

Intellectual Output No 4
**Process development
strategy**



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016-1-PL01-KA202-026592

Promotion of WBL via Vocational Education Training Triangle

VETriangle

Intellectual Output No 4

Process development strategy

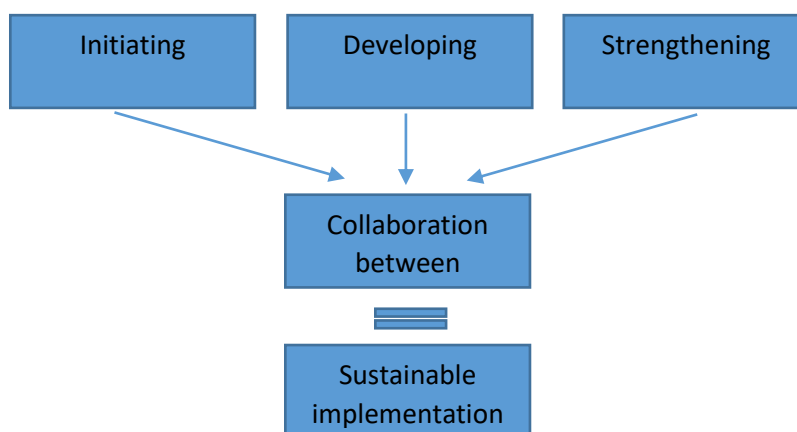


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1. Overview of VET Networks

The EU member states are facing the challenge of reforming and adapting their VET systems to the requirements of new socio-economic context. One of the most important tasks is to sustain and develop co-operation and partnership networks between different stakeholders.

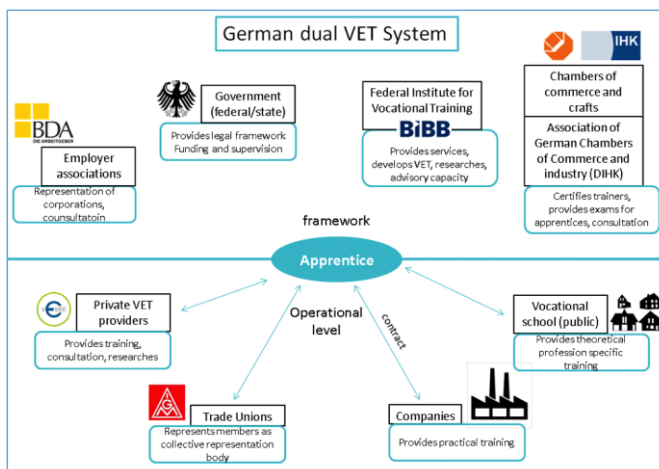
The observed lack of experience, especially in case of post-communist countries, requires investigating the possibilities to transfer the “good practice” in VET network development. Therefore the experiences of countries which already possess well developed theoretical models and practices of such cooperation networks present interesting and useful source of information in this field. The guidelines for the creation and development of the regional VET partnership and cooperation networks can be found on the recommended websites mentioned below.

Cedefop	The European Centre for the Development of Vocational Training works to strengthen European cooperation and provide the evidence on which to base European VET policy. Cedefop's added value is the high quality of its comparative analyses and expertise gathered through research and networking. http://www.cedefop.europa.eu
SkillsNet	Cedefop's network of experts on skills analysis and forecasting. http://www.cedefop.europa.eu/en/events-and-projects/networks/skillsnet
ReferNet	Cedefop's network of institutions created to provide information on national vocational education and training (VET) systems and policies in the EU Member States, Iceland and Norway. http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet
CareersNet	Cedefop's network for lifelong guidance and career development http://www.cedefop.europa.eu/en/events-and-projects/networks/careersnet
EFVET	European Forum of Technical and Vocational Education and Training - association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. http://www.efvet.org
EUproVET	EUproVET is a representational platform for European VET providers. http://www.euprovnet.eu
EQAVET	European Quality Assurance in Vocational Education and Training brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework. https://www.eqavet.eu
VETNET	The Vocational Education and Training Network covers a broad range of research areas, such as: comparison of VET cultures and Governance of VET systems, qualification frameworks, competence assessment, teachers' and trainers' professional development, careers, transitions and guidance & counselling, work-based learning, partnership of learning venues, social issues in VET and social impact of VET provision, pedagogic support by digital media. http://www.eera-ecer.de/networks/network2/

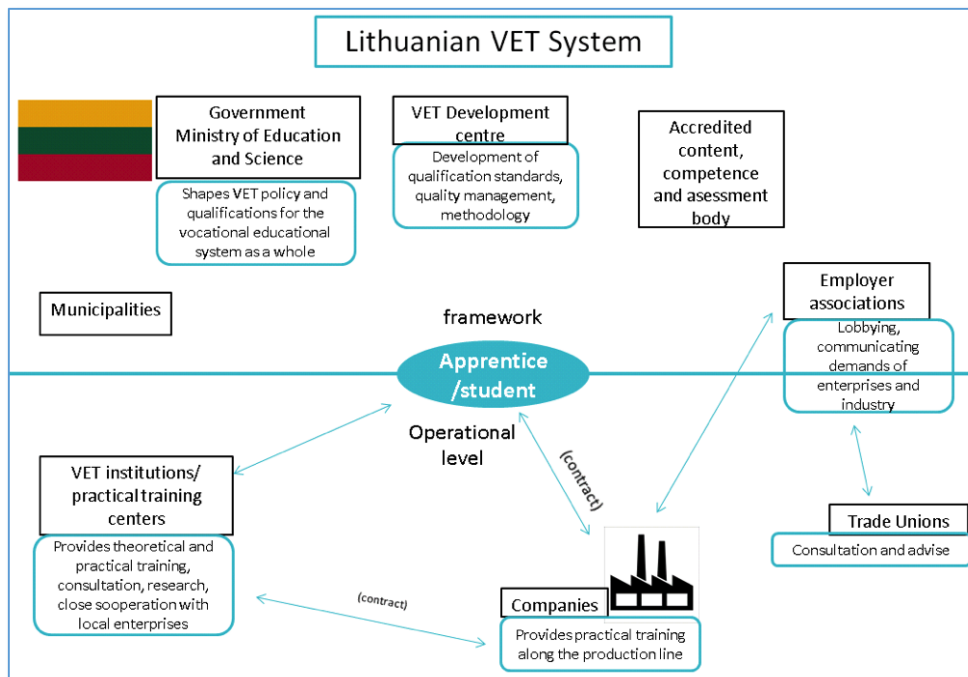
2. Overview of VET Systems in Partner Countries

The focus of IO1 was on the role of intermediaries in partner countries. The infographics below shed light upon the current practices and main actors in VET systems in partner countries. The German System of Dual Education and its specific roles and responsibilities for intermediaries served as a reference and as a role model in IO1, although **reasonable balance between a holistic competence based approach like in Germany and a strong modular focus like in Spain was recommended as the most suitable for system changes.**

