

WOODUAL

Wood sector and Dual Learning for Youth Employment and Skills

INTELLECTUAL OUTPUT 4:

DESIGN FRAMEWORK FOR TRANSNATIONAL WORK BASED LEARNING PROGRAMME

Table of Contents

Project Overview “WooDual”	2
The Woodual Design Framework for transnational work-based learning programm.....	3
1. Phase I - Know-how and networking	4
1.1 Understanding the conceptual principles of work-based learning.....	4
1.2 Analysis of target institutions and Stakeholders	6
1.3 Establishing contact with Stakeholders and maintaining them on a regular basis	8
1.4 Transnational dimension of Dual Learning	9
2 Phase II – Creation of structure and preparation	10
2.1 Designation of a contact person operationally responsible for transnational work-based learning.....	10
2.2 Identification of elements of work-based learning that can be implemented locally.....	10
2.3 Acquisition of companies and VET-centers, establishing cooperation.....	11
2.4 Exploring the possibilities for a local recognition of the transnational work-based learning programs	15
2.5 Creation of an implementation concept including time schedule, cost plan, staffing, effort estimation.....	16
2.6 Establishment of a certification system	17
2.7 Documenting work processes and content standards as well as know-how and networks to make them transparent and accessible to third parties.....	17
3 Phase III - Implementation and realization	17
3.1 Period I - Before the start of the transnational work-based learning program.....	17
3.1.1 Establishment of an exchange platform	18
3.1.2 Procedures for the development, revision and adaptation of training regulations.....	18
3.1.3 Implementation of training programs for trainers	21
3.1.4 Selection and registration of students	23
3.2 Period II - During the transnational work-based learning program	25
3.2.1 Attending transnational work-based learning programs, advising and supporting companies, assurance quality.....	25
3.3 Period III - At the end of the transnational work-based learning program	25
3.3.1 Evaluation and certification of competences	25
3.3.2 Creating a certificate.....	26
Conclusion.....	28

Project Overview “WooDual”

Aim

The crucial point of the WOODUAL project is the belief that a successful action for the development of technical, communicative, and organizational skills has to include a learning experience in the working environment in a transnational framework. This means that the skills are not acquired with a theoretic process (in classrooms with single modules), but rather through a practical learning process with learning materials created on purpose to allow the student to think about his/her own experience in the company and about the working process he/she carries out every day.

The project aim is to propose a complete strategy for improving youth employability and a better school-to-work-transition. In particular, the project will foster the collaboration VET-centers and employers in the wood and furniture sector, contributing to adapt curriculum and qualification profiles, proposing and testing a cooperation framework between enterprises/employers and VET institutions to define integrated transnational work-based learning programs. Thanks to activities and outputs carried out during the project life cycle, the chosen priorities will be reached by improving the cooperation between different stakeholders involved in training processes and updating curricula with new basic and transversals skills (especially technological and entrepreneurial skills) making students and young workers more skilled and suitable to the wood and furniture labor market.

