

AFTERNOON SESSIONS

28th June 2016

“Work-based Learning 2020”
3rd European Monitoring Conference NetWBL

Overview

Start	End	MARKETPLACE	PROJECT PRESENTATIONS	Guidance & support of SMEs	Attractiveness of WBL	Cooperation / Partnership	Curriculum development	WBL and Higher Education	WBL for mentors, teachers, trainers	EUROPEAN ALLIANCE FOR APPRENTICESHIPS	GETTING TO KNOW THE NETWBL TOOLKIT
14.00	15.30	Room Royal 3 + Foyer	Room Royal 1	Room R4 + R5		Room R6 + R7		Room R2		Room R3	Room R1
15.30	16.00	Coffee break									
16.00	17.30		Rooms Royal 1 & R1		Room R2		Room R6 + R7		Room R4 + R5		

Project presentations

Room Royal 1 14.00 - 14.25

Amledo& Co AB - Work-based learning in the vehicle industry

Andreas Jörk (Handwerkskammer für Ostthüringen, DE)

Project summary/main aims and objectives

- Vehicle industry specific work based learning is necessary for learner's acquisition of knowledge
- Knowledgeable mentors in companies are of fundamental importance in increasing the quality of work based learning
- project partners can exchange experiences and best practices and find inspirations
- discover how key elements can be implemented efficiently and effectively to improve quality in work based learning

Project outcomes/results

- developing resources that can be used by workplace mentors, teachers and learners during the workplace based training (e.g. 7 intellectual outputs)
- the outcome will be made available as an online course

Room Royal 1 14.30 - 14.55

GoToWorkInEurope - Governance and Tools for Work-Based Learning in Europe

Sara Frontini (Noviter, IT)

The presentation aims to introduce and explain the development of an innovative model, the ECLI model. The model intends to integrate in a structured framework different types of WBL experiences: Expert - when experts go to school and help students understand specific production processes; Classroom - when classes have the opportunity to visit companies in order to have a better understanding of both production processes and professional profiles; Laboratory - when students learn in laboratories and/or when companies provide students with the access to their laboratories; Individual Experience - when students have an on-the-job experience in a company.

Room Royal 1 15.00 - 15.25

EU-DualS - European Dual System

Stefan Moritz (European Entrepreneurs CEA-PME, BE)

The project EU-DualS aims at defining a fast track for transfer of the German Dual System into other national VET training systems, as well as testing this transferability with pilot projects in VET schools in Gipuzkoa (Basque Country/Spain) and Varese Province (Lombardy/Italy). This requires to focus on the most important qualifying aspects of the German Dual System, that ensure its success in terms of youth (un-)employment, VET-quality and integrability with further Life-long Learning opportunities. These have to be made achievable - at least in part - also within other national systems, at the current stage of structuring, and induce virtuous restructuring processes to adapt more and more to the German model. Additionally, EU-DualS includes into the pilot testing also a cross-border mobility experience for 22 students for a traineeship of 1 month in German SMEs. This should be introduced also into German Dual System Curricula.

The main project result will be a "proof of principle" that the German Dual System is transferable, at least in its most important qualifying aspects, also to other European VET systems, inducing their progressive modification and adaptation, by means of systemic learning and reform. As outcomes, we plan to produce a Guideline, on how to transfer the Dual System, as well as a "lessons learned" report, as tool for further improvement and reforms. Moreover 6 video-tutorials in English, subtitled in IT, ES, FR and DE shall help to easier understand advantages and conditions of the Dual System, and to solve problems that might occur.

Room Royal 1 16.00 – 16.25

Common Learning Outcome for Construction Managers in EU, part IV **Pawel Nowak (Faculty of Civil Engineering Warsaw University of Technology, PL)**

The project addresses the vocational education and training sectoral priority by improvement of vocational education and training didactic materials of the construction project management and horizontal priority by facilitation of qualification recognition system for managers in construction.

Improving the education of personnel in this sector is very important because of the efficiency and sustainability of the construction industry. There is a great migration of engineers, construction managers in the construction sector due to the different state of economic development of the EU countries. For this reason, it is extremely important that construction managers' qualification and skills are being recognized and certified in the same way all over EU. Main aim of the Project is to extend – in transnational co-operation – the Construction Managers Library by six new manuals. Manuals, containing full contents in 4 languages (English, German, Polish and Icelandic), allow their implementation and use in different countries and in EU VET education systems.

