



## WORK BASED LEARNING - THINGS THAT WORK



### BULGARIA

- The mandatory social and health insurance for students enrolled in work-based learning (dual training system) is entirely covered by the state budget. This measure from 2024 supports employers who hire students on work-based learning contracts.
- Annually, the National Employment Promotion Plan plans subsidies for unemployed persons included in the dual training system.

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### NORTH MACEDONIA

- The Employment Agency of North Macedonia conducts an annual labor market analysis, surveys required skills and identifies skill shortages. This process yields indicators for employers' expectations regarding new hires and skill needs.
- The “Practice Portal” connects verified companies (which offer practical training) and secondary vocational schools. The portal fosters transparency, connection and active cooperation between companies, the Chamber of Commerce of North Macedonia, educational institutions, creators of educational policies, teachers and mentors from companies, as well as students and parents.
- Municipalities, as the owners of the schools (including VET schools), play a crucial role in establishing and strengthening the cooperation between the economy and education and identifying the need and demand for practical training.

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### GREECE

- Teachers in VET programs are required to undergo lifelong training to ensure they are equipped to teach new skills, particularly in the areas of digital and green competencies. Teachers are also encouraged to integrate transversal skills through project-based learning, and in some cases, they collaborate with external experts to supplement their teaching.
- The Labour Market Diagnosis Mechanism is a key tool that analyzes labour market trends and forecasts emerging skills demands. It provides valuable data to help update VET programs.
- Effective governance promotes shared responsibility and transparency between VET institutions and businesses, through advisory boards with representative composition, open communication and collaboration supported by guidelines and regular reporting, allowing parties to hold each other accountable.

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### ROMANIA

- Romania has established a structured system for anticipating future skills needs, led by the National Centre for Technical and Vocational Education and Training Development (NCVETD). The system is decentralized, relying on Regional Education Action Plans (REAP), Local Education Action Plans (LEAP), and School Action Plans (SAP), which involve multiple stakeholders, including employers, trade unions, and civil society organizations.

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