



**DC-VET WB**

Developing Capacity for VET System in Western Balkan  
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# RESEARCH ON THE STATE OF THE ART ON WORK BASED LEARNING

*ALBANIA, BOSNIA AND HERZEGOVINA, FINLAND,  
ITALY, KOSOVO, MONTENEGRO AND SPAIN*



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# Table of content

<b>1. INTRODUCTION</b>	<b>3</b>
<b>2. GENERAL STRUCTURE OF VET SYSTEM</b>	<b>4</b>
<b>3. NATIONAL LEGISLATIONS AND ORGANIZATIONS DEALING WITH WBL</b>	<b>6</b>
<b>4. WBL</b>	<b>8</b>
4.1. Working conditions at WBL	8
4.2 WBL in the school curriculum	9
4.2.1 Timing	10
4.2.2 Learning outcomes – WBL planification	11
4.3. WBL Evaluation and assessment criteria	13
4.3.1 WBL evaluation	13
4.3.2 Evaluation tools	14
4.3.3 Certification of competences	14
4.4 Internal organization of WBL	15
4.4.1 Planification and management	15
4.4.2 Strategies to find companies	15
4.4.3 Roles in WBL	17
<b>5. AREAS OF IMPROVEMENT – ANY OTHER RELEVANT INFORMATION</b>	<b>18</b>
<b>6. CONCLUSIONS</b>	<b>20</b>
<b>7. BIBLIOGRAPHY</b>	<b>21</b>
<b>8. ANNEXES</b>	<b>23</b>





## 1. INTRODUCTION

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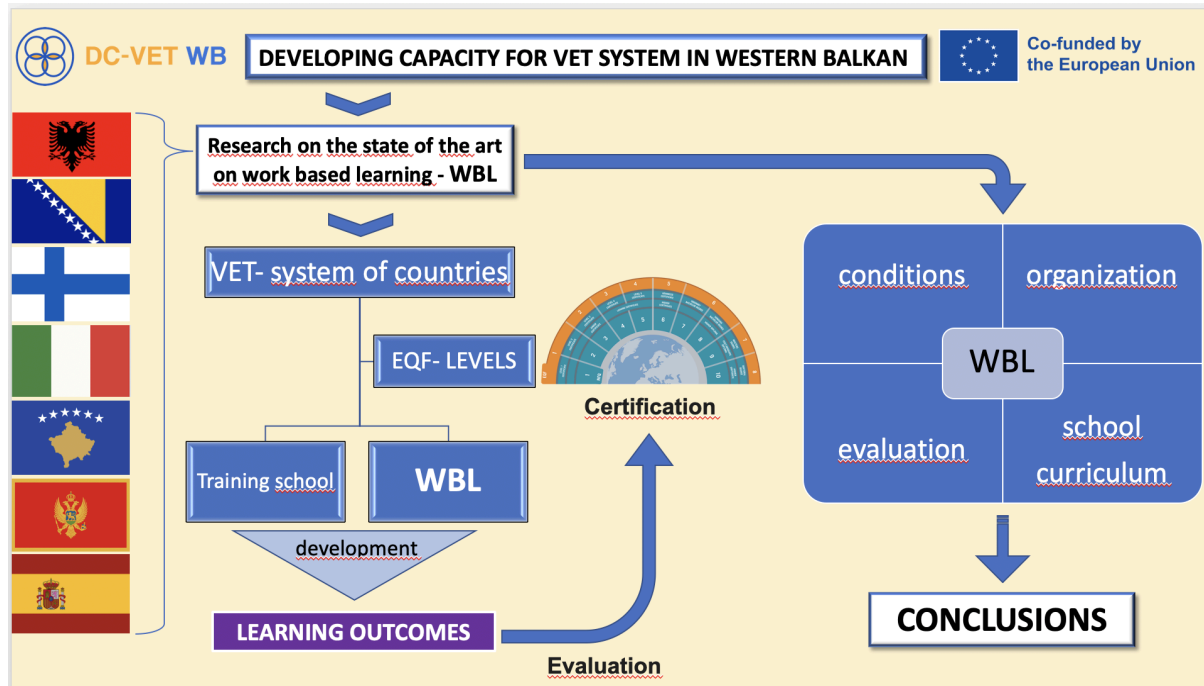
This paper contains the results of surveys, interviews and reviews of national regulations on Work Based Learning in all the countries included in the project **DC-VET WB KA2**, specifically for this **WORK PACKAGE 2.1**

The present document is a comparative study on how different countries approach the preparation of their students for the world of work. Spain, Bosnia and Herzegovina, Montenegro, Albania, Finland and Italy are at the forefront of Vocational Education and Training and throughout this paper, we will see the differences and similarities in order to try to unify them.

Each partner will undertake a research on WBL in its country to define: national legislation, curriculum; learning outcomes; the hourly distribution of WBL activities; WBL practices, evaluation and assessment criteria; internal organization adopted in the school to regulate, plan and manage the WBL (e.g. specific commission or teacher responsible for internship and contact with companies? What is the role of class council? What is the role of the headmaster? How do teachers coordinate themselves? etc). This task will focus on collecting data on official documents and interviews with colleagues/managers.

VET in many countries plays a crucial role in acquiring skills and practical experience, and each nation has its own unique approach to integrating students into the workplace. In this study, we will focus on Work Based Learning by analyzing how internships are structured and managed in companies in these countries, taking into account educational policies, collaboration with the business sector and the results obtained by students. By exploring VET strategies in Spain, Bosnia and Herzegovina, Montenegro, Albania, Finland and Italy, they can be adopted by other countries which want to implement and improve their VET and WBL.





## 2. GENERAL STRUCTURE OF VET SYSTEM

Depending on the country, students finish their obligatory education at the age of 14 or 16. After obtaining the certificate, they can access VET. Nevertheless, in countries such as Spain, students can obtain the compulsory education certificate while studying the lowest level of VET.

We find that VET is always divided into different stages depending on the minimum age of the students and the EQF level they belong to.

In the following comparative board, we will see the general structure of VET in the different countries according to the level and the minimum age the students can access VET.



MÍNIMUM AGE	Spain	Finland	Bosnia and Herzegovina	Montenegro	Albania	Italy	Kosovo
19 +	Higher VET programmes, <i>grado superior</i> (2 years) EQF- 5				Level III (1 year) EQF- 4	Higher Technical Diploma (2 years) EQF- 5 Certificato di specializzazione tecnica superiore Technical vocational schools (5 years- start at 15) EQF- 4	
18	Intermediate VET programmes, <i>grado medio</i> (2 years) EQF- 4	Specialist vocational qualifications (1 year) EQF- 5	If a person starts at 15 years old	Secondary vocational school (4 years – start at 15) EQF -4	Level II (2 years) EQF- 3/4	Diploma di istruzione tecnica Regional VET (4 years- start at 15) EQF- 4	
17		Further vocational qualifications (1 year) EQF- 3	Technical schools (4 years) Vocational schools (3 years) EQF- 3/4	Secondary vocational school (3 years – start at 15) EQF -3		Attestato di qualifica di operatore professionale	Vocational education diploma (3 years- start at 15) EQF- 4
16	Basic VET programmes, <i>grado básico</i> (2 years) EQF- 3	Initial vocational qualifications (1 year) EQF- 3		Lower vocational education (2 years) EQF-2	Level I (2 years) EQF- 2	Regional VET (3 years) EQF- 3	Vocational education certificate (2 years) EQF- 3
15							
14							

EQF-2	EQF-3	EQF-4	EQF-5
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Legend: European Qualifications Framework


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### 3. NATIONAL LEGISLATIONS AND ORGANIZATIONS DEALING WITH WBL

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In all these countries, the national Government, and more specifically, the Ministry of Education is responsible for defining the national guidelines of VET. Furthermore, apart from the national Government, in Spain and Italy, the different regions are also participants in legislating VET.

WBL is more or less defined in the national legislation of every country. There is usually a general framework (WBL hours, tutor who evaluates, documentation, etc.) where the different VET studies must adapt so that the students put the learning outcomes into practice.

In **Spain**, [Royal Decree 659/2023, 18th July](#), develops the VET organization. In Article 50 the Work Based Learning in the Professional training module in work centers. It states that all training cycles will include a non-labour professional training module in work centers and sets the purposes of this module such as the acquisition of specific professional competences, acquisition of a motivating professional identity and maturity or acquisition of knowledge related to production, marketing, economic management and the socio-labor relations of companies, in order to facilitate their labor insertion.

The **Italian** Parliament in [Law 107/2015](#) defines WBL “*as an innovative method that, through practical experience, helps to consolidate the knowledge acquired at school and test the aptitudes of students in the field, to enrich their education and to guide their study and, in the future, work paths, thanks to projects in line with the curriculum*” (MIM - Ministero dell'Istruzione e del Merito).

In **Albania** we find the most precise legislation on WBL. [The VET Law 15/ 2017](#) is the basis of the legislation regarding WBL in this country. In this law we can find defined





terms and articles on dual VET, social partners, quality assurance, etc. all of which are closely related to WBL development. In 2020, a regulation on the Vocational Practice in the practice was introduced, which gives a clear definition of WBL and sets the framework for the WBL or vocational practice implementation in the business. On the central level, the main responsibility for VET development in Albania lies with the Ministry of Finance and Economy (MoFE) being the main policy and decision-making body. Jointly with the MoFE are also the two national agencies, the National Agency for VET and Qualifications (NAVETQ) and the National Agency for Employment and Skills (NAES).

In **Montenegro**, the Strategy for the Development of Vocational Education in Montenegro (2020-2024) with the Action Plan (2020-2022) was adopted at the Government session held on 17 January 2020. Montenegro have a national VET agency.

In **Bosnia and Herzegovina** VET is regulated by the Strategy for Development of VET for the period that includes 2007-2013 (“Official Gazette BiH” 65/07) and Qualification Framework Basis (“Official Gazette BiH”31/11) The Conference of Ministers of Education in BiH (consulting body responsible for VET), is comprised by the two entity ministers of education, the 10 cantonal ministers of education and the Head of Department for Education of BDBiH. There are three education agencies on the state level: including VET as well as two more agencies on the higher education level. For more information consult this website.

In **Finland** VET and WBL are regulated by the Act on Vocational Education and Training. (531/2017) The workplace education and training through practical job tasks is in the Section 69: The VET providers may provide the education referred to in this Act in a workplace, in connection with practical work assignments.

In **Kosovo** the main legislation is: LAW No. 04/L-138 FOR VOCATIONAL EDUCATION AND TRAINING. Furthermore, there are other laws that complement the previous one, for example: *Administrative Instruction 01/2014 on organization and planning of the educational process in Vocational Education and Training and the Administrative*





*Instruction 14/2015 on the implementation of the final exam on practical modules for students in the workshops – enterprises and the learning outcomes.*

## 4. WBL

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WBL is a crucial methodology in a student's learning. This is the moment when students have to apply the skills that they have acquired during their learning at the educational center. It is very important that during the weeks of practice, students put into practice the greatest possible number of skills so that they can be evaluated in real working conditions and they can know and improve which learning outcomes they must develop and which ones they have to acquire or improve.

### 4.1. Working conditions at WBL

Before starting the WBL activities, schools of all the countries analyzed need to have prepared an official agreement that has to be signed by the student, the school and the company. In these contracts there is information like the school, company or student obligations, the duration of the contract or the planning of the practical lessons.

Furthermore, all the students need an Accident and Professional Insurance Coverage and Responsibility and Third Party Liability.

Normally, students do not get any salary during the training, since these activities are considered learning experiences. However, in countries like **Albania**, the WBL regulation opened the way to the payment of the students by the business, either to cover costs such as transportation or food, but also some form of payment for the work done, as prescribed in the Labour code, in accordance to the age of the student involved.







In the Federation of **Bosnia and Herzegovina**, contributions for pension and disability insurance for students are paid in a monthly amount of 1.5 euros.

The case of **Finland** is special, since they have two types of agreements: training agreement, which is the same as the Spanish and the Italian, and apprenticeships. In this last agreement, students sign an apprentice contract and are paid for their work. Students gain most of the skills by completing practical job-specific tasks at the workplace.

Students of the first and second grades from **Montenegro** in dual education programmes receive economic compensation from the Budget of the Ministry of Education. This compensation amounts to at least 10% of net salary for the first graders and at least 15% for the second graders. For the third grades, the employer is obliged to pay monthly compensation, which amounts to at least 20% of average net salary.

In **Spain**, from January 2024, the students will be fully covered by social security.

In **Italy** the framework is Law No. 145 of 30 December 2018, 'Budget State budget for the financial year 2019 and multi-year budget for the three-year period 2019-2021'. The Dual Education mode began in the 2015/16 training year and was an opportunity to develop the Italian dual education system and to integrate education/training to combat youth unemployment. With an ad hoc ministerial Decree, the labour ministry has financially supported the establishment of the dual IVET system and has allocated annual funds to the regions for implementing dual VET.

## 4.2 WBL in the school curriculum

WBL is included in the school curriculum in all the countries analyzed. As we will see below, there is much variation in the way every country reflects WBL in the curriculum.





#### 4.2.1 Timing

In general, the number of hours devoted to WBL is very different depending on the country and the level. WBL timing is flexible and depends on the student in the case of Finland and Italy, where they can even be arranged during the summer holidays. In Spain WBL takes place at the end of the academic year.

Dual education system is characterized by a high amount of hours in the company, being in Italy a minimum of 400 per year and in Spain a whole academic year in the company.

In **Italy**, the number of hours depends on the level they are, from 90 to 210 each period. Not less than 210 hours in the final three years of the study pathway of vocational institutes. Not less than 150 hours in the second two-year period and in the final year of the study pathway of technical institutes; And not less than 90 hours in the second two-year period and in the fifth year of the study pathway of general secondary schools.

In **Spain**, the number of hours depends also on the level of the students, which go from 160 to 440 hours.

In **Bosnia and Herzegovina** WBL is done around twice or three times a week by the students. In addition to that, there is also practical work “Ferijalna praksa” (internship during holidays) done in companies during the winter or summer holidays. In this internship, students from the second year have 80 hours of work, and students from the third and fourth year must do 120 hours of work.

In **Finland**, students are assessed for previously acquired competences and only acquire the missing competences during their studies, so no minimum or maximum amount has been set for competence acquired in connection with practical work tasks.

In **Kosovo**, the 10th grade students are obliged to spend 20% of their time for the practical part, in the 11th grade 30% and in the 12th grade from 40%-60% depending on availability





In **Montenegro**, there is a minimum of 45% WBL in the three - year programmes and a minimum of 12% in the four - year programmes.

#### 4.2.2 Learning outcomes – WBL planification

Learning outcomes are specific statements that describe what a learner should know, understand, or be able to do after completing a learning experience, in our case, a training program, or educational activity. They define the knowledge, skills, abilities or attitudes that students are expected to have acquired at the end of the learning process. In WBL, these results serve as measurable objectives that guide the design, execution and evaluation of educational initiatives. Below, we will give some examples of learning outcomes from different families in the countries analyzed:

**Albania** gives the example of the electronics direction, Automation profile curriculum (level 2) Module “Implementation of automatic control schemes” the learning outcomes are:

- LO1: The student analyzes the automatic control schemes of transmissions and electric cars.
- LO2: The student constructs and experiments control schemes automatic transmissions and asynchronous electric machines.

**Bosnia and Herzegovina** brings an example of learning outcomes in the module of electronics:

- Performs the design of electronic circuits.
- Performs fault detection and diagnosis
- Performs installation, adjustment and maintenance of electronic assemblies and devices.

In **Italy**, learning outcomes are defined by the Ministry of Education and Merit (MIM) and the Regions and Autonomous provinces. Regions can adopt standard course of study listed Law CSR 155/2019 or they can further enrich and/or decline the competences of the national figure with additional technical-professional competences





based on specific territorial needs; in this case, the latter must always be considered additional to the national standard, which can never be reduced, both in terms of competences and of skills and knowledge.

In each area are described the expected outcomes, indicators, skills and knowledge. For example, for the data management, the learning outcomes are:

- Adopt the most suitable tools for analyzing data in databases, taking into account security and privacy regulations and provisions;
- Apply procedures for the maintenance of data in computer files in compliance with defined procedures;
- Identify procedures and techniques for processing and updating data managed by digital archives, adopting the most suitable methods to guarantee their security;
- Recognise the most appropriate methods and protocols for data transmission and database queries.

In Spain, the students work the learning outcomes studied and practiced during training at the school. The school tutor writes a learning outcomes program that must be developed during WBL.

As we previously said, in **Finland** students work different competences that have not been worked before.

For all VET qualifications in **Kosovo**, the following format of the modules should be used learning outcome:

Performance (assessment) criterion 1.

Performance (assessment) criterion 2.





### 4.3. WBL Evaluation and assessment criteria

WBL Assessment measures students' progress, evaluates their practical skills and ensures that educational programs align with labor market demands. This constant assessment benefits students by providing valuable feedback and allows institutions to adapt programs to improve students' employability in today's world of work.

#### 4.3.1 WBL evaluation

WBL evaluation is a process that is carried out during the whole period in many of the countries analyzed.

The work done by the students is verified in different ways depending on the country.

In **Spain** there is a register with the list of activities and hours worked, signed by the company tutor and the student.

In **Kosovo** there are two main ways of generating and presenting summative assessment evidence for accreditation of a module through the National Assessment Bank (NAB): the first one is portfolio assessment evidence, useful for generating process and product evidence, and the second one, assessment instruments for generating the evidence requirements for the learning outcomes, usually administered towards the end of a module

In **Italy**, the final assessment is carried out by the teachers of the Class Council, taking into account the observation activities carried out by the internal tutor as well as by the external tutor. Students will also have to evaluate their experience by completing an evaluation form in a national platform created by the Ministry of Education and Merit.

In **Finland**, there are several evaluation tools: attendance register from the company, evaluation form from the student, diaries or a digital portfolio. Also, students need to fill in the national platform reporting the activities and the working hours. The training tutor from the hosting company “provides the educational or training institution with





all the elements suitable for verifying and evaluating the student's activities and the effectiveness of the training processes”.

Students from **Bosnia and Herzegovina** do written, oral and practical registers and tests for the assessment.

#### **4.3.2 Evaluation tools**

In VET, assessment tools are instruments used to measure students' progress, performance and achievement of learning objectives in professional environments. They are usually established in the national curriculum and are part of the practical module descriptions. The measures adopted are very similar in the different countries.

In countries like **Albania, Montenegro, Kosovo or Bosnia and Herzegovina**, teachers use instruments such as checklists, oral questions and answers, tests, seminars, graphic papers, assignments etc.that are tested and evaluated.

In **Italy**, there are also several evaluation tools: attendance register from the company, evaluation form from the student, diaries or a digital portfolio. But also, students need to fill in the national platform reporting the activities and the working hours.

In **Finland**, skills are demonstrated by doing practical tasks in real work situations and in work processes.

In **Spain**, there is only a register with the list of activities and hours worked, signed by the company tutor and the student.

#### **4.3.3 Certification of competences**

In most countries, the school tutor is in charge of certifying the competences acquired by the students.

In **Italy**, the final assessment of learning is carried out by the class council, taking into account the assessment activities carried out by the internal tutor and the external tutor information in order to prepare a final certificate.





In **Spain**, the school tutor is in charge of certifying the competences at the end of the WBL activity. Students will have two opportunities to pass the WBL period and the school tutor will give a PASS or FAIL mark after that.

As the **Finnish** law states, the school tutor is in charge of certifying the competences at the end.

In **Bosnia and Herzegovina** certification of competences is done in two different approaches. In some schools, it is the teacher who collaborates with the company mentor and schools coordinator. However in some schools it is the teacher of the professional subject only that awards a mark and certifies the competences.

In **Kosovo**, the Professional practice teacher or VET instructor decides the final grade, based on the evaluation of WBL by the instructor/responsible person in the enterprise.

## 4.4 Internal organization of WBL

### 4.4.1 Planification and management

The effective planning and management of internships in VET are essential to prepare students for the world of work.

In all analyzed countries, the organization and monitoring is very similar, as we will see below.

### 4.4.2 Strategies to find companies

In the different countries analyzed, such as **Spain, Montenegro or Finland** we have found different ways to find companies:

- Companies contact VET schools in their field of work;
- Schools perform numerous promotional activities focused on finding companies;





During the research process, criteria for developing WBL activities and evaluating the various competences which can be acquired must be defined. Preference is given to companies that can provide the entire content required by a certain educational profile, operate successfully and have experienced instructors with many years of experience in the profession.

In the case of **Italy**, schools can use the national platform provided by the Ministero dell'Istruzione e del Merito to find the most suitable companies for their students.

In **Bosnia and Herzegovina**, a tripartite advisory council is formed consisting of representatives of employers, chambers of commerce and the Government in order to ensure links between VET and the labour market. The Ministry coordinates the meetings of representatives of the tripartite council, which meet regularly, at least twice a year. These teams of coordinators are responsible for internships and contact with companies. In a case study of a school in Cazin, a school coordinator is employed at school and out of 40 working hours. He spends 8 hours working on contracts, visiting students in companies and making sure that everything is in accordance with the plan and programme.

In **Albania**, the Business Relation Coordinator is the person who manages relations with companies. They have developed approaches to inform, prepare and manage expectations of students, their parents, cooperating businesses, instructors, tutors and any other stakeholder involved in WBL. BRC organizes meetings with companies and parents, fairs, open doors, and invite companies or former students to inform other students.

In **Kosovo** WBL carried out partially school/employer is regulated by a MoU signed between school management, employer and the student. This is implemented if the schools have equipped workshops. WBL carried out fully by the employer is implemented when the schools do not possess equipped workshops.

#### 4.4.3 Roles in WBL

Roles in WBL in all the analyzed countries are very different, as we will see below.







### School council/school board

The school council has a minor role in WBL matters in all the analyzed countries. Nevertheless, in **Albania**, these institutions play an important role, serving as intermediary or problem - solver for the needs of the VET provider regarding the identification of cooperating businesses. In **Italy** within each school the class councils are responsible for defining the WBL plan (PCTO) that must be coherent with the PTOF (Piano Triennale dell'Offerta Formativa - Three-Year Educational Offer Plan) and must include a set of hard and soft skills that the students might acquire within the WBL experience. Class councils select the hard and soft skills within an extensive list that is provided.

### Headmaster

Headmasters play different roles depending on the country. In general, they are the link between parents and the school coordinator. They are involved only in cases where a problem arises and needs to be solved. They also are ambassadors of the schools in all meetings with local governments, central agencies and ministries responsible for VET. Also, in case of WBL activities abroad, they are in charge of signing the mobility documents.

### Company tutor

In all the analyzed countries, the company tutor collaborates with the school tutor in the planning, organization and evaluation of the work, facilitates the student's insertion in the operational context, guarantees the monitoring of the progress and checks the process of certification.