Room Royal 1 16.00 – 16.25

MBAIC - Postgraduate European Common Studies in Construction Project Management

Jerzy Roslon (Faculty of Civil Engineering Warsaw University of Technology, PL)

The main task of the project is to deepen Directives' 89/48/EWG ideas, which will lead to creation of proper European system of comparison, certification and mutual recognition of managerial qualifications in construction. Project based on the successfully finished CLOEMC I and II projects (PL/06/B/F/PP/174014, 2009-1-PL1-LEO05-05016) set of 19 already created manuals for Construction Managers' Library. CLOEMC manuals are commercially published on Polish market, in respond to demand from construction engineers. As a result of the proposed project new postgraduate studies for construction managers will be created forming common platform of managerial knowledge. This base of knowledge will extend the foundations of recognition and certification of managerial qualifications in construction, in EU.

Room Royal 1 16.30 - 16.55

WOODUAL – Wood sector and Dual Learning for Youth Employment and Skills

Claudio Dondi (SOPHIA, IT)

Can a close collaboration between industry and training providers allow renewing training supply and making it relevant to address labour market demand? The WOODUAL Project, led by the Italian Federation of Woodworking and Furniture Industry (FLA), is developing collaboration models in three fields: the detection of emerging skills requirements, the systemic integration of work-based and classroom-based learning and the support to trans-national mobility of young apprentices and workers. What is done in this project may inspire sectoral renewal of training supply in other industries.

Room Royal 1 17.00 – 17.25

TRAM-WBL Engaging SMEs for Quality Transnational WBL experiences **Enrico Bressan (Fondazione Centro Produttività Veneto - CPV, IT)**

TRAM-WBL project aims to improve transnational Work-based learning (WBL) for VET learners by creating and validating a WBL implementation model engaging companies and VET organisations.

The emphasis is on learning from each other's experience and engaging in a real dialogue with employers by developing the model in close collaboration with local enterprises. Through practical implementation of different WBL approaches and feedback from enterprises, the project will develop hands-on implementation guidelines that will improve significantly the quality of transnational WBL experience for both the VET learners and enterprises in partner countries.

Room R1 16.00 - 16.25

Lifelong Learning

Susam Dündar Isik (ARDA Beratung & Bildung, DE)

The "Lifelong Learning" (org. Hayat Boyu Beceri Eğitimi, 2014-2016) mobility project for teachers, which has recently been finalised by the Turkish Ministry of National Education—GD for Vocational and Technical Education and the Turkish Ministry for European Affairs, promotes the skills and competencies of vocational school teachers through WBL in EU Member States. 260 teachers took part in the program, whereby ARDA Beratung & Bildung prepared educational programs for 159 teachers. The presentation will comprise a project summary including main aims, outcomes and impact analysis. The transferability and sustainability of the project will be discussed in a next step.

Room R1 16.30 – 16.55

Dual apprenticeship experimentation for the Professional Qualification

Nicola Alimenti (APRO Formazione, IT)

Apro Formazione contributes to the development of the Italian dual system with several experimentations and activities. The National and Regional legislation is in continuous reform and the next constitutional referendum can play an important role in the VET system structure and development. Within this framework, Apro Formazione develops two experimentations oriented to the acquisition of the Professional Qualification (EQF 3) thanks to WBL: a company project aimed at qualifying a part of the production staff in possession of the lower secondary school diploma and the apprenticeship for young people aged between 15 and 24 years introduced by the D.Lgs. 16/2011.

Room R1 17.00 – 17.25

Companies participate in the school environment

Henk Hendrikx (ROC West-Brabant - Zoomvliet College, NL)

ONE FLOOR; Companies participate in the School environment!

Don't build a great campus, bring the school in the company or bring the company in the school!

In this presentation we present three projects:

- Care Boulevard at the Kellebeek College. In the new building we realized on the ground floor the care boulevard: companies for childcare, nursing homes, homecare have their offices in the school.
- Teaching department in Hospital or nursing home. Nursing students run a department in a Hospital with a teacher and instructor.
- Zoomvliet Studio (stage technology and audio-visual productions), the new school will be built in a business park, not only the school but also a broadcast company and a rental company. Next to the new building the school runs a Pop stage!

