



III. Inventory on cooperation structures in WBL





Deepening WBL Impact & womeN empowerment
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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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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

COOPERATION ON THE FOLLOWING TOPIC(S)	Governance - Establishing of new apprenticeship occupations & continuous modernization of existing apprenticeship occupations
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<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 decree of the Ministry of Economics on basis of recommendations of the BBAB</p> <p>BABB 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
ENABLING CONDITIONS	<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	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.
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>

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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)	According to the Ministry of education there is a partnership between teachers and company trainers on conducting apprenticeships schemes
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	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.



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.





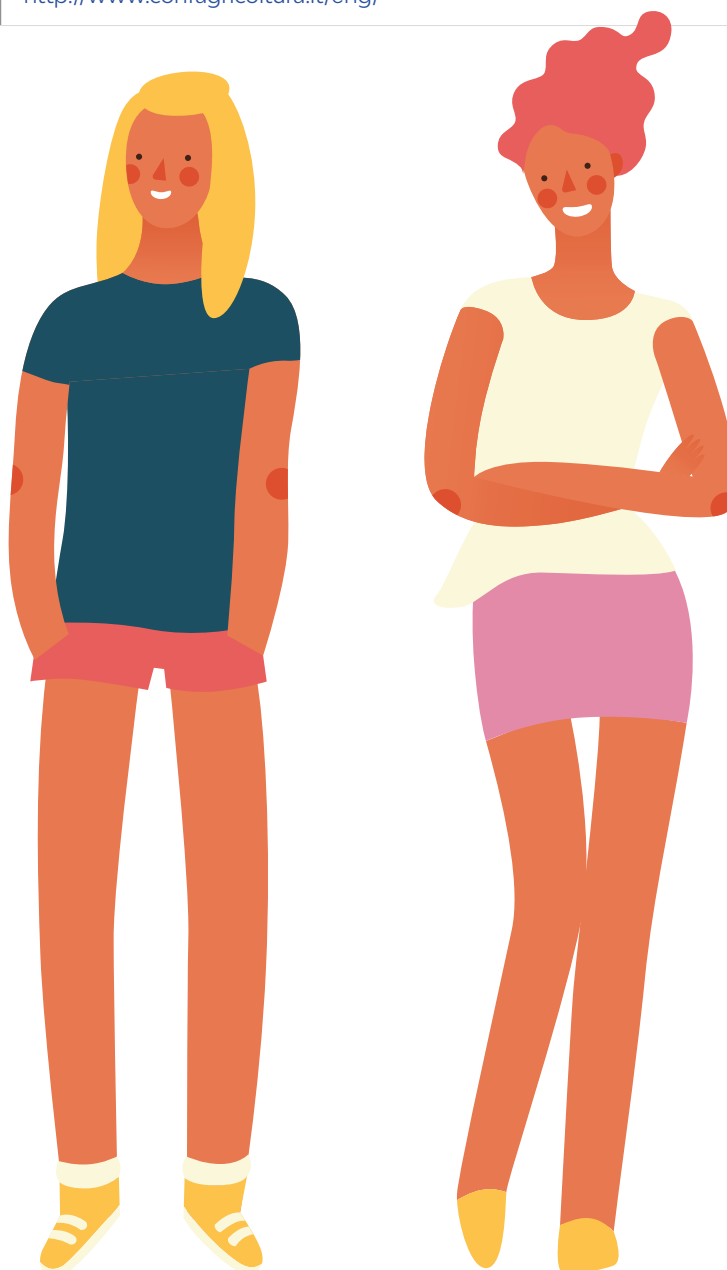
COOPERATION BETWEEN:

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

COOPERATION ON THE FOLLOWING TOPIC(S)	<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
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<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></p> <p>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

COOPERATION ON THE FOLLOWING TOPIC(S)	<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.
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<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
ENABLING CONDITIONS	<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

COOPERATION ON THE FOLLOWING TOPIC(S)	<ul style="list-style-type: none"> » Student /trainee selection » Development of the training program » Monitoring of the training program » Evaluation
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<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-December 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

COOPERATION ON THE FOLLOWING TOPIC(S)	Workplace-VET Centre Coordination
MECHANISMS OF COOPERATION IN PRACTICE SUCH AS STRUCTURE, FUNDING, TOOLS, EXAMPLES	<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 circumstance 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 organize 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.



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