Using LO approach to promote WBL and facilitate cooperation between different stakeholders

Éva FARKAS
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RELEVANCE OF THE TOPIC

- High priority on the European VET policy agenda
- Economy and VET influence each other
“Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution” (CEDEFOP)
MODELS OF WBL IN IVET IN EUROPE

- Apprenticeship
- School-based VET with on-the-job training periods
- WBL that is integrated in a school-based programme

Work-Based Learning in Europe

*Practices and Policy Pointers*
"Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation."

MODELS OF WBL IN IVET IN EUROPE

1) Apprenticeships

1. **Long-term alternation** of work-based learning in a company and school-based learning;

2. Systematic **alternation** of training in a company and learning at school/training provider;

3. The apprenticeship leads to a **formal qualification** (‘formal’ is understood as a qualification, which has an assigned ISCED or EQF/NQF level);

4. There is some form of **contract** or agreement between the apprentice and the employer; given that these two parties have signed a contract, a third party (e.g. a school) can also sign it;

5. All apprentices receive **remuneration** (e.g. wages/ allowances);

6. There is **legal / contractual** requirement for the employer’s **responsibility** for training (e.g. set up of a training plan, providing an instructor / mentor / tutor / in-company trainer, providing learning environment, providing learning support, etc.).
2) School-based VET which includes on-the-job training periods in companies

On-the-job training periods typically cover internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications. They can be of varying duration but typically represent less than 50% of the training programme duration (often around 25-30% or less). They are primarily intended as effective school-to-work transition mechanisms that allow young people to familiarise themselves with the world of work and thus facilitate their transition from education to employment.
3) WBL that is integrated in a school-based programme

WBL that is integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create "real life" work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship competences.
1. National governance, legal framework, quality assurance

Clear framework for quality assurance of WBL at system and VET provider and company level.

Consistent legal framework for WBL
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

2. Securing enterprises’ commitment

Stimulating the creation of WBL is a key challenge.

Promoting a training culture

Enterprises need to be convinced of the return on investment that WBL can deliver.
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous dialogue and systematic collaboration between stakeholders
STAKEHOLDERS IN WBL

- Research organizations
- Students, Parents
- Employer associations, Trade unions
- VET providers
- Companies
- Ministries, Government agencies
- Chambers of industry and commerce
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

3. Structured and continuous **dialogue** and systematic collaboration between stakeholders

*HOW to achieve this?*

- regular conferences, workshops, seminars

**MESSAGE:**
- VET a first choice
- values of WBL
- not a cost but an investment

- good practices and successful VET path
- apprentice award for companies
- learning outcomes are the interface between actors
3. Structured and continuous dialogue and systematic collaboration between stakeholders

**HOW to achieve this?**

- School education part and WBL part should work in a coherent system
- There should be clear tasks and responsibilities of different actors
- VET schools need to operate in networks with local business
- There could also be partnerships on other issues outside the WBL
3. Structured and continuous dialogue and systematic collaboration between stakeholders

What are we doing in Hungary?

Tripartite Peer Learning Activity
TRIPARTITE PLA IN HUNGARY

Goal: harmonization of the training offer of VET and the labor market needs
Date: 22 November 2016.
Participants: 26 persons

VET provider institutions (11)

Decison-makers:
Chamber of commerce (4);
Government office (2);
Ministry for Economy (1)

Practical training companies (8)
PLA looked at the needs of each stakeholder group and resulted in a guide to using a learning outcome approach. The findings were:

⇒ Erasmus+ mobility is of a higher quality if learning outcomes are used

⇒ It can be easier for larger companies and harder for SMEs to find a person within the organisation who will be responsible for the practical training of students

⇒ It takes time for schools to adopt a learning outcome approach and they need to work closely with enterprises / employers and with the exam requirements to ensure that learning outcomes are written well

Suggestions for LO-based quality development of the practical apprenticeship training of dual VET
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

How to do this?

Providing

⇒ start up information and tool kit for companies
⇒ carrier guidance for students
⇒ professional development to VET teachers and in-company trainers/mentors
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises
   *What are we doing in Hungary?*

1-day seminars
(for E+ project promoters, VET teachers)
ECVET CAFE:
   ➢ How to design LOs?
   ➢ How to assess LOs?

2-day trainings
(for VET qualification designer)
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

*What are we doing in Hungary?*

Colorful knowledge acquisition and self-experienced learning
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

*What did we do in Hungary?*

Guide for VET Institutions on organizing their apprenticeships in LOs during the dual training (Tempus Public Foundation, 2017)

ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

4. Guidance and support to learners, VET providers, enterprises

Guide for VET Institutions on organizing their apprenticeships in LOs during the dual training

Content of the guide:
- Learning outcomes approach
- Methods of designing LO-s
- Advantages of the LO approach
- Organizing apprenticeships
- Preparation, realization, evaluation
- Assessment methods and criteria

Focuses on apprenticeships at national level
### REGISTERD MOBILITIES (TOP SENDING COUNTRIES)
ERASMUS+ VET KA1 2014-2016

<table>
<thead>
<tr>
<th>Member State</th>
<th>Mobilities (person)</th>
<th>Average duration (day)</th>
<th>%</th>
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<tbody>
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<td><strong>32</strong></td>
<td><strong>100,0</strong></td>
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ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

5. Learning outcomes approach

Learning outcomes – provided that they are written in a realistic, comprehensible and transparent manner – can serve as the ‘common language’ that is needed when different parties from different backgrounds discuss work-based learning and apprenticeship arrangements.
ESSENTIAL CONDITIONS FOR HIGH-PERFORMANCE WBL

5. Learning outcomes approach

WBL is a learning process.

All on-the-job learning periods, even short ones, should have a clear pedagogical purpose, defined learning outcomes and specified objectives that both the learner and the employer are aware of.

Learning outcomes determine what can be regarded as efficient results.

Using the learning outcomes can increase the learning efficiency of students.
5. Learning outcomes approach

The quality and precision of learning outcomes descriptions is an important basis for assessment.

Validation and recognition by the VET schools depend on the successful assessment of learning outcomes by the enterprises, in accordance with the agreed procedures and quality assurance criteria.
WORKSHOP 1 AGENDA

Promoting the LO approach in WBL – communication techniques on how to involve different stakeholders groups (how to facilitate involvement of different stakeholder groups, especially employers)

Involving employers in LO based transnational mobility (70 minutes)

ERASMUSPRO - long term mobility action. The opportunities (and possible drawbacks) in long term mobility, as the National Agencies foresee it. (20 minutes)

90 minutes (13.00-14.30)
Thank you for your kind attention!

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