Daytime education in this environment means that 80% has a job when they leave the school!

Room R3 16.00 - 16.25

LPA - Learning at the work place in the Nordic countries

Margaretha Allen (The Swedish National Agency for Education, SE)

The three-year development project 'Learning at the workplace in the North' creates opportunities for schools, school owners, companies, trade associations and professional councils from Nordic countries to exchange ideas and experiences about the quality of learning in the workplace. In this way it is hoped to stimulate their own development work on learning in the workplace and to contribute to increased knowledge and policy development at national and Nordic level. Even authorities on Nordic national level with responsibility for vocational training are working together. The aim of the project is to meet the challenges the Nordic countries are facing in securing apprenticeships and internships, increase the quality of learning at the workplace and to increase the proportion that complete education at secondary level.

Room R3 16.30 – 16.55

EREIVET network - European Regions Enhancing Internationalization of Vocational Education and Training

Barbara Paulmann (Ministry of Education of Lower Saxony, DE)

The network started in March 2009 and is now cooperating with 20 partners from 15 countries – mainly regional school authorities - to enhance especially cross-border learning mobility in VET. Our common approach is that each learning period abroad must contain a working period in an enterprise also for students and apprentices as for teachers and trainers in VET. Our cooperation contributes to an enhancement of work based learning by implementing cross-border learning mobility but also by learning from each other by networking.

Room R3 17.00 – 17.25

VET@WORK - Recognize and validate skills and qualifications gained by alternating school and work experience at national and European level

Massimo Aloe (Reattiva, IT)

The main tangible results of VET@WORK project which will be presented are:

1) VET@WORK Research, divided in two different parts:

- a. Desk Research on NA legislations and case studies/best practices on WBL;
- b. Survey on skills gaps and competences needed by VET staff/teachers/VET providers and Enterprises staff to design Personal Learning Plans (PLPs).

2) VET@WORK Guidelines for VET Staff to supply skills to VET staff/teachers to design Personal Learning Plans which valorise and recognize WBL in the formal learners/students curriculum.

3) VET@WORK Guidelines for Training Enterprises Staff to supply skills to Enterprises Staff (in-company trainers/mentors) to design PLPs which valorise and recognise WBL in the formal learners/students curriculum. Both Guidelines have been developed by project partners by using a Learning Outcomes approach and are focused on theoretical, procedural and action learning based tools.

Workshops

Room R4 + R5 14.00 – 15.30

Guidance and Support of SMEs (Smaller and medium-sized enterprises)

The participation of SMEs in work based learning is crucial for a successful recovery of the European labour market. There are obvious benefits for enterprises (SMEs, industry) participating in the process of work based learning: clear cost-benefit ratio for companies because of less recruitment costs, possibility to have an orientation time and a pool of skilled workers...

Offering training opportunities for VET at the work place would contribute to raising the youth employment rate and to decreasing the rate of permanently unemployed persons.

Finding the right balance between specific skills needed at the workplace and the employability of graduates is of the greatest importance when working with VET providers, qualified trainers and tutors.

The aim of the workshop 1 is to highlight good practice examples of vocational guidance projects both inside and outside the LLP and Erasmus+ programmes which support SMEs at one hand and industry enterprises at the other hand to offer work placements and assist people in learning on the job in a structured way. New project ideas that assist in the transfer from school/university, unemployment or the second labour market to the first labour market could also be a good result of this workshop. Moreover, needs and gaps & ideas for new projects should be identified and will serve as input for recommendations for policy-making and EU programmes.

The themes we would like to work on are:

- Identify which methods would work the best to gain company owners to offer work based learning
- What are the success factors for a good transition from school/university, unemployment or second labour market to the first labour market? What are the obstacles and possible solutions to support this process?
- Detect needs and gaps - ideas for new projects in the Erasmus+ programme; could serve as input for recommendations for policy-making and EU programmes

Moderator: Ida Karner, AT, National Agency
Rapporteur & facilitators: Martina Jerichova, CZ, National Agency
Kristina Kuzmaitė, LT, National Agency

Room R6 + R7 14.00 – 15.30

Cooperation/partnership between school and labour market

Transitions from school to work are a crucial stage in the professional careers. A true apprenticeship needs improving and developing technical and social skills in order to increase the employability of the workers. Work-based learning (WBL) is proving to be a successful model to improve the students' and apprentices' employability, which is especially relevant at this time in Europe if we are aware of youth unemployment rates. WBL approach pretends to make VET more labour-market-oriented by combining practical and theoretical learning so as to qualify skilled workers in a practical way and better prepare them for the requirements of the labour market.

