

E-GUIDE “WORK-BASED LEARNING – YOUR OPPORTUNITY”

WORK BASED LEARNING

Developed by

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CHAPTER I

SUMMARY RESEARCH REPORT

1. Framework

This document is result of the Intellectual Output (IO) “*E-Guide “Work Based Learning -your opportunity”*”, developed with the aim of summarise the main perceptions and needs felt by the educational and labour market systems, concerning work-based learning (WBL) practices. It is a summary research report, related to the IO first chapter- **Training Materials for VET Teachers and Enterprises Staff** –developed to obtain a clear and deep understanding of the main challenges, motivations, incentives and obstacles faced by 1) teachers/trainers/educational staff and 2) employers/enterprises staff involved in work based learning experiences. To achieve this level of understanding, the following methodology was conducted:

- a **desk-based** research in order to comprehend the national realities;
- a **field research** through the application of a survey into the two target groups described above.

All implementing partners conducted the necessary field-based and desk-based research in their own country based on the guidelines developed by ISQ, the IO leader.

For the **desk research**, according to the objectives of the first chapter, each partner shall bring:

- a **brief overview of the situation of WBL** in its country. Some information like, year of implementation in your country, current data, description of the process, main actors involved in the process, institutional procedures related with the employers and companies, some data related with youth employment rate in the companies, are expected.
- at least **one example of best practices** in WBL programmes/experiences. This should be done based on a literature review synthetizing researches, reports, case studies/good practices on the role of VET providers/schools and also employers supporting the WBL experiences.

These examples could be national or international, and they could be taken out of previous European projects.

The **field research** consisted on the implementation of two different questionnaires, according with the different target groups specifications (trainers/trainers/tutors and employers). Both questionnaires are organized in three main parts - profile, experience and conclusions – with a total of 16 close questions and seven open questions.

The way to get the answers was free and the minimum number of answers was of at least **five** for the teachers and trainers target group and at least **10** companies target group.

This report is the part one of the two foreseen for the intellectual output. The second chapter (part two) will include complementary information - useful tips, recommendations and other guidelines – mainly addressed to learners and youngsters. In the second chapter, will also be presented the materials and main results from the training events - real work-based-learning experiences - which happened during the project two years of duration.

This report will present the partnership results and findings during the project research phase.

2. Desk Research – WBL in partner countries

2.1. Portugal

In Portugal, the Vocational Education and Training (VET) exists since 1984, comprising the vocational training system, the dual certification, the formal learning system, and is regulated by the Law no 102/84 from 29th March. This law was replaced twelve years later, by the Law no 205/96 from 25th October, in which the government introduced pedagogical and organizational changes related with the need of adjustment according with the education and training and the labour market changes but, keeping however, the nature, principles and purposes set out in its initial constitution. In educational and training politics, the reintroduction of the vocational training in Portugal, that was discontinued in 1974, was provided with the full integration in the European Economic Community (1986) and came after the approval of the Law "Lei de Bases do Sistema Educativo" from 1986, Law no 46/86, from 14th October, in which was created the vocational training IN private schools, (Law no 26/89, from 21st January, changed by the Law no 4/98, from 8th January), under the supervision of the Portuguese government, by the Ministry of Education.

The main goal is to enhance the human resources skills promoting transparency and comparability between the systems as well as mobility and employability of learners.

Nowadays, the Ministry of Education is responsible for most types of education, including school-based vocational education and training, while the Ministry of Employment is responsible for the apprenticeship system, CVET active labour market policies. The ministries share responsibilities for school-based VET and develop key policies, while the respective regional bodies are responsible for implementation. The national qualifications system (SNQ) reorganised VET in education and in the labour market into a single system.

Since 2004 until 2014, in both private and public vocational training schools, the increasing number of learners was very expressive, growing up to 50% in private schools and 39% in public schools, surpassing widely the regular courses in secondary education.

Young people can choose different types of VET programme if they meet admission requirements in terms of age and educational background. Permeability is ensured between general and VET programmes. Below are presented the main existing courses for youngsters, in the Portuguese VET system:

- **VET programmes at basic education level** (VET programmes for young people: cursos de educação e formação de jovens (CEF), are school-based and include work-based learning (WBL, referred to as 'practical training' in the national context).
- **VET programmes at secondary education level** (vocational programmes, CEF and art education programmes) are school-based and include WBL, except for some art education programmes.
- **Apprenticeship programmes** include 40% workplace training. A contract between the enterprise and the apprentice is compulsory.
- **Programmes at post-secondary non-tertiary level** combine general, scientific and technological training in school with work-based learning. WBL is 30 to 46% in technological specialisation programmes (TSP) and 18% in post-secondary CEF

For a long time, the **Apprenticeship Courses** (Cursos de Aprendizagem) were the main path to qualify and certificate young people who dropped out of school and abandoned the education system. The Apprenticeship courses are provided by the National Institute for Employment and Education and training (Instituto do Emprego e Formação Profissional) regulated by the Ministry of Employment, as this institute recognizes the enterprises as privileged places for training in a real work environment, which is a significant part of the learning.

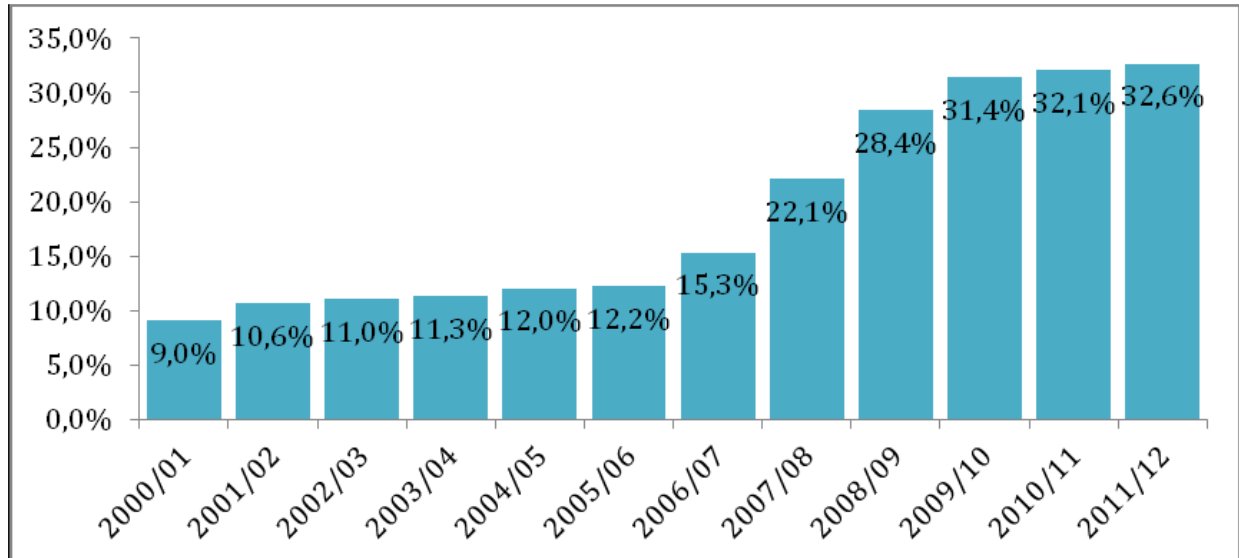
The **Vocational Training Courses of secondary level** are characterized by a strong link with the professional world. The students are 3 years in a course, that has its contents regulated by the

Ministry of Education in the **National Qualifications Catalog**¹. Taking into account the students' interests, these courses focus on these values to help to develop personal and professional skills necessary for accomplishing a profession with a strong link to the local business sector; to give priority to training offers that correspond to local and regional labour needs; to prepare students to access postsecondary training or higher education, if they wish.

On vocational training courses, the contents are divided in 4 areas: sociocultural, scientific, technological and practical. The number of hours of these courses can vary between 3200 and 3440 hours; the technical component accounts for 1100 hours; the real vocational training in companies that can be between 600 to 840 hours and can be divided in the 1st, 2nd or 3rd year of the course, depending on the schools' agreement with the Ministry of Education. At the end of the third year of the course, the students have to plan and defend a practical assignment (Prova de Aptidão Profissional) in a formal public session.

At the end of the course the students are certificated with a vocational qualification and a diploma in upper secondary education, level IV of the EQF, allowing students to enter immediately in the labour market or to pursue their studies at higher education.

¹National Qualifications Catalog – were are listed all the national qualifications standards, according with the EQF and NQF systems. <http://www.catalogo.anqep.gov.pt>



Graphic n. 1. Rate of young people in vocational training courses (public and private, in Portugal, 2000-2012).

Source: DGEEC (GEPE) (2000-2012)

In Portugal, the main responsible institutions for Education and Training are:

- ANQEP - National Agency for Qualification and VET (Designing and Awarding Qualifications)
- DGERT - National Body for the Employment and Labour Relations
- IEFP - Portuguese Employment and Vocational Training Institute
- MEC - Ministry of Education and Science (educational sector)
- MESS – Ministry of Solidarity, Employment and Social Security (training)

CEFAE/EPFA school and **ISQ** are both the Portuguese institutions part of the WBL consortium.

CEFAE/EPFA is a private vocational school, provides professional or vocational courses (9 courses), gives students the secondary level and professional qualifications - level IV of the European Union, according to the European National Qualifications Framework.

This year EPFA organizes vocational training periods for our students that attend vocational courses in different educational areas: Audio-visual Course, Social and Cultural Entertainment, Tourism, Social/Psychological Care; Sports management technician course; Winery and Oenology, Food Control Quality, Agriculture, Health care technician course, for a period of 10 weeks, on the 2nd and 3rd year of the course.

The actors involved in this process are the sending school (the board and the coordinator of each course), the receiving enterprise (a tutor), the students and their representatives (family). This vocational training is prepared, planned, monitored and evaluated by the school (the coordinator of each course), the tutor of the enterprise and the student.

In EPFA, the board of the school and the coordinators manage a database/platform with information about employers and this is kept up to date through regular meetings as part of the partnership-based approach to training. The school staff encourages and supports all those who are involved in the vocational training as a way of having good relationships with the involvement community, enterprisers, and also to promote a bigger experience of our students in the labour market.

ISQ– Institute for Technology and Quality is a Portuguese private and independent organisation, not for profit, founded in 1965, which provides scientific and technological support and promotes ongoing improvement, innovation and the safety of people and property in Industry and Services, with an international presence and vocation, holding branches and companies in more than 40 countries worldwide, ensuring its sustainability and the development of its employees.

ISQ delivers training courses from level 2 (basics) till level 8 (Post-graduation), skills assessments schemes and people certifications and also several solutions for companies focused on Human Capital Valorisation and “turnkey” training projects.

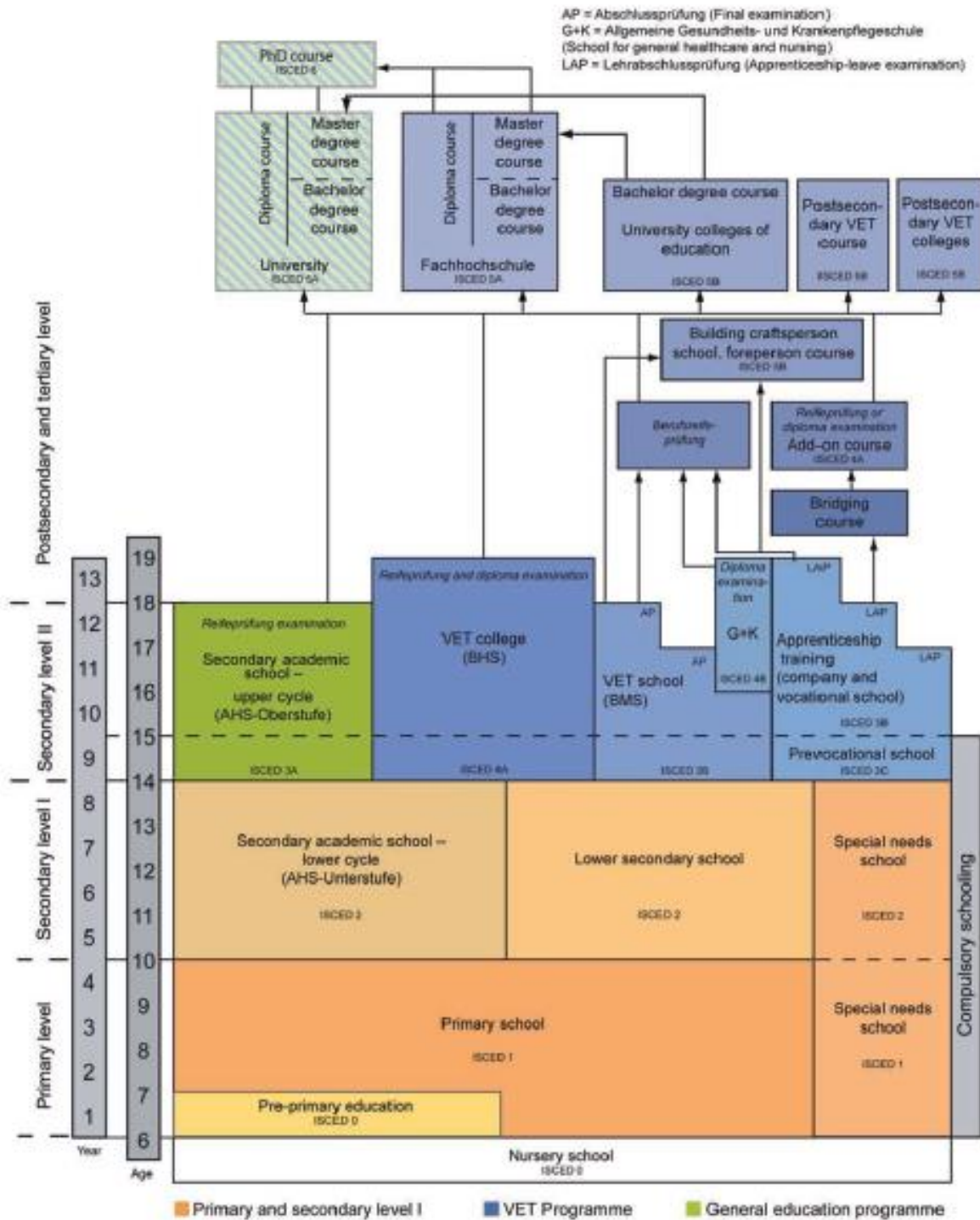
Specialists in technological training in quite innovative areas for all sectors where ISQ works and complement the scope of technological training with transversal skills and knowledge, including entrepreneurial, pedagogical, behavioural and cognitive domains. Finding and providing alternative learning pathways and flexible training methodologies is part of the aim and of daily activity, which is also the reason why ISQ has been involved in European Projects for more than 20 years.

2.2. Austria

A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course. This system is practiced in several countries, notably Austria, Germany, Switzerland, but also Denmark, the Netherlands and France.

In the Duales Ausbildungssystem young Austrian people can learn one of 214 (stand 2014) apprenticeship occupations (Ausbildungsberufe), such as e.g. Doctor's Assistant, Dispensing Optician or Oven Builder. The precise skills and theory taught are strictly regulated and defined by national standards: An Industriekaufmann (Industrial Manager) has always acquired the same skills and taken the same courses in production planning, accounting and controlling, marketing, HR management, trade laws, etc.

As the graphic below shows, after the 8th school year pupils can choose between two pathways in Austria: a vocational training and a general education track.



Source: ibw

Note: ISCED = International Standard Classification of Education

As one part of the dual education course, students are trained in a company for three to five days a week. The company is responsible for ensuring that students get the standard quantity and quality of training set down in the training descriptions for each trade.

In Austria, this practical training may be complemented by more practical lessons at workshops run by the guilds and chamber of commerce, in order to compensate for the bias caused by training at only one company. These extra courses usually take three or four weeks a year. The time spent at vocational school is approximately 60 days a year, in blocks of one or two weeks at a time spread out over the year. The other part of the dual education course involves lessons at a vocational school.

The responsibility for this part of the course lies with the school authorities in every Austrian state. Both general lessons (for example German, politics, economics, religion or even sport) and trade-specific theory are taught. Lessons may be taught part-time (one or two days a week) or in blocks of several weeks.

The latter is preferred for trades learned by only a small number of students, where students may have to travel long distances to get to the nearest vocational school which teaches their subject.²

² For more information: http://www.ibw.at/images/ibw/bbs/bb_europa_14_en.pdf

2.3. Latvia

Implementation of work-based learning apprenticeship type schemes is increasingly becoming a vocational education and training priority also in Latvia - with growing awareness of the need for better compliance between training provision and the actual labour market needs.

The governments of Latvia and Germany signed an agreement in 2013 on assistance and advice to introduce the dual vocational education system. The intention is to adapt the German education system to the Latvian realities and to introduce it partly. The Ministry of Education and Science of Latvia started a pilot workshop in work-based learning – using a “bottom up” approach by inviting vocational training institutions to get involved in the pilot project on voluntary basis. It was a major challenge, given the lack of previous experience, as Latvia traditionally implements a school based vocation education and training system.

In 2013, the Ministry of Education and Science asked 10 vocational schools to consider a possibility of launching a pilot project and 6 schools agreed to start it in the school – year 2013/2014. The first Vocational schools involved in the pilot project:

- Valmieras vocational secondary school
- Riga State Technical School
- Ziemeļkurzemes vocational education competence centre Ventspils Technical school
- Ogre State Technical College
- Jelgavas Technical School
- Smiltene State Technical School
- Riga Technical College

There were involved 145 students engaged in 17 different programs and 29 enterprises in the pilot project. At this moment already 20 schools and 170 companies are involved.

The first result of implementation of the project were really inspiring – from the perspective of all the involved stockholders, including the students’ families and the young learners themselves experiencing pride of being part of real working environment and earning their own salary. It has to be acknowledged that the popularity and esteem for WBL is increasing as most of the state VET institutions have expressed their preparedness to participate in the pilot project in the 2014/2015 academic year. This can be considered as a tremendous success given that just a year and a half ago few stakeholders were aware of the work-based approaches in VET, since in Latvia such schemes were typical only in the craft’s sector. The Ministry of Education and Science will analyse the results of the implementation of this project and afterwards take a decision on the introduction of WBL approaches at system level, taking into consideration the specific Latvian context – the needs of the national economy, the prevailing of micro and small enterprises and other.

However, the first major challenges have already become evident – the necessary changes in the legal framework, the need for a system of incentives for employers and above all – a well-thought over information and promotion campaign reaching out to a broad spectrum of target groups and supported by an effective career guidance system. Target groups are teaching and training providers, employers and professional associations, public administrations at national, regional and local level, social partners, the potential learners and their families to whom to come up with a clear message for an offer of excellent training and potential job.

On the grounds of the memorandum that the governments of Latvia and Germany, as well as other EU member states, signed in 2012, Latvia has established an alliance with the common goals of developing sustainable and practice – based forms of vocational education and promoting the employment of young people.

Since October 2013 the German-Baltic Chamber (AHK), the German Ministry of Education and Research and many other partners in close cooperation with the Ministry of Education and Science in Latvia engage in following activities:

- Exchange of experiences: networking, conferences, study visits
- Train the trainers: training material and courses
- Advise to companies in how to get involved in work-based learning
- Development of practice module for freight forwarding specialists as an additional pilot project to work-based learning
- Ideas for marketing strategy for work-based learning to assume a better image in the society.

Some of these activities are estimated in life and we can see the first results in statistics from State Employment Agency (SEA). According to the SEA data, last year in Latvia were 7880 unemployed young people aged up to 24 years. This year their number has decreased by 1,409 or 17.8%. In 2015, 21 094 young people left jobless queues, entering the labour market circulation.

2.4. Poland

The Polish educational system have the following vocational education and training pathways:

- Courses system.
- Vocational school (3 years- after secondary school)
- High vocational school (4 years – after secondary school)
- Vocational schools for adults (1,5- 2 years after High school).

The vocational exams consist of 2 parts: theoretical and practical. The Central Examination Board prepare the tasks. The tasks are the same in the whole country during one session.

All forms of vocational education include practical training – it depends of the level of education and profession, the duration.

The institution which help in popularization vocational education is Krajowy Ośrodek Wsparcia Edukacji Zawodowej i Ustawicznej (KOWEziU) - National Centre for Supporting Vocational and Continuing Education is a public centre, national-level institution providing professional development services for teachers' subject to the Ministry of National Education.

The main aims of the Centre are: inspire, prepare and coordinate activities related to professional development of teachers from vocational schools and schools for adults; prepare and execute educational ventures related to the stages of educational transformation in Poland.

The Centre cooperates with other central government and educational institutions as well as non-government organizations from Poland and abroad. The Centre collects, processes and disseminates pedagogical information related to vocational and continuing education.

The information published in the magazine concerns vocational and continuing education and new initiatives taken by the Ministry of Education.

3. Best practices in partner countries

3.1. Portugal

Best Practice 1 - Work-based learning in the metallurgic and engineering technology industry

The Vocational Training Centre of the Metal Industry is a non-profit-making organization established through a protocol between the Institute for Employment and Vocational Training and the employers' associations in the metallurgic and engineering technology sector. It provides vocational training for young people and adults, and procedures to recognize prior learning gained by adults in an informal or non-formal context.

CENFIM's apprenticeship courses last about 106 weeks and include 43 weeks on work-based learning in a company. The courses are organized in three training periods based on alternance model. Each training period begins with centre-based training and finishes with work-based learning as follows:

- 1st training period – 34 weeks including a 9-week full-time placement;
- 2nd training period – 36 weeks including a 15-week full-time placement;
- 3rd training period – 36 weeks including a 19-week full-time placement.

The work-based programme at CENFIM involves five groups of people: the employer; the training centre; the training coordinator; the work-based learning tutor; and the learner. To ensure its sustainability, each work-based programme is developed in three stages:

- before the learner starts the work-based activities;
- monitoring and support during the period of work-based learning;
- follow up and evaluation.

CENFIM uses ISO 9001:2000 as a basis for implementing the quality cycle.

The switching model has helped to develop synergies between the VET provider and the labour market. It has also led to a 90% employment rate for apprentices. In addition, the post qualifying questionnaires to employers have shown how much the apprentices use the skills they acquired during their training.

Throughout the work-based learning process there are regular meetings between CENFIM and the employers to monitor progress. These allow for the whole programme to be evaluated and this leads to continuous evaluation.

On average, CENFIM works with 600-700 companies on work-based learning programmes and approximately 2,000 trainees complete an apprenticeship each year. Each trainee achieves a NQF Level 4 qualification which includes an upper-secondary school certificate and a vocational certificate.

<http://www.eqavet.eu/workbasedlearning/GNS/casestudies/Portugal-1.aspx>

Best Practice 2 – Getting employers more involved

Aveiro Training School (EPA) is a VET school that is managed by a non-profit making regional association - the Aveiro District Association for Education and Development. EPA has voluntarily increased the amount of work-based learning on its vocational courses. This helps to strengthen the involvement of enterprises in training young people, develops programs which are more responsive to the labour market and helps learners to become more accustomed to the world of work.

Learners complete work experience in each of their three years on the course. Using a switching model, learners combine time in the laboratories at EPA's technological campus and working full-time with an employer. Different combinations have been developed to meet the operational needs of local enterprises; as a response to the current national situation; or as part of a European project organized by the school. In EPA, the monitoring and professional team manages

an online platform with information about employers – this is kept up to date through regular meetings as part of the partnership-based approach to training. The team encourages and supports all those who are involved in work-based learning: trainees (and their parents); tutors in the VET school; and work-based learning tutors. The learners' training is recorded and monitored via the online platform. This is available to all stakeholders as this allows them to comment on their level of satisfaction and their training needs. The transparent nature of this online platform strengthens EPA's commitment to work-based learning and supports continuous improvement.

Aveiro Training School (EPA) vocational courses last about 112 weeks and include work-based learning using a switching model with two main approaches as follows: learners are based in a company for one day each week for most of the three academic years (approximately 80 days in total). The work-based program at EPA involves six groups of people: the employer; the VET school; the monitoring and professional team; the course coordinator; the work-based learning tutor; and the learner. To ensure each work-based program is sustainable, a five stage development process is used: planning; monitoring and continuing evaluation; on-going improvement and adaptation; final evaluation; follow up.

http://eqavet.eu/workbasedlearning/gns/casestudies/all-case-studies/portugal/14-03-12/Portugal_2_%e2%80%93_Getting_employers_more_involved.aspx

3.2. Austria

Best Practice 1 - Training alliance

Within the framework of a training alliance companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted. In this case the Vocational Training Act (Berufsausbildungsgesetz, BAG) provides for a compulsory training alliance: It is permissible to provide training if complementary training measures are conducted in another company or educational institution (e. g. WIFI, bfi) that are suited for this purpose. It must, however, be possible to train the knowledge and skills vital for the apprenticeship occupation mainly at the actual training company. In the apprenticeship contract (or one of its appendixes), agreement on the training content that will be imparted outside the actual training company as well as “alliance partners” (suited companies or institutions) is reached. But it is also possible to enter into training alliances on a voluntary basis, if training companies aim to impart special qualifications to apprentices – possibly going beyond the occupational profile (e. g. special-purpose computer programmes, foreign language skills, soft skills, etc.).

In some provinces institutionalised training alliances have been set up (such as the Upper Austrian Corporate Training Alliance - FAV OÖ), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

Forms of training alliances:

1. Compulsory training alliance

1.1. For companies which cannot teach all the training contents of an apprenticeship

2. Voluntary training alliance

2.1. Training of additional knowledge and skills which go beyond the occupational profile

3. Organisational options

- 3.1. Mutual exchange of apprentices between two or more companies
- 3.2. One-sided sending of apprentices to another company or several companies or their training workshop (usually against payment)
- 3.3. Attendance of programmes or courses at IVET institutions against payment

Best Practice 2 - Awards for training companies

State prize “State-honoured training company”

The Minister of Economy awards the prize “State-honoured training company” to training companies for special achievements in apprenticeship training. Criteria for awarding the state prize include: success in apprenticeship-leave exams and in provincial and national competitions; dedicated involvement in the field of career guidance; cooperation ventures entered into by the training company; and its in-house and external CET programmes for apprentices and trainers. Applications for this award must be submitted to the regional advisory board on apprenticeship that is set up at the apprenticeship office of the respective province.

State prize “Best training companies – Fit for future”

Every two years, the state prize “Best training companies – Fit for future” is conferred by the Ministry of Economy in the categories small, medium-sized and large enterprises. The objective of the state prize is to improve quality, innovation and sustainability in apprenticeship training. Specifically, the state prize aims to:

- _ set a clear signal for quality in apprenticeship,
- _ acknowledge the excellent work of the Austrian economy in the field of youth training,
- _ help win over new companies for apprenticeship training,
- _ raise awareness among parents and youths of the good training provided in Austrian companies and the wide spectrum of apprenticeship occupations.

3.3. Latvia

Benefits that are listed by implementing work-based learning:

- Dual vocational training system characterized by the fact that the responsibility for it is shared between the state and employers;
- Their training places students select by the company in which they would like to work;
- Training is the real working environment;
- Young people receive scholarships;
- Students learn only professions that are required in the labour market.
- Reducing youth unemployment.

The best example in Latvia so far could be named cooperation between large stock company "Valmiera Glass Fibre» and Valmieras vocational secondary school. There some references from students:

Sintija (from Laudona):

«I have to learn only one and a half year. I would like to become a conscientious and resolute employee of company "Valmiera Glass Fibre»

Santa (from Bauska):

«From dual education I look forward to the opportunity to learn a profession, not only in theory but also in practice. »

Jānis (from Valmiera):

«This type of education is something new in Latvia and it seems interesting. A big advantage is the financial support received from the school and the company.

More or less, only officially unnamed as dual training are all the programs Malpils Vocational Secondary school teach, because certain amount of practice hours are spent in different companies. The difference is only that there is no warranty for the work. However, if in the practice place students show good progress and are interested in what they do, often after having obtained a degree they are asked to stay in company as permanent employee.

3.4. Poland

Uniwersytet Łódzki (Poland)

Work Based Learning Qualifications (WBLQUAL) is a European, Erasmus (DG EACAC, LLP) funded project working across five countries looking to refine a method of providing qualifications for work based learning that will also produce benefits for employers in performance, behaviour and attitude of learners.

By conducting extensive research into each of the 3 participants (HEI, Employer, Learner), within different academic institutions, across national barriers and in a range of employment sectors the project aim is to gain a deep understanding of the issues, incentives and barriers held by these three partners, and to use this understanding to formulate a tri-partite approach to WBL qualifications in the EU. ³

Cracow University of Economics (Poland)

Work based learning as Integrated Curriculum the Erasmus funded work-based learning as integrated curriculum (WBLIC) project draws on the latest research evidence and analysis from across Europe to identify common 'best practice' principles and to develop a framework to guide programme planners seeking to engage with accredited work based learning using an integrated curriculum.⁴

BGZ (Germany)

³More info: <http://wblqualv2.clients.apphaus.co.uk/country/poland/>

⁴More info: <http://www.wblic.org.uk/>

BiP –Practical training in Poland for apprentices from Berlin

Skilled workers with international experience, and increasingly with knowledge about our neighbour, Poland, are in high demand within the Berlin economy. The mobility project BiP responds to this need. Young applicants, who completed a dual vocational education in hairdressing or the building-cleaner trade, as well as young people who were in a training course at a Secondary School and VET College of Higher and Further Training (OSZ) were invited to participate in a three-week internship in Poznan. The apprentices had the opportunity to put their theoretical knowledge into practice and to develop different working methods. An accompanying cultural programme and methodically excellent polish-lessons completed the internship program.

The aim of the project was to increase mobility as well as to improve vocational and social skills and competences of young people from Berlin during the initial vocational education. BiP was a sort of pilot project in the German-Polish cooperation in education. The profession building-cleaner does not exist in Poland and in this way it was therefore interesting for both sides to see how these occupational skills and competences can be taught and developed in the other country. The BGZ took over the overall management of the project. The necessary contacts and networking as well as organisational and formal activities were coordinated by the BGZ and the chamber of small business and skilled crafts in Poznan. ⁵

Ośrodek Doradztwa Rolniczego in Kościelec (Poland)

A Short-term Training Course for Agriculture Students from Kościelec Polish students from Kościelec Agricultural Counselling Centre as well as other agriculture students finished in summer

⁵ More info: <http://www.bgz-berlin.de/en/projects-and-products/project-overview/bip-practical-training-in-poland.html>

2014 their short-term work experience internship in German agricultural companies which started on June, 29, and finished on September, 28, 2014.

The project was supported by the Foundation for Development of Education in the framework of Operational Program for Human Resources Development of European Society Fund and under the conditions of Leonardo da Vinci Program. Project Nr. 2013-1-PL1-LEO01-38194 has a title „New skills –new opportunities in European agricultural markets: work experience internship in German agricultural companies”.

Anton Häring Academy in Piotrków Trybunalski (Poland)

The Häring Academy is the central location at the company for training and apprenticeship. The Academy provides modern technical facilities that correspond to real-life production environments, and the training rooms offer an attractive location for further qualification.

