

# Project “NewWBL: New Models in Work-Based Learning”

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## Newsletter no 5



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### New Models for WBL

There is broad consensus today in Europe that work based learning (WBL) types of programmes can be an efficient way of addressing labour market imbalances.

Despite this recognition, however, many obstacles to establishing good work based learning programmes persist. Several necessary conditions must converge, which are not always present. Moreover, these conditions vary considerably among the EU Member States, making a single work based learning model inappropriate.

One of the NEW WBL project aims was to review work based learning schemes in partner countries for examining the conditions that contribute to good WBL generally as well as taking into account national and regional contexts, sectoral needs and local development strategies.

Project partners discussed and agreed on three flexible WBL models that respond to different environments and needs. The first model is more appropriate for situations where implementation of VET is mainly school based, but there is a need to introduce apprenticeship approach. Implementation of this model does not require big changes in the legislative framework and introduction takes maximum 2 years. The second model which is based on and continues the first one is more complex, it proposes possible changes in regulatory framework and implementation of it takes minimum 4 years. The third one is the so called ‘dream model’ which does not fit into current legislative frame and needs at least 5 years to be fully introduced.

Currently the developed models are presented to and discussed with different stakeholder groups in Bulgaria, Latvia and Slovenia for amendments and improvements. Stakeholder consultations involve VET students and teachers, other VET practitioners, employers, VET policy makers and other interested parts. Findings, suggestions and results from stakeholder consultations will be presented in the following NewWBL Project Newsletter. Meanwhile you can get acquainted with the structure of the 3 developed models and contribute with your comments and proposals.

## MODEL 1

### GETTING STARTED FOR WBL/APPRENTICESHIP

*This model covers a situation where VET is very school-based, but WBL/ apprenticeship is to be introduced. It covers a timeframe of one to two years and focuses on measures that can be implemented without or with only minor changes in the legislative and regulative framework.*

#### **Thematic area (1) Guidelines/action plan for the introduction and implementation of WBL/ apprenticeship**

- Prolonging the period VET students spend in companies (if not already regulated for over 50%)
- Provision of information and counselling materials for WBL/apprenticeship for companies, VET schools and VET student (and their parents).
- Provide counselling to IVET schools to deal with WBL and apprenticeship.
- More and better awareness raising campaigns aimed at companies, especially at SMEs, companies need to be prepared to take youngster into their teams.
- More and better awareness raising campaigns aimed at schools, pupils and their parents.
- Creation and maintaining a register for companies providing WBL/apprenticeship by sectors.
- Creation and maintenance of a platform informing about WBL and apprenticeship places.
- Identification of good WBL practices and creating conditions for their promotion and multiplication.
- Plan to change VET curriculum to modular programmes.
- Stimulate the remuneration of WBL students and apprentices.

#### **Thematic area (2) Improvement of VET system response to labour market needs**

- Create the conditions for regular mid- and long-term forecasting of labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates (Elaboration of annual reports on short term forecast on employers needs in terms of knowledge, skills and competences, mid- and long-term skill forecasting, labour market changes and other challenges).
- Regulated enrolment in VET school based on qualifications forecasts.
- Definition of curriculum and time schedule for WBL / apprenticeship, skills and competence profile the VET students has to acquire with more active participation of employers.
- Prepare learning outcomes for WBL / apprenticeship training based on skills needs forecasts.
- Improve the match-making process between VET students and companies, so that both sides have an offer to choose from.

#### **Thematic area (3) Better career guidance**

- Intensification of VET promotion through regular organization of VET fairs at regional/national level, job-shadowing placement, guided company visits for school pupils for better career orientation, skill competitions, ... activities aimed at parents.
- Obligatory involvement of companies (their representative organisations) in the career guidance provision.
- Better support for VET students in career planning.

#### **Thematic area (4) Improve the assessment of practical training/WBL /apprenticeship**

- Introduction of a student's skills portfolio registering the individual progress in achievement of learning outcomes defined.
- Definition of responsibilities of VET teachers and in-company trainers in assessment process – current / interim and final.

**Thematic area (5) Ensuring qualified VET teachers and in-company trainers for organization and provision of quality practical training/WBL/apprenticeship**

- Improvement of VET teachers' qualification.
- Restructuring of duties of VET teachers, adaptation to new needs.
- Elaboration of a national / regional training programme for in-company tutors (extension / revision).
- Organised and regulated provision of in-company tutors training.
- Equip organization (e.g. VET schools or chambers) with the competences and capacity to train in-company tutors.

**Thematic area (6) Development of support measures to companies providing WBL / apprenticeships**

- Analysis of what support is needed.
- Development of locally/regional support measures for companies.
- Development of materials for WBL/apprenticeship for companies.
- Development of materials for WBL/apprenticeship for VET students.
- National coordination of support network (information materials, trainings, platform, exchange of good practices, etc.).

**Thematic area (7) Better stakeholder's involvement and establishment of networks to promote, provide and create the conditions for WBL/apprenticeship:**

- Local and regional partnerships between VET schools and sectoral organization, with regional employer's representative organisations (chambers) and regional governments.
- National partnership recognized at government level.
- Definition of responsibilities and tasks for these stakeholder groups (regulative framework).
- Annual regional meetings of stakeholders in WBL: exchange of results, experiences and knowhow, planning for the future.

## **MODEL 2**

### **MAKING WBL/APPRENTICESHIP A SUCCESS**

*This model is based on the findings and solutions in Model 1 (advanced introduction of WBL/apprenticeship). It proposes possible changes of the existing legislative regulations and aims at the further development of the solutions described in Model 1. Its timeframe cover 4- 5 years.*

**Thematic area (1) Implementation of WBL / apprenticeship**

- More flexibility in the VET allowing more individualization of students.
- Regulate and stimulate the remuneration of WBL students and apprentices.
- Implement VET curriculum in modular programmes.

