

SKILLING Eco-VET

Skilling VET ecosystem: enhance enable environments for private and public VET key actors in Ghana and Senegal

Module on VET-business partnership e
Dual System's approach

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Part 1: Work-Based Learning (WBL) in the training system

- Introduction to WBL: definition and models (1 hour)
- The types of learning in WBL: difference between apprenticeship and internship (1 hour)
- The apprenticeship contract (1 hour)
- The relationship between work-based learning (WBL) and apprenticeship in TVET systems (2 hours)



Introduction to WBL: definition and models

The WBL as a fundamental aspect of vocational training which is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life.

The main characteristic related to this term is that WBL provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development.

There are different types of WBL programs:

those that provide a growing integration between training and work: a simulated (or virtual) training company, alternance, training and apprenticeship

those that are very simple and only provide to teach something about work within a formal context





Forms of WBL

There are four forms of WBL for the acquisition of knowledge, skills and basic competences essential to join in working life:

1) arrangements in which the learner is legally an employee, such as formal apprenticeships, and in some cases alternance. The connection between school and work is a typical mode of the German-speaking countries, where it is called "dual system". It is essentially based on the integration between companies, which act as operators training, and school or VET providers. The learner spends a significant portion of time in the company as an apprentice or trainee: she/he can work and assimilate general knowledge and competences related to his work in VET providers or in schools. The alternating period can be weekly, monthly or annually, depending on the country in which it is carried out.

2) arrangements in which the learner is legally a student: on-the-job training in companies as traineeships, internships, work placements and cooperative education;

3) borderline cases such as virtual firms, training firms, or 'real' firms that are attached to and part of educational institutions. In this case, the WBL is integrated within school educational programs through laboratories, workshops, simulation of companies' affairs or job assignments (real or simulated). The educational achievement of this model is to recreate work situations in appropriate environments, thus establishing a connection with the real world of work and creating a framework of cooperation with social realities and companies.

4) programs such as work shadowing and work experience, the main aim of which is to teach the learner about work rather than to teach them to do work



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of WBL

Coordination and cooperation are at the heart of successful structured work-based learning programs. The companies and the VET providers have different responsibilities in the realization of WBL paths.

Benefits of WBL are largely recognized, especially when the learning experience takes place in a company.

Learners

- development of career choice,
- more informed career choices

Employers

- positive impact on supply of qualified labor,
- addresses skill gap,

TVET

- better quality of VET programs,
- positive effects on teaching



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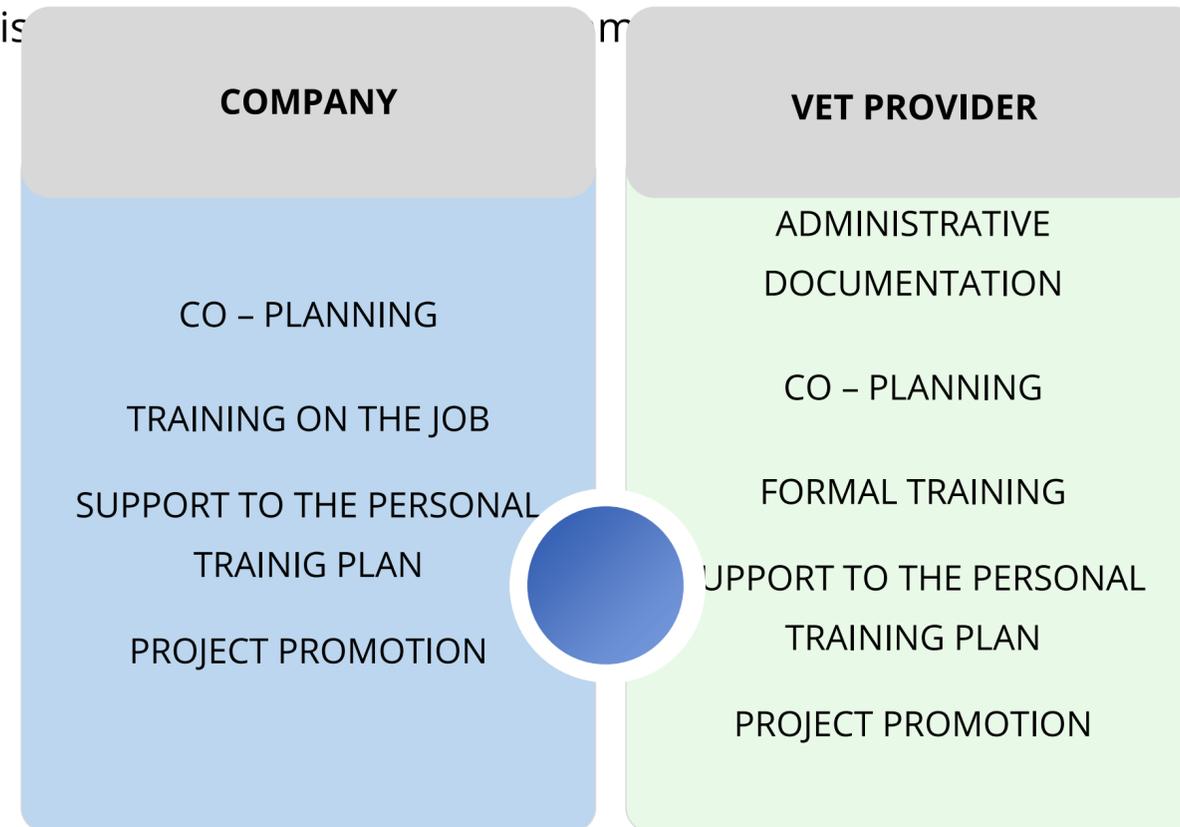
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Work division in the WBL

