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WOODUAL

Wood sector and Dual Learning for Youth Employment and Skills

INTELLECTUAL OUTPUT 5:

Good practice guide for students and stakeholders

*Open educational handbook for students, young employed and young workers enrolled in VET
programs*

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Project Overview “WOODual”

Aim

The crucial point of the WOODual project is the belief that a successful action for the development of technical, communicative, and organizational skills has to include a learning experience in the working environment in a transnational framework. This means that the skills are not acquired with a theoretic process (in classrooms with single modules), but rather through a practical learning process with learning materials created on purpose to allow the student to think about his/her own experience in the company and about the working process he/she carries out every day.

WOODual Project tries to provide a better strategy for improving youth employability and transition from education to work, through collaboration structures between VET institutions and enterprises active in wood and furniture sector, curriculum and qualification profile adaption, building a cooperation framework between different stakeholders that help to define integrated transnational work-based learning programmes. Activities that have been produced during project’s lifespan will enhance those priorities through improving collaboration, updated curricula with transversal skills, equipping students with new skills necessary for wood and furniture sector, increasing their employability and integration into the labour market.

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Aim of the handbook

This handbook has been written to help students and young employees to understand the dual learning process that can be adopted in the workplace, so they can get motivated to participate in an international mobility scheme during their learning process. Dual learning facilitates this process by providing a unique experience of learning and doing through a process that is beneficial not only for students but for all individuals and stakeholders participating in the process. Learning is a sophisticated process that involves different aspects and methods. Often it is systematic and not formalised and does not ensure equal benefits for all participating in the process.

It is also intended to help, participants involved in a dual learning processes, to understand ways that such learning can be organised so that it benefits not only students but also enterprises, employees, policy makers and educators producing equal benefits for all and a wider spectrum of advantages for the labour market and economy as a whole. Therefore, this handbook:

- Concentrates on dual learning that is part of VET structures, but is not limited to this;
- It focuses on why dual-learning and transnational mobility in wood and furniture sector matters;
- It has a particular focus on preparing students on work-based learning;
- It focuses on skills development and learning outcomes that students need to focus on;
- It tries to focus on opportunities for learning – on what is possible, not on problems and barriers;
- It provides options and good practices trying to adapt a concrete dual-learning framework.

The handbook provides a series of case studies showing how particular dual learning models can consist a good practice. The best practices:

- Promote transnational mobility and practical learning and motivate students and parents for their participation;
- Build on current dual learning model guidance and demonstrates its application in a range of settings and national systems;
- Improve employability for students, employed youth, young workers making their transition into the labour market;
- Provide case studies, demonstrating how good practice can be replicated elsewhere;
- Through the sharing of learning, to enable educators and companies to improve pathways leading to dual learning in wood and furniture sector.



This handbook addresses students, young employees and young craft workers. The handbook also touches issues for potential stakeholders, VET institutions, enterprises and employers who want to enhance cooperation and introduce work-based learning in their business practices. It is primarily a helpful guide for students to gain information about the possibilities of dual-learning, the benefits of international mobility and the skills they need to enter the wood and furniture sector and to be more employable. When reading this handbook, the reader will understand that information is provided through tested and well-established dual-learning systems from different EU countries. Adaptability into national contexts and responsibility between different actors need to be pre-designed.

When looking into a system of dual learning, or designing a new one, the reader should take into consideration the [Design Framework For Transnational Work Based Learning Programme](#) of this Erasmus+ project “WOODUAL - Wood sector and Dual Learning for Youth Employment and Skills”. The functioning model is to facilitate youth integration in the working environment reducing the gap between company’s needs and people training starting from the application to wood and furniture sector.



STUDENT'S HANDBOOK

1.1 Why you should consider dual learning

Dual learning combines opportunities for better learning in a more interesting and interactive way. In addition, it connects students in real-working based environment and make them use their skills and knowledge while they actually participate in the production processes. The motive is **LEARN BY DOING!!!**

Job prospects can certainly be improved when somebody has developed the necessary skills during his/her training and especially when combined with actually work-based experience. Training opportunities within a company can actually lead to direct employment after graduation in different ways:

- The employer has already trained and invested on students providing them with the essential skills needed in his business and labour market;
- Students have exactly what the employer needs which combines school experience with practical knowledge;
- Employers have already tested productivity of individual persons and would prefer somebody who they know how good and fast produces!

1.2 What are the benefits for students

- Training is combined with career guidance and possible pathways in wood and furniture industry;
- It leads to better school-to-work outcomes: young people who have been involved in work-based learning are more likely to get jobs, as their skills are more relevant to employers' needs, they have better basic work habits, and their contacts with employers are stronger.
- Students do not only get prepared to enter the labour market but they also put in practice their own attitudes, knowledge and competences, and act as an actual guidance for their future careers;
- It also ensures that work-based learning has the effect of better preparing students for the labour market, facilitating their school-to-work transition period and giving them better working prospects after graduation.
- Quicker job transition ensures better economic conditions thus better life standards for young people, anticipating economic independence, social and civic participation.

1.3 Dual-learning training plan:

In some European countries, concrete and complete professions in the wood and furniture sector are to be trained. For example this is the case in Germany, Austria, Belgium and

the Netherlands. However, in many cases the training is new. So you need to know the exact job position, its responsibilities and duties will help students understand what they need to do. Each position will have a training plan especially designed for that purpose. The training plan will explain the responsibilities and duties, the training and skills that students are expected to gain during the work-placement period. Your work performance will be evaluated based on how successfully you complete the skills/responsibilities outlined in your training plan. Training evaluation will be completed every semester by your mentor, and you can discuss your progress with your mentor and coordinator or both. Discuss with your mentor about your progress during your job placement is also important. You can always find gaps and opportunities for improvement.

Having your training plan, it is also important for you to monitor your progress and what you have learn, to set personal goals and discuss with your teachers and mentor for possible development.

1.3.1 Set your learning objectives and personal goals

Setting your personal goals and learning objectives is key to your personal and professional development while at working place. This might be your first job, so you need to take full advantage of your experience and learn as much as you can in a practical, entertaining and enhancing way. Learning outcomes can be set by you with the help of your teacher and work mentor who they also monitor your progress. The most important is to know what you want to learn and how much effort you need to put on it. You can keep track of your improvement in a WBL Development Plan, so you can discuss your progress when you need. **Find an example of a WBL Development Plan that you can adopt in Annex I.**

1.3.2 Know your rights

Since work-based learning takes place in a real working environment, you must be informed about your legal rights before signing any employment contract with your employer. The school-to career transition programme involves students or young graduates who work outside school, so students need to know what the rights are concerning any kinds of problems that may arise. Problems that may occur and you **MUST REPORT IMMEDIATELY**:

- Labour exploitation: longer working hours without payment compensation, working duties that do not respond to the initial contract, problems with payment including refusal or delay of payment, health insurance issues etc.

- Harassment or abusive behaviour: sexual harassment, racial, ethnic or religious harassment, threats, offensive behaviour etc.

- Violence: oral, psychological or physical violence



You must know that inappropriate behaviour in the working place is forbidden by law in every country and must be reported as such. Therefore, in any case you must know and be informed about your rights by your teacher, tutor, mentor, parent/guardian or a legal advice before starting your work-based experience.

If you feel victim of any of the cases reported above, you need to report immediately to your:

- Parent/guardian
- Teacher/ Instructor
- Working place mentor
- School principle
- Legal advisor

1.3.3 Student responsibilities

Students who participate in dual learning have some responsibilities as well as rights. Due to the fact that the school is the mediator between the company/enterprise and the student, you have to show responsibility over certain issues. The most important is to maintain regular attendance both in school and on the job. Professional environment differs from school educational environment, thus students are expected to conform to all rules and regulations of their employer, to show punctuality, cooperative attitude, appropriate attitude and willingness to learn!!

REMEMBER!

Maintain excellence at work! Your mentor and employer now, can be your future employer



The table below will help you to remember basic things that you need to do or not to do in your working place:

DO's	DON'Ts
Be punctual and respect work schedule	Come and go when you want
Conform to rules and regulations	Disobey to the working environment rules
Respect health and safety at work	Put yourself in danger and your employer in trouble
Complete forms and reports when required	Feel that is an obligation to report things at work, is actually part of your job!
Be honest with your employer and colleagues	Disregard your employer's trust
Show willingness to learn	Be rude or selfish, you are there to learn...
Consult your work-site mentor about any difficulties in your learning process	Carry problems with you or hide your difficulties at workspace
Exhibit proper conduct in school and job	Show disobedience or inappropriate behaviour that can create issues in school or home
Provide proof of accident insurance coverage	Expose yourself to difficult situations that can put your health in danger
Follow proper regarding the use of mobile phone, internet and social media	Use internet or mobile phone unless in permitted within working environment



1.3.4 Get prepared for your job experience

The wood and furniture industry involves many and differed roles and competences that a young person needs to develop. The working space and machinery use may require particular attention and you may need specific instructions at first. It will be good to prepare some questions for your mentor/supervisor before starting your job. Below you can find some sample questions that may help you:

- Are there any potential hazards in the workplace I should be aware of especially when using wood machinery?
- Is it something is particular that I need to know before starting the job?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at work?

HEALTH & SAFETY ISSUES:

Health and safety at your workplace is a very important issue and you should be really aware of that, especially because your job may require use of dangerous equipment or have machinery that many enterprises use in wood and furniture production. You need to be aware of all issues and ask your employer to inform you about potential dangers since they are responsible for your safety.

What you should do to avoid any potential issues:

- Follow training you receive using work items given to you from your employer
- Take reasonable care of your own and other people's health and safety
- Co-operate with your employer and colleagues on health and safety
- Be prepared to tell someone if you think the workplace puts the health and safety of anyone at serious risk
- Make sure that all hygiene standards are met at your working place

1.3.5 Commitment of working schedule/attendance policy:

- Be on time! Is the first thing that employers pay attention to when employee a new person...

