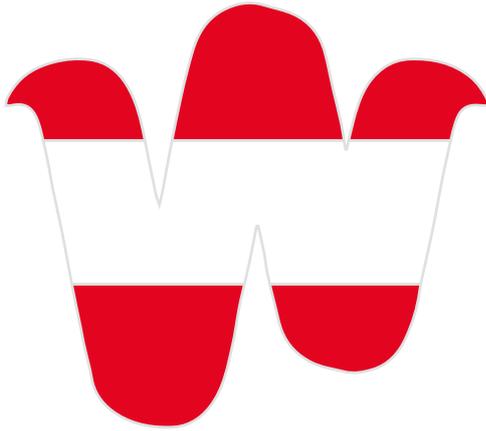


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2. Comparative Analysis 142

1.

Current national cooperation structures among the different professionals involved in work-based learning



Austria



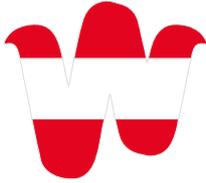
COOPERATION AMONG:
Social Partners, Teachers of Part-Time Vocational Schools,
Ministry of Economic affairs and Ministry of Education

<p>COOPERATION ON THE FOLLOWING TOPIC(S)</p>	<p>Governance - Establishing of new apprenticeship occupations & continuous modernization of existing apprenticeship occupations</p>
<p>MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES</p>	<p>Process is legally defined in BAG (=Vocational Training Act).</p> <p>The cooperation of the different actors is institutionalized in the "Federal Advisory Board on Apprenticeship" (BBAB):</p> <p>Changes to or establishment of new apprenticeship occupations are implemented by a degree of the Ministry of Economics on basis of recommendations of the BBAB</p> <p>BBAB consists of members of social partners (Economic Chamber, Chamber of Labour, Part-Time Vocational school teacher in advisory function), supported by Institute for Research on Qualifications and Training of the Austrian Economy (IBW).</p> <p>Legal process:</p> <ul style="list-style-type: none"> » Submission of expert opinions BBAB to the Ministry of Economy » Parallel development of framework curriculum for the part time vocational schools by an expert group under the leadership of the Education Ministry » Preparation of drafts for nationwide review » Involvement of all stakeholders in a consultation and review process » Evaluation of opinions and comments » Legal Issuing of training regulations by the Ministry of Economy and of framework curricula by the Education Ministry
<p>ENABLING CONDITIONS</p>	<p>It has proved useful to directly incorporate the practical experience of the companies, which are supported by their associations and training bodies into the establishment of new training regulations (e.g. new apprenticeship occupations).</p> <p>Bodies like the BBAB work in an advisory and regulatory capacity. For this purpose, it is necessary that the competent ministries and authorities are willing to delegate competences to such a body. and to accept and implement recommendations and concepts.</p>



COOPERATION BETWEEN: Training Companies (external training providers)

COOPERATION ON THE FOLLOWING TOPIC(S)	Cooperation of different companies to cover all parts of legally defined occupational profiles or additional skills
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>In Austria exist so called training alliances. Two forms:</p> <ol style="list-style-type: none"> 1. Compulsory training alliance – in case companies can't train entire occupational profile (e.g. lack of machinery, specialized work processes) 2. Voluntary training alliance – provision of additional knowledge & skills beyond occupational profile <p>Organizational options:</p> <ul style="list-style-type: none"> » Mutual exchange of apprentices between two or more companies » Unilateral sending of apprentices to (an)other companies or respective training workshops (usually against payment). E.g. big companies with a specific training department often offer participation in practical classes for apprentices of other companies) » Attendance of courses or programmes at training providers against a fee <p>In some provinces institutionalised training alliances have been set up (such as the Upper Austrian Corporate Training Alliance - FAV OO), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.</p>
ENABLING CONDITIONS	<p><u>Compulsory:</u> A legal obligation to form training alliances in case a company can't cover all aspects of the occupational profile on it's own.</p> <p><u>Voluntary:</u> Companies have an interest to impart special qualifications to apprentices (e.g. special-purpose IT programmes, foreign language skills, etc.).</p>



COOPERATION BETWEEN: Training Companies and lower secondary schools

COOPERATION ON THE FOLLOWING TOPIC(S)	Vocational orientation
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>The field of vocational orientation – although it's not compulsory for companies – is the area with the most regular cooperation between schools and companies. The following forms are the most prominent:</p> <ul style="list-style-type: none"> » Company presentations at schools » School visits in companies » Short (1-2 days) Internships in companies
ENABLING CONDITIONS	<p><u>Company:</u></p> <ul style="list-style-type: none"> » Resources for embedding school visits and work placements in operational processes (staff for organising activities, on-site supervision of students). » Resources for the preparation and execution of company presentations » Pedagogical skills for a child-friendly design of the contents (exchange with school) <p><u>School:</u></p> <ul style="list-style-type: none"> » Plan time windows for practical career guidance activities when planning the school year. » Define responsibilities and provide time resources for teachers to build collaborations and regional networks as well as organise individual activities with companies. <p>In addition the Economic Chamber offers the online-tool "Lehrbetriebsübersicht" (=training companies overview) which provides the contact details of all registered training companies as well as additional information indicating whether a training company offers company presentations at schools, School visits in companies or internships.</p>



Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

Cooperation between part-time vocational schools and training companies can be an important success factor in dual training. However, in Austria, such cooperation is implemented on a voluntary basis (except the responsibility of part-time vocational schools to inform companies about school performance of individual apprentices).

It is to be assumed in principle that the training companies and the part-time vocational schools belong to different “cultures”. Different cultures of the two “partners” of the dual system means different value orientations, experiences and perspectives, which can be obstacles for possible cooperation.

Most of existing exchange and cooperation is based on specific developments in the regions and above all on the “relationship work” as well as the willingness and ability to cooperate of the people involved at different levels.

In general, it should be noted that large companies with training departments and full-time training managers have different resources for “relationship work” with part-time vocational schools. Smaller Companies need “intermediaries” for cooperation with the vocational school. Usually, these are the guilds and trade associations in the regional chambers of commerce. Therefore it relies on the commitment of individuals from specific school sites (principal, teachers) and companies or other actors (e.g. interest groups of specific trades) to work together on different aspects. In consequence not all Austrian apprentices can benefit from such arrangements equally.

Achievements

Besides the specific area of vocational orientation there are a broad range of other forms and degrees of cooperations between schools and companies:

- » Coordination of teaching content
- » Lectures of companies in part-time vocational schools
- » Learning partnership – School and company meets regularly (2-3 times per school year) for mutual exchange at school and company sites
- » Professional group conferences – representatives of schools and companies from a specific trade/occupation (e.g. mechatronics) meet to discuss improvements of training
- » Apprenticeship contests
- » Curriculum and learning content evaluation by companies





Germany



COOPERATION BETWEEN: Government and social partners

COOPERATION ON THE FOLLOWING TOPIC(S)	Requirements for occupational standards
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>Initiative to update the content or structure of a training occupation or to develop an entirely new occupation comes from industry associations, from the top-level employer organisations, from trade unions or the BIBB (=Federal Institut for Vocational Training and Education).</p> <p>After hearing the views of all parties involved, the responsible federal ministry decides whether to proceed in consultation with the state governments, since they are responsible for the school regulations and curricula (school-based part of apprenticeships).</p> <p>Development of the training regulation content and the design of the corresponding framework curriculum for the school-based part of the programme occur in parallel. The latter is the task of the states, with one of them taking the lead.</p> <p>The agreed draft training regulation is subsequently submitted to the BIBB board, which then formally recommends the federal government enacts the training regulation.</p>
ENABLING CONDITIONS	<p>All co-operation related to VET is based on consensus, no regulations concerning initial or further VET may be issued against the declared will of either of the social partners.</p>
FOR FURTHER READING	<p>Several documents on the German VET system: https://www.bibb.de/govet/en/54885.php (retrieved 17/06/2019)</p>



COOPERATION BETWEEN:

Teachers at part-time vocational school and in-company trainers

COOPERATION ON THE FOLLOWING TOPIC(S)	Conducting training of apprentices
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>There are less regulation on how cooperation is implemented concretely, thus cooperation arrangements in practice take place at individual school/company level but basic foundation is laid out in federal regulations.</p> <p>The competent Chambers act as mediators to improve the quality of cooperation: competent chambers provide trainers with information on potential ways of cooperation between vocational schools and training companies.</p> <p>Examples for cooperation between VET schools and companies:</p> <ul style="list-style-type: none"> » “Open days”, namely visits in companies to make teachers more aware of what is expected of vocational teaching » Invitation to parents » Teacher conferences » Work placements » Establishment of working groups for discussion and consultation regarding the development of new teaching contents » Joint attending of continuous training
ENABLING CONDITIONS	<p>Particular role of the social partnership: cooperation between employers, employees, government representatives .</p> <p>Teachers and trainers see cooperation as a joint task: teachers are interested in updating their knowledge, trainers are interested in teaching content that can complement their training.</p> <p>Together with the support of chambers and sectoral actors, principals are supported in cooperation initiatives.</p> <p>Availability of financial and technical resources (including a supportive IT communication system) to undertake cooperation.</p>

² Additional Information: page 43



Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

The individual level and the personal motivation of teachers and trainers play a big role implementing cooperation although companies acknowledge a high degree of cooperation between schools and companies, they still find that cooperation could be enhanced, ie. they wish to strengthen work placements of teachers in companies on a regular basis and proposal that these work placements should also be formally accepted as continuing training by the Ministries of Culture. Furthermore the long distances or time shortages can challenge the establishments of individual contacts.

Achievements

There are implemented initiatives and projects such as:

- » Visit in companies
- » Student portfolios about training activities
- » Presentations of company-experts in vocational schools
- » Joint visits of teachers and trainers in third companies

Additionally regular meetings, forum and initiatives between teachers and training companies/trainers are conducted to reflect on key competences required for a specific profession, contribution of schools and companies to the achievement of the learning outcomes of students, specific types of learning processes required etc. It is suggested to involve as much as possible relevant stakeholders., such as Chambers, public bodies etc.





Greece



COOPERATION BETWEEN: Teachers (EPAL)

COOPERATION ON THE FOLLOWING TOPIC(S)	<p>According to the Ministry of education there is a partnership between teachers and company trainers on conducting apprenticeships schemes</p>
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>The apprenticeship is conducted on the basis of a specific curriculum. Apprentices are supervised at the company by a teacher. The teacher is required to visit the business or the organization that the students have placed at least once a month. The company trainer should have all the necessary documents and follow the contract terms. A teacher checks the apprenticeships forms, ensures for the apprenticeship calendar, count absences, update on the licenses and the most important is the progress of the learner.</p> <p>Each teachers is responsible of apprenticeship in the company for a maximum 25 pupils</p>
ENABLING CONDITIONS	<p>Teachers and company trainers develop cooperation in order to share their knowledge. Teachers are responsible to teach their students with the theory and when students start the cooperation and the apprenticeship with the company, the trainers should give the opportunity to the students to learn about the work based learning and apply their knowledge in real environment. With the support of the Ministry of Education teachers and trainers develop lessons, workshops, material and all the guidelines that will follow.</p>



COOPERATION BETWEEN: Teachers (OAED)

COOPERATION ON THE FOLLOWING TOPIC(S)	The aim of this cooperation is to make teachers more aware of what is expected of work based learning
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	This way combines theoretical and in-service training with practical training in private and public sector and the learners acquire professional experience in real working environment in order to make it easier to join the labor market. Teachers and tutors are responsible to give to learners the overview of the market. So, they have to organize their lessons and workshops. Also, according to the guidelines of the Ministry of Education, teachers should visit companies with students (before the apprenticeships) in order to discuss about the work based learning and update the teaching contents.
ENABLING CONDITIONS	<p>There is cooperation between teachers and company tutors in order to teach their learners the section of the work based learning. Teachers support their learners with the theory and tutors are responsible to share their practical knowledge to their students.</p> <p>There is a database that include companies. The learner can choose one company with the guidelines of the teacher (OAED) and they can start their collaboration. Both of them are responsible to update their knowledge.</p>





Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

Every year the Ministry of Education changes the framework of the cooperation between companies, teachers/tutors.

In Greece, WBL is a new field and there are no guidelines in order to follow the right steps.

Achievements

There are collaborations between students and companies in order to learn more about the real environment. Teachers and company tutors have the opportunities to update their knowledge.





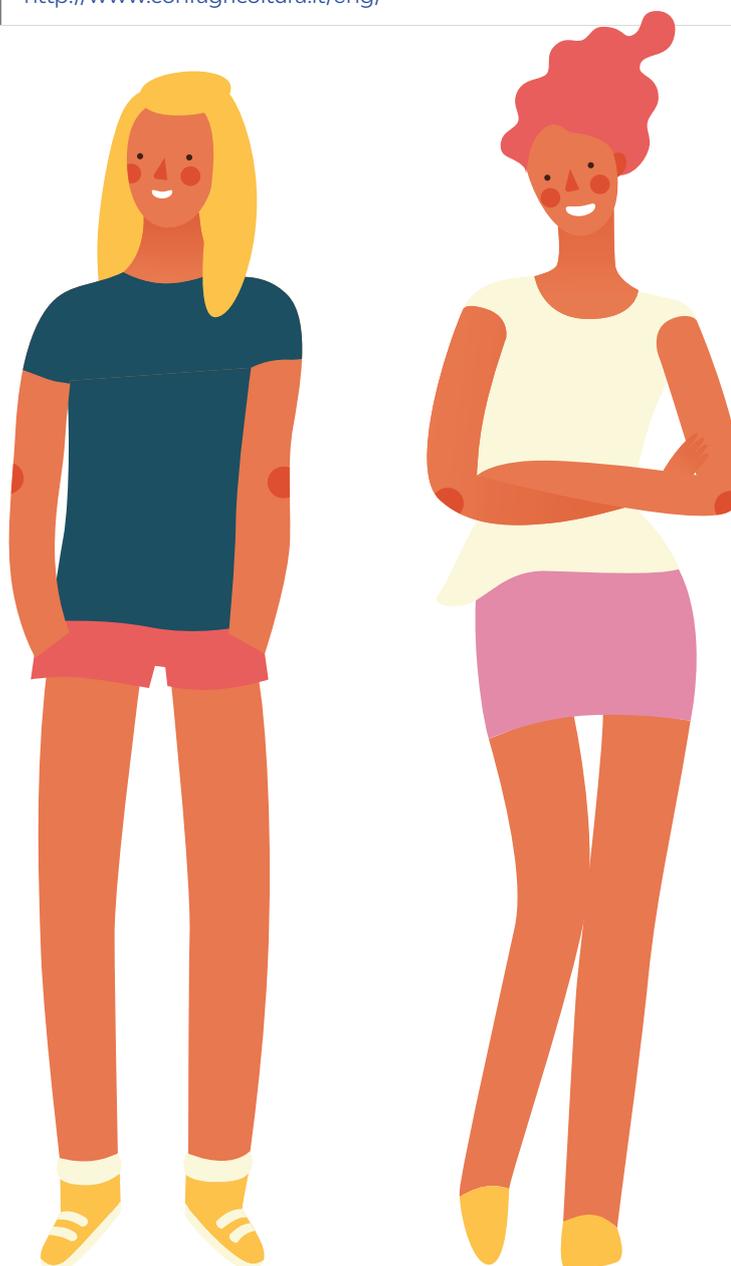
COOPERATION BETWEEN:

School and ministry, government, municipality and/or institution such as chambers of commerce, sectoral actors, professional association, trade unions organization

<p>COOPERATION ON THE FOLLOWING TOPIC(S)</p>	<ul style="list-style-type: none"> » Improving WBL opportunities at different levels, enhancing and documenting experiences » Developing employment and labor market policies » Organizing and managing conferences and different kinds of public events about the importance of WBL
<p>MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES</p>	<p>Usually, schools and other public bodies or private and professional associations cooperate to improve local economy.</p> <p>School are asked to give constructive contribution to the local economy by meeting the companies needs in term of qualification of the professionals.</p> <p>Schools are often involved in public events about cooperation with other local and national entities (examples of public events: seminar "Together for Work Based Learning: Sharing Positive Practices", Lodi, may 2019; annual zootechnical fair of Codogno, taking place in November every year; internationalization of agricultural enterprises: conferences about new technologies).</p> <p>Generally, companies are willing to host students and teachers during some "open days" and schools organize meetings and conferences with professionals ("Testimonial Day" or "Career Day": students meeting with professionals).</p> <p><u>Tools and funding:</u> There are some public calls addressed to schools for designing tools, planning activities, gaining money or other kind of resources to be used for improving WBL experiences.</p> <p>There is also a National Operational Program (PON), regulated by the government, which is a financial plan in order to support the general process of improving school quality, and also for integrating students into the workplace.</p> <p>Another tool is VET Erasmus+ project, in order to allow young people to acquire competencies and skills on the international stage. Generally speaking, a VET project requires an extensive partnership, including also professionals, associations, firms.</p> <p>Some companies share with schools tools, workshops and other resources: there are no formal provisions about it, everything depends on the relationship the school (i.e. the school manager, but most of all the teachers) is able to establish with companies.</p>



ENABLING CONDITIONS	<ul style="list-style-type: none">» Cooperation between government, representatives, chambers of commerce and sectoral actors in order to get financial, scientific and technical resources» Project proposals to be presented to potential sponsor in order to receive funding» Cooperation between school and the local context» School as an active part of local communities» Building bridges between school and labor market (for example, next farmers and agriculture workers)
FOR FURTHER READING	<p>http://www.istruzione.it/pon/ http://www.erasmusplus.it/formazione/tirocini/ http://www.comune.codogno.lo.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/313 http://www.confagricoltura.it/eng/</p>





COOPERATION BETWEEN: School and company tutors/trainers

COOPERATION ON THE FOLLOWING TOPIC(S)	<ul style="list-style-type: none"> » Institutional arrangements » Sharing information and conducting joint assessment » Supporting individuals in acquiring and developing basic skills and key competences
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>School and company tutors organize meetings to make sure that the trainee is progressing appropriately in training.</p> <p>School tutors generally visit workplaces (companies, banks, shops...) in order to determine the extent to which the teachers' involvement is related to the workplace. School and companies also have to mediate and sometimes establish a dispute resolution mechanism. The cooperation between school and companies aims to improve the quality and effectiveness of learning, by supporting learning environment; it also aims to support permeability between the different education and training pathways. Some cooperation tools are: visiting fairs, TV broadcast, and sector companies; organizing conferences and workshops with external experts.</p> <p>For example,</p> <ul style="list-style-type: none"> » Established a specific collaboration with a company which provides definite learning in the automotive diagnostic training, providing equipment with the latest tools, to ensure quick and effective learning » Organized pastry and cake design workshops » Found strategies to teach HACCP on real field » Given the students the opportunity to examine the full cycle processing from cocoa beans to chocolate and to experiment soil sampling and analysis.
ENABLING CONDITIONS	<p>Strategic partnership in the field of education and training</p> <ul style="list-style-type: none"> » Company sensibility towards school and training; school willingness to be open to local needs » Filling out all the forms and documents required and following all the rules provided » Matching school and company needs
FOR FURTHER READING	<p> https://www.texa.it/formazione/texaedu https://www.frigomat.com/it https://www.mcdonalds.it/ https://www.molinopagani.com/ https://www.bardini.it/ https://www.same-tractors.com/it-it http://www.agronomico.com/ https://www.eatalyworld.it/it/ https://www.sigep.it/ http://italiasquisita.net/it/tag/paolo-leone </p>



COOPERATION BETWEEN: School and other schools

COOPERATION ON THE FOLLOWING TOPIC(S)	<ul style="list-style-type: none"> » Sharing experiences » Giving the local offices of the Ministry feedbacks and suggestions about WBL » Coordinating activities » Providing documentation » Service learning
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>At local level (district and region) schools are linked in a general and some specific networks dealing also with WBL. For example, there are national networks for schools dealing with agriculture (such as ReNIsA).</p> <p>Each school has a general supervisor for WBL, but there are also district and region supervisors who are in charge of coordinating activities, public events, training for school tutors and so on.</p> <p>Schools cooperate in organizing WBL activities and in providing feedback and suggestions for the ministry. At the end of the school year, WBL supervisors are supposed to provide data and statistics about activities carried on in their schools. These data are shared at a general level.</p> <p>In some cases, a school can be the workplace for students from other schools. For example, some students of a linguistic lyceum, who worked for providing an English translation of a school website and other students to support teachers in French and English lessons, have been hosted in Italy.</p> <p>Very often, high schools provide some services for primary and middle school, such as workshops, peer education activities, service learning experiences. For example, some mechanic department students are working to repair some bicycles and tricycles for a kindergarten.</p>
ENABLING CONDITIONS	<ul style="list-style-type: none"> » Effective school networks » Training for people involved » Goal oriented approach (not competition between schools) » Online tools for collecting, sharing and analyzing data » Local authorities involvement
FOR FURTHER READING	<p>https://www.agro-polis.it/ http://iclodidue.edu.it/</p>



COOPERATION BETWEEN: School and senior centers

COOPERATION ON THE FOLLOWING TOPIC(S)	<ul style="list-style-type: none">» Service learning» Sharing experiences
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	Students act as teachers; they measure themselves with their own professional skills. For example, schools can have different kinds of projects related to senior citizens: teaching seniors to use IT (computer, tablet and other tools) and supporting them in building their own vegetable gardens.
ENABLING CONDITIONS	<ul style="list-style-type: none">» Projects involving schools and centers or association» Specific training for people involved
FOR FURTHER READING	https://www.assc.it/servizi/centro-diurno-integrato/ https://www.abc-digital.org/





Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

In Italy schools operate in a competitive framework. This means, for example, that sometimes schools prefer not to share information and know how in order to obtain a better performance than other schools.