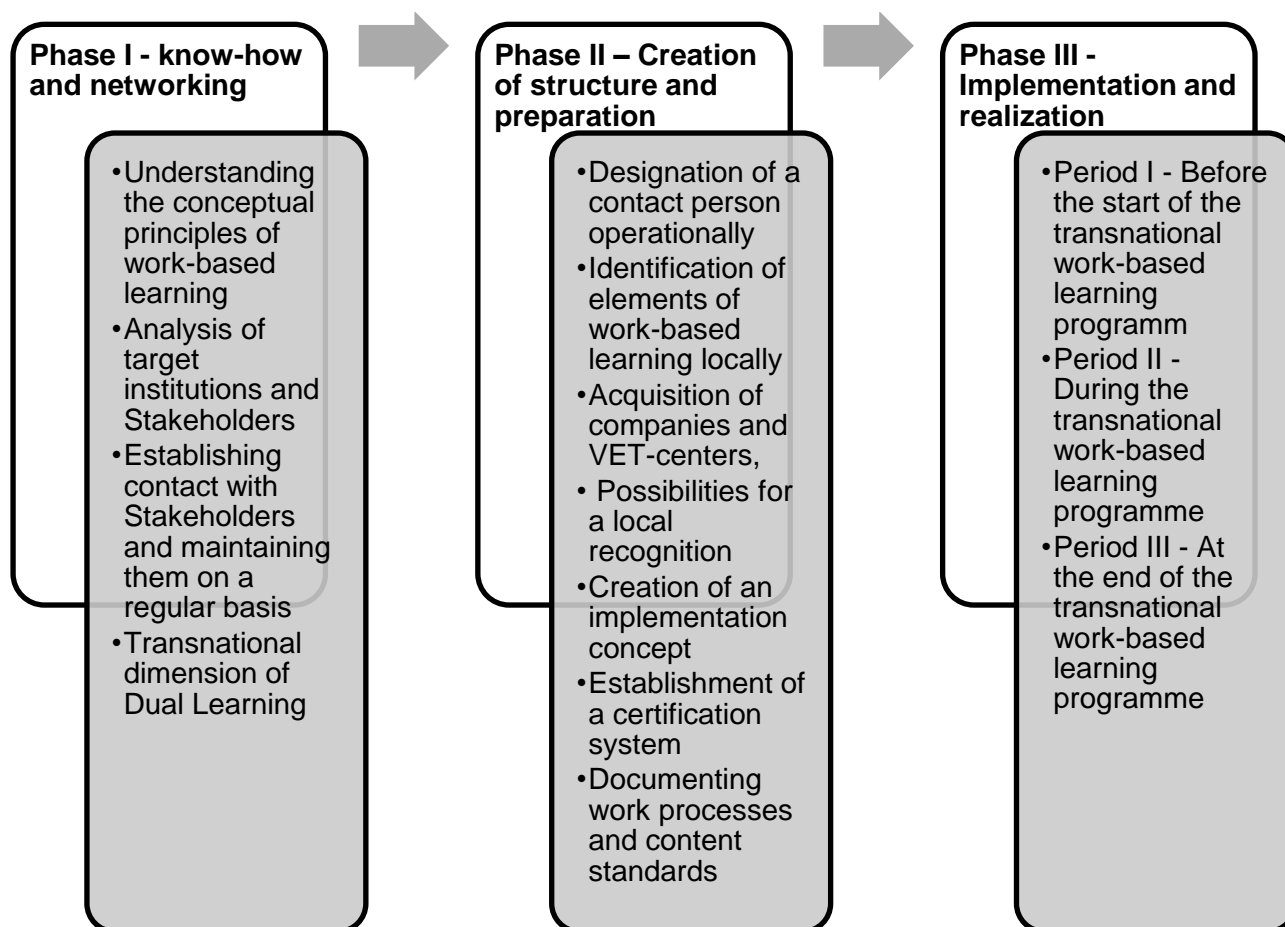
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The Woodual Design Framework for transnational work-based learning programm

Students enrolled in work-based learning programs are between studying and employment. A specific regulatory framework that clarifies the process of the transnational work-based learning program and describes the responsibilities of each party is necessary to regulate this process.

The Intellectual Output 4 of the Erasmus+ project “WOODUAL - Wood sector and Dual Learning for Youth Employment and Skills” aims to develop a common design framework for transnational work-based learning. The functioning model is to facilitate youth integration in the working environment reducing the gap between company’s needs and people training starting from the application to wood and furniture sector.



1. Phase I - Know-how and networking

1.1 Understanding the conceptual principles of work-based learning

A lack of workplace experience and the related skills and competences is one of the factors contributing to the "skills gap" in the EU today. While 5.6 million⁴ young people in the EU suffer the consequences of unemployment, 36% of employers' report that they struggle to find new recruits with the skills they need.

The term Dual Learning defines “education and training combining periods in an educational institution/training center (VET-centers) and in the workplace (company)”. Dual Learning corresponds to a variety of concrete combinations between formal learning at the education or training institution and learning “at the workplace” at different levels of education and training. It can take place on a weekly, monthly or yearly basis. Therefore,

Dual Learning is a pedagogical methodology that can be applied through different legal institutions: apprenticeships, traineeships, internships or other kinds of work-based learning.