Good practice guide for students and stakeholders

- Agree to a job schedule that you will be able to follow and commit your time and energy!
- Make sure that you understand your working schedule and clear any conflicts in advance that may prevent you from arriving on time.
- If you cannot attend one day, inform your mentor or employer in advance. You must justify your absence...after all you work!
- Inform your employer or mentor if you will be late, just call them...

REMEMBER!!

Make sure that you
follow your working
schedule!

FOLLOWING INSTRUCTIONS/ADVICES:

Performing your duties will help succeed on the job. Responsible employees do follow instructions from their mentors, colleagues or employers guarantees that the job will be done right! If you want to succeed follow these steps:

LISTEN! Concentrate on the advices/instructions that you are receiving and pay attention to the details, they will help to accomplish your goal. It is important to look at the person while listening...

TAKE NOTES! Taking notes, it will help you remember details that your mentor mentioned. You can always look back when you are not sure about something.

ASK QUESTIONS! If you are not sure, then ask! It is important to remember what you hear and ask questions that will prevent you from repeating mistakes or make the same task twice.

FOLLOW YOUR INSTRUCTIONS/ ADVICE! Completing your tasks by following the exact instructions will help to do the job correctly. Take the initiative but before you learn to do a task well, listen what more experienced people have to say.

DEALING WITH AUTHORITY/SUPERVISION:

The relationship you have with your mentor will be one of the most important relationships you will have during your work-based learning experience. He/she will be the person who will guide you and assist you when you face difficulties in completing tasks or in the working environment. If you want to have a successful relationship with your mentor, it would help to apply the following guidelines:

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- Always treat your mentor with courtesy and respect.
- If you need something, ask kindly for it.
- Accept constructive criticism.
 - o Listen to him/her.
 - o Learn from him/her.
 - o Don't feel put down.

Constructive criticism is to help your future work performance. It is an initial stage until you learn how to do your job correctly. If you accept what it will be said, then you will be able to perform much better next time.

1.3.6 Do you have questions about work? Ask your mentor!

Being a mentor is not only job or part of a job. A mentor has multiple roles to accomplish while he/she trains you and he can be your friend, teacher, counsellor, tutor, supervisor and a colleague at your working place. He is someone you can trust and he is more competent to advice you and to guide you during your first job. Moreover, he will be there to answer your questions, to give you instructions and help you to succeed on the job.

How you communicate or behave to your mentor, it may define the success of your work-based learning. If you do not understand certain things, ask questions! Try to build a relationship of trust, that your mentor would appreciate if know more things about you, your skills and future career goals. He can train you for succeeding in the work and future life goals.

REMEMBER...The
mentor is there to
HELP YOU!



helpful tips

Tips that will help you succeed on the job:

- Be neat and clean.
- Be friendly and courteous.
- Keep yourself occupied at all times.
- If you have a job to do – do it! If you don't have something to do, ask your mentor.
- Learn from criticism.
- Don't make excuses all the time.
- Give your best. This might be your future employer.
- You have the right to be respected and respect the others at your job.
- Notify your mentor if you are going to be absent. Attendance shows good will and interest on your job!
- Ask questions if you do not understand, it will help you succeed.
- Make sure that you are on time!



1.3.7 Employer's expectations:

Are you the person that an employer would hire? The following questions would help you understand what your working attitude is, and could somebody expect from you:

Do You Look Like the Right Person to hire?

- _____ Personal appearance?
- _____ Paperwork (well done, resume, etc.)?
- _____ Interview behaviour?
- _____ Good verbal skills?

What Can You Do?

- _____ Job-related skills?
- _____ Previous experience?
- _____ Training and education?
- _____ Volunteer work?
- _____ Interests and hobbies?
- _____ Successes?

Can You Be Counted On?

- _____ To have good attendance?
- _____ To stay for a reasonable time?
- _____ To be dependable in completing things?
- _____ To adapt quickly and be productive?

WHAT SKILLS EMPLOYERS LOOK FOR?

Employers require except from specific job-related skills, additional qualities in an employee, which can contribute to rapidly technological change, work-practices, interaction with colleagues etc.

Good practice guide for students and stakeholders



The phrases below require adequate consideration on the job applicant's part, prior to beginning the job search. How do you rate?

- ☐ Learning to learn
- ☐ Basic reading, writing and math skills
- ☐ Good verbal and listening communication skills
- ☐ Creative and critical thinking and problem-solving ability
- ☐ Positive self-esteem and goal setting, including career development
- ☐ Interpersonal skills for negotiation and teamwork
- ☐ Organizational effectiveness and leadership skills



WHAT SKILLS EMPLOYERS LOOK AT THE WOOD AND FURNITURE SECTOR?

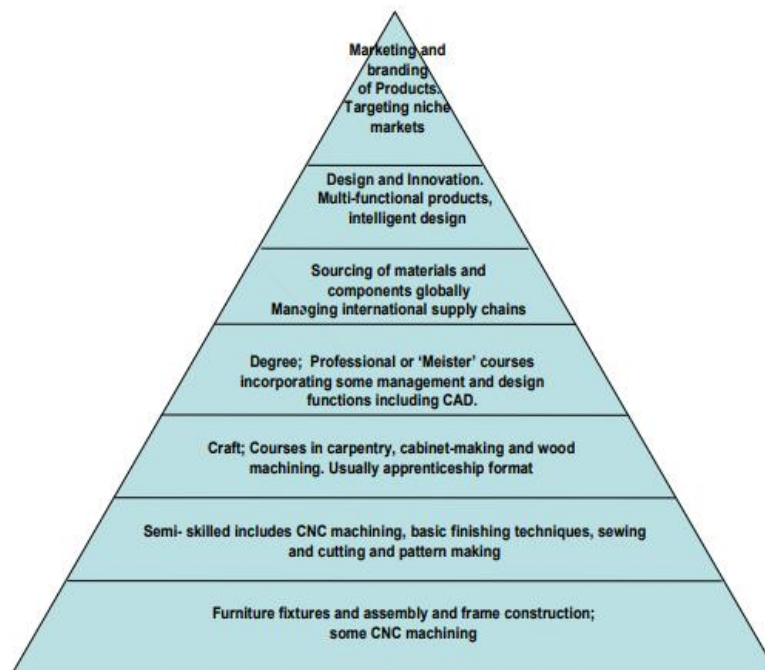
Skills required in wood and furniture industry vary in nature, due to wide range of professions required for wood production products, including furniture. In many of these professions, a mix of skills is necessary to complete the production and distribution cycle. Particularly, with the technological advancement of the sector and global competition from non-EU countries, high-skills, technology oriented, are needed.

Soft skills: <ul style="list-style-type: none"> language skills initiative taking skills technical skills punctuality learning and teaching skills 	Manual skills: <ul style="list-style-type: none"> sawing cutting pattern-making gluing 	Technology-oriented skills: <ul style="list-style-type: none"> manufacturing organisation numerical computer skills programming computer & machines maintenance skills control of inventory
Marketing & Sales skills: <ul style="list-style-type: none"> Sales and marketing specialist skills Communication Promotion Negotiation Foreign language skills 	Quality assurance skills: <ul style="list-style-type: none"> Quality management skills Quality control 	Health & safety: <ul style="list-style-type: none"> Health & safety at work
Distribution: <ul style="list-style-type: none"> forklift driving 	Entrepreneurial skills: <ul style="list-style-type: none"> stores management control of inventory 	Research & Development skills: <ul style="list-style-type: none"> Research on new products Materials/resources Customer's needs



Most of the skills required to work in wood and furniture industry come from vocational schools and much less from tertiary education. Below you can find an example of the study levels required in furniture production, that can take you there:

- **Management:** higher education/secondary level



- **Marketing:** higher education/secondary level education in marketing
- **Technical office:** higher education in different specializations
- **Production section:** primary and secondary level education (professional education preferred)
- **Packaging:** primary and secondary level education (professional education preferred)
- **Transport:** primary and secondary level
- **Design:** higher vocational & tertiary education

Direct furniture production skills:

- Furniture builder (interior elements)
- Furniture producer
- Furniture upholsterer (and for automotive industry)

Indirect furniture production skills:

- Warehouse assistant
 - Maintenance technician
 - Electro mechanic
 - Fork lift operator
 - Operator (cutting/production/assistant production/process/responsible) department textile, confection and furniture upholsterer
 - Warehouse manager
 - Truck driver

1.3.8 Set your skills' objectives:

Identify your key potential and setting learning goals will help you maximise your learning at your workplace. There are several ways to do this.

- ✓ You can set your expectations and discuss with your school teachers and future mentor what you can learn.
- ✓ Make a short research about the enterprises/company that you are planning to work as well as wood and furniture industry will help you ask meaningful questions
- ✓ Set a list of learning objectives that you want to accomplish
- ✓ Differentiate your learning objectives between technical and soft skills and make a plan on how they can be achieved

The following examples illustrate how you can use situations that exist for you personally and at the workplace to craft your learning objectives:

Skill Development Situation

Your supervisor has asked you to make research about new furniture designs and try to design a new one. You do not feel comfortable in designing yet.

Final Learning Objective:

I will research on new products to find what is on customer's preference and try to design one that will combine different elements. I will try to make a new product looking into specificities of the others.



Personal interest

Your personal goal is to develop craft skills.

Final Learning Objective:

I will ask my supervisor and colleagues if it is possible to involve in crafting wood and furniture products. I will ask everyday if it's possible to try something new until I learn how to complete a product.

For each of your learning objective statements, it is important to address the following four components:

- **Measurable:** Choose activities that have a desired outcome related to your interest. This may be a result (a project you complete), skill (a skill you will learn or use at the workplace), knowledge (ideas or information you learn at the workplace) or behaviour (a personal characteristic or attitude you practice or change).
- **Level of Performance:** The activity you choose should suit your interests but also be challenging.
- **The Means of Evaluation:** Your objective should clearly state how your activity will be reviewed/observed.
- **Specific Conditions:** Finally, you need to identify the time period and specific deadline for accomplishing the objective.