Häring offers a large number of interesting and promising training opportunities:

- Machining mechanic m/f
- Industrial mechanic m/f
- Machine and plant operator m/f
- Mechatronics engineer m/f
- Technical product designer m/f
- Machining technician m/f

At Häring it is also possible to combine vocational training with a study course in engineering. In just 4½ years, a training course as an industrial mechanic and a BA course can be combined. The advantage here is that practical experience gained from working in the company is enhanced directly with know-how from the study course –and vice versa. ⁶

⁶ More info: http://www.anton-haering.de/cms/en/education/education_info/

4. Field Research Results – Questionnaires Analysis

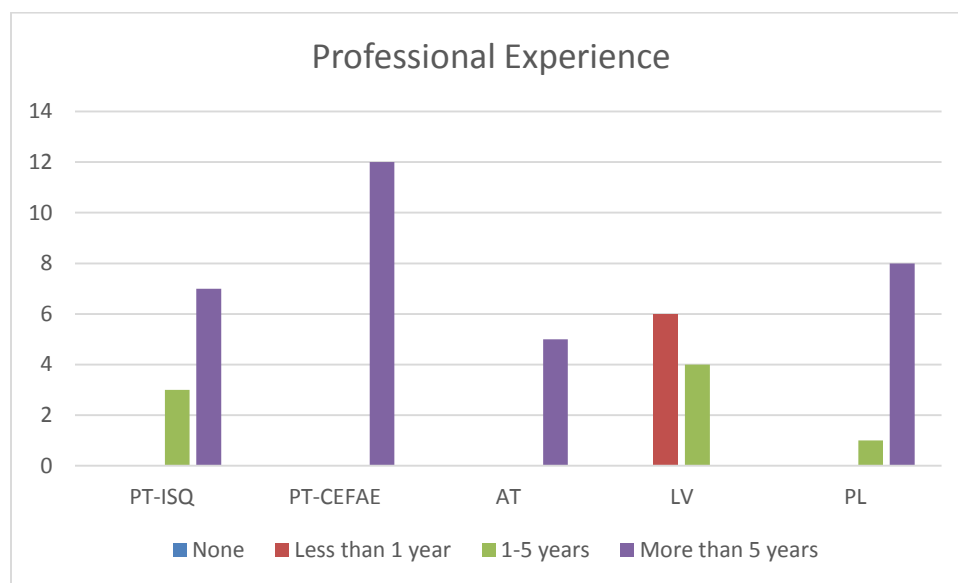
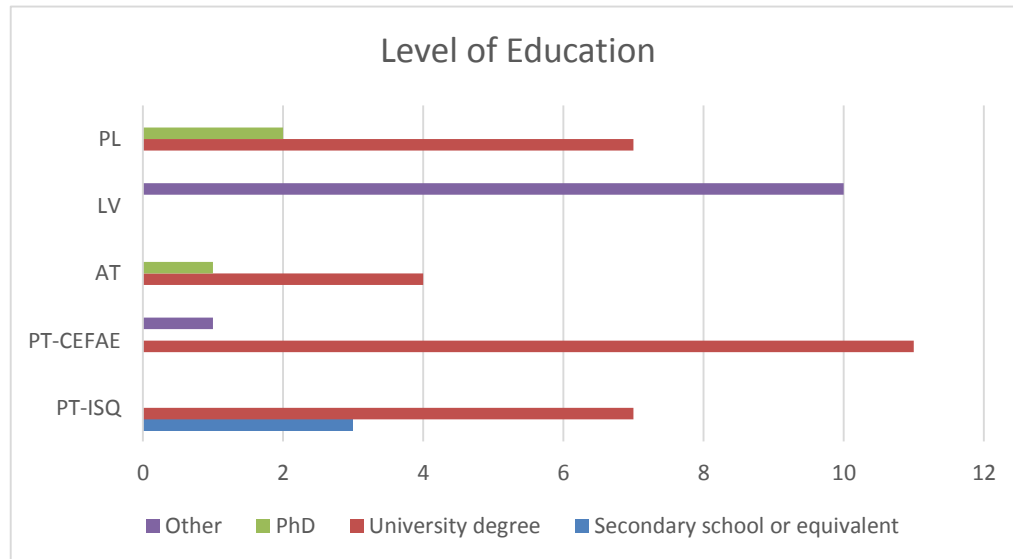
The total number of inputs obtained from the field research carried out in the four partner countries was of **102**, distributed in a total of 46 answers from VET providers and 56 answers from employers and company tutors. It is important to notice that not all the participants answered to all questions.

The following sections will summarize the contributions gathered in the field research, making a brief characterization of our contributors, highlighting some important comments and opinions which will influence the path that WBL partnership chosen to trail for the E-Guide “Work Based Learning – your opportunity”.

4.1. Questionnaires Teachers and educational staff/ VET providers

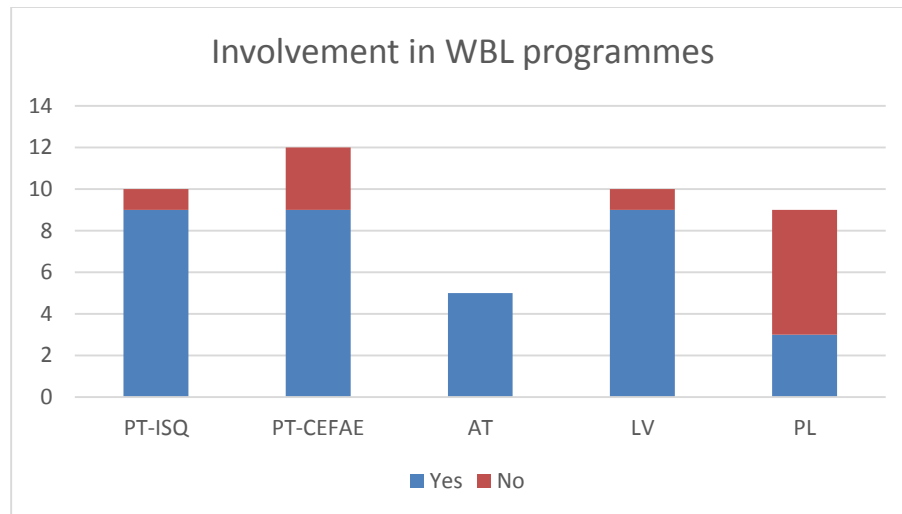
4.1.1. Participants’ profile

The questionnaire/interview participants are experienced professional, most of them with a university degree or PhD, although Portugal presents an important share has a secondary or equivalent level of education. Most of the inquired teachers from all countries have more than five years of professional experience. The exception were the Latvian teachers which had, in its majority, less than 1 year of professional experience.

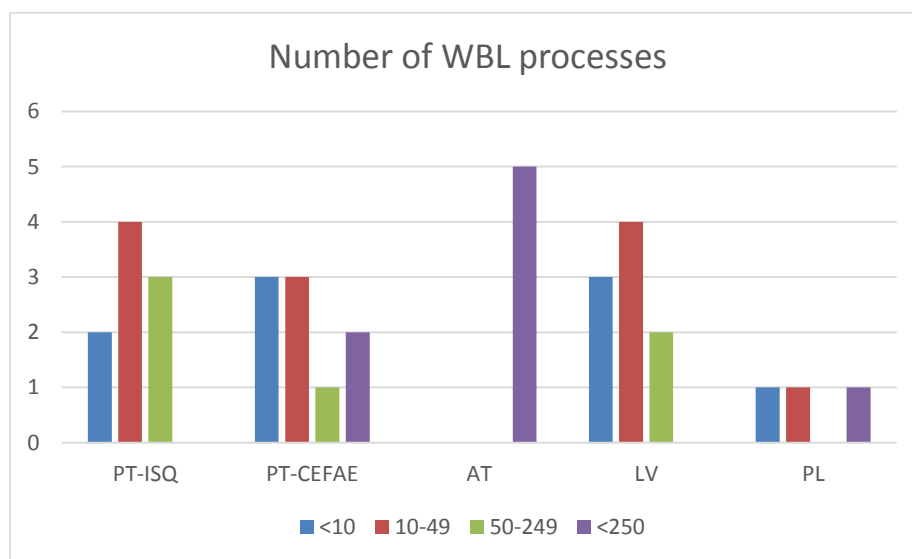


4.1.2. Participants' experience

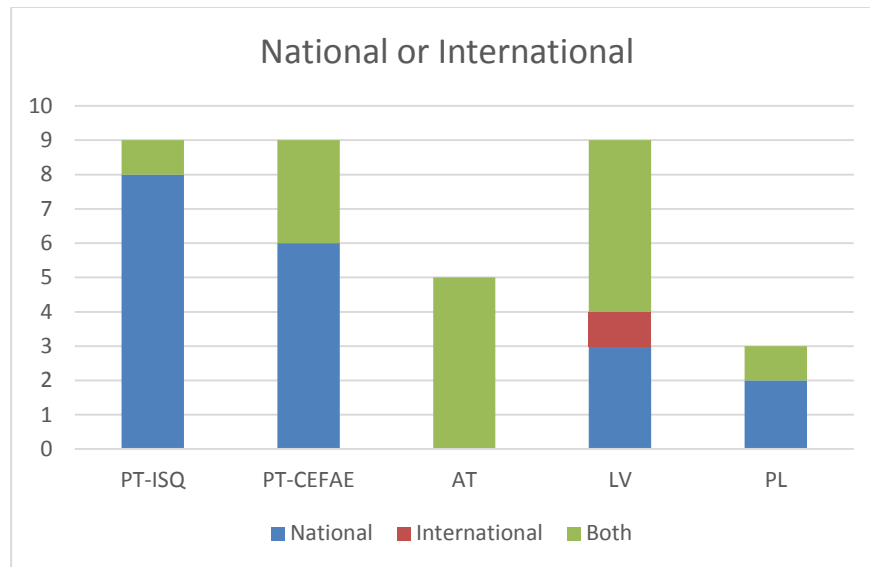
Taking into account that the questionnaire was addressed to education staff involved in work based learning and, the aim of the questionnaire was to allow the WBL partnership to have a clearer understanding about their specific needs, participants were asked to describe their experience in WBL programmes (see charts bellow).



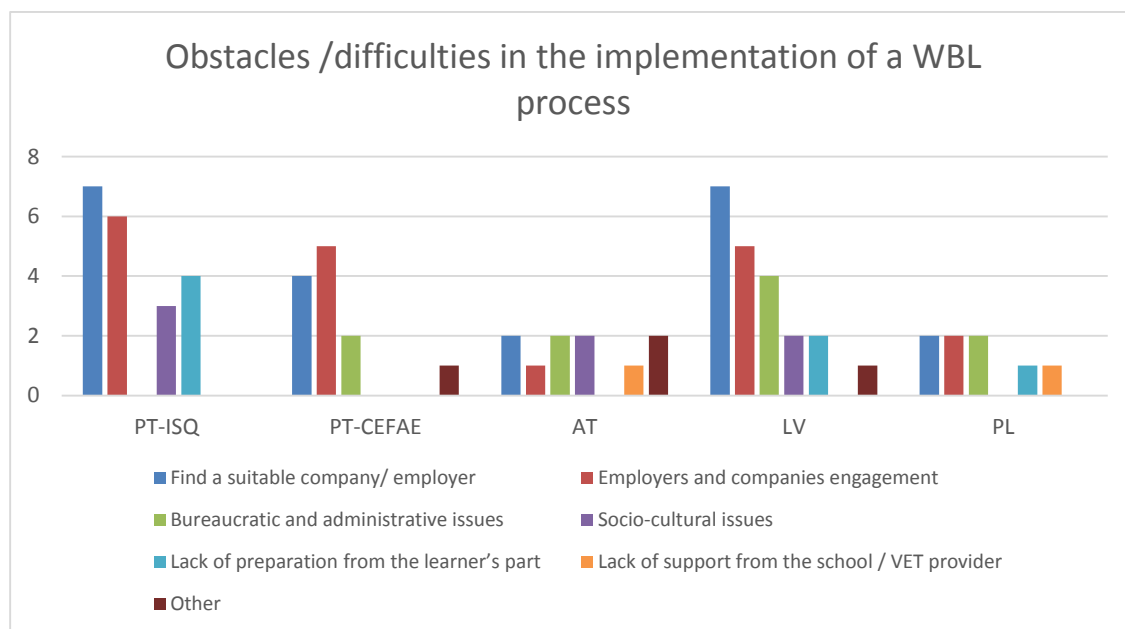
Most of participants had already some involvement in WBL programs. The majority of the Polish inquired never were involved in a work-based learning experience.



Austria presents the exceptional result of having all their professionals participating in more than 250 WBL processes each.

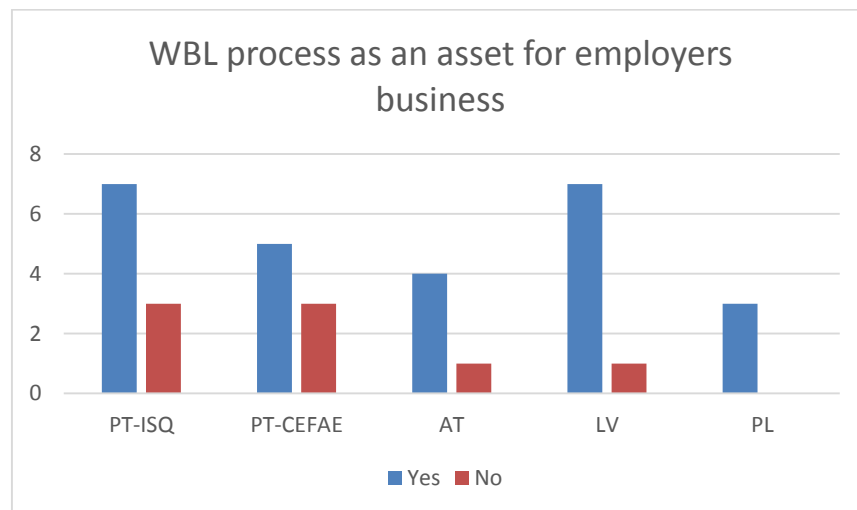


Portugal and Poland professionals had most of their experience with national learners. All the other countries present a large experience with national and international targets.



According to the chart above, the most meaningful obstacles or difficulties found in the implementation of a WBL process were:

- “find a suitable company/employer”, transversal to all countries; followed by
- “employers and company’s engagement” except in Austria.
- all countries find some difficulties with the “bureaucratic and administrative issues”.
- we received no inputs to the “others” responses.



The majority of responses to the question “Do you see WBL process as an asset for employers’ business” were “yes”, having some professionals responded “no” but in a reduced number.

In the open questions of the questionnaire, a lot of inputs were collected. The most relevant are poured into this report, highlighting the fact that all countries provided a meaningful contribute.

“Do you think employers and companies consider the WBL process as an asset for their business?

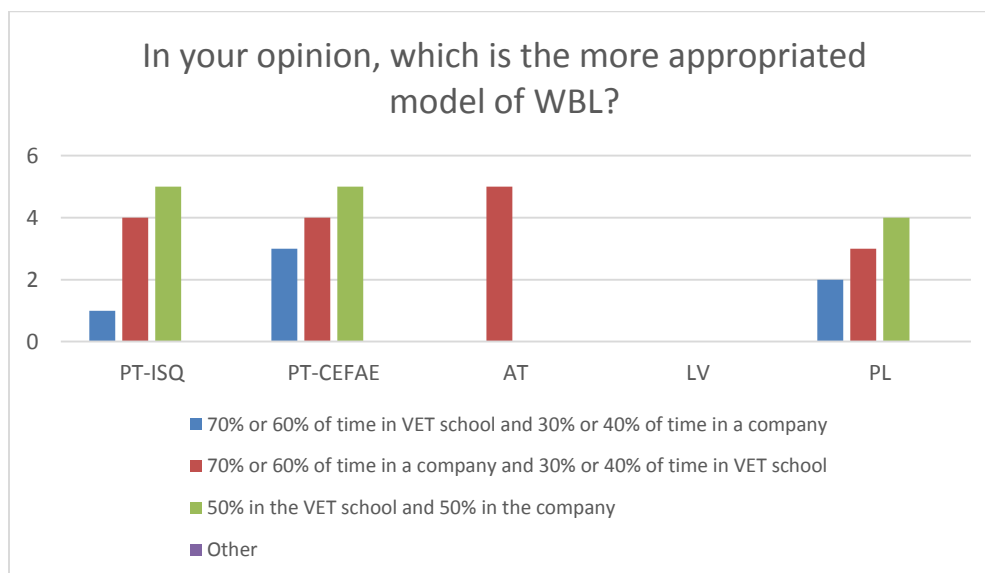
Please explain your choice”

“Up to now they don't see the asset. It should be more clear explained. They think it's just additional work. The conditions for preparing of the future specialist are going to be fulfilled through the employing company. And this brings success in the business.” AT

“most of the cases, the enterprisers' consider that trainers are a waste of time and resources, because they need time and accompanying; employers availability; young with good practical knowledge and skills; it is a way of changing knowledge, ideas, as usual the trainers are interested and very active people; they are in a zero cost for the companies, what it is good and they can bring new ideas and ways of doing differently; it is good for both, the knowledge and zero cost for the company; companies are not very fond of changing routines; no, because after the enterprisers don't have the financial capacity to give a job, even for the best students” PT

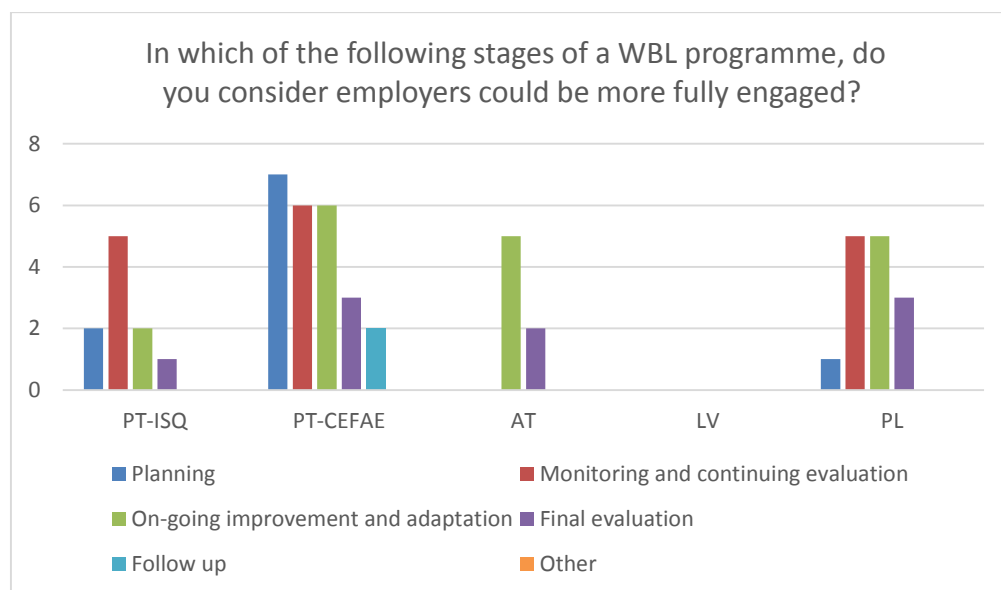
“Big companies, but not the small ones. Employers do not want to spend a lot of time in training and assessment of learners. There are good reviews from entrepreneurs. One half entrepreneurs want well qualified staff; one half are not so worried about it. Entrepreneurs need new staff. The most part of small businesses want well educated and already well qualified and experienced staff.” LV

“a chance to influence the process of education of future workers, building bridges between school and company, possibility to share the practical knowledge about functioning of the company, they think it is important, because they can give a profile which is suitable for the given company or position- the work world and educational sector need more help (special programs, money for practical training etc.). PL

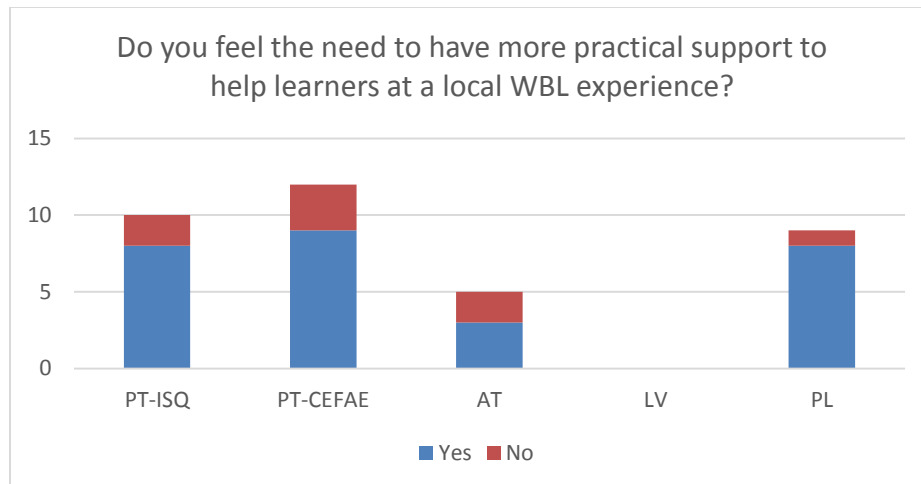


According to the question “which is the more appropriated model of WBL”, in Austria all the professional that answered the questionnaire agree the best option is “70% or 60% of time in a company and 30% or 40% of time in a VET school.

Portugal and Poland professionals’ have different opinions, considering mostly that WBL should be “50% in the Vet school an 50% in the company”, and even some professionals consider that “70% or 60% of time in a VET school and 30% or 40% of time in a company” but in a smaller number.



In the educational agents’ perspective, the employers could be more fully engaged in the “On-going improvement and adaptation” and in a small answers number in “Final evaluation”, pointed by professionals of all countries. Portugal and Poland professionals also consider that employers should be more involved in “Monitoring and continuing evaluation” and in “Planning”.



Considering the answers, most of professionals “feel the need to have more practical support to help learners at a local WBL experience”.

**The Latvian partner didn't present answers to this question.*

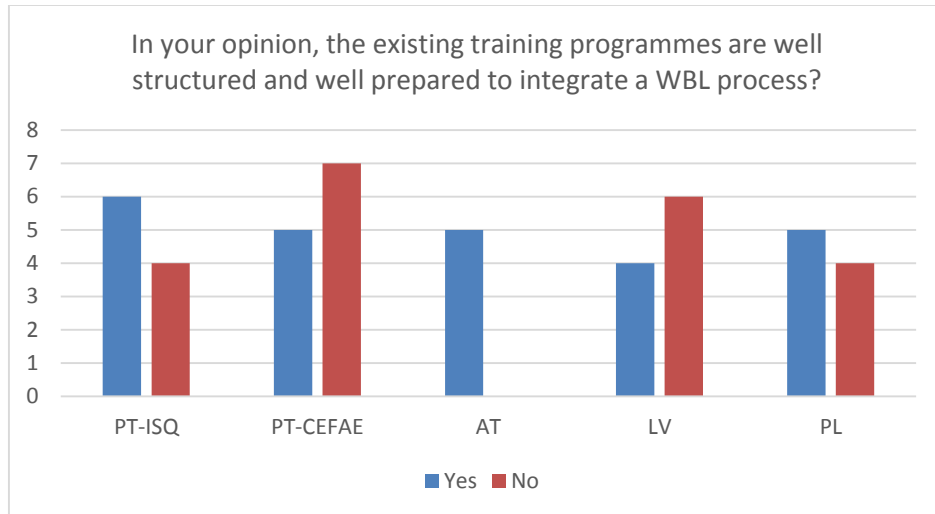
When asked to explain their choice, the respondents said:

“1. Better training for teachers. 2. The gearing between company and vocational school should get more technical and theoretical.” AT

“It is very important that students have practical support, especially at the beginning of the vocational training, after they will be more autonomous; the more and more time the students have practical work, the better will be their competences and skills in the area; enterprises don't have enough human resources to accompany the trainers.

A greater involvement of employees in the development of training strategies in the workplace. The tutors should be more receptive to describe the activities to be undertaken by the trainees before starting the internship.” PT

“Practical support of students at the university level is very low. Students should have more self-initiative and look for themselves on the labour market. The work world and educational sector need more help (special programmes, money for practical training etc.)” PL



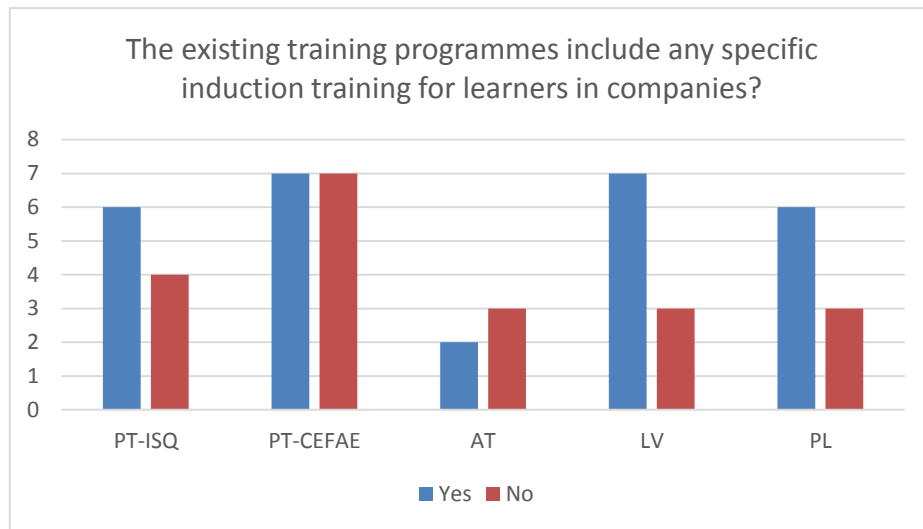
Concerning the structuration and preparation of training programs to integrate in a WBL process the professionals from Austria considers that they are well structure and prepared.

In all the other countries, there are no agreement, some professionals think that the training programs are well structured and prepared, and some think they aren't.

"1. Very good approach. Students and company can win. 2. More time for the specification of training courses." AT

"the pedagogical contents are essential on professional area that the students attend; the contents should be adapted to the real labour market; some of the scientific and technical area should be adjusted to the current reality; they are well done, but unfortunately entities don't have the necessary human resources to apply them well; at a vocational level yes, they are; no, because the contents are very specific in an area" PT

"No, we need precisely to balance theory and practice in exact period of time; No, programs are designed for school workshops and laboratories; No, programs be developed to meet market requirements; Yes, programs are flexible and adaptive to business requirements; Yes, programs are updated and we take an account of the different views; No, the program should be made more on the basis of business opportunities and professional standards; Yes, programs are updated; No, programs drawn up superficially, without any regard to the possibilities for schools and companies." LV



According to the graphic above we can assume that in general exists some training programs include specific induction training for learners in company, in most of countries.

