

ECVET Peer Learning Seminar in Slovakia
Using ECVET Principles in Work Based Learning with
Special Focus on Involvement of all relevant
Stakeholders

9-10 October 2017, Bratislava

Using LO approach to promote WBL
and facilitate cooperation between
different stakeholders



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CONTENT

Relevance of the topic
The concept and forms of work-based learning

Essential conditions for WBL
Who are the stakeholders?
How to involve the stakeholders?
Communication techniques

What does the Hungarian
National Team of ECVET
Experts do on this topic?

RELEVANCE OF THE TOPIC

- High priority on the European VET policy agenda
 - Economy and VET influence each other

ErasmusPRO
Long duration mobility

Riga
Conclusions

New Skills
Agenda

Rethinking
Education

European
Alliance
for Apprenticeships

**A EUROPEAN QUALITY
FRAMEWORK
FOR APPRENTICESHIPS**

A EUROPEAN TRADE UNION PROPOSAL



High-performance apprenticeships
& work-based learning:
20 guiding principles

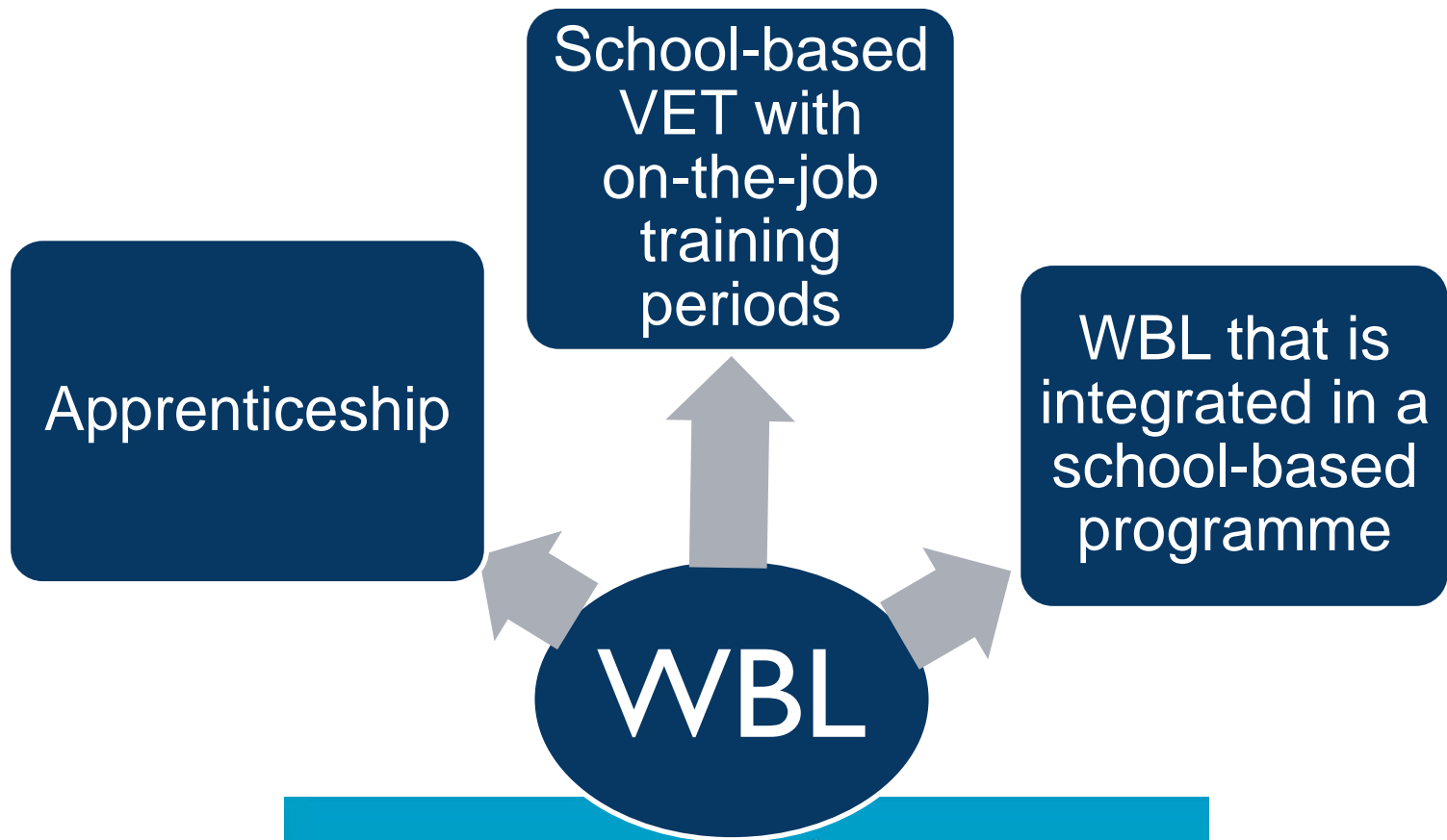


CONCEPT OF WBL



„Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution” (CEDEFOP)

MODELS OF WBL IN IVET IN EUROPE



Work-Based Learning in Europe

Practices and Policy Pointers

MODELS OF WBL IN IVET IN EUROPE



1) Apprenticeships

"Systematic, **long-term** training **alternating periods** at the workplace and in an educational institution or training centre. The apprentice is **contractually** linked to the employer and **receives remuneration** (wage or allowance). The employer assumes **responsibility** for providing the trainee with training leading to a specific occupation."

Source: Cedefop (2014). Terminology of European education and training policy: a selection of 130 terms. 2nd ed. Luxembourg: Publications

MODELS OF WBL IN IVET IN EUROPE

1) Apprenticeships

1. **Long-term alternation** of work-based learning in a company and school-based learning;
2. Systematic **alternation** of training in a company and learning at school/training provider;
