



Co-funded by the
Erasmus+ Programme
of the European Union

Present Stakeholders for Future
Wellness Tourism Skills' Development



WellTo PROJECT

WORK-BASED LEARNING MEDIATORS' HANDBOOK

WP5

Prepared by: ITPIO



Table of Contents

I. PROJECT BACKGROUND	4
II. THE WBL MEDIATORS' HANDBOOK MAIN PURPOSES	5
III. WBL: STIMULATING THE STUDENTS' SKILLS IMPROVEMENT	5
IV. THE MEDIATOR OF WBL	7
1. Definition of the WBL Mediator	7
2. Roles and responsibilities of the Mediators	7
3. Main tasks and certification of WBL mediators – Annex 1	8
V. IMPLEMENTATION OF WBL PROCESS AND SUPPORTING TOOLS	9
1. Preparatory phase	9
1.1. Knowing the national WBL related legislation (for each partner country)	9
1.1.1 WBL related legislation in Bulgaria	9
1.1.2 WBL related legislation in Latvia	12
1.1.3 WBL related legislation in Slovakia	14
1.1.4. WBL related legislation in Slovenia	17
1.2. Knowing your students – individual characteristics of VET students/trainees– Annex 2 and Annex 3	24
1.3. Student-centred learning approaches	24
1.4. Wellness tourism sector's specifics in relation to WBL implementation	26
1.5. Defining specifics of the work place and requirements for work performance – Annex 4	27
1.6. Dimensions of WBL – BENEFITS of WBL for all participants – Annex 5	36
2. Implementation phase – Annexes from 6 to 8	40
2.1. Steps for successful mediation between companies and VET schools in WBL planning, organizing and monitoring	40
2.2. Transnational mobility in WBL	41
3. Recognizing and certification phase	41
VI. QUALITY IN WBL – QUALITY STANDARDS AND ENHANCEMENT – ANNEXES FROM 9 TO 11	42
VII. GOOD PRACTICES ON COLLABORATIONS BETWEEN COMPANIES AND VET PROVIDERS IN THE WBL PROCESS IMPLEMENTATION	44
1. In the wellness tourism sector (at least 1 per partner country)	44



VIII. USING THE WELLTO PLATFORM AS EFFECTIVE TOOL FOR SUPPORT OF THE EUROPEAN WELLNESS TOURISM SKILLS NETWORK FUNCTIONING	48
IX. CONCLUSION	49
X. ANNEXES:	50
Annex 1 Template for WBL mediators' certification	51
Annex 2 Template for student's self-evaluation	52
Annex 3 Template for student's evaluation by the teacher	53
Annex 4 Template for description of the work place and requirements for work performance	54
Annex 5 Template of Mediating Agreement between mediators, VET providers and companies	56
Annex 6 Template of Partnership agreements between VET providers and companies	57
Annex 7 Template for individual student's learning agreement	58
Annex 8 Template for monitoring of WBL process implementation	60
Annex 9 Template for assessment of the student's competences improving	61
Annex 10 Template for assessment of the student's skills improving	62
Annex 11 Template for final evaluation	63



I. PROJECT BACKGROUND

The main project objectives are:

- designing of a joint qualification – Administrator of Wellness Centre, which reflects adequately the current and mid-term needs of the sub-sector in terms of knowledge, skills and competences;
- providing common quality standards for qualification's implementation during school-based and WBL;
- ensuring effective cooperation between VET schools and Wellness tourism companies in planning, organisation, provision, recognition and certification of WBL, including when provided in transnational mobility;
- creating conditions for official acknowledgement of the joint qualification in the partner countries (except Germany);
- ensuring prerequisites for sustainable joint qualification implementation in the partner countries and beyond the partnership.

Main target groups of the project are: Secondary VET schools in tourism; Wellness tourism companies; Sectoral tourism organisations; VET teachers and in-company tutors in the sector; VET students; National qualification authorities outside the partnership.

The implementation of the project will positively contribute to:

- Strengthen the link between VET and the actual labour market needs;
- Strengthen the support of enterprises in providing WBL;
- Development of mutual trust between all partners to ensure better transparency, comparability and mutual recognition of the developed qualification;
- Achieve better matching of the specific skills' needs with labour market needs in the countries/regions participating in the partnership;
- Increase employability of VET learners through enhanced WBL and inbuilt mobility opportunities;
- Create a regional as well as transnational network to enable mobility of the learner;
- Increasing of the wellness tourism sector competitiveness through ensuring high employability skills of VET graduates corresponding to the sectors' needs;



- Improve VET attractiveness;
- Providing VET learners of the wellness tourism with quality and specific skills, knowledge and competencies that are able to ease both, increase of the enterprises' competitiveness and propensity, and on the other hand, to ease the targeted potential labour force to adapt adequately to the demands of the specific labour market.

II. THE WBL MEDIATORS' HANDBOOK MAIN PURPOSES

The introduction of the new actor in cooperation – WBL mediator – is aimed at ensuring the operative contact and relationships between VET schools and wellness tourism centres in WBL planning and organization related issues.

In order to ensure successful mediators' work activities, WBL mediators' handbook is elaborated under WP5 of the WellTo project.

It is a useful guide that takes the reader through a step-by-step process of planning, organizing and delivering an effective WBL process. It offers concrete suggestions and guidelines to WBL mediators for enhancing their knowledge and competencies.

Mediators can help facilitate successful WBL process by remembering: a learning activity should be goal-directed; people learn what they practice; learners must make a personal connection; activity and interest must be high.

Preparing the handbook aims to help WBL mediators improve their knowledge and skills in the process.

It should be used during the whole implementation of the mediator's work including the following activities: programme planning and evaluation, administration and management, instruction and on-the-job coordination, guidance and advising, etc.

There are included examples and relevant information for all project partner countries. There are described the main features of a WBL mediator, including definition of the WBL mediator, roles and responsibilities, main tasks. The implementation of the WBL process is explained, as well as some good practices on collaborations between companies and VET providers in the WBL process implementation, in the project partner countries.

III. WBL: STIMULATING THE STUDENTS' SKILLS IMPROVEMENT

WBL is a process outside the school that effectively integrates classroom curriculum and training with workplace experiences to enhance learning and to develop strong academic and workplace knowledge utilizing the work experience as a source of learning. It emphasizes the



student-employee as a learner first, provides student skill development through alternative methods of education and training, and rewards and acknowledges learning that occurs on the job. WBL enhances a students' understanding of classroom theory through participation in its application in the work environment.