This perspective aim searches achievements not only for the students or apprentices but for educative centres and employers. Students could take advantages of the knowledge of real productive processes and labour environments. Being in touch with the labour market demands is important for educative institutions. Employers would achieve more benefits with a proper training of their future workers and a better knowledge of them. However, there are some barriers which hinder the successful transitions to work.

The aim of this workshop is to identify weaknesses and strengths in the field of cooperation among VET institution and labour market. The workshop will focus on the cooperation between training centres, VET schools and companies and on the involvement of social partners, including examples of good practices, and a debate based on some key questions about work-based learning needs, gaps and expectations and the role of European projects in the field.

Although it is not a closed list, the following points will be explored by the participants:

- Interaction between VET schools, employers, social partners and WBLs. The attractiveness and the obstacles of this tripartite WBL approach (VET centre-learner-company) within different European contexts and VET systems;
- Exploring ways of cooperation and communication among VET schools, companies and social partners at European level, with the aim of determining strengths but also needs and gaps.
- Lack of motivation among the companies concerning WBL.
- Mismatches between learnings in schools and in job centers.
- Role of teachers and trainers in companies.
- The role of the European projects as an enrichment of the capacity to be employed.

Moderator: Álvaro Ferreirós, ES, National Agency

Rapporteur and Facilitator: Sylvain Scherpereel, FR, National Agency

Room R2 14.00 – 15.30

WBL and Higher Education

Work-based learning represents the “umbrella” term used to identify activities which collaboratively engage employers and Higher Education Institutions in providing structured learning experiences for students in a working environment. These experiences focus on assisting students in developing broad, transferable skills for higher education and the workplace.

Work-based learning occurs, away from the Higher Education institution, in a business or community organisation and it is combined with theoretical learning which takes place within the Higher Education organization. The main purpose of WBL is to be meaningful to students by narrowing the gap between theory and practice, that is to say, WBL should be labour-market-oriented and, in the same perspective, higher education programmes must be geared to the needs of the respective national economic contexts.

In this workshop we will have the opportunity to share experiences and examples of good practices, focusing on success factors as well as needs and gaps, which will enable us to know how we can strengthen the link between work-based learning and Higher Education or, in other words, how we can improve the quality of a work-based learning approach within a Higher Education organization. In that respect, the main aim of this session is to identify common challenges and find transferable skills.

The workshop will consist of two main parts:

- Presentations by people with proven experience in the related area.
- Active discussion

It will be in this second part –the debate- where all the presents will take an active role, which will allow us to deal with the following topics already placed on the table in the previous conferences:

- Curriculum development faces both rigid academic plans and rigid national legislation;
- Academic calendar is a challenge;
- Lack of knowledge and mutual trust between Higher Education organizations and the world of business;
- Companies do not understand the concept of learning outcomes;
- Curricula should take more into account the company procedures;
- Challenge to get the companies involved;
- How to get recognition of work-based learning, when it is not an integrated part of the curriculum;
- Learners should bring an added value to companies;
- Many SMEs are family run businesses and they will only recruit within the family and they might not be interested in cooperating with Universities.

Moderator: Rubén Durán, ES, National Agency

Rapporteur & facilitator: Valeria Biggi, IT, National Agency

Room R2 16.00 – 17.30

Attractiveness of WBL - Seven good reasons for companies to provide training and company measures to make apprenticeships attractive

Only a limited part of European enterprises offer apprenticeships and other forms of training opportunities for VET students and there are substantial variations among countries and sectors in Europe depending on traditions and structure of VET systems. At the same time work based learning in VET has proven effective in terms of providing students and apprentices with skills applicable at the labour market. However, VET and work based learning in many cases is not regarded an attractive choice among young people, their families and the public in general. In part because professions, job content and career opportunities are not always sufficiently clear, but also because training places may be lacking or difficult to come by.