Dual Learning in Europe

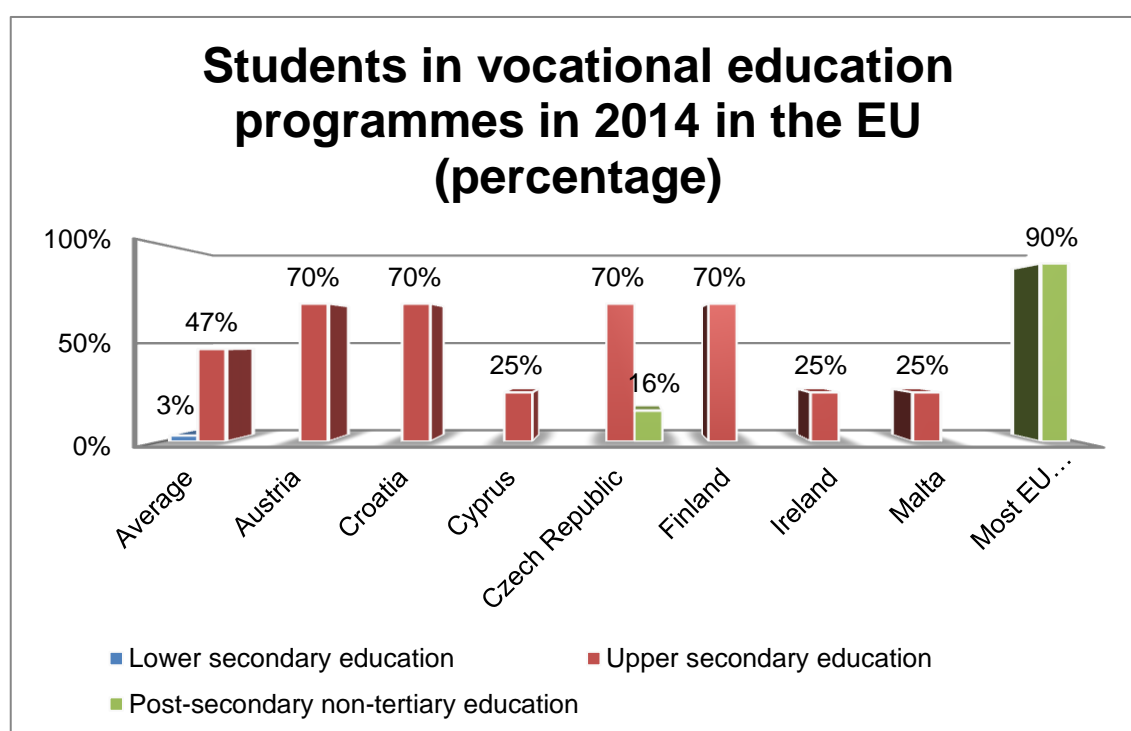
Creating opportunities for high-quality work-based learning thus lies at the heart of current European education and training policies. In February 2013, the European Council confirmed that the highest priority should be given to promoting youth Employment. Despite these commitments, the supply of apprenticeship and traineeship places in the EU continues to be under-developed. Eurostat points out that the numbers of students within vocational programs in lower secondary education are relatively rare, registering 3.0% of students in the EU in 2014. The picture varies greatly by country.

Six EU Member States reported relatively high proportions of students following vocational lower secondary programs, namely in Belgium, the United Kingdom, Portugal, Croatia, the Netherlands and Bulgaria, while in several Member States there were no vocational programs at this level.

Close to half (47.4%) of all upper secondary school students in the EU followed vocational programs in 2014. In 16 EU Member States, the share of upper secondary students studying vocational programs was less than half, with this share dropping well below one quarter in three Member States: Cyprus, Malta and Ireland. The highest shares were in the Czech Republic, Croatia, Finland and Austria, all close to 70% or higher.

Within post-secondary non-tertiary education, the vast majority of students followed vocational programs, an average of 90.3% within the EU (excluding Denmark, Greece, Croatia, Slovenia and the United Kingdom) in 2014. In a majority of the EU Member States, all of the pupils following programs at this level were enrolled in vocational programs. In nearly all of the other Member States, more than half of the pupils followed vocational programs, the one exception being the Czech Republic where just 15.7% of students within post-secondary non-tertiary education followed vocational programs.

For graduates of post-secondary non-tertiary vocational programs the range was somewhat greater than for graduates from upper secondary vocational programs, between just under one quarter in the Netherlands and close to three quarters in Poland, Austria and Denmark.



1.2 Analysis of target institutions and Stakeholders

The establishment of a work-based learning programs requires the knowledge of the institutions and stakeholders relevant to the dual learning, who to know, with whom it is necessary to network and with whom to create a possibly cooperation.

An analysis should be written, containing all relevant contact data, profile tasks and decision-making responsibilities. These data have to be updated at regular intervals.

Companies

Work-based learning programs let highly educated young people enter in the labor market with the right competences that companies need, reducing the skills mismatch and allowing companies to hire people with a strong basis of skill development. Therefore work-based learning programs represents a chance for companies to get in touch with high-skilled, talented and creative young people that may effectively enter the company afterwards and allowing the company to maintain its position on the market. Moreover, since the students have been trained on the job, they are in the position to be immediately “productive” for the company.

The virtuous circle in which the labor market absorbs highly educated young people with appropriate competences give a personal contribution to the production process, promoting technical and organizational innovation. This would result, in turn, in a more dynamic and healthier economic system, from which all companies will benefit.

VET-centers

Teachers from VET-centers are typically required to cooperate with companies which host students during Dual learning. Therefore, work-based learning provides opportunities for teachers to follow developments in workplace practices, processes, equipment and technology. Furthermore, good links and networking between vocational educational training (VET) providers and employers facilitates direct access for students and teachers to the latest technology and equipment.

VET-centers and business collaboration on the provision of work-based learning programs can also enhance cooperation in areas such as curriculum design, career guidance and mentoring and results in better value for money, as costs/resources/technology are shared with employers.

Students

The main purpose of work-based learning programs is to enhance the education and their occupational outcomes, and therefore their employability.