REMEMBER:

Discuss with your teacher and supervisor what skills can help you increase your employability and make your transition to job market an easier process!!



1.3.9 How to turn your work-based learning into a real job?

Apart from the typical skills that you will acquire during your official training in school and practical skills that you can learn while working, you need to go the extra mile that can show to your current employer that you can offer to the business, so he/she has a valuable employee already there. What business owners in wood and furniture sector look for, is an employee who can respond to more than the typical skills needed and have a proactive character. Look some of the examples:

The ideal employee is one who:

- 1) Can manage their own skills is highly valued. This employee need to be enthusiastic about his work.
- 2) Can get the job done!
- 3) Be an effective team worker and supportive to other staff members.
- 4) Can work independently when needed.
- 5) Solve problems and find solutions being able to actually act.
- 6) Be reflective learner and have the ability to transmit his knowledge to other staff.
- 7) Be a creative thinker and think out for the box! In today's competitive world, employees and employers who differ have more opportunities their businesses to survive! Creativity is a valuable tool

Finish your studies at home, work and get practical training abroad!

Trying to complete a short training and work based experience abroad can be a useful experience. You can learn about new working patterns in other countries and come along with different working practices that will help you to develop your skills but also to create your own business that can differentiate its products from the national and local market providing an innovative approach.

Particularly, the wood and furniture sector has changed the last years due to global competition and there is a need for new ideas and product development. In addition, getting experience from enterprises abroad, can be proved particular useful and enhance your employability. Considering that wood and furniture industry is more advanced in some EU countries, there is always a reason to think about continue your work-based learning in a business abroad!



1.3.10 The benefits of international mobility in dual-learning:

Dual-learning is proving to be a successful model to improve the learners' employability and provide him/her with new skills that can help to enter the job market. Countries that have adopted dual-learning have lower unemployment levels particularly among youth, and this practice is especially relevant at this time with dramatically high levels of unemployed youth in several EU countries.

The wood and furniture sector and stakeholders are demanding a more labour-market-oriented VET education combining practical and theoretical learning in order to qualify skilled workers in a practical way and better prepare them for the requirements of the labour market. Stimulating international mobility of VET learners by means of transnational WBL experiences is one of the key instrument in achieving this target.

Transnational WBL experiences represent a fundamental tool for the development of key competences in dealing with working changes and ensuring employability. It has been highlighted the strong educational value of such experiences as they enable the acquisition of knowledge and competences, additional to those obtained through the ordinary training curriculum. However, many legislative, regulatory obstacles as well as the lack of quality and mechanisms supporting transnational WBL prevent the achievement of this objective.

What to expect from a transnational experience?

The emphasis is on learning from somebody else's experience in a real working environment abroad.

- Find out new working practices and patterns that may enhance your learning and specific mindset;
- Experience new resources and technological means that businesses abroad use;
- Learn new production and distribution practices;
- Develop new soft and technical skills that would be difficult to develop being at home;
- Get prepared for a European labour market, and gain experience that you may use elsewhere.

Go to work abroad is a new experience, so is a range of facts that you need to be aware of:

- Make a research on the country and culture that you are going to work. Make sure that you learn about cultural idiosyncrasies before you go especially if it is for a long term;
- Research on labour laws and your rights. It's important to know what you entitled to;
- Be sure that your school makes the arrangement and prepares all the paperwork that is needed;



- Meet your mentor in advance if you want to make any questions about the working place and other arrangements.

Transnational mobility is important to motivate VET learners and to provide them with competences required by the companies. Students and young graduates can also develop other skills that can increase their employability and self-confidence such social and soft skills, team-working skills, time-management skills etc.

1.3.11 Have you finished your training? Then evaluate:

An important step towards learning, is to understand and evaluate your training process. The reason for setting your goals, is to help you understand what you want to learn and what you have achieved during this period. So what is important, is self-evaluation, that will help you realise if you have achieved your initial goals, what you have learnt and what you would do differently. In order to do that you can create a set of questions that will respond to your overall experience during your work training. That should correspond to your learning goals, training processes and working environment and to assess your skills in a degree. You can find sample questions on **ANNEX II**.

Parent/Guardian Responsibilities

Through EuropeA fundamental component to the success of a student in its work experience learning program is the relationship between the work-based learning (WBL) coordinator/mentor, the parent/guardian, and the student with the goals of increased academic achievement and successful completion of the program. The parent/guardian is an integral part of this educational process. However, integration of the role of parents / guardians in international dual learning is organized differently through Europe. In some countries, entry to international dual learning simply is allowed only from the age of 18 and above. In other countries, a simple paragraph by parents on a checklist stating they are aware of the (international component of) dual learning is enough. However, in many cases actual tri partite (student – parent – school) collaboration can be supported by an agreement.

The student-parent-school agreement is a blueprint for the success of the student with the support and guidance of the parent/guardian and the WBL mentor. The parent/guardian is encouraged to communicate directly and often with the workplace mentor, so that can both be informed about any issues that may occur on the workplace.

Parents/guardians and students are encouraged to contact student's mentor if there are any changes or issues that may affect his/her life situation and may affect his/her school or working learning.

This communication allows the WBL coordinator the flexibility to resolve problems quickly and professionally.

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In summary, the parent/guardian should:

- Follow the components of the Student-Parent-School Agreement.
- Advice WBL mentor for any changes occur.
- Adhere to Work-Based Learning Agreement.
- Allow the WBL mentor to deal with all issues related to the worksite.
- Maintain contact with the WBL coordinator (either through telephone or email).
- Participate in the career exploration and development process



2 Best practices of WBL & examples of transnational mobility in Europe

Best practices play an important role in motivating students to participate in transnational mobility programmes and parents to get more information about the potential that international mobility brings to student's life. The perspective examples from different countries provide information on training sector, mobility programmes and skills development that can benefit students.



2.1 Videos explaining Dual Learning

An excellent starting point you will find on YouTube where many aspects are explained in video's:

- [WOODual Project, presentation and introduction to Wood sector and Dual Learning for youth employment and skills by Federlegno arredo](#)
- [Dual Learning and Wood sector in Europe](#)
- [Role of tutor and VET schools in WOODual project and mobility programs \(by EEO Group\)](#)
- [Documents for transnational work-based learning programme by Adapt](#)
- [Virtual Training: online Training course for preparation before, during and after the mobility by BFI](#)



2.2 Examples per country

2.2.1 Italy

	ASLAM Cooperativa Sociale (Associazione Scuole Lavoro Alto Milanese – School Work Association Alto Milanese)
Country	Italy
Education level and sector	School level Vocational Education and Training (VET) Adult training for unemployed adults
Type of policy/initiative	Preventative/ Intervention/ Compensation
Level of implementation/Scope	Local
Stage of implementation	Ongoing since 1996
Aims of policy/initiative	The measure seeks to respond to the of the companies in the geographical area of “Alto Milanese” (Higher Milan) by offering new VET pathways to young people who have or were at risk of dropping out.
Features and types of activities implemented	ASLAM has five different kinds of activities: VET pathways (75% of activities) offered to students within the age of compulsory education - machine operator; mechanical operator (thermo-hydraulics); welder; airplane maintenance; carpenter; and salesman/woman. VET courses for the unemployed - courses are focused on the fields of mechanics, aerospace, healthcare and welfare, IT. VET courses for the employed to update/ gain skills - courses are in the fields of IT, administration, languages, human resources management, communication and marketing, technical/professional. Orientation and motivation for students. Support for the unemployed in their job searching activities.
Target group	VET students (school based – compulsory education ¹) VET students (training – compulsory training ²) Unemployed youth and adults (fighting social exclusion)
Resources	ASLAM is financed essentially through its network of partners (foundations, chamber of commerce, banks doing corporate social responsibility). It also receives some funds from the region, although those are limited and are often in the form of regional ‘education endowments.’ ³ Individuals may also make donations through the tax system (5x1000).
Evaluation of the measure	The measure has not been evaluated externally. There are regular internal evaluations, the latest being from 2003.
Evidence of effectiveness of the measure	The measure has not been evaluated externally. There are regular internal evaluations, the latest being from 2003. In 2014 there were 364 students in the school, 84% of which reach successful training, 103 of which graduated and 73% of which found work immediately after leaving the school..

¹ ‘Obbligo d’istruzione’: youth between 6 and 16 have an obligation to go to school and obtain a diploma or degree

² ‘Obbligo formativo’: young people who have left school without a degree/diploma have an obligation to be registered in a VET institution in order to obtain a VET qualification

³ ‘Dote Lombardia’ – Lombardia region endowment. These are funds from the region to which any citizen resident in the region has access to finance his/her VET pathway.



Success factors	<p>Interviewees highlighted the following success factors:</p> <ol style="list-style-type: none"> 1. <u>The feeling of being part of a community</u>: The environment in which students at ASLAM evolve, which provides them with a group of teachers and trainers that work well together and remain easily available, and close, to the students. It gives the students confidence and helps them to open up and put in the required amount of work to succeed in their studies. 2. <u>Practical application</u>: For all students interviewed, one of the most important things and main stimulators in ASLAM is the fact they do a lot of workshop hours, which keeps them away from their desks and the classroom. Many of these students admit themselves that they are not particularly interested in sitting in class and learning Italian and maths, for instance. They love, on the other hand, applying in practice everything they are learning with their trainers and spending time in the laboratories. ASLAM's laboratories have both old and latest equipment, for the purpose of showing to the students how machines used to work so they can better understand how they work now. Old and modern are part of every class and it also contributes to adding an interesting challenge for the students, who gladly take it up. 3. <u>Students feel valued and have a say in their future</u>: The proximity and availability of the trainers and teachers allows for a close relationship to develop with the students, who finally feel like they are being considered and listened to (many of the students come from schools where they were just one poor student in a large class and felt the teachers did not care for their situation). 4. <u>The sense of responsibility toward, and belonging to, a community is then translated into the workplace</u>: The environment in the school contributes to building a sense of belonging to a community. This is new to many of the students who come to ASLAM and it is something that they develop and then reproduce in the work places where they do their placements/internships. This translates into an increased sense of responsibility and professionalism in the work place, which is greatly appreciated by the companies that welcome the students for their placements and, often, hire them after their training.
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Country:	Italy
Institution:	ENAC ENTE NAZIONALE CANOSSIANO
Title of best practice:	DUAL MOB - DUAL TRAINING THROUGH MOBILITY⁴

Best practice example

Two of the main problems faced by VET systems in Europe are Early School Leaving (ESL) and the number of students failing to achieve key competences at the end of compulsory education.

