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Improve Professional's Skills in Work-Based Learning Methodological Guide



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IM.PRO.SK. W.B.L. Project
Improving Professionals' Skills in work based learning
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The IMPROSK WBL project and the guide

The IM.PRO.SK. WBL (Improve Professional Skills Work-Based Learning) project was intended to meet the needs of professional training and upgrading in the school service for teacher tutors and job tutors, these provide guidance and support in work-based learning (WBL), a European priority as written in numerous strategic documents and reaffirmed in the Conclusions of Riga in June 2015.

The strategic partnership was born including by three southern European countries that shared a scarce or absent experience in cooperation between VET systems and businesses.

Work-based learning is uncommon despite of the excellent employment performance achieved by the North European countries whose education and training system is based on a close cooperation between VET and business systems.

Italian, Romanian and Turkish partners (VET provider and Business Associations) have identified two good practices to apply in their countries:

- German EWT-European Workplace Tutor (DE / 11 / LLP-LDV / TOI / 147433) focused on training the company tutor;
- Spanish DTS-Dual Teaching System (2013-1-ES1-LEO05-66184) focused on training teachers to dual logic.

The strategic partnership is made of two partner providers (PP) who transfer good practices and five partner users (PU) who have learned from WBL's good practices.

The partner users (PU) of the strategic partnership are:

- Istituto di Istruzione Superiore "Da Vinci - De Giorgio" - Lanciano IT, also Applicant partner;
- Ilmiolavoro srl - Mosciano S. Angelo IT;
- Confindustria Abruzzo - L'Aquila IT;
- Liceul Teoretic Ion Ghica - Racers RO;
- Gaziantep Chamber of Industry - Gaziantep TR;
- Mehmet Nurettin Horoz Mesleki Ve Teknik Anadolu Lisesi - Gaziantep TR.

The partner providers (PP) of the strategic partnership are:

- Dekra Akademie GmbH - Stuttgart GER;
- Heziketa Tekniketa Elkarte HETEL - Durango ES.

The overall target pursued was to create perfect conditions to promote quality WBL paths.

More specifically, the project aimed at:

- 1) Increasing the skills of VET teachers and in-company trainers / tutors in WBL processes and certifying those skills;
- 2) Improving the ability to use European models and tools in projecting and fulfilling quality WBL paths;
- 3) Expanding learning opportunities at the same European level exchanging good practices of WBL;
- 4) Creating the opportunity to find a strategy to repeat what is learned, in the organizations of partners and in local VET systems.

The project planned a *laboratory of innovation transfer for the education of teacher tutors and workplace tutors*. In this LAB the PP collaborated with the PU to transfer the know-how of their education and training systems to the Training Programs for teacher tutors and workplace tutors in the dual-learning logic. This workshop took place during the kick off meeting.

Concerning the European Workplace Tutor, it emerged that:

this project identified and described the role of the European Workplace Tutor; however, its characteristics did not match the needs of the present project's target group who needed entrance qualifications as they are in an early stage of dual logic. The EWT qualification is too extensive to be implemented in the framework of the Improsk project.

The problem was solved by Dekra Akademie who found similar purpose contents elaborated in a Leonardo DOI project called "Be a Mentor in the Workplace" (2013-1-PT1-LEO05-15778). The training activities for Workplace Tutors, part of the enterprise system, are the result of the alignment of the European Workplace Tutor's profile and the needs of the PU by Dekra Akademie.

It was later possible to have the right conditions for repeating the procedures by translating the contents of the two training courses for In-company Tutors and Teacher in dual system also agreeing in using the DTS e-learning platform.

A group of business association members participated in the course *for in-company tutor WBL* and a group of VET providers teachers attended the *dual-learning logic teacher course*.

Two ways of learning were structured:

- Self-learning in which knowledge is transferred to develop skills;
- Face to face in Germany, in which the acquired knowledge that was learned in a project is put into practice.

The training activities to train teachers in dual logic learning aim at allowing them to become learning facilitators and knowledge brokers between schools and businesses. The training activity was conducted by HETEL, and was organized in three learning ways:

- E-learning in which knowledge is transferred in skills;

- Face to face-project work in Spain in which the acquired knowledge that was learned in a project is put into practice;
- Study visit in Spain where real contexts awareness was gained.

The acquired knowledge was evaluated and certified according to the ECVET framework by issuing a Europass certificate to the participants. Subsequently, this *methodological guide for the organization of educational programs for teacher in dual system and in-company tutors* was created.

The guide aims at letting able partners to repeat training processes for business tutors and school tutors. In this way, the PU will increase the skills of their staff (teachers, business men), learning skills and abilities for the realization of training paths for the two main professional figures of the work-based learning process: the teacher who encourages dual logic learning and the business tutor.

The project has the ambition of giving impacts also outside the organizations, especially towards all stakeholders active in WBL processes. To do this, great attention has been paid to spreading the results to a large number of stakeholders who will know the intermediate and final results of the project.

Work based learning in the countries of project

As mentioned in the introduction the partners shared the description of thier VET systems in particular the Work Based Learning set up.

A shot description for each country will follow.

Spain

WBL in vocational training in Spain was considered until recently as a complement. The system in Spain was that those studying vocational training had to spend the last 3 months of training (from March to June of the second year of the programme) in a company, putting in practice those knowledge, skills and competences acquired during 2 years of training in the school.

Before the difficulties to find a job for young people and the existing gap between the demands from the companies and the qualification of the students, the Spanish Government modified in 2012 the Law for Vocational Training, encouraging the regions in Spain (which have the autonomy over education up to a certain point) to promote a VET system where WBL is integrated in the study programmes, being not only a complement but one of the pillars of it.

Each region has developed these recommendations in its own style, being the Basque Country the most successful experience in Spain according to the employability of the students and the participation of companies under it.

This Basque dual VET system is based on a combination of training in school and training in companies simultaneously during the second year of a VET programme. In this second year, the student completes a total of 1.480 hours of training, where 1.050 is WBL (training in the company) and the rest takes place in school. It is necessary to highlight that, although there are 2 modalities for it (the company can choose between a grant or a working contract) around 80% of the students in dual VET have a working contract with the company, which means they are not only students, they are also workers.

The dual system in the Basque Country started during the academic year 2012-2013, with the participation of 28 VET schools, 124 students and 95 companies. Last academic year 2015-2016 the numbers went up to 71 VET schools, 718 students and 473 companies. This year the numbers will increase again and the number of students is estimated to be double. Currently, around 7% of VET students in the region are in the dual system. The objective is to increase this percentage up to 20% by 2020. The increases in the numbers every year and the results in terms of employability (70% of the students in dual VET get a job after graduating, in the same company or in a different one) show that dual VET in the Basque Country has come to stay.

Germany

The German vocational education and training system, known as the dual training scheme, is highly recognized worldwide due to its combination of theory and training embedded in a real-life work environment.