WBL is used in vocational education and training to develop basic work habits, occupational identity, and specific occupational competences. However, because of its attractiveness as a powerful form of learning, it can also be used for a wider range of educational purposes. WBL can be used in general education to develop problem-solving skills and learning skills, it can teach entrepreneurship, promote maturity.

All young people need support to make the transition from education into employment. Participating in WBL and close-to-real simulations can help young people develop positive career aspirations. It can also help them develop essential behaviours, attitudes and skills required for the workplace.

Having the skills to learn at work is important in stimulating people to be positive about their own career development and to be positive about engaging in continuing formal vocational education and training. People in learning-rich work environments are more likely to be positively disposed towards learning and to take a positive approach to their future career development.

Work-based students also benefit as it means that they can study while continuing with their work responsibilities, and students in remote areas don't have to spend considerable periods of time away from home. Flexibility in delivery and customized training modules, courses and programmes to suit the skill and knowledge requirements of the company or industry are clearly attractive to students as they are not constrained by standard study programmes.

Providing WBL and/or close-to-real simulations opportunities to young students enables them to develop their overall readiness and understanding of the world of work. It helps them develop their awareness of job demands and employer expectations, and ultimately supports their effective transition and integration to the labour market. These measures allow young students to 'taste' different occupational areas prior to their formal transition from education to employment, enabling them to develop their employability skills and experience different work environment before making particular decisions on their career progression. Through the adoption of WBL, students can develop their professional skills in conjunction with their studies, allowing them to apply classroom theory in practice.

The opportunity to put into practice what has been learned in class and during one's studies, having the possibility of finding directly what has been learned in real working situations and not in simulations derived from theoretical concepts, undoubtedly represents for the student a



great motivational tool and driver to continue the learning process and acquiring full awareness and mastery of what has been learned.

In this context, the WBL process offers improvement of young learners' skills in the tourism sector through apprenticeships/learning programmes designed mainly for young people who want to enter the workforce and gain qualifications while performing job roles.

IV. THE MEDIATOR OF WBL

1. DEFINITION OF THE WBL MEDIATOR

The mediator is responsible for ensuring that the practical training is aligned with the curriculum and learning outcomes of the VET programme. Effective coordination requires a great deal of planning and effort, but it can be the most interesting and rewarding part of the job. When they do well, students develop employment skills that otherwise would have been difficult to achieve. Each success confirms the need for the WBL programme and the value of the mediator. The Mediator in the WBL learning process is required to possess at least technical education combined with professional experience in their area of expertise.

The Mediator profile should cover the following factors:

- Dependable and reliable.
- Proficient in establishing good interpersonal relations
- Advocates for students
- Efficient managers of time and resources
- Effective communicators
- Observant and insightful
- Wise decision-makers
- Innovative and creative
- Responsible and self-disciplined
- Continually updating their skills and growing as professionals

2. ROLES AND RESPONSIBILITIES OF THE MEDIATORS

WBL takes place outside the school and VET centre, where the mediators organize whatever necessary to implement WBL (in company or intercompany training centres). They are the contact persons on behalf of schools and are responsible for finding quality workplaces, drawing up an individual (or collective) learning plan, signing (collective or individual) contracts with the employers, monitoring and assessing the practical training, and ensuring that the



practical training is aligned with the curriculum and learning outcomes of the VET programme. The mediator will support the continuous professional development of learners in the company, improve their working conditions and increase the attractiveness of apprenticeships. Ensuring quality and attractiveness of VET is important both in terms of providing the right competencies for the labour market, and as a means of securing the quantity and the quality of VET graduates, and WBL mediators play a key role in this, providing effective coordination which requires a great deal of planning and effort.

3. MAIN TASKS AND CERTIFICATION OF WBL MEDIATORS – ANNEX 1

Being the contact persons on behalf of schools, WBL mediators' goal is to facilitate the cooperation between VET providers and companies, resulting in systematic cooperation and successful school-business partnerships. In that respect, mediators' main tasks for the implementation of the WBL process involve planning, organizing and monitoring of the practical training of learners that takes place outside school (in company or intercompany training centres). In each area of intervention, they can be divided as follows:

Programme Planning and Evaluation, Administration and Management

The Mediator will:

- Initiate and study the feasibility of the WBL programme
- Develop objectives and responsibilities for the programme
- Develop and file written training plans and agreements
- Include student self-knowledge exploration and planning in a team-oriented approach to career development
- Design the programme to include continued improvement and re-evaluation
- Work closely with school counsellor(s)
- Prepare, administer, and analyse periodical student and employer follow-up surveys
- Prepare and analyse WBL period-end reports
- Know and assure compliance with relevant state labour laws and regulations
- Effectively manage resources including facilities, equipment, and supplies
- Ensure student-learner safety and health protection in compliance with relevant labour laws and regulations
- Maintain training station opportunities for disabled, disadvantaged, and at-risk students

Instruction and on-the-Job Coordination

The Mediator will:

- Evaluate, select, and establish training stations
- Inform in-company trainers of their role and responsibilities
- Create, monitor, and adjust training plans in collaboration with the employer and student
- Help in-company trainers to develop teaching techniques for working with students



- Monitor students' progress through regular on-site visits and on-going communication
- Review state and federal labour and safety and health laws with the training station and students
- Seek students' evaluation of the training station

Guidance and Advising

The Mediator will:

- Advise potential programme enrolees
- Provide reference material for career information
- Provide guidance for special needs of disabled, talented and gifted, disadvantaged, and at risk students
- Help students develop good work habits
- Develop and coordinate work experiences that encourage non-traditional occupational opportunities. Recognize when students need counselling from other staff members and experts
- Help students determine ways to best describe their marketable skills
- Assist graduating students with the various aspects of the job search
- Write letters of recommendation for students

Professional Role, Activities, and Development

The Mediator will:

- Explain the WBL philosophy, including the role of the mediator
- Maintain ethical standards
- Foster a climate where staff members collaborate with other disciplines to provide broad student experiences
- Seek evaluation and feedback from administrators and peers

Certification of WBL mediators will be via the projected new WellTo Platform as part of its functionalities.

V. IMPLEMENTATION OF WBL PROCESS AND SUPPORTING TOOLS

1. PREPARATORY PHASE

1.1. KNOWING THE NATIONAL WBL RELATED LEGISLATION (FOR EACH PARTNER COUNTRY)

1.1.1 WBL RELATED LEGISLATION IN BULGARIA

The Ministry of Education and Science coordinates the national policy on vocational education and training (VET) in Bulgaria. The Pre-school and School Education Act (2015), and



amendments to the VET Act (2016) rearranged the VET school network and increased the share of WBL in VET. It also introduced a more flexible two-stage secondary education.