### School tutor





In all the analyzed countries, the school tutors are the responsables for internships, contact and find with companies and sign all the documents and hold the final responsibility.

The school tutor assists and guides the student, monitors the activities, promotes evaluation activities and collaborates to draw up the evaluation sheet...

### **Business Relations Coordinator (Albania)**

As was the case in Albania, an integral part of the VET providers Development Units (DUs) is also the BRC position, they are considered as the most important mechanisms in place to connect students and businesses. These newly established DUs have as one their main tasks to connect the VET providers and business.

## **5. AREAS OF IMPROVEMENT – ANY OTHER RELEVANT INFORMATION**

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In order to simplify and boost the current VET system for all members, we propose various aspects to be improved in the future. We present the most important ones below.

As the National Institute for Public Analysis (INAPP) in **Italy** states, “WBL practices have great potential but also some limitations that need to be overcome with new strategies”. One issue is the bureaucracy that is often complicated or unclear. Therefore, a system of cooperation between the various actors involved in the WBL process is suggested to help manage those bureaucratic aspects.





In some countries like **Bosnia and Herzegovina**, **Spain** or **Italy**, there is a national educational legislation and the regional one, comprising a weak cooperation between both institutions. The ministries and schools should be initiators of cooperation for the better organization of WBL at companies.

**Montenegro** suggests that in order to increase the number of employers who accept students for internships, it would be useful if there were certain benefits from the Government for accepting these students. In the case of this country, there is a specific case in dual education, where fees for the student during the first two years of schooling are reimbursed by the state, while during the third year this obligation is paid by the company. This is one of the reasons for the great number of contract terminations between employers and students in the third year of training.

To finish with improvements, **Albania** states that public VET is still a school-based system and that there must be more flexibility at the time of implementing the school curriculum in the business.

In **Spain**, there is the possibility of collaboration agreements between companies and training centers. These agreements may have different objectives and even have public financing through national programs dedicated to innovation or other types.

In **Kosovo**, there is a lot to be done on improving the image of the VET schools (being considered as low-students profile), yet, the management, financial and operational independency of VET schools should be increased from the Municipal department of Education, their capacity to enter into mid to long term cooperation partnership with different private, public and international stakeholders has to increased, ensuring a more result-oriented approach and generate impact and sustainability.

## 6. CONCLUSIONS

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After having analyzed and compared VET and WBL in the different countries, we have come to different conclusions:

- The current VET seeks to generate qualified professionals who occupy and develop the labor market of different non-university professional profiles.
- VET does not start at the same age in all countries. Although it does have different levels of training within it.
- WBL is one of the most important moments in a student's learning, since it verifies the abilities that they have learned at the school in a practical and real way.
- There is a training plan for the WBL in all countries where both the educational center and the company are included.
- There is a general trend to DUAL VET.
- There should be a wide and coordinated promotion and visibility campaign to increase the image of VET systems
- In some countries, WBL can be paid.





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## 8. ANNEXES

- Annex 1. Desk research on the state of the art on Work Based Learning in Albania;
- Annex 2. Desk research on the state of the art on Work Based Learning in Bosnia and Herzegovina;
- Annex 3. Desk research on the state of the art on Work Based Learning in Finland;
- Annex 4. Desk research on the state of the art on Work Based Learning in Italy;
- Annex 5. Desk research on the state of the art on Work Based Learning in Kosovo;
- Annex 6. Desk research on the state of the art on Work Based Learning in Montenegro;
- Annex 7. Desk research on the state of the art on Work Based Learning in Spain;





# Desk research on the state of the art on Work Based Learning in Albania

<b>PART 1: National legislation on WBL</b>	<b>3</b>
<b>PART 2: WBL activities in the curriculum</b>	<b>11</b>
<b>PART 3: Evaluation and assessment criteria</b>	<b>14</b>
<b>INTERNAL ORGANISATION</b>	<b>16</b>
<b>WBL practices (added as addendum to the paper)</b>	<b>24</b>

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## PART 1: National legislation on WBL

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### a) Is there a definition of WBL in your national legislation? If so, what is it?

In Albania, the VET Law 2017 is the basis of the legislation regarding WBL. In this law there are defined terms and articles on 'dual VET', 'social partners', 'matching the labor market needs', 'quality assurance', etc. all of which are closely related to WBL development, however, there is now clear definition on WBL. Following several piloting on WBL in VET and also the development with Osnabruck declaration and the engagement that the Government of Albania has undertaken, in 2020, a regulation on the Vocation Practice in the Business the public VET providers, both Vocational Secondary schools (VSS) and public Vocational Training Centres (VTC), was introduced via an order of the Minister of Economy and Finance (MoFE). This regulation gave a clear definition of WBL and set the framework for the WBL or vocational practice implementation in the business. As per Article 2 of the Regulation:

#### Article 2

##### Terms, definitions (vocabulary)

**Learning on the workplace** ( i.e. Work-Based learning) implies the processes and the results of learning that happen when a person realizes a (productive) work in a real work environment.

In the definition of this Regulation 'Vocational Practice in the business':

- a. is the vocational practice that enables learning through real work with the aim to produce good and/or services in a real work environment which guarantees the achievement of the learning outcomes in the relevant vocational qualification;
- b. is implemented in a company, organization, foundation and other private entities, public companies or institutions and other public bodies, that in continuance will be called 'businesses' where the vocational practice is implemented;





- c. is an integral part of the teaching programme for the relevant vocational qualifications of the level 2-5 of the National Qualification Framework, and also for the unified vocational training courses;*
- d. is performed by the students/trainees in fulfillment of the teaching programme, is implemented in collaboration with the business in which it is realized, is monitored by the VET provider and it is assessed by the provider in collaboration with the business in accordance with the legislation in force;*
- e. is implemented during the period of the qualification, including the school holidays period in the relevant vocational qualifications, based on the model of the contract among the VET provider, business and the student/trainee or her/his legal representative.*

This regulation which is now being implemented has contributed immensely to the understanding of the WBL by all parties, but also to its development in the VET providers.

**b) What are the organizations dealing with WBL in each country? (ministries, what kind of VET schools/centers, agencies or other organizations involved).**

On the central level, the main responsibility for VET development in Albania lies with the Ministry of Finance and Economy (MoFE) being the main policy and decision-making body. Jointly with the MoFE are also the two national agencies, the National Agency for VET and Qualifications (NAVETQ) and the National Agency for Employment and Skills (NAES). The key responsibilities of NAVETQ are mainly related to standards and quality:

- a) the National List of Occupations,
- b) the National Catalogue of Vocational Qualifications for levels 2-5 of the Albanian Framework of Qualifications (AQF);
- c) the Albanian Framework of Qualifications;
- ç) unified public professional training courses;
- d) continuous qualification of vocational teachers;
- dh) accreditation process;





- e) accredits VET providers for the professional qualifications of levels 2-5 of the AQF;
- ë) assessment and certification criteria for students in the VET system.

While, the key responsibilities of NAES are closely linked to management aspects of the VET providers.

The VET Law 2017 prescribes that the VET system in Albania shall be based on seven basic principles: a) Inclusiveness, b) Autonomy, c) Quality, ç) Cooperation, d) Participation and lifelong learning opportunities, dh) Mobility and continuity, and e) Diversity of qualifications, adapted to different groups. Furthermore, under the principle of cooperation, it is detailed that 'The VET system works based on cooperation with various public and non-public entities and in particular with social partners, who are involved in all levels of the VET system.'. Also, according to the provisions of the Labour Code, both sides of the social dialogue or social partners (i. e. employers' and employees) have to participate and contribute to the development of the VET system. Hence, due to their joint responsibilities, both NAVETQ and NAES are cooperating in many aspects of their work towards improvement of VET provision in the country. They are both working towards a more demand-oriented VET through social partners' involvement in decision-making, management, and development of standards in VET.

On the provision level, in Albania there are two kinds of public VET providers: The Vocational Education Secondary Schools (VSSs) and the Vocational Training Centres (VTCs). The VSS are providing long term vocational education (up to 4 years duration), and have as a target group young people who finish compulsory education (9 years compulsory schools), and are 15 up to 17 years old when they start their qualification. While the VTCs are offering short-term vocational training courses (up to 4.5 months duration) and their target group are unemployed jobseekers, persons above 16 years old, but who do not want to continue with education, or who are above 17 and have no other entry point in the system, but also jobseekers who would like to change their careers. Currently, there are 35 VSSs and 10 VTCs.





- c) **General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**

As stated earlier, in Albania, the only two types of public VET offers/qualifications:

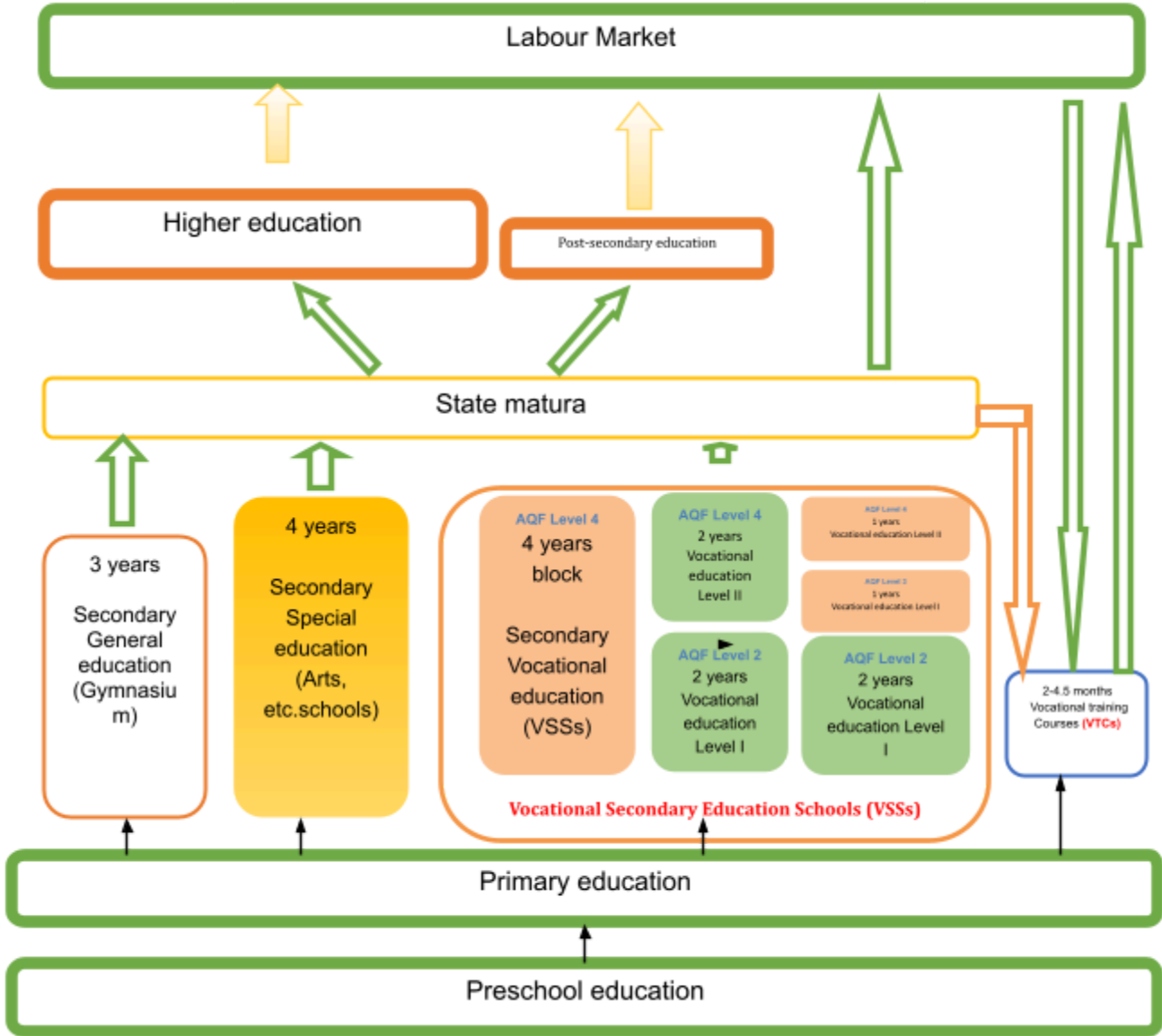
1. long-term, up to 4 years (2+1+1, 2+2 or 4 in a block) Vocational secondary Education (VE) level I, II and III, offered in the Vocational Secondary schools (VSS), for young people finishing 9-years compulsory education, to be enrolled up to the age of 17 years old and,
2. short-term (2-4.5 months) Vocational Training (VT) courses, offered in the public Vocational Training Centres (VTC), for anyone 16+-year-old, but mainly catering for the needs of unemployed jobseekers.

There is an intention and activities were undertaken to establish also post-secondary VET offers, with a duration of 2 years, to be offered initially VSSs. Last but not least, even though there is an articulated need, there is not yet a pure dual VET track offered for VET potential learners in the country.





### Schema of the education system in Albania





**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

The key legislation defining WBL in Albania starts with the 2017 VET Law. In this law there was not a clear definition of the WBL but many elements of WBL have been introduced through it. This law opened the way to develop more elements of WBL within the VET system key legal framework. The law was followed by the National Strategy on Employment and Skills (NESS) 2019-2022. This strategy contributed to the strengthening of WBL in Albania, concretely:

Pillar B. Offer quality vocational education and training to youth and adults  
Strengthening connections between learning and work and facilitating the transition to work.

Measures:

- Improving the model of internships in businesses in the public VET providers' system (WBL);
- Strengthening cooperation between schools and businesses for various aspects of the implementation of what they provide (curricula, ongoing professional development of teachers, student evaluation, etc.);

Furthermore, as explained before, the Minister of Economy and Finance (MoFE) in 2020 prepared an Order No.220, dated 16.9.2020 on the 'Implementation of the Regulation on the Vocation Practice in the Business, in the frame of VET programmes offered in the public VET providers'. This order touched on many elements of WBL: a) the responsibilities of central institutions, social partners, public VET providers and businesses engaged in the implementation of vocational practice; b) procedures and instruments for planning, and implementation of vocational practices in the business; and c) quality assurance elements to ensure the achievement of learning outcomes of VET qualifications during the vocational practice in the business.





The regulation defined WBL or vocational practice implementation in the business, implementation in Albania. The institutionalization of partnership with the private sector was one of the key achievements of this regulation. After many years of piloting in the VET system, in the regulation the role and responsibilities of the Business Relations Coordinator (BRC) have been specified clearly. Similarly, in the regulation are introduced for the first time formally the role of the instructor of the vocational practice in the business or mentor, and also the formats of the 'Individual contract of the vocational practice in the business', 'Program of the vocational practice in the business', 'Graphic/calendar of the vocational practice in the business', 'The notebook of the Vocational Practice in the business' to be used by the VSS when sending students/trainees in practice in the business .

Lastly in the new National Strategy on Employment and Skills 2023-2030 a separate priority measure is dedicated to strengthening Private Sector involvement in VET, and focussing on WBL development:

- Specific/Strategic Objective 1.1: Reducing the skills mismatch and increasing its level for the entire workingage population and all occupations
- Priority Measure 1.1.3: Systemic and systematic involvement of the private sector in the content, governance and provision of VET.
- Indicator for 1.1.3: The percentage of students attending professional (public) education who do vocational practice in business

In September 2022, two more regulations were approved and started implementation. The first one is related to the workload of the staff of the VET providers (especially Vocational Secondary Schools) who cover specific functions in the DU. The regulation stipulates that the DU staff will have reduced teaching workload. Specifically, the BRC has a reduced workload of 3 teaching units less than the normal workload of 22 teaching units (classes) per week. The second regulation is on Teacher's CPD. In this regulation it is stipulated that teachers are advised to have formal internships in the business or companies related to their teaching field.





**e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

Through the WBL regulation, in order to formalise school-business relations it was introduced standard tool like the individual agreement agreements between the VET provider, business, student/trainee and parent when the students are minors. The WBL regulation also opened the way to the payment of the students/trainees by the business, either by covering costs encountered by the student/trainee, such as transportation, food, etc. but also some form of payment for the work done, as prescribed in the Labour code, in accordance to the age of the student/trainee involved. However, there is no obligatory minimum wage for the work of the student/trainee done through WBL.

Simultaneously, this regulation opened the ways also to the formalization of 'Vocational Practice during the school holidays' and also to the payment of the students/trainees by the business, either by covering costs encountered by the student/trainee, such as transportation, food, etc. but also for some remuneration for the work done, in accordance to the age of the student/trainee involved and according to the Labour code in force in Albania. In some cases, the businesses can hire part-time or pay the students/trainees if they engage them in extra working hours.







## PART 2: WBL activities in the curriculum

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### **a) When WBL activities take place? (at the end of the studies, during the week etc.)**

The approval of 2020 MoFE Order, No 220 of 16 September on the Vocation Practice in the Business the public VET providers, obliged somehow all the public VE offers/qualifications to include more vocational practice in the business or WBL. The frame curricula of the VE allow for approximately 30-35% of practice during the first 2 years, 50% in the third year and 20% in the final year. The VSS (schools) have had the opportunity to experiment with the organization. The VSS have a flexible approach and organize the practice time according to the needs of the businesses, sector, season, and even according to the location of learners' homes in relation with the business. The calendar of practice in the business is prepared by the BRC in cooperation with the teachers responsible for practice lessons. They have either implemented WBL in a distributed way, so each week two days per week, or one day per week depending on the percentage of practical lessons each year and the preferences of the businesses, or in two or three blocks of 3-4 weeks, alternating between theory and practice. Therefore, sometimes it is easier for the VSS organize the lessons in blocks of weeks because it is also a better way to manage with the school facilities and class groups, while some others organize the practice in the business with a combination of returning in the classroom one or two days per week depending on all the above-mentioned factors.

### **b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

Practice in the business or WBL activities in the frame curricula are organized in terms of Modules, then in turn in the school prepares two teaching programmes (i.e. school





curriculum) one for Practice in the school workshops and one Practice in the business. In each programme has clear distribution of number of classes or teaching units and topics.

**c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

Each module in the curricula is comprised of aim of the module, duration in teaching units, criteria before taking this module, learning outcome and evaluation procedures, as well as evaluation tools, guidelines for the teachers for the implementation of the module and frame preconditions. In this way the teachers have a very clear idea on how to organize and detail the teaching programmes for the practice in the school and in the business.

In the frame curriculum, learning outcomes are defined as goals to be achieved at the end of each module. For example, in the electronics direction, Automation profile curriculum (Level 2) Module "Implementation of automatic control schemes" the learning outcomes are:

LO 1: The student analyses the automatic control schemes of transmissions and electric cars.

LO 2: The student constructs and experiments control schemes automatic transmissions and asynchronous electric machines.

**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

The VET providers are obliged to follow up the frame curriculum and as specified earlier the Learning Outcomes are already given and cannot be changed. They can change the curricula after each year of implementation in case they observe that certain elements are not suitable or are lacking in the curricula, by sending a formal





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request to the NAVETQ. However, with WBL activities or exposure they are free to organize it according to the needs of the businesses and sector season in terms of calendar.



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## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

According to the instructions of the national frame curricula, the continuous assessment for each LO is carried out with checklists. The student is provided with a work guide and the evaluation grid. The assessment of practice in the business is done also through a checklist, which is created specifically for it and it contains all the competencies presented in the teaching programme of the practice in the business (WBL). This checklist is filled in by the business instructor or mentor for each student. The practice teacher of the relevant module assigns a specific weight to this evaluation, and it can be 30-40% of the final evaluation of the module implemented in the business.

At the end of the year 2, 3 or 4 depending on the structure of the curricula (2+2, 2+1+1 or 4 years) the students have to take exams (practical and theoretical vocational exams). The schools invite representatives of the business, experts, or mentors to serve as member of the commissions, and in this way the businesses are involved in the final evaluation of the students also.

### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

The evaluation tools or instruments adopted by all the WBL stakeholders (practice teacher in the provider and mentor in the business) are also established in the national frame curricula and are part of the practical module descriptions at the end of each LO, such as check list and oral questions and answers, tests, etc. However, these instruments have to be developed by the teachers themselves and have to be in line





with the frame curricula and the teaching programmes, being them at the school or at the business. The evaluation in the company done by the mentor, is often done also on the basis of the notebook of the Vocational Practice in the business, which the student/trainee has to fill in.

**c) Who is in charge of certifying the competences at the end of WBL activity?**

Certification of the competences per se, at the end of WBL does not happen in the Albanian context. The school is the main certifying body at the end of the VE cycle. However, there is a varying degree of involvement of the businesses in the continuous monitoring, assessment and evaluation of LO or achievements but there is not a separate certification, just at the end of a specific WBL experience.





## INTERNAL ORGANISATION

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### 1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:

With regards to the internal organizations, according to the 2020 MoFE order on the Practice in the business, inside the public VET providers, the Development Units (DU) in each of them, are the ones mainly responsible for the planning and managements of the WBL. Therefore, the VET providers are the main responsible institutions for the VET provision, however, as stated earlier, the cooperating businesses are highly involved in WBL planning and implementation. They decide regarding the number of students/trainees they can accept, the organization of the graphic/calendar of the vocational practice in the business, their capacities to supervise, train, evaluate and assess finally students/trainees they host.

### 2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?

Based on the current legal framework in place, i. e. the VET Law 2017, the order on the way of organization and activity of public VET providers (Articles 36-45), and the regulation on the Vocational Practice in the Business, it is the Development Unit (DU), within each public VET provider that has the main responsibility about WBL planning, implementation and management.

Since 2020, each public VET provider has now a DU, established via the MoFE order No. 11, dated 3.3.20202 'On the way of organization and activity of public Vocational Education and Training providers' (Articles 36-45, Composition and Operation of the





VET Provider's Development Unit). This order specified clearly the goal, mission and functions of the Dus, specifically within six crucial tasks:

- 1) to connect students and employers,
- 2) to support teachers' continuous professional development (CPD),
- 3) to develop jointly with the teachers/instructors the provider-level curricula,
- 4) to assist VET learners with career guidance,
- 5) to perform PR or awareness raising activities for the provider, as well as,
- 6) responsible involvement in development projects.

These newly established DUs have the main goal to connect the VET providers and businesses. During these three years of implementation, there were some human resource challenges regarding the tasks of the BRC. In VSS, these tasks, are distributed to teachers, who at first overtook this function in addition to their teaching workload, but which caused a lot of difficulties to successfully implement both functions. Observing this situation and with the aim to increase the collaboration with the businesses, in September 2022 a new order from the Minister of MoFE reduced the workload of the teaching staff involved in DUs tasks. The DU chair person was reduced 50% of the teaching workload, while the other functions have a reduction percentage according to the number of students/trainees and the number of offers in the VSS. As an integral part of the DU is also the business relations coordinator (BRC) positions, they are considered as the most important mechanisms in place to connect students and businesses. However even with the reduction of the workload the BRC still has to cooperate closely and daily with the practice instructor/teacher, students and their parents, or any other stakeholder to identify the businesses, to visit and check them if they are safe to host students, to brief them, to organize meetings with them, to sign contracts or any other process needed.