3. The apprenticeship leads to a **formal qualification** ('formal' is understood as a qualification, which has an assigned ISCED or EQF/NQF level);
4. There is some form of **contract** or agreement between the apprentice and the employer; given that these two parties have signed a contract, a third party (e.g. a school) can also sign it;
5. All apprentices receive **remuneration** (e.g. wages/ allowances);
6. There is **legal / contractual** requirement for the employer's **responsibility** for training (e.g. set up of a training plan, providing an instructor / mentor / tutor / in-company trainer, providing learning environment, providing learning support, etc.).

MODELS OF WBL IN IVET IN EUROPE

2) School-based VET which includes on-the-job training periods in companies

On-the-job training periods typically cover internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications. They can be of varying duration but typically represent **less than 50% of the training programme duration** (often around 25-30% or less). They are primarily intended as effective school-to-work transition mechanisms that allow young people to familiarise themselves with the world of work and thus facilitate their transition from education to employment.



MODELS OF WBL IN IVET IN EUROPE

3) WBL that is integrated in a school-based programme

WBL that is **integrated in a school-based programme**, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is **to create "real life" work environments**, establish contacts and /or cooperation with real companies or clients, and develop entrepreneurship competences.



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

1. National governance, legal framework, quality assurance



Consistent legal framework for WBL

Clear framework for quality assurance of WBL at system and VET provider and company level.



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

2. Securing enterprises' commitment

Stimulating the creation of WBL is a key challenges

Promoting a training culture

Enterprises need to be convinced of the return on investment that WBL can deliver.



