

WORK BASED LEARNING

“WORK BASED LEARNING - LOCAL AND INTERNATIONAL”

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Output 1 - Summary Research Report

Developed by



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1. Framework

This document is one result of the Intellectual Output (IO) “*E-Guide “Work Based Learning -your opportunity”*”, developed with the aim of summarise the main perceptions and needs felt by the educational and labour market systems, concerning work-based learning (WBL) practices. It is a summary research report, related with the IO first chapter- **Training Materials for VET Teachers and Enterprises Staff** –developed to obtain a clear and deep understanding of the main challenges, motivations, incentives and obstacles faced by 1) teachers/trainers/educational staff and 2) employers/enterprises staff involved in work based learning experiences. To achieve this level of understanding, the following methodology was conducted:

- a **desk-based** research in order to comprehend the national realities;
- a **field research** through the application of a survey into the two target groups described above.

All implementing partners conducted the necessary field-based and desk-based research in their own country based on the guidelines developed by ISQ, the IO leader.

For the **desk research**, according to the objectives of the first chapter, each partner shall bring:

- a **brief overview of the situation of WBL** in its country. Some information like, year of implementation in your country, current data, description of the process, main actors involved in the process, institutional procedures related with the employers and companies, some data related with youth employment rate in the companies, are expected.
- at least **one example of best practices** in WBL programmes/experiences. This should be done based on a literature review synthetizing researches, reports, case studies/good practices on the role of VET providers/schools and also employers supporting the WBL experiences.



These examples could be national or international, and they could be taken out of previous European projects.

The **field research** consisted on the implementation of two different questionnaires, according with the different target groups specifications (trainers and employers). Both questionnaires are organized in three main parts - profile, experience and conclusions – with a total of 16 close questions and seven open questions.

The way to get the answers was free and the minimum number of answers was of at least **five** for the teachers and trainers target group and at least **10** companies target group.

This summary report will briefly present the partnership results and findings.



2. Desk Research – WBL in partner countries

2.1. Portugal

In Portugal, the Vocational Education and Training (VET) exists since 1984, comprising the vocational training system, the dual certification, the formal learning system, and is regulated by the Law no 102/84 from 29th March. This law was replaced twelve years later, by the Law no 205/96 from 25th October, in which the government introduced pedagogical and organizational changes related with the need of adjustment according with the education and training and the labour market changes but, keeping however, the nature, principles and purposes set out in its initial constitution. In educational and training politics, the reintroduction of the vocational training in Portugal, that was discontinued in 1974, was provided with the full integration in the European Economic Community (1986) and came after the approval of the Law "Lei de Bases do Sistema Educativo" from 1986, Law no 46/86, from 14th October, in which was created the vocational training IN private schools, (Law no 26/89, from 21st January, changed by the Law no 4/98, from 8th January), under the supervision of the Portuguese government, by the Ministry of Education.

The main goal is to enhance the human resources skills promoting transparency and comparability between the systems as well as mobility and employability of learners.

Nowadays, the Ministry of Education is responsible for most types of education, including school-based vocational education and training, while the Ministry of Employment is responsible for the apprenticeship system, CVET active labour market policies. The ministries share responsibilities for school-based VET and develop key policies, while the respective regional bodies are responsible for implementation. The national qualifications system (SNQ) reorganised VET in education and in the labour market into a single system.

Since 2004 until 2014, in both private and public vocational training schools, the increasing number of learners was very expressive, growing up to 50% in private schools and 39% in public schools, surpassing widely the regular courses in secondary education.



Young people can choose different types of VET programme if they meet admission requirements in terms of age and educational background. Permeability is ensured between general and VET programmes. Below are presented the main existing courses for youngsters, in the Portuguese VET system:

- **VET programmes at basic education level** (VET programmes for young people: cursos de educação e formação de jovens (CEF), are school-based and include work-based learning (WBL, referred to as 'practical training' in the national context).
- **VET programmes at secondary education level** (vocational programmes, CEF and art education programmes) are school-based and include WBL, except for some art education programmes.
- **Apprenticeship programmes** include 40% workplace training. A contract between the enterprise and the apprentice is compulsory.
- **Programmes at post-secondary non-tertiary level** combine general, scientific and technological training in school with work-based learning. WBL is 30 to 46% in technological specialisation programmes (TSP) and 18% in post-secondary CEF

For a long time, the **Apprenticeship Courses** (Cursos de Aprendizagem) were the main path to qualify and certificate young people who dropped out of school and abandoned the education system. The Apprenticeship courses are provided by the National Institute for Employment and Education and training (Instituto do Emprego e Formação Profissional) regulated by the Ministry of Employment, as this institute recognizes the enterprises as privileged places for training in a real work environment, which is a significant part of the learning.

The **Vocational Training Courses of secondary level** are characterized by a strong link with the professional world. The students are 3 years in a course, that has its contents regulated by the Ministry of Education in the **National Qualifications Catalog**¹. Taking into account the students'

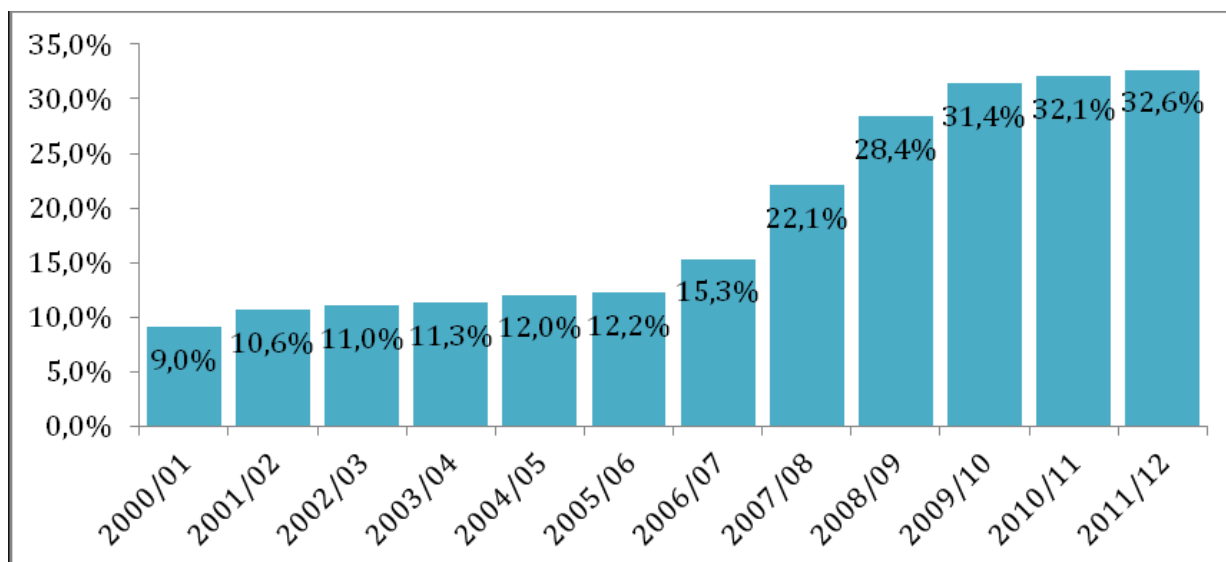
¹National Qualifications Catalog – were are listed all the national qualifications standards, according with the EQF and NQF systems. <http://www.catalogo.anqep.gov.pt>



interests, these courses focus on these values to help to develop personal and professional skills necessary for accomplishing a profession with a strong link to the local business sector; to give priority to training offers that correspond to local and regional labour needs; to prepare students to access postsecondary training or higher education, if they wish.

On vocational training courses, the contents are divided in 4 areas: sociocultural, scientific, technological and practical. The number of hours of these courses can vary between 3200 and 3440 hours; the technical component accounts for 1100 hours; the real vocational training in companies that can be between 600 to 840 hours and can be divided in the 1st, 2nd or 3rd year of the course, depending on the schools' agreement with the Ministry of Education. At the end of the third year of the course, the students have to plan and defend a practical assignment (Prova de Aptidão Profissional) in a formal public session.

At the end of the course the students are certificated with a vocational qualification and a diploma in upper secondary education, level IV of the EQF, allowing students to enter immediately in the labour market or to pursue their studies at higher education.



Graphic n. 1. Rate of young people in vocational training courses (public and private, in Portugal, 2000-2012).

Source: DGEEC (GEPE) (2000-2012)

In Portugal, the main responsible institutions for Education and Training are:

- ANQEP - National Agency for Qualification and VET (Designing and Awarding Qualifications)
- DGERT - National Body for the Employment and Labour Relations
- IEFEP - Portuguese Employment and Vocational Training Institute
- MEC - Ministry of Education and Science (educational sector)
- MSESS – Ministry of Solidarity, Employment and Social Security (training)

CEFAE/EPFA school and **ISQ** are both the Portuguese institutions part of the WBL consortium.

CEFAE/EPFA is a private vocational school, provides professional or vocational courses (9 courses), gives students the secondary level and professional qualifications - level IV of the European Union, according to the European National Qualifications Framework.

This year EPFA organizes vocational training periods for our students that attend vocational courses in different educational areas: Audio-visual Course, Social and Cultural Entertainment, Tourism, Social/Psychological Care; Sports management technician course; Winery and Oenology, Food Control Quality, Agriculture, Health care technician course, for a period of 10 weeks, on the 2nd and 3rd year of the course.

The actors involved in this process are the sending school (the board and the coordinator of each course), the receiving enterprise (a tutor), the students and their representatives (family). This vocational training is prepared, planned, monitored and evaluated by the school (the coordinator of each course), the tutor of the enterprise and the student.

In EPFA, the board of the school and the coordinators manage a database/platform with information about employers and this is kept up to date through regular meetings as part of the partnership-based approach to training. The school staff encourages and supports all those who are involved in the vocational training as a way of having good relationships with the involvement community, enterprisers, and also to promote a bigger experience of our students in the labour market.

ISQ– Institute for Technology and Quality is a Portuguese private and independent organisation, not for profit, founded in 1965, which provides scientific and technological support and promotes



ongoing improvement, innovation and the safety of people and property in Industry and Services, with an international presence and vocation, holding branches and companies in more than 40 countries worldwide, ensuring its sustainability and the development of its employees.

ISQ delivers training courses from level 2 (basics) till level 8 (Post-graduation), skills assessments schemes and people certifications and also several solutions for companies focused on Human Capital Valorisation and “turnkey” training projects.

Specialists in technological training in quite innovative areas for all sectors where ISQ works and complement the scope of technological training with transversal skills and knowledge, including entrepreneurial, pedagogical, behavioural and cognitive domains. Finding and providing alternative learning pathways and flexible training methodologies is part of the aim and of daily activity, which is also the reason why ISQ has been involved in European Projects for more than 20 years.

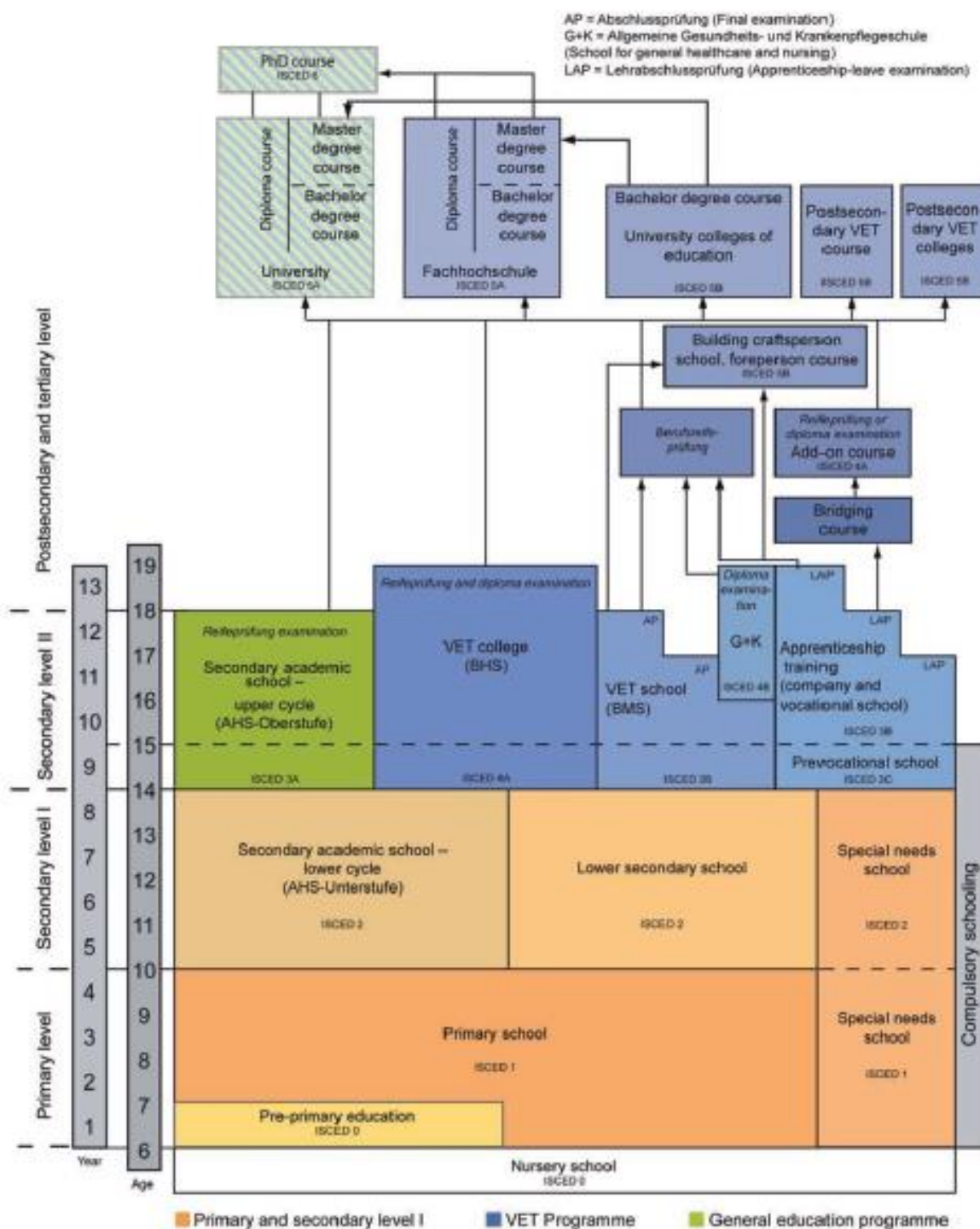
2.2. Austria

A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course. This system is practiced in several countries, notably Austria, Germany, Switzerland, but also Denmark, the Netherlands and France.