### 3. What is the **strategy adopted to find companies** and manage relations with them?

The strategy adopted to find companies and manage relations with them is often at the hands of the BRC, depending how well trained, experienced, creative, cooperative and resourceful he or she is. The BRCs have developed approaches to inform, prepare and manage expectations of students, their parents, cooperating businesses, VSS and





company instructors/tutors, and any other stakeholder involved in WBL implementation. The BRCs are organizing meetings with businesses and parents, fairs, open doors, and inviting businesses or successful alumni, to inform VE learners or to realize short workshops in the VSS facilities.

The challenges regarding finding businesses each year, or in each VSS are different, depending on the number of VE learners, the information on how many learners one business can host, the locations of the businesses, their geographical distribution, and also the costs (students' transportation, accommodation, etc.) involved. The strategy of finding placements for Practice in the business/WBL can work often but not always, therefore the BRC does her/his best to place every student/trainee in a business, but if this is not possible then the students who do not have a business to go to, they can spend their practice time in the VSS workshops or labs, supervised by the practice teacher/instructor.

Based on the 2020 Regulation on Vocational Practice, the BRC is responsible also for the administrative work related to practice in the business or WBL implementation. It is mandatory that for each cooperating business, to have first a frame agreement between the VET provider and the company. Eventually, for each VET learner, an individual contract signed by the company, VET learner (or parent) and the director of the VET provider. As observed during the interviews, the BRCs often share their work with other stakeholders, in order to cope with their varying administrative workload. The identification of the companies is often performed jointly with the practice teachers/instructors, the VET learners themselves or their families, the steering board members, etc.

As soon as the businesses are identified the BRC or the practice instructor visit and check the business facilities, start the administrative work, sign frame agreement and then individual contracts, at the end they also share the programme of the vocational







practice prepared by the teacher and coordinate about the graphic of the practice in the business. The BRC or the practice instructor informs the cooperating business about their responsibilities and obligations towards the student/trainee, the contract to be signed, the registration of the student/trainee with the intern/apprentice status in the tax authorities and the obligation to pay the social contributions in line with the legislation in force.

Before starting the practice in the business, the BRC jointly with the practice teacher/instructor explain to the students/trainees their obligations towards the business and the VET provider, according to the contract to be signed. The BRC, informs the VET learners on the requirements, the work attitude, and the ethical behaviour in a work place, when in their practice in the business.

The tasks related to continuous coordination with businesses are shared with the practice teacher/instructor and sometimes this job is done entirely by the practice teacher/instructor.

#### 4. What is the **role of school council/school board** in WBL matters?

The school council/school board are called Steering Boards of VET providers in the Albanian context. These Boards have a mandatory presence of the employers as chairs of the boards, as stated earlier. the role of school council/school board in WBL matters. These Boards play an important role when it comes to labour market demand identification and new VET offers/qualifications to be offered in a specific VET provider. These boards, chaired by a business representative, working in one of the economic sectors relevant to VET provider offers, also serve as intermediary or problem-solver for the needs of the VET provider regarding the identification of cooperating businesses. Then it is the task of the DU or BRC to follow up on all the contacts or communication channels created with the businesses.





## 5. What is the **role of the headmaster**?

The headmasters till before the establishment of the DUs were the de facto business relation coordinators, they were the key person for the businesses to refer to. Currently, with the establishment of the DUs and the assignment of a dedicated person for identifying and managing the business partners, like the BRC, the headmaster plays another very important role. She or he is now the ambassador of the school in all meetings with local government, with the central agencies and ministries responsible for VET, raising awareness, raising problems the schools are facing with regards to collaboration, curricula implementation, etc.

6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

The company tutor or practice instructor or mentor in the business play an important role in building the practical skills of students/trainees through real work. He or she supports the students through continuous coaching, guidance, monitoring of his or her behaviour, work ethics, etc. They have the responsibility to evaluate the students during and after the WBL, through a check list and also the notebook of the practice filled in by the students.

The role of the tutor or practice instructor or mentor in the business is still to be strengthened in many companies. Many development projects funded by the German, Swiss, Austrian and Italian government have piloted WBL and in this frame have created training packages and trained many in-company tutors, however this training is not yet a mandatory requirement for hosting students/trainees, and training of the





company tutors is somehow ad-hoc or on the spot done by the BRC or practice instructor as needed and in order to prepare them fulfil their requirements.

7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

The school tutor or practice instructor/teacher in the VET provider has a very important role in planning the WBL activities, through the preparation of the teaching programmes. Also, he or she is a key person in motivating, informing and preparing the students before going to the businesses, in communicating periodically with the students, mentors in the business or the BRC. The school tutor as specified earlier is the face of the VET provider and the main person where the students and the cooperating businesses are directed in case of any problem during implementation of WBL. The school tutors or practice instructor/teacher are responsible for the monitoring, evaluation and assessment of the students during and after the practice module. They have the responsibility to communicate regularly with all the students and WBL tutors in the businesses on the ongoing progress of the WBL activities.

8. **Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

The key area of improvement is the curricula implementation in the business. Even though, from many years now the VET-responsible institutions are determined to introduce contains WBL elements and increase the involvement of the private sector in Albania, public VET is still somehow a school-based system, mainly due to the curricula that is not always possible to be implemented in the business. Sometimes this is due to the lack of the very specific businesses in some regions sometimes of not finding enough places for all the students. Therefore, a solution needs to be devised to





make the curricula more flexible in implementation but also preserving the standards of the qualifications.

**WBL practices (added as addendum to the paper)**

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- a) Title:** Learning direction Electrotechnics, in the Vocational Secondary School ‘Demir Progri’ Korca, Albania
- b) Duration:** 4 Years (2+1+1)
- c) Context: where does it take place**

*According to the national frame curriculum:*

*Year I: 6 TU of vocational practice which are implemented in the school workshops*

*Year II: 12 TU of vocational practice which are implemented in the school workshops*

*Year III: 15 TU of vocational practice which are implemented in the school workshops 3 TU and in the business 12 TU or 2 days per week*

*Year IV: 6 TU of vocational practice which are implemented in the school workshops*

- d) Context: target economic sector and training course:**

Target economic sectors are construction, energetics, industry and production sector.

Table1: Electrotechnics curricula of different levels

<b>Learning Directions</b> AQF Level II (2 years)		<b>Learning Profiles</b> AQF Level III (1 vjeçare)	<b>Learning Directions/Profiles</b> AQF level IV (1; 2 and 4 years)
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<u>E-II-22-SK-Elektroteknike</u> (Eng. Electrotechnics)	1	<u>E1-III-20-Instalim elektrik civil dhe industrial</u> (Eng. Civil and industrial Electrical Installations)	<u>E-IV-21-SK-Elektroteknik</u> (Eng. Electrotechnics)
	2	<u>E2-III-20-SK-Instalim mirembajte linjave TU dhe TL</u> (Eng. Installation and maintenance of low- and high-tension lines)	
	3	<u>E3-III-20- Riparime të pajisjeve elektroshtëpiake</u> (Eng. Electrodomeestic equipment repair)	
	4	<u>E4-III-20-Elektromekanik</u> (Eng. Electromechanics)	
	5	<u>E5-III-20-Teknologji automatizimi</u> (Eng. Automation technology)	
	6	<u>E6-IV-21-SK-Riparime te pajisjeve elektronike</u> (Eng Electronic equipment repair)	
	7	<u>E7-IV-21-SK-Telekomunikacion</u> (Eng. Telecommunication)	
	8	<u>E8-IV-22-SK-Mekatronike</u> (Eng. Mechatronics)	

**e) Expected learning outcomes at the end of the activity:**

Our focus in this example will be on year III where the vocational practice is implemented in the business. According to the 1-year national frame curriculum of Year III (also AQF Level III) on Automation Technology, at the end of the activity the





students are expected to achieve for each Practical Module the following learning outcomes:

1. Module "Implementation of automatic control schemes"
  - LO 1: The student selects and analyses tools and elements electrical, electronic and electro-pneumatic for realization of automated electrical schemes.
  - LO 2: The student experiments with automatic control schemes.
2. Module "Implementation of automatic control schemes"
  - LO 1: The student analyses the automatic control schemes of transmissions and electric cars.
  - LO 2: The student constructs and experiments control schemes automatic transmissions and asynchronous electric machines.
3. Module "Assembly of power electronics elements"
  - LO 1: The student assembles and experiments the operation of electrical transmissions with static converters
  - LO 2: The student assembles and experiments the operation of the schemes combined with static converters and auxiliary systems control and command
4. Module "Assembly of electronic industrial regulators"
  - LO 1: The student assembles and experiments the operation of the schemes that use industrial electronic regulators.
  - LO 2: The student assembles circuits that use industrial regulators electronics and experiment with troubleshooting.
5. Module "Realization of automata with programmed logic"
  - LO 1: The student analyses, installs and builds programs of simple in PLC.
  - LO 2: The student operates with basic PLC functions.
  - LO 3 The student realizes structured programs in PLC.
6. Module "Implementation of combined electro-pneumatic control"
  - LO 1: The student analyses, disassembles and assembles the control system pneumatic.





LO 2: The student realizes automatic control schemes with elements pneumatic and electric, using the programs relevant computing.

7. Module "Implementation of traffic light model control"

LO 1: The student analyses the automatic control of traffic lights in road traffic.

LO 2: The student programs in the PLC and performs the command automatic model of road traffic lights.

8. Module "Implementation of control of hydraulic pumps"

LO 1: The student realizes and experiments the control system of hydraulic pumps with static converters and LOGO PLC.

LO 2: The student realizes and experiments the control system of combined hydraulic pumps with static converters, auxiliary systems and PLC.

9. Module "Implementation of control of transport and selection systems"

LO 1: The student performs, experiments and analyses the control automatic carrier systems.

LO 2: The student performs, experiments and analyses the control automatic selection systems.

10. Module "Implementation of combined control systems"

LO 1: The student disassembles, assembles and analyses the elements of the system of automatic combined control.

LO 2: The student realizes, programs and experiments schemes automatic combined control.

**f) Evaluation method (specify who is responsible for evaluation and certification, the school or the company?)**

The main responsibility for evaluation and certification lies with the VET provider or the school. In order for the student to get certified she or he should undergo a Theoretical and a Practice exam, which are organized by the VET provider, but in the practical exam the representatives from the businesses are often invited to participate as part of





the evaluation commission, therefore they have their say also at the certification moment.

**g) Who are the people involved (teachers, students, clients, company staff)**

The people involved in the planning, organization, supervision and assessment and evaluation are many. Starting with the Business Relation Coordinator, all the teachers of practical modules, parents of students who assist in finding a company, students, company owners and staff responsible for communication with the VET providers or in-company instructors (staff that serves as an instructor).

**h) Activities that take place (step by step description, make sure to describe what happens before, during and after the WBL activity takes place)**

Phase 1: Planning and preparation before the WBL

The process of implementing the school-based curriculum is carried out according to the following steps below:

1. Downloading, at the beginning of September, from the official website of AKAFPK to:
  - Frame curricula
  - Description of the profession
  - Agency guideline for the school year
2. Compilation of the report on the state of professional practice departments (equipment condition, material basis)
3. Consultation with the list of businesses of the relevant direction/profile
4. Detailed analysis for each module
  - Requests for realization
  - Possibility of realization at school







- The possibility of realizing a module or a part of it in business

5. Drafting of the module program according to the format recommended in NAVETQ and approved by the Development Unit.

Shkolla Teknike Profesionale “Demir Progri” – Korçë  
Drejtimi : Profili Profesional “ELEKTROTEKNIKE” NIVELI II i KSHK  
Mësuesi : Sotirag Dojçe

Viti shkollor 2022 – 2023

**Programi i detajuar i modulit profesional : “Instalimi i rrjetit të internetit dhe telefonisë brenda dhe jashtë murit” (M-12-1436-20)  
Klasa XI – 36 ore mësimore**

**Qëllimi i modulit**

Një modul praktik që aftëson nxënësit për të kryer procedurat e instalimeve të rrjetit të internetit dhe instalimeve telefonike, brenda dhe jashtë murit, në ndërtesa të ndryshme.

Kryetare e NJZH : Ing. Anila Shore

**Miratoj**

Drejtores: Ing. Prarvera Zhurka

KORÇE 2022

Nr	Rezultate mesimore/koha	Veprimtaria mesimore	Koha	Instru. E vleresimit	Vendi
1	RM 1 Nxënësi bën kuotimin për instalimet e internetit dhe telefonike, brenda dhe jashtë murit	RST Analiza e skemes dhe objektit	1 ore	Liste kontrolli, vleresim i ndermjetem	<b>Kerkesa per realizim</b> Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
2		Pergatitja e vendit te punes. Perzgjedhja e mjeteve dhe pajisjeve	1 ore		Repartit elektroteknikes Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
3		Kryerja e matjeve horizontale	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
4		Kryerja e matjeve vertikale	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
5		Shënimi i niveleve të kalimeve të linjave. Caktimi i vendeve per vendesjen e kutive.	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
6		Kontrolli i kuotimit:	1 ore		Udhëzues pune, liste kontrolli
7	RM 2 Nxënësi hap kanale, vrima dhe fole për instalimet e rrjetit të internetit dhe telefonisë	RST Perzgjedhja e vegleve dhe pajisjeve	1 ore	Liste kontrolli , vleresim i ndermjetem	Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
8		Hapja e kanaleve	1 ore		Repartit elektroteknikes Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
9		Hapja e kanaleve	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
10		Hapja e vrimave	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
11		Hapja e foleve	1 ore		Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.
12		Kontrollimi i kanaleve, vrimave dhe foleve.	1 ore		Udhëzues pune, liste kontrolli
13	RM 3 Nxënësi vendos	RST. Perzgjedhja e vegleve dhe pajisjeve	1 ore	Liste kontrolli .	Repartit elektroteknikes Veglar dhe mjetet e nevojshme për kryerjen e instalimit elektrik.



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6. After consultation with the businesses, the practice in the business program is compiled according to the recommended format, for part of the module, or the full module that will be implemented in the business.

**“Programi i Praktikës Profesionale në Biznes”**

**Shkolla Profesionale “Demir Progni” – Korçë**

**Drejtimi mësimor: “ELEKTROTEKNIKE” NIVELI II i KSHK**

**Klasa : XI**

**Biznesi: .....**

**Mësuesi i praktikës : Sotiraq Dojce**

**Instruktori i biznesit .....**

**Viti shkollor 2022-23**

Nr.	Veprimtaritë	Vendi i punës	Kompetencat profesionale	Koha (ditë)	Kompetenca personale ne te gjitha veprimtarite
1	Kuotimi për instalimet e internetit dhe telefonike brenda murit	Objekt i ri 4 katesh me funksion civil, L.3, Korçe	<ul style="list-style-type: none"> <li>Te pergatite e vendit te punes.</li> <li>Te përzgjedhe njetet dhe pajisjet</li> <li>Te kryerje marje horizontale dhe vertikale</li> <li>Te shenoje nivelet dhe vendet e kutive</li> </ul>	1 dite	<ul style="list-style-type: none"> <li>Zbatimi i rregullave te sigurimit teknik</li> <li>Zbatimi i rregullave te mbrojtjes se njetesit</li> <li>Konektësia</li> <li>Përpikmëria</li> <li>Komunikimi</li> <li>Puna në grup</li> <li>Zgjidhja e problemeve</li> <li>Ruajtja e konfidencialitetit</li> <li>Besueshmëria</li> <li>Pavarësia</li> </ul>
2	Hapja e kanaleve, vrimave dhe foleve për instalimet e rrjetit	Objekt i ri 4 katesh me funksion civil, L.3, Korçe	<ul style="list-style-type: none"> <li>Te përzgjedhe vegelat dhe pajisjet</li> <li>Te hapo kanalot</li> <li>Te hape vrimat</li> <li>Te hape folete</li> </ul>	1 dite	
3	Vendosja e tubave dhe kutive për instalime të rrjetit të internetit dhe telefonisë brenda murit	Objekt i ri 4 katesh me funksion civil, L.3, Korçe	<ul style="list-style-type: none"> <li>Te përzgjedhe tubat dhe kutite</li> <li>Te mato dhe prese tubat</li> <li>Te shtrije tubat ne kanale dhe ti fiksoje paraprakisht</li> <li>Te vendose dhe fiksoje kutite</li> </ul>	1 dite	
4	Vendosja e elementeve te rrjetit të internetit.	Objekt i ri 4 katesh me funksion civil, L.3, Korçe	<ul style="list-style-type: none"> <li>Te fute kablullin e internetit në tuba</li> <li>Te shtrije dhe fiksoje kablullin e internetit në kanaleta</li> <li>Te prese dhe zhrveshe skajet e kablullit të internetit</li> <li>Te lidhe kablullin e internetit me prizën e murit RJ45</li> <li>Te montoje konektorët e nevojshëm RJ45</li> </ul>	1.5 dite	
5	Vendosja e elementeve te instalimeve telefonike.	Objekt i ri 4 katesh me funksion civil, L.3, Korçe	<ul style="list-style-type: none"> <li>Te fute përcjellësit telefonikë në tuba</li> <li>Te shtrije dhe fiksoje përcjellësit telefonikë në kanaleta</li> <li>Te prese dhe bashkoje përcjellësat</li> <li>Te lidhe përcjellësat me elementet e skemës së instalimit (prizat telefonike RJ11, etj)</li> </ul>	1.5 dite	
				<b>6 ditë</b>	





# Desk research on the state of the art on Work Based Learning in Bosnia and Herzegovina

PART 1: National legislation on WBL	2
PART 2: WBL activities in the curriculum	13
PART 3: Evaluation and assessment criteria	18
INTERNAL ORGANISATION	20
WBL practices (added as addendum to the paper)	22





## PART 1: National legislation on WBL

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### a) Is there a definition of WBL in your national legislation? If so, what is it?

What schools in BiH apply is a so called practical teaching/laboratory work. This is how WBL or Practical teaching/Laboratory work is defined by the “Rulebook on Organizing and Performing the Practical Teaching” in BiH high schools:

Practical teaching/laboratory work is a form of teaching that is conducted in accordance with the teaching plans and programs in school workshops, laboratories and cabinets and other facilities and teaching spaces, equipped in accordance with appropriate norms and/or with business entities (companies) that have appropriate modern equipment, technical and technological means and others appropriate conditions, in accordance with the curriculum, and plan and program of practical implementation of teaching/laboratory work with the aim of developing professional competences necessary for the acquisition of EQF 3 and EQF 4.

Practical work/teaching (WBL) in the first two grades of high school mainly takes place in school workshops. However the organisation of WBL largely depends on the type of occupation and the opportunities that schools and local communities have. According to the relevant ministries, there are various examples from WBL: e.g. in the Canton of Sarajevo, schools for the implementation of practical classes make contracts with companies engaged in production or service activities (old trades, car mechanic, carpenter, upholsterer, construction trades, chefs, etc.). In the Bosnian-Podrinj canton, in Goražde, employers express the need for trainees, and in the largest number of cases these students remain and continue to work in those firms/companies.

In the Republic of Srpska, according to the competent ministry, in accordance with the plan and program, part of the practical classes for three-year occupations is conducted outside the school, in workshops and companies.

There are four secondary schools in the Brčko District of Bosnia and Herzegovina, three of which are vocational. According to the authorities, due to the rapid development of





technology, the equipment in schools is outdated, so conducting WBL in companies is a great advantage and very often these students have an advantage in employment. Competent authorities are of the opinion that the organisation of practical classes requires considerable financial resources for equipping schools, and in the future period more efforts should be invested in performance of practical classes in business entities.

**b) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).**

The education system in Bosnia and Herzegovina follows the country's constitutional setup.

It is governed by 14 education systems. The main institutions that deal with education and VET are listed below.

At the state level:

- Ministry of Civil Affairs with its Department for Education; and
- Agency for Pre-Primary, Primary and Secondary Education (APOSO) with its VET Department.

At the entity/district level:

- Federation of Bosnia and Herzegovina: Ministry for Education and Science; and 10 cantonal ministries of education;
- Republika Srpska: Ministry for Education and Culture;
- Brčko District: Department for Education

According to constitutional arrangement, the education sector is under the jurisdiction of the entities Republika Srpska, ten cantons in the Federation of Bosnia and Herzegovina and Brčko District BiH. The result is the existence of fourteen educational systems in BiH.

Each of the above-mentioned administrative units has its own laws on education, budget for education, ministry of education responsible for creating education policy, as well as all other rights and obligations arising from the mandate of the bodies responsible for education and in charge of organizing and implementing education within their competences. Consequently, most of the responsibilities within the





secondary vocational education sector are located at the level of the fourteen mentioned units.

The relevant ministries of education are responsible for monitoring and evaluation of the progress and quality of the VET programs within their jurisdiction level.

The education system in BiH is divided into three levels:

- primary education - primary schools,
- secondary education - high schools,
- higher education - universities, colleges, academies.

Primary education lasts nine years and is compulsory. Students enrol in primary schools at the age of approx 6 years.

Secondary education is provided in several types of secondary schools:

- VET schools, (EQF3 and EQF4)
- technical schools,
- high school, gymnasium
- art schools,
- religious schools,
- secondary schools for children with special needs.

Students who graduate from VET schools (EQF4 only), technical school, gymnasium, art school, religious school or school for children with special needs - which lasts for four years - can be enrolled to a university or academy (higher education) by passing the established university entrance exam.

Upper secondary VET is provided in vocational schools and comprises three- and four-year programs. Four-year programs enable direct progression to higher education. Three-year programs include approximately 18% secondary education and 25% vocational education. According to the established standard, practical classes should be held for one day per week during the first year of studies, up to three days per week in the third year of studies. In general, practical classes take place in school workshops or through a combination of classes in school workshops and in companies. For dual





education, the practical classes take place exclusively in companies. Final examination takes place at the end of the study programme. Four-year programmes include approximately 55% secondary education and 75% vocational education. Although the time for practical classes is lower than for three-year programmes, where dual-based profiles exist, in-company training is mandatory.

Technical and vocational schools in Bosnia and Herzegovina provide programs divided into the following categories:

- 1. secondary VET – ISCED level 3, skilled worker:** these are vocational education programs lasting three years, where the minimum entrance requirement is the completion of ISCED level 2.
- 2. secondary VET (special needs) – ISCED level 3, skilled worker:** these vocational education programs last three years, where the minimum entrance requirement is the completion of ISCED level 2;
- 3. secondary technical education – ISCED level 3, skilled worker, specialized qualified workers:** these vocational education programs last four years, where the minimum entrance requirement is the completion of ISCED level 2;
- 4. secondary technical education (special needs) – ISCED level 3, specialized qualified workers:** these are ISCED level 3 vocational education programs, lasting four years;
- 5. secondary vocational education, adult education – ISCED level 3, skilled worker:** adult education is for people who have at least completed primary education;
- 6. secondary vocational education, adult education – ISCED level 3, specialised qualified worker:** adult education is for people who have at least completed primary education;





7. ISCED level 4 programmes are not considered to be tertiary education and are typically vocational programmes that prepare graduates for the labour market.

