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New Models for the Integration of Work-based Learning and Apprenticeship in Current VET Systems



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Introduction

Vocational and Educational Training (VET) systems in almost all Eastern European countries are adapting their legislation and existing practices in order to move from the current school-based to a more work-based learning system. Pressure from the business world for higher employability of young people but also the understanding of governments that dual VET systems, especially apprenticeships, increase the attractiveness and quality of VET and helps to reduce and prevent youth unemployment, has led to this reform process.

The project NewWBL (New Models in Work-based Learning) was designed before the background of the VET reform process in Eastern Europe and responds to the challenges resulting from the reform process and supports the new political course in three Eastern European countries: Bulgaria, Latvia and Slovenia. While new legislative framework will be or has been very recently established, the countries face the challenge to create the structures and partnerships fostering the implementation of apprenticeship and other forms of work-based learning (WBL) in practice.

In the school-based systems, companies and their representative organisations have been involved in the provision of VET often only formally and insufficiently. Their roles and responsibilities have to be newly defined. This is not an easy process, as it requires that VET actors in the Eastern European countries find their models assuring successful implementation of dual learning systems and developing a vision for the future.

Work-based learning has been and still remains the best method for teaching and learning skills and obtaining skilled workers. The overall purpose of the project was to review WBL approaches from an industry point of view, to determine the financial and legislative framework in which WBL operates, and develop new models for WBL that respond to current and future challenges. This publication presents three models that were developed to master the challenge to integrate WBL and apprenticeship in the VET systems in Eastern European countries and develop a path for the future.

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1. Challenges

What were the main concerns from the business world in Eastern European countries?

Years of experience showed that the existing structures or legislative frameworks in Eastern Europe did not encourage the participation of employers and their representative organisations in the process of providing work-based learning. VET schools faced difficulties in keeping up with modern equipment, machinery, raw materials and supplies, which companies use for their work, so VET graduates often lacked important skills when entering the labour market. However, VET graduates did not lack only professional skills, but also important soft skills that can be only acquired in real working environments.

Companies saw the necessity for VET students to spend more time in real working environments and on that basis the dialogue between VET schools and employers and their representative organisations has become more intensive and meaningful within the last few years in Eastern Europe. However, dissatisfaction with the old VET system does not mean that business is fully in favour of work-based learning and apprenticeship. So far, no obligations nor direct funds for VET have been on their side. With the introduction of work-based learning, they see many new costs and obligations for them: provision of a work place and HR resources to select and work properly with the apprentice, additional legal obligations and administrative work, remuneration of the apprentice etc. In some countries, it is unclear what the legal status of the apprentice will be and what the concrete role of employers will be in defining the framework of working conditions and remuneration.

CHALLENGE: Ensuring adequate VET systems response to labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates

Employers are often not satisfied with the knowledge, skills and competences of VET graduates. Furthermore, VET schools produce graduates in occupations that are not needed; on the other hand, companies lack skilled workers in several sectors. Besides this insufficient compliance of VET with the needs of the labour market, there is no effective system in place for the identification of current and future qualifications and skills needs. Career guidance for VET occupations starts too late, is too little integrated within the current school systems and stops too early, especially for VET students, due to the assumption that VET students have already made their choice.

CHALLENGE: Improving awareness and attractiveness of WBL / VET among pupils and parents (improved career guidance) as well as companies

Although WBL and apprenticeship have been on the (political) agenda for the past few years, there is still a lack of information about WBL/apprenticeship. This concerns companies, especially SMEs and companies in non-urban areas, but also pupils and their parents. They lack information on what WBL/apprenticeship is (how it differs from previous work placements), and the opportunities and benefits for companies and for students. In some countries, basic promotional materials for apprenticeship/WBL is missing. In general, VET occupations have a poor image and enrolment in the VET career path is decreasing. No information is available on the image of apprenticeship.

CHALLENGE: Ensuring WBL/apprenticeship an equally recognised place in the VET system as school-based VET

Apprenticeship and WBL bring uncertainty for old and new actors in VET. VET schools used to have an exclusive role in the provision of vocational training. They face the situation of having to share their responsibilities with new partners. This step is even more difficult if tasks are shared and transferred from the public to the private sector. The major concern of VET schools is whether companies can assure the required quality in training content and its appropriate provision.

The financing of VET schools and centres depends mostly on the number of VET students and their training duration in the school. With the introduction of WBL and apprenticeship, VET students will spend considerably more time in companies and outside the VET school, reducing the financing the VET school receives for the student (fewer teaching hours at school, ...) This makes it (financially) unattractive for VET schools to take an active role in the transition from the school-based to a more WBL-based VET system.

Apprenticeship/WBL completely lacks support structures. The current VET systems are designed to support school-based VET. The involvement of employers and their representative organisations exists mostly only formally on national level. On a regional level there exist no structures at all, and cooperation between VET schools and companies depends on the initiative of the school. Furthermore, in Eastern Europe chambers and other employers' organisations are organised voluntarily and which roles and responsibilities are entrusted to them by governments is an open issue.

At least in some countries, the policy-making level lacks also some strategic vision for the development and future of WBL and apprenticeship (no goals have been set).

CHALLENGE: Assuring Quality in WBL/apprenticeship

How companies can ensure an appropriate quality of training is a major concern of the VET schools. No support network exists for employers. Especially SME would need support to get involved in WBL/apprenticeship (finding candidates, offering places, ...) and acquire the required training / competences for trainers (tutors) in companies, as well as for the verification of skills and networking with other companies in WBL (at sectoral level).

Requirements for companies' tutors are being prepared. In some countries, no training has been organised. In others, the training provisions for tutors are separate initiatives (financed short term with EU funds), often not coordinated at national or regional level. VET schools are staffed with teachers and have difficulties (staff with respective competences) in finding more companies to get involved in VET and offer them support.

An open issue is also the verification of skills (acquired in apprenticeship/WBL) and how it will be organised – who takes which responsibilities.

2. Methodology for Preparing the Models

The models were prepared according to following steps.

SWOT analysis for Bulgaria, Latvia and Slovenia

The project started with a desk research about current WBL system in each country, describing the current situation, challenges and positive experiences from partners' countries. This was complemented with feedback from different stakeholders. In total 123 participants from a wide range of organisations such as national ministries from the field of education, labour market and the economy, VET schools, public and private companies, sectoral organisations, association of adult education, trade unions and many more participated. A SWOT analysis report presents the proceedings.