The main contents, competences or themes that professionals think are important to learners' induction process in companies are:

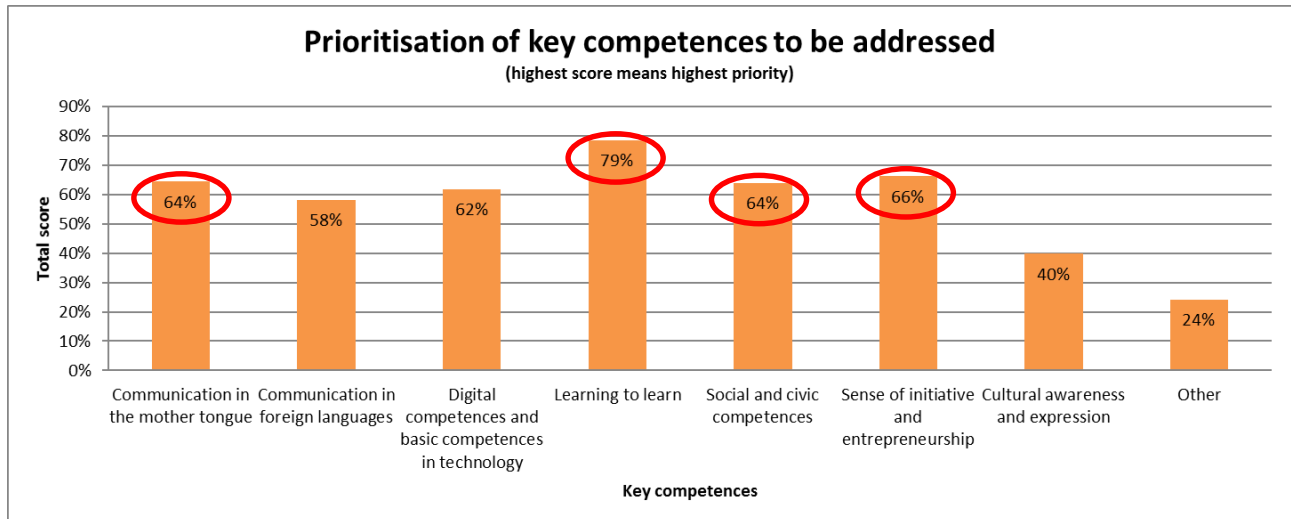
"1. openness to experience on both sides; willingness to try a new way; good preparation. 2. communication and social competencies. 3. The knowledges about companies' work are patchy, the employment is going to be without any guarantees for the future. There are not so many perspectives. The opinion about vocational schools' work is in most companies viewed bad." AT

"support in the labour market integration; social and economic support integration; support on travel preparation and other practical issues; development of technical skills at students' area; personal and relationship development in the labour market; promote work attitudes; administrative support in reception area; receiving techniques and customers assistance; service and communication; social, pedagogical and intellectual competences; conflict management; assertive communication; team management; ICT contents; video; photography" PT

"Learners a greater sense of responsibility and willingness to apply theoretical knowledge in practice; Interest, discipline and responsibility for their work; communication skills; Communication in foreign languages; the desire to work in their chosen profession; motivation; the latest design programs learning; be open to all new things and situations; compliance with the qualification requirements of the enterprise and labour market; knowledge of labour protection, in materials Science and equipment, knowledge in trade market; technology basics." LV

"students should know the company, students should be able to work in a team and communicate in an international team, ability to learn, communication in a foreign language; language competence, communication in a foreign language, initiative and entrepreneurship; need for improvement, communication, possibility to learn; students should be more creative, able to cooperate with others; flexibility on the labour market. working to deadlines. background education" PL

In order to better build the E-Guide foreseen in this project, participants were asked to prioritise - from the eight key competences for Lifelong Learning – the ones that most important learners should have for a work based learning experience. The results are presented in the following chart:



The resulting ranking of key competences that they feel the young people should have for a work-based learning process are:

- 1) **Learning to learn**
- 2) **Sense of initiative and entrepreneurship**
- 3) **Communication in the mother tongue**
- 4) **Social and civic competences**
- 5) Digital competence and basic competences in technology
- 6) Communication in foreign languages
- 7) Cultural awareness and expression
- 8) Other

4.1.3. Conclusions

About the question “In your opinion, what are the main advantages of implementing a WBL process?” the respondents consider:

“more global apprenticeship; multidisciplinary; more practical training; exchange with other cultures; transfer learning and European mobility’s” AT

“-better preparation to the labour market; better improvement in English; development and improvement of technical competences, what will improve the students future; learning by doing; to develop professional skills according to students' profile and area; knowing the labour market; skills development; to prepare young people to the labour market; to raise awareness among young people; team work; deepen and solidify the skills acquired during the training; learn new skills; growing in personal and professional levels; showing the labour market to the students; applying the competences in a labour context; relational competences; diversify the courses; crating successful conditions; it reduces the negative impact on the first experience work” PT

“An understanding of what exactly is the chosen profession; self-discipline and responsibility for the work; theory closer to practical works; exposure to real working environment; student gain experience; easier understanding of the theory; successful integration into the working environment and find a job; better awareness of labor market requirements; harmonization of practices and training programs can help operatively work on topics brought up during practice; student can see how theory works in practice; educational institutions prestige training demanded professions; the opportunity to work with modern equipment and materials; the pace of work and the amount of work close to the labor market; communication training.” LV

“implementation of knowledge and skills in real workplace, preparing students for real work and taking decisions, -responsibility of students-possibility to improve their competences, the chance to look at their work and evaluate it-students can understand what they learn and why, they can solve practical problems, students can be more responsible, practical training, more visits in the firms, professional competence” PL

Concerning the question “In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved?”, the following inputs were collected:

“1. Further and extensive implementation/initiation of mobility; 2. Bring out clearly the advantages for the company; give very clear information for the trainees; persuade a lot of trainers/key positions.” AT

“- More contact between school and enterprisers during the 1st year school; motivation; better involvement in enterprisers; greater openness from enterprisers; better involvement of the technicians in enterprisers with students; better involvement between enterprisers and schools to establish the work plan; to have a closer and open contact between enterprisers and schools; to develop activities related with the professional competences and course attended by students; schedule adjustment according to the industrial sector, the season and the lab or area; integration in several teams, as a way of promoting multidisciplinary and a good adjust to the different sector in a company; planning the training period between student and tutor from the company; school and tutor accompanying during the training; monitoring and continuing evaluation; an effective and solid cooperation; doing the training not only in the final of the school year, but annually; prepare a voluntary work plan to the student; give the student a chance to choose the enterprise where he/she will have the training; formative evaluation and regular; better monitoring; better selection of the enterprises; better match between the courses and the market demand” PT

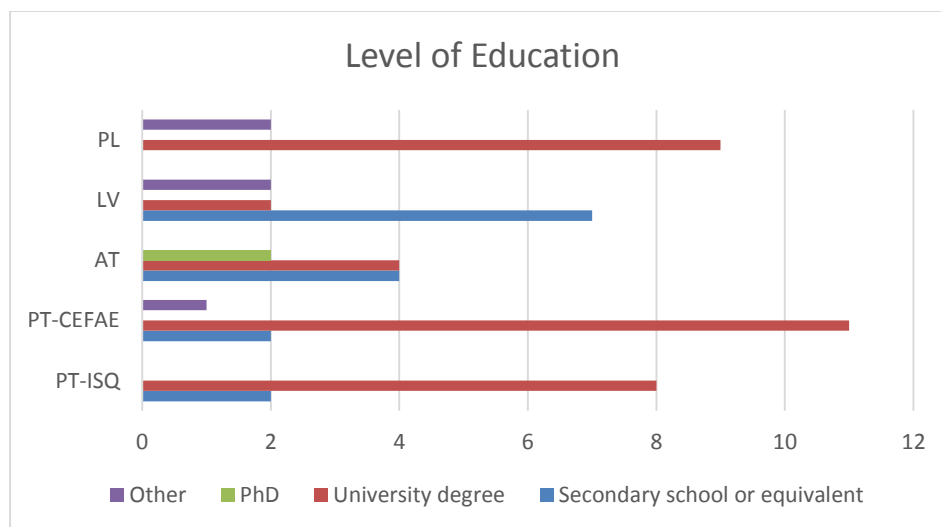
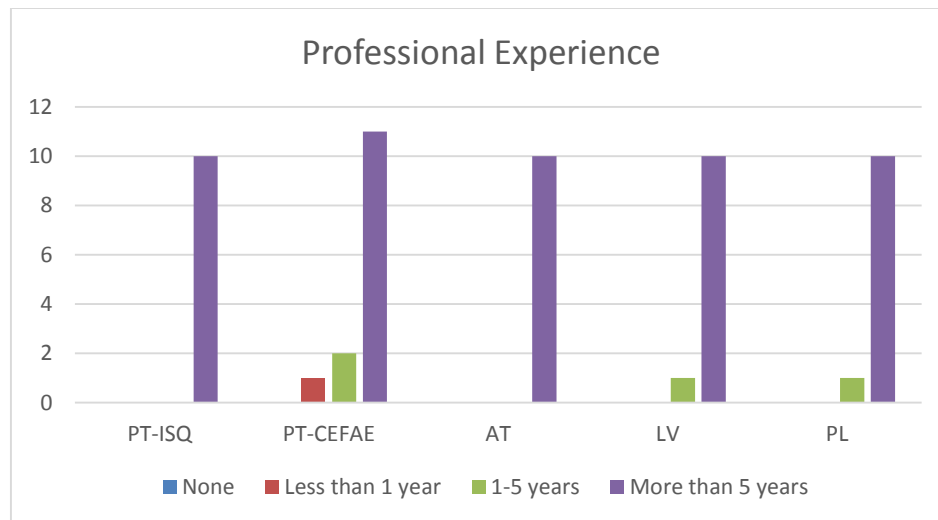
“Entrepreneurs have to desire to have well qualified staff; Schools are ready to offer appropriate education programs, but employers and employees are interested only in job and education remains as second choice; funding support; teacher training; more support from government; cooperation with manufacturers and trading companies in the latest developments in technology and materials; provide trainees with a living area; provide trainee professional, psychological and social support; schools and enterprises jointly develop curricula; entrepreneurs to help the school improve material resources; schools to attract more companies to cooperate with; reporting on the occupation demand and supply of job vacancies.” LV

“lessons at school should be more concentrated on practical tasks, chance to get acquainted with other cultures, -using digital equipment, possibility to improve and develop language competences, a chance to cooperate with foreign employers, making friends , learning about different cultures, - employers should understand that it is profitable for them to sponsor students, creating laboratories for students by the companies, students should understand the need of background education, help for employers, (Money for practical training), equipment for learners in the firms (they can disturb machines which are using to produce), good law rules for organization practical trainings in the firms” PL

4.2. Questionnaires Employers from different sectors involved in WBL

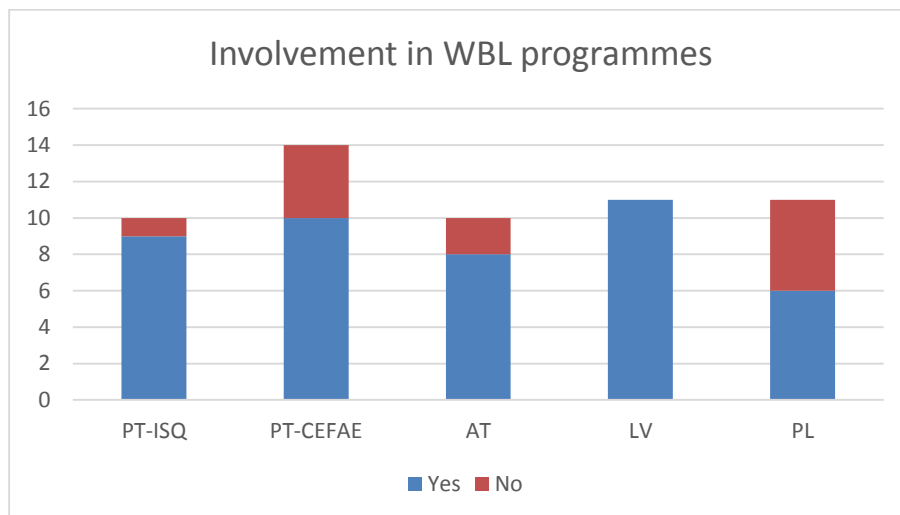
4.2.1. Participants' profile

Most of the inquired employers have a university degree and also a secondary level, or equivalent. The great majority of the participants have more than 5 years of experience, as can be seen in both the charts bellow.

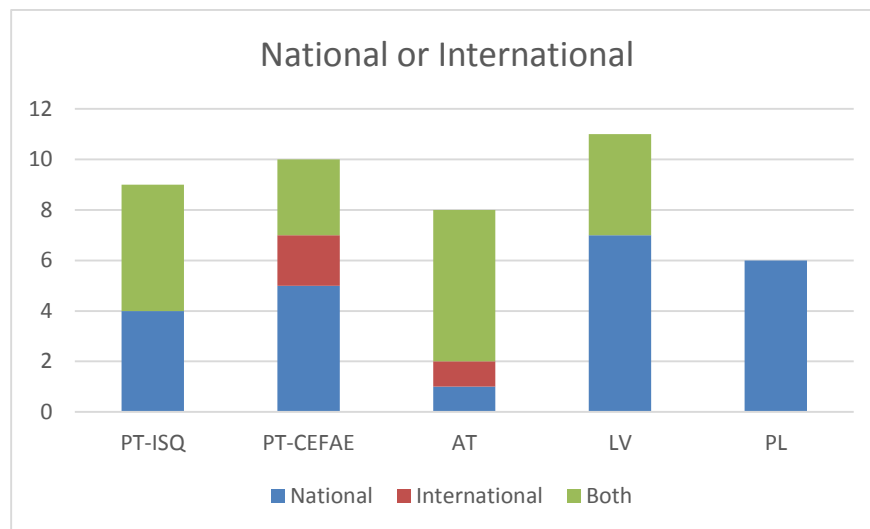
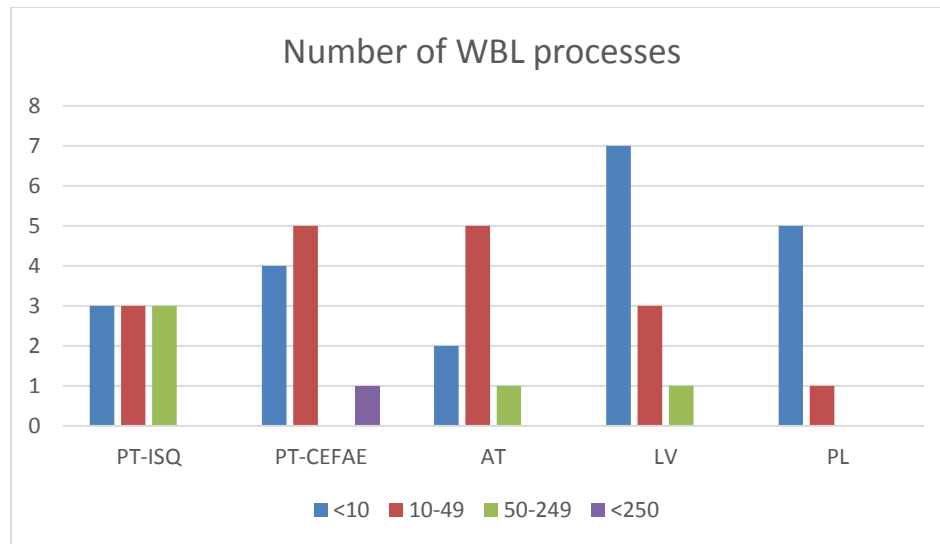


4.2.2. Participants' experience

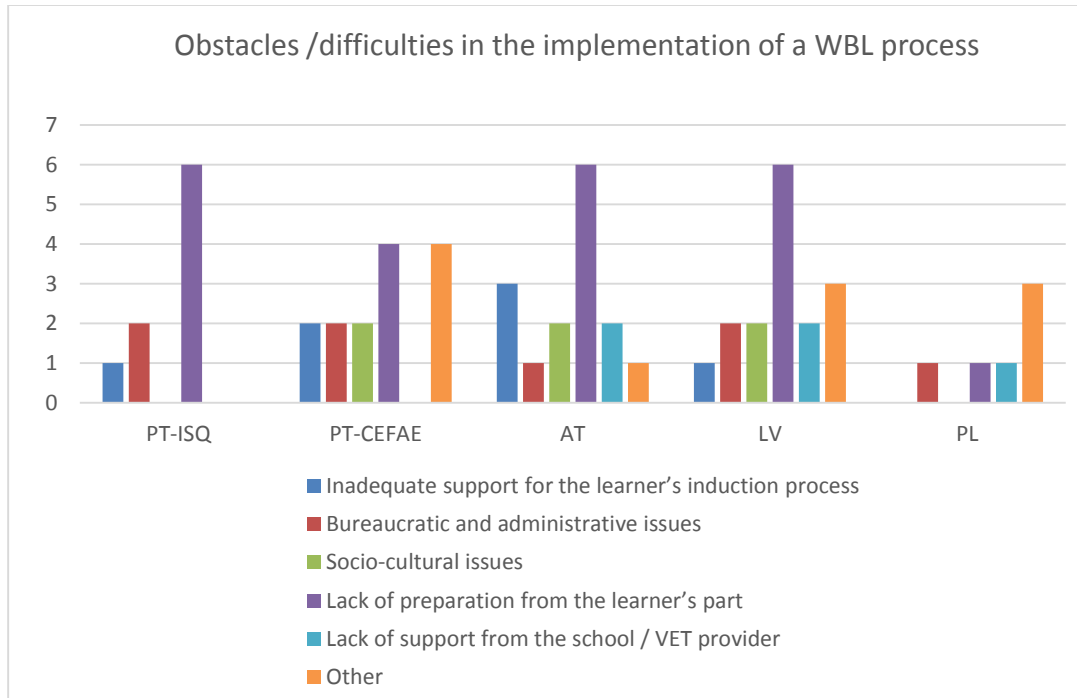
The questionnaire was addressed to employers or tutors in-company involved in worked based learning experiences, to understand their experiences and their specific needs, participants were first asked to describe their experience dealing with this type of training.



Most of participants inquired had already some involvement in WBL. For Latvia this involvement was positive for all the participants. Concerning the number of processes (chart below), PT – CEFAE had one participant involved in more than 250 experiences; the rest of the countries presented a balanced distribution between the <10, 10 and 49 and 50-249.



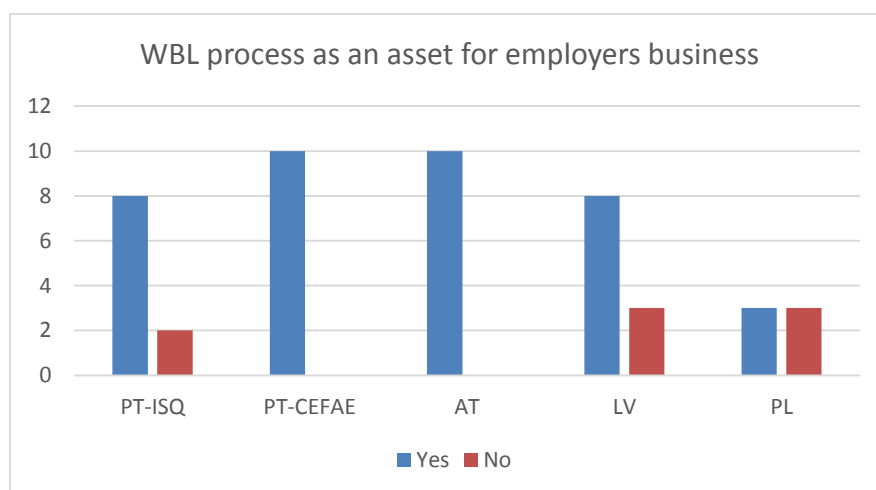
Only the Polish professionals reveal only experience with national learners involved in WBL. All the other countries presented experience with both targets national and international.



According to the questionnaires, employers and company tutors indicated most of their obstacles/difficulties in the implementation of a WBL process:

- lack of preparation from the learner's part;
- bureaucratic and administrative issues.

When asked about the advantages of WBL for business, most of the respondents in the four countries, considered WBL as an asset for their business.



In most companies participating in the questionnaires, WBL is valorised and recognised, as can be seen in the open question:

"It's a great relief for company; and we can work with for own requirements prepared employee." AT

"enterprisers should participate in students' teaching; give them the opportunity to know the real labour market. Consolidation of skills, interaction with real working environment. It's a good experience, mutual support for both the student and the technical team. Because it shows the level of preparedness of the new technical and allows us to perform a pre-selection for possible jobs" PT

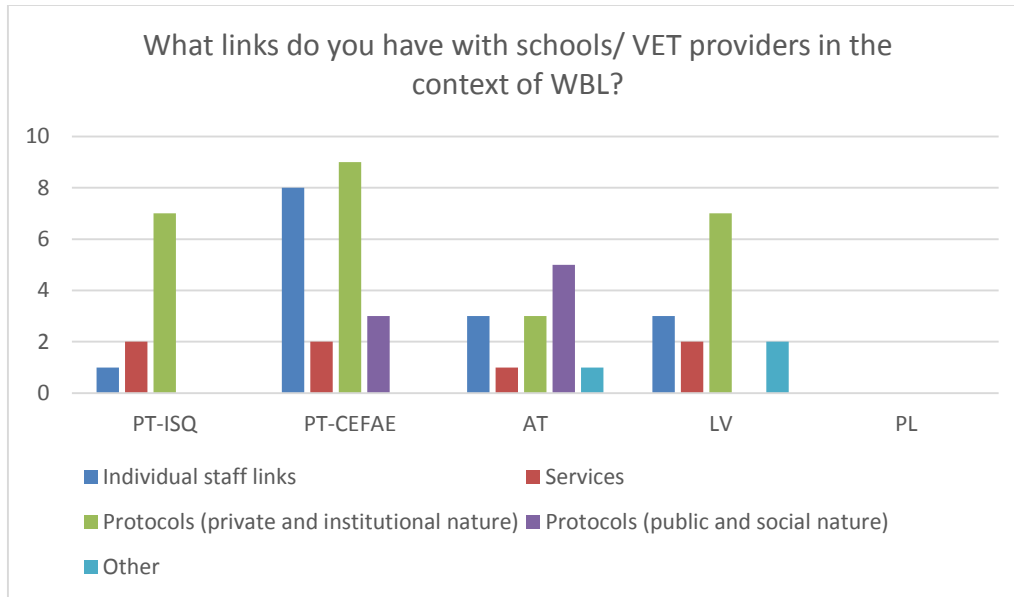
"• If the work based learning should be based on long-term cooperation, it would give the opportunity to the employer to create a new labour-based security, according to company specifics; identify labour costs, in order to incorporate them in the overall cost estimate. Young and motivated staff - this is the basis for innovation and the company's sustainable development. The opportunity to engage in their own specialists eliminates the chaos associated with the formation of staff (not always the employee turns out to appropriate requirements; have to look for another, which takes time - resulting chaotic situation). During the internship it is an opportunity to assess the long-term compliance with the profession of the employee and, if necessary, to create motivation for the student after training to stay with the company.

- Increase production quantity, it is possible to raise new, for companies' specific needs, high-quality employees, who after graduation can work in the company.*
- The more such students, trainees, who come and go, then the company will be recognizable. Also, teachers are good promoters of good practice place.*
- Practical training has always a positive direction. It certainly contributes to the student's professional development.*
- Skilled staff promotes companies' development. Training contributes trainee' development, and it is also the route to the company's future development." LV*

"Yes, for the hotel is useful. No, the firm doesn't have any profits. It's problem to find a mentor for the student. The workers in the firm are too busy to take care about the students. We haven't had knowledge about students' skills. The employers have too much paper work with the students and haven't had time to do it. They have the problems and any money for the additional work. The employers need good workers, during the practical training they can check the candidates. PL

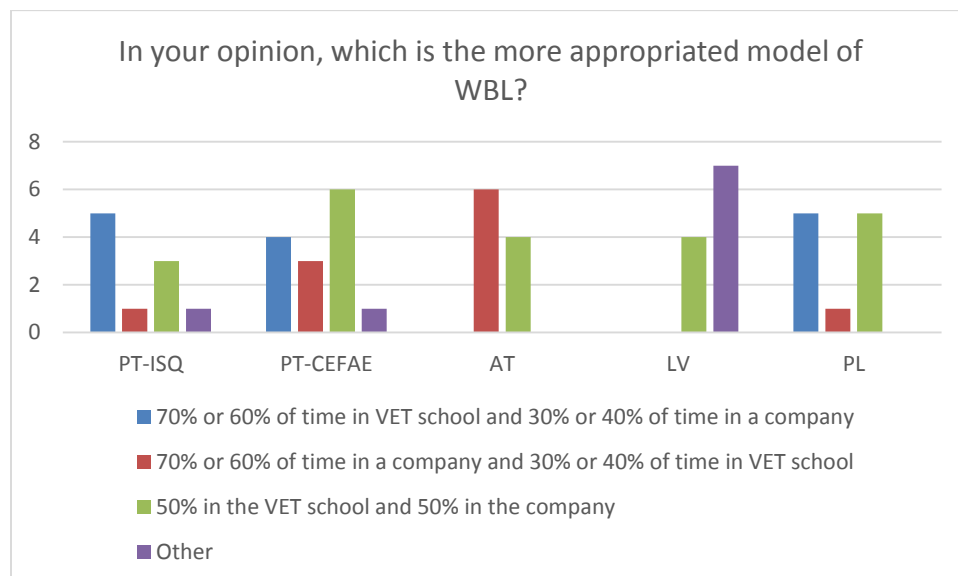
The companies' professional's links with school's/VET providers in the context of WBL mostly by protocols (private or publics) and also by individual staff links.

**The Polish partner didn't present answers to this question.*

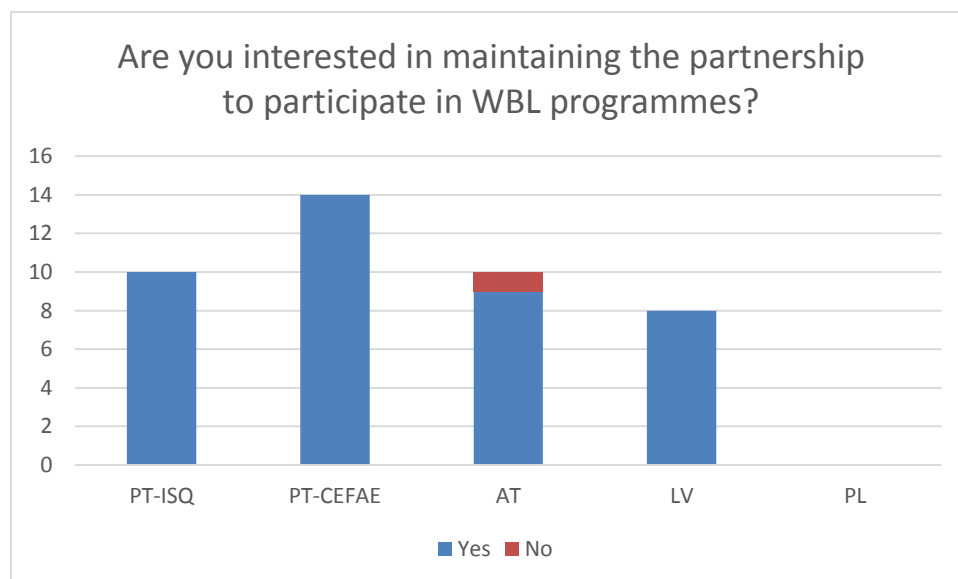
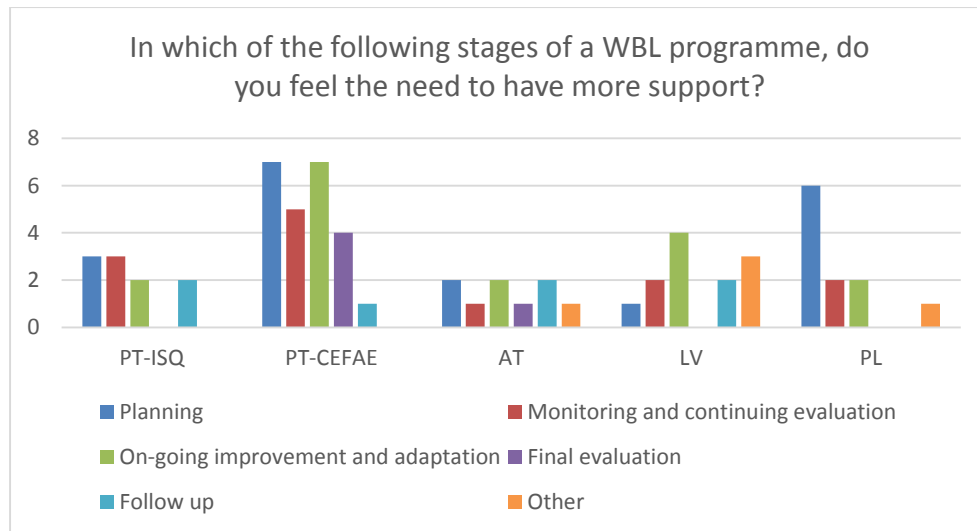


Concerning the more appropriated model of WBL, the most popular response in all countries was “50% in the VET school and 50% in the company”.

Some « professionals in Portugal and Poland, considered learners should spend “70% or 60% of time in VET school and 30% or 40% of time in a company” but in a smaller number.



The stages that employers have more need of support are: **planning, on-going improvement and adaptation, monitoring and continuing evaluation**. All countries present similar needs in dealing with WBL programmes, respondents of Portugal and Austria also feel the need of support in final evaluation.



Most of the involved countries are interested in maintain partnerships to participate in WBL programmes. That tells us that this programs add a good value for companies.

“Students' knowledge; the ability of adaptation; initiative and their willingness to cooperate; civic and social skills; this is a tool that allows to contact with the educational system; better connection between enterprisers and schools; the main importance of learning by doing; contact between learns/students with the labour market. Is an asset to the student and the employer? Young Identification of potential. Without cost labour to the company” PT

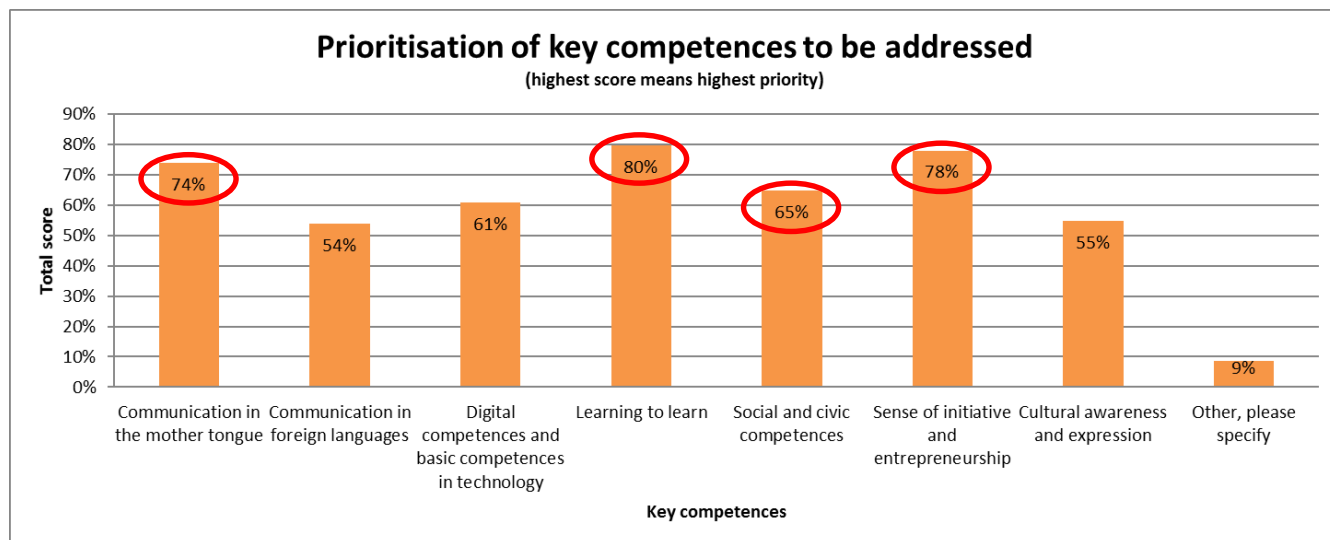
“•Very appreciate new employees, especially if we have had the opportunity to have practice time to prepare them in accordance with our specific company's needs. The current labour market situation indicates the lack of staff in our specialty (both mid-level and senior technicians). Work based learning would be able to secure the labour resources. New, responsible, innovative workforce in our industry is the basis for the company's development and growth potential.

- 20% of the trained students remain in the company as a good staff.
- Companies are interested in getting new employees with education.
- In order to find a suitable employee.” LV



Employers of all countries have already celebrated contracts with learners. In this particular topic, the Polish partner didn't present answers to this question.

Participants were asked to prioritise - from the eight key competences for Lifelong Learning – the ones that they think more important for learners to have. The results are presented in the following chart:



The resulting ranking of key competences that they most value in a work-based learning experience are:

- 1) **Learning to learn**
- 2) **Sense of initiative and entrepreneurship**
- 3) **Communication in the mother tongue**
- 4) **Social and civic competences**
- 5) Digital competences and basic competences in technology
- 6) Cultural awareness and expression
- 7) Communication in foreign languages
- 8) Other

4.2.3. Conclusions

About the question “What do you as an employer, really value in a WBL experience?” the respondents consider:

“the education system is very beneficial not only for student, but for employer as well. At the same period during work based learning student gains his experiences already, what doesn't happen during the studies only. The training is always carrying out under real conditions and in real labor market, that's why trainees are further not more afraid to make their job self-confident. Learning of self-confidence and independent work, with master as supporter brings more win - win situation for both sides, as the only dry theoretical teaching under „hothouse“ conditions in vocational schools. The straight preparation of workers for company let them to save time and money, what in these global times is very important for companies and enterprises. The theory and practice are nearby each other, so can be found new solutions to fill the leaks of knowledges, if the trainee have been missed something at school. It means, that knowledges, training support and final feedback is always available in this work based learning system. Employee grows together with his company, that's why there is not only business but and familiar relations possible. There is never boring for student, because he always has a change - that grows his interest. Interlinked thinking, better job opportunity in future and high qualification are the best motivation for young generation.” AT

“students' knowledge about the institution; the ability to adapt to new contexts; the planning with both intervenient; the students' accompanying; the evaluation of the training; entrepreneurship; the willing of learning by learning; contact with the real labour market; the ability to adjust to new demands; to understand how the student applies their theoretical knowledge to the labour market; to help training future professionals; help the future professionals in a practical area; to acquire skills and competences according to the local context; team work; responsibility; to improve the relationships; to develop better attitudes in the labour market; social and civics competences.” PT

- “1. Entrepreneur in advance plans how to secure a good practice.*
- 2. Learners have the opportunity to enter the labour team, to learn communication with them.*
- 3. Learners has the opportunity to successively acquire all the technological processes.*
- 4. Learners form sense of responsibility, which creates sense of stability for entrepreneur.*
- 5. After the theoretical training - job training.*
- 6. Additional staff.*
- 7. Possibility to train new staff.*
- 8. Student's own desire to learn, initiative, enterprise environment a greater desire to learn and improve.*
- 9. Already after practice possibility to work in their chosen profession.*
- 10. Three days a week in the company - prepared for independent work.*
- 11. Students gain confidence that are chosen the right profession.*
- 12. One part of the day accompanied by school theory, the second part strengthens the practice of the company.*
- 13. In company student arrive motivated to learn and prove themselves from the best side.*
- 14. State bonding practices by employment agencies that generate new workplaces for young people.” LV*

“commitment, discipline, willingness to the work, be creative, ready to learn, soft skills, should be independent” PL

Considering the question *“In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved?”*

“- It would be useful more to specific the training;

- Some political issues should be more fitted for companies, schools and students;*
- More common cooperation and communication between all members would be required;*
- The motivation of students to learn, should go higher as it is at the moment;*
- More interest from parents about their students'/children education would be helpful;*
- Common methods should be more adapt in companies and schools;*
- The primary education in schools should become deeper and foster;*
- Innovative solutions are needed for attractive work.” AT*

“dialogue between both intervenient; clarifying the goals; the student's knowledge about the institution; schedule adjustment; the planning with both intervenient; the students' accompanying; the evaluation of the training must be suited to the skills of the trainees; planning between the school and the receiving institution; to stay longer in the enterprise; schedule adjustment according to the industrial sector and the labour area; closer contacts between schools and enterprisers; to train in health, security and hygiene area; to improve logistical and material conditions; tasks coordination; adjust the pedagogical contents to the demands of the labour market; better involvement of the enterprisers at schools; to increase the hours of training.” PT

“1. Cooperation and common conversation, discussion, communication, working groups.