Ministry policy on WBL for schools is not very clear yet. In the past three years the ministry invested a lot of money and resources for developing WBL, but then they took a step back in terms of duration of WBL experiences and also in terms of money invested.

Achievements

Now all the schools are supposed to have a WBL policy and to cooperate with local companies and firms, public bodies, private associations and employment agencies. Therefore, schools are promoting cooperation, innovation, training, and are seen as real and effective resources for the community they belong to (service learning experiences).

Public opinion is informed about school projects for WBL and this is important for schools' reputation and visibility.

Teachers involved in WBL receive training and support and develop their competences.

Students are more likely to find a job when they leave school.



Portugal



COOPERATION BETWEEN: School and company

<p>COOPERATION ON THE FOLLOWING TOPIC(S)</p>	<p>Cooperation between school teachers/trainers and company tutors:</p> <ul style="list-style-type: none"> » Selection of candidates; » Identification of tasks and learning to be performed; » Evaluation of trainees.
<p>MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES</p>	<p>The cooperation mechanisms occur, normally, before, during and after the practical training at the workplace.</p> <p>The face-to-face contact favors the partnership / collaboration regarding the identified themes. There is no national law that defines how the school-company collaboration should be performed. It is up to the entities, based on the general (national) guidelines, to reach an agreement/commitment of partnership/collaboration.</p> <p>Local authorities have the capacity to create and promote opportunities for the development of networks of partnership between: several sectors of activity; education and training institutions; trade associations; centre for employment and professional training and human resources companies (recruitment and selection) for the diagnosis and development of new teaching contents.</p> <p>Some examples of cooperation between schools and companies are:</p> <ul style="list-style-type: none"> » Activities open to the community at large » Usage of social networks to share information; newsletters from trade associations » Carrying out joint activities in local, regional or national themes: organization of conferences and seminars » Invitation to teachers, trainers and other technicians » Curricular or professional placements » Training of human resources » Visits in the companies at every 8-12 months » Events and meetings open to companies and tutors organised by VET institutions at least once a year » Participation of the tutors in the final evaluation test at school level
<p>ENABLING CONDITIONS</p>	<p>Cooperation has to be a joint task, with actors motivated to develop a present and effective social network.</p> <p>There must be a compromise between the parties to ensure that all conditions are supported: availability of material, financial and technical resources.</p> <p>Also, the level of organisation of the companies to support the practical training at the workplace, specifically to the definition of the tutor and their role, is a key enabling factor, aligned with the commitment of the VET institutions to develop and provide a quality training, responding to the needs of the labour market and companies and the expectations of trainees</p>



Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

The lack of motivation of the stakeholders can contribute to the establishment of more fragile partnerships, as personal involvement, presence and direct contact are crucial to create a strong and cohesive link. Companies and schools are becoming “without gates” institutions to enable the smooth exchange and sharing of knowledge and practices in the field of training and qualification.

It is necessary for the school-company relationship not only to be based on concerted protocols, fortuitous activities and encounters, for sharing theoretically identified in intentional projects or for punctual contacts, but also to achieve an effective engagement in an intentional and permanent relationship as an aggregator of interests, and practices at a local level and then put into operation at other levels (regional and national).

There are four main factors can compromise the success and cooperation efforts between schools and companies:

- » Lack of involvement of companies in all the phases of the WBL courses;
- » Difficult ies in the recognition of the WBL courses in the qualification and preparation of young people to the labour market;
- » Short time and investment of tutors;
- » Lack of knowledge of WBL/VET providers about the practical training at the workplace .

Achievements

Activities and initiatives developed by schools, ie. EPRALIMA:

- » Regular meetings for analysis and discussion between the partnership in order to reflect on the competences and learning outcomes of students / trainees;
- » Visits to companies;
- » Reflection moments between the trainer / teacher and tutor along the course and development of the practice in the work context by the trainee;
- » Portfolios of training activities;
- » Presentation of cases of success - both at the level of business idea and at the level of professional performance;
- » Open week of school where the various professional profiles are represented and perform live work (when possible);
- » Holding of seminars, conferences and colloquia on themes identified in partnership;
- » Local fairs, regional or national shows held to share and promote products and services, strengthen and foment the qualification of human resources, establish business strategies and foster the search for new knowledge and skills in specific areas.



Spain



COOPERATION BETWEEN: School Tutor and Company Tutor / Instructor

<p>COOPERATION ON THE FOLLOWING TOPIC(S)</p>	<ul style="list-style-type: none"> » Student /trainee selection » Development of the training program » Monitoring of the training program » Evaluation
<p>MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES</p>	<p>The legal framework foresees some mechanisms of cooperation between the company and the training center. Indeed, the School Tutor and the Company Tutor / Instructor have to cooperate on the 4 topics previously mentioned.</p> <p>In the National law, it is stated that the Dual Training is implemented with the aim of strengthening the links between companies and training centers. However, it is not specified in detail how this cooperation should be implemented. School tutors and Company Tutors / Instructors are free to use the mechanisms they consider appropriate to each topic.</p> <p>It is only specified that the training activity will be coordinated through monthly control meetings between the company and the training center in which each student will be followed up without specifying who will participate in the meeting, where and how many will be made by month.</p> <p>However, as explained in previous documents the National legal framework is very general and basic. Indeed, in Spain there is a division of competences in education between the State and the Autonomous Communities. Thus, each community has its own standards and in some cases give more details about cooperation mechanisms that should be implemented.</p> <p>Thus, the Aragonese regulation specifies that the School tutor has to make a monthly visit to the company.</p> <p>In the Valencian regulation, it is also stated the obligation to implement coordination mechanisms.</p> <p>The regulation leaves free the School Tutor and Company Tutor / Instructor to establish the opportune channels of communication. However it does indicate the obligation to set up a visiting regime on the part of the School Tutor to the company. During these visits the Company Tutor / Instructor has to provide the School tutor with all the information necessary to evaluate the student and will deliver reports on the activity realized by the student as well as his/her valuations according to the official model annexed to the regulation. The other details as the periodicity of this visiting regime will be detailed in the training program development by the training center in cooperation with the company.</p>



In practice, and due that, in Dual VET periods, a specific assessment and follow-up must be done regarding each subject or module (as compared with the Final In-company Workplacement Module (FCTs), the traditional WBL system carried out by Spanish VET schools), the cooperation of all educational, and not only the school tutor's participation, is required.

It will be pointed out hereafter, some examples of good practices related to cooperation between school tutor and company tutor regarding to the trainee selection and his/her evaluation carried out by Instituto Inter, one of the Spanish project partners:

- » They send the CV of their students to the companies before starting the WBL period, and these ones choose the trainees. Sometimes companies ask Instituto Inter to have an interview with the candidate previously to his/her recruitment.
- » The final score of the trainee is made between the VET teachers and the company instructor, what makes that the company is more interested on helping trainees to learn.

In addition, there are further examples of good practices, which contribute both to the promotion of dual VET and to improve the climate of understanding, trust and cooperation between the different professionals involved:

- » Instituto Inter organizes an annual meeting (at the end of the school year) with the participation of company trainers, VET teachers and students.
- » Every 20/30 days, VET teachers organize meetings with the trainees of the different specialties to share their experiences.

ENABLING CONDITIONS

The legal framework foresees the obligation to implement cooperation mechanisms between the School Tutor and the Company Tutor / Instructor but without being very specific and leaving the actors involved free to use the means that seem most appropriate.



COOPERATION BETWEEN: Company and training center

COOPERATION ON THE FOLLOWING TOPIC(S)	Collaboration agreement
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<p>In addition to the obligation to establish communication and coordination channels between the School Tutor and the Company Tutor / Instructor, the company and the training center will have to sign a collaboration agreement that will contemplate the following aspects:</p> <ul style="list-style-type: none">» The training program with expression of the activities that will take place in the company and in the training center, the modality of training (on site, e-learning, blended, etc.), teaching staff and evaluation criteria and form.» The number of participating students.» The grant scheme if any.» The working schedule in the center and in the company.» The conditions that companies, students, teachers and tutors must meet.» The necessary insurance for students and teachers to cover the training.» Identification of the people who exercise the tutorship of the company and the training center.» Detailed expression of certificate of professionalism or academic certification that trainee will receive at the end of the training.





Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

Regarding Spain, there are 2 national administrative bodies which hold follow-up and legislative competences in Dual VET: the Ministry of Education and the ministry of Labour. The cooperation between them could allow the integration of Initial VET, which belongs to the Labour Ministry, and the Training for Employment, which belongs to the Ministry of Education. However, the participation of both ministries has effectively resulted into two models. Besides that, the competences distribution is reproduced at a regional level, what makes the coordination and integration of both systems much more complicated. Some mechanisms should be created to allow an effective coordination of labour and education authorities, and so between the central and the regional governments.

The national legal framework does not regulate the cooperation mechanisms between VET schools and companies. These mechanisms are being regulated at a regional level; this is generating different strategies depending on the region. It should be clarified the cooperation mechanisms between the educative centres and the companies, without undermining their autonomy.

Dual VET is being developed in Spain without taking into account the social agents. And, at the same time, they are reacting in different ways: whereas the Dual VET raises positive expectations among the business organizations, the trade union representatives are taking it into consideration with scepticism and even with rejection. It would be convenient to regulate the role of each one in this system.

- » In some regions, educative centres which teach Dual VET are having some difficulties to cooperate with companies due to their size, since small companies do not mainly have the necessary resources to participate effectively in a Dual VET project. The creation of cross-company workshops, just as the ones already existing in Germany, could be then a good alternative.
- » Some multinational companies, mostly from the automotive sector, are creating their own Training Centres so to teach different official Dual VET degrees, what is generating a feeling of discomfort on the trade unions, state Training Centres and some regional bodies.



Achievements

The different Dual VET projects that are taking place around different territories in Spain are clearly showing, in general terms, the cooperation between the training centres and the business organizations, which already exists at a regional or provincial level, or the companies themselves. This cooperation is relatively easy for the educative centres which teach Dual VET because they have taken advantage of previous consolidated relations they had with companies or business organizations within the framework of the FCT (in Spain, students must fulfill a mandatory in-company work placement module by the end of their studies at VET. This is developed thanks to the cooperation of the companies, since it takes place totally at their facilities).

(Source: "Gobernanza de la formación profesional dual española: entre la descoordinación y la falta de objetivos", from Pablo Sanz de Miguel. Revista Española de Educación Comparada, 30 (July-Diciembre 2017), pages 60-81 ISSN 2174-5382)







Turkey



COOPERATION BETWEEN:

VET teacher and the master trainer in the company

VET teacher and VET Director

Master trainer and VET Director

<p>COOPERATION ON THE FOLLOWING TOPIC(S)</p>	<p>Workplace-VET Centre Coordination</p>
<p>MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES</p>	<p>A VET teacher is also appointed as a coordinator that acts as the main channel of cooperation, guidance or communication between the VET Centre and the company owner or master trainer. The VET Director sends letters for poor attendance, etc. to the training company owner/master trainer via the coordinator VET Teacher. He can also text to them. (The master trainer in the workplace/training company can be the company owner himself/herself.)</p> <p>At least once a week, the coordinator VET teacher has to visit the workplace (training company). They give a weekly report to the VET Director.</p> <p>The company owner and the master trainer can be the same person. And they can be just different people in larger companies. Then, the training company owner is the employer of the master trainer.</p> <p>There are master trainers working in the VET Centre who are part of the teaching/training staff and working in cooperation with the VET teachers. There are master trainers in the workplace/company in charge of the apprentice in the workplace/company and cooperates in contact with the coordinator VET teacher.</p> <p>If the company is a high scale large company, there is not a direct cooperation between the training company owner and the VET Centre Director or VET Teacher.</p> <p>Student chooses his/her own field and workplace and signs a contract with the workplace / training company owner. If a problem arises and the contract is cancelled, the VET Director can intervene and help find a new workplace and help the student sign contract with the company owner.</p> <p>The ministry finances the opening of a classroom even if there is one student applicant for the class.</p>



ENABLING CONDITIONS

Chambers of Artisans pay scheduled visits to the VET Centre to listen to and deal with current or upcoming problems, since all master trainers who have a company or workplace are a member of the Chambers.

Some VET Centres have atelier/workshop within their facilities, which - with the help of VET teachers - enables students to learn and gain side competences that go along with and might be required in their job area.

The fact that the ministry finances the opening of a classroom even if there is one student applicant for the class could be an advantage for the teacher and the student.

Regulations are revised and changed after VET teachers are consulted for the perfection of the system.

A VET Centre Director can sign bilateral protocol that enables the VET to get technical and logistic support from the company for the ateliers, etc.



Challenges and achievements

In order to formulate lessons learned, the following section focuses on challenges and positive achievements regarding cooperation structures that could be recommended to other contexts in each of the country involved in the analysis:

Challenges

Protocols are agreed upon by the Ministries of Education and Industry and Trade, and Chambers for a balanced provision of qualified work force from VET Centres to the industries, yet there is still not a perfect result achieved in this regard especially because small-scale businesses do not give importance to the necessary cooperation.

There is also a widespread belief that every young person should go to university and get academic education. There is negative attitude towards VET students as people believe they are low in academic success, not intelligent enough and so that's why they attend VET Centres to get trained and get a job instead of university. This situation might prevent companies from working in coordination with VET Centres for provision of future qualified work force.

Achievements

Enabling legal frameworks are updated by the government for structural reforms in new scheduled development plans.

Companies cooperate with the Ministry of Education and the Institution of Providing Jobs and Employees in the preparation, implementation and evaluation of course programs .

Career days are held in the VET Centre by company representatives for the students to see how the system runs in sectors. Regular meetings between training companies are held to discuss on key competences required for a position.

Projects are implemented between the Ministries of Education and Industry and Trade, and Chambers to build a stronger bridge between «production» and VET. As a result, chambers are opening project Thematic Schools such as aircraft maintenance, maritime, chemical technology, furniture and inner designing.



2. ***Comparative Analysis***



As described earlier there are different forms of WBL in the partner countries. While there are programmes in countries such as Germany, Austria, Turkey and Greece that correspond to dual vocational training or apprenticeship training in the narrower sense (with a focus on in-company training), the systems in countries such as Spain, Portugal and Italy are more school-based and have only a comparatively small proportion of in-company vocational training, mostly in the form of in-company internships.

Those systemic circumstances influence the level and extend to which VET professionals cooperate. In this context the cooperational bonds between companies and VET schools or other stakeholders involved in WBL are strongly related to existing legal frameworks of dual vocational training, be it regional or national.

However it turned out that in all countries, national regulations foresee mechanisms of collaboration between VET partners, sometimes those have been reported of not being specific (ie. ES, IT). Hence it is up to the actors involved how they concretely implement the

collaboration. And here is the crucial point: cooperation also depends on the willingness and ability to cooperate of the people involved at different levels.

Cooperation in all participating countries usually takes place before, during and after phase of work-based-learning, in many cases even before students enter a VET pathway during activities of vocational orientation. While the last fact concentrates on the operational level, cooperation was also identified at institutional level, ie. among different social partners and the government in AT and DE concerning the establishment /update of (new) training regulations. Mostly collaboration was reported for school-company partnerships, which are usually regulated by a collaboration agreement. Apart from that cooperation takes place in different constellations:

- » Schools <-> local/regional stakeholders by integrating schools' opinions in local context and conducting events together (IT)
- » Company <-> company to create training alliances (AT, DE)
- » School <-> school in terms of sharing experiences, providing feedback to ministries and organizing teacher training.

Summary of challenges and achievements

Participating countries consider the following points as achievements:

In all countries work-based learning achieved a considerable level of regulation and recognition. For instance many schools are supposed to have a WBL policy and to cooperate with local companies and firms, public bodies, private associations and employment agencies.

There is a broad range of forms and degrees of cooperation between schools and companies already in place such as company visits with students, Career days are held in the VET Centre by company representatives, regular meetings between teachers/tutors and company trainers, a common evaluation of the students performance etc. It was well perceived that teachers and company tutors have the opportunities to update their knowledge. Hence both learn about each others' "working world" while acquiring competences of the other - company trainers update their pedagogical knowledge and teachers their technical knowledge for the profession. Teachers involved in WBL receive training and support and develop their competences.

Furthermore the public opinion is informed about school activities related to WBL which is important for schools' reputation and visibility.

Despite those achievements there are still some points considered as challenges:

1. Collaboration cannot only be mandated, a bottom-up approach is needed: While cooperation is broadly regulated, it still depends much on the willingness to cooperate, face-to-face contacts and relationships of mutual trust and respect. Another perspective from Portugal points out the lack of involvement of companies in all the phases of the WBL courses and the short time and investment of company tutors.
2. Matter of resources: Small companies sometimes do not have the necessary resources to participate effectively in a Dual VET project. The creation of cross-company workshops/training alliances could be a solution.
3. Instable legal conditions: in the case of Greece every year the Ministry of Education changes the framework of the cooperation between companies, teachers/tutors. Italy reported no stringency in the ministries activities, taking steps forth and back in terms of duration of WBL experiences and also of money invested.
4. Regulations not transferred into clear guidelines for practitioners, yet: For example in Greece, WBL is a new field and there are no guidelines in order to follow the right steps.
5. Competition outweighs cooperation among schools: For example in Italy sometimes schools prefer not to share information and know how in order to obtain a better performance than other schools.
6. Federal system leading to different competences distribution: For example from Spain there is the call for mechanisms to allow an effective coordination of labour and education authorities, and so between the central and the regional governments.
7. Sometimes VET programmes have a negative image of being the choice for young people performing low at school/not suitable for university education. This might prevent companies from working with VET Centres for the provision of future qualified work force.



DEEP IN WBL



***IV. Inventory on
successful experiences
to boost participation
of women in WBL***



DEEP IN WBL

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



Introduction

Women in the workplace

This inventory aims at giving a summarized overview of the successful experiences to boost participation of women in WBL in the different partner countries. The first section of the docu-

ment includes different activities, initiatives and actions developed in the participating countries that have been carried out to promote women participation in WBL. In the second part of the document, you will find stories of women who succeed in different areas in the field of WBL.



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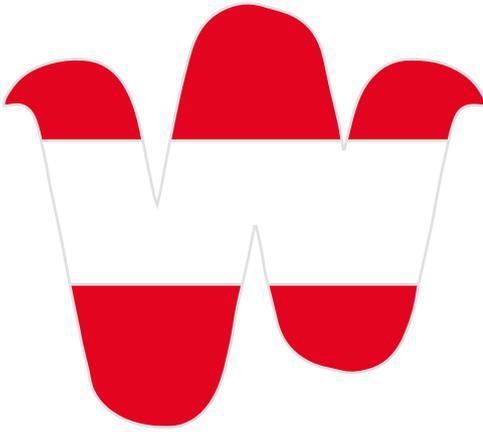


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1.