The companies and the VET providers have different responsibilities in the realization of WBL paths. The greatest weight, regarding the administrative tasks, is on the VET providers.



The types of learning in WBL: difference between apprenticeship and internship

There is often a certain level of confusion about the various terms associated with apprenticeships. Consequently, when defining the term “apprenticeship”, it is helpful to clarify the distinction between apprenticeship training and other forms of work-based learning, such as informal apprenticeships, traineeships or internships.

Informal apprenticeships: these do not follow a curriculum, do not lead to qualifications and are regulated by social norms and traditions rather than laws and regulations. In general, this type of apprenticeship does not include classroom-based learning and is based on an informal agreement between the apprentice and the craftsman. Informal apprenticeship is commonly used in low-middle income countries (i.e. Morocco, Tunisia, Ghana, Senegal, Benin, Pakistan).



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Internships and traineeships provide young people with an opportunity to learn in a workplace: usually covering specific aspects of a job or an occupation while working in a particular sector of the economy or in a specific occupation. Normally, these programs do not follow a curriculum and do not lead to qualifications based on an assessment.

Formal apprenticeships have the following features:

- _ the learner is legally an employee and is paid a wage. This wage normally reflects the lower productivity of the apprentice compared to a skilled worker, particularly in the early period of the apprenticeship, and the cost to the employer of providing training;
- _ a contract of employment and training is signed. It is signed by the learner and the employer. The contract normally specifies the duration of the employment and training period. It normally specifies what each party to the contract is required to do: for example, to learn, to provide employment, to teach skills, or to attend regularly. The period covered by the contract is divided between work carried out in an enterprise and classroom-based education and training: usually more time is spent at work than in classroom-based training;
- _ the apprenticeship is closely integrated into the regular operations of the enterprise over the full working day, week, month and year;



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- _ these arrangements are supported by legislation or regulations (for example about wages, qualification, assessment, etc.)

Advantages of formal apprenticeships

SUBJECT	ADVANTAGES
Enterprises	<ul style="list-style-type: none"> • Selection of young people employed and trained • Apprenticeships as a way to recruit skilled workers in the future • Financial benefit • Apprentices used for productive work as well as providing them with training
VET providers	<ul style="list-style-type: none"> • Vocational education programs become much more relevant to the demands of the workplace • Programs have a better balance of theory and practice, • Teachers have closer contacts with workers and enterprises • Individual and training costs are lower
Governments	<ul style="list-style-type: none"> • Better school-to-work outcomes are achieved, and youth unemployment can be lower • There is a better balance between the supply of and demand for skills: skill mismatches are less likely to occur • Costs are shared in a more effective way between governments and enterprises
Individuals	<ul style="list-style-type: none"> • Reach skills and qualifications for a recognized skilled occupation • Students' motivation can be higher • Better and easier transition to full-time work • Can develop vocational competence to quite a high level



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GROUP ACTIVITY: Benefits of WBL



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Part 2: The School- Company Partnership

- The Partnership between School and Company
- Presentation of tools to implement the partnership between School and Companies: examples and experiences
- Training workshop: Building a partnership between TVET and company
- Presentation of the dual system: The role of school and companies in the dual system
- The role of the training tutor and the relationship with companies
- Training workshop: Structure of the individual training plan



The Partnership between School and Company

The partnership is a formal agreement between two or more subjects with the aim of carrying out common interventions in the economic, social, political.