Level	Type of education and training	Qualifications titles (position in the labour market)	Award type (Diploma / certificate / education level)
5	Postsecondary education, including master craftsman exams and similar exams	Highly skilled worker specialised for a certain occupation	Diploma/certificate of completed post-secondary education or passed master craftsman exam and/or similar exam for a certain occupation, with a supplement containing the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• duration of education;</li> <li>• major field of study or a type of exam passed, indicating specific knowledge, skills and competence acquired;</li> <li>• other types of knowledge, skills and competence acquired;</li> <li>• field of work a person is trained for.</li> </ul>
4	Secondary general education	Generally skilled worker	Secondary school graduation diploma with a supplement containing the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• major field of study with specific knowledge, skills and competence acquired;</li> <li>• other knowledge, skills and competence acquired by a person.</li> </ul>
	Secondary technical education	Specialised skilled worker for technical and related occupation	Diploma/certificate of secondary graduation with a supplement which contains the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• field of major study, specific knowledge, skills and competence acquired;</li> <li>• field of work a person is trained</li> </ul>

c) General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).







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- 4. secondary technical education (special needs) – ISCED level 3, specialized qualified workers:** these are ISCED level 3 vocational education programs, lasting four years;
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- 6. secondary vocational education, adult education – ISCED level 3, specialised qualified worker:** adult education is for people who have at least completed primary education;
- 7. ISCED level 4 programmes** are not considered to be tertiary education and are typically vocational programmes that prepare graduates for the labour market.





Level	Type of education and training	Qualifications titles (position in the labour market)	Award type (Diploma / certificate / education level)
5	Postsecondary education, including master craftsman exams and similar exams	Highly skilled worker specialised for a certain occupation	Diploma/certificate of completed post-secondary education or passed master craftsman exam and/or similar exam for a certain occupation, with a supplement containing the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• duration of education;</li> <li>• major field of study or a type of exam passed, indicating specific knowledge, skills and competence acquired;</li> <li>• other types of knowledge, skills and competence acquired;</li> <li>• field of work a person is trained for.</li> </ul>
4	Secondary general education	Generally skilled worker	Secondary school graduation diploma with a supplement containing the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• major field of study with specific knowledge, skills and competence acquired;</li> <li>• other knowledge, skills and competence acquired by a person.</li> </ul>
	Secondary technical education	Specialised skilled worker for technical and related occupation	Diploma/certificate of secondary graduation with a supplement which contains the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• field of major study, specific knowledge, skills and competence acquired;</li> <li>• field of work a person is trained</li> </ul>





3	Vocational education and training	Skilled worker for a certain occupation	Diploma/certificate of final examination (matriculation) with practical work, including a supplement which contains the following information: <ul style="list-style-type: none"> <li>• level of qualifications;</li> <li>• knowledge, skills and competence acquired;</li> <li>• field of work a person is trained for</li> </ul>
2	Occupational training programmes	Low-skilled worker	Certificate on completed programme or education for lower level occupational qualifications, which contains the following information: <ul style="list-style-type: none"> <li>• duration of education;</li> <li>• knowledge, skills and competence acquired;</li> <li>• field of work a person is trained for.</li> </ul>
1	Elementary education	Unskilled worker	Certificate on completed elementary education

Source: Adapted from European Training Foundation (2016).

**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

Competent ministries are responsible for the proper functioning of secondary schools, so in accordance with that, they are also in charge of the implementation of practical teaching/laboratory work, education laws, employment laws, national guidelines and strategies.





**e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

When performing practical classes/laboratory work in companies, the Contract on the practical lessons is signed by the school, company and parents/legal representatives. Contract on practical teaching/laboratory work contains the following:

- a) data on contracting parties (school, company and student/legal representative),
- b) information about the mentor and coordinator,
- c) educational profile that is the subject of the contract, obligations of the company in the implementation of practical teaching/laboratory work,
- e) obligations of the school in the realization of practical classes in companies,
- f) student obligations,
- g) a plan for conducting practical classes,
- h) the beginning and duration of practical classes,
- i) place and time of practical classes,
- j) duration of the contract,
- k) reasons for termination of validity and termination of the contract,
- l) the method of resolving possible disputes,
- m) date and signature of the contracting parties,
- n) other mutual rights and obligations of school and company





(2) The school can sign a contract with one or more companies, and for each student separately.

(3) Records of signed cooperation agreements are kept by the school.

The law stipulates that for students in the first year of education, practical classes can last a maximum of four hours a day or 20 hours a week. One lesson at the company lasts for 60 minutes and students in the second, third and fourth year of VET school cannot have more than 6 hours of practical work a day. It is prescribed that students cannot attend classes at a vocational education institution and have practical classes at the company on the same day.

In the Federation of BiH, contributions for pension and disability insurance for students are paid in a monthly amount of 1.5 euros, in accordance with the valid ***Decision on the amount of contributions for PIO for persons insured in certain circumstances***. Those responsible for calculating and paying contributions for these students are students' educational institutions.





## PART 2: WBL activities in the curriculum

---

### a) When WBL activities take place? (at the end of the studies, during the week etc.)

Practical work (WBL) is done in each school differently, but generally it takes place throughout the school year. Students do their practical work two or three times a week depending on their grade. It is usually that fourth year (final year) students do their practical work three times a week.

In addition to that, there is also practical work “ *Ferijalna praksa*” (internship during holidays) done in companies during the winter/summer holidays.

This internship is full time or part time engagement of students, it can be short term or long term, with or without monetary reward, following instructions set by coordinators.

Duration of the internship is as follows:

1. students of the second year of education - a minimum of ten working days (80 working hours)
2. students of third and fourth years of education - minimum fifteen working days (120 working hours)

During one academic year, students need to do internships (*Ferijalna praksa*) in companies that have agreements with the school.





- b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

It is described as “Practical teaching/laboratory work”.

General subjects, professional theoretical and practical classes at school last 45 minutes, and practical/laboratory work in companies lasts 60 minutes.

The school is obliged to ensure that the total learning workload for students cannot amount to more than 35 hours per week, with the fact that during the day the student cannot have more than seven hours of practical classes at school, that is a maximum of six hours per day at a company (360 minutes).

If practical teaching/laboratory work at a company lasts continuously for four or more hours a day, students must be provided with at least a 30-minute break a day.

- c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

### ***Learning Outcomes***

#### **IT**

Knows the structure of computers;

Knows basic network protocols;

Knows the functions and basics of working with routers and other network equipment;

Performs fault detection and diagnostics;

Performs assembly, control, adjustment, testing and maintenance of computer equipment and systems;

Installs system and user software;







Use software for office business and data presentation;

Does programs in one of the programming languages;

Knows the basics of SQL (Structured Query Language);

Uses a relational database management system (RDBMS Relational Database Management System);

Knows the security of computer systems;

Does programs in an object-oriented programming language;

Knows the basics of network server administration;

Uses knowledge from analog, digital and computer techniques of data processing and transmission

Installation and maintenance of the computer operating system

Creating, maintaining, updating content and checking the security of platforms for internet services

Creating desktop applications

Creation of static and dynamic web presentations and web applications and their implementation

Creation, modelling and development of databases

Maintenance and verification of the security of information systems

## **AUTOMATION**

Designs electronic assemblies and devices, and performs fault detection and diagnostics;

Performs assembly, adjustment and maintenance of electronic assemblies and devices;





Has basic knowledge of electrical machines and devices in automatic systems and electric drives;

Knows the basic laws of management and regulation of automatic control systems and electric motor drives;

Performs measurements, control and testing of electronic assemblies and devices;

Uses a computer in automatic control systems and has basic knowledge of programming, managing microcontrollers and programmable logic controllers (PLC Programmable Logic Controllers);

Performs acquisition (collection and processing) of measurement data using computers and programmable logic controllers – PLC;

Uses knowledge from analog, digital and computer techniques of signal processing and transmission

## **ELECTRONICS**

Performs the design of electronic circuits and devices

Performs fault detection and diagnostics

Performs installation, adjustment, and maintenance of electronic assemblies and devices

Has basic knowledge of electrical machines and devices in automatic systems and electric motor drives

Knows the basic laws of control and regulation of automatic control systems and electric motor drives

Performs measurements, control, and testing of electronic circuits and devices

Uses a computer in automatic control systems and has a basic knowledge of





programming and application of microcontrollers, numerically controlled (CNC) and programmable logic controllers (PLC Programmable Logic Controllers)

Performs acquisition (collection and processing) of measurement data using computers and

programmable logic controllers (PLC Programmable Logic Controllers)

Uses knowledge of analog, digital, and computer techniques of signal processing and transmission

**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

The VET providers have no formal autonomy in defining the learning outcomes and WBL activities. Competent ministries are responsible for the proper functioning of secondary schools, so in accordance with that, they are also in charge of the implementation of practical teaching/laboratory work.





## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

The evaluation of students is performed in accordance with the plan and program for each qualification.

Evaluation of students is done throughout both terms.

Student improvement in general education, professional theoretical and practical program content that takes place in the school is continuously monitored and assessed by the school, i.e. the subject teacher.

Student's progress during practical performance teaching/laboratory work at companies is continuously monitored by the mentor in cooperation with the school coordinator, however, in most cases the evaluation itself is done by the subject teacher.

### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

Evaluation tools adopted: attendance registers from the company, written/oral/practical tests, and other evaluation documents.

### **c) Who is in charge of certifying the competences at the end of WBL activity?**

We received information from several schools in BiH and learned that marking and evaluation is done in two different approaches. In some schools, the subject teacher in collaboration with a company mentor and school coordinator, marks the student.





However in some schools it is the teacher of the professional subject only that awards a mark and certifies the competences. Prior to that, he checks the student register to see the attendance, talks to the school coordinator and the company mentor and finally evaluates students.





## INTERNAL ORGANISATION

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1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:

2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?

Most VET schools have got their own team of coordinators who are responsible for internships and contact with companies. In a case study of a school in Cazin, a school coordinator is employed at school and out of 40 working hours, he spends 8 hours working on contracts, visiting students in companies and making sure that everything is in accordance with the plan and program.

3. What is the **strategy adopted to find companies** and manage relations with them? In order to ensure links between secondary vocational education, training and the labour market, a tripartite advisory council is formed at the Cantonal level consisting of representatives of employers, chambers of commerce and the Government. The Ministry coordinates the joint meetings of representatives of the tripartite council, which meets regularly, at least twice a year.

4. What is the **role of school council/school board** in WBL matters? The school council has no specific role. But they are acquainted with the way practical classes are performed and possible issues that may be taking place.





5. What is the **role of the headmaster**?

Headmaster is the link between parents and the school coordinator. He is involved only in cases where a problem arises and needs to be solved.

6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

The role of a company tutor is to closely follow the student's work, and show them how to master certain tasks. Meetings with students and teachers are organised only if a need arises. Their evaluation is very much important but the mark itself is given by the subject teacher.

The company tutors do not receive special training to be able to work with students.

However, it has come to our attention that in Canton Sarajevo there will be certain training for the company mentors in the near future.

7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

Schools have their school coordinators who are also teachers themselves. Coordinators are people who are employed at schools, and who coordinate practical/laboratory teaching work performed at companies. The amount of time that they use for company visits and talking to students is different in each school and for different professions.





**8. Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

In Bosnia there are many areas that need improvement. Being governed by 14 educational systems, the VET system in BIH comprises a different dynamic due to the lack of institutional connection between the competent authorities in the Federation of BiH, Republic of Srpska and Brcko District. When comparing cantonal regulations and the reaction of competent ministries to the educational needs of the economy, we can see inconsistency in progress within one country. A country needs a unified system of regulations when education is concerned.

Also, there is a weak cooperation between educational authorities/ministries and schools on one side and companies on the other. The ministries and schools should be initiators of intersectoral cooperation for the better organisation and implementation of the subject course which also includes the WBL at companies. Addressing the mismatch between VET and the labour market demand is a high priority in Bosnia and Herzegovina.

### **WBL practices (added as addendum to the paper)**

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- a) **Title**
- b) **Duration**
- c) **Context: where does it take place**
- d) **Context: target economic sector and training course:**
- e) **Expected learning outcomes at the end of the activity:**
- f) **Evaluation method (specify who is responsible for evaluation and certification, the school or the company?)**
- g) **Who are the people involved (teachers, students, clients, company staff)**







- h) Activities that take place (step by step description, make sure to describe what happens before, during and after the WBL activity takes place)**

**References/Sources:**

Some official resources:

[https://propisi.ks.gov.ba/sites/propisi.ks.gov.ba/files/3-20\\_pravilnik.pdf](https://propisi.ks.gov.ba/sites/propisi.ks.gov.ba/files/3-20_pravilnik.pdf)

[https://www.etf.europa.eu/sites/default/files/2020-10/quality\\_assurance\\_in\\_vet\\_bosnia\\_and\\_herzegovina.pdf](https://www.etf.europa.eu/sites/default/files/2020-10/quality_assurance_in_vet_bosnia_and_herzegovina.pdf)

<https://drive.google.com/file/d/1xe8ZxrU8xNQp3gSEw5UthyDD1xWCji39/view>

[https://www.giz.de/en/downloads\\_els/Srednje%20stru%C4%8Dno%20obrazovanje%20u%20BiH%20u%20brojkama.pdf](https://www.giz.de/en/downloads_els/Srednje%20stru%C4%8Dno%20obrazovanje%20u%20BiH%20u%20brojkama.pdf)

[https://msptb.net/wp-content/uploads/2021/06/Helvetas\\_Pravna-analiza\\_prakti%C4%8Dna-nastava\\_230620.pdf](https://msptb.net/wp-content/uploads/2021/06/Helvetas_Pravna-analiza_prakti%C4%8Dna-nastava_230620.pdf)

Please provide the direct link to each piece of relevant information





# Desk research on the state of the art on Work Based Learning in Finland

PART 1: National legislation on WBL	2
PART 2: WBL activities in the curriculum	7
PART 3: Evaluation and assessment criteria	10
INTERNAL ORGANISATION	12
WBL practices (added as addendum to the paper)	13





## PART 1: National legislation on WBL

---

### a) Is there a definition of WBL in your national legislation? If so, what is it?

In vocational education and training, work-based learning is planned as part of the student's personal competence development plan. For work-based learning, students have either an apprenticeship agreement or a training agreement.

Act on Vocational Education and Training. (531/2017)

<https://www.finlex.fi/en/laki/kaannokset/2017/en20170531?search%5Btype%5D=pika&search%5Bkieli%5D%5B0%5D=en&search%5Bpika%5D=vocational%20education%20and%20training>

Workplace education and training through practical job tasks

Section 69: The VET providers may provide the education referred to in this Act in a workplace, in connection with practical work assignments.

### b) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).

The Finnish system is based on trust and shared responsibility. The network of vocational education and training providers play a key role in implementing VET and ensuring the quality of training and qualifications. The Parliament decides on the legislation and the annual budget allocations to VET. The Government decides on the development of VET in the Government Programme. The Government also makes decisions on the structure of vocational qualifications.

The Ministry of Education and Culture prepares VET legislation and steers and supervises the sector. The Ministry also grants the education providers' permits to





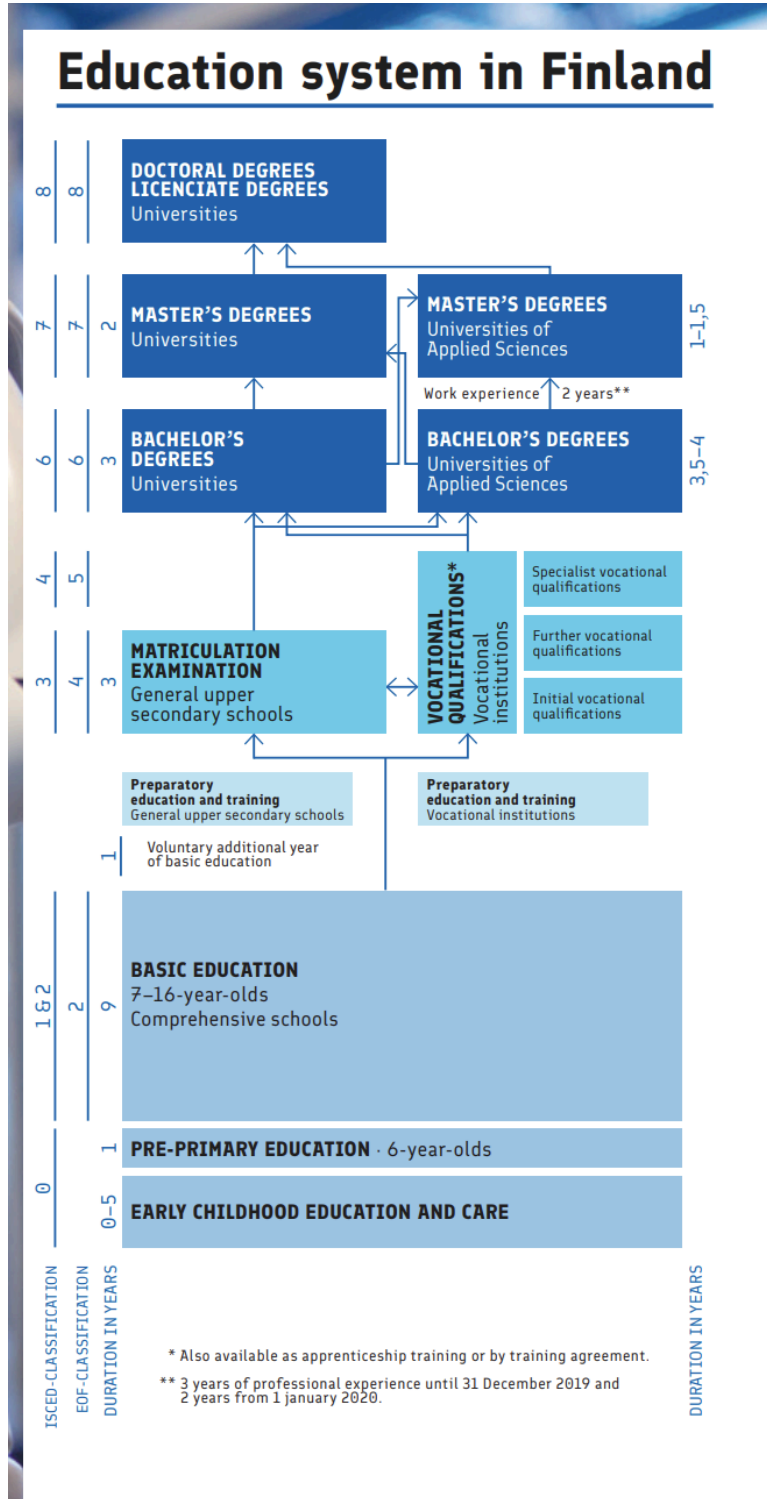
provide VET. VET is developed, delivered and assessed in close cooperation with the world of work.

Finnish National Agency for Education prepares proposals for amending the qualification structure to in subsection 1. In preparing these proposals, the Finnish National Agency for Education shall consult the appropriate **working life committee**. (Section 6, Act on Vocational Education and training).

VET providers  
Working life committees  
Workplaces, companies etc.

- c) **General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**





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**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

Act on Vocational Education and Training. (531/2017)

Workplace education and training through practical job tasks

Section 69: The VET providers may provide the education referred to in this Act in a workplace, in connection with practical work assignments.

**e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

Source: Ministry of Education and Culture, Finland | Work-based learning is integrated into vocational education and training | 1/2019

In vocational education and training, work-based learning is planned as part of the student's personal competence development plan. For work-based learning, students have either an apprenticeship agreement or a training agreement. As they find new work opportunities, students can flexibly switch between work-based learning agreements. The employer always appoints a workplace instructor who is responsible for the student.

**TRAINING AGREEMENT:**

- Students who have a training agreement are not employed. As students, they may be eligible for student financial aid.
- Employers who sign a training agreement are not paid compensation for the training they provide.
- The education provider and the employer sign the training agreement.





- The agreement can be made for a qualification module or for meeting specific skills needs.

#### APPRENTICESHIPS:

- Students who are in apprenticeship training sign an employment contract and are paid for their work.
- The employer may be eligible for training compensation. The amount of the compensation is agreed between the employer and the education provider, taking into account the student's skills and experience and the guidance and support measures that the student may need.
- An entrepreneur's apprenticeship agreement can be made for a selfemployed person.
- The education provider, the employer and the student agree on the apprenticeship training together.
- In apprenticeship training, students gain most of the skills by completing practical job-specific tasks at the workplace.
- The apprenticeship agreement can be made to cover the full qualification or a module, or to meet specific skills needs.





## **PART 2: WBL activities in the curriculum**

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### **a) When WBL activities take place? (at the end of the studies, during the week etc.)**

In vocational education and training, work-based learning is planned as part of the student's personal competence development plan. For work-based learning, students have either an apprenticeship agreement or a training agreement.

Timing is really flexible, it depends on the student.

### **b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

Source: <https://www.oph.fi/sites/default/files/documents/finnish-vet-in-a-nutshell.pdf>

Finnish system is very flexible. Learning can take place at the school or outside at working environments, companies.

Finnish vocational education and training is competence-based and customer-oriented. Students are assessed and credited for previously acquired competence and only acquire the missing competence during their studies. The system allows students to flexibly utilise units of the qualifications and smaller parts corresponding to their needs.

No minimum or maximum amount has been set for competence acquired in connection with practical work tasks. Instead, education and training organised at the workplace is planned as part of the personal competence development plan, taking into account the competence needs







Studying at the workplace can cover an entire degree, a module or a smaller part of the studies. The plan is attached to the agreement and the training is designed in cooperation with different parties. Students can find the workplace by themselves or ask the education provider for help with finding a suitable workplace.

**c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

Vocational qualification in Electrical Engineering and Automation Technology

<https://eperusteet.opintopolku.fi/#/en/ammattilinen/7854766/tiedot>

Composition of qualification

The scope of the vocational qualification in electrical engineering and automation technology is 180 competence points. The qualification is composed of vocational units (145 competence points) and common units (35 competence points).

Of the vocational units, the scope of compulsory units is 75 competence points and the scope of optional units is 70 competence points. The vocational qualification in electrical engineering and automation technology comprises the following qualification titles:

- Electrician
- Automation Assembler.

Example of requirements and assessment

<https://eperusteet.opintopolku.fi/#/en/ammattilinen/7854766/tutkinnonosat/7857926>





**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

Vocational Qualifications (VQ) include the requirements for each VQ.