**Thematic area (2) Maintaining of a VET system responsive to labour market needs**

- Implement regular mid- and long-term forecasting of labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates (Elaboration of annual reports on short term forecast on employers needs in terms of knowledge, skills and competences, Mid and long-term skill forecasting, labour market changes and other challenges).
- Regular monitoring of enrolment in VET school based on qualifications forecasts.
- Ensuring active participation of employers in the definition of curriculum and time schedule for WBL/ apprenticeship, skills and competence profile the VET students has to acquire.
- Regular up-date of learning outcomes for WBL / apprenticeship training based on skills needs forecasts.
- Implement tools and measures for effective match-making process between VET students and companies.

### **Thematic area (3) Implementation of evidence-based VET policy with focus on WBL/apprenticeship development**

- Regular research on labour market needs.
- Regular research on future skills needs.
- Research on impact assessment of the VET reform process, recommendations for improvements/corrections, policy development.
- Enlarge WBL/apprenticeship to sectors that are not yet included.

### **Thematic area (4) Maintaining an effective career guidance system**

- Intensive VET promotion through effective measures targeted at students and their parents.
- Strong involvement of companies (their representative organisations) in the career guidance provision.
- High support for VET students in career planning.

### **Thematic area (5) Ensuring support to all actors in planning, organization and provision of practical training/WBL/apprenticeship on regular basis**

- Elaboration of analyses and recommendations to up-date educational programmes and standards in compliance with the results from the researches
- Establishment and maintaining a portal for WBL/apprenticeship with good practices, information, support, etc.
- Regular up-dating of materials for WBL/apprenticeship for companies.
- Regular up-dating of materials for WBL/apprenticeship for VET students.
- Establishing a system for constant improvement of VET teachers and in-company trainers' qualification.

### **Thematic area (6) Maintaining of effective support measures to companies providing WBL / apprenticeships**

- Monitoring companies needs for support.
- Provision of locally/regional support measures for companies.
- Provision of materials for WBL/apprenticeship for companies.
- Provision of materials for WBL/apprenticeship for VET students.
- National coordination of support network (information materials, trainings, platform, exchange of good practices ...).

### **Thematic area (7) Strong stakeholders' involvement through national, regional and local networks to promote, provide and create the conditions for WBL/apprenticeship**

- National, regional and local partnerships for VET are active and involved in all VET processes with clear responsibilities and tasks for these stakeholder groups (regulative framework) and the respective capacities.
- Enlarging the role of sector expert councils with better administrative and financial capacity – formalization of their roles.
- Increased role of local/regional governments and involvement in regional partnerships.

### **Thematic area (8) Further improvement of the quality assurance**

- Defining EQWBL indicators.
- Elaboration of a methodology for their implementation in practice.

## MODEL 3

### SHAPING THE FUTURE OF WBL/APPRENTICESHIP

*This model offers a vision and propose a path for the future independent from the current legislative and regulatory framework, but based on the solution developed in the first two models. The implementation timeframe of this model is above 5 years.*

#### **Thematic area (1) Implementation of WBL / apprenticeship**

- Coexistence of different options and paths in VET
- Offering a high degree of individualisation and flexibility to both, students and companies
- Competence-based,
- learning to learn (digital)

#### **Thematic area (2) VET system and labour market needs**

- Responsive to future trends/ Functioning mechanism for translation of labour market needs into VET school enrolment plans and learning outcomes for acquiring qualification in different professions

#### **Thematic area (3) VET policy with focus on WBL/apprenticeship development**

- Implementing corrective measures in legislative basis and methodological support provided to VET schools and companies at national and regional/ local level based on regular monitoring of progress and identification of problems and difficulties
- Enlarge WBL/apprenticeship to sectors that are not yet included
- Functioning mechanism for effective cooperation between VET stakeholders at national and regional/ local level in design, implementation, monitoring and improvement of actions for WBL/apprenticeship development

#### **Thematic area (4) Maintaining an effective career guidance system**

- Responsive to company needs and skill forecasts (regional economic development)
- Ensuring various opportunities in terms of information, counselling and involvement in practical activities that support informed choice of occupation by students (and their parents) and of appropriate for their interests, abilities and plans VET option/path
- Providing support to VET students in the transition from VET option/path to another
- Providing support to VET graduates in transition from school to labour market/ higher level of education

#### **Thematic area (5) Ensuring support to all actors in planning, organization and provision of practical training/WBL/apprenticeship**

- Regular researches among VET schools and companies aimed at identification of areas of support that need improvement.
- Functioning system for provision of methodological support at national level - regular up date of materials for VET schools, companies and VET students, development of new ones related to implementation of new legislative regulations, to solving identified problems and difficulties etc.

#### **Thematic area (6) Maintaining of effective support measures to companies providing WBL / apprenticeships:**

- In accordance with modern learning and teaching methods.

**Thematic area (7) Networks and cooperation:**

- National, regional and local partnerships for VET are active and involved in all VET Transnational partnerships.

**Thematic area (8) Further improvement of the quality assurance:**

- Student-centred? What?
- Established quality assurance mechanism covering all phases of the quality cycle, as well as school-based and WBL – from planning to introduction of corrective measures at VET system and providers' level (VET schools and companies providing WBL).

**If you would like to learn more about the presented models or contribute to the model development, please write to Project partners' contact persons:**

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**Final version of NewWBL models will be presented to stakeholders at Project final conference on March 21st, 2018 in Ljubljana, Slovenia. If you are interest to attend the conference, please contact the Project manager Grit Ackermann: [Grit.Ackermann@gzs.si](mailto:Grit.Ackermann@gzs.si)**

**Visit NewWBL project website at: <http://newwbl.eu/>**