A good partnership requires coordination and cooperation between stakeholders to achieve the results of an overall goal.

In a training project, the general objective is the transfer of knowledge and skills to students. The project partners share the general objective and set their own specific objectives.

For example: the specific objective of companies is the search for young people to be included in their production cycles, public institutions have the specific objective of increasing the youth employment rate and educational institutions want to train young people with skills that can be spent in the labor market .



The advantages of the partnership for companies and TVET centers

The main subjects of a training partnership are companies and TVET centers as they contribute to the achievement of a general objective and at the same time set the respective specific objectives. The main advantages that these two entities derive from the partnership are:

COMPANY

- objective support of the student in carrying out daily business activities
- possibility for the company to train students according to their production needs
- evaluation and insertion of the student at the end of the training course

TVET

- sharing of knowledge, experiences and resources
- construction and development of courses, programs and curricula in line with the demands of the labor market
- transfer of skills and knowledge more expendable in the labor market

Structure of a partnership

In designing the training course, it is necessary to take into account which project partners will be needed to have an optimal result with respect to the general objective.

The main partners in a training project are:

TVET institutions

-

Enterprises

Ministries and public administrations in charge of education and employment

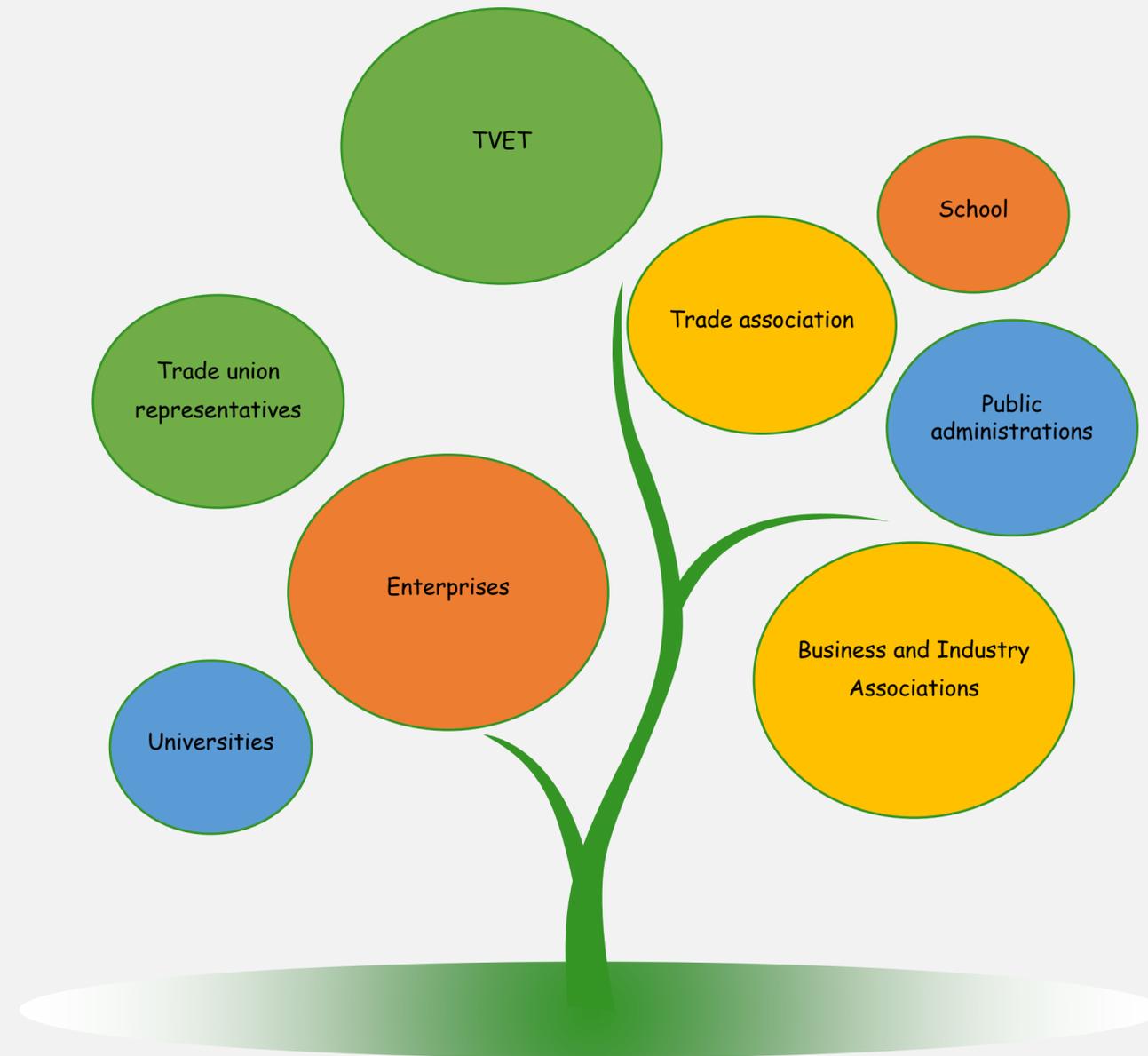
Business and Industry Associations

Local/sectoral coordination support services



The subjects involved in the training project can have different roles in the partnership depending on the type of service they perform in the economic (e.g. business partners), social (e.g. training partners such as universities) or political (e.g. institutional partners) spheres.

Structure of a partnership



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GROUP ACTIVITY: The division of labour in the WBL



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Tools for the partnership between TVET and Companies

In planning the training course, the operational tools needed to build a partnership are:

Partnership modules (operational, network and corporate): establish the nature of the partner

