

WBL BEST PRACTICES IN ITALY

“Networking of VET providers for improving quality of work based learning at local and transnational level”

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



WBL: AN OLD APPROACH TO LEARNING BUT ALWAYS ACTUAL

THE PRACTICAL APPLICATION OF WBL IN ITALY
THE EXPERIENCES OF FORMA ASSOCIATION

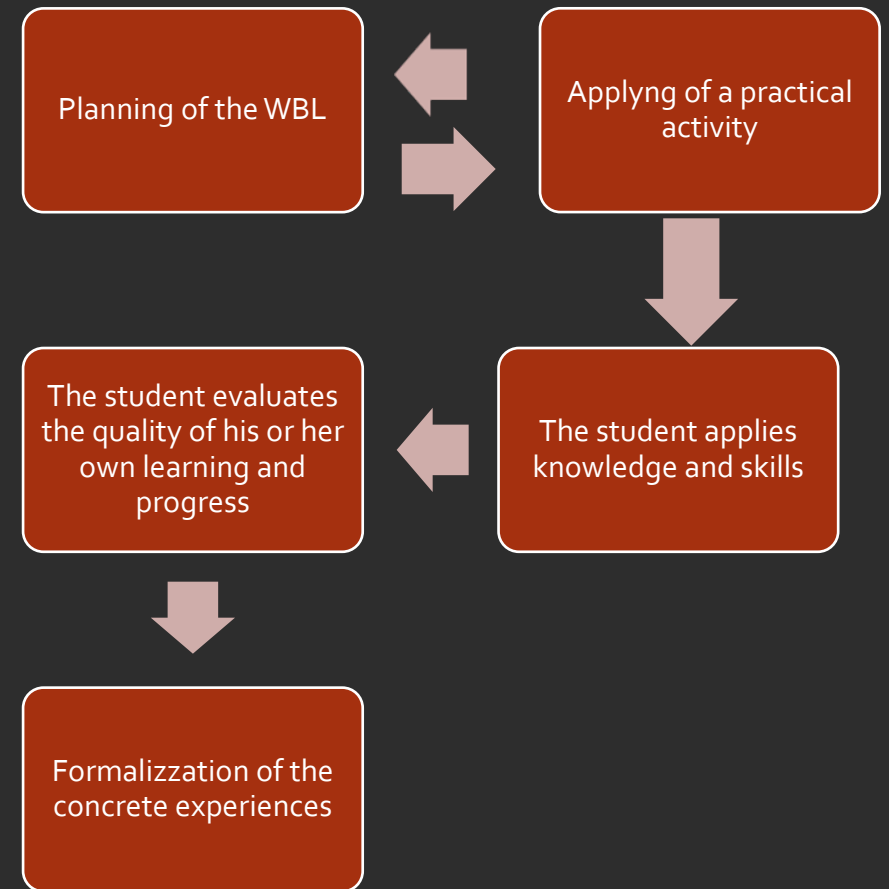


THE WBL IN ITALY

DEFINITION AND INTERPRETATION

WBL (Work-based learning) means a particular educational strategy for which the process of learning happens **through performance of a practical experience** (as much as possible similar to a concrete work experience)

With which the student applies the knowledge and the skills learned in the theoretical session and, **adequately supported by a tutor**, manages to evaluate directly the quality of his or her learning and the progress of his or her skills



THE WBL IN ITALY

CONTEXT MOTIVATIONS

The professional training (FP) as always used the WBL, but is modeled and regulated around two big systems:

- Consolidation of professional instruction (VET) of the Regions
- Modernization of the policy active at work and the reform of the services for the employment.

CONTEXT

- The accredited bodies of the regions consolidate their models and strategies.
 - Success of VET in the contrast of school dropout
 - The number of qualification and diplomas increase
 - Experimentation of territories (dual)
- Adapt to the SEO (European strategy for employability)
 - Contrast an elevated number of NEET
 - Integrate passive policies of support of income
 - Reform the employment centers



WBL IN ITALY: THREE PRACTICAL AND STANDARDIZED APPLICATION



1) Apprenticeship
(mostly addressed to young people under 25)



2) Experiences of internship (work
experience)



3) Educational paths and professional training
(VET) activated within the dual system

WBL IN ITALIA:

THREE PRACTICAL AND STANDARDIZED APPLICATION



1) APPRENTICESHIP

Regular employment contract, for an indefinite period and with mix causes, regulated by the CCNL