Work-based learning can better equip young people with the skills - both soft and hard, transversal and technical - relevant to the labor market, since they can enhance their theoretical knowledge by acquiring skills and competences directly from a working environment. Students undertaking work-based learning curricula often have the chance to earlier access to the labor market by continuing their study path and acquiring a tertiary qualification, and in the meanwhile getting in touch with companies and start their path for the future placement in the labor market.

Not only they can be more prepared to enter the labor market, but the direct experience of a working environment and, above all, putting in practice their own attitudes, knowledge and competences act as an actual guidance for their future careers. The value of work-based learning programs lies not only on the early placement into the labor market- even if it is one of the main outcomes of the system - but mainly on the impact on the whole future careers of young people.

Work-based learning has the effect of better preparing students for the labor market, allow them to short the school-to-work transition period and give good job prospects after graduation. This would in turn lead to better life standards for young people, anticipate their economic independence, and be an opportunity for the social inclusion and civic participation of youth in the public sphere.

1.3 Establishing contact with Stakeholders and maintaining them on a regular basis

The Establishing of the contacts follows the analysis. For this, the actual questions and messages have to be prepared, which match the respective contact person. Points of attachment and interests must be identified. The information obtained must be

documented and saved. Depending on the importance of a contact person, the frequency of the contact management must be determined.

1.4 Transnational dimension of Dual Learning

A transnational dimension implemented in a work-based learning program is adding an international work experience to a dual study program and entails additional benefits for the stakeholders involved.

As for the students, transnational work-based learning programs across borders offers them the possibility to combine work and study in another country. This way, students are exposed to a different market (abroad), which may offer new career possibilities and as such, is a way to become more employable. They develop a professional identity with international exposure. On the one hand, as an employee with special skills, a work-based learning student can be employed abroad to support a sector in which there may be a shortage. On the other hand, students can be offered the opportunity to work in another country where they can learn new professional skills.

As another stakeholder in transnational work-based learning programs, companies are offered the opportunity to work together with VET-centers across borders and build networks and partnerships with them.

Companies get access to a potential pool of employees from other countries and offer them the possibility to fill in jobs for which there is a local shortage. This exchange between student, VET-centers and company stimulates productivity, professional development and innovation. It also supports the transfer of knowledge and expertise. On the one hand, it can create employment opportunities for vulnerable student groups and, on the other hand, it can attract employees with highly developed skills or competences.

2 Phase II – Creation of structure and preparation

2.1 Designation of a contact person operationally responsible for transnational work-based learning

For the organization and coordination of transnational work-based learning programs, a responsible and competent contact person is needed. He advises the stakeholders on all aspects of DL activities. It is the stakeholders of the stakeholders, who shape the framework conditions of the DL activities in partnership, so that they meet the desired or required quality requirements.

Various relevant addressees are to be advised on transnational work-based learning programs, depending on the knowledge, the conversation phase, the level of responsibility, the origin, the attitude, etc. This includes, in particular, the preparation of appropriate arguments, presentations and publications.

A toolkit is to be created, which contains various "Info-Tools" to individual questions of dual learning.

2.2 Identification of elements of work-based learning that can be implemented locally

The respective local vocational education and training system and its stakeholders should be assessed to what extent there are links and obstacles to the introduction of elements of the work-based learning programs. It is necessary to examine possible local approaches, to investigate the history of failed attempts to introduce transnational work-based learning approaches, to capture intercultural sensitivities and to identify resistances or supporters as well as promoters and supporters

2.3 Acquisition of companies and VET-centers, establishing cooperation

Gaining companies interested in a transnational work-based learning programs as well as interested, useful and required stakeholders as partners. This includes the acquisition of local and international contacts in order to emerge orders and / or cooperation.

A network has to be built in every country involved in transnational work-based learning program. This network has the goal to promote a sustainable.

One core aspect of the quality of transnational work based learning programs are the job profile with the different knowledge, skills and competences that the students develop. Good quality work based learning programs are related to a range of competences and in combination with school-based learning, results in professional profiles that embrace a full profession and enable students to develop a full understanding of the professional field.

After selecting a Profile for a transnational work based learning program, the stakeholders can be acquired.

- VET-center's (in both sending and hosting country)
To cover the theoretical part of the activity, a VET-center is preferred. The prerequisite is that it follows the dual-oriented curriculum and a methodology / didactics of the transnational work-based learning programs that corresponds to the activity. This must be ensured.
- Companies (in both sending and hosting country)
In order to be able to train a company has to verify that:
 - They are suitable as training center: the company must have the necessary work arrangements for the respective job and the necessary equipment.

