INVESTING IN WORK BASED LEARNING
Work-based learning refers to all forms of learning that take 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!
because it can lead to...

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

Society
• Better human and social capital
• Economic development
• Employment of less advantaged groups
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.

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
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
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:

ETF:
CEDEFOP:


ILO:


OECD:


UNESCO:

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).