

WBL Pro

QUALIFICATION, OPEN RESOURCES & TOOLKIT
FOR THE WORK-BASED LEARNING PROFESSIONAL

WBL-PRO Project
Qualification, Open Resources & Toolkit
for the Work-Based Learning Professional

2016-1-DE02-KA202-003339

IO5: WBL-PRO Toolkit

Additional best practices on work-based learning

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Below are the best practice examples of work-based learning mentioned during [interviews](#) with the experts-members of the WBL Professionals Peer Network and gathered during the research phase of the project.

You can also find them on [Facebook](#) and [LinkedIn](#) pages of WBP-PRO project.

Nr	Best practice
1.	<p><i>Compass – developing competences of young people from marginalized groups</i></p> <p>The project's aim is to motivate young Europeans who are not in employment, education or training (NEETs) to get back to employment, training or any other kind of re-socialisation projects (e.g. volunteering) by involving them in society through digital storytelling, developing an educational approach based on REAL-E method, and highlighting the skills and competences of the people involved in the project through an e-portfolio platform.</p> <p>https://www.comp-pass-project.eu/</p>
2.	<p><i>Validating Informal Transversal Skills of young workers in seasonal tourism</i></p> <p>The VALITS project addressed the problem of seasonal workers who are in the cycle of high economic activity during the high season followed by unemployment in the off-season. The project researched, identified and analysed informal transversal skills and competences of young seasonal workers in tourism and developed a Validation Tool for certifying and recognising these skills. This tool makes transversal skills and competences of seasonal workers visible and enables them to be mobile into other careers or professions.</p> <p>http://valits.eu</p>
3.	<p><i>PROMOTE WBL</i></p> <p>The project's aim is to identify and share methods which help make work-based learning more effective, and to provide VET professionals with the knowledge and tools to make it happen through a dedicated online course. The idea is to demonstrate that work-based learning in VET can be a win-win situation for both learners and the host employer.</p> <p>http://www.promotewbl.eu/</p>
4.	<p><i>Module-based continuous education in energy engineering</i></p> <p>It is a joint initiative of energy engineering cluster Berlin-Brandenburg and multiple enterprises, training production facilities and scientific institutions. The program includes advanced training courses for energy engineering specialists based on current needs of both employers and the workforce. The course aims to integrate the learning into work context and to validate the learning outcomes and competences according to the standards of the German Qualifications Framework.</p> <p>https://www.weiterbildungssystem-energietechnik.de/</p>

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5.	<p><i>The Establishment of HACCP Training Modules on Food and Feed Safety in the Light of The European Standards</i></p> <p>During the project, an educational program was implemented to facilitate the training for food workers. As part of the training program, 35 courses were prepared. The aim of the program was to ensure food safety and public health according to the general HACCP principles and legal provisions of the European Union.</p> <p>https://bestfood-haccp.com/en/</p>
6.	<p><i>Quali4Pro-Project- Innovative Approaches for Future-oriented Vocational Training, Bundesministerium für Bildung und Forschung</i></p> <p>The "Quali4Pro" project is part of the BMBF initiative "Innovative Approaches for Future-oriented Vocational Training". The overall aim of "Quali4Pro" is the development and piloting of a module-based programme for providing qualifications for vocational training personnel.</p> <p>https://ibbf.berlin/en/projects/quali4pro.html</p>
7.	<p><i>Electronic Internships – Elemente Locale de Educație și Competențe Tehnice Readaptate la Ocupațiile și Nevoile din Industriile Competitive - EMPLOY ELECTRONICS</i></p> <p>The overall objective of the project was to facilitate the access to training for 334 high school students who want to work in electronics and to raise their chances for employment. Additionally, on-the-job training programs for the teaching staff with emphasis on current economic needs were organized.</p> <p>http://www.ltma.ro/images/2018-2019/Sumar_proiect.pdf</p>
8.	<p><i>Multiplicarea metodelor de Educație și a Competențelor prin Adaptarea la Nevoile Industriilor Competitive - EMPLOY MECHANICS</i></p> <p>The project aimed broaden the access to labour market for high school students who want to work in mechanics by organising work-based learning, internships, professional orientation sessions, business role plays etc.</p> <p>http://www.ltma.ro/images/2018-2019/MetodologieEM.pdf</p>
9.	<p><i>Robotics Automation Careers in Engineering for the 21 Century (RACE21)</i></p> <p>The RACE21 project is aimed at developing new, innovative, creative curriculum in the field of robotics and automation. The outcomes are meant to enhance innovation/entrepreneurial skills and provide new resources for careers advisers thereby narrowing the gap between academia and the world of work.</p> <p>http://race21.epa.edu.pt</p>
10.	<p><i>Flip your classes through multimedia enriched apprenticeship simulations and develop e-skills for VET teachers and students to enhance youth employability (E-classes)</i></p> <p>The E-classes project responds to the urgency for Europe: to develop professional and pedagogic competences among teachers and trainers enhancing Information and Communication Technologies (ICT) uptake in</p>

