WORK-BASED LEARNING IN CVET

COMPLEX METHODOLOGICAL HANDBOOK

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METHODOLOGICAL HANDBOOK

2017

The complex methodological handbook prepared by the international partnership led by the Government Office of Békés County in the framework of its Erasmus+ project entitled 'Work-based Learning in CVET' nr. 2015-1-HU01-KA202-13646

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"When we dream alone it is only a dream, but when many dream together it is the beginning of a new reality"

/Friedensreich Hundertwasser/

Recommendation

The accelerated and continuously changing economic and social environment requires constant adaptation from the actors of the economy, vocational education and training, and labour market.

As a result employers search for employees who possess extensive practical knowledge and key competences necessary for employment along with the theoretical knowledge. Fulfilling this need is unimaginable without strengthening the practical part of vocational education and training, thus the renewal of the practice-oriented vocational education and training is on the agenda all over Europe.

The redefined European vocational education and training objectives confirm the importance of the topic. Supporting work-based learning at organisations – set out as a key objective in the Vocational Education and Training Riga Conclusions to be accomplished within 2020 – is one of the most important medium-term deliverables in initial and continuous VET professional development and further education for adults.

Studies and surveys confirm that this form of training – in case of its efficient operation – contributes to the harmonisation of labour market supply and demand and strengthens employability and adaptability. There is little professional methodological material – especially concerning adult education – that organisations and professionals intending to introduce work-based learning could use well.

The aim of the international partnership in the framework of the Erasmus+ KA2 Strategic Partnerships project nr. 2015-1-HU01-KA202-13646, titled 'Work-based Learning in CVET'– consisting of Finnish, German, Italian, and Hungarian organisations and led by the Government Office of Békés County - was to reduce this shortage by developing a complex methodological handbook based on Finnish, German and Italian models –.

This handbook is the most important result of the partnership's common work, which aims to ensure a methodological support that enhances the introduction and successful application of work-based learning, the CVET system for adults across Europe based on learning outcomes. The handbook includes referals to the EQAVET building blocks and approaches to quality assurance for WBL and sample documents used during proceedings.

We recommend the handbook for VET providers, employers implementing work-based learning and each organisation and professional involved in VET and employment.

We do wish you luck in introducing and applying work-based learning.

Imre Pántya
Head of Department
Government Office of Békés County
Department of Social Security and Employment

I. Introduction

The aim of the handbook prepared within the Erasmus+ project entitled 'Work-based Learning in CVET' is to foster the introduction and implementation of work-based learning for relevant training institutions and providers, employers and other organisations.

The frame of the handbook is not sufficient enough to fully introduce those processes, methodologies and best practices, from country to country, that are necessary for the successful application of work-based learning in vocational education and training for adults, thus we highlighted only those processes and methods, which can be applied in every country during work-based learning.

The methodology included in this handbook – generally applicable at European level – has to be supplemented by country-specific elements, corresponding with the requirements specified in the current legislation of a given country.

In addition to the process, besides providing the definition of work-based learning and the key factors and building blocks of its quality organisation, we also developed sample documents within the handbook, which can be utilised well in ~~the~~ vocational education and training for adults by the professionals of involved organisations.

Within Chapter II of the handbook, we briefly introduce the project background, aims, target group, and the international partnership of six members implementing the project. The reader will also learn about the process of developing the methodological handbook.

Under Point 1 of Chapter III we highlight the labour market challenges Europe was facing in the past decade and a half, what kind of initiatives, strategies were developed to solve teaching and training related problems and difficulties, and what VET development targets ~~it~~ were set out until 2020.

Under Point 2 of Chapter III the reader gets familiar with the concept of work-based learning considerably facilitating the transition from learning to work, its interpretation in IVET and CVET, its forms and the benefits of its application.

Subsequently, under Point 3 of Chapter III we highlight the important role of quality development concerning training in European-level strategies and in the development and operation of quality assurance systems, and how the EQAVET (European Quality Assurance Reference Network) framework was introduced.

European recommendations, methods to be applied and support tools to enhance the quality of work-based learning are introduced under Point 4 of Chapter III within the methodological handbook. The reader gets a detailed picture about what the six building blocks mean, which were identified by the EQAVET working group through the analysis of best practices applied currently in the work-based learning methods of the collaborating countries within the EQAVET network, why they are important and what their principal recommendations are that encourage the implementation of specific activities. Within work-based learning for adults we developed a specific methodology concerning the formal VET for adults and their non-formal CVET. Under Point 1 of Chapter IV we describe the whole process of formal VET, and within its Point 2 we draw the attention to the application of important elements in the process from a quality assurance perspective. We described the training process according to the two main types of work-based learning: apprenticeships and on-the-job training periods in companies.

The six building blocks can be applied to the third model of work-based learning that is the WBL integrated in a school-based programme through on-site labs, restaurants or practice firms, simulations or realbusiness/industry project assignements; however this type of WBL is not typical in adult education, so we do not include that in the methodological handbook.

There are many forms of non-formal vocational education for adults: of them, under Point 1 of Chapter V of the methodological handbook, we introduce the characteristics and the process of the Soufflearning work-based learning developed in Germany and already been adopted by several European countries, then under Point 2 of Chapter V we describe the elements of its quality organisation.

Regarding each building block under Point 2 of Chapters IV and V we highlight and explain in detail those elements appearing in formal training and professional further education for adults - important from a quality assurance perspective - which justify the application of EQAVET guidelines, in line with the handbook's Point 4 in Chapter III where building blocks are introduced. At each activity in connection with the given building block we help the work of professionals planning to introduce the methodology with concrete tips, highlighting what should receive particular attention. Besides the above mentioned, we advert some difficulties and risk factors that may arise during the application of a given method and activity and we also provide recommendations on how to handle them.

In the glossary the reader can find the definition of terminologies that occur in the handbook.

The annexes include the applicable sample documents, to which specific reference is made in the process descriptions.

We would like to draw your attention to Annex 11 which presents the web-based and mobile application supporting the documentation and monitoring of training developed within the project.

II. The background of preparing the handbook

The handbook was developed by the international partnership of the Erasmus+ KA2 Strategic Partnerships project nr. 2015-1-HU01-KA202-13646, entitled 'Work-based Learning in CVET' supported by the European Union consisting of Finnish, German, Italian, and Hungarian organisations and led by the Government Office of Békés County.

II.1. The antecedent of the project implementation

The need for implementing the project arose in Hungary, where the issue that the knowledge and skills of VET students do not often meet employer needs is still a problem. In particular, the system of the professional and vocational further training (CVET) for adults is criticised: it is also due to the fact that the realisation and monitoring of practical training is not so regulated, compared to school-based vocational education and training (IVET). In adult education, practical training has to be implemented by taking into account the Adult Education Act and its rules of execution. A Ministerial Regulation containing detailed rules regarding the monitoring of practical training has not yet been published; usually the cooperation among employers implementing practical trainings and adult education institutions is not effective enough; tasks and powers are insufficiently regulated, the monitoring of the advancement of learners and their learning outcomes assessment is not yet built into the process, and there is no timely intervention, if required. Currently there is no standardised methodology in the Hungarian adult education system to implement practical training, therefore there is a need for further regulation and methodological guidance.

It is an accepted fact in Europe that the labour market relevance of VET shall be strengthened in order to make sure that economic growth is not hindered by the shortage of labour-force having the skills and competences needed by employers. However, the practical training part of VET has to be strengthened for that. The aim of the European Union is to make work-based learning the cornerstone of European VET systems. The European Quality Assurance Reference Framework for VET (EQAVET), by ensuring shared tools supports the achievement of the common European objectives as well, and promotes a higher quality VET.

Regarding work-based learning, methods and best practices are being applied in several European countries, which are in line with the European Union's ambitions, and are closely related to quality requirements defined by the EQAVET working groups, however the description of the entire training processes and methods applied within them is missing.

The international partnership project led by the Government Office of Békés County sought to reduce this shortage as well; its aim was to develop a work-based learning methodology in line with the requirements and the recommendations identified by the EQAVET working groups, formulated in the 6 building blocks. Case studies uploaded to the http://www.eqavet.eu/ EQAVET website have been examined: they describe methods applied in work-based learning in countries cooperating in the EQAVET network. The German and Italian partners were selected from this source. With the Finnish partner, having an extensive experience in operating work-based learning, the government office has already collaborated before.

The **main aim of the project** is to develop, in an international collaboration, the complex methodology of work-based learning to be used in CVET on the basis of Finnish, German and Italian models. The aim of the international partnership implementing the project was to develop a complex methodology, which can be used effectively not only in Hungary but in each member state of the European Union, as it is in line with European Union aspirations and with the quality requirements set by the EQAVET.

The **main target groups of the project** are the leaders and professionals of organisations involved in CVET, professionals in further education and employment, and trainers, mentors, instructors, student supervisors and leaders of organisations responsible for the execution of work-based learning at the workplace. The final users of project results are unskilled persons and/or adults with a qualification not demanded by the labour market, job-seekers with no appropriate competences to be employed as well as employed adults who are at risk of unemployment without having a further or re-training. Applying the new methodology their labour market position is improved.

II.2. The international partnership implementing the project

The leader of the partnership

Government Office of Békés County, Békéscsaba, Hungary

Dr. Árpád Takács government commissioner

On 1st January 2011 as the legal successor of the county-level public administration body, and through the partial integration of the majority of the territorial state administration bodies, the government office was established as the top authority of territorial state administration. The government office harmonises and enhances the implementation of government tasks on territorial level – according to rules of law and government decisions. The Government Office of Békés County is made up of the core office directly managed by the government commissioner and 9 district offices.

Within the Government Office of Békés County, the Department of Social Security and Employment and its divisions of employment, which operate within district offices, play a key role in improving the labour market situation in the county, enhancing employment, in preventing and moderating unemployment. As a state organisation it has been offering labour market services, employment fostering support, and operating complex labour market programmes both for employers and job-seekers since 1991. It is a task of key importance for the organisation to satisfy the demand of employers with a labour-force having the appropriate skills and qualifications and to have job-seekers employed within the shortest period of time. For many years onwards the department has been implementing various projects in national and international cooperation aiming to develop a VET system better tailored to economic needs and to foster employment.

Partner organisations:

ALFA KISOSZ Advocacy and Training Association, Békéscsaba, Hungary

Mr. Zoltán Czibula
Director

The Association is a member of the National Advocacy Association of Traders and Caterers. In addition to national and local interest enforcement it provides business counselling, labour market service, and has been conducting business activity for 20 years now. As an advocate of employers it has up-to-date information regarding the labour market needs of employers belonging to its sphere of interest. It organises trade, catering, food and healthcare training programmes throughout the country. Nearly 1 500 people participate in their trainings annually. It is committed to quality assurance.

Gyulahús Ltd., Gyula, Hungary

Mr. Zsolt Daka
Managing Director

Gyulahús Ltd. was founded by the municipality of Gyula in 2013. The company continues the tradition of producing domestic meat products, especially the Gyula Sausage Hungaricum. It puts a great emphasis on ensuring professional labour-force supply. The company is interested in improving the quality of work-based learning, as it recruits its employees from people successfully finishing the training organised by them. In order to produce quality products it is interested in the further training of its own employees as well. On average it ensures the training of 25 apprentices in meat product manufacturing annually. It has a workshop accredited by the Hungarian Chamber of Agriculture.

South Savo Vocational College, Mikkeli, Finland

Ms. Arja Seppänen
Chief Executive Officer

South Savo Vocational College maintained by South Savo Education Ltd is the strongest vocational education provider in the South Savo region in Finland. The college offers various opportunities to study for vocational qualification, to acquire additional or further education and to take qualifying examinations or competence tests required in working life. Annually there are about 7,000 students, of which nearly 2,500 study for vocational qualification. The number of teachers and supporting staff is around 360. The college offers training in eight fields of education in two different towns in the region. Work-based learning has been an integral part of the Finnish system of vocational education and training for more than 20 years. Close and systematic cooperation with the working life is the main guideline also for South Savo Vocational College.

Bonn Science Shop (WILA Bonn), Bonn, Germany

Mrs. Brigitte Peter
Managing Director

Established in 1984 as a registered non-profit organisation the Bonn Science Shop (WILA Bonn), Bonn, Germany / Wissenschaftsladen Bonn e.V. (Wila Bonn) gives special emphasis to the topics of civil society & sustainability, environment & health, as well as the labour market. It became one of the largest 'Science Shops' in the world with its nearly 35 employees. When appropriate, the Bonn Science Shop cooperates with universities and other institutions, Science Shops or stakeholders nationally or on an international level to enable multidisciplinary research, dissemination of results and education. As state accredited provider of adult education the "WILA Bildungszentrum" (WILA educational center) offers seminars, courses and training in the areas: Job and Success; Personality and Society; Health and Stress management.

Since 2005 WILA Bonn has been implementing work-based learning successfully among SMEs: The so- called 'Soufflearning' is a non-formal training model, which has been adapted already in six European countries (France, Italy, Spain, Czech Republic, Greece, Bulgaria).

CIOFS-FP, Rome, Italy

Mrs. Manuela Robazza President

CIOFS-FP (Italian Females' Works Salesians Centre - VET) is a non-profit association founded in October 1967. The association operates in 11 Italian regions with nearly 60 VET centres employing about 1700 workers. Main areas of activity are orientation, vocational education and training and job placement services. In 1986 the National Association and its National office were established to fulfil activities of training of trainers and technical and project design support to its Regional Associations; activities in network with national and European organisations; development and management of national and European projects and research activities. CIOFS-FP provides guidance services and VET training mainly for the following professional areas: Leisure, Sport & Tourism, Sales & Customer Services, Information Technology, Food Industry, Manufacturing and Crafts, Health & Social Care Services, thus certifying professional profiles such as administrative assistant, salesperson, worker in food industry, wellness operator, tourism promoter and receptionist and so on. Approximately 16 600 persons each year use the association services. The staff members of CIOFS-FP are involved in activities related to work-based learning on a European level.

II.3. The process of developing the methodological handbook

Learning about best practices and methods applied in work-based learning at the Finnish, Italian and German partner organisations served as a basis for developing the complex methodological handbook - the main output of the project. The three partner organisations developed the handbook containing best practices and applied processes used in the work-based learning of adults, according to the commonly accepted unified system of criteria by the partnership. In the handbook they described in detail the activities and quality elements important from a quality assurance perspective according to the six building blocks specified by EQAVET. They attached some of the ~~applied~~ sample documents they had been using.

By applying the methodological handbook prepared by the Finnish, German and Italian partners, and based on best practices experienced during international meetings, the Hungarian professionals in a workgroup developed the first version of the complex methodological handbook prepared for testing. It is going to be widely disseminated in Hungary, interested professionals can learn about it during multiplier events as well and they can comment on it and can propose suggestions on how to complete the handbook. Based on the received proposals the handbook is going to be revised, and during the international meeting to be held in January 2017 the partnership is going to accept the pre-test version of the handbook. Testing of the methodology and then finalising the handbook took place in the second year of the project. During the preparation phase of testing, a guideline was prepared for the tasks to be performed. In the framework of the preparation, specialists defined the scope of duties and requirements of the workplace instructors, student supervisors and mentoring teachers. A note has been created for the preparation of the instructors and mentoring teachers selected by the training provider and the training location for the implementation of the pilot training in the framework of the project.Testing the newly developed methodology will be carried out at the following adult education institution and VET provider in Hungary:

- In the meat product manufacturer training, included in the National Qualifications Register, organised by the ALFA KISOSZ Advocacy and Training Association, with the participation of adult employees who would be at a risk of unemployment without training employed at Gyulahús Ltd. in Gyula.
- In social care worker training, also included in the National Qualifications Register, organised by the Gál Ferenc College Vocational School, Secondary Grammar School and Dormitory of Békés, which takes place in Békés at the Hajnal István Nursing Home of the Békés County Hajnal István Social Service Centre, where apprentices are involved in the training.

The preparation, implementation, documentation and evaluation of the training courses were defined in the methodological handbook. The implementation of the training was continuously monitored by both the training provider, the workplace and the professionals of the government office. To support the documentation of the implementation of the pilot training a web and mobile application was developed in the framework of the project: the specialists implementing the WBL and the participants in training could daily use an electronic diary.

Upon completion of the the pilot training professional discussions were organised for the testing professionals and the participants of the training to discuss and assess the experiences. The experiences gained during the testing and the evaluations and suggestions of the foreign partners were taken into account when finalising the methodological handbook.

The new, complex methodological handbook developed within the framework of the project can be utilised not only by the project organisations, but also by organisations engaged in adult education and vocational training in all European countries. The methodological handbook is available in Hungarian as well as in English.

III. The role and place of work-based learning in European VET

III.1. Challenges and answers of the labour market in Europe

In the summary of a study entitled 'Global Labour Market – Global VET' published by CEDEFOP in 2015 it is included: 'The global competition having an intensity never seen before, the rapidly changing technologies, a population becoming more and more mobile, the emerging new jobs and the demand towards new skills and abilities contribute to the appearance of new elements in VET. Such new actors enter the scene as international branch organisations, multilateral agencies, multinational companies, while national education and training authorities still have central roles. In the meanwhile several countries from Europe are endeavouring to strengthen considering global dimension when developing the national qualification system, education programmes and curricula.' (http://oktataskepzes.tka.hu/hu/globalis-munkaeropiac-globalis-szakkepzes)

As it is exemplified by the study quoted, if in the future we still strive for a competitive, sustainable and innovative economy in Europe, a well-qualified labour-force is indispensable in reaching that. The 'Copenhagen Declaration' approved by the European ministers of VET and the European Commission at a convention held on 29-30 November 2002 in Copenhagen on enhanced European cooperation in VET, initiated a process as a result of which the representatives have been reviewing VET challenges, defining tasks for the following period and scheduling their implementation every two year in order to improve the performance, quality and appeal of European VET.

Based on the different EU documents, the following current and future challenges of the labour market, VET and adult education can be identified:

- Europe has just faced an extremely serious economic and financial crisis. Unemployment rate is high – especially among young people.
- In Europe there are currently 76 million people between the ages of 25 and 64 who are low-skilled or do not have any qualification in the labour market.
- The number of young people between the ages of 18 and 24 who do not acquire any qualification because of education and training is still too high (12%). Early school-leaving and its consequences cost a great amount of money.
- Due to changes in technologies, the demand for persons having higher and secondary qualification will increase and disadvantages will be especially felt by the low-skilled. People having low level of formal education and qualification – or who do not have any qualification at all – will find a job in a more and more difficult way in the future.
- During employment, the wages of highly skilled workers will increase, while low-skilled people or those who do not have any qualification at all will decrease.
- Of the present-day students, some will have occupations that are not existing at the moment whilst others will have ones that are disappearing. People are needed to be prepared for jobs and technologies that are not existing today.
- VET and adult education currently cannot meet the changing requirements of the labour market. Knowledge provided by VET slowly follow the newly emerging branches and skills, and the changes occurring related to the different occupations.

- The lack of skills and abilities is a constantly hindering factor for productivity and growth. There is a growing difference between skills demanded by employers and the ones acquired by the individual during education and training.
- The development level of basic skills and preparation for newly emerging expectations related to skills more and more influence economic growth and the improvement of productivity.
- Identifying and certifying current competences and using them in the labour market are at a very low level because of the free movement of labour-force and the intensified international migration.
- Individuals are forced to make changes more and more often during their life (learning-work, home country – foreign country, further training – new qualifications, etc.)
- With the help of freely accessible, online technologies anybody can learn anywhere at any time without support and can develop competence. For that the appropriate level of ICT (information and communication technology) skills is still missing in many social groups.
- World economy does not pay for what man knows but what man can do with his knowledge.
- Education becoming international, the globalisation of labour market can be perceived in a broader and broader sense.
- The European labour market in the future should face the ageing society and the reducing number of young people
- Especially digital skills and soft competences (emotion-based social competences helping handling social relations such as communication, conflict management, organisational skills, creativity, cooperation, motivational skills) and foreign language knowledge ~~that~~ will be more and more essential for acquiring and keeping a certain job and dealing with everyday matters.

Crisis and the problems identified, all showed that an economic and social reform is needed. Europe thrives to be more intelligent, more sustainable and more competitive. For that, flexible and high-level education and training systems, which are in accordance with current and future demands, are needed.

Considering the changes in the political environment in the decade including the years between 2011 and 2020 – regarding especially the 'Europe 2020' strategy – the Copenhagen Declaration (2002) should receive a new impetus. Initiating the Copenhagen process had decisive role in making the significance of VET known both on national and EU levels. It started radical reforms, through which a shift towards the approach based on learning outputs happened.

The declaration of ministers responsible for European VET approved in Bruges on 7 December 2010 related to an enhanced and strengthened European cooperation concerning VET for the period of 2011-2020 provides a basis for Europe to achieve its goal to reduce the proportion of young people leaving school early under 10%. Creating the new approach towards VET also facilitates the performance of the European objective to involve at least 15% of adults into lifelong learning. The aim of this strategy, the Bruges Communiqué, is to improve the quality of VET and increase its appeal.

The Bruges Communiqué defines long-term strategic objectives concerning European cooperation in VET for the period of 2011-2020. These objectives are based on the results achieved so far, aim at responding to current and future challenges and take the principles and notions of the Copenhagen process into consideration. The most important strategic objectives are the followings:

- The content, infrastructure and methods of VET should regularly be created in close cooperation with economic and social partners in order to be able to keep up with the shift towards new producing technologies and work organisation.
- The emerging general environment-friendly skills (e.g. reducing the amount of waste and increasing energy efficiency) should receive greater emphasis at every level of training.
- Because of the problem of the ageing society adults – and especially elderly workers – will be expected to a greater extent to update and broaden their skills and competences in the frames of professional further training. The increased demand for lifelong learning means that we need a more flexible way of transferring the training material, an individualised training offer and well-based systems for validating non-formal and informal learning. Opportunities embedded in information and communication technologies should be used for giving a boost to adult education and VET with the help of distance education.
- If Europe further on thrives to remain the world's largest exporting body concerning industrial goods, it is essentially necessary to provide VET on world-class level. In a knowledge society skills and competences acquired through VET are just as important as the ones acquired in higher education. It must be reached that more people would choose VET.
- The transparency of certifying VET and qualifications should be improved. For that a joint approach related to quality assurance is needed in order to reach mutual trust among the different systems, which helps creating transparency among these systems and the acknowledgement of skills and competences. Quality assurance must be handled as a special priority during European cooperation related to VET in the next decade.
- To make people adapt to changes, we need to provide them with the opportunity to acquire knowledge, skills and competences, which do not only fit their occupation. These broader competences – the so-called key competences – are important for people to reach success in life.
- VET must provide learners with the opportunity to close up, it should complete key competences and build on them in a way so that it puts appropriate emphasis on employment competences as well.
- Work-based/workplace learning is one of the possible ways for people to improve their skills. Knowledge acquired at the workplace contributes to creating a professional identity to a great extent and can strengthen the self-confidence for those who would otherwise consider themselves as unsuccessful. Learning realised during employment allows workers to improve their skills in a way that they in the meantime should not relinquish their salaries. Efficient VET making workplace learning or learning implemented outside the workplace beside part-time or full-time employment possible therefore strengthens the cohesion of our societies to a great extent.

- National VET systems as actors of the global education market should keep contact with the world in order to remain updated and competitive. They should be able to attract students from other European and third countries, to provide education and training for them and facilitate the acknowledgement and validation of their skills. A more effective and targeted information system and guiding are necessary to attract more foreign students into our VET systems.
- In the future it is important to increase significantly the international mobility of teachers and students attending in VET and the validation of knowledge, skills and competences acquired abroad.
- Creating VET frames, developing reforms are the joint tasks of national governments, social partners, VET providers, teachers, professional instructors and students as closer cooperation is their common interest.
- Greater emphasis put on adult learning in recent years requires involving further resources. Due to the economic decline, investments into VET should not be reduced.

The question is dealt with as a priority topic by the European Commission. One of its examples is a communication issued in 2012 entitled 'Rethinking Education: Investing in skills for better socio-economic outcomes', which emphasises that: *'Work-based learning, such as dual approaches, should be a central pillar of vocational education and training systems across Europe, with the aim of reducing youth employment, facilitating the transition from learning to employment and responding to the skill needs of the labour market.'*

To support work-based learning and apprenticeship training, a thematic cooperation started out within the international network 'NETWBL' including 29 national agencies responsible for the Erasmus+ programme. Within the frames of the network cooperation the setting up of the 'European Alliance for Apprenticeship' was announced on 2 July 2013. The aim of the Alliance on the one hand is to improve the quality of apprenticeship trainings and to reach that more and more such trainings should be available for the youth in the EU on the other hand thus reducing youth unemployment. As a tool for that the creation of wide partnerships between the key actors of employment and education branches, their collaboration, finding new forms for cooperation and changing of the attitude are necessary.

Ministers responsible for European VET held a meeting on the European development of VET and the opportunities of training for professionals in Riga on 22 June 2015 in order to enhance the further implementation of the strategy defined in Bruges. The Riga Communiqué was signed by the parties, which would like to reach the further improvement and strengthening of VET by 2020.

According to the aims defined in the Communiqué as many people as possible should be involved in VET and the quality of it should also be improved. The document emphasises that social collaboration and joint, active work are essential among the following organisations and people: organisations of employers and employees, different chambers, training institutions, students, adults attending the trainings, companies, employment offices, teachers, different counsellors, professionals.

According to countries agreeing on the Communiqué, the system of VET should be further developed in order to adapt training to the continuously changing labour market demands in a better way. Sustaining employment and strengthening social inclusion can only be reached in that way. Europe's competitiveness can only be remained if the level of VET will be appropriate in each country of the continent.

The European Commission published a communication for the European Parliament, the European Council, the European Economic and Social Committee and the Committee of the Regions in June 2016 entitled 'New Skills Agenda for Europe - Working together to strengthen human capital, employability and competitiveness'. The agenda puts down the concrete acts that are needed in the following years for improving the quality of skills development, making skills and abilities visible and improving their comparability, documenting information related to skills development and issuing information necessary for career choice. The Commission recommends ten scheduled acts and measures that are to be implemented in the next two years. Among them special role is to be dedicated to increasing the role of work-based learning in VET and CVET based on the close cooperation of training providers, social partners and employers and to introducing measures and methods aiming at improving the quality of training so that the education system giving the right answer for future challenges will serve the learning of adults and our children.

III.2. Work-based learning in IVET and CVET

The experiences coming from countries already applying work-based learning justifies the fact that learning in workplace environment facilitates transition from learning to employment; career starters can be employed in greater proportion. These forms of training can mean solutions for challenges of the European labour market and VET.

In the Riga Communiqué one of the highlighted VET improvement aims is to support work-based learning for adults in VET (CVET) as well.

There are several factors justifying the gradually growing political attention and expectations. The ageing society and the trend of having a lifecycle with longer years spent with work make it necessary for adults to regularly update and broaden their competences in the frames of continuing vocational education and training. Work-based learning is an effective way of adult learning (CEDEFOP 2014).

Through work-based continuing vocational education and training it is possible to tackle adult unemployment and underemployment (CEDEFOP, 2013) and to reach innovation, competitiveness and growth (CEDEFOP, 2012).

III.2.1. The notion of work-based learning

Work-based learning (WBL) today cannot be considered as a unified, developed theoretical system. There are several definitions for the term.

According to CEDEFOP: 'Work-based learning is acquiring and evaluating knowledge and skills in professional working conditions that can take place in a real workplace and in an educational institution, too.' (CEDEFOP 2011)

This definition highlights two major features of work-based learning:

- Transferring knowledge and skills take place through practical activities embedded in real working processes and not through theoretical explanations.
- Learning takes place outside the classroom, in real work conditions or in a simulated working environment.

In the methodological study of the Queensland Government (Australia) the following definition is included: *'Work-based learning means professional learning taking place within short, voluntary and supervised conditions. During the process the student can observe the work of an experienced professional carrying out his everyday job, and can discuss its details with him*.' (QG 2010)

The key in that case is the learning process of the less experienced person: not the formal ability but the experience what makes a person a good instructor in a particular situation.

Work-based learning means a less structured way of teaching than studying in school. Only a broad plan can be prepared about the knowledge and skills to be acquired. The real object of learning that is the concrete workplace situation depends on the work processes; it depends on customer demands to a certain extent.

Work-based learning allows multi-dimensional learning as well. Not only knowledge but norms, behaviours, body language, etc. can be observed and acquired. The learner uses his five wits to receive emotional-like, long-term complex experience related to work.

The exact definition for work-based learning is extremely difficult. It has several forms like apprenticeship-type trainings, on-the-job training, work carried out in workshop and laboratory conditions, simulations or after-school practice on the level of initial vocational education and training (IVET) or structured on-the-job training, work accompaniment, workplace rotation, professional visit or mentoring on the level of continuing vocational education and training (CVET).

III.2.2. Advantages of work-based learning

Work-based learning has advantages for every party involved: it is beneficial for the learner, the employer and the training provider, where the actual training takes place and it is also beneficial for the whole of the economy and society.

Work-based learning creates a so-called 'win-win' situation by taking the demands of both the learner and the employer providing the training into consideration. The mutual satisfaction of the parties are caused by the fact that the experiences acquired in real work conditions significantly improve the individual's employability and ability for becoming employed, he becomes able to keep the job while the employer gets an appropriately qualified professional adapting to the demands when finishing the training.

The employment opportunities of the person completing the training is increased by acquiring experiences in real work conditions, he learns how to use the tools, technologies applied at the company, knows the requirements and organisational culture, the professional language thus he/she is socialised into the workplace environment. Work-based learning offers a solution for the vicious circle young people face when they cannot or hardly can get a job without any work experience but without working they cannot acquire the appropriate experience. Work-based learning provides a good solution not only for the youth but the elderly as well in the periods of unemployment or inactivity when they need to update or broaden their knowledge related to a particular job.

Employers can save some costs of acquiring, seeking and teaching new professional workers with providing the supply of their own labour-force. During the training the learners get to know the operation of the particular company, adapt to the work environment and become part of the company culture. It is an advantage for the employers that the risks of employing a new worker are reduced since persons participating in work-based learning at the employer can further on be employed based on their performance.

They receive a worker ready for work who will supposedly be more loyal towards the workplace. If the state itself supports financing work-based learning and training, it means further advantages for the enterprise. The employer providing work-based learning will achieve a better performance through the work carried out by the professionals trained by them, it will become more competitive as opposed to its fellow competitors who do not have roles in VET.

The spreading of work-based learning is also important from the aspect of the training providers because it will improve the quality of vocational education and training. Training providers with better placement indicators will be more attractive and will gain competitive edge in the training market in the long run. The instructors of the training providers will be better acquainted with employer needs and have up-to-date knowledge of up-to-date technologies.

Work-based learning has several benefits on social level as well, it enhances the social prestige of VET, the harmony between labour-force demand and supply and increases employment. Despite its obvious advantages and benefits, work-based learning cannot be claimed to be spread Europe-wide.

III.2.3. Work-based learning in initial vocational education and training

The study entitled 'Work-Based Learning in Europe' identified models applied in initial vocational education and training into 3 major types that are the followings:

- Alternance schemes or apprenticeships are typically known as the 'dual system' in Austria and Germany. These are fundamentally based on the integration of companies as training providers together with vocational colleges or other training institutions. Theoretical training takes place at the training provider while practical training is entirely implemented at an employer as being the place for practice. In these programmes learners spend a significant amount of time on training in companies. In parallel, or in 'alternating' periods, they acquire general and occupation-related knowledge and often complementary practical skills and key competences in VET or other training institutions.
- School-based VET, which includes shorter on-the-job training periods in companies. On-the-job training periods cover compulsory or optional elements of VET programmes leading to formal qualifications.
- They can be of varying duration but typically represent less than half of the training programme duration (often around 25-30% or less).
- Work-based learning that is integrated into a school-based programme through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industrial projects. The aim is to create 'real life' work environments, establish contact and cooperation with real companies or clients and develop entrepreneurship competences. In this model, schools or training centres have the main responsibility for creating real life working environments. The share of learning in these working environments varies, depending on the type of VET.

Many countries in Europe combine these three models of work-based learning.

III.2.4. Work-based learning in continuing vocational education and training

Work-based learning in CVET does not have a generally approved definition. Its interpretations are varying per countries, explanations and ideas for work-based learning in CVET can be different even within one country and there can be many overlaps with other trainings having different conceptions such as on-the-job-training, workplace training and training related to work. Work-based learning is often mentioned and related to initial vocational education and training (IVET) and not to continuing vocational education and training (CVET). Researches implemented in the topic of work-based learning and initiatives addressing the development of WBL within VET also predominantly target IVET.

Differences occurring in work-based learning types applied within CVET are significant because in this case professional, branch and institutional frames are strongly influencing factors, which all effect the implementation of work-based learning. CVET is less regulated than IVET and it is often organised as part of the company internal human resources development strategy, based on the specific demands and interests of the particular company.

Professional material on work-based learning in CVET currently available is still very divided, however profound, 'thick' and overall information would be necessary for improving the practices and making the right decisions. Moreover, the lack of overall and comparable statistical data concerning European and national levels can also be claimed related to work-based learning in CVET.

Continuing vocational education and training is basically the part of adult education, which addresses professional development. The phrase 'continuing vocational education and training' means a continuing education, which – following elementary education or employment – aims at helping the individual improve and update his knowledge, abilities and skills, acquiring new skills thus providing competitiveness and flexible adaptation to technological and organisational changes.

Work-based learning in CVET is defined as the following:

- it is direct and structured non-formal learning,
- it directly relates to the current or future tasks of the worker,
- it takes place within simulated or real work conditions at a workplace or a site simulating workplace, or outside the workplace but with special learning tasks, which can directly be applied at the workplace and afterwards reflected upon (train-apply-reflect method).

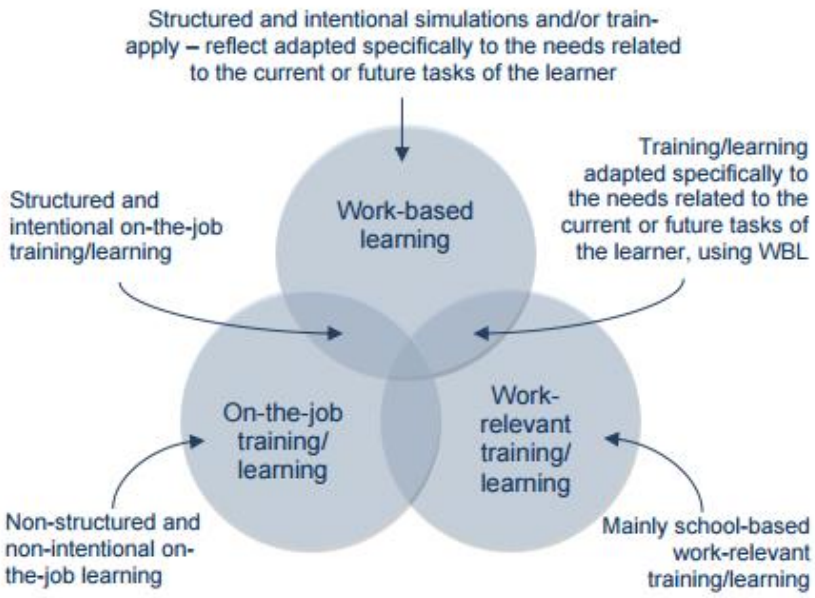
The aim of work-based learning in CVET is to improve the skills – such as basic, soft or transversal skills – necessary for carrying out the worker's tasks in the job.