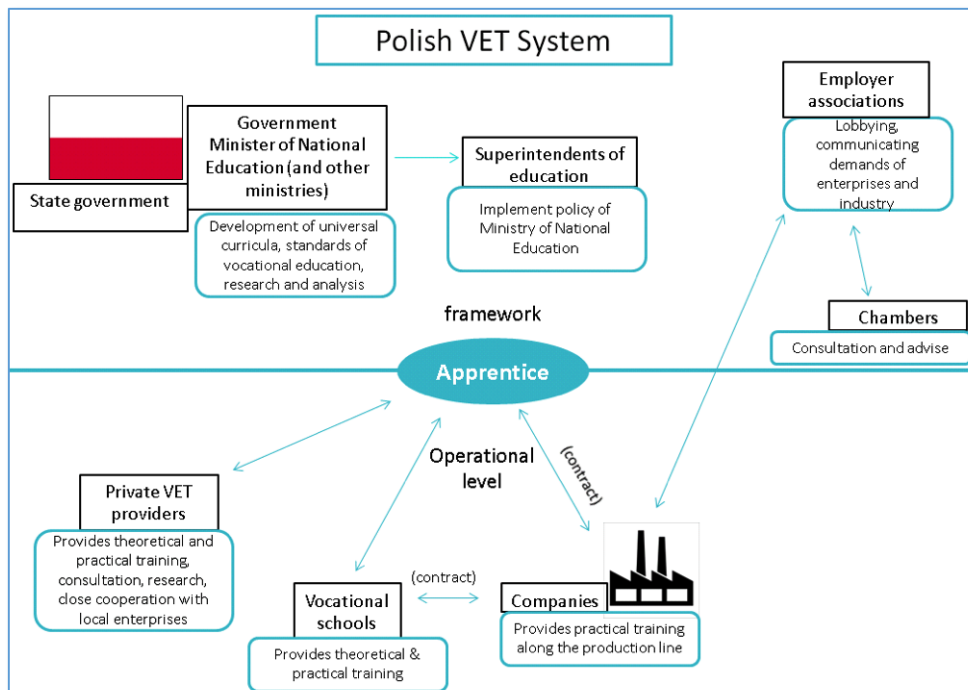
2.1. Germany



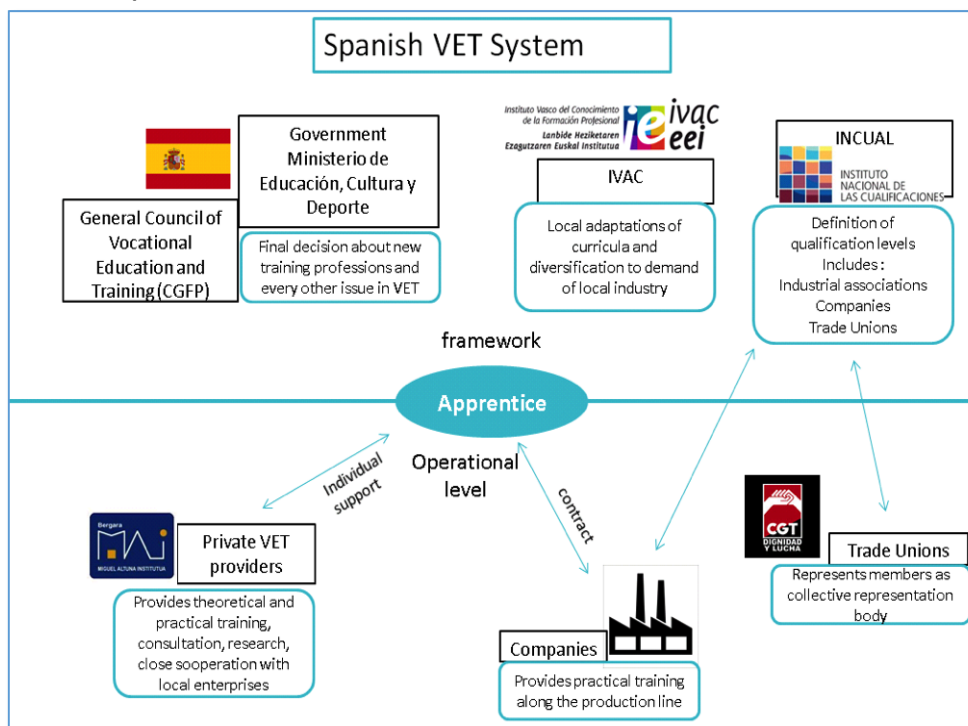
2.2. Lithuania



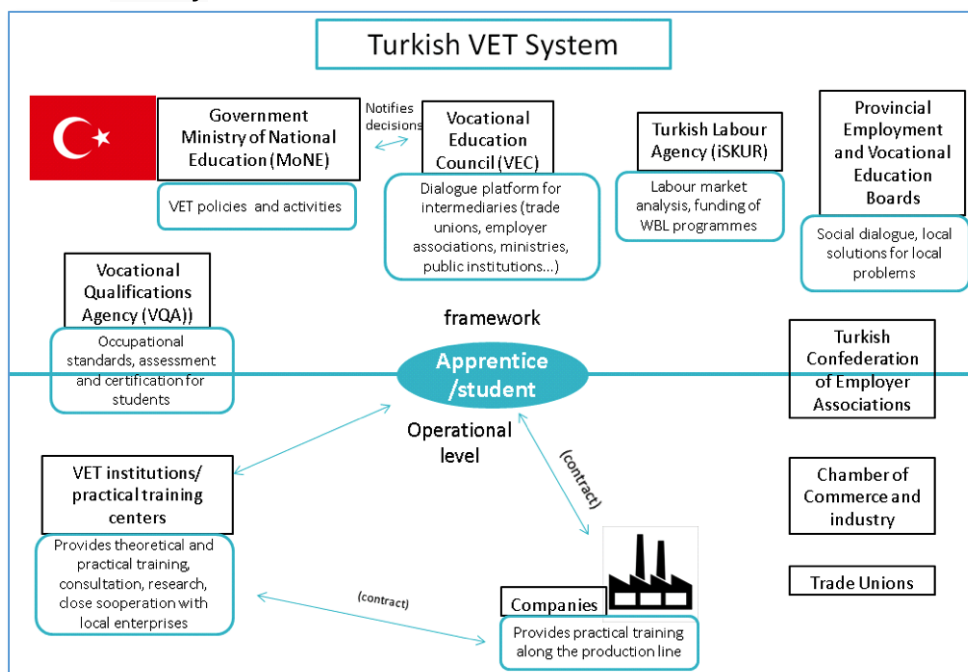
2.3. Poland



2.4. Spain



2.5. Turkey



3. Social Partner Role in VET System

Social partnership in vocational education and training is about employers, trade unions, public authorities and training institutions cooperating to ensure that the training provided is adequate and relevant to labour market needs. Social partners participate in both policy making and the practical provision of training. They are involved in different ways at different levels of the system (national, regional and local).

At national level, for example they are likely to play a consultative role in formulating vocational training policies or establishing occupational standards for different sectors, while at regional and local levels their involvement might take the form of analysing labour market trends with a view to translating this information into training programmes.

By working together, governments, employers and trade unions can develop education and training to respond to the diverse needs of society, the economy and individuals. When successful, cooperation transforms the role of social partners from a reactive one to active participation even if their role remains consultative. At the same time, cooperation has the potential to increase the capacities of all three parties to impose policies and practises. Employer organisations and trade unions need organisational and individual capacity to contribute to dialogue on vocational education and training. It includes understanding and articulating the needs of their members which are companies or workers. Currently they are not always well organised. Taking on such an active role is part of the professionalization of an organisation.

The involvement of the social partners is based on their awareness of the changing skills needs of the labour market – a precondition for employment and economic growth. They bring added value to the development of VET policies and practices if they argue these needs. Employers and trade unions also promote training in enterprises in many ways.

Improving the involvement of the social partners is based on understanding that vocational training has close links to the labour market and the economy. If governments are willing to empower social partner organisations to be more involved in vocational training policies and implementation, they gain by developing expertise among their stakeholders. This can be used when developing occupational standards, qualifications and training.

Involving social partners should go beyond formal participation into a real contribution that is taken into consideration when decisions are made. Their contribution requires capacity, but without real involvement in policy work social partners cannot be empowered.

4. Analysis of WBL types in VET observed in partner countries

ON-THE-JOB TRAINING	One-on-one employee training located at the place of work while doing the actual job. Usually a professional trainer (or an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training. It is inexpensive because no special equipment is needed other than what is normally used on the job.
APPRENTICESHIP	Includes systematic long-term on-the-job training with alternating periods at the workplace and in an education and training institution or training centre. An apprenticeship is a real full-time job with training so individual is able to earn while learning, gain qualifications in the chosen course and receive professional work experience from industry experts.
ALTERNANCE TRAINING	An education or a training combining period in an educational institution or training centre and in the workplace. The alternance training can take place on a weekly, monthly or yearly basis depending on the country. Participants are not contractually linked to the employer where they do their practice.
TRAINEESHIP	An education and training programme which incorporates work experience, preparing young people for their future careers by helping them to become 'work ready'. Designed for people aged 16 to 24 who don't yet have the appropriate skills or experience.
INTERNSHIP	An opportunity offered by an employer to work in the industry related to the field of study for a fixed, limited period of time. Most internships last for any length of time between one week and 12 months. Unlike conventional employment, internships have an emphasis on training, rather than employment itself.
WORK-PLACEMENT	A period of supervised work, where individual has the opportunity to experience working in a specific role with a company. Work-placements are basically extended internships or work experience assignments.
JOB SHADOWING	Job shadowing (or work shadowing) is a popular on-the-job learning, career development, and leadership development program where an individual has the opportunity to work alongside and gain experience of the role of another individual, and gain an insight into that particular work area. It can also be used to provide an individual within a department the opportunity to work alongside more experienced colleagues so they can learn and develop within their current role.

5. Case studies on school-company partnerships

Teachers from VET schools are typically required to cooperate with companies which host learners during work-based learning. Therefore, work-based learning provides opportunities for teachers to follow developments in workplace practices, processes, equipment and technology. Furthermore, good links and networking between VET providers and employers facilitates direct access for learners and teachers to the latest technology and equipment.

In particular in the case of industrial sectors, the investment required for VET schools to purchase such equipment may be too high and the possibility of cooperating with businesses makes it more cost-effective for them to train learners. In order to provide clear examples and best practices of partnerships between schools / VET centres and companies 2 main topics were analysed:

- partnership (labour market demands and personnel shortage)
- training practices (programmes, preparation and evaluation).

5.1. Germany

5.1.1. Labour market demands and expectations from VET sector

In Germany, the most common way of dual training is apprenticeship. This training option was already presented in IO1 in a more detailed way. This model contains practical training contents at companies and theoretical contents at vocational colleges. As a consequence, the cooperation between companies and schools in training is very close. Companies and schools both implement a framework curriculum for each profession. The needs and demands of the labour market are evaluated in a main board with stakeholders of the federation, the Länder, the trade unions and the companies. This main board is also responsible for adapting curricula to the changing demands of the labour market.

5.1.2. Trained personnel shortage

The existing gap for qualified employees in Germany can be found in specific profession areas like the care sector or manufacturing but there is no nationwide personnel shortage. There are several reasons for shortages of trained personnel in Germany. Sometimes the professions seem to be unattractive for young people because of low wages or the working environment. In recent years also more possible trainees and apprentices want to go to university instead of apprenticeships. Demographic change is also a reason for increasing personnel shortages. 60 % of the German companies evaluate personnel shortage as a valid risk. Training providers like VESBE focus on these skill gaps and provide training opportunities like apprenticeships, partial qualifications and retraining for professions and sectors where the companies can not find qualified employees or apprentices. The German government recognized the mismatch between the companies demands and the trained personnel and established a competence center to secure skilled personnel (KOFA). The center focuses especially on SMEs and their needs. One example for specific activities is to minimize the termination of apprenticeships before graduation. Other countermeasures include integration of refugees and the integration of foreign skilled employees. To react on trained personnel shortage the intermediaries focus on different potentially employable target groups like women, elderly people, migrants, young people without vocational qualifications and disabled people. To address foreign qualified employees Germany established an online

platform providing information on job opportunities, vacancies and provides additional information. Germany also implemented a mechanism which provides a legal claim for the examination evaluation and comparison of foreign qualifications to German vocational qualifications. This tool ensures that foreign qualifications can be recognized more easily.

5.1.3. Training practices

In recent years partial qualifications also became more common. This option focuses specific competence areas of apprenticeships and their framework curricula. Like in traditional apprenticeships companies are included in practical training besides vocational colleges and VET schools. The focus on specific areas which are requested from companies shortens the training duration to ca. 16 months instead of 3-3,5 years. Partial qualifications are aimed towards low-qualified adults, who can use this option to get a vocational qualification. Also job-seekers and refugees are part of the target group. Partial qualifications are certified and examined by the chambers like apprenticeships. The main target of this training option is to reach the target group and help the companies to get new potential employees. Other training options beside these two alternatives include retraining and combination programmes of profession specific training and language contents.