***Inventory on
successful
experiences
to boost
participation of
women in WBL***



Austria

Subsidy for training companies by public employment service



NAME / TITLE OF ACTION/ INITIATIVE:

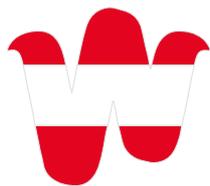
Subsidy for training companies
by public employment service



TYPE OF ACTION/INITIATIVE:

Financial subsidy

DESCRIPTION OF THE ACTION/ INITIATIVE	Subsidies for companies hiring girls or women in occupations with a low percentage of women. companies receive a flat monthly subsidy for their training costs - such as apprenticeship compensation, personnel and material expenses. Subsidies can be up to 400 euro per month for a maximum duration of 3 years (subsidy is granted for one year).
IMPACT ON WOMEN'S PARTICIPATION IN WBL	A financial incentive for companies to take on women as apprentices in occupational areas with a low proportion of women (below 40%).
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Between 2008-2014 4.258 female apprentices who completed their apprenticeship benefited from the subsidies.



FEM-Implacement



**NAME / TITLE OF ACTION/
INITIATIVE:**
FEM-Implacement



TYPE OF ACTION/INITIATIVE:
Implacement programme*

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The aim of FEM-Implacement is to help women with an interest in a technical craft profession to give the opportunity, to obtain an apprenticeship exam in non-traditional apprenticeship occupation. The aim is to broaden women's occupational spectrum and give them access to qualified positions in those sectors in which they are clearly underrepresented. » Interested women can take part in a 6-week course on perspective development and a subsequent 8-week preparatory course to get acquainted with their future profession. » During this time, a total of 5 weeks of work experience through internships are planned. Following on from this, training in the cooperation companies begins with the aim of positive completion of the final apprenticeship examination. » During the participation women receive unemployment benefits. » 75% of training costs were subsidized by the province of Upper Austria. » Companies pay a monthly contribution per apprentice and 25% of the training costs.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Women can try out different craft-technical activities. » Support in the selection of a suitable technical craft occupation. » Practical experience through internships. » Preparatory courses for an optimal introduction to apprenticeship training.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>In 2009 35 women participated in the orientation module, 18 in preparation courses and 10 started an apprenticeship training.</p>
FOR FURTHER INFORMATION	<p>http://www.lrsocialresearch.at/sozialforschung/archiv-en/507-Evaluation-of-the-%C2%93FEM+Implacement%C2%94+foundation+Upper+Austria</p>

**Implacement Programs are partly public funded and offer companies the opportunity to qualify the specialists they are looking for specifically for their needs.*



FiT



**NAME / TITLE OF ACTION/
INITIATIVE:**
FiT



TYPE OF ACTION/INITIATIVE:
Qualification & counselling
programme by the PES

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The programme “FiT - Women in Technology and Crafts” promotes the entry of women into occupations with a proportion of women of less than 40%. » Target group are all women registered as job seeker at the PES. No prior training or experience is required. It consists of vocational orientation (clearing, competency mapping and broadening perspectives, decision making for specific occupation/ training), basic theoretical training (MINT – theoretical training, workshop, project work, internships) and formal training in envisaged occupation (beyond others in form of dual training). During their participation women receive ongoing advice and support (e.g. learning assistance, advice on reconciling work and family life) as well as financial support (unemployment benefit, training allowance, childcare allowance).
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Reflection about vocational interests. » Improving Career management skills. » Improving skills in STEM (sciences, technology, engineering, mathematics).
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>In 2018 7.937 women participated in the FiT programme.</p>



Vienna Daughters Day (Girls day)



NAME / TITLE OF ACTION/ INITIATIVE:

Vienna Daughters Day
(Girls day)



TYPE OF ACTION/INITIATIVE:

A yearly one-day vocational
orientation event for girls

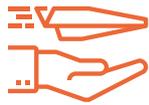
DESCRIPTION OF THE ACTION/ INITIATIVE	The Daughters Day Vienna gives girls the opportunity to spend a day exploring the world of work. They can choose between almost 160 companies. The focus is on technical, craft and scientific professions. All girls between the ages of 11 and 16 who attend school can participate. The trial day is free of charge in all companies.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	The daughters day is intended to encourage girls to set themselves broader goals with regard to their career aspirations and to go their own ways beyond traditional role models.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	From 2002 to 2017, a total of around 40,000 girls took part in the Daughter's Day.





Germany

Part time vocational training for young parents



NAME / TITLE OF ACTION/ INITIATIVE:

Part time vocational training for young parents



TYPE OF ACTION/INITIATIVE:

Legal regulation

DESCRIPTION OF THE ACTION/ INITIATIVE	Section 8 of the Vocational Training Act (BBlG) offers trainees the option of undergoing training part time. Trainees who undergo part-time initial vocational training have to work at least 25 hours a week. The trainee and the training company have to agree on when these hours are to be worked. The trainee and the trainer have to submit a joint application to the relevant official body. Part-time initial vocational training does not invariably lead to a longer overall duration of the individual's training.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Part-time initial vocational training represents an opportunity – particularly for young mothers, fathers and care-givers – to undergo vocational training and still fulfil one's family responsibilities. Experiences have shown that part-time trainees are usually highly motivated and many companies are interested in offering part time vocational training.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	"According to data from the vocational training statistics provided by the statistical offices of the Federal and Länder governments (vocational training statistics for the 31st of December), 2,085 new contracts for part time vocational training were concluded in 2016, just 0.4 % of all new training contracts in that training year (2015: 2,043 new part time training contracts so also 0.4 %). As in previous years, more female trainees (0.9 %) than male trainees (0.1 %) were training part time."



Cliché Free Initiative



NAME / TITLE OF ACTION/ INITIATIVE:
National service point "Cliché Free Initiative"



TYPE OF ACTION/INITIATIVE:
National initiative funded by the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).

<p>DESCRIPTION OF THE ACTION/ INITIATIVE</p>	<p>The Cliché Free Initiative (German: Initiative Klischeefrei) is an alliance between representatives from the areas of education and training, policy making, business and research. It is not gender specific in terms of support and advice only to girls. It campaigns for career and study choices to be made free from gender stereotypes. The Service Agency of the Cliché Free Initiative provides guidance and facilitates networking between institutions and active participants. It prepares and edits information, such as measures which have been structured in a gender-sensitive manner, other materials and examples of successful practice, and makes these available free of charge on the klischee-frei.de portal. The webportal offers background information on career and study choices, ie.</p> <ul style="list-style-type: none"> » fact sheets which clearly explain figures on education- and occupation-related topics; » media library that holds selected examples of what a cliché-free choice of occupation and study can look like; » glossary that contains definitions of relevant terms on the topic of cliché-free choice of occupation and study.
<p>IMPACT ON WOMEN'S PARTICIPATION IN WBL</p>	<ul style="list-style-type: none"> » In company-based training, women and men are unequally distributed across the individual training areas. This is true of the public sector, but applies to an even greater extent to training in agriculture, in the craft trades, in the liberal professions and in housekeeping. Significant differences between the subjects chosen by young females and males are also revealed at vocational schools and at institutes of higher education. » The initiative faces the challenge that young people are likely to align their occupational choice decisions to traditional patterns. This means that the career spectrum available to them becomes limited. The initiative supports a career choice of young people which match their strengths and which they enjoy, free from any clichés and gender-based allocation.
<p>POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE</p>	<p>There are no concrete positive achievements that can be traced back to the initiative. However there are statistical figures drawing the following picture: In 2018, A total of 521,900 people signed a new training contract. This is 1.2 percent more than in the previous year. However, the increase is exclusively attributable to men's training contracts (+2.6%). The number of new contracts concluded by women fell again (-1.0%). The downward trend observed over the past ten years for women to take up dual vocational training is continuing. One reason could be that young people (also girls) favour higher education. The number of first-year students has been rising for years. With a share of women of about 49 percent, the relationship between men and women has been almost balanced since 1998. Longer-term observations show that the proportion of female students in subjects with a high proportion of men is slowly increasing. In the MINT subjects, almost 30 percent of all students are now women.</p>
<p>FOR FURTHER INFORMATION</p>	<p>Statistics: https://www.klischee-frei.de/dokumente/pdf/a41_klischeefrei_FB06_Frauen_und_Maenner_an_hochschulen.pdf https://www.klischee-frei.de/dokumente/pdf/a41_klischeefrei_181116_Faktenblatt_10_UA_Betriebliche_Berufsausbildung.pdf</p>



MINT-Toolbox



NAME / TITLE OF ACTION/ INITIATIVE:

MINT-Toolbox (funded by The National Initiative New Quality of Work)



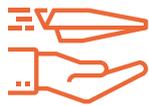
TYPE OF ACTION/INITIATIVE:

Resource/Toolbox

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The MINTtoolbox aims to provide HR managers in small and medium-sized enterprises (SMEs) with ideas on how to address more young women using simple and tried and tested methods, and how to promote women experts already working in the companies in order to tap their full potential as specialists and managers. » Small and medium-sized companies in particular are already doing a lot of good - but they do not market their corporate values enough. As a result, potential female apprentices and junior executives often do not even know about the benefits of working in such a company.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » The MINT-Toolbox was developed as part of the project "Project MINTrelation Future Workshop Technical Professions" (2013-2016) and is intended above all to support small and medium-sized enterprises in their competitiveness, particularly with regard to the acquisition and retention of female skilled workers. In an innovative way, the project brought three target groups into a dialogue: Managers / personnel managers in companies in the metal, electrical and IT industries, female trainees and skilled workers from the companies and students. After intensive company explorations by the female pupils and students, all groups involved developed future scenarios for attractive and motivating working conditions in joint workshops, which take particular account of the aspect of women's and family friendliness. » The aim was to increase the attractiveness of the employer by working on a corporate culture that promotes families and women, in order to attract more young women and retain female employees.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>One part of the toolbox are recommendations on how to address female junior staff with special activities:</p> <ul style="list-style-type: none"> » <u>Company explorations:</u> <ul style="list-style-type: none"> » Use entertaining mini internships to convey concrete ideas about MINT occupations. » Company rally for school students » Bringing pupils together with female trainees » Creative hands-on projects for students provide insights into industrial and technical professions <ul style="list-style-type: none"> » MINT day seminars for girls » Taster days at the weekend » Girls'Day » <u>Female role models</u> Appointing ambassadors for technical occupations. Mentoring programs for young women. » <u>Cooperation with schools, universities and other institutions.</u> School partnerships. Apprentices present job profiles. Action days in corporate association with other companies. » <u>Internships, jobs, fairs.</u> Paid internships or holiday jobs. Practical exercises at training fairs.
FOR FURTHER INFORMATION	<p>http://www.minttoolbox.de/index.php (German)</p> <p>https://www.inqa.de/EN/Home/home.html</p>



Gender competence



NAME / TITLE OF ACTION/ INITIATIVE:

Learning module on “Gender competence” for in-company trainers



TYPE OF ACTION/INITIATIVE:

Learning resources for teachers/ trainers

DESCRIPTION OF THE ACTION/ INITIATIVE	The learning module offer in-company trainers the opportunity to develop “gender competence”. This primarily refers to an awareness of certain gender-typical behaviour patterns - behaviour patterns that are usually so familiar to us that we no longer pay attention to them.
IMPACT ON WOMEN’S PARTICIPATION IN WBL	Participants will get to know better gener-typical behaviour patterns and one’s own reactions to them in order to give targeted impulses for the professional development of young women and men.
POSITIVE ACHIEVEMENTS OF WOMEN’S IN WBL WITHIN THIS INITIATIVE	Not measurable. This training material is part of the web portal foraus.de, provided by the Federal Institute for Vocational Education and Training. The portal is widely acknowledged and offers wide-ranging internet provision, including vital information on the organisation of company-based training.
FOR FURTHER INFORMATION	The learning module on gender competence can be found here https://www.foraus.de/media/08_gender_mainstreaming.pdf (in German)





Greece

ESPA



**NAME / TITLE OF ACTION/
INITIATIVE:**
ESPA



TYPE OF ACTION/INITIATIVE:
Financed from the government

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The aim of the programme is to develop, support and encourage entrepreneurship by women between the ages of 18 - 55, who wish to establish an enterprise in the sectors of manufacturing, services, tourist activities and e-commerce. » Emphasis is given in the development of new technologies, in the use of innovative methods of production and promotion of products and services, in the growth of business skillfulness in the sector of environment and generally in the promotion of modern enterprising activities aiming at the creation dynamic and competitive enterprises
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Support and standardize the inclusion of women in entrepreneurship.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	According to the programmes that ESPA develops very year, women have the opportunity to gain more knowledge regarding the WBL. Also the result of the programme is to develop new job opportunities for women.
FOR FURTHER INFORMATION	https://www.espa.gr/el/Pages/Default.aspx



Congress of woman entrepreneurship



**NAME / TITLE OF ACTION/
INITIATIVE:**
Congress of woman
entrepreneurship



TYPE OF ACTION/INITIATIVE:
Conference

DESCRIPTION OF THE ACTION/ INITIATIVE	The Congress is organized by the Forum of the Adriatic and Ionian Chambers of Commerce and Arta Chamber of Commerce, in collaboration with Ioannina University (Uniadriion member) and Split Chamber of the Economy (Forum AIC member). It aims to provide a cross-regional perspective on the best practices and prevalent challenges in scaling up women's economic empowerment and entrepreneurial activities, in the field of alternative tourism in the Adriatic and Ionian Macroregion.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	The event brings together a vast community of actors from across the Adriatic and Ionian area: experts, institutional representatives, entrepreneurs, and stakeholders, all of whom are devoted to the development of women's entrepreneurship.
FOR FURTHER INFORMATION	https://www.espa.gr/el/Pages/Default.aspx

International Women's Day



**NAME / TITLE OF ACTION/
INITIATIVE:**
International Women's Day



TYPE OF ACTION/INITIATIVE:
Conference

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none">» Organisations, VET centers and enterprises present their actions regarding the empower of women in WBL and in the field of entrepreneurship.» Successful women present their stories and trying to support other women who want to.
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ASL Real work experience



**NAME / TITLE OF ACTION/
INITIATIVE:**
ASL
Real work experience

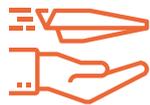


TYPE OF ACTION/INITIATIVE:
Government-financed.
Educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Mandatory activity for students. » Possibility to spend 5 to 10 weeks improving their skills in a real work experience. » Students have to work at least 40 hours a week and they don't receive a salary. Company and the trainees have to sign a detailed agreement. <p>Examples:</p> <ul style="list-style-type: none"> » A student went to Sweet Mama pastry and she developed a great interest in cake design. » Another student was trained by an ex student and now she works permanently in the pastry owned by her trainer.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Opportunity to discover work-propensity. » Support the inclusion of female students in traditionally male work area.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>Experiences have shown that companies become interested in female highly motivated also for job opportunity in traditionally male work area.</p>
FOR FURTHER INFORMATION	<p> http://www.alternanza.miur.gov.it/cos-e-alternanza.html http://www.istruzione.it/alternanza/ https://www.sweetmama.it/ https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/ https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html </p>



ASL Training Course experience



**NAME / TITLE OF ACTION/
INITIATIVE:**
ASL
Training Course experience

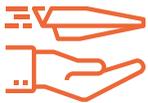


TYPE OF ACTION/INITIATIVE:
Financed by government,
schools or private company

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Optional or mandatory activities. » Training Course experience where teachers are specialists or local businessmen. <p>Examples:</p> <ul style="list-style-type: none"> » Our ex student, now pastry shop owner (specialized in cake design), comes to school every year to train others students in a cake design course.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Opportunity to discover work-propensity. » Support the inclusion of female students in traditionally male work area.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>Experiences have shown that companies become interested in female highly motivated also for job opportunity in traditionally male work area.</p>
FOR FURTHER INFORMATION	<p>https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/ https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html</p>



ASL Training Course experience

**NAME / TITLE OF ACTION/
INITIATIVE:**

ASL
Training Course experience

**TYPE OF ACTION/INITIATIVE:**

Financed by government,
schools or private company

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Training in an administrative office in the local Town Hall and in a business consultant private office. » During her school years a student did two internships: the first one in the economic office of the town hall and the second one in a business consultant office. They were both key experiences for her, because after her diploma and bachelor's degree she was able to apply for and find a job in the administrative office of a very important software house first, and now she's working in the accountant department of a company operating in the transport sector.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Projects involving local township economic department and private business consultant offices. » Specific training for people involved.

STEM: femminile plurale

**NAME / TITLE OF ACTION/
INITIATIVE:**

STEM: femminile plurale
(STEM: feminine plural)

**TYPE OF ACTION/INITIATIVE:**

National competition
organized by Education Ministry
every year

DESCRIPTION OF THE ACTION/ INITIATIVE	The competition aims to fill the gender gap and develop girls' attitudes towards STEM both in university studies and in the choice of their career.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Young women are encouraged to study STEM and to choose careers connected with STEM.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	More girls are involved in WBL experiences which require STEM competences.
FOR FURTHER INFORMATION	https://www.noisiamopari.it/site/it/mese-delle-stem/



#STEMintheCity



**NAME / TITLE OF ACTION/
INITIATIVE:**

#STEMintheCity



TYPE OF ACTION/INITIATIVE:

Event organized by Milan municipality in cooperation with some important public and private entities and with the support of U.N.

DESCRIPTION OF THE ACTION/ INITIATIVE	The event aims to fill the gender gap and develop STEM culture and remove some stereotypes which may hinder girls' learning and working opportunities.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Young women are encouraged to study STEM and to choose careers connected with STEM.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	More girls are involved in WBL experiences which require STEM competences.
FOR FURTHER INFORMATION	https://www.steminthecity.eu/l-iniziativa/steminthecity2019.kl



Portugal

“Engenheiras por um dia” “Engineers for a day”



NAME / TITLE OF ACTION/ INITIATIVE:

“Engenheiras por um dia”
“Engineers for a day”



TYPE OF ACTION/INITIATIVE:

National initiative related to the development of a project under the responsibility of the Commission for Citizenship and Gender Equality, which took place in the 2016/2017 and 2018/2019 school years in a total of 26 schools

<p>DESCRIPTION OF THE ACTION/ INITIATIVE</p>	<ul style="list-style-type: none"> » The engineering and technology professions have evolved very positively when it comes to wages and earnings, career possibilities and the potential for innovation and progress for the economy. Contrary to this trend, the percentage of women attending engineering and technology courses had evolved negatively. This means that the feminization rate of these courses has remained low and unchanged. » The purpose of the project is to pre-vent and invert the gender gap in terms of professional opportunities, salary and possibilities for decision-making. » It is intended that students (women) choose engineering and technology, deconstructing the idea that these are male domains, and encourage in boys the idea that all professional areas should be shared by both sexes. The project intends to value the idea that all professional environments should be equally friendly to women and men.
<p>IMPACT ON WOMEN'S PARTICIPATION IN WBL</p>	<p>Here are some testimonials / opinions from women:</p> <ul style="list-style-type: none"> » “The project was a way for me to demystify and recognize skills that I didn't think I had before, wanted to go to a doctor, etc.” » “Since I underestimate myself, as many women do, I didn't think I was as good as some men are. There is a social condition that leads us to make decisions that do not defend necessarily our interests.” » “From the best initiatives of recent years. We have one more open door. We know how engineering works.” » “The project at our school included more areas other than science. It was more extensive. We addressed issues related to Gender Equality. It helped to open horizons. It was focused on Engineering, but inequality exists in many areas (...).” » “This project is not to value women, but to create conditions for equality.” » “Deconstructing gender roles is more difficult for boys than girls. The boys were interested because it is an area that tells them something. If we did a project for girls' courses, they would reject it.” » “Boys accepted well, but it is not clear to them that change is necessary.” » “I'm glad I was born in this generation. What the boys felt was what we had felt all these years: excluded from some contexts.”