Positive experience from exchange of knowhow and experiences

In this step, the partners from Finland (a school-based VET system) and Germany (apprenticeship system) offered the partners from Eastern European countries info days and tailor-made study visits to explore WBL in school-based system (Finland) and apprenticeship system (Germany). All visiting partners highlighted some common findings:

- The well-functioning cooperation between business, chambers and VET schools based on the agreement of basic principles and shared responsibility (stable roles over a long time, no strict legislative framework).
- The responsiveness of VET to labour markets and business needs.
- The flexibility of the regulatory and legislative framework.
- Well-organized support and framework conditions.
- The quality of the training in the companies as well as in the VET schools.
- The important role of VET teachers in Finland, highly motivated, professional VET teachers.
- The leading role of companies in Germany and the importance of social dialogue.
- The preparedness of all stakeholders for cooperation to deliver best VET.
- Support to VET students to find employment after education.
- Focus on learning outcomes.

The reports from staff exchange were an important contribution for drafting models in a way that we include approaches important in the context of each country and approaches important for the development models in the context of the project.

National reports of WBL and apprenticeship on three intervention levels

While thinking how to prepare different models of WBL, we found that each of the three countries Bulgaria, Latvia and Slovenia should start from their own context. Each partner country gave propositions for new measures, improvements for the introduction of WBL and apprenticeship. Each country structured its report according to three intervention levels (see chapter 3 for the description of the intervention levels):

- o Model 1: Intervention on operative level
- o Model 2: Intervention on legislative level
- o Model 3: Path for the future (visionary model)

Besides the intervention levels (models) covering different timeframes, the topics below were given as orientation to prepare the country reports:

1. Position of WBL in the country's system
2. Governance and overarching regulatory framework
3. Financing WBL
4. Non-financial support measures for WBL
5. Stakeholders cooperation in WBL
6. Requirements and support measures for school teachers and in-company mentors related to WBL
7. WBL training content
8. Assessment of WBL
9. Students' learning and working conditions on WBL
10. Other themes proposed from each partner's country

The Finnish and German partner participated with advice and additional materials and information (literature, examples of documentation ...) about their national system in the preparation of the country reports.

Identification of common features of country reports

In this step, we adjust our national report according to some elements to make report more comparable while looking for some common features. Each country (Bulgaria, Latvia and Slovenia) prepared short introduction in which explained what was the starting point for their model and which challenges they want to answer. Another point that was described was aims, objectives and expected impact where partners

provide information on what they want to improve with their model and what is the expected change from the models. Followed by this, description of the common features of Model 1 and Model 2 was discussed and agreed upon. The draft description of Model 3, common vision for the future, was jointly developed in working sessions at partner meetings. The first model report was prepared, presenting the country report and the common features.

Identification of policy recommendations

The measures and proposals proposed in the models require different types of policy action at different levels. The partnership decided to prepare a draft version of policy recommendations in order to test both, models and recommendations, in stakeholder consultations. In a working session with all partners, common policy recommendations were identified and a short document was drafted.

Stakeholder consultations on models and policy recommendations

A summary document was prepared, presenting all models in an overview table and as short description, and the policy recommendation. In each of the three countries, at least 10 interviews for each model were implemented and one focus groups for each model along with the policy recommendations. In total, 95 stakeholders were interviewed and more than 100 stakeholders participated in focus groups. These were VET students and teachers, other VET practitioners, employers and employers representing organisations (chambers, sectoral organisations), VET policy makers from different policy areas (education, labour market, economy, ...) and other interested organisations. The feedback and evaluation of the stakeholder showed that they agreed with the proposed models and policy recommendations. Their feedback and additional proposals were integrated in the models and the policy recommendations. Each country prepared a stakeholder consultation report, the results were summarised in a final stakeholder consultation report.

Finalisation of the models and the policy recommendations

In a working session of all partners, the feedback and input from the stakeholders was integrated into the models. The final content of the models was agreed upon all partners and the final model report was prepared (this publication). The most important measures requiring intervention at policy level were presented in a separate document: Policy recommendation for the Integration of Work-based Learning and Apprenticeship in the VET System. Each of the three countries Bulgaria, Latvia and Slovenia prepared also country-specific recommendations, detailing the actions and measures necessary to implement the common policy recommendations in a national context.

As the final step, the models and the policy recommendations were assessed, if and to which extent they respond to the 20 guiding principles for high-performance apprenticeships & work-based learning¹.

¹ EU Communication: High-performance apprenticeships & work-based learning: 20 guiding principles

3. Models

3.1. Intervention logic of the models

As the challenges had been discussed it was clear that there was no need to design different models for different industry sectors or regions, but that the main challenge was to find models that would facilitate the integration of apprenticeship and WBL into the existing VET system.

Three models were developed according to three different intervention levels:

Intervention on operative level (Model 1)

This model is based on the review of the actual approaches, mechanisms and interactions between all stakeholders relevant to apprenticeship and WBL in the light of their effectiveness. It covers a situation where VET is school-based, but WBL/apprenticeship is to be introduced. Existing deficiencies, gaps and degraded functionality were identified, and ideas and practically oriented improvements are proposed. Apart from proposing improvement of the existing practices, also new approaches were formulated and described using the full potential of the actual regulations on apprenticeship and WBL. The defined proposals intend to intervene on operative level, bearing in mind that changes of the actual legislative regulations take time. The expected impact resulting from the implementation of the solutions proposed is described, underlining what exactly compared to the current situation and challenges will be different in qualitative and quantitative aspects.

Implementation time frame of this model is estimated to be 1-3 years.

Intervention on legislative level (Model 2)

This model is based on the findings and solutions contained in Model 1. It proposes further and more far reaching changes that will allow for the full integration of apprenticeship and WBL in the current VET system. This model includes also proposals that require changes of the existing legislative regulations and/or the creating of new ones related to WBL and apprenticeship.

The Model 2 combines all of the solutions proposed in Model 1 and follows the thematic framework of Model 1. It describes the expected impact resulting from the implementation of the changes proposed underlining the improvements after the implementation of the Model 1 in qualitative and, if possible also in quantitative aspects. It responds to challenges that need far reaching changes, which were not possible to solve with Model 1.

The implementation timeframe of this model is estimated for 1-5 years.

