



VET in Partner's Countries

- Description of Job Training Module on partner's VET Schools –

This document is one of the supporting annexes developed to help participants of JOPAPP Training Course (teachers, trainers and counsellors) to understand the contents of the training session.

This document is based on informations provided by most¹ partners of the project: Zubiri Manteo (Basque Country - Spain), P-Consulting(Greece), ANESPO(Portugal) and Marijampole Kolegija(Lithuania) and aim at introducing to participants other realities regarding job training module in VET schools.

All partners answered to a questionnaire regarding how this module is developed in each country, focusing on duration of the module, type of activities and people involved in it and also evaluation methods.

VET schools from all countries involved in this document have a specific way of working job training modules, but the aim is common among them: to equip students with skills and abilities that allow them to be professionally successful.

¹EfVET (Belgium) is also a partner of JOPAPP project. However, this partner could not participate in this document because EfVET is an umbrella organization for vocational training and is linked to an international network of adult education providers. Its main roles include the promotion of lifelong learning at a European level, the development of practice through projects, publications and training as well as the provision of information and services on vocational education training. It promotes VET and the widening of access and participation in formal, non-formal and informal vocational education training for all, particularly for groups currently underrepresented.

EfVET aims to support and disseminate their member's engagement in activities, partnerships, policy and curricula development, research and provision for social inclusion and cohesion, democratic participation and combating poverty and discrimination.



Europass Supplement such this one:

The activities developed in the Job Training Module are connected to the competences acquired during the courses. This way students can complement what they have learned throughout their VET courses in classroom context with practical knowledge they get by developing their job training module.

During the process of preparing for training in working context and its development, students are followed by two elements:

1. Tutor in the college;
2. Tutor in the job placement company.

The first one is involved in preparation for training in working context and its development, during and follow up activities of the job training together with the students and companies. This tutor follows the process of:

- ✓ Knowledge, skills and competences to be acquired;
- ✓ Detailed programme of the training period;
- ✓ Tasks of the trainee;
- ✓ Monitoring and evaluation plan;
- ✓ Evaluation and Validation of the training placement.

The tutor in the job placement company is responsible for accomplishing the processes to be defined above.

Students fill in a booklet describing the activities developed daily in the job training. This is also a way for them to evaluate the job training.

Both tutors evaluate the job training continuously using different tools: questionnaires, phone, mail, visits to the companies...

Zubiri Manteo pointed out how job training abroad is developed, explaining that there is another tutor who follows the whole process in all steps, both with students and companies abroad.

Students have to fill in Europass documents when they go abroad.

Job training abroad is generally financed by the Erasmus+ programmes, following all its rules.

For more information, participants can access the following site:



<http://www.todofp.es/todofp/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/Titulos-LOE.html>



P- Consulting (Greece)

In Greece there is also a Job Training Module in VET schools.

VET courses also lasts two years (like in Basque Country) and the Job Training Module, which is implemented according to the greek Law 4186, is similar to the internship and to the “on the job training module”.

The duration of this module is 960 hours and it is held during the third or fourth training semester, or after the second year training as an extra semester.

Regarding activities developed in this module, they are based on interns’ skills, according to the field of their studies. For that reason, it is obligatory for the VET institutions to match the skills and interests of the interns to the needs and specialization of companies in which Job Training Module will be held.

It has two main stages. The first one refers to the preparation of training in working context. Here, the tutor in VET institution is responsible for finding companies which will undertake the internship procedure, and for matching the special needs of companies to the interns’ characteristics.

The second stage refers to the implementation of the training in working context. Here, the supervisor in the company where it is developed is responsible for accomplishing the internship processes.

Students also have to fill in a “Internship Book”, describing all activities they develop daily in the job training.

There are different evaluation methods carried out by Greek VET institutions, companies and also students. Tutors in colleges, together with the supervisor in job placement, evaluate the job training continuously using different tools: questionnaires, phone, mail, visits to companies and using a final report.

Students evaluate the job training by filling the “Internship Book”.

P-Consulting pointed out that this module, which is implemented in Greece, is available for the interns only in Greece and Cyprus.



Also, it is given the ability to the interns to avoid the internship. For that, they have to prove they have worked on the field of their studies, in every EU country in the past, for at least 120 days.

Thus, contrary to other partners' countries where job placement module is obligatory for students to get a diploma, in Greece students don't have to develop this module if they already have professional experience in their school area and prove they have that experience.

For more information, participants can access the following site:

<https://nomoi.info/%CE%A6%CE%95%CE%9A-%CE%91-193-2013-%CF%83%CE%B5%CE%BB-1.html>



ANESPO (Portugal)

Professional courses – Learning Courses and Education and Training for Young People - in Portugal have three years (3100 hours) of duration and a curricular plan consisting of the following components:

1. Social-cultural component (related to citizenship and communication) = 1000 hours;
2. Scientific component (related to the training area) = 500 hours
3. Technical component (related to specific technologies of the professional area) = 1180 hours;
4. Training in Working Context (related to practice) = 420 hours.

