Breakout session II

EfVET WBL Guideline: Promoting work-based learning in VET

Susana Nogueira
&
Wolfgang Stutzmann
EfVET WBL Guideline: Promoting work-based learning in VET

Brief overview of EfVET WBL Guideline

Presentation of 3 inspirational WBL Practices

Q&A (Speakers and Participants)
Strategic Direction 5: Promoters of work-based learning

“(…) implement a wide range of measures and activities (…) to contribute to and actively support the developments in work-based learning, in the context of a labour market which skills needs are continuously changing and must be catered by VET schools when preparing their students to be successful professionals.”
Strategic Direction 5
Working Group Members

Jussi Kajander
Luovi Vocational College

Luís Costa
ANESPO National Association of Vocational Schools

Wolfgang Stutzmann
Berufsbildende Schule Wirtschaft I
The EfVET WBL Guideline

The first SD5 product, developed with contributions from EfVET Members

Address the **relevance of WBL in VET**

Provide information about the **main emergent studies and analysis** carried out by relevant EU institutions

Provide an overview of **national education policies** that regulate implementation of WBL practices

Description of **inspiring WBL practices implemented by EfVET Members**, allowing for their replication by others
The EfVET WBL Guideline
The EfVET WBL Guideline Development

Step 1 - WBL Survey

Step 2 - Analysis of results

Step 3 - Individual contacts with EfVET Members

Step 4 - Collection the necessary information

Final step - Selection of the most detailed testimonies provided by EfVET Members
The EfVET WBL Guideline | Structure

- Theoretical perspective of WBL
- Definitions of WBL
- WBL Terminology
- National WBL regulation policies
The EfVET WBL Guideline | Structure II

Toolkit of relevant resource materials
The EfVET WBL Guideline | Structure III

15 Inspirational WBL Practices

<table>
<thead>
<tr>
<th>Bosnia and Herzegovina</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>Malta</td>
</tr>
<tr>
<td>Finland</td>
<td>Portugal</td>
</tr>
<tr>
<td>France</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Germany</td>
<td>The Netherlands</td>
</tr>
</tbody>
</table>
EfVET WBL Guideline

Added Values

- Platform to **showcase EfVET Members’ practices** and their work to duly prepare a successful future workforce;
- Give to EfVET Members a **new perspective about different approaches to WBL**, and to get to know other WBL practices that eventually they can also implement on their own organisations/institutions;
- Promote a **positive impact on their students’ WBL experiences** and, ultimately, contribute for **increasing VET attractiveness** and for the quality of its provision.
EfVET WBL Guideline
Inspirational WBL Practices

FINLAND

ITALY

PORTUGAL
Best WBL practice - Case Stadin AO

Ami Toikka
Helsinki Vocational College and Adult Institute
Stadin AO in brief

- Largest VET college in Finland
- Run by the City of Helsinki
- ~20 000 learners from 16 to 65 years old – diverse backgrounds
- 1200 staff members
- 5 campuses
- 14 different locations

EQF levels:
- 3 (preparatory training)
- 4 (27 basic and 19 further vocational qualifications)
- 5 (16 specialist vocational qualifications)
Work-based learning practices

- Finnish VET competence-based and working life oriented
- Vocational teachers are professionals from their own field + pedagogical studies
- Stadin AO strategy - customer relations team as well as teachers oriented into working life cooperation
- 1/3 students in the companies
- Example from the motor vehicle sector – Vocational qualification 180 cps
VEHO ACADEMY

• VEHO- authorized retailer of Mercedes-Benz and Smart in Finland
• Family business since 1939
• Red carpet experience for the customer
• Goal being a sustainability forerunner in the automotive industry
• Partner company of Stadin AO - need for workforce in the car & truck mechanics
• Initial development started in 2019
VEHO ACADEMY

• Training path for work-based learning
• Presentations and visits at the college
• Recruitment & selection
• On-the-job learning periods at VEHO, summer jobs as apprenticeship training
• Individual paths
• Students receive a Mercedes-Benz Star-mechanic certificate
• Guaranteed employment after successful academy and graduation
What’s beneath

- Long-term cooperation
- Steering group
- Trust between the stakeholders
- Realistic views on both sides
- Flexibility concerning students’ individual learning paths
- Mutual development and advantages – Stadin AO can offer training for VEHO’s and other partner companies’ personnel – e.g. Further Qualification in First-Level Management
- Stadin AO teachers have the possibility to update their competences doing working life periods in the partner companies
Thank you for your attention!