In the Duales Ausbildungssystem young Austrian people can learn one of 214 (stand 2014) apprenticeship occupations (Ausbildungsberufe), such as e.g. Doctor's Assistant, Dispensing Optician or Oven Builder. The precise skills and theory taught are strictly regulated and defined by national standards: An Industriekaufmann (Industrial Manager) has always acquired the same skills and taken the same courses in production planning, accounting and controlling, marketing, HR management, trade laws, etc.

As the graphic below shows, after the 8th school year pupils can choose between two pathways in Austria: a vocational training and a general education track.





Source: ibw

Note: ISCED = International Standard Classification of Education

As one part of the dual education course, students are trained in a company for three to five days a week. The company is responsible for ensuring that students get the standard quantity and quality of training set down in the training descriptions for each trade.

In Austria, this practical training may be complemented by more practical lessons at workshops run by the guilds and chamber of commerce, in order to compensate for the bias caused by training at only one company. These extra courses usually take three or four weeks a year. The time spent at vocational school is approximately 60 days a year, in blocks of one or two weeks at a time spread out over the year. The other part of the dual education course involves lessons at a vocational school.

The responsibility for this part of the course lies with the school authorities in every Austrian state. Both general lessons (for example German, politics, economics, religion or even sport) and trade-specific theory are taught. Lessons may be taught part-time (one or two days a week) or in blocks of several weeks.

The latter is preferred for trades learned by only a small number of students, where students may have to travel long distances to get to the nearest vocational school which teaches their subject.

(more information: http://www.ibw.at/images/ibw/bbs/bb_europa_14_en.pdf)



2.3. Latvia

Implementation of work-based learning apprenticeship type schemes is increasingly becoming a vocational education and training priority also in Latvia - with growing awareness of the need for better compliance between training provision and the actual labour market needs.

The governments of Latvia and Germany signed an agreement in 2013 on assistance and advice to introduce the dual vocational education system. The intention is to adapt the German education system to the Latvian realities and to introduce it partly. The Ministry of Education and Science of Latvia started a pilot workshop in work-based learning – using a “bottom up” approach by inviting vocational training institutions to get involved in the pilot project on voluntary basis. It was a major challenge, given the lack of previous experience, as Latvia traditionally implements a school based vocation education and training system.

In 2013, the Ministry of Education and Science asked 10 vocational schools to consider a possibility of launching a pilot project and 6 schools agreed to start it in the school – year 2013/2014. The first Vocational schools involved in the pilot project:

- Valmieras vocational secondary school
- Riga State Technical School
- Ziemeļkurzemes vocational education competence centre Ventspils Technical school
- Ogre State Technical College
- Jelgavas Technical School
- Smiltene State Technical School
- Riga Technical College

There were involved 145 students engaged in 17 different programs and 29 enterprises in the pilot project. At this moment already 20 schools and 170 companies are involved.

The first result of implementation of the project were really inspiring – from the perspective of all the involved stockholders, including the students’ families and the young learners themselves



experiencing pride of being part of real working environment and earning their own salary. It has to be acknowledged that the popularity and esteem for WBL is increasing as most of the state VET institutions have expressed their preparedness to participate in the pilot project in the 2014/2015 academic year. This can be considered as a tremendous success given that just a year and a half ago few stakeholders were aware of the work-based approaches in VET, since in Latvia such schemes were typical only in the craft's sector. The Ministry of Education and Science will analyse the results of the implementation of this project and afterwards take a decision on the introduction of WBL approaches at system level, taking into consideration the specific Latvian context – the needs of the national economy, the prevailing of micro and small enterprises and other.

However, the first major challenges have already become evident – the necessary changes in the legal framework, the need for a system of incentives for employers and above all – a well-thought over information and promotion campaign reaching out to a broad spectrum of target groups and supported by an effective career guidance system. Target groups are teaching and training providers, employers and professional associations, public administrations at national, regional and local level, social partners, the potential learners and their families to whom to come up with a clear message for an offer of excellent training and potential job.

On the grounds of the memorandum that the governments of Latvia and Germany, as well as other EU member states, signed in 2012, Latvia has established an alliance with the common goals of developing sustainable and practice – based forms of vocational education and promoting the employment of young people.

Since October 2013 the German-Baltic Chamber (AHK), the German Ministry of Education and Research and many other partners in close cooperation with the Ministry of Education and Science in Latvia engage in following activities:

- Exchange of experiences: networking, conferences, study visits
- Train the trainers: training material and courses
- Advise to companies in how to get involved in work-based learning



- Development of practice module for freight forwarding specialists as an additional pilot project to work-based learning
- Ideas for marketing strategy for work-based learning to assume a better image in the society.

Some of these activities are estimated in life and we can see the first results in statistics from State Employment Agency (SEA). According to the SEA data, last year in Latvia were 7880 unemployed young people aged up to 24 years. This year their number has decreased by 1,409 or 17.8%. In 2015, 21 094 young people left jobless queues, entering the labour market circulation.



2.4. Poland

The Polish educational system have the following vocational education and training pathways:

- Courses system.
- Vocational school (3 years- after secondary school)
- High vocational school (4 years – after secondary school)
- Vocational schools for adults (1,5- 2 years after High school).

The vocational exams consist of 2 parts: theoretical and practical. The Central Examination Board prepare the tasks. The tasks are the same in the whole country during one session.

All forms of vocational education include practical training – it depends of the level of education and profession, the duration.

The institution which help in popularization vocational education is Krajowy Ośrodek Wsparcia Edukacji Zawodowej i Usatwiwcznej (KOWEZiU) - National Centre For Supporting Vocational And Continuing Education is a centra, public, national-level institution providing professional development services for teachers' subject to the Ministry of National Education.

The main aims of the Centre are: inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults; prepare and execute educational ventures related to the stages of educational transformation in Poland.

The Centre cooperates with other central government and educational institutions as well as non-government organizations from Poland and abroad. The Centre collects, processes and disseminates pedagogical information related to vocational and continuing education.

The information published in the magazine concerns vocational and continuing education and new initiatives taken by the Ministry of Education.



3. Desk Research – WBL Best practices in partner countries

3.1. Portugal

Best Practice 1 - Work-based learning in the metallurgic and engineering technology industry

The Vocational Training Centre of the Metal Industry is a non-profit-making organization established through a protocol between the Institute for Employment and Vocational Training and the employers' associations in the metallurgic and engineering technology sector. It provides vocational training for young people and adults, and procedures to recognize prior learning gained by adults in an informal or non-formal context.

CENFIM's apprenticeship courses last about 106 weeks and include 43 weeks on work-based learning in a company. The courses are organized in three training periods based on alternance model. Each training period begins with centre-based training and finishes with work-based learning as follows:

- 1st training period – 34 weeks including a 9-week full-time placement;
- 2nd training period – 36 weeks including a 15-week full-time placement;
- 3rd training period – 36 weeks including a 19-week full-time placement.

The work-based programme at CENFIM involves five groups of people: the employer; the training centre; the training coordinator; the work-based learning tutor; and the learner. To ensure its sustainability, each work-based programme is developed in three stages:

- before the learner starts the work-based activities;
- monitoring and support during the period of work-based learning;
- follow up and evaluation.

CENFIM uses ISO 9001:2000 as a basis for implementing the quality cycle.



The switching model has helped to develop synergies between the VET provider and the labour market. It has also led to a 90% employment rate for apprentices. In addition, the post qualifying questionnaires to employers have shown how much the apprentices use the skills they acquired during their training.

Throughout the work-based learning process there are regular meetings between CENFIM and the employers to monitor progress. These allow for the whole programme to be evaluated and this leads to continuous evaluation.

On average, CENFIM works with 600-700 companies on work-based learning programmes and approximately 2,000 trainees complete an apprenticeship each year. Each trainee achieves a NQF Level 4 qualification which includes an upper-secondary school certificate and a vocational certificate.

<http://www.eqavet.eu/workbasedlearning/GNS/casestudies/Portugal-1.aspx>

Best Practice 2 – Getting employers more involved

Aveiro Training School (EPA) is a VET school that is managed by a non-profit making regional association - the Aveiro District Association for Education and Development. EPA has voluntarily increased the amount of work-based learning on its vocational courses. This helps to strengthen the involvement of enterprises in training young people, develops programs which are more responsive to the labour market and helps learners to become more accustomed to the world of work.

Learners complete work experience in each of their three years on the course. Using an switching model, learners combine time in the laboratories at EPA's technological campus and working full-time with an employer. Different combinations have been developed to meet the operational needs of local enterprises; as a response to the current national situation; or as part of a European project organized by the school. In EPA, the monitoring and professional team manages an online platform with information about employers – this is kept up to date through regular meetings as part of the partnership-based approach to training. The team encourages and



supports all those who are involved in work-based learning: trainees (and their parents); tutors in the VET school; and work-based learning tutors. The learners' training is recorded and monitored via the online platform. This is available to all stakeholders as this allows them to comment on their level of satisfaction and their training needs. The transparent nature of this online platform strengthens EPA's commitment to work-based learning and supports continuous improvement.

Aveiro Training School (EPA) vocational courses last about 112 weeks and include work-based learning using a switching model with two main approaches as follows: learners are based in a company for one day each week for most of the three academic years (approximately 80 days in total). The work-based program at EPA involves six groups of people: the employer; the VET school; the monitoring and professional team; the course coordinator; the work-based learning tutor; and the learner. To ensure each work-based program is sustainable, a five stage development process is used: planning; monitoring and continuing evaluation; on-going improvement and adaptation; final evaluation; follow up.

http://eqavet.eu/workbasedlearning/gns/casestudies/all-case-studies/portugal/14-03-12/Portugal_2_%e2%80%93_Getting_employers_more_involved.aspx



3.2. Austria

Best Practice 1 - Training alliance

Within the framework of a training alliance companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted. In this case the Vocational Training Act (Berufsausbildungsgesetz, BAG) provides for a compulsory training alliance: It is permissible to provide training if complementary training measures are conducted in another company or educational institution (e. g. WIFI, bfi) that are suited for this purpose. It must, however, be possible to train the knowledge and skills vital for the apprenticeship occupation mainly at the actual training company. In the apprenticeship contract (or one of its appendixes), agreement on the training content that will be imparted outside the actual training company as well as “alliance partners” (suited companies or institutions) is reached. But it is also possible to enter into training alliances on a voluntary basis, if training companies aim to impart special qualifications to apprentices – possibly going beyond the occupational profile (e. g. special-purpose computer programmes, foreign language skills, soft skills, etc.).

In some provinces institutionalised training alliances have been set up (such as the Upper Austrian Corporate Training Alliance - FAV OÖ), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

Forms of training alliances:

1. Compulsory training alliance

1.1. For companies which cannot teach all the training contents of an apprenticeship

2. Voluntary training alliance

2.1. Training of additional knowledge and skills which go beyond the occupational profile



3. Organisational options

- 3.1. Mutual exchange of apprentices between two or more companies
- 3.2. One-sided sending of apprentices to another company or several companies or their training workshop (usually against payment)
- 3.3. Attendance of programmes or courses at IVET institutions against payment

Best Practice 2 - Awards for training companies

State prize “State-honoured training company”

The Minister of Economy awards the prize “State-honoured training company” to training companies for special achievements in apprenticeship training. Criteria for awarding the state prize include: success in apprenticeship-leave exams and in provincial and national competitions; dedicated involvement in the field of career guidance; cooperation ventures entered into by the training company; and its in-house and external CET programmes for apprentices and trainers. Applications for this award must be submitted to the regional advisory board on apprenticeship that is set up at the apprenticeship office of the respective province.

State prize “Best training companies – Fit for future”

Every two years, the state prize “Best training companies – Fit for future” is conferred by the Ministry of Economy in the categories small, medium-sized and large enterprises. The objective of the state prize is to improve quality, innovation and sustainability in apprenticeship training. Specifically, the state prize aims to:

- _ set a clear signal for quality in apprenticeship,
- _ acknowledge the excellent work of the Austrian economy in the field of youth training,
- _ help win over new companies for apprenticeship training,
- _ raise awareness among parents and youths of the good training provided in Austrian companies and the wide spectrum of apprenticeship occupations.