The dual system is firmly established in the German education system. The main characteristic of the dual system is cooperation between for the most part small and medium sized companies, on the one hand, and public vocational schools, on the other. This cooperation is regulated by law.

The Vocational Training Act of 1969, which was amended in 2005, introduced this tight-knit alliance between the Federal Government, the federal states (Länder) and companies with a view to providing young people with training in occupations that are recognized nation-wide and documented accordingly through certificates issued by a competent body, i.e. chamber of industry and commerce or chamber of crafts and trades respectively.

The German dual system offers an excellent approach to skill development, covering initial vocational education and training, further vocational education and training,

careers, employability, occupational competence and identity. Thanks to the dual system, Germany enjoys low youth unemployment and high level skills.

In Germany, about 50 percent of all school-leavers undergo vocational training provided by companies which consider the dual system the best way to acquire skilled staff.

1. Continuous updating of training regulations

There are currently around 330 officially recognized training occupations. Employer organizations and trade unions are the drivers when it comes to updating and creating new training regulations and occupational profiles or modernizing further training regulations.

As a result, training, testing and certificates are standardized in all industries throughout the country. This assures that all apprentices receive the same training regardless of region and company. Moreover, employers trust in these certificates as they express what an individual knows and is able to do.

2. Best form of recruitment for companies

Businesses that take part in the dual training scheme consider vocational training to be the best form of personnel recruitment. Training companies do not only save on recruitment costs but also avoid the latent risk of hiring the wrong employee for the job. Investments in first-class training are a key factor for success in an increasingly competitive world.

The main benefit for apprentices, in turn, is that they receive market-relevant training that improves their chances on the labour market as it responds to the challenge of constantly updating and upgrading skills due to innovations in the digital age while simultaneously broadening their social and democratic participation.

3. International attractiveness of high quality training

There is a growing awareness across Europe and all over the world that excellent work-based vocational education and training is vital for competitiveness and social participation. Demand from other countries for cooperation with Germany in this area remains high. To this end, the BMBF supports, among others, the European Alliance for Apprenticeships initiative launched by the European Commission.

Together with the group of countries with a dual system (Austria, Switzerland, Luxembourg and Denmark), Germany provides instruments and consultation services to help implement dual training principles in interested countries. The development of high quality vocational education and training is also the guiding principle of bilateral cooperation under the Berlin Memorandum of December 2013 with Spain, Greece, Portugal, Italy, Slovakia and Latvia.

The BMBF is also closely cooperating with the OECD in the context of work-based learning.

Italy

In Italy WBL system is developed and there are three WBL models:

- a) a form of WBL integrated into a Work contract: *Apprenticeship*
- b) a form of dual learning NOT integrated into a Work contract and NOT included into a training / educational path: *Not-curricular Internship and Professional Trainsheep*
- c) a form of dual learning NOT integrated into a Work contract BUT included in a training / educational path: eg. stage, *curricular trainsheep*, ecc.

Regarding *Apprenticeship*, this is a work contract with indefinite duration with a first period in training purposes, divided into the following types :

- Apprenticeship for the qualification and professional degree;
- Professional apprenticeship;
- Apprenticeship of high training and research.

The target is youth until 29 years old and adult in transition status.

Extracurricular Internships are designed to facilitate young people's occupational choice and employability in the transition phase from school to the workforce. There are three types:

- job training and guidance;
- insertion / return-to-work placements;
- Guidance and training courses or insertion / reinsertion in favor of the disabled, the disadvantaged, as well as asylum seekers and beneficiaries of international protection.

In this kind of WBL there are Professional internship that consists in training, both theoretical and practical content, and it aims to develop the necessary skills for operating and organizational management of profession. The target are young people and adults who meet the requirements specified by the professional associations.

The curricular traineeships (Law n. 196/97 regulation on promoting employment n 142/98) are moments of alternation between study and work. The goals is to facilitate career choices through direct knowledge of the working world. The instrument is used as part of the graduation courses of the second cycle and higher; it is an experience that can have a very wide range of life and training purposes like observation, work socialization, acquiring skills.

There are a lot of Curricular traineeship-types:

- included within high schools programs, these are part of a regular course of education;
- included within third and fourth year education and vocational training courses;

- included within post-diploma/post-vocational qualification courses (regional courses co-financed by the European Social Found);
- included within post-secondary education:
 - Higher Technical Education and Training (I.F.T.S.);
 - Higher Technical Institutes (I.T.S.);
- included within higher Education courses:
 - university degree programs at first and second levels;
 - university master's programs at first and second levels.

In 2015 Italy Government approved the Law number 107 called "La buona scuola". With this law Work-based learning/the school-work has become mandatory for students in the last three years of upper secondary education:

at least 400 hours for students of technical and vocational schools

200 hours for high school students.

The internships are carried out in the private sector or in public administration. This is a step that aims to help education and professional training to better meet the needs of the labor market.

Romania

In Romania, the introduction of a strong vocational education system tailored to the needs of the economy and labor market demands has been and continues to remain a priority of the Ministry of Education.

Under the new regulations (2017), the organization of dual education is at the request of economic agents. Furthermore, the organization, the duration, the content of the training programs and the arrangements for certification of professional training are established by consulting the economic operators.

One element of novelty in dual education is that it is based on a contract of employment concluded between the entrepreneur and the student. The form and content of this employment contract is to be defined in the following period.

The specific element of this complementary type of education is to share responsibilities between education authorities and their employers / organizations from the point of view of the curriculum, the provision of training, evaluation and funding. Educational authorities are responsible for providing human and financial resources and organizing schooling, and the employer must provide human and financial resources and organize practical training from work.

We mention that the existing vocational education forms are addressed to different groups. More specifically, two-year vocational education addresses graduates of the

9th grade, 3-year vocational education addresses graduates of the 8th grade, while dual education is organized for graduates of compulsory education, so for the tenth grade graduates.

This last form of vocational education is therefore aimed at students who have completed compulsory education in order to obtain the necessary skills to enter the labor market, thus providing an alternative training path. Also, graduates from previous series who have left the education system after graduating from compulsory education have access to dual education without completing their training with or without skills to provide employment opportunities. Dual education offers graduates the opportunity to enter the labor market and, at the same time, to continue their vocational training at a higher level of qualification.

Professional training for economic agents and the strengthening of the practical training component of the employer are development priorities at both European and national level. The reform of the Romanian vocational training system is part of the country specific recommendations from the European Commission.

The need to adapt to labor market demands, on the one hand, and the need to adapt to individual peculiarities and specific training needs of the pupil, on the other hand, require the flexibility of training paths, particularly training, as a prerequisite. It is a recommendation found in all European education documents, combating early school leaving or the skills needed for smart, sustainable and inclusive growth.