5.1.4. The relevance and usefulness of training programmes

The mentioned training opportunities like apprenticeships or partial qualifications are relevant and useful because they increase the labour opportunities of the participants of these training programmes. With a vocational qualification which is equivalent to a graduation in these training programmes the graduates receive a certificate by the chamber of craft or the chamber of commerce. Because of this certified vocational qualification and the wide recognition of the dual training system in Germany it is likely that the graduates will have good job opportunities. If the professions of the training programme are linked to personnel shortage the job opportunities are even better. The main board of the BIBB and the intermediaries in the German dual system ensure a continuous modernization of existing training programmes and establish new training programmes for changing demands needs or professions if necessary. For example the mentioned partial qualifications are designed for a specific target group and the needs of the industry.

5.1.5. Preparation of training programmes

Again the intermediaries and (the main board of) the BIBB have vital impact for the preparation of training programmes. On the one hand they influence and decide which training programmes will be offered according to the demands of the industry. On the other hand they also design the specific framework curricula which are obligatory for a certified dual training programme in Germany. Every training provider needs to implement the contents of the framework curricula in the training, adaptations and modifications can only be implemented in details and must be approved by the chambers. Only certified training providers are allowed to provide this kind of training. Certification is done by independent evaluation and monitoring organizations like CERTQUA. During the preparation of training programmes the training provider has to ensure that training equipment, rooms, instructors, contents and other relevant aspects fit to the training programme, which will be conducted.

5.1.6. Evaluation of training programmes

The evaluation of training programmes in Germany is also the task of the Federal Institute for Vocational Education and Training (BIBB) in Germany. The BIBB is constantly providing research and exchange with the intermediaries and can update curricula and modernize training

programmes. Besides this general perspective also the training provider itself can evaluate its training programmes with specific and individual tools. Nevertheless, modifications or adaptations which follow this evaluation process have to be in line with the framework curriculum.

5.2. Lithuania

5.2.1. Labour market demands and expectations from VET sector

Lithuanian labour market has shown positive trends, employment rate is the highest in the last 15 years, unemployment rate is steadily decreasing and is likely to get lower. Labour demand is likely to be slightly growing while the main obstacles are stagnating export markets and low volume of investment. Despite the high level of activities, the labour supply will continue to decline mostly because of the emigration. The most of new job vacancies were created in service and construction sectors. The growth of a minimum wage could have also had an impact on the bigger labour force supply.

5.2.2. Trained personnel shortage

Lithuanian Labour Exchange data indicates, that there are many bottleneck job vacancies exceeding the amount of jobseekers by a few times. The main reasons for the lack of staff are emigration, discrepancy between labour market needs and vocational training and retraining, unsatisfactory working conditions and job wage. The analysis of critical occupations reveals a qualitative imbalance of supply and demand showing the occupations where employers face the biggest challenges to find suitable candidate. This is determined by the lack of suitable candidates, and applicants not meeting the required skills / experiences. Occupations where employers are meeting the greatest difficulties in recruiting staff are:

- Programmers, ICT professionals, finance and math specialists:
 - Software and application developers and analysts;
 - Database specialists and systems administrators;
 - Information and communications technology service managers;
 - Financial and mathematical associate professionals.
- Engineers:
 - Engineering professionals;
 - Electrotechnology engineers.
- Managers:
 - Sales, marketing and development managers;
 - Managing directors and chief executives;
 - Manufacturing, mining, construction and distribution managers;
 - Retail and wholesale trade managers.

5.2.3. Training practices

Vocational education and training programmes consist of two parts:

- The first part applies to all schools in the country and defines the fields of professional activities, competences, teaching goals, and assessment provisions;
- The second part is optional and covers teaching methods, subject programmes, teaching aids, etc. The programme must include Entrepreneurship, Civil Protection, Ecology, Information Technologies, and Foreign Language for Specific Purposes as subjects or modules.

Of the total time allocated to vocational subjects 60-70% should be devoted to practical training. Usually, practical training is conducted at the school or in a company. Recently 42 sectorial practical training centres for relevant branches of industry equipped with modern facilities were established at institutions of vocational education and training.

5.2.4. The relevance and usefulness of training programmes

VET curricula are based on VET standards established in cooperation with employers. When developing programmes, the demand for trained specialists is assessed and various research and analyses are taken into account. In order to ensure relevance and usefulness of training programmes and preparation of highly skilled workers the following measures are taken:

- Involving all stakeholders and social partners in particular in qualifications development;
- Adhering to main principles of transparency at all stages of developing and awarding qualifications: constantly inform society about activities, provide opportunities for sharing opinions, publicise outcomes;
- Opening the qualifications system to change. It is foreseen that social partners, VET providers, and other natural and legal persons will be able to initiate new qualifications;
- Encouraging society to become aware of the knowledge and skills gained through non-formal, informal learning and professional experience and create conditions to get them recognised;
- Promoting further development of internal quality assurance systems in VET institutions and implementing external assessment of VET programme delivery;
- Implementing the LTQF and participating in EQF implementation.

5.2.5. Preparation of training programmes

VET programmes are being developed by providers in cooperation with representatives of employers. When developing programmes, providers follow VET standards and general requirements approved by the Minister for Education and Science. A programme may include additional competences to satisfy local needs. VET programme development is also informed by research on skilled labour force needs at local level. A newly-drafted VET programme is subject to approval by a competent employer organisation. VET providers and enterprises have the possibility to initiate and design programmes. Currently modular training is being piloted in a group of institutions.

5.2.6. Evaluation of training programmes

A newly drafted VET programme is subject to approval by a competent employer organisation (e.g. the Chamber of Commerce, Industry and Crafts) and then experts (vocational teachers, employers) evaluate the quality of the programme. Following a positive evaluation, the programme is entered onto the Register of Study and Training Programmes. The development of VET standards and the assessment of the quality of VET programmes is organised by the Qualifications and VET Development Centre. In 2015 the four-year national project External assessment of vocational education and training (VET) quality was concluded. The system for external evaluations of initial VET had been developed, implemented, and produced recommendations for quality improvements for VET providers and policy makers. The evaluation focused on VET programme delivery, finding good and weak practices in the seven education sectors. Six quality areas were described by the list of quality criteria and evaluated:

- Training / learning environment;



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- Lifelong learning;
- Access to training;
- Modernity of training
- Correspondence of qualification to the needs of the economy;
- Efficiency of information and career planning.

The external evaluators were experts from other VET providers and employers. They analysed VET provider self-assessment reports and other documentation, met with VET provider staff and social partners, and analysed and observed training resources and facilities.

The evaluation revealed a range of areas for improvement at national and provider level:

- Reducing drop-outs;
- Improving student performance and employability;
- Designing the tools for, and collecting the opinions of, learners, teachers and employers;
- Enabling recognition of competences gained through work experience;
- Diversifying the offer of VET programmes and courses (very few providers offer CVET);
- Increasing opportunities for work-based learning;
- Increasing international mobility of VET teachers and learners;
- Supporting skills competitions;
- Achieving full efficient use of VET provider training facilities;
- Increasing company participation in training;
- Improving the teacher qualification system;
- Improving strategic planning among VET providers.

5.3. Poland

5.3.1. Labour market demands and expectations from VET sector

In Poland curtail demand and expectations towards young people entering the labour market are key competences, which youth should have and in which they should be accomplice after vocational education. The competencies for which employers report their needs are listed and a forecast is presented of how these expectations will change in the future. Current problem is most of all the mismatch between the competences of young people and the requirements of employers. The most frequently mentioned are: knowledge, skills and attitudes.. In the European Reference Framework, eight key competences:

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competences and basic scientific and technical competences;
- IT competences;
- the ability to learn;
- social and civic competences;
- initiative and entrepreneurship;
- cultural awareness and expression.

Entrepreneurs usually indicate a number of soft competences and attitudes they expect from candidates for work. Vocational school graduates can offer the employer only their knowledge



gained from school and professional competences acquired during apprenticeships. Questions arise - firstly, is what young people can offer fit to the expectations of employers? Secondly, are their knowledge and competences competitive on the labor market, i.e. are they skills held by the majority of job candidates or are they deficient?

Key requirements for job candidates, employers valued the following skills and attitudes: loyalty to the company, willingness to learn, develop their competences, the ability to admit to lack of knowledge, ability to work in a team, openness and motivation to learn the necessary professional skills, ability to cooperate with people, communicate, negotiate and mediate. Therefore, it is important for employers that the newly admitted employee would like to use the acquired knowledge and skills in favour of the one who invested in it. Readiness to learn, according to employers, is important due to continuous technological changes that force the development of employees and raise their qualifications. The ability to work in a team is also highly valued, related to the timeliness and sense of responsibility for the entrusted part of the work. This competence is particularly important in large companies, where there is a strong specialization of work, which is associated with the need for cooperation in the group.

5.3.2. Trained personnel shortage

There are many reasons for the competence mismatch in the labour market. This is mainly due to the lack of sufficient information about the situation on the labour market and insufficient investment in training as well as the education system that does not respond to the needs of the labour market. In order to achieve a balance between the expectations of employers and the resources present on the labour market (knowledge, skills of employees), competency needs should be identified more accurately and in a timely manner. This task applies mainly to employers who should forecast the demand for knowledge and skills so that the education system can be adapted to the needs of the labour market.