Path for the future (Model 3)

This model offers a visionary and innovative view in the future, independent from the current legislative and regulatory framework. It is a possibility to describe recommendations and innovative solutions to propose a path for the future of VET fully integrating WBL and apprenticeship. Model 3 is based on the assumption that Model 2 was implemented and is fully functioning. So, recommendations are defined with respect to implementing coherent actions of all stakeholders that ensure adequate response of the VET system and particularly apprenticeship and WBL to changes in the economic and social environment at national and EU level in the context of a changing economy.

The implementation timeframe of this model is above 5 years.

Following this logic, the models were named as follows:

Model 1 – Getting started for WBL/apprenticeship

Model 2 – Making WBL/apprenticeship a success

Model 3 – Shaping the future of WBL/apprenticeship

The models show an ideal way of development and integration WBL/apprenticeship into VET systems. In reality, countries proceed with different speed in the thematic areas.

3.2. Thematic areas of the models

Seven main thematic areas were identified that would require intervention to successfully integrate WBL/apprenticeship into the school-based VET framework and propose a path for the future:

1. Stakeholder involvement and the establishment of networks to create the conditions for the integration of WBL/apprenticeship in the VET system
2. Introduction, integration and further development of WBL/apprenticeship in the VET policy
3. Development, maintenance and operation of an effective support network for companies and providing WBL/apprenticeship
4. Ensuring qualified VET teachers and in-company trainers for the organisation and provision of WBL/apprenticeship and establishment of an efficient support to all actors in the planning, organisation and provision of WBL/apprenticeship
5. Development of a VET system responsive to labour market needs
6. Integration of WBL/apprenticeship into career guidance and developing a better career guidance system
7. Improve and further develop the assessment of the WBL/apprenticeship

Some measures developed need policy support, some require policy level intervention, others can be implemented with the engagement of stakeholders. The most important recommendations that require the intervention from policy level are presented in a separate publication “Policy Recommendations for the Integration of Work-based Learning and Apprenticeship in the VET System.

The following section offers an overview of all models and thematic areas.

3.3. Overview of all models

MODEL 1 – getting started for WBL/apprenticeship	MODEL 2 – Making WBL/apprenticeship a success	MODEL 3 – Shaping the future of WBL/apprenticeship
<p><i>This model covers a situation where VET is very school-based, but WBL/apprenticeship is to be introduced. It covers a timeframe of one to three years and focuses on measures that can be implemented without or with only minor changes in the legislative and regulative framework.</i></p>	<p><i>This model is based on the findings and solutions in Model 1 (advanced introduction of WBL/apprenticeship). It proposes possible changes of the existing legislative regulations and aims at the further development of the solutions described in Model 1. Its timeframe cover 1 - 5 years.</i></p>	<p><i>This model offers a vision and propose a path for the future independent from the current legislative and regulatory framework, but based on the solution developed in the first two models. The implementation timeframe of this model is above 5 years.</i></p>
<p>Thematic area (1) Better stakeholder’s involvement and establishment of networks to promote, provide and create the conditions for WBL/apprenticeship:</p> <ul style="list-style-type: none"> • Creation and financing of local and regional partnerships between VET schools and sectoral organization, with regional employer’s representative organisations (chambers) and regional governments • National partnership recognized at government level focussing on the implementation of WBL/apprenticeship • Establishing a permanent council for the future of VET / apprenticeship • Definition of responsibilities and tasks 	<p>Thematic area (1) Strong stakeholders’ involvement through national, regional and local networks to promote, provide and create the conditions for WBL/apprenticeship</p> <ul style="list-style-type: none"> • National, regional and local partnerships for VET are active and involved in all VET processes with clear responsibilities and tasks for theses stakeholder groups (regulative framework, regular financing) and the respective capacities • Enlarging the role of sector expert councils with better administrative and financial capacity – formalization of their roles • Increased role of local/regional governments and involvement in 	<p>Thematic area (1) Networks and cooperations for WBL and VET</p> <ul style="list-style-type: none"> • National, regional and local partnerships for VET work efficiently • Involvement of partnerships in VET Transnational partnerships