- They have a tutor who personally and professionally accompanies the young students in the transnational work-based learning program. In addition to the necessary professional qualification, the tutor must also be suited to work and workplace-teaching.
- Employment Agencies (in some countries)
- Students (aged 18-20) and their families

It is important to define the different roles and main activities of the stakeholders in advance and plan regular meeting in order to plan the activities and monitor the development of the project. Awareness and willingness to engage in transnational work-based learning must be considered a key condition: the students, the VET-center's and the company must – at least- agree to participate and possibly take a pro-active role in the transnational work-based learning program implementation. No program should be started without the firm agreement of each of the three main parties, although other stakeholders (associations, public authorities, etc.) may play a positive and persuasive role in a later phase.

Selected Job profiles for the piloting of transnational work based learning programs in WOODuale

For the transnational work based learning programs in the project wooduale had been selected three job profiles:

- Wood Treater: Wood treaters season, preserve and treat wood and lumber manually or using wood treatment equipment such as kilns and tanks.
- Cabinet – makers and related workers: The cabinet-makers and related workers make, decorate and repair wooden furniture, arts and other vehicles wheels, parts, fittings, patterns, models and other wooden products using woodworking machines, machine tools and specialized hand tools.

- Woodworking machine tool setters and operators: Woodworking machine tool setters and operators set-up, operate and monitor automatic or semi-automatic woodworking machines such as precision sawing, shaping, planing, boring, turning and woodcarving machines to fabricate or repair wooden parts for furniture, fixtures and other wooden products.

Regarding these profiles, also the selection of stakeholders has to be made.

Mapping the main stakeholders in Romania, Belgium, Spain and Austria

In **Spain** there are two types of training into companies, one of them is called training at workplace that takes place during the vocational training of intermediate and higher level in the month of March, as part of the curriculum training, being required that the students make a stay in enterprises with a training plan defined according to the competencies that students need to acquire according to the training cycle that are studying.

In recent years it has been initiated in Spain the dual system of training in companies, it is not mandatory and students can perform it once carried out their training at workplace. In this case the students sign a contract with the company, and receive a salary. Between the company and the training center, a training plan is established for these students; so that they can be part of the training which is given in the VET Center, or receive additional training for the specialty of the company and that they will not receive it in the center of vocational training.

The National VET Association of teachers of wood and furniture is helping to organize the mobility in the case of the WOODUALE project. In accordance with the vocational training centers in both countries they establish the training plan for the mobility and will be responsible for the insurance for the stay of the students abroad. This training plan will be backed by a European bilateral agreement. Furthermore they help finding students willing to participate in a mobility, who are literate in English and other foreign languages, over 18 years and with good results in their studies. The centers whose students meet the defined requirements in the project and who want to participate in a future mobility receiving students, have contacted AIDIMME for this activity. The teachers of the

students, which meet the defined requirements decide whether the student can perform the mobility or not.

In the partner country for the mobility, the VET centers are helping to find the companies in which the students will attend the period of dual training.

To start a transnational work-based learning program in **Romania**, the representatives of each VET-center will be contacted. From these VET-centers can be selected the number of students for organizing the mobility.

Having selected the students and VET-centers for the transnational work-based learning program, it can be started to promote the project activities within wood and furniture industry companies in order to invite them to support the transnational work-based learning program.

For selecting VET-centers and companies it is helpful to be in contact with the Romanian federation Furniture industry.

For organizing a transnational work-based learning program in **Belgium**, it should be considered to plan the work-based learning program in the higher level education for woodworking. The organization for these groups would be less difficult and can provide a good starting point to expand to the professional education.

For simplifying the progress of selecting possible companies and VET-centers to participate in a work-based learning program national or international, **Austria** has a website which contains a database in order to find technical and vocational VET-centers and higher vocational colleges in upper secondary education.

Verifying the suitability of companies in Austria

The companies in Austria which want to train student's needs to go through an accreditation procedure. For this purpose, the company submits an application for determination of its suitability for apprenticeship training to the respective competent apprenticeship office. In collaboration with the chamber of labor, this office subsequently examines whether the company meets the legal and company-specific prerequisites for apprenticeship training.

2.4 Exploring the possibilities for a local recognition of the transnational work-based learning programs

The local framework for the state recognition of transnational work-based learning programs has to be recorded. The aim is that the initiated transnational work-based learning programs are concluded with tests and certificates which are recognized on the one hand by the market and on the other by the state.

For this reason, the responsible person should contact local authorities to determine the extent to which local recognition is possible and meaningful.

This step is extremely important to give dignity, portability and ultimately student interest in the transnational work-based learning programs and experience. It includes a formal education element and a professional element, both of which should be carefully considered: what level of formalization is reasonably achievable?

Some central elements in the recognition of learning outcomes achieved at the workplace and in classic school-based activities could be recognized in terms of National and European Qualifications Framework, covering both academic and professional qualifications, others are easier to be recognized in one or the other system.