HOKS stands for personal competence development plan. HOKS is a statutory, student-specific plan for completing a degree or education. HOKS also includes student-specific defined and planned measures and arrangements with which the VET provider supports the student in achieving the goals he has set for his education.

VET provider decides on the implementation in practise. Personalisation of learning is key aspect in the process.





## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

Demonstrating the student's competence and evaluating the competence is a systematic activity. Before the student's competence is assessed, it must be planned with the student and the representative of working life, when and how the competence provided by the student.

The assessment of the student's competence is carried out at all stages of the study path: before the studies, at the beginning of the studies and during the studies.

Before the studies, at the beginning and during the studies, the competence acquired by the student (prior learning) must be identified and recognized in this section of the prerequisites. Identified competence has to be verified by demonstrating the competence.

During the studies, we evaluate the student's readiness to demonstrate competence.

Assessment criteria in vocational qualifications.

### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

Source:

<https://eperusteet.opintopolku.fi/#/en/ammatillinen/7854766/tekstikappale/7857999>

Vocational units are assessed on a scale of 1 to 5 as indicated by the vocational competence requirements and assessment criteria of the unit. The student's





competence is assessed in each qualification unit. The grade for the unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

Common units are assessed on the scale pass/fail. The different parts of common units are assessed on a scale of 1–5 as indicated by the learning outcomes and assessment criteria of the part. The grade for a part of a common unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

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Skills are demonstrated by doing practical tasks in real work situations and in work processes.

(Section 52, Act on Vocational studies)

### **c) Who is in charge of certifying the competences at the end of WBL activity?**

In the assessment of competence, the teacher (and a representative of working life) assess how the student manages the professional requirements and competence goals according to the basis of the degree or education.

Competence is assessed by comparing it to the professional requirements and competence goals and criteria set in the basis of the vocational qualification.

The evaluation covers all the professional requirements and learning outcomes.

Competence assessment ensures that the student receiving the certificate has the competence required in the basis of the vocational qualification.

In connection with the assessment of competence, the student self-evaluates his orally/written demonstration of competence however, cannot participate in making the evaluation decision.





## INTERNAL ORGANISATION

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1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:
2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?

Luovi operates nationwide at 29 locations in Finland.

Collaboration with companies is part of the teacher's tasks. Besides, Luovi supervisors participate in the process. We also have a national level coordinator for collaboration with companies and job coaches in some of Luovi units. To summarize, all Luovi employees participate in collaboration with companies.

3. What is the **strategy adopted to find companies** and manage relations with them?  
Partnerships at Luovi guidelines.

Local networks, regional networks, national networks

4. What is the **role of school council/school board** in WBL matters?
5. What is the **role of the headmaster**?

Principal is the head of Luovi Vocational College and as a part of daily tasks promotes partnerships. Makes decisions in the field of pedagogical issues.

6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)





There is training available for workplace tutors.

Luovi has provided own material to support the process, guidelines.

Workplace tutors participate in the evaluation process.

7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

Teachers and supervisors guide students at the workplace. Teacher is able to do the evaluation during the work placement.

Evaluation is crucial part of teachers' tasks.

8. **Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

There can always be more companies for students work based learning.

### **WBL practices (added as addendum to the paper)**

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- a) Title
- b) Duration
- c) Context: where does it take place
- d) Context: target economic sector and training course
- e) Expected learning outcomes at the end of the activity





- f) Evaluation method (specify who is responsible for evaluation and certification, the school or the company?)
- g) Who are the people involved (teachers, students, clients, company staff)
- h) Activities that take place (step by step description, make sure to describe what happens before, during and after the WBL activity takes place)

#### References/Sources:

- Eurostats for VET systems structure;
- Cedefop - Works mainly with yEU;
- Intervet Presentations for fewer opportunities;
- ETF (WBL studies for Albania, maybe also for Montenegro); NB: ETF Focus with candidate countries;

Some official resources:

<https://eurydice.eacea.ec.europa.eu/>

<https://www.cedefop.europa.eu/en/publications-and-reports>

<https://www.cedefop.europa.eu/en/country-reports>

<https://www.cedefop.europa.eu/en/country-reports/apprenticeships-in-wbl>

<https://www.etf.europa.eu/en/publications-and-resources>

<https://ec.europa.eu/eurostat/web/education-and-training/data/database>

<https://unevoc.unesco.org/home/>

<https://unevoc.unesco.org/home/TVET+Country+Profiles>

<https://data.oecd.org/>





# Desk research on the state of the art on Work Based Learning in Italy

<b>PART 1: National legislation on WBL</b>	<b>2</b>
<b>PART 2: WBL activities in the curriculum</b>	<b>13</b>
<b>PART 3: Evaluation and assessment criteria</b>	<b>21</b>
<b>INTERNAL ORGANISATION</b>	<b>25</b>
<b>WBL practices (added as addendum to the paper)</b>	<b>33</b>

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## PART 1: National legislation on WBL

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### a) Is there a definition of WBL in your national legislation? If so, what is it?

In 2015 the Italian parliament approved **Law 107/2015**, commonly known as the Good School reform that defines Work Based learning “*as an innovative teaching method that, through practical experience, helps to consolidate the knowledge acquired at school and test the aptitudes of students in the field, to enrich their education and to guide their study and, in the future, work paths, thanks to projects in line with their curriculum*” (MIM - Ministero dell'Istruzione e del Merito<sup>1</sup>).

The Good School reform aimed to contribute to a cultural change for the construction of an Italian way to the dual system, which takes up good European practices, combining them with the specificities of the Italian production fabric and socio-cultural context.

In 2019 Italian Budget Law (Law No. **145/2018**) renamed the work-based learning programme (the so called *Alternanza Scuola-Lavoro*) in Paths for Key competences<sup>2</sup> and for Orientation (PCTO). Differently from the previous one (*Alternanza Scuola-Lavoro*), it promotes the development of transversal skills and places students in the condition of self-orientation through the active protagonism of the learning subject in extracurricular and professional contexts, also abroad. More specifically, in order to help students become more conscious of their own personal and professional vocations, the Paths for Transversal Skills and Orientation (PCTO) adopt a learner-centred learning process. This decision perfectly matches with the European emphasis on competence-based teaching and changes the traditional orientation

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<sup>1</sup> Before 2021 the ministry appointed was MIUR- Ministero dell'Istruzione dell'Università della Ricerca. Most significant competences and responsibilities related to Vocational Education and training have been assigned to the newly established MIM - Ministero dell'Istruzione e Formazione. For this reason hereafter we will refer only to MIM.

<sup>2</sup> The students Key competencies the PCTO aim to strengthen are (1) Personal, Social and Learning to Learn Competence; (2) Citizenship; (3) Entrepreneurship; (4) Cultural and awareness expression;





culture and the traditional information-based approach in favour of a training based on experiential and autonomous learning.

Students will be better able to deal with the rapid technological change, its impact on the needs of the labour market, and the resulting misalignment of the training offered by using an active learning methodology that helps them develop emotional, social, and decision-making skills.

**b) General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**

Young people finish lower secondary education at age 14. At this stage, learners sit a state exam to acquire a certificate (EQF level 1) which grants admission to the upper secondary level where young people have the opportunity to choose between:

- Upper secondary education (General, Technical and Vocational) that falls under the direction of the MIM - Ministero dell'Istruzione e del Merito<sup>3</sup> and give access to tertiary education;
- Regional vocational education and training (Istruzione e formazione professionale - IFP) that falls within the competence of the Regions and Autonomous Provinces autonomous provinces;

The upper secondary education overall has a duration of five years (from 14 to 19 years of age) and its attendance is compulsory until the second year and students. After the conclusion of the compulsory education (16 years of age), students may apply for the Certification of Compulsory Education Competences, with learning outcomes of EQF level 2.

At the end of the upper secondary education cycle, there is a State examination that awards the Diploma of Secondary Education with learning outcomes at EQF level 4. (Anpal - Agenzia Nazionale Politiche attive di lavoro).

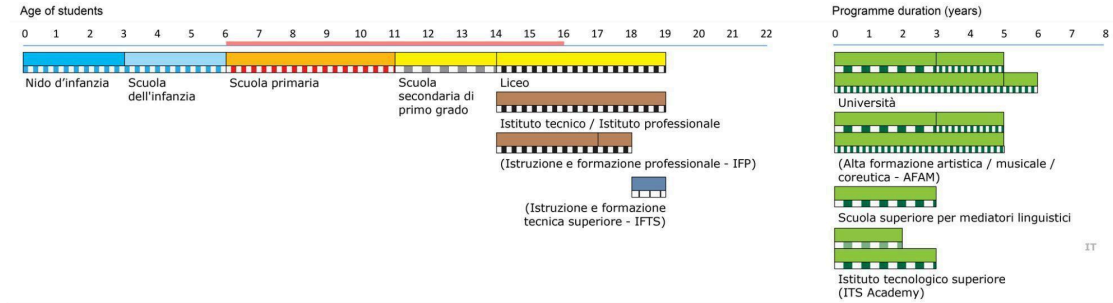
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<sup>3</sup> Before 2021 the ministry appointed was MIUR- Ministero dell'Istruzione dell'Università della Ricerca and most significant competences and responsibilities related to Vocational Education and training have been assigned to the newly established MIM - Ministero dell'Istruzione e Formazione. For this reason hereafter we will refer only to MIM.

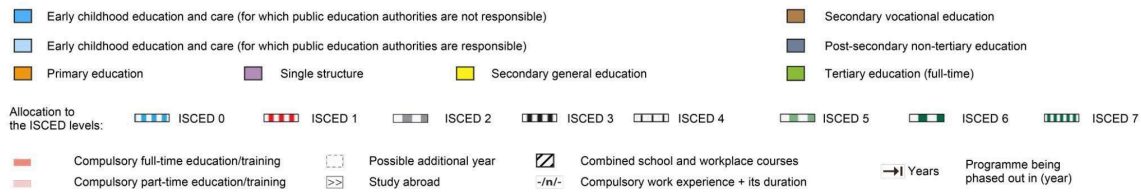




Italy – 2022/2023



Note: In 2022, the law no. 99 has reformed the Istituto tecnico superiore (ITS). The name was changed to Istituto tecnologico superiore (ITS Academy). In addition to 2-year ISCED 5 courses, they now offer 3-year ISCED 6 programmes.



Source: Eurydice.

Regional vocational education and training (Istruzione e formazione professionale - IFP), characterised by a significant component of on-the-job learning, is organised into three and four-year courses for those who wish to complete their compulsory education in the vocational training system or receive a three-year qualification by their 18th year of age (known as right/duty - diritto/dovere).

Courses can be organised by both local training agencies and by vocational upper secondary schools in partnership with training agencies. In the latter case schools follow regional guidelines. Courses foresee the release of intermediate certifications with the recognition of credits, which enable students to shift to other training or education pathways (e.g. school or apprenticeship). Compared to pathways in mainstream education, these courses are shorter (3 or 4 years) with learning outcomes at EQF level 3 or 4. They make more use of laboratories and work experiences and aim for faster access to the job market.

Regional vocational education and training qualifications are listed and described in a national catalogue that is established at central level in agreement with the Regions (European Commission).



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<i>Responsible institution</i>	<i>Enforcing Institutions</i>	<i>Description of the qualifications</i>	<i>EQF</i>
<i>MIM - Ministero dell'istruzione e del Merito</i>	<i>State schools or independent schools with a status equal to State schools (paritarie) or private independent schools<sup>4</sup></i>	<i>Certification of Compulsory Education Competences</i>	<i>2</i>
		<i>Diploma of upper secondary education (general, technical or vocational);</i>	<i>4</i>
<i>Regions and autonomous provinces</i>	<i>State schools or independent schools with a status equal to State schools (paritarie) or accredited training centres</i>	<i>Certification of competence of compulsory education (Vocational Education and Training)</i>	<i>2</i>
		<i>Diploma of Vocational Education and Training.</i>	<i>3</i>

Finally, Higher technical education and training system (IFTS) are foreseen for:

- anyone (adults included) holding an upper secondary education leaving certificate or a vocational diploma obtained in the regional vocational education and training system;
- anyone admitted to the fifth year of upper secondary general school;
- those who do not hold any upper secondary certification;

These latter are required to hold a certification of competences acquired through previous training and working experiences undergone after compulsory education.

Courses are organised according to the priorities indicated by the economic planning at regional level and duration goes from 400 to 600-800 hours, leading to a regional qualification corresponding to specific professional areas with EQF level 4. They aim mainly at developing professional specialisations at post-secondary level that meet the requirements of the labour market, both in the public and private sectors. In particular,

<sup>4</sup> Their equal status depends on meeting some specific conditions established by the State law (law 62/2000)

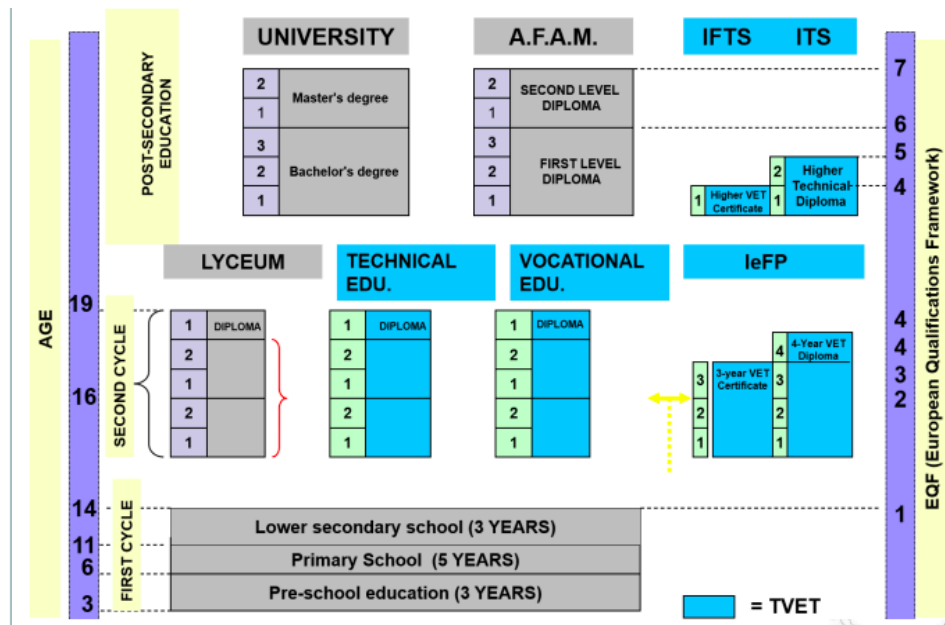




courses focus on the organisation of services, of local bodies and productive sectors undergoing deep technological innovations due to the globalisation of markets. They are also called 'second-level' vocational training courses.

They are organised with funds coming from the European Social Fund and aim at the acquisition of high-level theoretical, technical and managerial skills, also through practical work and traineeships in enterprises, to meet the professional needs of specific sectors.

Responsible institution	Enforcing Institutions	Description of the qualifications	EQF
Regions and autonomous provinces	School, a vocational training institute, a university, an enterprise or another public or private subject.	Diploma of Higher Vocational education	4



Source:

<https://www.istruzioneer.gov.it/2022/02/11/riordino-istruzione-professionale-e-istruzione-e-formazione-professionale/>



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With Decree no. 139 of 2 August 2022, the guidelines for the planning and implementation of Education and Vocational Training (IeFP) and Higher Technical Education and Training (IFTTS) courses in dual mode, in implementation of the Agreement at the Permanent Conference for relations between State, Regions and Autonomous Provinces of Trento and Bolzano. The Guidelines define the framework within which the activities of the dual system are to be planned and implemented, outlining its general characteristics, addressees, providers of the measures and modalities.

Thanks to a significant national project involving an investment of EUR 600 million, the dual training system is being implemented in the Emilia Romagna region, i.e. the model of dual vocational training between school and work that involves training institutions and employers working side by side in the training process.

The aim is to 'strengthen the dual system, in order to make the education and training systems more in line with the needs of the labour market, promote the employability of young people and the acquisition of new skills' and make the education and training system more synergic with the labour market so as to promote the employability of young people through the acquisition of new skills that are also in line with the ecological and digital transition.

The methods of training in a work context can take place through different teaching methods:

- **Simulated alternance**, learning and/or guidance paths in a simulated experiential set-up at the training institution or within the framework of visits to productive company contexts, as a rule, addressed to learners under 15 years of age, defined starting from the practices consolidated with the dual experimentation;
- **Enhanced alternance**, experiential learning pathways in enterprises, defined





starting from the practices consolidated with the dual experimentation in the perspective of a progressive modelling of the pathways;

- **Dual apprenticeship**, apprenticeship paths for the professional qualification and diploma, upper secondary education diploma and higher technical specialisation certificate referred to in Article 43 of Legislative Decree No. 81/2015.

Finally, according to above mentioned guidelines, it is possible to expand the training offer through experimental pathways concerning entrepreneurship and digital transition and transnational mobility aimed at learning in the work context.

**c) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).**

As explained in the previous section the Italian education system is organised according to the principles of subsidiarity and of autonomy of educational institutions. The State has exclusive legislative competence for the 'general rules on education' and for determining the essential levels of educational services that must be guaranteed throughout the national territory.

It also defines the fundamental principles that the regions must comply with in exercising their specific competences for Regional Vocational Education.

As the disposals for upper secondary education and Regional Vocational education are different, the organisations involved in WBL also vary accordingly.

**Vocational upper secondary education**

1. The **Ministry of education and merit** (Ministero dell'istruzione e del merito – MIM) is responsible for defining the national Guidelines for the first two year period (compulsory education) and for the last three years of study. These documents set out the specific knowledge and skills a student is expected to acquire, for each sector and branch of specialisation, in each subject included in the relevant study plan.
2. Based on the National Guidelines, **schools** define the Three-year plan of educational provision (PTOF - Piano triennale dell'offerta formativa).





3. Within each school the **class councils**<sup>5</sup> are responsible for defining the WBL plan ( *PCTO*) that must be coherent with the PTOF (Piano Triennale dell'Offerta Formativa - Three-Year Educational Offer Plan) and must include a set of hard and soft skills that the students might acquire within the WBL experience. Class councils select the hard and soft skills within an extensive list that is provided.
4. **Teachers** determine individually the competencies to be fostered in the students through the PCTOs in line with their instruction and the decisions made by the class council while defining the planning of their teaching subjects. (Linee Guida Percorsi Per Le Competenze Trasversali E Per L'orientamento - MIM - Ministero dell'Istruzione e del Merito, 2018).
5. The national register for traineeships taken by the **Chambers of Commerce** lists enterprises and public and private bodies offering posts for this type of training and, for each of them. **Enterprises** interested in offering posts for traineeships should enrol in a specific area of the register of enterprises.
6. The **school manager** selects the hosting organisations (company, public or private body) from the register, plans, together with them the learning pathway to be implemented and concludes upon which a bilateral agreement is signed.
7. At the end of each school year, the **school manager** evaluates the enterprises or the other bodies that have signed traineeships agreements with the school.
8. At the end of the school year Teachers councils assess the learning outcomes of students traineeships.

### Regional vocational education (Based on Emilia Romagna Region disposals)

1. The MIM, the Minister of Labour and Social Policy, the Regions and the autonomous provinces agreed the list of qualifications that includes all professional profiles that, according to the region needs are included in the Regional Vocational Education offer that are established by each region and

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<sup>5</sup> Class, interclass and intersection councils are the collegial bodies in which the various school components (teachers, parents and students for secondary school) meet to plan and constantly monitor educational and didactic action.







autonomous province. To each professional profile is (*Conferenza Permanente per i rapporti tra lo Stato, le Regioni e le Province Autonome di Trento e Bolzano 2019*).

2. The Regions and Autonomous provinces establish the length of work placements, taking into account individual qualifications. However, in the first year, placements are guidance-oriented and take place through visits to local enterprises. In subsequent years, placements have a practical and training focus. Learners work within the company and their training is organised and coordinated by the placement tutor in the training institution and the tutor at the host company.
3. State schools or independent schools with a status equal to State schools (paritarie) or accredited training centres follow the guidelines issued by their Regions for IFP courses;

**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

The most important law for WBL is the 107/2015. It establishes that WBL activities (called “Alternanza scuola lavoro”) are now required also for students attending upper general secondary schools, making these activities compulsory for all kinds of Italian schools. This law is quite complex which required further legislative integration and nowadays WBL activities are called “Percorsi per le Competenze Trasversali e l’Orientamento (PCTO - Pathways for Transversal Competences and Orientation).

Here below the main Ministerial acts for the upper secondary schools related to WBL:

- Ministry act nr. 774/2019 that includes guidelines for the design, planning and application of Work Based Learning.
- Inter Ministerial Act 195/2017 - Charter of Rights and Responsibilities of Students (La Carta dei diritti e dei doveri degli studenti) it set the behavioural rules to be respected in the company in order not to incur disciplinary measures,





the type of training and the presence of a tutor to a training course on safety at work. (16 December 2017)

For Regional Vocational education:

- CSR Atto Rep N 155/2019 that details the role and the responsibilities of the MIM, the Ministry of Labour and Social Policy, the Regions and the autonomous provinces, in setting up Regional Vocational Education offer. Additionally, it contains every qualification and associated learning outcomes that can be taught at the regional level in accordance with the demands of the labour market.

At regional level Emilia Romagna region the most important legislation are:

- Regional Law n. 5/2011 that regulates the regional Vocational Education System;
- Regional Law n. 13/2015 that reforms the Regional and local government system.

**e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

Before starting the WBL activities, schools need to have an official agreement called “Convenzione” with the hosting company. Each student must sign the “Patto formativo” (Formative Pact), a document in which he or she undertakes to comply with the accident prevention, behavioural, privacy and work safety regulations.

The law foresees the creation of a number of tools and mechanisms to allow work-based learning to take place. These include a statute defining the rights and duties of learners engaged in the schemes and a national repository of companies and organisations that offer places for alternating schoolwork programmes. According to it, a training course on specific health and safety risks in the workplace has to be provided by the school.





As for social security, the Charter of rights and obligations of students says that students must be granted without any charge of two types of insurance: accident and professional insurance coverage and responsibility and third party liability. (MIM - Ministero dell'Istruzione e del Merito 2019)

During the work placement, he/she keeps in touch with both the school tutor and the tutor at the host organisation and must document their activities in the workbook provided by the school.

No remuneration is foreseen for these activities as are considered learning experience.





## PART 2: WBL activities in the curriculum

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### **a) When WBL activities take place? (at the end of the studies, during the week etc.)**

WBL activities have no fixed period for all Italian schools, as it depends on the school plan: it can either be arranged during the school year (during the school year, during class time or in the afternoon), or in the summer holidays. It is also possible to carry out WBL activities abroad through international mobilities, whether during the school year or during summer holidays.

