

# INVESTING IN WORK BASED LEARNING



# WHAT IS WORK-BASED LEARNING?

Work-based learning refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development.

Apprenticeships, internships/traineeships and on-the-job training are the most common types of work-based learning. These types usually – but not always – combine elements of learning in the workplace with classroom-based learning.





## Apprenticeships

provide occupational skills and typically lead to a recognised qualification. They combine learning in the workplace with school-based learning in a structured way. In most cases, apprenticeships last several years. Most often the apprentice is considered an employee, and has a work contract and a salary.

## Traineeships and internships

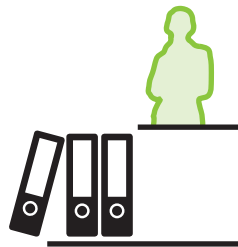
are workplace training periods that complement formal or non-formal education and training programmes. They may last from a few days or weeks to months. They may or may not include a work contract and payment. (The EU has established a Quality Framework for Traineeships that recommends written agreements).

## On-the-job training

is training which takes place in the normal work environment. It is the most common type of work-based learning throughout an individual's working life.



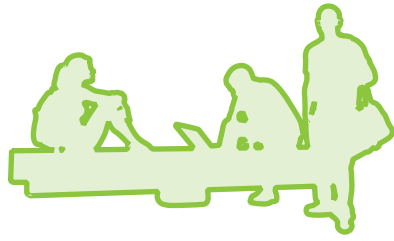
# WHY IS WORK-BASED LEARNING IMPORTANT?



## Individuals

- Improved employability
- Faster school-to-work transitions
- Personal and professional development
- Better access to jobs

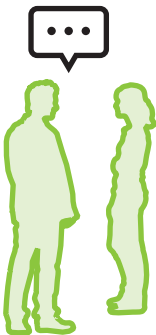
**Work-based learning is a win-win  
for the economy and society!**



## Society

- Better human and social capital
- Economic development
- Employment of less advantaged groups

**because it  
can lead to...**



## Employers

- Higher productivity
- Technical and job-specific skills
- Growth
- Efficient recruitment
- Social engagement and workplace diversity

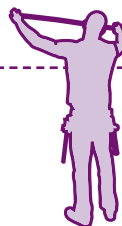
# WHAT CAN BE DONE?

## Stakeholders can promote work-based learning by:

- ✔ Giving a strong role to employers' and workers' organisations in the design and implementation of programmes
- ✔ Promoting work-based learning at all educational levels and in potential growth sectors
- ✔ Offering tailor-made support services to facilitate work-based learning in SMEs
- ✔ Encouraging the involvement of employers' and workers' organisations in the assessment of work-based learning
- ✔ Making in-company trainers and school teachers ready for work-based learning
- ✔ Explaining the benefits of work-based learning to employers, students and parents

### **European Alliance for Apprenticeships (EaFA):**

The Alliance promotes the quality, supply and image of apprenticeships, and facilitates networking, cooperation and sharing of good practices. 35 EU, EFTA and Candidate countries have joined the Alliance, and 207 pledges have been made from stakeholders such as businesses, social partners, chambers, vocational education and training (VET) providers, youth and parents representatives and research institutes.





### **The Global Apprenticeship Network (GAN):**

The GAN was established by the International Organisation of Employers (IOE) and Business and Industry Advisory Committee to the OECD (BIAC) with the support of the ILO. The network shares best practices in apprenticeships, internships, mentoring and on-the-job training. It encourages partnerships and national networks of committed companies and also aims to scale up international cooperation in the field.

### **ApprenticeshipUSA (within the US Department of Labor)**

*ApprenticeshipUSA* is a national example of an online platform connecting 150,000 employers covering more than 1,000 occupations. It details the benefits of apprenticeship for employers, workers and the workforce system providing success stories and toolkits for finding a sponsor and implementing apprenticeship in companies. The *ApprenticeshipUSA* platform is linked to *Careeronestop* and its *ApprenticeshipFinder*:

**[www.careeronestop.org/toolkit/training/find-apprenticeships.aspx](http://www.careeronestop.org/toolkit/training/find-apprenticeships.aspx)**



# DID YOU KNOW THAT

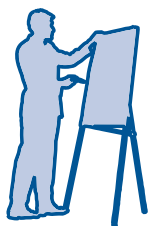
- ✔ ...work-based learning has been chosen by **27 EU Member States**, the five European Union Candidate Countries and the three European Economic Area countries as one of their top priorities for 2020.
- ✔ ...the European Alliance for Apprenticeships has mobilised **700,000** training and job opportunities.
- ✔ ...around **390,000** apprenticeships have been offered under the EU Youth Guarantee so far.
- ✔ ...Morocco has the policy goal to reach **50% of students** in initial vocational training with apprenticeship and alternance programmes by 2021 (currently: 29%).
- ✔ ...Kazakhstan is currently introducing a **dual education and training system** under state initiative.
- ✔ ...the average Swiss training company realises **a net benefit** by the end of the apprenticeship training programme.
- ✔ ...the Turkish Employment Agency (ISKUR) is funding **work-based learning schemes** for students from vocational and technical high schools.