Thus, we can't say that there is a job training module. Instead, professional courses in Portugal have Training in Working Context, directly connected to the Technical Component.

These courses provide students with double certification: a Professional Qualification Diploma of level 4 (EQF) and access to 12th year of school (giving students the possibility to pursue higher education studies). They aim at developing new skills and reinforcing the ones acquired in the training context.

In Training in Working Context a protocol is established between Companies and Schools in sectors connected with VET schools' courses, where both entities are partners in a collaboration and exchange process.

The preparation, development and evaluation of the job training can be made throughout the course, together with other training components, allowing students to experience a very similar experience to the reality of work, while the context of training in the classroom only simulates it.

The organization of the Training in Working Context depends on each VET School, based on technical and pedagogical aspects and skills to obtain, and there are two types of organization:



1. It can be developed in alternation with the other training components at the end of each of the three school periods, or divided throughout each period (with a certain periodicity – weekly or monthly);
2. It can be developed in one single moment, at the end of the course.

The working hours must not exceed 8 hours per day.

The activities to be developed in Training in Working Context should provide a dynamic of skills to achieve or to reinforce that are compatible with the profile of the professional performance that a student has to obtain by the end of a course.

They are defined in a Plan for Individual Activities along with the skills to achieve or to reinforce during the period(s) where students stay in companies.

This Plan is developed by the pedagogical coordinator and by the tutor, with the knowledge of students. In its elaboration, the team has to consider:

- ✓ Credits already developed in training context as well as the ones planned, when Training in Working Context is developed in moments prior to the end of the course;
- ✓ Skills acquired up until the moment the Training in Working Context starts;
- ✓ Identification of activities to develop due to the predominant Training in Working Context's purpose, namely the consolidation of skills acquired in training context.

The Plan has to be completed and signed before starting Training in Working Context. In Learning Courses, it has to be global and revised before each Training in Working Context, whenever it is developed by the end of each training period, or regularly if schools choose another form of rotation.

Regarding following the process, a pedagogical coordinator is chosen by VET Schools to do the follow up and personal, social and pedagogical guidance of students, to promote teaching staff in the educational process and the articulation between the pedagogical team and the training group (and their articulation with Companies). They also have participation in the final evaluation process.

There is also a tutor, which is a employee chose by a Company to develop the technical and pedagogical follow up of the trainees, to help in the elaboration of the individual plan of activities to be developed by the trainee, to assure the material and logistic conditions necessary to facilitate the integration of students into the working world, facilitate the acquisition of knowledge in the workplace and develop trainees' interpersonal relationships. The tutor also has to verify if there are suitable conditions to the development of the Training in the Working Context in the company and has to ensure the reception and integration of the trainee.



The tutor can follow up until five trainees and is also involved in the evaluation.

In the development of the Training in Working Context, a Vocational-Guidance Technical and a Insertion in Active Life Technical may be involved in the process, specially in the technological and scientific components.

In this program, the evaluation is continuous and formative, supported by sistematic apreciation of the activities developed by the student/trainee and depends on the performance level of the student/trainee. Depeding on the training mode, the evaluation scale can be different:

- ✓ Learning Courses = 0 to 20;
- ✓ Education and Training for Young People = 10 or higher;

In the Learning Courses the evaluation has to be performed by the end of each school period; in all other courses it is performed in the end of the Training in Working Context development.

The evaluation criteria has to contemplate the verification of knowledge and skills acquired by students throughout their training course and cover different domains, such as:

- ✓ Acquisition of knowledge, professional performance and transfer of knowledge in to new situations (quality and organization of work, work rithm and professional skills, autonomiy, initiative and creativity, application of safety and hygiene rules);
- ✓ Relations (team work and interpersonal relationships);
- ✓ Behaviour (sense of responsibility, professional participation and adaptation, personal presentation, punctuality and assiduity).

The parameters of the evaluation are defined by the pedagogigal coordinator together with a technical-pedagogical team and the tutor in terms of the training objectives and skills to be acquired, and validated by the training entity.

Tutor's evaluation must be based on a set of criteria and in the activities predicted in the Individual Plan of Activities. It is discussed with the student/trainee and later transmitted to the training entity.

Students have to be informed about the procedures and parameters of evaluation and be clarified about the results of their evaluation.



It is also important to underline that in the last year of each course students have to present to a jury/panel a PAP (in English, Proof of Professional Competence), which is a individual project developed preferably in a real work environment during the Training in Working Context. It is a demonstration of knowledge and professional skills acquired by students during the training and a part of their final course evaluation.

Like Zubiri Manteo, ANESPO also pointed out the procedures connected to Training in Working Context developed abroad.

Thus, if students go abroad to develop their Training in Working Context, all the procedures are the same as if they were in a company in Portugal in terms of preparing, developing, following up and evaluation.