The main VET providers are the State, municipal or private schools, vocational secondary schools, art and sports schools, VET colleges, and licensed vocational training centres. State education standards specify the content of VET qualifications (requirements to the applicants; description of the profession; units of learning outcomes; requirements to the training facilities; requirements to the trainers). Four national VET qualification levels are referenced to the European qualifications framework (EQF). The legal framework distinguishes six types of initial and continuing VET (IVET and CVET) programme types (called 'framework programmes'), that define EQF/NQF levels, age and entry requirements, and regulate educational form, content and duration.

Work-based learning (WBL) forms a substantial part (50% to 70% or more) of all VET programmes. Most is offered by schools, with the share of WBL decreasing with programme level. Since 2014, dual VET has started to evolve. Practical training in a company alternates with periods of theory in a school or another VET provider. School-age learners are trained by companies at least two to three days per week in the final grades (11 and 12). Both school-age learners and adults receive remuneration from the employer. While legislation encourages dual VET, its implementation is still mostly project-based.

Social partners have decision-making and advisory roles in shaping VET through the Economic and Social Council of Bulgaria, as well as other national councils. Employers are actively involved in designing and updating State education standards, a process coordinated by the National Agency for VET (NAVET). Representatives from employers' organisations and trade unions are members of examination boards set up by VET providers.

Dual training enhances practical skills, increases attractiveness of VET and facilitates the transfer to the labour market. It has high policy relevance at national level because essential legislative amendments in this field have been developed in the last four years.

Bulgarian authorities have been cooperating with their Swiss counterparts to create a national model for the introduction of a dual VET system (the DOMINO project). Some of the main findings regarding the Dual training promote business-VET partnerships at a regional and local level for professions of priority interest to the regional and local economy.

Dual training is supported by municipalities and social partners and it is in initial phase of being introduced mainly in school education. The legislative framework (VET Act and by-law acts) in this policy area allows learners to acquire a VET qualification.

The main focus in the current policy area will be on apprenticeships for VET learners and is regulated by the VET Act and concern school education. The practical training in a company is altered with periods of theoretical training in a school or another VET provider. The distribution



of theory and practice depends on the level of VET qualification and the quality of dual training depends on several aspects: learning methods, human resources, business readiness, legislative prerequisites, training of trainers, training facilities, etc.

Legal basis

- Dual training is introduced in the VET Act
- Dual trainings must be organized in compliance with the State educational standards for acquiring professional qualifications by professions from the List of professions for vocational education and training (LPVET)
- Proper amendments related to dual training are introduced in the Labour Code
- Regulation No 1 of the Minister of education and science (September 2015) on the terms and conditions for providing dual training prescribes employers to have a mentor(s)/instructor(s) for each learner
- Training programme of mentors exists at national level. Order RD 09-97/02.04.2019 of the Minister of Education and Science established a training programme for mentors in dual form of education. This programme includes requirements for training duration, content and expected learning outcomes
- Regulation No 04-4 (8 November 2019) of the Ministry of Economy determines conditions for creating and maintenance of a register by employers which covers requirements for dual training's partnerships

One of the most vital aspects is the role of mentors and teachers and their partnership in the teaching process. There are some innovative characteristics of dual training in this sense for fostering collaboration in the teaching process:

a) In the legislation was created the job position "teacher-methodologist" who connects VET schools and companies (the DOMINO project). Teacher-methodologist connects mentors, who are company employees and who participate in the elaboration of curricula for practical training;

b) Training programme for mentors with a compulsory content of knowledge and skills was approved by the Ministry of Education and Science.

Another point of attention is that the training programme can be tailored in accordance with the specific economic sector and the individual needs of trainees (education, qualification, professional experience, etc.). The training duration is 32 training hours which are divided into 14 training hours of theory and 18 training hours of practice. The training programme creates a complex of different skills: social, organizational, methodological, leadership skills.

There are some challenges according to the WBL regulation in Bulgaria:

- There are some unresolved issues in the legislation related to the guarantee of the quality of training, especially the quality of on-the-job training



- In the legislation it is not regulated the issue related to the period when students have holidays from school, whether the company should permit them a leave or this period is vacation
- In the legislation penalties for mentors are not regulated in case impossibility for executing mentor's tasks or issues related to possible damages caused to the company by trainees
- There are no quality standards for dual training (for example: Under Regulation № 1, 2015, of the Minister of education and science on the terms and conditions for providing dual training, organization and conduction of practical training is monitored by the employer)
- There is no opportunity for validation of mentoring skills

Other important aspects:

1. There is no digital platform, chat room or another modern ICT platform for communication and collaboration between mentors and teachers in dual VET.
2. There is no mechanism for verifying the suitability of the company for the admission of students and young people for training.
3. It is difficult for SMEs to find the time and resources to invest in coaching of students.
4. There is slight experience in the implementation of Dual training in adult learning. There is such legal opportunity but is mainly realized under Art. 46a of the Employment Promotion Act.

1.1.2 WBL RELATED LEGISLATION IN LATVIA

The introduction of Work Based Learning (WBL) system is currently on the agenda within the vocational education policy and is a high level VET priority in Latvia. It derives from the need to bring closer vocational education and training (VET) to the business world and to ensure preparation of the skilled workforce with skills, knowledge and competences relevant to the labour market needs and the national economy, to increase number of skilled graduates with VET qualifications and to improve youth employment overall.

Launching a pilot project in 2013/14, which addressed the incomplete legal framework, insufficient offer in traditionally school-based VET, and low involvement of employers, who, nevertheless, demanded improved VET quality and labour market relevance led to the adoption of legal framework for the implementation of WBL in Latvia by 2016.

Amendments to the VET Law were adopted by the Saeima on April 23, 2015, i.e. determining WBL as one of the forms for the implementation of vocational education and training.