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

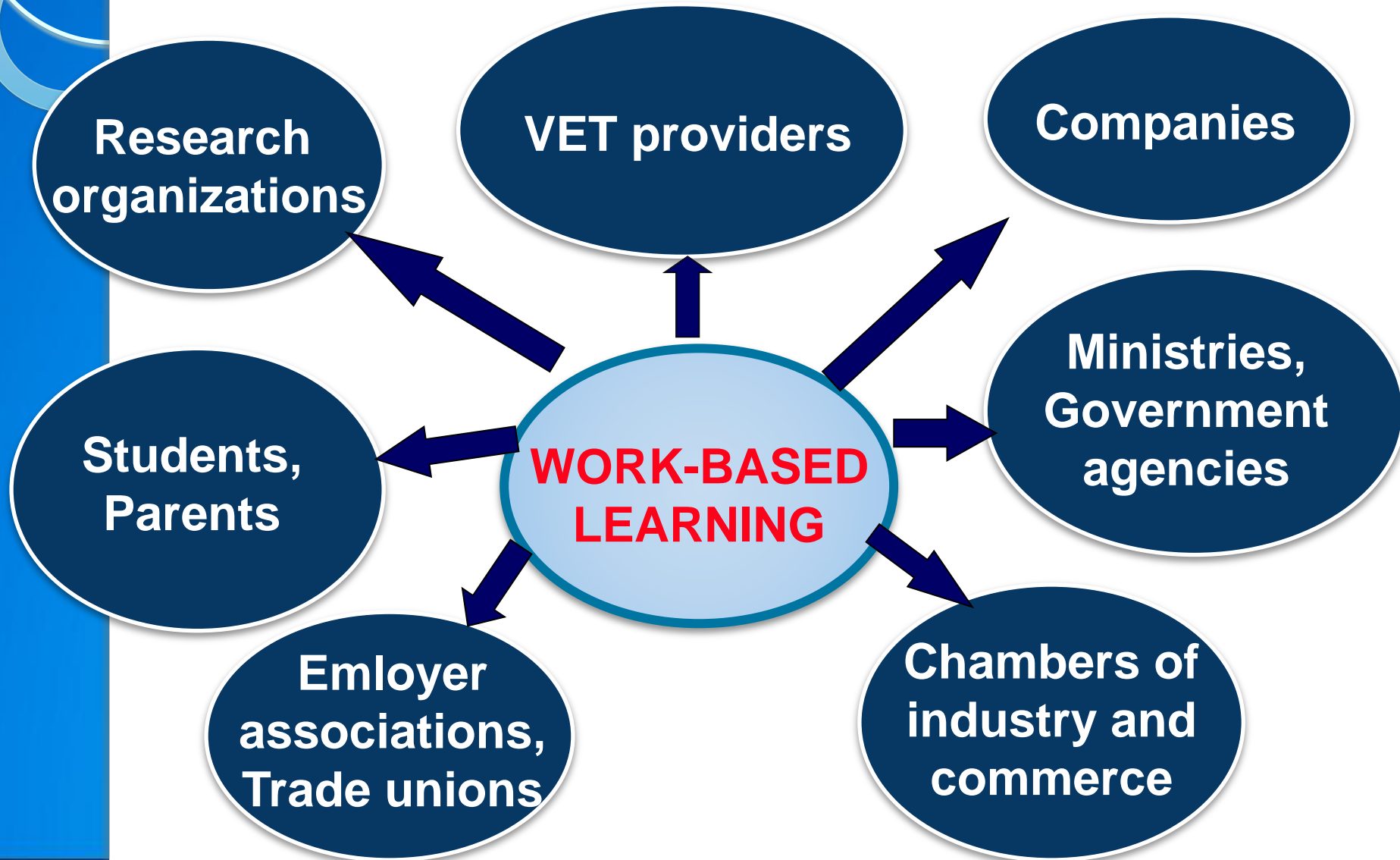


ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous dialogue and systematic collaboration between stakeholders



STAKEHOLDERS IN WBL



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous **dialogue** and systematic collaboration between stakeholders

HOW to achieve this?

⇒ regular conferences, workshops, seminars

MESSAGE:

- VET a first choice
- values of WBL
- not a cost but an investment



⇒ good practices and successful VET path

⇒ apprentice award for companies

⇒ learning outcomes are the interface between actors

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous dialogue and systematic **collaboration** between stakeholders

HOW to achieve this?



- ⇒ School education part and WBL part should work in a coherent system
- ⇒ There should be clear tasks and responsibilities of different actors
- ⇒ VET schools need to operate in networks with local business
- ⇒ There could also be partnerships on other issues outside the WBL

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous dialogue and systematic **collaboration** between stakeholders

What are we doing in Hungary?

Tripartite Peer Learning Activity



TIRPARTITE PLA IN HUNGARY

PLA looked at the **needs of each stakeholder group** and resulted in a guide to using a learning outcome approach.

The findings were:

⇒ Erasmus+ mobility is of a **higher quality if learning outcomes are used**

⇒ It can be easier for larger companies and **harder for SMEs to find a person** within the organisation who will be responsible for the practical training of students

⇒ It takes time for schools to adopt a learning outcome approach and they **need to work closely with enterprises / employers** and with the exam requirements to ensure that learning outcomes are written well

Suggestions for LO-based quality development of the practical apprenticeship training of dual VET

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

How to do this?

Providing

- ⇒ start up information and tool kit for companies
- ⇒ carrier guidance for students
- ⇒ professional development to VET teachers and in-company trainers/mentors



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

What are we doing in Hungary?