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	<p>teaching and learning, through the support of learning and access to open educational resources (OER) in the education and training fields.</p> <p>http://e-classes.eu/</p>
11.	<p><i>HANDSON: Hands-on approaches to support learners with special educational needs to complete VET cycles and transit into the labour market</i></p> <p>HANDSON aims to develop an inclusive production-based learning model and innovative didactic resources to support SEN (special educational needs) learners to complete VET cycles and successfully transit into the labour market. HANDSON provides a tailored inclusive production-based learning model, and supportive didactic resources – eManual, eKit, digital learning space and app generator.</p> <p>https://cwep.eu/en/handson-hands-on-approaches/</p>
12.	<p><i>Career ROCKET</i></p> <p>The project Career ROCKET aims to enhance the capacity of teachers and educators to mainstream gender in the entire school curricula and place gender at the core of citizenship education and also enhance the capacity of schools to provide career guidance free of gender stereotypes.</p> <p>https://gender-bg.org/en/projects/project-career-rocket/232-new-year-new-project-for-gpf-career-rocket-respect-opportunities-choice-knowledge-equality-and-training-project-is-on-the-agenda.html</p>
13.	<p><i>Women Economic – independence & Growth Opportunity</i></p> <p>The project’s aim is to enhance the capacities of anti-violence centres in addressing women’s economic needs offering them the opportunity to exit violent relationships. The project’s methodology is based on two main cornerstones: the exchange of experiences and the identification of good practices.</p> <p>http://www.wegoproject.eu/</p>
14.	<p><i>Rural Action for Innovative & Sustainable Entrepreneurship for Youth – RAISE Youth</i></p> <p>During the project, local training and production centres were established that use a new model called RAISE to help NEET young people to use the resources of the countryside and find new ways of working together in the local community. The project partners made a network to work together and share their experiences and views on how young people can create their own local jobs.</p> <p>https://eeagrants.org/content/download/13949/193305/version/1/file/053.pdf</p>
15.	<p><i>Pilot Incubator for Female Entrepreneurship</i></p> <p>The project is aimed at providing support for the start-up of independent economic activity and development of entrepreneurship among unemployed and employed persons, incl. young people up to the age of 29, which will give new opportunities for their professional development in the changing economic environment and will contribute to the better</p>

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	<p>functioning of the Bulgarian labour market.</p> <p>http://2020.eufunds.bg/en/4/0/Project/Details?contractId=cDGQPfLXLWg%3D&isHistoric=False</p>
16.	<p><i>Level Up Project - transparency and recognition of skills and qualifications by providing cutting-edge resources for the promotion of work-based learning</i></p> <p>Level Up project uses game-based learning to develop an interactive career guidance tool for young people. This attractive approach will help break the stereotypes around vocational education by demonstrating the wide range of competencies and opportunities it brings.</p> <p>http://levelupvet.eu/ https://www.facebook.com/LevelUpVET/</p>
17.	<p><i>Innovative WBL Painting Talents</i></p> <p>The project <i>In Paint</i> aims to bring together different perspectives, methodologies, tools and knowledges to establish a framework for Work Based Learning to support VET Institutes and Painting Trade in Europe. The main output is a Work Based Learning Observatory (open access interactive platform) gathering existing tools for trainers/teachers in the sector as handbooks, videos, checklists, giving the possibility to exchange good practices and documents.</p> <p>http://www.eu-inpaint.eu/in-paint/</p>
18.	<p><i>The VET-BUSiness Alliance to systemise WBL experiences in the manufacturing sector of the Marche Region</i></p> <p>The project seeks to bridge the gap between the world of education and the labour market needs, in the Marche Italian territory. VETBUS aims at sharing good practices and learning from the German Dual-VET system, a reliable and well-established model supporting youth employment and companies' competitiveness through WBL activities. This will contribute to better match training curricula with the specific professional skills required by the local manufacturing sector and to raise the quality excellence and attractiveness of the VET regional system.</p> <p>https://vetbusproject.wixsite.com/erasmus</p>
19.	<p><i>Development of Partnerships through Intermediary Platforms for the support of WBL/Apprenticeship Schemes in Tourism</i></p> <p>The project WBLTour aims to support the development of partnerships between VET providers, enterprises and other actors through the creation of intermediary platforms/partnerships. These platforms, will support the implementation of a large scale of work based learning /apprenticeship schemes with the adoption of duly contextualized high-standard blended VET and work-placed learning practice in the tourism sector.</p> <p>http://www.wbltour.eu/</p>