Recognition of work-based learning programs in Austria and Romania

The recognition of work-based learning is recognized in **Austria** by the "Austrian skilled workers".

The **Romanian** laws allow the non formal and informal learning to be certified, provided that a formal assessment should be carried out in an authorized Competence Assessment and Certification Center. Any individual who would like to have their work-based learning competences certified should consider their competences be assessed by these centers.

2.5 Creation of an implementation concept including time schedule, cost plan, staffing, effort estimation

The implementation of transnational work-based learning programs has to be planned and calculated for the entire training period, in terms of time, personnel and financial resources. Regardless of whether there is a funding.

While planning the transnational work-based learning programs it is important to take into account the social and cultural issues that can come up while performing a work-based learning program transnational. Cultural shock is something that cannot be underestimating. For young students that do their first experience abroad it is not easy to deal suddenly with the distance from home and with a new environment with different customs and traditions and unknown people.

The transnational work-based learning experience is giving the students the possibility to not only have a work experience abroad but the stay is also influenced by new aspects of daily life, creating new friendships, new bounds with places, opening minds and giving analytical and practical tools that will be useful in every situation of the future life.

For this reason a cultural presentation of the hosting country is necessary, describing the habits of the area, the rules and the possibilities that can be discover and visited food to be tasted and situations to be enjoyed. A basic introduction to local language can support the students to ask information and communicate with their surrounding.

Supporting the transnational work-based learning students in the Netherlands

In **the Netherlands** the transnational work-based learning students will be host and supported by students of the Netherlands. During the transnational work-based learning program they will spend the time in the company together. Meanwhile the stay the students don't need to learn the Dutch language, since fortunately English is a common language in the Netherlands. For traveling around the same transportation like the Dutch student will be used.

2.6 Establishment of a certification system

All the services and qualities related to the transnational work-based learning programs and the quality should be checked, ensured and expressed against the public. Certified tutors receive a certificate and the students receive a certificate.

2.7 Documenting work processes and content standards as well as know-how and networks to make them transparent and accessible to third parties

It should be ensured that the know-how and the contacts of the project staff are documented. This is to establish a collection solution for personnel changes.

3 Phase III - Implementation and realization

3.1 Period I - Before the start of the transnational work-based learning program

3.1.1 Establishment of an exchange platform

A platform for the exchange of the various committed companies and relevant institutions as stakeholders will be set up to discuss the issues relevant to the transnational work-based learning program, to take decisions and to develop a suitable approach.

The linguistic and intercultural peculiarities in the partner countries are taken into account.

Establishment of an exchange platform in Austria

Austria created a Platform for the promotion and support of qualifying mobility in vocational educational training. The objective of the platform was to encourage qualifying mobility in vocational education and training. Two platforms served to support the project objective: the stakeholder platform, in which representatives of vocational training institutions from different countries formed a network in order to raise awareness, and a virtual platform for information exchange.

3.1.2 Procedures for the development, revision and adaptation of training regulations

The training plans are generally adapted to the local situation. Corresponding adaptations processes are not intended to run as desired, but are coordinated and quality-assured.

The workgroup used by the network makes the revision / adaptation based on a process description. The respective process must be established on the spot.

Based on the content of the training plan a VET-center curriculum needs to be created together with the selected VET-center. If appropriate vocational VET-center structures already exist, they can be used.

On this basis, an individual training plan in the company must be prepared for each student. The training plan shall be adapted to the specific circumstances of the operation. In work based learning programs, an effective personalized learning plan is at the heart of

a quality learning experience and is used as a planning tool that sets out the overall learning goals, learning outcomes and concrete learning objectives of a program that students will follow. The learning plan should clearly state how the learning objectives will be achieved, whilst recognizing that objectives may need to be modified as the learning Plan unfolds. The training plan defines the factual and temporal structure of the transnational work-based learning program for the respective company and students.

The personalized learning plan should not be considered as additional paperwork duplicating information that exists elsewhere but instead should be used as an active tool that makes clear to the student and the company the nature of the learning proposed and undertaken. Personalized learning plans could be used as part of a learners progress review for example, reflecting the growing capability of the student, though any changes made should be agreed with the student and where appropriate the company and VET-center. Personalized learning plans should be owned and used by the student as a record of learning goals, achievements and enabling the student to make the links between different components of learning for example. In addition, students can use their learning plans to reflect on their experience and/or to make tentative plans to improve their own knowledge and experiences in the future.

Often, a personalized learning plan will be drawn up to specify details of where and how the learning will take place together with details of the appropriate learning outcomes against which the student must collect evidence of achievement over a period of time. The format and content of the personalized learning plan should typically include as a minimum details of the following point to support VET-centers in drawing up personalized learning plans standardized templates, guidance as well as completed examples can be made available:

- Skills, knowledge and competences required and the timescale over which the student will have achieved this;
- Training the student is to receive, where it is delivered and how it is scheduled, who is delivering it and what support is being provided;
- Methods that will be used to deliver training (including on- and off-the-job training);

- How on- and off-the-job training will be coordinated;
- The student's assessment and review arrangements.