Meeting the competence mismatch requires linking skills development with employment and economic development. This means that social partners and key stakeholders (stakeholders) should be involved in the development of skills. Analysis is also needed to describe the situation on the labour market. It is worth focusing more on planning education taking into account the future, i.e. what may be expected on the labour market in 10-20 years (competences of the future). The analysis takes into account the socio-economic context that will contribute to changes on the labour market. These factors are: increasing life expectancy, more and more frequent use of machines performing repetitive routine activities, new media environment, increased importance of large structured organizations and progressive globalization. Changes that are likely to take place on the labor market will force the ability to adapt, adapt to changing working conditions, use of technology, etc. In the future, the need for professional mobility will also be greater. Research is already providing information on increasing readiness to change jobs, especially in people with higher education. Often this willingness to modify your professional path results precisely from the need to better match skills to the requirements of the employer.

5.3.3. Training practices

The practical training of the profession takes place in the form of practical classes organized at school and in the workplace and is aimed at acquiring professional skills required in a given profession. It can be carried out in workshops and school studios, school farms, continuing education institutions or practical education institutions. There is no data showing the participation of particular types of training. Practical training is around 60% hours devoted to vocational subjects in basic vocational schools and 50% in techniques. The practical vocational training cannot exceed 6 hours a day for pupils aged up to 16 years and 8 hours a day for students over 16 years old. Workplace training in all types of vocational schools last four weeks (in some professions up to 12) and are organized 1-2 times during the period of learning. However, it can be concluded that employers (with the exception of crafts) are not interested in training students, and the percentage of students taking up practical learning the profession at the employer is very small. In the Polish education system, learning an employer's profession is considered a special kind vocational education. The most important condition for participation in this kind of education is graduating from junior high school and at least 16 years of age. However, in special situation, provisions they allow you to withdraw from this rule.

5.3.4. The relevance and usefulness of training programmes

The future of work on vocational training programs is definitely belongs to industry organizations that bring together employers and employees, which will cooperate with industry scientific institutes. Such a composition partners provides access to knowledge about modern production technologies and services and various trends in the industry. However, make organizations industry could well fulfil their role, they must be equipped with appropriate decision-making competences, not just consultative ones.

5.3.5. Preparation of training programmes

Each program module unit contains: detailed learning outcomes, the level of educational requirements for each learning effect, taxonomic category for each learning effect consistent with taxonomy, training material for the program department / module unit, planned tasks (exercises), conditions for achieving the assumed learning outcomes, including: didactic resources, recommended didactic methods, organizational forms, proposals for evaluation criteria and methods for checking the effects of education, forms of individualization.

The learning outcomes from the core curriculum are grouped in modules and let us understand how the authors planned their education and what is hidden under the individual learning outcomes. There may be a need at this stage slight changes in the allocation of learning outcomes. The program can Items / modules names that have not been used so far appear. Program authors have specific naming rules, that's why more important than the name are the learning outcomes assigned to it. It's based on them you can specify which teacher will teach the subject / module. Transferring learning outcomes from the subject / module to another subject / module may require changing the name of the subject or module, because the name of the subject / module should

reflect its contents: assigned educational outcomes. This affects the allocation of hours, and thus the plan teaching and descriptions of individual subjects / modules.

5.3.6. Evaluation of training programmes

It should be emphasized that the lasting results of vocational training are visible they are only after a long time. It is difficult to express them in form typified. The fundamental problem is to determine the degree unequivocally, in what kind of training the training contributed to the observed changes. The flexibility of curricula should be a feature that is easy to exchange the content of education, changing their sequence and computer composition banks of learning content (blocks, modules, units) modular), including sets (databases) of forms, methods, mean and teaching aids. Flexible programs allow permanent improvement, and they are designed so the basis for the organization of the educational process. Every program it should be evaluated in practice, and evaluation is used. It is only the evaluation and verification of the program's project that makes program useful for school placement, contributing to activation of the education process.

6. Tools for effective WBL

The IO2 main focus is on the description of a methodology to design and define new curriculums to cover skill gaps detected in the labor markets. The document describes a "universal" methodology to detect competencies and skills that are not included in the current training programs and to generate new curriculas that respond to those needs. The term "universal" has been used due to the adaptability of the methodology to any specialty, country, region, productive sector and level.

The methodology used in IO2 to create a specific curriculum consists of four phases or stages:

- **Pre-phase: Contextualization** of the program or studies that we are looking for; specifying some crucial aspects, such as PROGRAM (understood as study field or specialty) - SECTOR – LEVEL)
- **Skill needs analysis.** Obtaining and collecting information related to the sector and programs selected in the pre-phase from different sources in order to detect new demands coming from industry.
- **Contrast & Gap Definition.** Organizing and filtering all the gathered information to define the more detailed as possible the objective skills and to contrast them with the current curricula. From this comparison those needed skills that are not covered in any curriculum will be discovered.
- **Design of Specifications for new curricula.** In this stage the specifications of a new curriculum that covers the detected gaps will be described. Two main pillars are taken into account:
 1. Program outputs
 2. Curriculum definition: Modules, contents, credit hours For the development of a curriculum, then, we show the structure that should be carried out and how each section should be written. It is very important to carry out the guidelines of the template that we raise very conscientiously.

It is important to underline that **the process should be carried out over and over again, every time that new skills are demanded.** In this context, the methodology must include a surveillance system in order to be updated concerning the labor market demands and needs, even to foreseen those demands. The surveillance systems will lead the organization to enter in the described loop every time that the need of new curriculums are detected.

The IO3 provides trainers and instructors with **examples of training methods and ideas for combining them in the context of work based learning.** It focuses on the role of trainers and can also function as a manual for implementation of the methods. An empty mask for combining methods is also provided on the website of the project:

<http://vetriangle.eu/>

7. Tools for ensuring quality of WBL

7.1. Practical tools for students and enterprises

7.1.1. Matching learners and work placements

In many forms of work-based learning, learners are required to take responsibility for identifying and securing work placements.

In preparing learners for their transition to the workplace, there are key issues to consider in relation to how learners are being prepared, particularly in terms of acquiring and developing the skills demanded by employers. This is particularly important given that employers often complain about the level of basic skills and key competences learners have when they enter the workplace. As such, ensuring appropriate selection criteria is in place provides one such approach to ensure that learners are allocated to placements that give them the potential to grow and develop.

Placing dedicated personnel in charge of recruitment / placement procedures ensures that learners are placed appropriately. A key issue in relation to finding suitable placements for learners is the extent to which the placement matches the expectations from the perspective of the learner and the employer. Matching expectations is important so as to avoid a negative learning experience for the learner and to avoid situations where employers feel they are not able to support the needs of the learner or are no longer willing to provide work placements in the future.

7.1.2. Preparing students for work placements

Activities that should be included in preparation of students:

- Introducing workplace learning: purpose, focus and implications for students;
- Student Placement Record;
- Work readiness;
- Understanding host employer expectations;
- Safe learning while in the workplace;
- Student welfare and well-being;
- Student responsibilities;
- Student conduct in the workplace;
- Dealing with problem situations;
- Planning for post placement follow up;
- Personal presentation and first impressions;
- Communicating appropriately in the workplace;
- Working with others in the workplace;
- Quality of work undertaken by the student;
- Pre-placement interviews with the host employer;
- Generic workplace skills: answering the phone, taking messages, customer service and employment related skills.

Tips for ensuring high quality workplace learning preparatory activities:

- Set aside time to plan, adapt resources and review existing activities;
- Involve employers and ex-students to present their stories;
- Use quality resources;
- Make preparation directly relevant to needs of students;
- Follow up with a debriefing and evaluation of the activities.

7.1.3. Skills checklist

Skills checklists are tools that state specific criteria and to gather information about specific behaviours, knowledge and skills information and to make judgements about what students know and can do in relation to the outcomes. The quality of information is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The suggested range of information worked-out and recommended by VETriangle cover:

- People skills (teamwork, leadership, communication, negotiating, public speaking),
- Task skills (time management, planning, organizing, problem solving, computer skills),
- Personal skills (initiative, independence, adaptability/ability to learn quickly, ability to follow instructions, safety awareness),
- Personal sets of qualities

7.1.4. Personal Learning Plans

A personal learning plan is developed as a way to help achieve short- and long-term learning goals. Personal learning plans are generally based on the belief that students will be more motivated to learn, will achieve more in school, and will feel a stronger sense of ownership over their education if they decide what they want to learn, how they are going to learn it, and why they need learn it to achieve their personal goals.

The Personal Learning Plan Chart recommended by VETriangle include:

- Learning goal (skill),
- Strategy (process),
- Results (evidence),
- Deadline.

7.1.5. Debriefing with enterprises and students

Debriefing (Post-Placement Follow-up) is an important part of team building activities and allows students to process and reflect on their experience of the students, as well as the enterprises.

Debriefing with Students Form recommended by VETriangle cover i.a. evaluation of work station, work environment, work safety, clarity of tasks, relevance of tasks, communication with placement manager in school, communication with placement manager in company,

communication with colleagues, communication with supervisor. Also the question concerning the influence of the placement for career planning and goals of the future appears.

In case of **Debriefing with Enterprises Form recommended** by VETriangle, evaluation undergoes students' preparation for placement, students' motivation, students' knowledge, students' skills, students' work safety, communication with student and communication with placement manager in the school. Open question is on skills and knowledge areas require most improvements in order for students to gain employment

7.1.6. Modern educational solutions

Technological development is not only about increasing the importance of the Internet and the popularity of computers and mobile devices (laptops, tablets, smartphones), but is also visible in modern educational solutions. An example of such measures can be an interactive whiteboard or electronic journal.

The e-board, which is precisely called an interactive whiteboard, replaces the last one year of classic chalk board. However, this is a device with a lot wider application. Thanks to connection to a computer, it enables use from any program that is installed on it. Teacher therefore, it can familiarize students with, for example, the basics of a support program complicated mathematical calculations or computer presentations models of the physical phenomena discussed. At the same time, he can teach lessons based on the mentioned applications without having to move to the studio computer. The interactive whiteboard also has its own software, which allows you to create notes, but also to construct e.g. charts or drawings. Interactive whiteboard is a practical, supportive tool learning process. Facilitates perception, memorization and later reproduction educational material and makes the content more attractive.