3.3. Latvia

Benefits that are listed by implementing work-based learning:

- Dual vocational training system characterized by the fact that the responsibility for it is shared between the state and employers;
- Their training places students select by the company in which they would like to work;
- Training is the real working environment;
- Young people receive scholarships;
- Students learn only professions that are required in the labour market.
- Reducing youth unemployment.

The best example in Latvia so far could be named cooperation between large stock company "Valmiera Glass Fibre» and Valmieras vocational secondary school. There some references from students:

Sintija (from Laudona):

«I have to learn only one and a half year. I would like to become a conscientious and resolute employee of company "Valmiera Glass Fibre»

Santa (from Bauska):

«From dual education I look forward to the opportunity to learn a profession, not only in theory but also in practice. »

Jānis (from Valmiera):

«This type of education is something new in Latvia and it seems interesting. A big advantage is the financial support received from the school and the company.

More or less, only officially unnamed as dual training are all the programs Malpils Vocational Secondary school teach, because certain amount of practice hours are spent in different companies. The difference is only that there is no warranty for the work. However, if in the practice place students show good progress and are interested in what they do, often after having obtained a degree they are asked to stay in company as permanent employee.



3.4. Poland

Uniwersytet Łódzki (Poland)

Work Based Learning Qualifications (WBLQUAL) is a European, Erasmus (DG EACAC, LLP) funded project working across five countries looking to refine a method of providing qualifications for work based learning that will also produce benefits for employers in performance, behaviour and attitude of learners.

By conducting extensive research into each of the 3 participants (HEI, Employer, Learner), within different academic institutions, across national barriers and in a range of employment sectors the project aim is to gain a deep understanding of the issues, incentives and barriers held by these three partners, and to use this understanding to formulate a tri-partite approach to WBL qualifications in the EU.

<http://wblqualv2.clients.apphaus.co.uk/country/poland/>

Cracow University of Economics (Poland)

Work based learning as Integrated Curriculum the Erasmus funded work-based learning as integrated curriculum (WBLIC) project draws on the latest research evidence and analysis from across Europe to identify common 'best practice' principles and to develop a framework to guide programme planners seeking to engage with accredited work based learning using an integrated curriculum.

<http://www.wblic.org.uk/>

BGZ (Germany)

BiP –Practical training in Poland for apprentices from Berlin



Skilled workers with international experience, and increasingly with knowledge about our neighbour, Poland, are in high demand within the Berlin economy. The mobility project BiP responds to this need. Young applicants, who completed a dual vocational education in hairdressing or the building-cleaner trade, as well as young people who were in a training course at a Secondary School and VET College of Higher and Further Training (OSZ) were invited to participate in a three-week internship in Poznan. The apprentices had the opportunity to put their theoretical knowledge into practice and to develop different working methods. An accompanying cultural programme and methodically excellent polish-lessons completed the internship program.

The aim of the project was to increase mobility as well as to improve vocational and social skills and competences of young people from Berlin during the initial vocational education. BiP was a sort of pilot project in the German-Polish cooperation in education. The profession building-cleaner does not exist in Poland and in this way it was therefore interesting for both sides to see how these occupational skills and competences can be taught and developed in the other country. The BGZ took over the overall management of the project. The necessary contacts and networking as well as organisational and formal activities were coordinated by the BGZ and the chamber of small business and skilled crafts in Poznan.

<http://www.bgz-berlin.de/en/projects-and-products/project-overview/bip-practical-training-in-poland.html>

Ośrodek Doradztwa Rolniczego in Kościelec (Poland)

A Short-term Training Course for Agriculture Students from Kościelec Polish students from Kościelec Agricultural Counselling Centre as well as other agriculture students finished in summer 2014 their short-term work experience internship in German agricultural companies which started on June, 29, and finished on September, 28, 2014.

The project was supported by the Foundation for Development of Education in the framework of Operational Program for Human Resources Development of European Society Fund and under



the conditions of Leonardo da Vinci Program. Project Nr. 2013-1-PL1-LEO01-38194 has a title „New skills –new opportunities in European agricultural markets: work experience internship in German agricultural companies”.

Anton Häring Academy in Piotrków Trybunalski (Poland)

The Häring Academy is the central location at the company for training and apprenticeship. The Academy provides modern technical facilities that correspond to real-life production environments, and the training rooms offer an attractive location for further qualification.

Häring offers a large number of interesting and promising training opportunities:

- Machining mechanic m/f
- Industrial mechanic m/f
- Machine and plant operator m/f
- Mechatronics engineer m/f
- Technical product designer m/f
- Machining technician m/f

At Häring it is also possible to combine vocational training with a study course in engineering. In just 4½ years, a training course as an industrial mechanic and a BA course can be combined. The advantage here is that practical experience gained from working in the company is enhanced directly with know-how from the study course –and vice versa.

http://www.anton-haering.de/cms/en/education/education_info/



4. Field Research Results – Questionnaires Analysis

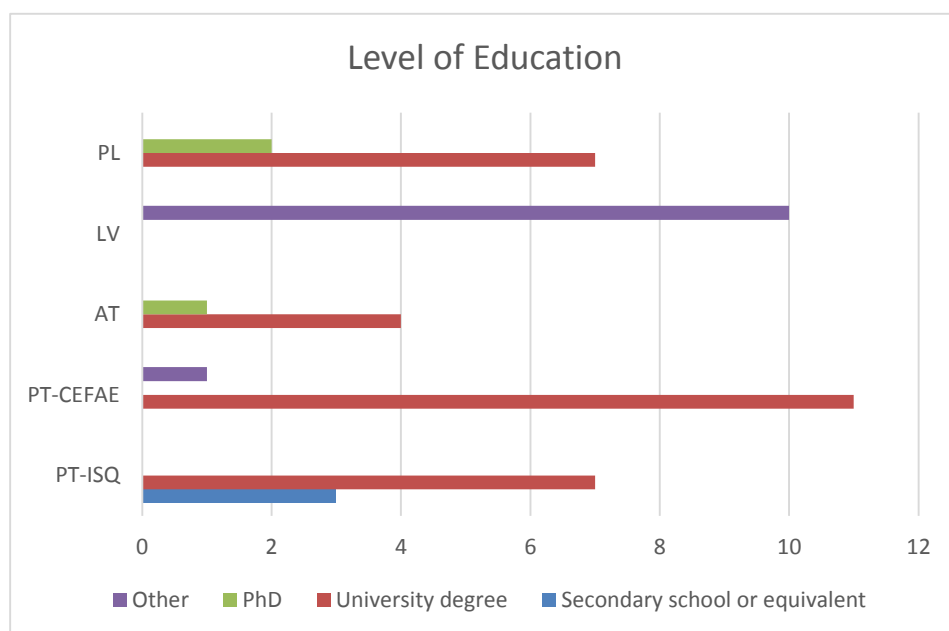
The total number of inputs obtained from the field research was **105**, distributed by the target group, obtaining a total of 46 answers from VET providers and 56 answers from employers and company tutors. It is important to notice that not everyone answered to all questions.

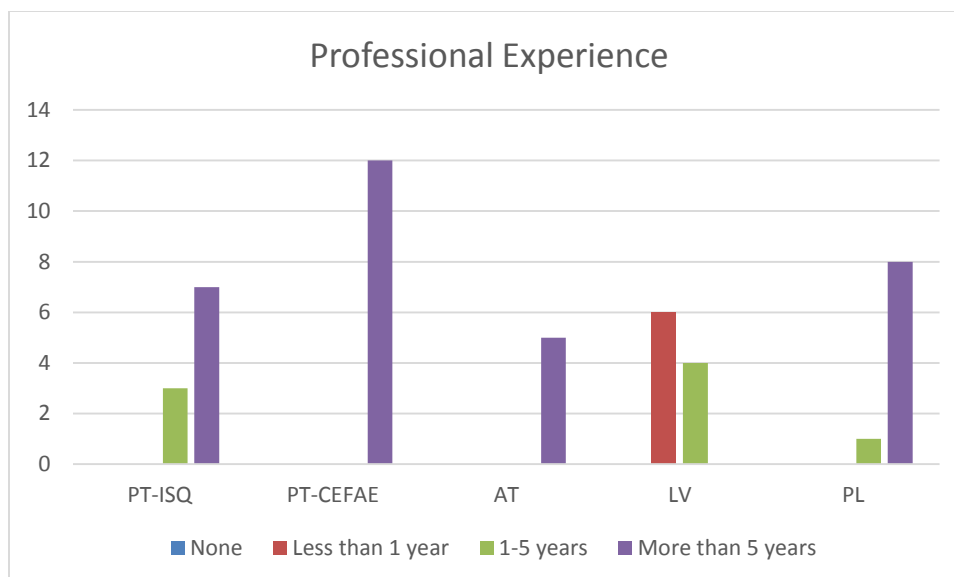
The following sections will summarize these contributions gathered in the field research, making a brief characterization of our contributors, highlighting some important comments and opinions which will influence the path that the WBL partnership choses to trail in the E-Guide “Work Based Learning – your opportunity” to be developed in this project.

4.1. Questionnaires Teachers/trainers/educational staff/ VET providers

4.1.1. Participants’ profile

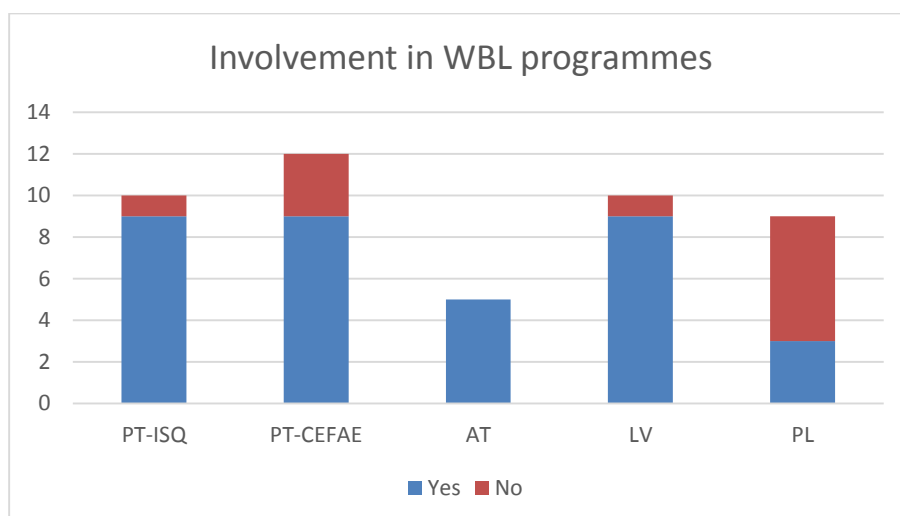
Our questionnaire/interview participants are experienced professional, most of them with a university degree or PhD, although Portugal presents an important share has a secondary or equivalent level of education.



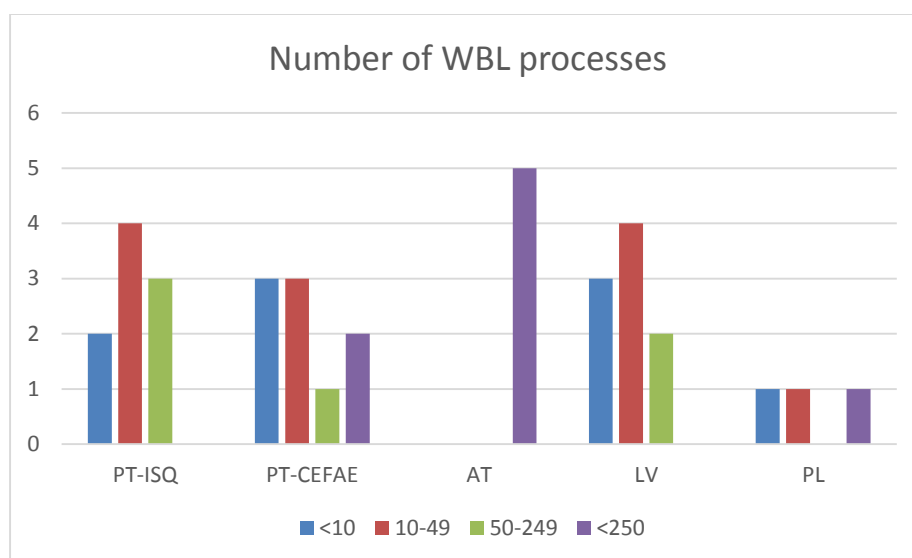


4.1.2. Participants' experience

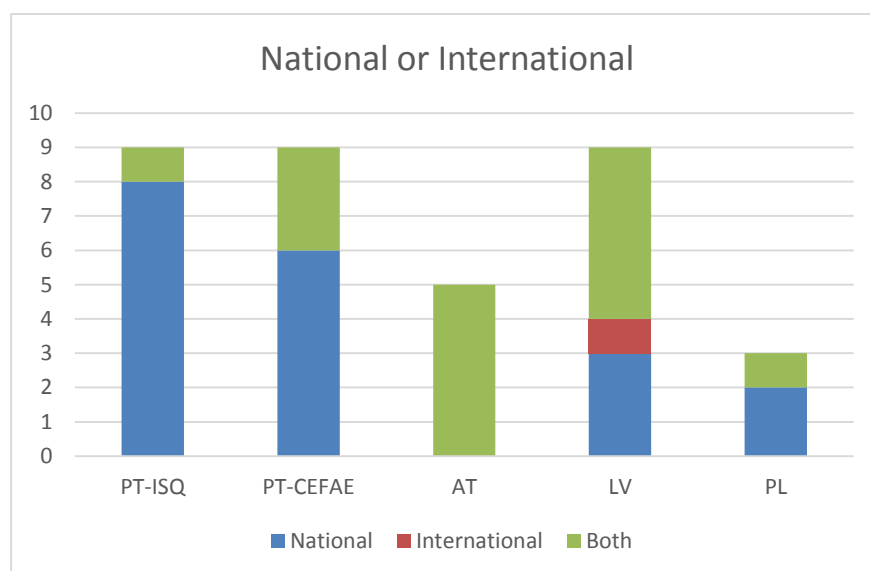
Taking into account that the questionnaire was addressed to workers and education staff working with work based learning and that the aim of the questionnaire was to allow the WBL partnership to have a clearer understanding about their specific needs, in order to better build the E-Guide foreseen in this project, participants were asked to describe their experience.



