



ECVET PEER LEARNING ACTIVITY IN HUNGARY

MEETING POINT: ERASMUS+ MOBILITIES & APPRENTICESHIPS

Strengthening the role of workplaces in the preparation and implementation of international mobilities and national apprenticeships



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BACKGROUND PAPER

Introduction

This paper provides some insight into concepts and issues relevant to the theme of the PLA and refers in particular to the following topics and questions:

- the learning outcomes approach of work-based learning,
- forms and possibilities of the cooperation between the two worlds: education and the world of work,
- **how international mobility practices using the learning outcomes approach can be applied to domestic apprenticeships,**
- **how the experience gained from many years of mobility can be applied to domestic apprenticeships** during the dual vocational training,
- **the role and tasks of National Agencies in the above.**

Work-based learning in European countries

Work-based learning (WBL) is an umbrella term and WBL can have different forms. Three main models of WBL can be distinguished (which are often combined in European countries although the terminology, definitions and underlying concepts vary):¹

■ **Alternance schemes or apprenticeships**²: They involve a strong work-based learning component and formally combine and alternate company-based training with school-based education. They provide the advantages of developing professional competence and preparing for an occupation in a

¹ European Commission 2013c.

² They are called dual systems in Austria and Germany

real-life work environment, in combination with corresponding theoretical instruction (in classroom settings).

■ **School-based VET which includes on-the-job training periods in companies:** “On-the-job training periods typically cover internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications. They can be of varying duration but typically represent less than 50% of the training programme duration (often around 25-30% or less). They are primarily intended as effective school-to-work transition mechanisms that allow young people to familiarize themselves with the world of work and thus facilitate their transition from education to employment. In some countries or programmes, they are a prerequisite to be able to successfully complete a VET programme” (European Commission 2013c, 6).

■ **WBL integrated in a school-based programme:** WBL is integrated “through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create ‘real life’ work environments, establish contacts and /or cooperation with real companies or clients, and develop entrepreneurship competences” (European Commission 2013c, 6).

Apprenticeship schemes in European countries

According to the Cedefop definition, ‘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*”³ Furthermore, it is commonly agreed that completion of the apprenticeship programme leads to a nationally recognized (formal) qualification.⁴

Collaboration between school and workplace

In order to ensure a high quality of apprenticeships, a systematic cooperation between VET schools or training centers and enterprises is of crucial importance.

In some Member States, there has since medieval times been a tradition for work-based learning (in the shape of apprenticeships) that has been preserved as a systemic feature up till the present day, and which has ensured strong links between VET-providers and enterprises – in fact, enterprises in countries like Germany are in charge of vital aspects of VET-provision themselves, in so far as they are places of learning, provide trained instructors for learners, and are in control of assessment. In other countries, these links have been severed in the course of history, and VET has developed mainly along academic lines with only tenuous links to the world of work.⁵

Member States with a predominantly school-based VET-system need the mindsets necessary to develop successful and sustainable dialogues and partnerships between VET-providers and enterprises.

ECVET principles to support apprenticeships

ECVET principles require qualifications to be composed of **clearly defined groups of learning outcomes** which should **be capable of independent assessment**. Furthermore, the **provision of learning opportunities** should be arranged to **facilitate individuals to achieve groups of learning outcomes**.⁶ Thus, components of qualifications (groups of learning outcomes, units, modules) can be

³ Cedefop 2014.

⁴ European Commission 2015b, 13.

⁵ See e.g. Greinert 1999.

⁶ ECVET Working Group on discussing the possible revision of the ECVET Recommendation. Final Report. 28. February 2017.

used for two main purposes: to assess and validate groups of learning outcomes independently and/or to structure an education and training programme.

ERASMUS Plus programme to support collaboration between school and workplace

The effectiveness of work-based learning depends on the enterprises' commitment. It is important to encourage employers to participate in student learning. **E+mobilities and apprenticeships are the meeting point since E+ mobilities can serve as good practices for designing domestic apprenticeships in learning outcomes.**

Thus the aim of this peer learning is sharing the know-how of how LO approach used in E+ mobility can be used as a model for domestic apprenticeships. During the PLA the role and tasks of the Erasmus+ National Agencies will be clarified and further elaborated in the implementation of the learning outcome approach while coordinating KA1 and KA2 VET programmes.

The ultimate aim of the PLA is *strengthening the role of workplaces in the preparation and implementation of national apprenticeships with the help of experiences gained during Erasmus+ KA1 VET international mobilities.*

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