The e-journal is not only a tool for collecting data. It can also be used efficiently in the teacher's contact with students. The person conducting the classes can, for example, send messages to selected students by e-mail or post information about homework or upcoming classics. Not all electronic journals include those described previously functions. It is important, however, that the institution choose such software, which will be the most suitable for her. It is worth paying attention to on application possibilities, purchase and maintenance costs of the product, costs training of the employees or technical support. Thanks to the exact product analysis teachers will receive a tool supporting the process teaching, not complicating it.

It is worth remembering that the teacher, in connection with his pedagogical role, often also acts as a class tutor. There's a lot involved additional duties, both informal - for example, running students' educational process, modifying their unacceptable ones social attitudes, help in resolving conflicts - as well as formal ones, such as: organizing meetings with parents or completing certificates. That the teacher could better fulfil this role and be more active engage in the process of upbringing and spend less time formal obligations, created, among others computer program for printing certificates.

Another application that saves the teacher time and enriches and makes the didactic process more attractive is an interactive test (**eSPRAWDZIAN**). It is a program that allows the leading person subject arrangement of an interactive test.

7.1.7. Quality of training

The different chambers and other stakeholders have a variety of responsibilities in assuring the quality of training: registration, adaptation and cancellation of contracts, intermediate and final examinations, examination of the suitability of the instructor and the training provider, advise for apprentices and (training) companies, monitoring of the apprenticeship preparation, apprenticeship training and retraining, support and monitoring of foreign exchanges of apprentices. Structuring and monitoring documents in training. i. e.:

- [Monitoring / overview document for apprenticeships \(link\)](#)
- [Evaluation sheet \(link\)](#)

Every apprentice has to maintain a training report to be registered for the final examination. A close cooperation between the different learning locations in the dual training is vital for quality training. Vocational schools and companies need to have close relationships and communication to ensure good and suitable dual training. There are cooperative guideline approaches to improve close links in training. Qualified instructors also have several roles like mentoring and caring besides sole knowledge transfer, this also increases the quality of dual training.

- Retraining for instructors;
- Processes for the employment of apprentices;
- A high amount of work-based learning;
- Training methods;
- Create learning situations which are close to real working tasks;
- Training of soft skills and competences;
- Cooperative learning goal agreements between apprentices and instructors;
- Feedback conversations between the instructor and the apprentice;
- Examination preparation.

In Germany, instructors have to fulfil all standards and regulation of the Ordinance on Trainer Aptitude (**AEVO**). Training providers and the jobcentres provide job coaching and placement for job seekers and graduates. Additional qualifications and training cooperation to cover specific competences in training.

8. Strategies and methods for increasing attractiveness of VET

8.1. Germany

Because in Germany VET is linked closely to the dual education system and the common apprenticeships, most strategies and methods for increasing attractiveness of VET are focused on training option.

2010 the Central Association of Crafts in Germany started a dissemination and advertising campaign to promote craft professions and dual training. In general VET is well accepted in Germany due to the well-established dual system. In the last years it becomes a problem that less young people decide to start an apprenticeship and less companies train apprentices. Especially smaller companies (SME) do not train as often as they used to. One reason for this decline is that more young people aim for higher education and join university. Other reasons for the declining apprenticeship numbers are increasing costs of dual training for companies, declining need for qualified employees and the variety of other options besides the traditional dual training in apprenticeships (e.g. retraining, partial qualifications...).

Another initiative to increase the attractiveness of VET is to change the design and curricula of VET training programmes like apprenticeships. These changes aim for a more general training approach to facilitate the possibilities of job changes. Examples for this idea are families of professions and shared core competences. These adaptations are in line with the long life learning approach. This is not implemented in a large scale.

In Germany, initial and continuing training is based on mixed financing by various public and private bodies. These include the BMBF, BMWi, the Federal Ministry of Labour and Social Affairs (BMAS), the Federal Employment Agency (BA), the states and their ministries of employment, economics, education or cultural affairs, the European Union, local authorities, companies, unions, chambers, associations, private institutions and, lastly, individuals themselves. In this respect, financing for IVET and continuing general and vocational education differs quite substantially from the schools and universities sector, which benefits from relatively comprehensive public funding.

8.1.1. Promoting participation in IVET

In-company training in the dual system is usually financed by the individual enterprise, i.e., an enterprise decides whether or not it will offer training and in which occupations. It decides how many trainees it will take on. SMEs, in particular crafts companies, are important training suppliers, but are unable, or not fully able, to provide all the facets of training required by regulations. This is primarily due to the increasing division of labour in production processes, increasing specialisation and in some cases financial problems or accelerated technological change. The limited suitability of such enterprises as training providers is compensated for by supplementary external training measures in inter-company vocational training centres (überbetriebliche Berufsbildungsstätten, ÜBSs) or through training structures (Ausbildungsverbünde). The VET-related expenditure of the BA applies to both pre-VET and IVET (i.e., grants for young people). The data do not include the amounts spent on promoting the transition from IVET into the labour market, since these are classified as employment policy measures.

Funding for vocational schools – specifically public ones – comes primarily from the public budget. The traditional division of tasks between states and municipalities means the former cover the bulk of personnel costs while the latter fund the majority of current material costs and material investments from their own revenues. States currently finance nearly 80% of vocational school expenditure. Mainly school-based VET (e.g. grants for learners) and specific measures to promote VET (e.g. to create additional training positions) are also financed from state budgets (47).

The following information focuses on federal government standard funding and support, mostly regulated under the German Social Code (SGB II/III). There are also state regulations to support and enhance education and training activities in VET:

- Prevocational training measures (berufsvorbereitende Bildungsmaßnahmen – BvB). The federal employment agency provides prevocational training to young people and young adults below 25 who have not participated in IVET but have completed their compulsory general education and also subsidises VET for disadvantaged young people. The measures include:
 - Training support in the form of additional financial and socio-pedagogic assistance within the framework of an in-company training relationship;
 - Vocational training in non-company establishments in a training occupation recognised under the Vocational Training Act (BBiG) and Crafts Code (HwO), leading to a qualification upon completion;
 - Transitional support (continuation of training support following completion or discontinuation of training);
- Support for integration into employment in the form of additional financial and socio-pedagogic assistance.
- Vocational training support grant (Berufsausbildungsbeihilfe – BAB). Financial support is offered during in-company or extra-company vocational training and federal employment agency prevocational training measures to help people overcome the economic difficulties that can impede appropriate vocational qualification, to ensure a more balanced training market and secure and improve occupational mobility.
- Introductory training for young people (Einstiegsqualifizierung Jugendlicher – EQJ). The primary goal of introductory training is to give young people with limited prospects of being placed in training an opportunity to acquire or enhance modular qualifications towards a recognised occupation. Introductory training also offers companies providing training an opportunity to get to know young people, not just in a brief job application interview, but to observe their skills and abilities over a period of six to twelve months in daily work processes.
- Alliance for Initial and Further Training (Allianz für Aus- und Weiterbildung). In order to strengthen VET, the federal government together with employer associations, trade unions, state governments and the BMWi established an alliance. It replaces the national pact for career training and development of skilled manpower. Funding is provided by the federal employment agency. The comprehensive strategy offers various instruments, for example training placement services, and particularly supports SMEs in training young people with special needs (i.e., with the new “assisted training” funding scheme).

- Training support measures (Ausbildungsbegleitende Hilfen – AbH). During introductory training or company-based training, young people who require assistance can receive training support. Special classes and accompanying social and educational mentoring help trainees overcome language and educational deficits and/or help them acquire practical and theoretical occupational skills, knowledge and competences. Such measures may be considered if a company-based training contract is dissolved prematurely and support is needed until another can be started, or if continued support is needed to establish or consolidate an employment contract.
- Educational Chains Leading to Vocational Qualifications initiative (Abschluss und Anschluss - Bildungsketten bis zum Ausbildungsabschluss). This initiative aims to comprehensively secure young people's success in education and training and to develop a structured and consistent funding and support policy by the federal government (BMBF, BMAS), BA and states for a vocational orientation and transition system. It focuses on analysing the potential of young people at an early stage, action-oriented career orientation options such as the vocational guidance programme (Berufsorientierungsprogramm – BOP), vocational orientation measures, individual career start coaching, mentoring through training by volunteers, introductory training, support for apprentices during training and assisted training.
- Mobility programme for young people interested in vocational training from other European countries, MobiPro-EU (Förderung der beruflichen Mobilität von ausbildungsinteressierten Jugendlichen aus Europa). MobiPro-EU contributes to reducing the high youth unemployment rates in several EU countries and fostering occupational mobility. Here are some examples of measures eligible for support in this context: German language courses in the country of origin and in Germany, flat-rate reimbursement for travel and relocation expenses and payments to cover apprentices' living expenses, along with socio-educational and vocational-pedagogic assistance. The programme is operated by BA's international placement services (Zentrale Auslands- und Fachvermittlung).

8.1.2. Promoting participation in CVET

The state promotes participation in CVET with various support and funding instruments (e.g., grants, subsidies and loans to cover CVET and living costs). Some of them are regulated by law (e.g., the SGB) and others are in the form of programmes:

- Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz, AFBG, known as 'Meister-BaföG'). This law gives craftspeople and other skilled workers a statutory entitlement to financial assistance to cover costs for further training and living expenses. This financial support, jointly covered by the federal and state governments, comprises subsidies for master craftsperson course and exam fees or other programmes leading to a comparable qualification.
- Continuing training grant (Weiterbildungsstipendium). BMBF offers particularly gifted young workers a specific CVET grant. One of its aims is to underline the importance of continuing training throughout working life.
- Upgrading scholarship (Aufstiegsstipendium). The BMBF's upgrading scholarship offers incentives to study to skilled workers with professional experience, whether or not they

gained a higher education entrance qualification at school. When qualified skilled professionals are already working, financial issues often prevent them from starting a course of studies. These scholarships provide additional incentives for further study and improve the career and promotion prospects of talented staff.