In this session speakers from three different countries engaged in the project “Starting with apprenticeship: sustainable strategies for recruiting young people interested in in-company training” will share their findings and recommendations and open up for discussions on what it will take to engage more companies and students and expand work based learning in VET in Europe.

In a first part, the session will illustrate good reasons for enterprises to get involved in in-company training. It explains what makes apprenticeship attractive for companies and presents business benefits such as ensuring skilled workers, improving productivity and reducing costs. In a second part, the session raises the issue of how companies can make apprenticeships attractive to young people, hereby referring to good practice measures. The session will highlight features of three countries, Austria, Germany and Greece, but in the discussion, open up to the experience of other European member states.

Key questions for discussions:

- What actions are needed to make the benefits of work based learning visible to companies, and who should be involved?
- How can companies take part in the promotion of WBL and make apprenticeships attractive to young people?

Moderator: Lars Møller Bentsen, DK, National Agency
Rapporteurs and facilitators: Branka Radonic', HR, National Agency
Carl Endre Espeland, NO, National Agency
Margrét Jóhansdóttir, IS, National Agency

Room R6 + R7 16.00 – 17.30

Curriculum development in Work-based Learning

In order to become qualified professionals, learners should be enabled to develop the necessary skills, knowledge and competences. This can be achieved by offering them exposure to a range of situations, tasks and curriculum related to learning in a work-based context. Therefore, one of the most important aspects of work based learning is that tied to the design and development of courses, programmes and curricula for delivery across different learning environments and with different learner cohorts. Successful learning delivery requires effective planning and coordination and active support for learners. In terms of development it's important to consider that learning environments often change – yet clearly defined learning outcomes are easily transferred.

The workshop will identify the existing needs and gaps concerning delivery and development of work-based learning. Furthermore, the progress already made toward finding solutions for these needs and gaps will be illustrated and areas where little progress has been made will be highlighted. Through participant discussion experiences with curriculum development will be shared and the following topics are to be explored:

- Can solutions be found for those needs and gaps where little progress has been made so far?
- Are there anymore needs and gaps to be considered than were already mentioned?

Moderator: Jetske Tuinstra, NL, National Agency
Rapporteurs and facilitators: Ana Stanovnic, SI, National Agency
Ioana Mera, RO, National Agency
Linda de Wissel, NL, National Agency

Room R4 + R5 16.00 – 17.30

WBL Professionals (Teachers, Trainers, Mentors, Facilitators)

This workshop will focus on the competences / skills / qualities that are required from the professionals involved in implementing qualitative work based learning.

During the previous conferences several areas that need to be addressed were identified. These topics will be the starting point for some more discussion during this workshop:

- Should there be a formal recognition of these professionals?
- How can the professionals be trained to identify expected learning outcomes?
- Do mentors have enough pedagogical background?
- In what way are the competences of a mentor different if the trainee (s)he hosts is not local, but coming from another country?
- How can teacher training include well-targeted activities and contents supporting the development of the ability to cooperate with the world of work?

The workshop will be divided into 3 blocks of half an hour. This will enable participants to join us for example after session 1 or to leave the discussion after session 2.

Moderator: Marc De Vlieger, BE (Flanders), National Agency
Rapporteurs and facilitators: Christine Pegel, LUX, National Agency
Antonio Nunes, PT, National Agency

Information sessions

Room R3 14.00 – 15.30

European Alliance for Apprenticeships

The European Alliance for Apprenticeships (EAfA) is a unique platform which brings together governments with other key stakeholders, like businesses, social partners, chambers, vocational education and training (VET) providers, regions, youth representatives or think tanks.

The common goal is to strengthen the quality, supply and image of apprenticeships in Europe.

Moreover, the first on-line survey among stakeholders revealed the growing importance of mobility in apprenticeships.

Apprenticeships as one successful form of work-based learning ease the transition from education and training to work, and evidence suggests that countries with a strong VET and apprenticeship system have lower levels of youth unemployment.

Apprenticeships formally combine and alternate company-based training with school-based education and lead to a nationally recognised qualification upon successful completion. Most often there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work. The EAfA promotes youth employment and supports the aims of the Youth Guarantee, while reducing the disparity between skills supply and demand on the labour market.

- What has been done so far?
- What are the next steps and the action plans?