1-day seminars

(for E+ project promoters, VET teachers)

ECVET CAFE:

- How to design LOs?
- How to assess LOs?

2-day trainings

(for VET qualification designer)



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

What are we doing in Hungary?

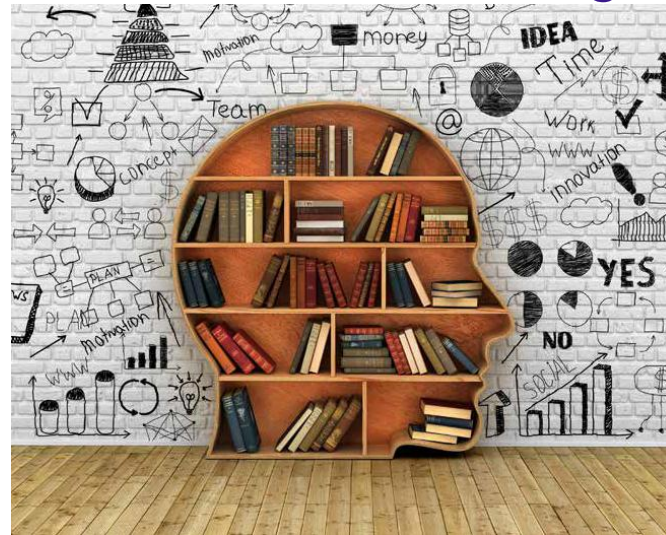


**Colorful knowledge acquisition
and self-experienced learning**

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

What did we do in Hungary?



Guide for VET Institutions on organizing their apprenticeships in LOs during the dual training (Tempus Public Foundation, 2017)

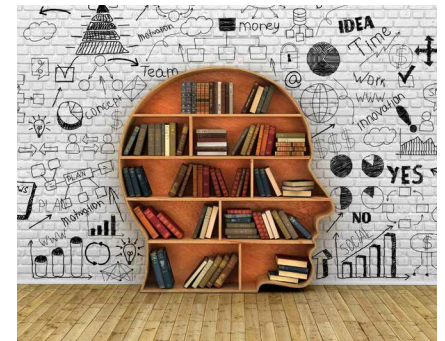
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

Guide for VET Institutions on organizing their apprenticeships in LOs during the dual training

Content of the guide:

- Learning outcomes approach
- Methods of designing LO-s
- Advantages of the LO approach
- Organizing apprenticeships
- Preparation, realization, evaluation
- Assessment methods and criterias