- Continuing education bonus (Bildungsprämie). To encourage low and middle income groups to participate in continuing education and training, the federal government approved an additional financing scheme: premium vouchers and savings vouchers. The premium voucher reduces training costs by up to 50% of tuition fees for job-related training courses or courses that help improve people's employability.

8.1.3. CVET for the unemployed

CVET is a key instrument in improving employment opportunities through upskilling and skills development measures. Funding for CVET is not only open to people who have recently lost their jobs, but also to employed workers under certain circumstances. The employment agency or local authority providing basic income support for jobseekers decides whether CVET support is available. Persons meeting the general eligibility criteria are granted an education and training voucher (Bildungsgutschein) by the employment agency or the authority providing jobseeker support.

8.2. Lithuania

Traditionally, VET in Lithuania has not been considered prestigious by young persons, their parents and the population in general. Although participation in VET, in contrast to general education and higher education, is currently stable or even increases at post-secondary non-tertiary level, participation in VET at upper-secondary education level remains one of the lowest among EU countries. This is, first of all, caused by the preference for higher education over VET by young persons and their parents. Another important reason is the fact that funding for general education schools and VET institutions depends on the number of students which leads to competition between these two networks in attracting and keeping learners.

8.2.1. Bringing general education and VET closer together

Learners are able to acquire lower and upper secondary education together with vocational qualifications. Learners in general education also have the possibility to deepen their knowledge on technologies in certain fields and develop their practical skills. In 11th and 12th grades they may choose from general education modules in textile and clothing; applied art, crafts and design; tourism and nutrition technologies; construction and wood processing; business, management and retail trade; mechanics and repair. Also, some general upper secondary curricula include VET programme modules. When learners continue their studies in VET, the above-mentioned fields and VET modules are recognised as part of their VET programmes.

8.2.2. Measures to improve mobility between VET and higher education

VET graduates who have finished upper secondary education programmes and who choose to continue in higher education have a few advantages over students coming from general education. Selection criteria and procedures for ranking graduates who apply for higher education are defined annually in a specific regulation. This regulation awards an additional enrolment point for graduates from VET in the same field of studies who performed exceptionally, or who have at least one year of work experience in this field. This additional point increases their chances of being admitted to a Statefunded study place in colleges and, from 2018, to universities.

8.2.3. Incentives for youth

VET to acquire a first qualification is free of charge. IVET learners may receive a small student grant and other material support. Socially disadvantaged learners who do not receive the grant are provided free meals and other material support. Learners who do not live near the learning institution are provided with hostel accommodation.

8.2.4. Incentives for employers and employees

To support participation in CVET tax incentives, grant schemes, paid and unpaid training leave and payback clauses are applied.

- Tax incentives for individuals for both formal and non-formal VET were introduced in 2008. Persons paying income tax may claim these expenses in their annual tax return. Up to 25% of training expenditure can be deducted. When a studying resident of Lithuania is not an income tax payer or has no possibility to exercise the right to deduct expenditure for VET or studies from their own income, such expenses may be deducted from their parents' or other family members' income.
- Tax incentives for legal entities have been in place since 2005. The Law on Corporate Income Tax allows deductions for continuing training courses of employees that are linked to their present occupation.
- The Labour Code sets out training leave conditions for employees participating in a VET programme, to prepare and take exams and tests, for consultations, etc. All employees who participate in formal education programmes are entitled educational leave while retaining their average salary. Since 2015, according to the Labour Code, employees may be granted training leave for up to 5 working days per year to participate in non-formal adult education.
- To finance VET, enterprises and organisations may use the grant schemes available from EU structural funds. The provisions of the Labour Code allow employers to claim compensation from an employee for the costs of training over the past year if they quit their job before a previously agreed time.

8.3. Poland

Participation in initial VET remains low but increasing due the higher share of students in VET education at technical secondary level (technika). Basic vocational schools are becoming less popular. The reform of vocational education introduced changes in the content and the evaluation of outcomes of basic and vocational upper secondary and post-secondary VET.

8.3.1. Incentives for learners

In the initial VET, incentives include:

- Scholarships for students at secondary and tertiary levels. Schools (including VET) offer academic, social and international scholarships to their learners as well as scholarships for students with disabilities. The support can also take the form of full or partial coverage of participation in education activities or in-kind support, such as purchasing of textbooks. VET students can also receive support to finance the cost related to learning outside the place of living. The criteria for the social scholarship include the low income in the family combined with social problems that the family is facing such as for example: unemployment of parents or guardians, disability in the family, long-term illness, family with many children, lack of ability to perform care of educational functions in the family, alcoholism or drug addiction in the family, single parenting. Scholarships for good performance in basic vocational schools can be granted by county governments and the Prime Minister.
- Salary for juvenile workers. Students who are juvenile workers (i.e. they have a contract with employers) are entitled to a salary. The amount of the salary for the juvenile is not less than 4% (in the 1st year of training) 5% (in the 2nd year of training) and 6% (in the 3rd year of training) of the average monthly salary. The employer may decide on another salary amount for the trainee, which should not be lower than the amounts indicated above. Employers also pay mandatory social insurance on the basis of the salary paid to the juvenile worker.
- The OHP provides vocational training to youth aged 15-18 years. The service is free of charge for participants, who also sign a labour contract with employers and receive salary for their work, similarly to the rules for juvenile workers described above. The OHP also implements Youth Guarantee projects. They offer vocational counselling and guidance.
- Developing a system to monitor the labour market entry of vocational school graduates. The education ministry is also working on developing a national system to monitor the school-to-work transition of VET students that would be based on a mix of survey-based methods and matching administrative information from the school information system to social insurance data.
- In addition to activities organised at the national level, regional authorities are also developing various programmes aimed at promoting participation in VET. For example, the Mazovian region is offering scholarship programmes for IVET students, the Małopolska region is implementing comprehensive monitoring of the school-to-work transition of VET

students. This information will enable learners to choose schools that offer best education and as a result, also labour market outcomes.

- The Labour Fund plays an important role in delivering state support for vocational educational and training. It promotes participation by granting resources for vocational training initiatives. The grants are distributed for individual and group training through the Labour Offices – UP (Urząd Pracy). The training is mainly offered to unemployed people, but it can also be provided to other job seekers, such as, for example, people with disabilities. The training is offered in the form of group training in courses offered by UPs or individual training, where the unemployed person receives financing to cover the cost of the training.

8.3.2. Support for education providers

Vocational schools can receive support from Regional Operational Programmes for activities related to their modernisation and development of educational offer. Such support can be granted, based on the regional contests, for the following activities:

- Vocational counselling
- Organisation of extracurricular activities that serve gaining additional knowledge and vocational skills;
- Organisation of preparatory courses for higher education;
- Supporting students in achieving additional qualifications increasing their chances on the labour market;
- Out-of-school forms of vocational training;
- Raising competences and qualifications of VET teachers;
- Development of vocational training conditions similar to natural working conditions;
- Organisation of vocational practice;
- Development of the new VET educational offer.

Furthermore, schools can receive support for development of their infrastructure, such as:

- Building of new didactical facilities;
- Reconstruction, adaptation, modernisation of practical training rooms;
- Purchasing of the IT equipment
- Purchasing of the equipment supporting vocational training;
- Purchasing of equipment and software that would enable developing of key competencies on the labour market.

8.3.3. Support for enterprises

- Supporting employers in their involvement in VET practical training. Employers who provide VET training to students of vocational schools can receive the following support: refund of trainers' salaries, refund of the extra salary paid to instructors, refund of the cost of work clothes and necessary protection measures, training allowance, and refund of the bonus for work placement supervisors.
- Promoting the involvement of local social partners in adapting VET to the needs of the local labour market. The European Social Fund projects in the programming period 2014-20 to

further promote the involvement of employers, social partners and support for the VET schools in the development of curricula adapted to labour market needs. Within the project “Partnership for vocational education development” representatives of social partners are involved in working groups that update the VET curricula.

- National training fund supporting the financing of training organised by employers. Since 2014, employers are able to use the National Training Fund (Krajowy Fundusz Szkoleniowy) to finance training for their employees. The fund is part of the Labour Fund (Fundusz Pracy). It mainly finances courses and post-graduate studies attended by employees at the request of the employer; examinations enabling the attainment of vocational qualifications; medical and psychological examinations required for a job; and personal accident insurance.

8.4. Spain

There is an general strategy for increasing attractiveness of VET, however the actions are taken at an individual level, Every single VET centre carries out their own marketing campaigns. The main methods are considered to be:

- Marketing campaigns;
- Dissemination activities that target interest groups: youngsters, women, unemployed, companies, etc;
- Conferences, congresses, dissemination of results of individual actions;
- Visits to basic level education centres to Open doors: showing the facilities of the VET school to all the target groups.

The dissemination actions are carried out using different channels depending on the importance and size of the activity. Generally speaking, they are:

- Media: newspapers (regional and national), radio, TV, social media, individual letters, brochures, mailings, newsletters, etc;
- Conferences, congresses.
- Testimonies:
 - Experiences of professionals, different people graduated in VET programs speaks about their professional careers and the opportunities reached thanks to VET studies;
 - Women in technical jobs explaining what their everyday activities are;
 - Workshops for youngsters using robots, machine tools and other machines.

In order to attract learners their motivations are being analysed. Once those motivations are detected, the focus is oriented to the activities underlining the strong point to reach their interest. The usual motivations are the need to find a job, professional promotion, change of professional fields, specialization in an particular technologic area, etc.

Different agents (companies, policy makers, social agents, etc.) can be involved in VET with different roles. Each agent gets involved for their benefit. So the strategies change from agent to

agent. The participation of companies in VET is essential and to reach this participation the potential benefits should be shown.

Main methods for attracting companies are targeted dissemination activities (results of applied research, technical conferences), dissemination of WBL benefits (good practices and success cases), open doors and funding opportunities for collaborative projects between companies and VET centres.