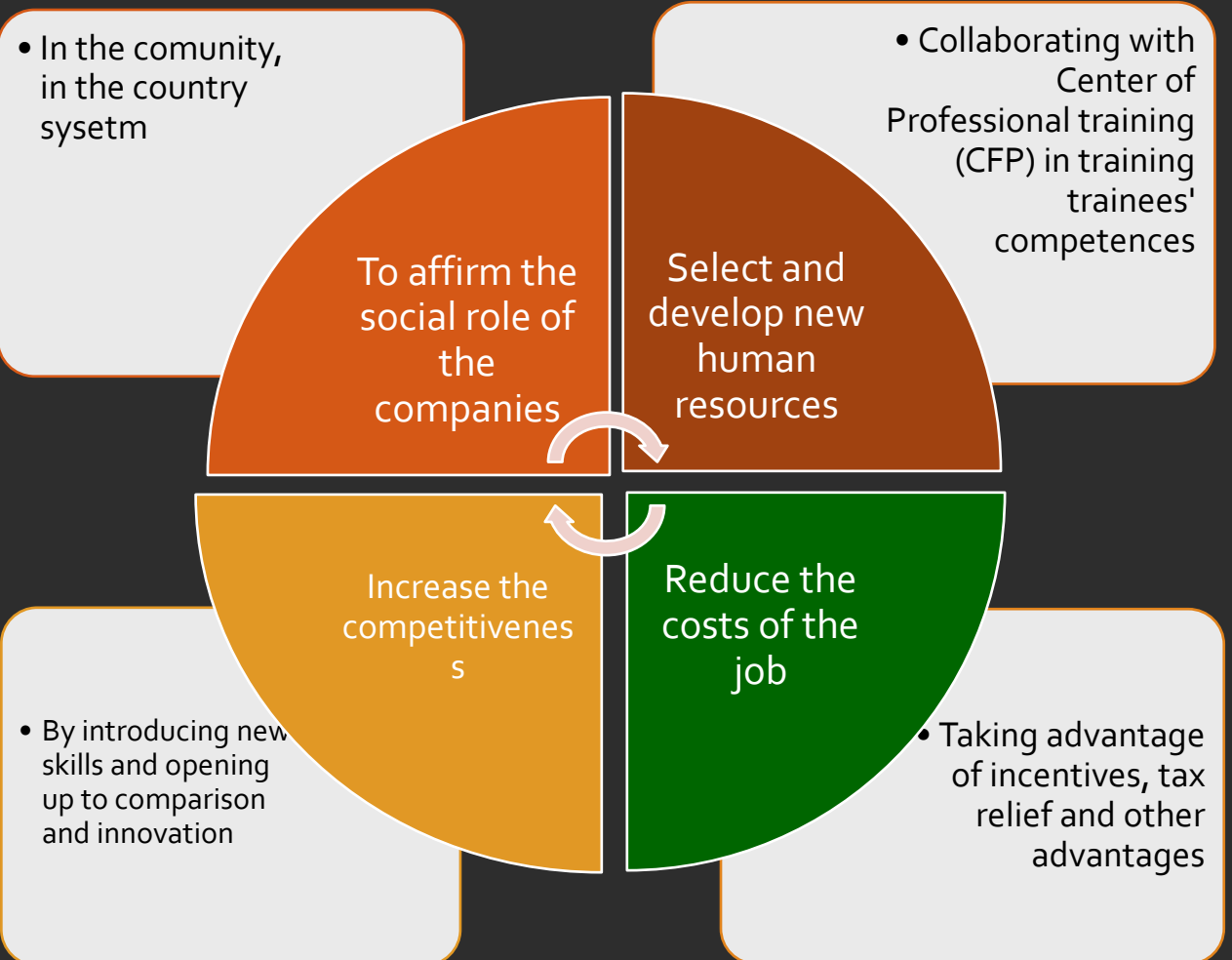
Apprenticeship of the first level	Professionalising apprenticeship	Apprenticeship of high training and research
Addressed to young people: 15-25 registered in the paths of leFP	Addressed to young people: 18-29 qualified and graduates	Addressed to young people: 18-29 qualified and graduates
It allows to achieve: qualification, diploma, high school thecnic specializzazione		It allows to achieve: short degree, masters degree, phd, professional practitioners

WBL IN ITALY:

THREE PRACTICAL AND STANDARDIZED APPLICATION



1) APPRENTICESHIP



WBL IN ITALY:

THREE PRACTICAL AND STANDARDIZED APPLICATION



2) INTERNSHIPS/WORK EXPERIENCES

The internship is NOT a contract:
an employment relationship is not established

Extracurricular internship

- Educational and orientation of
- Insertion or reinsertion in work
- Addressed to people with disabilities
- Summer and orientation

Curricular internship of training and work alternation

Internship for non EU citizens and immigrants

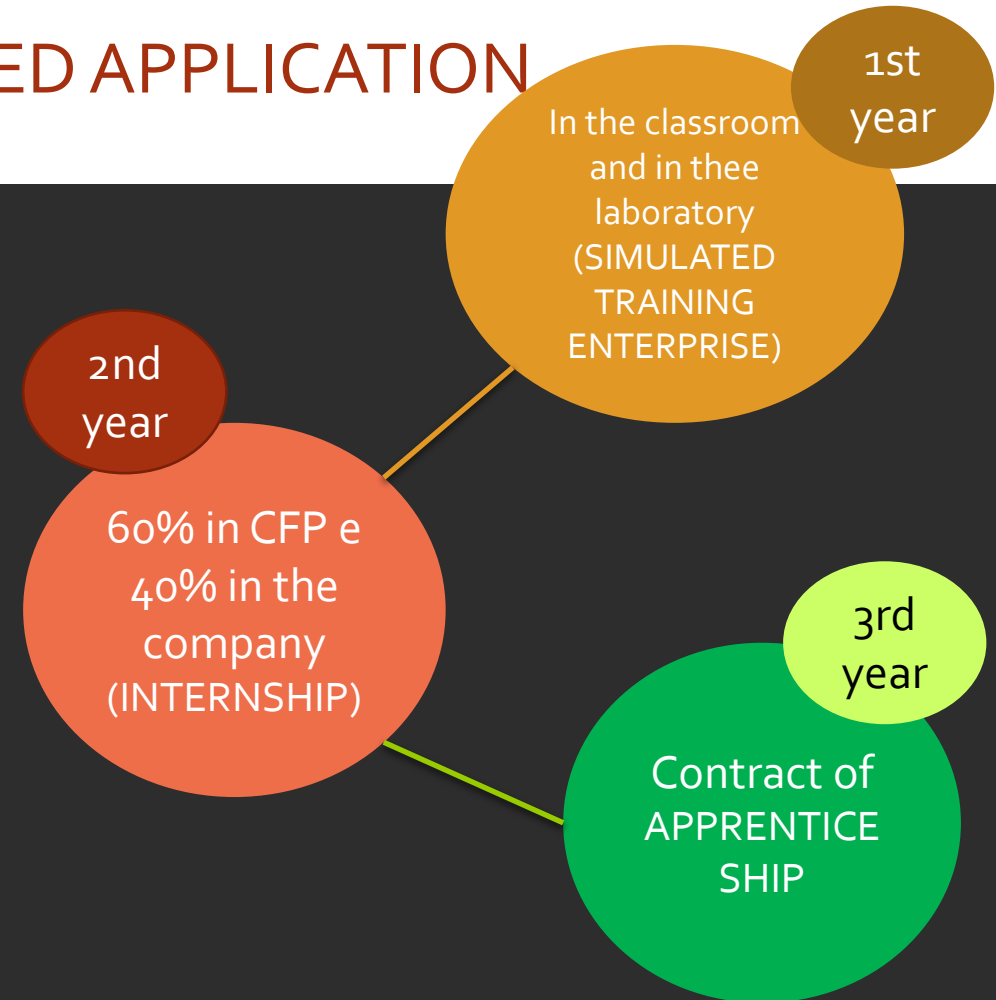
WBL IN ITALY:

THREE PRACTICAL AND STANDARDIZED APPLICATION



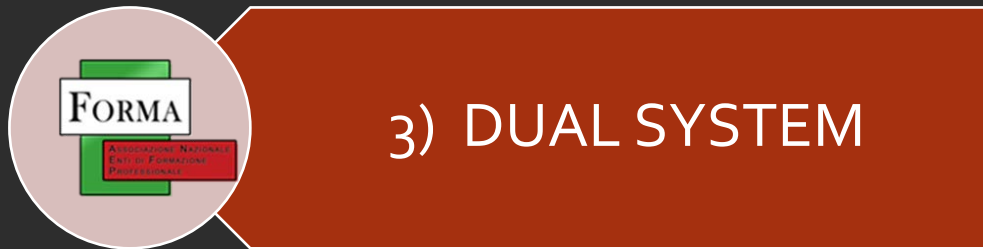
3) PATHS OF THE IeFP IN THE DUAL SYSTEM

1. **REINFORCED ALTERNANCES:** teaching methodology compulsory of a duration not inferior done 400 hours per year
2. **TRAINING EXPERIENCES SIMULATED:** realization of a virtual company (Sponsor) where fases and productive cicles are simulated, of a duration not inferior done 400 hours per year
3. **APPRENTICESHIP OF THE FIRST LEVEL** that allows the attainment of an educational qualification to reach a direct professional experience.