Turkey

In Vocational Education Institutions in Turkey, students are educated without taking vocational courses in 9th grade. After 10th and 11th , students are educated in vocational courses as well as general culture courses. In 12th grade, Students are educated 2 days a week at school and 3 days at work.

In Turkey Vocational and technical secondary schools are grouped under two main categories:

- vocational high schools;
- technical high schools.

Technical high schools accept students from among those who have successfully completed their first year at vocational high schools. Vocational and technical high schools with preparatory classes are called *Anatolian vocational high schools*, and *Anatolian technical high schools*.

Enterprise-based practical training is a formal requirement for all students in all types of school (vocational, technical, Anatolian technical and Anatolian vocational). It is organised on the basis of three days of practical skills training (24 hours per week) in

the enterprises and two days of theoretical courses in the classroom in the last year of secondary education. The students who attend practical skills training are called *interns* or *trainees*. The structure of practical training in the enterprises is prepared according to Vocational Training Law No 3308.

Regarding *non-formal vocational training through apprenticeship*, this training as a concept covers different levels of education and training: candidate apprenticeship, apprenticeship, journeymanship and mastership. Apprenticeship training covers the theoretical and practical training of primary education graduates who work at enterprises in order to learn a vocation. Apprenticeship training coordinated by professional organisations in occupations where the ministry does not offer apprenticeship training is carried out under the Tradesmen and Craftsmen Law No 507. Theoretical and practical training for candidate apprentices and apprentices is provided by a number of different types of organisation: vocational training centres, enterprises, training units established at enterprises, and supra-enterprise training centres. Apprenticeship training centres were established in 1979 and renamed vocational *training centres* in 2001 to provide vocational education to candidate apprentices, apprentices, journeymen and master trainers already working in the sector. These centres are the major providers of such training. Training units are provided at enterprises that provide training for ten or more students or have more than 200 employees. Master trainers who hold a Master Trainer Certificate are appointed to these units.

Supra-enterprise training centres, run by the Turkish Confederation of Tradesmen and Craftsmen (TESK), function in a similar way to vocational training centres, providing theoretical and further practical training to candidate apprentices, and to apprentices who are working at enterprises to acquire practical vocational skills.

Primary-school graduates who work in one of the occupational branches mentioned in Law No 3308 but who are below the age of 14 may be trained as candidate apprentices until they reach apprenticeship age. Candidates receive theoretical training at vocational training centres one day a week (for a minimum of eight hours) which includes courses in general and vocational knowledge. If above the age of 14 and below the age of 19 candidates may receive training as apprentices, consisting of one day per week at vocational training centres (or training units of workplaces approved by the Ministry of National Education), and for the rest of the week they receive practical training at workplaces where they have signed an agreement, carried out under the supervision of master trainers.

The duration of apprenticeship training varies from two to four years depending on the nature of the occupation. On completion of this training, an apprenticeship certificate is given to those who pass the relevant examination. The 2001 amendments to the law allow those who hold a secondary-school diploma and are over the age of

19 to enter apprenticeship training also. On completion of the training period, apprentices may apply to sit the journeymanship examination, both theoretical and practical success in which leads to a journeymanship certificate. Journeymanship training lasts three years, during which time journeymen attend courses given by vocational training centres while working in an enterprise. On completion of the training, the journeymen earn the right to enter mastership examinations which lead to a mastership certificate. Mastership certificate holders may then attend 40 hours of pedagogical training to gain a master trainer certificate, which certifies competency to undertake the training of candidate apprentices and apprentices in the workplace. According to Vocational Education Law No 3308, training and certification in unrecognised occupations is under the responsibility of TESK. There are about 500 unrecognised occupations. Testing and assessment in the unrecognised trades and crafts is coordinated by TESK.

The Foundation for the Promotion of Vocational Training and Small Industry (MEKSA) has 23 training centres in 14 provinces of Turkey and vocational and technical training is provided in these centres in over 20 skills. Supra-enterprise training centres established by the MEKSA Foundation with German technical support after 1983 were initially named Turkish-German Apprenticeship Training (TAÇE – Türk-Alman Çıraklık Eđitimi) Centres, later renamed Turkish-German Vocational Education Centres (TAMEM – Türk-Alman Meslek Eđitim Merkezi) under the Dual Vocational Education Project signed between the Turkish government and the Federal German government to provide training for apprentices working at larger enterprises. Although the dual vocational education model is very similar to the existing system in accordance with Law No 3308, there are some differences:

- the apprentices spend two days for theoretical training in TAMEMs and three days for practical training at workplaces;
- the duration of apprenticeship training is three years in this model regardless of the type of occupation.

Employers and enterprises have to pay not less than 30% of the minimum wage determined by the government to apprentices and interns of vocational schools. Other than their financial contribution, some enterprises provide for the transport and catering expenses of the apprentices and interns of vocational schools, but there are no regulations on this type of contribution.

The methodological guide contents

The methodological guide comes to its final phase of the IMPROSK WBL project as output made by the partners, coordinated by *ilmiolavoro*, in order to maximize the positive impact of the results achieved. As mentioned above, the purpose of this methodological guide is to create the conditions to repeat the learning activities that result from the project. These contents are already available for each partner.

For this reason, the IMPROSK WBL Methodological Guide provides for each figure (teacher in the dual system and in-company tutor) the following elements of the training concepts developed for the two target groups:

- brief description;
- skill profile;
- training process followed.

As already mentioned, in addition to this Guide, the project has provided the PU teaching materials used in the two learning paths, this allows reproducibility and propagation of the project.

The contents of this guide result from materials produced by good practices projects and from the work developed by the IMPROSK WBL strategic partnership during the project.

WBL professional and learning path

1. The teacher in dual system

1.1 Introduction

In a scenario of unemployment, VET systems must be key actors to improve the employment rates of youngsters. One of the key factors in this scenario could be the close collaboration between VET Systems & companies, through the implementation of Dual Training System. The implementation of Dual System needs to promote some cultural & structural change in all the actors that are involved in the VET Systems:

- Companies need to assume their important role as employer & they need to be open to a new collaboration pathway with VET schools.
- But also teachers must change the way they teach & help students develop the skills and competences demanded by companies

In fact, teachers must:

- Teach following competence based methodologies and evaluation means. Put the student in the centre of the learning process, and not the other way round as it is traditionally done.
- Ensure that students gain the competences demanded by companies through close collaboration with these ones.
- Develop skills beyond teaching. A closer cooperation with companies is needed in order to be really able to understand their needs and how they work, not only in terms of contents and knowledge but also in terms of skills and competences. Teachers need to know how companies work, what they demand, in order to prepare the students to work there. And teachers also need to teach companies how to teach their future employees to be sure they get the workers they need.

The dual system, and any other way of WBL is based on the transformation of training, and for this transformation is necessary to start with the transformation of teachers.