Internship agreement or protocol: it is a formal agreement, signed by the employer and the training institution which specifies the content and duration of the employer's training obligations, the general criteria for the realization of the apprenticeship courses

Individual training plan: must be signed by the employer, training institution and apprentice. It is prepared by the training institution with the involvement of the employer. It can be changed during the course of the report, without prejudice to the qualification to be acquired at the end of the course.



Tool-kit

Network and operational partnership modules

MODULO DI ADESIONE IN PARTNERSHIP
(da allegare alla domanda di ammissione quale parte integrante e sostanziale del progetto)

Compilare il seguente modulo, uno per ogni partner elencato nella Scheda 3 secondo gli stessi numeri progressivi.

Progetto " _____ " ¹
Presentato dal soggetto proponente _____

Descrizione del partner di progetto

Partner n°: _____ ¹

Denominazione:

Forma giuridica:

Referente per le attività di progetto:

Tel: Fax: e-mail:

Il sottoscritto _____ nato a _____ il _____ e residente a _____ domiciliato presso _____ nella qualità di legale rappresentante² dell'Ente/Azienda _____ con sede legale in _____ cap. _____ via _____ tel. _____ fax _____ CF _____ P.IVA _____.

DICHIARA

a) di essere partner *(barrare solo la casella che interessa):*

operativo per un budget di euro _____

di rete del progetto sopra citato;

b) di partecipare al progetto con le funzioni di *(barrare la/caselle che interessa/no):*

<input type="checkbox"/> Progettazione/preparazione	<input type="checkbox"/> Accompagnamento/stage	<input type="checkbox"/> Codocenza
<input type="checkbox"/> Docenza	<input type="checkbox"/> Monitoraggio	<input type="checkbox"/> Altre acquisizioni di servizi
<input type="checkbox"/> Tutoraggio	<input type="checkbox"/> Diffusione risultati	<input type="checkbox"/> Analisi fabbisogni
<input type="checkbox"/> Attrezzature/locali	<input type="checkbox"/> Materiali didattici e di consumo	<input type="checkbox"/> Amministrazione
<input type="checkbox"/> Consulenza	<input type="checkbox"/> Selezione	<input type="checkbox"/> Altro

Luogo e data _____

Timbro dell'Ente/Azienda partner
e firma in originale del Legale Rappresentante

¹ Inserire il numero progressivo attribuito automaticamente al partner in fase di caricamento del progetto.
² Se persona diversa dal legale rappresentante, allegare atto di procura, in originale o copia conforme.



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Tool-kit Business partnership forms

MODULO DI ADESIONE IN PARTNERSHIP AZIENDALE
(da allegare alla domanda di ammissione quale parte integrante e sostanziale del progetto)

Compilare il seguente modulo, uno per ogni partner aziendale elencato nella Scheda 3 secondo gli stessi numeri progressivi.