Part of the quality assurance process for transnational work-based learning program, especially transnational organized, is ensuring that students are placed in suitable and safe learning environments. Strict adherence to health and safety regulations is therefore essential. Mechanisms need to be in place to ensure students are fully aware of health and safety standards and those they are supervised appropriately in the workplace. Importantly, those responsible for carrying out this training must be fully supported and qualified to perform this task.

Given that students participating in transnational work-based learning programs are typically new to the work place, health and safety training should be an integral feature of induction/initial assessment and form an on-going aspect of the personalized learning plan. Students must be fully informed both of the regulations, rights and duties with regard to health and safety that they and their employers are bound by.

Preparing the training plan for the transnational work-based learning program in Belgium and Romania

While preparing the training plan for the transnational work-based learning program, attention has to be paid to the other techniques and technologies, which are used in the different countries.

For example in **Belgium** not all VET-center have for their disposal the need machineries and techniques.

In **Romania** the international experience seems to be essential for all students who work, but the situation for the ones who are still studying is the opposite. Despite a high appreciation of the mobility outcomes, there is an overall disillusion regarding the lack of possibilities for knowledge transfer and students impact at the end of mobility among students from the second category.

Defining the skills for the transnational work-based learning program WOODUALE

For the transnational work-based learning program in the project WooDuale had been identified a list of skills during a Survey to the companies. During the WooDuale transnational work-based learning program the students should acquire the following skills:

- Processing material (manual skill)
- Problem solving (soft skill)
- Curiosity (soft skill)
- Technical drawing

These skills are essential for an effective introduction of young people in companies as they are the basis on which to found and fully develop the so-called "specific" skills typical of the industry of wood and furniture or of a profile.

3.1.3 Implementation of training programs for trainers

A transnational work-based learning program includes personal, professional and work-educated and qualified instructors. Appropriate trainings should be planned and suitable curricula and tutors should be identified. This task can be undertaken, among other things, by education companies. It is important to take into account the specific characteristics of each country.

The main function of the tutor is to support the student in the process with different roles and functions. As he/she is a company representative, the tutor has a mediation role between the student and the external actors, such as the VET-center.

The tutor has to:

- contextualize the competences in the company, using therefore an empirical approach;
- answer specific questions from the student on the different professional activities;
- give a feedback on the behavior of the young worker in the working activities;

- Help the young worker organize his/her own time to find the correct balance between the different daily working activities.

The tutor has therefore four main functions:

- Support: The tutor guides and encourages actively the student in the development of the project. He/she supports the student in the development of skills fundamental for his/her daily working activity and of attitudes needed in his/her future position.
- Advise: Using advices, the tutor can help the student work on his/her motivation and plans through which he/she can solve problems and make important decisions. The tutor is a consultant that advises on the company policy and strategies when the student is solving a problem or is making a fundamental decision for his/her career.
- Help: The tutor can be an assistant who carries out actions that indirectly help in solving difficult situations. The key features of a good assistant are:
 - o ability to be crystal clear on what the pupil has to do and why;
 - o ability to detect possible barriers and what caused them;
 - o Ability to guide and advice on how to overcome those barriers.
- Network: The tutor knows the formal and informal channels to get information and move more easily inside the organization. The tutor opens the way for the student (i.e. presents the student in the different departments, explains the student to whom ask for advice and supports the student in his/her own ideas and plans).

Implementation of training programs for trainers in Austria

The **Austrian** model of work-based learning programs notes that the trainers who are in charge of training the students need to furnish a relevant qualification, which not only comprises subject-related competences in the apprenticeship concerned but also know-how concerning vocational pedagogy and law. The trainer's qualification is acquired by completing a trainer examination and/or attending a course.

This compulsory qualification is complemented by a wide range of continuing training options, such as company's in-house programs for trainers, programs provided by adult learning institutions, trainer colleges and trainer forums.

3.1.4 Selection and registration of students

The student applying for a work-based learning programs have to hand in there Curriculum Vitae and a Letter of motivation. Having received these documents the selection of the students can begin. Therefore selection criteria should be defined by the VET-center that is sending the students. It my include selection criteria such as:

- The selected students should be registered as students in a VET-center (f.e. with a wood industry profile course)
- Good study results, so he/ she can cope with the professional demands of the mobility contract
- Good Knowledge of a foreign language, especially English
- Motivation

The selection of the students must be fair, transparent, coherent and documented, and shall be made available for all parties involved in the selection process.