2. Opportunity to long-term planning in time.

3. Attracting students.

4. Trainees need at least symbolic financial incentives.

5. The company would be required for the tax credit on wages to a trainee.

6. The educational institution should be given more time to illuminate the trainees about the real working environment (with experience stories, as usual employees become entrepreneurs and similar motivational stories).

7. Students that are suitable for working environment and want to work themselves;

8. We need to find a way, as much as possible to motivate students to acquire the chosen profession in high quality.

9. Students have to be interested in the profession.

10. Need to acquire a good theory to be able to combine with practice.

11. Learners needs to improve the sense of responsibility.

12. Needs to improve practical skills.

13. Requires a quality practice managers/tutors.” LV

“cooperation with the parents, more pedagogic courses for employers, money for equipment using by students, small „salary” for the students, closer cooperation between schools and firms, less „papers”, the help of local government, help people responsible of education” PL

And some additional comments were asked:

“It is important the integration of the young people in the labour market, what it is done by the vocational school system. It is important to continue to support the vocational school, thus they shall continue their excellent work; the vocational training is always an important part in a person's life as a global development; the willingness to participate in this kind of projects.” PT

“Much depends on the students' motivation, responsibility, interests, their desires to develop, improve their skills!” LV

5. Chapter I - Final considerations

This research carried out transnationally in four different countries, allowed the partnership to understand the needs felt by the vocational training and school systems, and also the employer's perspective, in order to better support them in the implementation of work based learning.

In a general overview, the following conclusions are stated:

- the cooperation between educational institutions and the work world is overall good, however this relation still needs to be improved in order to assure the fulfilment of both VET and company's needs.
- When concerns to the added value of work based learning from the employer's point of view, there are still some issues to be addressed so employers can see the added-value of these experiences. The less positive perceptions were related with the Portuguese, Latvian and Polish countries;
- Concerning the most appropriate model of WBL, the VET systems' general opinion, is that most of the time (70%) should be in company. On the other hand, the employers' point of view is the opposite, 70% of the time should occur in school. Both target groups agree that 50% in each place is also an adequate alternative.
- The field research show that, the WBL programmes still need some adaptations in order to better synchronize the training programmes with the labour market specifications. Maybe, specific training for teachers/tutors and also employers, could be the solution for a better alliance between both realities.
- The employers expose the need of more cooperation with the VET systems, especially for a better preparation of learners before they start the training in company.

- The training systems, mainly those from Portugal, Poland and Latvia, face some obstacles related with the employer's collaboration, namely; bureaucratic issues, difficulties in find a suitable enterprise, lack of engagement and also preparation from the company's side.
- As to the need of having greater support, both companies and VET systems agree that the phases where they felt more difficulties are the planning, the monitoring and the ongoing improvement and adaptation stages.

Face to these general assumptions, achieved on the field research, with the aim of better know and understand the obstacles faced by VET systems and also from employers involved in WBL, we can only conclude that is of extreme importance the creation of an E-Guide whit a set of guidelines for the main parties involved in the process: schools'/VET providers, learners and employers.

Based on this results, the WBL consortium will work to develop materials and tools aimed at improve the cooperation between school's/VET systems and employers, and thus contribute for the development of more effective and innovate work based learning solutions, to all the intervenient.

CHAPTER II

USEFUL INFORMATION FOR VET STAFF AND LEARNERS

1. Framework

This second chapter addresses mainly youngsters and learners involved in work based learning experiences. The first chapter was focused in understand the perceptions of the vocational, education and training (VET) systems and the labour market, concerning work-based learning (WBL) schemes. The second chapter' main objective is to gather useful information for learners and youngsters in general, aiming at promoting their proactive attitude towards job searching, by improving their skills in this area. In this sense, apart from useful tips on how to develop a CV and cover letter, also useful resources for VET personnel (teachers/trainers/ training staff) is here provided, among other guidelines and information aimed at better prepare youngsters for a WBL experience in their or in other country.

The chapter is mainly composed by the following contents:

- 1) guidelines for CV elaboration + cover letter;
- 2) guidelines for professional portfolio development;
- 3) information on where to find WBL opportunities at national level and also abroad;
- 4) exercises for development of social, intercultural and team working skills;
- 5) Useful information resulting from the project learning/teaching/training activities (LA)

To achieve the above, the following steps were conducted by the partnership:

- ✓ research and collection of useful documents for the development of guidelines for CV creation as well as associated professional documents (cover letter, preparation for job interview and job searching)
- ✓ research and collection of useful documents for the development of guidelines for a Professional Portfolio
- ✓ construction of a European database with contacts for WBL opportunities at national and also transnational level
- ✓ collection of training materials and/or exercises for social, intercultural and team working competences development

2. Guidelines for CV designing

2.1 Preparing the curriculum vitae

Today's panorama of increased job competitiveness all over Europe, has lead us to believe in the importance of presenting a successful job application, with an efficient curriculum vitae and motivational letter, and to be prepared for the contact with the employer. Making our knowledge, skills and experiences valuable, is the only way to stand out among other many candidates, when it's time to apply for a job!

The Curriculum Vitae (CV) is a key tool for searching a job. It's a summary of professional activities, qualifications and job seeker's skills. Aims to raise the interest of employers and gain an in-person interview, being therefore essential its proper elaboration.

It is important to remember that it will not be with the curriculum alone, what will get the job. The curriculum is only a tool that will conquer the picker and pique their interest.



The **elaboration of the curriculum should be done carefully**, and any failure should be avoided and resolved. To do so, you must **(re) read many times your resume to try to avoid any error**.

✗ Most common errors to avoid:

1. Writing and grammar errors

Poor spelling and grammar errors should be avoided. If you don't feel comfortable with writing, ask a family member, friend or teacher to review your CV in the end.

2. Being unspecific

You should avoid extensive descriptions of your experience, although it is important to describe in detail, but in an objective way, some previous experiences, especially those corresponding to the position you are applying.

3. Highlighting unimportant details

Avoid mentioning not so relevant details, such as: “sorted a file in three days”, or “carefully separate folders by year, name, category”, etc.

4. Forgetting important information

All jobs you have performed, long or short duration, having or not relation to the area that you are applying, should always be considered. You may think that they are insignificant to the job post, but all the experiences have some kind of learning and growing at personal and professional level. As such, you should clearly define what you intend to include or exclude from your resume.

5. Confusing to look at

Do not forget that the design and layout is valuable in the curriculum, and sometimes the simpler the better. Avoid choosing a type of exuberant letter, the font size should be moderate and you should give space between the various contents and a slight space between lines.

6. Wrong or outdated

Avoid having wrong and out of date contact information. Try to review your resume sporadically to check if all information is up to date.



Tips and suggestions

- ✓ Use A4 white paper;
- ✓ Use digital versions do not use handwriting CV;
- ✓ Do not exceed two / three pages, unless you have extensive work experience;
- ✓ Send CV's with clear clean presentation;
- ✓ Choose a simple style; Original formats should be restricted to functions where such skills are highly valued (if you are applying to marketing, advertising, audio-visual...);
- ✓ Avoid to have many attached documents to the CV (diplomas, for example). These should be submitted if expressly requested.

- ✓ The CV should always be accompanied by a cover letter (presentation / motivation, spontaneous application or recommendation).



If you recently finished your training, it is normal not yet you present a lot of experience. **Don't worry, you're not the only one.**



WHAT, THEN, SHOULD YOU HIGHLIGHT IN YOUR RESUME?

Enhance your training and what you have done relevant in this period, as well as internships (national and international), travels and experiences in the labour market, your fluency in languages and volunteer work if you've already done some.

Check List:

Common errors to avoid

- × No objectives mentioned
- × Going on too long or cutting things too short
- × Hiding important information
- × Mysterious gaps in employment
- × Lying or manipulation of the truth
- × Inconsistent layout
- × Unsuitable photo
- × Inadequate properties and characteristics of interest
- × Negative feedback from previous workplaces
- × Focusing on obligations
- × Incorrect contact information



Strongest points to have in mind

- ✓ Find out which CV form and design suits you more
- ✓ Do not mention needless information
- ✓ Adjust the CV for each situation
- ✓ Think of a compelling headline
- ✓ Notice necessary skills, abilities, competencies
- ✓ Prove qualitative rather than quantitative, that you are the best



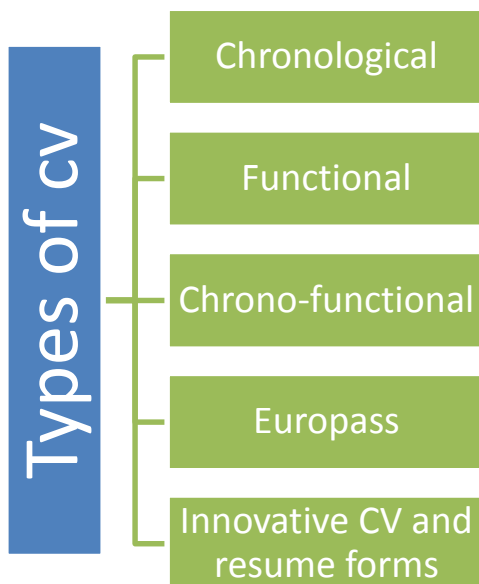
Before you decide which form of CV suites you better, you have to know your main objectives and what are the skills and achievements you can be proud of and will suit to the position you apply to!

2.2 Types of curriculum vitae

For a potential employee to be hired, one of the requirements is to present CV as a review of the autobiography, which is very important document that shows the quality of the candidate and the opportunity to get the position.

Accurate and well prepared CV has certain advantages over the other candidates. It is important that CV is adapted to a particular vacancy and reflects the candidate's experience in understandable way.

At this point it will be addressed some of the most common types of CV.



2.2.1 Chronological CV

The chronological or performance CV is the most traditional and widely used format. This type of CV basically outlines your work and educational history and is ideal if you have stayed in the same career for most of your working life, steadily working your way up.

Use the chronological CV in the following situations:

- ✓ If you have steadily progressed in one chosen field and are looking for promotion or better conditions.
- ✓ If you have no gaps in your work history.
- ✓ If you want to highlight where you have worked rather than what you have achieved.
- ✓ If you are staying in the same industry.

Sample:

Ann E. One
123 The Road, London, SW12 49X
0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: A managerial position in a large fashion house where my management, sales, customer relations and creative talents can be effectively used to motivate staff and to contribute to an increase in the company's annual turnover and profits.

Summary: Over ten years of sales experience in ladies' fashions. Responsible for increased annual turnover of 20% and managing staff of 10.

Sales: Increased sales by 20% resulting in a £600,000 profit increase. Trained new members of staff and existing staff in methods to increase sales and good salesmanship. Handled orders of new stock and then designed layout and actioned set up of floor space promoting new designs and sales items.

Recruiting: Recruited competent new full-time and part-time staff based on CV selection and own-designed interview process.

Training: Conducted weekly hour-long training sessions for staff on sales methods and customer care.

Management: Managed 10 sales staff and organised holiday, sick and working rotas. Designed and organised promotions and sales. In charge of daily, weekly and monthly running of the store.

Achievements:

- Awarded best salesperson two years running
- Increased turnover by 20% two years running
- Introduced new stock that subsequently increased profits
- Redesigned the layout of the store which helped attract new customers

Work Experience:

2005 - present The Shop, Fulham
Ladies' fashion store
Sales Manager

2001 - 2005 The Store, Balham
Assistant Manager

Education: London University, BA Honours Sales and Marketing (2:1)

References: Available on request

2.2.2 Functional

This type of CV focuses on and highlights the skills and achievements that you have gained throughout your whole working career irrespective of where and when you acquired them. This is useful if you do have gaps in your working career or if want to change career completely.

Use the functional CV in the following instances:

- ✓ If you want to change career fields.

- ✓ If you have gaps in your work history due to bringing up children, illness or any other reason.
- ✓ If you have little experience due to just starting out or just finishing college or university.
- ✓ If you want to show a prospective employer that you possess the correct skills for the job even though you do not have experience in that field.

Sample:

Ann E. One
123 The Road, London, SW12 49X
0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: *A managerial position in a large fashion house where my management, sales, customer relations and creative talents can be effectively used to motivate staff and to contribute to an increase in the company's annual turnover and profits.*

Summary: *Over ten years of sales experience in ladies' fashions. Responsible for increased annual turnover of 20% and managing staff of 10.*

Sales: *Increased sales by 20% resulting in a £600,000 profit increase. Trained new members of staff and existing staff in methods to increase sales and good salesmanship. Handled orders of new stock and then designed layout and actioned set up of floor space promoting new designs and sales items.*

Recruiting: *Recruited competent new full-time and part-time staff based on CV selection and own-designed interview process.*

Training: *Conducted weekly hour-long training sessions for staff on sales methods and customer care.*

Management: *Managed 10 sales staff and organised holiday, sick and working rotas. Designed and organised promotions and sales. In charge of daily, weekly and monthly running of the store.*

Achievements:

- *Awarded best salesperson two years running*
- *Increased turnover by 20% two years running*
- *Introduced new stock that subsequently increased profits*
- *Redesigned the layout of the store which helped attract new customers*

Work Experience:

2005 - present *The Shop, Fulham*
 Ladies' fashion store
 Sales Manager

2001 - 2005 *The Store, Balham*
 Assistant Manager

Education: *London University, BA Honours Sales and Marketing (2:1)*

References: *Available on request*

2.2.3 Chrono-functional (combined)

The best of both, the combination CV is an amalgamation of the previous two formats. Slightly longer in layout; it is imperative that you grab the reader's attention from the start, as there may be a danger of him getting bored and discarding the CV without reading it in its entirety.

The combination CV should be used when you want to highlight both skills and achievements together with your impressive work history and education.

Your skills and achievements are listed first and these are then backed up by your work and educational experience, all in all leading to an extremely potent and impressive document.

If you have gaps in your work history or have changed jobs frequently, the functional CV would be better suited.

Use the combined CV when:

- ✓ You want to show that not only do you have the right skills for the job but also the work experience to support.
- ✓ You want to emphasise skills that you may not have used for a while.
- ✓ You would have used a chronological CV but want to highlight your skills too.
- ✓ Applying for managerial or executive positions.
- ✓ You have plenty of experience in the chosen field.
- ✓ If you need to "fill out" your CV!



Sample:

Ann E. One

123 The Road, London, SW12 49X

0207 600 0000, 01234 5678, ann@emailaddress.co.uk

Objective: *Experienced sales manager with good leadership skills and a pleasant and friendly manner seeks managerial position in a large store that specialises in ladies' fashion where creative talents, proven record in increased sales and organisational skills can be put to use.*

Summary: *Ten years of experience in high street fashion sales industry. Increased turnover by 20% and managed staff of 10 people.*

Sales:

- *Increased annual turnover by 20% resulting in a £600,000 profit increase.*
- *Instructed staff in top selling methods, which helped increase profits.*
- *Awarded best salesperson in the county for two years running.*
- *Introduced new line that singularly increased sales by 10%.*
- *Used marketing knowledge to redesign shop layout and organise special promotions and sales, which also resulted in increased sales.*

Recruiting:

- *In charge of recruiting all new full-time and part-time staff through own devised interview process.*

Training:

- *Conducted weekly training sessions on sales methods and customer care.*
- *All staff able to correctly advise clients on purchases ranging from suitability of item to washing method and materials used.*

Professional Experience:

The Shop, Fulham **2005 - present**

Sales Manager

- *Responsible for team of 10 staff.*
- *Duties included buying stock, promoting lines, organising sales and promotions, dealing with customers and cashing up daily takings.*

The Store, Balham **2001 - 2005**

Assistant Manager

- *Involved in purchasing new lines and stock.*
- *Handled cash and credit purchasing transactions.*
- *In charge of store when manager absent taking on full responsibilities.*
- *Dealing with customers, helping with purchases and finding solutions for complaints.*

Education: *London University, BA Honours Sales and Marketing (2:1)*

2.2.4 Europass

Europass is a well-recognized CV form throughout Europe. Its format makes it easier to compare qualifications since it is widely used, both in labour world and internships at national and international level.

According to the European Union and Council of Europe ⁷, the Europass CV consists of 7 sections: 1) **Personal information**; 2) **Job applied for**; 3) **Work experience**; 4) **Education and training**; 5) **Personal skills** which consists of mother tongue and other languages, communication skills, organisational skills, job related skills, computer skills, other skills; 6) **Additional information** which includes publications, presentations, projects, conferences, seminars, honours and awards, memberships, references; 7) **Annexes**: Europass CV template consists of two columns: do not change the content of the left column, which contains the headings and instructions embedded in accessibility labels; use the right column to insert your personal data. Sections are separated by a blank space.

Europass documents:

The Europass may be composed and/or complemented by other documents which helps in making the skills and qualifications clearly and easily understood in all European Union countries.

Two documents freely accessible, completed by European citizens⁸:

- ✓ the **Curriculum Vitae** helps you present your skills and qualifications effectively and clearly. You can create your CV online, using tutorials or download the template, examples and instructions.
- ✓ the **Language Passport**- is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

⁷ European Union, 2016| <https://europass.cedefop.europa.eu/accessibility/cv-template/en.htm>

⁸ European Union, 2016| <https://europass.cedefop.europa.eu/documents>

Three documents issued by education and training authorities⁹:

- ✓ the **Europass Mobility** records the knowledge and skills acquired in another European country;
- ✓ the **Certificate Supplement** describes the knowledge and skills acquired in the frame of vocational education and training pathways;
- ✓ the **Diploma Supplement** describes the knowledge and skills acquired in the frame of higher education degrees.

europass Curriculum Vitae

PERSONAL INFORMATION Betty Smith

32 Reading rd, Birmingham B26 3QJ United Kingdom
+44 2012345679 +44 7123456789
smith@kolmail.com
AOL Instant Messenger (AIM) betty.smith
Sex: Female | Date of birth: 01 March 1975

JOB APPLIED FOR European project manager

WORK EXPERIENCE

August 2002 – Present **Independent consultant**
British Council
123, Bd Ney, 75023 Paris (France)
Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002 **Internship**
European Commission, Youth Unit, DG Education and Culture
200, Rue de la Loi, 1049 Brussels (Belgium)
- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures
Business or sector European institution

October 2001 – February 2002 **Researcher / Independent Consultant**
Council of Europe, Budapest (Hungary)
Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

1997 – 2001 **PhD - Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning**
Brunel University, London United Kingdom

1993 – 1997 **Bachelor of Science in Sociology and Psychology**
Brunel University, London United Kingdom
- sociology of risk
- sociology of scientific knowledge / information society
- anthropology
- E-learning and Psychology
- research methods

europass Curriculum Vitae Betty Smith

PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user • B1/B2: Independent user • C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills
- team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational / managerial skills
- whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills
- competent with most Microsoft Office programmes
- experience with HTML

Other skills
Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Driving licence A, B

ADDITIONAL INFORMATION

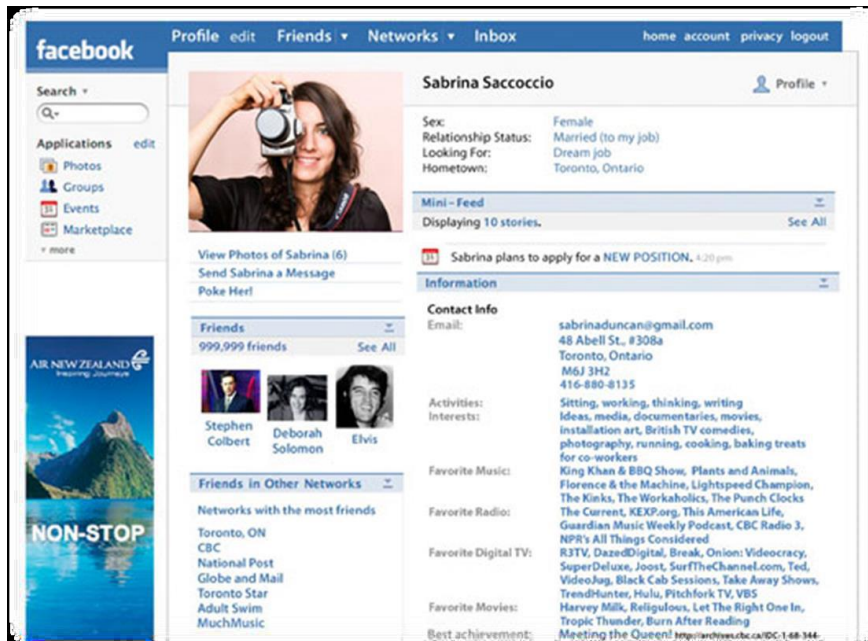
Publications
'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

⁹ European Union, 2016 | <https://europass.cedefop.europa.eu/documents>

2.2.5 Innovative CV and resume forms

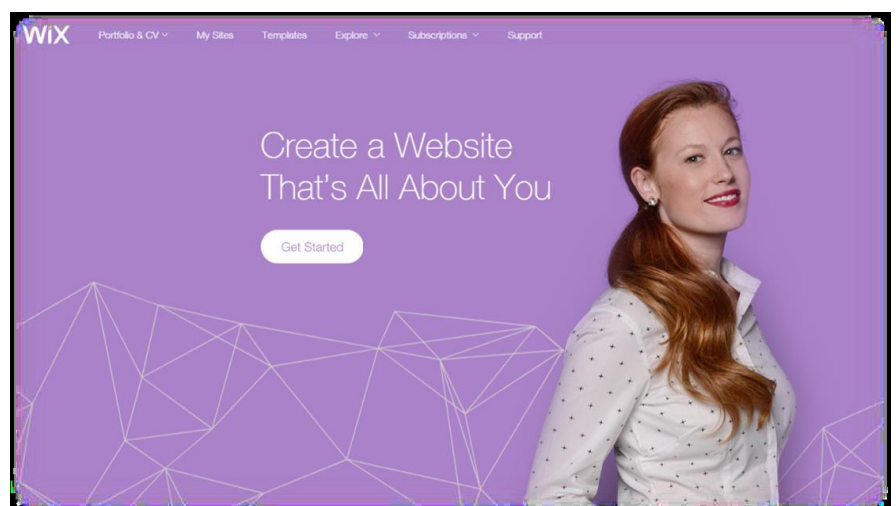
Previous CV forms are formal arranged and classical designed. If you are more creative person and want to show it, you can adapt your CV to the job offer you are applying, using innovative forms, more suitable for you.

There are some examples below:



Source: <http://www.creativebloq.com/career/creative-resumes-11121419>

WIX is an example of the use of ICT as a tool to create a professional web presence, CV, portfolio, demonstrating innovative character and, at the same time, computer skills.



Source: <http://www.wix.com/cv-resume/website>

In short....

Five basic principles for a good CV¹⁰....

1. **CONCENTRATE ON THE ESSENTIALS.** *Be brief: two A4 pages are usually more than enough, irrespective of your education or experience.*
2. **BE CLEAR AND CONCISE.** *Use short sentences. Give specific examples.*
3. **ALWAYS ADAPT YOUR CV TO SUIT THE POST YOU ARE APPLYING FOR.** *Highlight your strengths according to the needs of the employer and focus on the skills that match the job.*
4. **PAY ATTENTION TO THE PRESENTATION OF YOUR CV.** *Present your skills and competences clearly and logically, so that your advantages stand out.*
5. **CHECK YOUR CV ONCE YOU HAVE FILLED IT IN.** *Correct any spelling mistakes, and ensure the layout is clear and logical.*

¹⁰ European Union, 2016 | <https://europass.cedefop.europa.eu/documents>

3. Guidelines for Cover Letter designing

The Cover Letter plays an important role in the job seeking process. Sending a CV without cover letter is like meeting a potential employer for the first time without introducing yourself. Your cover letter must influence the employer to read and short-list your CV when faced with hundreds of candidates.¹¹

A cover letter or motivation letter, is an introduction document that should be attached to the CV. Whether you are applying to a specific advertised job, or sending a spontaneous application, you should send your resume along with a cover letter, presenting the main reasons for your application in a very concise and effective way.

When you are developing your cover letter, you should:

- ✓ Introduce you
- ✓ Mention the job (or kind of job) you're applying for (or looking for)
- ✓ Match your skills and experiences with the skills and experiences required for the job
- ✓ Encourage the reader to read your resume
- ✓ Finish with a call to action.

NOTE: A cover letter shouldn't be more than one page. It's only meant to be a summary of the information you put in your resume, so remember to keep things short.



Tips for opening lines

Why do we need an **opening line** in a business letter or formal email?

- ☐ to make reference to previous correspondence
- ☐ to say how you found the recipient's name/address
- ☐ to say why you are writing to the recipient.

¹¹ European Union, 2016 | <https://europass.cedefop.europa.eu/europass-support-centre/cover-letter>

A few examples of good opening lines:

With reference to your letter of 8 June, I ...
I am writing to enquire about ...
After having seen your advertisement in ... , I would like ...
After having received your address from ... , I ...
I received your address from ... and would like ...
We/I recently wrote to you about ...
Thank you for your letter of 8 May.
Thank you for your letter regarding ...
Thank you for your letter/e-mail about ...
In reply to your letter of 8 May, ...



Tips for closing lines

Why do we need a **closing line** in a business letter or email?

- ☐ to make a reference to a future event
- ☐ to repeat an apology
- ☐ to offer help

A few examples of good closing lines:

If you require any further information, feel free to contact me.
I look forward to your reply.
I look forward to hearing from you.
I look forward to seeing you.
Please advise as necessary.
We look forward to a successful working relationship in the future.
Should you need any further information, please do not hesitate to contact me.
Once again, I apologise for any inconvenience.
We hope that we may continue to rely on your valued custom.
I would appreciate your immediate attention to this matter.



When you should use 'Yours faithfully' and 'Yours sincerely' in a business letter?

When the recipient's name is unknown to you:

Dear Sir ... Yours faithfully

Dear Madam ... Yours faithfully

When you know the recipient's name:

Dear Mr Smith ... Yours sincerely

When addressing a good friend or colleague:

Dear Helen ... Best wishes/Best regards

Addressing whole departments:

Dear Sirs ... Yours faithfully

✗ What should be avoided in the cover letter?

- ✗ Write types or factual errors
- ✗ Cut and paste your resume into your cover letter
- ✗ Use "I" too much
- ✗ Mention your other job applications
- ✗ Lay about your experience
- ✗ Get too personal
- ✗ Explain why you quit your last job

4. The job interview

4.1 Prepare yourself for the job interview

- The job interview is a crucial milestone in the process of searching for a job, corresponding to the dialogue between the employer and the job seeker. It's therefore, **a unique occasion for you to demonstrate that you are the ideal applicant.**
- It is mainly a **communication process**, not only using **verbal**, but also **non-verbal communication**. The candidate gestures, expressions, and presence are as well ways of communication that may reinforce, change or add something to the meaning of words. The job interview should be used for exchanging information, ideas, opinions, among other questions relevant at that time.

Please see “Annex III Simulation of the interview”

Before the interview	During the interview	After the interview
You must prepare yourself carefully. Make a personal reflection, it is important to know yourself well and your strengths, as well your weaknesses	You should adopt adequate behaviour and use clear and objective communication.	You should take some time to reflect and make your own assessment, think about what went well and what can be improved.

Why should I be prepared for the interview?

- ✓ Increases your **reasoning capacity**;
- ✓ Allows you to control or reduce nervousness, making you feel **more confident and secure**;
- ✓ Promotes the likelihood of achieving **success**.

How to be prepared?

- Get as much information about the company and the position as possible;
- Write down all the interesting points and prepare the answers to the most frequently asked questions;
- Reread the announcement, the motivation /cover letter and curriculum vitae;
- Reflect on the content of the CV



- Think about the learning you have been making throughout your professional and academic pathways; on how such learning can be an asset to the company;
- Gathering the documents to present;
- Be on time;
- Introduce yourself in a careful way.

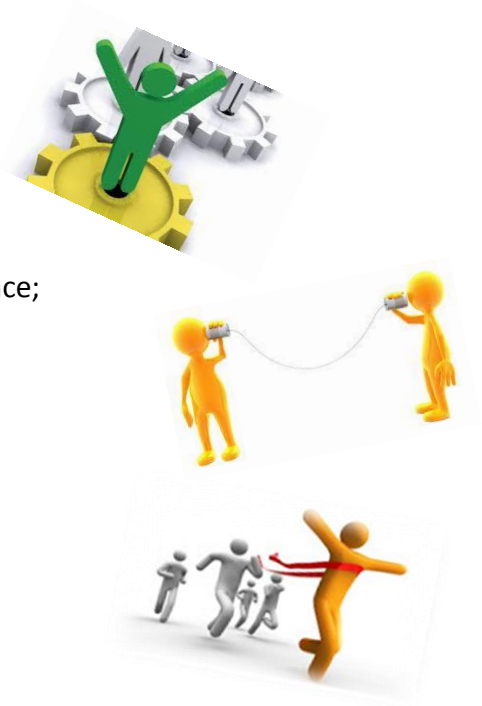
Behaviours to be adopted during the interview:

- Turn off your cell phone;
- Wait for being invited to sit and adopt an adequate posture, but relaxed;
- Listen carefully and look directly to the interviewer (practice your nonverbal communication!);
- Answer clearly and accurately to the questions;
- Explain your ideas if necessary, with practical examples;
- If you have doubts, you can ask for more details about the position and conditions, but delicately and in an assertive way
- Highlight your strong points, as well as willingness to improve your difficulties or weaknesses;
- Show ambition, willingness to learn and strong interest in the position;
- The interviewer is the person who should end the interview.



What are the employer main evaluation focus?