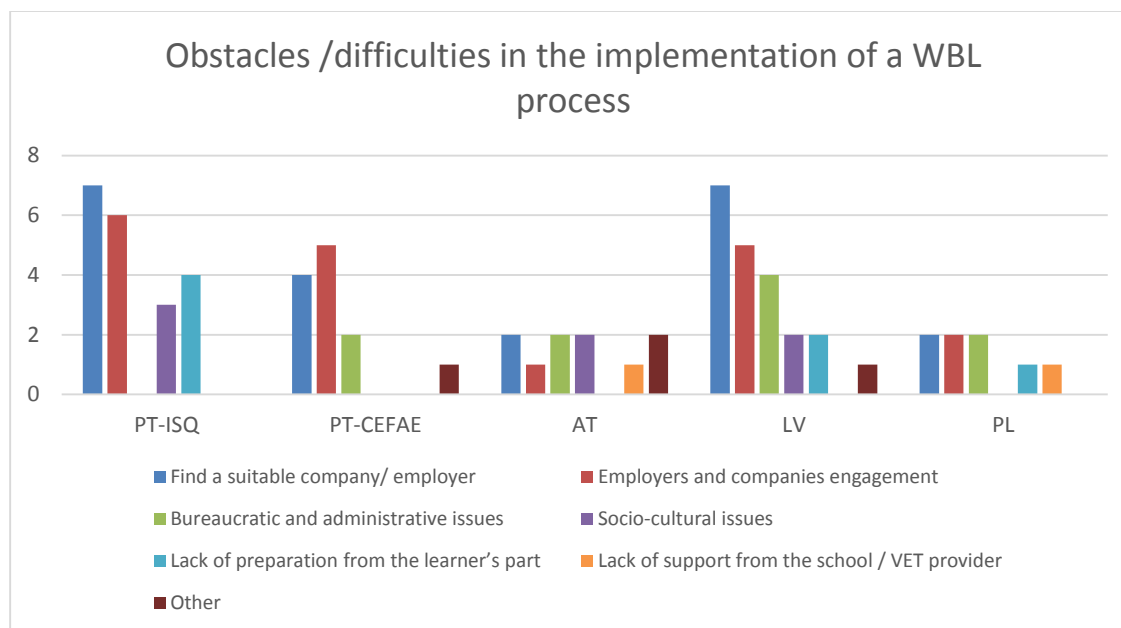
Most of participants had involvement in WBL programs, except in Poland that most of their professionals never were involved in a work-based learning experience.



Austria presents the exceptional result of all their professionals had participated in more than 250 WBL processes each.

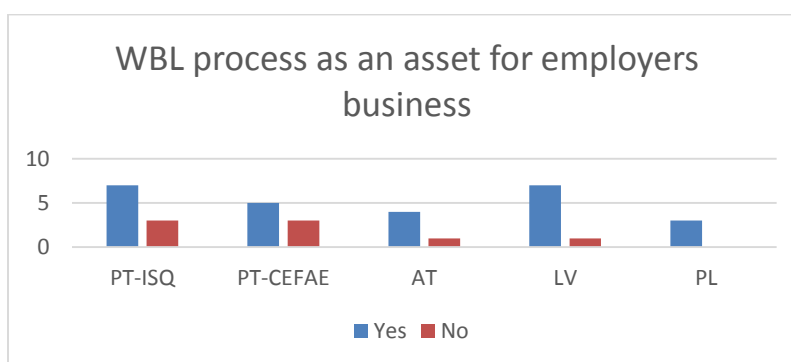


Portugal and Poland professionals presents the most of their experience with national learners. All the other countries present a large experience with national and international targets.



The most meaningful obstacles or difficulties found in the implementation of a WBL process were:

- “find a suitable company/employer”, transversal to all countries; followed by
- “employers and company’s engagement” except in Austria.
- all countries find some difficulties with the “bureaucratic and administrative issues”.
- we received no inputs to the “others” responses.



The majority of responses to the question “Do you see WBL process as an asset for employers’ business” were “yes”, having some professionals responded “no” but in a reduced number.

In the open questions of the questionnaire, a lot of inputs were collected. The most relevant are poured into this report, highlighting the fact that all countries provided a meaningful contribute.

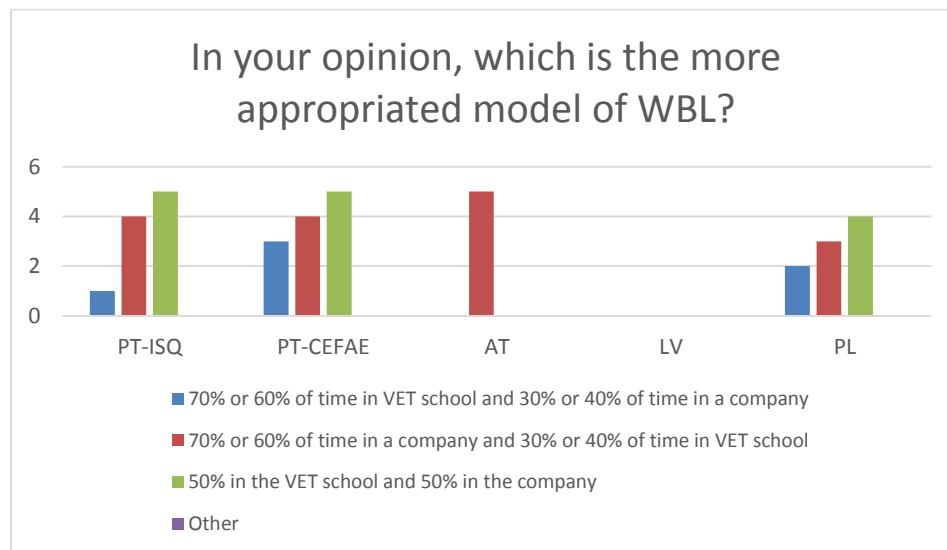
*“Do you think employers and companies consider the WBL process as an asset for their business?
Please explain your choice”*

“Up to now they don't see the asset. It should be more clear explained. They think it's just additional work. The conditions for preparing of the future specialist are going to be fulfilled through the employing company. And this brings success in the business.” AT

“most of the cases, the enterprisers' consider that trainers are a waste of time and resources, because they need time and accompanying; employers availability; young with good practical knowledge and skills; it is a way of changing knowledge, ideas, as usual the trainers are interested and very active people; they are in a zero cost for the companies, what it is good and they can bring new ideas and ways of doing differently; it is good for both, the knowledge and zero cost for the company; companies are not very fond of changing routines; no, because after the enterprisers don't have the financial capacity to give a job, even for the best students” PT

“Big companies, but not the small ones. Employers do not want to spend a lot of time in training and assessment of learners. There are good reviews from entrepreneurs. One half entrepreneurs want well qualified staff; one half are not so worried about it. Entrepreneurs need new staff. The most part of small businesses want well educated and already well qualified and experienced staff.” LV

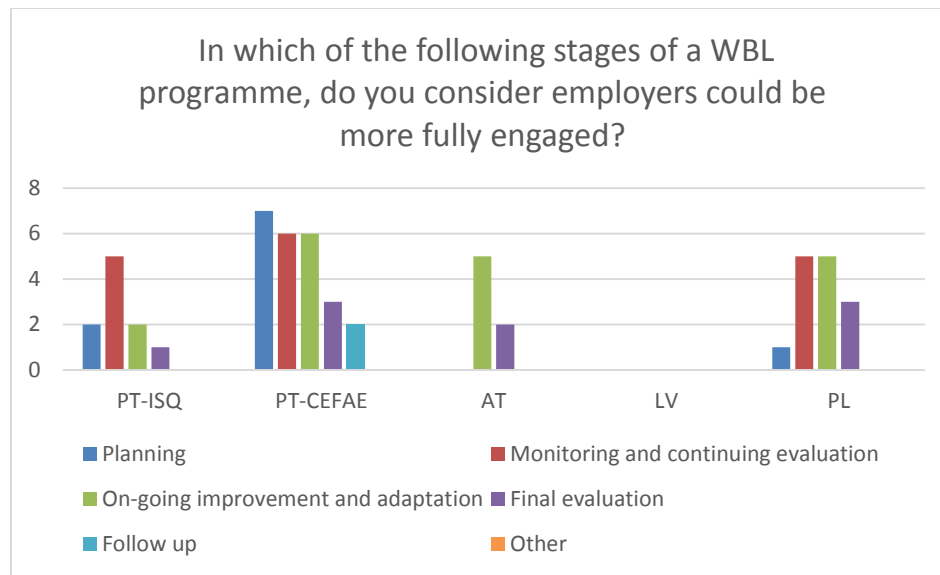
“a chance to influence the process of education of future workers, building bridges between school and company, possibility to share the practical knowledge about functioning of the company, they think it is important, because they can give a profile which is suitable for the given company or position- the work world and educational sector need more help (special programs, money for practical training etc.). PL



According to the question “which is the more appropriated model of WBL” in Austria all the professional that answered the questionnaire agree the best option is “70% or 60% of time in a company and 30% or 40% of time in a VET school.

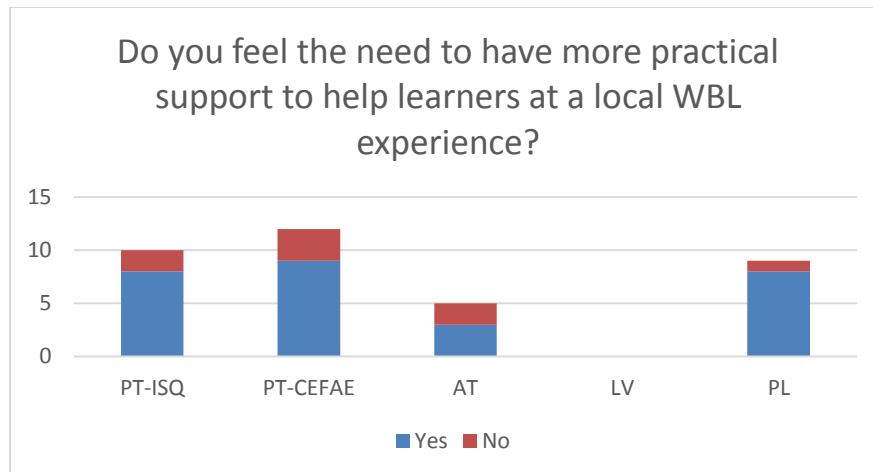
Portugal and Poland professionals' have different opinions, considering mostly that WBL should be "50% in the Vet school and 50% in the company", and even some professionals consider that "70% or 60% of time in a VET school and 30% or 40% of time in a company" but in a smaller number.

**The Latvian partner didn't present answers to this question.*



In the educational agents' perspective, the employers could be more fully engaged in the "On-going improvement and adaptation" and in a small answers number in "Final evaluation", pointed by professionals of all countries. Portugal and Poland professionals also consider that employers should be more involved in "Monitoring and continuing evaluation" and in "Planning".

**The Latvian partner didn't present answers to this question.*



Considering the answers, most of professionals “feel the need to have more practical support to help learners at a local WBL experience”.

**The Latvian partner didn’t present answers to this question.*

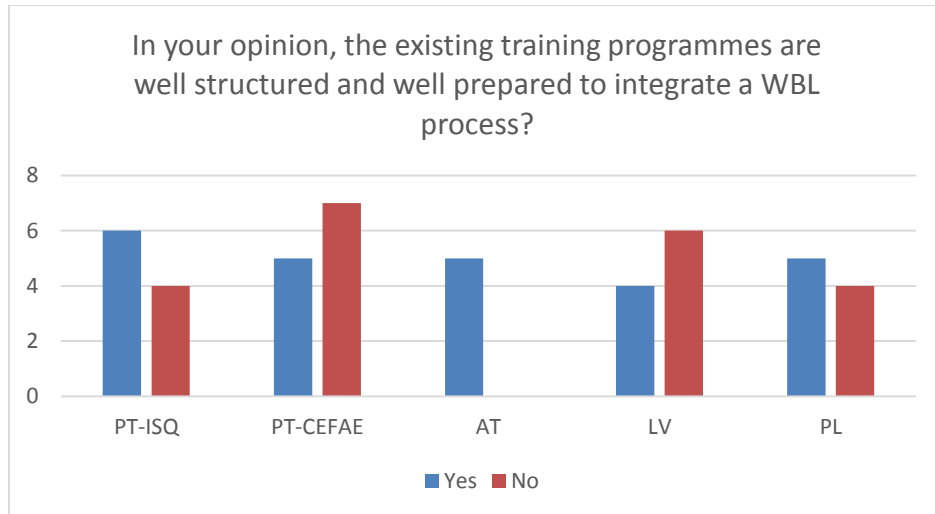
When asked to explain their choice, the respondents said:

“1. Better training for teachers. 2. The gearing between company and vocational school should get more technical and theoretical.” AT

“It is very important that students have practical support, especially at the beginning of the vocational training, after they will be more autonomous; the more and more time the students have practical work, the better will be their competences and skills in the area; enterprises don't have enough human resources to accompany the trainers.