### **b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

Within the framework of Italian Law No. 145 of 30 December 2018, 'Budget State budget for the financial year 2019 and multi-year budget for the three-year period 2019-2021' (Budget Law for 2019), Article 1, foreseen WBL activities in the school curriculum. Apart from the general secondary schools, these activities are mainly related to internships in companies.

Paragraphs 784 defines different duration for general education schools, technical or vocational institutes and according to the school's course of study and hourly distribution is also up to schools.

Generally, for the upper secondary school education<sup>6</sup>, overall duration of WBL activities should last:

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<sup>6</sup> According with the law No. 145 of 30 December 2018, 'Budget State budget for the financial year 2019 and multi-year budget for the three-year period 2019-2021'





- (a) not less than 210 hours in the final three years of the study pathway of vocational institutes;
- b) not less than 150 hours in the second two-year period and in the final year of the study pathway of technical institutes;
- c) not less than 90 hours in the second two-year period and in the fifth year of the study pathway of general secondary schools.

With reference to the regional vocational training system (Istruzione e formazione professionale - IfeP) The Regions and Autonomous provinces establish the length of work placements, taking into account individual qualifications. However, in the first year, placements are guidance-oriented and take place through visits to local enterprises. In subsequent years, placements have a practical and training focus. Learners work within the company and their training is organised and coordinated by the placement tutor in the training institution and the tutor at the host company.

### **IfeP in Dual Education mode**

In September 2015, at the State-regions-autonomous provinces conference, an agreement was signed for a trial of a dual VET system. The trial began in the 2015/16 training year and was an opportunity to develop further the Italian dual education system and to integrate education/training to combat youth unemployment.

With an ad hoc ministerial Decree, the labour ministry has financially supported the establishment of the dual IVET system and has allocated annual funds to the regions for implementing dual VET. Consequently, the dual system in IVET is now solidified, the trialling period having ended in 2018 and the labour ministry has entrusted the National Institute for Public Policy Analysis (INAPP) with the task to monitor the system in collaboration with the Regions.

The promotion of the dual system in IfeP aims to relaunch apprenticeship with the allocation of new resources from the Government (MLPS) for the realisation of paths characterised by a high amount of in-company training (minimum of 400 hours per year) or virtual business simulation, and new individualised training plans.





A remark must be made on the dual training modality that envisages the simulated training enterprise tool, a modality that complements those of apprenticeship and reinforced alternance (400 hours per year in a working context). This refers to learning situations that simulate, precisely, a business activity, through the structuring of hypothetical business contexts, with relative economic, financial and bureaucratic constraints and with the definition of virtual job situations.

Starting from the year 2018, after an experimentation phase, approximately EUR 125 million have been allocated for the financing of the dual system. To promote apprenticeship pathways, Directorial Decrees (DD. No 3 of 19 of April 2019 and DD. No of 18 of March 2020) have provided for increasing funding opportunities. In 2019, with an agreement reached by the State-Regions Conference, the national repertory reference figures for the professional qualification and diploma, the minimum training standards of basic, technical and professional competences, and the intermediate and final certification models of the VET pathways, were renewed. The labour ministry has allocated new national resources aimed at the promotion of the dual system in leFP, for the implementation of pathways characterised by a high number of corporate training hours (minimum 400 annual hours) or enterprise simulation.

An example of a dual system implemented in Bologna (in Emilia Romagna region) was created by Ducati and Lamborghini, with funding from Fond.Volkswagen, for recovering drop-out boys in collaboration with Aldini-Valeriani and Belluzzi-Fioravanti schools.

The students alternated theoretical/practical lessons in the training centres (with realisation of operations of increasing complexity) with experience in the production environment (so-called learning stations) and realisation of prototype projects.

- c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

### **Upper secondary Education**

- For Technical and Vocational Education, the Ministry of education and merit





(Ministero dell'istruzione e del merito – MIM) is responsible for defining the national Guidelines for the first two year period (compulsory education) and for the last three years of study. These documents set out the specific knowledge and skills a student is expected to acquire, for each sector and branch of specialisation, in each subject included in the relevant study plan. In addition to knowledge and skills necessary for building the competencies of students, the documents also include the student's educational, cultural and professional profile (PECUP), representing what a student should know and be able to do at the end of upper secondary education.

1. Based on the National Guidelines, **schools** define the Three-year plan of educational provision (PTOF - Piano triennale dell'offerta formativa), through which they can offer additional and optional<sup>7</sup> courses that must be consistent with the Educational, Cultural and Professional Profile (Pecup) of each technical and vocational study plan. More specifically, the National Guidelines define 11 vocational specialisations.
2. The PTOF is drafted by the council of teachers based on the general rules provided by the school director. General rules are related to the curricula and the management and administrative strategy adopted. (Law 107/2015 comma 4). The Council of the school is responsible for validating this Three year plan. Through their 'three-year educational offer plan' (Piano triennale dell'offerta formativa - PTOF), institutions can offer additional courses which must be consistent with the curriculum of each qualification in Technical Institute and Vocational Training (IP). Such courses are optional for students. Once a student has chosen an optional course, attendance is compulsory and performance is assessed as all the compulsory subjects in the study plan. Optional teachings cannot exceed the 20% of the total teaching timetable foreseen, the 30% of the total teaching timetable foreseen in the second two-year period and the 35% of

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<sup>7</sup> Once a student has chosen an optional course, attendance is compulsory and performance is assessed on a par with all compulsory subjects in the study plan.





the total amount of the fifth grade. The Learning outcomes may vary consequently to the level of autonomy the region undertakes.

It is noteworthy that each diploma has a corresponding qualification in the Regional Vocational Education scheme.

### Regional Vocational Education

1. The MIM, the Minister of Labour and Social Policy, the Regions and the autonomous provinces agreed the list of qualifications that includes all professional profiles that, according to the region needs are included in the Regional Vocational Education offer that are established by each region and autonomous province; (Conferenza Permanente per i rapporti tra lo Stato, le Regioni e le Province Autonome di Trento e Bolzano 2019). Nowadays there are 26 three-year vocational courses that lead to the qualification of 'worker +' (EQF3) and 29 four-year courses lead to the qualification of 'technician +' (EQF4). Qualification might include several specific courses of studies. These standards are organised into work processes/activity and the acquisition of the competencies that are typical of the professional qualification. Competencies are described in terms of skills and knowledge.
2. The Regions and Autonomous provinces define, according to the specific labour market needs, establish their Regional Vocational Training Offer. Regions can adopt standard course of study listed Law CSR 155/2019 or they can further enrich and/or decline the competences of the national figure with additional technical-professional competences based on specific territorial needs; in this case, the latter must always be considered additional to the national standard, which can never be reduced, both in terms of competences and of skills and knowledge. All the qualifications are available in the Work Atlas (Atlante del lavoro).
3. State schools or independent schools with a status equal to State schools (paritarie) or accredited training centres provide the educational services that has been identified by their Regions but they have a certain degree of







autonomy;

Learning outcomes normally are defined at national level according to Minister of Education and Merit directives and from each Region. They are described based on the specialisation of school. For example, according to Emilia Romagna qualification, the “IT technician” is able to provide operational support for the installation, configuration and maintenance of computer systems, networks, hardware and software devices and digital archives, in compliance with the technical and organisational procedures laid down and taking into account the relevant technological developments focusing on four “unità di competenza” (units of competence):

1. Setting up IT resources
2. Configuration of hardware and software systems and devices
3. Hardware and software systems and devices maintenance
4. Data management

In each area are described the expected outcomes, indicators, skills and knowledge which can be consulted at [this website](#). For example for the data management learning outcomes are:

- Adopt the most suitable tools for analysing data in databases, taking into account security and privacy regulations and provisions;
- Apply procedures for the maintenance of data in computer files in compliance with defined procedures;
- Identify procedures and techniques for processing and updating data managed by digital archives, adopting the most suitable methods to guarantee their security;
- Recognise the most appropriate methods and protocols for data transmission and database queries.





**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

The table below summarise the information provided in section 2.3 and 1.3

	<b>Learning Outcomes</b>	<b>WBL Activities</b>
<b>Upper secondary Schools</b>	Based on the National Guidelines, schools define the Three-year plan of educational provision (PTOF - Piano triennale dell'offerta formativa). institutions can offer additional courses which must be consistent with the curriculum of each qualification in Technical Institute and Vocational Training (IP). Optional teachings cannot exceed the 20% of the total teaching timetable foreseen, the 30% of the total teaching timetable foreseen in the second two-year period and the 35% of the total amount of the fifth grade. The Learning outcomes are provided at national level but may vary consequently to the level of autonomy the region undertake.	The class councils are responsible for defining the WBL plan (PCTO) that must be coherent with the PTOF and must include a set of hard and soft skills that the students shall acquire within the WBL experience. Class councils select the hard and soft skills within an extensive list that is provided.





<p><b>Regional Vocational education</b></p>	<p>Regions can adopt standard course of study listed Law CSR 155/2019 or they can further enrich and/or decline the competences of the national figure with additional technical-professional competences based on specific territorial needs; in this case, the latter must always be considered additional to the national standard, which can never be reduced, both in terms of competences and of skills and knowledge</p>	<p>The Regions and Autonomous provinces establish the length of work placements, taking into account individual qualifications. However, in the first year, placements are guidance-oriented and take place through visits to local enterprises. In subsequent years, placements have a practical and training focus. Learners work within the company and their training is organised and coordinated by the placement tutor in the training institution and the tutor at the host company.</p>
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## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

#### **Upper secondary schools**

According to the PCTO guidelines, the steps proposed by schools for the assessment of competences are closely correlated to the design methods and are normally declined as follows:

1. Identification of the competences expected at the end of the pathway and of the relative levels of possession;
2. Assessment of entry competences;
3. Effective communication to those concerned on the learning objectives to be achieved;
4. Programming of observation tools and actions;
5. Verification of the results achieved in the intermediate stages;
6. Assessment of exit competences.

The assessment of competences at the end of the pathways must be carried out by the date of the State examinations. At the end of the school year, the final assessment of learning is carried out by the teachers of the class Council, taking into account the observation activities carried out by the internal tutor (as well as by the external tutor, if foreseen).

On the basis of the above-mentioned observation activities and the assessment of the skills achieved by the students, the Class Council then proceeds to assess the outcomes of the PCTO activities and their impact on disciplinary learning and behavioural assessment. The grade proposals of the Class Council teachers explicitly





take into account the aforementioned outcomes, according to the criteria resolved by the Teachers' Board and explained in the school's PTOF.

The final results of the assessment carried out by the school institution are summarised in the final certification of the skills acquired by the students.

At the end of the project, the school and the host organisation assess the student and provide him/her with a Certificate of Competence which recognises what levels of learning he/she has achieved compared to those indicated in the Training Plan.

Students will also have to evaluate his or her experience by completing an evaluation form in a national platform created by the MIM - Ministry of education and merit where he/she describes the following aspects:

**Introduction of the WBL experience;**

**Hosting company:**

- Structure of the company: who it is, what it does, how many people work there;
- Objectives of the training project: the tasks planned and the final objectives to be achieved;
- Duration of the project: number of hours carried out, specifying whether in school or extracurricular hours.

**WBL activities:**

- Tutoring: period of mentoring and activities carried out together;
- Tasks assigned: description of the activities done and with whom;
- Description of problems encountered and how they were overcome (if any);

**Goals and personal and professional growth:**

- Whether the objectives were achieved and how;
- Description of new professional skills acquired;
- Examples of new knowledge and interpersonal skills;
- Positive and negative observations: any critical points encountered and proposed solutions;





## Final considerations.

### **Regional Vocational Education**

The process for certifying WBL activities is very similar to the above described. The only difference is that the administration office checks the daily registers so that they are properly filled out. After that the class council certifies the skills acquired and the tutor in charge of internships at the regional training vocational centre who validates the WBL activity.

Since they are directly funded by the region, it is important to remark that, if the internship is not successful or it is not properly documented (paperwork varies by region), the students can fail the year and the school loses the region's funding for him/her.

#### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

For the in-process evaluation of WBL activities, the outcomes of PCTO experiences are verified in different ways. However, there are structured methods and recurring tools that can be used, adapting them to the pathway undertaken in line with the indications contained in the legislative decree on the National Skills Certification System. Normally schools adopt the following evaluation tools: attendance registers from the company, evaluation form from the student, diaries, digital portfolio and possible other evaluation documents according to schools.

According to the Carta dei diritti e dei doveri degli studenti in alternanza scuola-lavoro (Charter of the rights and duties of students in work-school alternance), in order to be considered valid, at least three quarters of the total hours stipulated in the agreement between school and host establishment must be attended.

During the WLB activities, students need to fill the [national platform](#) reporting the activities and the working hours.





Moreover, various instruments can be used for the evaluation of results, including, for example, real-life tasks, expert tests and project-work.

### **c) Who is in charge of certifying the competences at the end of WBL activity?**

More subjects are involved in certifying the competences at the end of WBL activities: according to Article 5 of Legislative Decree no. 15 April 2005, no. 77, the training tutor from the hosting company "provides the educational or training institution with all elements suitable for verifying and evaluating the student's activities and the effectiveness of the training processes".

Moreover, at the end of the school year, the final assessment of learning is carried out by the class council, taking into account the ongoing assessment activities carried out by the internal tutor and the external tutor information in order to prepare a final certificate. Indeed, the class council is in charge of the final assessment of learning, at the end of the school year, and the assessment of the alternance course is an integral part of the student's final assessment.

According to article 6 of Legislative Decree 13/2013, the certification, drawn up and filled out in agreement between the school and the host subject, must include the following elements:

1. the personal data of the student;
2. the data of the educational institution;
3. references to the type and content of the agreement that allowed the alternance pathway;
4. the skills acquired, indicating, for each of them, the reference to the educational system and address;
5. the data concerning the work contexts in which the work experience/internship took place, the learning and assessment methods of the competences;
6. the language used in the work context





## INTERNAL ORGANISATION

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1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:

The designing of an alternance pathway requires the definition of training needs on the basis of knowledge of the territory and the evolution of the labour market. Following this phase of study and research, the school identifies the realities with which to initiate collaborations and at the same time the school manager draws up the agreements and identifies a contact person (internal tutor) for each class involved, who is trained to operate and interact with the host company. The steps can be summarised as follows:

1. Analysis of the territory;
2. Collaboration between the various realities;
3. Stipulation of agreements for stable partnerships, convention and training pact;
4. Matching student - enterprises;
5. Project implementation;
6. Evaluation and certification of activities.

The entities involved, their main responsibilities and activities are outlined below:

Who	Responsibilities and activities
School headmaster <sup>8</sup>	<ul style="list-style-type: none"><li>• Identifies on the website of the National Register for school-work alternance, among all the subjects available for the activation of school-work alternance paths, those suitable for its students;</li><li>• plans, together with the host subject, the pathway to be implemented</li></ul>

<sup>8</sup> According to Paragraph 40 of Article 1 of Law 107/2015







	<ul style="list-style-type: none"> <li>• draws up an agreement with the subject identified;</li> <li>• draws up, at the end of each school year, an evaluation sheet on the subjects involved.</li> </ul>
Teacher in charge of PCTO projects	<ul style="list-style-type: none"> <li>• Draws up, together with the external tutor, the customised training pathway to be signed by the parties involved (school, host establishment, student/parental guardian);</li> <li>• assists and guides the student in the alternance pathway and checks, in collaboration with the external tutor;</li> <li>• manages relations with the context in which the work experience takes place, liaising with the external tutor;</li> <li>• monitors the activities and deals with any critical issues that may emerge from them;</li> <li>• assesses, communicates and enhances the objectives achieved and the skills progressively developed by the student;</li> <li>• promotes evaluation activities on the effectiveness and consistency of the alternance pathway by the student involved;</li> <li>• informs the school bodies in charge and updates the Class Council on the progress of the pathways;</li> <li>• assists the headmaster in drawing up the evaluation sheet on the hosting companies.</li> </ul>
Director of General and Administrative Services (DSGA)	It can provide support on research and administrative issues (checking the daily register for example).
School Council	It can establish Scientific Technical Committees in technical and vocational schools and Scientific Committee in general secondary schools.





Class council	<ul style="list-style-type: none"> <li>• Identifies methods of implementation according to the schemes proposed and described in the various Learning Units (UdA);</li> <li>• approves the PCTO projects;</li> <li>• certifies the students' outcomes.</li> </ul>
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2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?

Italian schools have specific teachers who are responsible for WBL activities and are in contact with companies. The teacher is appointed by the school institution from among those who, having applied for it, possess documentable and certifiable qualifications, also drawing on the reinforcement staff.

In reference to the time allocated for this activity, it is necessary to make a distinction between the upper secondary school education and the regional vocational training system (Istruzione e formazione professionale - FP).

Indeed, for the first one teacher nominated as tutor works part time on WBL activities as additional time of the lessons. Instead, FP schools normally have inside the administrative office specific people in charge of dealing with internships.

3. What is the **strategy adopted to find companies** and manage relations with them? First of all, Italian schools can use the national platform provided by the Ministero dell'Istruzione e del Merito (MIM) to find the most suitable companies for their students. Schools can use the information made available by research and surveys conducted by subjects outside the school ([Unioncamere Excelsior survey](#), ISTAT





statistics, ISFOL studies, [Almalaurea](#), [Almadiploma](#), Employment Services, other observatories of the Chamber system, local authorities and social partners, etc.).

Apart from the above mentioned tools, they can try to extend the network of companies by contacting administrative staff or teachers.

During the research process, criteria for developing WBL activities and evaluating the various competences which can be acquired must be defined. Following this study and research phase, the school identifies the realities with which to initiate collaborations that take the form either of wide-ranging agreements or of operational and specific conventions.

During the WBL activities, the internal tutor is responsible for drawing up, together with the company, the customised training pathway signed by the parties involved (school, host structure, student/parental authority). It is always the internal tutor who, both before and during the WBL activities, manages relations with the host company (with the external tutor): they are in contact to monitor the activities, deal with any criticalities that may emerge from them and evaluate the experience.

#### 4. What is the **role of school council/school board** in WBL matters?

In the Italian education system two kinds of boards are present: school council and class council. The last one identifies the times and methods of implementation according to the schemes proposed and described in the various Learning Units (UdA). During the class councils, when planning the simulated training enterprise activity, the internal tutor presents to all teachers the general outline, the various stages, aims and competencies to be acquired in the WBL project.

The school board, instead, can establish Scientific Technical Committees in technical and vocational schools and Scientific Committee in general secondary schools .

The Scientific Technical Committee (or the Scientific Committee for general secondary schools) plays a crucial role of synergic connection between the school's educational





objectives, the innovations of scientific and technological research, the needs of the territory and the professional requirements expressed by the productive world.

#### 5. What is the **role of the headmaster**?

The headmaster is in charge of different activities concerning Work Based Learning from the beginning to the end of the experiences. Indeed, at first, he identifies on the website of the National Register for alternance school-to-work, among all the subjects available for the activation of alternance school-to-work paths, those suitable for its students.

He/she provides INAIL with insurance against accidents at work and occupational diseases and third party liability insurance for students engaged in the cases provided for in Articles 1 and 4 of Decree of the President of the Republic no. 1124/65.

He/she also identifies for each class involved a contact person (internal tutor) who is trained to operate and interact with the external tutor, in accordance with the principles of legislative decree 163/2006.

After that, together with the hosting company, they design the project to be implemented and he/she draws up an agreement with the subject identified (company, public or private body), verifying that courses about health and risks in the workplace are correctly provided by the school. In case of WBL activities abroad, he/she is in charge of signing the mobility documents such as Learning Agreements or Mobility Agreements.

At the end of each school year, the headmaster is also responsible for the evaluation sheet on the subjects involved.





6. What is the role of **company tutor in WBL activities?** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

The external tutor, selected by the host structure from among persons who may also be external to it, is the student's reference figure within the company or body.

The functions of the external tutor are:

- Collaborating with the internal tutor in the planning, organisation and evaluation of the work experience;
- facilitating the student's insertion in the operational context, supports and assists him/her during the work experience;
- guaranteeing the information/training of the student on the specific company risks, in compliance with internal procedures; plans and organises the activities on the basis of the training project, also coordinating with other professional figures present in the host structure;
- involving the student in the process of evaluating the experience; provides the educational institution with the agreed elements for evaluating the student's activities and the effectiveness of the training process.
- interacting between the internal tutor and the external tutor aims to define the organisational and teaching conditions favourable to learning in terms of both guidance and competences;
- guaranteeing the monitoring of the progress of the pathway in order to intervene promptly on any critical points;
- check the process of certification of the activity carried out and of the skills acquired by the student;
- collect elements enabling the reproducibility of the experiences and their capitalisation.





7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

He/she has several functions such as:

- Draws up, together with the external tutor, the customised training pathway to be signed by the parties involved (school, host establishment, student/parental guardian)
- assists and guides the student in the alternance pathway and checks, in collaboration with the external tutor, that it is carried out correctly;
- manages relations with the context in which the work experience takes place, liaising with the external tutor;
- monitors the activities and deals with any critical issues that may emerge from them;
- assesses, communicates and enhances the objectives achieved and the skills progressively developed by the student;
- promotes evaluation activities on the effectiveness and consistency of the alternance pathway by the student involved;
- informs the school bodies in charge (Headmaster, Departments, Board of Teachers, Technical/Scientific Committee) and updates the Class Council on the progress of the pathways, also for the purposes of any realignment of the class;
- assists the Head of School in drawing up the evaluation sheet on the structures with which agreements have been stipulated for alternance activities, highlighting their training potential and any difficulties encountered in collaboration.





**8. Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

The National Institute for Public Policy Analysis (INAPP) which monitors national vocational education and training pathways, apprenticeship training pathways and CVET interventions in its reports on “The dual system as a response to the changing skills needs of the labour market” states that work-based learning practices have great potential but also some limitations that need to be overcome with new strategies.

One issue discussed is the bureaucracy that is often complicated and/or unclear to the many actors involved. Therefore, a system of cooperation between the various actors involved in the apprenticeship implementation process is suggested to help manage those legal, administrative and bureaucratic aspects.

With regard to the dual system, educational projects are not homogeneous from a geographical point of view, since they depend on the funds allocated (often at regional level) and the availability of businesses, creating a territorial divide. In fact, it is clear that the entrepreneurial fabric of the North-Eastern regions or Lombardy offers far greater availability than some areas in the South of Italy, in terms of economic availability, market availability and variety of enterprises (in terms of size and types of work). Where there is limited availability, it is in fact much more complex to set up alternance arrangements for a large number of trainees. There is no one-size-fits-all solution to such an important contextual problem; encouraging the territorial mobility of young people towards companies located in areas where there is greater demand certainly offers good prospects for qualified/graduates but does not favour the growth of companies in the area. The dual system and WBL activities can be an effective response to the problems of mismatch between supply and demand in the labour market. The system, however, needs effective actions aimed at its strengthening and full and homogeneous implementation.