<p>for these stakeholder groups (regulative framework and financing)</p> <ul style="list-style-type: none">• Annual regional meetings of stakeholders in WBL: exchange of results, experiences and knowhow, planning for the future	<p>regional partnerships</p>	
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<p>Thematic area (2) Introduction of WBL / apprenticeship in VET system</p> <ul style="list-style-type: none"> • Prolonging the period VET students spend in companies (if not already regulated for over 50%) • More and better awareness raising campaigns aimed at companies, especially at SMEs, companies need to be prepared to take youngster into their teams • More and better awareness raising campaigns aimed at schools, pupils and their parents • Creation and maintaining a register for companies providing WBL/apprenticeship by sectors • Creation and maintenance of a platform informing about WBL and apprenticeship places • Identification of good WBL practices and creating conditions for their promotion and multiplication • Plan to change VET curriculum to modular programmes • Stimulate the remuneration of WBL students and apprentices • Develop new forms of cooperation between VET schools and companies 	<p>Thematic area (2) Integration of WBL / apprenticeship into VET system</p> <ul style="list-style-type: none"> • More flexibility in the VET allowing more individualization of students • Ensure full permeability for WBL/apprenticeship occupations within the educational system • Regulate and stimulate the remuneration of WBL students and apprentices • Implement VET curriculum in modular programmes • Enlarge WBL/apprenticeship to sectors that are not yet included • Enlarge WBL to higher VET • Shape a vision for the future of VET • Regular research on labour market development future skills needs including on sectoral and regional level to foster the development of VET and WBL • Translation of results from research on skill forecast into career guidance policy • Research on impact assessment of the VET reform process, recommendations for improvements / corrections, policy development 	<p>Thematic area (2) Further development of WBL / apprenticeship in the frame of VET policy</p> <ul style="list-style-type: none"> • Coexistence of different options and paths in VET with full permeability within educational system • Offering a high degree of individualisation and flexibility to both, students and companies • Competence-based, learning to learn (digital) • Implementing corrective measures in legislative basis and methodological support provided to VET schools and companies at national and regional/ local level based on regular monitoring of progress and identification of problems and difficulties • WBL/apprenticeship offered in all industry and service sectors • WBL offered in higher VET • Functioning mechanism for effective cooperation between VET stakeholders at national and regional/ local level in design, implementation, monitoring and improvement of actions for WBL/apprenticeship development
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<p>Thematic area (3) Development of support measures to companies providing WBL / apprenticeships</p> <ul style="list-style-type: none"> • analysis of what support is needed • development of locally/regional support measures for companies, including contact organisation for counselling and mentoring • Development of materials for WBL/apprenticeship for companies • Development of materials for WBL/apprenticeship for VET students • national coordination of support network (information materials, trainings, platform, exchange of good practices ...) 	<p>Thematic area (3) Maintaining of effective support measures to companies providing WBL / apprenticeships</p> <ul style="list-style-type: none"> • Monitoring companies needs for support • Provision of locally/regional support measures for companies, network of support organisations on national and regional level • Introducing a platform for in-company trainers and VET teachers for exchange of information, experiences and sharing of good practices • Provision of materials for WBL/apprenticeship for companies • national coordination of support network (information materials, trainings, platform, exchange of good practices ...) 	<p>Thematic area (3) Operating an effective support network for companies providing WBL / apprenticeships:</p> <ul style="list-style-type: none"> • efficient support network at national and regional level that offers attractive information, training, mentoring services in accordance with modern learning and teaching methods
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<p>Thematic area (4) Ensuring qualified VET teachers and in-company trainers for organization and provision of quality practical training/WBL/apprenticeship</p> <ul style="list-style-type: none"> • Provision of information and counselling materials for WBL/apprenticeship VET schools and VET student (and their parents) • Provide counselling to IVET schools to deal with WBL and apprenticeship • Improvement of VET teachers' qualification • Restructuring of duties of VET teachers, adaptation to new needs • Elaboration of a national / regional training programme for in-company tutors (extension / revision) • Organised and regulated provision of in-company tutors training • Equip organization (e.g. VET schools or chambers) with the competences and capacity to train in-company tutors 	<p>Thematic area (4) Ensuring support to all actors in planning, organization and provision of practical training/WBL/apprenticeship on regular basis</p> <ul style="list-style-type: none"> • Elaboration of analyses and recommendations to up-date educational programmes and standards in compliance with the results from the researches • Establishment and maintaining a portal for WBL/apprenticeship with good practices, information, support, ... • Regular up-dating of materials for WBL/apprenticeship for companies • Regular up-dating of materials for WBL/apprenticeship for VET students • Establishing a system for constant improvement of VET teachers and in-company trainers' qualification (initial and continuous) • Monitoring the needs of VET school in respect to an efficient integration in WBL and apprenticeship programmers 	<p>Thematic area (4) Maintaining efficient and up-to-date support to all actors in planning, organization and provision of practical training/WBL/apprenticeship</p> <ul style="list-style-type: none"> • Regular researches among VET schools and companies aimed at identification of areas of support that need improvement • Functioning system for provision of methodological support at national level - regular up date of materials for VET schools, companies and VET students, development of new ones related to implementation of new legislative regulations, to solving identified problems and difficulties etc.
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<p>Thematic area (5) Improvement of VET system response to labour market needs</p> <ul style="list-style-type: none"> • Create the conditions for regular mid- and long-term forecasting of labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates (Elaboration of annual reports on short term forecast on employers needs in terms of knowledge, skills and competences, mid- and long-term skill forecasting, labour market changes and other challenges), including also regional economy and regional developments plans • Regulated enrolment in VET school based on qualifications and forecasts in the region • Definition of curriculum and time schedule for WBL / apprenticeship, skills and competence profile the VET students has to acquire with more active participation of employers • Prepare learning outcomes for WBL / apprenticeship training based on skills needs forecasts • Improve the match-making process between VET students and companies, so that both sides have an offer to choose from 	<p>Thematic area (5) Maintaining of a VET system responsive to labour market needs</p> <ul style="list-style-type: none"> • Implement regular mid- and long-term forecasting of labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates (Elaboration of annual reports on short term forecast on employers needs in terms of knowledge, skills and competences, Mid and long-term skill forecasting, labour market changes and other challenges), including also regional economy and regional developments plans • Implement sectoral partnerships for skill and labour market needs forecasting, offering a sectoral, national / regional overview • Regular monitoring of enrolment in VET school based on qualifications forecasts, including on regional basis • Ensuring active participation of employers in the definition of curriculum and time schedule for WBL / apprenticeship, skills and competence profile the VET students has to acquire • Regular up-date of learning outcomes for WBL / apprenticeship training based on skills needs forecasts 	<p>Thematic area (5) VET system and labour market needs</p> <ul style="list-style-type: none"> • Responsive to future trends/ regional development plans • Functioning mechanism for translation of (regional) labour market needs into VET school enrolment plans and learning outcomes for acquiring qualification in different professions
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	<ul style="list-style-type: none">• Implement tools and measures for effective match-making process between VET students and companies	
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<p>Thematic area (6) Integration of WBL/apprenticeship into career guidance and improving career guidance</p> <ul style="list-style-type: none"> • Intensification of VET promotion through regular organization of VET fairs at regional/national level, job-shadowing placement, guided company visits for school pupils for better career orientation, skill competitions, ... activities aimed at parents • Production of materials and campaigns for promotion of WBL/apprenticeship occupations • Obligatory involvement of companies (their representative organisations) in the career guidance provision • Better support for VET students in career planning • Regionally oriented career guidance – providing information on the structure of the regional economy and the responding labour market needs, including regional development plans • Improving the education of career counsellors about the opportunities in WBL/apprenticeship, including opportunities for making practical 	<p>Thematic area (6) Maintaining an effective career guidance system</p> <ul style="list-style-type: none"> • Intensive VET promotion through effective measures targeted at students and their parents • Strong involvement of companies (their representative organisations) in the career guidance provision • High support for VET students in career planning • Career guidance is included in curricula of primary schools, starting with early age • 	<p>Thematic area (6) Maintaining an effective career guidance system</p> <ul style="list-style-type: none"> • Responsive to company needs and skill forecasts (regional economic development) • Ensuring various opportunities in terms of information, counselling and involvement in practical activities that support informed choice of occupation by students (and their parents) and of appropriate for their interests, abilities and plans VET option/path • Providing support to VET students in the transition from VET option/path to another • Providing support to VET graduates in transition from school to labour market/ higher level of education • Regularly offer opportunities for school teachers to make experiences in real work life to enable them to bring them to the class room • All schools (primary and VET) are equipped with career guidance expert, offering guidance, information and opportunities for practical experiences to students and teachers alike
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<p>experiences</p> <ul style="list-style-type: none"> • Introduction of early career guidance (before adolescence) • Initiate discussion on the future of VET/apprenticeship in society 		
<p>Thematic area (7) Improve the assessment of practical training/WBL /apprenticeship</p> <ul style="list-style-type: none"> • Introduction of clear assessment criteria based on theoretical and practical knowledge and competences • Definition of responsibilities of VET teachers and in-company trainers in assessment process – current / interim and final • Ensuring that the targets for learning outcomes are up-to-date with current development 	<p>Thematic area (7) Further improvement of the quality assurance</p> <ul style="list-style-type: none"> • Defining EQWBL indicators • Elaboration of a methodology for their implementation in practice • Introduction of a student's skills portfolio registering the individual progress in achievement of learning outcomes defined 	<p>Thematic area (7) Further improvement of the quality assurance:</p> <ul style="list-style-type: none"> • Student-centred assessment • Established quality assurance mechanism covering all phases of the quality cycle, as well as school-based and WBL – from planning to introduction of corrective measures at VET system and providers' level (VET schools and companies providing WBL)