Ami Toikka
Stadin AO, Helsinki, Finland
Coordinative team leader, International Affairs
Ami.toikka@edu.hel.fi
+358 405216342
https://stadinao.fi/briefly-in-english/

efvet-office@efvet.org
Facebook: EfVET  X: @Ef_VET  LinkedIn: EfVET  Instagram: efvet_eu
Work Based Learning
School Enterprise model

Alessandro Mele
Work based learning

Reality based learning

To change the learning dualistic paradigm of knowledge transmission and practical application, is necessary an holistic approach: learning through experience.

This approach recognizes that true learning occurs when individuals engage with real-world problems and situations, bridging the gap between theory and practice.
Reality based learning

The notion that knowledge and skills emerge from the problems people encounter in their interactions with reality is fundamental.

Knowledge is not simply a set of facts or information but rather a response to questions individuals have within themselves.

Reality based learning is an encounter between the learner and the subject matter.
Reality based learning
School enterprise model

The reality based learning approach allows students to work on real-world projects.

This approach encourages a problem-centered and project-based learning methodology, where students learn by actively addressing real challenges and designing solutions.

Based on this approach Cometa develop a School Enterprise Model
Cometa: School Enterprise Model

Cometa, since its beginning, supports minors and young adults (17-22 years)
School enterprise model

Departments to attend
- Instead of classrooms/subjects

Experts and «Craftmen»
- Instead of teachers/trainers
- They act as project managers

Real projects for real clients
- As learning outputs
INSIDE THE PROCESS
Major phases and activities

DESIGN
- Order by client
- Brand analysis
- Cultural framework
- Product analysis
- Business plan draft

PROJECT
- Moodboard
- Meeting with client
- Budget proposal
- Prototype

MAKING
- Final order
- Suppliers management
- Production
- Intermediate meeting

EVALUATION
- Marketing
- Meeting with client
- Debriefing
- Internal evaluation
An example of a new way of learning

Liceo Imprenditoriale Artigianale del design

- **Liceo Artistico**
  Economic, Art and Design subject.

- **Craft**
  Students capable of thinking, designing and giving shape to his own ideas.

- **Design**
  To realise innovative solutions and products suitable for the market and responding to people’s needs.

- **Entrepreneurship**
  The aim is to lead students to build their own business start-up and to know how to launch it on the market.
School Enterprise model

This model prepares students with practical skills but also fosters a deeper understanding of the subject matter and the ability to apply their knowledge to real-life situations.

Not only enhances their practical skills but also instills a sense of responsibility and accountability. This practical experience can also help students transition more smoothly into their careers.

It aligns with the changing demands of the workforce and society, emphasizing the importance of adaptability, creativity, and problem-solving skills.

It can create a more engaging and relevant educational experience for students.
Thank you for your attention!

alessandro.mele@puntocometa.org

efvet-office@efvet.org

Facebook: EfVET

X: @Ef_VET

LinkedIn: EfVET

Instagram: efvet_eu
INSIGNARE’s WBL in the EU

Carina João Oliveira
CEO, INSIGNARE

www.insignare.pt
INSIGNARE’s brief description

• Non profit Association, founded in 1990, located in Ourém, center of PT;

• 2 VET Schools: EPO – Ourém Vocational School and EHF – Fátima Hospitality Vocational School. Students completing one of our VET courses (Level IV EQF) have a professional qualification, as well as a secondary certificate;

• Also has an Adult Education Centre (Qualifica) and a Local Employment Office (GIP).
Our role:
We are involved in all WBL phases & procedures:

- Designing the entire process;
- Planning of the activities;
- Writing, submitting, managing and reporting to the Erasmus+ NA;
- Communicating with local partners for accommodation, company placement and tutoring;
- Mentoring and assessing trainees' performance during WBL.