A greater involvement of employees in the development of training strategies in the workplace. The tutors should be more receptive to describe the activities to be undertaken by the trainees before starting the internship.” PT

“Practical support of students at the university level is very low. Students should have more self-initiative and look for themselves on the labour market. The work world and educational sector need more help (special programmes, money for practical training etc.)” PL



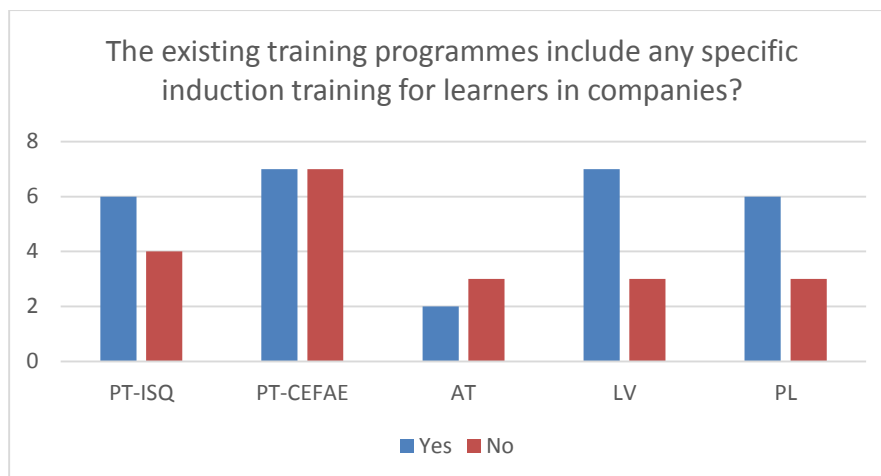
Concerning the structuration and preparation of training programs to integrate in a WBL process the professionals from Austria considers that they are well structure and prepared.

In all the other countries, there are no agreement, some professionals think that the training programs are well structured and prepared, and some think they aren't.

"1. Very good approach. Students and company can win. 2. More time for the specification of training courses." AT

"the pedagogical contents are essential on professional area that the students attend; the contents should be adapted to the real labour market; some of the scientific and technical area should be adjusted to the current reality; they are well done, but unfortunately entities don't have the necessary human resources to apply them well; at a vocational level yes, they are; no, because the contents are very specific in an area" PT

"No, we need precisely to balance theory and practice in exact period of time; No, programs are designed for school workshops and laboratories; No, programs be developed to meet market requirements; Yes, programs are flexible and adaptive to business requirements; Yes, programs are updated and we take an account of the different views; No, the program should be made more on the basis of business opportunities and professional standards; Yes, programs are updated; No, programs drawn up superficially, without any regard to the possibilities for schools and companies." LV



According to the graphic we can assume that in general exists some training programs include specific induction training for learners in company.

The main contents, competences or themes that professionals think are important to learners' induction process in companies are:

"1. openness to experience on both sides; willingness to try a new way; good preparation. 2. communication and social competencies. 3. The knowledges about companies' work are patchy, the employment is going to be without any guarantees for the future. There are not so many perspectives. The opinion about vocational schools' work is in most companies viewed bad." AT

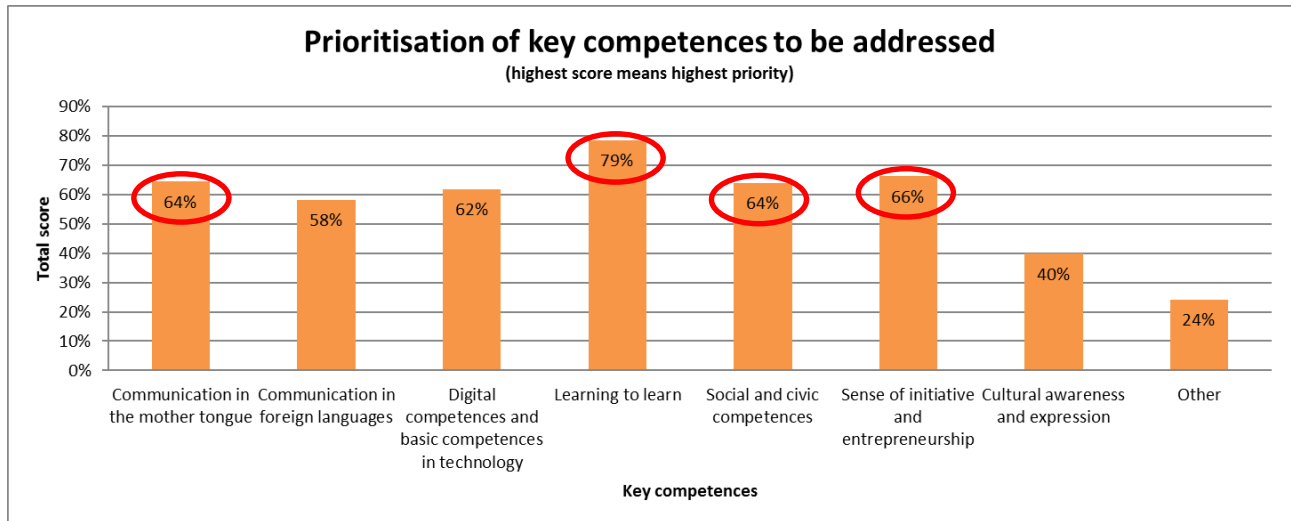
"support in the labour market integration; social and economic support integration; support on travel preparation and other practical issues; development of technical skills at students' area; personal and relationship development in the labour market; promote work attitudes; administrative support in reception area; receiving techniques and customers assistance; service and communication; social, pedagogical and intellectual competences; conflict management; assertive communication; team management; ICT contents; video; photography" PT

"Learners a greater sense of responsibility and willingness to apply theoretical knowledge in practice; Interest, discipline and responsibility for their work; communication skills; Communication in foreign languages; the desire to work in their chosen profession; motivation; the latest design programs learning; be open to all new things and situations; compliance with the qualification requirements of the enterprise and labour market; knowledge of labour protection, in materials Science and equipment, knowledge in trade market; technology basics." LV

"students should know the company, students should be able to work in a team and communicate in an international team, ability to learn, communication in a foreign language; language competence, communication in a foreign language, initiative and entrepreneurship; need for improvement, communication, possibility to learn; students should be more creative, able to cooperate with others; flexibility on the labour market. working to deadlines. background education" PL

In order to better build the E-Guide foreseen in this project, participants were asked to prioritise - from the eight key competences for Lifelong Learning – the ones that most important learners should have for a work based learning experience. The results are presented in the following chart:





The resulting ranking of key competences that they feel the young people should have for a work-based learning process are:

- 1) Learning to learn**
- 2) Sense of initiative and entrepreneurship**
- 3) Communication in the mother tongue**
- 4) Social and civic competences**
- 5) Digital competence and basic competences in technology
- 6) Communication in foreign languages
- 7) Cultural awareness and expression
- 8) Other

4.1.3. Conclusions

About the question “In your opinion, what are the main advantages of implementing a WBL process?” the respondents consider:

“more global apprenticeship; multidisciplinary; more practical training; exchange with other cultures; transfer learning and European mobility’s” AT

“-better preparation to the labour market; better improvement in English; development and improvement of technical competences, what will improve the students future; learning by doing; to develop professional skills according to students' profile and area; knowing the labour market; skills development; to prepare young people to the labour market; to raise awareness among young people; team work; deepen and solidify the skills acquired during the training; learn new skills; growing in personal and professional levels; showing the labour market to the students; applying the competences in a labour context; relational competences; diversify the courses; crating successful conditions; it reduces the negative impact on the first experience work” PT

“An understanding of what exactly is the chosen profession; self-discipline and responsibility for the work; theory closer to practical works; exposure to real working environment; student gain experience; easier understanding of the theory; successful integration into the working environment and find a job; better awareness of labor market requirements; harmonization of practices and training programs can help operatively work on topics brought up during practice; student can see how theory works in practice; educational institutions prestige training demanded professions; the opportunity to work with modern equipment and materials; the pace of work and the amount of work close to the labor market; communication training.” LV

“implementation of knowledge and skills in real workplace, preparing students for real work and taking decisions, -responsibility of students-possibility to improve their competences, the chance to look at their work and evaluate it-students can understand what they learn and why, they can solve practical problems, students can be more responsible, practical training, more visits in the firms, professional competence” PL

Concerning the question “In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved?”, the following inputs were collected:

“1. Further and extensive implementation/initiation of mobility; 2. Bring out clearly the advantages for the company; give very clear information for the trainees; persuade a lot of trainers/key positions.” AT

“- More contact between school and enterprisers during the 1st year school; motivation; better involvement in enterprisers; greater openness from enterprisers; better involvement of the technicians in enterprisers with students; better involvement between enterprisers and schools to establish the work plan; to have a closer and open contact between enterprisers and schools; to develop activities related with the professional competences and course attended by students; schedule adjustment according to the industrial sector, the season and the lab or area; integration in several teams, as a way of promoting multidisciplinary and a good adjust to the different sector in a company; planning the training period between student and tutor from the company; school and tutor accompanying during the training; monitoring and continuing evaluation; an effective and solid cooperation; doing the training not only in the final of the school year, but annually; prepare a voluntary work plan to the student; give the student a chance to choose the enterprise where he/she will have the training; formative evaluation and regular; better monitoring; better selection of the enterprises; better match between the courses and the market demand” PT

“Entrepreneurs have to desire to have well qualified staff; Schools are ready to offer appropriate education programs, but employers and employees are interested only in job and education remains as second choice; funding support; teacher training; more support from government; cooperation with manufacturers and trading companies in the latest developments in technology and materials; provide trainees with a living area; provide trainee professional, psychological and social support; schools and enterprises jointly develop curricula; entrepreneurs to help the school improve material resources; schools to attract more companies to cooperate with; reporting on the occupation demand and supply of job vacancies.” LV

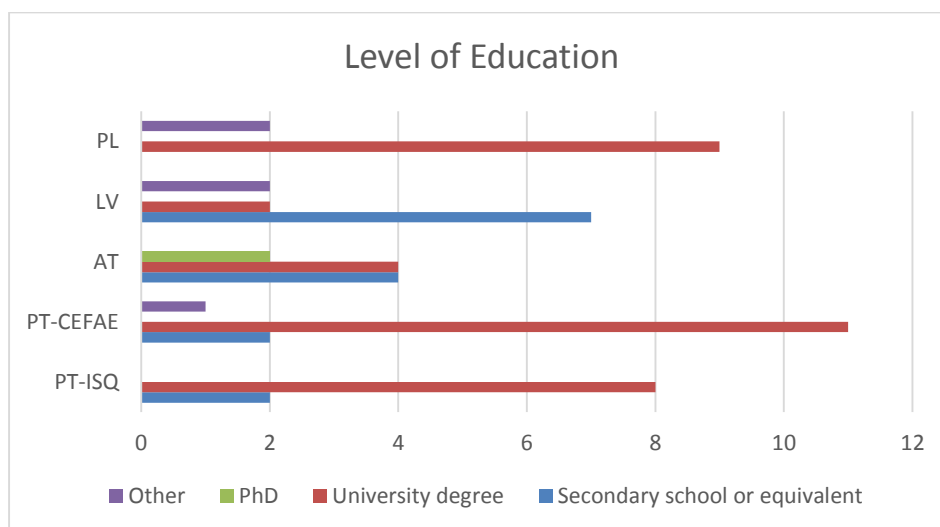
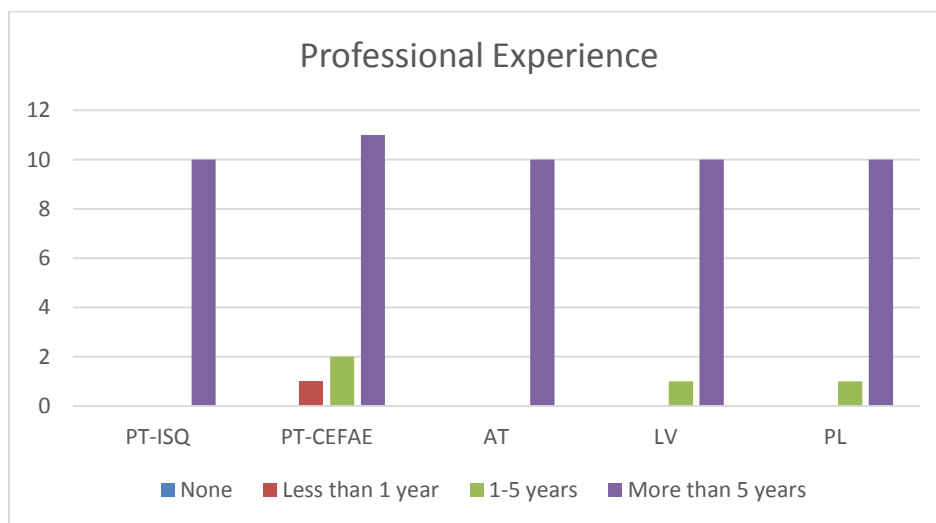
“lessons at school should be more concentrated on practical tasks, chance to get acquainted with other cultures,-using digital equipment, possibility to improve and develop language competences, a chance to cooperate with foreign employers, making friends , learning about different cultures,- employers should understand that it is profitable for them to sponsor students, creating laboratories for students by the companies, students should understand the need of background education, help for employers, (Money for practical training), equipment for learners in the firms (they can disturb machines which are using to produce), good law rules for organization practical trainings in the firms” PL