After having selected a student for the mobility, the students should be informed at the beginning of their work-based learning programs of their social and labor rights, workers representatives, their responsibilities to the organization, any health and safety risks posed to them through the position or at the workplace and are provided the relevant social protection accordingly.

The students selected for transnational work-based learning programs are documented. It is therefore known which students are trained in which company and in which VET-centers according to the quality standards.

Motivating students to participate in transnational work-based learning programs

Motivating students to participate in transnational work-based learning programs is an important step. Therefore **Romania** points out the three main motivations that can motivate students to participate:

1. The students desire to improve their career prospects, for adventure, new language acquisitions, etc.
2. By the states and international institutions acknowledge of the student potential to contribute to innovation, economic competition and knowledge-based economy, job scarcities, cultural change, fostering local or regional identities, enhancing human capital, and so on
3. The education system, such as worldwide recognition, to attract elite students, to adapt to the world market, for extra financing or simply for diversity.

Selection criteria for work-based learning programs in Italy, Romania

The students who participate in a transnational dual learning experience in Italy should attend their 4th year course. After passing their 3rd year final exam they are qualified as Cabinet Makers. Further selection criteria's are the interest in being involved in the work-based learning program and good skills in English language (a final score in English equal or higher than 75/100).

In **Romania** the students who could participate in a transnational work-based learning program should be between 16-25 years old.

3.2 Period II - During the transnational work-based learning program

3.2.1 Attending transnational work-based learning programs, advising and supporting companies, assurance quality

The quality of the transnational work-based learning programs must be ensured over the entire duration. In order to be able to ensure that the quality level of transnational work-based learning program is established permanently, visits or telephone calls with the companies and VET-centers are recommended. A visit, consultation and support plan has to be drawn up. During the conversations the companies should be advised on training issues. The aim is to ensure that the training is carried out according to the quality standards

3.3 Period III - At the end of the transnational work-based learning program

3.3.1 Evaluation and certification of competences

This final step has the function of verifying the “Quality Assurance”. Assessment and recording achievement in transnational work-based learning is an important part of the learning process and serves several functions. This includes the diagnosis of student’s success and failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of teaching and learning and maintaining a record of students progress to assist them in planning their own learning.

Given that learning takes place in different learning environments and in different forms within the context of dual learning activities, assessment in dual learning activities often involves more than one assessment approach and therefore requires a clear understanding about the purpose and practice of different assessment design (e.g. diagnostic, formative, summative).

Critically, assessment in dual learning activities requires a clear understanding of how the assessment of the different components of the dual learning program (school based, work based and/or combination of both) will be brought together at the end.

The Evaluation of the transnational work-based learning program can be divided into two parts: an evaluation of the students itself (self-evaluation) and an evaluation through the tutor. The self-evaluation can be made through a report in which the students describe their experience during the program and compare their gained skills and competences to the ones required.

The “Quality Assurance” should allow identifying and correcting possible inconsistencies in the levels of integration proposed in the previous steps. If incoherence is found, for example between the level of awareness, commitment and the envisaged collaboration activities some corrections should be proposed.

3.3.2 Creating a certificate

A proof of the transnational work-based learning program of the student should prove the newly acquired knowledge, skills and abilities of the students.

At the end of a quality-assured process of a transnational work-based learning program, a proof, e.g. in the form of a certificate has to be handed out. The certificate documents the successful training of certain transnational work-based learning standards.

The contents of the test must be designed according to a uniform design.

It should be noted that recognition of equivalence is relevant for the recognition of the transnational work-based learning programs in the respective partner country.

Prove of the newly acquired knowledge, skills and abilities in Romania

Regarding the transfer of absorbed knowledge, skills and ideas do not necessary take place automatically after the return phase. For instance, an important role seemed to be played by the reintegration process. Reintegration enables a more rapid and effectively transfers of knowledge in the home society. But reintegration seems to be strongly connected to the length of stay abroad, the overall experience of mobility and the preserved connections with the home country.

Creating a certificate in Romania

The certification of vocational training in **Romania** is organized by the employer and is made according with the legal regulations in place related to vocational training for adults.

If a certification of acquired competences is needed, the final examination is administered by a special Assessment Commission appointed by the National Authority for Qualifications (ANC) in a competences Assessment and certification center.

Conclusion

The tangible design framework for transnational work-based learning can contribute to fostering qualified profiles' integration into the labour market, to proposing and testing a cooperation framework between enterprises and VET institutions of different European countries, to define integrated transnational work-based learning programs, as well as to reducing the gap between companies needs and peoples' qualifications starting from the wood and furniture sector. Therefore, the most careful attention must be paid to further education of our future employees, to their professional growth, assurance at work and work conditions.

In order to reach such aim, not only is a tailored balanced mix between practical and theoretic learning necessary, but it proves to be a complete strategy for improving youth employability and a better school-to-work-transition.