Speaker: Norbert Schöbel, European Commission, DG Employment, social affairs and inclusion

Room R1 14.00 – 15.30

Getting to know the WBL TOOLKIT

The Work-based Learning TOOLKIT (www.wbl-toolkit.eu) forms the core product of the NetWBL network, which sets out to make the outcomes of good-practice projects in the area of WBL from the Lifelong Learning Programme and Erasmus+ more visible and therefore useable. The WBL TOOLKIT is the first web platform to

provide extensive materials and transferable work-based learning (WBL) tools that can be used by politicians, social partners, higher education institutions and key actors in the area of vocational education. The platform itself represents a new method of networking with the WBL community online. In this way, the WBL TOOLKIT supplements the Education and Training 2020 Strategy, thereby creating an effective interconnection between politics and the world of work.

The WBL TOOLKIT consists of three elements: the introduction to WBL, the tools and the resources.

- The introductory section explains the aims and principles of work-based learning.
- The core item, the database of tools, offers instruments, models, methods and examples of WBL and addresses eight core themes: government and administration systems, partnership, the implementation of WBL, information and advice, the development of WBL, developing the capabilities of teachers and trainees, evaluation and quality assurance and assessment and recognition.
- The resources part consists of a collection of additional materials: A bibliography containing more than 240 electronic publications in several languages, a collection of case studies, a glossary and a list of WBL projects that supplied the tools and products.

The Work-based Learning TOOLKIT was released for use at the 2nd Monitoring Conference in Vilnius in October 2015 and is continuously expanded.

The aim of this workshop is for you to get to know the WBL TOOLKIT and test the various components. Support and guidance will be provided by two members of the NetWBL network responsible for the WBL Toolkit. Laptops will be available, but you can feel free to use your own mobile devices.

The Work-based Learning TOOLKIT can be obtained at the following web address: www.wbl-toolkit.eu

Moderators: Bernd Castellaz, AT, National Agency,
Claudia Hamann, DE, National Agency



FOCUS GROUPS

29th June 2016

“Work-based Learning 2020”
3rd European Monitoring Conference NetWBL

Making better use of work-based learning to address challenges in education and training systems by 2020

Room R4 + R5

FOCUS GROUP A

Representatives of businesses (SMEs, chambers of commerce, representative bodies)

Leading Question

How can business actors actively and concretely participate in skills anticipation and training design to effectively promote the labour market and societal relevance of vet & higher education?

Moderator:

Stefan Humpl, AT, 3s research laboratory

Rapporteur and facilitator:

Linda de Wissel, NL, National Agency

Room R6 + R7

FOCUS GROUP B

VET providers, higher institutions, guidance centers

Leading Question

According to your experience, which are the main challenges / obstacles to overcome towards the full implementation of WBL within education & training pathways? What is needed?

Moderator:

Àngeles Gabella Barro, ES, Regional Government of Andalusia - Ministry of Education - General Directorate of Vocational Education and Training

Rapporteur and facilitator:

Rubén Durán, ES, National Agency

Room Royal 3

FOCUS GROUP C

Policy makers, public authorities, competent bodies

Leading Question

What are the necessary pre-conditions at system level to fully and effectively implement WBL-friendly approaches in education and training contexts? Which is the necessary governance framework?

Moderator: Sandra D'Agostino, IT, National Agency
Rapporteur and facilitator: Valentina Maria Grazia Violi, IT, National Agency

Room R3

FOCUS GROUP D

Social partners

Leading Question

How can social partners actively and concretely participate in shaping and supporting WBL implementation? What is needed?

Moderator: Katarina Smalova, SK, National Agency
Rapporteur and facilitator: Ana Stanovnik Perčič, SI, National Agency

Room R1

FOCUS GROUP E

Learners (students, apprentices etc.)

Leading Question

Was it useful? What worked? What didn't work?

Moderator: Eleonora Perotti, IT, CIAPE
Rapporteur and facilitator: Teresa Manig, CH, National Agency

Room R2

FOCUS GROUP F

WBL professionals (teachers, trainers, mentors, facilitators)

Leading Question

What is the ideal curriculum of a WBL professional? What is missing? How to fill those gaps?

Moderator: Paul Guest, UK, orientra
Rapporteur and facilitator: Petra Bevek, SI, National Agency