At least three concepts have to be distinguished f~~or w~~ork-based learning in CVET:

- learning by doing (or experimental learning) is the general process in which individuals construct their knowledge, skills and competences through experimenting, reflecting and drawing conclusions. The concept of learning by doing is broader than work-based learning in CVET as learning by doing can be applied outside of CVET, in general technical education as well as in IVET. Work-based learning in CVET can be represented as the CVET form of experimental learning.
- On-the-job training/learning (or workplace learning or learning while working) is a commonly known and often used term that to some extent overlaps with work-based learning in CVET. On-the-job training can be defined as training 'given in the normal work situation' and hence, in principle, cannot take place outside the premises of the enterprise. On the contrary, work-based learning in CVET can take place outside the workplace/work-station, for example in simulated environments or through the train-apply-reflect method. As such, the two are separate and distinct concepts.
- the concept of work-relevant training/learning is used in training policies and activities to emphasise the need for the skills to be developed suitable for labour market demands. The concept calls for involving stakeholders in defining competences developed through CVET, helping companies to identify training needs. There is however no guarantee that the training will be work-based and so relevant for the employee's current and/or future tasks of the employee; or taking place at the workplace or in simulated work environment or through the method of train-apply-reflect.

The next figure presents the overlaps and differences between the concepts of work-based learning in CVET, on-the-job training/learning and work-relevant training/learning.

Illustration of differences and overlaps between the concepts of WBL, on-the-job training/learning and work-relevant training/learning



Source: Cedefop.

The forms, patterns and practices of work-based learning applied in CVET are very diverse and varied. They differ concerning duration (lasting from several hours to several months), implementation (during working hours or outside of it; in full- or part-time), the number of participants attending the training, the teachers (internal or external staff providing the training) and the venue of the training (at the workplace or outside of it, or the combination of the two).

The forms, patterns and practices of CVET are also defined by the type of the branch and its features to a certain extent. In the shipping sector for instance the e-learning type of training could be a useful option for learning because of its flexibility since it can be used at any time anywhere in the world, in case of employees being on board as well. In branches where education is needed for the technical systems, the workplace simulation learning technique is considered to be an especially favourable and beneficial one. Regular training can be compulsory depending on the branch and the concrete work, as it occurs in the Swedish shipping sector, or in the Italian agrarian-food industrial branch. Such legal requirements can influence the forms, patterns and practices of CVET with regulations and defining the content of the training.

Although there are differences in some countries, work-based learning in CVET is predominantly organised by employers. More than half of the trainings examined in the CEDEFOP research study were held by internal staff (such as elder employees, human managers, specialists), who were followed by sub-contractors – providing mostly machines and equipment – giving training on the use of their equipment. Formal education and training are far not the major service providers.

III.3. Quality assurance in VET

Activities targeting the quality of VET on European level intensified in the 2000s in compliance with the aims defined in the Lisbon strategy, according to which the European Union should become the world's most competitive and dynamic knowledge-based society. The question of quality got into the focus of developing education and training. In the field of the quality assurance of VET the European cooperation started out in 2001-2002.

The European Council issued the report "The Concrete Future Objectives of Education and Training Systems" in its meeting held in Stockholm in March 2001 and defined the three priority areas where European-level joint action would be needed to attain the objectives agreed at the Lisbon Summit. One such priority area was identified as the quality and efficiency improvement of the education and training system of the European Union.

In March 2002 in Barcelona the European Council, once negotiated the 'Detailed work programme on the follow-up of the objectives of education and training systems in Europe', set – as 'an ambitious but realistic goal' – that by 2010 'the highest quality will be achieved in education and training and Europe will be recognised as a world-wide reference for the quality and relevance of its education and training systems and institutions.' This decision established that quality assurance and quality would be in the centre of EU and national level developments of VET in the future.

In order to achieve the Barcelona objectives ministers responsible for VET and the European Commission issued a joint declaration in November 2002 on the highlighted European cooperation in the field of VET, which became known as the 'Copenhagen Declaration' by the public.

The declaration included the priorities set out in the resolution approved by the European Council on 12 November 2002 on 'enhancing highlighted European cooperation in vocational education and training'. These special activities should be realised during the intensified cooperation in the field of VET in order to, among others, increase voluntary cooperation, establish mutual trust in VET and to enhance the transparency, comparability, transferring and recognition of expertise and qualifications. These joint activities on EU level can lay the foundations of increasing mobility and the opportunity of lifelong learning thus can be provided for everybody.

The priorities set in the Copenhagen Declaration established the bases of the EU level cooperation systems listed below:

- EUROPASS: European framework for the mutual acceptance of qualifications
- ECVET: European credit system for vocational education and training
- EQF: European Qualifications Framework
- CQAF: Common Quality Assurance Framework

Related to quality assurance, the Copenhagen process priorities were the followings:

- enhancing cooperation in the field of quality assurance through the exchange of models and methods applied in the member states,
- developing common general criteria and principles for quality in VET,
- putting great emphasis on teachers and trainers' learning needs in every form of VET.

To realise the objectives in connection with quality assurance included in the Copenhagen Declaration the so-called 'Quality in VET' EU Technical Working Group (TWG) was established in 2003. The working group established the Common Quality Assurance Framework (CQAF) for VET even in 2003. CQAF is a European reference framework building on the key elements of the most important existing quality assurance models, which provides and enhances the development of the quality of VET.

The framework was based on becoming acquainted with and analysing the practices applied in the member states, and its major aim was to enhance the development of the quality of VET by defining a common direction, concrete reference tools for the participating countries to create, develop, reflect upon and evaluate quality assurance systems on national and institutional levels. The framework provided ~~help~~ assistance for understanding the operation of the existing quality assurance models, identifying the areas to be developed and defining the necessary development tasks on system level as well as the level of training institutions.

Following the two-year mandate of the 'Quality in VET' EU Technical Working Group, the Commission launched the European Network on Quality Assurance in VET (ENQA-VET) in order to continue international cooperation and sustain the process.

The 2006 Helsinki Communiqué examining the priorities of the Copenhagen process also highlighted that further steps should be taken from the common quality assurance framework towards the culture of quality development. Besides emphasising the necessity of building upon the common quality assurance framework, the Communiqué called for a wider participation in the ENQA-VET. The most important task of the network was – besides establishing a sustainable European cooperation and exchanging best practices in the field of the quality assurance of VET – making the Common Quality Assurance Framework to be applied in VET on EU level known, introducing it and enhancing its application.

As a proposal of the European Commission developed in April 2008, the European Parliament and the Council approved a recommendation on establishing the European Quality Assurance Reference Framework for VET (EQAVET) on 18 June 2009. The Recommendation no. 2009/C 155/01. on the establishment of the European quality assurance reference framework for VET developed by the European Parliament and of the Council can be downloaded at the link to be found at http://eur-lex.europa.eu/legal-content/en/ALL/?uri=OJ%3AC%3A2009%3A155%3ATOC.

Following the Lisbon Strategy, the initiated processes continued in the Europe 2020 Strategy as well, commitment was also strengthened on the highest policy level regarding developing and introducing the quality assurance of VET and the tool directing it on common European level.

EQAVET further developed it, based on CQAF worked out and approved in 2003-2004. EQAVET gives a common direction to create and develop quality assurance systems in member states on national as well as institutional levels, helps them in persuading, enhancing and following the continuous development of their VET systems on the basis of common references negotiated and approved on EU level. It serves as a reference framework, which provides a ground for comparison between national quality assurance frameworks for VET and the European framework.

The Recommendation intended to implement the introduction of EQAVET in a network, with the cooperation of national quality assurance reference points for VET. In each country a national quality assurance reference point was appointed, which relates appropriately to the unique structures and requirements of the given country, and which gathers the existing relevant organisations according to the national practice in order to provide the national measures following the European trends and initiatives and to effectively spread information.

Within the EQAVET network there are 34 countries (EU member states, EEA/EFTA countries, EU candidate countries) working together currently, European social partners, the European Commission and academic counselling agencies (CEDEFOP, the European Training foundation) are also represented as members of the network. The members of the network meet once a year at a plenary session, the Steering Group is responsible for following the implementation of the work programme.

The European Parliament and the Council recommends the member states to apply and develop further the quality criteria, indicative descriptors and reference indicators defined and detailed in EQAVET and Annex 1 and 2 of the Recommendation (2009/C 155/01) in order to further improve and develop their VET systems. According to the Recommendation, member states are required to participate in the work of the network in an active way, they were supposed to establish the national approach of introducing the framework until June 2011, and they are required to review their processes on a quarterly basis. The web-based tool supporting the matching of quality assurance approaches suiting EQAVET framework is accessible at http://www.eqavet.eu/WebBasedQA/GNS/home.aspx.

The development of quality assurance becomes more effective with transferring best practices from each other by using common bases, common methodologies provided by the EQAVET framework.

The EQAVET framework is made up of three major components:

- Quality assurance and quality improvement cycle, which is built upon the four-step PDCA (plan, design, check, act) cycle used to control processes and their continuous development; quality criteria and indicative descriptors are added to it.

PDCA cycle

- In the phase of planning it is the aim to define the appropriate and measurable goals in the professional policy principles, procedures, tasks and human resources.

  In the implementation the establishment of procedures (e.g. creating partnerships, involving stakeholders, allocating resources and developing organisational and operative procedures) providing achieving the aims and objectives is realised.

  In the measuring and assessing phase planning the mechanisms providing the evaluation of results, data collection and data process are implemented in order to have a sound evaluation.

  In the reflection phase procedures are created in order to reach the planned results and/or new objectives; following processing the feedbacks, the most relevant stakeholders have negotiations and carry out analyses in order to develop procedures enhancing changes.

  Based on Annex 1 of the Recommendation under quality criteria the particular quality assurance cycles are to be understood, and indicative descriptors are the recommended activities, which can be implemented on system level or on the level of the training provider in order to improve quality.

- Monitoring processes: the member states themselves can define the monitoring processes including the combination of internal and external evaluation mechanisms in order to identify the strengths of systems, processes and procedures and the areas to be developed.
- Tool for measuring: the application of 10 pieces of VET reference indicators on system level to justify and prove efficiency. The aim of indicators is to support the evaluation and quality improvement of VET systems and training institutions in accordance with national rules of law and practice, and to provide a tool bar, from which the users can select the indicators most suitable for their concrete quality assurance system requirements.

The web-based system developed within the EQAVET work programme for 2010-2012 supports the creation, review and improvement of quality assurance systems both on the level of national systems (http://www.eqavet.eu/qc/gns/home.aspx) and VET providers/institutions (http://www.eqavet.eu/qa/gns/home.aspx). The online tool helps in understanding the indicative descriptors related to the 4 quality assurance cycles, it presents relevant case studies, provides support for building up the self-assessment system – that is in accordance with the applied indicator directly linked to the assessment and reflection cycles – and also contains a vocabulary on the most important expressions and phrases.

During the analysis of quality assurance approaches that are in accordance with the EQAVET framework – used by the member states – 10 modules on national level and 6 modules, supporting and completing each other, on the level of VET providers were identified, which are built on the EQAVET framework indicative descriptors and indicators. These modules (e.g. clear roles and responsibilities, communications strategy, identifying information, feedback, management culture, self-assessment culture, involving stakeholders, staff training) include activities that help creating the systems in accordance with the framework. In case of every module there are references to what the

module exactly means, to which quality assurance cycle – of the 4 ones – it is linked and what the key questions are, the answers of which can help the creation of activity improving the concrete quality. Further information on the modules can be found at http://www.eqavet.eu/qa/tns/building-blocks/introduction.aspx and http://eqavet.eu/qc/tns/building-blocks/introduction.aspx websites.

The most important measures taken, considering the EQAVET working programme for 2013-2015, are the followings:

- to support the creation of a common quality assurance framework in accordance with the EQAVET recommendation, and a common quality assurance framework – also relevant for workplace learning – on national level regarding VET institutions in the participating countries,
- to create overall quality assurance approaches in adult learning, in CVET for developing soft competences in accordance with the EQAVET framework,
- to strengthen and simplify EU tools aiming at transparency and recognition, increase synergy between EQAVET and ECVET tools.

In the EQAVET working programme for 2016-2017 the following strategic direction has been defined:

- the completion of the current EQAVET framework, to develop an EQAVET+ framework in order to provide relevance with the demands continuously,
- to supporting every form of work-based learning, especially apprenticeship trainings, with involving social partners, businesses, chambers, VET providers and with encouraging innovation and entrepreneurship.
- to further develop quality assurance mechanisms in the field of VET according to the recommendations included in the EQAVET framework as part of the quality assurance systems, reflecting upon IVET and CVET, by making continuous information and feedback loops based on learning outcomes.

Even at the time when EQAVET was established, at the beginning of the 2010s, a demand was emerged for spreading work-based learning and applying approaches based on learning outcomes. Initiatives targeting the creation of the quality assurance system of VET concerning even work-based learning appeared in the first half of the decade. Its expansion to CVET programmes and adult learning is among the tasks of the period related to 2016-2018. It was an important principle all through the development of VET quality that all measures defined to reach the objectives set by the European Council should be on voluntary basis, and should be created in a cooperation directed from basically bottom to top. The initiatives should focus on the demands of the citizens and user organisations, collaborations should not be exclusive, they should involve member states, EEA countries and social partners as well. In EU-level collaborations the autonomy regarding the management of VET systems in member states should not be hurt.

III.4. Organising high-quality work-based learning

Initiatives aiming at the development of VET quality both on EU and national levels have been described so far. In order to increase employability, strengthen economic growth and social cohesion, besides the vocational education and training for young people, the labour market relevance of adult training should also be strengthened. In each EU member state, the renewal of practice-oriented VET is on the agenda because meeting the expectations cannot be realised without strengthening school-based education and the practical part of vocational education and training for adults.

In harmony with the 'Europe2020' strategy, more and more emphasis should be put on developing quality assurance systems even related to work-based learning, especially in the second half of the decade. On the basis of European recommendations, besides IVET, the overall quality assurance approaches should be used in CVET, in adult learning as well.

III.4.1. Work-based learning in the EQAVET framework

On the basis of the 2010 Bruges Communiqué the participating countries should create quality assurance frameworks in accordance with the EQAVET recommendation in order to guarantee better quality, increased transparency, mutual trust, worker and student mobility and lifelong learning. According to the declaration, it was recommended to establish, introduce and apply the national quality assurance reference framework concerning workplace learning as well on the level of the VET system until 2014 and on the level of institutions participating in VET until 2015.

The Riga Conclusions signed by the ministers responsible for VET of the member states on 22 June 2015 set 5 new medium-term deliverables for VET for 2015-2020, in which quality assurance still plays a key role. The first one was to promote work-based learning in all its forms, with special attention to apprenticeships. The second one was to further develop quality assurance mechanisms in VET in line with the EQAVET recommendation. As part of quality assurance systems it recommends to establish feedback mechanisms and loops in IVET and CVET based on learning outcomes.

In 2015 EQAVET tackles practice-oriented work-based VET with priority and the introduction of the quality assurance framework in work-based VET received priority. In the network cooperation, countries that are still some way behind in the introduction and development of quality assurance systems can learn a lot from those who are in an advanced situation concerning the application of quality approaches in work-based VET.

The task of one of the working groups intending to develop the EQAVET working programme for 2013-2015 (http://www.eqavet.eu/gns/what-we-do/working-groups/working-groups_2013.aspx) was to define the quality criteria for practice-oriented work-based learning in VET. During the analysis of quality assurance approaches and methods, best practices applied in work-based VET in line with the EQAVET framework applied Europe-wide by VET providers, the countries cooperating in the EQAVET network identified six building blocks supporting and completing each other: they are built on the indicative descriptors and indicators of the EQAVET framework. All building blocks are justified by the examples of European VET providers, best practices applied by them.

When defining and setting up the requirements, the EQAVET working group built on the analysis of case studies and best practices of the member states.

III.4.2. Building blocks of the quality-level organisation of work-based learning

The EQAVET working group identified the following 6 quality criteria, so-called building blocks for organising practice-oriented work-based learning in VET on quality-level:

1. Design
2. Improve
3. Respond
4. Communicate
5. Train
6. Assess

The above mentioned building blocks can be applied to all three models of work-based learning, thus in apprenticeship training, on-the-job training and workplace simulation trainings that are embedded in school-based programmes.

The building blocks prepared by the EQAVET working group, identified for the quality-level organisation of practice-oriented work-based learning in VET can be found at http://www.eqavet.eu/workbasedlearning/GNS/Home.aspx.

In case of each building block the following contents were defined:

- Its short definition, what the building block exactly means.
- The activities that, in line with the EQAVET recommendation, can help VET institutions in a proactive way in creating their own quality assurance system for work-based learning in VET.
- Concrete questions regarding whether the VET provider has already decided on what stakeholders it would cooperate with related to the particular building block, what actions it would take and in what way it would do. Some statements, in line with the key questions, regarding how a particular concrete activity can improve quality.
- It contains references to the conclusions drawn during the analysis of experiences gained by European VET institutions recently, which provide help in the planning of further tasks. The case studies are accessible for the public on the following link: http://eqavet.eu/workbasedlearning/GNS/casestudies.aspx

Design

Meaning of the building block: In cooperation with the partners work-based learning should be designed in order to provide that practice is linked with the achievement of training goals. The level of work-based learning can be improved if quality assurance approaches are applied during the phase of its design. The summary of international experiences also justifies that the quality assurance of the training process can be improved if it is designed thoroughly and the responsibility of each partner is clearly defined. The frame for cooperation is regularly defined in a formal way with a contract/agreement.

In practice-oriented work-based learning in VET it must be provided that the training activity of all cooperating partners should closely linked to the performance of learning outcomes set up in documents defining VET.

The closer connection between theory and practice tends to be important. The closer connection between the training provider and the workplace can be enhanced if the professional from the training institution spends some time at the workplace thus gains some experience on the working processes, has better overview of the opportunities provided by the workplace and the implementation of the work-based learning.

The opportunity of participating in training at the workplace for as many adults as possible should be established. Therefore the number of work placements should be increased, especially among the SMEs. These businesses can be involved in VET in a larger number if participation in work-based learning is made attractive and available with different actions and if greater attention is put on their special demands, features and are helped in achieving their goals.

The verification of conformity in case of workplaces also contributes to high-quality work-based learning, the activities carried out by the workplace, its personal and equipment requirements should be in line with training goals. As part of designing the training, a workplace providing practice should be selected that has been certified as 'appropriate' to transfer knowledge and learning outcomes defined in the professional criteria, and that matches the individual's demands concerning prior knowledge and family backgrounds.

The well-designed training process establishes the opportunity for partner organisations and learners to plan in advance and occasionally review and assess their activities, the implementation of the training and the results reached, which can serve as the basis for the necessary intervention in the training process. A well-developed online system can help a lot for employers participating in training and VET providers to work together and cooperate in every phase of the training process. It can be a help in designing working activities, following advancement and student assessment as well.

Improve

Meaning of the building block: Partner organisations should collaborate in the continuous monitoring regarding the quality of work-based learning and should agree on how they develop their processes.

The quality of practice-oriented work-based learning can be provided in case monitoring and inspection are not only applied following the completion of the training but if it is also organised during the training. This could provide an appropriate basis for evaluation and planning the necessary developments.

The experiences of implementing the work-based learning should not only be collected on the level of the VET institution but on national level as well. The data and information thus being available allow employers, VET institutions, interest representative organisations and national/regional organisations responsible for VET management

- to assess the situation of work-based learning,
- to define what other pieces of information should be collected in order to have a much deeper survey of situation,
- to initiate the regular revision of professional requirements, learning outcomes in order to adapt them to economic needs,
- to define further actions to be made in order to develop the quality of training.

If employers, training providers and other organisations concerned with VET agree upon the requirements and expectations concerning work-based learning and clarify when and how they would decide on the necessary developments, it could serve the quality development of practice-oriented VET.

Respond

03 Respond

Meaning of the building block: During work-based learning, student advancement should be followed continuously, and if needed, the process should be intervened – taking the student's individual characteristics and demands into consideration. During the entire training, the special demands of the learners should be considered.

Workplaces implementing work-based learning differ from each other as well as the competences, prior knowledge and experiences, spheres of interest and family background of the learners. Acquiring the expected learning outcomes can be ensured if training is designed considering the learner's individual readiness, characteristics, experiences and the features of the workplace. Training can reach its set aims – even when it is designed in a totally overall way – if the follow-up of the learner and the measurement of implementation are continuous, the handling of problems emerging during the training occurs with taking the results of mid-training evaluation into consideration. Without the necessary intervening – considering the learner's special needs – in work-based learning, we cannot talk about effective and quality-level training.

Self-confidence and feeling of security of the learners are increased if they can designate that particular person among the employees within the workplace, who helps, supports them the most in the training process.

The quality of training can be increased if the VET institution stays in connection with the learner during the entire period of training, and the VET institution appoints a person in charge of the student's training. Quality can also be improved if the training place keeps connection with the learner during the training implemented in the VET institution.

The quality of work-based learning is strengthened if the learner receives the opportunity to provide feedback on the training and the experiences during and after the training process. This feedback is part of the regular activity serving the development of the quality of training.

Communicate:

Meaning of the building block: In order to improve the quality of training proper and up-to-date awareness has to be ensured. The learner and organisations responsible for training have to be constantly well-informed about the training.

The quality of training can be increased in the phase of implementing, evaluating and classification of work-based learning, if organisations involved in training regularly exchange information with each other and with learners.

Using IT systems ensures that learners, workplaces and VET institutions stay connected during the work-based learning. Applying modern information and communication tools and real-time systems provides a more effective communication, which may further increase the quality of training.

Written agreements concluded among VET providers, workplaces and learners can also be used for strengthening communication among partners.

Train

Meaning of the building block: Each professional responsible for organising work-based learning have to be well-prepared in terms of the profession and pedagogy as well as quality assurance.

The quality of training improves if the professionals responsible for training at the workplace and the VET provider are aware of the fact that the training is regularly evaluated in a pre-conceived, controlled manner.

It is necessary to identify those professionals who bear shared responsibility in ensuring the quality of work-based learning, and proper preparation should be provided for them, in order to carry out their quality assurance activities on a high standard to achieve training aims.

During the preparatory course, besides transferring theoretical knowledge, the opportunity for the participants to practice tasks related to work-based learning should also be provided. They need to learn, amongst others, that how

- they should collaborate with the other professionals – responsible for the training – also participating in work-based learning,
- they should define their professional requirements according to learning outcomes,
- they should measure prior formal/informal/non-formal knowledge,
- they should create – considering prior knowledge and individual needs – the individual learning plan based on learning outcomes
- they should measure learner advancement and support in carrying out his own self-assessment,
- they should apply the printed documents used in learning follow-up and the modern info-communication tools,
- they should measure the contentment of learners and employers implementing the training in practice,
- they should assess work-based learning.

Assess

Meaning of the building block: In the cooperation of workplaces and VET providers the processes of work-based learning and the achievements of learners have to be reviewed and evaluated at appropriate intervals.

The effectiveness of work-based learning improves if

- the learner is aware of expected learning outcomes, and exploring how to achieve them can be done individually, in the form of self-evaluation during the process of training,
- the role of parties in evaluation and applied tools are pre-defined, and each party is aware of the tasks,
- the evaluation of the learner is carried out by the professionals of the workplace and the training provider together, by applying self-evaluation. Discussing the results is an important part of the training process.
- the competence profile serving as a basis for evaluation (evaluation guide) is individualised in line with the training plan, and they agree on it in advance, before starting the practice,
- after the completion of the training period not just the evaluation and assessment of training participants is carried out but the whole process of work-based training. This allows the identification of the results and defining development tasks.

The interim evaluation of work-based learning is based on the exact definition of learning outcomes. Defining the goals for assessment and a sufficient amount (at least three-level) of assessment criteria belonging to the goals exactly and in an understandable way for every participant (professionals, learners) is of key importance from the aspect of an effective assessment, providing to reach the training goals and thus the quality of work-based training.

The interim evaluation – i.e. the self-assessment made by the learner and the evaluation made by the professionals in charge of implementing the training – also covers general competences (e.g. work management of the learner, working environment, his/her working relations, cooperation skills, knowledge on work safety and health) and the professional knowledge – defined on the basis of learning outcomes – to be reached as well.

The regular and interim evaluation (feedback) built in the process also plays a very important role in maintaining student motivation during the training and reducing dropping out. Performing the tasks undertaken by the employer in the work-based learning will also improve if the expected learning outcomes are regularly met, the efficiency of the training are examined and thus activities are developed.

Besides the results coming from the examination activity measuring the level of reaching the learning outcomes defined for the entire period of the training, measuring the contentment of the learners and workplaces is also an important part of the final assessment process concerning work-based learning, which aims at defining the development tasks to improve the efficiency of work-based learning.

IV. *Organising work-based formal vocational education and training for adults*

In this chapter we introduce the process of work-based learning and ~~its~~ important quality assurance elements of it applied in the formal vocational education and training for adults.

The document entitled 'A Memorandum on Lifelong Learning' issued by the European Commission in 2000 (Commission of the European Communities, Brussels, 30 October 2000) includes the following definitions:

'There are three basic categories of purposeful learning activity:

- Formal learning takes place in education and training institutions/providers, leading to recognised diplomas and qualifications.
- Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trade unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).
- Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.'

Therefore we consider the training within formal learning to be implemented in an organised, structured environment that has been created for learning, and learning outcomes achieved within this environment is recognised by a formal document certifying the vocational qualification. This usually means school-type learning, but such learning environment exists in the world of non-formal education as well.

The training implemented in the school system is formal, as it defines specified input and output requirements (learning outcomes), it is characterised by a planned curriculum. It includes adult education in addition to the traditional full-time youth education.

Non-formal education can also be formal, if it targets the acquisition of a vocational qualification on the basis of the training programme and in the organisation of a training provider.

Defining the training objectives as learning outcomes that are to be completed via the completion of an entire vocational qualification or a certain training phase or just a module resulted in a new approach in identifying tasks to be completed during work-based learning. The learning outcome-based approach has become the most influential developing tool and most important element of the European educational reform. The purpose of learning outcomes is to define precise competences, by which it is possible to identify the knowledge, skills and attitude of an individual having a profession and his/her level of autonomy and responsibility concerning work activities carried out.

The learning outcome approach of qualifications effectively examines the learner's level of knowledge, his/her understanding and interpretation of this knowledge, how he/she can apply the acquired knowledge and whether he/she has gained competences necessary to work efficiently and autonomously in a given field, after the learner finishes a specific training/learning phase (which can be a lesson, course, module, or a full training).

The main focus point is not on where and for how long one learned something, but what kind of knowledge, skills and competences that person acquired. This means that the evaluation of competences is not based on input factors (the duration, location and teaching methods of those training processes, in which they acquired competences) but on the basis of achieving specified learning outcomes.

As opposed to the traditional input-based or process-based training practice the learning outcome is the key concept of the approach, which describes training programmes from a learning outcome perspective. The learning outcome-based training design and development ensures the national and European recognition, comparability and transparency of qualifications, besides the existence of various national training systems.

IV.1. The process of work-based learning in the vocational education and training for adults

Work-based learning in formal - school-based and non school-based - vocational education and training can be realised in the context of apprenticeship training, in the form of on-the-job training and a training implemented in an environment simulating real working conditions (e.g. school restaurant, educational farm) at the training provider. Given the fact that in the vocational education and training for adults the training ensuring a real working environment is not widespread, this form of training is not described in details in the methodological handbook.

In the next chapter of the handbook we introduce the recommended process of the effective and efficient organisation of work-based learning concerning the two most common – the apprenticeship training- and on-the-job-type – training organisation methods.

In case of the ***apprenticeship training*** the learner has a special contract with an employer (functioning as a workplace providing practice), which includes some elements of a labour contract as well and the responsibility of professional preparation is shared between the employer and the training provider. Theoretical training is held at the training institutions, whereas learning linked to work is totally implemented in a work-based form at an employer (as a workplace). The dual principle means a shared responsibility. The responsibility of the training provider and the workplace is separated when referring to completing learning outcomes required in case of a vocational qualification. The quality of work-based learning is ensured by statutory guarantees as well (contractual obligations, personnel and equipment conditions, monitoring, etc.). In some European countries the apprenticeship-type training is typical mainly in school-based education, while in other countries it is more relevant in non-formal adult education.

In apprenticeship-type work-based learning the agreement – including certain elements of the labour contract as well – to be made between the workplace and the learner is further referred to as learning agreement in the current handbook. Based on Hungarian rules of law, a learning agreement can also be made within formal adult education, whilst in case of non-formal adult education it is recommended to use the expression of a study contract instead.

In case of the ***on-the-job training*** the training provider is responsible for fulfilling the curriculum requirements of the work-based learning realised as part of the process – in the workplace – for shorter or longer periods of time. In that case, certain parts of the theoretical and practical parts of work-based learning and training are realised in the training institution/provider in a simulated work environment by the guidance of teachers/professional instructors. If the training institution does not possess the conditions of implementing the whole training, then specific parts of the training are realised in a real work environment, in the form of work-based learning, by signing a cooperation agreement with business organisations. On-the-job training is a frequently applied work-based learning type learning management mode in the formal vocational education of young (school-based) and adults.

In case of apprenticeship-type trainings the workplace independently implements the whole work-based learning period composing a significant part of the training period (50-80%), while in case of on-the-job training only some parts (e.g. 20-40%) of the work-based learning take place at the given business organisation. In the latter case the business company is responsible for organising the specific training period, however the training provider is in charge of implementing the entire training – which can include several placements of shorter periods. In case of apprenticeship-type training the whole work-based learning is designed by the workplace (in collaboration with the training provider), whereas in case of on-the-job training the training provider designs the work-based learning. In the latter case, when designing the process, the training institution considers the facilities and features of the workplace.

Work-based learning – regarding both types of learning modes – must be realised according to prior plans, monitoring and follow-up must be continuous during the implementation. For that it is necessary to appoint relevant professionals from both the training institution and workplace responsible for implementing work-based learning in both types of learning mode.

Student supervisor at the workplace:

Before starting the learning period at the workplace, the employer can appoint a contact person, a so-called student supervisor (company tutor) who acts as a representative of the employer in organising and monitoring the work-based learning period. In case of apprenticeship-type training that person has significant role in designing the work-based learning as well.

If the activities of the workplace are shared according to organisational levels and the learner participates in work-based learning at several – separate – locations (e.g. different workshops), it is by all means important to define such a role in order to have all the administrative and coordination tasks related to the learner's training implemented.

The student supervisor at the workplace deals with the learner's administrative duties (e.g. contract, learning agreement, benefits, monitoring attendance, etc.) as well as organises the practice according to the individual training plan (e.g. defining in which workshop the learner executes the practices, when, and with which instructor). The supervisor monitors the training process and executes HR administrative tasks. If this task is executed with a qualification not related to the training field (e.g. HR manager) then it is advisable to involve a professional with a proper qualification relevant to the training field from the management. The student supervisor keeps contact with workplace instructors, teachers, mentors of the training provider; furthermore he/she coordinates learners, assists them and tracks their progress. Based on the results of evaluation discussions the student supervisor deals with the necessary administration, makes suggestions on how to handle arising problems and takes the necessary measures based on the discussion with the training provider's mentor.

Workplace instructor:

At each workplace, appointing the workplace instructor is inevitable and crucial from the aspect of the efficiency of work-based learning. The instructor is a professional working in the special field in which the learner prepares to acquire the qualification, who participated in pedagogical further education, and pays attention to the learner besides having his own work, demonstrates the appropriate way of doing the task, supervises work, offers professional help and guidance to the learner, if needed. The instructor from the workplace is in charge of completing the training according to the individual learning plan including learning outcomes as well at the given workplace. Besides professional activities, he also has certain role in documenting the learner's activities.

The learner can turn to the instructor with potential emerging problems, difficulties, who helps solving these situations and pays attention to implement the learning schedule defined previously. The instructor participates in designing work-based learning in apprenticeship trainings. He/she continuously evaluates the implementation of training and initiates reviewing the training plan if needed. Within the workplace, when the training is realised at several separate locations, different instructors are appointed at each place.

At SMEs the role and task of the student supervisor and instructor are not separated, one person can carry out these activities therefore at smaller workplaces it is not necessary to appoint student supervisor, the instructor can make all the administrative tasks.

Practice teacher:

Especially apprenticeship-type work-based learning is characterised by workshop group training and in this case, companies can employ practice teachers as well whose main task is holding practical training. Acquiring professional basic knowledge in workshops is mostly typical in the initial phase of formal work-based learning or when implementing special supplementary practical training. If work-based learning has a workshop training part as well, then the company practice teacher implements the practical group training, which is his main profile. He plays his role if the training does not take place in production but there is a separate workshop for that at the company.

He/she is in charge of meeting the expected learning outcomes during the workshop-based training, he has to take into account the individual training plan when organising work activities.

Mentoring teacher of the training provider:

The training provider appoints a contact person, so-called mentoring teacher who has appropriate professional qualification or competence for implementing the tasks. The learner can turn to the mentoring teacher with the emerging problems and difficulties. The mentoring teacher helps solving these situations and pays attention to implement the learning schedule defined previously. The mentoring teacher contacts the workplace before the actual training and they commonly define the tasks, deadlines, levels of responsibility, duties of reporting and ways of correspondence.

The mentoring teacher and the representative of the workplace meet each other personally during the training. The main task of the mentoring teacher is to keep the learner in the training and monitor performing the learning outcomes expected. The mentoring teacher meets the learner in person at the beginning of the training at the workplace in order to discuss the expectations concerning the given period and the means of evaluation and communication. The mentor follows the work of the learner and holds regular evaluation discussions with the learner and, if needed, even visits the workplace personally where he/she meets both the instructor and the learner.

The mentoring teacher is an expert having a legal relationship with the training institution, whose job is to supervise the realisation of the work-based learning, maintain regular contact with the learner and the student supervisor, instructor. In administrative cases related to the learner the supervisor becomes his/her partner, while in cases related to professional matters, he/she contacts the instructor and practice teacher. Sometimes, if required, he/she even contacts the management of the employer. He/she follows the designing phase of the training, participates in the evaluation of the training and, if necessary, initiates the modification of the learner's individual training plan and takes active measures to prevent the drop-out of students.

The significance of the mentor's role in career socialisation and supporting professional development cannot be emphasised enough. His role is very important both in support, giving aid and encouragement, in other words, in personal support and in learning the profession. A very important role includes collaborating in the temporary (e.g. annual) evaluation work regarding the cooperation between the training provider and the employer participating in work-based learning and in defining development tasks in a joint cooperation with actors of the actual training led by the employer.

In the following sections, the ideal processes of apprenticeship training and on-the-job one are described, in which all practices applied by the partners participating in the current project to organise work-based learning as well as the EQAVET quality assurance principles have been considered. There are some differences as regards the two types of training mode. Therefore the differences between the processes are defined in a detailed way when describing the processes.

1. Developing the workplace database

When organising work-based learning organised according to both types of training model, it can be a great help if employers providing workplaces are registered in a database/registry. There are several countries where such databases are existing, while in other countries their existence is not demanded because of the constant labour market changes or establishing and maintaining such a database can hardly be realised. In the latter case it is usual for the learner to search for a workplace for himself/herself, work-based learning is generally based on individual agreements between the employer and the student. In this case the VET provider does not create and update a database in advance but only follows and registers the student and the workplace/employer – having the conditions necessary for the training – where the training is on.

As regards apprenticeship training, it is recommended to have the registration process led by a body competent according to territory and that would be of a binding nature for VET providers, training institutions in the area covered. As regards on-the-job training, it is sufficient if the training institution keeps a registration on the employers, to which learners can be placed for shorter periods of time.

1.1. Informing companies, promoting participation in work-based learning

The aim of the activity is to convince employers on the benefits, importance of professional labour force supply and to reach the intent to participate in work-based learning.

The role of employer~~s~~ is important in educating the new generation. In order to allow more people to participate in work-based learning, the number of employers providing practice should be increased. This form of work-based learning realised in real ~~business-like~~ working life like conditions should be promoted among business organisations. Involvement in the implementation of work-based learning and promoting work-based learning is a very important task, as employers dealing with this task help apprentices entering the world of work. The more organisations we can entice to participate in work-based learning, the more choices VET students will have to find a nearby workplace suiting their needs.