**POSITIVE
ACHIEVEMENTS
OF WOMEN'S IN
WBL WITHIN
THIS INITIATIVE**

- » Fighting sexist stereotypes and prejudices about what is supposed to be proper to women and men.
- » It demystifies the prevailing idea that there are academic and professional areas more male and others more female.
- » It deconstructs among students' prejudice and stereotypes about the professional and knowledge areas associated with Engineering and Technologies.
- » Promotes a freer choice of these areas of study by women.
- » Provides informal local and regional mentoring networks with female professionals and women studying these domains.
- » Raises awareness among schools and educational agents of the problem of gender separation by occupation, and in particular the scarcity of women in the fields of technology and engineering.
- » Mobilizes educational agents for concrete strategies to mainstream this problem into their activities (professional orders, higher education, vocational schools, local authorities, companies and technology centers).
- » Involves municipalities and encourage them to combat and prevent occupational imbalances between women and men.

**FOR FURTHER
INFORMATION**

<https://www.cig.gov.pt/aco-es-no-terreno/projetos/engenheiras-um-dia/#Caracter>



EXPOVEZ



**NAME / TITLE OF ACTION/
INITIATIVE:**

“EXPOVEZ”

It’s a fair that takes place in public space for three days (Friday to Sunday) in Arcos de Valdevez



TYPE OF ACTION/INITIATIVE:

Annual initiative with impact at local and regional level

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The event aims to promote the region, showing the dynamics of the business fabric, as well as its importance in the economic and socio-cultural context, bringing together in the same space about 150 exhibitors, dedicated to the promotion and appreciation of trade and services, industry , agriculture, handicrafts, gastronomy, training and local products. » Every year the school (Epralima) presents its training offer, demonstrating through simulated practice some course activities. There is no differentiated disclosure (for men or women) but Epralima is investing in attracting women to traditionally male courses. For instance, during the exhibition, there are several girls playing soccer ball sports, as well as there are girls demonstrating how to make an electric installation, demonstrating how to project a 3D drawing.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<p>There has been a perception that women are no longer afraid to assume their interest in some areas and they approach, ask questions and explore activities.</p>
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>There has been an increase in women’s enrolment</p>

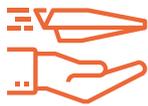




Spain

RESOLUTION

Regional Resolution by the Valencian Community Government



NAME / TITLE OF ACTION/ INITIATIVE:

"RESOLUTION". April 10, 2019, of the department of Education, Research, Culture and Sports of the regional government of the Comunidad Valenciana, by which grants are summoned with the purpose of promoting the access of female students to the Vocational Training corresponding to certain formative cycles of the families that integrate its object.



TYPE OF ACTION/INITIATIVE:

Grant from a regional government co-financed by ESF

DESCRIPTION OF THE ACTION/ INITIATIVE	250 female students could apply for financial aid if they enrolled, for the first time, in the 2018-2019 academic year in the first year of some vocational training diplomas (Electricity and Electronics, Energy and Water, Mechanical Fabrication, Installation and Maintenance and Transport and Vehicles Maintenance). Each student could receive a maximum of 600 euros and a minimum of 390.40 euros.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Support and standardize the inclusion of female students in traditionally male VET studies.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	250 female students have been able to study these modules benefiting from this economic aid. This will encourage and support female presence in these studies.
FOR FURTHER INFORMATION	http://www.ceice.gva.es/es/web/formacion-profesional/ayudas-alumnas-de-determinados-ciclos-formativos http://www.dogv.gva.es/datos/2019/04/15/pdf/2019_3843.pdf https://www.elperiodicomediterraneo.com/noticias/castellon/dan-ayudas-600-euro-chicas-cursen-fp-masculinizadas_1216288.html



Pioneras FP



NAME / TITLE OF ACTION/ INITIATIVE:

"Pioneras FP" "Crea tu propio camino. Escoge FP"
["VET Pioneer", "Choose your own path. Choose VET"]



TYPE OF ACTION/INITIATIVE:

Educative campaign (videos and resources for the class) from HETEL (Asociación de centros Abantean de FP de Euskadi). HETEL is an Association of Vocational Training Centres in the Basque Spanish region.

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Through various dynamics, HETEL identified that one of the main handicaps for girls when it comes to make a decision about their professional future and that makes them not to choose this type of technical degrees, is the lack of female referents in the industry together with the fact that they do not really know the professions existing in the industry of their region, the Basque Country. » This educative campaign aims to make young people, but especially young women, aware of the professional opportunities that certain technological or technical of Vocational Education degrees offer. Moreover, this campaign aims to show the reality of certain jobs in the industry and bring young women closer to the industrial sector. » The campaign consist of a dozen videos, in which 10 girls, one per video, explain their daily work from their current company in position such as: draughtswoman, robot programmer, engineer of mobile units, laboratory analyst, quality technician, laboratory technician, modules and subassemblies assembler, technical researcher, designer and metrologist or production programmer in mechanical manufacturing. » The videos are complemented with a spot in which four women pioneers in different fields show how they chose a new path without fear, as well as resources and posters to work in the classroom, such as work sheets, calendars, etc.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	To increase enrolments in industrial VET cycles and have a more inclusive industry.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Encourage young women to break schemes and study Industrial VET studies.
FOR FURTHER INFORMATION	<p> http://www.hetel.eus/index.php/eu/aitzindariakfp https://www.eleconomista.es/ecoaula/noticias/9874407/05/19/HETEL-pone-en-marcha-una-campana-con-mujeres-referentes-para-impulsar-las-matriculas-femeninas-en-la-FP-Industrial-vasca-que- apenas-roza-el-6.html https://www.eldiario.es/norte/euskadi/trabajadoras-industria-matriculas-FP-industrial_0_898710644.html https://www.europapress.es/euskadi/noticia-campana-trabajadoras-industria-vasca-intentara-aumentar-matriculas-femeninas-fp-industrial-20190513145037.html https://www.noticiasdegipuzkoa.eus/2019/05/14/la-noticia-positiva-del-dia/lanzan-una-campana-para-que-las-mujeres-entren-en-la-fp-industrial </p>



Girls' day in BSH Factory



NAME / TITLE OF ACTION/ INITIATIVE:

Girls' day in BSH Factory
16th May 2018

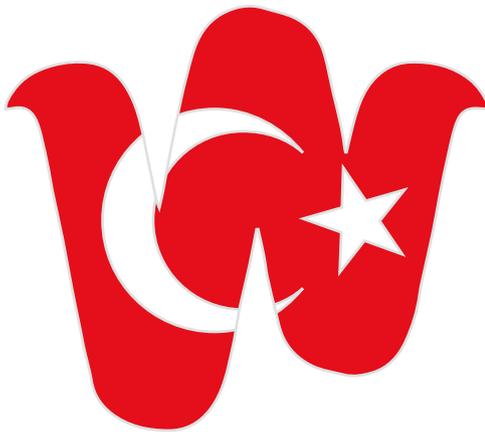


TYPE OF ACTION/INITIATIVE:

Private initiative promoted by the German Chamber of Commerce and Industry for Spain and the Chamber of Commerce, Industry and Services of Zaragoza

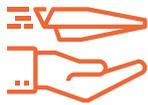
DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » 28 students (16 years old girls), 1 female VET teacher, 7 female company trainers and 3 female representatives of 2 Chambers participated in this initiative welcomed by BSH Electrodomésticos Spain. » Seven female workers of BSH with technical profiles shared their experience with the students encouraging them to work towards their own goals and to follow the path of technical studies if they wished so. » During the day the students worked in teams and interacted with the user interface options that BSH Group was developing. Then, together with the head of the induction laboratories they watched a video in which other female researchers shared their experience. » The students got to know the day-to-day life in a factory. One of the engineers presented the different existing departments in the company and the different technical profiles of the employees. The day ended with a guided visit to the factory so that the students could familiarize with the environment of what could be their future workplace.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<p>Raise awareness about the existence of female scientific in technical and business environment.</p>
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>The students realised the important role of female engineers and scientists in the technical areas of a company and the existent need for mixed work teams to achieve better results. young women to break schemes and study Industrial VET studies.</p>
FOR FURTHER INFORMATION	<p>https://zaragoza.salesianos.edu/colegio/alumnas-de-bachillerato-participan-en-el-girls-day-de-bsh/ https://comunicacionbsh.es/post/los-talleres-de-bsh-motivan-a-las-futuras-cientificas-en-el-%E2%80%98girls%27-day%E2%80%99</p>





Turkey

Practical Girls Art Schools



**NAME / TITLE OF ACTION/
INITIATIVE:**
Practical Girls Art Schools



TYPE OF ACTION/INITIATIVE:
Campaign, institution opening

DESCRIPTION OF THE ACTION/ INITIATIVE	These schools are non-formal education institutions which provide vocational education to young girls and women who have completed formal education institutions or who have left any level or never entered this system, through modular programs organized in different periods and levels.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	In these institutions, 16 professions such as training and complementary basic education, clothing, embroidery, child care, crafts, painting, home management and nutrition, garment, leather garment, tailoring, hand weaving, knitting, graphics, ceramics and hairdressing. There are 224 courses in the field. All participants and instructors are women.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Thousands of women and girls have benefited from the work-based training. In 487 Practical Girls Art School (dependent and independent), 102.183 people have completed their vocational courses. In the last five-year period, the average number of participants per year is 113,000. There have also been women who started their own business.
FOR FURTHER INFORMATION	<ul style="list-style-type: none"> » Ministry of Education. Girls Technical Education in Vocational Technical Education, XV. National Education Council. » Ministry of Education. Budget Reports

⁶ Additional Information: page 47



Competence Institutes



NAME / TITLE OF ACTION/ INITIATIVE:

Competence Institutes



TYPE OF ACTION/INITIATIVE:

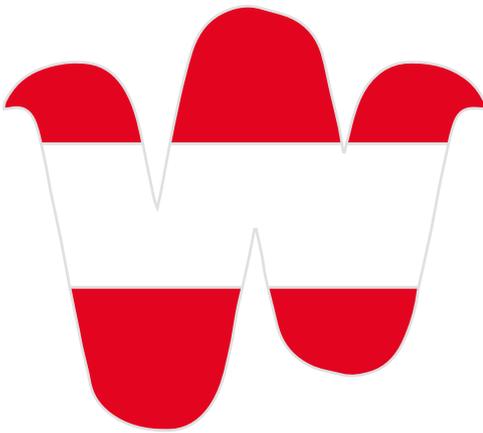
Campaign, institution opening

DESCRIPTION OF THE ACTION/ INITIATIVE	These institutions are 2-year adult education institutions which enables the graduates of Girls' Vocational High Schools or Practical Girls' Art Schools to develop their professional knowledge and skills on an art field of their interest and research and develop Turkish clothing and crafts.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	In these institutions, education and training services are provided in 24 fields such as touristic crafts, ceramics, stained glass, jewelery and so on. In the last five-year period, the number of institutes was 23 and the average annual number of participants was 2,500.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Revolving Funds have been established within the institutes in order to realize in-production training instead of consumer training. The students participate in production by carrying out vocational training on the job. The dividends are distributed to the students at the end of each month. In addition, graduates of these institutions work as master instructors in the same institutions and produce for themselves.
FOR FURTHER INFORMATION	<ul style="list-style-type: none"> » Ministry of Education. Girls Technical Education in Vocational Technical Education, XV. National Education Council » Ministry of Education. Budget Reports

2.

***Success stories of
women in the field
of WBL***





Austria

Biography Mrs. L., car technician

» FIRST CONTACT WITH TECHNICAL/TECHNICAL ACTIVITIES

Mrs. L., 19 years old, came into contact with automechanical activities as a child when she was allowed to look over the shoulder of her two uncles and developed an interest in technology. She was interested in cars, motorcycles and motor sports. Her uncles explained and showed her a lot and she could also help herself. Mrs. L. also calls her uncles her role models.

She also helped her father, who works in agriculture, with the machines. This also supports them in their interest in technology.

» SCHOOL AND INTERESTS

In the Hauptschule Mrs. L.'s favourite subjects were German and English, in the Polytechnische Schule Werken.

In the polytechnic school, the vocational orientation took place and Mrs. L. felt well supported by the teachers as one of the few girls. In the vocational orientation classes, the earning opportunities were discussed and also the differences between typical female and male occupations were pointed out. However, Ms L. stressed that this had not been decisive for her decision. Asked about her experiences with prejudice, Ms. L. says that in the beginning, schoolmates had had to deal with it at school, but over time acceptance and normality had come about. Ms. L. also says that it is important to concentrate on one's own goal - namely to become a motor vehicle technician - and thus to motivate oneself.

» CAREER CHOICE

Already in the third grade of the Hauptschule Ms. L. tends to do a technical training in motor vehicles, whereby her mother in particular is not enthusiastic. Thereupon Mrs. L. - according to her own words - also looks at "typical girl professions".

Her mother, who runs a restaurant, would rather see the daughter in a more traditional activity and especially in her own restaurant. But Ms. L. knows from the fact that she has often helped out there on weekends that this is not an option for her as a profession.

Since she attends a polytechnic school, her interests are promoted, she is informed and has the opportunity to get a taste of different areas and companies. This has helped her a lot in her choice of career.

» TRAINING PROCESS

Finding a training place in the surrounding area was initially not easy for Ms. L. Since her home town is in rural areas, there were only two companies that would have been easily accessible for the young people. There it was fobbed off, however, first with the often brought forward reason that no lady toilet was present in the enterprise.

Thereupon she applied in a more distant company, which also took her in. When the other company on site noticed this, it was suddenly possible for Ms. L. to complete her apprenticeship there: "So to speak: Okay, Porsche takes her, then we will take her, too" Ms. L. describes her impression.

Ms. L. tells us that she was very motivated during her training and that her nice colleagues also contributed to it. They supported them both professionally and personally. The good working atmosphere was a very important criterion for Mrs. L., which helped her to complete her training. Nevertheless, she was initially confronted with sayings and gossip in her own business.

Ms. L. judged the combination of theoretical knowledge from vocational school and practical knowledge from the company to be very good.

» CURRENT EMPLOYMENT AND SATISFACTION

Mrs. L. is employed in the same company and is satisfied with her work. She says she gets a lot of recognition and admiration, especially from customers.





Germany

Franziska Mueller

Franziska Mueller, 29, Container gantry crane driver in the Port of Hamburg.

Franziska is one of four female container gantry drivers among almost 140 men. For her, the harbour belongs to the family! She literally grew into it. Her grandfather loaded ships, her father and her brother did the same. It was clear to her early on that she also wanted to work in the harbour. She either sits upstairs and operates the crane or she stands on deck and instructs the crane operator from there by hand signal and radio. The third position she was trained for is that of the supervisor, who coordinates both. Work is carried out in three shifts:

At the beginning of the shift you first have a look at the shift plan: Where am I assigned? Then it's on position. After four hours there is a half-hour break. After the "half" the position is changed, i.e. if she sat the first four hours up in the crane, she stands the next four on deck.

Only since 2008 have there also been apprenticeships for women in sea freight transport. Before there was not even a ladies' toilet! For a long time the harbour was a kind of restricted zone for women. In the beginning she did an office apprenticeship at HHLA and when it was possible to train as a container gantry crane driver, she did not hesitate for long. There were some critical voices in her environment that would have rather recommended an office job to her. Her grandfather in particular was wondering how she would cope with the rough

tone - but today he is very proud that she made it there.

Asked about how one can make male industries more interesting for women she answered:

Less preselection should be made. What counts are qualifications and interest in a sector. In my opinion, the separation into women's or men's specific jobs is outdated, but there is a lack of information about which 'men's jobs' are now also available to women, especially at the career choice stage. Counselling services or vocational preparation programmes should therefore be particularly geared to perspectives in men's sectors.





Greece

Theano Sileloglou

Theano Sileloglou, 30, has been a member of Hellenic Seaways since 2010. She began her career as a 3rd engineer on “Mykonos Island” ship in 2010 and today she is a 1st engineer. Until recently the ship’s engine room was a male-dominated space.

“I do not come from a naval family. It was a Marine’s academy advertisement on television that made me take the decision. I have always loved the sea though. I grew up next to her and I always enjoyed traveling,” she told Xinhua on Friday. As an engineer she covers a wide range of duties: She is responsible, in cooperation with the other ship’s first engineer, for any technical issue arising. She handles the engine room, makes decisions about anything that will arise and is responsible for ensuring the proper operation of all mechanical systems and for their maintenance. In short, she guarantees the safety of the crew and by extension of the ship and the passengers.

When I started working on a boat, things were difficult. The old sailors could not easily accept a woman in their field, since they once considered it a...bad luck. However, in the long run, and with great patience they started to trust me. They accepted me... Besides, all of us are here to make a living.”

With the financial crisis looming, a career in the sea seems a good choice for young people. “However, women who want to pursue this profession, have to be armed with a lot of patience, strength and persistence because, unlike men, we still have to prove ourselves.

Martha Chatziiliadou

How many years have you been a pilot? Was this the profession of your dreams from an early age?

My first personal flight was 22 years ago, with a light piston aircraft. For the last 15 years I have been working for major airlines. Becoming a pilot has always been my goal!

What are the key characteristics and qualifications to be a professional pilot?

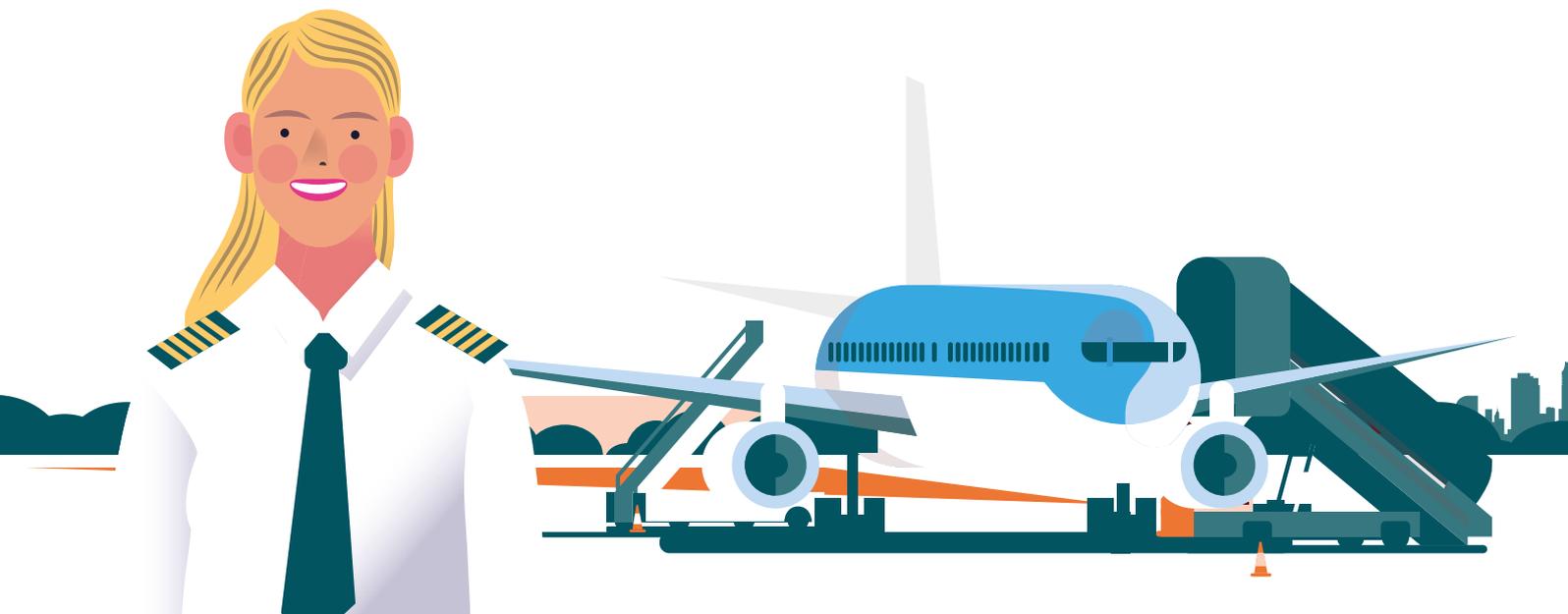
As in any profession, the secret to success lies in hard work. To become a professional pilot, you need a combination of attitude and life skills. You have to be trustworthy, responsible, communicative and work in harmony with the rest of the group. The basic technical qualifications needed are a deep understanding of specific technical knowledge and information and an excellent mindset.