Once said this, we do not want to give the wrong idea that everything depends on teachers and they are the ones who must change and have to do it by themselves. Education (also vocational education) is the responsibility of everyone in the community, as a good system has a positive impact in the overall socioeconomic development of the region.

In the Basque Country for example, the shift from traditional vocational training to a dual VET system was only possible when several factors were aligned:

- The educational authorities integrated the implementation of a dual VET system as a key point in the education policy in the region.
- The VET schools received the support from the government so teachers would be able to “recycle” and adapt to this new training system, receiving training on new methodologies student centred, new ways of evaluation and new ways of work among them, establishing a community of teachers who share and learn from each other, looking for training and innovation no matter where it was located.
- The organization of the VET schools also changed (and is still changing) to adapt to this new way of work, where teachers are not individuals in charge of specific lessons but they are a team and they have to work together and also with companies so the student fulfills the curriculum but also develops the competences demanded by companies.
- Last but not least, companies are an essential part of WBL (50% of it!) and they have to be integrated in the whole process. It is not enough to send a student to the company, it is necessary that teachers and companies define together individual learning paths for students and follow up and evaluation processes.

The implementation of dual VET systems is a collaborative work where the teachers are the right hands.

1.2 Skill profile – Competences necessary for teachers

In order to be the right hand in the implementation of the dual VET system, teachers have to assume a different role that comes with a new set of competences.

During the DTS project, coordinated by HETEL (<http://www.dualteachingsystem.eu>), the partners from Spain, Germany, Netherlands, Portugal and Lithuania identified 5 key competences a teacher in a dual VET system needs to gather:

- Project based learning. Companies demand people able to solve problems, to give answers to specific needs of customers or the own company. Therefore, teachers need to know how to develop the competences associated to problem solving among their students (creative thinking, analytical skills, autonomy, collaborative work...).

The teachers in dual VET need to know how to define a problem in their own field of knowledge, how to guide students to be able to solve it and how to evaluate their performance.

This methodology follows a process of several steps which may differ depending on the literature (see for example *Jurković, Violeta. 2005. Ed. Guide to Problem-Based Learning. Ljubljana: Slovene Association of LSP Teachers*).

In the case of HETEL, our schools follow a process of 11 steps which can be seen in this graphic:

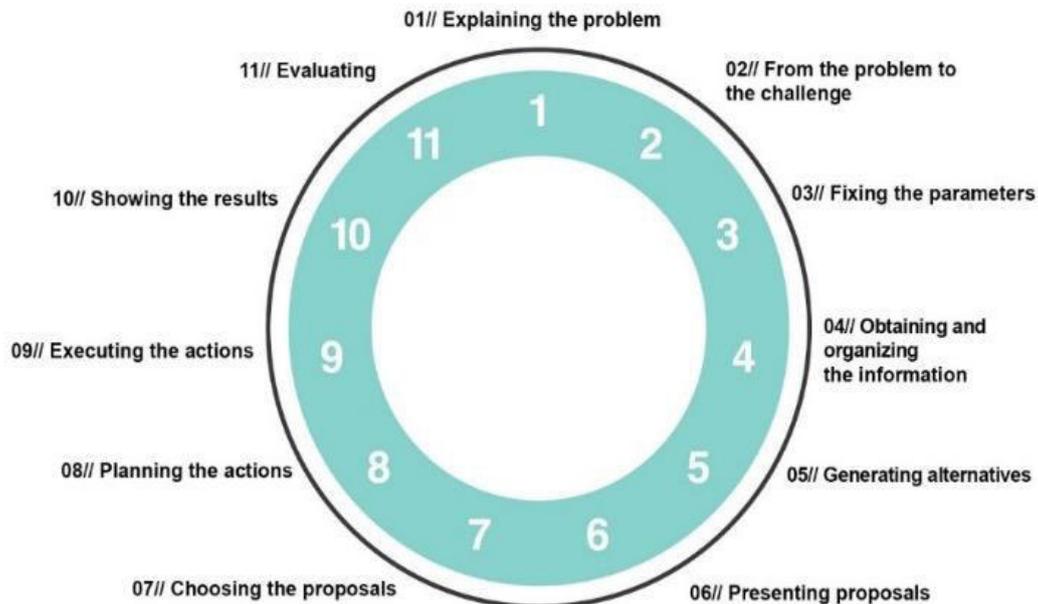


Figure 1. PBL cycle used in Ethazi, a learning methodology used by VET schools in the Basque Country (Spain)

- Step 1. Explain which is the problem the students need to face.
- Step 2. Transform that problem into a challenge, this means to express the problem in a positive way so students will approach them in the same way, with more enthusiasm and believing from the beginning that they are doing something that will turn them better.
- Step 3. Fix the parameters needed depending on the challenge (for example, if the challenge is building a house, the parameters will be the design, the height, the materials, the number of floors...). Fixing the parameters is essential to have starting points to look for information and develop.
- Step 4. Now is the time of the students to look for information on the parameters and organise it.
- Step 5. The group of students should start generating several alternatives to solve the problem.
- Step 6. The group should come up with several proposals to solve the problem.
- Step 7. The group should choose the best proposal according to their criteria to solve the challenge.
- Step 8. The group has to plan the actions to carry out the selected proposal.
- Step 9. Now it is time to execute the actions!

- Step 10. The group needs to show the results to the rest of groups and teachers.
- Step 11. The teacher and also the other groups evaluate the results.

The advantages of using problem based learning are various:

- It represents real life situations, solving problems as it happens in the professional or personal life.
 - It is motivating for students, as they are the centre of the learning process (and not the teacher!)
 - It promotes collaboration, participation, creative thinking, organization, communication, negotiation and prioritization.
- Collaborative learning. The term collaborative learning here refers to two different aspects. On one hand, teachers in dual VET are part of a team (with their own colleagues at school, with the companies they work with or even with other schools), and they need to collaborate with all these people and work and learn together as part of a continuous improvement process.

On the other hand, collaborative learning is also a methodology to be used so students will be able to work in a team, as later on they will be part of one (the team of the company), one of the main competences demanded by companies.

Collaborative learning is a methodology based on a very structured group work. This means that collaborative learning always involves group work but not all group work is collaborative learning. In this methodology, structure is the key, which means that resources are limited, roles are assigned and responsibilities are distributed in a way that everybody is accountable for their own contribution so if one fails to do it, success for the group is impossible (you can learn more about this methodology in this Website: <http://vocoltriangles.eu/about/cooperative-learning-guide/>)

VET schools in HETEL use this methodology, in combination with PBL, so students solve problems in a collaborative way, as a simulation of what they will find in real life later on (you can see an international example of this here: <http://e-motive.vet/resources/>)

- Assessment of WBL. The student in dual VET may be a worker for the company but is also a student and his/her performance needs to be evaluated. This evaluation is shared in a dual system between the teacher and the company. One question to bear in mind is that the training in dual VET is not only addressed to transfer knowledge from the teacher to the student, but also to

develop skills and competences and thus, the evaluation needs to be adapted to measure this.