- ✓ ...the Ethiopian Government aims to increase the number of industry workplaces accredited for cooperative training from **55,000 in 2015 to more than 100,000 in 2020.**
- ✓ ...small and medium-sized enterprises (SMEs) remain the main providers of apprenticeships in France. In 2015 they issued **74%** of all new contracts.
- ✓ ...in Australia, **81.7%** of employers with apprentices and trainees are satisfied with training as a way of meeting their skill needs (2015).
- ✓ ...the National Service for Industrial Learning (SENAI), which is managed by Brazil's main industrial employers' confederation, trained **64.7 million** people between 1942 and 2014 in partnership with industrial companies.
- ✓ ...many provinces in Canada experience shortages of skilled tradespersons. In response, apprentices can receive up to **\$4,000** in grants to pay tuition, travel, tools or other expenses.



# KEY SOURCES FOR FURTHER READING



## EUROPEAN UNION



### EUROPEAN COMMISSION:

- ✓ European Alliance for Apprenticeships, <http://ec.europa.eu/apprenticeships-alliance>
- ✓ High-performance apprenticeships & work-based learning: 20 guiding principles (2015), <http://bit.ly/2pkz2aO>
- ✓ Council Declaration on the European Alliance for Apprenticeships <http://bit.ly/2ovcrsV>

### ETF:

- ✓ Work-based learning: A Handbook for Policy Makers and Social Partners. <http://bit.ly/2pknGmT>
- ✓ Work-based learning: Benefits and obstacles. A literature review for Policy Makers and Social Partners in ETF partner countries (2013). <http://bit.ly/2oINNJt>
- ✓ Work-based learning programmes for young people in the Mediterranean region. Comparative Analyses (2009). <http://bit.ly/2qdGpxT>



## CEDEFOP:

- ✔ Thematic country review: apprenticeship review: Malta (2015). <http://bit.ly/1Mvfl3t>
- ✔ Thematic country review: apprenticeship review: Lithuania. (2015). <http://bit.ly/1N2eJk4>
- ✔ Work-based learning in continuing vocational education and training: policies and practices in Europe (2015). <http://bit.ly/1OJ3xy>

## ILO:

- ✔ ILO (2014) Using Benefit Cost Calculations to Assess Returns from Apprenticeship Investment in India and Indonesia: Selected SME Case Studies, Skills and Employability Branch, International Labour Organisation, Geneva.
- ✔ ILO (2011) Increasing the Employability of Disadvantaged Youth: Skills for Employment Policy Brief, Skills and Employability Branch, International Labour Organisation, Geneva.
- ✔ ILO and World Bank (2013) Towards a Model Apprenticeship Framework: A Comparative Analysis of National Apprenticeship Systems, International Labour Organisation and the World Bank, New Delhi.

## OECD:

- ✔ Building Stronger Pathways to Work: the Role of Quality Apprenticeships, Issues paper prepared for the 2nd G20-OECD Conference on Promoting Quality Apprenticeships (Antalya, 25 February 2015) <http://bit.ly/2q4t5g6>
- ✔ Kuczera, M. (2016) Striking the balance: the costs and benefits of apprenticeship, OECD Education Working Papers, OECD Publishing, Paris. <http://bit.ly/2qdqLCv>
- ✔ Kis, V. (2016) Work-based learning for youth at risk: getting employers on board, OECD Education Working Papers, OECD Publishing, Paris. <http://bit.ly/2qdqLCv>

## UNESCO:

- ✔ Harteis, Christian, Rausch, Andreas, Seifried, Jürgen, Discourses on Professional Learning, on the Boundary Between Learning and Working (2015) <http://www.unevoc.unesco.org/go.php?q=Bibliotheque+en+ligne&lang=fr&akt=id&st=&qs=5847&unevoc=0>
- ✔ Delivering TVET through quality apprenticeship, report on the virtual conference on the UNESCO-UNEVOC e-Forum (2015) <http://bit.ly/2oL304p>
- ✔ UNESCO-UNEVOC, Revisiting Global Trends in TVET, Chapter 5: Work-based learning: Why? How? (R. Sweet), 2013 <http://bit.ly/2q4jPs3>

The **Interagency Group on Technical and Vocational Education and Training** (IAG-TVET) was convened by UNESCO in 2008 to ensure a good coordination of activities by the key international organisations involved in the delivery of policy advice, programmes and research on TVET. It enhances knowledge-sharing and a common understanding of key issues. Ultimately, the group seeks to better leverage the work of each member organisation to help countries design and implement more effective TVET policies to improve productivity, economic prosperity, sustainable development and employment opportunities.

The IAG-TVET comprises the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Labour Organization (ILO), the Organisation for Economic Co-operation and Development (OECD), the United Nations Industrial Development Organization (UNIDO), the World Health Organization (WHO) and the World Bank (WB). Regionally-based members include the African Development Bank (AfDB), the Asian Development Bank (ADB), the European Commission (EC), the European Training Foundation (ETF), the European Centre for the Development of Vocational Training (Cedefop), the Inter-American Development Bank (IADB) and the Islamic Development Bank (IDB).