- Education and vocational training;
- Career, especially if you already have some labour market experience;
- Motivation;
- Personal appearance and posture;
- Communication skills;
- Sociability
- Emotional intelligence
- Dynamism;
- Autonomy;
- Adaptability;
- Flexibility;
- Responsibility;
- Leadership skills;
- Analytical skills.;



Can I ask questions during the interview? What kind of questions should I make?

It is common and expected to be the interviewer conducting the interview, taking care of the whole communication process. However, it is essential that you also show some interest and curiosity about the company and your future tasks, so yes, you should also make some questions. These questions should be adequate and pertinent, placed at the right time.

Examples of questions that you may ask to the contractor:

- *What will be my role in the company?*
- *What responsibilities are inherent to this role?*
- *What problems and challenges are inherent to the role?*
- *What is the level of autonomy and responsibility of the role?*
- *With who will I work?*
- *The work will be developed more as a team or individually?*
- *In which department will I fit in?*

Issues that may be addresses by the interviewer:



- Tell me about yourself;
- What are your objectives at short and medium term?
- What motivated you to send your resume to this company?
- What are your expectations for this job?
- Are you able to work under pressure and with deadlines?
- Give us a reason to choose you, instead of other candidates?
- What are your greatest strengths? And weaknesses?
- What you usually do in your free time?
- From your previous experiences, what were the ones more pleasant for you?

Bet on your job interview.

It may be decisive for you to achieve your so intended job!

5. The job search

5.1. Most important skills while searching job

Looking for a job can be a stressful and demotivating process, especially if you are expecting to receive quick answers from the contractors' part. It is important to keep in mind a set of assumptions when you are searching a job, which are really needed to deal and overcome the barriers that you may be face with.




MOST IMPORTANT SKILLS IN ACTIVE JOB SEARCHING	Persistence
	Dynamism
	Motivation
	Resistance towards deception
	Organization capacity
	Self-assessment capacity
	Self-affirmation capacity
	Information selection and management capacity
	Capacity to undertake and implement a project

Places where you can find a job:

- In newspapers (national and regional / local), in job ads section;
- Internet, in job sites and social networks;
- Social media (Facebook, LinkedIn, Pinterest...) – see ***Annex IV_ how to create an account on LinkedIn***
- Online editions of newspapers and magazines;
- In employment support offices in schools and training centres, many times the schools have protocols with companies;
- In the employment centres of the residence area, where all job seekers should sign up;
- In supermarkets where job advertisements are placed (or courses that may interest);
- In Public/Municipal Libraries;
- In human resources agencies / temporary employment that also advertise many job offers (in their offices or websites);
- In municipalities; parish; local associations;

- Through personal contacts, friends / colleagues / family members

Type of application documents depending on the type of offer/ad:

Application submission medium	Advantages	Disadvantages
Postal 	Sending all the information on paper, duly executed, with the applicant's signature.	Higher costs; Loss of "paper" importance face to the digital means
Electronic 	Speed in sending, Low cost (the documents are sent attached in digital format. Only if requested, paper documents should follow).	Message sending possibility fail and the content not be delivered to the recipient, Possibility of electronic mailbox to be full or not frequently consulted.
Presential 	Shows interest, motivation and dynamism.	Higher costs - impressions of paper documents, costs of transport.

How to apply?

DIFFERENT CONTEXTS	APPROPRIATE TOOLS
<u>RESPONDING TO AN ADD PUBLISHED IN A JOURNAL</u>	- Presentation/motivation letter; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance.
<u>APPLICATION TO A PUBLIC TENDER</u>	- Self application; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance, etc. - Other documents required in the respective tender.
<u>SPONTANEOUS APPLICATION</u>	- Letter of spontaneous application or motivation; - Curriculum Vitae - Annexes to the curriculum vitae: copy important documents - B.I./C.C, certificate of educational level/ vocational educational training certificate, Recommendation Letter, Certificate of Training Attendance, etc.



Where to begin?

- ① Organize all documents, personal and professional. You can create a folder / file with all the necessary documentation and thus always have the material to send to an unexpected offer. Advantages of this organization? Simple, not losing time in searching and sorting documents. (Curriculum Vitae, school Certificate, B.I. or Citizen Card Copy).
- ② After all organized, you should put your job search plan in place. That is, you must register yourself and get information from various entities and search daily in various sources / job offer sites

BUT ATTENTION...

Do not forget that seeking advice and technical support in employment agencies, **does not mean you should expect the employment technician to find a solution for you!**

You are the main responsible in this process. Therefore, **you must be proactive e persistent in this adventure!**

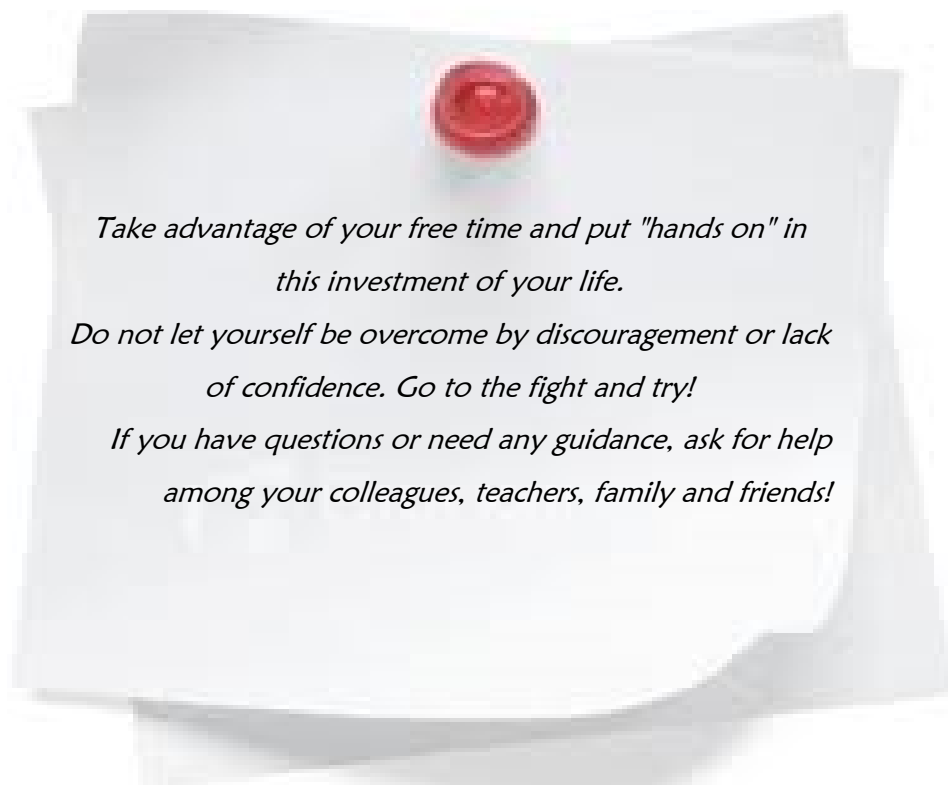
What not to do while searching for a job?



✘ **To discouraged and quit, face to "noes".** Persistence and self-confidence are characteristics you need to have in order to succeed. Not only before getting the job, but also after!

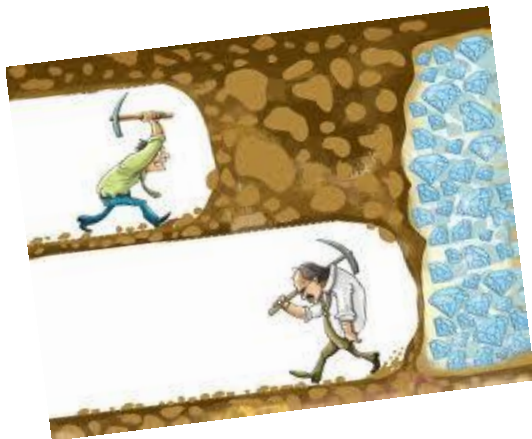
✘ **Failing to invest in continuous training.** In courses that allow to improve your professional skills, for example information technology and languages, as well as social skills.

✘ **Being arrogant.** Arrogance is a handicap and plays against those who want to succeed in their career. As such, you should invest in a humble attitude, that values continuous learning - an essential requirement to grow, personally and professionally.



“Enthusiasm is the yeast that makes your hopes shine to the stars. Enthusiasm is the sparkle in your eyes, the swing in your gait. The grip of your hand, the irresistible surge of will and energy to execute your ideas.

(HENRY FORD).



6. Professional Portfolio

6.1. What is a portfolio?

A portfolio is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences.

Portfolios can have different formats, from notebooks filled with documents, notes and graphics, to online digital archives and student-created websites. Usually they are used in the elementary, middle, and high school levels. Portfolios can be a physical collection of the student work that includes materials such as, written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidencing learning progress and academic accomplishments, including awards, honours, certifications, recommendations, written evaluations by teachers or peers and self-reflections written by students.

The most common types of portfolio are:

- developmental (e.g., working)
- assessment
- showcase

As main aims, they can serve as:

- a reflection of you as a professional
- a record of your professional development
- proof of performance on the job or in class
- what you have accomplished (i.e., tangible artefacts/evidence)
- evidence of your learning new skills

A portfolio can be used for different of purposes:

- Market your capabilities in job interviews
- Negotiate promotions and raises
- Apply for scholarships or grants
- Document the quality and quantity of your professional and personal development
- Demonstrate prior work or learning experiences
- For the finalization of a vocational training course

Regardless of its purpose, a portfolio serves to document your skills and accomplishments through using real examples of it.

6.2. What is included in a portfolio

Depending upon your vocational qualification, your experience or area of expertise, specific items can be included in the portfolio, to provide an accurate representation of your knowledge and abilities.

Developing a portfolio helps you prepare for interviews by allowing you to think critically about your life experiences and achievements. When preparing for an interview, this process will enable you to highlight specific experiences that led to the development of valuable workplace skills. In addition, preparing a portfolio allows you to analyse how your qualifications match those of the position for which you are applying. Having your portfolio in the interview, offers many benefits once the contents of your portfolio demonstrate your experience, skills, and abilities in a visual way. In addition, it can help your application stand out face to the employers.

Items found in most portfolio include:

- Resume or CV (ask a career advisor for information on CV preparation)
- Transcripts
- Evidence of professional affiliations
- Licenses or certifications
- Letters of reference
- Evidence of specific skills (e.g., public speaking, leadership, writing)

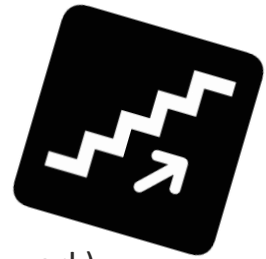
- Work samples (e.g., class projects, items produced during internship or co-op experiences)

6.3. Preparing a Portfolio

The preparation of a portfolio follows different steps, but they are all related with yourself, so you should first of all reflect about yourself, your ambitions, your experiences and what you want to achieve at personal and professional level. There are a few steps that may be taken:

The steps to create your portfolio:

1. Look at your skills.
2. Look at yourself the way prospective employer would look at you
3. Choose items to show your skills (the best examples of your work).
4. Decide on the format.
5. Choose work samples that are relevant to the job you're seeking.
6. Think ahead about how much time is likely to be spent on a particular item.
7. Customize your portfolio to a job description.
8. Backup a digital copy of your work portfolio to keep it constantly updated.



6.3.1. How to present a portfolio?

To make an interview portfolio:

- Put items in loose-leaf binder
- Use sheet protectors
- Use copies (keep a master copy of all items)
- Use index tabs and/or title pages to divide sections
- Maintain a manageable size, ideally 5-10 pages
- Omit page numbers to make it easier to add and move items around
- Use consistent headings and placement of items

- Put sections together according to what the employer is looking for (job description)
- Proofread to make sure it is error free

Ensure that your interview portfolio:

- Looks professional
- Reflects your actual skills
- Is occupationally focused
- Is easy to update
- Is easy for the employer to quickly review
- Can be presented alone without explanation
- Supports information presented in your resume

6.3.2. Adopting a presentation format

The portfolio can have as many formats as your imagination allows. Off course, a specific structure should be followed to keep organization and logic, as explained above. The important thing is, once you choose a presentation format, you should stick with it throughout the portfolio. If you adopt a **paper version** for your portfolio, you can follow this rules:

Introductory Title Page

Table of Contents

The table of contents can be organized in two ways (*Kimeldorf, 1997*):

- 1. Chronologically:** Sections are packaged according to job descriptions and dates the portfolio samples represent (e.g., General Work Performance 1996- 1998). This organizational scheme helps demonstrate increasing improvement and accomplishment over time in a particular field.
- 2. Functionally:** Sections are packaged according to job description only (e.g., computer skills). This organizational scheme works when an individual has varied experiences that need to be pulled together to demonstrate ability in specified areas.

Work/Evidence Samples - For each sample, provide a reflection statement, either in paragraph or bulleted format that contains:

- A brief description of the sample item and the context in which the item was created (e.g., "A marketing plan for a non-profit agency created for Marketing 425")

Another format it can be adopted is the electronic portfolios- The e-portfolios are increasingly being used, as the electronic multimedia allows a range and type of materials that can be included as evidence of learning and experiences. They take full advantage of the multimedia options, including text, graphics, animations, sound and video (Pack, 1998). Even more employers may require applicants to submit electronic portfolios. In his book portfolio, Kimeldorf explains the details of this process and provides a few tips on creating these types of portfolio (1997):

When developing electronic portfolio, remember to:

- Update your electronic portfolio frequently
- Include only relevant work samples arranged to highlight your best skills
- Keep your portfolio concise, arranged, and honest

Do not:

- Use confusing text, icons or sound (unless needed)
- Include work samples that are difficult to load (Dixon, 1998; JIST, 2003)

Nowadays it is pretty easy to create your own e-portfolio. Below are given a series of links which it can be used for creating your e-portfolio in a creative way. A possible disadvantage is the need of having computer skills or even internet access.

By typing in phrases like "professional portfolio," "interview portfolio," and "career portfolio " to any Internet search web browser, you will find several sites to review. This website may provide you some ideas for the creation of your own portfolio.

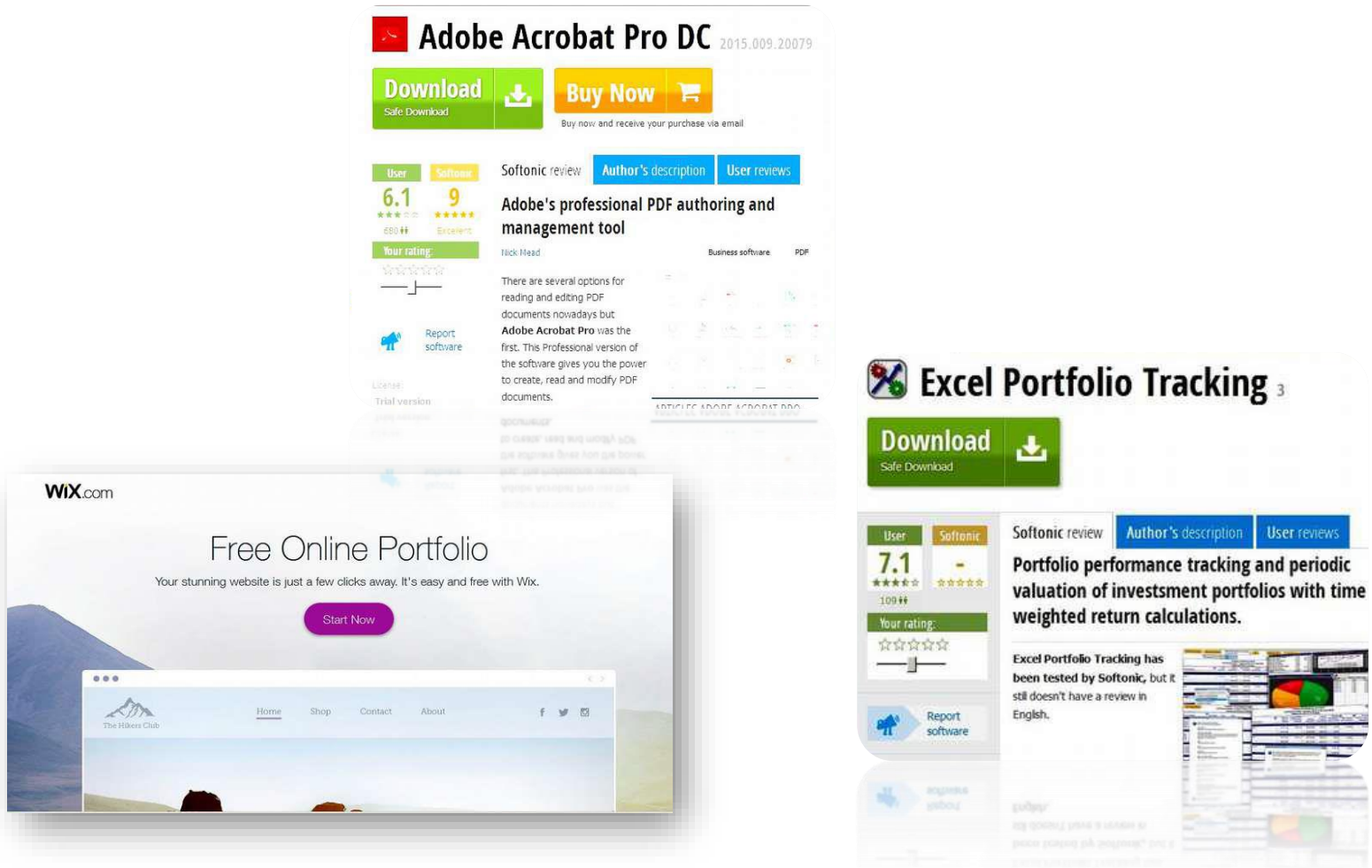
teachnet.com This link focuses on teaching portfolio and provides concrete suggestions for how to use the portfolio to sell yourself to potential employers

www.amby.com/kimeldorf/p_mk-toc.html - This is Martin Kimeldorf's Portfolio Library, which contains helpful tips on how to use your portfolio in your job search, among other topics.

www.wix.com

Front end user friendly website editor that allow to create online portfolios.

Links and useful programs for developing your e-portfolio:



<http://mahara.solent.ac.uk/user/view.php?id=302>

<https://prezi.com/fuul13joopm8/portfolio/>

<http://www.quard.ovh.org/grafik/cv>

<http://priorlearning.athabasca.ca/e-Portfolio.php>

<http://clarkjohnson.efoliomn.com/Home>

<http://www.creativeblog.com/career/creative-resumes-11121419>

<https://www.on.rochester.edu/student-resources/cv-resumes-portfolios.html>

<https://www.kent.ac.uk/careers/cv/portfolios.htm>

<http://www.hloom.com/resume-portfolio-templates/>

<http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/>



- ✓ Figure Out What You're Showing Off– **set yourself a high target.**
- ✓ Be innovative and creative making your portfolio.
- ✓ Remember It's Not Just About Your Work. **Make your portfolio before you really need it.**
- ✓ **Be honest** - use only the materials that you have the right to use.
- ✓ **Be selective** - use only your best materials you can be proud of.
- ✓ All materials you use, **should harmonize with each other.**
- ✓ **Make it Easy to Navigate** - use categories.
- ✓ **Keep it Simple**, so it will be more easy to get the information needed about you.

The most important rule when creating your portfolio:
AVOID STEREOTYPICAL THINKING – USE SCHEMATIC ONE!

7. European Database of WBL actors

To meet the common objective of providing youngsters (and all the interested parts) with a list of European contacts on where to find necessary information concerning work-based learning and apprenticeship opportunities in different countries, each partner collected different contact information among VET centres, schools, enterprises, local associations, mobility organizations, employment offices, and others involved in WBL. The main objective was to provide a European database with detailed information about the main interested parts involved in the promotion of WBL schemes.

In total were collected 89 contacts, not only from the partnership countries (Portugal, Latvia, Poland and Austria) but also from other European countries outside the partnership, (UK, Spain, Italy, Germany).

The database is structured with all the basic information necessary to facilitate a direct contact with the other part, being composed by the following sections:

- ✓ **Type of Institution** *(if it is a company, a VET centre, a school, a motilities organization etc.)*
- ✓ **Role in WBL** *(if it is sending organization, the host, the intermediary/organizer)*
- ✓ **Name of the Institution**
- ✓ **Institutional branch** *(if it is a national or international organization)*
- ✓ **Main responsibilities related to WBL** *(the main tasks and activities related to WBL)*
- ✓ **Scope of WBL activities** *(if the WBL is only at national level or if it is also international)*
- ✓ **Website**
- ✓ **Contacts /contact person**

Please see **Annex V Database WBL institutional contacts** to find the database.

8. Key Social and Intercultural Skills

Nowadays and more than ever, having social and intercultural skills is critical in a work-based learning experience, especially when in a different country. It is important to be prepared to deal with diversity aspects, as well as to have the basic transversal competences required in any work context (work in team, communication, cooperation, etc.). To help learners in be better prepared to integrate the world of work, each partner collected a minimum of two (2) activities/ exercises, designed to develop learners' social, intercultural and other key employability skills.

These exercises, which can be developed in group, individually, in classroom or outdoor, are pedagogical resources for VET trainers and teachers intended to support the development of social and relational competences of youngsters.

In total were collected 16 exercises. Below is presented the list of collected exercises, with detailed instructions on how they can be applied.

1 - Title	The importance of the Senses
Typology of activity	To provide knowledge in various areas of knowledge, in particular on the need of the senses.
Subject involved	Integration
Social Skill	Promoting team spirit, solidarity and cooperation.
Duration	45 minutes.
Description <p>The teacher asks the participants to form pairs. Following distributes each pair one blindfold and two ear plugs, inviting one of the elements to put the blindfold and the other the ear plugs. If there is shortage of material, it is suggested to repeat the exercise for everyone to have the opportunity to experience the activity.</p> <p>Then, each pair is asked to move around the classroom and / or to give a little walk thru the hall / building courtyard. If there is time available, the elements of each pair may reverse their roles ("disability") repeating the exercise.</p> <p>In the end, it is requested that participants speak about the value of exercise and the following questions:</p> <p>. How did you feel performing the exercise?</p>	

- . Have you felt some kind of difficulties? Which?
- . Was it important to be organized in pair? Why?
- . What specific needs do you think students with disabilities (visual, hearing and motor...) have (at school, at study, in leisure time...)? What do you think you could do to help them?
- . Do you consider that persons with disabilities have the same opportunities (ex.: educational, professionals, etc.)? Justify.

Preparation

Explain to students the activity and its objectives, subsequently ask the students blindfolds (may be handkerchiefs) and ear plugs for the implementation thereof.

Session/activity objectives

1. Develop the ability and the willingness of one putting himself in other person place, to feel like another person;
2. Sensitize participants to the specific needs of people with disabilities;
3. Raise the awareness of participants about the value of solidarity and cooperation practices.

Resources/Materials

Blindfolds, ear plugs

Suggestions to the instructor

Although the proposed exercise has focused on visual and hearing loss (for ease access to resources/material) it is suggested that the final reflection contemplates other disabilities, such as the motor.

2- Title	Cultural Week
Typology of activity	Raise awareness among students for social and cultural differences and acceptance of these.
Subject involved	Integration; Portuguese; French, English, Spanish.
Social Skill	Encourage personal, intellectual, cultural, social and physical development.
Duration	1 week.
Description	
Decorating the room with props alluding to the theme: flags and images (1 st day);	
Creating groups and each will focus on a particular country (1 st day);	

Each day highlight a country (its language, gastronomy, population number, images, props, music, dance, traditional games, etc.);

Try speaking about countries from different continents and compare the similarities and differences with Portugal;

On the last day (4), each group presents (as they wish) the research done on one particular country, highlighting the clothing, food and weather...

Preparation

Explain to students the activity and its objectives, later, ask the students to collect typical clothing and images of the countries chosen.

Session goals/aims

1. Sensitize students to the different existing cultures and countries;
2. Valuing the similarities and differences between cultures and countries;
3. Raise awareness among students for social and cultural differences, developing acceptance, respect and interaction with different cultures (intercultural).

Resources/Materials

Flags of countries, images, typical food, device for listening to music, typical dress of the country.

Suggestion to the instructor

Although the proposed exercise has focused on a class, it is suggested to be applied to the entire school community.

3- Title	Liberty day
Typology of activity	Valuing Portugal history
Subject involved	Integration.
Social Skill	Promoting personal, intellectual, cultural and social development.
Duration	1 day.
Description	
Talking about the importance of this day in Portugal's history;	
Word Search puzzle about the theme;	
Day 25: Delivering a carnation to each student;	

Traditional games: malha¹², bags race, musical chairs, 31¹³, marble, spinning top, etc.
Month conviviality (parents' presence and participation): mixed teams: parents, children e volunteers.

Preparation

Explaining to students the activity and its objectives. Preparation of a team registration form. Distribution of registration forms to groups and explanation of practical activity. Later, solicitation and collection of acquisition of the material / resources needed for the implementation of games.

Session/activity objectives

1. Knowing and exploring the significance of this event;
2. Sensitize students for how important this day is for Portugal and its culture;
3. Developing game that allow valuing traditional;
4. Celebrating the moment with group dynamics.

Resources/Materials

Carnations, metal discs, pins, potato bags, chairs, 31 kit, marbles e spinning top.

Suggestion to the instructor

Although the proposed exercise has focused on the school community, it is suggested that the same, or traditional games: race bags, 31, musical chairs, marble, spinning top, etc., might be extended to presence and participation of parents (month conviviality) mixed teams: parents, students and teachers.

4- Title	To Choose
Typology of activity	Reflection about rights and duties.
Subject involved	Integration.
Social Skill	Promoting personal and social development.
Duration	1 day.
Description	
Divide the area halfway through a line on the ground (divide the room on the left and right side, for example). The teacher is placed on top of the line (in the middle of the division) asking the participants the following questions: "Voting should be mandatory?"	

¹² Similar to quoits

¹³ Played with a set of three small metal rings per player and, usually, a wooden box with a circle divided in quarters each with a single value, from one to four, and an orifice at the middle with the worth of six points

Those who believe that voting should be mandatory move to one side of the line in the floor, while those who think otherwise should be placed on the opposite side.

When all participants are positioned on one side of line, each group is invited to present the arguments in its decision-making.

Applying the same methodology of the previous task, teacher puts the participants the following question.

“Do you consider that there should be civic service?”

Variant

Instead of questioning who is "in favour" or "against" in relation to the question raised, it may be questioned which are the "advantages" or "disadvantages" of each decision-making. In the case of adopting this method, it is suggested the establishment of two working groups for presenting the advantages and disadvantages of the situation exposed.

Preparation

Explaining to students the activity and the objectives to be achieved, going to practice afterwards.

Session goals/aims

Analysing/questioning the relation between rights and duties.

Resources/Materials

None required.

Suggestion to the instructor Although the proposed exercise has focused on a class, it is suggested that it be applied in all classes.

5- Title

Me and you

Typology of activity

Exercise for self-analysis

Subject involved

analytical and problem solving skills

Social Skill

Recognize individual skills

Duration

45 Minutes

Description

Traditional group work emphasizes prescriptions and rules out complexities, variations and nuances. Participatory group events encourage, acceptance and analysis of the complexity of society.

The exercise addresses the contradictions and conflicts that exist in society through the use of case studies and role plays which are based on real-life situations.

Participants analyse and suggest different kinds of solutions, they sharpen analytical and problem solving skills.

Preparation

Distribute paper or cards and markers. On one side of the card ask participants to write two major problems they face in their work or lives and on the other side to list the skills that are needed to solve those problems.

After that ask participants to tape the paper on themselves, problem side out. Then ask them to walk around and look at each other's problems and not to talk. Later have to ask the people with similar problems to form small groups and discuss, how they would use their skills to solve the problems.

Session/activity objectives

In plenary, discuss the conclusions. During the course of the discussion, point out that they have a wide range of skills that they can use to deal with their own problems and that there may be many appropriate solutions.

Resources/Materials

Paper/cards, masking tape, pins and markers

Suggestion to the instructor

Use this exercise:

Before a session on problem solving.

In sessions where assessments are part of the work plan.

In a session on problem identification.

6- Title	Director
Typology of activity	Game for teamwork
Subject involved	Teamwork
Social Skill	Team building and cooperation
Duration	10-15 Minutes
Description	
Team building and cooperation are important for any participatory event. In participatory processes, different capabilities complement one another. A group can only become a team when all the members are interdependent. With constructive interaction, dialogue and consensus, cooperation and teamwork increases. This	

exercise is designed to encourage such dialogue and to reflect on the nature and process of teamwork.

Preparation

Ask one person to volunteer as the Director, and the other participants to join hands and form a circle. Then, without letting go of each other's hands, move the people over, under, and between each other to form a human knot.

Session/activity objectives

After the participants have formed the knot, the "director" is asked to untie them. Everyone must follow the director's instructions cooperatively. They may not move unless told to do so. Keep track of the time it takes.

After the group has been untied, the director is asked to join hands with the group and to form the knot once again. This time they must untie the knot by themselves, without the help of a director. (It should be much easier.)

Compare the time it takes with and without the director.

Activities

To demonstrate that cooperation and team efforts are successful problem solving techniques. Useful at the beginning of a session on cooperation and team-building or participation.

Ask the group what they thought the exercise was about. They will probably comment on teamwork, cooperation, not relying on one director, etc. Allow this to lead to a discussion on the issue of teamwork.

Resources/Materials

None

Suggestions

Use this exercise:

In workshops where groups must perform specific tasks.

When groups are dealing with issues of competition and cooperation.

To help organisations or groups evaluate relationships in the workplace.

7- Title

Looking Inside

Typology of activity

Game of trust

Subject involved	Teacher and students
Social Skill	Self-consciousness
Duration	30 minutes.

Description

Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

By the end of this activity, the young migrant will: be aware of differences between his/her self-perception and how he/she is seen by others identify his/her own qualities and strengths, identify areas where he/she would like to improve. The participants will also identify which personal areas should improve.

Preparation

The purpose of this exercise is to increase positive self-awareness of young migrants and should never be used as tool to undermine or criticise. The trainer must feel confident that the group will be positive during this activity and should be very careful when explaining the task to the group to make sure that they spell out that this activity is only about recognizing positive attributes and skills. Learners must not say anything remotely negative about each other.

Session goals/aims

To understand the importance of telling people what you can do and not what you can't.

To raise self-consciousness.

Teaching/learning activities:

In group. All take their pen and paper and write, the title: This inspires me safety. Participants list everything that comes to their mind, for example: my hands, my older brother, keen eyesight, agility, my father, etc. (10 minutes).

Read carefully what you wrote and cut others two lists: one of things depending just on you and one of those depending on others. (Other 5 minutes). Form groups of three and talk together about the different discoveries (15 minutes). Some questions:

Who inspires me more safety?

What inspires me more safety?

What would inspire me more safety at school?

During such game, participants can experience how much they are self-confident and how much it depends on the others. It is a quite simple game. It is very suitable to introduce the topic of trust in oneself.

Resources:

Pen and paper

Suggestion to the instructor

The trainer must be alert to all pair and group dynamics.