3.4. MODEL 1 – getting started for WBL/apprenticeship

This model most directly responds to the challenges identified in moving from a school-based to a WBL-based VET system.

Thematic area 1: Better stakeholder's involvement and establishment of networks to promote, provide and create the conditions for WBL/apprenticeship

Despite in most countries a basic cooperation of VET schools and employer representatives was established for the planning of VET programmes, there is insufficient cooperation of old and new actors in VET hindering the introduction of WBL/apprenticeship. Thus, the better involvement of stakeholder is needed and the establishment of a national partnership, which is recognized at government level. This national partnerships' tasks and responsibilities focusing the implementation of WBL/apprenticeship need to be defined and regulated.

Additionally, local and regional partnerships between VET schools, sectoral organizations, regional employer's representative organisations (chambers) and regional governments need to be developed. The responsibilities and tasks need to be defined for these stakeholder groups, if possible within the regulative framework.

Also the financing of the work of these actors and stakeholder in these partnerships needs to be regulated. The current partnerships in the Eastern European countries depend on short-timed funding from EU-funded projects. While in Western European countries the chambers have mandatory membership and take a large role in the organisation of WBL/apprenticeship, the chambers and intermediary organisations in Eastern European countries are part of the private sector with voluntary membership. New financing models need to be developed to enable the active participation of all stakeholders in the implementation of WB/apprenticeship.

Further, a permanent council should be established whose tasks it is to discuss the future development of WBL/apprenticeship in the VET system.

All stakeholders in WBL/apprenticeship should meet annually on regional/national level to exchange results, experiences and knowhow in the context of the introduction of WBL/apprenticeship in the VET system and to plan actions and measures for the future.

Thematic area 2: Introduction of WBL / apprenticeship in VET system

The first step, if not already done, need to be the prolongation of the period the VET students spend in real working environment in companies to over 50%. This time in companies should not be substituted with work experiences in workshops or working environments set up by the VET school.

On national, regional and local level, new forms of cooperation between VET schools and companies should be developed.

Everybody lacks information on what WBL/apprenticeship actually means and how it should be implemented in practice. Intermediary organisations like chambers and sectoral organisations need to organise more and better awareness raising campaigns aimed at companies, especially at SMEs, to inform them about the benefits and advantages of WBL/apprenticeship. The companies need to be prepared to take youngster into their teams. But there is also the need for more and better awareness raising campaigns aimed at schools, pupils and their parents. Here, intermediary organisations and companies should be more involved.

Besides the basic information on what WBL/apprenticeship is, there is also a lack of information on who is involved in WBL/apprenticeship and which companies offer training places. A stakeholder, e.g. an intermediary organisation, should be entrusted to create a register for companies providing WBL/apprenticeship by sectors and maintain it. Further needs to be created and operated a platform informing about WBL and apprenticeship places. These platform could further provide information on good WBL/apprenticeship practices, thus creating conditions for promotion and multiplication of information and good practices.

Another measure that facilitates the integration of WBL/apprenticeship in the current VET system is the change of the VET curriculum to modular programmes. Under Model 1, a plan should be elaborated to implement the change to VET programmes on modular basis.

Most countries regulated the remuneration of WBL students and apprentices within their newly introduced legislation. However, companies should be stimulated to provide remuneration, e.g. with tax incentives.

Thematic area 3: Development of support measures to companies providing WBL / apprenticeships

In a first step needs to be analysed and determined, what support is actually needed by the companies the get involved in and provide WBL/apprenticeship. Following this analysis, a set of local and regional support measures for companies needs be developed. This includes the development of general and specific materials supporting companies in the provision on WBL/apprenticeship as well as materials for VET students and apprentices.

The provision of support measures should take over the regional and local stakeholders. This should also include the establishment of a network of contact organisation to provide counselling and mentoring to companies with regard to the provision of WBL/apprenticeship. A national organisation should be appointed as national coordination body, to develop and coordinate the establishment of a national and regional/local support network and provide measures such as the development of information and support materials, trainings, operate the platform, facilitate the exchange of good practices etc.

Thematic area 4: Ensuring qualified VET teachers and in-company trainers for organization and provision of quality practical training/WBL/apprenticeship

First basic materials have been produced on WBL/apprenticeship, however, more materials need to be provided for VET schools and VET students (and their parents) providing information and counselling materials for WBL/apprenticeship.

Not only for the companies, also for the VET schools, WBL/apprenticeship is new. For the phase of introducing WBL/apprenticeship, a counselling services should be established, providing assistance to (initial) VET schools to introduce and implement WBL and apprenticeship. Also the tasks and responsibilities of VET teachers change, especially of those teachers who had been in charge of the practical training provision. The duties of VET teachers need to be restructured and new tasks need to be introduced resulting from new needs in cooperation with companies. Thus, the qualification of VET teachers needs to be adapted and improved in order to implement WBL/apprenticeship.

There are no were no qualified in-company trainers or tutors as there had been no need for such a qualification. First adhoc training programmes started to facilitate first pilot project for the introduction of WBL/apprenticeship. It is necessary to elaborate a national (regional) training programme for in-company tutors, extending and revising the existing ones. Organisations, responsible for the provision of trainings for in-company trainers and tutors need to be appointed (e.g. VET schools or chambers) and equipped with the competences and capacity to organise the provision of training for in-company tutors.

Thematic area 5: Improvement of VET system response to labour market needs

All countries reported low responsiveness of the VET system to labour market needs. It is this necessary to create the conditions for regular mid- and long-term forecasting of labour market needs in terms of qualifications and knowledge as well as skills and competences of VET graduates. On annual level we need

- short-term forecasts on employers needs, in terms of knowledge, skills and competences
- mid- and long-term skill forecasting, labour market changes and other challenges

Depending on the size of the country, such forecast need to be elaborated on national and on regional level, taking into account regional developments plans. In addition, a better cooperation of stakeholders is needed, on national and regional level.