Our team:

- CEO;
- Technical Pedagogical Directors;
- Financial Director;
- International Cooperation Office Coordinator;
- Teachers (for selection);
- Families;
- Mobility Service Providers (local partners).
Why?

- Prepare the students for European and global labour market;
- Personal and Curricular enrichment;
- School differentiation.

When?

- 2\textsuperscript{nd} year students = 2 months (June and July);
- 3\textsuperscript{rd} year students = 3 months (May to July);

Let's give them world...
Where?

Companies in several cities of:
• France;
• Germany;
• Italy;
• Spain.

We have also placed in:
• Estonia;
• UK (Northern Ireland and Scotland).

With whom?

Mobility Service Providers:
• 24/7 support (vital for <18 y.o. students and their families);
• Provide accommodation facilities;
• Work with international students and Erasmus+ rules;
• Working in June and July;
• Good network of companies.
**Who?**

- Students from 2\textsuperscript{nd} and 3\textsuperscript{rd} years, aged from 16 to 18 years old, from all courses aligned with EQF level 4;
- Max. 10\% of students of the School;
- Max. 6 per class can be selected;
- Accompanied by teachers or staff for 5 days in the beginning – jobshadowing possible

**How?**

**Before the selection:**

- Erasmus Talks: meetings with former participants and International Cooperation Office Coordinator;
- Apply until December;
- Writing Europass CVs, in PT and EN.
How - The selection:

The selection criteria, evaluated on a scale from 1 to 4:

1) Grades (35%);

2) Linguistic autonomy – English skills (15%) (except for Spain);

3) Personal interview (50%): civic attitude; disciplinary history; prospect of hiring after the internship; history of participation in similar projects; explaining the rights and duties linked to the participation;

4) If two candidates have the same final score, the one coming from a lower socioeconomic background (based on social benefits and school’s knowledge of one’s family) will be chosen.
How – After the selection:

- First meeting with the families;
- CVs sent to local partners, to match with companies; asking for accommodation proposals. Both are validated by the School;
- Preparation: language (OLS / EU Academy) + personal + required documentation (ID + IBAN + EU health card + school & Erasmus documents.
- Second meeting with the families.

Financial management:
- School pays for transfers, travels, accommodation, local transport, insurance, partners’ service.
- Participants receive a relevant monthly allowance during their stay.
Students’ pedagogical assessment:

Assessment tools are similar to the ones in Portugal, translated to English. They are filled in by the students’ tutor at the hosting companies:

- The document lists several criteria, grouped around two dimensions, with a scale from 1 to 4 (Insufficient, Sufficient, Good and Very Good).

- Attitudes & Behaviour: Punctuality; Responsibility; Organization skills; Initiative; Interpersonal relationship; Interest in the activities performed; Adaptation ability.

- Knowledge & Technical Skills: Knowledge; Knowledge application; Technical language fluency; Correct use of working tools; Dexterity, easiness and fastness in performance; Trouble leading and its solving.
Students’ cultural assessment:

Students must research and visit a **minimum of 6** local/regional monuments/landmarks/attractions and write a **Cultural Report**, including:

- Selfies **inside** the monument (if not possible, entrance ticket is OK).
- Monument’s description, in one’s own words;
- Reason for choosing each monument;
- Learning outcomes achieved, in one’s own words;

This methodology is being improved, to make it more accurate. It does not count for the final mark.
Thank you for your attention!

carina.oliveira@insignare.pt
EfVET WBL Guideline
Q&A Session

What do you think is/are the most urgent aspect(s) that need to be addressed to consolidate work-based learning?

What can EfVET do, with your collaboration, to pursue them?
Thank you for your attention!

Susana Nogueira (sn@efvet.org)

Wolfgang Stutzmann (wolfgang.stutzmann@bbsw1-lu.de)

efvet-office@efvet.org

Facebook: EfVET  X: @Ef_VET  LinkedIn: EfVET  Instagram: efvet_eu