What were the main challenges you faced at the beginning of your career as a female governor from Greece?

The challenges I face as a female governor are no different from those faced by my male colleagues. This role is not given to anyone, it is

something you have to win.

My absolute priority is safety. And the main challenges are the difficult weather, the “demanding” whether due to construction or workloads, jetlag and more. In a professional environment where safety is a top concern, there is no room for gender discrimination. All of us, men and women, are constantly giving our best and we are fully committed and committed to our duty, every day. When I wear my uniform, I don’t focus on being a woman. I see myself as a professional pilot who happens to be a woman - and so I want others to see me.





The story of an ex student born in 1987 who started her career with two ASL real work experiences:

- » **Bertolotti's Pastry** <http://www.panificiobertolotti.it/>
- » **Dolce Lodi pastry** https://www.tripadvisor.it/ShowUserReviews-g227885-d3977193-r541866174-Dolce_Lodi-Lodi_Province_of_Lodi_Lombardy.html

and here she discovered the cake design world. In consequence of that she joined the International University of Cast Alimenti school (<https://www.castalimenti.it/en>) in Brescia where she was trained by important businessmen as E. Massari (one of the most important pastry chef in Italy), Tonti (international maître chocolatier), Crosara D. (pastry chef specialized in royal icing), Moggi, Zoia...

After the degree she worked in different pastry shops to increase her skills and finally, in 2015, she decided to open a pastry shop specialized in cake design wich is called "Il Riccio Pasticcione";

<https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/>

https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html

In these last years, this pastry shop chef became very important for the school. Every year she spends time at school to train students in the cake design world. Moreover Erica hosts students in her pastry and one of them now works steadily there.





Portugal

Glória Natália Araújo

Glória Natália Araújo, 25 years old, mother of a 3-month-old baby. She's in love with life, she's a dreamer. She works as a bailiff at the Valencia General Court. Glória has completed the Professional Legal Services Technician course.

After completing the course and the internship held at the Arcos de Valdevez Judicial Court, Glória began her career at the Judicial Court of Guimarães, in January 2016, and then joined the Generic Jurisdiction Court of Valença, where she still works today.

A woman who fights for her dreams, whose motto is "Never give up, no matter how life pricks us down!". She says that when she sets a goal, she doesn't give up until she reaches it: first was the completion of her Legal Services Technician course and then being able to work in the area.

Versatile, brave, passionate, stubborn, true friend, determined and decisive, seeks to find the truth and the solution to the problem. In this case we can say it was a successful "goal"!

What is the most remarkable moment you had at EPRALIMA?

Having passed EPRALIMA was undoubtedly the foundation and motivation necessary for my professional career. Three years marked by a friendly atmosphere. As remarkable moments lived in EPRALIMA, I remember several: my internship - a unique experience, held in the Judicial Court of Arcos de Valdevez; the presentation of my PAP (Proof of Professional Aptitude) and the study visits made under my course.



Andréa Peixoto

Andréa Peixoto - Graphic designer, with proven experience in the sector, is versatile and has a great ability to overcome. She works as a graphic designer in the Marketing department of Sanitop and as a freelancer at Andréa Peixoto Designer. She was a student in the professional course of 3D Digital Design Technician.

After finishing the course, she completed a professional internship at Grupo Harena in Ponte de Lima. After this experience, she dedicated herself to build her portfolio as a freelancer at national and international level. She is currently part of the team of the Marketing Department of Sanitop company, based in Neiva - Viana do Castelo, and she continues to develop a portfolio as a freelancer. Andréa has worked for companies such as Origin, USA; Oryx Insight, England; Jap Transport and RCL, from France; SUPER O + Económico, by Arcos de Valdevez; Gourmet Village, Ponte da Barca; Military Clan, USA; WeWork, USA; Jossil, from Ponte de Lima and many others.

She considers resilience to be her main feature, as she has always looked for work in her field of training, and despite encountering some difficulties along the way, she has never given up. Instead, she tried to find an

“alternative” path and worked for a year as a locally and international freelancer. She is also a multipurpose woman, who has produced work in the most varied areas.

Woman, persistent, friend and above all an excellent professional.

What is the most remarkable moment you had at EPRALIMA?

EPRALIMA helped me to do something that, until that moment, had not been possible. Helped me to discover the profession I wanted to pursue in the future. This was a crucial moment for me, both in my student and professional life. From that moment I never let go my dream, I never gave up, regardless of the difficulties that the area entails.

Núria Rita Ceita

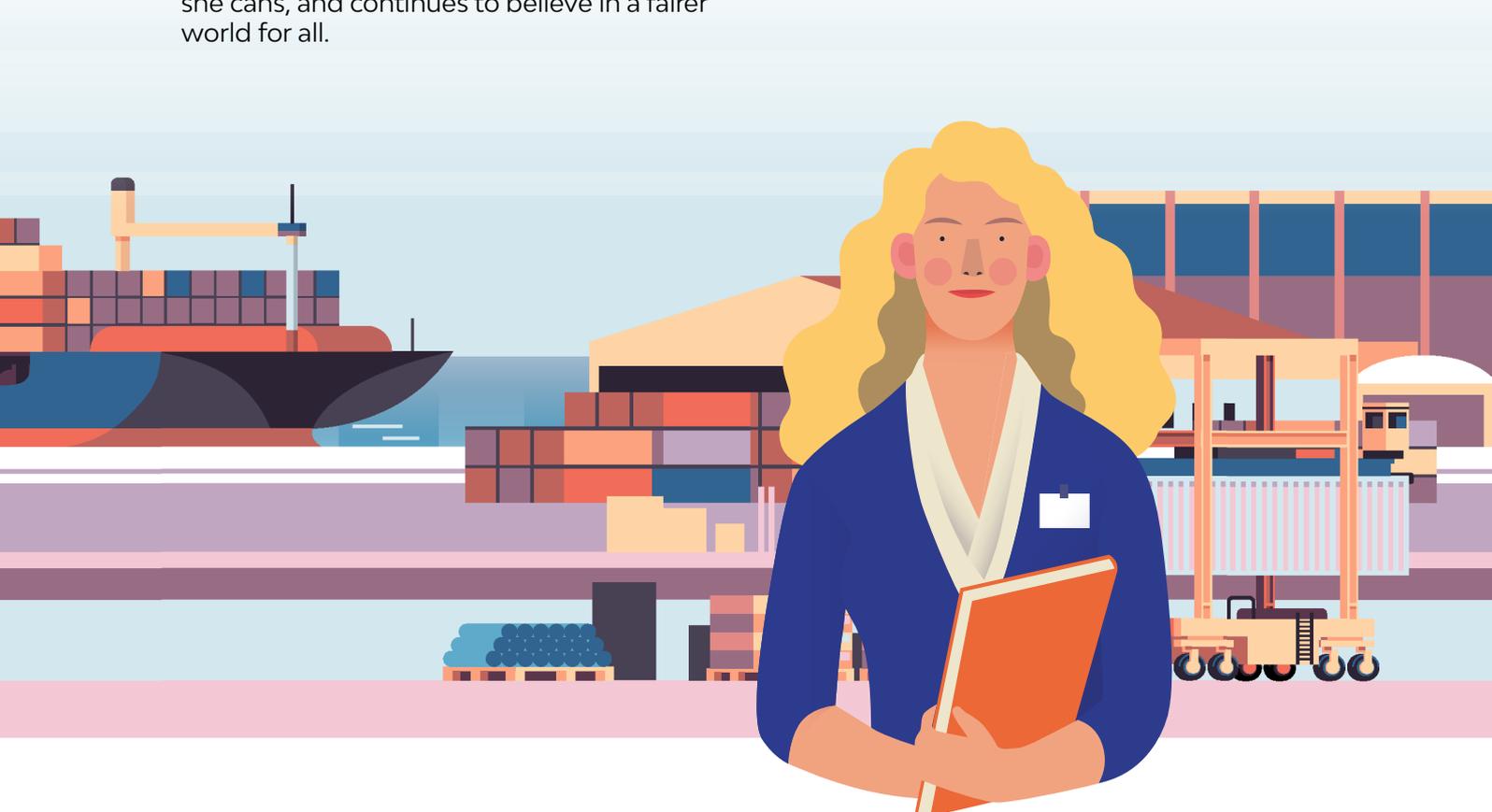
Núria Rita Ceita - a simple woman who likes the simple things in life. She works as an officer of the São Tome and Principe Coast Guard, where she serves as Cabinet Director of the Coast Guard Commander. She concluded the professional course of Renewable Energy Technician.

After finishing her professional course, she entered the Military Academy, in Amadora and then she went to the Naval School, in Alfeite, where she took the integrated master's degree in Naval Administration. Upon completion of the course, she returned to São Tome and Principe, where she is currently working as a Coast Guard officer, with the role of Cabinet Commander of the Coast Guard Commander, as well as in the finance department of the same institution.

With a strong personality, she admits that she is very stubborn, but in a good way, she fights for the things she believes in. She points out that her main characteristic is empathy. She can always put herself in the shoes of others, because only then, she says, "we can understand their positions." Loves being with family, reading and traveling. She upholds women's rights wherever she can, and continues to believe in a fairer world for all.

What is the most remarkable moment you had at EPRALIMA?

I can't define a single moment because all the moments I spent at EPRALIMA were special. I was very well received by both staff and teachers. The activities organized by the school provided, in addition to the interaction between different cultures, the exchange of experiences, traditions and ways of life. Really, I felt at home during the time I studied there, even being thousands of miles away from my "home".





Sara Canas

Sara Canas, Health and Safety in Work Technician, works at Agremarco Construções Lda. and divides her time between Portugal and Belgium. She is recognized for being an active and influential voice in the fight for the defense of her colleagues.

She graduated as a Hygiene and Safety at Work Technician at EPRALIMA and a month later, with only 18 years old, she was working at one of the largest construction companies in Portugal. After 8 years, she decided to change the construction area to the heavy metal-working industry and started to work in the largest in the world in this area, Martifer. After 6 months, she was invited by Agremarco Constructions Lda., a company based in Portugal, to work in Belgium.

The “young” construction company intended to create a grassroots security department. The challenge was enticing, going to a country of different language, customs and norms. Creating a department, managing works and labor in two countries alone was not going to be easy. Of course, Sara accepted it! Today she is responsible for the security of the company and she is very proud of!

She is a woman who fights every day for her independence, determined and proud of her career path. She’s a strict, persistent and very professional person. As one colleagues of her says “it’s either as Sara says, or it’s not!

What is the most remarkable moment you had at EPRALIMA?

There were several! I remember in the presentation of my PAP (Proof of Professional Aptitude), the teachers who accompanied me were able with just one look and two or three keywords to give me that reliable click for me to present it with confidence.

And so it was, the final pride “this is what I want to be!”



Spain

Irene Vacas

<https://www.alianzafpdual.es/casos-exito-irene-vacas>

Irene Vacas had been working in the commerce sector since she was 16, by then she didn't have any degree.

She saw a job offer in Aldi supermarkets, to apply she needed to be part of a dual training plan. She was interested in the offer and she started to study a module of Technician of commercial activities while she worked in Aldi. Three years later she is still working in the company. Her aim is to move to the training department to help future dual vocational training students.

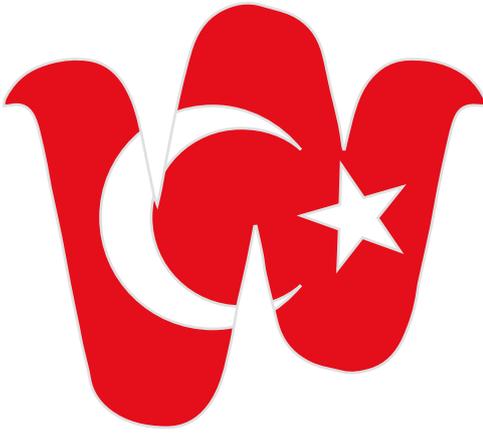


Cristina Fernández

<https://www.alianzafpdual.es/casos-exito-Cristina-Fernandez>

Cristina explains that she always wanted to study something related to mechanics. She had never been extremely worried about the fact that it is generally a “man world”. She has been the first woman in carry out a VET program in Ferrocarrils de la Generalitat, a railway company owned by the government of the region of Catalunya which operates several railway corridors and ski resorts in Catalonia (Spain). Moreover she has been one of the first women in carry out a trainership program in this company. She defends the equality between men and women in the company so she encourages other girls to follow her path and hopes they have the support she has had.





Turkey

Valide Karalar

Vocational High School students who are in the final grade are trained in a company for 3 days a week during their academic year.

On other days, they come to the school to attend the general subjects. The on-the-job training is evaluated as an ordinary educational course. The attendance is recorded regularly during the on-the-job training. Internship for vocational high school students is an extremely useful learning method.

While students are still in high school, they experience real business life conditions, prepare for a profession and most importantly they develop their skills by applying the knowledge they gain within the workplace environment. The students who are taking up the internship start their business life one step ahead of their friends of the same age. The students of the vocational department continue to study both by going to

the college and by working and providing themselves with financial support.

Students can not obtain diplomas if they do not complete their skills training. When students graduate, they are employed in the same business.

Students are insured by the state for occupational diseases and work accidents during on-the-job training. For the students who participate in on-the-job training, the workplace is paid a fee of 1/3 of the minimum wage. 30% of this fee is paid by the state. Students are more interested in practical work than theory learning and continue to work. When they graduate, the first institution they apply for employment with is the enterprise in which they have completed their internship. Furthermore, after completion, graduates will be able to set up their own businesses if they so choose.





In Gaziantep, Valide Karalar, mother of three children, doing things like childcare and dishwashing, worked in a shoe shop for a while, was successful in the Competence Institute where she went to learn how to make traditional shoes of the city and started as master trainer in the same institute.

Karalar, who taught trainee women with her master who taught her the profession, showed that women can be successful in this craft made by men.

Valide Karalar (39) stated that she worked in many jobs such as childcare, dishwashing, cookery to contribute to the family budget working in many jobs, but then she wanted to get a job that she loved and be interested in.

For this reason, saying that she wanted to learn to make the yemeni, purely handmade shoes from natural leather which accessorize the people's feet for centuries in Gaziantep, Karalar, said

First I started to work with a yemeni master. Master taught me a little work. Then Nurel-Enver Taner Gaziantep Competence Institute opened a manufacturing course I took about 45 days of training. I improved myself and started to work as a master trainer here"; "while going to the course my aim is to earn additional income by sewing yemeni in his spare time at home, but on the fact that he I love this job and succeeded in training, now I give training to women like myself and I am very happy

Karalar, explaining that manufacturing Yemeni is usually done by men, women are also very successful in this business, said that women learn more easily because their hands are more susceptible to sewing. After developing herself the masters wanted her to work at the same institute as a master trainer and she is training the women yemeni makers in Gaziantep.



DEEP IN WBL



V. *Guide on new cooperation paths*

***Identification of innovative paths of
cooperation between professionals
involved in Work Based Learning***



DEEP IN WBL

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



Introduction

In the framework of this project, we gave a summarized overview of the existing cooperation structures in each participant country (Inventory on successful cooperation structures between teachers and trainers). In that inventory it is studied how cooperation starts at institutional level and can be traced down to the operational level in schools, VET centres and companies.

This report, Guide on New Cooperation Paths - Identification of Innovative Paths of Cooperation Between Professionals Involved in Work Based Learning, is the result of a field research in which each partner has launched a questionnaire to professionals working

in VET centers and training companies involved in WBL processes. This survey asks about existing cooperation practices, possible cooperation structures, existing difficulties or threats... moreover, the professionals are given the opportunity to suggest future cooperation paths. Each national section includes, then, these answers, an analysis of the questionnaires results and the identification of new ways of cooperation between the professionals involved in WBL. At the end of the document, we include the general conclusions and a roster of the identified cooperation paths that have been agreed and validated by the partnership of DEEP IN WBL Project.



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1.

***Questionnaire for
the identification of
innovative paths of
cooperation between
professionals
involved in Work
Based Learning***

Questionnaire

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.

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



1. ENTITY IDENTIFICATION *

1. VET School
2. VET Centers
3. Training Companies

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 inf...	<input type="radio"/>	<input type="radio"/>
Organization and follow-up of WBL	<input type="radio"/>	<input type="radio"/>
Availability and dynamism of prof...	<input type="radio"/>	<input type="radio"/>
Motivation and zeal of profession...	<input type="radio"/>	<input type="radio"/>
Shared responsibility and flexibili...	<input type="radio"/>	<input type="radio"/>
Participation in inter-company wo...	<input type="radio"/>	<input type="radio"/>
Participation in lectures or sensiti...	<input type="radio"/>	<input type="radio"/>
Well-designed cooperation with p...	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>

If you have identified another, please specify.

Texto de respuesta larga

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:

Texto de respuesta larga

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:

Texto de respuesta larga

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:

Texto de respuesta larga

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

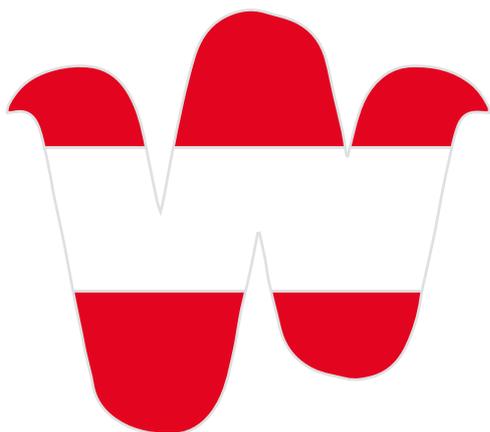
Texto de respuesta larga

Thank you for your collaboration

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2. ***Questionnaire results and new cooperation paths***



Austria

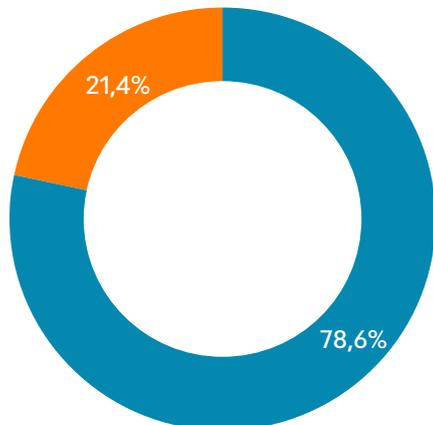


PARTNER:

abif - wissenschaftliche Vereinigung für Analyse, Beratung und interdisziplinäre Forschung

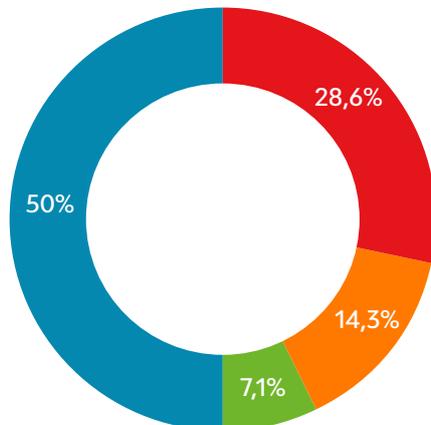
Questionnaires collected: 14

1. Entity identification



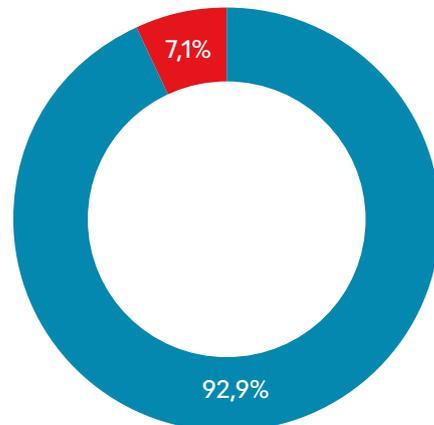
■ VET School
■ Training Company

2. Person identification



■ VET Teacher / VET Trainer
■ Tutor Supervisor
■ VET School Director/Company Manager
■ Another position

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



■ Yes
■ No

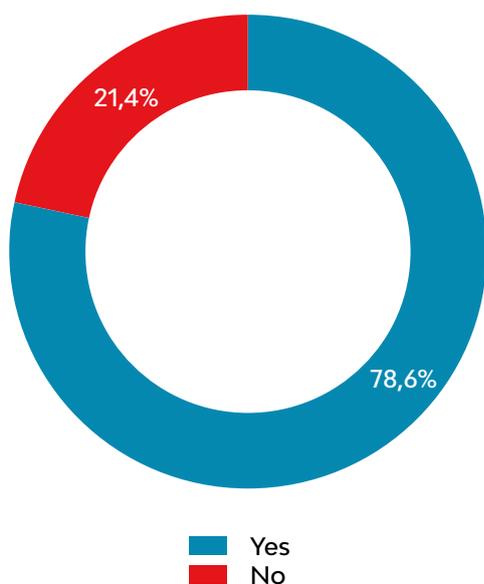
4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

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

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?