5. Questionnaires Employers or company tutors from different sector involved in work based learning experiences.

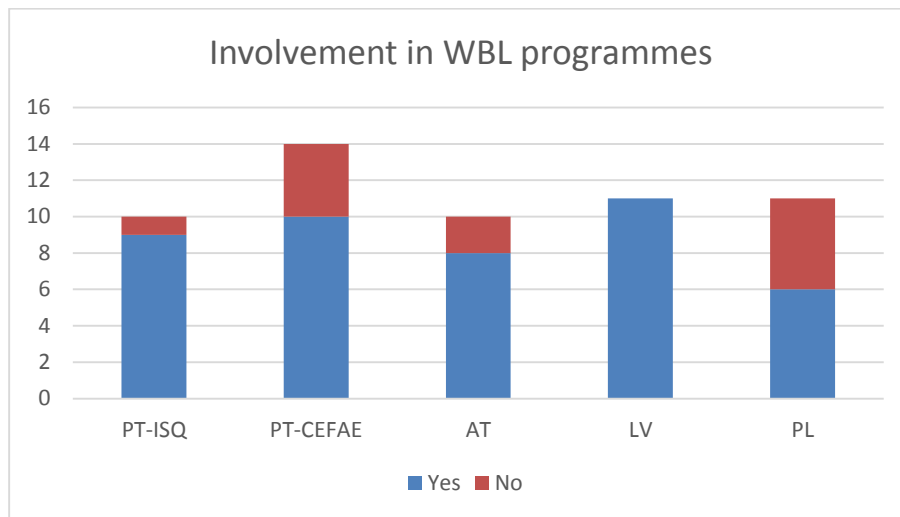
5.1. Participants' profile

Our other target group are experienced professional, most of them with a university degree or Secondary school or equivalent.

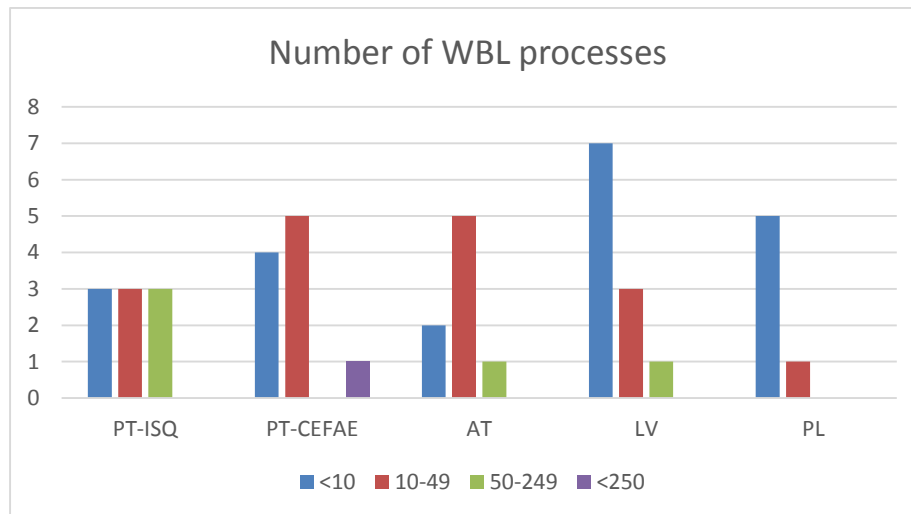


5.2. Participants' experience

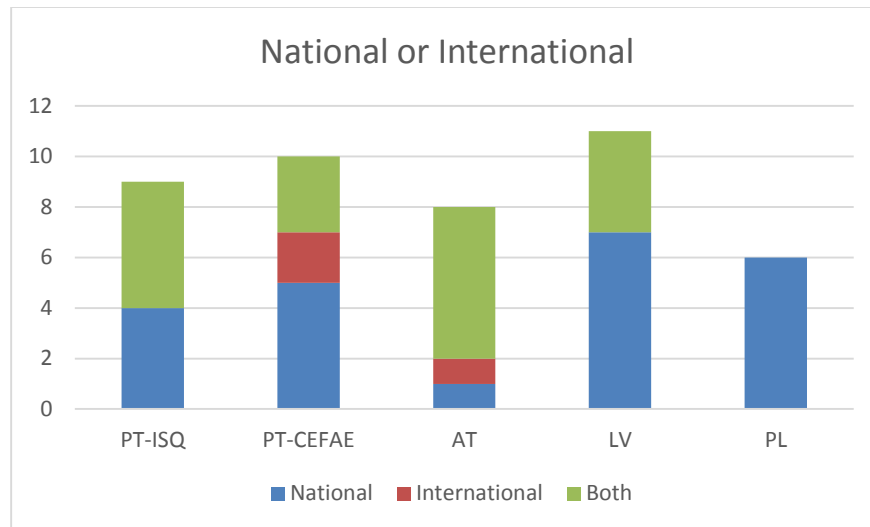
The questionnaire was addressed to employers or tutors in-company involved in worked based learning experiences, to understand their experiences and their specific needs, participants were first asked to describe their experience dealing with this type of training.



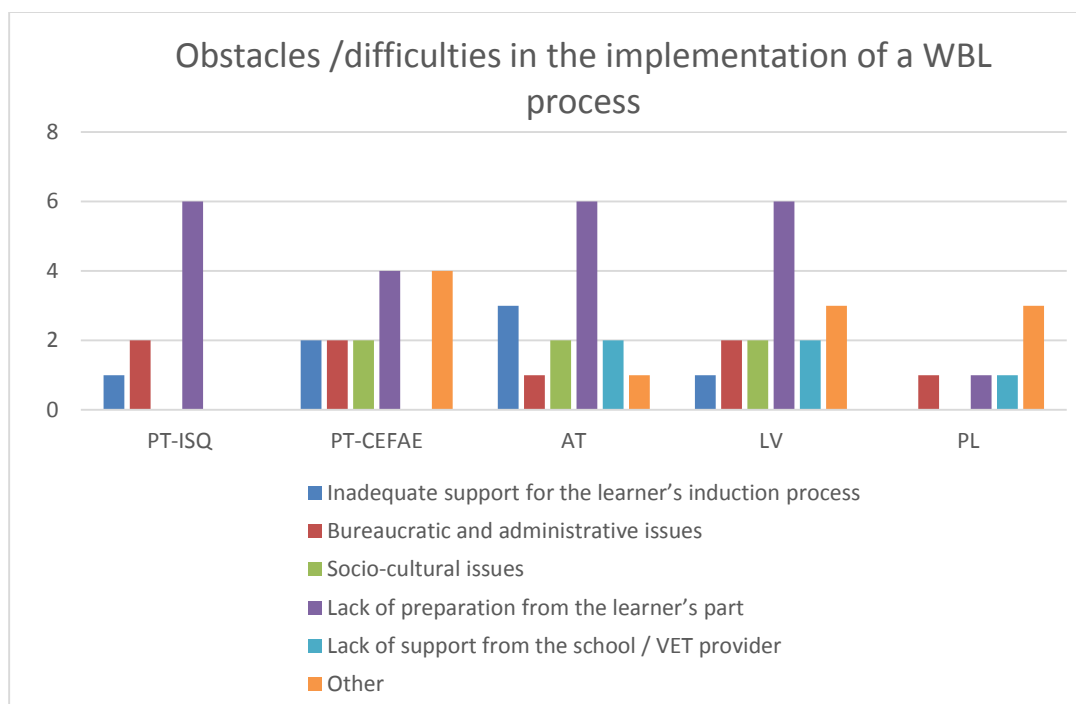
Most of participants inquired had involvement in WBL programs.



Austria presents the exceptional result of all their professionals had participated in more than 250 WBL processes each. In the others countries this number is in comparison lower.



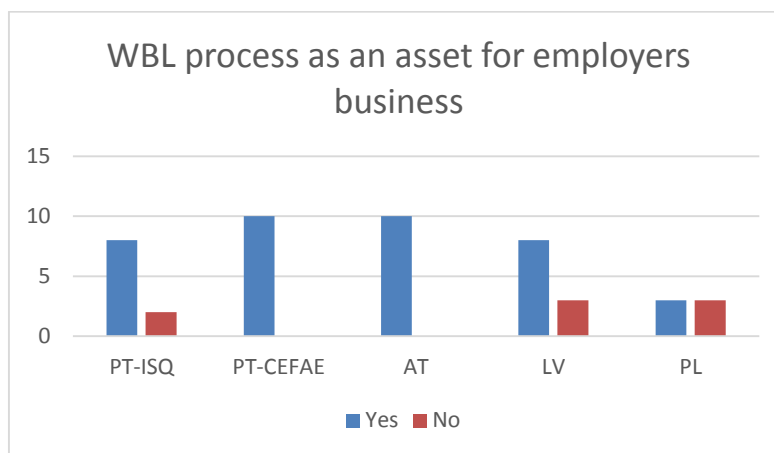
Poland professionals who have answered the questionnaires only presents experience with national learners. All the other countries present a large experience with both targets.



According to the questionnaires, employers and company tutors refers that most of their obstacles/difficulties in the implementation of a WBL process is:

- lack of preparation from the learner's part;

- other;
- bureaucratic and administrative issues.



To the question “Do you consider a WBL process as an asset for your business?”, the majority of answers were “Yes”. In companies WBL is valorised and recognised.

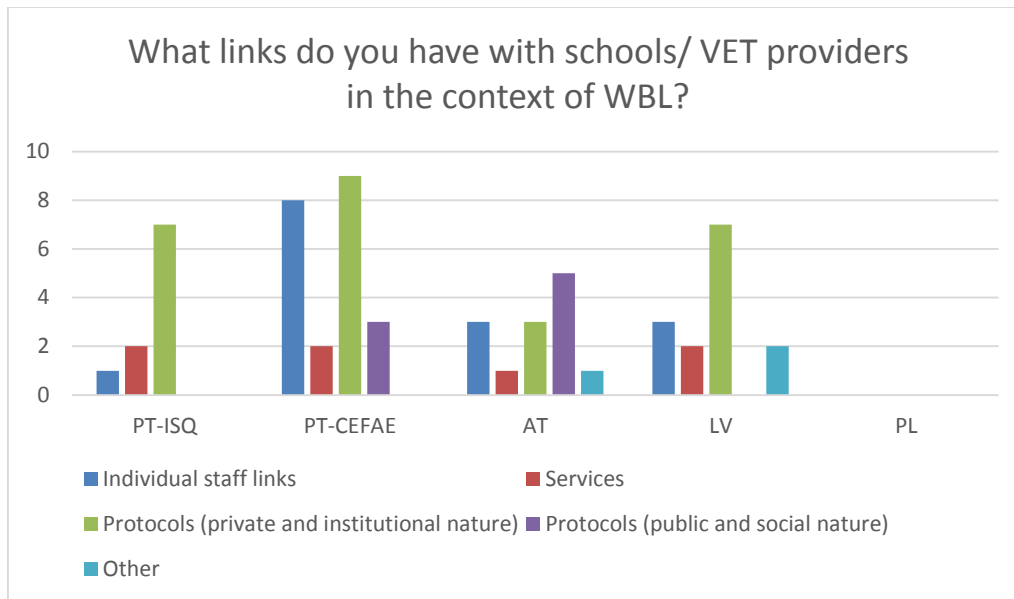
“It’s a great relief for company; and we can work with for own requirements prepared employee.” AT

“enterprisers should participate in students' teaching; give them the opportunity to know the real labour market. Consolidation of skills, interaction with real working environment. It's a good experience, mutual support for both the student and the technical team. Because it shows the level of preparedness of the new technical and allows us to perform a pre-selection for possible jobs” PT

“• If the work based learning should be based on long-term cooperation, it would give the opportunity to the employer to create a new labour-based security, according to company specifics; identify labour costs, in order to incorporate them in the overall cost estimate. Young and motivated staff - this is the basis for innovation and the company's sustainable development. The opportunity to engage in their own specialists eliminates the chaos associated with the formation of staff (not always the employee turns out to appropriate requirements; have to look for another, which takes time - resulting chaotic situation). During the internship it is an opportunity to assess the long-term compliance with the profession of the employee and, if necessary, to create motivation for the student after training to stay with the company.