VET system has played a main role in fighting these challenges over the years, however in order to continue to tackle early school leaving and equipping students with relevant skills required by the labour market, it is important to foster WBL practices.

Moving from these challenges and considering that the Italian Ministry of Labour and Social Policy launched the Dual System in Italy, the members of the consortium have decided to increase the opportunities for learning mobility during VET pathways that use WBL methodologies.

The goal of the project is to promote, within VET courses that adopt WBL methodologies, learning mobility period abroad. Indeed, WBL and transnational mobility experiences are important to (re)motivate VET learners (preventing early school leaving) and to provide them with the competences required by the companies.

Therefore, the DUAL MOB project will give students the chance to develop technical competences and soft skills through WBL mobility experiences abroad. These experiences will be carried out during VET qualification path and with the final aim of assessing and validating the learning outcomes acquired during the mobility so as to facilitate future inclusion of the young participants in the labour market or to continue their studies.

The project will involve 300 students (1/3 suffering from economic/social/cultural disadvantage) enrolled in VET courses in one of the 150 VET Centres run by the Consortium Members in 18 Italian Regions.

⁴ Erasmus+, Dual Mob - Dual Training Through Mobility, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/e03123d7-6dc6-41c5-85bc-33f8f6a612ce>



The project has a wide sectorial and geographical coverage. The sectors in which the students will have the chance to take their internship are the following:

- Agribusiness (Bakery and Pastry; Agriculture)
- Arts and Crafts (Fashion, Wood)
- Mechanic and Construction (Mechanics, Masonry, Electric, Electronic, Thermo-hydraulic)
- Graphics
- Administrative, Selling
- Tourism and Catering
- Personal Service (Beauty and Hairdressing)

Furthermore, the partnership will involve 16 partners from 6 different countries (ES, IE, UK, FR, DE, FI). Such a wide partnership will result in fruitful experience for the students, suitable to any professional path.

The DUAL MOB project promotes 2 different types of Transnational Mobility: 1) 3-4 weeks' internships in a company abroad, carried out by students attending an Initial VET course; 2) 3-4 weeks in a VET centre abroad, with periods spent in company or other context, carried out by students attending an Initial VET course.

The Learning Outcomes will be valorised and recognized through the ECVET system. In fact, the Consortium Members will take advantage of the experience and the ECVET tools developed during the GORES project.

The project will have an impact on the development of professional and transversal skills of VET students and staff involved (accompanying persons), as well as on the offer of VET training provision which will be possible thanks to the improvement in the use of the WBL approach and by strengthening the mutual trust among project partners.

This project will also lay the groundwork for enrichment in terms of organizational and teaching methods that the sending organisations may exploit during the pilot project related to the Dual System in Italy.



2.2.2 Belgium

Country:	Belgium
Institution:	VLOT! campus VTI
Best practice title:	BOAT WELDING: WELL DONE!⁵
Best practice example	
<p>The ability to do things independently, craftsmanship and life-long learning are key competences which are highly necessary for young people in our current and future society. The project 'Welding: well done!' gives our vocational students of Welding and Construction the unique opportunity to immerse themselves in a working environment that is not familiar to them, but is a surplus value on the job market. Every year our students, accompanied by their practice teachers, visit Tinnemans Shipyard in Maasbracht, The Netherlands. The company has over 50 years of experience in building and repairing inland vessels and has connections with France, Germany and Belgium. Suchlike trainee posts cannot be found in Flanders. Through this project, teachers as well as students want to do more than simply observe: they are looking forward to following a hands-on training. Moreover, being interested in another culture also contributes to the personal growth of youngsters and adults. The courage and willingness to communicate and exchange experiences throughout Europe, regardless of boundaries, is the beginning of a very exciting journey that significantly enriches all partners.</p> <p>NUMBER AND PROFILE PARTICIPANTS</p> <p>26 students and 4 teachers will take part in this project. Often because of their social and financial background, doing a work placement in another country is not something our vocational students can take for granted. On top of that, they need to learn to break through boundaries within Europe and by doing so, be introduced to a different corporate culture. Teachers also need to continuously take refresher and training courses and cannot lose touch with the welding industry. A first-rate training within the shipbuilding industry adds value to their professional life. Finally Tinnemans Shipyard is also interested in attracting young, skilled workers.</p> <p>ACTIVITIES - METHODOLOGY</p> <p>As a school, when you organize an apprenticeship, you need to make sure it is meaningful. In addition we want to support our students in an environment outside</p>	

⁵ Erasmus+, Boat Welding: Well Done!, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2dc4f651-1213-4d53-a16d-5f97693380a3>



of school. Through this work placement we want to motivate them to broaden their horizons and to immerse themselves in their professional field. A qualitative hands-on training helps them to achieve those goals. By working in and being a part of the company, we create a powerful learning environment and keep the dialogue with the labour market alive. On top of that, having a look at what our neighbouring country is doing, can be very inspiring. It allows teachers as well as students to have a glimpse behind the scenes of a well organized company and their workplace. By linking the apprenticeship to a visit to Maastricht, they also get to know another culture.

RESULTS AND IMPACT

Hopefully, projects such as this one and their publication inside and outside of school walls will create a snowball effect and will inspire people to start a project of their own or to go and discover the labour market on their own initiative, regardless of boundaries. Moreover, each company has its own way of working and different countries apply particular rules on the labour market. Through this work placement we want to encourage our teachers, students and partner organization to have an open mind as far as foreign cultures are concerned and the different rules that apply. And last but not least, it is a unique opportunity to extend their individual knowledge and to apply that know-how in their future career. This experience gives them a surplus value on the job market.

LONGTERM BENEFITS

This project provides long-term benefits for all participating organizations. The partner organization from The Netherlands gets to work with students from Belgium for the very first time and can see with its own eyes how well-skilled our students are that have had training in welding and construction. Due to this experience it is possible that from now on they will also recruit staff from the Belgian labour market. As the organizing partner we can enhance the education we are offering with creative initiatives. The government emphasizes the necessity of dual learning because it is so important that students who are learning a particular trade, can actively acquire the skills needed in the workplace. By offering that learning experience regardless of borders, it gives vocational education an extra dimension. Students get a unique opportunity to go and discover new horizons and to experience the benefits of open boundaries within Europe themselves. Through this project we want to support all the participants to facilitate and guarantee the mobility in Europe and the cooperation on an international level.



2.2.3 Austria

Country:	Austria
Institution:	multiple
Best practice title:	Supra-company-training – Training Alliances
Best practice example	
<p>In Austria (as in Germany and partially in Belgium and The Netherlands) dual learning concerns the entire program for a specific profession. In those cases, not a part of the program is organized in dual learning (workplace-based learning), but the entire program is dual.</p> <p>Young people who do not find a company-based apprenticeship post have the option to complete an apprenticeship within the framework of supra-company training (überbetriebliche Ausbildung, ÜBA). Originally conceived as a transition for finding a foothold in the first labour market (that is, the regular apprenticeship market), ÜBA was enshrined as an equivalent element of the dual IVET system in 2008 as part of the ‘youth employment package’, which was developed by the social partners and the federal government. The ‘training guarantee up to the age of 18 years’ as envisaged in this package enables all compulsory school graduates who do not have a place at an upper secondary school or cannot find a company-based apprenticeship place to learn an apprenticeship at a training centre (‘training workshop’) financed by Labour market service. The school-based part of apprenticeship training is provided at the regular part-time vocational school.</p> <p>Within the framework of a training alliance also those companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted. Especially many very small companies could be affected, because modern (CNC-) machines are very costly. So not every micro company can afford such highly specialized machines, but want to provide training with those. In this case the Austria Vocational Training Act (BAG) enables a compulsory training alliance: It is permissible to provide training if complementary training measures are conducted in another company or educational institution that is suited for this purpose. It must, however, be possible to train the knowledge and skills vital for the apprenticeship occupation (or more general the agreed work-based training profile) mainly at the actual training company. In the apprenticeship contract (or one of its appendixes), an agreement on the training content that will be imparted outside the actual training company as well as “alliance partners” (suited companies or institutions) is reached. But it is also possible to enter into training alliances on a voluntary basis, if training companies aim to impart special qualifications to apprentices – possibly going beyond the</p>	

occupational profile (e. g. special-purpose computer programs, foreign language skills, soft skills, etc.).

In some provinces institutionalized training alliances have already been set up (such as the Upper Austrian Corporate Training Alliance - FAV OÖ), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

There are two forms of training alliances:

1. Compulsory training alliance

For companies which can't teach all the necessary contents of the apprenticeship.

2. Voluntary training alliance

Companies can unite to training alliances, because they want to provide additional skills and knowledge, which are beyond the occupational profile.

There are several options and opportunities to organize such tasks:

- Mutual exchange of apprentices between two or more companies
- One sided exchange of apprentices against payment.
- Usage of several training courses of VET provider such as the BFI.