Promoting work-based learning has several ways - the state has a determining role in it, but the involvement of different types of chambers, employer interest groups and VET providers is also important.

It is advisable to describe the benefits of long-term cooperation, as for example the training attendant joins the production and service activities carried out in a work environment as well as the company may educate well-performing apprentices for themselves during workplace activities.

Methods applicable in apprenticeship training:

Apprenticeship training is one of the most effective forms of work-based learning considering labour-force supply. The possibilities of human management in this field can be presented by means of conferences, studies and professional articles as well as personal consultation. The state may help

the spreading of apprenticeship training with tax benefits and other incentives.

By the wide presentation of the results of VET during various professional events concerning the social prestige and attractiveness of 'manual professions' as well as by introducing and promoting the workman route model, the increasing number of workplaces can be the result of involving companies and other organisations into VET. Using the possibilities of the media, employers can be informed about the financing of VET, possible state contributions and public benefits, urging them to be involved in work-based learning. One unique possibility of promoting participation in training is awarding employers taking part in work-based learning, for instance with the 'Outstanding training place for work-based learning' title.

VET providers can also enhance spreading and promoting work-based learning. During professional forums and events organisations of a given vocational field can demonstrate their students' professional work, results and the opportunities of effectively taking part in student education.

The state may provide different (tax) reliefs and may offer tender opportunities to develop workshops for businesses engaged in work-based learning. The state regulation aims to attract more employers to be involved in apprenticeship training therefore learners can learn the tricks of the trade in real workinglife environments by following the current technical and technological development of the given profession. The organisation involved in training gets a chance to promote its own work-based learning during career and job fairs organised by state institutions as well.

Methods applicable in on-the-job training:

Finding the appropriate partners is essential for on-the-job training. The staff members of the training provider responsible for keeping contact with business organisations inform the representatives of potential workplaces about the benefits and conditions of joining vocational education and training.

Before starting the training professionals responsible for organising trainings at the training provider seek the companies, businesses, which meet the legal requirements regarding workplaces providing practice, and contact relevant leaders. Contacting the parties can happen by phone, e-mail or in person.

1.2. The inclusion of the employer into the register of organisations entitled to implement work-based learning

The organisations that would like to join ***the apprenticeship-type work-based learning system*** can indicate their intention towards the body managing the regional register in order to be checked whether it has the general personal and material conditions required for teaching the given qualification. The body managing the register can be a regional VET provider, chamber of commerce, employer advocacy association, trade union or a public authority. In that case the workplace independently makes a contract with the learner for performing the work-based learning part to acquire a nationally recognised vocational qualification therefore conformity and preparedness for that are important to be examined.

In case of on-the-job training the training provider contacts employers. During the introduction the representative of the training provider presents the activities, references, authorisations of the institution and asks the company to cooperate. It is important to present the requirements for workplaces, the training process of on-the-job work-based learning and its terms and conditions. In finding the appropriate workplaces learners and their relatives can also help the training provider. To do so, the conditions should be described to them.

1.3. Verifying the conformity of the workplace (personal, material conditions)

Checking and verifying the conformity and suitability quite differ in case of the two types of training mode. In apprenticeship training one specific body appointed to that specific task could examine that according to a unified system of criteria, while in on-the-job training it can be carried out by the training provider itself.

Methods applicable in apprenticeship training:

It is varied in each country to what extent the organisation authorised to implement the examination and checking has the rights. Important VET tasks of the body having broad mandate managing the regional register could include professionally preparing employers willing to be involved in apprenticeship training, providing methodological advice for them, and also examining the existence of legal conditions, checking the necessary personal and material conditions. The frequency of checking may be regulated by legal requirements as well (initial inspection, interim checking).

During the 'initial inspection' the existence of personal and material conditions required by law and the compliance with laws and regulations can be examined by involving an expert. Inspection has to be carried out at workplaces registered already as well, if they want to train adults in a new profession. The initial inspection starts when the organisation intending to organise work-based learning submits its application to be included in the register. The detailed process of 'initial inspection' is the following:

Preparatory phase:

- The inspection body/regional register institution selects people conducting the inspection from the register of experts and asks them to implement the inspection procedure - by a written mandate.
- The inspection body/regional register institution discusses the requirements with the workplace.
- The experts discuss the date of inspection with the workplace.

Implementation phase: The experts carrying out the inspection appear together at the place of inspection, at the pre-arranged time. If the staff in charge from the institution organising and/or implementing the work-based learning is available they conduct the inspection, the costs of which are covered by the body managing the regional register. During the inspection the experts prepare a report.

If the workplace meets the conditions and standards, which can be justified in the report as well, the body managing the regional register issues the centrally imposed 'registration' document, and based on that it registers the institution intending to implement work-based learning. On the basis of that certification the employer can start the implementation of the training.

Methods applicable in on-the-job training:

If the workplace intends to implement work-based learning for learners either for a shorter or longer period, before signing the cooperation agreement between the workplace and the training provider it is necessary to check the facilities and features (personal and material conditions) related to performing one part of the professional requirements as well. The personal appearance of the representative of the training provider is required in the inspection and monitoring processes because harmonising the activities of the workplace and the aims of the training is essential, and checking that is his/her duty. It is reasonable therefore to be done by a professional who can declare which part of the complete training process can be placed/organised into a workplace based on a cooperation agreement. That can be supported by a report/record template about the inspection including a unified system of criteria.

1.4. Registering the workplace

The unified data content of workplaces – kept by the bodies implementing territorial registration – meeting the conditions criteria for starting ***apprenticeship training*** helps users in finding the relevant information to a great extent. The database of workplaces entering apprenticeship-type work-based learning is open to the public. The database providing different filter options helps learners and workplaces to find each other as well as supports the work of training providers, labour organisations and consultants. Once the workplace is registered in the database it becomes an option to be selected and real work-based learning can be started by making the learning agreement.

The process of placing the learner into a working environment within ***on-the-job training activity*** can be helped if the VET provider keeps a register on the employers where the learners can be placed in case of one particular vocational qualification. If the VET provider uses this opportunity the training institution and the on-the-job business workplace can make a framework agreement after checking the existence of the necessary facilities and features (personal and material conditions) at the external workplace needed to complete the content of the curriculum. The framework agreement includes the identification data of parties, the learning outcomes to be achieved during training (curriculum, the curriculum unit of the training programme, which takes place at the workplace), the parties' obligations and their rights. The framework agreement does not automatically mean placement but includes the opportunity of it. Workplaces who would like to be involved in on-the-job training, meet the necessary requirements and signed the framework agreement are registered into the database managed by the training body. The database is not public, only competent persons of the training provider can access it.

Annex 10: Framework agreement

1.5. Maintaining registration, monitoring and checking workplaces collaborating in work-based learning

The bodies managing the registration process hold intermediate inspections regularly and in defined intervals in order to check the existence of the required conditions. The constant quality of activities carried out by workplaces implementing apprenticeship-type work-based learning is guaranteed by the scheduled and exceptional monitoring activities done by the central registration body and competent monitoring organisations. The workplace implementing on-the-job training is checked and monitored by the training provider.

Monitoring activities generally examine the continuous existence of personal and material conditions of the training, documents and different recordings created during the training, keeping work safety prescriptions, providing the necessary benefits for the learners. The evaluation of the learner's progression – regardless of the monitoring of the interim workplace – is realised according to section IV.2.6. of the methodological handbook

A report is made on the monitoring activity. If it reveals any deficiencies, immediate intervention depending on the content of the report or redesigning the process of work-based learning could be taken. In case of smaller shortcomings searching for a new workplace can be considered, too.

2. Preparing for work-based learning

In this chapter the processes occurring between applying for work-based learning and making contracts regulating the implementation of the training are described. There are significant differences between the two types of training mode so they are presented separately.

2.1. Preparing and designing apprenticeship-type work-based learning

2.1.1. Informing the candidate about the workplaces providing work-based learning

The effectiveness of work-based learning is largely influenced by the relationship between the learner and the workplace and their matching. The key for that is the appropriate flow of information. The student participating in the training naturally expects that he/she can have access to the necessary information easily – before starting the training. It is preferable if information for those interested is available through several channels, either individually or with the help of professional collaborators. Such collaborators can be employment organisations familiar with the labour market situation and various interest representative associations (e.g. chambers, trade unions).

Of course workplaces and training providers also give information in person (e.g. during open days, exhibitions, expos) or with the help of information found on their website. In case of the apprenticeship training, employers search for their possible future employees, thus introducing e.g. the promotion system within the company or other motivational and further training systems may have an important role during the provision of information. A short informational video film – experienced as one of the good practices presented by one of the employers, in which the workplace can present the work and training implemented there could be a working solution. In addition to the

overall presentation it is advisable to ask some adults participating in work-based learning or workers employed after the training to talk about their experiences.

Promoting the profession is not only the task of training providers and official state bodies but of the workplace as well. The staff of the workplace may participate in 'road-shows' popularising VET or they can even visit schools (including lower-level ones as well) to introduce the profession and the details of the related training.

The provision of appropriate information is important because a substantiated decision fosters the commitment to the profession and training, which can reduce the number of drop-outs from the training. The individual having all the relevant information in mind can make the right sound decision to which workplace he/she will submit application form.

2.1.2. Contacting the workplace

Making official contact with the workplace occurs via an application procedure. The individual candidate wishing to participate in work-based learning and the representative of the workplace can contact each other personally, by phone, e-mail, Internet or through any other available channel. Then, during the application, the candidate fills in an application form. A cover letter section is part of the application form as well, in which the applicant may express why he/she would like to participate in a training at a given company and what motivates him/her.

Annex 1: Application form sample

2.1.3. The selection of individuals involved in work-based learning

Before starting the training the workplace selects the candidates with whom it would like to sign a learning agreement. In the selection process the staff members of the workplace survey the student's motivation, the level of the candidate's career aptitude and ultimately his/her health and physical suitability; in some cases, even the candidate's mental capacity (in line with legal requirements). The testing can be oral, written and can be done individually or in groups. For the selection, the workplace can hire an external professional to help in the process. During the selection process the workplace takes into account that the learner participating in the training can become an employee later on.

It is important to each employer to find the appropriate employee. The workplace may use an incentive system as well among its own staff members (e.g. referral fee) in order to improve the process of searching for appropriate students (who may later become employees). The workplace makes the learning agreement with the selected candidates.

The options for selection is influenced by the number of applicants to a great extent. That is why it is extremely important for employers to provide resources in recruitment – in the form ads, information days, open days, etc.

In case the candidate is not selected at a given workplace, thus not having a learning agreement with the workplace, the candidate has to search for a new workplace. The database of workplaces can be helpful for him/her.

2.1.4. Signing and making the learning agreement

Signing the learning agreement makes the relationship official between the learner and the workplace. The agreement is made before the starting of the training, and is always written. The learning agreement is made between the learner and the workplace (employer) compounding the elements of a general labour contract and a study/training contract. In certain countries an inspection body (e.g. the body managing the register of workplaces) co-signs the contract – by that they ensure that the contract fulfils legal requirements. The learning agreement is prepared on the basis of unified content requirements (e.g. the provisions of the Vocational Training Act). The copy of it is sent to the training provider, who keeps it during the training.

The learning agreement includes, among others, the data concerning identification of the parties, the name of the qualification, data concerning the organisation of the training, the rights and obligations of parties and student allowances.

Annex 2: Learning agreement sample

2.1.5. Registering learning agreements

It is advisable to keep learning agreements in a unified database, which can for example be taken care of by the body managing the register of workplaces. Sending the signed agreement to the register's manager is the responsibility of the workplace. In case an agreement is terminated the workplace shall inform the managing body of the register. From the register information can be acquired by a variety of query: the data can be filtered by students, workplaces, schools, periods, trainings, or even towns. The register of learning agreements can be accessed by registered members only. When using the register one must comply with regulations concerning the use of personal information. Based on the register it is possible to plan the monitoring of workplaces, during which the fulfilment of legal requirements can be followed.

2.1.6. Contacting the training provider

The candidate applying for the training can start the whole process at the training provider where appropriate information is available on the apprenticeship-type work-based learning, the workplaces having valid registration and the procedure of how to make an agreement – it is only after that when he/she finds the employer with whom the learning agreement is made. The candidate wanting to participate in work-based learning can have other ways and channels of information for reaching the work placement and making the agreement. In both cases, after making the learning agreement the learner visits the training institution and presents the signed agreement. Following that the theoretical training can begin at the training institution. Vocational education may also be started at the training institution first and making the agreement and joining work-based learning occur later on during the training process.

2.1.7. Connecting the learner, the workplace and the training provider

In apprenticeship-type work-based learning the tasks and responsibilities of the workplace and the training provider are definitely separated. However, experiences justify that the learner's work-based learning can only be truly successful if tracking the student's progress is ensured by the strong contact and cooperation between the training provider and the workplace. The workplace appoints a student supervisor, instructor and the VET provider appoints a mentoring teacher to keep contact with and support the student.

2.1.8. Measuring the prior formal, informal and non-formal knowledge and prior competence

Prior knowledge and competence is measured to be able to design the learner's learning pathway and the training process by considering them. At the work placement the instructor/supervisor holds individual conversation sessions with the learners, in the meantime measures prior competences in a documented way with considering the learning outcomes to be achieved.

According to the principle of lifelong learning during the broadening of knowledge in a formal way, acquiring knowledge in a non-formal and informal way is also important. Before starting the training the workplace measures the learner's experiences and competences gained during formal, informal and non-formal trainings. During a personal discussion the representative of the training institution (instructor, or other employee) records the learner's qualifications, experiences, spheres of interest on a data sheet.

By measuring prior competences and experiences and taking them into account, certain individual's training can be shorter. In other cases, based on the decision of the training designers, the learner is exempted from certain part of the training, the training period does not necessarily shorten but skill validation can also serve as a more flexible reallocation of the number of lessons for learning outcomes. The former option characterises countries where there is a possibility of this, while the latter option can be applied in countries where there is a less flexible education system. Shortening training period can usually be better applied in adult education, in this field there are significant differences in the practices of certain counties.The measuring of prior knowledge also helps the candidate to become aware of his own level of knowledge before starting the training, what kind of acquired competences – acquired formally and informally – he has related to the chosen profession.

The document 'Sheet for measuring prior competence' provided in Annex 3 can be applied for measuring prior formal, informal and non-formal knowledge and to survey prior competences.

2.1.10. Training requirements, presenting and making learning outcomes to be achieved acquainted with the learrner

It is necessary to make learning outcomes to be achieved acquainted with the learner in order to increase his/her responsibility in connection with the training. It is the task of the mentoring teacher and the workplace instructor. For that it is essentially necessary to define training requirements based on learning outcomes to be comprehensible both for the workplace instructor and the learner.

Regarding the phases of training, defining the learning outcomes to be achieved (such as knowledge,

skills, attitude and level of responsibility) creates the possibility of establishing individual learning paths, during which the learner can modify his/her own learning process as well. The learenr thus knows exactly what skills and competences have to be acquired during the different phases of the training and understands the expected requirements better. The result-oriented attitude also fosters the effective self-evaluation of the learner.

2.1.11. Designing the individualised training

The instructor, student supervisor of the workplace organise the individual training taking into account the learning outcomes expected by the curriculum and training programme of the given planning period and the prior formal, informal and non-formal knowledge and prior competence survey. This includes what kind of tasks, in which professional field and in which particular period (month, quarter, semester, academic year) have to be completed by the learner. The individual training plan has to be discussed with the learner as well.

The individual training plan provides an opportunity for a more conscious coordination of the learner's individual learning path, as achieving learning outcomes necessary for acquiring the qualification and training requirements are planned from entering the training place until leaving it.

The individual training plan also includes the evaluation period. The learner and the VET provider's mentoring teacher also receive the individual training plan.

2.2. Preparing and designing on-the-job work-based learning

2.2.1. Appointing the mentoring teacher

The training provider appoints a contact person (mentor) who has appropriate professional qualifications or competences to complete the task. The institution's mentor is familiar with the requirements and learning outcomes necessary to obtain the qualification, he explores the learner's previously acquired competences and experiences. On the basis of the register including the partners to be involved in work-based learning he/she can design the training, keeps contact with the leaders and instructors of workplaces, follows the progress of learners during the training and is involved in the evaluation of work-based learning.

Before starting the training the mentor contacts the workplace and – with the guidance of the mentor – they jointly define the tasks, deadlines, responsibility levels, reporting requirements and the means of communication. At the beginning of the training the mentor personally meets the learner in order to reveal prior qualifications acquired and experiences gained, and to discuss the expected learning outcomes of the relevant placement. After selecting the appropriate workplace they discuss tasks, expectations and the evaluation, self-assessment as well as the means of communication for the relevant period.

2.2.2. Surveying prior formal, informal and non-formal knowledge

During designing the vocational education and training the training provider surveys the learner's formal, informal and non-formal experiences and competences. During a personal discussion the representative of the training institution (mentor, or other staff member) records the learner's qualifications, experiences, spheres of interest and motivation on a data sheet.

Within the training, the training provider is responsible for the entire implementation of work-based learning, selecting the appropriate work placement is based on the individual needs, prior competences, experiences, where one predefined part of the training is realised. The section of the training content is actually realised at the selected workplace, which is in line with the activities and personal and material conditions of the given workplace and set out in the framework agreement. Work-based training/learning can also take place at several employers, in several shorter periods.

2.2.3. Designing the individualised training

The mentoring teacher organises the individual work-based learning at the given workplace taking into account the learning outcomes expected by the curriculum and training programme based on the prior competence survey and business facilities. The individual learning plan includes what kind of tasks in which professional fields have to be completed by the learner in a defined period. The individual learning plan has to be discussed with the learner as well and made based on the agreed points.

The individual training plan provides an opportunity for a more conscious coordination of the learner's individual learning path as achieving learning outcomes are planned from entering the work placement until leaving it.

The individual training plan also includes the evaluation periods of the training. The learner and the workplace instructor also become familiar with the individual learning plan.

2.2.4. Appointing the workplace instructor

The mentoring teacher of the training institution prepares the tripartite cooperation agreement with the workplace having a framework agreement. The employer appoints the instructor, who has specific competence and right to carry out tasks related to the learner in addition to his daily work, who is involved in designing and organising a work-based learning period at a given workplace. The learning outcomes to be achieved are fixed as part of the cooperation agreement.

Contact between the learner and the instructor shall be made before the work-based learning period starts but on the first day of it at the latest. Administration works related to the training (e.g. providing admission permit) and work safety and fire protection education are held by the training provider. The instructor meets the learner in person at the beginning of the training in order to discuss tasks, expectations and the means of evaluation and communication that are in line with the learning outcomes to be achieved; furthermore the instructor introduces the company and its employees related to the training.

2.2.5. Preparing the learner for starting the practice at the training provider

The mentoring teacher of the training institution informs the learner on the details of work-based learning. Before starting the work-based learning it is advisable to introduce learning outcomes to be achieved at the end of the training in addition to detailed information related to the work placement (details of the place, name of instructor). By providing appropriate information the training institution fosters the commitment of the learner in effectively and successfully achieving the targeted period of on-the-job learning. The information provided has to cover the contact between the mentoring teacher and the learner, the documentation of the activity and the method of evaluation.

2.3. Making the tripartite cooperation agreement

Following the preparatory phase, in both apprenticeship-type and on-the-job work-based learning, the representative of the training provider, the representative of the work placement and the learner sign a cooperation agreement as a closing act of designing the individualised training, in which they set out the conditions of work-based learning including the period of training, learning outcomes to be achieved, name of the mentoring teacher and instructor and the means of communication and training evaluation.

Before starting the training, the instructor holds discussions with the mentoring teacher of the training institution and they jointly define the tasks, deadlines, levels of responsibility, requirements for reporting, methods of evaluation and correspondence.

Annex 4: 'Tripartite agreement about the implementation of the work-based learning at the work placement'

3. Implementing work-based learning

The implementation of work-based learning has to be realised according to preliminary plans, following the learning process should be continuous during the implementation, if necessary one must intervene in the process of training on the basis of interim evaluations, and the training should be redesigned.

3.1. Documenting and tracking the progress of work-based learning

When we talk about work-based learning – independent of the learning mode – documenting the training advancement and tracking the realisation of the individual learning plan are of key importance. The speciality of work-based learning is that training is connected to operational processes, and besides daily tasks, the learning outcome to be achieved at the end of the apprenticeship-type training can be easily overshadowed. Therefore, as part of the system, monitoring the progress should be highly emphasised. During training, monitoring the implementation of the individual training plan is the responsibility of every actor.

The daily presence of the learner has to be documented. This is checked by the student supervisor of the workplace and the mentoring teacher as well in order to prevent drop-outs. It is not only the traditional attendance sheet that is used for that purpose but nowadays electronic solutions are also prevalent such as the data of access cards to inform the student supervisor or mobile application to inform the mentoring teacher.

The instructor keeps a so-called work diary on the daily attendance of learners, tasks shared per person per day, learning outcomes to be achieved when completing a task and assessment of learners. One method of assessment is giving grades for completing each task but it can be done with textual evaluation, suggestions or advice.

Recording the learning's activities in the learning diary is the most common solution when monitoring the professional progress of the learner during the training. In its simplest form the learning diary contains the date, the task carried out on the given day and the verification of the instructor. A more usable solution is when the learner records his/her experiences and illustrates his/her activities with photos and drawings, on a portfolio basis. On the first page it is recommended to include the learner's name, the training period (duration), the employer's data (name, address), the name and position of the person dealing with the learner.

The learner records in the diary his/her daily tasks carried out and work experiences; the workplace instructor/practical trainer verifies the work done daily with a signature. The workplace instructor/practical trainer informs the training institution about the progress of the learner via the learning diary.

Electronic solutions replacing printed work diaries enable the daily monitoring activity for the mentoring teacher, too, for example the learner writes a blog, or attaches a picture, drawing in the work diary, or provides information about daily activities, what he/she learned, how things went, what went well, what went wrong with the help of the mobile application. The advantage of the electronic surface is that data can be seen immediately for relevant persons and if necessary they can intervene as soon as possible.

A special form of tracking the advancement of the learner is to make a portfolio. The process and results of the process of work-based learning is documented (e.g. photos, comments, evaluation sheets) and collected (e.g. ready products, drawings) by the learner. The portfolio created in such a way is suitable for demonstrating the results performed during the training.

Documenting the training and learning activity facilitates objective evaluation and if achieving required learning outcomes are compromised then it is possible to intervene on time. Intervention may also be initiated by the learner - as he/she also becomes familiar with expected learning outcomes - furthermore by the mentoring teacher and the workplace student supervisor and instructor as well.

The learning diary completed by the learner, and the work diary managed by the instructor are the accompanying documents of work-based learning.

Annex 5: 'Work diary'

Annex 6: 'Learning diary'

Annex 11 contains the introduction of the web-based and mobile application supporting the completion of the electronic work diary and learning diary developed within the project.

3.2. Evaluating the progress of the learner and the achievement of learning outcomes

In terms of training success it is very important that the learner's progress happens in compliance with the relevant legislation (curriculum, professional and exam requirements) and with the individual training plan. At the work placement the instructor evaluates tasks performed together with the learner on a daily or weekly basis. During evaluation it helps a lot if pre-defined evaluation criteria/evaluation sheet are developed and the learner is familiar with the assessment criteria closely related to the expected learning outcomes. This serves as the basis for evaluations built into the process during work-based training and learning. Providing a possibility for self-evaluation on the evaluation sheet containing the evaluation criteria could become a fundamental tool for regular feedback and basis for development after consulting and then finalising it with the instructor.

As regards apprenticeship training, at the end of the evaluation period (e.g. at the end of a training at a given company or at the quarter, half or end of a school year) it is worthwhile to involve all persons (practice teacher, instructor, learner, mentoring teacher, student supervisor) concerned into the evaluation of the fulfilment of expected learning outcomes. As regards on-the-job training, at the end of one particular placement period it is worthwhile to involve the instructor, learenr, mentoring teacher into the evaluation of the expected learning outcomes. The evaluation criteria and the demonstrated activity (e.g. work diary, portfolio) is the basis of the evaluation discussion.

If the evaluation reveals deficiencies, completing the missing competences and defining its method must be immediately taken care of. In a simpler case redesigning the training can also be a solution but in case of serious shortcomings searching for a new instructor or work placement–can be considered, too.

Regular and periodic evaluation (feedback) built into the process can play an important role in maintaining the learner's training motivation and reducing drop-out rates. Completing tasks undertaken during the training by the employer participating in apprenticeship-type training is going to be improved as well if the employer regularly knows about results achieved, the effectiveness of work-based learning and on the basis of that it develops the activities.

Annex 7: Evaluation sheet

3.3. Measuring the contentment of learners and collaborating partners participating in work-based learning

Surveying the needs and satisfaction of the learenr and the workplace when finishing work-based learning by the staff in charge of quality assurance at the training provider (instructor, student supervisor, management of the employer) improves VET. During the planned and professional surveying, the pieces of information collected regarding partners' needs and satisfaction can be used for the partner-focused operation of the organisation involved in training, for the continuous improvement of partnerships as well as for increasing the satisfaction of partners.

The comprehensive periodical review per training cycle in apprenticeship training improves the quality of the training. The strengths of work-based learning and tasks developing the increase of efficiency can be defined by using the results of measuring the needs and contentment of work-based learning participants, professionals of the workplace (student supervisor, instructors, company teachers) and the training provider's mentoring teachers discussed at a group meeting organised between the actors of the training realised at the company and the training provider.

As regards on-the-job work-based learning, several trainings – in different vocational qualifications – for one particular participant during one particular training period (e.g. a school year) can be implemented. At the end of the training period, based on the results of the survey measuring the contentment of all collaborators, the relevant staff members of the training provider and the workplace need to collect the results of cooperation and define development tasks aiming at improving the efficiency of training.

Evaluation is performed during a meeting held between the staff members of the training provider and the workplace. The frequency of surveys is connected to the period of the organisation's self-evaluation (e.g. yearly, or in line with the revision period of strategic plans). The method can be a printed questionnaire but these days electronic questionnaires are more and more common.

Annex 8: Sheet surveying the satisfaction of the learner
Annex 9: Sheet measuring the satisfaction of the employer involved in work-based learning

4. Complementary processes

Preparation and further training of professionals in charge of organising and implementing work-based learning

The trainings are aimed at having teachers, instructors, student supervisors and mentoring teachers competent in legal, pedagogical and methodological aspects of work-based learning available at the work placement. Professionals participating in further trainings can acquire theoretical and practical knowledge necessary for completing tasks related to the relevant legislation, meeting the requirements and organising, implementing the training. It is also important to prepare professionals from employers collaborating in the training in a pedagogical sense. It is a major aim to increase the chances of training graduates for employment via improving the level of the quality of the trainings.

Applied methods:

In-house further training of professionals at the work placement

The organisation participating in work-based learning holds in-house training courses, further trainings for instructors, student supervisors according to a frequency (e.g. annually, or when it turns out to be necessary) considered to be relevant by the management. These can target discussing professional experiences, sharing good practices, knowing new methods, keeping up with changes in legal matters, etc. In-house training is a decisive factor in offering and providing work-based learning on a standard quality level.

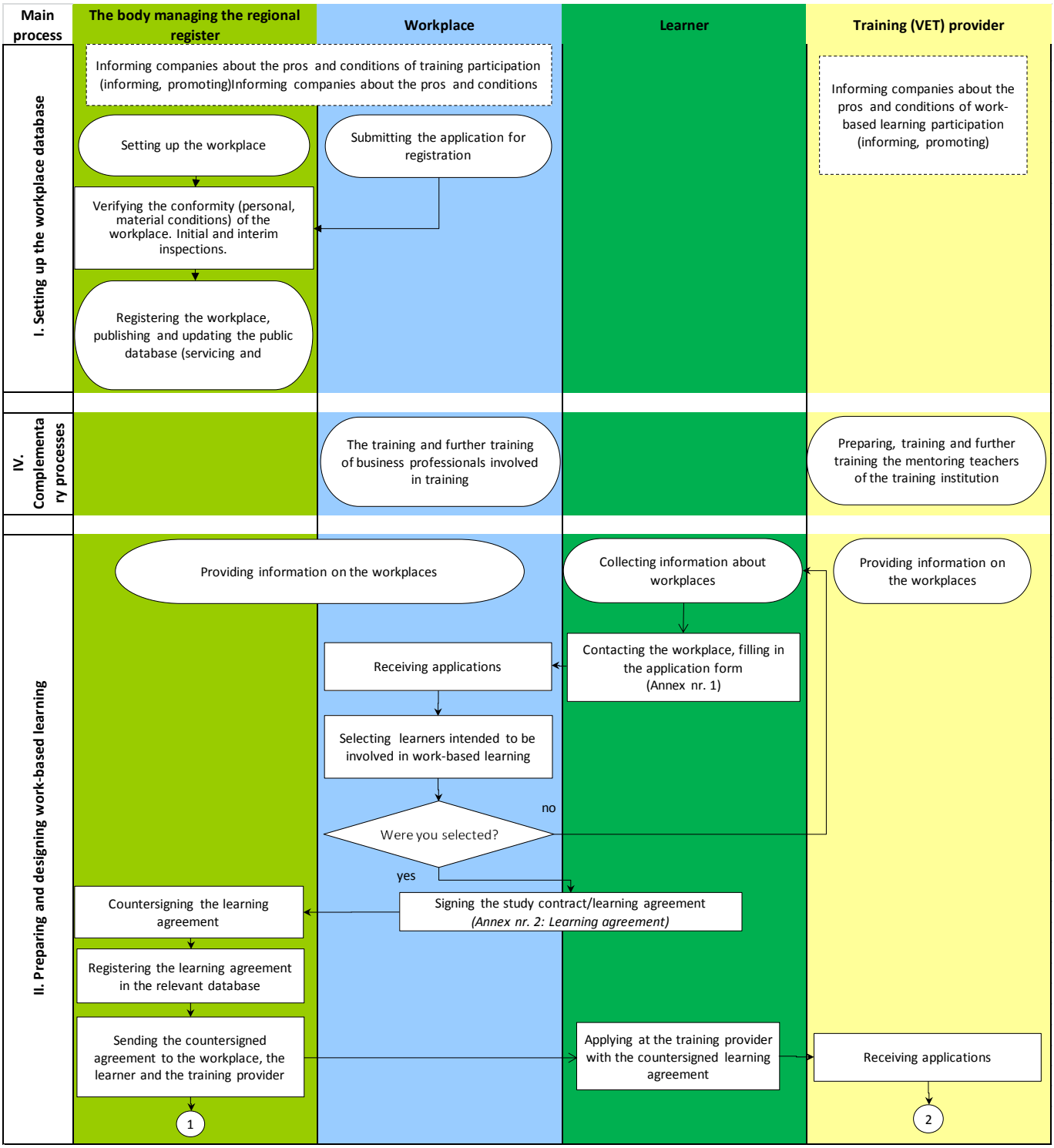
Further training for professionals of the workplace at external locations

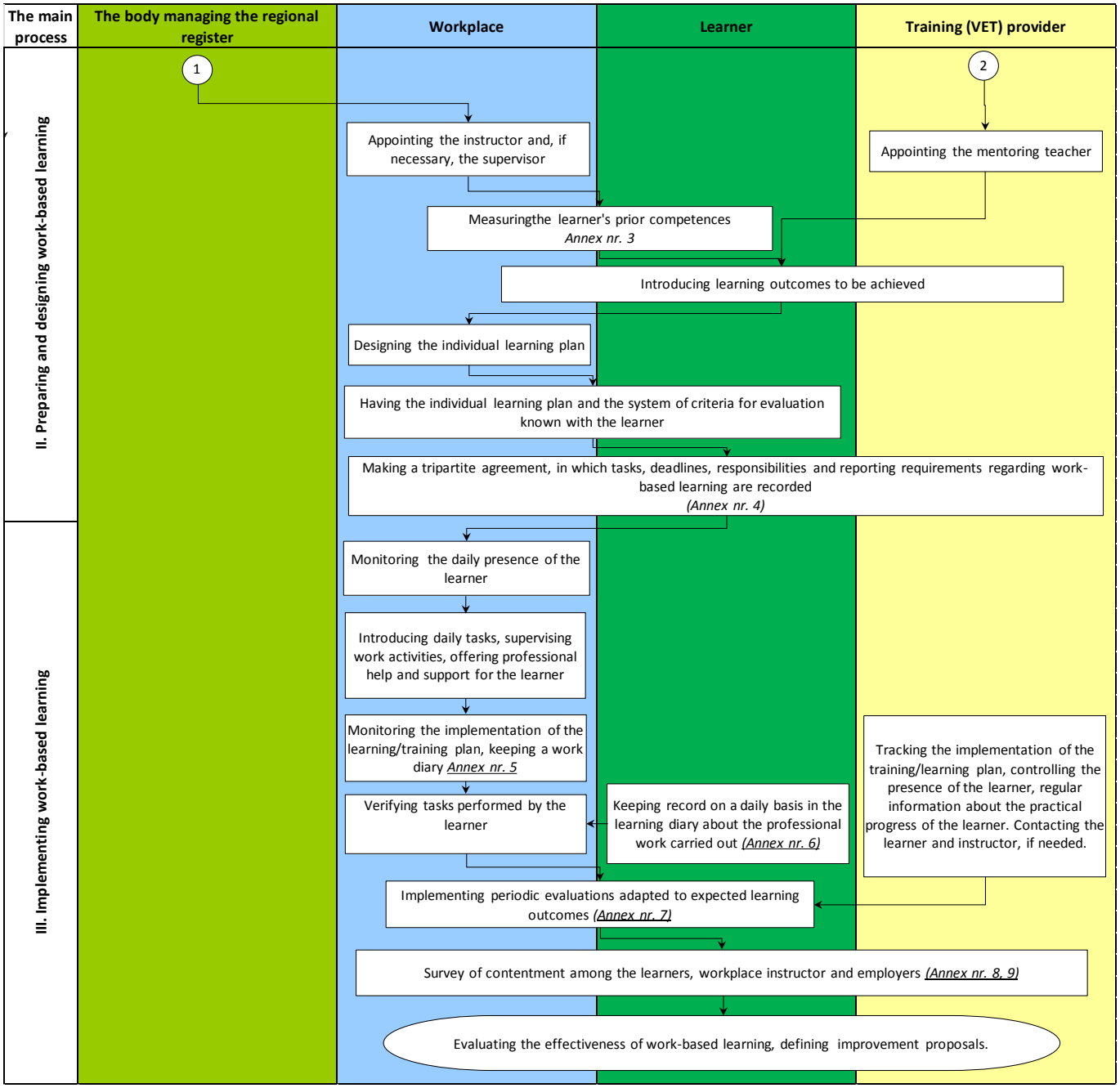
The basic pedagogical preparatory course for professionals of the workplace can frequently be organised by another body at external locations. Such trainings are organised by different employer organisations, different types of chambers, higher education institutions or other training and education providers. The personal conditions for entering apprenticeship work-based learning can be stricter than in case of on-the-job training. Therefore it can be defined by law that professionals in charge of implementing the training shall receive pedagogical preparation in the form of a training controlled by the state before they start their professional activities as instructors and company teachers.