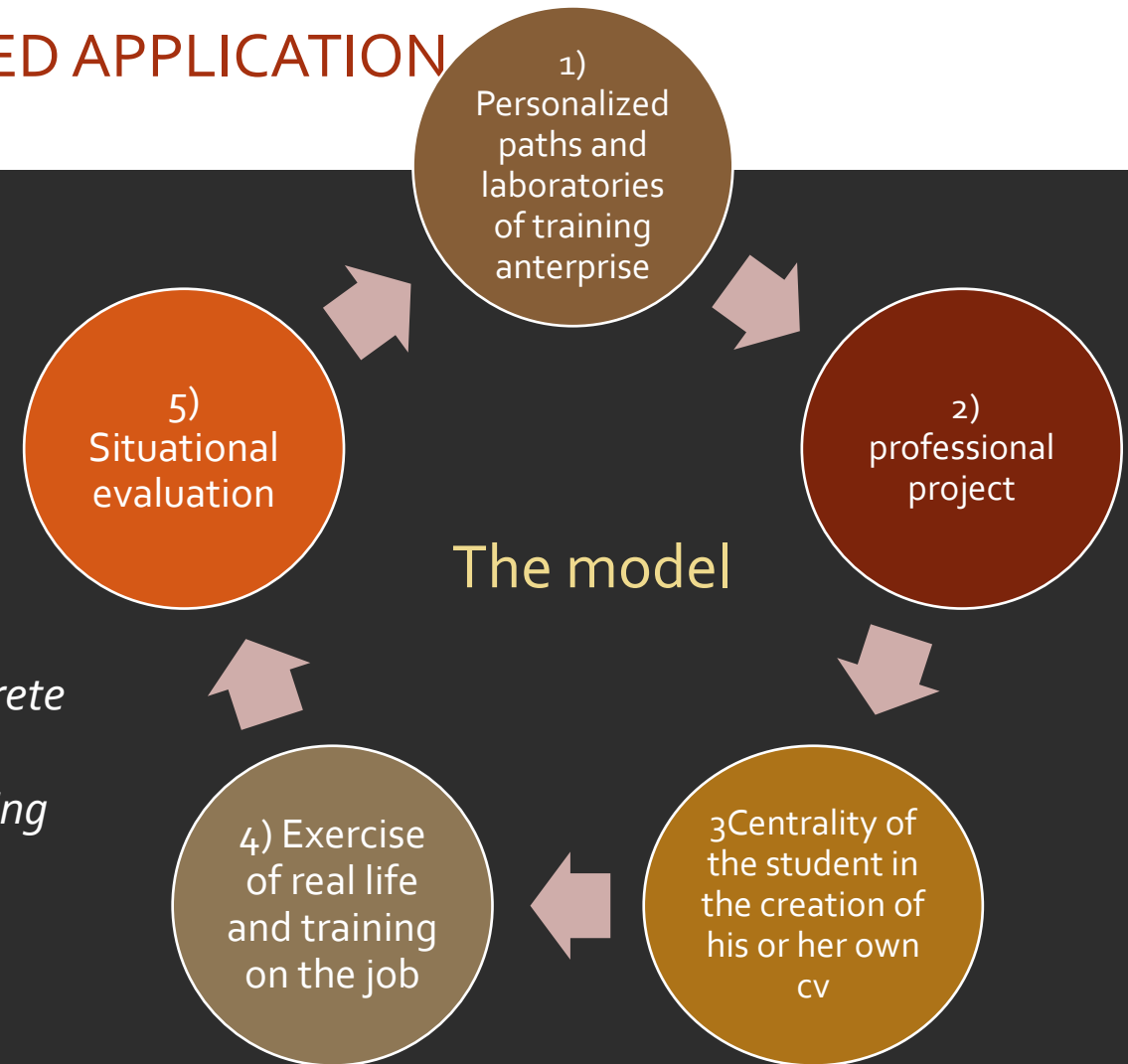
WBL IN ITALY:

THREE PRACTICAL AND STANDARDIZED APPLICATION



Guiding principal:

<<the student learn better if he or she carry out a concrete action in real orders and trusted by the companies and carried out within a group of equals, in a dynamic training conteext and closely conneccted to the job market>>



WBL: CASE STUDIES



THE PRACTICAL APPLICATION OF THE WBL IN ITALY



THE COMPANIES AND CFP WHICH PARTECIPATED IN CASE STUDIES

Company
Gecotec (Lecco)

Company of
electrical systems
Debraio (Varese)

4th year catering and
bar

Company
furnishing 3N
(Giussano, MB)

Ciofs Cesano
Madenio (Monza
Brianza)

4th year sales engineer

CFP Ciofs
Conegliano (TV)

CFP Foundation
Enaip Lombardia
Cantù

3rd year logistics
operator

3rd year operator
processing of wood.



ANALYSIS BY THE STUDENTS

THE VALUE OF EXPERIENCE

The practical experience (lived in the company or the training laboratory of the center) is judged by everyone fundamental for the personal professional growth and indisoensable.

The experience is proved to be precious for understanding personal attitudes, requirements and desire, exactly like «the things you are not good at» (predisposition)

On the work place the soft skills are brought on the field which where experimented in the CFP

LIMITS AND PROPOSAL TO IMPROVE THE EXPERIENCE

- Difficulty to reconcile the time of study with the work issues
- Learning to move to three different places (home, cfp, company)
- Desire to increase the time passed in the company: the training in the company is experienced more as «light and interesting»



ANALYSIS BY COMPANIES

Strong points

«it's a great opportunity to test and evaluate the young people in view of their possible inclusion in the staff»

«The consistency between the direction of the study selected by the student and the type of work in the company is fundamental»

«the student of leFP result informed in the field of security at work and often are proven more prepared to the life in the company on the side of the soft skill»

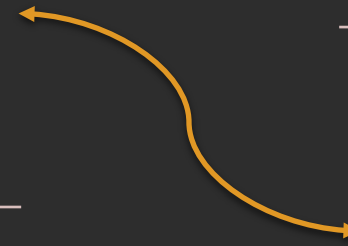
The student often ask to repeat the experience the year after

Critical issues

«Few information arrives still to the company regarding the majors of in selection of the young people (alternation, dual, apprenticeship), the job consultants are still poorly informed»

«The students are identified by the schools without possibilities of intervention by the companies; the collocation is often only based on geografical criteria»

«The company doesn't want to be only a guest but an active and participated actor of the experiences»



PROPOSALS FOR IMPROVEMENT AND "IDEAL SETTING"

The voice
of
companies

- "With respect to leFP, The professional institute must customise alternating projects and internships according to the characteristics of the students and the needs of the enterprises".
- "The apprenticeship of the dual system should be made compulsory for everyone. For young people it is the best thing right now because it allows them to experience the work and at the same time complete their studies with a recognised qualification".
- "We must bring companies into middle schools, they must be the protagonists of the orientation especially for the youngest students".
- "Some students lived the internship as an obligation, schools should be helped to present the internship as an effective growth tool for the student".

PROPOSALS FOR IMPROVEMENT AND "IDEAL SETTING"