Country:	Austria
Institution:	IFA ORGANISATION
Best practice title:	IFA VET MOBILITY+ 2015⁶
Best practice example	
<p>The funding received within the framework of the project was used to finance stays abroad for a total of 573 individuals in vocational training, 16 vocational training specialists and 1 accompanying person. 334 apprentices completed a 2 to 11-week internship specifically suited to their profession, individual level of training, knowledge and skills at a company active in their professional field. IFA organized internships in small groups during summer and fall of 2015 and spring and fall of 2016. Participation was open for apprentices from every profession and industry from all over Austria. The applicants were selected based on their technical, linguistic and personal skills. IFA organized the travel, stay abroad, internship, accommodation and insurance for the participants as well as accompanying</p>	

⁶ Erasmus+, IFA VET MOBILITY+ 2015, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/f92af5be-5882-452d-af54-32976dbdcd9a>



language courses. IFA prepared the apprentices and companies organizationally, culturally and linguistically for the stays and ensured that the internships were recognized as part of the apprenticeship training in accordance with the Vocational Training Act (BAG). 193 students from vocational schools and colleges also completed an internship relevant to their professional field that was suitable for their training and level of knowledge. The internships were organized in close cooperation with the sending schools in order to ensure they were recognized as part of the compulsory internship. Most student internships took place in the summer of 2016. The duration of the internship ranged between 2 and 13 weeks.

The content of the internships was defined in terms of the occupational and training profiles and curricula as well as the individual skills of the participants and were specified before the internship in a learning agreement between IFA, the participants and the sending and receiving institutions together with the learning objectives that were to be achieved during the internship. Given that a majority of the apprentices were minors, the apprentice groups were accompanied by an IFA counsellor during the first week abroad. The counsellors helped the apprentices get settled in the host country and visited all the participating companies to ensure that the content and processes fulfilled the objectives. Contact persons at the receiving institution and IFA were available to support the participants throughout their entire stay abroad. One participant with special needs was assisted by a qualified accompanying person throughout the entire stay in order to secure help with day-to-day activities and with internship-related issues.

While abroad, the participants acquired technical, linguistic, social, intercultural and personal skills and expanded their personal and professional horizons. An internship abroad contributes to the strengthening of important key skills such as teamwork, personal responsibility, flexibility and much more. Experiences abroad promote career opportunities and ensure the future career of the participants and thus the competitiveness of Austrian companies. International exchange increases the overall quality of the Austrian VET.

Throughout the entire stay abroad, there was always someone from the receiving institution, the host company or IFA at the participants' side to supervise their progress and ensure the quality of the internship. After completing the internship, all the participants received a "Personal Transcript" outlining the activities completed and knowledge and skills acquired with confirmation from the receiving institution and host company. All internships were recognized as part of the vocational training in Austria.



2.2.4 Germany

Country:	Germany
Institution:	Staatliche Gewerbeschule Gastronomie und Ernährung
Best practice title:	MOBILITÄT IN DER DUALEN AUSBILDUNG DES HAMBURGISCHEN HOTEL- UND GASTSTÄTTENGWERBES 2014- 2016⁷
Best practice example	
<p>The facilitation of the target group rests on strengthening the European dimensions of vocational training, enhancing the transparency of occupational training systems and working habits as well as the possibility of learning professional added qualifications. The ultimate goal is to learn as much as possible from one another within the borders of Europe.</p> <p>The Public Vocational School Hospitality and Nutrition (G11) entails three different parts adding up to about 3,000 students. It is the only college within the city of Hamburg educating in the fields of catering industry and meat processing industry. It covers all aspects starting from occupational orientation and preparation, dual apprenticeship to qualifications earned at professional schools and master classes. The main focus lies on dual apprenticeship and vocational preparation. Dual training will take place for the following fields of occupation: specialist within the field of hotel management, specialist within the field of restaurant management, specialist within the field of catering industry, specialist within the field of hotel and restaurant industry and culinary chef. Also found under the same roof are the vocational college for the meatpacking industry which offers two fields of occupation - butcher and specialist within the field of meatpacking industry – as well as the vocational business and economics college which is widely known as a school of hotel management. Classes at the vocational college(s) have been set up due to the elected concentrations and not because of former education or working experiences. Our mission statement reads “About practical experience, with practical experience, for practical experience”.</p>	

⁷ Erasmus+, Mobilität in der Dualen Ausbildung des Hamburgischen Hotel- und Gaststättengewerbes 2014-2016, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/07b8b571-18a4-4186-bf99-926939db8769>



All participants of this project are mostly within their second out of three years of their apprenticeship. The apprenticeship syllabus shows a general studies based working experience for the first part whereas it intends a joined specialization plus demands a specific concentration for each individual apprenticeship type during the second part. The G 11 apprentices are being trained in class as well as at their training properties and companies (=dual system). Classes are being organized in two blocks of five to six weeks per year. About forty-eight apprentices are being able to receive grants for this programme each year.

Training facilities and G 11 have to approve the application process. The G11 as well as the participant(s) have to inform the chamber of commerce and the German hotel and restaurant association (DEHOGA). Goals and learning agreement have especially been tailored to the participants needs. The hotel and catering industry situated in the city of Hamburg is widely recognized and of highly international importance. Its international focus is the figurehead of the cities tourism industry.

Outgoing mobility arrangements usually does not exceed three weeks' length. This way more willing and interested participating apprentices are attracted while a too long absence from school is avoided. No harm in regards to a later reintegration into the former class as well as the curriculum or mid-term is being done.

During the first half of the first week the participants will be taking language skills and area studies classes. They will also be having the opportunity to join industry based excursions, tours and site inspections in order to compare and discuss the differences to their home company. The following practicum gives the students a good overview of the practical experiences needed in order to fulfil the desired outcome and/or position. Specific goals are service oriented workshops as well as the eagerness to gain additional trading skills in the departments kitchen, restaurant and reception. Extended non-industry specific language skills will be set into a determined cultural and occupational setting.

Partnering countries include Spain, Italy, France, Czech Rep. and the UK. A direct approach between all participating countries and partners is possible due to an excellent long lasting relationship and good standing to one another. The collaboration between instructors, trainers, trainees, apprentices, professors, agencies, chambers of commerce, governmental departments and social partners' fosters content and organisational requirements. This guarantees a systematic transnational continuing education in the field of hotel and catering management in regards to content and intercultural relations. The incorporation of new ideas into the apprenticeship enlarges the chances of each individual apprentice with in the European labour market. Reports and outcomes will be yearly refined by the

supervisory schooling authorities (HIBB) in order to ensure regional and national publications and evaluations. A stay abroad expands teachers' competence in the field of international experience. Networking and coordination of partners promotes the development and certification of modules in reference to ECVET.

2.2.5 Netherlands

Country:	Netherlands
Institution:	Albeda college
Best practice title:	INTERNATIONALISATION FOR ALBEDA LEARNERS AND STAFF⁸
Best practice example	
<p>Albeda's international mobility is one of the actions foreseen in the school's internationalisation policy (aimed to improve the quality of our educational supply) and is based on the so-called "hotspots" structure. Shortly, the college aims to intensify connections with specific countries and cities that, same as Rotterdam, have access to the sea. (Hamburg, Barcelona, Antwerpen, Malta, Izmir). Starting from 2010 there have been efforts to establish stable relationships with schools and organizations from those cities and those efforts resulted in long term collaborations with the partners mentioned in this application form. Yet, the possibility of implement mobilities (both teachers and learners) also in other cities and countries stays. During the project implementation the ISB will try to find hosting partners also in countries other than the ones listed in the application form.</p> <p>The project aims in sending 195 learners and 20 teachers/staff abroad. These numbers are based on the feedback received by all Albeda's branches which have been requested to make an estimation on the mobility flows for the coming two years.</p> <p>As already explained in the previous fields, the project is structured in 3 main activities (A1 and A2 mobility for learners; A3 mobility for teachers); project participants will be students and teachers from the following branches:</p> <p>Welfare&Education Commerce&Ttrade</p>	

⁸ Erasmus+, Internationalisation for Albeda Learners and Staff, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/c3f13427-8a63-4b04-9981-c47a8951aab6>



Lifestyle, Sport and Entertainment
Health Care
Hospitality&Tourism
AKA (Labour Market Qualified Assistant)
Secretary&Administration
Techniek and ICT Academy

Participation of colleagues from other departments is of course not excluded.

Learners of the Activity1 are supposed to run a two-week program based on a combination of training and teaching activities: the learners (level 3 Sport, Snowboard Instructor/Outdoor Sport Instructor, branche Lifestyle&Entertainment) going to Austria and Belgium will follow lessons (theory and practice) in the first week; during the second week they will teach what they learned during the first week to a group of level 2 Dutch students coming over for such purpose. Due to the challenging aims of this two-week program, the presence of accompanying teachers (full-time or part-time) for the whole period is strictly necessary to run the program successfully.

Learners going to UK (level 2/3 Haidresser, branche Lifestyle Entertainment) will follow haircut lessons in a mode academy to improve their knowledge of the “black hair” procedure which in the Netherland is not part of the educational supply. They will also work in the foreign academy during their stay in UK. Also for this group the presence of accompanying teachers (full time or part time) is necessary

Learners of the Activity 2 will run a work placement program of 20 weeks, except the learners going to Germany (level 2 Leisure & Hospitality, branche Horeca and Tourism) which will run a two weeks work experience program in a German bungalow park. Their tasks will be related to reception, horeca and also maintenance activities. Due to their background it's often for them impossible to deepen their interest in these topics and to go to other countries during their holidays. Since most of them have never been abroad it will be a great experience that will be used to prepare their national work placement. It's a succesful activity already implemented in the last 2 years. Also for this group the presence of accompanying teachers is strictly necessary.

A group of max 10 graduate learners (Branche Dance & Music) is also included in A2

Teachers and staff of Activity 3 will run a one-week study visit program (see field D)

As with previous mobility initiatives, this mobility project is expected to have a positive impact at participant level (better professionalization for teachers and staff, better competences and more career chances for the learners) and at organisation level (better knowledge of foreign educational systems and practices, more and more EU-minded colleagues). These improvements can trigger a long-term impact indirectly also on the local community of Rotterdam, being Albeda one of the main training provider of the area.