Following the Amendments to the VET Law, on July 15, 2016 Regulations No 484 by the Cabinet of Ministers "Procedure for the organisation and implementation of WBL" (Regulation No. 484) were adopted. The procedure stipulates the tasks, rights and responsibilities of VET institutions,



employers and social partners in the implementation of WBL, as well as the responsibilities of Sector expert councils in coordinating and enhancing the companies' co-operation with education institutions to ensure the compliance of VET with the labour market needs. Article 10 determines the professional and pedagogical requirements for work-place tutors. The Cabinet regulations and the Guidelines for Organization and Implementation of WBL state that the required documents necessary for WBL are Overall Implementation Plan for WBL (covering the whole curriculum) and Individual Learning Plan (ILP) covering part (related to specific period and specific enterprise) of the curriculum. Among the responsibilities related to ILP:

- VET together with the WBL company develop and approve ILP for each individual VET learner/trainee
- VET school involves/approves a company at which it is possible to implement the ILP
- VET school introduces and explains the ILP to the trainee
- The company ensures learning process and tasks in accordance with the ILP
- The company monitors implementation of ILP by trainee
- The company provides assessment of learning outcomes on the basis of the ILP
- The trainee is required to implement the tasks of ILP

Two other Regulations by the Cabinet of Ministers relevant to the implementation of WBL have been adopted on July 15, 2016: Regulation No 485 "Procedure for the establishment and operation of sector expert councils and the coordination of their activities" and Regulation No 483 on the implementation of specific support measure 8.5.1. "To increase the number of learners of VET institutions involved in WBL or training placements at enterprises" of the operational program "Growth and Employment".

According to WBL regulation, the enterprise pays a wage or scholarship to apprentices, provides them with personal protective equipment, liability insurance and assigns a tutor. The regulation sets the requirements for tutors in the enterprise. From September 2017 they must have a master of crafts certificate (issued by the Latvian Chamber of Crafts), vocational education or at least three years of relevant work experience and teaching competence. The VET school provides accident insurance for students as well as transportation and accommodation during the WBL periods.

Regulations No 569 by the Cabinet of Ministers of 11.09.2018 stipulates the professional and pedagogical requirements for VET tutors. It should be noted that EU funding has greatly supported the introduction and promotion of WBL system in Latvia by allowing for law updates, large-scale reforms, policy innovation and experimentation, extended social dialogue and has served for raising the overall awareness and participation of the involved stakeholders.

Two national-scale ESF programme projects in support of WBL are currently being implemented in Latvia:



1) Project SAM: 8.5.3. “Providing efficient management of vocational training institutions and development of professional competence of involved personnel” No. 8.5.3.0/16/I/001. Leading organization: National Centre for Education (VISC). Implementation period: November 2016 – December 2022. The project aims at further development of key competences and professional competences of teachers, tutors, master craftsmen, WBL tutors and administrative personnel of VET institutions. The 36h training programme „ABC of pedagogy for implementation WBL” and 72h training programme “Practical pedagogy for implementation of WBL” implemented in this project envisage both: the acquisition of the basis of pedagogy and practical aspects of WBL. By the end of 2018 652 tutors from companies and VET schools were trained in 36 hours course and 302 tutors from companies received the training of 72 hours.

2) Project SAM 8.5.1. “Participation of VET students in WBL and practices in enterprises” No. 8.5.1.0/16/I/001. Leading organization: Employers’ Confederation of Latvia (LDDK). Implementation period: January 2017 – August 2023. The project aims at providing support for 3150 WBL apprentices and 11025 VET students during WBL or practical placements in enterprise. Financial support is provided for all involved parts – enterprise, VET school, and apprentice.

By January 2019 1522 WBL apprentices were at practical placements at the workplace with 1836 more students to be involved till the end of the study year. In total 2169 enterprises from all regions of Latvia representing the main national sectors: transport and logistics, tourism and beauty, agriculture and food production, metalworking, chemical product manufacturing, construction, forestry, printing sector, finance sector, textile product manufacturing, electronics and information communication technologies (ICT) and 38 VET schools from all regions of Latvia have signed an intention agreement to participate in WBL in the frame of the ESF project and the recruitment process of new enterprises is continuing.

The Sector expert councils play important role in the ESF projects by offering legal and logistic assistance for implementing the WBL scheme. Moreover, they are engaged in – promotional activities, information dissemination, advice and recommendation on implementation, implementation assessment, and identification of the relevant enterprises. As a result of several integrated initiatives Latvia succeeded to create its own tailor-made approach which has been recognised as a useful experience by other European countries and international partners.

1.1.3 WBL RELATED LEGISLATION IN SLOVAKIA

Vocational education and training (VET) has a strong tradition in Slovakia and is one of the essential components of the education system. VET is also the largest source of qualifications in Slovakia. There are 32 groups of fields of study recognised by the legislation for secondary schools and most of study programs put emphasis not only on theoretical knowledge, but on practical skills, experiences and knowledge. For that reason, practical training aimed at gaining



relevant practical skills, experiences and knowledge has to be a part of educational programs of secondary vocational schools. The main regulatory body of VET system is the Ministry of Education, Science, Research and Sport of the Slovak Republic (MSVVS SR).

The educational reform in 2008 introduced mechanisms for linking secondary vocational education and training more closely to the labour market.

To support implementation of WBL (WBL) on the national level, the Act on vocational education and training (61/2015 Coll.) was adopted in 2015 which enabled better linking of secondary vocational schools with the labour market. The main goal of the Act is to prepare high quality workforce for employers and support competitiveness and sustainable development of economy. The Act introduced elements which allowed preparation of students in the dual system of education.

The Act on VET recognises three forms of WBL:

1. Vocational training is organized as a vocational subject in a respective study field for at least 1 400 hours of instruction. Vocational training is conducted under the guidance of a training supervisor or instructor and learners may practice productive work.
2. Professional practice is a vocational subject of the study field. It is conducted under the guidance of a teacher of the vocational training, master of vocational training, instructor or main instructor. The learners may practice productive work.
3. Practical training is organized as a separate vocational subject or as part of a vocational subject other than a vocational subject under paragraphs 2 and 3. Practical exercises must be conducted under the guidance of the teacher of the relevant vocational subject.

WBL can take place at:

1. workshop (which is a part of school)
2. the employer's workplace
3. the workplace of practical training

The dual education system in Slovakia is based on these main principles:

1. Contractual relationship

The secondary vocational school concludes a dual education contract with the employer, the subject of which is the employer's obligation to provide pupils with practical education at their own expense and responsibility and the obligation of the secondary vocational school to organize vocational education and training in the dual education system. A pupil (or a legal representative) concludes a learning agreement with the employer, which defines the form and place of practical instruction, as well as timetable of practical lessons. The organization of



practical training at the company must correspond to the organization of education in secondary schools.

2. Practical training at the practical training workplace of the company

The pupil prepares for the occupation, group of occupations or professional activities according to the specific needs and requirements of the employer at the company workplace. By completing practical training at the employer, the pupil immediately knows the real environment of the profession and develops working habits necessary for successful entry into the labour market immediately after graduation without the need for further training or retraining.