Preparation of the training provider's mentoring teachers

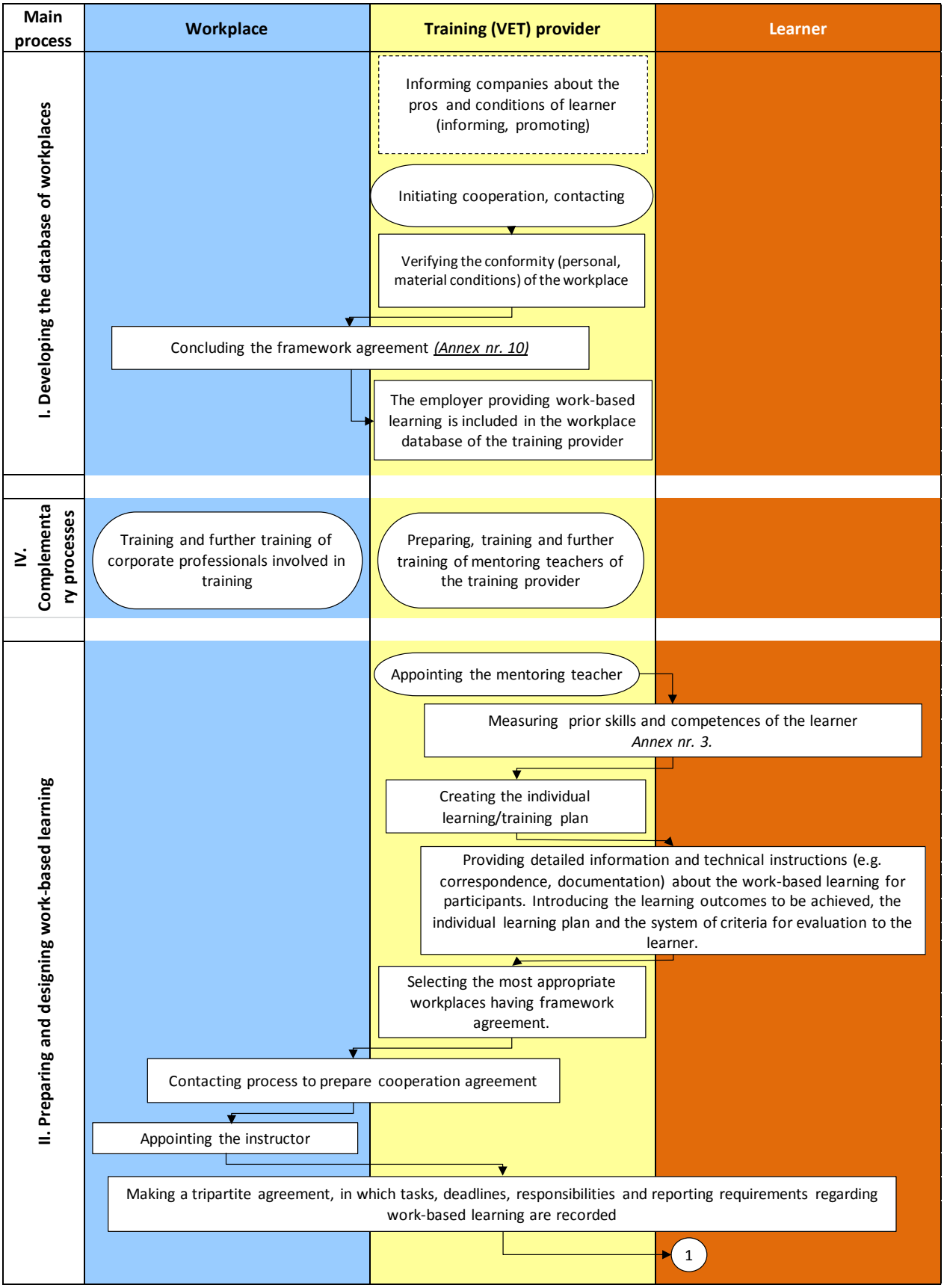
The preparatory training for mentoring teachers representing the training provider is organised by the management of the particular training provider. The training covers introducing the tasks and roles of the mentoring teacher, the related legislation, processes aiming at providing the quality assurance of work-based learning and preventing dropping out.

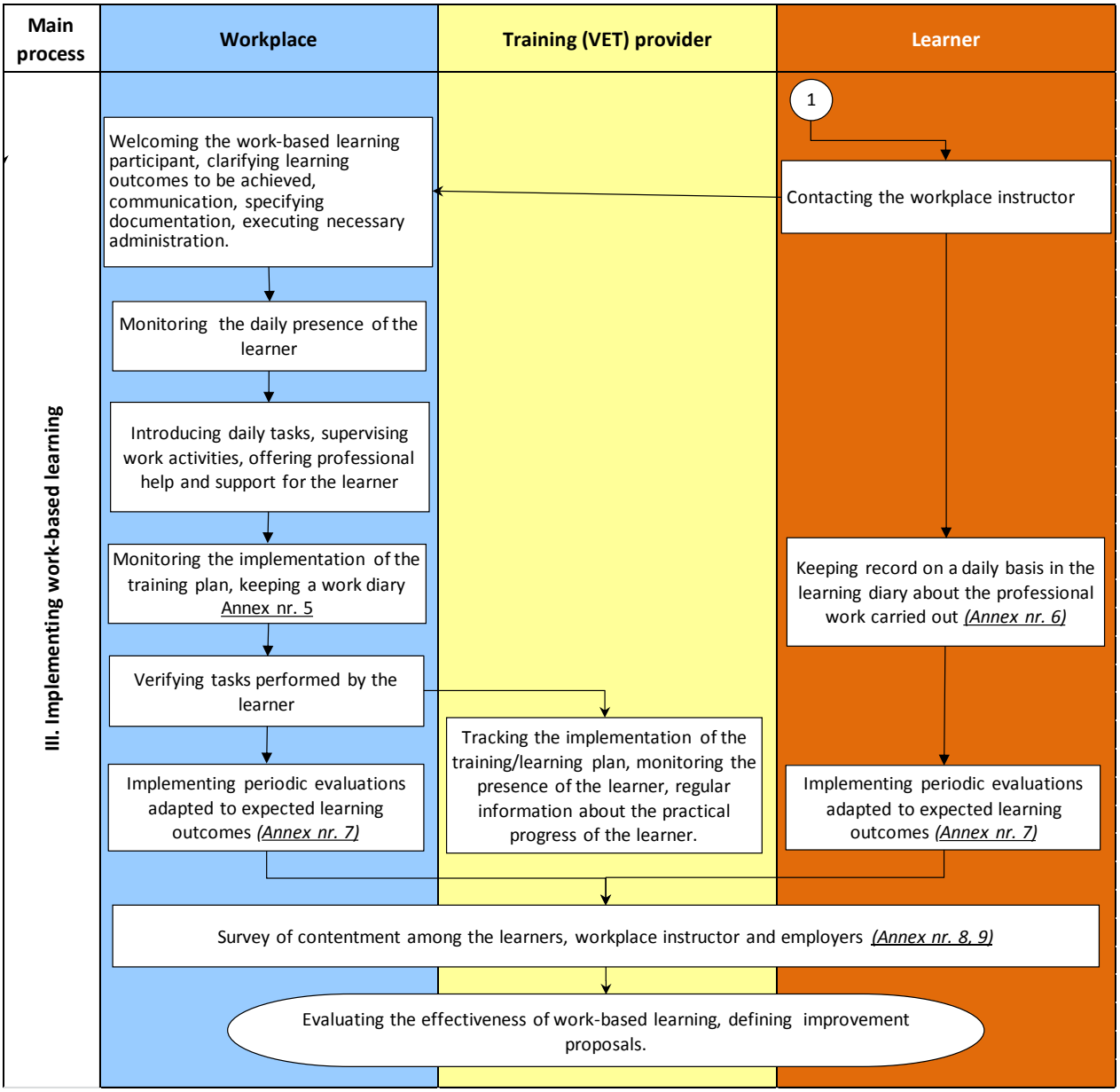
The process of apprenticeship type work-based learning




The main process
The body managing the regional register
Workplace
Learner
Training (VET) provider
II. Preparing and designing work-based learning
III. Implementing work-based learning
1
2
Appointing the instructor and, if necessary, the supervisor
Appointing the mentoring teacher
Measuringthe learner's prior competences Annex nr. 3
Introducing learning outcomes to be achieved
Designing the individual learning plan
Having the individual learning plan and the system of criteria for evaluation known with the learner
Making a tripartite agreement, in which tasks, deadlines, responsibilities and reporting requirements regarding work-based learning are recorded (Annex nr. 4)
Monitoring the daily presence of the learner
Introducing daily tasks, supervising work activities, offering professional help and support for the learner
Monitoring the implementation of the learning/training plan, keeping a work diary Annex nr. 5
Verifying tasks performed by the learner
Keeping record on a daily basis in the learning diary about the professional work carried out (Annex nr. 6)
Tracking the implementation of the training/learning plan, controlling the presence of the learner, regular information about the practical progress of the learner. Contacting the learner and instructor, if needed.
Implementing periodic evaluations adapted to expected learning outcomes (Annex nr. 7)
Survey of contentment among the learners, workplace instructor and employers (Annex nr. 8, 9)
Evaluating the effectiveness of work-based learning, defining improvement proposals.

The process of work-based on-the-job training




Main process
Workplace
Training (VET) provider
Learner
III. Implementing work-based learning
1
Contacting the workplace instructor
Welcoming the work-based learning participant, clarifying learning outcomes to be achieved, communication, specifying documentation, executing necessary administration.
Monitoring the daily presence of the learner
Introducing daily tasks, supervising work activities, offering professional help and support for the learner
Monitoring the implementation of the training plan, keeping a work diary Annex nr. 5
Keeping record on a daily basis in the learning diary about the professional work carried out (Annex nr. 6)
Verifying tasks performed by the learner
Tracking the implementation of the training/learning plan, monitoring the presence of the learner, regular information about the practical progress of the learner.
Implementing periodic evaluations adapted to expected learning outcomes (Annex nr. 7)
Implementing periodic evaluations adapted to expected learning outcomes (Annex nr. 7)
Survey of contentment among the learners, workplace instructor and employers (Annex nr. 8, 9)
Evaluating the effectiveness of work-based learning, defining improvement proposals.

IV.2. Building blocks of the quality organisation of formal training for adults

In this chapter the process of elements, activities, methods of work-based learning applied in formal adult vocational training decisive in terms of quality assurance are presented – as described in chapter IV.1 - that are in line with the building blocks of quality organisation of work-based learning - determined by the EQAVET working group, and which demonstrate the application of EQAVET policy.

The training methods selected from the process are presented in more detail in separate subsections divided according to the six building blocks. The reader can learn the reason why the given process element, the specific activity was selected, why the application of the given method is important. The elements presented below should also be considered in the context of how they may be applied in the legal environment of the given country.

For each building block, at the end of the chapter, the reader's attention is drawn to a few pitfalls, anticipated difficulties. Of course, it is not always possible to eliminate all risk factors, but it is certainly necessary to carry out risk management, which includes their identification, analysis, evaluation and management.

IV.2.1. Design

The design element appears independently as well in the four-step PDCA quality cycle used for process control and continuous development. Partners must plan the work-based learning to ensure that the training objectives are met.

In planning formal work-based learning for adults, promoting work-based learning among employers and adults, applying learning outcome-based training plans that take prior competences and individual needs into account and monitoring the implementation of the training and contracts for the completion of work-based learning and making agreements are of utmost importance.

1) Promoting work-based learning among employers

The key actors in work-based learning are those employers who on the one hand have adequate personal and material conditions for implementing the training and on the other hand are sufficiently motivated to organise the training.

In accordance with the main objectives of the Riga Conclusions on VET special emphasis must be put on the dissemination of work-based vocational training for adults. In order to get more adults to participate in work-based learning, the expansion of training places providing workplace training is necessary.

The training forms in real-life working conditions must be made attractive and accessible among business organisations by means of supporting measures in line with the policy of 'European Alliance for Corporate Training' set up by NETWBL network to support enterprises offering apprenticeship

programmes. Building a motivational system and developing the existing structure is especially important with regards to small and medium-sized enterprises in particular, since they provide 2/3 of overall employment on European level. These businesses are usually not convinced that net benefit could be gained by providing work-based learning. Therefore they often employ already qualified labour force instead of organising trainings for themselves, as establishing work placement means more difficulties due to the scarcity of available resources and the lack of staff. It is recommended to target those employers in particular, who have not implemented training activities before.

Some countries (e.g. Austria, Denmark and Germany) have a high level of employer engagement with regard to work-based learning, where training establishments mainly function because employers have a willingness to employ. In only demand-driven systems, the training candidates are not able to begin their training until they find the right training offer and sign a contract with the potential employer. In contrast, in supply-driven systems, employers mostly offer training places because they are contacted by the training institutions and are asked for cooperation. Supply and demand driven systems usually appear together in education systems, the proportion they are applied is relevant. The aim is to make supply-driven systems become demand-driven, develop employers' commitment to training. It is important to note, however, that new employers can be involved by being invited in the first period, only then can a commitment be formed.

In order to achieve the objectives one must strengthen the cooperation between employers and training providers, which is possible in several ways:

- The benefits of apprenticeship work-based learning must be presented to the employers:
    - it helps employers to train their own potential employees, who will obtain special knowledge that is needed for the particular company,
    - it provides labour-force with specific skills and competences essential for the company, which may not be possible to provide from the external labour market,
    - it may be a good solution in case skilled labour is not available and the shortage of labour already endangers the operation,
    - it helps to find new workforce to replace the retiring or employees leaving for other reasons,
    - trainees can be made loyal to the company, which can reduce staff turnover,
    - it may raise the interest of the own employees in training, thereby helping to create the training culture of the organization, the regular further training system for employees,
    - it may give new ideas, bring about innovation,
    - it may increase the reputation of the employer within the industry and the local community.

Compared to large companies, the training culture of small and medium-sized enterprises is less developed, their resources for training are more limited. To convince these employers of the benefits of work-based learning and in order to promote their training culture campaigns targeted especially for small and medium-sized enterprises and factory visits may be organised, which could provide counselling, information and assistance with regards to the remuneration of resources invested in

the work-based learning. The implementation of this task may be ensured by a relevant organisation competent in the area – even state maintained. It is particularly important that authorities, institutions related closest with the company such as social partners, sector organisations, different types of chambers and other professional bodies play a key role in the operation, management and success of work-based learning.

Many small business do not, for example, undertake practical training because they can only teach a part of the curriculum. Despite all the efforts taken, in the case of small and medium-sized enterprises transfer of the full scale of requirements of a specific profession is not feasible due to the lack of personal or material conditions. However, these employers should not be left out as there are two possible ways of providing competencies that can not be acquired at the training place.

The employer may decide that they undertake a role in a cooperation agreement-based training. Small and medium-sized enterprises are easier to involve in the latter training type, since they don't have to bear the responsibility for the total of the work-based learning, they do not have such financial commitments as in the case of apprenticeship-type trainings, however, it offers a good solution for those adults who are not ready for the apprenticeship type training,so they can be gradually integrated into the work environment.

According to good practice in Hungary, an enterprise that has only partially fulfilled the conditions set out in the apprenticeship agreement and has the right to work-based learning may conclude an agreement with another organization or training institution authorised to pursue training, i.e., a performance delegate who the learners can be diverted to for work-based learning. It is recommended to prepare a prospectus for future potential training establishments on the opportunities and benefits of work-based learning.

- Enterprises can be supported by a web interface with a wide range of services, where updated information is available about state or other financial support for companies providing apprenticeship- and cooperation agreement-type work-based learning (e.g. tax benefit) and all necessary information is accessible (e.g. where and how to apply to provide work placement, on personal, material and other requirements, how to recruit candidates for training, what allowances are available for apprentices, etc.). Best practices, enterprise success stories compiled by training companies with extensive experience in work-based learning are recommended to be published on this portal. This portal also grants access to the database of training places.

  Apart from easy availability, information related to work-based learning should also be presented simply and easily understandable. Small and medium-sized businesses can be helped this way in particular, as they do not necessarily have available HR staff who knows the related legislation. With proper information, they will also be able to organise work-based learning and avoid unnecessary administrative burdens. Small and medium-sized enterprises are worth supporting by targeted guidelines, user-friendly information systems.

- It is recommended for the institution managing the database of workplaces and also for the training providers to employ a corporate person of contact, who is primarily responsible for relations with theworking life. In addition, the head of each educational institution and its instructors also play an important role in helping to establish close contact with employers in the relevant field.

In Finland, the regular gathering of the 'World of Work' forums is a good practice, which is an important meeting place for professionals of training providers and employers. These forums can be organised jointly for people having several inter-related professions (e.g. car mechanics, car painters, auto body part repairman) or can be limited only to one profession (e.g. a special forum is organised for accountants within the business administration sector). These forums provide an opportunity for employers to express their needs connected to the designing of VET and receive support in the organisation of work-based learning.

Learners in the training can individually search for a work placement for themselves as well, so this option should be considered in connection with the expansion of sites offering training. The corporate contact person of the training institution shall without delay consult employers that were contacted by individuals to inform them about work-based learning.

It is recommended to prepare information for potential training sites about the opportunities and benefits of engaging in work-based learning.

- A good method for establishing close relations with employers is if the workplace provides a training period for the teachers of the training provider. During this training period teachers work in the enterprises to study the latest advances, developments applied in the particular field of business, help develop a good relationship with the world of work as well as get information about training sites that can be used in the course of the organisation of work-based learning in that particular firm.

A vital element in the designing of the work-based learning is that the workplace needed for the learner should be available, where the necessary technical requirements can be acquired while taking into account the individual needs of the learner.

A database about potential workplaces should be set up and operated that can ensure the selection of the most appropriate employers according to the needs of the learner.

It is suggested that the database allows individual qualification recording. In the case of apprenticeship-type of trainings it is recommended that the operator of the database is the operating organisation of the regional records in a particular area (county or region), and for on-the-job trainings the training providers can individually keep records of workplaces.

In the case of cooperation agreement-based training, the database is the property of the training provider, as opposed to apprenticeship-type training, where in a given location the designated organisation keeps records of the workplaces that can admit adults from any training institution for the training. In the case of apprenticeship-type training the records are accessible for training providers as well as for adults searching for workplaces.

It is necessary to plan what data are stored in the database of training establishments, based on which data can be queried. It is recommended to make the database accessible on a proposed web-based interface, for which a system design and planning of web maintenance is necessary.

An important design element for the organisation operating the database of workplaces is how to ensure that personal and material requirements set out in professional requirements in curricula are met. This work process can be supported by a checklist, which includes in addition to country-specific requirements (e.g. personal requirements for teachers, trainers, general requirements for the workplace), the requirements for qualifications (such as list of tools and equipment) as well.

It is also important to design the review system of personal and material conditions. Periodic audits are independent from the actual trainings, they are not in connection with the trainings, their purpose is to examine whether the workplace continues to meet all criteria and can therefore admit adults for trainings. In the scheduled planning of periodic monitoring of workplaces it should also be taken into account that unscheduled demands may also arise (e.g.: by notification), which should preferably be carried out in addition to interim inspections specified in the work plan.

2) Promoting work-based learning among adults

Activities that can successfully be applied to facilitate the entry of adults into vocational training and which help raise motivation for training need to be planned.

A good practice in Hungary is the annual Career Guidance Fair where employers have interactive trade shows so that people about to make a career choice or career change have a chance to get to know a certain business or profession and try particular work processes.

Career guidance and motivational activities need to be planned in the work placement as well. An important element of gaining information is the factory visit where visitors can learn about the actual operating conditions, about a certain profession, can observe and even try particular work processes.

Work-based learning can also be promoted through career guidance events, where both types of work-based learning, potential benefits offered by the employer or state can be shown to interested adults, and information can be shared about related rights and obligations.

It often happens that career guidance activities are carried out by several different types of organisations independently. These organisations should try to work together to make more efficient use of their material, personal and material resources for career guidance by eliminating duplication.

It is good practice if the factory visit calendar is accessible on the website of the employer where it is possible to register an application for a visit.

With the organisation of work-based learning – especially in the case of apprenticeships – employers partly look for their prospective employees and therefore informing and motivating should be in accordance. It is advised from the employer's part to present:

- career prospects within the company and other motivational systems (wages, non-wage benefits, training opportunities, other support tools),
- company culture,
- social responsibility activities of the company, corporate strategies that are in line with lifelong learning, equal opportunities, social cohesion and measures for sustainable development,
- innovation potential of the enterprise, as a continuously evolving organisation and its renewal capacity may be attractive to individuals in search for workplaces.

It is advised for the company to prepare a leaflet of its work-based learning programme. Some companies also make commercial videos, in which they present the work and their training as well as short interviews with the experts and successful – previously students in the trainings - employees. It is recommended to make use of the opportunities of social media in the dissemination.

The company also has to design what methods to use in the selection of applicants for training. It is advisable to use the procedures that are also applied in recruiting. In addition to the entry requirements of training, they must also consider whether the applicant meets the expectations of the company, how they would fit into the company culture. A good way for that is to fill in a motivational part in the application form, where own strengths, experiences can be presented and a description as to how they can contribute to the company's success, why they wish to participate in training in the particular company and what their long-term goals are.

Special attention should be taken to ensure that workplaces offered by all open employers wishing to participate in work-based learning are filled.

In Hungary, the guarantee scheme provided by the chamber was introduced in 2015, which is to guarantee that the chamber of commerce provides the vocational school students with work placements by student contracts.

If an appropriate workplace is provided and the student contract may be signed, the training of a learner is to be organised exclusively in the framework of a learning agreement. The training provider can implement the practical training of the student, only in case no adequate training venue was provided on the basis of a certificate from the Chamber of Commerce.

3) Application of learning outcomes-based training plan

International studies show that result-oriented training plans enhance the process of learning and assessment, and specially tailor the training to the needs of that of the participants and the labour market. In the training implemented according to the learning outcome-based training plans learners have a better understanding of the requirements, are more dedicated and active in the learning and assessment processes therefore the number of drop-outs decreases and the ratio of the employed increases.

It is of high significance that training requirements in the design stage are formulated based on learning outcomes. Full training should be broken down into smaller learning stages, in each stage

learning outcomes must be accurately defined, the achievement of which must be continuously monitored during the training. In case of deviation from the plan, intervention is needed in the training process.

The learning outcome-based definition of training requirements is key question in the design of work-based learning. If the professional requirements and the training plan are not learning outcome-based, it is useful to rephrase them on the basis of learning. One way of defining the learning outcomes would be to put them in context with knowledge, skills, attitudes and responsibilities since competences cannot be interpreted and measured as such.

The learning outcome-based approach also helps professionals engaged in training to exactly define and explain expectations to learners. It is important for the learners to learn about and understand the learning outcome-based training plan in order to realistically evaluate their own performance, prepare self-evaluation, and if necessary, initiate the review of the training plan with the help of professionals responsible for the implementation of the training.

The most important aspects of the preparation of the learning outcome-based training plan:

- learning outcomes should be put in simple, clear and unambiguous manner that the participants, training providers and professionals can understand and achieved results can be assessed,
- active verbs describing actions with clear meaning should be used, exclusively one verb per learning outcome is permitted,
- the minimal level of knowledge expected should be stated, the number of learning outcomes are to be kept to a minimum,
- each and every learning outcome has to be measurable or observable (if not measurable),
- when to achieve the particular learning outcome should be clearly defined.

It is recommended to determine 6-8 learning outcomes maximum per module.

It is worth paying great attention to the development of learning outcomes, as their quality determines the quality of evaluation as well. Evaluation is only possible if the learning outcomes are well formulated, that is, clear, well-detailed, the action-verb demonstrates the depth, extent and complexity of knowledge capacity, the learning outcomes are contextualised and professional-specific.

The formulation of the learning outcomes should be based on work activity and the evaluation function primarily focuses on the ability to work. For each learning outcome, it is necessary to determine in which work activities and tasks they can be obtained.
If the learning outcomes meet the previously described criteria, then in many cases they already include the evaluation aspects and criteria, as well.

4) Training plan taking into account prior competences and individual needs

The great advantage of learning outcome-based plans is that they can be applied more effectively in learning environments that are responsive to individual differences, also in work-based vocational training, where training processes are to be planned according to individual needs.

The first step of the preparation of the individual learning plan is the surveying of prior formal, informal and non-formal knowledge and competences of the individuals. This survey should include the needs as a result of family background.

By measuring prior competences and experiences and taking them into account, the learner can be exempted from certain parts of the training and by this, the training period can be shorter, at the same time, skills validation - in harmony with individual needs - can give opportunity to a more flexible reallocation of the number of the lessons for learning outcomes, even without changing the duration of the training. The applicable method depends on how flexibly the shortage of training period based on skill validation can be handled in the vocational training system of a certain country (especially in terms of school based education).

5) Monitoring the implementation of the training

In the case of quality work-based learning, the training provider also monitors the processes, the training place is not solely held responsible for the work-based learning.

Tasks to be performed by the learner in certain periods must be designed by the workplace instructor based on the individual training plans. Tasks set for each period and the duties expected to be carried out in the company should be consistent with one another. Changes due to the operating conditions – that affect work-based learning – should be continuously responded to in order to fully implement the training plan, and rearrange tasks set for the next period, where necessary.

If the training takes place in several locations, it is advisable to designate a supervisor at the employer to be in charge of workplace learning, who can design training on corporate level, whereas designing and monitoring the training in the specific training venue is carried out by the workplace instructor.

A plan has to be made for substitution of professionals in case of unexpected events due to the unavailability of the workplace instructor or mentoring teacher (e.g.: illness or other tasks).

In the planning of work-based learning one has to be prepared what to do in case the implementation of the individual training plan is not possible despite the intervention of the workplace.

It is important that in the design phase the training location and the training provider agree about how to document the implementation and follow-up of the training, what documents should be applied and how often they are to be checked.

The learner signs the daily attendance sheet and conducts a Learning Diary.

The attendance sheet includes the start and end (hour, minute) of the training. The attendance sheet is verified by the workplace instructor's signature on a daily basis.

The learners update the Learning Diary on a daily basis, which is recommended to include:

- tasks carried out in the particular period,
- tools available to perform the work,
- what went well and what went wrong during the day, the reasons behind the given examples,
- whether he needed help needed to carry out the task,
- how the workplace instructor helped the work process.

For the sake of the follow-up of the implementation according to the training plan, agreement has to be made in the design period that the workplace instructor and the mentoring teacher shall frequently check the Practice Diary. It is advisable for the workplace instructor to enter comments in the diary daily as a response to students' entries and verify by signing the diary. The electronic practice log provides mentoring teachers to follow the progress of the trainee and immediate intervention on a daily basis.

It is necessary to plan methods and scheduling of self-evaluation for learners. Self-assessment can be carried out as follows:

- Consider whether the tasks issued were carried out on time and appropriately. If not, write down what the reasons were for this, in their view to what extent it was personal responsibility and what external factors were influential.
- If the tasks could not be fully carried out and they have been rescheduled, describe the process of rescheduling so that during the entire period of training all learning outcomes remain obtainable.
- Describe what knowledge and skills were lacking during the practice period that could have made work faster.
- Consider the acquisition of learning outcomes in relation to the plans in respect of the entire training. Describe the reasons for any under delivery pro rata, what changes are necessary in the individual training plan.

6) Contracts and agreements for the implementation of the work-based learning

At the end of the planning process an agreement is concluded between the workplace, the training institute and adult learners that include rights and responsibilities of the parties, the details of implementation of the training. This formal agreement contributes to the attainment of high-quality work-based learning.

There are differences between the documents regulating the implementation of apprenticeship-type and cooperation agreement-based (on-the-job) training:

- In case of apprenticeship-type training, the learning agreement is signed by the workplace and the learner after the selection of the participants. After the conclusion of the agreement the individual training plan is designed, the workplace instructor and the mentoring teacher are appointed. A tripartite cooperation agreement of the work-based learning – containing the details of the implementation, follow-up procedures, details of assessments and duties of learners – is then signed by the training institution, the workplace and the learner.
- In the case of cooperation agreement-based trainings, in the design phase the first formal agreement is the framework agreement between the training provider and the employer providing the training location. After the planning of the training for the individual, a cooperation agreement is drawn up by the workplace, the training provider and the participating adult to regulate the implementation of the training.

Pitfalls and difficulties

The promotion of work-based learning is a key element of quality assurance, as this way the number of apprenticeships can be increased in the workplaces according to the expectations of the European Union. However, efforts should be made to expand the number of workplaces that do not interfere with the quality of the training, and personal and material conditions are continuously ensured.

Partnership with employers must be cultivated in order to establish long-term involvement in work-based learning. During official inspections, besides compliance with legislation, a supportive attitude is of utmost importance.

Currently, larger companies are the ones applying modern human resources tools in the process of selecting candidates for work-based learning, as they generally experience over-application. Most member states are challenged by the low numbers and proportion of applicants in vocational training; therefore in many cases even those workplaces that are sufficiently motivated in work-based learning cannot select candidates due to the insufficient number of applicants.

Vocational training can become compromised, including the expected increase in the number of participants in work-based training, if organisations that have a stake in vocational education do not make efforts to popularise vocational training in the direction of career guidance.

Experience shows that some of the employers involved in work-based learning want to tailor the training to their own needs, as this is how the cost of the investment will be reimbursed. This narrow-mindedness, however, prevents the training participants from obtaining all the knowledge necessary to acquire the specific qualification and hence their general employability may be compromised.

The correct balance between the employer's company-specific skills needs and the general employability of the student/learner must be established. If the company needs overweigh, they may inhibit the employment, and the claim to cover the profession could deter the employer from work-based learning. Small and medium-sized enterprises should therefore be involved in co-operation agreement-based trainings.

The definition and details of learning outcomes are of key importance. If too few, design and evaluation are compromised. And in case of more than one learning outcomes, the evaluation becomes fragmented, too many areas are to be evaluated and administration is increased.

For the sake of traceability documentation of work-based learning in a regulated framework is necessary. Excessive administration may provoke the opposite effect, as it consumes more resources than necessary at the expense of quality implementation of education.

Necessary extent of administration should be sought, as an overly bureaucratic system inhibits the effectiveness of work-based learning .

The benefits of applying learning outcomes-based training plans are justified by EU level research, however there are a number of pitfalls in the preparation of them. If learning outcomes are not clearly formulated, or not understood by all parties (especially by the instructor and the training participants), then it is not possible to continuously control the outcomes achieved.

Some flexibility should be provided for training plans; in case the skills of the learner develop, learning objectives are suggested to be raised to a higher level. If the level of proposed learning outcome is too low, it can limit learning and will imply no intellectual challenge for the participant.

IV.2.2. Improve

Partner organisations engaged in training need to collaborate for the continuous improvement of the quality of work-based learning.

In the development of formal work-based learning for adults the deployment of institutional self-assessment system, the follow-up of the implementation of work-based learning, the preparation of professionals and regular reviews of professional requirements are of priority importance.

1) Institutional self-assessment system to improve quality

In order to improve work-based learning it is essential that the quality assurance system of the training provider complies with the expectations of ~~that of~~ the EQAVET framework. It is recommended for the organisation to measure its own performance against the 10 EQAVET indicators (European Commission Recommendation number 009/C 155/01, annex number 2).

A properly designed institutional self-assessment system can help define development goals. An important part of quality improvement processes of the institution is to use the results of periodical self-assessments to determine directions for further development. The training institution occasionally measures the needs incurred and the level of satisfaction among partners (workplace and learners). The objectives of the work-based learning and the action plan are determined based on the results of these surveys. EQAVET indicators can help to assess the implementation of action plans and the results of partnership satisfaction surveys.

A good example is the practice of a Hungarian secondary vocational institution, where quality is measured and analysed by a quality group, and determines the reasons problems can be traced back to, gives recommendation to areas in need of improvement. Improvements are carried out by means of development groups appointed by the institution according to the project management plan drawn up with the help of the quality group.

2) The follow-up of the implementation of work-based learning

Using appropriate evaluation systems and feedback for continuous monitoring can help improve the quality of training. By ensuring the acquisition of the required learning outcomes, both employer and worker satisfaction can be increased.

During the design and implementation stages of work-based learning, the training institution is in constant contact with the workplace. The monitoring of the quality of the training is carried out continuously by the workplace instructor, who checks attendance on a daily basis, assigns tasks and monitors their implementation. The instructor provides feedback for the learners during the evaluation interviews, which must always be motivational in nature and relate to professional knowledge and training targets especially.

The mentoring teacher of the training provider visits the training place during the monitoring of the implementation of the training, and beyond personal consultations with the instructor and the learners, the mentoring teacher gives regular guidance for learners using a variety of communication tools.

It is very important that the mentoring teacher is aware of the activities of the workplace, with its work order, organisation structure, thorough knowledge of the place helps the understanding of the work log and practical log entries, and the management of arising problems.

The instructor and mentoring teacher provide positive and guiding feedback in the workplace. The instructor and the mentoring teacher carry out the monitoring and evaluation in close cooperation; define necessary tasks together, if the work-based training is not implemented according to the plan.

In addition to monitoring and evaluation processes carried out by professionals in charge of the implementation of the training, another important developmental element is for learners to perform self-assessment. Knowing the learning outcomes the learners can assess their own level of knowledge, which enables them to provide feedback to the instructor and mentor as well.

The methods of monitoring and evaluation of the training are targeted to collect the following data, among them:

- checking available resources necessary for the implementation of the planned activities,
- monitoring the implementation of activities with respect to duration and the implemented phases,
- examination of the achieved results compared to the expected goals.

Data collection can be carried out using the following methods:

- measuring competence among participants;
- interim questionnaire survey conducted among participants;
- self-assessment questionnaires of the participants;
- interim questionnaire survey conducted among professionals in charge of the training;

In the development of vocational training, inspection of the organisation in charge of registering workplaces and other organisations (e.g.: in case of supported training the organisation providing grants) is also carried out, that are oriented to check necessary personal and material conditions or the implementation of an actual training. The evaluation of the outcomes of these inspections and taking necessary measures are extremely important for the successful implementation of the training, and for the definition of directions for further development.

It is suggested that the cooperation agreement concluded by the training institution, the workplace and the learner include elements concerning the follow-up of the training and feedback of measured results.

3) Preparation of work-based learning professionals

It is important for the development of the training that professionals in charge of the implementation of the training (instructors, mentors, etc.) are prepared and regularly trained under organised and regulated conditions, according to uniform criteria. The training system of professionals should be flexible with respect to the experiences of the implementation of work-based training, the collected good practices and methods are constantly integrated into the training curriculum of professionals. More on this in chapter V. 'Train'.

It is suggested that the training of workplace instructors and mentoring teachers is based on a training plan accepted on national level. It is important for the sake of possible improvements that the evaluation of trainings, the results and good practices are collected at national level, as well.

4) Regular review of the professional requirements

An important element in the improvement of vocational training is that the professional requirements and training plans are aligned to the world of work. In the rapidly changing economic environment professions cease to exist and new professions appear but the remaining professions are also continuously changing according to the expected knowledge and competences by employers.

Vocational training providers continuously collect feedback from both employers and learners. Any deviation between the professional standards regulated on national/~~provincial~~ regional level and the needs of that of the employers must be collected on the level of the training institutions. Proposed amendments formulated on the basis of differences in needs are suggested to be sent to the state agency responsible for the development of vocational education, which may initiate a review of the framework curricula with the involvement of actors of working life (representatives of employers'

associations, unions, etc.). This element of development can contribute to the professional requirements to be consistent with the needs of the ever-changing world of work.

From the aspect of development of vocational education it is crucial that the definition of professional standards is based on learning outcomes at the national/regional level, and it is not the responsibility of training institutions to determine learning outcomes by re-formulating non-learning outcome-based curricula and reviewing professional standards.

In many member states so-called formal feedback mechanisms are developed between the vocational system (vocational training providers, vocational training organisations, organisations responsible for voactional education) and labor market organisations (companies, chambers of commerce, employers and workers' organisations, etc.) in order to create new qualifications, vocational training programmes or curricula or to update existing ones. Thus, the new or changing labour market demands can be easily recognised, identified and then be incorporated in the education and training plan to implement the training according to employers' requirements.

Pitfalls and difficulties

For the improvement of work-based learning all partner organisations involved, their professionals and participants in training must collaborate, and training institutions in particular must be open to changes. If the training provider does not operate measurement and evaluation systems according to the indicators of EQAVET, necessary improvements cannot be carried out, as needs for them cannot be surveyed.

Incorrect definition of learning outcomes or insufficient knowledge of them can carry a number of risks. If the learners are not aware of the expected learning outcomes, they cannot properly assess own performance, cannot make proposals for amendments to the instructor and mentoring teacher. This also challenges improvement.