The existing structures for promoting participation in VET in Spain include incentives for individuals, enterprises and providers. VET diploma programmes have traditionally been less attractive than general education programmes leading to university, but in recent years, the number of VET students is increasing, as a result of the focus on employment of VET programmes and the support they offer in the transition of students to the labour market. Among the different regulatory measures which are in place or being implemented to increase enrolment in VET, the following can be highlighted:

- Introduction of new basic vocational training programmes as an alternative option for students at risk to stay in education and training;
- Free access exams for people without academic requirements and who, through passing the exam, can directly access VET studies in the education system;
- Direct access from each level of education authority VET programmes and from higher VET programmes to university studies;
- Implementation of dual VET projects which has meant a series of incentives for companies to increase their participation in the system;
- Implementation of measures included in the Strategy for Entrepreneurship and Youth Employment, to support (self-)employment and entrepreneurship, including training actions within the National Youth Guarantee programme under the responsibility of the employment authorities;

8.4.1. Incentives for learners

- Participation in education is encouraged through a system of scholarships and grants, distributed through annual calls published by the education ministry and the regions.
- CVET training programmes free of charge are available: employees can take part in training programmes run by their company or participate in other training schemes.
- Employed workers can also apply for individual training leaves (permisos individuales de formación - PIF) from their companies, to improve their skills at no cost to the company. The worker has the right to 200 working hours for educational purposes, provided that the company authorises his/her training leave to attend the respective training programme. The company is reimbursed for the cost of salary of that worker by the State Foundation for Training in Employment and the worker receives his/her salary during the training leave. These PIFs are intended to provide workers who want to improve their personal and professional skills, the opportunity to attend officially recognised or formal training courses.

- Unemployed workers may also take part in some of the different training schemes within the training for employment system. And they may request, if necessary, reimbursement for travel, accommodation and meal expenses during the training period.
- The introduction of the education authority dual VET system in recent years may be regarded as an incentive for young people to improve their chances of employment due to a closer contact with the labour market: the ratio of employability of dual VET students is usually higher than in traditional school based VET.

8.4.2. Incentives for companies

- Within the training for employment system, companies providing training for their workers can receive discounts on their social security contributions.
- Regulation for training and apprenticeship contracts sets different incentives for companies to hire trainees, in the form of reduction of employer social security contributions, or additional bonus to finance the costs of tutors in the company, as well as other incentives if apprentices become permanent staff.

8.4.3. Incentives for training centres

Training providers in the vocational training under the employment authority can apply on a competitive basis for funding to carry out training actions in the regional or state calls for proposal.

8.5. Turkey

Turkey considers vocational and technical education as one of the most important building blocks of sustainable development and carries out its activities accordingly. One of the main actors that MoNE (Ministry of National Education) cooperates on human resources and apprenticeship works is MOLSS (Ministry of Labor and Social Security) and its affiliated body ISKUR (Turkish Labor Agency).

8.5.1. VET strategy and action plan

The Vocational and Technical Education Strategy Document and Action Plan (2014–2018) has been formulated at the axis of three main policies aimed at developing the VET system in Turkey, namely increasing access, capacity development and employment:

- Access to VET includes awareness of the importance of VET and access; flexibility regarding horizontal and vertical transitions between different types and levels of VET institutions; increasing the access of groups requiring special policies; and developing cooperation in R&D activities.
- Capacity in VET includes development of the VET qualification system; national vocational standards and education programmes in line with qualifications; the educational environment; vocational guidance and career systems; administration and finance management; and quality development systems.
- Employment with VET includes providing VET students, trainees and graduates – including groups requiring special policies – with key competencies; workplace-based training;

opportunities for creativity, innovativeness and entrepreneurship; occupational health and safety; and national and international mobility.

VET for individuals

There are also other initiatives supporting the individuals' access to VET courses. **UMEM'10** (Specialized Employment Centers Skill'10 Project) is run by Turkish Employment Agency (İŞKUR), MoNE and TOBB University on the basis of raising skilled labour force through courses. There have been 19.844 courses/programs and 197.044 trainees have attended to these courses in 2015. According to the protocol, 50% of the graduates of these courses within the scope of Specialized Employment Centers Skill'10 Project are guaranteed for employment. According to October 2015 İŞKUR data, 68% of these 197.044 graduates have been employed until now.

VET for special groups

For the vocational education of the groups, which need special policy, the Vocational Skills Development Project (**MESGEP**) had started in 2013 and still going on. Within this project, 15.092 people have applied to the course programmes in 35 cities from 2013 to December 2015. 6.350 of 9.000 people trained in the project have deserved to receive certificates. MESGEP will be Turkey wide (81 Provinces) in 2017. With the Proposed Legislation to The Grand National Assembly of Turkey by MoNE exclusion of apprenticeship education from compulsory education will be ended. Apprentices will be able to start their businesses by earning mastership certificates and business licenses, and most importantly receive a VET High school diploma by completing K12 and will have the same rights with the graduates of vocational high schools.

Access, attractiveness and flexibility

The share of Turkish upper secondary students enrolled in vocational programmes (49.0%) is slightly above the corresponding EU average (47.3%) (data for 2015). Nearly all upper secondary IVET students in Turkey are in programmes giving direct access to tertiary education (99.3%), in contrast with the EU (at 66.7%).

Adult participation in lifelong learning at 5.8% is relatively low compared to the EU average of 10.8%. This difference is also reflected in the participation rates of various subgroups. The rates for older people (0.7%) and low-educated adults (2.8%) enrolled in lifelong learning are considerably lower than the respective EU averages (7.0% and 4.2%).

However, the rate for unemployed people (9.2%) enrolled in lifelong learning is only slightly below the EU average (9.6%). Also, young VET graduates are more likely to participate in further education (48.4%) than in the EU as a whole (32.8%).

Skill development and labour market relevance

Public expenditure on VET as a percentage of GDP in Turkey at 0.48% is below the corresponding EU average of 0.54% (data for 2014). The average expenditure per student, at 3 000 purchasing power standard (PPS) units, is considerably lower than the 8 400 PPS units in the EU. The

percentage of short-cycle VET graduates among first time tertiary education graduates (at 39.1%) is much higher than the EU average (9.0%). The percentage of innovative enterprises with supportive training practices is near the percentage in the EU (43.0% versus 44.8% in the EU, based on data for 2014).

The employment rate for IVET graduates (aged 20-34) at ISCED levels 3-4 (67.3%) is relatively low compared to the EU average of 78.1%. Their employment rate is 8.7 percentage points higher than for graduates from general education (above the EU average premium of 5.7) and 12.5 percentage points higher than for graduates with lower-level qualifications (though this is below the EU average premium of 23.4 percentage points). All these employment data relate to 2016 and exclude young people in further education.

Turkey is restructuring vocational training in line with national targets, sectoral demands and pedagogical needs with the vision of 2023 in the scope of the Law on the Organization and Duties of the Ministry of National Education No. 6764 and the Law on the Amendment of Decrees on Certain Laws and Decree Laws.

8.5.2. Incentives for learners

Apprenticeship education compulsory now. Tradesmen and craftsmen can now easily find apprentices for vocational continuity and they have the opportunity to teach their professions. It will be ensured that the apprentice students have the opportunity to work in a secure environment in line with their abilities.

- Apprentice students will both learn and earn money. Apprentice students will be paid not less than %30 of the minimum wage, and they will be encouraged to learn more about their profession. The government will cover two thirds of the wage to be paid to apprentice students so the burden of tradesmen and craftsmen will be lightened.
- The dreams of apprentices now come true. After graduating, the apprentice students will receive a certificate of mastery and business license, and they will be able to fulfill their dreams by opening their own workplace. Apprentice students will be able to take a vocational high school diploma by completing the difference courses and enter university exam.
- Vocational High School Students have a title now. All graduates of the vocational high school will be given the title of “technician”. Students who have come to Turkey from different countries and those who have received vocational education abroad will be enabled to complete their classes in Turkey and get their diplomas.

8.5.3. Incentives for companies

The government supports businesses that employ trainees. The fees the students will receive during their skills training and internship at the workplace will not be less than %30 of the minimum wage. The government will cover the two thirds of the tuition fee paid to the students in order to reduce the financial burden of the enterprises due to student fees.

- Insurance for vocational high school students. The government will insure the vocational high school students against work accidents and occupational diseases at the 10th, 11th and 12th grades where they are trained at the workshop.
- The private sector will be able to train its own workforce. The private sector will be able to open private vocational schools outside the organized industrial zones. Education support

will be provided by the government for all students who study in these schools. With this practice, the private sector will receive incentives from the state and will be able to train its own workforce.

8.5.4. Incentives and opportunities for teachers / trainers

For adaptation to the rapid development and change in knowledge, technology and occupations, in-service education of the teachers and managers is planned and implemented at the central and local level. In-service education of the teachers of vocational and technical education is carried out also within the scope of the protocols of cooperation with national and international projects.

DG Teacher Training and Development announces at the beginning of each year the annual in service training program. This program is disseminated to all schools by means of provincial and district directorates of MoNE and each teacher may apply thorough MoNE Information System (MEBSIS) for the training programs that he/she intends to participate. The final selection are done by DG TTD in the case of central training and by PD (Provincial Directorate) of MoNE in the case of regional training. Whole process is recorded by DG TTD.

In 2015 total 8.235 VET teachers and administrators attended in-service training courses.

In 2016 total 7227 VET teachers and administrators attended (and will attend until the end of 2016) in-service training courses. DG for VET has 22 protocols signed with the business sector directly for the in-service training of teachers on different fields and topics.