3. Taking responsibility by employers for practical training

The dual education system not only allows employers to enter the vocational training process, but makes them fully responsible for the organization, content and quality of practical training and covering all the costs related to the financing of practical training.

Pupils in the system of dual education prepare for future occupation or other professional activities in line with the requirements of the employer with whom the pupil has signed an apprenticeship contract. They acquire work habits directly in the production process at the employer's workplace, with the employer's technological equipment and learn to be closely related to the working environment and the working team. This implies a high probability of obtaining an employment contract with an employer.

Employers in the system of dual education have a strong influence on the VET provisions. Their needs and requirements can be reflected in school curricula. In dual education, employers have a responsibility to participate in the development of school curricula. In order to provide practical training in system of dual education, employers have to be certified and fulfil obligatory requirements. Employer has to meet the requirements related to the training facilities and material and technical equipment which have to correspond with the part of the school curricula of a given field of study. The company in dual education can cooperate with one or several secondary vocational schools.

The capacity of a company to provide vocational training in dual system is validated by the committee composed by representatives of relevant Slovak business chamber. Certification is done by an employers' associations certify which can be audited by the State School Inspectorate.

Employers are motivated to take part in the dual VET by fiscal incentives in form of tax exemptions, which are based and fixed per pupil according to the extent of provided work based training. The MSVVS SR also provides the employers with particular costs depending on the size of the company and amount of training hours (300 - 1000 € per pupil).



The secondary VET school has to sign a contract with the employer with all details of the provided training.

The secondary VET school can obtain the title Centre of Vocational Education and Training; the title is awarded by the representative chamber of employers for the given area of industry or services. The secondary VET school can use this title when:

- the secondary VET school cooperates with the employers in VET
- has required training facilities
- is an educational institution for further education according to the Act on Lifelong Learning No. 568/2009 Coll. preparing for the occupation, occupations and other professional activities related to the fields of study
- has high standards of equipment and pedagogical and professional staff and cooperation with the employers.

Pupils in dual education are paid for their work according to the conditions settled in the agreement with the employer (minimum 50% of average hour wage) and receive allowance for meals. They can also qualify for motivation or company scholarships.

In 2018, the Act was amended in order to facilitate the entry of companies into the system of pupils' preparation and increase number of pupils. The amendment to the VET Act was a response to the low interest of small and medium-sized enterprises, including sole traders, to enter the dual education system. One of the measures to increase the interest of employers in the dual education system is to reduce the administrative burden by simplifying the process of certification of employers.

The amendment introduced the possibility to jointly establish a workplace for practical training by a consortium of employers as SMEs are often not able to ensure requirements for personnel, material and space.

Since 2016, the system of dual education has been piloted under the ESF-funded project Dual education and increasing the attractiveness and quality of VET, implemented by the State Vocational Education Institute (ŠIOV).

1.1.4. WBL RELATED LEGISLATION IN SLOVENIA

WBL in Slovenian secondary vocational education programs are regulated by several legal acts and regulations; main ones are Organisation and Financing of Education Act (2016), Vocational Education Act (2017), and Apprenticeship Act (2017). WBL is carried out in schools and companies.

Formal upper secondary education



- **four-year upper-secondary technical education** comprises 240 credits (ECVET). The programmes are broadly designed (they include 40% general subjects and professional modules and practical training). Candidates obtain a vocational qualification and take vocational matura examination that gives access to higher vocational and higher professional education. The ease of transition to university courses from upper-secondary technical education is ensured through the possibility of taking an additional subject from the general matura examination;
- **three-year-upper secondary vocational education** prepares students for broader vocational fields. Programmes have practical guidance and include 30% of general subjects; they last three years and comprise 180 credits. On passing the final examination, students can continue their education in a two-year programme of vocational/technical education or take employment;
- **two-year upper-secondary vocational technical education** serves as a bridging course, building on secondary vocational education, and enables students who have successfully completed upper-secondary vocational education to attain vocational matura. This is the so-called '3 + 2' system representing the alternative to the technical education path. Programmes include 50% of general subjects, last two years and comprise 120 credits;
- **short secondary vocational education (two years)** comprises 120 credits. It is intended for students who have fulfilled at least the seventh year of the nine-year elementary programme, or have completed elementary school under an adapted programme. The emphasis is on practical lessons, underpinned by technical and theoretical content: 30% general subjects, 50% vocational subjects, 20% practical training at the workplace. On passing the final examination, they are qualified to pursue less demanding occupations, while at the same time they can continue their education in upper-secondary vocational education programmes.

Upper-secondary vocational education programs are implemented either as school-based path including WBL in companies or as apprenticeship path. Regardless of the path, secondary vocational education programs are equivalent. The apprenticeship path of upper-secondary vocational education is characterized by the fact that the participant receives at least 50% of the duration of the educational program (at least 55 weeks) through work in companies. In the existing school-based path of upper-secondary vocational education, as a rule, 24 weeks of WBL is carried out in companies.

WBL within the school-base path

WBL in companies is meant as an integration of education and training (theory and practice), which is achieved through cooperation among schools, companies and intercompany training centres. Student placement uses two types of contracts (individual and collective), and employers are required to meet standards such as verifying that their learning places meet



certain criteria and personnel conditions, verifying is done by Chamber of Commerce and Industry of Slovenia.

There are two types of programmes including significant part of WBL in formal education:

- upper-secondary vocational programmes (three-year programmes), which include a minimum of 24 weeks of WBL in companies (912 hours or around 25% of the curriculum)
- higher vocational study programmes (two-year programmes, tertiary education, ISCED-2011: level 5), which include 20 weeks of PTW (800 hours or 40% of study programme)

The overall length of the WBL in companies is defined by an education programme, so slight variations in the proportion can occur: as an example, gastronomy programme has 1102 hours (29 weeks) of WBL in companies.

More important, current arrangements for upper-secondary vocational programmes allow for substantial increase in the WBL in companies, up to 53 weeks of 111 weeks of education in total. This can happen if a school agrees with a company, in which case the development of all vocational competences is transferred from schools to companies. Such arrangements are also possible if student signs individual contract with a company. This practice is rare, the reasons behind it being twofold: first, schools do not trust companies enough and do not want to endanger the jobs of teachers; second, the companies find PTW too cumbersome, not fully related to their needs, or too big a responsibility.

The company must ensure the minimum conditions of competent in-company trainers, work space and equipment for students and have to demonstrate that covers working processes, which are therefore necessary for achieving the goals of WBL in accordance with the educational programme.