8 -Title	One, Two, Three
Typology of activity	Experiential training/ game
Subject involved	Teacher and students
Social Skill	Communication, team work, to pay attention
Duration	10 – 20 minutes

Description

In school, you can realize that team-work have a major importance. It is very important to be able to work with your colleagues, to use a common working language/ code in your everyday schooling routine.

Are you well – synchronized with the others? Can you follow the same rhythm? Test your skills with the follow general exercise.

Preparation

- Prepare your participants about the scope of this exercise.
- Set up the instructions of the exercise.

Session goals/aims

- To better understand group dynamics.
- To know how to synchronise yourself with others
- To improve your communication skills
- To help your team working efficiently

Teaching/learning activities:

The exercise involves three phases:

- 1) Form pairs, one in front of another, looking each other in the eyes and start counting to three, one of the two starts by saying one, the other person says two, then the one who started says three: at this point it's up to the other person to start and say one. Go

on this way until students find a good rhythm, they count quickly and they don't do any mistakes.

2) Replace slowly gestures with numbers. When students find a good rhythm, one of them instead of saying one, will make a gesture which takes the same of saying one in order to keep the rhythm. At this point, that gesture becomes the number and any time they would have said one they make such gesture. Then replace also number two and three. At the end each pair will have three movements, one for number one, one for number two, one for number three. Go on until finding a good rhythm and students don't make any mistakes.

3) In this part of the exercise students don't work all together but the whole group watches the exercise. The couple returns to point 2) and find a good rhythm. They try slowly to dramatize the three movements; they try to tell a story with gestures at their disposal. Obviously, such gestures can be slightly changed, exaggerated, limited and they can be made simultaneously to the partner; they can be alternated in different ways from one, two, three and the same person can make it one after another without waiting for an answer. In short, still remaining within the three gestures, the way of action is absolutely free.

Small discussion about the emotions and the level of difficulty should be generated among groups, the last 10 minutes of the exercise.

Resources:

Free space

Suggestion to the instructor

none

9- Title	Road Trip
Typology of activity	Group activity
Subject involved	Teacher, students
Social Skill	Argumentation, Respect and deal with others opinion, solving problems
Duration of hour	90 min
Description	
Some say that a vital test for couples is the holiday season, perhaps for friends too. People have different habits, different priorities and different interests. Would you	

prefer to do something you don't really look forward for the sake of the group's harmony or you prefer to highlight your preferences no matter what others think?

Preparation

As a warm up, the trainer tosses the words "holiday" and then "road trip" and asks the participants to tell what do cross their mind when listening to these words (one word at a time). This way they unconsciously brainstorm ideas concerning the road trip they are about to discuss.

Session goals/aims

Planning a holiday, real life exercise.

Be aware of different interests and roles in a team

Solve a problem in a team

Teaching/learning activities:

In groups of 4, the participants have to organize a road trip starting in the city where they are. Conditions:

- It starts on a Sunday and on Saturday they have to be back.
- Everyone has a budget of 500€ (not a penny more).
- One of the members has a car.

They have to decide:

- Where to go?
- How to spend money? (petrol, food, sleeping)
- Money pot or everyone pays their own expenses?
- What to see/do (city, nature, relax, active, ...) ?

When they come to a plan of the trip, they should act it – especially the activities they are doing – to the others to guess. Just mimics, no words.

Reflexion:

- 1) How does the team work really work?
- 2) Are the participants flexible on their opinions? Are always the same ones who decide/give in?
- 3) Is there some sort of mediator in the group?
- 4) Where were the most difficult aspects to manage in the negotiation process? Why?
- 5) How did you manage to overcome these obstacles? How the obstacles could have been avoided?

Resources:

Handout (or keywords can be written on the board) and a map

Suggestion to the instructor

none

10- Title

Presenting Others

Typology of activity

Games of knowledge

Subject involved

Teacher and students

Social Skill

Communication, interaction

Duration of hour

30 minutes

Description

What we do and say will influence the opinion of other people about us. And conversely what we see about other people will influence our opinion about them. Therefore, we can learn more about our own personal presentation skills when we present to others. This activity will aid youngsters to interact with other people in order to present them. It will allow them also to reflect about the importance of personal presentation skills in different specific situations.

Preparation

- (a) Introduce the importance of personal presentation with a specific purpose (ex. Job interview).
- (b) Present the activity to the participants.

Session goals/aims

To understand the importance of personal presentation for different purposes in life

Teaching/learning activities:

Finish the training with reminding some parts of it and summarizing most important guidelines related to the personal presentation in a specific environment.

Resources:

Pictures (of the situation to explore)

Suggestion to the instructor

Implement this activity at the beginning of the course or session

11- Title

How to greet each other

Typology of activity

Group work

Subject involved

Greetings in different cultures

Social Skill	Communication
Duration	Depends on group size
Description	
Group of people are divided into parts: Europeans, Asians, Africans, or by nations (Italians, Portuguese, Austrians etc.). Each participant greet with the other members of the group "in their own way."	
Preparation	
Instructor should be ready to show materials about cultural differences within the group members.	
Session goals/aims	
Group members learn about cultural differences, overcome communication barriers and get acquainted with each other	
Teaching/learning activities:	
Discussion after the greetings and watching the materials about intercultural differences.	
Resources:	
http://www.heartofavagabond.com/around-world-8-greetings/ https://www.youtube.com/watch?v=D_hBK8Ni4yQ https://www.youtube.com/watch?v=pcVZM2i2HZQ https://www.youtube.com/watch?v=EZv9-eauVmw	
Suggestion to the instructor	
To be ready to help with explanations about greeting in different countries and cultural differences.	

12- Title	My childhood dream job
Typology of activity	Individual and group work
Subject involved	Profession and career
Social Skill	Human understanding
Duration	Depends on group size
Description	
Each group member writes their dream job on sheet of paper and explains why it was his or her dream job. Sheets of paper are anonymous. Instructor collects anonymous leaflets and distributes them (each member has the card of the other member).	
Preparation	

Each author is trying to get into the "skin" of other, read the content and express his or her thoughts: whether the author's intentions now have changed, why (possibly other matters). Other listening carefully, asking questions.

Session goals/aims

Better understanding of professions and people in group.

In group discussions group members can find out how they feel about their dream job as adult.

Teaching/learning activities:

Discussions, asking and answering of group members' questions.

Resources:

Little sheets of paper and pens.

Suggestion to the instructor

Instructor should have led the discussion toward better understanding of the chosen profession.

13- Title	Know more about myself, easy to choose good profession
Typology of activity	workshop
Subject involved	Profession and career
Social Skill	enterprise skills.
Duration	Depends of the groups
Description	
The teacher introduces the topic of the lesson and the aims.	
The teachers divide the class for the 4 groups (4-6 persons).	
The teacher gives them the description of enterprise skills.	
The first group:	
Communication and Interpersonal skills	
Problem solving	
The second group:	
Making things happen	
Managing risk	
The third group:	
Self-motivation and responsibility	
Team work	
Using initiative	

The forth group:

Negotiation and understanding others

Assertiveness

The task is the same for the all groups: give the example of the situation where you can show/use the skills. You can describe it or show.

The groups present the team work on forum the whole class.

Preparation

Materials for the groups prepared by the teacher on separate pages:

The first group: Communication and Interpersonal skills

The ability to clearly explain what you mean, through written and spoken means, listening and relating to other people and acting upon information and instructions.

Communication skills included: Verbal communication (what and who we say something), Non-Verbal Communication (body language), Listening skills (how we understand and interpret what other say).

Problem solving - The ability to understand a problem by breaking it down into smaller parts, then research and reflection on the issues and the different possible ways to solve the problem. The process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be gauge of an individual's critical thinking skills.

The second group:

Making things happen

Having ideas of your own which can be made into a reality, putting the ideas into action, and seeing a project or task through to the end.

Managing risk

Identifying what could go wrong with a project and thinking about how to avoid it.

Being organised and methodical, planning work.

The third group:

Self-motivation and responsibility

Showing a strong personal drive for something you are responsible for to ensure that it is completed to the best of your ability

Team work

Working well with other people, even those I don't know to get a job done. Being aware of what my and other people's strengths and weaknesses are.

Using initiative

Without being told use a range of thinking skills such as asking questions to come up with ideas to find the best ways to plan, research and complete a task.

The forth group:

Negotiation and understanding others

Taking on board other people's ideas to understand their point of view. Express your own needs in a clear way and to find the point that you are both OK with.

Assertiveness

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others.

Session goals/aims

The students know good and bad results

They know more about themselves.

The students can definite enterprise skills and recognize the situation when they need it, can use it.

Teaching/learning activities

Team work, discussion,

Resources

Suggestion to the instructor

The groups shouldn't be so big. The best option is 4-6 persons.

14- Title	Borrow or not?
Typology of activity	workshop
Subject involved	Economy, entrepreneurship
Social Skill	Analytical skills
Duration	Depends of the groups
Description	

The short lecture of the teacher. The firms (and private persons) sometimes borrow money to buy something – for example car, computer, any machine or house. They do it, because they haven't had enough money to buy it for the cash. Divide the students for the groups (4-5 persons)

The ask of the students- is it good to borrow money for buying something (table 1) The presentation of the work of the groups. The discussion with the students.

The filling the table 2: Analysis the work team on the forum.

The conclusions: Analysis the all factors before you borrow money- you get back money in the time, the situation will be less stressful, you will have more profits.

Preparation:

The teacher should prepare 2 tables.

Table 1

The results of borrow money	
+	-

Table 2

	The firm	The private person
When does it need to borrow money?		
Where (for whom) does it borrow money?		
What benefits, profits it has?		
What risk it has?		
How does it get back money?		
What happened when it can't get back money?		

Session goals/aims

Analyses situation

Profits and risk of borrow money

Help to make good decision

Teaching/learning activities

Lecture, team work

Resources

<http://articles.bplans.com/should-i-borrow-money-look-for-investment-or-bootstrap-my-business/>

<https://www.sba.gov/startup-business/business-financials/borrowing-money-your-business>

15- Title

How to say "NO"

Typology of activity

Role play

Subject involved

Lockstep, Pair work, Individual

Social Skill

Practicing the skills of being assertive

Duration of hour

2 x 45 min.

Description

The teacher explains to the students the concepts of behaviour: submissive, assertive and aggressive.

Submission - an attitude characterized by respect for the rights of others, and disregard for the rights of their own. We do not include their needs, ideas, feelings. We accept sb's opinion because we want to be polite, to avoid conflicts, we are afraid of other people's relationships.

Aggression- an attitude characterized by taking into account the rights of their own at the same time disregard the rights of others. The characteristic here is the attitude of domination. We are aggressive, because we want to attract attention, to demonstrate his authority, vent anger.

Assertiveness - is defending their own rights, while respecting the rights of others. People who are assertive are able to say "no" without guilt and anger, anger and fear. Assertiveness is a very useful skill with which we can express ourselves openly, without hurting the other.

Preparation

Practice

The teacher divides class into pairs. Each pair receives one of the situations to play:

1. There's your favourite film on TV someone from your family changes your TV channel.

2. Mum asks you to help with the housework, but you are to go out with your friends.
3. You are reading a book in the library, next to you the two people are talking loudly, laughing, distracting you from work.
4. One of your teammates criticizes you, that you haven't worked hard enough during the last match. Students play their scenes. The teacher helps them to determine the type of behaviour (submissive, aggressive or assertive).

Production

They choose assertive behaviour for each situation and practice in pairs.

The teacher points out phrases characteristic for assertive behaviour.

The teacher gives out papers on which the students will write their opinion about a famous singer or actress.

The volunteers read out loudly their opinions and the others have to agree or disagree using assertive arguments.

In conclusion, it should be emphasized the benefits of assertive behaviour.

Session goals/aims

The aim of the lesson is to identify different kinds of behaviour and practice assertiveness, find benefits of being assertive

Teaching/learning activities:

Identify behaviour

Practice assertive behaviour

Resources:

Flipchart or whiteboard

Pens

Sticky scenario scenes

Suggestion to the instructor

it should be emphasized the benefits of assertive behaviour

16- Title	Interview - one of the most stressful moments in life.
Typology of activity	Lockstep, group work
Subject involved	Employability skills
Social Skill	How to cope with stressful and difficult situations How to present yourself during an interview
Duration of hour	2 x 45 min.

Description

Students are able to prepare for a substantive interview (to gain information about potential employers), provide questions that may be asked during the interview and plan their answers.

Preparation

Explaining to the students the activity and the objectives to be achieved and practiced afterwards. The teacher explains to the students the need to get information about their prospective employers and ask them how they would try to get them. Students decide about the stages of preparation for the interview. Students define the rules of savoir-vivre during the talks and meetings with decision-makers.

Session goals/aims

The aim of the lesson is to identify questions that may be asked by the employer in an interview

Teaching/learning activities:

Presentation

The teacher asks the students to give examples of questions that an employer may ask the candidate and the candidate employer. They can relate to the following areas:

- Professional area, eg.:

Why do you are you looking for a job?

What is your biggest professional success?

How do you assess your skills? Please justify your assessment.

- The area of motivation, such as.:

Why are you interested in this job?

How much would you like to earn?

What type of offers have you been interested in the past?

- The area of personality, e.g. .:

Tell me something about yourself ...

How do you spend your free time?

The proposals are written on a flipchart, and students think about the answers.

Practice

The teacher divides the class into groups of 4. Their task is to prepare for an interview. Some groups prepare the role for a candidate and some for an

employer. Then they choose a representative.

Production

The students play their roles and the interviews are recorded.

Summing up

After recordings they watch and discuss.

The teacher pays attention to the behaviour of the employer and the candidate such as greetings, body language, selection of questions and answers, and the end of the conversation. The discussion on the role and importance of a job interview in the job search process. Identifying areas in the sphere of non-verbal communication, over which students must work on.

Resources:

Video camera
overhead projector
laptop/computer

Suggestion to the instructor

While preparing questions and answers groups shouldn't contact so that the answers could be more spontaneous and real life.

9. Some final considerations based on real WBL experiences

During the course of the project, four transnational Learning/Teaching/Training activities (LA) were organized in the partnership countries. These LA enabled learners, teachers, project training staff and even the local enterprises involved in the project, to work together in multinational and multidisciplinary groups, allowing enriched learning achievements and valuable cultural experiences.

The main objective of these LA was to promote international work-based learning experiences to learners, and training events to the project VET staff. These learning activities were organized by the hosting partner, in cooperation with the other partners, and consisted in one week of work-based learning simulations in relevant enterprises in Portugal, Austria, Poland and Latvia. These local enterprises were selected through contacts and protocols established between the hosting

partner and the enterprise, assuring an efficient correspondence between the field of work and the training area of each group of learners, in the case - sports, cooking, catering services, gas, water and heating supply, car mechanic and audiovisual.

The following LAs happened during the project:

- ✓ Blended mobility of VET learners in Portugal, Vidigueira
- ✓ Blended mobility of VET learners + Short-term joint staff training event in Austria, Klagenfurt
- ✓ Blended mobility of VET learners in Poland, Łódź
- ✓ Blended mobility of VET learners in Latvia, Mālpils

Based on the evaluation questionnaires applied to learners and VET staff after each LA session, it was possible to collect participants' feedback about the shared experiences and the learning achievements in the different countries. *Please see **Annex VI_ overall evaluation results from project Learning Activities (LA)***

The overall feedback from the participants was extremely positive, reinforcing the added value of this type of learning for the different target groups involved.

From the learner's point of view, only positive aspects were enhanced:

- ✓ Practical training in the field of studies in real work environments
- ✓ Languages skills improvement
- ✓ Increase chances of finding job
- ✓ To know the labour market of different EU countries
- ✓ Contact with different cultures
- ✓ Development of communication skills
- ✓ Acquisition of technical competences
- ✓ Development of team work skills
- ✓ Work in international contexts (foreign country)
- ✓ Develop personal skills (confidence, autonomy and responsibility)
- ✓ Break language barriers

- ✓ Different approaches in field of study
- ✓ Easier to learn in work context than in classroom
- ✓ Increase the list of professional contacts
- ✓ Gain new experiences
- ✓ Meet new people

It was equally an enriching experience for education and training staff who experienced peer learning with other VET professionals from different countries; the accompanying teachers and trainers had the opportunity to plan all the activities needed to support learner's motilities and their placement in the companies; had also the chance to be in contact with different education and training systems, like the dual system in Austria, to know different education and training methods, new practices and technologies, and experience the process of planning, implementing and evaluating a work based learning experience abroad.

Based on the feedback and experience gathered from the interested parts who participated in project' work-based learning sessions, some conclusions can be here drawn.

- Transnational work-based learning can be a valuable experience in helping young people to have a smoother transition from school to employment, since it is an efficient way of acquiring cultural, social, personal and key-employability skills. Consequently, the benefits of these practices should be widely promoted, making use of the existing EU structures, methods and tools to facilitate the process.
- The WBL project created real opportunities for SME's to host international learners, even during short periods, therefore contributing to make more visible the strong points of the apprenticeships, eliminating some stereotypes and other obstacles which are often caused by false assumptions.
- The E-Guide- "WBL your opportunity" contains useful guidelines, tools and resources that can be used by youngsters, VET personnel and employers; one example is the network of EU contacts established within the project, intended as a resource for the interested parts in order to create more transnational work based learning opportunities.

- The cooperation between VET systems and world of work is a powerful practice to bring young people close to the labour market and contribute for higher youth employment rates. The WBL project focus was in contribute to more and better cooperation between both training and employment systems. The main results of this cooperation was positive and reinforced the importance of engaging the enterprises in apprenticeships programmes; the dual education system in Austria is seen as an example of best practice in this frame, for the rest of the partnership countries, in order to promote more initial vocational training in their SMEs.
- Transnational WBL experiences increase awareness of cultural diversity and improvement of language skills. It was possible to see learners' growth during these two years' project and it was rewarding to see their motivation and will to continue to participate in these kind of experiences. All the learners involved in the project WBL sessions, stated they had developed their English language skills and increased their interpersonal and cultural sensibility.
- More learners should have opportunity to experience work-based learning in an international environment, by participating in such type of learning activities within EU projects, like this one. The WBL project gave learners the great opportunity to know other countries and education and training systems, which we believe had prepared them for eventual apprenticeship and work abroad.

Despite the efforts made by the member states, the youth unemployment remains high among the European countries, with increased impact in those where VET and apprenticeship system work poorly, with bad connections with the employment services. It is partners' belief that only reinforcing the commitment between all the WBL intervenient - VET systems, labour work systems, policy makers, stakeholders, youngsters and society in general - is possible to have fruitful work-based learning schemes, thus contribute to introduce youngsters in the labour world.

The work-based experiences organized within this project allowed partners to obtain real and contextualized inputs from the main actors involved in the process, thus contributing with

relevant information for all those who are interested in support or implement work-based learning. The present E-Guide “work-based learning your opportunity” is a practical guide for all those interested in the topic, containing a collection of best practices and field-research results (chapter I), guidelines and resources, enhancing the added-value of work-based learning in each country of the partnership.

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11. ANNEXES

ANNEX I – VET PROVIDERS QUESTIONNAIRE

WBL QUESTIONNAIRE - SCHOOLS/VET PROVIDERS

Framework

The project “*Work Based Learning - Local and International*” is an ERASMUS+ project, co-financed by the European Union, which main aim is to contribute for sustaining and effective work based learning (WBL) experiences, by developing a set of guidelines for the main parties involved in the process– schools/VET providers, learners and employers - in the format of an E-Guide.

This questionnaire is addressed specifically to **teachers, trainers and other education professionals**, and the aim is to allow the WBL partnership to have a clearer understanding about their specific needs/perception and use this understanding to formulate a set of training materials, methods and guidelines to promote their effective engagement in WBL programmes.

This questionnaire is anonymous and won’t take more than 15 minutes to be completed. Your participation is very important for the WBL project.

Thank you in advance for your collaboration!

Part 1. Profile

Country:

- ☐ Latvia
- ☐ Austria
- ☐ Poland
- ☐ Portugal

Gender:

- ☐ Male
- ☐ Female

Professional Experience

- ☐ None
- ☐ Less than 1 year

- ☐ 1 to 5 years
- ☐ More than 5 years

Highest level of education completed

- ☐ Secondary school or equivalent
- ☐ University degree
- ☐ PhD
- ☐ Other

Profession/Work Position /Function

- ☐ Director/manager
- ☐ Counsellor/psychologist/pedagogue/social worker
- ☐ Teacher/trainer/educator
- ☐ Education and/or training manager
- ☐ Independent consultant/expert
- ☐ Caregiver
- ☐ Other (Please, specify: _____)

Part 2. Experience

1. Have you ever been involved in any WBL programme or similar?

- ☐ YES
- ☐ NO (if no please step to question 6)

2. If Yes, please indicate the number of processes (n° of learners) in which you've been involved

- ☐ < 10
- ☐ 10–49
- ☐ 50–249
- ☐ > 250

3. Of those did you have only national learners or also international

- ☐ National
- ☐ International
- ☐ Both

4. Based on your experience what are the main obstacles /difficulties in the implementation of a WBL process (select maximum three)

- ☐ Find a suitable company/ employer
- ☐ Employers and companies engagement
- ☐ Bureaucratic and administrative issues
- ☐ Socio-cultural issues
- ☐ Lack of preparation from the learners' part
- ☐ Lack of support from the school / VET provider

☐ Other (please specify)

5. Do you think employers and companies consider the WBL process as an asset for their business?

☐ Yes

☐ No

Please explain your choice (maximum three lines) [optative answer]

6. In your opinion, which is the more appropriated model of WBL?

☐ 70% or 60% of time in VET school and 30% or 40% of time in a company

☐ 70% or 60% of time in a company and 30% or 40% of time in VET school

☐ 50% in the VET school and 50% in the company

☐ Other (please specify)

7. In which of the following stages of a WBL programme, do you consider employers could be more fully engaged?

☐ Planning

☐ Monitoring and continuing evaluation

☐ On-going improvement and adaptation

☐ Final evaluation

☐ Follow up

☐ Other (please specify)

8. Do you feel the need to have more practical support to help learners at a local WBL experience?

☐ Yes

☐ No

Please explain your choice. (Maximum three lines) [Optative answer]

9. In your opinion, the existing training programmes are well structured and well prepared to integrate a WBL process?

- ☐ Yes
☐ No

Please explain your choice. (Maximum three lines) [Optative answer]

10. The existing training programmes include any specific induction training for learners in companies?

- ☐ Yes
☐ No

11. Please indicate three main contents, competences or themes you think are important for the learners induction process in companies:

12. Please **prioritise the following competences** that learners should have for a WBL process. from 1-7, with **7** being the one **most important** and **1** the one **less important**:

Communication in mother tongue	
Communication in foreign languages	
Digital competences and basic competences in technology	
Learning to learn	
Social and civic competences	
Sense of initiative and entrepreneurship	
Cultural awareness and expression	
Other, please specify	

PART 3. Conclusions

13. In your opinion, what are the main advantages of implementing a WBL process? Please indicate at **least three**.

14. In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved? Please indicate at least **three**.

15. Additional comments [optative answer]

Thank you for your collaboration!

ANNEX II – EMPLOYERS QUESTIONNAIRES

WBL QUESTIONNAIRE - EMPLOYERS

Framework

The project “*Work Based Learning - Local and International*” is an ERASMUS+ project, co-financed by the European Union, which main aim is to contribute for sustaining and effective work based learning (WBL) experiences, by developing a set of guidelines for the main parties involved in the process– schools/VET providers, learners and employers - in the format of an E-Guide.

This questionnaire is addressed specifically to **employers, companies’ managers, human resources managers**, and the aim is to allow the WBL partnership to have a clearer understanding about their specific needs/perception and use this understanding to formulate a set of training materials, methods and guidelines to promote their effective engagement in WBL programmes.

This questionnaire is anonymous and won’t take more than 15 minutes to be completed. Your participation is very important for the WBL project.

Thank you in advance for your collaboration!

Part 1. Profile

Country:

- ☐ Latvia
- ☐ Austria
- ☐ Poland
- ☐ Portugal

Gender:

- ☐ Male
- ☐ Female

Professional Experience

- ☐ None
- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ More than 5 years

Highest level of education completed

- ☐ Secondary school or equivalent
- ☐ University degree
- ☐ PhD
- ☐ Other

Profession/Work Position /Function

- ☐ Director/manager
- ☐ Human resources manager
- ☐ Independent consultant/expert
- ☐ Other (Please, specify: _____)

Part 2. Experience

1. Have you ever been involved in any WBL programme or similar?

- ☐ YES
- ☐ NO (if no please step to question 6)

2. If Yes, please indicate the number of processes (nº of learners) in which you've been involved

- ☐ < 10
- ☐ 10–49
- ☐ 50–249
- ☐ > 250

3. Of those did you have only national learners or also international

- ☐ National
- ☐ International
- ☐ Both

4. Based on your experience what are the main obstacles /difficulties in the implementation of a WBL process (select maximum three)

- ☐ Inadequate support in learners' induction process
- ☐ Bureaucratic and administrative issues
- ☐ Socio-cultural issues
- ☐ Lack of preparation from the learners' part
- ☐ Lack of support from the school / VET provider
- ☐ Other (please specify)

5. Do you consider a WBL process as an asset for your business?

☐ Yes

☐ No

Please explain your choice (maximum three lines) [optative answer]

6. What links do you have with schools/ VET providers in the context of WBL?

- ☐ Individual staff links
- ☐ Services
- ☐ Protocols (private and institutional nature)
- ☐ Protocols (public and social nature)
- ☐ Other (please specify)

7. In your opinion, which is the more appropriated model of WBL?

- ☐ 70% or 60% of time in VET school and 30% or 40% of time in a company
- ☐ 70% or 60% of time in a company and 30% or 40% of time in VET school
- ☐ 50% in the VET school and 50% in the company
- ☐ Other (please specify)

8. In which of the following stages of a WBL programme, do you feel the need to have more support?

- ☐ Planning
- ☐ Monitoring and continuing evaluation
- ☐ On-going improvement and adaptation
- ☐ Final evaluation
- ☐ Follow up
- ☐ Other (please specify)

9. From the experiences you have been involved, are you interested in maintaining the partnership to participate in WBL programmes?

- ☐ Yes
- ☐ No

Please explain your choice. (Maximum three lines) [optative answer]

10. Have you ever celebrate any employment contract with a learner who has been in your company through a WBL experience?

- ☐ Yes
☐ No

11. Please **prioritise the following competences** that learners should have for a WBL process. from 1-7, with **7** being the one **most important** and **1** the one **less important**:

Communication in mother tongue	
Communication in foreign languages	
Digital competences and basic competences in technology	
Learning to learn	
Social and civic competences	
Sense of initiative and entrepreneurship	
Cultural awareness and expression	
Other, please specify	

PART 3. Conclusions

12. What do you, as an employer, really value in a WBL experience? Please indicate at least **three values**.

13. In your opinion, what could be improved in order to promote an effective and quality WBL experience to all parties involved? Please indicate at least **three**.

14. Additional comments [optative answer]

Thank you for your collaboration!

ANNEX III

SIMULATION OF THE INTERVIEW

Interview

How to prepare to the interview

Some advices:

- Reread your cover letter and resume to remind yourself of what you have already foregrounded on paper
- Identify the most important skills that the employer is looking for and make notes of these so that you can incorporate them into your introduction.
- Be honest and be yourself, but there is nothing wrong with highlighting the aspects of your professional experience that your potential employers will be most interested in.
- Get creative and think of a way to start your introduction that will help your interviewers remember you.
- Rehearse your introduction until it sounds natural and conversational.
- Walk into the interview confidently.
- While you are sitting, do not fidget with your hands or shake your leg.
- Make sure your handshake is firm (but not hand crushing) and keep it short.
- Smile and be pleasant when you first meet your interviewer.
- Make eye contact with your interviewer.
- Don't beat yourself up for something small you did or said, focus on what you did well instead.

The exercise – the simulation of interview

Work in the team. Choose a few of the questions and prepare the answers. You can discuss and notice the ideas, propositions.

One of you will be employer, another will be the potential candidate. Simulate the interview (about 5 minutes).

Later you can change the roles.

How do you feel in the roles? What is the most difficult? Do you remember about body language?

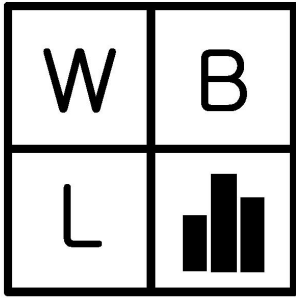
question	Your answer
Why should we hire you?	
Describe the best boss you ever reported to	
Tell me about what motivates you.	
What frustrates you?	
Where do you see yourself in five years?	
If you got hired, loved everything about this job, and are paid the salary you asked	

for, what kind of offer from another company would you consider?	
Who is your role model, and why?	
What things do you not like to do?	
What questions do you have for me?	
What kind of oversight and interaction would your ideal boss provide?	
How much money you would like to get?	
What kind of oversight and interaction would your ideal boss provide?	
What are the three most important attributes or skills that you believe you would bring to our company if we hired you?	
How do you go about continuing to develop your professional skills and knowledge?	
Tell me about a time when you failed. How did it happen? How did you handle it?	
Would you rather that your employees respected or feared you?	
Tell me about a time when you worked with a friend or a	

coworker who became a friend. What did you do to ensure that the friendship bore positive results for your company?	
What subject you liked the most in your school and why?	
What are the three most important factors that make you an effective, valued coworker in your future job?	

ANNEX IV

HOW TO CREATE AN ACCOUNT ON LINKEDIN



Prepared by ZSP Szydłow in the project „Work Based Learning” Erasmus+

USING IT TOOLS TO FIND A JOB

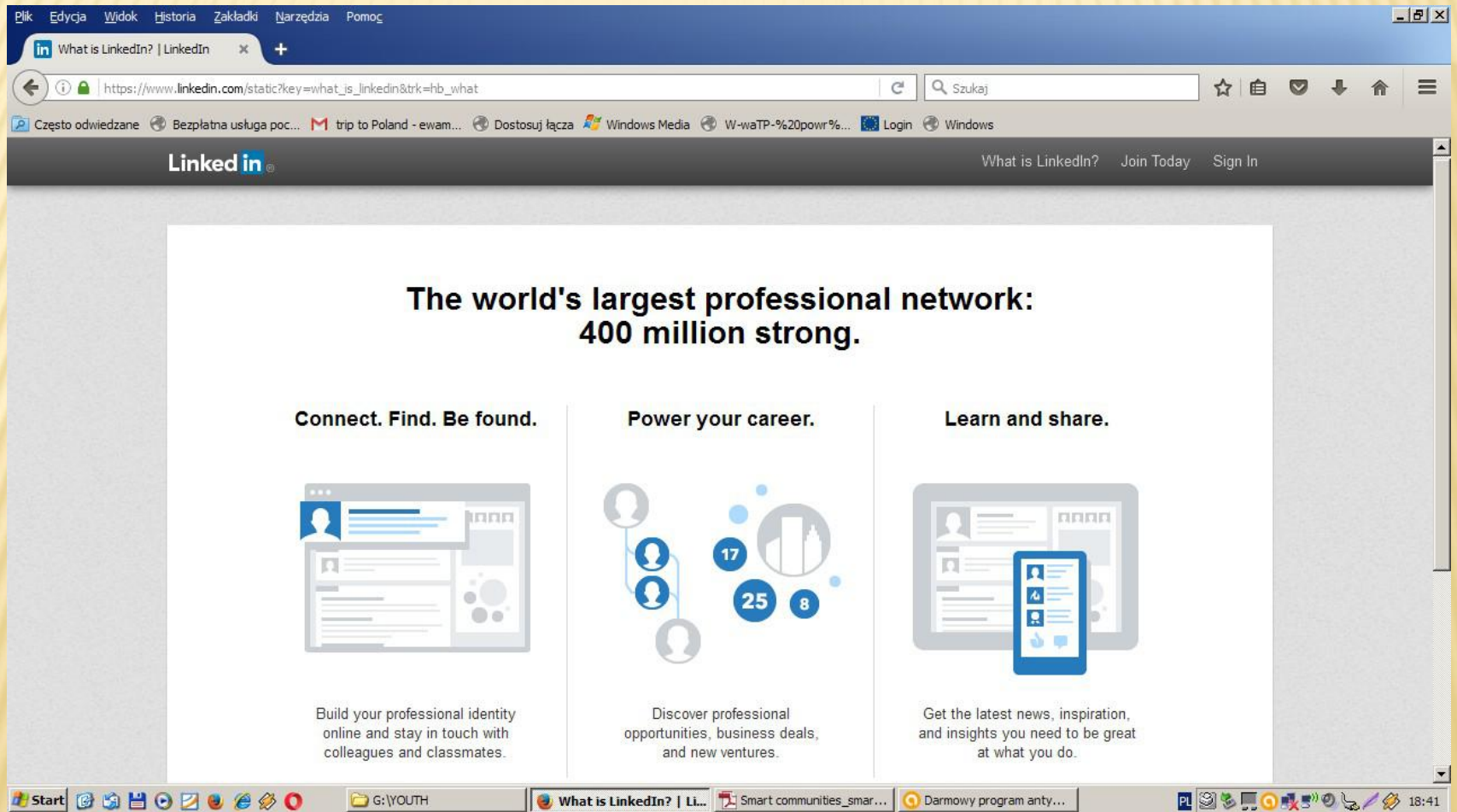
NETWORK

- « **LinkedIn** is a business and employment-oriented social networking service that operates via websites. It is mainly used for professional networking, including employers posting jobs and job seekers posting their CV-s. As of 2015, most of the site's revenue came from selling access to information about its users to recruiters and sales professionals. As of March 2016, LinkedIn has more than 433 million accounts, out of which more than 106 milion are active.

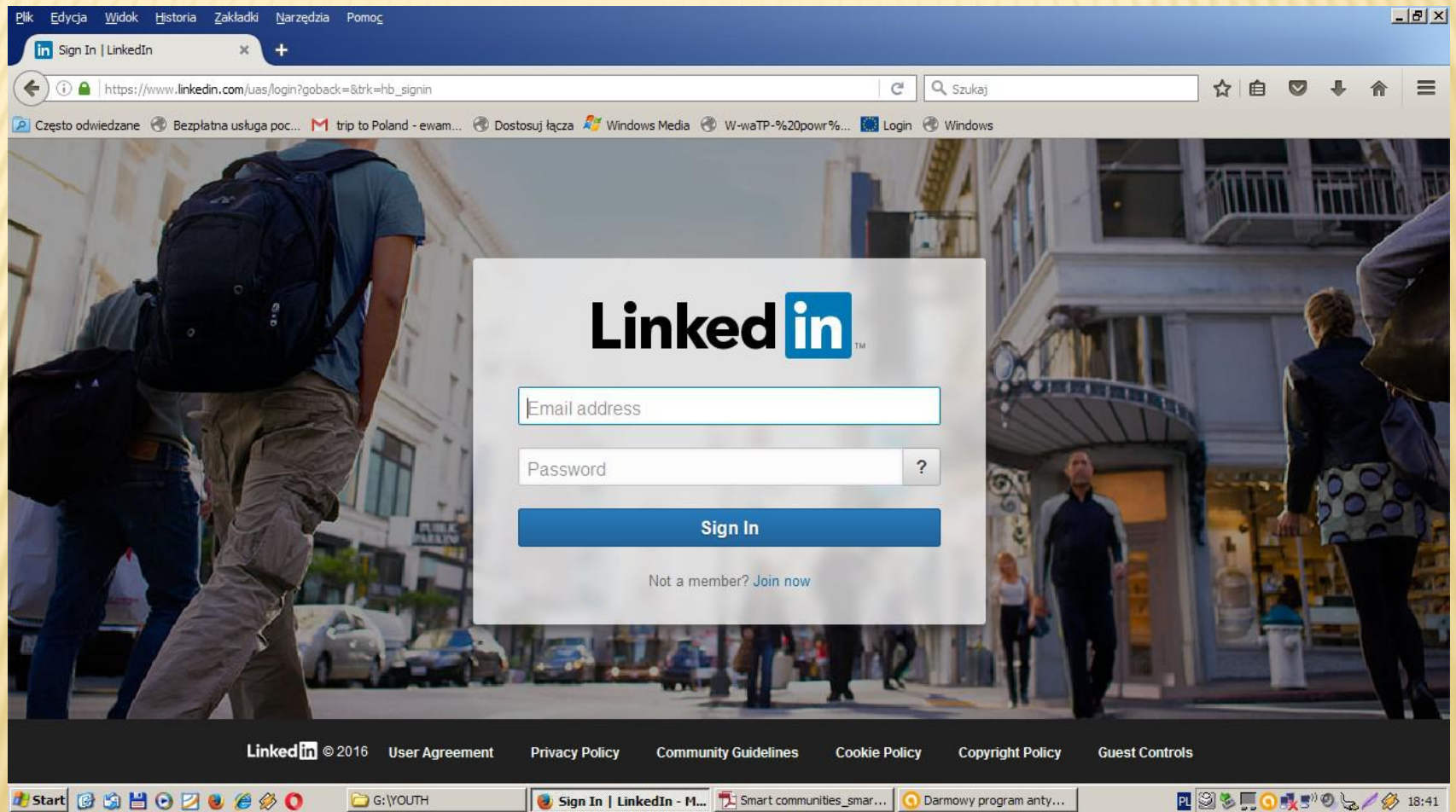
HOW TO USE LINKEDIN?

- « Create your count
- « Fill the profile
- « Be active- find the contacts, be the members of the groups,
- « Look for the job- answer for the offers, create your own offers

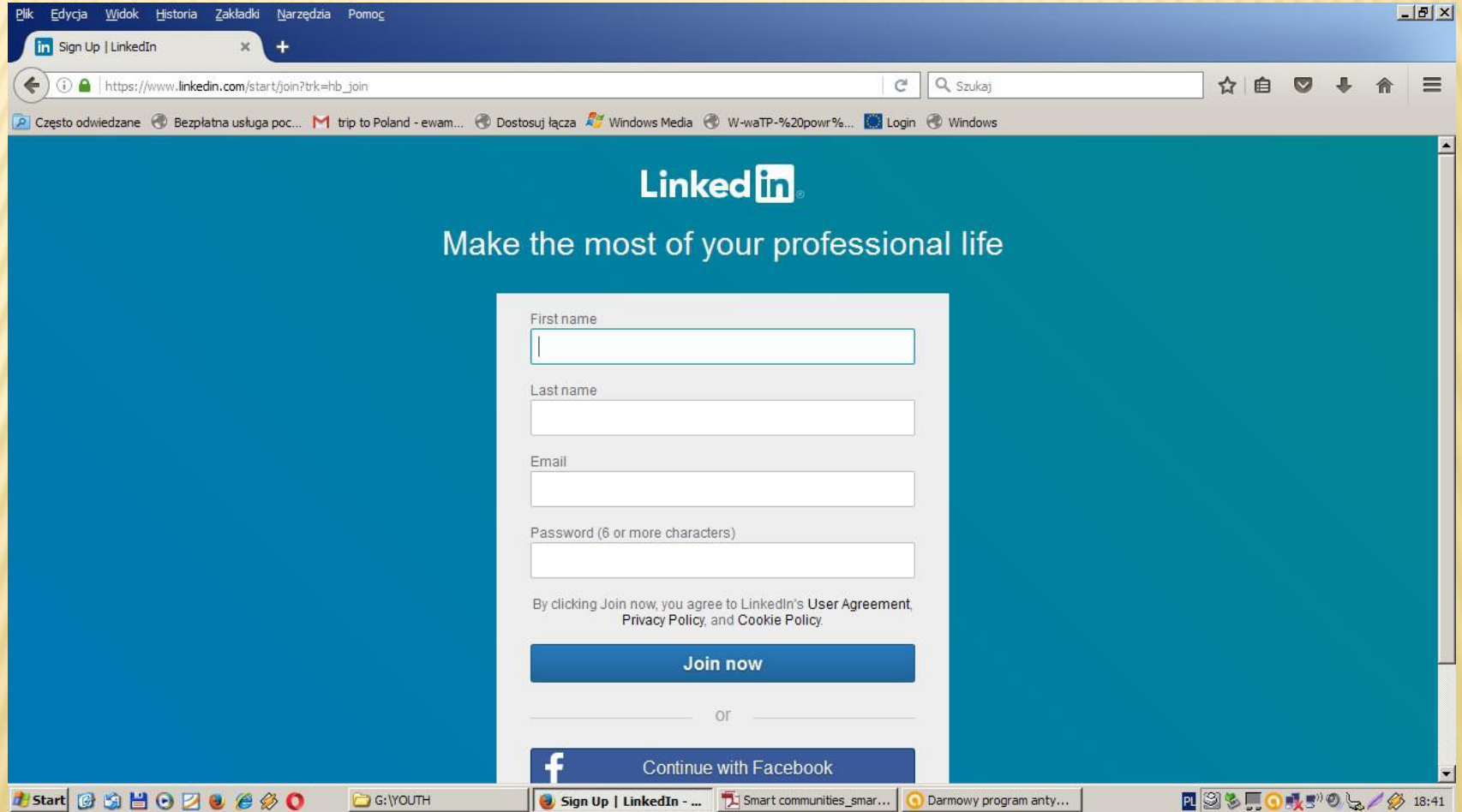
The web site



THE FIRST STEP- THE REGISTRATION



REGISTRATION- SIMILAR LIK IN OTHER NETWORK



The image shows a web browser window displaying the LinkedIn registration page. The browser's address bar shows the URL https://www.linkedin.com/start/join?trk=hb_join. The page has a blue header with the LinkedIn logo and the text "Make the most of your professional life". Below this, there is a registration form with the following fields:

- First name
- Last name
- Email
- Password (6 or more characters)

Below the password field, there is a line of text: "By clicking Join now, you agree to LinkedIn's [User Agreement](#), [Privacy Policy](#), and [Cookie Policy](#)." Below this text is a blue button labeled "Join now". Below the "Join now" button is the word "or". Below "or" is a Facebook logo and a blue button labeled "Continue with Facebook".

The browser window also shows a taskbar at the bottom with various icons and a system clock showing 18:41.

Your profile

- Fill the all information (the level of education, names of the schools, certificates, etc.)
- Fill the information about your skills (social, porfessional, IT, etc.)
- Load your picture (Remember, please, it's the network to find a job, not for fun. You should look seriously)

YOU CHOOSE THE SKILLS

The screenshot shows a web browser window displaying a LinkedIn profile. The browser's address bar shows the URL: https://www.linkedin.com/in/ewa-grzesiak-42405676?trk=nav_responsive_tab_profile. The page title is "Edit Profile | LinkedIn". The main content area is titled "Skills & Endorsements". Under the "Top Skills" section, there is a list of skills: "E-Learning" (ranked 1st), "Public Relations", "Microsoft Office", "Project Management", and "Event Management". Below this, it says "Ewa also knows about..." followed by a list of skills: "Education", "Adult Education", "Promotions", "Text Editing", "Teaching", "Career Counseling", and "Schools". On the right side, there is a "Notify your network?" section with a "Yes" button. Below that, there is a section titled "Add new skills with these courses" which lists three courses: "Shane Snow on Storytelling" (2,304 viewers), "How to Teach Complex Topics" (2,888 viewers), and "How to Increase Learner Engagement" (2,009 viewers). A "View more courses" link is at the bottom of this section. The Windows taskbar at the bottom shows the Start button, several application icons, and the system clock displaying 18:44.

Plik Edycja Widok Historia Zakładki Narzędzia Pomoc

in Edit Profile | LinkedIn

https://www.linkedin.com/in/ewa-grzesiak-42405676?trk=nav_responsive_tab_profile Szukaj

Często odwiedzane Bezplatna usługa poc... trip to Poland - ewam... Dostosuj łącz Windows Media W-waTP-%20powr%... Login Windows

in Search for people, jobs, companies, and more... Advanced

Add language

Skills & Endorsements

Top Skills

- 1 E-Learning
- Public Relations
- Microsoft Office
- Project Management
- Event Management

Ewa also knows about...

- Education
- Adult Education
- Promotions
- Text Editing
- Teaching
- Career Counseling
- Schools

Notify your network?

Yes, publish an update to my network about my profile changes. ☒ Yes

Add new skills with these courses

- Shane Snow on Storytelling**
Viewers: 2,304
- How to Teach Complex Topics**
Viewers: 2,888
- How to Increase Learner Engagement**
Viewers: 2,009

[View more courses](#)

Start G:\YOUTH Edit Profile | LinkedIn... Smart communities_smar... Darmowy program anty... 18:44

BE THE MEMBER OF THE GROUPS OR CREATE OWN GROUP

The screenshot shows a web browser window displaying a LinkedIn profile. The browser's address bar shows the URL: https://www.linkedin.com/in/ewa-grzesiak-424056767?trk=nav_responsive_tab_profile. The LinkedIn header includes a search bar and navigation links. The main content area is titled 'Groups' and lists several groups:

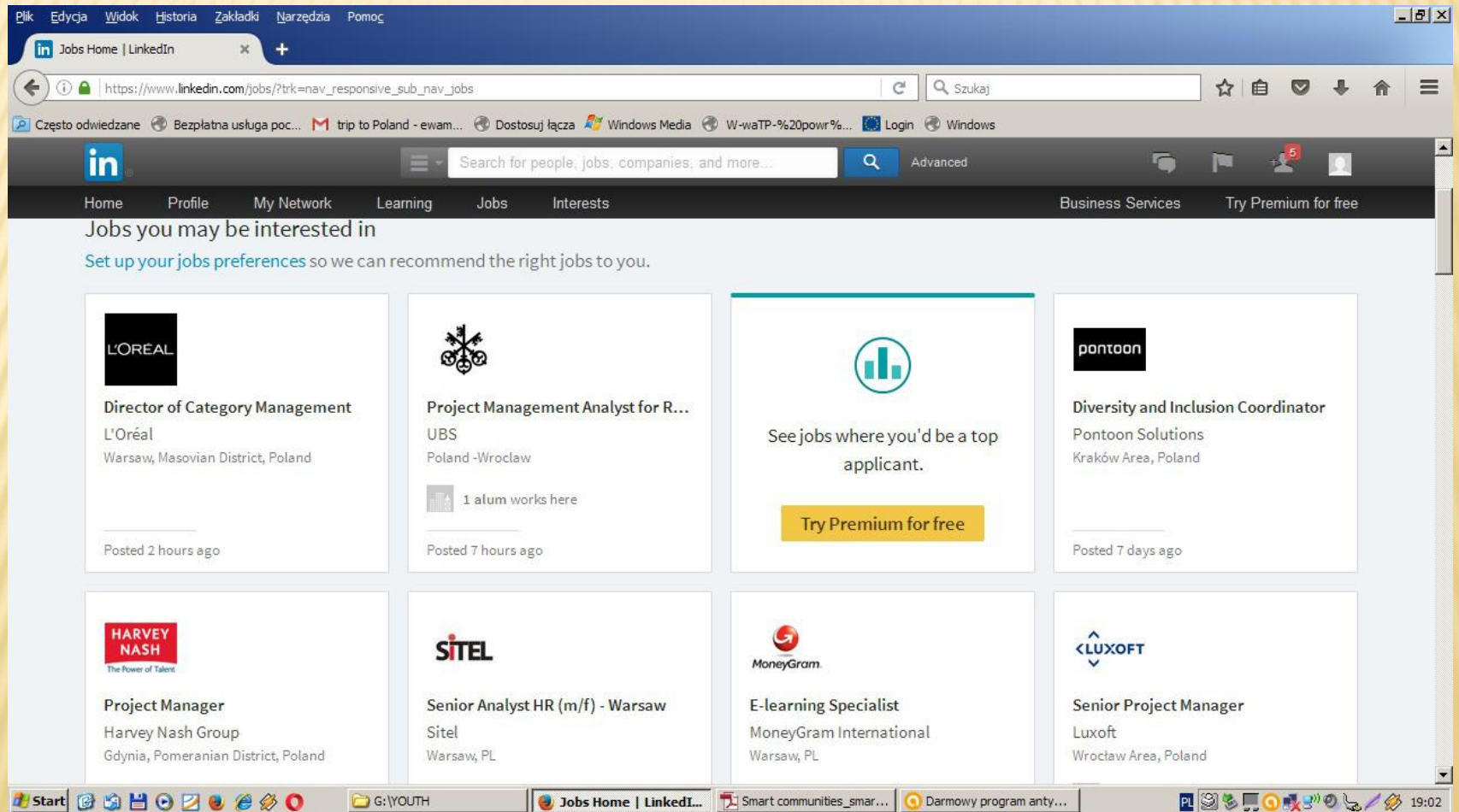
- Erasmus + Partn...**: 2,612 members, Visible
- ERASMUS PLUS ...**: 11,136 members, Hidden
- EU Projects Part...**: 32,429 members, Hidden
- Erasmus+ : Coop...**: 1,712 members, Visible
- European School...**: 1,358 members, Hidden
- ERASMUS+ - EU ...**: 8,726 members, Visible

On the right side of the profile, there are two sections:

- Notify your network?**: A toggle switch set to 'Yes' with the text 'Yes, publish an update to my network about my profile changes.'
- Add new skills with these courses**: A list of three video courses:
 - Shane Snow on Storytelling**: Viewers: 2,304
 - How to Teach Complex Topics**: Viewers: 2,888
 - How to Increase Learner Engagement**: Viewers: 2,009A link 'View more courses' is at the bottom.

The Windows taskbar at the bottom shows the Start button, several application icons, and the system clock displaying 18:44.

ANSWER FOR THE OFFERS



The screenshot displays a web browser window with the LinkedIn Jobs page. The browser's address bar shows the URL https://www.linkedin.com/jobs/?trk=nav_responsive_sub_nav_jobs. The LinkedIn navigation bar includes links for Home, Profile, My Network, Learning, Jobs, and Interests, along with a search bar and a 'Try Premium for free' button. The main content area is titled 'Jobs you may be interested in' and includes a link to 'Set up your jobs preferences'. Below this, there are eight job listings arranged in a 2x4 grid:

- L'ORÉAL**: Director of Category Management, L'Oréal, Warsaw, Masovian District, Poland. Posted 2 hours ago.
- UBS**: Project Management Analyst for R..., UBS, Poland -Wroclaw. 1 alum works here. Posted 7 hours ago.
- See jobs where you'd be a top applicant.** (Yellow button: Try Premium for free)
- pontoon**: Diversity and Inclusion Coordinator, Pontoon Solutions, Kraków Area, Poland. Posted 7 days ago.
- HARVEY NASH**: Project Manager, Harvey Nash Group, Gdynia, Pomeranian District, Poland.
- SITEL**: Senior Analyst HR (m/f) - Warsaw, Sitel, Warsaw, PL.
- MoneyGram**: E-learning Specialist, MoneyGram International, Warsaw, PL.
- LUXOFT**: Senior Project Manager, Luxoft, Wrocław Area, Poland.

The Windows taskbar at the bottom shows the Start button, several application icons, and the system clock indicating 19:02.

LET'S START....

The task for the students in the project:

Register on LinkedIn platform

Fill your profile

Make scan screen of it and load on facebook group of the project.

Thank you for your attention

ANNEX V

DATABASE_WBL INSTITUTIONAL CONTACTS

PARTNER COUNTRY	PT, LV, PL, AT
PARTNER ORGANIZATION	ISQ + CEFAE + MALPIS + ZESPOL + BVO

Nr	Type of Institution	Role in WBL	Name of the Institution	Instituional branch	Main responsibilities related with WBL	Scope of WBL activities	Website	Contacts /contact person
PORTUGAL -ISQ								
1	Other	organizer/planner	AERLIS – Associação Empresarial da Região de Lisboa e Setúbal	national	Training and enterprises mediator	national	www.aerlis.pt	Guida Fialho g.fialho@aerlis.pt
2	School	the sender	EPI - Escola Profissional de Imagem	national	training	national	www.epi.edu.pt	José Pacifico jose_pacifico@epi.edu.pt
3	VET centre	the sender	CINEL - Centro de Formação Profissional da Indústria Electrónica, Energia, Telecomunicações e Tecnologias da Informação	national	training	national	www.cinel.pt	Silvia Maria Cabaço Dos Santos silvia.santos@cinel.pt
4	VET centre	the sender	INETE - Instituto de Educação Técnica	national	training	national	www.inete.pt	Ana Baio abaio@inete.net
5	Employer	the host	Leroy Merlin	national	Work base learning - internships	national	www.leroymerlin.pt	Emília Silva emilia.m.silva@leroymerlin.pt
6	Employer	the host	Servilift	national	Work base learning - internships	national	www.servilift.pt	Pedro Ferreira geral@servilift.pt
7	Employer	the host	Nelas Gás	national	Work base learning - internships	national	www.nelasgas.pt	Susana Dias susana@nelasgas.pt
8	Employer	the host	Tecniabrantes	national	Work base learning - internships	national	www.tecniabrantes.pt/	Paulo Sousa geral@tecniabrantes.pt
9	Employer	the host	ThyssenKrupp Elevadores	national	Work base learning - internships	national	http://www.thyssenkrupp-elevadores.pt/	Vanessa Sousa vanessa.sousa@thyssenkrupp.com
10	Employer	the host	ARALAB	national	Work base learning - internships	national	http://www.aralab.pt/pt-pt/	Susana Alves susana.alves@aralab.pt
11	Employer	the host	Futurcabo	national	Work base learning - internships	national	www.futurcabo.pt/	José Fazenda jose.fazenda@futurcabo.pt
12	Employer	the host	ISPT – Industrial Services	national	Work base learning - internships	national	http://www.is-industrialservices.com/	Fernando Trindade fernando.trindade@integridade.pt
13	School	the sender	Escola Profissional Vale do Rio	national	training	national	http://www.valdorio.net/	António Esteves aepesteves@valdorio.net
14	VET centre	the sender	ISQ - Instituto de Soldadura e Qualidade	national	training	national	www.isq.pt	Marina Batista ambaptista@isq.pt
15	Employer	the host	ISQ - Instituto de Soldadura e Qualidade	national	Work base learning - internships	national	www.isq.pt	Isabel Nascimento minascimento@isq.pt
16	Mobility youth intermediate	intermediate	EuroYouth	national	to ptomote youngsters mobilities in Europe	both	http://www.euroyouth.org/	Sofia Antunes coordination@euroyouth.org
PORTUGAL - CEFAE								
17	Employer	the host	Câmara Municipal de Vidigueira	national	To promote technical/professional experiences in labor market	national	http://www.cm-vidigueira.pt/	Helena d’Aguilar
18	Employer	the host	Adega Cooperativa de Vidigueira, Cuba e Alvito	national	To promote technical/professional experiences in labor market	both	http://www.adegavidigueira.com.pt/	José Miguel Almeida
19	Employer	the host	Adega Ribafreixo	international	To promote technical/professional experiences in labor market	both	http://www.ribafreixo.com/	Nuno Bicó
20	Employer	the host	Museu de Vidigueira	national	To promote technical/professional experiences in labor market	national	http://www.cm-vidigueira.pt/	Luísa Costa
21	Employer	the host	Arquivo Municipal de Vidigueira	national	To promote technical/professional experiences in labor market	national	http://arquivo.cm-vidigueira.pt/	Carlos Cristo
22	Employer	the host	Santa Casa da Misericórdia de Vila de Frades	national	To promote technical/professional experiences in labor market	national	http://www.scm-viladefrades.pt/	António Carapeto
23	Employer	the host	Santa Casa da Misericórdia de Vidigueira	national	To promote technical/professional experiences in labor market	both	phone: 284 434 881	Sr. Padre António Reis
24	Employer	the host	Cooperativa Agrícola de Vidigueira	international	To promote technical/professional experiences in labor market	national	http://www.cavidigueira.com/	Luís Carapeto
25	VET centre	intermediate	Instituto de Emprego e Formação Profissional, Delegação de Beja	national	To help finding a job carrer, promoting/developing professional skills, entrepreneurship guidelines	both	http://www.aevid.pt/	Isabel Contente
26	School	the host	Agrupamento de Escolas de Vidigueira	national	To promote technical/professional experiences in labor market	both	https://www.iefp.pt/	José Carlos Brito
27	Social network/ Website	intermediate	Rádio Vidigueira	international	To Colaborate in dissemination	both	http://www.radiovidigueira.com/	Marco Abundância
28	Social network/ Website	intermediate	Rádio Pax (Beja)	international	To Colaborate in dissemination	both	http://www.radiopax.com/	António Lúcio
29	Social network/ Website	intermediate	Rádio Voz da Planície (Beja)	international	To Colaborate in dissemination	both	http://www.vozdaplanicie.pt/	Francisco Carvalho
30	Social network/ Website	intermediate	Jornal Diário do Alentejo (Beja)	international	To Colaborate in dissemination	both	htt://da.ambaal.pt	Paulo Barriga
31	School	the sender	Escola Profissional Fialho de Almeida	national	To develop/disseminate the project	both	http://www.epfavidigueira.pt/	Estêvão Pereira
32	ONG	organizer/planner	Ce.S.F.Or. Centro Studi Formazione Orientamento	international	To promote technical/professional experiences in labor market	transnational	www.cesfor.net	Ernesto Russo

33	ONG	organizer/planner	YouNet	international	To promote technical/professional experiences in labor market	transnational	www.you-net.eu	Emanuele Ferrara
34	Mobility youth intermediate	organizer/planner	Tenerife Job Training S.L.	international	To promote technical/professional experiences in labor market	transnational	www.tenerifejobtraining.com	Marivi Gracia
35	Mobility youth intermediate	organizer/planner	IMOT	international	To promote technical/professional experiences in labor market	transnational	www.imot.es	Mercedes de la Veja
36	Mobility youth intermediate	organizer/planner	AM TRANSNATIONAL, S.L.	international	To promote technical/professional experiences in labor market	transnational	www.amt-spain.com	Raquel Pineda
37	Other	the host	North West Play Resource Centre	international	To promote technical/professional experiences in labor market	both	www.derryplayhouse.co.uk	Niall Mac Caughan
LATVIA								
38	School	Sending, organization	Jelgavas Technical School	National	To promote development of WBL	National	www.jelgavastehnikums.lv	E-mail: info@jelgavastehnikums.lv ; director Janina Rudzite, e-mail: janina.rudzite@inbox.lv
39	School	Sending, organization	Ziemeļkurzemes vocational secondary education competence center Ventspils Tehnical Shool	National	To promote development of WBL	National	www.pikc.lv	Director Kristīne Vāgnere, e-mail: info@pikc.lv; deputy director Antra Gārbena, E-mail: antra.garbena@pikc.lv
40	School	Sending, organization	Valmieras Tehnical School	National	To promote development of WBL	National	www.valmierastehnikums.lv	E-mail: skola@valmierastehnikums.lv; director Eriks Spurins, e-mail: spurins@valmierastehnikums.lv
41	School	Sending, organization	Vocational secondary education competence centre Ogres Technical Shool	National	To promote development of WBL	National	www.ovt.lv	director Ilze Brante, e-mail: ilze.brante@ovt.lv
42	School	Sending, organization	Vocational secondary education competence centre Riga State Technical Shool	national	To promote development of WBL	national	www.rvt.lv	E-mail: kanceleja[at]rvt.lv; director Dagnija Vanaga, e-mail: dagnija.vanaga[at]rvt.lv
43	Enterprise	Hosting	AS Hansa Matrix	National/international	To provide work experience	National/international	www.hansamatrix.com/	E-mail: info@hansamatrix.com
44	Enterprise	Hosting	SIA Bucher Municipal	National/international	To provide work experience	National/international	www.buchermunicipal.com/en	E-mail: simona.grosa@buchermunicipal.com
45	Enterprise	Hosting	AS Valmieras stikla šķiedra	National/international	To provide work experience	National/international	www.valmiera-glass.com	E-mail: latvia@valmiera-glass.com; manakarjera@valmiera-glass.com; coordinator Ilze Andersone
46	Enterprise	Hosting	SIA Livonia Print	International	To provide work experience	International	www.livoniaprint.lv/	info@livoniaprint.lv
47	Enterprise	Hosting	SIA PNB Print	International	To provide work experience	International	www.pnbaltic.eu/lv/	E-mail: info@pnbprint.eu
48	Darba devēju konfederācija	Promotion, development	Latvian Employers' Confederation	National/international	To promote employers' cooperation with education Ministry and VET schools	National/international	www.lddk.lv	General director Liga Mengelsone, e-mail: lddk@lddk.lv
49	Branch association	Hosting, organization	Latvian Association of Printing Companies	National/international	To promote cooperation in the printing branche	National/international	www.printing.lv	Ieva Becere, e-mail: leva@lpua.lv
50	Chamber	Organization, intermediate partner, developer	German-Latvian Trade Chamber (AHK)	National/international	To promote development of WBL	National/international	www.ahk-balt.org	vetnet@ahk-balt.org
51	Enterprise	Hosting	SIA Malevss	National	To provide work experience	National	www.policijasakademija.lv/	E-mail: MALEVS@MALEVS.LV
52	SME	Hosting, organization	M.E.P. EUROPROJECTS GRANADA, S.L., Spain	International	To provide work experience	International	www.mepegranada.com	info@mepegranada.com
53	SME	Hosting, organization	Agenzia per la Mobilità e la Formazione Internazionale, Italy	International	To provide work experience	International	www.amfinternational.org	info@amfinternational.org
54	Association	Hosting, organization	Intercultural Association Mobility Friends, Portugal	International	To provide work experience	International	www.mobilityfriends.org	mobilityfriends@gmail.com
55	Association	Hosting, organization	Eprojectconsult Istituto Europeo Formazione e Ricerca, Italy	International	To provide work experience	International	http://www.eprojectconsult.com/	info@eprojectconsult.com
56	Association	Hosting, courses, organization	ActiLingua Academy, Austria	International	To prepare for work experience	International	www.actilingua.com	info@actilingua.com
POLAND								
57	Employer	the host	Haering Polska	national	to provide work experience and employment	both	www.anton-haering.de/cms/pl/unternehmen/standorte/polen	info@pl.anton-haering.com
58	Employer	the host	Solaris Bus & Coach S.A.	national	to provide work experience and employment	national	www.solarisbus.com/	office@solarisbus.com
59	VET centre	the sender	Politechnika Poznańska	national	to provide practical experience for students and to promote coop	national	www.dmef.put.poznan.pl	office_dmef@put.poznan.pl
60	Employer	the host	Zakłady Mechaniczne Kazimieruk sp. z o.o. sp. k.	national	to provide practical experience for students	national	http://www.kazimieruk.com.pl/	biuro@kazimieruk.com.pl
61	Employer	the host	Volkswagen Poznań	national	to provide practical experience for students	national	www.volkswagen-poznan.pl	Patrycja.Kasprzyk@vw-poznan.pl
62	Employer	the host	EKOCEL Zoeller group	national	to provide practical experience for students	both	www.ekocel.pl	ekocel@ekocel.pl
63	Employer	the host	BASF Polska	national	to provide practical experience for students	national	www.basf.com	recepcja.basfpolska@basf.com
64	School	the sender	Technikum Architektoniczno-Budowlane im. St. Noakowskiego w Warszawie	national	to provide practical experience for students	national	www.tab.edu.pl/	sekretariat@tab.edu.pl
65	Employer	the host	Phoenix Contact Polska	national	to provide practical experience for students and to promote coop	both	www.phoenixcontact.com	corporatewebsite@phoenixcontact.com
66	Employer	the host	MAN Bus Sp. z o.o.	national	to provide work experience and employment	national	www.truck.man.eu	tel. +48618914300
67	Employer	the host	Polsko-Niemiecka Izba Przemysłowo-Handlowa (AHK Polska)	national	to provide practical experience for students and to promote coop	both	www.ahk.pl	imakowiecka@ahk.pl
68	VET centre	the sender	Zespół Szkół Rolnicze Centrum Kształcenia Ustawicznego w Wolborzu	national	to provide practical experience for students and to promote coop	both	www.zswolborz.pl	info@zswolborz.pl