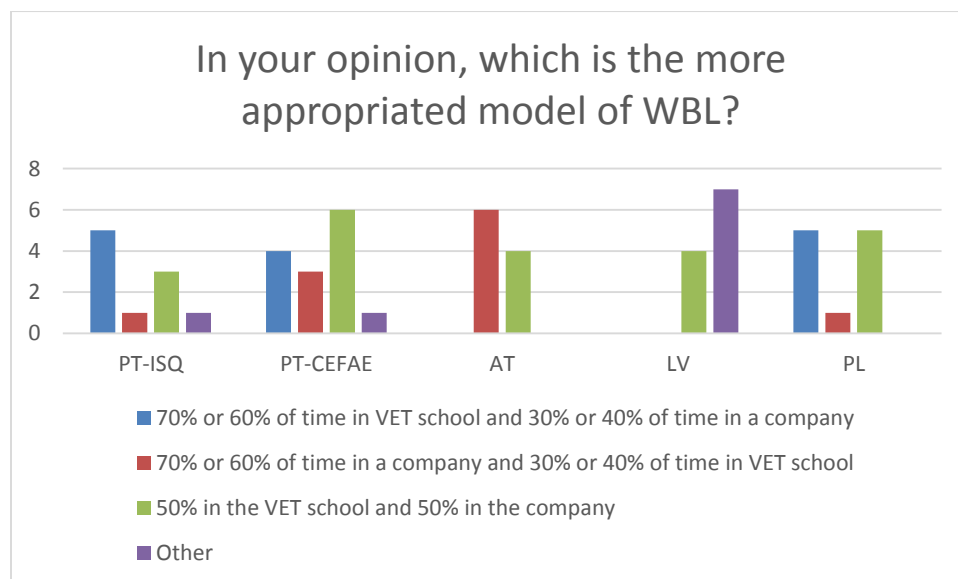
- Increase production quantity, it is possible to raise new, for companies' specific needs, high-quality employees, who after graduation can work in the company.*
- The more such students, trainees, who come and go, then the company will be recognizable. Also, teachers are good promoters of good practice place.*
- Practical training has always a positive direction. It certainly contributes to the student's professional development.*
- Skilled staff promotes companies' development. Training contributes trainee' development, and it is also the route to the company's future development.” LV*

“Yes, for the hotel is useful. No, the firm doesn't have any profits. It's problem to find a mentor for the student. The workers in the firm are too busy to take care about the students. We haven't had knowledge about students' skills. The employers have too much paper work with the students and haven't had time to do it. They have the problems and any money for the additional work. The employers need good workers, during the practical training they can check the candidates. PL



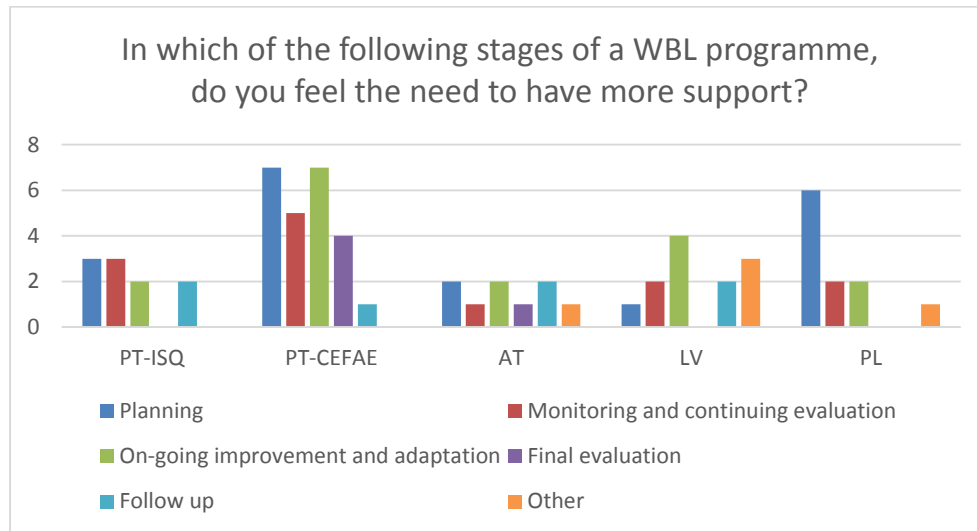
The companies' professional's links with schools/VET providers in the context of WBL mostly by protocols (private or publics) and also by individual staff links.

**The Polish partner didn't present answers to this question.*

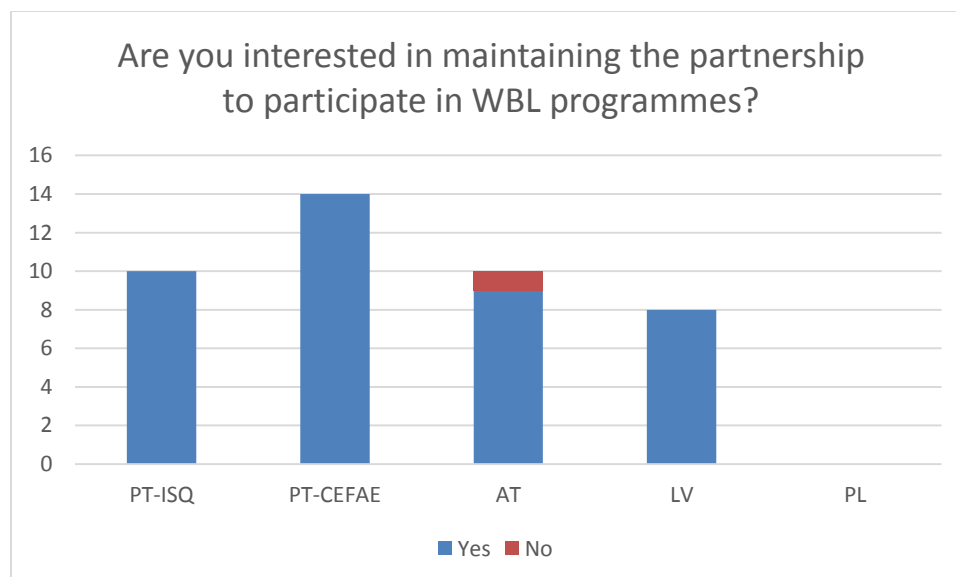


Concerning to “the more appropriated model of WBL”, the most popular response was “50% in the VET school and 50% in the company”.

Some company professionals in Portugal and Poland, considers that learners should spend “70% or 60% of time in VET school and 30% or 40% of time in a company” but in a smaller number.



The stages that employers and company tutor have more need of support is on planning, on-going improvement and adaptation, and monitoring and continuing evaluation. All countries present similar needs in dealing with WBL programmes, respondents of Portugal and Austria also feel the need of support in final evaluation.

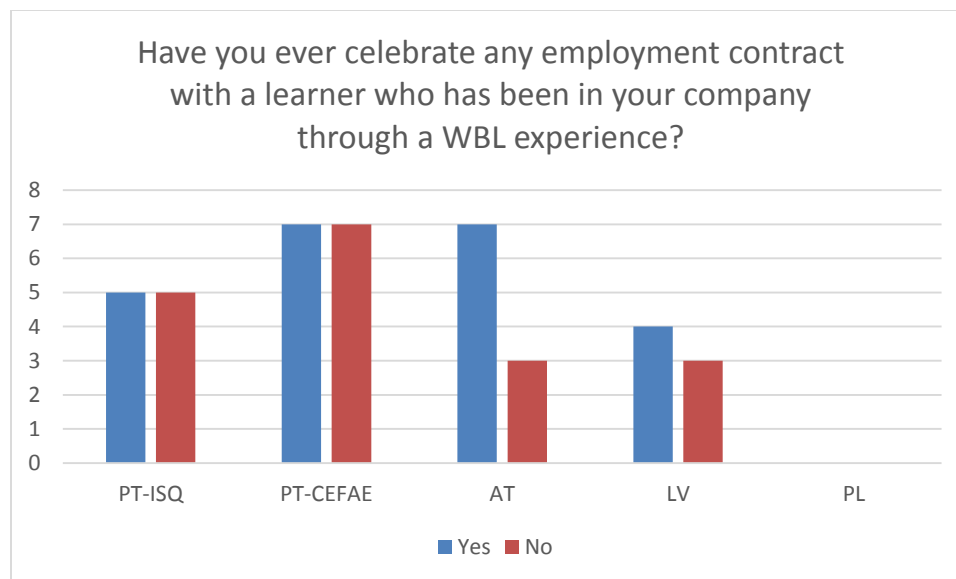


All countries, except Poland that didn't present results, are interested to maintain the partnership to participate in WBL programmes. That tells us that this programs add a good value for the companies.

"Students' knowledge; the ability of adaptation; initiative and their willingness to cooperate; civic and social skills; this is a tool that allows to contact with the educational system; better connection between enterprisers and schools; the main importance of learning by doing; contact between learns/students with the labour market. Is an asset to the student and the employer. Young Identification of potential. Without cost labour to the company" PT

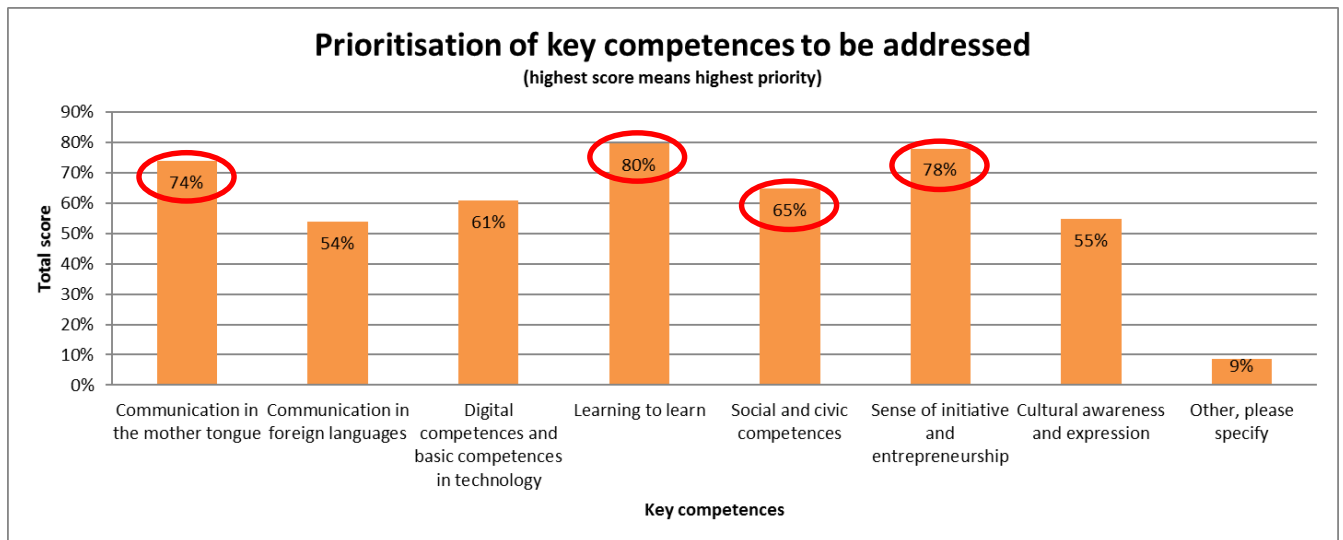
"•Very appreciate new employees, especially if we have had the opportunity to have practice time to prepare them in accordance with our specific company's needs. The current labour market situation indicates the lack of staff in our specialty (both mid-level and senior technicians). Work based learning would be able to secure the labour resources. New, responsible, innovative workforce in our industry is the basis for the company's development and growth potential.

- 20% of the trained students remain in the company as a good staff.
- Companies are interested in getting new employees with education.
- In order to find a suitable employee." LV



Employers of all countries have already celebrated contracts with learners. In this particular topic, the Polish partner didn't present answers to this question.