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

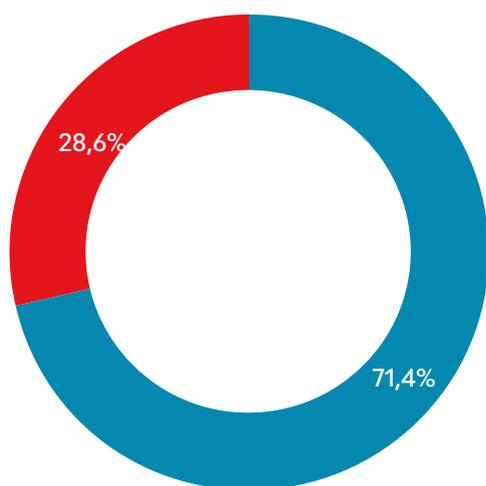
- » Direct work on projects in the companies | training examples coming from practice are provided to schools.
- » Companies with high number of apprentices offer joint trainings for their apprentices.
- » Project ODOS (Open Data Outdoor Studying): public data of Vienna City were processed by apprentices 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.



PARTNER:

abif - wissenschaftliche Vereinigung für Analyse, Beratung und interdisziplinäre Forschung

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

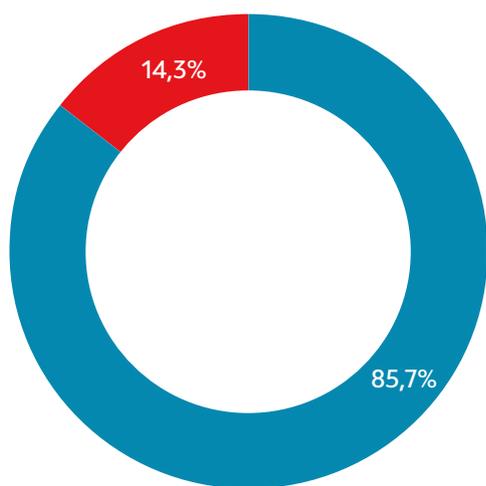


■ Yes
■ No

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?



■ Yes
■ 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.



Germany

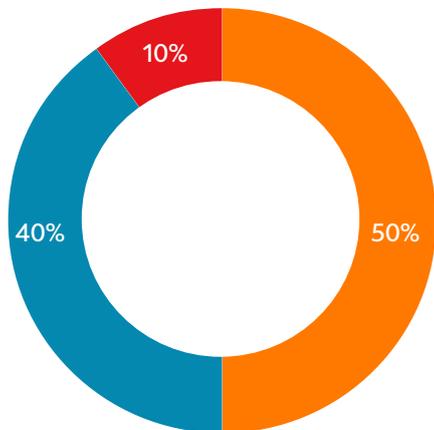


PARTNER:

IHK- PROJEKTGESELLSCHAFT MBH

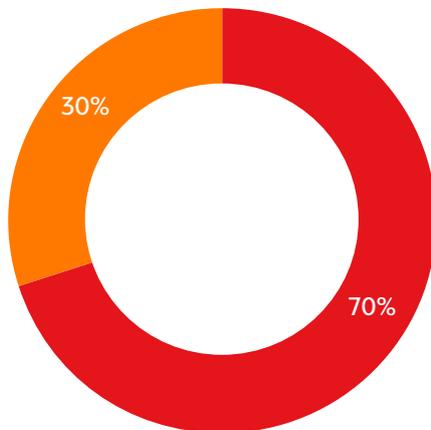
Questionnaires collected: 10

1. Entity identification



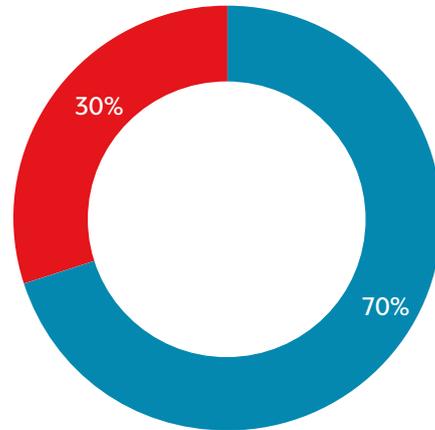
■ VET School
■ VET Centre
■ Training Company

2. Person identification



■ VET Teacher / VET Trainer
■ Tutor Supervisor
■ VET School Director/Company Manager
■ Another position

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



■ Yes
■ No

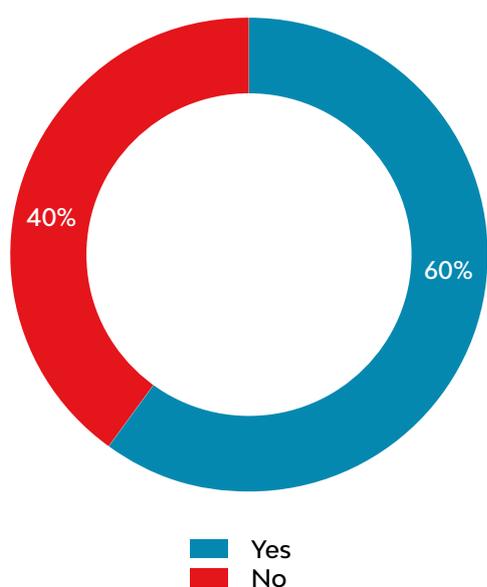
4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

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

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?



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

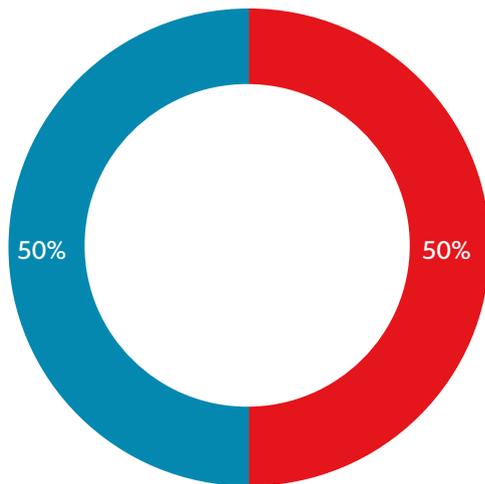
- » Company presentations at school with participation of representatives of the training companies.
 - Cooperation works best:
 - With companies who are aware of the subject of career guidance, who care about it, who see it as an advertisement for themselves, i.e. who recognize the advantages
 - With 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.



PARTNER:

IHK- PROJEKTGESELLSCHAFT MBH

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

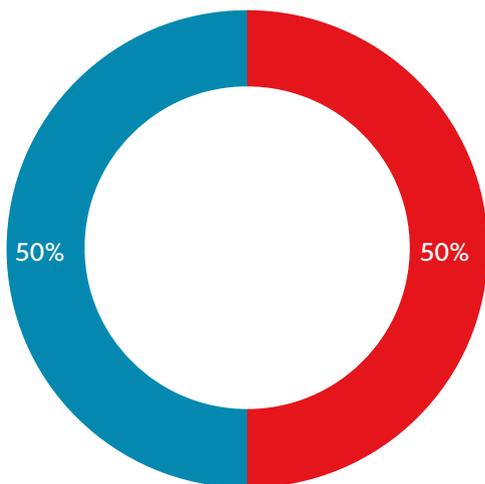


■ Yes
■ No

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?



■ Yes
■ No

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

- » 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.
- » 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.
- » 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.



Greece

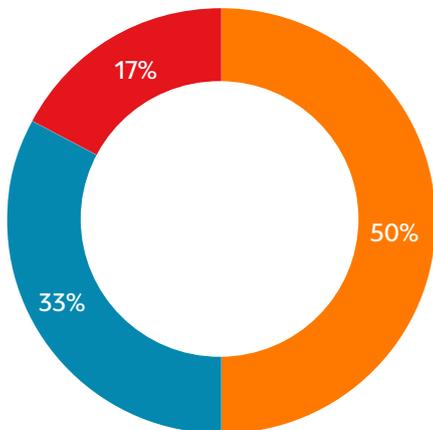


PARTNER:

Institute of Entrepreneurship Development – IED

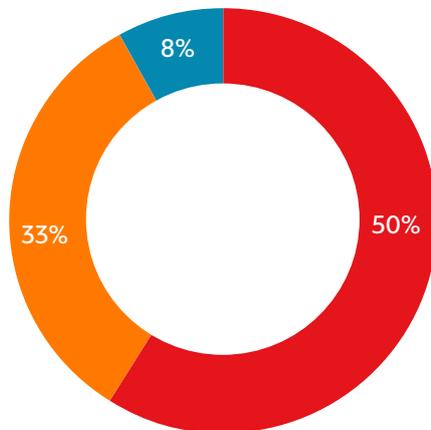
Questionnaires collected: 12

1. Entity identification



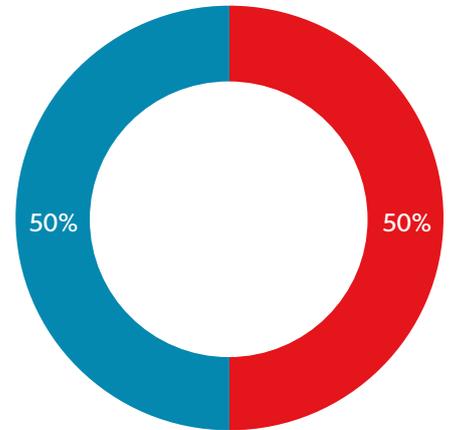
■ VET School
■ VET Centre
■ Training Company

2. Person identification



■ VET Teacher / VET Trainer
■ Tutor Supervisor
■ VET School Director/Company Manager
■ Another position

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

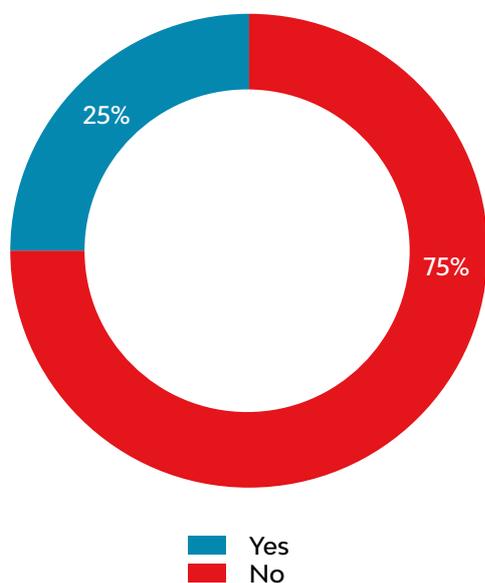


■ Yes
■ No

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):	12	-
Organization and follow-up of WBL:	10	2
Availability and dynamism of professionals in the process:	8	4
Motivation and zeal of professionals to achieve the goals:	11	1
Shared responsibility and flexibility (adapting to needs and responding to adversity):	11	1
Participation in inter-company workshops (sharing experiences):	11	1
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	11	1
Well-designed cooperation with public bodies, associations, employment center and local businesses:	3	9

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:

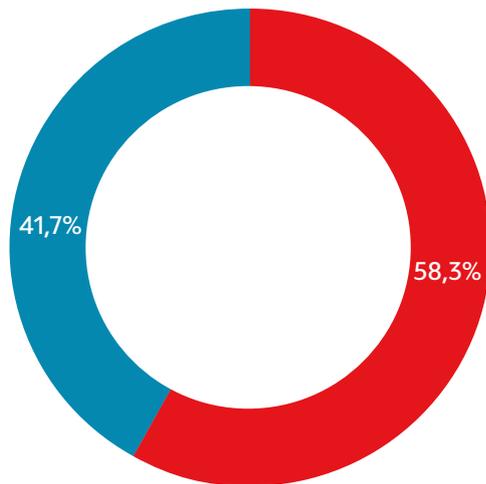
- » There are platforms which trainers and vet centers can exchange their ideas, actions and training programmes.



PARTNER:

Institute of Entrepreneurship Development – IED

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

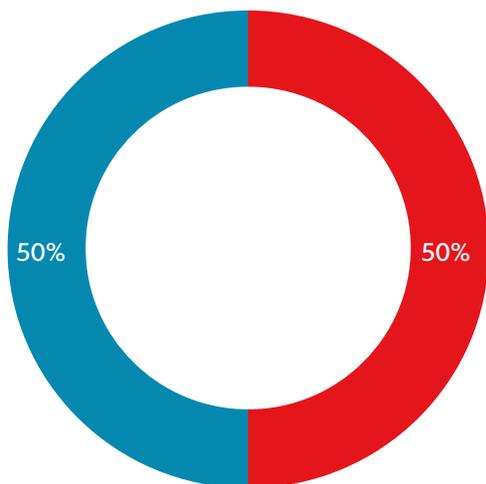


■ Yes
■ No

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

- » 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?



■ Yes
■ No

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

- » 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.



PARTNER:

Institute of Entrepreneurship Development – IED

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

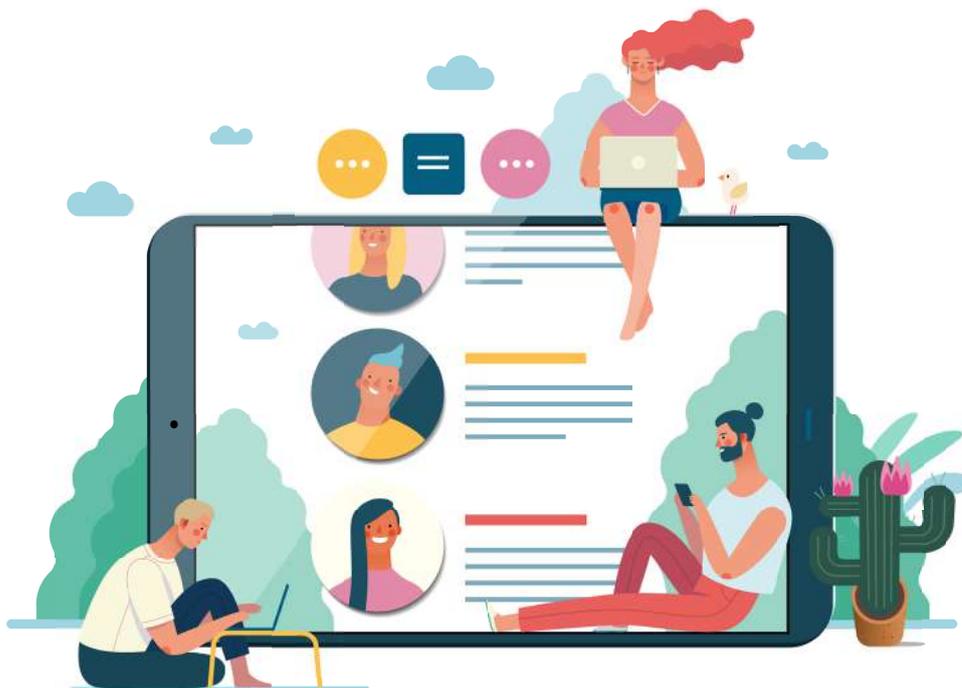
This platform hosted all the VET centers and schools in Greece and exchanges data online with other public information systems, like those of the Manpower Employment Organization, National Organization for the Certification of Qualifications & Vocational Guidance, Deposit and Loans Fund, Consignment 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.

<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.

<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.





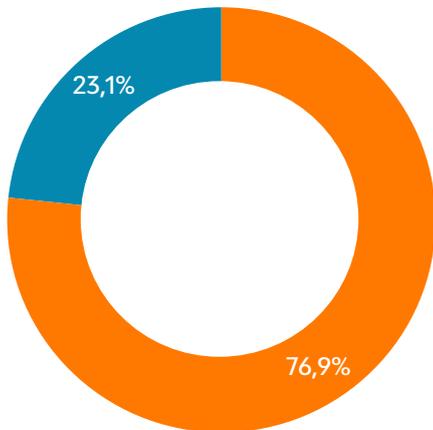


PARTNER:

Istituto di Istruzione Superiore

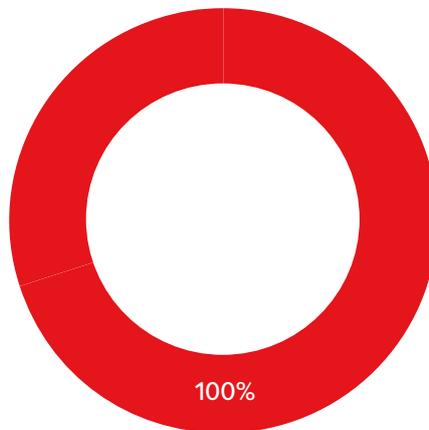
Questionnaires collected: 13

1. Entity identification



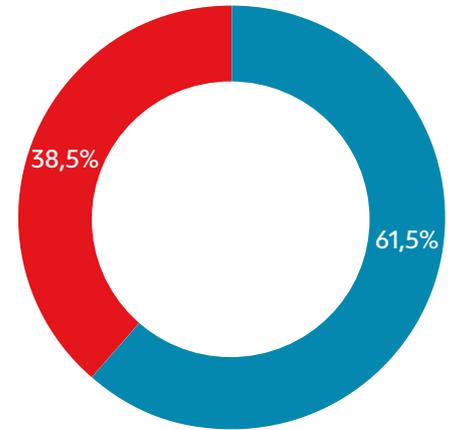
- VET School
- VET Centre
- Training Company

2. Person identification



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

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



- Yes
- No

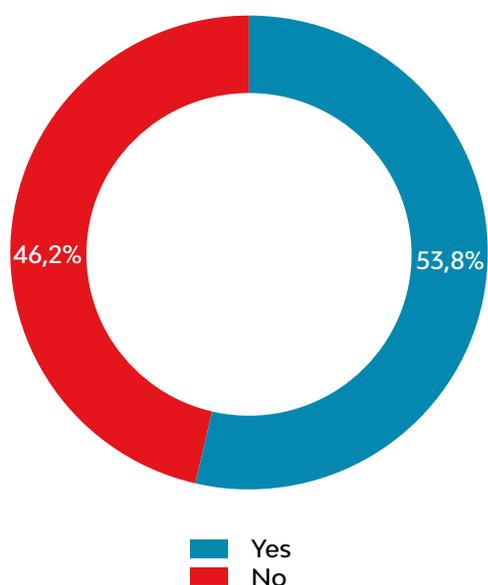
4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

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

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:

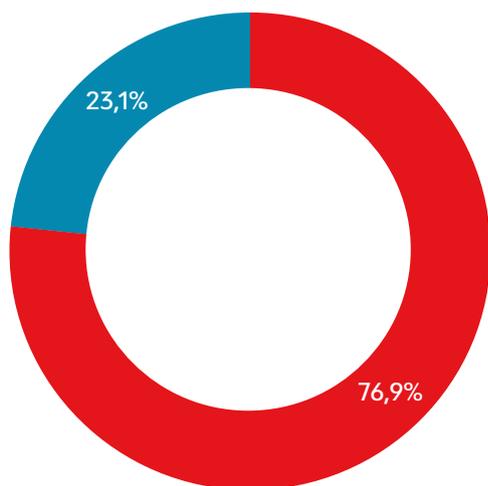
- » Better relationships between tutors and teachers.
- » Mutual exchanges between school and training companies (meetings, visits).
- » Extend the WBL experience during the whole school year, without break ups, balancing the work activity with the lessons.