2.2.6 Romania

Country:	Romania
Institution:	Liceul Tehnologic Sava Brancovici Ineu
Best practice title:	INTERNATIONALIZARE SI PERFECTIONARE PRIN STAGII DE PRACTICA IN MAREA BRITANIE⁹
Best practice example	
<p>The mobility project is submitted by the "Sava Brancovici" Vocational High School from Romania, in partnership with Coleg LLandrillo from Rhos-on-Sea, Wales.</p> <p>The Hospitality, Tourism and Construction areas have had a dynamic evolution, and the demands from clients are continuously growing. For this reason, the professionals in this field need to improve their skills on an ongoing basis, in order to be able to adapt to the rapid changes that occur both at national and at European level.</p> <p>This project offers the participants appropriate conditions which allow them to develop their professional and linguistic skills necessary for their entry on the European labour market, in a dual system. The chosen partners ensure that the proposed objectives are reached, based on their experience in European funded VET projects, the equipment, materials and work techniques available, their trainers' high professional level, the activities proposed, and their vision on the quality of services offered to clients in the Hospitality, Tourism and Construction areas.</p> <p>The target groups training needs are as follows:</p>	

⁹ Erasmus+, Internationalizare Si Perfectionare Prin Stagii De Practica In Marea Britanie, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/ce399ff2-fab9-411d-88f1-c60014098145>



- increase professional performance to the European standard level;
- direct knowledge of the European labour market;
- improve language skills.

The target group is represented by:

The 11th grade students in the Travel and Tourism area will attend a 90-hour practical training at the Coleg LLandrillo, delivered both at its training facilities and in the 2 fully operational travel bureaus which belong to Coleg LLandrillo and is open to the public.

The 11th grade students specialising as Waiter / seller in food units will attend a 90-hour practical training at Coleg LLandrillo, in its ORME VIEW and The Bistro restaurants.

The 11th grade students specialising as Stonemason bricklayer Plasterer will attend a 90-hour practical training delivered at Coleg LLandrillo, in its APPRENTICESHIP CENTRE IN CONSTRUCTION.

The receiving organisation, Coleg LLandrillo Menai, provides the 45 participants both with high-quality modern equipment and with very well-trained teachers who are open to collaboration. The training locations are the 2 travel bureaus in Rhos-On-Sea and Bangor, the ORME VIEW and The Bistro restaurants, and the APPRENTICESHIP CENTRE IN CONSTRUCTION.

The project specific objectives are as follows:

- to develop key competencies and professional skills of the 45 students participating in the project, in the areas of Hospitality, validated by the Europass Mobility Certificate, until the Professional Skills Certificate is issued in July 2018 and in July 2019, respectively;
- to increase the workplace integration abilities of the 45 students participating in the project and to ease their school-to-work transition, within a maximum of 6 months from their graduation.

Given the conditions above, our project will reach the set results, thus confirming the fact that we have chosen the best VET partners for the training of the 45 participants.

Expected results and achievements:

- * at an individual level: develop the participants' practical abilities, increase their motivation for future vocational training, improve language skills;
- * at school level: a better understanding of the link between the formal and informal education, as well as between the vocational training and the labour



market, and a better integration by the school of the good practices and new techniques in its daily training activities.

* at the local level: improve and modernise the services provided by companies, thus increasing their turnover, if they employ students who took part in EU training flows.

The diplomas and prizes awarded to the European partner at international competitions in the Hospitality and Catering, Tourism Services and Construction areas confirm their excellent results in international level vocational training. Therefore, the project development will have the expected results, thus confirming the fact that we have chosen the best mobility partner.

2.2.7 Spain

Country:	Spain
Institution:	IES Pintor Pedro Gómez
Best practice title:	LEARNING A PROFESSION IN GERMANY¹⁰
Best practice example	
<p>This Project "Learning a Profession in Germany" aims to offer students who attend intermediate Vocational Training courses IES Pintor Pedro Gómez in Huelva, the possibility to serve part of the Training Module on Workplace in another country within the European Union. It is an Erasmus+ mobility programme for Vocational Training students and staff, lasting one year and providing the flow of 23 students and 2 accompanying teachers to Germany.</p> <p>The Project is especially aimed at: stimulating interest in learning the foreign language, improving linguistic competences, expanding professional and personal horizons by taking apprenticeship in a country with a different cultural and professional environment, getting to know the business world in other countries, making contacts with European companies, getting to know different cultures and lifestyles, getting degrees recognized at European level and increasing the possibility of getting a quality employment.</p> <p>The participants are students at 2nd year Hairdressing, Mechanized, Welding, Electricity and Telecommunications. They are diverse in age, origin and social background, though most of them share their not having had the opportunity to</p>	

¹⁰ Erasmus+, Learning a profession in Germany, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/a4af8c64-15a1-4617-b0d6-962cd6c705e0>

leave their native places. We have chosen 4 programmes, 4 weeks each, developed by the host organization for European projects Vitalis, cooperating with more than 100 small and large companies in the area of Leipzig and Halle.

The first programme is called "Hairdressing". It is addressed to 5 students of medium level Vocational Training Cycle Hairdressing and Hair Cosmetics.

The second programme is called "Electricity" and is addressed to 3 students of medium level Vocational Training Cycle Electric and Automated Installations.

The third programme, "3D-Printer", is aimed at 10 students of medium level Vocational Training Cycle Telecommunications. The last programme is called "Mechanics/Mechatronics", and is aimed at 5 students of medium level Vocational Training Cycle Mechanized and Welding.

As regards methodology, we particularly aim at putting new procedures into practice at our own Institution. The methodology will be both descriptive and practical, integrated in CLIL-Content and Language Integrated Learning, since students will learn practical and theoretical contents through a foreign language, English, a language totally mastered by teachers and Vitalis and collaborating companies staff.

Our Project meets the needs diagnosed in our educational Institution, as it will enable students serving part of their apprenticeship in Germany to have a degree recognized at European level, thus increasing their chances of getting a quality employment.

The experience will be disseminated and would have an impact at local level, since it would foster the setup of other mobility projects in other schools in the area and would definitely improve prospective local workers' qualifications. In addition, we would expect more collaborating companies for our students serving their apprenticeship, since they would contemplate the possibility to benefit from the knowledge acquired by our students after their experience working in German companies.

This fact would undoubtedly contribute to local and provincial development, while our educational Institution, already a benchmark for Vocational Training in Huelva, would take a step forward in its process of modernization and internationalization, adding more quality to the qualifications currently offered.

2.2.8 United Kingdom

Country:	UK
Institution:	Noel-Baker School

Best practice title:	NOEL-BAKER BASKETBALL ACADEMY ENHANCEMENT & EXIT AND PROGRESSION OPPORTUNITIES¹¹
Best practice example	
<p>In 2008, Noel-Baker (via the Noel-Baker Basketball Academy) became one of the first institutions in the UK to deliver the Advanced Apprenticeship in Sporting Excellence (AASE) framework on behalf of Basketball England. AASE is a unique sporting vocational qualification for young people who have the realistic potential to achieve excellence in their sport by competing on the world stage or securing a professional contract.</p> <p>The primary aim of this project was to further enhance and improve the vocational training and development of Apprentices at the Noel-Baker Basketball Academy. Working with BC Ninane in Belgium, the project also aimed to provide greater exit and progression opportunities for students upon completion of the Academy programme. The project had 3 overarching strategic objectives:</p> <p>OBJECTIVE 1: Facilitating the transfer of European training methods, development environments, techniques and philosophies into both the Noel-Baker Basketball Academy programme and Apprentices.</p> <p>OBJECTIVE 2: Exposing the students to the European opportunities in both sport and other careers so these can be explored and more readily understood, accepted and pursued in the future.</p> <p>OBJECTIVE 3: Embedding LLP principles into the training and development programme and working cultures in order to equip students with the aptitude and skills to pursue employment, either within sport or outside of it, throughout their career.</p> <p>Participants were the 20 (male and female) Apprentices undertaking the Noel-Baker Basketball Academy programme in the 2015/16 academic year (i.e. the 2014 and 2015 cohorts). These Apprentices were selected for the Academy programme primarily on the basis of their basketball ability and therefore incorporated a wide range of academic abilities, socioeconomic circumstances and ethnic backgrounds.</p> <p>The majority of the activities took place at the facilities of host partner BC Ninane, including:</p>	

¹¹ Erasmus+, Noel-Baker basketball academy enhancement & exit and progression opportunities, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/1b6928d3-3819-4cfb-92b9-744035afcb2d>



- Regular training sessions to address the defined sports performance targets.
- Games versus high quality Belgian youth teams.
- Observation of elite level games and training sessions.
- Presentations from elite level coaches addressing the key project objectives.
- Daily feedback and evaluation sessions to confirm goal setting/reflection.

BC Ninane has outstanding links at a local, regional and national level which enabled Noel-Baker to enhance the activities of participants. For example:

- Access to high quality local and regional basketball clubs with activities including training sessions and games at high quality training facilities.
- A visit to the Royal Belgian Basketball Federation to undertake work shadowing, observe the professional practices and explore exit pathways.
- Observation of a live Basketball League Belgium (BLB) Basketball game.

We used the principles of the European Quality Charter for Mobility to set goals and define tasks for the key elements of the project:

- 1) INFORMATION AND GUIDANCE: production of clear and accessible resources.
- 2) LEARNING PLAN: clearly defined project objectives and role of each partner in achieving them.
- 3) PERSONALISATION: pre-visit assessment of participants' desired learning outcomes.
- 4) PREPARATION: a structured preparation programme tailored to individual needs.
- 5) LANGUAGE: provision of informal language training.
- 6) LOGISTICS: a formal contract signed by both parties outlining practical and logistical responsibilities.
- 7) MENTORING: provision of suitably qualified staff to facilitate achievement of individual goals and ensure integration.
- 8) RECOGNITION: delivery of formal instruments to recognise individual learning outcomes in addition to institutional recognition.
- 9) EVALUATION: comprehensive and objective evaluation of all aspects of the project.
- 10) RESPONSIBILITIES: agreement by all parties on their roles and responsibilities in the successful delivery of the project.