Progetto “ _____ ”
Presentato dal soggetto proponente _____

Descrizione del partner di progetto

Partner aziendale n°:¹

Denominazione:

Forma giuridica:

Referente per le attività di progetto: [\[link\]](#)

Tel: Fax: e-mail: [\[link\]](#)

Il sottoscritto _____ nato a _____ il _____ e residente a _____ domiciliato presso _____ nella qualità di legale rappresentante² dell’Azienda _____ con sede legale in _____ cap. _____ via _____ tel. _____ fax _____ CF _____ P.IVA _____,

DICHIARA

a) di essere partner aziendale del progetto sopra citato;

b) di essere disponibile ad accogliere presso la propria azienda con tirocinio per la qualifica professionale n. _____ studenti iscritti al percorso di istruzione e formazione, a cui si riferisce il presente progetto per il conseguimento della qualifica di: _____³

Luogo e data _____

Timbro dell’Azienda partner
e firma in originale del Legale Rappresentante

¹ Inserire il numero progressivo attribuito automaticamente al partner in fase di caricamento del progetto.
² Se persona diversa dal legale rappresentante, allegare atto di procura, in originale o copia conforme.
³ In caso di percorsi a qualifica differenziata inserire solo la qualifica conseguita dagli studenti oggetto della dichiarazione. |



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Group Activity: Building a partnership between TVET and company



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Presentation of the dual system: The role of school and companies in the dual system

Once the students have been able to experience through practical exercises the WBL methodology and the partnership models through which VET and companies collaborate to share a training project, the trainer presents the dual system, i.e. the process through which school/work alternation in study courses has been developed in Europe to foster the acquisition of better technical and practical skills and thus promote the employability of young people at the end of their study courses.

The history of the dual system, which originated in Germany more than fifty years ago and which today is taken as the training model, despite important changes to the German system, of VET centres throughout Europe, is a point of reference in school systems for the relationship between theory and practice in the training process, closely linked to the principle of alternation between the two training locations school and

enterprise.



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The role of the training tutor and the relationship with companies

Who is the tutor?

The tutor is the reference figure for the student who has the task of helping the student in the acquisition of technical-professional skills in the company.

The company tutor is a qualified technical worker, engaged in the training and professional development of students and directly responsible for their practical training.

The tutor, through specific actions such as individual interviews, gets to know his students, works with them to verify required by the reference professional profile.

The tutor facilitates the insertion of the student in the company, supports him in every phase and monitors the results achieved.





The training tutor

- The training tutor is designated by the promoter
- He manages the development of the project and guarantee the correct development of the experience, monitoring the training course and verifying its consistency with what is indicated in the Training Project
- At the end of the internship, he writes certification of the activities carried out and the skills acquired on the basis of the feedback from the company's tutor.
- In order to guarantee the quality of the trainee's accompaniment, each didactic-organizational tutor does not can follow more than a predefined number of trainees or interns at the same time (the variable number is according to the various regional laws).



Profile of the company's tutor

The most important feature of the company tutor is that he must be a good professional, an expert with the expertise to carry out the work, but he must also be prepared to perform the role of tutor of the student

A company tutor, besides having experience, knowledge, dedication and willingness to develop this role, needs a certain touch of sensitivity towards the training activity

The company tutor must be responsible and able to motivate students in training and in the company

The tutor should support the student monitoring his working and he should appreciate the attitudes and skills of each one in order to assess practices.

It is very important that the tutor has the knowledge and wants to pass it on

The company's tutor

- The company's tutor, appointed by the host organization, has the task of facilitating the insertion of the support him and train him (possibly also with the collaboration of other colleagues: the mentors),
- Periodically, the company's tutor verifying the results achieved.
- At the end of the path, the company tutor provides an overall assessment of the trainee's results.
- The tutor company must have the professional skills necessary to ensure achievement of the objectives set
- Generally each tutor can follow a maximum of 3 trainees at the same time



Tasks of the company's tutor



A key aspect in the process of mentoring is the proper planning of the activities involved.

- PARTICIPATE IN THE SELECTION OF STUDENTS
- MONITORING
- RECEPTION AND ORIENTATION IN THE COMPANY THE TRAINERS
- ORGANIZE THE LEARNING
- COORDINATION WITH TRAINING CENTER
- MANAGEMENT TRAINING ACTIVITIES OF STUDENTS IN THE WORKPLACE
- RATING
- PREPARATION OF THE REPORT ON THE PERFORMANCE OF THE ACTIVITY IN THE POST OF LEARNING



Training workshop: Structure of the individual training plan



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Thank you!



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