PARTNER:

Istituto di Istruzione Superiore

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

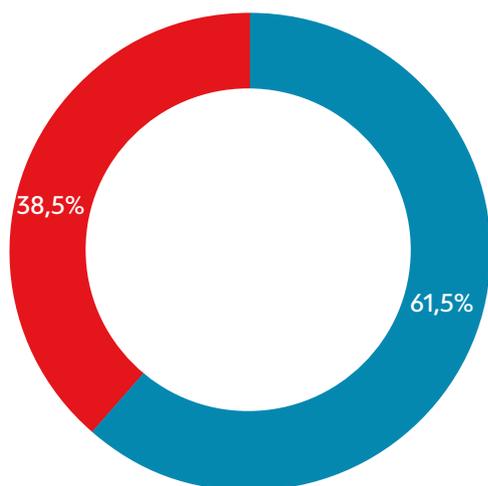


■ Yes
■ No

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

- » 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?



■ Yes
■ No

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

- » 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 workplacement.
- » Improve positive perception of WBL.



Portugal

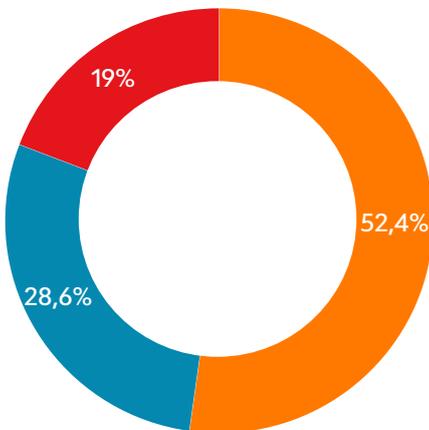


PARTNERS:

EPRALIMA and INOVA+

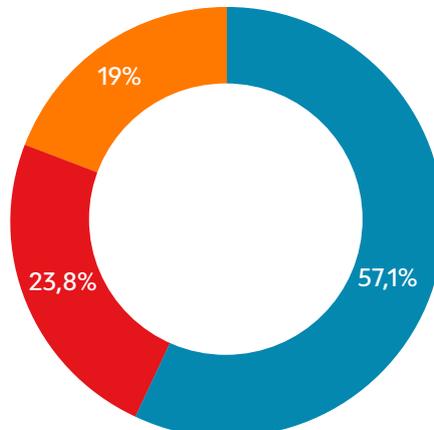
Questionnaires collected: 21

1. Entity identification



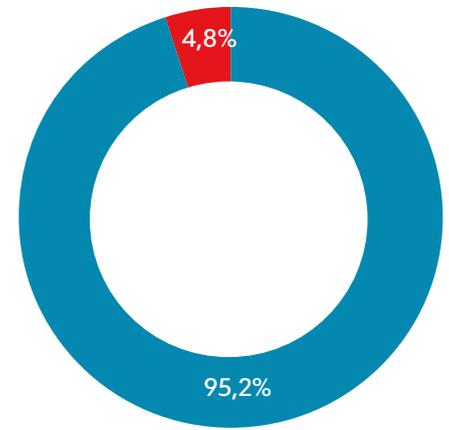
■ VET School
■ VET Centre
■ Training Company

2. Person identification



■ VET Teacher / VET Trainer
■ Tutor Supervisor
■ VET School Director/Company Manager
■ Another position

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



■ Yes
■ No

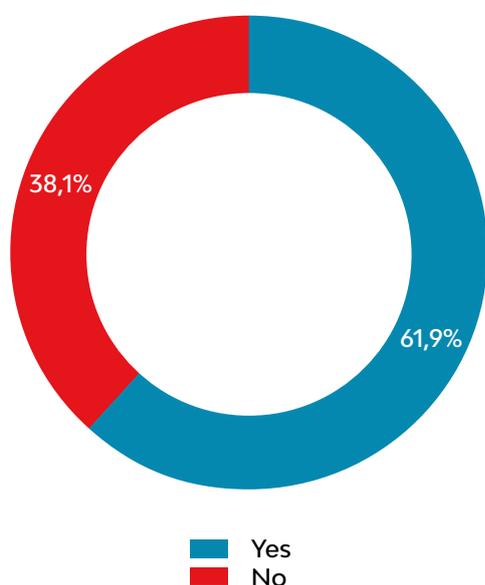
4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

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

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?



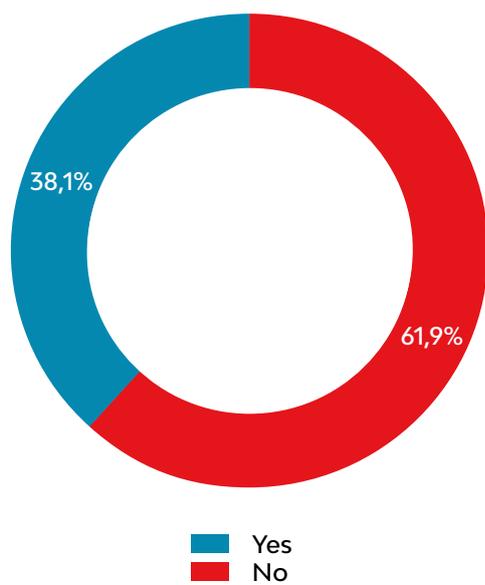
5.1 If you answered yes to question 5, please describe below these practices:

- » 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.



PARTNERS: EPRALIMA and INOVA+

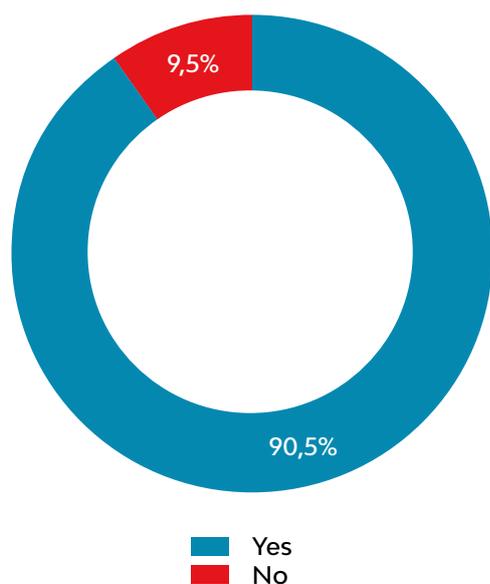
6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



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

- » 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?



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 developed 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.
- » 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.



Spain

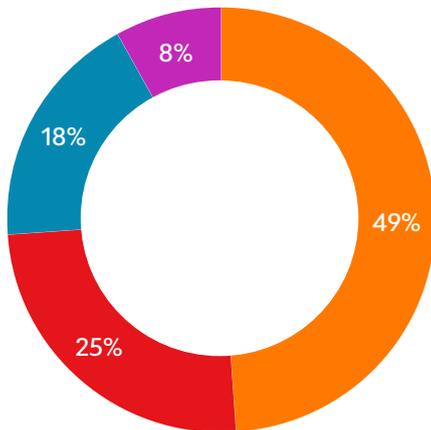


PARTNERS:

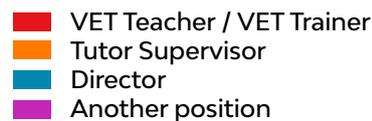
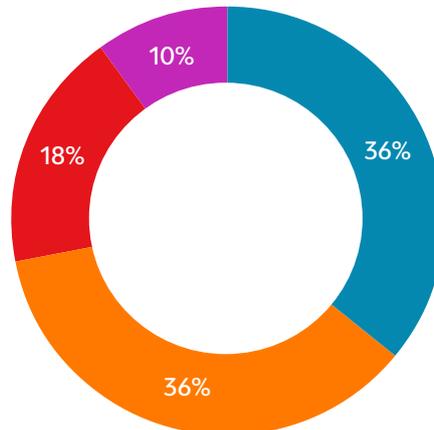
Cámara Oficial de Comercio, Industria y Servicios de Zaragoza, Instituto INTER, SL y Gestión Estratégica e Innovación

Questionnaires collected: 39

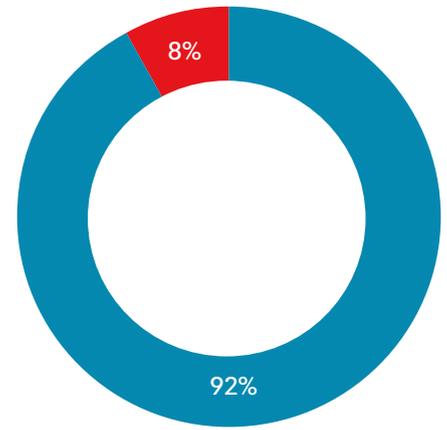
1. Entity identification



2. Person identification



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



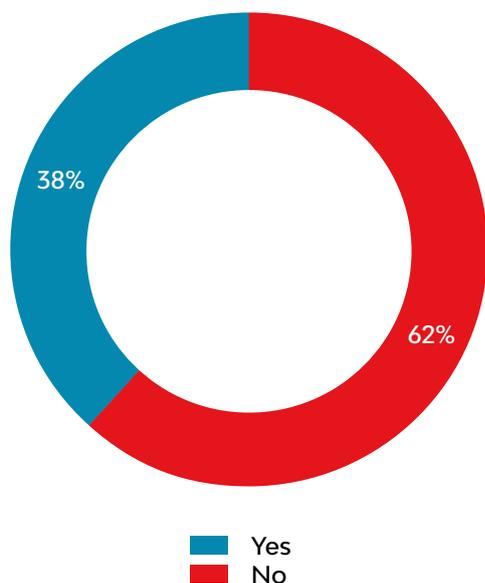
4. Identify the correct option(s) for each of the following indicators that you use for a good cooperation between the entities.

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

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?



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

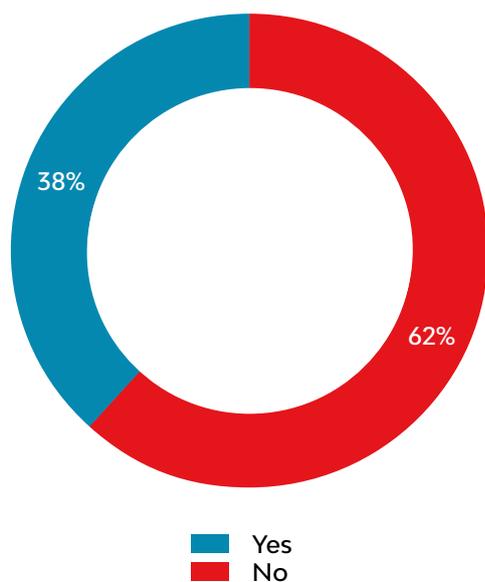
- » DUALIZA project by 'Fundacion Bankia'.
- » Tutor's meetings.
- » Thanks to Erasmus + Projects we have been able to facilitate dual VET. However, we think that this kind of training should be promoted even more. | European Projects.
- » The monitoring of the working activity in dual VET programmes 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.
- » 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.
- » 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.



PARTNERS:

Cámara Oficial de Comercio, Industria y Servicios de Zaragoza, Instituto INTER, SL y Gestión Estratégica e Innovación

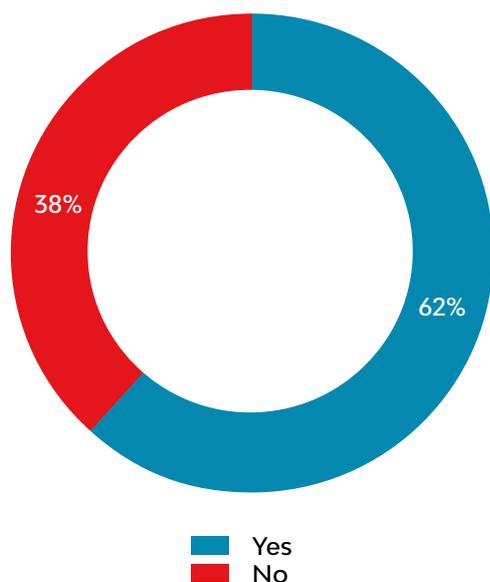
6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



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

- » 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:

- » 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 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.

(continue)

- » 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.
- » 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).

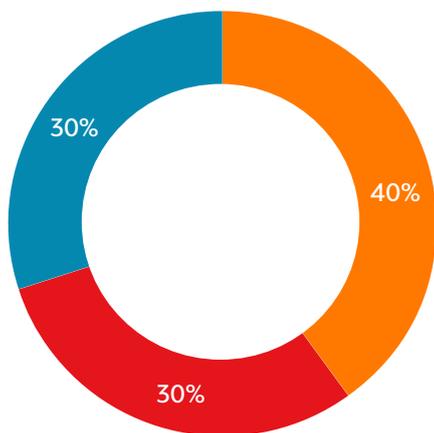


PARTNER:

Cámara Oficial de Comercio, Industria y Servicios de Zaragoza

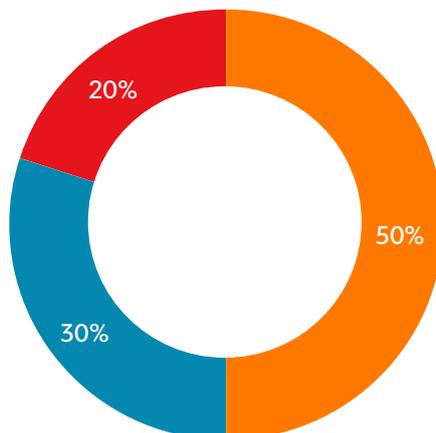
Questionnaires collected: 10

1. Entity identification



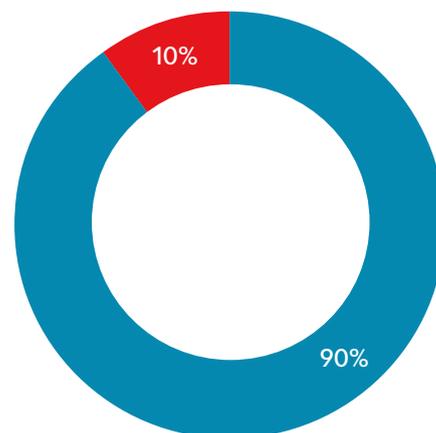
■ VET School
■ VET Centre
■ Training Company

2. Person identification



■ VET Teacher / VET Trainer
■ Tutor Supervisor
■ Director

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.

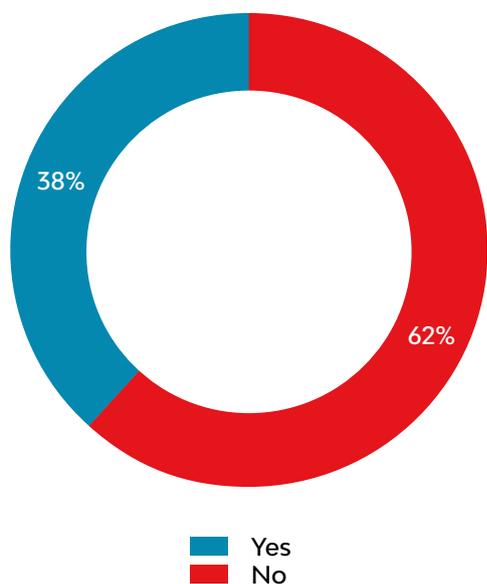
	Yes	No
Communication and constant information transmission (telephone, e-mail, meetings):	10	-
Organization and follow-up of WBL:	10	-
Availability and dynamism of professionals in the process:	10	-
Motivation and zeal of professionals to achieve the goals:	10	-
Shared responsibility and flexibility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

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?



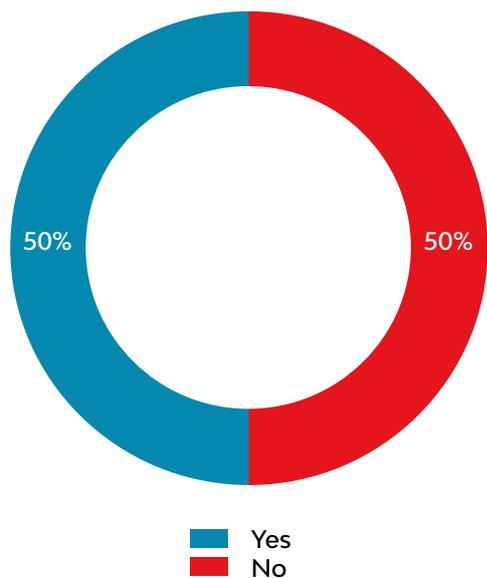
5.1 If you answered yes to question 5, please describe below these practices:

- » 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.

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:

- » Sometimes it is difficult to specify learning outcomes that fit the tasks to be performed in the company
- » Lack of time
- » 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.
- » 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.

- » Lack of availability due to high workloads.

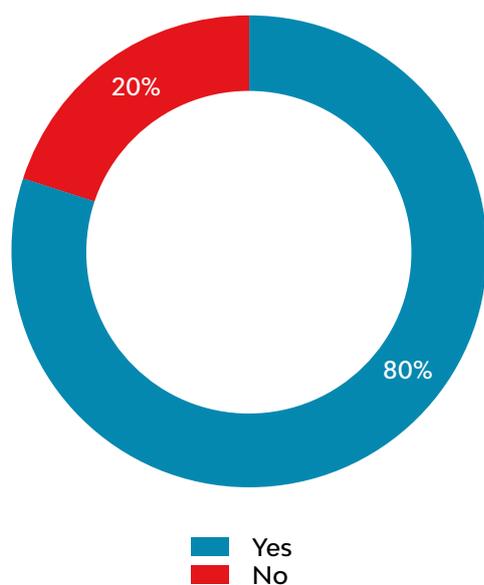


PARTNER:

Cámara Oficial de Comercio, Industria y Servicios de Zaragoza

Questionnaires collected: 10

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:

- » Student support should be included in the cooperation plan from the beginning so that no aspect are left to chance.
- » Many synergies are established to collaborate in other areas. At least according to our experience.
- » 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 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).

- » 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.

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

- » (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.
- » In my opinion, I believe that awareness campaigns on DUAL vocational training are needed.
- » Creation of networks in which the educational administration, educational centres and representatives of companies or business associations take part.
- » 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).
- » Increased collaboration with large business umbrella organizations (e.g. chambers of commerce)
- » 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.