Participants were asked to prioritise - from the eight key competences for Lifelong Learning – the ones that they think more important for learners to have. The results are presented in the following chart:



The resulting ranking of key competences that they most value in a work-based learning experience are:

- 1) Learning to learn**
- 2) Sense of initiative and entrepreneurship**
- 3) Communication in the mother tongue**
- 4) Social and civic competences**
- 5) Digital competences and basic competences in technology
- 6) Cultural awareness and expression
- 7) Communication in foreign languages
- 8) Other

5.3. Conclusions

About the question “What do you as an employer, really value in a WBL experience?” the respondents consider:

“the education system is very beneficial not only for student, but for employer as well. At the same period during work based learning student gains his experiences already, what doesn't happen during the studies only. The training is always carrying out under real conditions and in real labor market, that's why trainees are further not more afraid to make their job self-confident. Learning of self-confidence and independent work, with master as supporter brings more win - win situation for both sides, as the only dry theoretical teaching under „hothouse“ conditions in vocational schools. The straight preparation of workers for company let them to save time and money, what in these global times is very important for companies and enterprises. The theory and practice are nearby each other, so can be found new solutions to fill the leaks of knowledges, if the trainee have been missed something at school. It means, that knowledges, training support and final feedback is always available in this work based learning system. Employee grows together with his company, that's why there is not only business but and familiar relations possible. There is never boring for student, because he always has a change - that grows his interest. Interlinked thinking, better job opportunity in future and high qualification are the best motivation for young generation.” AT

“students' knowledge about the institution; the ability to adapt to new contexts; the planning with both intervenient; the students' accompanying; the evaluation of the training; entrepreneurship; the willing of learning by learning; contact with the real labour market; the ability to adjust to new demands; to understand how the student applies their theoretical knowledge to the labour market; to help training future professionals; help the future professionals in a practical area; to acquire skills and competences according to the local context; team work; responsibility; to improve the relationships; to develop better attitudes in the labour market; social and civics competences.” PT

- “1. Entrepreneur in advance plans how to secure a good practice.*
- 2. Learners have the opportunity to enter the labour team, to learn communication with them.*
- 3. Learners has the opportunity to successively acquire all the technological processes.*
- 4. Learners form sense of responsibility, which creates sense of stability for entrepreneur.*
- 5. After the theoretical training - job training.*
- 6. Additional staff.*
- 7. Possibility to train new staff.*
- 8. Student's own desire to learn, initiative, enterprise environment a greater desire to learn and improve.*
- 9. Already after practice possibility to work in their chosen profession.*
- 10. Three days a week in the company - prepared for independent work.*
- 11. Students gain confidence that are chosen the right profession.*
- 12. One part of the day accompanied by school theory, the second part strengthens the practice of the company.*
- 13. In company student arrive motivated to learn and prove themselves from the best side.*
- 14. State bonding practices by employment agencies that generate new workplaces for young people.” LV*

“commitment, discipline, willingness to the work, be creative, ready to learn, soft skills, should be independent” PL



Considering the question *“In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved?”*

“- It would be useful more to specific the training;

- Some political issues should be more fitted for companies, schools and students;*
- More common cooperation and communication between all members would be required;*
- The motivation of students to learn, should go higher as it is at the moment;*
- More interest from parents about their students'/children education would be helpful;*
- Common methods should be more adapt in companies and schools;*
- The primary education in schools should become deeper and foster;*
- Innovative solutions are needed for attractive work.” AT*

“dialogue between both intervenient; clarifying the goals; the student's knowledge about the institution; schedule adjustment; the planning with both intervenient; the students' accompanying; the evaluation of the training must be suited to the skills of the trainees; planning between the school and the receiving institution; to stay longer in the enterprise; schedule adjustment according to the industrial sector and the labour area; closer contacts between schools and enterprisers; to train in health, security and hygiene area; to improve logistical and material conditions; tasks coordination; adjust the pedagogical contents to the demands of the labour market; better involvement of the enterprisers at schools; to increase the hours of training.” PT

“1. Cooperation and common conversation, discussion, communication, working groups.

2. Opportunity to long-term planning in time.

3. Attracting students.

4. Trainees need at least symbolic financial incentives.

5. The company would be required for the tax credit on wages to a trainee.

6. The educational institution should be given more time to illuminate the trainees about the real working environment (with experience stories, as usual employees become entrepreneurs and similar motivational stories).

7. Students that are suitable for working environment and want to work themselves;

8. We need to find a way, as much as possible to motivate students to acquire the chosen profession in high quality.

9. Students have to be interested in the profession.

10. Need to acquire a good theory to be able to combine with practice.

11. Learners needs to improve the sense of responsibility.

12. Needs to improve practical skills.

13. Requires a quality practice managers/tutors.” LV

“cooperation with the parents, more pedagogic courses for employers, money for equipment using by students, small „salary” for the students, closer cooperation between schools and firms, less „papers”, the help of local government, help people responsible of education” PL

And some additional comments were asked:

"It is important the integration of the young people in the labour market, what it is done by the vocational school system. It is important to continue to support the vocational school, thus they shall continue their excellent work; the vocational training is always an important part in a person's life as a global development; the willingness to participate in this kind of projects." PT

"Much depends on the students' motivation, responsibility, interests, their desires to develop, improve their skills!" LV



6. Final considerations

This research carried out transnationally in four different countries, allowed the partnership to understand the needs felt by the vocational training and school systems, and also the employer's perspective, in order to better support them in the implementation of work based learning.

In a general overview, the following conclusions are stated:

- the cooperation between educational institutions and the work world is overall good, however this relation still needs to be improved in order to assure the fulfilment of both VET and company's needs.
- When concerns to the added value of work based learning from the employer's point of view, there are still some issues to be addressed so employers can see the added-value of these experiences. The less positive perceptions were related with the Portuguese, Latvian and Polish countries;
- Concerning the most appropriate model of WBL, the VET systems' general opinion, is that most of the time (70%) should be in company. On the other hand, the employers' point of view is the opposite, 70% of the time should occur in school. Both target groups agree that 50% in each place is also an adequate alternative.
- The field research show that, the WBL programmes still need some adaptations in order to better synchronize the training programmes with the labour market specifications. Maybe, specific training for teachers/tutors and also employers, could be the solution for a better alliance between both realities.
- The employers expose the need of more cooperation with the VET systems, especially for a better preparation of learners before they start the training in company.
- The training systems, mainly those from Portugal, Poland and Latvia, face some obstacles related with the employer's collaboration, namely; bureaucratic issues, difficulties in find a suitable enterprise, lack of engagement and also preparation from the company's side.
- As to the need of having greater support, both companies and VET systems agree that the phases where they felt more difficulties are the planning, the monitoring and the ongoing improvement and adaptation stages.



Face to these general assumptions, achieved on the field research, with the aim of better know and understand the obstacles faced by VET systems and also from employers involved in WBL, we can only conclude that is of extreme importance the creation of an E-Guide whit a set of guidelines for the main parties involved in the process: schools'/VET providers, learners and employers.

Based on this results, the WBL consortium will work to develop materials and tools aimed at improve the cooperation between school's/VET systems and employers, and thus contribute for the development of more effective and innovate work based learning solutions, to all the intervenient.



7. ANNEX I – VET Providers Questionnaire

WBL QUESTIONNAIRE - SCHOOLS/VET PROVIDERS

Framework

The project “*Work Based Learning - Local and International*” is an ERASMUS+ project, co-financed by the European Union, which main aim is to contribute for sustaining and effective work based learning (WBL) experiences, by developing a set of guidelines for the main parties involved in the process– schools/VET providers, learners and employers - in the format of an E-Guide.

This questionnaire is addressed specifically to **teachers, trainers and other education professionals**, and the aim is to allow the WBL partnership to have a clearer understanding about their specific needs/perception and use this understanding to formulate a set of training materials, methods and guidelines to promote their effective engagement in WBL programmes.

This questionnaire is anonymous and won't take more than 15 minutes to be completed. Your participation is very important for the WBL project.

Thank you in advance for your collaboration!

Part 1. Profile

Country:

- ☐ Latvia
- ☐ Austria
- ☐ Poland
- ☐ Portugal

Gender:

- ☐ Male
- ☐ Female

Professional Experience

- ☐ None
- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ More than 5 years

Highest level of education completed



- ☐ Secondary school or equivalent
- ☐ University degree
- ☐ PhD
- ☐ Other

Profession/Work Position /Function

- ☐ Director/manager
- ☐ Counsellor/psychologist/pedagogue/social worker
- ☐ Teacher/trainer/educator
- ☐ Education and/or training manager
- ☐ Independent consultant/expert
- ☐ Caregiver
- ☐ Other (Please, specify: _____)

Part 2. Experience

1. Have you ever been involved in any WBL programme or similar?

- ☐ YES
- ☐ NO (if no please step to question 6)

2. If Yes, please indicate the number of processes (nº of learners) in which you've been involved

- ☐ < 10
- ☐ 10–49
- ☐ 50–249
- ☐ > 250

3. Of those did you have only national learners or also international

- ☐ National
- ☐ International
- ☐ Both

4. Based on your experience what are the main obstacles /difficulties in the implementation of a WBL process (select maximum three)

- ☐ Find a suitable company/ employer
- ☐ Employers and companies engagement
- ☐ Bureaucratic and administrative issues
- ☐ Socio-cultural issues
- ☐ Lack of preparation from the learners' part
- ☐ Lack of support from the school / VET provider
- ☐ Other (please specify)

5. Do you think employers and companies consider the WBL process as an asset for their business?

- ☐ Yes
☐ No

Please explain your choice (maximum three lines) [optative answer]

6. In your opinion, which is the more appropriated model of WBL?

- ☐ 70% or 60% of time in VET school and 30% or 40% of time in a company
☐ 70% or 60% of time in a company and 30% or 40% of time in VET school
☐ 50% in the VET school and 50% in the company
☐ Other (please specify)

7. In which of the following stages of a WBL programme, do you consider employers could be more fully engaged?

- ☐ Planning
☐ Monitoring and continuing evaluation
☐ On-going improvement and adaptation
☐ Final evaluation
☐ Follow up
☐ Other (please specify)

8. Do you feel the need to have more practical support to help learners at a local WBL experience?

- ☐ Yes
☐ No

Please explain your choice. (Maximum three lines) [Optative answer]

9. In your opinion, the existing training programmes are well structured and well prepared to integrate a WBL process?

- ☐ Yes



☐ No

Please explain your choice. (Maximum three lines) [Optative answer]

10. The existing training programmes include any specific induction training for learners in companies?

☐ Yes

☐ No

11. Please indicate three main contents, competences or themes you think are important for the learners induction process in companies:

12. Please **prioritise the following competences** that learners should have for a WBL process. from 1-7, with **7** being the one **most important** and **1** the one **less important**:

Communication in mother tongue	
Communication in foreign languages	
Digital competences and basic competences in technology	
Learning to learn	
Social and civic competences	
Sense of initiative and entrepreneurship	
Cultural awareness and expression	
Other, please specify	

PART 3. Conclusions

13. In your opinion, what are the main advantages of implementing a WBL process? Please indicate at **least three**.



14. In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved? Please indicate at least **three**.

15. Additional comments [optative answer]

Thank you for your collaboration!



8. ANNEX II – Employers Questionnaires

WBL QUESTIONNAIRE - EMPLOYERS

Framework

The project “*Work Based Learning - Local and International*” is an ERASMUS+ project, co-financed by the European Union, which main aim is to contribute for sustaining and effective work based learning (WBL) experiences, by developing a set of guidelines for the main parties involved in the process– schools/VET providers, learners and employers - in the format of an E-Guide.

This questionnaire is addressed specifically to employers, companies’ managers, human resources managers, and the aim is to allow the WBL partnership to have a clearer understanding about their specific needs/perception and use this understanding to formulate a set of training materials, methods and guidelines to promote their effective engagement in WBL programmes.

This questionnaire is anonymous and won’t take more than 15 minutes to be completed. Your participation is very important for the WBL project.

Thank you in advance for your collaboration!

Part 1. Profile

Country:

- ☐ Latvia
- ☐ Austria
- ☐ Poland
- ☐ Portugal

Gender:

- ☐ Male
- ☐ Female

Professional Experience



- ☐ None
- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ More than 5 years

Highest level of education completed

- ☐ Secondary school or equivalent
- ☐ University degree
- ☐ PhD
- ☐ Other

Profession/Work Position /Function

- ☐ Director/manager
- ☐ Human resources manager
- ☐ Independent consultant/expert
- ☐ Other (Please, specify: _____)

Part 2. Experience

1. Have you ever been involved in any WBL programme or similar?

- ☐ YES
- ☐ NO (if no please step to question 6)

2. If Yes, please indicate the number of processes (nº of learners) in which you've been involved

- ☐ < 10
- ☐ 10–49
- ☐ 50–249
- ☐ > 250

3. Of those did you have only national learners or also international

- ☐ National
- ☐ International
- ☐ Both

4. Based on your experience what are the main obstacles /difficulties in the implementation of a WBL process (select maximum three)

- ☐ Inadequate support in learners' induction process
- ☐ Bureaucratic and administrative issues
- ☐ Socio-cultural issues
- ☐ Lack of preparation from the learners' part
- ☐ Lack of support from the school / VET provider



☐ Other (please specify)

5. Do you consider a WBL process as an asset for your business?

☐ Yes

☐ No

Please explain your choice (maximum three lines) [optative answer]

6. What links do you have with schools/ VET providers in the context of WBL?

- ☐ Individual staff links
- ☐ Services
- ☐ Protocols (private and institutional nature)
- ☐ Protocols (public and social nature)
- ☐ Other (please specify)

7. In your opinion, which is the more appropriated model of WBL?

- ☐ 70% or 60% of time in VET school and 30% or 40% of time in a company
- ☐ 70% or 60% of time in a company and 30% or 40% of time in VET school
- ☐ 50% in the VET school and 50% in the company
- ☐ Other (please specify)

8. In which of the following stages of a WBL programme, do you feel the need to have more support?

- ☐ Planning
- ☐ Monitoring and continuing evaluation
- ☐ On-going improvement and adaptation
- ☐ Final evaluation
- ☐ Follow up
- ☐ Other (please specify)

9. From the experiences you have been involved, are you interested in maintaining the partnership to participate in WBL programmes?

☐ Yes

☐ No

Please explain your choice. (Maximum three lines) [optative answer]

10. Have you ever celebrate any employment contract with a learner who has been in your company through a WBL experience?

- ☐ Yes
☐ No

11. Please **prioritise the following competences** that learners should have for a WBL process. from 1-7, with **7** being the one **most important** and **1** the one **less important**:

Communication in mother tongue	
Communication in foreign languages	
Digital competences and basic competences in technology	
Learning to learn	
Social and civic competences	
Sense of initiative and entrepreneurship	
Cultural awareness and expression	
Other, please specify	

PART 3. Conclusions

12. What do you, as an employer, really value in a WBL experience? Please indicate at least **three values**.

13. In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved? Please indicate at least **three**.

14. Additional comments [optative answer]

Thank you for your collaboration!