The impacts of the project have included:



- Progression against vocational qualifications.
- Development of life skills and experience that can be utilised throughout participants' education and careers.
- Enhanced cultural and linguistic skills, facilitating openness to new opportunities both in the UK and Europe.
- Improved knowledge and understanding of the European opportunities in sport and other careers.
- Enhancement of the Basketball Academy programme both in terms of improved technical sporting quality of students and coaches, and also student achievement rates.
- Implementation of best practice across the Sports Academy programme and also the wider school.

2.2.9 Greece

Country:	Greece
Institution:	OAED & Vocational Schools
Best practice title:	Mathiteia
Best practice example	
<p>OAED is active in the field of vocational education and training with the operation of 51 Vocational Schools (EPAS), 25 Vocational Training Schools (VET), 29 Higher Vocational Training Institutes (IEKs) and 30 Vocational Education Intermediation Offices (DGEE) work that has just begun to work in its educational structures. Every year 10,000-11,000 students attend vocational schools of OAED. The dual learning system of OAED. Students attending OAED VET schools acquire professional experience in real working conditions, in companies of all branches of the national economy in many technical specialties.</p> <p>OAED is the public body that has been successfully implementing the Apprenticeship system –dual learning- in Greece since 1952. The Greek dual system combines theoretical class and laboratory education with practical training</p>	



in private and public sector enterprises. The attendance has been defined for two years (four semesters). The dual learning system in EPAS (vocational schools), operates as a full day programme. Students perform their practical training in enterprises in the morning, while in the afternoon they attend theoretical and practical courses at schools in the same speciality sector. Class schedule foresees 21 hours per week, for class education. Also, during the aforementioned program, students are paid, insured by their employer and receiving other benefits, which provided by the applicable provisions.

The apprentices are trained in small and medium-sized enterprises, freelancers, large private companies, public utilities, municipalities and the public sector. OAED's job-training system has proven to be effective in practice as students continue to work in traineeships at a significant rate after completing their studies. Students are paid 75% of the minimum wage set by the National General Collective Labour Agreement (EGCC) for the four semesters of the internship, which are subsidised by the state. OAED's dual learning programme is co-funded by the ESF (European Social Fund).

In *Mathiteia* have the right to enrol students up to 23 years old. Register to the course can be achieved after confirmation of student's eligibility such as marks, socio-economic conditions etc. An employer intending to provide apprenticeship positions to OAED students must have the appropriate facilities for their training, the appropriate means and the appropriate equipment. The employer also ensures that the health and safety conditions laid down for the protection of workers are respected. The maximum number of apprentices per employer depends on the number of employees, as shown in the annual Staff Statement of the Labour Inspectorate. Students who have finished *Mathiteia*, have high rates of employability in the labour market due to their experience and practice while on education.

Mathiteia in Wood and Furniture Industry

The main object of study is the furniture industry (theory and practice) and the use of appropriate raw materials, tools and machines according to the rules of technology, hygiene and safety for the manufacture of wooden furniture. Special focus is on wood processing and shaping with a basic orientation in furniture manufacturing.

Upon completion of their studies, the graduates of the "Carpenters - Furniture" specialty, acquire the technical knowledge, skills and abilities to be involved in the



exploitation and processing of wood in order to meet the needs that require its use mainly:

- in the building (investments, window frames, kitchen furniture etc.)
- in the manufacture of simple and complex furniture.

The diploma offers the graduate the possibility of employment as a self-employed or an employee/ technician:

- to individuals or small and medium-sized enterprises that manufacture wood products for construction purposes
- in technical construction companies
- technical services of public organizations and local authorities
- in the manufacture of simple and complex furniture made of wood and other materials
- in the maintenance and repair of simple and complex furniture made of wood and other materials
- in the manufacturing of furniture.

Higher Vocational Education Dual-learning System

OAED, apart from the Apprenticeship sector, is also active in the field of Initial Vocational Training with the operation of 29 Higher Vocational Institutions nationwide, attended by 2800 students, in 18 modern specialties. Vocational Training Institutes of the OAED are supervised by the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs.

Their aim is to provide initial training for trainees and to provide them with the appropriate qualifications through the provision of scientific, technical, professional and practical knowledge and to enable them to develop such skills to facilitate their integration into the production process.

The attendance at IEK is five (5) semesters in total, divided into four (4) semesters of theoretical and laboratory training of a total duration of up to 1,200 academic hours of specialization courses, according to the specific study programs and one semester of Apprenticeship in a business, private or public enterprise of 960 hours.

The Apprenticeship at Higher Vocational Institutions, is carried out in accordance with the codified law 139931 / K1 / 2015 (Government Gazette 1953 / B / 2015). OAED Vocational Training Centres provide their graduates (after certification exams) with a Level 5 Vocational Qualification Diploma.

Country:	Greece
Institution:	Hellenic Agricultural Organisation-Demetra
Title of best practice:	Education in new trends in zootechnics¹²

Best practice example

The proposed project aims to offer work-based learning schemes to 20 students of Averof School in Larissa, which are specialised in zootechnics. Many students are members of families living in rural areas, engaged in animal husbandry and the process of developing their own business or to continue the family business. The purpose of their apprenticeship is certification of their skills, formal and scientific documentation of the production process to be followed in the production of livestock products, enrichment of knowledge and practice of preparing traditional products, the emergence and maintenance of old traditional methods.

The participants coming from one of the most dynamic factor in the preservation of traditional animal husbandry in Greece. They are the seed development of traditional livestock and animal production in Greece. Following the trend, lately the institutions and techniques start disappearing following an industrial environment, away from traditional product-making.

Students would have the possibility to explore theory and practice in an experiential ground, aiming at creation of products which will have the personal stamp of producers, while meeting the hygiene and safety conditions in the production process. Also the acquisition of knowledge and experience required for the transformation of traditional holdings in farm houses with a focus on preparing livestock products.

Participants are not lacking knowledge but is the professional experience that will push themselves and the family firms to diversify the product image on how to display it and make it more attractive according to the Italian model. So through apprenticeships, student will be able to gain new knowledge and experience and more specifically to explore: Changing attitudes; diversification of the working environment; the European experience; improved techniques; the use of materials

¹² Erasmus+, **Education in new trends in zootechnics**, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/0296cad0-57a4-4814-ac00-697b596bbfcd>



that highlight the product and do not degrade; and generally a training package that will improve and develop their professional skills beyond narrow learning of their discipline.

Specific objectives of the project is to develop cooperation between Greek partner organisations with local small livestock production companies in Italy, with training providers who can offer opportunities for "training" beyond traditional learning, emphasizing the acquisition experiences for professional development and entrepreneurship. Also objective of the project is:

- the dissemination of experience and knowledge that will equip students to those who are not selected to participate in mobility and to export this knowledge to local producers in their regions;
- the development of active European citizenship;

The mobility will take place in Central Italy, in Pescara capital of Abruzzo Province. In the province of Abruzzo, there are many livestock companies that utilizing traditional techniques and have incorporated modern trends with excellent results.

2.2.10 Poland

Country:	Poland
Institution:	Faculty of Wood Technology WULS- Warsaw University of Life Sciences - SGGW
Title of best practice:	Dual model of learning of wood technologist as educational innovation
Best practice example	
<p>To overcome the challenges and increase employability and entrepreneurship among young people. The Faculty of Wood Technology, in Warsaw University of Life Sciences introduced a novelty its educational system that could better facilitate the process of preparing students to face the professional relation and the current situation in the labour market. The Faculty took into account the competition and internationalisation of companies, which require new skills from recent graduates.</p> <p>The Faculty of Wood Technology, Warsaw University of Life Sciences (WULS), to meet these challenges, introduce systematic changes both, in the way of</p>	



education – including changing of study programs, as well as a multi-sectoral educational dialogue, especially with the participation of entrepreneurs or employers and universities. These consistent, innovative and tailored to the needs of the socio-economic development of the employers' actions are aimed to promote innovations in education and training and develop the competitiveness of entrepreneurship, as well as to improve the transparency of professional qualifications.

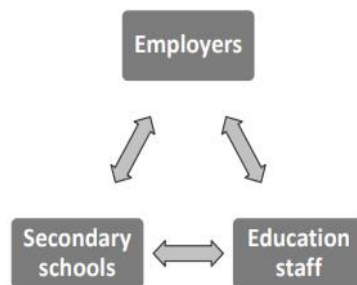
In Poland, higher education does not have the character of a dual learning system and internships or training only have the form of summer practice, which does not meet the expectations of the labour market. The Faculty of Wood Technology of WULS, adapted its educational model to the changing conditions and introduced a new course on furniture after consulting the biggest actors of the wood processing sector. It is worth noting that the degree course was also created because of the needs of the furniture industry, which is one of the fastest growing sector of the economy in Poland. Its actual annual production counts for 2% of the GDP and it employs 7% of employees almost double than the EU average. Also employment increased from 2012 reflecting the development of wood and furniture sector in Poland, being the 3rd furniture exporter in Europe.

The model that was introduced is based on Finnish educational standards and it was presented by the Collegium Mazovia. The concept of this model involves the construction of strong social connections in different areas of activity of university/faculty, shaping appropriate attitudes and skills of future graduates, as well as their commitment to the university/faculty after graduation. In the case of wood technologists, process of "tying" to faculty should start already at secondary school level. In Poland, there is about 30 of wood technology profiled secondary schools. Most of them have serious problems with recruitment, because young people do not have knowledge on further education. Innovative education of universities should start with a strong cooperation with secondary schools, from which the students are recruited. The care and patronage of the faculty shows work opportunities after graduation. For more than two years such a program is run by Faculty of Wood Technology WULS with Technikum Drzewne in Zwierzyniec, Technikum Drzewne in Garbatka Letnisko and Zespół Szkół Zawodowych Towarzystwa Salezjańskiego in Oświęcim. In these three schools there are lessons given by faculty teachers, meetings are held with the youth on the faculty, as well as teaching materials are transferred.