With the introduction of apprenticeship, the offer of apprenticeship places by companies to a certain extend regulates enrolment in VET qualifications. However, both VET systems will coexist, the school-based and the WBL-based system. Currently we have the situation that VET schools enrol a too large number of students in programmes and qualifications that are not needed in the labour market. There should be a mechanism that regulates enrolment in VET school, which should

take into account the labour market forecasts in the region for labour market and qualification needs.

Another difficulty was that the VET graduates did not possess the skills and competences required by the labour market. It is necessary to define a curriculum and a time schedule for WBL / apprenticeship, with a detailed skills and competence profile the VET students has to acquire. In this process, stakeholder involvement need improvement and especially employers and their representative organisations need to take a more active role. Based on the skill needs forecast, corresponding learning outcomes for WBL / apprenticeship training need to be prepared.

In the past, it was often under the responsibility of the VET school to find a training place in the company for the VET student. With the introduction of apprenticeship/WBL, students need to take a more active role and responsibility in finding a company to do their apprenticeship/WBL. Measures have to be developed to support and facilitate the matchmaking process between (potential) VET students and companies. The support measures (as platforms and other career orientation measures described under thematic area 2 and 6) should create a real offer and demand situation for companies and VET students in this match-making process.

Thematic area 6: Integration of WBL/apprenticeship into career guidance and improving career guidance

A general assessment was that VET has a low image as career option in our countries. Thus, when speaking about career guidance and the integration of WBL and apprenticeship in career guidance, all efforts should be done to generally improve career guidance in VET and raise the image of VET. Clearly needed is a more intense promotion of VET with WBL and apprenticeship for instance through

- a regular organization of VET fairs at regional/national level,
- offering school students to collect real working experiences through job shadowing, practice days, organisation of guided company visits for better career orientation, skill competitions, etc
- promotional activities aimed at parents

Materials need to be produced and campaigns organised for the promotion of WBL/apprenticeship occupations at regional and national level. The education of the career counsellors in different institutions needs to be improved; they needs to learn about the opportunities in WBL/apprenticeship, and they need to become more open for working with companies and employer representing organisation in order to offer pupils opportunities for making practical experiences in real working environments.

Obligatory is thus a stronger involvement of companies (and their representative organisations) in the provision of career guidance. With a better stakeholder involvement at regional level, career guidance will be also more regionally oriented – information on the structure of the regional economy and the responding labour market needs, including regional development plans.

IN general it was assessed that career guidance starts too late, thus we need more and better early career guidance (before adolescence). On the other hand, career guidance should not stop, once a student has made a choice. Not only pupils, also VET students need a better support in career planning.

The introduction of WBL/apprenticeship is an excellent opportunity to initiate a discussion on the future of vocational education and training in society as a whole.

Thematic area 7: Improve the assessment of practical training/WBL /apprenticeship

The assessment of the practical training/WBL and apprenticeship needs to be developed with clear assessment criteria based on theoretical and practical knowledge and competences. The responsibilities of VET teachers and in-company trainers in assessment process – current / interim and final – need to be determined. Here is required a better stakeholder involvement and cooperation from business side, ensuring that the targets for learning outcomes are up-to-date with current developments.

3.5. MODEL 2 – Making WBL/apprenticeship a success

Model 2 is about the advanced introduction of WBL/apprenticeship in the VET systems. It takes into account that the VET system needs to change as well in order to make WBL/apprenticeship a success. It is based on the measures and solutions in Model 1 and includes changes of the existing legislative regulations and aims at the further development of the solutions described in Model 1. Its timeframe cover 1 - 5 years.

Thematic area 1: Strong stakeholders' involvement through national, regional and local networks to promote, provide and create the conditions for WBL/apprenticeship

In Model 2 the stakeholders' involvement in network and partnerships is consolidated. It is assured that the national, regional and local partnerships for VET with WBL/apprenticeship are active and involved in all VET processes with clear responsibilities and tasks for these stakeholder groups taking into account their respective capacities. The regulative framework is established where necessary and a regular financing is assured for the functioning of these partnerships.

While in the first model, we focussed on the creation of partnerships to get VET students and companies involved in WBL/apprenticeship, the second model deals with thematic enlargement in order to improve the framework for WBL/apprenticeship.

In a next step, we want to strengthen the involvement of the sectoral organisation in the network of WBL/apprenticeship. We propose to enlarge the role of sector expert councils with better administrative and financial capacity, if necessary, their roles should be formalised with the regulative framework. The networks and partnership need to take into account also regional context. Thus, we propose to increase the role and responsibilities of local/regional governments in networks and partnership of WBL/apprenticeship and / or to cooperate and involve other regional partnerships into national, regional and local networks to promote, provide and create the conditions for WBL/apprenticeship.

Thematic area 2: Integration of WBL / apprenticeship into VET policy

While Model 1 dealt with the introduction of WBL/apprenticeship, it is now time to shape a vision for the future of WBL/apprenticeship in the VET system. This requires research and assessment on impact of the VET reform process with the introduction of WBL/apprenticeship (pilot projects). On the basis of these assessments and conclusions from the research, the partnerships formulate proposals for improvements or necessary corrections in the VET reform process and make recommendations policy development for the coming years.

In the second phase, the efforts of the partnerships in the VET reform process are targeted toward changes in the legislative and regulative framework that would allow

greater flexibility in the VET in order to give more options for individualisation of students and to enlarge WBL/apprenticeship to other sectors:

- Implement VET curriculum in modular programmes – a modular programme would allow more flexibility for VET students/apprentices and companies in creating the optimal educational programme implemented in different learning venues
- Ensure full permeability for WBL/apprenticeship occupations within the educational system – it is important to ensure that also VET students/apprentices have equal access to the continuing education as students deciding for the school-based VET programme.
- Enlarge WBL/apprenticeship to sectors that are not yet included – the pilot programmes for WBL/apprenticeship started mostly in a selected number of professions, it is necessary to open the possibility of WBL/apprenticeship to all relevant sectors
- The enlargement of WBL/apprenticeship should be also considered in relations to future skill needs. Regular research on labour market development and future skills needs should be carried out including the sectoral and regional level to foster the development of VET and WBL.
- Enlarge WBL to higher VET – we strongly believe that WBL/apprenticeship is also relevant for profession in higher VET

The remuneration of WBL students and apprentices needs to be discussed. In most cases a remuneration had been decided with the legal framework and the pilot projects, however, in phase 2, all stakeholder have experiences with WBL/apprenticeship, its benefits and related costs. This it is the time to review the regulations governing the remuneration of WBL students and apprentices and consider measures to stimulate remuneration.

The mentioned measures (modular structure, permeability, new sectors, enlargement to higher VET) but also the results of the labour market research on skill forecast need to be included into career guidance policy.

Thematic area 3: Maintaining of effective support measures to companies providing WBL / apprenticeships

While the support measures designed in model 1 focussed on the first engagement of companies in WBL/apprenticeship and the establishment of a support system, Model 2 aims at identifying, maintaining and further development of an effective support network. If not already done, a national coordination need to be appointed to coordinate and facilitate the support network with all its measures (information materials, trainings, platform, exchange of good practices ...). However, important is to research and monitor the companies needs for support, especially for SMEs. These results are important for the further development and operation of the support network.

The in Model 1 established national and regional networks need to be further developed and enlarged in order to provide support measures for companies. The support networks should be extended also in a local and regional context.

The offer on information and support materials and tools should be enlarged; an online platform for in-company trainers and VET teachers should be established for the exchange of information, experiences and sharing of good practices. Additional materials should be developed to support companies and apprentices/WBL students

Thematic area 4: Ensuring support to all actors in planning, organization and provision of practical training/WBL/apprenticeship on regular basis

In Model 2 it is time to review the training programmes for in-company tutors and trainers and to elaborate an analysis of the current programmes and formulate, if necessary recommendations to up-date the respective educational programmes and standards in compliance with the results from the researches. A system for constant improvement of VET teachers and in-company trainers' qualification (initial and continuous) should be established, which is based on the monitoring the needs of VET school in respect to an efficient integration in WBL and apprenticeship programmes.

In addition or extension of the existing WBL/apprenticeship portal, an exchange forum and tools should be established providing examples of good practices, information, as well as support measure or to connect with a support organisation. It need to be ensured that the materials for WBL/apprenticeship for companies and for VET students are regularly up-dated.

Thematic area 5: Maintaining of a VET system responsive to labour market needs

Besides the short-term and mid-term forecasts implemented under the first model, it is now time to establish also long-term forecasting of labour market needs in terms of qualifications and knowledge, skills and competences of VET graduates. It should be ensured that are prepared annual reports on:

- short term forecast on employers needs in terms of knowledge, skills and competences,
- mid and long-term skill forecasting, labour market changes and other challenges

This should take into account the development of the regional economy and regional developments plans.

Sectoral partnerships for skill and labour market needs should be appointed to bring in a sectoral view into forecasting, on national and regional level. In addition to Model 1, a monitoring of the enrolment in VET school based should be established taking into account qualifications forecasts, including on regional basis.

There should be a mechanism to ensure the active participation of employers in the definition of curriculum and time schedule for WBL / apprenticeship, as well as the skills and competence profile the VET students has to acquire. The learning outcomes for WBL / apprenticeship training need to be up-dated based on skills needs forecasts.

Further tools and measures should be developed for effective matchmaking process between VET students and companies.

Thematic area 6: Maintaining an effective career guidance system

The promotion of VET and WBL/apprenticeship will be also highly relevant in the second model. We thus propose further an intensive promotion of VET and WBL/apprenticeship through effective measures targeted at students and their parents. The involvement of companies and their representative organisations in the career guidance provision should be extended and improved. We consider also that the support for VET students in career planning will need improvement. The individual measures need to be decided in the national and regional context. We assess that it will be necessary to foster an even earlier start of career guidance and propose to include career guidance in the curricula of primary schools, starting with early age.

Thematic area 7: Further improvement of the quality assurance

As next step in quality assurance we see is necessary to defining EQWBL indicators and elaborate a methodology for their implementation in practice.

IN order to take into account the development fostering the individualisation of the learning process we propose the introduction of a student's skills portfolio registering the individual progress in achievement of learning outcomes defined.

3.6. MODEL 3 – Shaping the future of WBL/apprenticeship

Model 3 takes into account the solution developed in the first two models, but it was not designed as further development after implementation of model 1 and 2. It offers a vision and a path for the future of VET and WBL/apprenticeship independent from the current legislative and regulatory framework. The implementation timeframe of this model is above 5 years.

Thematic area 1: Networks and cooperation for WBL and VET

For the future, we imagine that national, regional and local partnerships for VET work efficiently in a good and trustful relationship. Even though we considered that we would need a regulative framework in Model 1 and 2, we hope for the future that partnership and cooperation networks will function also without such a formal framework, as it is the case for instance in Finland or Germany.

While we were looking in Model 1 and 2 only in the national and regional context to develop WBL/apprenticeship, for the future we see the need to be involved in transnational partnerships for the development of VET and WBL/apprenticeship.

Thematic area 2: Further development of WBL / apprenticeship in the frame of VET policy

In the future, WBL/apprenticeship and the VET system will offer a higher degree of individualisation and flexibility to both, students and companies. More and different options and paths in VET providing full permeability within educational system will be available. Learning will be competence-based and focus on “learning to learn” as knowledge and skills become obsolete in ever shorter periods. Learning with digital tools will be more important.

We imagine that WBL/apprenticeship will be offered in all industry and service sectors including higher VET.

As needs and trends might quickly change, a regular monitoring of the implementation of VET and WBL/apprenticeship takes place. The monitoring identifies problems and difficulties at national and regional/ local level. VET coordination bodies and partnerships propose changes and make recommendations to policy level. Corrective measures in the legislative basis or new support measures are provided to VET schools and companies.

The mechanism for effective cooperation between VET stakeholders at national and regional/ local level in design, implementation, monitoring and improvement of actions for WBL/apprenticeship development is fully functioning.

Thematic area 3: Operating an effective support network for companies providing WBL / apprenticeships

An efficient support network operates at national and regional level offering attractive information, training, mentoring services in accordance with modern learning and teaching methods.

The support network provides support for the inclusion of disadvantaged learners and socially endangered groups into WBL/apprenticeship.

Thematic area 4: Maintaining efficient and up-to-date support to all actors in planning, organization and provision of practical training/WBL/apprenticeship

Regular researches among VET schools and companies helps to identify areas of support that need improvement. A functioning system for the provision of methodological support exists at national level, taking care of regular up date of materials for VET schools, companies and VET students, the development of new ones related to implementation of new legislative regulations, new technological trends and in order to solving identified problems and difficulties etc.

Thematic area 5: VET system and labour market needs

The VET system with WBL/apprenticeship is responsive to labour market trends and skill forecasts. It takes into account regional development plans. A trustful cooperation network of relevant actors has established a functioning mechanism for the translation of (regional) labour market needs into VET school enrolment plans and learning outcomes for acquiring qualification in different professions.

Thematic area 6: Maintaining an effective career guidance system

The career guidance of the future is responsive to company needs and skill forecasts (regional economic development), it ensures various opportunities in terms of information, counselling and involvement in practical activities at company level that support informed choice of occupation by students (and their parents), appropriate for their interests, abilities and plans.

Career guidance does not stop when the choice for a career path has been done. It provides support to VET students/apprentices

- in the transition from VET option/path to another
- in transition from school to labour market/ higher level of education

All schools (primary and VET) are equipped with a qualified career guidance expert, who is supported with a network of actors (companies and other organisations) offering guidance, information and opportunities for practical experiences to students and teachers alike. A network of actors in career guidance offers not only pupils and student, but also school teachers opportunities to make experiences in real work life and to bring them to the class room.

Thematic area 7: Further improvement of the quality assurance

The future is established a quality assurance mechanism covering all phases of the quality cycle, as well as school-based and WBL/apprenticeship – from planning to introduction of corrective measures at VET system and providers' level (VET schools and companies providing WBL). The assessment is student-centred. It is implemented by all WBL/apprenticeship actors.

4. Closing/Outlook

A lot has happened in WBL/apprenticeship from the first preparation of the NewWBL project in the beginning of 2015 until the final conference in March 2018.

After a pilot in 2013-2015, Latvia adopted legislation on WBL and started the implementation of WBL in practice, however it is below the national expectations, which set a target of 50% of VET students in WBL by 2020. VET schools and companies, especially SMEs, have difficulties to implement WBL/apprenticeship in line with legislative requirements.

Slovenia adopted a new Law on Apprenticeship in 2017 and started a modest pilot project on apprenticeship in the year 2017/2018, implementing apprenticeship in only four occupations and five VET schools. Despite the little support available in Slovenia, the interest from companies to offer apprenticeship is very strong, but the challenge is to include information about apprenticeship in career guidance and attract (young) people for this new form of VET.

In Bulgaria, at national level, strategies and plans had been developed for the introduction of WBL/apprenticeship, but on regional level, the implementation is slow and lags behind expectations. The main difficulties are in building the necessary partnerships.

After introducing the legislative framework, policy-makers and all other stakeholders in WBL/apprenticeship have to make the next steps: creating the conditions for sustainable partnership to implement WBL/apprenticeship at national and regional level and build a strong support network for companies and VET schools in WBL/apprenticeship. It is clear that the effective introduction of WBL/apprenticeship depends on how the countries succeed in including the private sector in the partnership for VET.

The integration of WBL/apprenticeship into the current VET systems will not be possible without changing the VET system itself. These changes in the current VET system concern the financing of VET schools and the profile of VET teachers.

The school-based VET education will further exist in our countries, but it should not compete with apprenticeship, but flexible solutions, taking into account the needs of regions, business sectors and the individual, are needed.

The in this publication presented models for the integration of WBL/apprenticeship into VET systems along with the publication on policy recommendations, shows how the integration can succeed. The models how an ideal way for such integration, in reality, one countries proceeds faster in one thematic area and in another more slowly.

The Finish and German project partners WinNova and BIBB with their well-functioning VET systems tailored to their countries needs and specifics have been of great support in developing the models. Finland reformed also its VET system in

order to offer students an individualised approach. The introduction of WBL/apprenticeship is an opportunity for our countries, to make the educational system more attractive and responsive to individual students needs by taking into account labour market development and skill forecasts.

In October 2017, the European Commission published the communication “High-performance apprenticeships & work-based learning:” 20 guiding principles”. The 20 guiding principles provide recommendations and present possible solutions drawn from experience across Europe on how to develop work-based learning and apprenticeships systems.

Our project models and policy recommendations are fully in line with these principles, covering all four policy challenges identified.

Annex 1 - BASIC TERMINOLOGY IN THE PROJECT

The following basic terminology was used in the project:

A. Work-based learning (WBL), as defined in the project New WBL (according to Work-Based Learning in Europe. Practices and Policy Pointers. European Commission 2013) can be understood as:

- apprenticeship: a combination of training in companies and education in VET schools;
- on-the-job training periods in companies: as work placements, internships, traineeships which are a compulsory or optional element of VET programmes;
- training in school workshops: as integrative part of school-based VET programmes, performed in laboratories, workshops, kitchens, restaurants, junior or practice firms, simulations, real business/industry projects/ assignments.

B. Apprenticeship is (according to distinguishing features defined by CEDEFOP):

- systematic long-term training alternating periods at the workplace and in an education/ training institution;
- an apprentice is contractually linked to the employer and receives remuneration (wage or allowance);
- an employer assumes the responsibility for the company-based part of the programme leading to a qualification.

C. Training company is a company that enables students work-based learning in real work environments; formally approved for training by respective responsible instance (chamber, trade committee, VET-college etc.).

D. In-Company trainer / tutor indicates the person in the company, responsible for the students' training during the work-based learning in the company. Typically a skilled worker with part-time responsibility for the training; formally qualified trainer or not.

E. Teacher as teacher in VET schools.

Partnership

Chamber of Commerce and Industry Slovenia (GZS)

Web: <http://www.gzs.si/>

Slovenian Institute for Vocational Education and Training (CPI)

Web: <http://www.cpi.si/>

Länsirannikon Koulutus Oy WinNova (WinNova)

Web: <http://www.winnova.fi/>

National Centre for Education, Latvia (VISC)

Web: <http://www.visc.gov.lv/>

Employers' Confederation of Latvia (LDDK)

Web: <http://www.lddk.lv/>

Institute for Training of Personnel in International Organisations (ITPIO)

Chamber of Commerce and Industry – Dobrich (CCID)

Web: <http://www.cci.dobrich.net/>

Federal Institute for Vocational Education and Training (BIBB)

Web: <https://www.bibb.de/>

Regional Inspectorate of Education (RIE)

Web: <http://www.rio-blg.com/>