If the workplace does not monitor the advancement of the learner, the implementation of the training and does not evaluate effectively the performance of the instructor and the learner as planned, necessary feedback and improvements at local level cannot be carried out.

If the employer does not feel sufficient interest and motivation to influence by the developments at a national level by their opinion, it can also represent a risk. If there is no close connection to the associations, organisations representing the interest of employers, then they are less likely to enforce the need for change emerging in professional requirements.

IV.2.3. Respond

For quality work-based learning learners' progress must be continuously followed and if necessary – taking into account the learner's personal characteristics, individual needs – the training process must be intervened in. The learner shall have access to continuous support and assistance.

In the process of formal work-based learning for adults, appointing professionals in charge of work-based learning and monitoring the training have significant importance in responding to individual needs. These ensure the possibility of continuous response in work-based learning.

1) Designating professionals in charge of work-based training

Work-based learning can achieve its goal only if the learner receives all the support both from the workplace as well as the training provider in order for the training to be implemented according to the individual training plan. For this reason designation of the workplace instructor and the mentoring teacher at the training provider is absolutely reasonable. As it is required, a student supervisor and a training instructor can also be designated at the work placement.

Responsibilities of the above mentioned professionals are described in chapter IV.1.1 section 3.

When appointing personnel in charge of work-based training, the following points should be taken into account:

- in the case of several separate training locations within a work placement, one instructor per training location needs to be designated (who are coordinated by the student supervisors),
- if the student supervisor's qualification does not correspond with the field of training (e.g. HR manager), appropriately qualified professionals should also be involved,
- the mentoring teacher of the training provider must be familiar with the particular workplace and must cultivate good relations with its leaders and professionals. They must regularly visit the workplaces, constantly improve knowledge about the new technologies and must be in constant contact with the ever-changing world of work.

The further training system of corporate and institutional training professionals responsible for the implementation of work-based training appears in chapter V. 'Train', where applied methods are being described.

2) Monitoring of work-based training for appropriate response to individual needs

The follow-up of the training and necessary interventions must occur in the same individual basis such as training planning.

Implementation of work-based learning must be followed by the workplace as well as the training provider, and the learners. The cooperation agreement that takes into account the needs of the individual and includes individual learning outcomes, contains the names and contact details of the workplace instructor and mentoring teacher for contact purposes.

The workplace instructor is in constant contact with the learners. The mentoring teacher of the training institution and the workplace instructor, and the mentoring teacher and the learner will keep contact as often as it is defined in the cooperation agreement, but if needed - on any party's initiative – they can get in contact without delay.

Participation in the training is confirmed by a daily attendance sheet, which is verified by the instructor on a daily basis. In addition to the traditional paper-based time card, modern tools can also be applied that provide the instructor and the mentor with real-time information but at the same time documented in a way that attendance or absence can later be retrieved. Such a solution may be to operate an electronic access control system at the training site.

The participant must notify the instructor and mentor about any absences or delays known of in advance prior to the date. If the learner fails to notify absences, the instructor informs the mentoring teacher without delay, who, if necessary, will visit the participant even at home.

An important element in quality assurance of the training is that in the event of a problem (such as absence as a sign of drop-out) the mentor must immediately get in contact with the learner and by applying various mentoring tools – which must not be based on possible sanctions but on solutions and motivation – guide them back into training.

The instructor monitors the fulfilment of the tasks set for the learner and helps solving tasks by providing guidelines. During the training orientation and motivational discussions are led by the instructor.

Feedback discussions must always be positive in tone and for guiding purposes. In the case of non-compliance the instructor should not emphasise what was done wrong but ask the attendant why they chose to do what was wrong that way. This will help the attendant recognise the mistakes themselves. Subsequently, the instructor shall guide the attendant on how to properly carry out the task.

Participants are supported in how to cope with new situations and carry out new tasks, in conflict management, processing new knowledge and overcoming training deficiencies that may emerge during the training.

The mentoring teacher visits the training from time to time, where they can coordinate personally with the instructor and the learner as well. In addition to the orientation visits, the mentor advises the students via telephone, e-mail or other communication device. The participant keeps a learning

diary on a daily basis, which is sent – electronically – to the mentor as well. The mentoring teacher can continuously keep track of the realisation of the training with the help of this device; can see tasks that have been carried out and problems that may have arisen, if necessary can immediately visit the workplace. The learner can get in touch with the mentor without any prior arrangements, can ask for advice and support via various communication. Communication tools will be discussed in detail in chapter V. building block 'Communication'.

Giving feedback and opinion must be regular and possibly happen in writing (as well). Attendants must be given the opportunity to respond. Feedback given only orally may be very useful, however it is much more effective if given in writing, as it can be retrieved at any time and the attendant can study it later on again.

In the light of the above the instructor and mentor are continuously informed about the implementation of the individual training, they have up-to-date information about the possible difficulties and problems. Tools listed above are all of motivating effect, helping learners achieve the expected learning outcomes and contribute to the prevention of dropouts.

Self-evaluation of the participant is also an important element of the follow-up of the training implementation, interpreting the results of which may be assisted by the workplace instructor and the mentoring teacher. If the learner feels that the training is not progressing according to plan, they can coordinate with the workplace instructor, and if needed the mentor can be notified as well. Further tools for monitoring the training are interim questionnaires that have more to do with evaluation and measure general satisfaction levels related to the experiences of the process. Further details are introduced in chapter VI. building block 'Assess'.

To resolve problems detected by the monitoring and evaluating processes, for the sake of filling the gap between the plan and the realisation, professionals in charge of the implementation of the work-based learning must involve the learner to agree on necessary correction, review of the individual training plan and re-planning, if necessary. It is important to take into account individual needs as well, as it may happen that re-designing training becomes necessary because the individual is not able to – through his own fault or involuntarily – keep up with the planned pace, or it becomes evident during the training that obtaining further learning outcomes is necessary.

Pitfalls and difficulties

Continuous availability of the workplace instructor and the mentoring teacher is crucial for the quality of work-based learning.

In case of the instructor it is very important that in addition to their daily work they find time to set professional tasks that are in line with the individual training plan and help achieve appropriate learning outcomes, give instructions necessary for carrying out tasks and be able to constantly monitor and give further instructions.

The successful implementation of the work-based learning is risked if the trustful relationship between the learner and the workplace instructor or between the learner and the mentoring teacher is shaken during the training. Both professionals must place much emphasis on maintaining confidence and motivation.

If the participant regularly and realistically leads the learning diary, then the mentoring teacher can immediately sense any lagging behind in relation to the training plan, any inadequate work and any other problems threatening the achievement of training objectives, and can contact the participant and training place, or even its ~~head~~ management. The instructor must notify the head of the workplace immediately if they consider the amount of duties assigned to threaten the implementation of the work-based learning according to the quality criteria.

If the workplace instructor has less time than necessary for the learner (e.g.: due to other daily duties besides the training), then there is the risk that the learner is left alone and will not be able to carry out daily duties and therefore lose motivation.

It might set a problem if the assigned mentoring teacher or workplace instructor is unable to perform their duties for any reason. Short-term substitution or swap must be arranged without delay. In case of the mentoring teacher, the head of the training provider is responsible, as they are the ones that monitor the work of the mentors. Training provider should make sure to have sufficient number of well-prepared mentoring teachers to provide continuous mentoring service.

In case of the workplace instructor the head of the workplace or student supervisor must coordinate substitution and swap with the mentoring teacher, or rather the head of the training provider. The workplace and the training provider must work closely together when appointing a new instructor. The newly appointed professionals must first get to know the learners, their individual training plans, progress so far in the learning outcomes and establish a relationship of trust with them.

IV.2.4. Communication

With regards to high quality work-based learning, constant communication must be ensured between the learners and the partner organisations for up-to-date awareness. The quality of the training depends greatly on how regular exchange of information is implemented among professionals responsible for the training and attendants in the phase of preparation, implementation and evaluation.

Constant communication among workplace instructors responsible for training, the mentoring teacher and learners is of significance in the case of formal work-based learning for adults.

Two-way communication must be ensured between parties involved in the training (professionals, learners). To ensure up-to-date information application of modern information and communication technology is suggested.

Participants must be familiar with the contact information of the corporate instructor, the workplace student supervisor and the mentoring teacher, that is the primary telephone number and e-mail address – the central phone number and e-mail address of the employer and the training institution - which have to be highlighted in the cooperation agreement as well.

It is recommended to provide direct mobile numbers and e-mail addresses of the professionals in order for the individual to be able to directly get in contact with the mentor or instructor. In case of the participants -if they have mobile telephones- it is recommended to use their mobile phone numbers. It is very important that he learners have private e-mail accounts where professionals can submit feedback in writing. The learner can notify the instructor or the mentor via these essential communication channels, if for any reason they cannot attend the training. This notification must be done without delay after the issue has arisen.

If the individual does not show up for the practical nor announce absence, and does not justify it, then the instructor shall immediately inform the mentor of the fact by telephone and in writing (e-mail) as well. The mentoring teacher tries to contact the learner by telephone primarily, but if necessary personal visits can be paid in which case oral consultation is applied. If the problem is not resolved within a short period of time, the training provider and/or the workplace starts correspondence (e-mail and official letter) which draws the attention of the individuals to their obligations and shall inform them about the consequences of their non-attendance.

When handling absences it is important for professionals to keep individuals in training with motivational, supporting tools rather than having an overly official, authoritative attitude.

During the training the instructor uses verbal communication to assign tasks, for necessary briefing, and for giving instructions and feedback. During the training at the workplace the learner primarily communicates with the instructor verbally.

At the orientation meeting the participant and the mentor, and during coordination the instructor and the mentor use means of verbal communication. When the mentor visits the training site, observations are also recorded in writing (e.g.: minutes, reminders). The mentor- in addition to the personal visit periods, in case of a problem or a request for assistance- can be contacted by the instructor and the learner primarily by telephone or via e-mail.

Participation in the training is verified by the daily attendance sheet, which is confirmed daily by the instructor. In addition to the traditional paper-based attendance sheet modern tools may be applied that provide the instructor and the mentor with real-time information, which document attendance

or absence in a later retrievable way. Such a solution is when the training sites operate electronic access control systems, or the instructor informs the mentor with the use of a mobile application.

The learning diary filled in daily is a key tool in following the progress of the work-based learning, where the learner can record among others the tasks carried out and what went well and what went wrong. The traditional paper-based learning diary is verified by the instructor every day, in this case only the instructor has daily information about the performance of the participant. The mentoring teacher can only refer to the daily progress, if the paper-based diary is scanned and forwarded to them.

Practices in Finland show that electronic solutions in communication can successfully be applied between the participants and the professionals. Electronic diary is an example, in which the participant can document the training on a portfolio basis, even add photos or create a blog about the daily activities.

Experience shows that the digital tools and applications use is deemed suitable for bureaucratic and administrative areas to simplify, their application contributes to spreading the achievements of the digital era, so it is in line with the EU 2020 Strategy, in particular the European Digital Agenda for 2010-2020.

The electronic method has many advantages, one of which is that these devices are welcome to use in the younger age groups and in an increasing proportion of the adults and it provides up-to-date information for professionals interested in the follow-up of the training.

A blog or a Google drive application also ensures that the individual share experiences with peers/peer learners. These tools guarantee the possibility to follow the training on a daily basis and provide the opportunity for professionals for immediate action. Recording daily activities by a mobile application helps the student in the management of the electronic learning diary.

Finland's example shows that an educational IT framework or administration programme that can store complex data and information in the implementation of the training process can be used successfully.

Database of workplaces and the individual learning outcome-based training plans of the learners can be stored in such web-based IT frameworks. Self-assessments and measurements of contentment can be carried out in it, it ensures the traceability (electronic attendance sheet, learning diary, checking the achievement of learning outcomes by the participants and by the professionals) and the participants as well as the professionals (instructor, mentoring teacher) have the opportunity to make entries, such as feedbacks or reaction to feedback. The major advantages of such systems are continuous documentation and subsequent retrievability, partial elimination of paper-based format

(e.g.: agreements shall remain paper-based) and with the setting of appropriate levels of authorisation users can be ensured to have access to information relevant to the successful implementation of the training.

In the framework of the project a web-based mobile application supporting the management of the electronic work log and practical log was developed and tested. The presentation of the application is included in chapter 11.

The electronic logs are designed specifically to facilitate the administration in case the database related to the learning outcomes and relevant tasks is established in the design period, so that the individual learning plan and the definition of day to day activities are simplified, or easily modified.

According to experiences, especially the low-educated adults are less motivated by modern digital devices, web interfaces, mobile applications. Special attention should be paid to the development of digital competence for adults before starting work-based learning.

It is important to keep in mind data security and the privacy of the given individual in accordance with the 2012 EU privacy directive in order for Europe to meet the digital age.

Pitfalls and difficulties

Regular communication is a basic condition of quality training; therefore the choice of tools is of great importance. However, the use of modern information and communication technology assumes relevant IT skills of all users. On the one hand, the use of modern information and communication technology should be taught but a system shall be established where the rights of those who have no access to such devices, or due to the lack of digital skills cannot use them properly, are not violated.

Every effort must be made so that the lack of modern communication tools required for the implementation of work-based learning do not hinder successful implementation. If necessary, the use of conventional tools must be ensured.

In case of any means of communication attention must be paid to the fact that communication maintained is discreet and confidentiality is ensured, but all parties receive the information they need for the implementation of high quality vocational training. Designing and applying appropriate authorisation levels is particularly important in using modern ICT tools. It may be of advantage, if the participant shares daily work-related experiences with peer learners but feedback from the mentor or instructor should only be accessible to the particular person.

It is extremely important in using electronic devices that they are used on a daily basis and e-mail accounts are regularly checked by all parties. Otherwise continuous monitoring of the training cannot be accomplished.

When using modern technologies it should be taken into account that excessive use of them may result in the individual, the personality to vanish, principles of trust and high motivation might be compromised, which can trigger the opposite effect of what is expected of them.

IV.2.5. Train

Training of the workplace instructor responsible for work-based learning and the mentoring teacher – to ensure the quality of the training- has significant importance in formal work-based learning for adults.

It is a mandatory requirement for the workplace instructor and the mentoring teacher to be properly trained to perform given tasks.

In Hungary, in the case of apprenticeship-type training, the workplace instructor of the training place is trained within the framework of master training, which is provided by the chamber of commerce and industry. The master examination is designed to provide professional development and training to acquire the knowledge necessary for student training.

The training consists of pedagogy, business studies and professional skills development. The master examination certifies the *applicability* ***of obtained knowledge and skills in professional, economical, financial, managerial, labour and legal fields.***

Recommended expectation from workplace instructors is to be a recognised professional in their field with professional qualifications and a minimum of 3 years professional experience. In quality work-based learning the workplace instructor – in addition to the above- must have certain level of knowledge in pedagogy and quality assurance as well. Training the workplace instructor is expedient to be arranged at national regional level, according to uniform criteria.

In Finland, in on-the-job training the training of the instructor- or corporate supervisor, as they are called – is provided by higher vocational training providers based on the guidelines of the national board. Training consists of three separate parts: surveying of prior knowledge, competence, design of the work-based learning period; management of the learners and monitoring of the progress achieved; evaluation of the results achieved by the learner. The three parts of the course may be done simultaneously or separately.

Recommended expectations of the mentoring teacher of the training provider are to be well-trained as well, with a degree relevant to the field of the training, a minimum of 3 years professional experience, and also a qualification in teaching.

Italy has developed a special guideline, in which necessary minimum conditions are established for the selection of the mentoring teachers for the training provider. Tasks to be performed within the framework of mentoring teacher activity and requisite skills are determined. The training provider coaches each new teacher in a systematic and formalised discussion, and in 8-hour long quality assurance training.

During the training it is recommended to put emphasis on the acquisition of quality management skills, so that the mentor can partake in the design of the work-based learning, is able to monitor and assess training implementation, and is able to intervene to prevent dropout.

It is useful if the preparation course is practice-oriented, the participants – besides acquiring theoretical knowledge – make exercises on how to create a learning outcome-based plan and fill in documents, sheets applied in work-based learning.

In Finland, the vocational training provider and the employers support good and close relationship between mentoring teachers and employers by organising workplace trainings especially designed for mentoring teachers. During these training sessions mentoring teachers have the opportunity to work for the particular employer in order to refresh existing knowledge in their own field, learn about the latest development trends and technologies, expand their knowledge about the given workplace, which help them in the organisation of the work-based learning process.

In the case of the mentoring teacher constant further training is important to have up-to-date knowledge about the newest technologies applied in the world of work. This knowledge can be integrated into theoretical education, at the same time it helps in the monitoring of the training, as performance of the learners can only be measured and assessed if the mentor is familiar with the techniques applied in the workplace.

In Italy, training institutions provide the opportunity of on-the-job training for all employees in order to improve existing professional skills, develop new skills closely related to technological and organisational innovation, as well as to the constantly changing world of work. Topics of the training are very broad, 4-50 hours in duration depending on the chosen topic. Within CIOFS-FP surveying the training needs, designing, monitoring and evaluating the training is carried out at national level.

The role of infocommunication tools and applications used in tracking work-based learning is also a key issue. Applications are very useful tools and as such they must be part of an e-learning strategy and have to be included in the training programme. The development of the digital competences of professionals implementing work-based learning contributes to the more confident use of these tools and makes it possible to encourage adults to use e-leaning tools.

It is advisable to choose professionals to run trainings and further trainings, who have extensive experience in the organisation of work-based vocational trainings. An important element of the coaching is that the organisation designing the coaching of workplace instructors and mentoring teachers in a certain area (country, region) should constantly collect experiences; good practices related to work-based training programmes implemented in the area of competence and integrate them into the training programmes.

Pitfalls and difficulties

Given the fact that work-based learning takes place in real working conditions, many conflict situations may arise due to carrying out daily production tasks. The workplace instructor must meet the expectations of the employer, in addition to the training must carry out other production-related work, and in the meantime needs to provide the learners with all the support to maintain their motivation levels. In addition, they are obliged to coordinate with the mentoring teacher of the training provider. Complying with everyone's needs is a great challenge the workplace instructor has to face; therefore conflict management must be a crucial element of training.

Partaking in the training results in the loss of working time and the employer must be prepared for that. If the management of the employer does not provide the workplace instructor the opportunity to take part in the training, the instructor will not be able to fulfil tasks.

The mentoring teacher spends some of the training time working in the workplace. This as well as the duration of training in the workplace have to be taken into account when determining the number of the employed mentoring teachers.

The key task of the employer and the management of the VET institution is to motivate their own professionals to participate in training courses in order to improve the quality of work-based learning. If the management does not pay attention to this, due to the lack of skilled human resources, processes of work-based learning cannot be further developed.

Given the fact that the training course involves considerable cost, training and further training of professionals, problems may occur in the financing. Overall, it is very important that both the management of the workplace and the management of the training institution think in the long run and agree about how they will finance the system of training and further training together. Part of the solution might be different EU project grant options.

IV.2.6. Assess

Organisations and their professionals involved in training, and learners in the training must review and evaluate the training process and the achievements of the learners from time to time.

In formal adult work-based training for adults – to ensure the quality of training – assessment is particularly important, which contributes to the development of the work-based learning.

Assessment first appears before the actual training process, in the process of creating database of the workplaces, when professionals assess whether the personal and material conditions of the potential workplaces wishing to become work placement providers meet the requirements.

In the case of apprenticeship-type training assessment is carried out in the selection process of the applicant, when the candidate is assessed whether they meet the company's expectations. Selecting candidates that can be potential employees of the company is serious work of assessment.

Assessment is carried out before the starting of the training, in the period of the design of the work-based learning, when the workplace (apprenticeship-type training) or the training institution (cooperation agreement-based training) survey candidate's prior knowledge, skills and experiences. The individual training plan is created taking into account the results of these surveys, personal background and individual needs in order to obtain missing knowledge and learning outcomes.

The professionals responsible for training and the participant in the training consult about the methods and the criteria applied in the assessment process in the design stage.

The evaluation criteria must be closely linked to the learning outcomes, the criteria for evaluation should be formulated together with the development of learning outcomes before starting the

training. Annex number 7. gives support in the elaboration of the evaluation sheet. The evaluation sheet used for measuring acquired learning outcomes may also be used

- at the beginning of the training, to assess the prior knowledge/competence (even by self-evaluation),
- for feedback during the training (with the purpose of development assessment) and at the end of the training (for evaluation purposes).

It is important that the learner is informed about the assessment criteria and their applications in addition to the expected learning outcomes.

The attendant's achieved results during the process of work-based learning are reviewed in assessment discussions, in which the mentoring teacher of the training institution, the workplace instructor and the participant are involved. Results of the assessment are recommended to be recorded in writing for later retrievability, which in itself is an important element of quality assurance. Regular and periodical assessment integrated into the process of the the training contributes to the maintaining of motivation of the learners, therefore to the prevention of dropout.

Learning outcome-based training plans create the basis of self-assessment of the participants. In the process of learners also evaluate own results achieved in the work-based learning period. In terms of quality training, it is useful to be aware of own skills, strengths and what skills need to be improved. The mentoring teacher provides learners with guidance and support in preparing self-assessment. Awareness of learning outcomes is a basic condition of successful self-assessment.

It is useful for the training participant to receive a checklist for self-assessment as an annex of the individual training plan, that lists expected learning outcomes and competences to be acquired during training.

Self-assessment is an extremely important part of the work-based learning process, so it is important that learning self-esteem is part of the curricula of initial training and vocational training. If the development of self-assessment skills is not incorporated into the basic education system of the country, adults must be prepared for self-evaluation before entering work-based learning. The self-assessment of the participants in the training should be based on the main idea of focusing on individual development rather than comparison of own performance to other participants' or even worse, that of the instructor's.

The result of the self-assessment of the participants in the training forms the basis of later development. Focusing on self-esteem should help them feel responsible for their own learning, be aware of the learning process and their own development and not just focusing on the results. Development has to be in focus rather than comparison.

In chapter V. of the methodological handbook Soufflearning methodology is presented as a good example of various means available in the training course for participants to achieve a realistic sense of self, how to build one's confidence, how to ask positive questions and how to ask the right questions.

It is suggested that the workplace instructor evaluates accomplished tasks – along with the learner - at least weekly. The assessment of the instructor is carried out according to predetermined criteria closely related to the expected learning outcomes which learners are informed about prior to the start of the training.

The instructor's assessment sheet containing the list of criteria also gives the opportunity for self-assessment. Consultation with the instructor about the results of self-assessment is an essential tool for feedback.

It is important at organisational level as well that workplaces participating in work-based training are regularly informed about achieved learning outcomes, the effectiveness of training and they further improve their activities accordingly. The mentoring teacher takes part in the evaluation of the cooperation between the training institution and the workplace, contributes to the defining of development tasks.

It is essential that the workplace and the training institution conduct self-assessment regarding the work-based learning. Conducting satisfaction surveys of the participant, the workplace and the training institution is an important assessment element with respect to quality assurance. Measuring partners' satisfaction and integrating their results into feedback process is an essential element of a modern, partnership-based quality assurance system. The frequency of contentment measurements is related to the self-assessment period of the organisation.

One of the main criteria of assessment may be whether the participant is placed in the enterprise providing the training place after the completion of the work-based learning. This is one of the 10 indicators defined in the EQAVET framework.

It is recommended to apply modern electronic tools (e.g. Google questionnaires) for satisfaction measurements. They have many advantages compared to paper-based questionnaires such as higher response rate can be expected; they do not need to be delivered and are easier to process, etc. The high level of satisfaction can be good advertising for both the vocational training institution and the workplace. In Hungary, for example it is mandatory for adult education and training institutions to publish the results of satisfaction measurement of participants.

It is suggested that the results of the contentment surveys are discussed with partner organisations participating in the training and jointly decide on the development of the work-based learning.

Implementation and closing of further trainings of workplace instructors and mentoring teachers are also subject to assessment. Measuring satisfaction of professionals participating in further training, as well as the examination of processes and results of work-based learning at higher levels (national, regional) are directly related to the development of further training programmes, which may ultimately impact the development of work-based training.

Pitfalls and difficulties

Assessment methods applied in the selection of learners are of crucial importance with regards to providing training and ultimately, a supply of workers. Candidates that are not selected properly and carefully may have difficulty in fitting in the workplace; those who cannot relate to the organisational culture will have a destructive impact on the workplace.

In terms of designing work-based learning, individual training plans based on improper evaluation of the surveying of prior knowledge, experiences and individual needs will not ensure that all missing knowledge and learning outcome can be acquired. In such cases learners may have to carry out tasks that would not be necessary based on their actual knowledge and experiences.

Inappropriate documentation of work-based learning activities means serious risk in the successful implementation of work-based learning. The processes and results of the training can be measured and assessed objectively only if implementation is properly documented. Non-conformances must be examined, including inadequate documentation during the operation of the Quality Management System. Documenting activities of professionals responsible for the implementation of work-based learning (instructors, mentors) must be regularly monitored and evaluated, for which the management workplaces and vocational institutions, or the person in charge of quality is responsible.

Another consequence of this could be that self-assessments during the training and interim assessments by professionals will not be suitable (realisation is not measured according to the appropriate plan), unless wrong planning is recognised and corrected during training.

Planning that is not made on the basis of careful assessment will lead to dropout, if due to unrealistic determination of individual needs the student is not placed in the most suitable work placement.

Self-assessment is also made difficult, if the learner is not fully aware of the expected learning outcomes, or does not understand them, or misinterprets them and does not receive adequate support from either the instructor or the mentoring teacher. The results of self-assessments must also be systematically evaluated by professionals.

The development of self-assessment skills of the participants is of key importance. If it is not included in the vocational training system, it may not be realistic to evaluate self (on the basis of experience underrating is common), thereby losing the possibility to achieve later professional development.

V. Organising non-formal work-based learning in CVET for adults

In this chapter we wish to illustrate only the important elements applied in the non-formal CVET for adults in terms of the process of work-based learning and quality assurance.

The importance of work-based learning in the context of CVET for adults lies in highlighting the development of skills, which clearly fosters job retention and the development of professional knowledge, skills and abilities. For the employer and the employees work-based learning ensures that those competences are developed and improved, which the employee can use immediately during his work, ensuring that applying these is beneficial both from professional and economic aspects for the employer. Simultaneously it helps the learner to prevent his skills from becoming obsolete, to have up-to-date level of knowledge, to contribute to his personal and professional development and to increase the learner's confidence during work.

The non-school based adult education can be both formal (e.g. vocational education organised on the basis of professional programme requirements accepted by the state, training preparing for state-recognised language exam) as well as non-formal (e.g. personal development, part of non-school based training system, which has many forms and many types).

The non-formal training is a more unlimited form of education, taking into account both its aim and process. Training participants acquire the necessary knowledge almost seamlessly.

Due to the flexibility of non-formal training systems they can build upon learners' already acquired knowledge in a much better way, compared to formal forms of training because strict rules and rigid forms are missing.

In the European Union work-based learning forms applied in professional further training are very diverse, varied and many models related to it can be found. One of these is the Soufflearning method described in the frame of the project, which is one of the effective methods used in work-based learning applied in the professional further education of adults. From the Soufflearning complex methodology we introduce only those key elements, which are essential in applying the method.

V.1. The features and process of the 'Soufflearning' work-based learning

'Soufflearning' is a structured, non-formal training method of work-based learning, which most often aims to satisfy the training needs of SMEs. In many cases these businesses operating with a small number of employees are not able to afford sending their employees to training programmes, as they would be absent from work, thus the most ideal form of training for them is Soufflearning. This method was originally developed in order to improve customer relationships and communication, but it is now applied in a much broader sense. 'Soufflearning' as a training methodology is particularly suitable to be applied at companies and institutions operating in the following functional areas: customer services (assessment of products and services), healthcare (doctor's offices, hospitals and pharmacies), trade, tourism, social field, etc.

The word itself is the result of a linguistic innovation, it is a combination of the French/German verb 'souffler/soufflieren' (to prompt) and the term 'self-learning'.

The advantages of Soufflearning compared to traditional training:

- In 'Soufflearning' - based on the concept of work-based learning - trainers work with short training modules adapted to the real needs and competences of a given company and its staff involved in trainings.
- The training takes place during working hours, without hindering business activity.
- Newly acquired skills can be applied immediately at the workplace and can be improved continuously.
- Employees' ability to learn together and from each other is strengthened.

Participants acquire empirical and practical knowledge by the feedback of experiences gained during their everyday activities. Although learning outcomes often occur randomly as well, the learning process in itself is not accidental but - similarly to mainstream education – well-organised and structured. The learning process is accompanied by various professional trainers having expertise in education, adult education, counselling and trainings.

<u>The five principles of 'Soufflearning'</u>

Principle 1: 'in-house' training

The 'Soufflearning' training takes place in a work environment, thus employees are not absent from work.

Principle 2: real work environment and situations

Employees receive training at their workplaces during their daily work. They are accompanied during their work related activities and then they receive personal feedback concerning their work.

Principle 3: personalised training

'Soufflearning' aligns itself to the employee's individual needs, abilities and personal development. All participants learn about their individual skills and receive help to identify their personal areas that need to be improved.

Principle 4: motivational effect

'Soufflearning' motivates employees all the time because the trainer always gives positive feedback regarding work related activities, highlighting how the job could be done better and on a higher level. A confidential relationship is formed between the trainer and the trained person, and the training participant feels that the trainer believes in him/her and would like to develop his/her skills and abilities.

Principle 5: long-term effect

The accompaniment, feedback and self-training help the step-by-step development of employees' personal skills. By receiving feedback concerning their everyday work, they become capable in developing their own skills and expanding their knowledge. Knowledge acquired in this way ingrains more easily.

The Soufflearning training concept keeps in mind mainly the needs of the company and the customer needs and is tailored to those employees' individual needs who are involved in the training process. The essence of this concept is a flexible and targeted work related training, and its relevant training procedures are provided 'in-house' by trainers during work.

In this chapter of the handbook we introduce the recommended process of CVET to be carried out based on the 'Soufflearning' methodology.

1. Connecting the employer – as a work placement actor – and the training provider

1.1 Selecting the training institution

In order to implement the training programme the employer finds the training providers that launch trainings by applying the Soufflearning method and selects the most suitable training provider for it.

Selecting the training provider can be:

- based on recommendations by other employers
- based on the advertisement of the training provider
- based on briefings, leaflets
- based on lectures, tutorials carried out on employer forums

1.2 Clarifying training needs

The process begins by clarifying training needs, in which the training provider and the employer participate. The aim of the meeting is that parties meet each other, clarify employer needs, discuss the topic of the training, determine training conditions and prepare the necessary contracts. The detailed consultation is very important for each party since the essence of the Soufflearning training concept is keeping customer needs in mind and ensuring that the training programme is built on the personal needs of participants.

Annex 12: Defining training requirements

1.3 Selecting the appropriate trainer

Knowing the needs the training provider selects the most appropriate trainer for the training. The training provider keeps a register about trainers and for a given training it selects a trainer who has a specialised professional knowledge, in addition to primary trainer qualifications, best suited for the training needs of the employer.

The trainer must be aware of the concept and essence of the Soufflearning training, and has to be able to apply those training techniques, which are essential to successfully implement the training.

Basic requirements concerning the trainer:

- advanced communication skills,
- solution-oriented attitude,
- trustworthy personality, ability to build and maintain trust,
- flexible reaction to changing situations.

1.4 Concluding the contract with the trainer, selecting learners

After the selection phase the training provider asks the trainer to implement the training, about which they agreed in the contract. As the training provider selects and asks the appropriate trainer to implement the training, the employer selects the employees whom it would like to involve in training.

Annex 13: List of learners

1.5 Preparing the training plan

The trainer consults with the employer and prepares the training plan taking into account training needs. The training plan includes the title of the training, the necessary competences and skills to be trained, the number of hours and participants, the training programme's schedule, etc. During the planning phase one should inquire when employees are concerned with work, when it is possible to accompany them.

Annex 14: Training plan

2. Connecting the employer, the trainer and the training provider

2.1 The meeting of the employer, the trainer and the training provider

The trainer in charge along with the representative of the training provider meets the employer at the workplace, in order to get to know each other, describe the training plan and define the date and content of the kick-off workshop. The trainer, led by the employer, visits the workplace and selects the place where he/she will conduct the feedback conversations after the accompaniment.

2.2 Updating the training plan

The trainer discusses the training plan with the employer. After the consultation the trainer - taking into account new information and requests - updates the training plan, verifies its content and sends that to the training provider.

The training plan includes:

- the title of the training,
- the name and location of employer,
- the contact details of the VET provider,
- the contact details of the trainer,
- the expected training competences,
- the duration of the course,
- the number and name of participants in training,
- the number of training hours,
- the schedule of training,
- the list of costs,
- and the training syllabus.

Given the fact the training plan has to include the number of training hours, its precise planning is particularly important. Three hours per employee is recommended when calculating training hours. It is important that lessons can be transferred, and the trainer could react flexibly to unexpected situations. (Annex 15: Guidelines used to calculate training hours)

It is possible that some employees need more training occasions than others and it should also be taken into account that employees could become ill or go on holiday.

2.3 Concluding the contract with the employer

The training provider sends the contract along with the updated training plan to the employer. The contract includes key information about the training, the number of training hours, the budget, timeframe, responsible persons, and obligations with respect to confidential information and data protection.

After finalising contractual terms the contract is concluded between the employer and training provider.

3. Implementing the work-based learning

3.1 Invitation to the kick-off workshop

The trainer sends an invitation for the employer to participate in the kick-off meeting, about which the employer notifies its employees on time. The training provider defines the kick-off workshop date and content along with the trainer and the employer. The main purpose of the kick-off workshop is to build trust, get to know each other, inform about the training programme and describe the method.

Annex 16: Invitation to the kick-off workshop

3.2 Organising the kick-off workshop

It is important that all employees take part in the kick-off workshop, not just learners. This is the occasion when the trainer introduces himself, describes the training provider and informs employers about the essence of the method and about the content and schedule of the training. The meeting can be an important step in getting to know each other and building trust.

As a next step the employers introduce themselves as well, by answering a training related, positive question. A well-formulated question is important to provide a good basis for a casual conversation in order to receive responses covering those skills, competences that employees will need during their work and to which the trainer has to pay attention.

If, for example, employees have to be developed in their customer relations, the following question can be formulated: 'In your opinion, how does a well-established customer service operate?' This opening question is directly related to the work of employees, so it can motivate them in expressing their views, sharing their knowledge.

The trainer writes the answers coming from the employees on a flipchart board and then makes a summary of them. Based on the leading questions the trainer directs the conversation and recognises additional questions for possible further trainings.

3.3 Preparing the checklist

Based on the information gathered the trainer develops the checklist containing the knowledge and competences gathered by the participants, which will be needed by employees during their work. In order to inform partners, the trainer sends the list to employers and training providers. If, according to the kick-off workshop, it seems that there is a need for further skills reconciliation (not just those,

which the employer indicated in its training needs), the trainer expands the list after consulting the employer.

The trainer puts down the checklist - developed on the basis of criteria supporting his observations - on an A/4 paper. The trainer will carry out the accompaniment on the basis of the checklist, thus the accompaniment occurs on pre-determined, structured criteria.

Annex 17: Checklist

3.4 Opening the digital diary

During the training the trainer keeps a digital (electronic) diary in order to record the steps and results of the training and to document the training process. The following will be recorded in the digital diary: dates, appointment, training hours, activities and results. The digital diary is a resource of information and a memo for the trainer during the training, and he/she will prepare the final report on the basis of the data found within the diary for the training provider.

Annex 18: Electronic diary

3.5 Accompanying employees in the work environment

The first training day will take place few days after the kick-off workshop. Employees do not know the exact day and time, only the employer is informed about it. The training starts with a short personal conversation (5-10 minutes) with the training participant. At this meeting the trainer informs the training participant about the process of accompaniment in order to dispel his fears and doubts regarding the accompaniment.