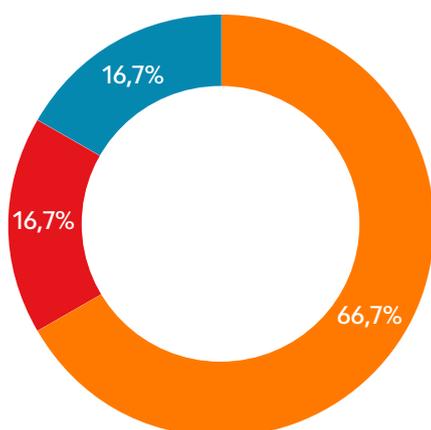


PARTNER:

Instituto INTER, SL

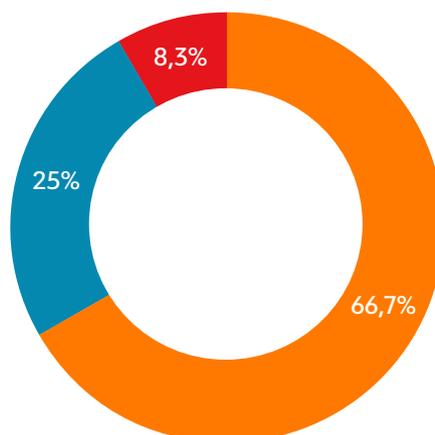
Questionnaires collected: 12

1. Entity identification



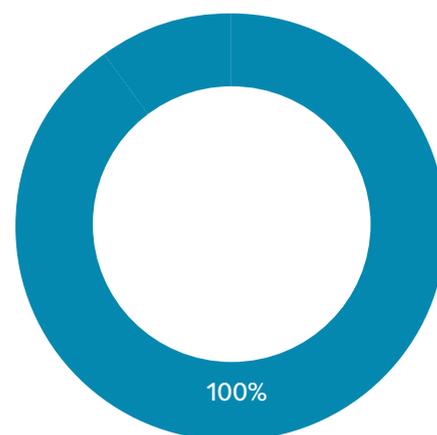
■ VET School
■ VET Centre
■ Training Company

2. Person identification



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

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

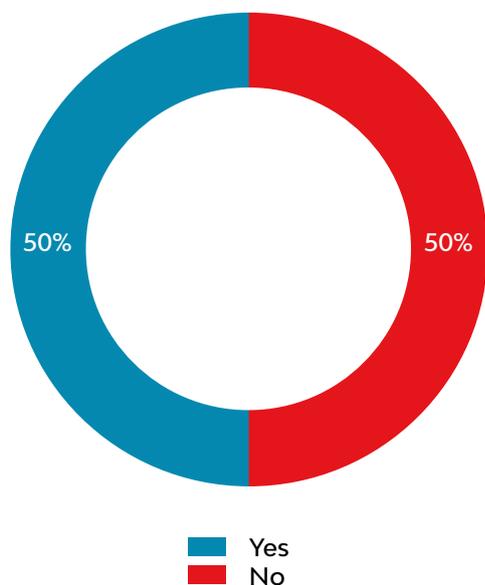


■ Yes
■ No

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):	12	-
Organization and follow-up of WBL:	12	-
Availability and dynamism of professionals in the process:	12	-
Motivation and zeal of professionals to achieve the goals:	12	-
Shared responsibility and flexibility (adapting to needs and responding to adversity):	12	-
Participation in inter-company workshops (sharing experiences):	9	3
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	8	4
Well-designed cooperation with public bodies, associations, employment center and local businesses:	6	6

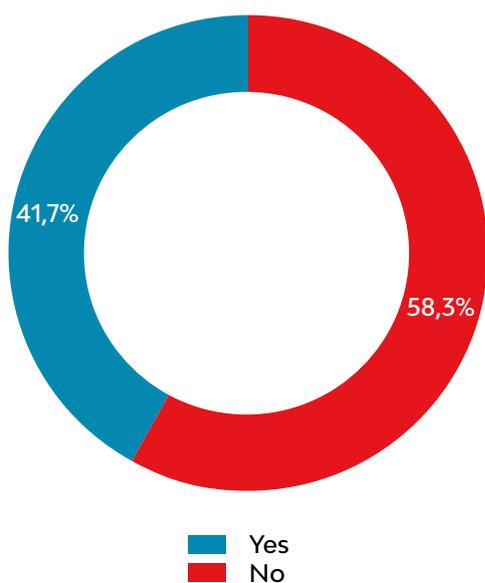
5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



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:

- » 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.

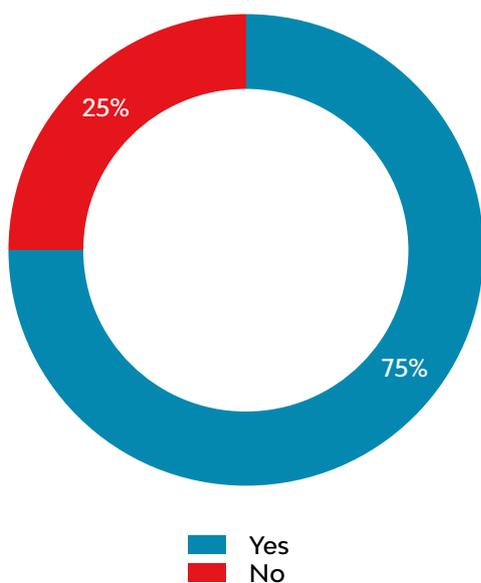


PARTNER:

Instituto INTER, SL

Questionnaires collected: 12

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:

- » 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 practises 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.

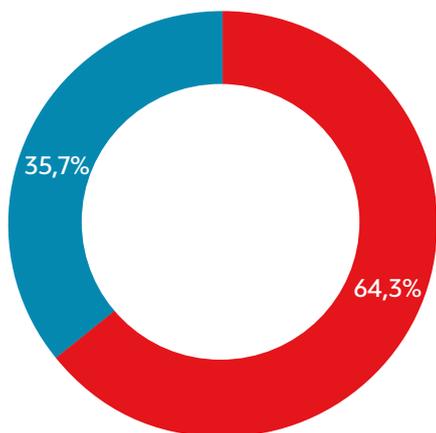


PARTNER:

Gestión Estratégica e Innovación

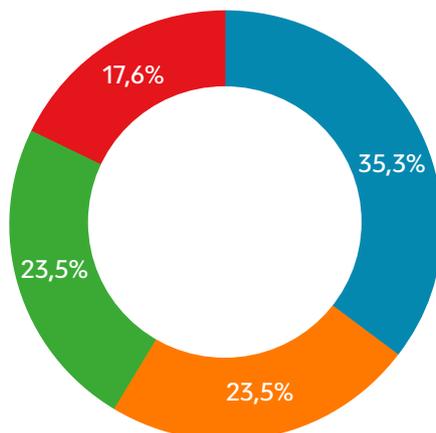
Questionnaires collected: 17

1. Entity identification



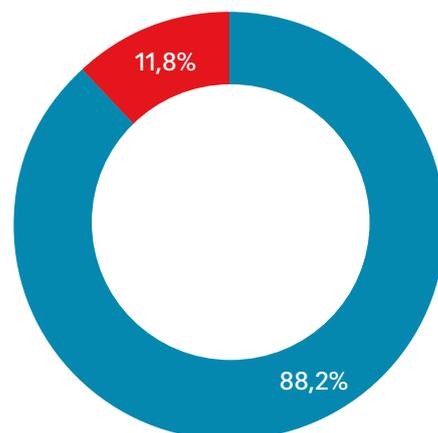
■ Educational Institutions
■ Training Company

2. Person identification



■ Teacher
■ Tutor
■ Director
■ Another option

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

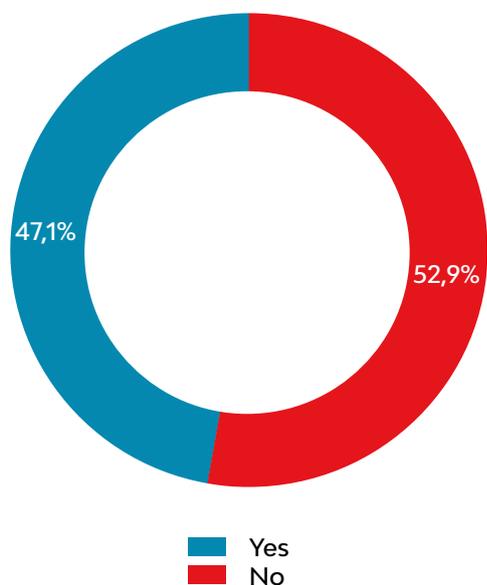


■ Yes
■ No

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

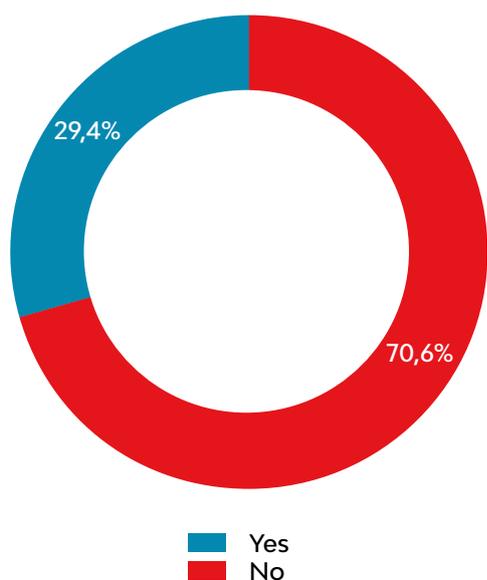
5. In your opinion, are you aware of any practice that is well designed to influence and facilitate WBL?



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

- » 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:

- » 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.

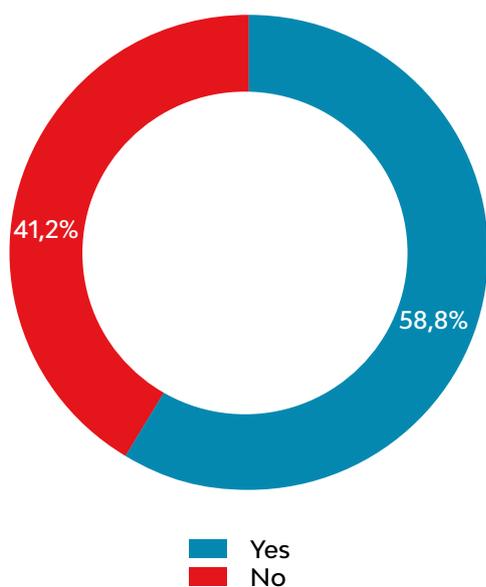


PARTNER:

Gestión Estratégica e Innovación

Questionnaires collected: 17

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

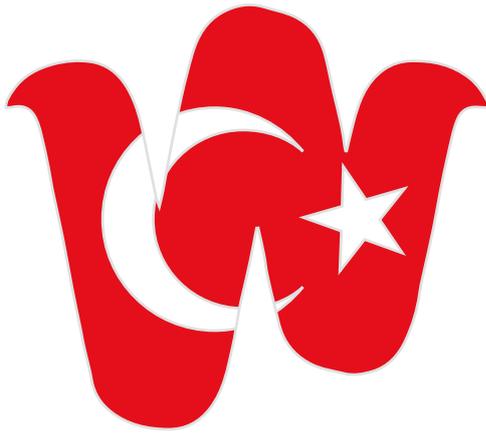
- » We can highlight the fact that the great majority of Enterprises seek to establish a stable cooperation with Educational Institutions and vice versa. In fact, there seems to have a clear path for collaboration already in place and few difficulties to overcome in order to reach strong ways of cooperation 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.





Turkey

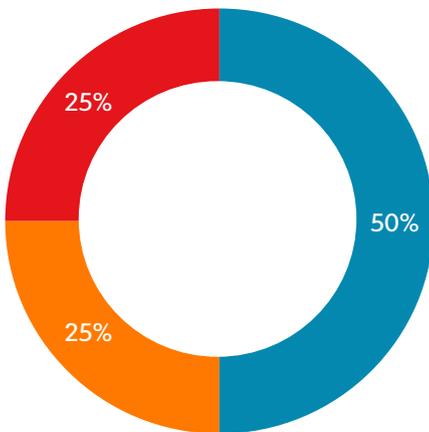


PARTNERS:

Kahramanmaraş İl Milli Eğitim Müdürlüğü

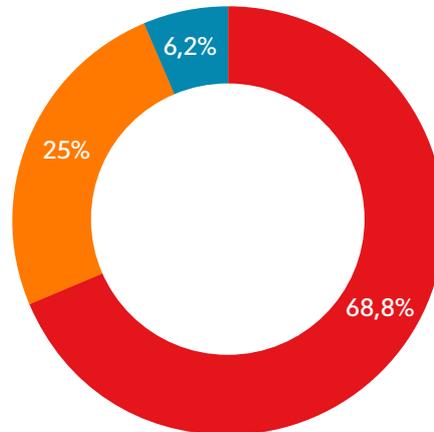
Questionnaires collected: 16

1. Entity identification



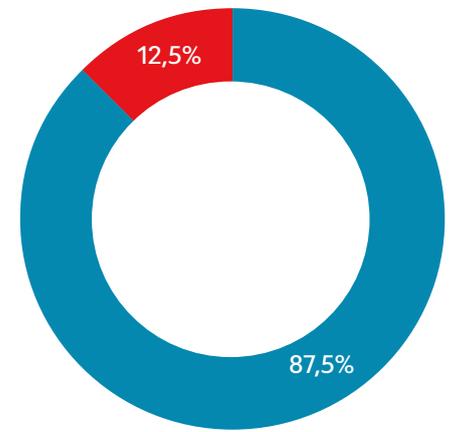
■ Educational Institution
■ VET School
■ VET Training company

2. Person identification



■ VET School /Company manager
■ VET School Teacher
■ VET Tutor/Supervisor

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

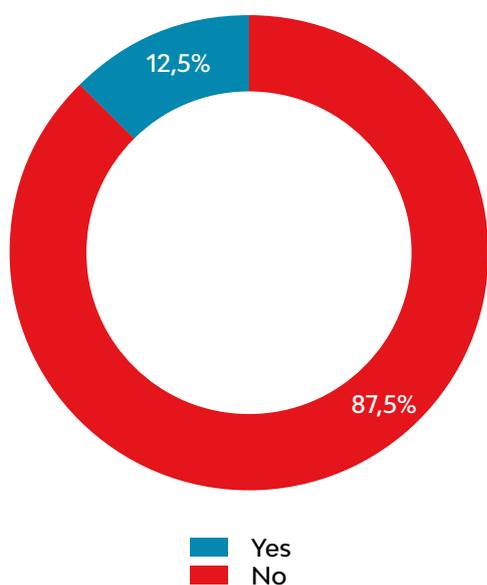


■ No
■ Yes

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):	16	-
Organization and follow-up of WBL:	13	3
Availability and dynamism of professionals in the process:	13	3
Motivation and zeal of professionals to achieve the goals:	11	5
Shared responsibility and flexibility (adapting to needs and responding to adversity):	12	4
Participation in inter-company workshops (sharing experiences):	13	3
Participation in lectures or sensitization sessions for entering the job market in vocational schools:	10	6
Well-designed cooperation with public bodies, associations, employment center and local businesses:	5	11

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:

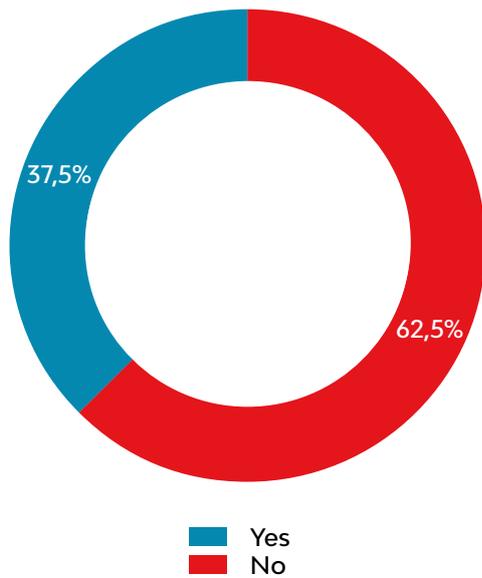
- » Keeping the implementation part of the training longer in the enterprises starting from the 11th grade.



PARTNERS:

Kahramanmaraş İTİT Milli Eğitim Müdürlüğü

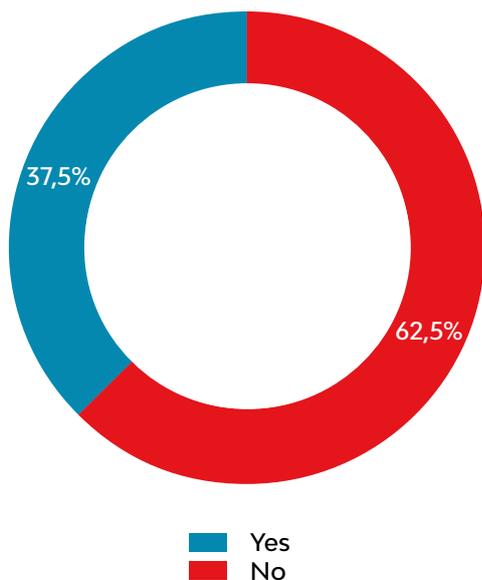
6. Do you encounter difficulties or threats in the cooperation between the various professionals involved in WBL?



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

- » 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?



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.
- » 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.
- » 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*

From these questionnaires feedback we can conclude that training in the workplace takes on an increasing importance in learning processes, as it allows qualifying knowledge in a real context resulting from the needs of companies.

Successful work practice generate multiple benefits for companies that employ and 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 necessary skills to work in the company. In work-based learning programs, participants can put into practice, in real-world situations, what they have learned in the classroom. As a result, they are more likely to master and retain the theory at the same time they demonstrate their new skills. Students can also increase the network of contacts, boosting their social capital.

Taking into account partners analysis and the answers given by the different professionals involved in WBL who participated in the questionnaires, **we can conclude:**

- » Both areas (VET schools and companies) recognize that they already cooperate and communicate to successfully develop the training periods of the students and trainees.
- » Moreover, both areas state that there are some existing good cooperation practices implemented between companies and VET centers across Europe. However, they also claim that these cooperation practices should be disseminated properly to really take advantage of everything they can bring to both parts.
- » Despite of this, both parts experience some difficulties when cooperating and communicating so they recognize that the relationship between both actors should be open, transparent and characterized by frequent communication.
- » VET centers and companies claimed to be interested in improving the way in which they cooperate and communicate.



- » All the involved actors recognize that there is a need to create new cooperation paths that actually respond to the current needs of the system.
- » There is a need to establish and maintain clear and objective communication since the very first moment of cooperation.
- » Both sides could benefit from the organization of networking events in which professionals involved in VET education from different sectors could share their experiences.
- » It is important to find and create good practices and unify processes for monitoring, managing and evaluating the work-based learning programs. It is also necessary to apply key performance indicators and other criteria.

The European professionals who participated in the questionnaire agree in which are the **current challenges** of the cooperation between VET centres and companies:

- » The currently used cooperation paths do not fulfil both sides expectations and communication needs.
- » Existing problems in establishing and keeping up cooperation. Not only at the beginning of the training but during the whole period.
- » Cooperation goes beyond the relationship between VET centres and companies. There is a need of cooperation between the different company tutors that a student may have (workers from different departments of the same company) and the school tutor (who usually does not change).
- » The existing legal framework and laws. Since changing a law is something difficult and a slow process, the real challenge is adapt the current legal framework to what needs to be done in the future to improve the VET system in general and WBL systems in particular.
- » To keep and maintain a good and constant relationship with companies implies an additional effort (human resources, time investment, commitment...) for VET centres. However, it is really important to keep opportunities for future students.



4.
***Partnership
proposal
on new
cooperation
paths***



DIGITALIZATION

It is key to facilitate an effective cooperation between the different professionals involved in WBL. New technologies (apps for instance) may improve the communication and the interchange of experiences. Moreover, digitalize the bureaucracy process will make it easier for both parts.



COMMUNICATION PLANNING

A communication plan to improve the cooperation between the company and the VET school is key. Communication should be balanced, it is about giving and receiving useful information to cooperation. Communication tools should be provided to maintain fluent communication, commitment and motivation of the stakeholders. Additionally, seminars, meetings and networking events should be celebrated periodically.



BETTER PERCEPTION OF WBL

A general perception among the participant professionals is that WBL system does not have a good reputation in their societies. This also includes employees in training companies and tutors who do not have a positive perception of WBL mainly for the additional work it implies for them. So, VET centers, Chambers of Commerce, the Public Administration, companies and business clusters, should work hand in hand in order to change this in the future.



INCENTIVES FOR THOSE PROFESSIONALS INVOLVED IN THE PROCESS

Professionals involved in WBL do an additional effort to coordinate, develop and manage the trainings and also to train and evaluate trainees. These professionals have an active second role for which, normally, they have not been trained (workers being also trainers and teachers doing coordination actions). For this reason there should be incentives for them. There are different ways in which these professionals could be supported: economic incentives, specific seminars and trainings or just a formal acknowledgement of their work. This also will contribute to improve the general perception of this type of training.



NETWORKING AND INTERCHANGE OF EXPERIENCES

It is important to know each other. Schools need to know how companies work and the other way round. Networking events with local or regional stakeholders could be celebrated in order to improve communication and cooperation.



FUNDING

Public administration should finance the support that companies and VET centres need throughout the whole process of cooperation. Additionally, some cooperation activities (such big networking events, the development of electronic platforms...) would need additional funding in order to be implemented properly.



DEEP IN WBL



Picture gallery



Kick off meeting, hosted by Instituto inter. Valencia (Spain). 21th November, 2018



Second Project meeting, hosted by abif. Vienna (Austria). 5th and 6th February, 2019





Third Project meeting, hosted by IHK-Projektgesellschaft mbH. Fürstenwalde (Germany). 25th and 26th June, 2019



Fourth Project meeting, hosted by IED. Larissa (Greece). 27th and 28th November, 2019.



Fifth Project meeting, e-meeting due to COVID-19 pandemic restrictions. 11th June, 2020



DEEP IN WBL

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PROJECT PARTNERS:

