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Support Manual for VET teachers



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1. Introduction

Promote WBL – Partnership for Effective Work Based Learning in VET is a transnational project developed under the Erasmus+ EU program, aiming at training VET (Vocational Education and Training) teachers in helping their students to get into work-based learning and make the most of it by applying entrepreneurship skills, and to provide teachers with skills and strategies to engage in long-term school-business collaborations.

One of the main EU challenges in reducing youth unemployment is to ensure that the skills of the future workforce meet the needs of the workplace. Work-based learning uses the workplace as a powerful learning environment that contributes greatly to this aim.

The overall aim of the project is to make work-based learning more effective, so that it results in a win-win situation for both learners (resulting in early and enduring employment) and for the hosting enterprise (producing benefits to their business). The main challenges to this are both insufficient communication and collaboration between VET providers and businesses, and a skills gap among learners of entrepreneurship skills. For work-based learning to be effective and also more cost-efficient, learners may need to be more proactive and creative, to increase problem solving skills, to reflect on and conceptualise what is being learnt and communicate more effectively. VET teachers play a key role in this as they can act as the facilitator of that learning.



Project beneficiaries

- VET teachers
- Businesses
- VET students
- Social partners



Needs addressed

- The need to promote effective WBL, resulting in a win-win situation (also among SMEs)
- The need to improve VET teachers' skills to act as catalysts and facilitators
- The need to provide them with the necessary support
- The need to provide teachers with strategies and tools for VET-business collaboration

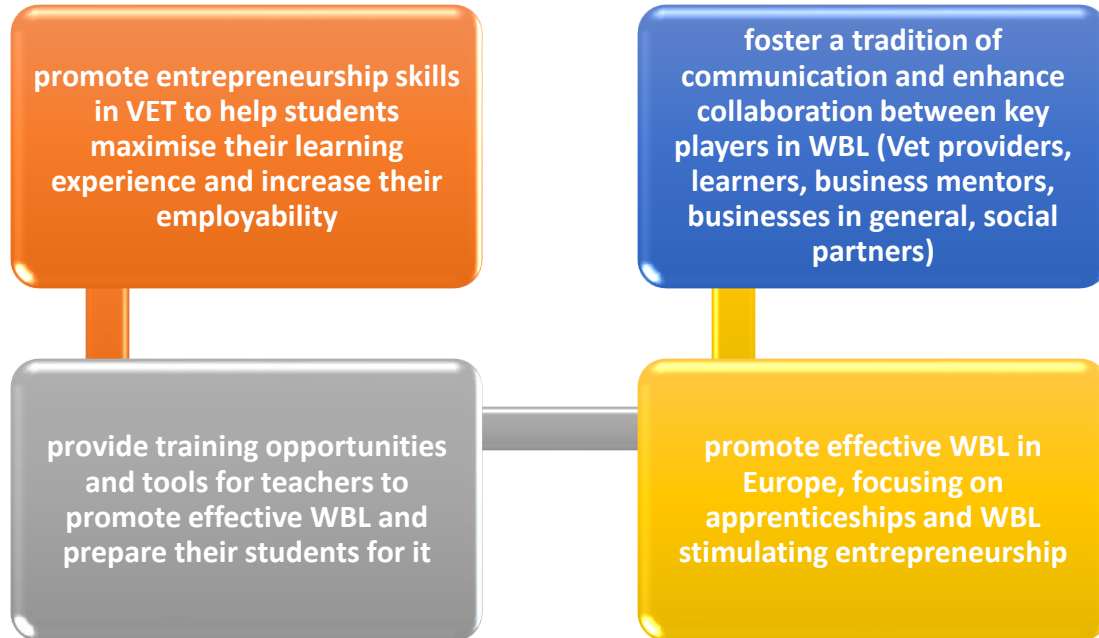


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The main objectives of Promote WBL project are to:



In other words, the ultimate goal is to train teachers to promote and facilitate effective WBL (with a focus on apprenticeships and WBL stimulating entrepreneurship).

The training course and all relevant tools developed alongside this manual aim to train and enable VET teachers to:

- a) help their students to make the most of their work-based learning by applying entrepreneurship skills through an experiential learning approach and
- b) provide teachers with skills, practical examples and successful approaches to help them develop strategies and skills to engage in long-term school-business collaborations.



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2. What is and who is this manual for?

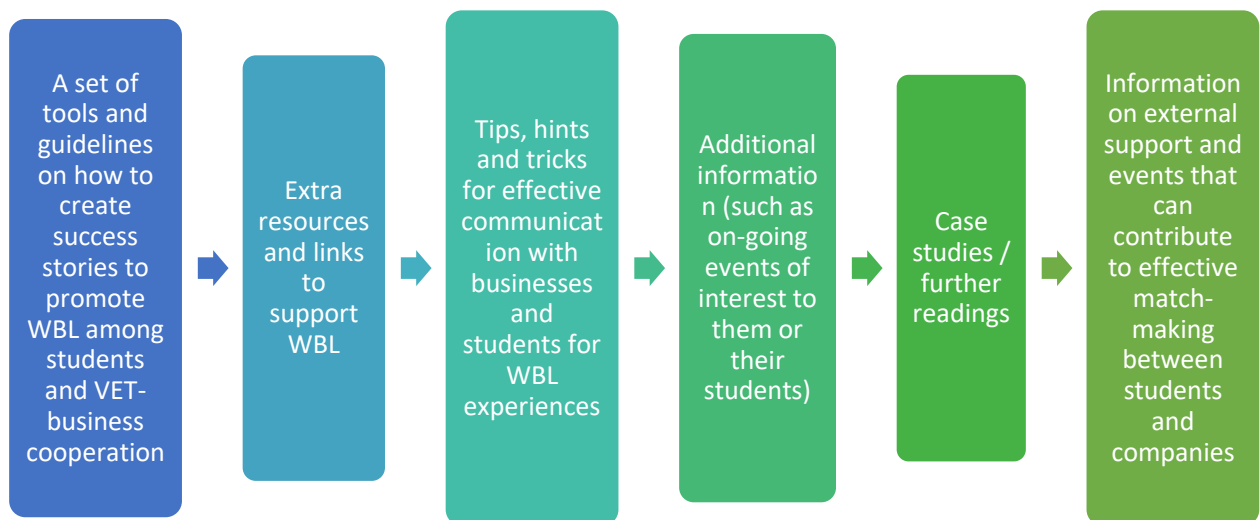
This manual is for VET Teachers who carry out / are interested in carrying out entrepreneurship education.

Alongside all contents of the online training course, it contributes to achieving the project's objective, that is to “promote effective WBL in Europe, focusing on apprenticeships and WBL that stimulates entrepreneurship” by providing specific support to VET teachers.

Therefore, the main goal of this manual is to function as support and information tool that is complementary to the training course for the VET teachers involved in the support and promotion of Work-Based Learning.

This manual is integrated into the open online learning environment and serves as a tool for the VET teachers who took the training course to now apply their skills by helping their students and by engaging in collaborations with business partners for WBL.

As such, the manual provides VET teachers with:



This manual will be integrated by **an interactive “contact point”** for VET teachers on the online platform to share and exchange information on the results and impact of the training course, to discuss specific questions related to WBL and to publish up-to-date success stories of students who participate in WBL.



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3. Milestones to effective Work Based Learning in VET

It is understood that “entrepreneurship education” is a learning pathway for students to acquire skills such as sense of initiative, creative thinking, problem solving, analytical skills, communication skills, team work, decision-making and conceptualisation.

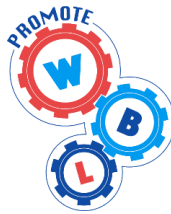
The main steps identified in the training course and integrated by this manual to support learners and VET teachers in undertaking and successfully completing this crucial learning pathway aim at:

- Promoting entrepreneurship skills in VET to help students maximise their learning experience and increase their employability
- Providing training opportunities and tools for teachers to promote effective WBL and prepare their students for it
- Training teachers to promote and facilitate effective WBL (with a focus on apprenticeships and WBL stimulating entrepreneurship)

In this perspective, this manual alongside the training course will train and enable VET teachers to help their students to make the most of their work-based learning by applying entrepreneurship skills through an experiential learning approach, and also to provide teachers with skills, practical examples and successful approaches to help them develop strategies and skills to engage in long-term school-business collaborations.



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3.1. STEP 1 - The Benefits of Work-Based Learning for Students, Businesses and VET Institutions.

Introduction

This is an informative module that helps to contextualise the online course. It shows who it is for and how it will contribute to their professional development. It also provides clear guidance on the terminology used within the course.

Learners will be able to read through material and additional resources that will help to develop their understanding of the wider-world of work-based learning and it will contribute to their knowledge of how work-based learning benefits all key stakeholders involved, especially students and businesses.

As a result of this module, learners will be able to:

- Understand the objectives and structure of the learning programme and how it will help their professional development.
- Understand the wider work-based learning agenda and context in their country and why this course is important.
- Clearly explain the benefits of work-based learning, including apprenticeships, to students and businesses of all sizes, whether they have previously been involved in VET delivery or not.
- Explain the importance of entrepreneurship and associated skills in the arena of work-based learning.

Expected duration of mandatory activities of this module is 55 minutes. The optional activities could extend that time frame.

The content of the unit includes:

- What is Work-Based Learning (WBL)?
- Advantages that work-based learning programmes have over traditional classroom-based teaching and learning.
- Short information about the course and how to use it.
- Examples of learning in informal settings and in the workplace.
- Why an entrepreneurial mindset is important.
- What the benefits are for students.
- What the benefits are for businesses.
- The teacher's role.
- Establishing your relationship to work-based learning: Quiz with diagnostic result and tips.
- How WBL learners can grow emotionally and mature in their relationships and become economically more independent, diversifying their broadening their world-view.



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- Understanding apprenticeships – which can be formal, structured, WBL-based jobs with learner salaries, hosted by employers who can offer permanent roles to successful apprentices.
- Understanding the wider structure of work-based learning in your country – its issues, debates and solutions.
- A Glossary for the course.
- Self-assessment: What am I good at now? – with Feedback.
- Opportunity to discuss with your peers on our LinkedIn Group.

Tips, hints and tricks

- Meaningful work-based learning should be based with employers over an extended period of time, not a short and limited course.
- Learn how to recognise quality work-based learning, and how to communicate its benefits to colleagues, learners and businesses, and inspire them with its potential.
- Put theory into practice, and facilitate others to do so – because WBL is about a totally different methodology to conventional classroom-based education.
- Build and sustain supportive relationships with businesses – because creating and sustaining work-based learning roles can take many years.

Case studies/further readings

- Video: 'World of Work Based Learning - Introduction' explains more about the learning in informal settings and in the workplace. <https://youtu.be/mzYkZJG2fQo>
- Video: 'Centre for Work-based Learning'. This organisation integrates the efforts of government, academia, business and wider community to create more effective work-based learning. <https://youtu.be/svaxqualso>
- Discuss the course and your experiences with WBL at our LinkedIn Group! <https://www.linkedin.com/groups/8583272>



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3.2. STEP 2. Students in Work-based Learning

Introduction

Following an overview of entrepreneurial skills needed to successfully transform experience into knowledge and competences, this step is linked to the second module developed within the online training course, which analyses ***Working with others, Planning and management*** and ***Learning through experience*** competences that can be crucial for students to make the most of their work-based learning experiences.

The practical strategies, tools and ideas for educators included in this module encourage and stimulate their students and subsequently themselves to undertake an experiential approach of their learning experience. They can help teachers to disclose their entrepreneurial skills and attitudes for an optimistic and successful work-based learning experience.

This step can surely provide useful methods and tools to allow students becoming aware of them, training themselves to recognise and developing some core entrepreneurial skills to make the most of their experiences.

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At the end of this module, learners will assess their learning and ability to:

- Work in a team, collaborate, co-operate to put ideas into action and share responsibilities
- Face up to competition positively
- Define priorities and plan and implement adequate courses of action to achieve valuable effects as well as activities to achieve their goals
- Manage projects, action plans and time to effectively and efficiently transform ideas into action
- Learn by doing , from trial and error, learn on the fly as the venture develops
- Incorporate feedback received to improve performance
- Reflect upon success and failure (your own and other people's) and learn from both



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The contents of this module are structured as follows:

- Introduction, detailing learning goals and methodology of the whole module
- Entrepreneurial skills as tools to successfully transform experience into knowledge and competences
 - What are entrepreneurial skills?
 - Why are entrepreneurial skills important?
 - What are some core entrepreneurial skills for successful WBL experiences?
 - How to encourage students and develop these skills.
 - Quick test
- Working with others
 - Introduction and explanation of benefits and reasons why collaboration and teamwork are essential to entrepreneurship and successful WBL experiences.
 - Activity
 - Self-assessment test
- Planning and management
 - Introduction and explanations of the entrepreneurial planning and management skills, how they are crucial & strictly connected to the development of an action plan.
 - Activity
- Learning through experience
 - Overview of the “learning through experience” competence as essential concept in teaching and developing a learning mindset.
 - Activity
- Tools / activities, including videos, quizzes, self-assessment tests, games and discussion activities in word/ppt/pdf files including images

Tips, hints and tricks

Working with others - teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job. Although it may seem as if one player scored the basket, that basket was made possible by many people’s planning, coordination, and cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player on the team can or will be the one who gets the ball. When everyone in the workplace works together to accomplish goals, everyone achieves more.

***Tip:** Learning the value of teamwork and becoming an effective member of a team is an important first step to developing leadership skills. For youth the development of these skills is critical. Affording young people experiences through which they learn to rely on themselves and others is an important factor in the development of a productive teamwork mentality.*

Planning and management - while there is no one "right" set of characteristics for being a successful entrepreneur, certain general traits and practical skills will help you succeed. What we do know is that successful entrepreneurs seem to have certain traits in common that we have gathered these traits into four categories:



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- Personal characteristics.
- Interpersonal skills.
- Critical and creative thinking skills.
- Practical skills.

***Tips and hints:** practical skills include goal setting, including setting goals regularly, creating a plan to achieve them and then carrying out that plan. Planning and Organizing include having and fostering the talents, skills and abilities necessary to achieve your goals, coordinating people to achieve these efficiently and effectively (here, effective project management skills are important, as are basic organization skills) and knowing how to develop a coherent, well thought-through business plan, including developing and learning from appropriate financial forecasts.*

Learning through experience - let us introduce the concept of experiential learning through an example: you want to get a driving license and study all the traffic rules trying to remember all the traffic signs. Of course, you need the practice or your own experience, because once you have the know-how and experience, you are ready to hit the roads with the licence in your pocket.

Hint: remember the following 4 stages of Kolb's experiential learning cycle.

Stage 1: feeling: the first stage is represented by the learner's **concrete experience** where students learn intuitively and according to what they have felt when they experienced any random or complex situation. Positive feelings are directly linked to motivation to learn further.

Stage 2: reflective observation: the second stage focuses on **watching or observing the new situation** and involves evaluating, searching, and analysing connections. Students begin to expand their perspective and develop different points of view, drawing new meanings from experiences. *Tip: At this stage, you can help your students reflect on their experience. Ask them questions, challenge their minds, go beyond asking them to share and recount what they did, but challenge them to think deeply and link to other concepts, etc. Be sensitive to hints – if your student is excited while speaking about their experience and use questions rather than hints to let students discover what was so exciting about it.*

Stage 3: thinking: at this stage, students think about their experience and the situation, fit new information into existing concepts and they then go on to create new concepts and ideas or modify the existing concepts. *Tip: This stage is crucial – encourage your student to think, to create new ideas, to come up with creative, unusual or original ideas! Your student might feel really shy or "stupid" to even tell these ideas. Your support can make a huge difference.*

Stage 4: doing: the final phase is much more than **learning by doing** where students do not only influence other people or change the situation, they also apply new knowledge or skills in a new environment. Students use the theory of an existing concept and they actively apply the concept. In other words, based on the concrete experience, thinking and doing, they are able to create new concepts. *Tip: At the final stage, again, support your student, ask questions, and encourage them to actively apply their knowledge. Assure your student that failing is a necessary part of creating and creativity. Your student can feel really exhausted when all their effort is not working! Your role is to tell them "You're on the right track, keep trying!"*



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Case studies/further readings

- https://wexhe.eu/wp-content/uploads/2018/01/WEXHE_Journal_January_2018.pdf
INTEGRATING ENTREPRENEURSHIP AND WORK EXPERIENCE INTO HIGHER EDUCATION - WEXHE JOURNAL JANUARY 2018 ISSUE to learn about WBL developments across Europe, while taking a peek into engaging WBL examples embedded within university-business cooperation practices.
- http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf Work-Based Learning in Europe - Practices and Policy Pointers, policy handbook is one of the European Commission contributions to strengthen work-based learning (WBL) in initial vocational education and training (IVET).
- Discuss the course and your experiences with WBL at our LinkedIn Group!
<https://www.linkedin.com/groups/8583272>



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3.3. STEP 3. Educator-Business Partnerships for effective Work-based Learning

Introduction

This step is linked to the third module developed within the online training course that covers the area of Work-based Learning partnerships and focuses on the benefits of WBL for business, by analysing several cases of successful Work-based Learning, discussing the issue of different education and business “language” and investigating the issue of how to get high-quality WBL experiences.

Tips, hints and tricks

*For purpose of this manual we will use terminology “apprenticeship” as the synonym of work-based learning.

Firstly, we need to be aware of the key success factors of high quality WBL, which are:

1. A stable and sound institutional and legal framework
 - define the general context and the basic conditions in which the WBL programmes shall be carried out has to be defined.
2. Active involvement of social partners:
 - Strong employer involvement
 - Constructive dialogue with trade unions and representatives of employers
3. Strong employer involvement
 - Including participation in programme design, provision of valuable apprenticeship, support for apprentices, quality assurance, promotion of WBL programmes
4. Close partnership between employers and education institutions
 - Bilateral interaction and exchange of knowledge between education (VET schools / training institution) and employers on skills requirements
 - Ensuring high-quality WBL placements
5. Funding including grants and other incentive schemes for employers
 - Ensuring adequate funding for the proper design and rigorous implementation of schemes
 - Sources include EU funding (including ESF), national/regional funding, employer funds and employer grants/ incentive schemes
6. Strict matching with labour market needs
 - Matching apprenticeships to the needs of the national, regional or local labour market
7. Solid quality control
 - solid procedures managed by one external body or jointly by the educational institutions and employers
 - Can include e.g. learning content, duration of apprenticeship, equal access and working conditions
8. Certification of acquired knowledge, skills and competences
 - Accreditation of knowledge and skills acquired during both phases of apprenticeship - both in and out of work



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- Certification should cover at least the duration and content of the learning, the activities and tasks undertaken, and the knowledge, skills and competences acquired

Below, a set of standards for high quality apprenticeship. The list is based on Polish Quality Framework for Traineeships and Internships.

1. Programme preparation and recruitment

- The apprenticeship programme should be available as a written document.
- The workplace of the apprentice should be suitably prepared.
- The programme should be transparently communicated to a target group (Educational institution, apprentice, employer).
- The recruitment process for the WBL should be thorough.
- The adaptation process of the apprentice should operate as written document.

2. Agreement

- A written agreement shall be signed between the parties involved in the WBL programme.

3. Educational value

- The Programme has defined educational objectives.
- The programme has defined educational content.
- The programme has defined responsibilities.

3. Care and mentoring

- Mentors for future apprentices shall be designated during the following stages preparations for the implementation of the programme.
- Each apprentice has to have designated mentor from employer.
- Mentor introduces the apprentice to the job description and to the principles and the employer's procedures.
- Mentor monitors the implementation of the responsibilities assigned in the programme and educational objectives.
- Mentor shall provide feedback to the apprentice on the results achieved and the extent to which the tasks have been carried out.

5. Duration, remuneration and social welfare

- The apprenticeship programme has to have a clearly defined duration (The apprenticeship has a precise timeframe so that all parties involved can plan appropriately time for the objectives to be achieved) and remuneration rules and procedures
- Employer has to ensure health and accidents insurance during the duration of the programme.

6. Evaluation of the programme

- Upon completion of the programme the apprentice shall receive written confirmation of the completing the WBL programme, described in the language of learning outcomes.
- The apprentice has to assess the apprenticeship programme and employer in writing.

Case studies/further readings

- Find more in Journal of Vocational Education and Training, <https://doi.org/10.1080/13636820000200141>
- http://www.nrccte.org/sites/default/files/external-reports-files/tech_jan_2015_theme_3.pdf



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- Engaging SMEs for Quality Transnational WBL experiences:
<https://www.youtube.com/watch?v=klrMdWLgemE>
- Discuss the course and your experiences with WBL at our LinkedIn Group!
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3.4. STEP 4. Recognising high quality Work-based Learning

Introduction

This step is linked to the fourth module developed within the online training course, which helps teachers identify a structured methodology for planning, assuring the quality and evaluating WBL apprenticeships before, during and after their completion. This step also helps to identify the importance of setting learning agreements, common frameworks and clear learning outcomes for all the stakeholders involved in WBL (i.e. learners, VET providers and companies).

The module is structured as follows:

- High-quality Work-based Learning
 - ✚ Optimizing Work-based Learning
 - EQAVET - Quality assuring Work-based Learning
 - Quality Assurance Systems in Work-based Learning and Assessment in European VET
 - Joint Expert Seminar Quality Assurance in VET and Higher Education for improving their Permeability
 - Work-based Learning in continuing VET
 - Work-based Learning - Apprenticeships
 - Work-based Learning in Europe
 - ✚ Work-based Learning - finding an Employer
 - ✚ Creating a Work-based Learning Job and appointing the Candidate
 - ✚ Problem Solving
 - ✚ Challenges to the successful Work-based Learning
- Success factors for high-quality WBL
- Discuss it with your Peers!
- Resources, additional reading and links

Tips, hints and tricks

Quality Work-based Learning is:

- Designed to promote enhanced learning, skill development and workplace awareness
- Structured to be effective, safe, legal and measurable
- Supported by appropriate planning, tailored training and efficient processes
- Connected to classroom learning, individual career development plans and sequenced education, training and workplace activities

7 straightforward guidelines can assist with creating quality work-based learning experience. These guidelines are designed as easy-to-remember rules of thumb for teachers, VET providers and companies designing work-based learning experiences.

The 7 guidelines are:



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1. Plan and prepare for successful experiences;
2. Maximize learning;
3. Provide effective supervision;
4. Promote safety;
5. Manage the hours a learner is at the workplace;
6. Pay when required; and
7. Provide ongoing support.

Case studies/further readings

- [“High-performance apprenticeships & work-based learning: 20 guiding principles”](#), European Commission, Publication
- [“What makes a successful work-based learning programme?”](#), The OU on YouTube, Video
- [“Success factors for work-based learning”](#), Podcast
- [“Work-based learning provision: Factors affecting quality and performance - Evidence from the West Midlands”](#), Quality and Standards - Evaluation and Good Practice Team, Report
- [“Quality Work-Based Learning Toolkit”](#), Kansas City - Kansas Public Schools, Publication
- [“Peer-to-peer learning group on WBL”](#), Promote WBL, LinkedIn group



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3.5. STEP 5. Supporting Delivery of high quality Work-based Learning

Introduction

This step is linked to the fifth module developed within the online training course, and discusses the Qualifications and other approaches which may be needed within the Work-Based Learning programme. In many cases, all WBL funding depends on these Qualifications, so teachers should concentrate on them during the whole term of WBL.

The expected duration of the mandatory activities in this module is 20 minutes. The optional activities and reading the additional pdf materials could extend the expected time frame.

The module includes:

- **Qualifications and Documentation:** Educators and practitioners working with WBL students will often be required to fulfil needs and demands set out to meet Qualifications standards. This lesson focuses on how educators can fulfil these, as well as a look at different types of documentation that are used on various WBL programmes.
- **Tools for effective Work-based Learning:** Experienced Work-Based Learning educators have developed some tools to support and organise the learning of their students. Schedules, maps and checklists are some of those tools.

Tips, hints and tricks

- Qualifications can prove that WBL took place, was done to a high quality, and was standardised with other programmes across the country.
- If a learner completes a suitable WBL qualification, this can prove that they are capable of doing an equivalent role anywhere in the country for a different employer.
- However, these qualifications are often written from educators' point of view, not those of employers or learners – a big part of the teacher's job may be translating what they really mean for the specific learner and job in question!
- It may also be vital to 'tailor' the qualification modules and assignments, to match the needs and circumstances of the learner and employer, as much as possible. Many kinds of 'evidence' may be acceptable, and some learners may be unfairly disadvantaged by tasks that depend on their reading and writing skills.
- Educators can produce useful 'templates' that they can use regularly to set tasks for their learners, as long as they always meet the learner's needs: for example, you can give learners the opportunity to choose whether to answer questions in a written report, and in-person session, or a remote session via Skype or a similar service.



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- Eportfolio systems can be great ways to log, respond to, and track progress, but learners and teachers may need training in how to use them correctly.
- Planning in advance is vital to ensure that visits to learners are as productive as possible and journeys are efficiently organised.
- Compile full lists of all the documentation, evidence and other materials that each learner will need in order to be successfully completed, and check them off over the duration of the WBL programme.
- If the learner successfully completes their programme, many or even most employers may look to employ them permanently. This may be a far more important reward than the qualification itself, but without the qualification, the learner might not have achieved this goal successfully.

Case studies/further readings

- An example of a map generated by a WBL educator to help manage their journeys efficiently:
http://elearning.promotewbl.eu/pluginfile.php/219/mod_scorm/content/19/Content/Projects/Res/library/Example%20learner%20location%20map.pdf
- A 'tracksheet' generated by a WBL educator to help ensure that they can complete everything that will be needed before the qualification can be achieved:
[ATTACHMENT LINK – I can't get this from the course website]
- A 'monthly tracker' for a WBL educator to keep track of the different needs and stages of all of their many learners in a month: [ATTACHMENT LINK – I can't get this from the course website]
- An 'exit meeting' form to help ensure that learner and employer needs have been met by the WBL programme, and will continue to be in future: [ATTACHMENT LINK – I can't get this from the course website]
- Discuss the course and your experiences with WBL at our LinkedIn Group!
<https://www.linkedin.com/groups/8583272>



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3.6. STEP 6. How to create Links and Synergies with external Sources of Support

Introduction

This step is linked to the sixth module offering an **overview of the main programmes co-funded by the European Union** that teachers can **delegate their students to** in order to help them **obtain an apprenticeship or entrepreneurial learning experience** throughout Europe in which they can apply effective work-based learning.

This step mainly aims at supporting teachers in identifying the appropriate programme by presenting **other EU co-funded projects** that can offer complementary tools for effective work-based learning, information or contacts of interest.

Tips, hints and tricks

On 5.10.2017 the European Commission adopted a proposal for a Council Recommendation for a European Framework for Quality and Effective Apprenticeships, confirming once again the importance of work-based learning. The promotion of high quality work-based learning is therewith one of the top priorities, which leads to a variety of highly interesting EU co-funded projects with which VET teachers can create synergies. The following section is intended to provide some tips and tricks on how to best undertake this.

→ **Create a personal contact with someone from the concerning project/programme**

Once you have selected the programme or project you want to create synergies with, consult the concerning website. This will give you a good overview of what the project or programme can offer to you or to your students. Revise the website to find contact data and get in touch with one specific contact person rather than with a general email address. Whenever possible, try to establish contact with a programme/project representative who is hosted in your country, since this will help you with country specific questions (keep in mind that work-based learning often depends on country specific regulatory frameworks and it will be easier to be assisted by someone who is familiar with the framework that concerns yourself).

→ **Introduce yourself with a concise and clear email**

When establishing the first contact, we advise you to first send a brief email introducing yourself and the objective for which you are contacting. Mention who you are, your role in your organisation and state the motive for your inquiry briefly. If you have several questions, you can advance them via email. This will help your contact partner to be prepared and, if necessary, do a little research before contacting you back to offer a smooth cooperation. Whenever possible and needed, this first contact can be followed up with a telephone call to discuss the inquiry in more depth and be able to treat the subject interactively.

→ **Is the information requested for you or for your students?**

Is the information you request for you (e.g. requesting information on how to sign up as school in a mobility programme) or for your students (e.g. requesting information for your



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students interested in finding an apprenticeship in another EU country or a work-based learning opportunity that stimulates entrepreneurship)? If the information is for your students, you might have the possibility to ask for flyers or guides that provide your students with all the necessary information they need to sign up and might lead them through each of the necessary steps. Sometimes this information is available not only in English, but also in your country specific language, so do not hesitate to find out about this potential availability. Sometimes, projects and programmes have promotional material (e.g. flyers) that they can send you so that you can hand it to your students or display in the school (e.g. posters). Sometimes this information is also available in electronic version suitable for emailing to your students or posting it on your school website. Depending on the project/programme, sometimes it is possible that someone from the programme visits your school to present the programme and the conditions to participate to your students or your schools educational staff (e.g. consult availability in the programme [Erasmus for young entrepreneurs](#)).

→ **Jointly plan the next steps to create synergies**

Be prepared and propose to your contact how to create synergies (e.g. by helping potential interested students to sign up for a specific programme which the contact person is managing; to jointly promote a specific programme and follow-up on the results; etc.). Discuss with your contact person the best way to undertake this (keeping in mind that there should be a mutual benefit), next steps to be carried out, responsibilities and a potential timeframe.

When thinking about what you could offer to the contact person, keep in mind that many of the programmes/projects are interested in disseminating information about their projects or recruiting participants for their project activities. Therefore, be prepared and study if this is a possibility in your case (e.g. publication on the programme in the social networks of the school, etc.).

→ **Consider signing a collaboration agreement to establish long-term synergies**

Depending on the nature of the programme you are interested in, you might consider if it makes sense to propose the signing of a collaboration agreement. These type of collaboration agreements might help to establish a long-term smooth collaboration which, established through commonly agreed procedures, can help you to reach jointly benefitting objectives with each time less work as time progresses.

This might be an interesting option if you know that you have students every year who are interested in engaging in cross-border apprentice mobility (e.g. how to sign up in the data base of "[Drop'pin@EURES](#)") the project or students who have entrepreneurial ideas (e.g. create synergies with the programme [Erasmus for young entrepreneurs](#)). In the framework of these agreements you could agree on regular dissemination activities of the programme in your school (e.g. workshops or information days, online dissemination, etc.) or ask for the possibility to be trained yourself so that you can forward the specific information and tricks and tips your students need to submit high quality applications.

Case studies/further readings

→ **[FAIR - F](#)ostering Apprenticeship sharing ideas and resources**



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Project website: <http://www.fairapprenticeship.eu>

The project, FAIR - Fostering Apprenticeship sharing ideas and resources¹, is co-funded under the European Union Erasmus+ Programme. It aims to contribute to an increase of high quality apprenticeship offers by supporting SMEs and VET providers in offering high quality work-based learning opportunities.

As VET school, you will benefit by contacting with one of the local contact partners to benefit from the soft matching database for students interested in an apprenticeship in their country.

By clicking on the following link, you can identify Partners to create synergies with in Italy, Spain or Rumania: <http://www.fairapprenticeship.eu/es/project/>

If you are looking for information for your students, you can access the following link where, starting in July 2018, you will find a series of training videos for VET students on soft skills for apprentices: <http://www.fairapprenticeship.eu/es/help-desk/>

→ [EYE- Erasmus for young entrepreneurs –work-based learning programme for \(soon to be\) entrepreneurs](#)

If your students have entrepreneurial ideas and you are looking to create synergies with programmes that can support their development through a transnational work-based learning programme based on mutual exchange of experiences between two entrepreneurs, then consider contacting representatives of the programme “Erasmus for young entrepreneurs”.

By accessing the following link you can find the local contact point in your country:

<https://www.erasmus-entrepreneurs.eu/page.php?cid=5>

The local contact points can help you with:

- Personalised support on how to inform your students about the programme and provide you with information in your language (e.g. flyers).
- Organise an information event/invite you or your students to the next event planned.
- Support your students personally in the application and selection process.
- Etc.

To create synergies, think about what you could offer in return, e.g.:

Offer to publicise an article about the programme on your school website.

Send information (digital or paper flyers) to your students/ hang up posters on campus

Get trained to prepare your students to hand in high quality applications to the programme

Etc.

For more information on the programme consult: <https://www.erasmus-entrepreneurs.eu/>

¹ <http://www.fairapprenticeship.eu/>



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3.7. STEP 7. Further learning Opportunities: Course Assessment and sharing Experiences

Introduction

This step is linked to the seventh module developed within the online training course where learners can increase their knowledge and awareness of the available networks enabling them to reflect on their learning and share their experiences with other professionals.

This module will help signpost you to virtual places where you can continue to share your experiences, create networks with other professionals, and access other useful resources and people that can help you on your own journey of development.

As a result of completing this module, learners will be able to:

- Access the Promote WBL LinkedIn group and share their learning experiences and 'next steps'.
- Advocate for peer-to-peer learning in their VET institutions.

