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Work-based learning in a European and national context

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LISENCE ÎN FORMAREA PROFESIONALĂ ÎN ROMÂNIA



What is work-based learning?

1. *Acquisition of **knowledge and skills** through carrying out – and reflecting on – **tasks/activities in a vocational context**, either **at the workplace or in a vocational education and training institution**. (CEDEFOP)*
2. *Programs for both secondary and post-secondary students which provide opportunities **to achieve employment-related competencies in the workplace**. Work-based learning is often undertaken **in conjunction with classroom or related learning** and may take the form of work placements, work experience, workplace mentoring, instruction in general workplace competencies and broad instruction in all aspects of industry. (Naidu, R. *VET Glossary*, NCVET, 2008 (Rev 2011))*



Which are the stakeholders involved?

- authorities (policy makers, decision makers)
- social partners
- VET schools/universities/VET providers
- companies
- teachers/trainers
- company tutors
- pupils/students/trainees



Which is the potential of work-based learning?

- It lowers unemployment risks among the young people
- It provides a better transition from the educational environment to a professional life
- It answers to the immediate needs of employers in terms of skills and qualifications
- It may contribute to a decrease in the school drop out rate



Work-based learning - the second option

- work-based learning and technical vocational education and training are less attractive in general
- negative perception - "for those who are less equipped from the intellectual point of view"
- insufficient placement position within companies
- reduced opportunities for career and access to higher qualifications/education



Vocational training - the current options in Romania

- **Initial training (technical and vocational education)**
 - starting with the age of 14
 - EQF levels 3 to 5
- **Continuing Vocational Training**
 - initiation, qualification, upgrading
 - EQF levels 2 to 4
 - authorized training providers/employers
- **Work-based apprenticeship**
 - starting with the age of 16, minimal period spanning from 1 to 3 years, EQF level 2 to 4
- **Internships - higher education**



Initial training - -options

- **highschool-based education - technological route**
 - access at the age of 14, 4-years long, EQF level 4
- **vocational education**
 - access at the age of 14, minimum 3 years long, EQF level 3 (started from the 2014-2015 school year)
 - access at the age of 15, 2 years long, EQF level 3 (started in the 2014-2015 school year; it will end in 2016)
- **company-based internships**
 - access at the age of 16, following the graduation from mandatory education, duration of 720 hours, EQF level 3 (this route is mostly used for "second chance" type of programmes)
- **post-highschool-based education**
 - access at the age of 18, with or without a maturity exam, 1.5-3 years long, EQF level 5



Initial training expressed in numbers 2014/2015 school year

- **Technological high school** - daytime courses – 274.906 students, evening classes – 53.984 students
- **Internships** - total of 1.236 students
- **2-year vocational education** – 22.650 students and **over 2.500 companies** involved in the practical training of students
- **3-year vocational education** – 24.952 students (first year only) and **3.200 companies** involved in the practical training of students
- **Post-high-school education** – 56.781 students



Vocation training in the dual system

- new route -

Vocational training in the dual system - newly introduced route in December 2014 (GEO 94)

- access at the age of 16, following the graduation from mandatory education
- the school and the company are sharing costs and responsibilities
- 1/3 training in school, 2/3 training in the company
- the student also works as a company employee



Vocational education and training Strategic objectives for 2015-2020

- Improvement of labour market **relevance** for the TVET systems
- Increasing **participation** and facilitating **access** to vocational training programmes
- Improvement of vocational training **quality**
- Development of national and international **innovation and cooperation** in the field of vocational training



Work-based learning

European context

2010

- Bruges Communiqué (the European agenda for VET cooperation) - objective: including work-based learning in all IVET courses
- Agenda for new skills and jobs

2012

- Rethinking education: investments in skills for better economic and social results - Work-based vocational training, such as alternance training, is a central pillar of VET systems in Europe, with the purpose of lowering unemployment rates among young people, of facilitating the transition from learning to work-based experience and of answering the labour market needs for skills



Work-based learning

European context

2013

- **European Alliance for Apprenticeship** - promoting measures for improvement of employment among young people (introducing apprenticeship schemes/strengthening the existing ones)

2015

- **Riga Conclusions** (a new set of medium-term deliverables in the field of VET for 2015-2020) - promoting work-based learning in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.



Work-based learning - Challenges -

- **Involvement:** companies, training providers and trainees represent the key stakeholders (contractual ones) in work-based learning (accreditation, costs, responsibilities, resources, available places)
- **Quality:** coherence of training and learning outcomes, quality of training according to standards (education and qualification related standards). Bruges Communiqué (2010) - Member States agreed that the quality assurance system applicable to training providers should be extended to companies that provide work-based learning by the end of 2015.



Work-based learning - Challenges -

- **Cooperation between the learning environments:** monitoring progress of trainees, exchange of information between the training provider and the company, available human resources, mutual trust.
- **Support for trainees:** customized support required, limited capacity for quick adaptation to environments with different rules and procedures, low level of motivation/interest for learning during the work-related activities