To be able as a teacher to carry out an evaluation based on competences observation is essential. When you give your students the activity to be solved, observe how they behave, which role adopts each of them and how the work together. For example, pay attention to aspects like:

- Who is the one who organises and distributes tasks?
- Is everybody participating? And if not, why not?
- Do they communicate with respect, paying attention to each other and considering everybody's opinion?
- How are decisions taken? Are they the result of a communication process based on arguments?
- How do they manage their time?

As stated, this evaluation in WBL must be shared by teachers and companies.

- Relationship with companies. In WBL, training is shared between VET teachers and companies in all its stages, from the definition to learning paths to training itself and follow up and evaluation. This way, it is necessary that the teacher knows how to address companies, how to present the benefits of WBL for them, how to identify their needs and work with them to attend these needs according to the possibilities of the VET school. It is also important to establish a good communication with the company to guarantee the satisfaction of all parts involved (school, company and student) and to provide support to the person in charge of the training of the student in the company.
- Organise the educational programme according to WBL. Going from academic learning to WBL means a change of learning methodologies, organization of the school, organization of the own work, collaborative work and adaptation of the evaluation system to the new context. Therefore, the teacher needs to readapt his/her own training, being able to offer a more individualised assistance to students, managing time in a different way, designing training paths in collaboration with companies and involving the student... ultimately being able to adapt.

1.3 Training process followed in IMPROSK to develop teachers competences

One of the aims of the IMPROSK project was training teachers to be able to work within a VET system based on WBL. To do so, we divided the training in 2 parts:

- The first part was an on-line training based on the contents of the DTS project (<http://www.dualteachingsystem.eu/new-resources-available/#.WW9K1lgjGM8>)

addressed to raise awareness of the competences they need in a WBL VET system (described in the above section) and to give them tools to start implementing different methodologies in their own lessons.

The training contents, activities and handouts are organised in different modules:

Module 1: Project based learning

The goal is to learn the ability of projecting and managing learning processes based on individual and group projects and a method of evaluating the project oriented dialogue.

LEARNING UNIT 1. - Process management

LEARNING UNIT 2. - Time management

LEARNING UNIT 3. - Team management

LEARNING UNIT 4. - Team working

Module 2: Assessment in work based learning

The goal is to develop evaluation skills of work-based learning through hematic and holistic thought.

LEARNING UNIT 1. - Empathy

LEARNING UNIT 2. - Developing holistic thinking

LEARNING UNIT 3. - How to make effective interviews

LEARNING UNIT 4. - How to manage conflict effectively

Module 3: Relationship with the companies

The goal is to develop the ability of identifying business needs, build ethical relationships, deal and negotiate with businesses.

LEARNING UNIT 1. - Capacity to indentify companie's needs

LEARNING UNIT 2. - Ethics

LEARNING UNIT 3. - Negotiation

LEARNING UNIT 4. - Networking

Module 4: Organizing educational program

The goal is to develop the ability to design educational programs in different learning environments, experience based learning.

LEARNING UNIT 1. - Ability to design in cooperation with stakeholders in different learning environments

LEARNING UNIT 2. - Ability to adapt

LEARNING UNIT 3. - Emotional self control

LEARNING UNIT 4. - Ability to create learning areas

Module 5: Cooperative Learning

The goal is to be able to create and manage group learning processes, as a result of synergy and cooperation.

LEARNING UNIT 1 - Synergy

LEARNING UNIT 2. - Communication-problem solving

LEARNING UNIT 3 - Others consideration

LEARNING UNIT 4. - Positive interdependence

- The second part was a 5 days course which took place in the Basque Country and which was addressed to reinforce some of the contents of the DTS on-line course and to meet with different teachers and a company in from the Basque Country involved in dual VET to hear their experience in this system.
The learning outcomes acquired by the teachers attending this 5 days course were:
 - o Raised awareness of cultural differences and similarities among participants.
 - o Ability to identify and overcome stereotypes.
 - o Ability to communicate in an intercultural group and in foreign language.
 - o Knowledge of the different realities in VET systems across Europe and different modalities of work based learning.
 - o Understanding of the functioning of PBL and its application in a VET class.
 - o Ability to design his/her own learning activity using the PBL methodology.
 - o Ability to evaluate the results of a PBL activity and to assess the competences developed by student.
 - o Understanding of WBL realities.
 - o Understanding of the procedure to host a student in a company: selection, design of a common training path, relation with the VET school, assessment.
 - o Ability to offer a better guidance to students regarding their job hunting skills and professional possibilities.

The contents of this 5 days programme were:

Day 1. Monday, 22nd of May 2017. INTERCULTURAL EXCHANGE

Contents for the day:

- 09:30 – 10:00. Introductions of the participants and presentation of the programme.
- 10:00 – 11:00. “Breaking the ice” activities.
- 11:00 – 11:30. Coffee break.
- 11:30 - 12:30. Introduction to the Basque Country. Geography, culture, socio-economic context and VET system.
- 12:30 – 13:00. Presentation of dual VET. Legal framework, learning methodologies, competences based evaluation, relation with companies.

- 13:00 Lunch.

Day 2. Tuesday, 23rd of May 2017. Problem Based Learning in VET (PBL)

Contents for the day:

- 09:15 – 10:00. Introduction to PBL
 - o The features of PBL. What is different?
 - o Which are the advantages of this way of learning?
 - o The structure of learning in ETHAZI and the role of the teacher.
- 10:00 – 12:00. PBL Cycle and PBL assessment.
- 12:00 – 13:00 Workshop to design a PBL activity in groups.
- 13:00 – 13:30 Reflection on the methodology and feedback from participants

Day 3. Wednesday, 24th of May 2017. Collaborative learning

Contents for the day:

- 9:30 – 9:45. Welcome
- 9:45 – 10:00. Introduction
- 10:00 – 10:30. Bingo (10 min) and short interview (1min/1min + 1min/presentation + 1min/teacher)
- 10:30 – 10:40. Feedback
- 10:40 – 10:50 JIGSAW Introduction
- 10:50 – 11:50 JIGSAW Exercise
- 11:50 – 12:00. Coffee break
- 12:00 – 12:30. Feedback (competences addressed by the JIGSAW activity)
- 12:30 – 12:45. Hit the Bin! + Feedback
- 12:45 – 12:55. Quick date
- 12:55 – 13:15. Cooperative skills
- 13:15 – 13:45. Estatus (Step Forward) + Feedback
- 13:45 – 13:55. Final feedback

Day 4. Thursday, 25th of May 2017. Study visit to a company providing WBL experiences to VET students

Contents for the day:

- Visit to the company, meeting with the person responsible for WBL programmes with VET schools and one of the students involved in a dual VET programme with the company.