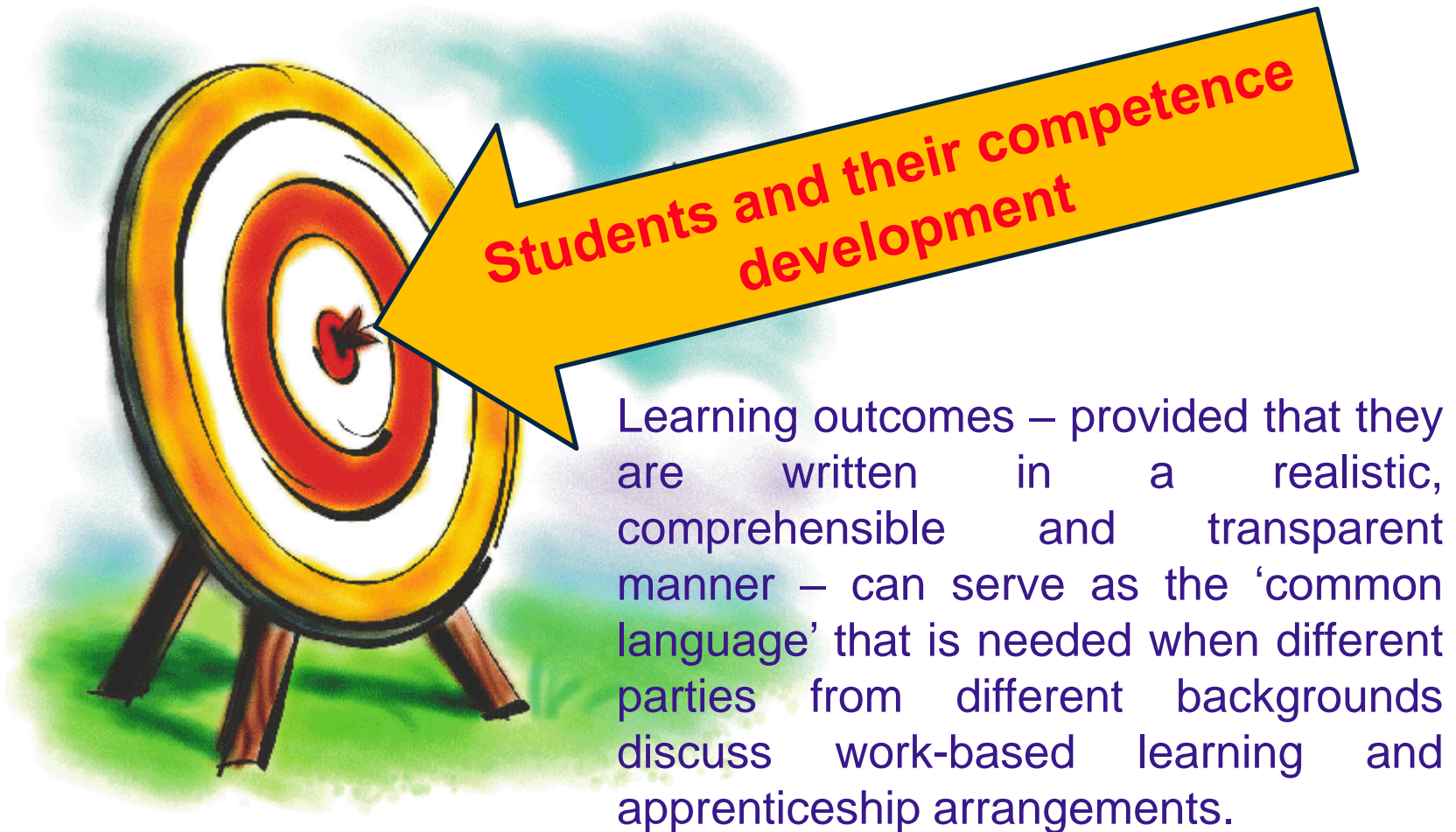
Focuses on apprenticeships at national level

REGISTERD MOBILITIES (TOP SENDING COUNTRIES) ERASMUS+ VET KA1 2014-2016

Member State	Mobilities (person)	Average duration (day)	%
DE	39.144	30	14,5
FR	36.423	35	13,5
PL	24.839	21	9,2
TR	18.1717	19	6,7
IT	17.311	40	6,4
NL	15.448	71	5,7
UK	12.572	22	4,7
ES	11.375	59	4,2
RO	10.546	19	3,9
CZ	8.974	18	3,3
AT	8.009	50	3,0
HU	6.120	38	2,3
Total	269.623	32	100,0

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

5. Learning outcomes approach



Students and their competence development

Learning outcomes – provided that they are written in a realistic, comprehensible and transparent manner – can serve as the ‘common language’ that is needed when different parties from different backgrounds discuss work-based learning and apprenticeship arrangements.

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

5. Learning outcomes approach

WBL is a learning process.

All on-the-job learning periods, even short ones, should have a clear pedagogical purpose, defined learning outcomes and specified objectives that both the learner and the employer are aware of.

Learning outcomes determine what can be regarded as efficient results.

Using the learning outcomes can increase the learning efficiency of students.



ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

5. Learning outcomes approach



The quality and precision of learning outcomes descriptions is an important basis for assessment.



Validation and recognition by the VET schools depend on the successful assessment of learning outcomes by the enterprises, in accordance with the agreed procedures and quality assurance criteria.



WORKSHOP 1 AGENDA



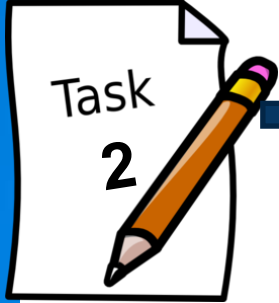
TOPIC

Promoting the LO approach in WBL – communication techniques on how to involve different stakeholders groups (how to facilitate involvement of different stakeholder groups, especially employers)



Task
1

Involving employers in LO based transnational mobility (70 minutes)



Task
2

ERASMUSPRO - long term mobility action. The opportunities (and possible drawbacks) in long term mobility, as the National Agencies foresee it. (20 minutes)



90 minutes (13.00-14.30)

Thank you for your kind attention!



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