### WBL practices (added as addendum to the paper)

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- a) Title
- b) Duration
- c) Context: where does it take place
- d) Context: target economic sector and training course
- e) Expected learning outcomes at the end of the activity
- f) Evaluation method (specify who is responsible for evaluation and certification, the school or the company?)
- g) Who are the people involved (teachers, students, clients, company staff)
- h) Activities that take place (step by step description, make sure to describe what happens before, during and after the WBL activity takes place)

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Some official resources:

<https://eurydice.eacea.ec.europa.eu/>

<https://www.cedefop.europa.eu/en/publications-and-reports>

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<https://unevoc.unesco.org/home/TVET+Country+Profiles>

<https://data.oecd.org/>





# Desk research on the state of the art on Work Based Learning in Kosovo

PART 1: National legislation on WBL	2
PART 2: WBL activities in the curriculum	5
PART 3: Evaluation and assessment criteria	7
INTERNAL ORGANISATION	8
WBL practices (added as addendum to the paper)	9





## **PART 1: National legislation on WBL**

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### **a) Is there a definition of WBL in your national legislation? If so, what is it?**

There are several law, strategic, and bylaws documents developed in the support of WBL in Kosovo, such as :

- LAW No. 04/L-138 FOR VOCATIONAL EDUCATION AND TRAINING –
- Administrative Instruction 01/2014 on organization and planning of the educational process in Vocational Education and Training
- Administrative Instruction 14/2015 on the implementation of the final exam on practical modules for students in the workshops – enterprises and the learning outcomes
- The Strategy for improvement of professional practice in Kosovo 2013-2020 –
- The National Development Strategy 2016 – 2021, Pillar 1 “Human Capital”, Intervention “Improved correlation between skills acquired in education and labor market needs
- Kosovo Education Strategic Plan 2017 – 2021, Action Plan Result 6.5. “All students of vocational schools carry out practical learning in school and professional practice outside the school in line with the curriculum.”

### **b) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).**

The MEST (Ministry of Education, Science and Technology) continuously works and adapts programs toward WBL, Kosovo is in the final stage of regulating the legislation with all stakeholders based on needs for WBL providers





- c) General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**

The number of hours of practical training spent at employer depends on the formal curriculum. For both types in the 10th grade students are obliged to spend 20% of their time for the practical part, in the 11th grade 30% and in the 12th grade from 40%-60% depending on availability.

Work-based learning carried out partially by school and by employer is regulated by a MoU signed between school management, employer and the student. This is implemented if the schools have equipped workshops;

WBL carried out fully by the employer is implemented when the schools do not possess equipped workshops; In this cases the schools have to ensure work places for students in companies; The student, or his/her parent/tutor, needs to sign an individual contract on work-based learning with an employer, before the WBL;

- d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

Based on legislation, occupational standards should serve as a base for the development of the curricula. The OS are developed with the inputs provided by the professional experts and representatives of business. In this way the labour market needs are addressed.

- e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?**





There are MOUs and Educational Contract and additional supplementing documents. The MoU and contract regulate the working hours, the payment and responsibilities of the schools, the companies company and the students. The model of the contracts and MoUs can be found at schools and companies.





## **PART 2: WBL activities in the curriculum**

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- a) When WBL activities take place? (at the end of the studies, during the week etc.)**

Curriculum divides the academic year into 40% theory and 60% internships/ mobility/  
Basically WBL.

- b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

10th grade ( 6 h/ week, or 210 h/ year)

11th grade ( 9 h/ week, or 315 h/ year)

12th grade ( 12 h/ week, or 384 h/ year)

In the form of internships/mobilities

- c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

The mentor of the school in coordination with the “mentor” from the private organisation at which the students do their internships or mobilities, describe the expected achievements of the learner at the end of the module, in terms of knowledge, skills and understanding.

- d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**





It is proposed that, for all VET qualifications in Kosovo, the following format of the modules should be used learning outcome:

- Performance (assessment) criterion 1
- Performance (assessment) criterion 2
- Performance (assessment) criterion 3

Range (of conditions, equipment, tools etc.), knowledge, skills, attitudes Assessment strategy

- Evidence requirements (forms of evidence, quantity of evidence)
- Methods of assessment







## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

The evaluation of the results achieved by the student / candidate is done continuously based on the WPL plan.

The evaluation is done by the instructor /responsible person of the enterprise coordinating with the school mentor in Accordance to the evaluation criteria of the WPL plan.

### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

There are two main ways of generating and presenting summative assessment evidence for accreditation of a module through the National Assessment Bank (NAB):

1. Portfolio assessment evidence, generated continuously throughout the teaching and learning programme is particularly useful for generating process and product evidence.
2. Assessment Instruments for generating the evidence requirements for the learning outcomes usually administered towards the end of a module are particularly useful for generating evidence of knowledge and understanding

### **c) Who is in charge of certifying the competences at the end of WBL activity?**

Professional practice teacher/IVET instructor decides the final grade, based on the evaluation of WPL by the instructor/responsible person in the enterprise.





## INTERNAL ORGANISATION

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1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:
2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?
3. What is the **strategy adopted to find companies** and manage relations with them?
4. What is the **role of school council/school board** in WBL matters?
5. What is the **role of the headmaster**?
6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)
7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)
8. **Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.





## WBL practices (added as addendum to the paper)

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Some official resources:

<https://eurydice.eacea.ec.europa.eu/>

<https://www.cedefop.europa.eu/en/publications-and-reports>

<https://www.cedefop.europa.eu/en/country-reports>

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<https://ec.europa.eu/eurostat/web/education-and-training/data/database>

<https://unevoc.unesco.org/home/>

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# Desk research on the state of the art on Work Based Learning in Montenegro

<b>PART 1: National legislation on WBL</b>	<b>2</b>
<b>PART 2: WBL activities in the curriculum</b>	<b>6</b>
<b>PART 3: Evaluation and assessment criteria</b>	<b>10</b>
<b>INTERNAL ORGANISATION</b>	<b>13</b>
<b>WBL practices (added as addendum to the paper)</b>	<b>16</b>

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## **PART 1: National legislation on WBL**

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### **a) Is there a definition of WBL in your national legislation? If so, what is it?**

In its National VET Strategy 2020–2024, the Government of Montenegro has set several goals relating to work-based learning. Overall, it aims to provide a stimulating environment for companies and VET schools. A stronger role for intermediary institutions, for instance employers' associations and chambers, has been identified as a key priority.

### **b) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).**

Ministry of education, Montenegrin VET centre.

### **c) General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**

The vocational, education and training (VET) system offers three different types of programmes: lower VET (two years), secondary VET (three and four years) and post-secondary VET (two years, following secondary VET). Most of the three-year programmes (18 out of 29 in 2019/20) are also offered in a dual form with compulsory work-based learning.





**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

The Strategy for the Development of Vocational Education in Montenegro (2020-2024) with the Action Plan (2020-2022) was adopted at the Government session held on 17 January 2020. The strategic goal of the development of vocational education is a quality and inclusive system of vocational education which is the basis for lifelong learning, economic and social integration, personal and professional development of the individual, with an effective system of management and financing.

Upon accepting the objectives of the Osnabruck Declaration on vocational education and training and in accordance with it, the Ministry of Education undertook to work on the National Implementation Plan.

The general objectives of the National Implementation Plan until 2025 are:

- Strengthening of quality assurance in VET with focus on WBL in all its forms
- VET from lifelong learning perspective
- Harmonisation of VET provision with labour market needs
- Digitalization of VET - digital school

The following strategic documents are being prepared: Lifelong Career Development Program (guidance) (2023-2025) General Secondary Education Development Program (2023-2025) Action Plan of the Strategy for the Development of Vocational Education in Montenegro (2023-2024).

More detailed information are available on the link:  
<https://eurydice.eacea.ec.europa.eu/national-education-systems/montenegro/national-reforms-vocational-education-and-training-and-adult> and on  
<https://eurydice.eacea.ec.europa.eu/national-education-systems/montenegro/legislation-and-official-policy-documents>





- e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

According to the Law on Vocational Education defines practical training (as part of a VET programme) as a combination of training at a VET school and in the workplace. Each curriculum allows for practical training in schools and in businesses. Where employers have adequate resources, the practical training may be implemented entirely in the company.

According to the article 4 of the Law on Vocational Education, schools can conduct professional education entire part or the theoretical part at school, and practical education or part of practical education at the employer.

The scope of practical education at the employer is determined by the educational program.

If professional education is provided by the school, and part of the practical education is provided by the employer, the mutual rights and obligations between the school and the employer, as well as the rights and obligations of the students, are regulated by a collective agreement on teaching.

The contract is concluded by the school director and the employer.

If the practical education is carried out entirely by the employer, the mutual rights and obligations of the student and the employer are regulated by an individual contract on education concluded by the employer and the parent or guardian of the student, in accordance with this law.





The conditions to be met by the employer are determined by the school, and the conditions to be met by the employer are determined by the representative association of employers.

In dual education, students of the first and second grades receive monthly compensation from the Budget of the Ministry of Education amounting to at least 10% of average net salary in Montenegro for the first-graders and at least 15% for the second-graders. For the third-graders attending dual education, the employer is obliged to pay monthly compensation, which amounts to at least 20% of average net salary in Montenegro.







## **PART 2: WBL activities in the curriculum**

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- a) When WBL activities take place? (at the end of the studies, during the week etc.)**

There are several types of WBL in Montenegro:

- Practical work in schools
- Practical work in companies
- Professional praxis (usually starts 15 days after the school year ends)

It is all part of dual education system.

- b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

The curriculum specifies the amount of time to be allocated to vocational practice.

This is a minimum of 45% in the three-year programmes and a minimum of 12% in the four-year programmes. The vocational practice can usually take place in VET school workshops or in companies. The exceptions are the three year dual education programmes, which include compulsory work-based learning in companies.

- c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.**

Learning outcome for student profile - electrician for development of web and mobile application:





- Analyses work tasks, plans implementation and organises own work and work of the group for implementation of web and mobile application development tasks
- Provides resources and prepares workplace for the implementation of web and mobile application development
- Development and production environment for the development of web and mobile applications
- Performs activities on initialization the development and service environment for the development of OP mobile applications
- Creates web and mobile applications at the request of the user
- Implements testing procedures and maintenance of web and mobile applications
- Creates multimedia content for web and mobile applications
- Manages databases
- Uses technical terminology and technical documentation on english language
- Performs cost assessment for the implementation of the working assignments
- Works on documentation according to the regulated procedures
- Manages working group for the realisation of working assignments and supervises the activities of a group
- Implements procedures for quality and quantity control of work, in accordance with norms and other regulations
- Maintains tools to work
- Communicates with superiors, co-workers and service users by using the rules of business communication
- Implements procedures and measures for occupational safety, environmental protection and health preservation





Learning outcome for student profile - electrical engineering:

- Analyses work tasks, plans implementation and organises own work and work of the group for implementation of production, installation and maintenance of electrical devices, systems, electrical systems and automatization
- Provides resources and prepares workplace for the implementation of production, installation and maintenance of electrical devices, systems, electrical systems and automatization
- Produces elements of electrical security systems and system of industrial electronics and automatization, under the supervision of a supervisor
- Designs and develops electrical printing panels
- Programs and tests produces electrical devices and systems
- Perform installation of electrical security systems, system of industrial electronic and automatization, electrical commercial devices and systems and produces od electrical devices and systems
- Performs software and hardware update of electrical and commercial devices and systems
- Performs functional testing and configuration of electronic security systems, system of industrial electronics and automatization and electrical components
- Manufactures switchboards and control panels, cabinets and counters of industrial electronics and automation systems
- Implements maintenance procedures for electronic security systems, industrial electronics and automation systems, electronic commercial devices and systems and manufactured electronic devices and systems
- Uses professional terminology and technical documentation in English
- Perform cost estimation and procurement of materials, equipment, devices and spare parts required for the implementation of the work task
- Works on documentation according to the regulated procedures
- Manages working group for the realisation of working assignments and supervises the activities of a group
- Implements procedures for quality and quantity control of work, in accordance with norms and other regulations





- Maintains tools, equipment and working devices
- Communicates with superiors, co-workers and service users by using the rules of business communication
- Implements procedures and measures for occupational safety, environmental protection and health preservation

**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

Working group that exploits the outcomes of WBL is composed of school representatives, experts and companies. After they create a programme proposal, the document is sent to other stakeholders to provide opinions and suggestions. After all inputs are integrated in the document, the same document is delivered to the proper Council for adoption.





## PART 3: Evaluation and assessment criteria

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### a) How is the evaluation performed and when?

Student assessment in vocational upper secondary education is regulated by the [Law on Vocational Education](#). The testing and assessment of knowledge, skills and competences determines the students' ability to attain the defined standards of knowledge, i.e. learning outcomes in accordance with the curriculum.

The performance from certain subjects is expressed by the following grades: excellent (5), very good (4), good (3), sufficient (2) and insufficient (1). Excellent, very good, good and sufficient grades are positive. Student assessment is done publicly, in front of all students, with provided explanation for the grade. Students must be assessed from all subjects, i.e. modules in each classification period.

The assessment of knowledge, skills and competences of students is done for all subjects, modules and exams, in accordance with the relevant curriculum. Oral or written examinations, exercises, seminars or graphic papers, tests, assignments, graphic, practical and other tasks and their defence, services, performances, etc. are tested and evaluated. The knowledge assessment of students with special educational needs is done in a manner in which a student can best express the knowledge they acquired, in accordance with the individualised developmental curriculum.

A student has completed a school grade if he/she has received positive marks for all subjects. The overall student performance is determined as the average value of positive marks obtained for all subjects.

A student has completed a grade:

- with excellent performance, if he/she has achieved the average result of at least 4.50;





- with very good performance, if he/she has achieved the average result of at least 3.50;
- with good performance, if he/she has achieved the average result of at least 2.50;
- with sufficient performance, if he/she has achieved the average result of at least 2.

The Law on Vocational Education prescribes an obligation of institution carrying out publicly valid educational programmes to issue public documents. At the end of each grade, a student receives a final report card. After completing the practical, final or vocational exam, a student receives a diploma. Rulebook on the form and manner of keeping pedagogical records and the content of public documents in schools regulates the form and content of the final report card, diploma and other documents schools have to keep or issue to vocational school students. An integral part of the diploma on obtaining a level of education in a vocational school is a diploma supplement that has been harmonised with EUROPASS.

Completed vocational education allows one to continue education at related higher education institutions, in accordance with adequate regulations from the field of higher education.

**b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

Oral or written examinations, exercises, seminars or graphic papers, tests, assignments, graphic, practical and other tasks and their defence, services, performances, etc. are tested and evaluated.





**c) Who is in charge of certifying the competences at the end of WBL activity?**

The [Law on Vocational Education](#) prescribes an obligation of institutions carrying out publicly valid educational programmes to issue public documents. At the end of each grade, a student receives a final report card. After completing the practical, final or vocational exam, a student receives a diploma. [Rulebook on the form and manner of keeping pedagogical records and the content of public documents in schools](#) regulates the form and content of the final report card, diploma and other documents schools have to keep or issue to vocational school students. An integral part of the diploma on obtaining a level of education in a vocational school is a diploma supplement that has been harmonised with EUROPASS.

Completed vocational education allows one to continue education at related higher education institutions, in accordance with adequate regulations from the field of higher education





## INTERNAL ORGANISATION

---

1. **Internal organisation** adopted by VET providers to regulate, plan and **manage** WBL:
2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? How much time is allocated? Is it a full time or part time responsibility for the people involved? How is the work of the people involved coordinated?

Within each school, there is one person in charge for communication with companies, takes care for securing working conditions, in communication with company representatives makes sure that curriculum is followed and performs occasional surveillance of student work in the workplace. That person ensures that the contract between the employer and the student is signed. As part of the dual education system, that person is called the organiser of practical education. In vocational schools, for students who are not part of dual education, communication, cooperation, organisation, and control of practical assignments at employers is supervised by the teacher of practical education.

3. What is the **strategy adopted to find companies** and manage relations with them?

There are two way of finding companies:

- 1- companies contact VET schools in their field of work
- 2- schools are performing numerous promotional activities focused towards finding proper companies

Preference is given to companies who can provide the entire content required by a certain educational profile, meet the necessary conditions, operate successfully and have experienced instructors with many years of experience in the profession, as well as monitor the fulfilment of the curriculum that the student needs to pass, (the







condition is that the tutor /instructor in the company must have at least five years of professional experience, e.g. hairdresser, car mechanic, welder...)

4. What is the **role of school council/school board** in WBL matters?

The school council/school board is involved at the supervisory level and has report on the school activities that are containing the organization of practical education of students.

5. What is the **role of the headmaster**?

The school headmaster communicates with employers at the initial level in order to inform about the educational offer of the school and establish cooperation, by inviting to events (celebration of the school day, etc.), initial communication in cooperation with employers and control and evaluation of the fulfilment of the employer's conditions for admission to practise students, monitoring the work of the coordinator, that is, the organiser of practical classes, to react in case of irregularities and non-fulfillment of conditions. Monitoring the fulfilment of the contract, advocating for the student.

6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the teachers or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

The student's tutor/mentor in the company takes care of the student's safety at the workplace, organises the student's time and work at the workplace, and keeps records of the student's attendance. They are in communication with the organiser of practical education and the teacher of practical classes. The mentors evaluate the student's knowledge continuously during the student's work on the spot, and in the final, they participate in the commission that evaluates the student at the end of the training and delivers the final grade from the specified subject.





As for the training of mentors/tutors, in Montenegro there is no legal obligation for mentors to undergo special mandatory training. In communication with the employer, within the Center for Vocational Education, training was organised in order to improve the pedagogical qualities of the mentors, as well as to monitor and evaluate the students' knowledge.

**7. Role of school tutor** (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students? Can they evaluate and certify the student? Did they receive specific training to become WBL tutors?)

A school tutor/ lesson organiser is a person employed at the school, who teaches in a secondary vocational school on a vocational subject, who monitors the work and progress of students and evaluates their work throughout the year. He organises classes at the school in accordance with the curriculum and the program and monitors the work of the students at the employer.

**8. Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

In order to increase the number of employers who accept students for internships, it would be useful if there were certain benefits from the foreign state to employers for accepting students for internships.

In addition to the above, it would be useful for legal procedures to more precisely define the conditions for signing/terminating the contract between the employer and the student (in order to protect the interests of the student, but also the school). In the framework of dual education, employers sign a contract with a student who comes to them for an internship. Fees for the student during the first two years of schooling are reimbursed by the state, while during the third year this obligation should be paid by the employer. This is one of the reasons for the greater number of contract terminations between employers and students in the third year of training.





## WBL practices (added as addendum to the paper)

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Some official resources:

<https://eurydice.eacea.ec.europa.eu/>

<https://www.cedefop.europa.eu/en/publications-and-reports>

<https://www.cedefop.europa.eu/en/country-reports>

<https://www.cedefop.europa.eu/en/country-reports/apprenticeships-in-wbl>

<https://www.etf.europa.eu/en/publications-and-resources>

<https://ec.europa.eu/eurostat/web/education-and-training/data/database>

<https://unevoc.unesco.org/home/>

<https://unevoc.unesco.org/home/TVET+Country+Profiles>

<https://data.oecd.org/>

Please provide the direct link to each piece of relevant information

<https://eurydice.eacea.ec.europa.eu/national-education-systems/montenegro/overview>

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.etf.europa.eu/sites/default/files/2020-09/wbl\\_factsheet\\_montenegro\\_2020.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.etf.europa.eu/sites/default/files/2020-09/wbl_factsheet_montenegro_2020.pdf)





# Desk research on the state of the art on Work Based Learning in Spain

PART 1: National legislation on WBL	2
PART 2: WBL activities in the curriculum	9
PART 3: Evaluation and assessment criteria	20
INTERNAL ORGANISATION	21
WBL practices (added as addendum to the paper)	22





## **PART 1: National legislation on WBL**

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### **a) Is there a definition of WBL in your national legislation? If so, what is it?**

The new VET Law (Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional) in Article 2 (Definitions) does not provide a definition for WBL, but in paragraph 12 describes Dual VET:

Dual vocational training: It is a type of vocational training that combines theoretical and practical learning processes between a vocational training center and a company or equivalent organization, in joint responsibility between both agents, with the aim of improving the employability of the person in training.

### **b) What are the organisations dealing with WBL in each country? (ministries, what kind of VET schools/centres, agencies or other organisations involved).**

The Ministerio de Educación y Formación Profesional (Ministry of Education and Vocational Training), the Comunidades Autónomas (Autonomous Communities), the SEPE (Public Employment Service) and the social partners share VET governance and decision-making. The reforms from 2002 tried to unify the until that time fragmented VET standards.

The Catálogo Nacional de Cualificaciones Profesionales (National Professional Qualifications Catalogue) is the guideline for the VET studies. Each of the VET studies focuses on enabling the students to achieve one or more of the qualifications mentioned in this catalogue.

The Ministry of Education and Vocational Training sets the standards for all the country. Spain has 17 autonomous Regions, communities, and the responsibilities for education and VET are transferred to the communities. This means that VET is a





regional responsibility, but it has to be developed under national rules set by the national Ministry.

WBL is part of all the VET studies in Spain.

The 2009 decree on the recognition of occupational competences acquired through work experience or non-formal learning established a procedure to assess and accredit people's competences relating to the competence units of the Catálogo Nacional de Cualificaciones Profesionales.

The network of Centros de Referencia Nacional (National Reference Centres), keeps track of market changes and makes proposals of skills needed in the future. It also acts as a link between training institutions, the productive sector and the professional qualifications system.

**c) General overview of how the VET system is structured (picture or graph showing the structure of the system with EQF levels and actors involved in each level).**

As mentioned in the CEDEFOP document “Spotlight on VET-SPAIN” (CEDEFOP, 2010 ES) the structure of VET in Spain combines initial VET within the education system as well as continuing VET for employed and unemployed people (formación profesional para el empleo).

The following are the iVET studies that are offered in Spain (CEDEFOP, 2010 ES), (CEDEFOP, 2014 ES):

### **LOWER SECONDARY LEVEL**

#### Formación Profesional Básica, Basic level VET

Students that have passed their second year of Educación Secundaria Obligatoria (Secondary education) can choose to access these studies that combine modules that focus on professional skills and general education. This two-year programme enables





the students to access the labour market and/or continue their studies with the Ciclos formativos de Grado Medio.

## UPPER SECONDARY LEVEL

### Ciclos formativos de Grado Medio, Intermediate level VET

Courses that include between 1300 to 2000 hours of training modules offered among 26 professional sectors of the national qualifications catalogue (Catálogo Nacional de Cualificaciones Profesionales – CNCP). Students acquire occupational and transversal skills and work experience (mandatory). Completion of all modules leads to a technician diploma Título de Técnico in the corresponding occupation. Students can decide to start working in their new profession and/or continue studying Ciclos formativos de Grado Superior (Advanced Level VET). Students that want to study Ciclos formativos de Grado Medio need to hold the Graduado en Educación Secundaria Obligatoria (Certificate in compulsory secondary education) or have passed the studies of Formación Profesional Básica (Basic level VET). Students can choose to attend these studies only at schools or on a dual basis (Formación profesional dual), combining training at the work place and school lectures. Dual studies can take up to 3 years to complete.