Day 5. Friday, 26th of May 2017. CAREER GUIDANCE AND JOB HUNTING.

Contents for the day:

- 09:15-10:15 Career guidance in VET
- 10:15-11:30 Reflection and self-evaluation of the knowledge gained. Sharing of plans for the future

2. In-Company tutor

2.1 Introduction

VET personnel is increasingly faced with new tasks and challenges. The shift of paradigms from instructor to learning guide requires a complete re-thinking of the role of VET trainers. New roles and responsibilities of VET personnel require a wide range of competencies which until today only slowly find their way into recognised qualification programmes. Germany has, over the past years, achieved an important step and responded to the new competence requirements by taking up and installing the high-level VET qualifications of "Berufspädagoge" and "Aus- und Weiterbildungspädagoge" in the regulatory system.

In contrast to many company tutors, workplace tutors are originating from the work floor themselves and will remain working there as well. The Workplace Tutor trains, coaches, supervises and assesses fellow-employees on-the-job, based on his own technical subject knowledge. In addition, he analyses learning needs and opportunities on the work floor, he arranges and develops training programmes, and is authorized to issue training certificates, which are recognized within the company and/or the sector at hand.

From the framework of the Leonardo da Vinci project "European Workplace Tutor" (2011-2013), we have analyzed the competence profiles for the Workplace Tutor and for the Learning Process Guide. The competence profile "European Workplace Tutor" includes all competences required for high-level in-company training positions (including the analysis of individual and company qualification needs, the design, planning and implementation of training measures as well as learning process guidance and the assessment of competence development and the evaluation of training provided). The profile for the Learning Process Guide represents an adapted profile targeted at for example part-time trainers who also need to be able to deliver high-quality training, especially guiding learners in the process of work but with less responsibility in the area of analysing qualification needs of the company and large-scale company training measures.

Due to the extensive nature of the professional profile and training material of the EWT project and the limited resources of the Improsk WBL project to adapt them to our needs, the beneficiaries had access also to the contents of "Be a mentor in the Workplace" project (2013-1-PT1-LEO05-15778), whose contents also suited the training requirements of a tutor in the workplace.

During the project we also considered the following indications that emerged from the important publication of Cedefop "*Guiding principles on professional development of trainers in vocational education and training*". From it emerge that the typical common tasks of trainers in VET are:

- selecting appropriate training methods for developing practical skills in a real work situation;
- planning and implementing training;
- assessing and providing feedback for students/trainees.

Generally, trainers are also expected to ensure a link between the worlds of work and education, though often this link is the responsibility of a school and its teachers.

At least four groups of competences are considered important to a different extent for trainers in VET, including those who train in companies (Cedefop, 2013b).

- a) Competences related to their specific *technical domain*, sector. There is no common approach to defining such competences; most examples imply that trainers possess a qualification in a specific field in which they train. Strong subject-specific or vocational skills are usually one of the reasons why employees are assigned to train students, apprentices or other staff in a company. Knowing developments in the industry and sector is important for in-company trainer capacity to help companies to look forward, identify emerging needs and address future challenges.
- b) Competences related to serving a *company's strategy* and improving its competitiveness through training. Trainers should know very well their company's core business, structure, activities, working methods, processes and strategies as well as its skills needs and gaps. It should be noted though that awareness of company strategy can mostly be acquired internally. More ways to develop company-related competences should be explored in the future.
- c) *Pedagogical/didactical competence*, training-related competences. In most cases, trainers are expected to have a *good command of pedagogy*, including some proof of competence or relevant training, *theory of learning and/or understand teaching and learning approaches*. Depending on their responsibilities, they can be expected to *know how to design training programmes* and courses and *carry out training needs analysis*. The continuing shift towards learning outcomes in training requires trainers to be aware of this approach and able to apply it in their work. Optionally, trainers can be expected to design or develop training materials. Pedagogical competence also includes skills related to practical implementation of training: *time planning, distribution of content, creating a positive and inclusive learning environment, observing and understanding group dynamics, group management, and selecting methods appropriate to specific learner abilities and needs, including special education needs. Assessment of learner progress and*

learning outcomes is growing in importance and is becoming an important part of trainers' work. Trainers should be aware of summative and formative assessment methods, able to choose the most appropriate assessment methods for the training delivered and learning objectives, as well as provide feedback to learners on their progress and develop further learning.

- d) *Transversal competences* that help trainers support the learning process (for example, social and interpersonal competences, conflict management, multicultural awareness, critical thinking skills, communication skills, ICT skills). This group of competences is not specific to the training role of trainers but cuts across various activities and tasks and can support completing such tasks more effectively. To face heterogeneous groups of learners, trainers need to have *social and interpersonal competences, conflict management, understanding multiculturalism, critical thinking, and communication skills*. Social competences were identified as the most important for a trainer to have. Trainers should also be able to use *ICT* to support learning and engage in networking and communities of practice. *Autonomy, responsibility and ability to work in teams and cooperate with other professionals* are also among expected competences and skills. As agents of lifelong learning, trainers should possess *self-reflection and an ability to identify their own strengths and weaknesses; ability to assess their own teaching; and responsibility for continuing professional development and further learning*.

The combination and level for each group of competences needed for trainers in specific settings (for example, an apprentice master or a trainer of employees) would differ as well as some sets being of greater concern to various stakeholders (for example, technical competence can be of higher importance for an employer while multicultural awareness or pedagogical skills can be considered more important by the State).

In Improsk WBL project, of course, we worked on group skill c) and d) integrating the training contents from "Be a mentor in the Workplace" project (self-learning) and "European Workplace tutor" project (face-to-face learning).

2.2 Skill profile – Competences necessary for in-company tutors

During the Improsk WBL project, we defined the key skills that are necessary to achieve a basic preparation for an incoming tutor. The participants of the partner users, started at a "green field" lever, therefore the route of the achieved learning was of an introductive kind.

The partners specified a group of key skills that the "beginner" in-company tutor has to develop.

- Planning WBL path: defining and agreeing learning outcomes, ensuring training quality in companies, guiding trainees/students in the preparation of their WBL.
This includes the ability to understand formative paths that are achievable in one's own business, to prepare the environment of a business in achieving WBL itineraries.
- Implementing WBL path: accompanying WBL phases in companies, learning guidance, documenting learning progress
This includes the ability to support the students in their development and learning, the ability to communicate to give instructions to teach through doing and the ability to encourage the students in their personal development.
- Assessing and evaluating WBL path: reflecting learning processes, documenting and assessing learning progress, Quality assurance: framework conditions in training companies
This includes the ability to guide students in the self-assessment process and self-consciousness of the achieved learning, in using different evaluating tools and in evaluating and relating to other schools.