The trainer must remain in the background during the accompaniment; he/she must behave and dress as if he was a waiting client, patient, customer, etc. The trainer must not disturb anyone during the accompaniment, working activity is always a priority.

The trainer uses the checklist as a notepad, in which he records everything he experienced during the accompaniment.

An accompaniment takes maximum one hour and followed by a 20-minute long feedback. For this period the training participant swaps with his colleagues and along with the trainer goes to a quiet room suitable for personal consultation. The trainer tells the participant what he saw, heard and felt during the accompaniment. He provides personalised feedback and focuses on the experienced situations. He has to find out why the employee reacted, behaved in a certain way in a given situation.

It is important that the trainer never provides negative feedback; he spins it into positive: 'it is good, and it would be more optimal, if…' The positive atmosphere is really important during the conversation.

Actually the trainer and the accompanied person talk about how the task could be executed even better. Following the personal feedback the employee has a chance to re-evaluate his work method and try to work and behave in a way as it was discussed with the trainer. The trainer decides which aspects of the training should the participant focus on, and the employee also keeps a record on the basis of his own experiences. The learner tries to improve those work-related competences on his own, which should be developed until the next visit of the trainer.

The trainer keeps a copy of the checklist and gives the original to the employer as a memo. The trainer tells the participant that a new accompaniment will take place in 7-10 days but the exact date is still unknown for the employee, only the employer is informed.

At the beginning of the second visit a 10-minute long feedback-talk is held, during which an opportunity shall be given for the employee to express his/her experiences so far. This feedback provides an opportunity for the employee and the trainer to discuss which skills will receive increased attention during the next accompaniment. Due to the regular feedback and the continuous communication with the trainer the employee's skills are developing step-by-step. As a result of the training and feedbacks he will carry out work related tasks in a more certain way and with greater confidence.

Overall the training lasts about half a year, which includes 2-3 personal visits, training days. The trainer is a key player in the training as an outside observer is always more credible than employees who would discuss problems with their 'internal confidential person' because it could incite serious conflicts and hostility.

The dropout rate with the Soufflearning method is extremely low because the people involved quickly recognise the useful, efficient and confidence booster side of the method. In particular the feedback discussions strengthen the process of work-based learning. Using a positive approach the training leads to sustainable results soon.

3.6 Organising short workshops (if necessary)

Taking into account the experiences of visits, if the trainer considers that there are problems arising during work - that should be discussed with other employees as well - he can organise a short, one- or two-hour long workshop to work on the problem. At times such workshops are more important than further visits.

3.7 Informing the employer and the training provider

Few days after the accompaniment the trainer meets the employer and informs him/her about the observations and results achieved. It is really important to develop trust between them for the success of the method. The regular contact helps a lot in identifying training needs and solving problems. The trainer continuously informs both the employer and the training provider on the details and results of the training programme. Informing them can be done personally, through e-mail, or telephone.

The trainer should ensure that he does not meet employers immediately after the visits because for employees it can make a bad impression. They can feel that the trainer 'talks behind their backs' about the details of feedback with their employer.

3.8 Organising the closing workshop

The training programme ends with a closing workshop, which is convened by the trainer, after consulting with the employer. The trainer sends the invitation regarding the closing event to the employer, who informs training participants in time.

Annex 19: Invitation to the closing workshop

3.9 Implementing the closing workshop

While during the kick-off workshop each employee is present, at the closing workshop only training participants are present. Training participants and the employer provide their opinions regarding the training (training processes, training outcomes) and define further development directions.

Opening questions can be:

- ***How did you feel during the training?***
- ***What were your impressions concerning the training, trainer?***
- ***What needs to be improved?***
- ***In what do you think you improved? etc.***

Training participants assess the training programme and the trainer by filling in a questionnaire. The participants receive their certificates, diplomas certifying the completion of the training during the closing workshop.

Annex 20: Questionnaire for training participants

3.10 The evaluation discussion of the training provider and trainer

Based on the continuously updated digital diary the trainer prepares a written report for the training provider. The report and the questionnaire assessment of training participants are the bases for the

assessment prepared by the training provider. The trainer has to prepare the written report on the basis of such specific criteria as information about the Soufflearning process, planning, organisation, technical resources, equipment, and methodology.

The evaluation meeting also provides an opportunity to implement the preparation of the evaluation meeting with the participation of the employer, trainer and training provider.

3.11 The evaluation meeting of the training provider, trainer and employer

After the training the training provider, the employer and the trainer hold and evaluation meeting, during which they evaluate results achieved. Beyond the oral assessment a written evaluation is created as well, which includes both the employer and the trainer's findings regarding the training programme. The questionnaire filled in by the employer and trainer supports the execution of necessary modifications and channelling back the opinions of the employer and the trainer.

Based on the questionnaires and opinions expressed in an oral and written form the learners define additional aims regarding further training programmes.

Annex 21: Questionnaire for the trainer

Annex 22: Questionnaire for the employer

4. Complementary processes

4.1 Creating and maintaining the trainer database

The training provider creates a database about trainers and always selects a trainer for a given training, who has additional professional knowledge beyond the general trainer qualification, and is the most appropriate to ensure the further education of workers in a particular job. The training provider continuously updates the trainer database.

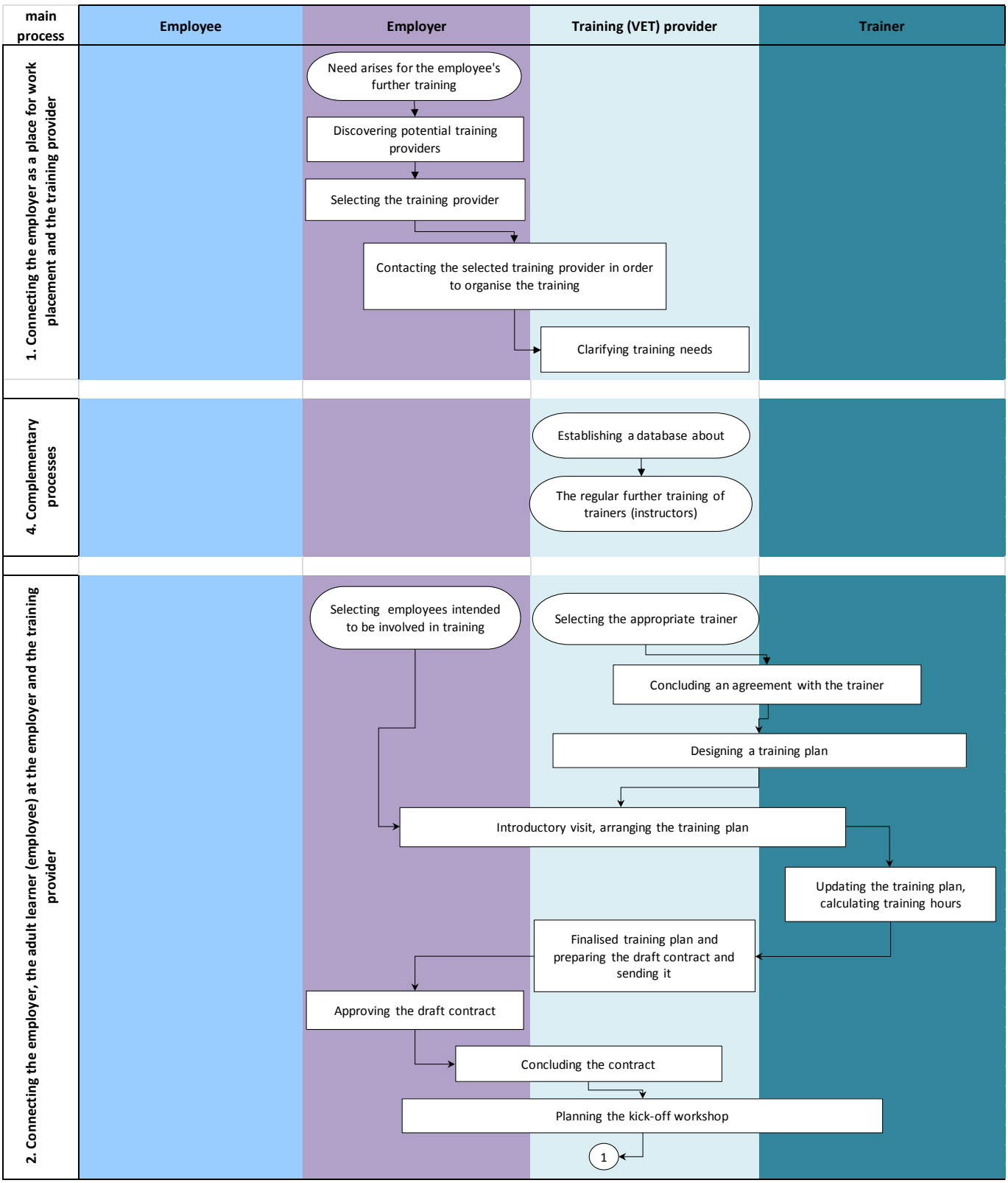
4.2 The further education of trainers

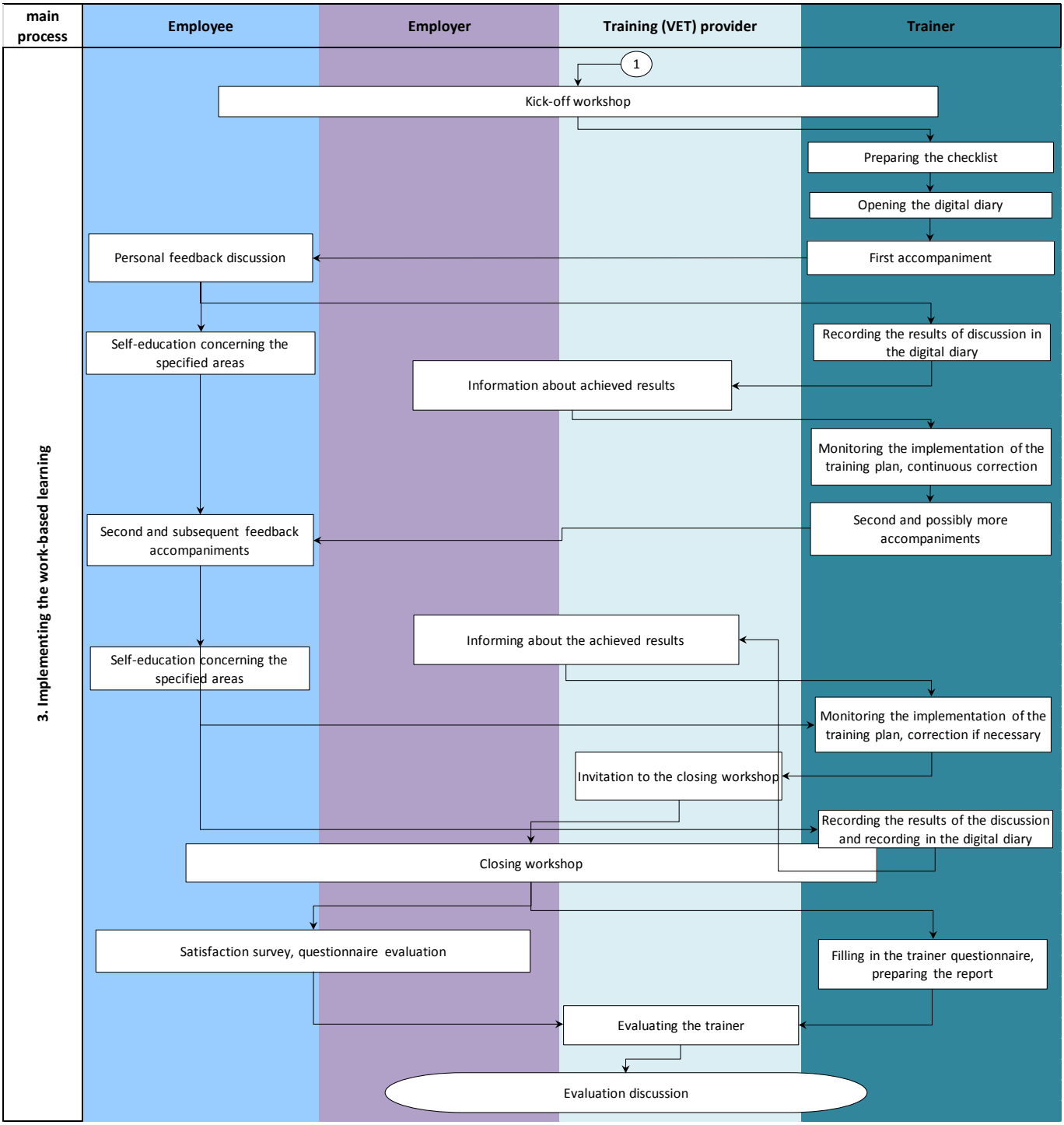
The training of trainers in Germany has a decade-long history thus the selection of trainers, the preparation of the trainer database does not cause any problems for the institution. However, major emphasis should be put on the further education of trainers.

Soufflearning trainers should be aware of the Soufflearning method's essence so the training provider prepares trainers in advance in the context of a 'train the trainer' workshop. Actually the workshop is about describing the Soufflearning method, its core is based on different role-plays connected to the given training's needs and acquiring own experiences. Participants act in the form of role-plays how the employees and trainers should behave, what they should say and then they evaluate and discuss the role-playing and their reactions to specific problems.

It can be said about Soufflearning that it is a communicative method built on trust, which allows the development of a close relationship between the trainer and trainee. The strengths of the method lie in its simplicity, motivational aspect and the time factor.

The process of the Soufflearning-type training




main process
Employee
Employer
Training (VET) provider
Trainer
3. Implementing the work-based learning
1
Kick-off workshop
Preparing the checklist
Opening the digital diary
First accompaniment
Personal feedback discussion
Recording the results of discussion in the digital diary
Self-education concerning the specified areas
Information about achieved results
Monitoring the implementation of the training plan, continuous correction
Second and possibly more accompaniments
Second and subsequent feedback accompaniments
Informing about the achieved results
Self-education concerning the specified areas
Monitoring the implementation of the training plan, correction if necessary
Invitation to the closing workshop
Recording the results of the discussion and recording in the digital diary
Closing workshop
Satisfaction survey, questionnaire evaluation
Filling in the trainer questionnaire, preparing the report
Evaluating the trainer
Evaluation discussion

V.2. The building blocks of Soufflearning's quality organisation

Of the 6 elements of quality work-based learning, each one is distinct and well-recognisable within the Soufflearning model.

V.2.1. Design

Before starting the training programme the whole training process has to be designed, in which each partner involved in the implementation of the training programme participate:

- the employer – who orders the training programme for its employees and ensures the work environment to implement the training,
- the training provider – who undertakes the implementation of the training and ensures its personal and substantive conditions,
- the trainer – who implements the training according to the Soufflearning method.

The importance of the appearance of the building block in the process of Soufflearning

Applying the Soufflearning method and implementing the whole training programme is implemented according to strictly defined steps and elements, although the different steps of the process have to be designed to suit individual needs. Partners involved in the implementation of the training programme can contribute fully to the high-quality implementation of the training programme only by setting clear aims and planning precisely.

The building block from the Soufflearning participants' point of view, major quality process elements connected to designing

During the designing phase the first step is that the employer and the VET institution meet each other. The aim of the first meeting is to ensure that partners get to know each other, discuss their training needs, define training topics and training requirements and to prepare an agreement to be concluded between the employer and training provider, including the financial agreement. The VET provider is informed about the employer's work processes, learns about the organisation's philosophy, which contributes to the selection of the most appropriate trainer to implement the training programme.

During the designing phase one has to ensure that partners define their expectations precisely, and split the training programme into well-divided time units so their fulfilment can be monitored during the work-based learning, mistakes can be corrected and necessary modifications can be made.

One of the most important elements of the designing phase is selecting the most appropriate trainer. The trainer must be familiar with the principles of the Soufflearning training process and should be able to transfer necessary skills, develop and teach the most appropriate work method.

A basic knowledge about the employer's activity can be useful during the implementation of the training programme but the trainer does not need any special knowledge about it.

Basic key competences:

- ***good communication skills,***
- ***good interpersonal skills,***
- ***problem-solving abilities,***
- ***flexibility.***

Following the selection the trainer is asked to conduct the training. The trainer prepares a training plan taking into account needs discussed with the employer. A key element in preparing the training plan is deciding about the necessary training hours. When determining training hours it is suggested to calculate at least with three hours per employee plus 2 hours each for the kick-off and the closing-workshop. The number of training hours and opportunities should be defined flexibly.

It has to be inquired in advance about when employees work and when it is possible to accompany them. Sometimes the employee may become ill or go on holiday; furthermore it has to be taken into account that some employees need more accompaniment and feedback discussions. Sometimes it is advisable to have more time between visits, due to the different needs of employees.

Visiting the workplace by the trainer - guided by the employer - to learn about work processes to be observed and receive information on available tools and equipment is part of the planning process as well. During the visit they select the locations where it will be possible to carry out feedback discussions. Also during the visit partners define the date and content of the kick-off workshop preparing the launch of the training programme.

In Spain the trainers implementing the training programmes discussed that the kick-off workshop should be held in an environment far from the employer – in a friendly and familiar restaurant, associated with a dinner invitation. Within the informal environment it was possible to establish a much more intimate atmosphere and more time was spent on conversation compared to the pre-proposed one and a half hour.

Although the implementation of the kick-off workshop is part of the practical implementation – therefore it is not inherent in the design process – it still comes with an important element for design, the preparation of the checklist enabling the accompaniment of the employee. Based on the information collected during the workshop the trainer develops the checklist, which includes the knowledge and skills of participants that will be needed by employees during their work.

The training provider's person in charge is responsible for the planning of Soufflearning tailored entirely to employer needs, defining the content of the training plan commonly developed by the trainer and implementing the training programme in high quality.

Pitfalls and difficulties

Given the fact that the successful implementation of the training programme is highly dependent on the trainer, selecting the trainer could be the greatest stumbling block during the implementation of the training programme.

Soufflearning is a trust-based method and if the trainer is unable to earn the trust of employees and get himself accepted, it may risk the successful implementation of the training programme and can result in the exit of workers from the training programme. Therefore selecting the trainer is of key importance.

V.2.2. Improve

Partner organisations involved in the training of employees (employer, training provider, trainer) have to cooperate closely in the continuous monitoring and development of the quality of work-based learning.

The importance of the building block's appearance in the process of Soufflearning

The quality of training can only be improved in case the entire programme is under constant control and supervision, thus each element of Soufflearning training processes should be under permanent control. Achieving outstanding results can only be possible by the constant and continuous development of the programme, which are based on feedbacks.

Feedbacks within Soufflearning are multi-directional:

- feedback between the trainer and the trainees (feedback discussions)
- feedback between the trainer and employer (informing the employer)
- feedback between the trainer and the training provider (continuous consultation, questionnaire)
- feedback between the employer and training provider (questionnaire)
- feedback between training participants and the training provider (questionnaire) and

- evaluation discussion with the participation of the training provider, the employer and the trainer at the end of training.

In the frame of the training programme the possibility of giving feedback is continuously ensured for training participants.

The building block from the Soufflearning participants' point of view, major quality process elements connected to improving

The most important step in ensuring quality is choosing the appropriate trainer, who must comply fully with the employer's expectations. The training focuses on skills development, which is provided by the trainer feedback and self-education.

If needs for incorporating new training elements, problems, or conflict between participants emerge, the trainer – after consulting with the employer and the training provider – can apply other methods and insert additional elements (organising a short workshop). In particular cases the training provider and the head of the employer discuss the reasons for difficulties and problems.

In Germany on an eco-market the aim was to develop employees' communication skills in the context of Soufflearning. They had to develop their empathic skills and skills connected to active attention. During the course one of the obstacles was the inability of the employee to concentrate on the communication with the customer because advertised products were missing. The employer obviously had difficulties related to the supply of goods. So the trainer had to ensure the provision of goods at first, before starting employer's skills development process.

Once Soufflearning has started it is the trainer's responsibility to ensure the proper quality of WBL. The training provider does not check and monitor the activities of the trainer and cannot interrupt the process.

At the end of the training, the participants, the trainer and the employer participate in a survey, which serve the channelling back of experiences, expectations and proposed amendments and provides a basis for the further development of the training programme. In addition to the survey questionnaire during the closing workshop training participants and the employer express their views on the training programme and define further development directions.

After the conclusion of the training the training provider, the employer and the trainer participate in an evaluation meeting. During the evaluation each comment received in the form of oral and written feedbacks and emerging during the evaluation of questionnaires is taken into account. The experiences and suggestions will help in the future development of the programme by integrating them into the training programme.

Pitfalls and difficulties

The development of the programme can only be achieved if each partner is open to change. If the employer does not cooperate with the training provider and with the trainer and does not agree with the proposed training guideline, then it becomes difficult to achieve a successful Soufflearning.

There was a single case in Germany when the Soufflearning process had to be finished earlier due to the employer's attitude because it resisted each proposed development/modification.

V.2.3. Respond

During the implementation of the training programme special attention should be paid to participants' individual preparedness, capabilities and the specific features of the practical place.

The importance of the building block's appearance in the process of Soufflearning

During the training the trainer continuously monitors the individual progress of the learner. By channelling back their experiences participants acquire theoretical and practical knowledge during their daily activities. The order is as follows: action -> experience -> feedback -> action -> new experiences.

The strength of Soufflearning lies in the quality of reaction/answer: Due to the 'direct/private' approach each training is tailored to individual needs. Transferring and acquiring required skills happens on a very high level.

The building block from the Soufflearning participants' point of view, major quality process elements connected to responding

In Soufflearning the learners meet the trainer on several occasions. Personal skills and competences will become more apparent during the visits. Following the first meeting employees involved in the training give feedback at the start of each meeting concerning how they were able to incorporate previously discussed issues into their daily work, and what kind of experiences they acquired.

Employees are motivated because they feel that the trainer assesses their working methods. They regard them as experts and are happy to show the trainer how they cope with tasks. Generally they enjoy the training as a result of the private atmosphere and look forward to the next visit. In many cases, the trainer becomes a confidential friend.

The kick-off and closing workshops ensure the formulation of additional inquiries, comments as well as the intermediate workshop, organised if necessary, which provide an opportunity to clarify emerging needs. The checklist is prepared by taking into account employees' comments, experiences and answers during the kick-off workshop, so the subsequent training is directly related to the experiences of the organisation's staff.

It can be said about Soufflearning that it is a communicative method based on trust, which allows the establishment of a close relationship between the trainer and the trainee. The trainer and the learner regard each other as equal parties. This has a particular importance in reducing the drop-out rate and maintaining training motivation. The drop-out rate within Soufflearning is quite low, because it is deemed useful and very effective method by the participants.

At the end of the process the training provider, the employer and the trainer hold an evaluation meeting. During the personal meeting the participants summarise the experiences and the programme's evaluation takes place, as a final reaction to the substantive and formal fulfilment of the ordered service.

In a German pharmacy they wanted to improve the pharmacist's communication skills. The employee was not so successful in selling complementary products. During the feedback discussion it was found out the she did not want to convince the customer to purchase anything, she was ashamed to do such a thing. The trainer reacted by changing the viewpoint: in the role of customer the pharmacist was able to appreciate the extra service. Following this the employee changed her behaviour and was able to sell complementary products.

Pitfalls and difficulties

Too many aspects on the checklist can be a barrier during feedback for both the employee and the trainer. If the checklist does not contain too many items it can solve the problem. However if more skills are needed to be developed, it will be acquired during another Soufflearning.

Furthermore if the time is short to implement Soufflearning it can also pose difficulties. In this case, it is very difficult to earn the trust of employees.

Defining the trainer's 'competence boundaries' can also cause difficulties. The trainer should know exactly how far he can go during Soufflearning in treating personal questions/issues because the border between personal and professional problems is often quite narrow.

V.2.4. Communication

During the implementation, evaluation and assessment of the training, organisations involved in training exchange information with each other and with the learners as well. Communication among partner organisations is one of the key issues in the process of WBL.

The importance of the building block's appearance in the process of Soufflearning

The communication takes place on different levels within Soufflearning constantly, with the participation of all partners. It is very important that communication is clear, precise and on time. To characterise communication applied within Soufflearning two different levels have to be considered: communication within partner organisations and communication with the customer.

The building block from the Soufflearning participants' point of view, major quality process elements connected to communication

Ensuring quality happens by clearly dividing responsibilities, in case of uncertainty, emerging problems, or only suggestions concerning specific aspects each participant knows who to turn to.

Communication channels are established among almost all actors:

- Between the training provider and employer concerning the content elements of the training (selecting the trainer, scheduling the training).
- Between the training provider and trainer concerning the process of Soufflearning and the content of training hours (electronic diary, report).
- Between the employer and the trainer concerning all questions connected to the programme, e.g. infrastructure (workplaces, kick-off workshop, separate locations for feedback discussions, short workshops), the number and names of learners or the most suitable period concerning the training (peak times at the company), concerning employees' progression.
- Between the trainer and the employee about the kick-off workshop, starting from the feedback discussions held after each accompaniment, till the closing workshop and final evaluation.

There is no connection between the learnes and the training provider. The communication between the employer and the employee takes place as usual.

Communication between the training provider and the trainer

The training provider that works with teachers/trainers having different skills and competences – some of whom are able to meet the criteria of a Soufflearning trainer - can communicate mostly through frequent exchange of experiences and meetings. During the training programme, if necessary, the trainer keeps in touch with the training provider by mail, e-mail and telephone. He informs the training provider about the state of the training process and has to provide information about results in a not-too-detailed way ('confidentiality').

At the end of the training programme the trainer prepares a written report for the training provider based on a continuously updated digital diary. The report and the evaluation of the questionnaires completed by learners serve as the basis for the assessment of the trainer by the training provider.

Communication between the employer and the training provider

The initial contact is usually done by e-mail, telephone, or on the website of the training provider. After inquiring the training provider initiates a personal meeting with the management of the company. The process starts by clarifying training needs. The purpose of the meeting is to clarify employer needs by parties, discuss the topic of the training and determine training conditions. During the first meeting the training provider has a chance to describe the method's details and its advantages and strengths, and inherent possibilities. During the training programme the employer informs the training provider by mail, e-mail, or telephone about emerging difficulties and asks for its solution.

Communication between the employer and the trainer

During the implementation of the training programme the trainer keeps a regular contact with the employer and informs it about employees' progression. Soufflearning requires and extremely high level of communication, in particular with the trainer. The trainer is obliged to inform the employer about the current Soufflearning process, providing information about participants in a not-too-detailed way ("confidentiality").

Communication between the employee and the trainer

Trust is the basis of the relationship between the trainer and the employee. Building trust provides an opportunity for the employee to share all important facts with the trainer, which could provide an obstacle during his own personalised work activities. The communication therefore must be open/unbiased and should concentrate on optimising important points of the checklist accepted in advance.

The trainer always has to provide correct and positive feedback for the learner. Providing constructive feedback motivates the employer. The employee has to be sure about his/her development process, and that his/her data is handled carefully.

At a German clinic the content of the Soufflearning training needed to be modified because new training needs emerged from the management's part. Because of the clear and close communication between the training provider and the employer the training provider modified the agreement. Communication within Soufflearning and the trainer feedback ensured a new tool for the management to realise in-house communication. The clinic's two chefs set up regular meetings to clarify tasks and to give concrete instructions to new colleagues in particular, so they can adapt more easily to standard procedures.

Pitfalls and difficulties

Confidentiality and discretion may pose a difficulty in communication. During Soufflearning the trainer has to be very diplomatic in keeping contact with partners and giving feedbacks and has to pay special attention to comply with regulations concerning data protection. Physically or mentally disadvantaged employees should be treated with special attention.

V.2.5. Train

All actors responsible for organising work-based training have to be well-prepared concerning the fields to be trained, pedagogical methods and quality assurance.

The importance of the building block's appearance in the process of Soufflearning

The success of the Soufflearning method largely depends on the personality of the trainer implementing the training programme so special attention should be paid on the selection. If the trainer implementing the training knows that the training provider pays special attention to the implementation of the training programme, regularly evaluates the process and receives feedback about the trainer's work, then it will imply the improvement of quality almost automatically.

In comparison with training programmes having strict thematics and precise timetables the process of Soufflearning is less predictable. For the trainer this is a significantly greater challenge thus it is essential for him to be broad-minded, open to emerging problems and not to be afraid of unexpected situations. As the trainer does not have much time for each employee, it is important for him/her to work carefully and be responsive to different personalities and situations as well as flexible in applying different communication and feedback methods.

The building block from the Soufflearning participants' point of view, major quality process elements connected to training

The trainer is a key actor in the successful implementation of Soufflearning.

Trainers have to be aware of the essence of the Soufflearning method so the training provider

prepares trainers in advance in the frame of the 'train the trainer' workshop. An experienced and qualified expert holds the preparation. The workshops held for trainers are implemented on the basis of a strict plan.

The workshop is about describing the Soufflearning method, the core of the training is role-playing connected to the given training's needs and acquiring own experiences. Participants act in the form of role-plays on how the employees and trainers have to behave, what they have to do and say and then they evaluate and discuss the role-playing and their reactions to specific problems. During the 'train the trainer' workshop trainers learn about how to prepare the checklist and they have to plan and execute the closing workshop.

At the end of the training all participants fill in a questionnaire. In order to implement the training programme on a higher quality, they incorporate the suggestions - found within the questionnaires - into the training of trainers and they test the new methods during the 'train the trainer' workshop. As a result of this the developments are continuous and the training programme can always be expanded with new elements.

Pitfalls and difficulties

There have been cases during the training, when it was hard to reconcile the Soufflearning method with specific work tasks, such as conflict calls at call centres.

V.2.6. Assess

During the implementation of the training programme the training process and the results achieved by learners have to be evaluated at appropriate intervals. During Soufflearning there is an ongoing evaluation on the one hand between the trainer and the given employer, on the other hand there is evaluation among the additional actors of the training process: the employer, the training provider and the trainer person implementing the training.

The importance of the building block's appearance in the process of Soufflearning

Feedback evaluation has a particularly significant role in the development process. The trainer holds a clear and positive evaluation discussion with the accompanied employee according to the checklist. If during the evaluation discussion it is found out that change is necessary, the employee has a chance to re-evaluate existing work methods with the help of the trainer, and develop new techniques.

In the Soufflearning model, after each personal meeting between the trainer and the employer involved in training there is evaluation. The one- or two hour-long accompaniment is followed by a 20 minute-long feedback. Feedback evaluation is particularly important in the development process.

Due to the regular feedback and the continuous communication with the trainer the employee's skills are developing step-by-step. As a result of the training and feedbacks he will carry out work related tasks in a more certain way and with greater confidence.

In order to evaluate the training programme they apply various questionnaires. At the end of the training programme three types of questionnaires will be filled in, which are completed by training participants, the trainer and the employer.

The questionnaire of learners

Learners evaluate the training programme and the trainer by filling in the questionnaire. The questionnaire for learners provides an opportunity for employees to give feedback about the Soufflearning method, and about their satisfaction concerning the training programme. They provide an evaluation about the quality of training, its content and duration, about the dates of meetings, about the needs concerning their own work environment and about the trainer's expertise and competence along specific questions.

The questionnaire of the trainer

Filling in the survey ensures the assessment of the activities and the effectiveness of the entire training programme. It enables obtaining information about the Soufflearning training method's experiences and efficiency, and based on the feedbacks, it enables the development of the method by taking into account individual experiences.

The questionnaire of the employer

This questionnaire collects the employer's impressions and experiences concerning the Soufflearning method, which provides an evaluation and feedback regarding how efficient and usable the method is for their employees. The questionnaire collects information about the relationship of the employer and the trainer, discovers how satisfied the employer is with the expertise, skills and professional knowledge of the trainer. The questionnaire collects the proposals concerning the development of the training programme and asks whether the employer could devote more funds to the further training of employees and the further application of the Soufflearning method.

Evaluation among the employer, the training provider and the trainer person implementing the training

The evaluation discussion of the training provider and trainer

The evaluation discussion of the training provider and the trainer happens after the closing workshop. The trainer prepares a report for the training provider, which is based on the continuously updated digital diary. Its content is expected to include the planning and organisational part of the Soufflearning process as well as the evaluation of the applied methodology. The training provider also prepares an evaluation about the trainer, for which the trainer's written report about the training and the training participants' questionnaires are used.

The evaluation discussion of the training provider, the employer and the trainer

The common evaluation discussion of the training provider, the employer and the trainer is implemented also at the end of the training process, after the closing workshop. Beyond the oral evaluation the training provider – based on the feedback coming from employer and trainer questionnaires – can modify the training methodology. If during the evaluation needs emerge for developing new methods, then the training provider review the points to be modified in order to maintain the required quality.

The building block from the Soufflearning participants' point of view, major quality process elements connected to assessment

The aim of evaluation procedures applied in Soufflearning is to enable the training provider to collect useful, objective and unbiased opinions concerning the implementation of the training programme and integrate them into a new Soufflearning process, in order to improve procedures. The evaluation helps in collecting information in an objective way, it highlights the results and impacts of the Soufflearning, and it also reveals whether the organisation's profitability has increased due to the training. Collecting objective opinions ensures the implementation of necessary changes and modifications in Soufflearning so the method's weak points are strengthened and its strength is solidified.

Pitfalls and difficulties

Nowadays the Soufflearning method is not widespread sufficiently. More time would be needed to present the method and the results. The Soufflearning method does not have a worked out system to raise the awareness of employers, addressing employers or decision makers in companies' needs specific attention.

The advantages of the Soufflearning method are not sufficiently known for employers yet, and the fact that employers have to cover the costs of the training hinders the spreading of the method.

Closing remarks

In the handbook we describe those main processes, methods and best practices, which provide essential support in introducing and effectively applying work-based learning in all European countries.

The intensive work that we carried out in cooperation with the Finnish, German, Italian and Hungarian partner organisations will only be truly successful if training institutions and training place employers not only learn about the methodology included in the handbook but apply it as well.

We are aware that there is a long way from developing the methodological handbook to the wide scale implementation of quality work-based learning, as quality cannot be realised by pressing a button, it has to be provided and developed continuously.

We hope that the number of those organisations and professionals continuously grow who are considering the continuous development of VET tailored to economic needs, the application of innovative methods important in order to make VET even more effective, better and attractive.

Hopefully we were able to draw the attention and interest of readers concerning the work-based learning methodology applicable in VET for adults highlighted in the handbook, and it is going to be introduced and applied by more and more institutions.

For further information you can contact the partner organisations implementing the project.

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Glossary

ADULT EDUCATION - General or vocational education provided for adults after initial education and training for professional and/or personal purposes. /Cedefop 2004/

ALTERNANCE TRAINING - Education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration. /Cedefop 2008/

APPRENTICESHIP - Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation. /Cedefop 2004/

APPRENTICESHIP CONTRACT - A written agreement between an apprentice and either the training agent or the local joint committee that contains the minimum terms and conditions of the employment and training of the apprentice.

ASSESSMENT OF LEARNING OUTCOMES - Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by certification. /Cedefop 2004/

BASIC INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SKILLS - The skills needed to use efficiently the elementary functions of information and communication technologies to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. /Cedefop 2012/

CERTIFICATION OF LEARNING OUTCOMES - Process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed by a competent body against a predefined standard. /Cedefop 2008/

COMPETENCE - Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. /Cedefop 2008/

CONTINUING EDUCATION AND TRAINING /CVET/ - Education or training after initial education and training – or after entry into working life aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development. /Cedefop 2004/

CURRICULUM - Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. /Cedefop 2008/

DIGITAL COMPETENCE - Ability to use information and communication technology (ICT). /Cedefop 2008/

DUAL TRAINING - Dual training is a system of VET, in which the state and economy share the responsibility

of VET tasks and costs with acknowledging the joint interest. VET providers and business or other organisations jointly contribute to the professional training of the participants.