For this, a co-financing is needed and during the development of this process, trainees can count on two levels of follow up:

- ✓ Constant = assured by the tutor who guarantees the right learning conditions and the fulfilment of Individual Plan of Activities. Tutor should also report to the Pedagogical Coordinator and/or Insertion in Active Life Technical how the traineeship is being developed, including references to problems or issues the tutor finds important to report;
- ✓ Regular/Periodic = Ensured by the pedagogical responsible to verify (and create if necessary) the the right conditions to the development of the traineeship, helping tutors with their function. This follow up is made through telephone contacts with the tutor and the trainee to know the level of satisfction from both, and also through visits, which are mandatory in Learning Courses (three in each of the three periods of training).



Marijampole Kolegija (Lithuania)

Lithuania follows the model of school-based learning, which means that theory is combined with periods of practical training at schools. Professional practice begins in the first year of school and it is carried out at the college and at companies.

The students perform the practice at different business companies in the country and abroad due to cooperation agreements held between college and different institutions regarding performance of students' professional activity practices.

Professional practice includes 30 credits of the total scope of the entire study program. The duration of the professional practice are four, six or nine weeks per semester, depending on the scope of practice credits, and so it can take 40, 60 or 100 hours per semester.

The aim of the practices is to consolidate the theoretical knowledge acquired during the studies process, as well as the practical and individual working skills. Job training includes all activities, related to acquiring practical skills and theoretical knowledge of the profession. The scheme is fixed, and all schools have to follow the national standard.

Additionally, the so-called soft or transversal skills make a considerable part of the course. These skills are entrepreneurship, societal skills, active citizenship, internationalization and others.

During the practice period, it is important to develop analysing habilities as well as:

- ✓ Ability to collect and analyse data necessary to resolve specific problems related to professional activities and implementation of innovation;
- ✓ Ability to plan, organize, perform and evaluate practical activities in specific areas of professional activities by choosing the necessary technological, organizational and methodological tools;
- ✓ Ability to communicate with specialists and other persons in order to resolve professional activities related to tasks;



- ✓ Ability to provide knowledge and skills in the area of activities;
- ✓ Understanding of the moral responsibility for the effect of the activities and their result on the social, economic and cultural development, the environment and well-being.

The practice program is introduced to students by the chairman of Study Program Committee and the head of the department is informed of practical training periods and other requirements.

Students can find the practice place themselves but, if necessary, the head of the department or the Study Program Committee chairman can help students doing so.

In VET schools, a specialist responsible for the practical training at the organization makes all practical arrangements. Generally, this is the responsibility of the profession teacher, supervised by deputy director, responsible for practical training at the VET level.

There is a practice supervisor both in college and in companies. In Lithuania the supervision of the periods of practical training is conducted by the profession teacher, however, the system needs to be further developed, because it does not ensure sufficient level of cooperation between the three parties, participating in the process: the student, the educational institution and the place of practice (the employer).

In order to ensure the efficiency of the desired results and reliability of students' works, a feedback is continuously kept. Teachers and students discuss the results of intermediate and final credit tasks and also analyse the reasons for insufficient mastering of the studies materials by the students.

The Study Program Committee carry out a survey in companies where students have their practice or to which supervisors are affiliated. The aim is to improve professional practices based on the results of the survey.

Students discuss their success at the work training place with the representative of the company where they develop their practice. This discussion is about problems faced, the sufficiency of knowledge acquired at the college, etc. The aim is to have a feedback from representative of the company regarding suggestions on how to improve the organization of the practice.

Thus, students have a very active role in all process. They may or may not need help from college to find their work training place and can discuss what they can improve and/or change in their practice with teachers and representatives of companies.

Regarding evaluation, students fill in a practice diary indicating time periods and work place and a brief description of the practices.



After the completion of the professional practice, it is discussed emphasizing its organization and students' professional preparation. In this discussion participates the head of the department, the chairman of the Study Program Committee, teachers supervising the practice and students.

The professional practice is also evaluated by the practice supervisor of the company. The surveys of students who return from practice are performed by the chairman of the Study Program Committee who, together with the department, analyse and summarize the results of the survey.

Marijampole Kolegija pointed out the importance of the network cooperation with employers and social partners and communication with other institutions for the practice process. The issue of company involvement is very important in arranging practical training. In Lithuania, VET entities try to raise the level of company involvement in education. The level of involvement differs, depending on the type of business, the size of company, individual attitude of top management on business-education communication.

Although skills acquired through international mobility are regarded as an advantage in employment, local and national companies are not interested in support students' international mobility, by designing the programme of the practice due to various reasons. One of them is insufficient level of collaboration and commitment on the part of the partners from the world of work, lack of staff resources, etc.

Round table discussions with practitioners are regularly organized to highlight the fields of the programmes to be improved; social partners providing advice and observations on training of professionals for today's business and to assist them in positioning easier in the job market.



Summing up, all partners reported different ways VET schools in their country develop job training module, which is very interesting once it gives participants an idea of how it can be organized and evaluated involving different elements from schools (tutors, teachers, supervisors, committees, students) and also companies where the practice is developed.

Professional courses also have different durability from country to country, as well as their components' duration, being that in one country the job training module can have 100 hours and in other it can have more than 400. Despite this difference, the aim is the same: allowing students to develop their practical and individual skills by putting into practice what they learn throughout their courses in a real working environment.