2.3 Training process followed in IMPROSK to develop in-company tutor competences

One of the aims of the IMPROSK project was training In-company tutors to support students in work based learning paths. To do so, we divided the training in 2 parts:

- The first part was a self-learning based on the contents of the "Be a mentor in a workplace" project (<http://www.bmw-eu.net/pag.asp?idp=180&op=0>) addressed to raise awareness of the competences about mainly the Implementing WBL phases. These contents are focussed on the accompanying of the students in the Work Based Learning path within a company.

The training contents, activities and handouts are organised in different modules:

Module 1 – Knowledge On Mentoring

The goals of this module are to give to the beneficiary insights on mentoring, in particular about what mentoring is, what are the advantages of mentoring, the possible challenges in mentoring and how to overcome them.

LEARNING UNIT 1. - What is mentoring? Advantages, challenges

LEARNING UNIT 2. - What is the difference between coaching and mentoring?

LEARNING UNIT 3. - What do people expect from me as a coach?

Module 2 - Communication Skills

The goals of this module are to foster communication skills. These skills are needed in order to promote the development of communication skills among their mentees.

LEARNING UNIT 1 - Communication process

LEARNING UNIT 2 - Speaking skills

LEARNING UNIT 3 - Writing skills

LEARNING UNIT 4 - Active listening

LEARNING UNIT 5 - Asking the right questions

LEARNING UNIT 6 - Giving and receiving feedback

Module 3 - Instruction Skills

The goals of this module are to foster the development of the ability to:

- become aware of the existing learning styles and their influence on the way the instruction should be provided to achieve the maximum effectiveness;
- identify the different steps of the process of giving instructions and apply the most accurate techniques;
- understand the conditions that limit the understanding of instructions

LEARNING UNIT 1 - Presentation techniques

LEARNING UNIT 2 - Giving clear instructions

LEARNING UNIT 3 - Adapting to the learning style of the mentee

Module 4 – Coaching On The Job

The goals of this module are to foster the development of the ability to:

- have a clear insight into supporting learning-on-the-job,
- know what the goals of coaching-on-the-job are,
- Implement the GROW model in beneficiary coaching-on-the-job session.

LEARNING UNIT 1 - Adapting to your audience

LEARNING UNIT 2 - Coaching on the job

LEARNING UNIT 3 - Structuring the coaching, using the GROW-model

Module 5 – Coaching For Development

The goals of this module are to foster the development of the ability to:

- support students in personal and carrier development;
- play more a facilitating role on self-reflection;
- working with different interventions during a session with the students;
- moving from a more pragmatic approach to a mentoring dialogue on long term aspiration.

LEARNING UNIT 1 - The iceberg and motivational drivers

LEARNING UNIT 2 - Creating self-awareness

LEARNING UNIT 3 - Being flexible, using the Heron intervention-model

Module 6 – E-Mentoring

This Module aims to give the participants knowledge about e-mentoring. Mentor activities realized through the use of communication electronic devices/tools. The module supported the participants to be able to understand e-mentoring benefits and challenges as well as gave them some handy strategies and tips for e-mentoring relationship.

LEARNING UNIT 1 - What is e-mentoring

LEARNING UNIT 2 - Nature of e-mentoring

LEARNING UNIT 3 - Benefits of e-mentoring and generation Z

- The second part was a 6 days course which took place in the Germany and which was addressed to complete the contents of the Workplace Tutor learning path.

The learning outcomes acquired by the participants attending this 6 days course were:

- Ability to understand and compare different systems and forms of WBL
- Ability to plan and prepare WBL measures for his area according to the needs of the company and the learner.
- Ability to guide and accompany work-based learning processes.
- Ability to assess and document work-based learning processes of individuals.
- Ability to evaluate the quality and appropriateness of training companies.

The contents of this 6 days programme were:

Day 1. Monday, 22nd of May 2017. Orientation, introduction of hosting organisation, introduction to German VET system

Contents for the day (afternoon):

- Company visit and introduction of DEKRA
- Introduction of participants
- Presentation of German VET system

Day 2. Tuesday, 23rd of May 2017. Introduction of participants and their background, WBL in different systems, basics on structuring in-company learning; Learning contents for school / company

Contents for the day:

- Arriving activity
- Perspectives: training in the future
- Expectations of participants
- WBL in participating European countries, participants' presentation

- Activity: Group exercise
- Duality of learning, school and company
- Presentation of group assignment on duality of learning
- Discussion

Day 3. Wednesday, 24th of May 2017. Planning WBL phases: defining and agreeing learning outcomes, ensuring training quality in companies, guiding trainees in the preparation of their WBL

Contents for the day:

- Arriving activity
- Duality of curricula: school/ company
- Advantages and methods for places of learning
- Group assignment: Health and safety instruction
- Presentation in form of role play
- Cooperation of school and company
- Quality criteria for training companies
- Group assignment – quality criteria
 - a) curricular
 - b) personnel
 - c) structural
- Presentation of results

Day 4. Thursday, 25th of May 2017. Implementing WBL phases: accompanying WBL phases in companies, learning guidance, documenting learning progress

Contents for the day:

- Arriving activity
- The role of the trainer
- Presentation of German qualification system for in-company trainers
- The role of the trainer – Responsibilities and competences
- Group assignment on trainer competences
- Presentation and discussion of group assignment
- Qualifications for Europe's trainers, the EWT project

Day 5. Friday, 26th of May 2017. Assessing and evaluating WBL phases: reflecting learning processes, documenting and assessing learning progress, Quality assurance: framework conditions in training companies

Contents for the day:

- Arriving activity
- Task-based learning, introduction
- Group assignment on task-based learning
- Presentation by means of role play
- Discussion

Day 6. Saturday, 27th of May 2017. Follow up and participants feedback on the whole training path

Contents for the day:

- Evaluation
- Reflection

3. Recognition of competences and used of ECVET criteria during the whole process to guarantee quality and transparency

During the learning activities IMPROSK WBL put a system into practice with the aim of recognizing the skills achieved by the participants. This process was inspired by the ECVET framework, The European Credit System for Vocational Education and Training set up by the Recommendation of the European Parliament and of the Council of 18 June 2009 (2009 / C 155/02).

ECVET was a technical framework for the transfer and the accumulation of learning results with the aim of achieving of qualification.

It is designed for the entire vocational education and training system and serves to achieve credits expressed in learning outcomes in order to obtain, in a twofold necessity and opportunity logic, certificates or certified learning outcomes at multiple steps and with different modes: formal training, mobility experience abroad, recognition of skills developed at work, etc.

The description of qualifications in terms of units of learning outcomes improves readability in favor of "competent" people, qualifying authorities, and certification of qualifications and for employers. In this way, educational and training pathways based on ECVET guidelines are optimized and made more suitable for mobility and recognition mechanisms.