69	VET centre	organizer/planner	edunet-poland	national	to provide help in organization matters and to promote WBL	both	www.edunet-poland.pl	Maria Montowska +48 22 53 10 500
70	Employer	the host	BLUM Polska	national	to provide work experience and employment	both	www.blum.com	info.pl@blum.com
71	Employer	the host	SITECH Sp. z o. o.	national	to provide work experience and employment	national	www.sitech.com.pl	info@pl.sitech-automotive.com
72	Employer	the host	TRUMPF	national	to provide work experience and employment	national	www.pl.trumpf.com	info@pl.TRUMPF.com
73	School	the sender	Politechnika Wroclawska	national	to provide practical experience for students and to promote coop	national	www.wm.pwr.wroc.pl	http://www.wm.pwr.wroc.pl/kontakt,91.dhtml
74	Employer	the host	STER Sp. z o.o.	national	to provide work experience and employment	national	www.ster.com.pl	ster@ster.com.pl
AUSTRIA								
75	Employer	the host	Context Type & Sign Pink GmbH	national	VET enterprise	national	http://www.context-online.at	Mario Wilpinger
76	Employer	the host	ELEKTRONIKSERVICE PAUER	national	VET enterprise	national	http://www.pauer-elektronikservice.at	Udo Regenfelder
77	Employer	the host	KIOTO SOLAR Wärme	national	VET enterprise	national	http://www.kiotosolar.com	
78	Employer	the host	Gasthaus Pirker	national	VET enterprise	national	http://www.gasthauspirker.info	Josef Preduschnigg
79	Employer	the host	Buchenschenke Hanebauer	national	VET enterprise	national	-----	Johann Kraßnig
80	School	the host	Fachberufsschule für Tourismus Warmbad	national	VET Organisation	national	http://www.fbs-warmbad.at	Ernst Fradler
81	Employer	the host	Metallbau Selinger	national	VET enterprise	national	http://www.metallbau-selinger.com/de/	
82	Employer	the host	Pension Seebichlhof	national	VET enterprise	national	http://www.seebichlhof.at	Maria Ruhdorfer
83	Employer	the host	Schloss Albek	national	VET enterprise	national	http://www.schloss-albeck.at	Elisabeth Sickl
84	Employer	the host	Tameggerhof	national	VET enterprise	national	http://www.urlaubambauernhof.at/Tamegger#tab=info	Elisabeth Kampl
85	Employer	the host	Familienhotel Fasching	national	VET enterprise	national	http://nfasching.cc/familie/	Norbert Fasching
86	Employer	the host	Panoramadorf Saualpe	national	VET enterprise	national	http://www.panoramadorf-saualpe.com	Mr. Sereinig
87	Employer	the host	Gasthaus Urbani Wirt	national	VET enterprise	national	http://www.urbaniwirt.com	Elfriede Nindler
88	Employer	the host	Porsche St. Veit	national	VET enterprise	national	http://www.porschestveit.at	
89	Employer	the host	Romantik Hotel Post Villach	national	VET enterprise	national	http://www.hotel-villach.com/de/romantik-hotel-post/willkomn	Günther Walter

ANNEX VI

OVERALL EVALUATION RESULTS FROM PROJECT LEARNING ACTIVITIES (LA)

1. Blended mobility of VET learners in PORTUGAL

Inputs from Mālpils Vocational Secondary School (LV)

Learners affirmed they get the chance to know a variety of businesses in Portugal, gained new professional experience and English language skills. They tested and improved their communication abilities in English, gained a slight knowledge of the Portuguese language. They really liked to be in Portugal, and think that certainly will come back.

The students visited different companies in which they became acquainted with the work or production process. This was a fantastic opportunity to learn about another country, its culture, business, make new and interesting friends, as well as to improve our knowledge, skills and opportunities for the future.

Learners said they liked very much our host families. In Portugal they felt like at home, because the people who live there, are like one big family. They are very kind and understanding. Although our countries are far from each other, Latvian learners consider have a lot of common things.

“We suggest you do everything and to participate in such projects, as they are unforgettable memories for life.”

Inputs from CEFAE (PT)

The Portuguese students' feedback was very positive. They considered that this experience was very important since they have the opportunity to apply the contents learnt at school in a real experience with technicians from their profession field. They considered that they can have a better preparation to the labor market and be aware of the companies' demands and that will allow them to embrace their future career, as well they are able to understand that with this kind of experience they can grow in a personal and professional level.

Inputs from ZESPOL (PL)

The Polish learners knew different sectors of labor market in Vidigueira. They have practical activities in: the vinery, municipality, kindergarten, school, where they had to cooperate in international teams. As result of this cooperation, they consider to be more open, more motivated to learn English and better prepared to European labor market.

They took part in the preparation of the materials (presentations, films)- they improved IT skills, which can help them in school career and after finishing school.

The participation in the LA and the execution of the tasks let them improve their self-esteem.

In free time they met with peers, spent time with the host families. It let them to know more about everyday life in Portugal (tradition, history, habits, etc.).

All participants declare to take part in similar activities.

2. Blended mobility of VET learners + Short-term joint staff training event in AUSTRIA

Inputs from Mālpils Vocational Secondary School (LV)

Learners' feedback

The learners worked in Austria in different enterprises and could learn a lot practical skills for our professions. Learners affirmed they are and would be further very interested in this program because it allowed them to actually work and get to know adult work life, so can prepare themselves for life, not just in theory but in reality. During the WBL- week they said that „have gained speed, we are now faster, we know how to do things quicker and easier, but just as effective. That what we learn in school is useful but, not everything is thought in school. There are things that you can learn just by doing them. And you have to know what to do, so you can do it effectively.”

The Latvian students said: „The experience we gained in this project will be extremely useful in the future and our professions. Experience is always useful. The more experience you have the better you are at what you do. Our impressions are very positive, we loved it there. People were very nice. In working place people were very kind too. We would participate again if we could.”

Teachers' feedback

As to the Latvian teachers who participated in this LA, they feedback was as follows:

“We had a possibility to visit different schools and companies in Austria. We met and discussed with the vocational teachers, employers, employees, vocational students. The main focus was to get to know and understand dual education system – compare it with practical trainings in vocational schools, to find out pros and cons. We collected the conclusions and opinion in the table.

There was a very useful meeting and conference with docents from educational department of the land Corinthia.

Wi-Fi is an enormous centre for giving educational skills for students with different kind of needs and professions and TAZ – centre for testing student skills with high technologies. It would be great to implant similar institute in our country. That kind of testing system would help children to understand better their skills and to find the more suitable profession to learn.

We visited the labour market service that helps people to find job and works with groups of young people – school drop outs. The information about labour market was very interesting,

we found similarities with situation in Latvia within school drop outs. We could compare how states struggle with unemployment to avoid that kind of situations.

All visited schools left a very good impression – well organized students, good equipped school laboratories. Students have real practical experience in school.”

Inputs from CEFAE (PT)

Learners ‘feedback

As learners, they consider that they had the chance to have a first contact with the work market and they were surprised that even in a foreigner country they could reach the goals that were established in the project framework. The student from Sports Management Technician Course said that it was interesting, because it was a good experience to meet new people and gain new skills in technical/professional area, has a technician in a Gym. He said that he expected to have more colleagues of other countries at some city where we were, to have the opportunity of share experiences and communicate with them. As for the students from the Audiovisual field they had the opportunity to learn more about cutting videos and gained more trust in their selves. They’ve got experience of travelling for the first time by plane, living abroad with colleagues, sharing a room in a hotel and they learn how to be independent.

Teachers’ feedback

The balance of the activities carried on during the 7 days was very positive. They were very fruitful, and, in general, all those participants considered that the objectives of this project were totally accomplished.

Inputs from ZESPOL (PL)

Learners ‘feedback

The students had practical training in the hotels. They know more about the requirements of the employers. Sometimes they have problems with the communication, now they are more motivated to learn languages. They have to solve some problems themselves, it was a stressful situation for them, but the current contacts with the mentors help them. They have to be more independent than in the school. After the TLA they are better prepared to job in the international environment.

Teachers’ feedback

The teachers visited the firms and vocational schools, met with the employers, the teachers and school staff. They observed the vocational lessons and practical training. They prepared many photos and films which were used during the conference with other teachers and the activities with the students. They compared educational system in Austria and Poland.

They saw the equipment in different schools (private and public) and the hotel's restaurants (in towns and villages). It helped to recognize the differences between the activity in a school and in a workplace.

The experiences let them improve teaching methods. They know more about labour market in Austria.

3. Blended mobility of VET learners in POLAND

Inputs from Mālpils Vocational Secondary School (LV)

Learners 'feedback

The Latvian learners tatted: „Our main activities in the first day – introduction about CV forms, how to prepare CV and what is the most important in making that kind of document. It was very helpful for the students, also the creative one - CV, made like video. We had to work in international teams and had to communicate, discuss that improved their social skills. The mock interview was prepared in few languages. The school was prepared for European day of languages and we could learn more about European countries. The cooking workshop let us to know more about cuisines in different countries.

Participating in the WBL-simulation, working in the catering service enterprises, we discovered the labour market situation in Poland in this field, tested their skills and gained new experience for their future job.

It was a good opportunity to develop and apply our knowledge of foreign languages. We gained experience working in a team, a new restaurant experience was working at the bar. We got to know the country in which previously had not been, we learned to cook dishes from different countries as well as had the opportunity to work in a modern restaurant kitchen.

We became acquainted with the organization of work in the hotel restaurant, with a different cuisine, enjoyed team building event, where we gained new skills in team work. We really liked our host families. The people treated us like a members of their families. All the people were open and receptive.

We loved to communicate with students from other countries, where we gained confidence that we can communicate in English. We learned many interesting things about the dual education. All project activities were well organized.”

Teachers feedback:

As to the teachers, they said: „We discovered a successful sample of WBL in Poland - Hearing Polska. The company we visited let us a very good impression. We were introduced about activities of company by very competent persons. That was very impressive that private organization invested so much in education in this region and also in local labour market. It

was very good decision to start that WBL from age of 18 and the contract with company makes students attitude to the learning process more serious. There we can see more positive aspect than negative ones. If we would like to see that kind of situation in Latvia, we would need to give good conditions for big companies they wanted to invest in education, to see the potential labour market

We had the opportunity to see also the cooperation with employers in the District Employment Office. The information about labour market was very interesting. The problems are very close to our country. The director divide the unemployed people into 3 groups: the people who is looking for job and want work (for example 50+) and nobody wants them, people who doesn't know what to do in a life and people who doesn't want work and any job will be good for them.

All schools/places we visited gave us new impressions for our further work.”

Inputs from CEFAE (PT)

Learners 'feedback

The students were very pleased to work in the companies. They learned a lot in the technical approach of their future job. They also said that the overall experience was very positive and that they could understand that, even in a foreigner country, they could work in their field without any problem.

The students of Audiovisual went to their first internship in Piotrkow Telewija and they spent 3 days there with the other employers of the television, where they went out of the studio to do some filming shots to put on the YouTube channel and then they helped mixing the shots.

The impression they have about the internship at Piotrkow Telewija is that they hope that in the future they could work at some place like that. They considered that the people there were really kind and patient with them, helpful and funny. It was nice 3 days working in a company, they really enjoyed it, because they had the opportunity to visit some really nice places around the town, which they wouldn't have the chance to visit if we weren't working with them.

The students think that it was the best experience ever, thinking about that one week in Poland sounded a little bit scary, but now they say that they miss it. They made a lot of new friends, learnt a little bit of Polish, Latvian and even Russian. Making part of a totally strange family for one week was interesting, because of the different lifestyle they have. They hope they can have the chance in the future to go back and see them all again.

Teachers feedback:

We had the opportunity to check on some different approaches on dual education. In all the companies that we visited we could understand that they are concerned about the technical

skills of their students. Nevertheless, we were very impressed with the Haring Company and the fact that it's the commercial company that teach and prepare directly their workers. Beside the working conditions, we thought that with this kind of program they really can choose between the candidates and give a real chance to the students that are willing to learn and work in this environment.

Inputs from ZESPOL (PL)

Learners' Inputs:

The workshops allowed them to gain practical knowledge on how to prepare cv and portfolio. The simulation of the interview in different languages let them know how it can look in the future, how to reduce the stress and avoid mistakes.

The students took part in the preparation of TLA in Poland, planned free time for their peers, talked with the families. They learn about the local tourist attractions in the local environment to share the knowledge with their peers. All these activities helped them to be more responsible, more open for cultural differences, improve their organizational skills.

They had to work in teams, cooperate with the teachers and members of families. This is the activity which integrated the local environment. It motivated them to learn foreign languages and for future motilities.

Teachers' Inputs:

The teachers prepared TLA in Poland. They collected the materials needed to the workshops. They have to work in groups. It let them to improve their team work skills. They planned the activities, divided the roles and the tasks. After the activity their organizational skills are better.

They prepared the materials (recipes, examples of cv, ice-breaking activities) which be used after TLA, in the ordinary work with the students.

They contacted with the firms and employers to organize the practical training. The teachers expected that the cooperation between the school and labor market will be closer now.

4. Blended mobility of VET learners in LATVIA

Overall evaluation results from learners and teachers from all countries

From May 31st to June 6th in Malpils and Sigulda there has been organized WBL simulation for our partner school students and visits of regional training centers and companies for accompanying teachers.

To help foreign students, Latvian students went to companies with them, thus improving their English language skills and learning new areas of work and businesses, as along with the professions taught at school, they had to practice both in sport management, in the audiovisual field and in car maintenance - Specialties taught in Polish and Portuguese schools.

During the WBL simulation the teachers got acquainted with the Sigulda Business Incubator, SIA Rāmkalni service and the Vidzeme Regional Vocational Education Development Competence Center, which has had several years of positive experience in the implementation of WBL in Latvia.

In order to better introduce the business environment of the professions to be trained in the partners' schools, we also organized a number of business visits in Sigulda (SPA Hotel "Ezeri" and bobsleigh track) and in Riga from successful individual business in the Open-Air Museum Fair to large companies such as LIDO, etc.

Students had also a task to make interviews about the experience and managers' attitude to WBL in their enterprises using our traditional Questionnaires. The answers they got from staff and workers of the enterprises are quite similar to the results of the project questionnaire made in autumn 2015. Few enterprises have the WBL experience and are ready to continue, few enterprises don't have, but after this first and short experience with foreign and Latvian students they are motivated to try, but few enterprises are not motivated to train apprentices due different reasons.

At the end of the week guest students were asked to give their feedback about the new experience in Latvia and about their participation in the project in general as well as to prepare presentations about "their" enterprises.

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project n° 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I was interested in participating, because I would like to improve my English skills, communicating with other people from other countries, to know new friends and learn about technical competences.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

Yes, because today it is important to mix school education and experience in a company.

3) What skills have you gained from the project?

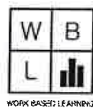
From the project I gained to improve my English, live with a group of international students, be more confident and responsibility.

4) What experience have you got from the activities within the project?

I had the opportunity of knowing new companies, the labour market in Latvia.



Erasmus+



WORK BASED LEARNING



Bildungsberatung & Vermittlungsagentur in Österreich
Friedensstraße 8, 1040 Wien, Österreich www.bildungsberatung.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

Yes, it ~~will~~ will. I had ~~a~~ the chance of contact with people from other countries. I communicated with others ⁱⁿ English, I knew different ways of working, new companies and now I have more skills to put in my curriculum vitae.

7) What are your impressions from the project?

I liked to participated in ^{this} project, because I spoke a lot in English, I gave the opportunity to one girl from Latvia to know my culture, my ~~traditions~~ traditions. This project improves our ~~prof~~ professional skills ~~and we had~~ the chance of doing practical activities.
Latvia → I liked to be ⁱⁿ Latvia, because, of ~~the~~ people, of landscape, living in community with other students.

Thank you for your collaboration!

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project nº 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I was interested in this project because I wanted to know new countries, cultures and improved my english skills. I had the opportunity to meet new friends.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

I think that the topic is an actual theme because ~~there is~~ nowadays people go abroad and have the chance of have a job, more often. It's important to have the technical skills needed in the labor market, that's why education and ~~practical~~ practical work is required.

3) What skills have you gained from the project?

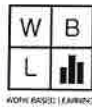
In this project I improved a lot my english, I gained more confidence and autonomy. I did a lot of new ~~friend~~ friend and I am more extroverted. I know better ~~about~~ how to manage team work.

4) What experience have you got from the activities within the project?

~~and~~ In the experience within the project, I could understand the difference between the labor market around Europe and I was also possible to improve my technical skills since I had the opportunity to experience different approaches to my main field of study. It was also interesting to understand different standards through the Europe.



Erasmus+



Bildungsberatung & Vernetzungsagentur in Österreich
Friedbergstr. 8, 1020 Wien, Österreich, www.bv-berlin.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

I think this project will help me in the future because I improved my english skills, I did new friends and knew new companies.

7) What are your impressions from the project?

I liked to ~~be~~ participated in this project because I was very nice to recived a girl in my house, and gained a big friend. I improved a lot my english and saw new ~~the~~ countries, cultures, and langages. Throught the experience in working ~~in~~ in a company I had the chance of prachise ~~in~~ in my technical area.

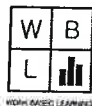
Thank you for your collaboration!

Latvia:

In Latvia I liked a lot of the ~~landscape~~ landscape and to meet new people from Poland and Latvia. In the hotel it was nice to ^{had a} relationship with the Poland guys and play all ~~the~~ together snooker.
I didn't like a lot of the food. ~~and~~



Erasmus+



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www.bv.at

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from 31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project n° 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I was interested in participating in this project because I would like to know new people and meet new countries. This way I had the chance to improve my english and my technical skills.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual heme? Are the young people (students) interested in?

Yes and of course! Why wouldn't "we" be interested in all of this?
I say it by personal experience, because it is important to have education and the experience in the labor market.

3) What skills have you gained from the project?

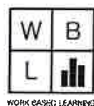
I have improved my english and the ability to communicate with other people. I had the chance of practice what I have learned at school, autonomy, to be able in a foreign country, responsibility, teamwork.

4) What experience have you got from the activities within the project?

I knew other company / companies and the way they did work, in the technical level I had the chance doing a project (advertisement) for a specific company.



Erasmus+



Bildungsberatung & Vernetzungszentrum in Österreich
Friedenstraße 11, 1010 Wien, Österreich: www.bv.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

Of course it will. I met new people that improve my list of professional contacts, I met a new country, new companies and my social and professional skills were improved.

7) What are your impressions from the project?

In general I liked to be part of this project because I made some friends, I gave someone the opportunity to meet a new country, my culture, my tradition and vice-versa. This project also gave me the opportunity to work on a company to improve all kind of skills.

Thank you for your collaboration!

AWESOME

LANDSCAPE

AWESOME

PEOPLE → TEAMWORK

BEAUTIFUL

CULTURE

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project nº 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I was interested in participating in this project because I would like to meet new countries, new people and their culture, realize how the sports area works outside of Portugal.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

yes, because it's easier to learn in work context than in classroom.

3) What skills have you gained from the project?

I met new cultures and people, I improved my English and had the opportunity to know the sports area works outside Portugal.

4) What experience have you got from the activities within the project?

~~With this project I conclude that it's more easier learn in the work context than in classroom, that's the reason why the theme of the project is WBL-work Based Learning~~
With this project I conclude that it's more easier learn in the work context than in classroom, that's the reason why the theme of the project is WBL-work Based Learning



Erasmus+



Bildungsberatung & Veranstaltungsagentur in Österreich
Eisenstraße 21, 6. Stock, 1010 Wien, www.bv.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

yes, because with this project I gained new skills and I began to look at the world differently at work level and I think that's good for my future.

7) What are your impressions from the project?

This project is very valuable and it gives the opportunity of meet ~~a~~ other countries and improve languages, like English, ~~and~~ and gain new skills.

LATVIA

Thank you for your collaboration!

- AWESOME LANDSCAPE
- AWESOME PEOPLE (WORK TEAM)

**Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017**

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project n° 2015-1-LV01-KA202-013386

Questionnaire

.) Why were you interested in participating in this project, and what you expected from it?

would like to watch how labour market looks
in projects countries

9) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

think, it is an actual theme because the young people about labor market it is better to learn in practice than in theory.

What skills have you gained from the project?

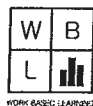
improve my language skills and how to work in team

What experience have you got from the activities within the project?

The project let me to know more about my profession. For me the most important experience is team work.



Erasmus+



Bildungsberatung & Vernetzungsagentur in Österreich
Broschüre St. R. 2012, 2013, 2014, 2015, 2016, 2017

5) Do you think that the experience gained from the project will help in the future or in your future profession?

Now I know more about work world. After the project I will be better prepared to labour market.

7) What are your impressions from the project?

My opinion, impression are very good after the project. I will recommend my colleagues the participation in similar project.

Thank you for your collaboration!

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project nº 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I was interested in participating in this project, because I would like to visit new
countries and meet new people. I would like to improve my english skills and learn about
the work team.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual
theme? Are the young people (students) interested in?

Yes, the young students are interested in it because the young people should
know more about labor market, it helps them in future work.

3) What skills have you gained from the project?

Improve my personal and language skills

4) What experience have you got from the activities within the project?

The most important experience is team work in the international environment.



Erasmus+



W B L



EPFA



ZSP



ISQ



BV



Geduldysberatung & Vermögensberatung in Österreich
Erasmus+ Projekt Österreich www.erasmus.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

The all experiences will help me in the school and in future career after the school. After the project I will be better prepared to labour market.

7) What are your impressions from the project?

My impression after the project are very good. I will remember the all activities and use new skills.

Thank you for your collaboration!

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project n° 2015-1-LV01-KA202-013386

Questionnaire

) Why were you interested in participating in this project, and what you expected from it?

I was ~~intere~~ interested in participating in this project because I wanted to gain new experiences, meet people and take part in practice training. I also wanted to improve my cooking and language skills.

) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

I think it is, because it gave me opportunity to work in local enterprise and this is very important for my future career. Young people are interested in project because it is a ^{great} time to improve skills and visit a lot of new places.

) What skills have you gained from the project?

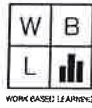
I've learned how ~~to~~ ^{to} work in a team, because we've created big team of people from different countries.

What experience have you got from the activities within the project?

We mustn't be shy, we have to break language barriers and cooperate with other people.



Erasmus+



Bildungsberatung & Vermittlungsagentur in Österreich
Bundesrat 100000, 6100 Wien, www.bv.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

I think yes, because I've learned a lot and I'm opened for new ways of my career.

7) What are your impressions from the project?

~~I think~~ I met great people, I visited many places and I'm so happy because the project gave me opportunity to do this.

Thank you for your collaboration!

Blended mobility of VET learners in Mālpils Vocational secondary school, Latvia, from
31/05/2017 till 06/01/2017

"Work Based Learning-local and international"

Erasmus+ KA2 Strategic Partnership project

Project n° 2015-1-LV01-KA202-013386

Questionnaire

1) Why were you interested in participating in this project, and what you expected from it?

I would like to visit new countries and meet new people. I expect that the participation in the project let me find a good job.

2) Do you think that the topic of the project focused on Work Based Learning-local and international is an actual theme? Are the young people (students) interested in?

The topic is important for young people like me. Young people should know more about labor market, it helps them in future work.

3) What skills have you gained from the project?

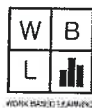
I improve my language skills and how to work in an international group of young people.

What experience have you got from the activities within the project?

I had the opportunity to work in foreign teams and to see, how practical training looks in project countries.



Erasmus+



Bildungsberatung & Vermittlungsagentur in Österreich
Friedenbergstr. 8, 1020 Wien, Österreich: www.bildungsberatung.at

5) Do you think that the experience gained from the project will help in the future or in your future profession?

The participation in the project let me know more how my future job will look. My contacts with employers will be ~~easy~~ easier after the project.

7) What are your impressions from the project?

I would like to take part in similar ~~project~~ project in future. My impressions from the project are very good. I know more ~~about~~ ~~about~~ culture and ~~the~~ labour ~~and~~ market in project countries.

Thank you for your collaboration!

ANNEX VII

GLOSSARY OF EUROPEAN INSTRUMENTS AND TOOLS

EUROPEAN INSTRUMENTS AND TOOLS

Glossary of European concepts, instruments and tools for youngsters related to employment, qualification, learning, work based learning, and other concepts mentioned in the E-Guide – “WBL - your opportunity”.

WORK-BASED LEARNING

The 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.

Source: CEDEFOP, 2011.

APPRENTICESHIP

Is a 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.

Comments:

- in French, the term ‘apprentissage’ relates to both apprenticeship and the process of learning (see ‘learning’);
- the German ‘dual system’ is an example of apprenticeship.

Source: CEDEFOP, 2004.

EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

Is a reference tool for describing and comparing qualification levels in qualification systems developed at national, international or sectoral levels. The EQF’s main components are a set of eight reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation. The eight

levels cover the entire span of qualifications from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic, professional and vocational education and training. EQF is a translation device for qualification systems.

Source: based on European Parliament and council of the European union, 2008.

QUALIFICATION

A qualification is the formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.

Source: CEDEFOP, 2004.

KNOWLEDGE

Knowledge is the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.

Source: CEDEFOP, 2004.

SKILLS

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools and instruments).

Source: CEDEFOP, 2004.

CERTIFICATE / DIPLOMA / TITLE

Is an official document, issued by an awarding body, which records achievements of an individual following assessment against a predefined standard.

Source: CEDEFOP, 2008.

EUROPASS

Is a portfolio of five documents helping citizens to better communicate their skills and qualifications when applying for job or study in Europe. The Europass CV and the language Passport are completed by citizens themselves; the other three documents can be issued to citizens who achieve a mobility experience in another European country (Europass mobility) or who complete a formal programme of vocational education or training (certificate supplement) or of higher education (diploma supplement).

Comment:

- Europass promotes an adequate appreciation of learning outcomes acquired in formal, non-formal or informal settings.

Source: CEDEFOP, 2004.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SKILLS

Skills needed for efficient use of information and communication technologies (ICT).

Comment: in a report on ICT skills and employment, OECD proposes a simple classification:

- professional ICT skills: ability to use advanced ICT tools, and/or to develop, repair and create such tools;
- applied ICT skills: ability to use simple ICT tools in general workplace settings (in non- IT jobs);
- basic ICT skills or 'ICT literacy': ability to use ICT for basic tasks and as a tool for learning.

Source: CEDEFOP, 2004; OECD, Lopez-Bassols, 2002.

JOB

Set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment.

Source: ILO, 2008.

LEARNING

Process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

Comment: learning occurs through personal reflection, reconstruction and social interaction. it may take place in formal, non-formal or informal settings.

Source: CEDEFOP, 2008.

EU PROGRAMMES:

EURES

Is a cooperation network designed to facilitate the free movement of workers within the EU 28 countries plus Switzerland, Iceland, Liechtenstein and Norway. The purpose of EURES is to provide information, advice and recruitment/placement (job-matching) services for the benefit of workers and employers as well as any citizen wishing to benefit from the principle of the free movement of persons.

Source: <https://eures.praca.gov.pl/en/>

YOUTH IN ACTION PROGRAMME

The Youth in Action (YiA) programme, which ran from 2007 to 2013, aimed to inspire active citizenship, solidarity and tolerance and involve young people in shaping the future of the European Union.

Youth in Action promoted mobility, non-formal learning, intercultural dialogue and inclusion, primarily among people aged 13-30 and supported youth workers and civil society organisations through training and networking. The programme supported around 8,000 projects and provided opportunities for around 150,000 young people and youth workers every year.

An overview of YiA, covering the period 2007-2011, outlines the programme's key achievements.

Among the young participants:

- 91% said the experience increased their foreign language proficiency;
- 87% said it made them more at ease with multiculturalism;
- 84% learned better how to serve their community or society;
- 75% learned better how to identify opportunities for their personal or professional future;
- 67% said their job prospects increased thanks to their YiA experience.

Among the youth workers:

- 92% said they acquired skills and knowledge they would not have gained through projects organised at national level.
- 86% said would now pay more attention to an international dimension in their work.

Among the youth organisations:

- 90% said participating in YiA increased their project management skills;
- 89% said it increased their appreciation of cultural diversity.

Source: European Commission website, 2016, Youth in action Programme

YOUROCK

IS a free, multi-language, employability networking tool. YouRock was founded in 2013 to support the employability of young people, responding to two emerging issues, in relation to youth unemployment and the economic crisis in the EU.

It was created specifically to show that young people have a range of work skills often hidden in the things they do every day and to give them the language of employers to describe those skills. We have designed YouRock to create rich, dynamic profiles that will give employers a meaningful insight into the skills that its users have.

It helps users to:

- Identify their professional work skills;
- Build a dynamic profile showing their primary skill groups;
- Create a portfolio of online content showing their skills.

It helps employers to:

- Identify proactive new employees with specific skills;
- See international candidates in any of the system languages.

User profiles can be displayed in any of the 17 site languages by using the language chooser (top right). This supports cross border recruitment and identifying users with international transferable skills. The current languages are English, French, German, Spanish, Catalan, Italian, Greek, Hungarian, Polish, Dutch, Romanian, Bulgarian, Latvian, Lithuanian, Serbian, Croatian, and Russian.

Source: <http://yourock.jobs/en>