The expected duration of this module is 30 minutes.

Tips, hints and tricks

Once you have joined the LinkedIn group and are approved to post, you could:

- Introduce yourself on the 'Peer Introduction' conversation thread.
- Start your own conversation or contribute to someone else's by sharing your own experiences.
- Either pose a question about how you might be able to improve on a particular area of your own delivery (asking help from others), or provide useful information to someone else who is seeking to develop their knowledge and understanding (helping your colleagues and peers).
- Keeping going: Like all learning, the real test is applying your new knowledge so that you can develop your understanding and improve your practice, turning it from theory to real-life competence and skill. The learning from this course has only just begun!
- Identify methods and opportunities for you to embed your new knowledge, including how you might use the Promote WBL LinkedIn group so you can reflect on your ongoing development.
- We encourage you to be open, ask questions, share your practice, and give confidence to others to do the same.
- Users of this course can take and share their knowledge of WBL both across their institutions and in their wider community. They can aim to get people thinking and talking about what WBL can do for them, and to facilitate successful WBL programmes which will work in the interests of learners and young people,



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employers and the community, government and the education system, all at the same time!

Case studies/further readings

Discuss the course and your experiences with WBL at our LinkedIn Group!

<https://www.linkedin.com/groups/8583272>



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4. Extra open resources

Library

- Compendium of other projects promoting work-based learning –potential candidates to create synergies with: http://www.net-wbl.eu/wp-content/uploads/2016/04/NETWBL-Compendium_BER_June-2016.pdf
- Explanatory video on the programme “Erasmus for young entrepreneurs”:
<https://www.youtube.com/watch?v=KdSc1shbc1Q>

Links to events and external supports for successful WBL experiences

- European Alliance for Apprenticeships: Good for Youth, Good for Business – Four Years On <file:///C:/Users/windows/Downloads/KE-04-17-152-EN-N.pdf>
- The European Commissioner for Employment, Social Affairs, Skills and Labour Mobility is supporting the launch of the first ever European Network of Apprentices initiated by the European Youth Forum (EYF) and the Organising Bureau of European School Student Unions (OBESSU). In this brochure, you'll find some of the stories behind the numbers. Young people, who, because of the European Alliance for Apprenticeships have got their foot onto the jobs ladder and a good career which will allow them to follow their passion. Companies who are stepping up to the mark and acting as an inspiration to others in opening up new opportunities for young people and invigorating their business with the skills that will help them to thrive.
- Link to Drop'pin@EURES (European Job mobility Portal, offering work-based learning opportunities for youth, including apprenticeships):
<https://ec.europa.eu/eures/public/en/opportunities>
- List of local contact points on WBL stimulating entrepreneurship through “Erasmus for young entrepreneurs”: <https://www.erasmus-entrepreneurs.eu/page.php?cid=5>
- Information on European Vocational Skills Week 2018:
https://ec.europa.eu/social/vocational-skills-week/european-vocational-skills-week-2017_en

References and links

See our interactive “contact point” on the online platform as well as linked-in posts.



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5. Glossary of terms

Term	Definition	Synonym(s) (used in individual context)
Apprentice	A new entrant to an industry, whose job is based upon a structured WBL programme (called an apprenticeship) for a certain period of time (eg. 1 year).	
Apprenticeship	A structured WBL-based job which enables an employer to recruit someone who is new to their industry, who can work through a recognised structure (and usually qualification) over a certain period of time (eg. 1 year) in order to achieve the industry standard which can enable the employer to retain them as a permanent, trained member of staff.	
Quality Assurance (QA)	to check delivery of certificates and education system audit	
Learning Centre	Institution/organisation organise education part of the course	This could be a: School/College/Provider/Institution/
Employer	The company/organisation where the Work Based Learning happens	Business/Organisation
Work-Based Learning (WBL)	Definition: Formal training or learning that is provided at employer not by a school or college or university	Training/Study
Educator	Representative of Learning Centre	Assessor/Teacher/Tutor/Deliverer
Mentor	Representative of Employer	Manager
Needs Analysis	Part of the induction process - when we check the needs of the student/learner (lead by Learning Centre with involvement of Employer)	



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Individual Learning Plan (ILP)	Apprenticeship program - program of learning at employer	Training Plan
Course	The education system course potentially leading to gain a certificate	Programme
Learner	Person: student/appentice who is taking part in WBL	Student/Trainee/Appentice
Learning Outcomes	Formal target checking particular skill or knowledge.	Learning aims, Learning objectives, goals, programme objectives
Placement	A temporary role perhaps within a different employer (school) than usual	
Internship	Temporary generally unpaid opportunity at an Employer	
Traineeship	Organised in Learning Centre	
WBL job	Learner's/student's tasks/activities during WBL	



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6. Bibliography

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