In-company trainer

The employer must provide the student with a trainer, who may be the employer himself or the person employed by him under the employment contract. Trainer may be a person who has a master's exam, or has at least upper-secondary vocational education and three years of work experience in the relevant field, and pedagogical-andragogic training.

Same apply for apprenticeship.

Inter-company training centre

Part of the WBL in companies may be conducted in an inter-company training centre. The inter-company training centre is organized as an organizational unit of a VET provider.

Verification of training places and register of teaching places



Verification of training places is a process of checking the suitability of minimum conditions of in-company trainers, workplace, equipment and activities to be provided by the employer and necessary to achieve the objectives of WBL in accordance with an educational program carried out by competent chambers.

The competent chamber checks the fulfilment of the conditions of the employers and if it finds that the employer no longer fulfils the conditions for WBL, issues a decision on this and reconciles the data in the register of training places and the list of apprenticeships. The register of teaching places is kept by the competent chamber as a publicly centralized computerized database of verified teaching sites available in the current or next school year.

Verification of training places also applies to the verification of apprenticeship places at employers carrying out apprenticeship.

Learning contract

The rights and obligations of the school, the student and the employer in practical education are determined by a learning contract.

A learning contract can be:

- individual learning contract, if concluded by the employer and the student and his parents or legal representative
- a collective learning agreement, if concluded by the school and the employer.

The student may also conclude a learning contract with several employers. In this case, employers reconcile their rights and obligations. The competent chamber keeps a register of learning contracts.

Obligations of employers:

- provide the student with vocational training
- ensure that the student regularly attends school and other compulsory forms of educational work,
- allow the student, in addition to vacations in accordance with this law, at least six working days off in order to prepare for the final exam
- pay the student an agreed prize
- ensure the safety at work and the health of the student
- familiarize the student with the safety regulations at work
- ensure good relations between workers and students
- supervise how the student keeps the prescribed documentation of practical training through work
- fulfil other contractually agreed obligations



The employer can impose only work that ensure the acquisition of professional competences in accordance with the educational programme.

Students' obligations

It is the student obligation to:

- regularly fulfil his teaching obligations
- regularly attend classes and other compulsory educational forms
- follow the instructions of the employer and the school in education
- safeguard the professional secrecy of the employer
- comply with occupational safety and health regulations

Assessment and final examination

The assessment of students' knowledge is done by teachers. In case of individual training contract and in apprenticeship path, students are assessed by both, teacher and in-company trainer. Final examination exists of 2 exams: mother tongue and practical assignments with defence. Practical assignments can be done in schools or in companies. The same final examination is carried out also in apprenticeship path.

Apprenticeship form

Slovenia had a previous tradition of apprenticeship, which was a typical training route for many generations up to the late 1970s, when it was interrupted. Around a quarter of a century later, after Slovenia gained statehood, an attempt was made to (re)introduce an apprenticeship system and it was not successfully implemented. The current effort to implement apprenticeship in Slovenia is taking place in a situation where VET is seen by many stakeholders as the responsibility of the State, specifically The Ministry of Education, Science and Sport (MoESS).

Slovenia began re-establishing apprenticeship with past and the present experience from where the PTW component in vocational education programmes has been increased. The MoESS supported by the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) has prepared a pilot to start from 2017/18 school year. The Parliament of the Republic of Slovenia adopted the Law on Apprenticeship (8 May 2017).

Pilot will thoroughly test the proposed conditions of the new law and be closely monitored and adjusted as it progresses. The CPI is mandated to conduct continuous monitoring of the pilot and discuss the progress made with the social partners at all stages of implementation.

The new Law on Apprenticeship (2017) sets apprenticeship as a form of education in upper secondary vocational education (three-year programmes) and in continuing vocational and technical education. 'Apprentice' can be a person enrolled in an upper secondary vocational education programme that is provided in the apprenticeship form or a person, unemployed or



employed, who is enrolled in part-time programme aiming to achieve an upper secondary vocational or further vocational/technical qualification or to get retrained.

Goals of introduction of apprenticeship are:

- providing internationally comparable education with the knowledge, skills and professional competences necessary for the pursuit of the profession and for continuing education
- promote early vocational training
- promote the integration of the economy into the education system
- links education at school and practical training in apprenticeships
- provides a properly trained human resources for industry and promotes youth employment

Implementation of apprenticeship form

In apprenticeship, at least 50 percent of the educational programme shall be provided as WBL with an employer, and at least 40 percent of the educational programme shall be conducted by a school, all of which shall be general education subjects. WBL may be provided to one or more employers, within the framework of international mobility programmes for the purpose of practical training, but may in part in inter-company training centres.

Apprenticeship plan

the apprenticeship plan contains:

- defining and aligning the goals of practical training with the apprentice's work with the goals and scope of school education in accordance with the educational programme
- preparation of a timetable for apprenticeship training and school education (cyclical, recurrent), with apprentice taking into account the technological processes specific to the profession for which the apprentice is trained
- the ways and forms of mutual communication of the apprentice's fulfilment of obligations, absences, violations, educational measures and other circumstances relevant to the apprenticeship
- manner of participation in the completion of the final examinations

The apprenticeship implementation plan prepared by the school and the employer shall be concluded between the competent chamber, the employer and the school implementing the training program in the form of apprenticeships, in which the apprentice is enrolled.

Obligations of employer

At the time of apprenticeship, the employer must:

- provide the apprentice, in accordance with the educational programme, with quality practical training by working in a verified apprenticeship



- enable the apprentice to fulfil the obligations of the educational programme at school
- in accordance with the collective agreement or until the 15th day of the month for the previous month, to pay the apprentice reward determined by Law of Apprenticeship
- provide the apprentice with safe and healthy work in accordance with the regulations
- protect and respect the apprentice's personality and to respect and protect the apprentice's privacy
- allow the apprentice, in addition to vacations, to have at least six working days off in accordance with the school calendar to prepare for the final examination
- impose on the apprentice only the works specified in the educational programme in order to achieve the learning objectives in practical training through work
- keep records in the field of work and social security in accordance with the law
- provide health checks that meet the risks to occupational safety and health
- have a registered apprenticeship agreement with the competent chamber
- fulfil other apprenticeship contract agreed obligations.

Obligations of apprentice

At the time of apprenticeship, the apprentice must:

- undertake practical training by working as directed and supervised by the employer
- keep an apprentice's journal regularly,
- regularly fulfil the obligations of the educational program and meet the required standards of education,
- inform the employer of material circumstances that affect or could affect the fulfilment of his contractual obligations and of any changes that affect the exercise of the rights arising from the apprenticeship relationship,
- refrain from any action which, in view of the nature of the work performed by the employer, materially or morally harms or could harm the employer's business interests,
- protect the personal data and business secrets of the employer,
- become acquainted with the safety and health measures and to perform other duties in accordance with the rules of safety and health at work; and
- fulfil other contractual and legal obligations.

Interim exam

Once during the apprenticeship, usually at the end of the second year, the performance of the necessary qualification and knowledge of the apprentice according to the apprenticeship implementation plan is checked. At the same time, the method of performing apprenticeships with the employer is checked. In doing so, the employer is advised on the continuing practical education of the apprentice. The interim exam is organized by the competent chamber.



The content, method and procedure of the mid-term examination, at the proposal of the competent chamber, shall be determined by the Expert Council of the Republic of Slovenia for Vocational Education.

The same interim examination is carried out also for students with individual learning contract in the school-based path.

1.2. KNOWING YOUR STUDENTS – INDIVIDUAL CHARACTERISTICS OF VET STUDENTS/TRAINEES– ANNEX 2 AND ANNEX 3

In vocational education and training (VET), apprenticeships and other forms of WBL require understanding of how WBL experiences, such as apprenticeships or school-based VET including on-the-job training periods, are provided and made into effective learning opportunities. It is very important, during the preparation and then implementation of the WBL process, to take into consideration that not all the students are the same. Some people learn better by reading things. Others learn better by doing things. Considering that there are many ways that people learn, and there are many needs that people may have. The learning needs of people are influenced by their other characteristics. This is because people:

- Learn in different ways
- Learn at a different pace
- Have different backgrounds (educational, ethnic, employment, etc.)
- Have different reasons for learning
- Are motivated in different ways and by different things
- Respond differently to challenges presented in learning programmes

The training that we are planning is targeting a particular group of learners, who share at least some characteristics. This does not mean that they are all the same or that they all have the same learning needs. This means, however, that there might be a narrow range of learning needs that we need to plan for.

1.3. STUDENT-CENTRED LEARNING APPROACHES

Student-centred learning, or also known as learner-centred education, generally encompasses teaching methods that shift the focus of instruction from the teacher to the student. In original usage, student-centred learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centred instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centred learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.



Student-centred learning puts students' interests first, recognising student's voice as central to the learning experience. In a student-centred learning space, students choose what they will learn, how they will pace their learning, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centred learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role while student-centred learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

The term student-centred learning refers to a wide variety of educational programmes, learning experiences, instructional approaches, methods, etc. that recognize individual differences in learners and intend to address the distinct learning needs, interests, aspirations, abilities, learning styles or cultural backgrounds of individual students and groups of student, placing the teacher as a facilitator of learning for individuals.

A learner-centred approach to pedagogical practice constructs learners as active agents in their own learning, not merely recipients of other peoples' knowledge. Learners become participants, contributors and elaborators of knowledge and skills, which are always socially mediated. At the same time teachers and trainers become facilitators, learning resource managers and guides. However, this move to a more learner-centred pedagogy in VET should not be understood as occurring solely because of the ascendancy of one theoretical model of learning over another. Today, contemporary social and economic conditions including the new requirements of work are characterized as being subject to rapid change and this recognition of change has, in a sense, contributed to the focus on learner-centred approaches to education and training.

The challenges facing vocational education in the twenty-first century demand learner-centred innovative and flexible approaches including a reoriented curriculum to take account of new subjects and issues such as technology, the environment, foreign languages and cultures, entrepreneurship and the requirements of rapidly growing service industries.

Findings reveal the impact of WBL process implementation learner-centred pedagogies on learners, taking account of how they may benefit by becoming more motivated, engaged and satisfied with the chosen programme, so that they remain and progress within education and training. Conclusions show that learner attentiveness, engagement, striving for success, aspirations and assertiveness are all associated with key outcomes such as achievement, satisfaction and lower risk of dropout.

Understanding the effects of vocational pedagogies, and particularly of learner-centred approaches, matters. It enables policy-makers to develop models and tools which can help VET teachers and trainers more effectively match teaching and learning methods to the needs of their students and their contexts. Through such means, vocational pedagogies can directly



impact on the quality of teaching and learning, and achieving the wider goals of vocational education and training.

In 2008, the introduction of the European qualifications framework led to a significant reform with the introduction of learning outcome approaches to the design of VET provision. That same year, the Council recommended that 'curricula should be used as a tool to encourage more learner-centred approaches in education and training' (Council of European Union, 2008).

1.4. WELLNESS TOURISM SECTOR'S SPECIFICS IN RELATION TO WBL IMPLEMENTATION

Wellness tourism is the powerful intersection of two large and growing industries: the tourism industry and the wellness industry, which has been thriving and growing more than twice as fast as general tourism.

Holistic health and prevention are increasingly at the centre of consumer decision-making, and people now expect to continue their healthy lifestyles and wellness routines when they are away from home. Wellness tourism is travel associated with the pursuit of maintaining or enhancing one's personal wellbeing.

Wellness tourism is a very specific sector, so specific knowledge about the sector is required. For the workforce, however, there are still general and basic skill needs for everybody. For example, lack of knowledge of foreign languages has been recently recognised by national tourism organisations of some European countries as a permanent problem and even as a competitive disadvantage. Personal skills, problem solving and basic computer skills are especially important for the skilled craft workforce.

The wellness customer is already a reality and cannot be simply included in any other target group. Both in daily life and on vacation, such customers want support in all wellness areas. They expect and pay for qualified services, associating clear needs, desires and values with wellness. If service providers in wellness tourism accept this premise, they can only earn a lot of money in the long term by offering proven and qualified wellness services, placing the person – i.e. the customer – at the centre of their attention.

However, there are significant deficits with regard to occupational profiles and qualifications for wellness and wellness services. These deficits exist in both the top management and the operational level where concrete offers and products are developed and realised. The sector is challenged by a growing demand for customer orientation, increasing international competition, volatile markets in an insecure environment, changing customer demands towards individualisation.

Being aware of challenges and trying to overcome them are essential to successful WBL. Some useful suggestions include:



- a) Make the learning process job-related;
- b) Where possible, apply the mentor model;
- c) Get strong support from both management and employees;
- d) Try to integrate learning in the career path of the employee;
- e) Embed the learning process in a strong framework supported by the organisation or company;
- f) Include basic skills (language, behaviour, culture, organisation, communication) in the learning process;
- g) The whole process needs passion, or at least motivation, with continuing stimulation from both sides;
- h) Learning plans need to be transparent to the users;
- i) learning (still) needs to be fun for everybody;
- j) It is very important to establish goals and measures to evaluate results and outcomes;
- k) Importance of social dialogue is not to be neglected;
- l) Partnership in general is crucial for the success of every kind of learning process.