EDUCATION OR TRAINING PROVIDER - Any organisation or individual providing education or training services. /Cedefop 2008/

EDUCATION OR TRAINING PATH - Sum of learning sequences followed by an individual to acquire knowledge, skills or competences. /Cedefop 2008/

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET) - Technical framework for transfer, validation and, where appropriate, accumulation of learning outcomes by individuals, to achieve a qualification. ECVET tools and methodology comprise a description of qualifications in units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. /European Parliament and Council of the European Union, 2009/

EUROPEAN QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING (EQAVET) - Reference framework to help EU Member States and participating countries develop, improve, guide and assess the quality of their own vocational education and training systems. /European Parliament and Council of the European Union, 2009/

EVALUATION OF EDUCATION AND TRAINING - Judgment on the value of an intervention, training programme or policy with reference to criteria and standards (such as its relevance or efficiency). /Cedefop 2011/

FORMAL LEARNING - Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification. /Cedefop 2008/

INFORMAL LEARNING - Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. /Cedefop 2008/

INITIAL EDUCATION AND TRAINING (IVET) - General or vocational education and training carried out in the initial education system, usually before entering working life. /Cedefop 2008/

KEY SKILLS - Sum of skills (basic and new basic skills) needed to live in contemporary knowledge society. /Cedefop 2004/

LEARNING BY DOING - Learning acquired by repeated practice of a task, with or without prior instruction. /Cedefop/

LEARNING OUTCOMES - Statements of what the individual knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

/European Credit Transfer and Accumulation System (ECTS) Users' Guide 2015/

LIFELONG LEARNING - All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. /Cedefop 2008/

MENTORING TEACHER – Professional having employed at the training provider, who supervises the implementation of work-based learning from the training provider and keeps continuous contact with the training attendant, the training place student supervisor and instructor. .

NON-FORMAL LEARNING - Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification /Cedefop 2008/

ON-THE-JOB TRAINING - Vocational training given in the normal work situation. It may constitute the whole training or be combined with off-the-job training. /Unesco, 1979/.

OFF-THE-JOB TRAINING - Vocational training undertaken away from the normal work situation. It is usually only part of a whole training programme, in which it is combined with on-the-job training. /Unesco, 1979/

PRIOR LEARNING - The knowledge, know-how and/or competences acquired through previously unrecognised training or experience.

PRIOR LEARNING ASSESSMENT (PLA) - Describes a process used by regulatory bodies, adult learning centres, careerdevelopment practitioners, military organizations, human resource professionals, employers, training institutions, colleges and universities around the world to evaluate skills and knowledge acquired outside the classroom for the purpose of recognizing competence against a given set of standards, competencies, or learning outcomes. RPL is practiced in many countries for a variety of purposes, for example an individual's standing in a profession, trades qualifications, academic achievement, recruitment, performance management, career and succession planning.

PROGRAMME OF EDUCATION OR TRAINING - Inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time. /Cedefop 2008/

RECOGNITION OF LEARNING OUTCOMES - Formal recognition: process of granting official status to knowledge, skills and competences either through: validation of non-formal and informal learning; grant of equivalence, credit units or waivers; award of qualifications (certificates, diploma or titles). /Cedefop 2008/

SELF ASSESSMENT (OF A LEARNER) - Assessment by which the learner gathers information about and reflects on his or her own learning, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly. It is the learner's own assessment of personal progress in knowledge, skills, processes, and attitudes. (UNESCO 2013)

SKILL - Ability to apply knowledge and use know-how to complete tasks and solve problems. /Cedefop 2008/

STUDENT SUPERVISOR – Professional having employed by the training provider. The student supervisor

carries out administrative and coordination tasks related to the training of the attendant, participates in organising and monitoring the work-based learning period. Also keeps contact with the instructors, mentor teacher, coordinates training attendants. It is necessary to define such a role if activities at the training place are structurally differentiated and the attendant participates in work-based learning at several – separate – locations.

LEARNER – Adult person participating in work-based learning.

TRILATERAL AGREEMENT – Written agreement (contract) between the training provider, training place and the training attendant, in which the conditions of work-based learning are set down.

VALIDATION OF LEARNING OUTCOMES - Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. /Cedefop 2008/

VOCATIONAL EDUCATION AND TRAINING (VET) - Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. /adapted from European Training Foundation, 1997/

WORK-BASED LEARNING - Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution. /Cedefop 2011/

A fundamental aspect of vocational training – it is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life. (See also apprenticeships/alternance schemes, school based VET, WBL integrated in a school based programme). /European Commission, 2013/

WORKPLACE INSTRUCTOR – Professional having employed by the training place who works in the specific field in which the training attendant intends to acquire the vocational qualification, and has participated in a pedagogical further training to carry out this task. Also pays attention to the training attendant besides having his own work, demonstrates the appropriate way of doing the task, supervises work, offers professional help and guidance to the training attendant, if needed.

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Annexes

Annex nr. 1

APPLICATION FORM
FOR WORK-BASED LEARNING

Name of the training: _____

Name and HQ of the training provider implementing work-based learning:
_____

The applicant's data:

Name: _____

Place and date of birth: _____

Address: _____

Contact (telephone, e-mail): _____

Studies:
Where, when and what kind of qualifications/certifications have you acquired?
(Start with the most recent one.) The lines can be expanded if necessary.

Training provider	Time/date	Qualification	Certificate number

Work experience:
What experiences have you acquired? – Where, when and what kind of work have you carried out, what kind of tasks have you performed? Please indicate work placement, too. (Start with the most recent one.) The lines can be expanded if necessary.

Employer	Time/date	Position held	Scope of duties

Language skills (if relevant to the training):
Indicate the level of language proficiency (self-assessment corresponding to the levels in accordance with the annexed table description of CEFRThe lines can be expanded if necessary.

Language	Spoken	Written	Number of certificate, if available

Driving licence: (Type and date of acquisition) _____
Computer skills:
/e.g. the user level knowledge of Microsoft Office programmes (Word, Excel, PowerPoint, etc.)/
_____
_____
Current status:

employee job-seeker student other, namely: _____

_____
_____
_____

What is the reason for selecting the particular company to participate in work-based learning?

_____
_____
_____
_____

<u>If you wish to participate in the training for a prospective employment opportunity, please briefly discuss what you expect from training, how you could contribute to the success of your company in the long run?</u>

_____
_____
_____
_____

Date: _____

_____

Applicant's signature

Common European Framework of Reference for Languages

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.* All practice tests at this level
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.* All practice tests at this level
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: *CAN show visitors around and give a detailed description of a place.* All practice tests at this level
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward. All practice tests at this level
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: *CAN take part in a routine conversation on simple predictable topics.* All exams and practice tests at this level
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: *CAN ask simple questions about a menu and understand simple answers.*

Annex nr. 2

LEARNING AGREEMENT, STUDENT CONTRACT[1]

which was established between the employer organising the work-based learning (hereinafter: workplace) and the individual taking part in work-based learning (hereinafter: learner) in accordance with the below:

Name of the vocational qualification:		Period of training:		
Training ID:		Work-based learning at the organisation	beginning:	
			expected completion:	

with the following terms and contents:

Details of the training provider

Name:	
Address:	
Legitimate representative:	
Identification data: (country-specific from the following: - registry number - tax number - statistical code - licence number authorising the continuation of training - other)	
Name of organisational contact person, his/her title:	
Telephone:	E-mail:

Learner's data:

Name:			
Place of birth:		Date of birth:	
Address:			
Place of residence:			
Telephone:		E-mail:	
Level of education:		Vocational qualification:	

Contacting partners agree that according to the provisions of the ……. law (referring to the legislation of the given member state) they conclude an agreement with each other.

Based on this agreement the learner meets training requirements at the following workplace(s) during the work-based learning period:

Place of the work-based learning:

Name:	
Address:	
Is there a workshop solely for practical training at the workplace?	yes/no

I. The training provider takes responsible for

1. the learner's appropriate and personalised work-based learning – in line with the training programme and exam requirements – and preparing his/her for the professional exam at a safe workplace concerning health and work safety,
2. keeping a work diary on the work-based learning of the learner, providing work safety education for the learner in connection with the training duty, as well as ensuring regular medical examination,
3. ensuring free and public holidays, rest periods required by law,
4. providing the upcoming training benefits and allowances for the learner under the provisions of the (referring to the legislation of the given Member State) Act……: (for example
   - financial compensation for the entire duration of the current agreement, including even educational breaks,
   - full-time training liability insurance,
   - rest days provided for the learner (educational breaks) and preparation time,
   - meal discounts, travel expenses, work clothes, personal protective equipment, hygiene supplies and mandatory allowances.)
5. The minimum amount of monthly monetary benefits is determined by Act …… (referring to the legislation of the given Member State). By taking this into account Parties agree on the following monetary benefits:

   ……(amount)
6. Specific agreement of Parties about the possibility of increasing, reducing the monetary benefits in accordance with career progression, and by taking into account omissions: …….
7. Disbursing the monetary benefit …… (for example by bank transfer, or by cash deposited into a payment account) is carried out until the ……. day of the month following the month concerned.
8. The training provider declares under penalty of perjury that it complies with material and personal conditions laid down by law in order to continue work-based learning, it was qualified and registered by the …… relevant regional organisation.

II. The learner is responsible for

1. keeping the training schedule of the training provider, executing instructions related to training,
2. learning professional knowledge according to his/her capabilities,
3. complying with security, health and work safety regulations,
4. not behaving in a way that would jeopardize the legitimate economic and other interests of the business organisation,
5. acknowledging that the products, service charges he/she produced belongs to the institution organising work-based learning,
6. declaring under penalty of perjury that the learner is eligible to sign the current agreement and meets statutory health and career aptitude conditions and attached the copy of proof of the training provider providing theoretical vocational training for countersigning.

III. Current agreement comes into effect at the starting date – set out in this agreement – of work-based learning carried out at the training provider.
IV. Parties may amend the agreement only by mutual consent, in writing. The institution organising work-based learning sends the amended agreement ……. days following the modification for the …… relevant regional organisation to countersign it. The amendment of the learning agreement becomes effective by countersigning and at the date specified in the amendment.
V. Parties may amend this Agreement only by mutual consent, in writing.
VI. Issues not covered in the agreement the provisions of Act……. (referring to the legislation of the given Member State) shall apply.

The Parties signed this agreement in witness of approval as one being in full compliance with their respective will today.

Place and date: ……

_____
_____<Representative of the training provider<Learner>

The present agreement has been countersigned and registered by the …… organisation.

Registration number: ……(agreement ID)

Place and date: ……

---

registration entity of the agreement

Annex nr. 3

SHEET FOR ASSESSMENT OF PRIOR COMPETENCE

Details of …… applying for training:
Name: _____
Place and date of birth: _____
Address: _____
Contact (telephone, e-mail): _____
Qualification to be acquired with the training: _____
Place of competence survey: _____
Time of competence survey: _____ year _____ month _____ day
The name and title of the person conducting the competence survey: _____
The method of competence survey:

- ☐ Oral
- ☐ Written
- ☐ During work
- ☐ Employer statement, reference
- ☐ Report card, certificate, verification

1. The qualification/vocational qualification of the applicant

- *The applicant's highest educational qualification and each vocational qualification shall be listed.*

Educational qualification, name of qualification	Name of training provider	Document, report card, certificate, etc. verifying the qualification/vocational qualification, its number and date of issue

2. The work experience of the applicant

Total time spent with work shall be indicated - time spent in employment, entrepreneurial employment, or other employment, apprenticeship, voluntary work, etc.

Employer	Duration/date	Position held	Scope of duties

3. Applicant's other competencies relevant to the training

- spheres of interest, hobbies:

  _____

  _____

- key competences needed for learning and working:

  _____

  _____

- other (e.g: digital competencies, etc.):

  _____

  _____

4. Elements required for the vocational qualification and existing competence elements

Learning outcomes necessary for the acquisition of the vocational qualification	**The existing knowledge, skills and competences of the training applicant[2]**

[2] As a measuring tool for the assessment of prior knowledge the assessment sheet based on the learning outcomes in Annex 7. of the Methodological Handbook may be used. The level of existing competences can also be identified based on this sheet.

The result of the competence survey:

_____

_____

_____

Recommendations of the evaluator for the individual training plan:

_____

_____

_____

The signature of survey participants:

……	……
Training applicant	Survey conductor and evaluator

Annex nr. 4

TRILATERAL AGREEMENT
ON THE ORGANISATION OF WORK-BASED LEARNING AT THE WORKPLACE

which is entered into on the one hand by the work-based learning participant

Name:			
Place of birth:		Date of birth:	
Address:			
Place of residence:			
Telephone number:		e-mail address:	
Level of education:		qualifications:	

on the other hand by the training providers providing vocational training (referred to as training provider from here on)

Name:			
Address:			
Legal representative:			
Identification details: (one of the following specific to the country: - company registration number, - tax number, - statistical code, - Training authorisation number - other)			
Contact person's name, position:			
Telephone number:		e-mail:	
Mentor's name:			
Telephone number:		e-mail:	

as well as the organisation providing work-based learning (referred to as workplace from here on)

Name:			
Address:			
Legal representative:			
Identification details: (one of the following specific to the country: - company registration number, - tax number, - statistical code, - training authorisation number - other)			
Contact person / supervisor's name, position:			
Telephone number:		e-mail:	
Instructor's name[1]:			
Telephone number:		e-mail:	
Instructor's name[2]:			
Telephone number:		e-mail:	
Instructor's name[3]:			
Telephone number:		e-mail:	

on the undersigned day and place, under the following conditions:

[1-3] If training takes place in more than one training location (e.g.: workshop) each location must provide an instructor.

The parties set out above enter into agreement to conduct work-based learning for the learner starting from …… to …….…… period to acquire the learning outcomes required for the …….…… qualification – set out in the following chart – as follows.

Number	Place of work-based learning[4]	Period to be Time spent at the given location (number of hours)[5]	Target learning outcomes	Responsible instructor's name
1.				
2.				
……				

A kompetenciamérés eredményeit is figyelembe véve az egyes tanulási eredmények eléréséhez a képzésben résztvevőnek az alábbi feladatokat kell elvégezni:

Sor-szám	Tanulási eredmény	Tanulási eredmény eléréséhez szükséges feladatok
1.		
2.		
……		

1. Roles and responsibilities of work-based learning participant:

- The learner arrives at the work placement in the time determined by the organisation providing work-based learning in fit-to-work condition and carries out assigned tasks.
- Keeps to the individual training plan, carries out work-based learning instructions.
- Acquires knowledge according to capabilities as specified in the individual training plan according to the structure – for the given periods- as set out in the annex of the present agreement.
- Uses appliances, equipment as intended, keeps to health and work safety standards.
- Maintains continuous contact with appointed mentoring teacher and workplace instructor using means of contact specified in the agreement (telephone, e-mail, etc.), informing them on the training experiences, results as well as hindering factors in the training in order to successfully carry out work-based learning and acquire learning outcomes specified in the agreement.
- Commits to attend training, registers daily attendance with added starting and ending time, keeps the tasks carried out on a daily basis in learning diary. Hands over the learning diary to workplace instructor for validation and for possible notes related to tasks carried out.
- Notes that the workplace instructor …….(weekly/monthly/other period) evaluates the progress of the learner made at the workplace, and will propose the review of the training plan and further actions, when necessary. The learner studies the evaluation, can add remarks and confirms its contents with signature.
- Notes that the mentoring teacher of the training provider …….(weekly/monthly/other periodically) visits the workplace in person to assess and monitor the progress of the training. During the visits the learner is required to cooperate with the mentoring teacher and comply with the proposals made.
- Sends the learning diary to the mentoring teacher …….(weekly/monthly/other periodically) …… (via communication channels)./Informs the mentoring teacher of tasks carried out and possible difficulties on a daily basis with the help of the mobile application.
- …….(weekly/monthly/other periodically) carries out self-evaluation. For the self-evaluation and for interpreting its results the learner may ask for assistance from the workplace instructor or the mentoring teacher. If the learner considers that the work-based learning does not proceed according to plan, they are obliged to consult the workplace instructor and notify the mentoring teacher as well, if necessary.
- At the end of the work-based learning period the learner shall complete a survey to measure student satisfaction which is designed to build the accumulated experience during the work-based learning into the training development process and modify the training programme according to needs of that of the learner.
- Assumes a duty of confidentiality, does not give out any confidential information to a third party that is gained during the period of work-based learning.
- Cooperates with staff of the workplace showing dedication and constructive attitude, adapts to the corporate culture and professional and ethical standards of that of the work-based learning place.
- Immediately reports any absences and is required to validate them promptly.
- Acknowledges legal rights of work-based learning provider on products produced and service charges.
- Does not behave in any way that may compromise the economic interest of that of the work-based learning provider.

2. Roles and responsibilities of the training provider with regards to the organisation of work-based learning:

- Provides a mentoring teacher, whose main responsibility is to maintain continuous contact with, assist and prevent dropout of the learner in work placement.
- Ensures that the mentoring teacher is available for the learner and the workplace instructor every working day between … - … hours in the contacts (e-mail, telephone, etc.) stated in this agreement.
- Ensures continuous mentoring

- service, required to provide substitution in case of unavailability of the mentoring teacher. The learner and the training provider must be notified in writing of any changes of the person appointed as mentoring teacher.
- Continuously monitors the personal and material conditions of the work-based learning with assistance from the mentoring teacher as well as facilitates the learner's work-based learning according to the training programme.
- Provides guidelines for the implementation of the training programme. ……. (weekly/monthly/other periodically) personally discusses the progress of the training with the workplace instructor.
- Cooperates with the workplace for the sake of successful implementation of the training.
- Ensures preliminary and regular medical examination of the learner.
- Buys liability insurance for the learners for the whole duration of the work-based learning period.
- The mentoring teacher ……. (weekly/monthly/other periodically) visits the training to personally coordinate with the workplace instructor and the learners and examines the progress of the training. Experience and findings gathered are recorded in writing.
- In addition to personal visits the mentoring teacher offers guidance via telephone, e-mail or …….. (other communications tools) for the learner.
- In order to maintain continuous contact the electronic mailbox must be checked on a daily basis.
- Monitors and oversees compulsory documentation throughout the training (Attendance Sheet, Work Diary, Learning Diary) and ensures they are adequate and up-to-date.
- The mentoring teacher is required to contact the learner and workplace instructor without delay if the implementation of the training plan seems to be at risk. Initiates the review and modification of the personal training plan, if necessary.
- Further roles and responsibilities (specific to the country according to the legislation of the member states):
  ……
  ……

3. Roles and responsibilities of the workplace with regards to the organisation of work-based learning:

- Appoints a workplace instructor for the learner whose main duty is to define tasks according to achievable learning outcomes defined in this agreement and in line with the necessary tasks to achieve the learning outcomes with respect to a given training period- according to the form annexed to this agreement, to define the individual training plan to provide instructions necessary for the performance of tasks, and to offer continuous assistance and monitoring.
- If the work-based learning takes place in several – distinct – locations within the work placement, a separate instructor is to be appointed for each location.
- The appointed workplace instructor is constantly available for the learner, substitution must be provided by workplace in case of unavailability. The learner and the training provider must be notified in writing of any changes of the person appointed as workplace instructor.
- Provides work-based learning for the learner, ensures that learning outcomes set out in this agreement are achieved, transfers all knowledge defined in the professional training programme.
- Ensures that statutory requirements of work-based learning are met, in particular
  - personal and material requirements,
  - occupational health and (work, fire and accident) safety education related to the training,
  - safe working conditions from the aspect of health and safety.
- Verifies the attendance sheet of the learners on a daily basis.
- The workplace instructor keeps the work diary up-to-date, which shall be made available for inspection

on the request of the institution.

- Monitors the practical diary of the learner on a daily basis, makes comments on the notes of the learner and verifies its registration by signature. Notes are a means of feedback connected to the performance of tasks, they help the learners in later task performance.
- The workplace instructor constantly monitors the performance of tasks assigned to the learner and gives guidance to assist. The instructor regularly holds orientating and motivational discussions with the learners related to the accomplished task.
- Any disciplinary issues regarding the learner (unexcused absences, inappropriate conduct during the training, etc.) must be reported to the training provider immediately.
- The workplace instructor …… (weekly/monthly/other periodically) evaluates the work-based training progress of the learner. Informs the learner on the outcome of the evaluation and ensures that remarks can be made regarding the evaluation. Informs the mentoring teacher of the evaluation results. Depending on the outcome proposals can be made for the review of the training plan based on consultation with the mentoring teacher.
- The workplace instructor assists the learner in ……. (weekly/monthly/other periodically) carrying out self-assessment and interpreting its results.
- At the end of the work-based learning period a survey is completed to measure employer satisfaction in order to integrate experiences accumulated during the work-based learning period into work-based training development processes and that training programmes are modified according to the needs of the learners.
- Ensures that learners are entitled to days-off (educational breaks) and prep days.
- On the days of working practice the learner is provided with the following benefits: (country-specific, optional
    - one discount meal a day,
    - reimbursement of travel expenses,
    - workwear, personal protective equipment, hygiene supplies,
    - cash benefits for the duration of the professional practice,
    - other benefits.)
- Organisations engaged in training acknowledge and agree that the purpose of work-based learning is the learning activity, and not the pursuit of business objectives.
- Further roles and responsibilities (specific to the country according to the legislation of the member states):
- ……
- ……

4. Parties agree that if the learner in work-based learning is absent for more than …. hours and supplementation for the successful implementation of the training is not possible, the present agreement is hereby terminated.

5. The organisation providing work-based learning will give the training provider assessments of the learning outcomes of the participant … times during the training, and an overall assessment at the end of the training programme.

6. Parties agree that continuous contact, cooperation and information sharing about any circumstance hindering the successful implementation of the training are to be maintained during the work-based learning.

Integral parts of this agreement are the document templates of the attendance sheet, work diary and practical diary that are to be used throughout the work-based learning.

Parties sign this cooperation agreement today in approval as one being in full compliance with their own intention.

Date:

…….

learner

…… ……

training provider workplace

Annex to the Trilateral Agreement

Individual Training Plan[6]

(to be registered per learner)

…….(name)

…….(training location)

…….-……(individual training plan period)

Date (yr/m/d)	Tasks assigned to the learner	Learning outcome assigned task is directly connected to

Date:……

……. ……

learner Instructor/student supervisor

[6] The individual training plan drawn up by the workplace - for a specific training period (not necessarily for the entire work-based learning period) - determines the performed tasks on a daily basis. The length of the period covered by the training plan depends on the training (hours, training locations, number of learning outcomes, etc.)The individual training plan should be prepared according to this Annex and signed by the representative of the workplace and the learner before the period concerned.

Annex nr. 5

WORK DIARY

from ……. - to……. training period
to be implemented
in the work-based learning for the qualification of ……

Instructor responsible for completing the diary: _____
Location of the training: _____

Opening date of the work diary: _____
Closing date of the work diary: _____

List of learners participating in work-based learning

line	Name of the learner	Training provider implementing theoretical training
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Work Diary

(to be completed per learner)

…… (name)

Date (year/month/day)	Assigned tasks	Independence level of assigned tasks (1 to 4)[2]	Learning outcome connected to the task assigned	Evaluation of the task implementation (scoring between 1-5)	Textual evaluation of the task	Signature of workplace instructor

[2] **Level of independence:**

1) Observer: with the professional, observes the work process and masters the technique
2) Supported: continuous and regular monitoring and review of tasks performed is necessary
3) Supervised: monitoring and review of performed tasks is rarely needed
4) Independent: only evaluation of the performed tasks is needed

Absences:

Date	verified	unverified	Total of absences	Signature of workplace instructor
Total				

Way of making-up of missed occasions:

……
……
……
……
……

Annex nr. 6

LEARNING DIARY

from ……. - to……. training period
to be implemented
in the work-based learning for the qualification of ……

Learner's name: _____
Location of the training: _____

Workplace instructor: _____

Mentoring teacher: _____

The opening date of the diary: _____
The closing date of the diary: _____

LEARNING DIARY

Date (year/month/day)	Activities carried out (including also the methods and tools applied during the implementation)	What went well?	What was difficult? What went wrong?	Notes of workplace instructor	Signature of workplace instructor

Annex nr. 7

EVALUATION SHEET

Name of the learner in work-based learning: ……

Name and address of the workplace: ……

Work-based learning period: from …….year …….month …. day till…….year ……month …. day

The workplace instructor carrying out the evaluation: ……..

Evaluation objective – learning outcomes	Evaluation criteria				The self-assessment of the learner of work-based learning (1-5)*[8]	The evaluation of the workplace instructor (1-5)*
	Satisfactory=2	Fair=3	Good=4	Excellent=5		
	Attendant of work-based learning					
List of general competences and skills and competences typical of the particular profession	Defining criteria for evaluating learning outcomes:	Defining criteria for evaluating learning outcomes:	Defining criteria for evaluating learning outcomes:	Defining criteria for evaluating learning outcomes:		
SUMMARY (average of the evaluation scores):						

[8] The instructor determines which learning outcomes should be evaluated at a given time and which not. If a participant is not yet in a position to achieve a particular learning outcome, then it is not necessary to evaluate it, instead of giving a score it should be marked as ”NE” as ”not evaluated”. If the particular learning outcome has been assessed earlier and carrying out additional tasks no longer required according to the instructor’s decision, a note “Closed” will be added and the relevant learning outcome in the given period will not be assessed.

Place and date of the evaluation meeting: _____, 20_____/_____/

Written evaluation (strengths, weaknesses):

_____

_____

_____

_____

_____

_____

_____ _____

Signature of the learner of work-based learning Signature of the workplace instructor

Annex nr. 8

QUESTIONNAIRE
TO MEASURE THE SATISFACTION OF THE LEARNER

Dear Learner,

By filling in the following questionnaire please kindly let us integrate your opinion into our development processes and modify our training programme by taking into account the needs of learners.

Name and ID of the training:

Name and address of the training institution:

Name and address of the workplace:

The period of the training:

	Dissatisfied	Rather dissatisfied	Rather satisfied	Totally satisfied
1. How satisfied are you with the quality of work-based learning?				
2. How satisfied are you with the quality of materials provided for training?				
3. To what extent do methods applied in monitoring knowledge meet your expectations?				
4. How satisfied are you with the infrastructural conditions provided during the training? (Training and technical tools, material conditions of training, apparatus, heating, lighting, hygiene, etc.)				
5. How satisfied are you with the activities of the training provider concerning the organisation of training?				
6. How satisfied are you with the activities of the workplace concerning the organisation of training?				
7. To what extent did the workplace help in the integration into the workplace?				
8. How satisfied are you with the quality and of the mentoring activity, task performance and communication?				

List cases when mentoring intervention was needed, please mention what kind of specific support you have received. _____

_____

_____

_____

	Dissatisfied	Rather dissatisfied	Rather satisfied	Totally satisfied
9. How satisfied are you with the quality of the instructor's activity, task performance and communication?	○	○	○	○
List cases when mentoring intervention was needed, please mention what kind of specific support you have received._____				
10. How would you evaluate the experiences of work-based learning altogether?	1 ○	2 ○	3 ○	4 ○
Please identify three things you appreciated during work-based learning:				
Please identify three factors concerning work-based learning that need to be improved:				

This space is yours to express your memories and experiences.

Thank you for helping our work with your co-operation.

Annex nr. 9

QUESTIONNAIRE
TO MEASURE THE SATISFACTION OF THE WORKPLACE

Dear Employer,

By filling in the following questionnaire please kindly let us integrate your opinion into our development processes and modify our training programme by taking into account the needs of the workplace.

Name and ID of the training:

Name and address of the training provider:

The period of the training:

Name and address of the workplace:

The name and contact info of the person filling in the survey:

	Dissatisfied	Rather dissatisfied	Rather satisfied	Totally satisfied
1. How satisfied are you with the theoretical knowledge of learners?	○	○	○	○
2. How satisfied are you with the attitude of learners?	○	○	○	○
3. How satisfied are you with the exam performance of learners?	○	○	○	○
4. How satisfied are you with the training provider's activity concerning the organisation of training?	○	○	○	○
5. How would you rate the overall quality of training?	○	○	○	○
6. How adequate do you consider globally the knowledge acquired by learners?	○	○	○	○
7. How satisfied are you with the quality of the training provider's mentoring activity, task performance and communication?	○	○	○	○

List cases when mentoring intervention was needed.

_____

_____

_____

_____

	1	2	3	4
8. How do you evaluate the cooperation between the training provider and the workplace?	○	○	○	○
9. How do you evaluate the flow of information between the training provider and the workplace?	○	○	○	○
10. How do you globally evaluate the experiences of work-based learning?	○	○	○	○

- List the positive experiences you acquired during work-based learning:

_____

_____

_____

_____

_____

- Please provide suggestions on how work-based learning could be improved:

_____

_____

_____

_____

_____

_____

Additional opinion, suggestion:

_____

_____

_____

_____

_____

Thank you for helping our work with your co-operation.

Annex nr. 10

Framework Agreement
on the organisation of cooperation agreement-based work-based learning

made between on the one hand the VET provider (hereinafter: training provider)

Name:			
Address:			
Legal representative:			
ID information: (from the following country specific data: - registration number - tax number - statistical code - license number authorising training implementation - other)			
Name and title of the contact person:			
Telephone:		E-mail:	

on the other hand the training place (hereinafter: workplace)

Name:			
Address:			
Legal representative:			
ID information: (from the following country specific data: - registration number - tax number - statistical code - license number authorising training implementation - other)			
Name and title of the company's contact person /student supervisor:			
Telephone:		E-mail:	

on the date and place below with the following conditions:

Partners specified above conclude an agreement to implement the work-based learning of altogether ….. persons during the period from …… until …… in accordance with the following:

Number	Title of qualification	Number of learners	Period of work-based learning	work-based learning modules/units	Learning outcomes to be achieved in work-based learning period
1.					
2.					
…					

1. The complete work-based learning of the learner is planned by the training provider that in part implements the work-based learning and involves other workplaces in a framework agreement for the implementation the work-based learning.

   The workplace provides learning outcomes that are fixed in the present framework agreement only. The workplace plans certain parts of the work-based learning in connection with the achievable learning outcomes defined in the framework agreement.

2. Roles and responsibilities of the training provider with regards to the organisation of the work-based learning:

   - keeps a database of work placements with which preliminary framework agreement has been made about the organisation of work-based learning based on cooperation agreement. This database is solely accessible by the training provider professionals whose task is to find the most appropriate workplace for the learner taking into account individual needs.
   - appoints a mentoring teacher for each learner whose main task is to oversee and continuously facilitate the training of the learner and keep him/her in training;
   - measures learners' prior formal, non-formal and informal knowledge;
   - determines the learning outcomes to be achieved at the workplace and prepares the individual training plan for the period of the work-based learning;
   - prepares the workplace instructor – directly responsible for the training of the learner – designated by the workplace for the implementation of the work-based learner;
   - introduces the individual learning plan for the instructor of the workplace and for the learner as well;

- continuously monitors the existence of personal and material conditions of work-based learning as well as ensures – by personally contacting the learner and workplace instructor – the learner's work-based learning is being realised in compliance with the training programme;
- provides necessary guidelines for the workplace to implement the training programme;
- ensures the preliminary and regular medical examination of learners;
- takes out a liability insurance concerning learners for the entire period of work-based learning;
- Additional tasks and responsibilities (based on member states' legislation):

  ……

  ……

3. The tasks and responsibilities of the workplace concerning the organisation of the work-based learning:
   - takes care of the training of learners in work-based learning, ensures the acquisition of learning outcomes defined in the current Framework Agreement,
   - appoints a workplace instructor for the learner, who performs tasks related to the learner's training in addition to his/her work, participates in the planning of the period of work-based learning implemented at the workplace, as well as in its organisation. Under the guidance of the workplace instructor he/she continuously supports the learner in order to successfully implement the training programme.
   - ensures the conditions required by law concerning the preparation for practical requirements, in particular the personal and material conditions of the training, the safe workplace and circumstances from a health and safety point of view, as well as the work, fire and safety training concerning tasks of training;
   - keeps a work diary including the tasks given for the learner, which has to be made available for inspection on the basis of the training provider 's request;
   - promptly informs the training provider about disciplinary problems emerged concerning the learner (absenteeism, behavioural problems, etc.);
   - provides rest days (educational break) and preparation period allowed for the learner;
   - during training days it provides the following benefits for tlearner: (can be selected in a country-specific way and can be supplemented
     - discount for one meal per day,
     - travel allowance,
     - work clothes, individual protective equipment, hygiene supplies,
     - monetary benefits associated with the internship period,
     - other benefits.)

   - ensures that the learner receives appropriate work, safety and – if necessary – fire protection training;

- the workplace acknowledges and accepts that work-based learning activity serves learning purposes and not the achievement of business objectives;
- Additional tasks and responsibilities (based on member states' legislation):
- ……
- ……
-

4. Parties hereby agree that prior to the beginning of the work-based learning they conclude a cooperation agreement – including the tasks, rights and obligations of the learner, training place and training provider – to implement work-based learning. The cooperation agreement is an annex of the current Framework Agreement.
5. Parties hereby agree that during the work-based learning they constantly keep in contact and cooperate with each other, and inform each other about every circumstance that may hinder the successful implementation of the training.

   The mentoring teacher of the training provider and the workplace instructor contact each other prior to the beginning of the training and define commonly the tasks, deadlines, responsibility levels, reporting requirements and means of communication of work-based learning.
6. During the work-based learning the workplace sends overall assessments concerning the achieved learning outcomes of the learner participating in training for the training provider constantly and at the end of the work-based learning period.

Parties have approved and signed the current Framework Agreement on the date below in full conformity with their will.

Date:

…… ……

training provider workplace

Annex nr. 11

Presentation of the web-based and mobile applications developed in the context of the project supporting the management of the electronic work diary and practical diary

Introduction

An e-leaning-based system has been developed to assist the work-based learning methodology, which is available on the Internet, and a mobile application also supports major functions.

The work-based learning has been developed in the framework of the popular moodle system which is flexibly adaptable to the requirements of the trainings implemented in work-based learning.

The portal is available: **http://wbl.hu**

Moodle

Moodle is an open source, free e-learning framework written in PHP language. Moodle was originally developed by an Australian system administrator to help educators build online courses focusing on collaboration, content building together and ongoing development. Regarding its many features moodle is an e-learning platform with some unique innovations (e.g.: the filtering system). Moodle can be used in a wide range of areas, such as education, training and development.

Some typical features:

- panel discussions
- dowloading files
- grading
- Moodle instant messages
- online diary
- Online News and Announcements (collage and course level)
- online quiz
- Wiki

Developers introduced plugins to expand the moodle modular design and added new functionality to Moodle. The Moodle infrastructure supports a variety of plugins:

- activities (including word and math games)
- resource type
- question types (multiple choice, true or false, fill in the blank, etc.)
- data field type (database activity)
- graphics themes
- authentication methods (required username and password, contact information)
- enrolment methods
- content filters

The Moodle users can use PHP to create new modules. Moodle supports the work of open source programmers from the very beginning. This also contributed to the fast development and improvements and bug-fixes.

The Moodle system is used by more than 10 million people worldwide. The plugin has been developed for this popular system and was named WBL diary and can be used in all Moodle systems.

The application of WBL.HU

By the creation of the portal under the domain name wbl.hu, we developed an open platform for users intorducing work-based learning. It is free to register on the portal for anyone who would like to access the services.

Registration can be requested by creating a new account and then the user can use the services after receiving confirmation by e-mail.

After logging in, each user is directed to their personal opening page depending on their assigned role.

The navigation menus are shown in the left bar. Each user sees the appropriate menu for their role. The personalized homepage has the customized pages of the logged in user, with only the courses for which they are registered.