### Título de Técnico de Artes Plásticas y Diseño, Título de Técnico de Enseñanzas Deportivas, Intermediate level arts and sports programmes

These studies are available for students at the age of 12 and lead to the diplomas Título de Técnico de Artes Plásticas y Diseño and Título de Técnico de Enseñanzas Deportivas. Students have the possibility to achieve the Título de Bachiller (Baccalaureate). These studies include music, drama and dance programmes.





## HIGHER EDUCATION

### Ciclos formativos de Grado Superior. Higher level VET

These courses include at least 2000 hours and follow the structure based on modules of the Ciclos formativos de Grado Medio. Completion of all modules leads to a technician diploma Título de Técnico Superior in the corresponding occupation. This diploma gives direct access to undergraduate university studies. Students that want to study Ciclos formativos de Grado Superior need to hold the Título de Bachiller (Baccalaureate) or a technician diploma Título de Técnico. Since 2011, these studies are part of the first of the four levels of the Spanish higher education qualifications framework (MECES). The modules are recognised in the European Credit Transfer System, ECTS. Students can choose to attend these studies only at schools or on a dual basis (Formación profesional dual), combining training at the work place and school lectures. Dual studies can take up to 3 years to complete.

## OTHER COURSES

### Escuelas taller, talleres de empleo y casas de oficio, Workshop schools and craft centres

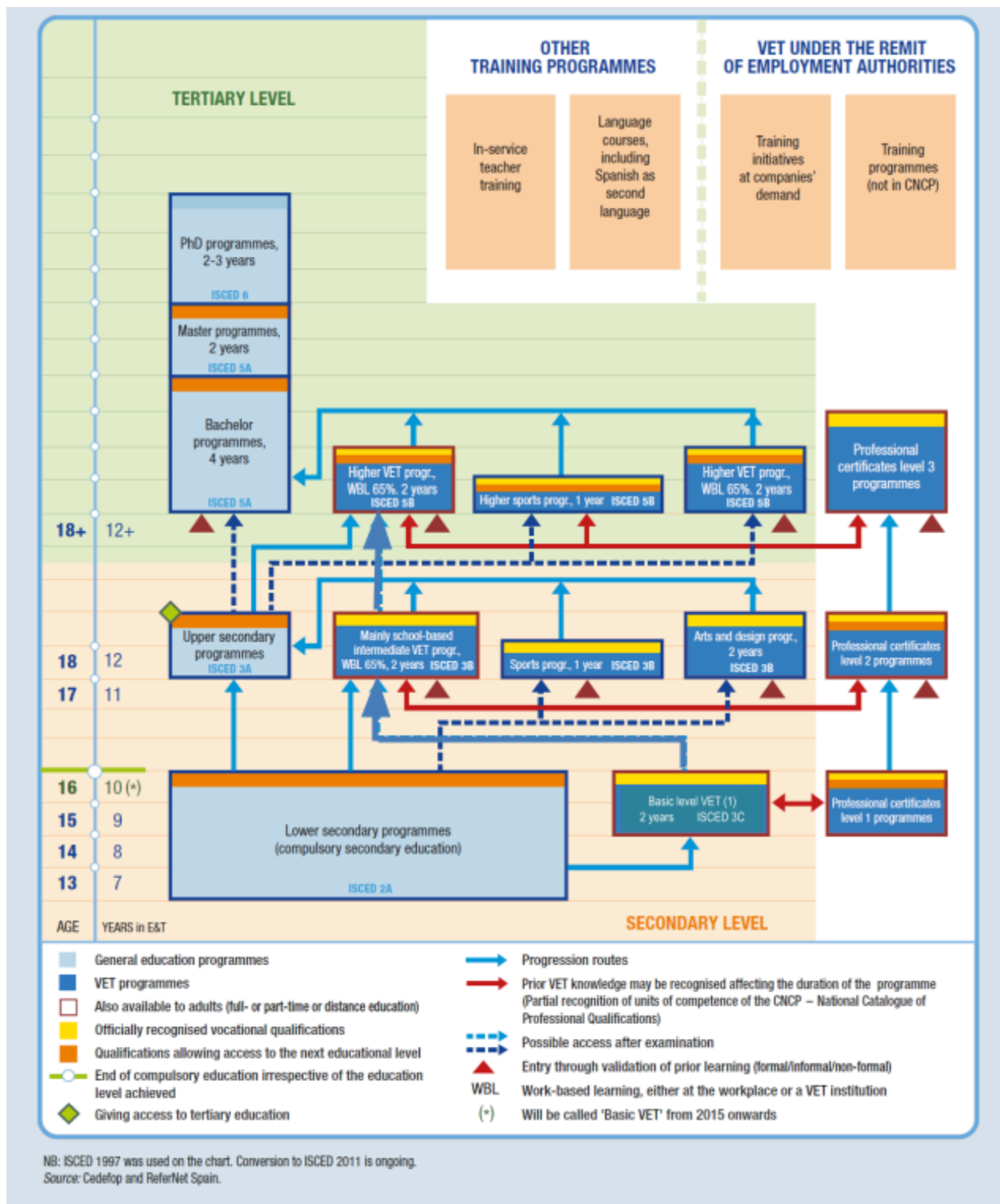
Courses focused on the unemployed that combine training in the classroom and at the workplace

### Certificados de profesionalidad. Professional certificates

Adults that have been working in a specific profession can achieve Certificados de profesionalidad through exams and work experience.







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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**d) What is the key legislation defining WBL in your country? (describe the legal framework regulating work based learning, include information on education laws and employment laws, national guidelines, strategies etc.).**

The Royal Decree 1147/2011, 29th July defines in Article 25 the work based learning in the “Professional training module in work centres”:

Article 25. Professional training module in work centers.

1. All training cycles will include a non-labor professional training module in work centers.

2. The Professional Training Module in Work Centres will have the following purposes:

a) Complete the acquisition of professional competencies specific to each title achieved at the educational center.

b) Acquire a motivating professional identity and maturity for lifelong learning and for adaptations to changes that generate new needs for professional qualification.

c) Complete knowledge related to production, marketing, economic management, and the socio-labor relations system of companies, in order to facilitate their labor insertion.

d) Evaluate the most relevant aspects of the professionalism achieved by the student at the educational center and accredit the aspects required in employment that require real work situations to be verified.

3. The educational administrations will determine the moment in which the professional training module in work centers must be taken, based on the characteristics of each training cycle, seasonality, type of offer, and availability of training positions in companies. In any case, royal decrees that establish vocational training titles may determine the professional modules that must have been passed at least to carry out the Professional Training Module in Work Centers.





5. The teaching attribution of this professional module will be carried out by teachers from the professional training specialties who teach in the training cycle in professional modules associated with integrating competence units.

Royal Decree 1147/2011 will be updated with the new regulations generated by the new VET Law (Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional).

**e) Working conditions. What are the types of contracts regulating the relationship among companies, schools and students/apprentices. For instance, is there a minimum wage? How is social security?.**

We can distinguish two type of WBLs:

- Short WBL (FCTs): 1 to 3 months at company. No payment
- Long WBL (Dual system): A whole year at the company. In Madrid, the monthly payment is around 200 and 400 euros, depending on the company and the region. Some regions oblige the companies to pay the minimum salary, 1080 euros / month.

Until now the students are only covered by an insurance that covers circumstances that happen at the school or company.

Starting January 2024 the students will be fully covered by the social security.





## **PART 2: WBL activities in the curriculum**

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### **a) When WBL activities take place? (at the end of the studies, during the week etc.)**

It depends on the type of studies:

- Short WBL, in companies

Basic VET, a month at the end of each of both years

Intermediate and High VET, 3 months at the end of the second year

- Long WBL (Dual System) , in companies

Intermediate and High VET, the first year at school, the second year in the company

WBL is also part of how competences are acquired at the school. VET is very practical and done in the school workshops

### **b) How WBL activities are described or planned in the school curriculum (es. dual system; internships; other kinds of projects). Include the hourly distribution for each of the activities described before**

When the students go to the companies to work, they have the same timetable as the regular workers.

WBL is also done as part of normal lessons at schools. In this case it is fully integrated in the learning activities and can take place any moment during the school lessons.





- c) How are learning outcomes defined in the curriculum? Bring one example related to IT, automation and electronics.

### **Technician in Microcomputer Systems and Networks**

Learning outcomes and evaluation criteria.

1. Identify the structure and organization of the company, relating it to the production and commercialization of the products and services they offer.

Evaluation criteria:

- a) The organizational structure of the company and the functions of each area have been identified.
- b) The elements that make up the company's logistics network have been identified: suppliers, customers, production systems, storage, among others.
- c) The procedures and work techniques in the development of the production process have been identified.
- d) The competencies of human resources have been related to the development of productive activity.
- e) The importance of each element of the network in the development of the company's activity has been interpreted.
- f) Characteristics of the market, type of customers and suppliers as well as their influence on the development of business activity have been related.
- g) The most frequent marketing channels in this activity have been identified.
- h) The advantages and disadvantages of the company's structure compared to other types of business organizations have been recognized.

2. Apply ethical and work habits, developing their professional activity according to the characteristics of the job position and procedures established in the company.





Evaluation criteria:

a) The personal and temporal disposition required by the job position has been recognized and justified. Personal (punctuality, empathy, among others) and professional attitudes (order, cleanliness, necessary security for the job position, responsibility, among others) have been identified. Attitudinal requirements for risk prevention in professional activity and personal protection measures have been identified. Attitudinal requirements related to quality in professional activity. Attitudes related to one's own work team and established hierarchies have been identified. The training needs for insertion and reinsertion into the scientific and technical field of good professional practice are as follows:

b) The applicable occupational risk prevention regulations and the fundamental aspects of the Occupational Risk Prevention Law have been identified.

c) Personal protective equipment has been applied and used according to the risks of the professional activity and the company's regulations.

d) A clear attitude of respect for the environment in the activities carried out has been maintained, and internal and external regulations related to it have been applied.

e) The work station or area corresponding to the development of the activity has been kept organized, clean, and free of obstacles.

f) The instructions received have been interpreted and fulfilled, taking responsibility for the assigned work.

g) Effective communication and relationship with the person responsible in each situation and team members have been established, maintaining a fluid and correct relationship.

h) Coordination with the rest of the team has been maintained to report any changes, relevant needs, or unforeseen events that arise.

i) The importance of their activity has been valued, and adaptation to changes in assigned tasks in the development of company production processes has been integrated into new functions.

j) Responsible commitment to the application of rules and procedures in the development of any activity or task.

3. Assemble computer equipment following established quality system processes.





Evaluation criteria:

- a) Technical documentation has been interpreted.
  - b) The elements and accessories of the equipment have been located, fixed, and connected.
  - c) The base software has been verified to be loaded.
  - d) Peripherals have been installed.
  - e) Their functioning has been verified.
  - f) Equipment and tools have been operated according to quality criteria.
  - g) Worked in a group, showing initiative and interest.
4. Participate in the diagnosis and repair of faults by applying corrective maintenance techniques.

Evaluation criteria:

- a) An intervention plan has been developed to locate the fault.
  - b) Symptoms of faults or malfunctions have been identified.
  - c) Hypotheses of possible causes of the fault have been proposed.
  - d) Elements have been assembled and disassembled.
  - e) Tools and/or software have been used in repairing the fault.
  - f) The fault has been located and documented.
  - g) Components responsible for the fault have been replaced.
5. Install operating systems and applications respecting the work plan and customer needs.

Evaluation criteria:

- a) Work orders have been understood.
- b) The operations of installing the operating system and applications have been carried out.
- c) The operating system has been configured according to the requirements.





- d) The equipment has been verified to be functioning properly after installation. e) Documentation has been completed according to company procedures.
- f) Data has been restored by applying established security standards.

6. Participate in the installation, commissioning, and maintenance of small installations with local network and Internet services, documenting the intervention.

Evaluation criteria:

- a) Technical documentation related to hardware and software has been interpreted.
- b) The elements of the installation have been identified.
- c) Conduits have been mounted.
- d) Connections have been made and verified.
- e) Network monitoring has been carried out.
- f) Drivers have been installed.
- g) Communication adapters have been installed.
- h) Basic security parameters have been specified.
- i) A service and maintenance manual has been prepared.

7. Assist the user, solving problems related to application exploitation, according to the company's rules.

Evaluation criteria:

- a) User needs have been identified.
- b) Communication techniques with the user have been applied.
- c) Data backups have been performed.
- d) The problem has been resolved within the time frame indicated by the company.
- e) The user has been advised on the operation of the application or equipment.

8. Participate in tasks related to installation, configuration, or maintenance of systems that manage content, distance learning, files, among others, following the established work plan.







Evaluation criteria:

- a) The work plan has been understood.
- b) The necessary requirements have been identified.
- c) Data backups have been performed.
- d) The work plan has been developed according to established quality standards. e) The development and results of the work plan have been documented.
- f) Security criteria have been applied to access information.
- g) Functionality tests verifying the changes made have been performed.
- h) Implemented modifications have been documented.
- i) The user has been informed about the tasks performed.

Duration: 220 hours. This professional module contributes to completing the competencies of this degree and the general objectives of the cycle, both those that have been achieved in the educational center and those that are difficult to achieve in it.

### **Technician in Electrical and Automatic Installations**

Learning outcomes and evaluation criteria.

1. Identify the structure and organization of the company, relating it to the production and commercialization of the products they obtain.

Evaluation criteria:

- a) The organizational structure of the company and the functions of each area have been identified.
- b) The elements that make up the company's logistics network have been identified: suppliers, customers, production systems, storage, and others.
- c) Work procedures in the development of the production process have been identified.
- d) The competencies of human resources have been related to the development of productive activity.





- e) The importance of each element of the network in the development of the company's activity has been interpreted.
- f) Characteristics of the market, type of customers and suppliers, and their possible influence on the development of business activity have been related.
- g) The most frequent marketing channels in this activity have been identified.
- h) Advantages and disadvantages of the company's structure compared to other types of business organizations have been related.

2. Apply ethical and work habits in the development of their professional activity according to the characteristics of the job and procedures established in the company.

Evaluation criteria:

- a) The personal and temporal disposition required by the job has been recognized and justified.  
Personal attitudes (punctuality, empathy, among others) and professional attitudes (order, cleanliness, safety necessary for the job, responsibility, among others). Attitudinal requirements for risk prevention in professional activity and personal protection measures. Attitudinal requirements related to quality in professional activity. Relational attitudes with one's own work team and with the hierarchies established in the company. Attitudes related to the documentation of activities carried out in the workplace. Training needs for insertion and reintegration into the scientific and technical field of good professional practice.
- b) The rules for occupational risk prevention that must be applied in professional activity and the fundamental aspects of the Occupational Risk Prevention Law have been identified.
- c) Personal protective equipment has been applied according to the risks of professional activity and company regulations.
- d) A clear attitude of respect for the environment has been maintained in the activities carried out and internal and external rules linked to it have been applied.
- e) The workplace or area corresponding to the development of the activity has been kept organized, clean, and free of obstacles.
- f) Instructions received have been interpreted and fulfilled, taking responsibility for assigned work.





- g) Effective communication and relationship have been established with the person responsible in each situation and members of their team, maintaining a fluid and correct treatment.
- h) Coordination has been established with the rest of the team, reporting any changes, relevant needs or unforeseen events that arise.
- i) The importance of their activity has been valued and adaptation to changes in assigned tasks in the development of company production processes has been integrated into new functions.
- j) They have committed responsibly to the application of rules and procedures in the development of any activity or task.

3. They install low-voltage electrical installations applying current regulations, safety standards, and the company's quality system. Evaluation criteria:

- a) Technical documentation has been interpreted.
- b) The elements, their function, and their arrangement in the assembly have been identified.
- c) The installation assembly plan has been interpreted and the necessary tools and materials have been selected.
- d) The connections of the elements and equipment have been made according to the installation diagrams.
- e) The appropriate tools have been used at each stage of the assembly.
- f) The installation has been carried out applying current regulations.
- g) Personal safety and facility safety rules have been complied with.
- h) They have acted according to quality system procedures.
- i) Operations have been carried out with criteria of respect for the environment.
- j) They have integrated into the work team showing initiative and interest.

4. Collaborate in the start-up or service operations and procedures of installations and equipment following established procedures. Evaluation criteria:

- a) The start-up plan for the installations and equipment has been interpreted.
- b) The tools and instruments for start-up have been selected.





- c) The operation sequence of the control, safety, and electrical receivers of the installation has been checked.
- d) The elements and equipment have been programmed, regulated, and calibrated according to their functionality characteristics.
- e) The operating parameters of the installation have been verified.
- f) Hand tools, computer tools, and instruments have been used appropriately for start-up.
- g) Safety, quality, and current regulations have been complied with.
- h) The documentation required by the start-up process has been completed.

5. They perform preventive maintenance on the company's installations and equipment, applying the corresponding maintenance plans. Evaluation criteria:

- a) Maintenance plans have been interpreted.
- b) The appropriate tools and instruments have been selected.
- c) Functionality, electrical consumption, operating parameters, among others, have been checked.
- d) Elements and equipment have been adjusted and reprogrammed.
- e) Deviations from the plan have been detected and communicated.
- f) Preventive maintenance has been carried out in accordance with the required safety and quality.
- g) Operations have been carried out with criteria of respect for the environment.
- h) They have collaborated with the work team showing initiative and interest.

6. They collaborate in the diagnosis and repair of faults and malfunctions in installations and equipment, applying corrective maintenance techniques and procedures.

Evaluation criteria:

- a) Symptoms of faults or malfunctions have been identified through measurements taken and observation of the functionality of the installation or equipment.
- b) Hypotheses of possible causes of the fault and its impact on the installation have been proposed.





- c) The fault has been located according to specific procedures for diagnosis and location.
- d) The necessary tools and instruments have been selected to carry out the repair process.
- e) Disassembly has been carried out following established guidelines, with safety, quality, and respect for the environment.
- f) Faulty elements have been replaced or repaired.
- g) Initial functionality conditions of the installation have been restored.
- h) They have intervened with order and cleanliness, respecting the times stipulated in the work performed.
- i) Documentation established in maintenance programs has been completed.
- j) They have collaborated with the work team showing initiative and interest.

7. Participate in the configuration and assessment tasks of electrical installations and their legalization, drawing electrical diagrams with established symbols, calculating and dimensioning installations according to current regulations, using tables and computer tools, replanting the installation according to technical documentation, interpreting manufacturers' technical manuals, preparing the budget for materials and labor for the installation, recognizing established safety, quality, and environmental respect plans, completing the necessary documentation for the legalization of the installation, and collaborating with the work team showing initiative and interest.

Evaluation criteria:

- a) Electrical diagrams have been drawn with established symbols.
- b) Installations have been calculated and dimensioned according to current regulations.
- c) Tables and computer tools have been used.
- d) The installation has been replanted according to technical documentation.
- e) Manufacturers' technical manuals have been interpreted.
- f) The budget for materials and labor for the installation has been prepared.
- g) Established safety, quality, and environmental respect plans have been recognized.
- h) The necessary documentation for the legalization of the installation has been completed.
- i) They have collaborated with the work team showing initiative and interest.





Duration: 220 hours. This professional module contributes to completing the general competencies and objectives specific to this degree that have been achieved in the educational center or to developing difficult-to-achieve characteristic competencies in it.

**d) Describe the level of autonomy and strategy of VET provider to define the Learning Outcomes and WBL activities;**

The definition of the Learning Outcomes is defined by the laws, but the WBL activities are decided by the teachers and company tutors.





## **PART 3: Evaluation and assessment criteria**

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### **a) How is the evaluation performed and when?**

At the end of the WBL period the company tutor gives a PASS or FAIL mark. If the student is not performing correctly the WBL period can be cancelled.

The student has a total of 2 opportunities to pass the WBL period.

### **b) What are the evaluation tools adopted? (eg. tests, register of the hours worked at the company, evaluation documents, etc.)**

There is a register with the list of activities and hours worked, signed by the company tutor and the student.

### **c) Who is in charge of certifying the competences at the end of WBL activity?**

The school tutor is in charge of certifying the competences at the end of the WBL activity.





## INTERNAL ORGANISATION

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1. **Internal organisation** adopted by VET providers to regulate, plan and manage WBL: Each company decides internally
2. Is there a **specific commission/unit/team** or teacher responsible for internship and contact with companies? Yes, a school tutor  
How much time is allocated? 2 hours a week to control up to 30 students  
Is it a full time or part time responsibility for the people involved? Part time  
How is the work of the people involved coordinated? The responsibilities belong to the VET Head of studies
3. What is the **strategy adopted to find companies** and manage relations with them? The school tutor finds and updates the list of companies
4. What is the **role of school council/school board** in WBL matters? Minor
5. What is the **role of the headmaster**? Signs all the documents and hold the final responsibility
6. What is the role of **company tutor in WBL activities**? (eg. How do they support students? What is their role in defining educational activities? How many meetings are organised with the company tutor or students?  
Each company has their internal procedures  
Can they evaluate and certify the student? With PASS/FAIL  
Did they receive specific training to become WBL tutors? No
7. **Role of school tutor** (eg. How do they support students? What is their role in defining educational activities?  
The school tutor visits the companies to confirm the process is fine  
How many meetings are organised with the teachers or students?  
Once every 15 days  
Can they evaluate and certify the student? The school tutor will highly consider







the PASS/FAIL opinion of the company tutor

Did they receive specific training to become WBL tutors? No

8. **Areas of improvement:** Please describe what measures or actions can be implemented to improve the actual situation.

### WBL practices (added as addendum to the paper)

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- a) Title
- b) Duration
- c) Context: where does it take place
- d) Context: target economic sector and training course
- e) Expected learning outcomes at the end of the activity
- f) Evaluation method (specify who is responsible for evaluation and certification, the school or the company?)
- g) Who are the people involved (teachers, students, clients, company staff)
- h) Activities that take place (step by step description, make sure to describe what happens before, during and after the WBL activity takes place)

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<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8054>

Some official resources:

<https://eurydice.eacea.ec.europa.eu/>

<https://www.cedefop.europa.eu/en/publications-and-reports>

<https://www.cedefop.europa.eu/en/country-reports>

<https://www.cedefop.europa.eu/en/country-reports/apprenticeships-in-wbl>

<https://www.etf.europa.eu/en/publications-and-resources>

<https://ec.europa.eu/eurostat/web/education-and-training/data/database>

<https://unevoc.unesco.org/home/>

<https://unevoc.unesco.org/home/TVET+Country+Profiles>

<https://data.oecd.org/>