9. Strategies and methods for involving SMEs / Social partners in VET

Recommended **solution from IO1 for industry sectors was to implement not only training co-operations with one company but also to support training co-operations between different companies. This reduces training costs for companies which is a valuable factor especially for SMEs but also can have positive effects on the training contents and curricula e.g. with additional contents or modules.**

Other recommended solutions were:

- **training providers (vocational schools & enterprises), students and apprentices should be altogether involved in the development of curricula, teaching materials and learning objectives** (i.e. a consultation/discussion platform like a round table with all participating intermediaries, proposal of collaborative design of the curriculum, or additional measures suggestion like internships, job placement activities)
- for practical training contents and training in companies it is important to have **qualified instructors and trainers**. Besides profession specific work experience they also need to have didactical and pedagogical skills **(the mentoring role)**
- it could be useful for training companies to develop **skills profiles for instructors** and put some effort in staffing these positions. Also additional measures like **peer-learning with school teachers, pedagogical/didactical training or specific promotion initiatives could be good incentives to increase the impact of qualified training staff.**

It has to be noted that only one fifth of the companies provides training. Companies have a special role regarding training and VET. Besides the in-house trainings they are also direct contract partners of their apprentices.. Benefits for companies to provide dual training include:

- Assurance of the own need for skilled and qualified employees;
- High quality;
- High productivity;
- The company has direct influence on the training contents and can shape possible future employees through in-house trainings;
- Improved productivity and innovation, as well as quality of services and products;
- High ROI (return on investment) in the long run;
- CSR (corporate social responsibility);
- The entry time for new employees is not as cost and time consuming if an apprenticeship graduate is hired because every apprentice already had a high amount of training on the job and the companies know their trainees very well (and vice versa). This saves salary costs for the recruiting company. Retraining is barely needed;
- There is no obligation for the training enterprise to hire apprentices after their apprenticeship;
- Trainees build up competences and practice realistic work tasks;
- “Homegrown” apprentices identify with their employers and may be loyal in times of crisis.

9.1. Patron class

The patron class is under the patronage of a specific company. The patron in the letter of intent, agreement or agreement concluded with the school declares the support of the educational process. This support can take a variety of forms, for example: accepting students for apprenticeships, equipping schoolrooms with equipment and didactic materials, additional training, funding scholarships for the most talented. In addition, the patron participates in the development of the curriculum, tailored to the profile and needs of his company. The best graduates are guaranteed employment. Patronage agreements, which are currently signed, contain such records as:

- Supplementing the training by organizing additional courses and trainings enabling the acquisition of skills and competences not covered by the school curriculum;
- Patron supports the school in preparing the curriculum for the profession covered by the patronage agreement;
- Funding a scholarship for students from the patron class;
- Equipping the school with materials and teaching equipment, pupils in aids and educational materials - offering graduates employment;
- Organizing professional development of teachers of vocational subjects.

The aim is:

- Implementation of practical classes and professional practice in an attractive way through cooperation with leading hotels, restaurants, pastry shops in the region;
- Deepening knowledge and improving the skills of students and teachers through partnership projects, the opportunity to use the experience of culinary leaders in the region;
- Raising professional qualifications through access to modern culinary infrastructure of patron's facilities;
- Identifying needs and adapting students to the requirements of local employers (patrons);
- Better preparation of students for exams confirming the qualifications in the profession;
- Promotion of students' professional skills.

9.2. Industry clusters

The goal of clusters is to combine economic, educational and scientific potential for vocational education for the needs of the economy and local labour markets. In addition, they participate in the process of shaping awareness and creating vocational education for positive education, and above all give the opportunity to pursue a career path based on the development of key competences expected by employers. The most important benefits of schools in the presence of a caldera include:

- Raising the level of practical vocational training, including apprenticeships;
- Exchange of comments and conclusions resulting from the implementation of tasks related to theoretical and practical vocational training;
- Popularizing occupations necessary for the local labour market (i.e. within the open days of enterprises, organizing field trips, internships, internships for students and teachers);
- Help in improving teachers of vocational subjects;
- Co-organizing conferences devoted to vocational training;



- Enabling graduate internships;
- Informing about social, economic and technological trends and adjusting the offer of vocational education to the needs of the constantly changing labour market;
- Initiating, creating and implementing professional educational projects;
- Supporting the transfer of knowledge and experience between partners;
- Undertaking activities aimed at creating and proper equipping of examination centers;
- Participation in organizing additional activities in out-of-school forms for students of the last vocational school classes in order to increase the chance of their employment after finishing school;
- Taking initiatives to improve students 'and teachers' ability to use foreign languages;
- Co-organizing projects motivating students to develop professional competences, among others competitions, quizzes.

9.3. Professional trips and study visits

The most important forms of cooperation between schools and employers in the didactic process are worthwhile professional trips and study visits. In addition, it should also be remembered for other projects, such as, for example, Olympics and professional competitions or educational fairs - festival festivals. Also important are the forms of professional activation of the school environment with employers, which should be mentioned: industry seminars, specialized courses and training for students, or trainings and courses for teachers of vocational subjects. Professional trips are an effective form of cooperation between the school and employers and an attractive method of work for students, which ensures that pupils interact in a real place of work. It must be properly prepared and planned. Understanding the goals and tasks of the trip and the nature of the visited objects as well as a reminder of the teaching material necessary to conduct a conscious and focused observation are the conditions necessary for an effective professional trip. After returning from the trip, you should discuss, systematize and generalize the acquired knowledge and skills as well as check and evaluate the reports and materials prepared by the students. Organized professional trips have important cognitive, educational and educational functions. They are an attractive form of gaining new experiences.

9.4. Study visits in enterprises

Study visits in enterprises in which activities are carried out consistent with the profile of the school preparing to work in a given profession. Study visits can be implemented as part of cooperation with domestic and foreign companies. The benefits of participating in study visits are valuable to students. They will learn about modern technological and organizational solutions appropriate for a given professional sector. In addition, they gain additional knowledge useful in vocational education, and thus enrich professional vocabulary. Further benefits include deepening the acquired knowledge and professional skills in real working conditions, identifying and comparing the conditions and factors of employers' involvement in vocational education, identifying good practices applied in the organization of vocational education, as well as gathering and exchanging experience.

10. Policy Recommendations on Raising Awareness of VET

To make VET attractive strong mechanisms should be built. VET needs to become an attractive and credible option for youth, and an effective opportunity for skills refreshment / retraining of youth and adults contributing to competitiveness of the employed and for employability of job seekers.

Forming public opinion on VET	Changing public opinion on VET
• Media coverage and the way of reporting: higher education is presented as superior or better option to get a job; • Studies and research from foundations or universities: reports get a wide media coverage and influence public opinion; • Mouth to mouth dissemination: graduated students sharing their experiences with others; • Feedback from companies: satisfied companies are the best ambassadors because they will continue hiring VET graduates; • Not using marketing to “exaggerate” anything.	• To assure that students after finishing their studies will be well qualified for fulfilling foreseen standards and they will be satisfied with the acquired education; • To organize marketing campaigns, to disseminate activities among target groups (youngsters, women, unemployed, companies, families, etc.); • To organize open door showing the facilities of the VET school to target groups (youngsters, families and companies).

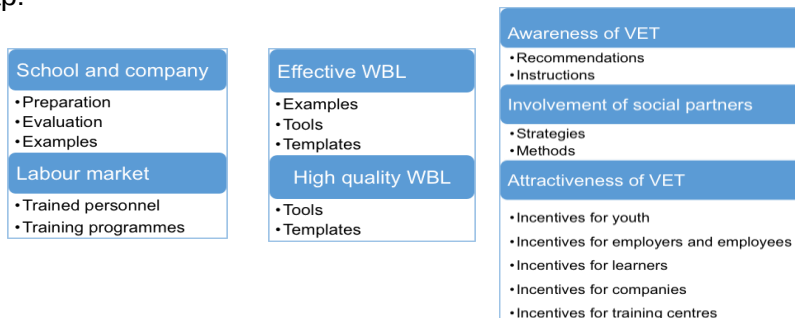
Main steps:

- Enhancing the attractiveness, relevance and quality of VET;
- VET for the improvement of professional performance, competitiveness and innovation;
- Diversified and flexible learning opportunities for acquiring the skills that are necessary for career development;
- Enhancing anticipation and management of labour market changes and encouraging business competitiveness;
- Promotion of excellence and social inclusion, contribution to greater employability, mobility and job security.

It is exceptionally important to introduce incentives for the business sector to ensure its greater involvement in and collaboration with VET.

11. Description of the strategy paper

The strategy paper for process development includes overview of VET networks and systems, school – company partnerships and work-based learning, involvement of SMEs and other topics. In order to ensure the successful collaboration between partners, the document can be used as a map:



The process development in initiating, developing expanding/strengthening between stakeholders to ensure the sustainable of WBL in VET in partner countries was documented in such a way, that it can be used as a **STRATEGY PAPER** with focus on **how to encourage SMEs to become involved in apprenticeships and raise the attractiveness of VET in general**.

12. European Added Value

The aim of the Project: "Promotion of WBL via Vocational Education Training Triangle" was to promote synergies throughout the different fields of education and training, to foster new ideas, to cooperate with new actors from the world of work, civil society and policy-makers and to stimulate **new model of cooperation VETriangle based on WBL**.

The project partners analyzed the role of intermediary/social partners, advisory boards concerned with apprenticeship training at the federal and provincial levels in their countries. Then the project partners researched the structure of decision-making in their own VET systems and explored the ways to include and empower other actors and stakeholders in their system in order to make their VET system more effective. As a result "the VETriangles" was created – a matrix program for other organizations / entrepreneurs / authorities, etc.

The European Added Value was assured by initiating a system of intermediary partners enhanced to influence decision making in VET systems and allowing a more sustainable introduction of work-based learning in the project partner countries. Due to the publications (printed and digital form), Social Networks and Multiplier Events, not only people directly involved in the activities could get acquainted with the results and the evaluation of the designed method of VETriangle.

PROJECT PARTNERS:



The publication is available at the website: www.vetriangle.eu

Publication implemented with the financial support of the European Commission.

The publication reflects only the position of its authors, the European Commission and the Erasmus + National Agency are not responsible for its substantive content. Free publication.



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Funded by the European Union