Courses

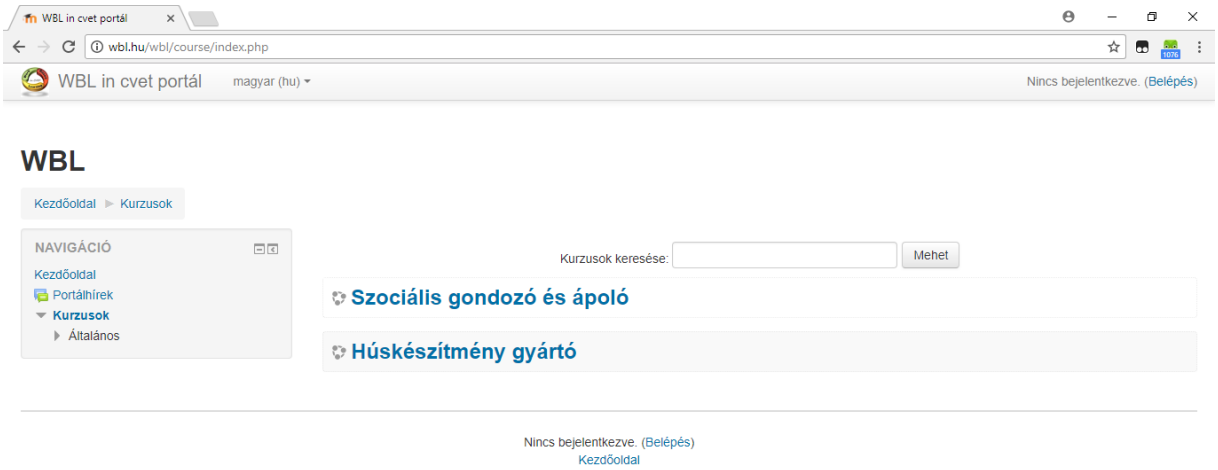
The training can be divided into courses in the framework system. One course can last a whole course, or in case of a longer training a whole semester. The registered user may request the system administrator the creation of a course, which may be customized on request later on. The course is requested using the course request button that the administrator creates and will notify the user about the course by e-mail.

To customize the course, plenty of assistance is available on the Internet, some of which are also published on the opening page of wbl.hu.

During the testing of the methodology 2 courses have been developed on the portal, which helped the administration and communication of the training participants, trainers, mentors.

By entering the course created tasks, materials and themes are included.

Within the themes we created curriculum materials, tests, questionnaires and uploaded numerous materials that may facilitate education.



Roles

In the Moodle system there are pre-defined roles for the users, which are customized based on the definitions of the work-based learning.

	Role	Function
Rendszerszerepek	Administrator	system installation, maintenance, technical supervision of operation
	Director/ Manager	organizing e-learning and can access and modify courses
	Course developer	can create new courses, edit, them, can assign trainers to courses
Kurzusszerepek	Instructor/Student supervisor	may do anything within a particular course, including content editing, scoring and evaluating of students
	Mentor teacher	may teach in the course, can view student information, but cannot modify the course content
	Training participant	participates in courses, porcesses contents and performs activities
	Guest	may view certain courses, but have no substantive rights

Application of the WBL diary

An application (plugin) has been developed in the framework of the project, based on the methodology of work-based learning, helps the day-to-day work of the training participants and practitioners, and the handling of the forms used in the methodological handbook can be done electroniccally.

The plugin may be used in every created course, and can also be installed in method users' own moodle system.

After adding the plugin, the upper part of the course includes the wbl diary application, which allows you to create a workbook, a practical journal, and track the activity and participation of the trainee

The main modules of the application:

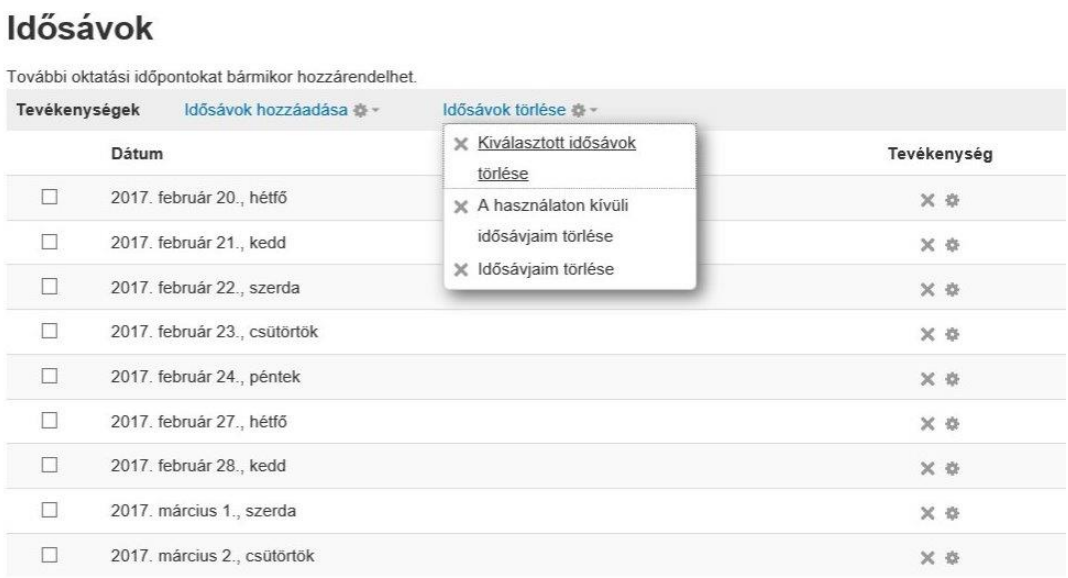
1. Management of training days
2. Overview of training days
3. Production of the forms in the methodological handbook, data export

Management of training days

The elaborated methodology focuses on daily assessment feedback, so the central feature of the application is a calendar containing all the training days of the course, which can be handled by all actors according to their respective eligibility.

There are no added days in the table at startup. When preparing the training it is advisable to create the days for the entire duration. It is possible to add a day or to create the days of the whole course at the same time.

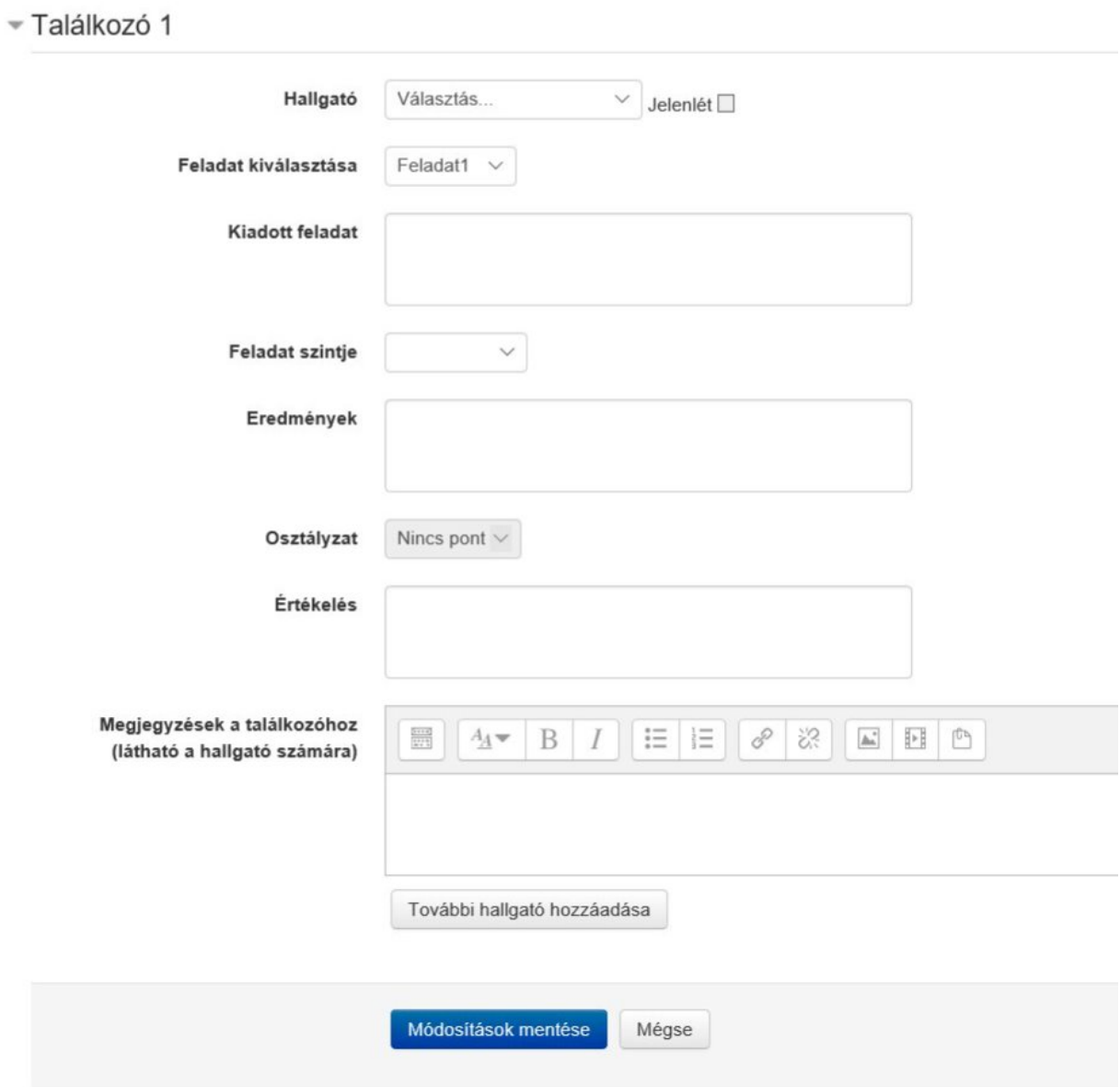
The starting date, the end day, days of the week for training need to be filled in. There is a possibility to provide the training location as well. One of the instructors assigned to the course needs to be selected. After saving, the added days are created in the calendar.



After creating the calendar, the information relevant to the implementation of the methodology needs to be filled in per participant.

A task can be selected from a pre-loaded database that will help in filling in the learning outcomes.

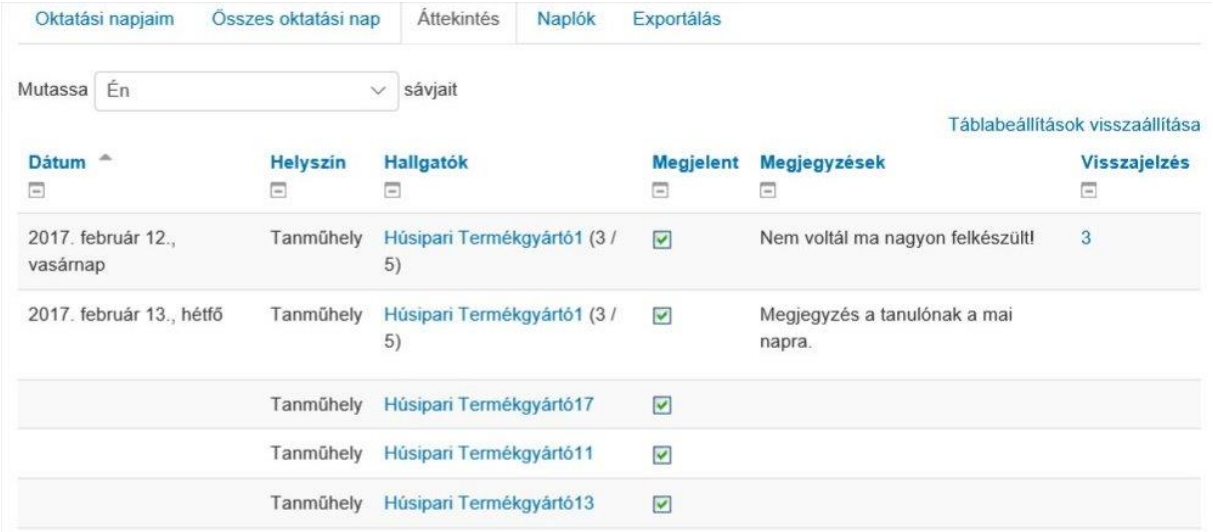
In the following fields the columns of the work log can be filled in. If the appearing data is to be changed, that can be done at any time. The daily grade and the textual evaluation may be filled in here. Comments may be added to the day that is visible to the training participant as well and it appears in the Practice log, too.



The application also supports group data registry. If we add the same tasks to more than one training participant, this option becomes possible.

Overview of training days

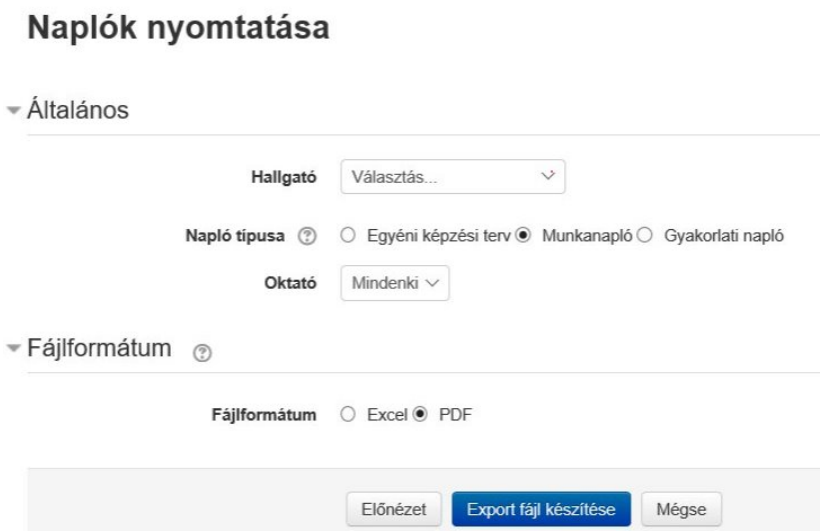
The application provides an opportunity to review important information in respect of the period with an instructor. Presences and training participants' feedback can be seen here. By clicking on the feedback value the training participants' feedback can be viewed.



The production of forms in the methodological handbook

The individual training plan, the Work log and the Practical diary can be prepared and printed ith the application of the appropriate module with respect to the training participant. After the selection of the training participant the type of the log may be selected and whether we wish to see the diary of the logged in trainer or the diary of every trainer.

The logs may be created in two file formats, in excel and pdf format. By clicking on the preview button the log may be viewed without printing.



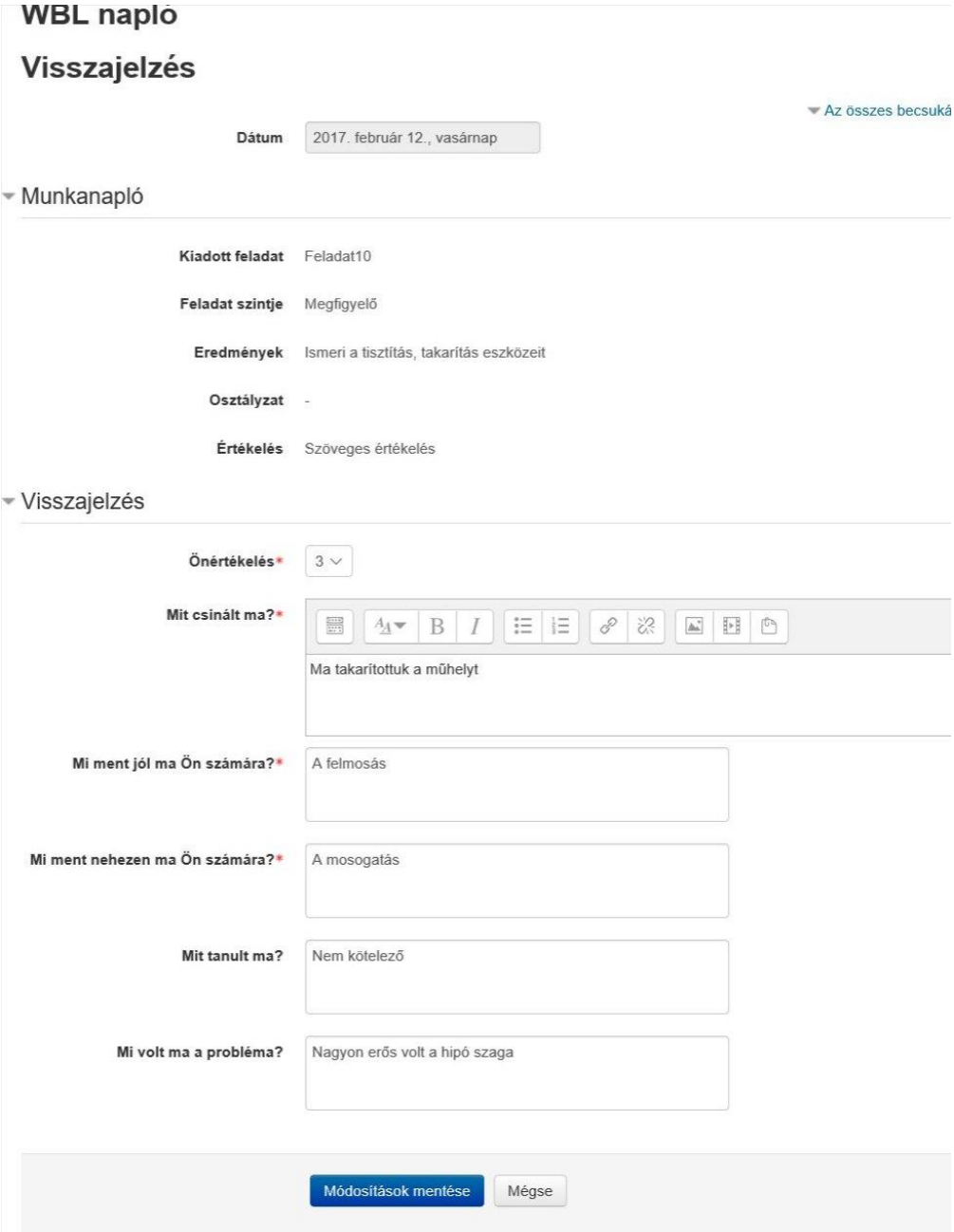
View of the training participant

After logging in the training participant can see a narrower view that is primarily designed to provide quick feedback.

The time slots already booked, the time slots that are selected, and the remaining empty days can be viewed here.

By clicking on the feedback button data of the practice log may be filled in and once saved, the text of the button changes to ”update feedback”.

The mandatory fields on the feedback form will be included in the logbook. The training participant must give a point value every day, reflecting their own self-assessment of the day.



WBL mobile application

Modern education today is unthinkable without the use of mobile phone applications. An application has been developed to support work-based learning that can be run on Android and iOS.

The application connects to wbl.hu Moodle application and makes functions used by the training participants accessible for the users.

The Moodle mobile application is downloadable from PlayStore in the case of android, and from App Store in the case of iOS.

In the stores you have to search for the expression Moodle and install the application indicated by the following icon.

After the installation is completed, the first time an application is launched, an English-language interface is displayed.

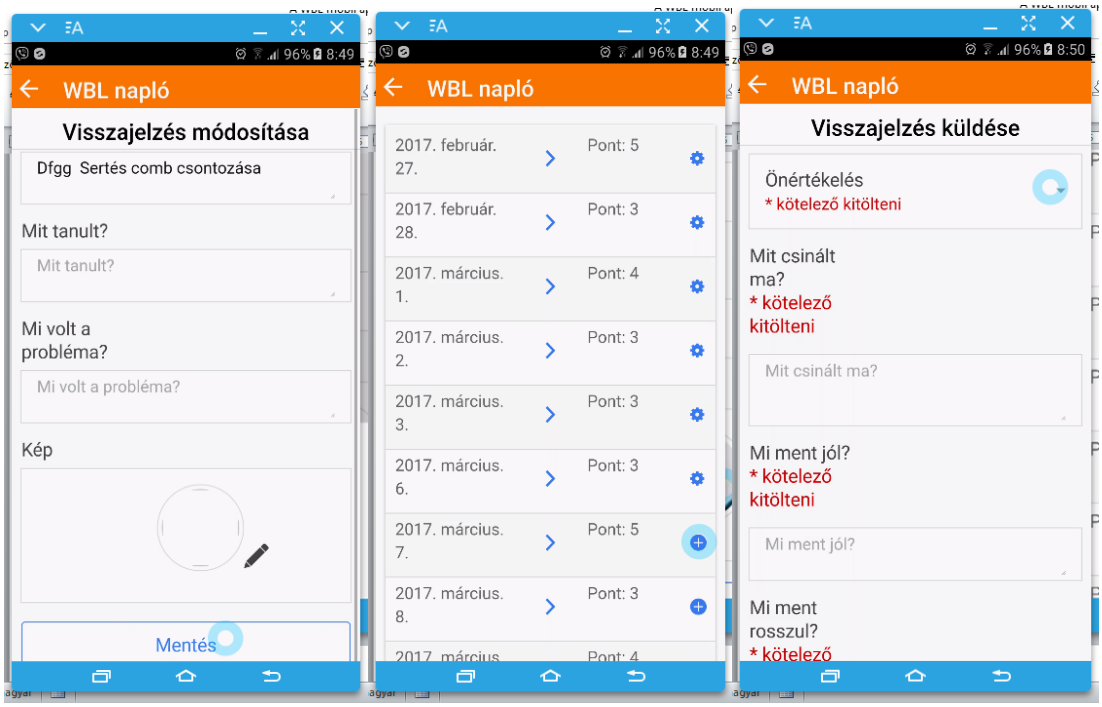
In the Site address field you have to type in **wbl.hu/wbl**, then click connect. After the connection you have to enter the username and password that match the ones used on wbl.hu website.

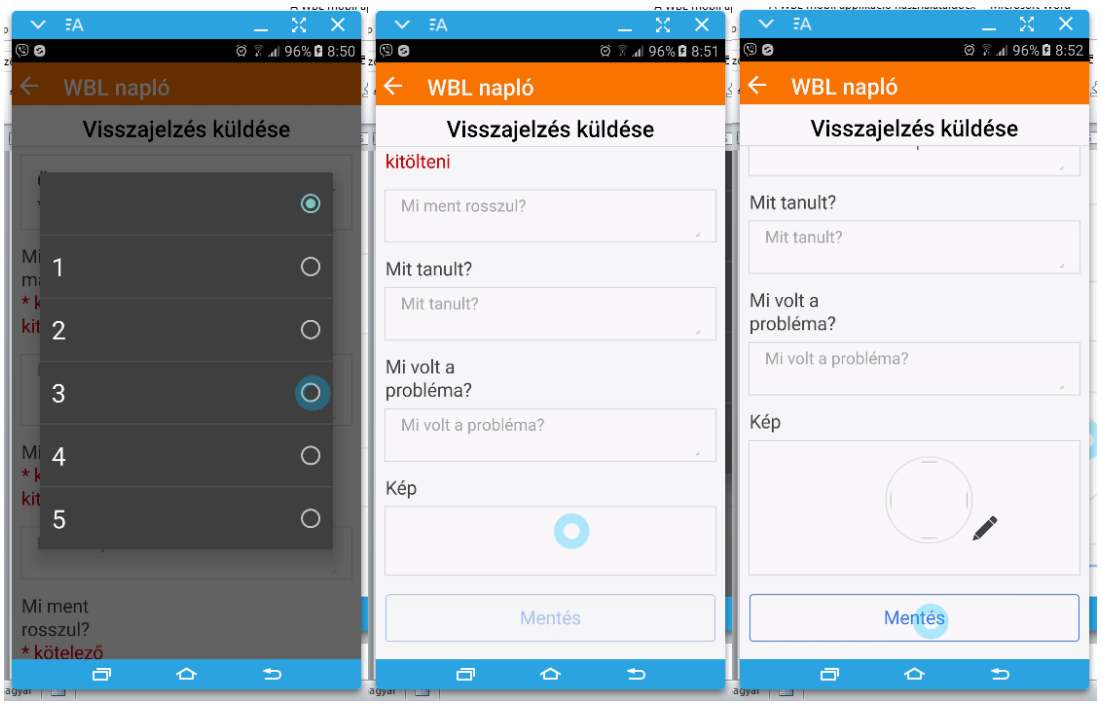
A Site address mezőbe a **wbl.hu/wbl** kifejezést kell írni, majd a Connect/Kapcsolódás gombra kell kattintani. A csatlakozás után meg kell adni a felhasználónevet és a jelszót, amelyek megegyeznek a wbl.hu oldalon használttal. After login you can set the Hungarian language use, but certain features are currently only available in English.

By entering "My courses" the registered courses can be accessed. By clicking on the course the activities commonly used on the website can be seen. The participant icon shows the participants of the course who can be sent messages to, in the grades you can see the sum of the previous grades.

Clicking the "All sections" button will display the modules and activities. Click on the WBL log to do the feedback usual for work-based learning. With the arrow next to the days you can see details related to the training day. If feedback is already completed, we will have a gear, if not yet completed, there is a + icon on the right edge that you can click on to modify/ to give feedback.

After filling in the fields photos may be uploaded from the photo album or the camera of the mobile phone.


WBL napló
Visszajelzés módosítása
Dfgg Sertés comb csontozása
Mit tanult?
Mit tanult?
Mi volt a probléma?
Mi volt a probléma?
Kép
Mentés
WBL napló
2017. február. 27. Pont: 5
2017. február. 28. Pont: 3
2017. március. 1. Pont: 4
2017. március. 2. Pont: 3
2017. március. 3. Pont: 3
2017. március. 6. Pont: 3
2017. március. 7. Pont: 5
2017. március. 8. Pont: 3
WBL napló
Visszajelzés küldése
Önértékelés
* kötelező kitölteni
Mit csinált ma?
* kötelező kitölteni
Mit csinált ma?
Mi ment jól?
* kötelező kitölteni
Mi ment jól?
Mi ment rosszul?
* kötelező


WBL napló
Visszajelzés küldése
1
2
3
4
5
Mi ment rosszul?
* kötelező
WBL napló
Visszajelzés küldése
kitölteni
Mi ment rosszul?
Mit tanult?
Mit tanult?
Mi volt a probléma?
Mi volt a probléma?
Kép
Mentés
WBL napló
Visszajelzés küldése
Mit tanult?
Mit tanult?
Mi volt a probléma?
Mi volt a probléma?
Kép
Mentés

Annex nr. 12

Questionnaire "Determination of training requirements"

for the first meeting between the training provider and interested employer

Name of enterprise:

……

Contact details (address etc.)

……

……

……

Which division of the enterprise needs training?	
What are typical situations showing the training needs?	
What training skills are required?	
What benefit do you want to achieve by Soufflearning?	
How many employees need training?	
What kind of training has been done so far?	
What is important for you concerning the trainer?	
What questions do you have?	
Start and duration of the project?	
What days / time would be suitable for the	
Who will be the contact person for the trainer in	
How would you like to be informed about the	
Date and time of the kick-off-workshop?	
What is important for you concerning the kick-off-	
What are your proposing dates for a first meeting	

Annex nr. 13

List of training participants

name and town of the company

No.	Name	Address	Signature

Annex nr. 14

Training Plan

name of the employer and the location of training

Contact details of the training provider:
Name of contact person, address, telephone number, email address

Contact details of the trainer:
Name of trainer, address, telephone number, email address

Title of training:

Required training skills:

Period of training:

Number and names of learners:

e.g. 5/ names
e.g. 5/ names
e.g. 5/ names
e.g. 5/ names

Number of hours:

e.g.	19 hours	→	Kick-off-workshop	=	2 hours
			Accompaniments	=	15 hours
			Closing workshop	=	2 hours

Schedule / steps of the training:

Annex nr. 15

Calculation key for training hours – Example for calculation

A good key to calculate the necessary number of hours for accompanying employees is three hours per employee.

Example:

With 5 employees to be trained, 15 hours is estimated for accompanying them at their workplaces. In addition two hours should be estimated as well for the kick-off-workshop as for the closing workshop.

1. week 2. week 3. week 4. week 5. week 6. week 7. week 8. week 9. week 10. week 11. week 12. week
2 hours – Kick-off-workshop

2 hours – employees A and B

3 hours – employees C, D and E

2 hours – employees A and B

3 hours – employees C, D and E

1 hour – employee D (needs more accompanying) Trainer is not in company

2 hours – employees A and B, trainer is not in company
2 hours – employees C, D and E, trainer is not in company
2 hours - Closing workshop

It's very important to be flexible when it comes to operating times. It should be checked in advance when employees work, when it is possible to accompany them a second and third time.

It should always be taken in consideration that some employees need more accompanying times than others.

According to different needs of employees it's sometimes also necessary to give more time between the accompaniments.

After an intensive training in the beginning of the project, employees get more and more time for self-learning so that later on the trainer doesn't have to be in the company every week.

Annex nr. 16

Invitation to the kick-off-workshop

…… (the name of the training provider)

…….. date and …… time
invites you

to the WBL kick-off-workshop organized by your employer.

The location of the event: ……

The training starts with the kick-off workshop. There will be times of accompanying you at your workplace, for which we would like to receive some help from you.

Contents of the kick-off-workshop:

- Introduction of the training provider and trainer
- presentation of the method, content and schedule of the training
- specifying employee competences
- …….

We look forward to meeting you and having your active participation.

place, date

Best regards,

the signature of the representative of the training provider and the employer

Annex nr. 17

Checklist

(name and address of the employer)

e.g. accompanying an employee working in retail

1. Presence in the customer area
2. Attention for customers and situations
3. Active welcoming of customers
4. A natural smile
5. Method of communication with customers
   - attention towards the customer (eye contact, body language, answering, listening to further questions)
   - concentrating on what the customer talks about
   - personal approach, calling the customer on his/her name
   - clear, understandable formulation of speech
   - the type of tonality
   - positive attitude
   - handling problems, complaints
   - offering other products
   - friendly farewell, etc……

Annex nr. 18

Electronic diary

name and address of the company

Required training skills:

Period of training:

Number and names of learners:

e.g. 5/ names

Number of hours:

e.g.	19 hours	->	Kick-off workshop	=	2 hours
			Accompaniments	=	15 hours
			Closing workshop	=	2 hours

Training measures:

Workshops and accompaniments at workplaces

Date/time/number of hours	Activities and results
	Meeting with VET organisation to get informed on project and required training skills Next step: working out a suitable training plan
	Meeting the training provider and employer Discussing contents and schedule of training plan Defining contents of kick-off workshop Next step: Guided tour through the company to find suitable places for accompanying staff
	Kick-off workshop Personal introduction of trainer and contents of training. Employees.
	Accompanying team, especially ... and ..., including verbal and written feedback (handing out checklist to them) Employe e 1: Employe e 2:
Accompaniment ...	
	…..
	…..
	…..
	…..
	…..
	Closing workshop Handing out personal certificates Next step: writing final report

Annex nr. 19

Invitation to the closing workshop

…… (the name of the training provider)

…….. date and …… time
invites you

to the wbl closing workshop organized by your employer
The location of the event: ……

After ... months of training we will look back and exchange opinions on the results of the training.

Contents of the closing workshop:

- Evaluating the training programme
  e.g. What was beneficial during the implementation of the programme? What should be improved as regards the training? What results have been achieved? How do you want to sustain the achievements?
- Written evaluation
- Presentation of personal certificates

We look forward to meeting you and having interesting discussions.

place, date

Best regards,

the signature of the representative of the training provider and the employer

Annex nr. 20

QUESTIONNAIRE FOR EMPLOYEES

Performance indicators for employees

1 = not at all, 4 = very much

Information and materials

How good were you informed by your employer about the Soufflearning

Method? 1 – 2 – 3 – 4

Did the Soufflearning interest you? 1 – 2 – 3 – 4

Did you find the communication brochure about Soufflearning method

clear enough? 1 – 2 – 3 – 4

Did you find the web pages of the project useful?* 1 – 2 – 3 – 4

Personal experience

How satisfied are you with following aspects?

the content of the Soufflearning 1 – 2 – 3 – 4
the duration of the Soufflearning 1 – 2 – 3 – 4
the dates of the Soufflearning 1 – 2 – 3 – 4
Was the whole situation genuinely related to the requirements/tasks

at your workplace? 1 – 2 – 3 – 4

Did you reach your personal learning objectives? 1 – 2 – 3 – 4

Do you personally consider the Soufflearning training profitable for you? 1 – 2 – 3 – 4

Can you transfer the learning content into practice/operational sequences? 1 – 2 – 3 – 4

Did you reach any new success in your work after this training? 1 – 2 – 3 – 4

If yes, please specify:

……..

Relation with the trainer

Do you feel motivated by the trainer to work on your optimization points?	1 – 2 – 3 – 4
Are you satisfied with the answers provided by the trainer to your questions?	1 – 2 – 3 – 4
How satisfied are you with skills and expertise of the trainer?	1 – 2 – 3 – 4
Would you recommend the trainer?	1 – 2 – 3 – 4

Outcomes

How satisfied are you with the Soufflearning activities and the following aspects?

The number or hours of activities	1 – 2 – 3 – 4
The equipment used	1 – 2 – 3 – 4
Do you think that Soufflearning would give you useful experiences?	1 – 2 – 3 – 4
Would you consider continuing this training in the future?	1 – 2 – 3 – 4
Would you recommend this specific training method?	1 – 2 – 3 – 4
Did you encounter any serious problems before or during the training?	1 – 2 – 3 – 4

If yes, please specify:

…….

Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience

……

……

……

……

*If you didn´t visit them, do not answer

Annex nr. 21

QUESTIONNAIRE FOR TRAINERS

Performance indicators for trainers
1 = not at all, 4 = very much

Contact with companies and employees

Was it easy to make contact with companies? 1 – 2 – 3 – 4

Were you satisfied with the cooperation with companies? 1 – 2 – 3 – 4

Have employees made visible progress during the Soufflearning process? 1 – 2 – 3 – 4

Did you find it easy to build trust with the employees? 1 – 2 – 3 – 4

Did the employees accept the given feedback? 1 – 2 – 3 – 4

Information and materials

Were training materials and the introduction to Soufflearning well prepared? 1 – 2 – 3 – 4

Did you find the web pages of the project useful?* 1 – 2 – 3 – 4

Do you have any suggestions for improving the Soufflearning method? 1 – 2 – 3 – 4

If yes, please specify:
……

Personal experience

Is the Soufflearning method a well-structured process and at the same time flexible for individualized training? 1 – 2 – 3 – 4

Do you feel that the Soufflearning could become permanent? 1 – 2 – 3 – 4

Would you recommend this specific method? 1 – 2 – 3 – 4

Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience

……

……

Annex nr. 22

QUESTIONNAIRE FOR SME MANAGEMENT

Performance indicators for employers

1 = not at all, 4 = very much

Information and materials

Were you properly informed by the management of the project

before the training started? 1 – 2 – 3 – 4

Did you find the communication brochure about Soufflearing method clear? 1 – 2 – 3 – 4

Did you find the web pages of the project useful?* 1 – 2 – 3 – 4

Personal experience

Do you consider this specific training method as valuable for your company´s

success? 1 – 2 – 3 – 4

Did you see any change of your customer's behavior or did it affect your turn over?
1 – 2 – 3 – 4

No, because: …….

Relation with the trainer

Was the methodical approach of the trainer efficient? 1 – 2 – 3 – 4

How satisfied were you with the expertise of the trainer? 1 – 2 – 3 – 4

Did the trainer communicate professionally with you and your employees? 1 – 2 – 3 – 4

Outcomes

How satisfied are you with the number/ hours of activities? 1 – 2 – 3 – 4

Do you think that Soufflearning would give your employees

exciting experiences? 1 – 2 – 3 – 4

Do you think that Soufflearning would give your employees

useful experiences? 1 – 2 – 3 – 4

Would you consider continuing this training in the future? 1 – 2 – 3 – 4

Would you recommend this specific training method? 1 – 2 – 3 – 4

Has the learning content been transferred into daily business? 1 – 2 – 3 – 4

Did you encounter any serious problems before or during the training? 1 – 2 – 3 – 4

If yes, please specify:

……

Appreciation award

Please choose how much would you be willing to pay for the Soufflearning training? (Fees are per hour)

Free	
+/- 30 €	
+/- 50 €	
+/- 75 €	
+/- 100 €	

Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience

……

……

……

……