The path identified in the IMPROSK WBL project provided for the decomposition of the "Teacher in Dual System and In-Company Tutor" units into learning outcomes units to which a credit score was assigned.

The process was developed by the IMPROSK WBL strategic partnership established between vocational education and training bodies and also envisaged the signing of a Memorandum of Understanding that allowed mutual recognition of learning outcomes.

The following are the main operational phases in which the process has been articulated:

1. Creating partnerships

Transfer of ECVET-based credits is facilitated by the establishment of partnerships between training bodies, each of which has the right, in its own right, to issue qualifications or to award credits for the learning outcomes achieved with a view to their transfer and of their validation.

2. Description of the two qualifications

The next step was the description of the two qualifications on which the ECVET methodology was applied. It was important to share and clarify the two qualifications

among the partners and, in particular, to frame them within the European Qualifications Framework (EQF).

3. Subdivision of qualifications into units

A unit is an element of qualification consisting of a coherent set of knowledge, skills and competencies that can be evaluated and validated. Each qualification is made up of the complex of the units that make up it. A person can thus acquire a qualification by accumulating the necessary units obtained in different countries and contexts (formal, non-formal and informal). The standards and procedures for defining the characteristics of units of learning outcomes and the combination and accumulation of units for each qualification have been defined by the relevant institutions and partners involved in the training process in accordance with current national and regional standards.

4. Description of learning outcomes units

The units have been described in terms readable and comprehensible with reference to the knowledge, skills and competencies contained therein. They have therefore been constructed and organized in a coherent manner with respect to the general qualification and articulated in such a way as to allow the distinct evaluation and validation of the learning outcomes contained.

5. Adding specifications

Each unit was completed promptly with the following specifications:

- The general title of the unit;
- The general title of the qualification the unit was referring to;
- The qualification reference according to the EQF level and, where appropriate, the level of the national qualifications framework with the ECVET credits associated with the qualification;
- Learning outcomes in the unit;
- The procedures and criteria for evaluating these learning outcomes;
- The ECVET points associated with the unit;
- The unit's validity in terms of time.

6. Subscribing to the Memorandum of Understanding

The last phase of the methodology has provided for members of the IMPROSK WBL partnership to sign a Memorandum of Understanding confirming that the partners:

- They have mutually recognized the status of competent institution;
- Have considered it satisfactory for the purposes of credit transfer, criteria and procedures adopted by partners in the field of quality assurance, assessment, validation and recognition;
- Have approved the conditions for the operation of the partnership, such as objectives, duration and agreements for the review of the Memorandum of Understanding;

- Agreed on the comparability of qualifications involved in the transfer of credits, using the reference levels established by the European Qualifications Framework.

Concerning the documents used to support mutual trust and mobility, in addition to the Memorandum of Understanding, the Learning Agreement (Learning Agreement) with learners signed by the inviting organization, the learner participating in the learning activity and hosting organization.

The main contents of IMPROSK WBL Learning Agreements are as follows:

- Details on participant learner;
- Details about the foreign training program consisting of:
 - o Referrals to host organization;
 - o Expected learning outcomes;
 - o Detailed program of the training period;
 - o Monitoring arrangements and evaluation.

The learning agreement was signed by all involved, the inviting organization, the learner participating in the learning activity and the hosting organization.

Certification of skills was then carried out by adopting the procedure for the Europass Mobility tool, using a further document (Personal Transcript). It is a standardized document used throughout Europe where formal skills are acquired by an individual - regardless of age, level of education or professional situation - during a mobility path in a European country (European Union / EFTA / EEA And candidate countries).

Each organization that has set up mobility paths in the above mentioned countries has applied for Europass Mobility question for route beneficiaries. Europass Mobility was not requested directly by individuals but by organizations that submitted the application on their behalf.

Below is the procedure for issuing a Europass Mobility document

Inviting partners

- a) Have asked at the national Europass center of their country- or the institution to which the CNE has delegated the management of Europass Mobility - to provide the electronic format of the document (eg: providing the password to access the Europass website pages See <http://europass.cedefopeuropa.eu/documents/european-skillspassportleuropass-mobility/> templates-instructions);
- b) Have completed the "Europass Mobility Holder", "Europass Mobility Organization", "Origin Country Partner", "Host Country Partner", "Mobility Tracking Description" forms;
- c) Have stamped and / or signed the Europass Mobility document;
- d) Sent the Europass Mobility document to the host partner;
- e) Provided the host partner with instructions to complete the document in the relevant languages.

In support and in agreement with the host country, the partner of the country of origin has precompiled the sections "Skills acquired during the Mobility Path" and / or "Courses followed and votes / points / credits obtained". The above table was compiled in the source partner's language.

Host country partners

- a) Has compiled the tables "Skills acquired during the Mobility Path" and / or "Courses followed and votes / points / credits obtained". The above table was compiled in the language of the host partner;
- b) Has stamped the stamp / seal and / or its signature on the Europass Mobility document;
- c) Has sent the Europass Mobility document to the partner of the country of origin.

Partner country of origin

- a) Has delivered Europass Mobility to the holder, in paper and electronic form;
- b) Has filed the Europass Mobility document appropriately, according to the procedure adopted at national level and in collaboration with the CNE.

The recognition, validation and certification process adopted in the IMPROSK WBL process has also led to some difficulties due to the uneven awareness of the ECVET framework and the Europass certification procedure. However, through the efforts of all the strategic partnerships, the certification of the skills of all learners participating in the two learning activities has come to the fore.

4. Lessons learnt

What the partners plan to do with this new knowledge and skills we have gained with this project (I know it is a Guide, but I think including what we got from it can be encouraging to others). (all partner could send us their contribute).

The IMPROSK WBL project has allowed partners to learn some important lessons that are crystallized in this document. The lessons learned are described below:

- The adaptation of existing train-the-trainer approaches to the needs of the project partners in this initiative required an intensive analysis of the training needs of in-company trainers in the transition process to increased WBL. Each country has different understandings and objectives when it comes to WBL, and hence, different qualification requirements for trainers and teachers. Dekra Akademie and Hetel were thus able to complement existing transfer approaches to trainer qualification and to get further insight into the particular and highly specific situation of the participating countries in contrast to other countries involved in the transition towards WBL.
- The partners gained further valuable experience when they come to the crucial role that VET teachers play in countries transitioning to WBL (such as the Basque country). These insights will be integrated into DEKRA's future initiatives in the area of transition to WBL.
- User partners can prototype WBL process improvements in their territories and are able to boost innovation in their local systems or in their countries; However, to gain concrete results, it is crucial to engage and generate interest and intent of innovation in all stakeholders active in WBL processes; The stakeholder network is an indispensable asset.
- IMPROSK WBL Strategic Partnership had an idea about designing our own model to certificate and train In-company tutors based on the German model but adapting it to their local context.



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Improve Professional's Skills in Work-Based Learning Methodological Guide