The voice
of the
trainers

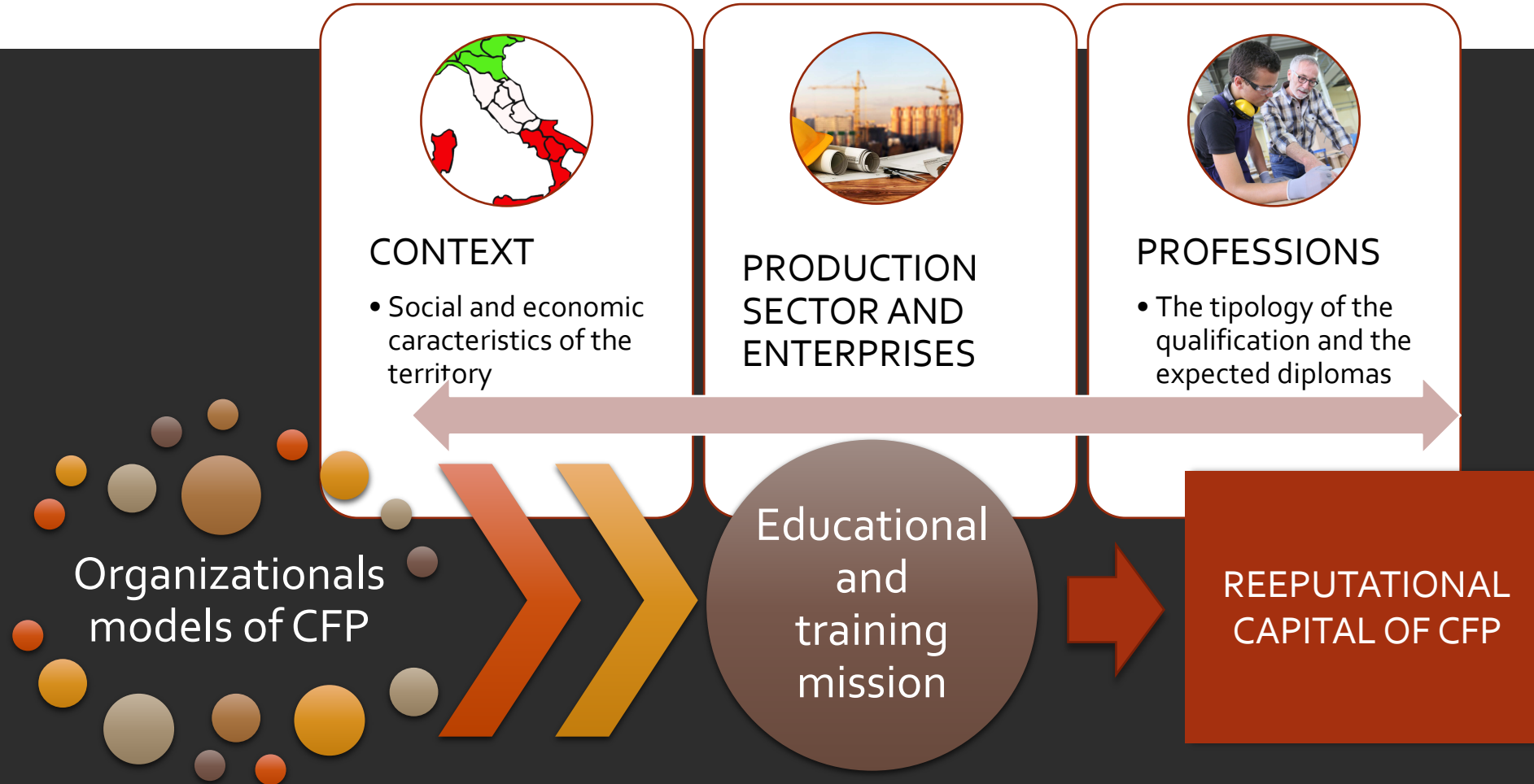
- it is essential to educate companies to recognise the **value of trades** and professional preparation. For example, in some sectors such as Made in Italy, it is unthinkable to resort to administered work, because **distinctive competence is formed in the long term**".
- "There is still a need for a cultural change that recognises the **value of work** and helps families in particular to make **more informed choices** about the training course for their children. Many parents still tend to **contrast FP with high schools**".
- WBL's experiences are really valuable on the **soft-skill side**".

WBL CONCLUSIVE REFLECTION

THE PRACTICAL APPLICATION OF WBL IN ITALY
THE EXPERIENCES OF FORMA ASSOCIATION



THE ELEMENT WHICH AFFECT THE DESIGN OF WBL



4 ELEMENTS WHICH FORM THE SUCCESS OF THE EXPERIENCES OF WBL IN ITALY

1) Strong alliance between the company and the CFP

- The company is committed to participate also in the processes of planning and evaluation
- The CFP is committed to introduce innovations and flexibilities in the organizational model.

2) Identification and selection of the companies by the CFP

- Verify that in the guest company are present:
 - All the productive cycles
 - A prepared environment of welcoming the apprentice or the intern

3) Coordination and control of the processes

- Exchange of experience and practice among the CFP and the companies and the educative community
- Common instruments of planning evaluation and monitoring of the experiences

4) Analysis of the competences upon the entrance of the apprentice candidate

- Interest to words the professional figures object of the course
- Possible previous failures
- Transversal competences, capacity of self regulation, and check of learning.

- Employer sensible to the training issues
- Company tutor with experience in training
- Welcoming staff
- Willingness to measure oneself against the outside world and the "different" from oneself



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