20.	<p><i>Apprenticeship Cluster for Industry-Ready Engineers of Tomorrow</i></p> <p>The project aims to establish a new cooperation between technical universities (VET providers) and enterprises, supported by authorities and social partners so that they can provide WBL and apprenticeship in Mechanical Engineering and Mechatronics more successfully at tertiary level. To that end, an industry-relevant curriculum in Mechatronics will be developed so as to produce industry-ready engineers thus reducing the skills mismatch and facilitating their access to the labour market which, in the long run, will lead to improving enterprises' performance and regional development.</p> <p>http://www.aciret.eu</p>
21.	<p><i>Regional Framework for work based learning (RE-FRAME)</i></p> <p>RE-FRAME aims at creating the "European Laboratory for Regional Work Based Learning" that is meant to support and promote the collaboration VET-companies as regards the whole building process of co-design WBL paths: planning - implementation - monitoring - evaluation, according to skills needed and in line with the European transparency instruments (EQF, EQAVET, ECVET). The ultimate goal is to produce a structural change at regional level to develop high-quality WBL systems, involving long-term commitment by employers, VET providers and policy makers.</p> <p>http://www.reframe-wbl.eu/en/</p>
22.	<p><i>Development of technical profiles and training curriculum for the ports and logistics' sector</i></p> <p>The project aims at designing and validating an apprenticeship's model for ports and logistics supporting new vocational education and training (VET) profiles and curricula. This is to be achieved by promoting the establishment of local and regional partnerships between VET providers, business/SME/Chamber/other professional organisations and local or regional authorities.</p> <p>http://www.onboard-project.eu</p>
23.	<p><i>Refining Higher Education Apprenticeships with Enterprises in Europe (ApprEnt)</i></p> <p>ApprEnt intends to bridge the gap between the worlds of education and business, enhancing partnerships that involve companies, Higher Education Institutions (HEIs) as VET providers, and other relevant stakeholders with the ultimate aim of promoting the establishment of work-based learning and especially apprenticeships. The expected outputs include: generic prototype of training model, template model agreements, advocacy pack including lines of action addressed to 4 different target groups: education stakeholders, enterprises, public authorities, learners; policy paper with recommendations.</p> <p>http://apprent.eucen.eu/</p>

24.	<p><i>VET- Business Cooperation Structures in the IT Sector</i></p> <p>The main aim of the VETIT project is the development of new, sustainable cooperation structures on WBL and apprenticeships in the IT sector, through capacity building, transfer of knowledge and exchange of practices from pioneer countries in the field to less experienced, through the establishment of a partnership consisting of local authorities, VET providers, and IT SMEs from Denmark, the UK and Greece, as well as sectoral/professional organizations as associated partners, as associated partners.</p> <p>http://www.vetit-project.eu</p>
25.	<p><i>Development of Master School Model through Regional VET-Business Partnerships</i></p> <p>The project aims to support the development and visibility of higher VET opportunities through regional partnerships between learning providers, business and social partners with a particular focus on needs for higher level VET skills at sectoral level. To that end, a new master school model is to be developed which will focus on work-based learning.</p> <p>http://www.master-5.eu/</p>
26.	<p><i>Regional Alliances for Youth – RAY</i></p> <p>RAY aims to establish a reliable and sustainable VET provider – business partnership in automotive and automation sectors for human resource planning and development in order to reduce unemployment of young people, reduce skills mismatch, give young people opportunities, enable discovering and developing one’s own potential. Main project results represent innovative work-based learning/apprenticeship model and VET teacher-in-company trainer partnership model, with clear definition on partners and targets roles, responsibilities and activities.</p> <p>https://ray.scng.si/</p>