Referring to the dual systems, the Faculty for many years runs internship programmes for last year students in engineering and master's degrees and has found more than 50 jobs to students within its 3 years' duration. This innovative

education model for Faculty of Wood Technology WULS is based on three main pillars: employers, schools and academic staff (see Figure 1).

Figure 1: Learning model on Faculty of Wood Technology



The combination of different areas of education corresponds to the patterns of Aalto University in Finland, which builds partnerships between staff, students and external actors. Currently on the Faculty of Wood Technology, the incremental implementation can be observed, of opening up to the student and his adaptation to the needs of the labour market by introducing new subjects, such as project management, entrepreneurship and innovative approach to guaranteeing to student the opportunity to individual program of study during the internship.

Important is also the cooperation with entrepreneurs not only during internship periods but within seminars and field trips. The Faculty encourages employers to support secondary schools of woodworking profile. An example is the involvement of employers in the wood knowledge contest, organized by the Faculty of Wood Technology WULS for profiled secondary school students, and strongly supported by the industry.

Country:	Poland
Institution:	POLSKA FUNDACJA ROZWOJU PRZEDSIĘBIORCZOŚCI I EDUKACJI



Title of best practice:	CULINARY TASTES OF EUROPE¹³
<p>Best practice example</p> <p>The participants of the project were young people educated in food and catering technicians and students of the main vocational school with a cook. During training in these professions, young people are obliged to practice in collective catering and in the kitchen. This is due to the curriculum in the profession. The project was aimed at gaining knowledge and practical skills in innovative Greek cooking techniques, as well as improving the English language and learning the basics of the Greek language, giving young people the opportunity to find work in the wider catering market. At present, many of the restaurants in our region have traditional cuisine.</p> <p>The ability to introduce innovative and modern cuisine would increase the attractiveness of the restaurant. We sent two groups of students (55 and 17 people) to apprenticeship to Greece. Due to the fact that all pupils were under age - in each group there were carers, including the school head, the deputy director of the school, the teachers of the profession, so that one coordinator was attended by 10 participants.</p> <p>The main objectives of the project were:</p> <ul style="list-style-type: none"> - learn techniques of making traditional and regional Greek dishes - refining English in the profession and teaching basic Greek phrases <p>The results were:</p> <ul style="list-style-type: none"> - Improve your ability to use professional English and Greek at the elementary level - Increase your chances of getting a job in high end restaurants after school - obtaining practical and theoretical knowledge about the functioning of international catering establishments - possibility of introducing the solutions learned in future work - gaining transparency of qualifications by writing acquired skills in the Europass document. <p>The acquired skills will be used by trainees in future career and personal development, and in the future they will increase their chances of employment in the region, the country and abroad. In addition, they became more creative and entrepreneurial, which in the future can contribute to establishing their own business. The project predicted that participants would receive various certificates,</p>	

¹³ Erasmus+, Culinary Tastes of Europe, Available at: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/6609121a-da43-46bf-9ce9-93c12596658f>



including: Europass Mobility document and references from managers confirming the acquired professional, linguistic and social qualifications, as well as a certificate from the school and PFRPiE. It was important for the trainees to learn about the history, culture, traditions and habits of Greece that made it easier to get to know the country and its inhabitants.

3 Annexes

3.1 ANNEX I: Work based learning development plan

Name:

Employer:

WBL Period: from.....to.....

Learning outcome	Task/responsibility	Description of how outcome will be achieved	Timeframe for completion	Date achieved



3.2 ANNEX II: Student Reflection Feedback

1. Overall, how would you rate your work-based learning/placement?			
Excellent	Good	Satisfactory	Unsatisfactory
2. What have you enjoyed the most from your work-based learning experience?			
3. What did you enjoy the least?			
4. What did you learn from colleagues in your workplace?			
5. Describe your physical working conditions (such as cleanliness, health and safety practices etc)			
6. Do you consider you were prepared for the experience? If not, why not?			
7. Is there anything you would do differently if you were to repeat the work-based learning?			
8. Do you feel that you could move to real professional experience?			
9. Have you achieved your learning goals? Where did you focused the most?			



10. What are the specific skills that you have developed?


3.3 ANNEX III: Wood Industry and Dual Learning

3.3.1 WOOD AND FURNITURE INDUSTRY

The furniture industry is a labour-intensive and dynamic sector dominated by small and medium-sized enterprises (SMEs) and micro firms. EU furniture manufacturers have a good reputation worldwide thanks to their creative capacity for new designs and responsiveness to new demands. The industry is able to combine new technologies and innovation with cultural heritage and style, and provides jobs for highly skilled workers. Although the sector has gone through changes

during the crisis, it has survived and actually furniture production has been increased, so it provides opportunities for future jobs but also for upscaling of existing skills of the labour force. Considering that, wood and furniture sector can create new jobs in the near future!!

In countries like Italy, Germany, Poland, UK, France and Spain, the EU wood furniture has increased... So it can be a great source for employment and for economic recovery for countries hit by the crisis.



2 out of 3 high-end
furniture products sold in
the world are produced in
the EU....

The EU furniture sector is predominantly made of SMEs around 85% being micro enterprises (fewer than 10 employees) and another 12% of companies being small (10 to 49). Medium-sized companies account for 2%. SMEs in 2010 were responsible for 85% of the employment and 77% of value added of the sector. (Bulgaria presentation)



For example, the EU wood furniture production has increased to 4.4% in 2015. It has been increased in: Italy (+4.4%), Germany (+4.2%), Poland (+9.1%), UK (+1.1%), France (+3.2%), & Spain (+6.6%).

(<https://www.unece.org/fileadmin/DAM/timber/meetings/20161018/coffi74-item3a1-01-oliver.pdf>)

Why the EU furniture industry is important:

- Employment - the sector employs around 1 million workers in 130 thousand companies generating an annual turnover of around EUR 96 billion;
- Trend setting - EU furniture manufacturers set global trends. About 12% of designs registered in the European Union Intellectual Property Office relate to this sector;
- High-end segment - the EU is a world leader in the high-end segment of the furniture market. Nearly two out of every three high-end furniture products sold in the world are produced in the EU.

3.3.2 WHAT IS DUAL-LEARNING:

Dual-learning is a concept that is recognised as dual vocational education and training system which takes place within a company and a vocational institution. It is also referred as work-based learning that intends into learning pathways through actual work and production of goods and services. Dual-learning can be part of a learning model within a country and/or part of business practice within an enterprise. Some enterprises, especially large or multinational, have well incorporated this system in their practises and held their own workshops or training programme in cooperation with VET schools, higher VET institutions, technical universities etc.

Dual-learning is well acknowledged in Europe and well established in some European countries such as Austria, Germany, Netherlands and others. The particular benefits that it brings is low youth unemployment levels in those countries and concrete transition phases from education to work, responding to skills needs of the labour market.

3.3.3 IMPORTANCE OF DUAL LEARNING FOR WOOD AND FURNITURE INDUSTRY:

Vocational and Education Training programmes can play a central role in preparing students for work and responding to labour market needs, especially in times of economic hardship. Wood and furniture sector is important for many European economies and can create more jobs, for young people.

Dual learning is important for wood and furniture industry for upgrading of the skills gap, and development of new technological and soft skills that are needed to perform job profiles in the sector. Since the wood and furniture sector comprises of small enterprises,

Good practice guide for students and stakeholders



developing organisational and entrepreneurial skills of VET students and workers is very important and it opens new opportunities for entrepreneurship and employability of young people. In this sense, dual learning supports a better school to work transition and facilitates young people entering labour market, improving their competences, qualifications and mobility across Europe.

3.3.4 BENEFITS FOR RELEVANT STAKEHOLDERS:

A number of benefits are presented for relevant stakeholders, policy makers, enterprises, social partners interested in expanding and establishing dual-learning.

3.3.5 POLICY-MAKERS in VET education, work-based learning:

- It provides high-quality skills needed in the labour market, corresponding to working practices and needs of businesses active in wood and furniture sector;
- It strengthens cooperation between education and business, creating links that will benefit the structure of educational system, curricula development and demands of the labour market;
- Develops high-qualified and skilled students, improving their employability and transition from education to work;
- Provide consultation opportunities for designing and developing VET curricula with the involvement of relevant stakeholders and businesses from the sector;
- Addresses the importance of shared responsibility between stakeholders, public bodies and private sector in developing the economy and improving the labour market conditions;
- Creates opportunities for economic development within the wood and furniture sector which is important for the economies of specific European countries;
- It can create better learning experiences for students and share the costs of education, that many countries and VET institutions cannot afford.

3.3.6 POLICY-MAKERS in employment strategies and work-based learning:

- It can be used to motivate students who make their transition to the labour market;
- It increases employment levels and facilitates transition processes;
- Provides opportunities for the development of new skills and motivate low educated students to choose a different career path through interesting learning methods.



3.3.7 ENTERPRISES in wood and furniture sector:

- Creates opportunities for high-skilled future employees in the industry which will increase productivity and profitability in the long-run;
- Provides opportunities for innovation within the sector and adaptability to new technological products that high-skilled youth workforce can incorporate in the working practices;
- Are better equipped using employee's knowledge to improve quality, customer service and marketing strategies;
- Contribute to the development of the economy and increase their social responsibility.

3.3.8 VET institutions and colleges:

- It helps to provide an advanced level of education including other transferable skills such as team-work, work confidence, problem-solving and punctuality;
- Give to their students the opportunity to apply their knowledge thus making studying more interesting;
- Increases the importance of VET education for the economy and the labour market.



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