The qualifications required of employees in the wellness tourism industry are now very wide-ranging. Focus on professionalism in tourism is necessary due to the identified general and profession specific training gap. There is a significant need for completely new occupational profiles and qualifications, with possession of skills considered essential across the industry:

- a) Communication skills;
- b) Customer service;
- c) Numeracy;
- d) Problem-solving;
- e) Decision-making;
- f) Risk management;
- g) Finding information;
- h) Job task planning and organising;
- i) Working with others;
- j) Digital competences;
- k) Practicing sustainability;
- l) Language proficiency;
- m) Literacy.

1.5. DEFINING SPECIFICS OF THE WORK PLACE AND REQUIREMENTS FOR WORK PERFORMANCE

– ANNEX 4

Wellness Services in Bulgaria

Wellness services and programmes in Bulgaria are offered by thermal and spa centres, wellness and fitness centres, hotels, health studios, beauty and body care studios, etc.



Providers of wellness services in Bulgaria are registered within the following activities according to the Classification of economic activities 2008 (NACE.BG-2008)) of the National Statistical Institute of the Republic of Bulgaria:

- activities of hotels and similar accommodation establishments (I55.10)
- other short-term accommodations (I55.20)
- operation of fitness facilities (R93.13)
- body care activities (S96.04)

Bulgaria ranks second in Europe in terms of mineral water resources and what is needed to become even more competitive on the international tourist market is to have clear rules in place. A positive step in that direction was the adoption of Ordinance No 2, dated 29 January 2016, on the Terms and Conditions for Certification of Balneological (Medical SPA) Centres, SPA Centres, Wellness Centres and Thalassotherapy Centres of the Ministry of Tourism, promulgated in the *State Gazette* on 9 February 2016. This piece of legislation introduced for the first time a minimum of statutory requirements that these specialized centres had to meet, ensuring that only entities certified in accordance with the ordinance would have the right to use the abbreviation 'SPA'. The detailed requirements to the centres are arranged in several groups: building; equipment and furniture; service; tourist services offered; staff qualifications and experience.

The entry into force of the Ordinance was aimed to put an end to the vicious practice of hotels with minimum equipment defining themselves as 'SPAs' and protect consumers who would know what to expect when paying for a service and where they could receive it. For this purpose, a Register of Certified Centres was established as part of the National Tourism Register, which is accessible online. At present, a total of 145 certified centres are listed in the Register <https://ntr.tourism.government.bg/CategoryzationAll.nsf/enspa.xsp>

Health wellness industry jobs

- **Athletic trainer** (to work with professional athletes but also with non-athletes to prevent, diagnose and treat muscle and bone injuries and illnesses; to create comprehensive programmes for athletes to prevent injury and illness, and rehabilitation programmes for injured athletes)
- **Exercise physiologist** (with skills and competences to develop fitness and exercise programmes aimed at improving cardiovascular function, body composition and flexibility to help patients recover from chronic diseases and disorders; to make individualized fitness regimens for each patient depending on an individual's goals and medical history)
- **Fitness trainer** (to lead others in exercise activities, including cardiovascular work, strength training, and stretching, often planning their own classes and making



adjustments fit for clients, making sure clients are performing the exercises correctly to avoid injury)

- **Massage therapist** (They treat clients by using touch to manipulate the muscles and other soft tissues of the body. With their touch, therapists relieve pain, help heal injuries, improve circulation, relieve stress, increase relaxation, and aid in the general wellness of clients)
- **Occupational therapist** (They treat the injured and disabled to improve their ability to perform skills needed for daily living or working. They evaluate a patient and recommend different exercises, equipment or changes to a patient's environment to help them live a more independent life)
- **Physical therapist** (to work with patients during rehabilitation from chronic conditions, illnesses or injuries. A physical therapist assesses each patient's needs and develops a plan consisting of exercise, functional movement training and/or the use of canes, wheelchairs, etc. The goal is to increase the patient's range of mobility)
- **Recreational therapist** (to work with people who are disabled, ill or injured to help improve their physical, social or emotional well-being; to develop and coordinate recreation-based treatment programmes for patients, often including activities such as dance, art, sports, aquatics or drama)
- **Dietitian/Nutritionist**
- **Wellness centre activities' manager**

Providers of wellness services in Slovenia

Wellness services and programmes in Slovenia are offered by institutions in spa tourism in thermal and spa centres, wellness centres, health studios, beauty and body care studios, beauty and cosmetic centres, fitness centres and hotels.

Based on the business activity records data (Bizi.si), we can see that the providers of wellness services are registered within the following activities according to the Standard Classification of Activities (SKD) of the Statistical Office of the Republic of Slovenia:

- the activities of hotels and similar accommodation establishments (I55.100),
- body care activities (S96.040),
- other short-term accommodations (I55.209),
- cosmetic and pedicure activities (S96.022),
- operation of fitness facilities (R93.130),
- renting of private rooms to guests (I55.203),
- tourist farms with rooms (I55.202) and
- restaurants and inns (I56.101).



Depending on the size and specificity of the offer, providers of wellness services can be divided into five categories:

- **tourism - large:** large wellness centres of relaxation and pleasure within the institutions in spa tourism in therme and spas, e.g. Wellness Orhidelia Terme Olimia, Balnea Dolenjske Toplice, Wellness Spa Center Thermiana Laško;
- **tourism - small:** small wellness centres of relaxation and pleasure in thermal and spas centres, e.g. Wellness Terme Vivat, Vitarium Šmarješke Toplice, Wellness Paradiso Terme Paradiso, a massage and beauty center La Vita Spa & Beauty Terme Dobrna;
- **residents (outside tourism) - large:** large wellness centres outside the scope of spa tourism, e.g. Wellness Atlantis, Wellness center Harmonija, Sense Wellness club Ljubljana, Sunny Studio Ljubljana;
- **residents (outside tourism) - small:** small wellness centres outside the scope of spa tourism, e.g. wellness center Oaza miru, Beli Lotos, Fanči cosmetics and sauna;
- **rural wellness centres:** Wellness Lara Jelenov greben, wellness Skok Mozirje, wellness Pod macesnovo streho Robanov kot, Wellness center Korošec Mozirje.

Occupations represented in wellness activities

Due to the interdisciplinary nature of the wellness activity, which includes very different fields – from healthy eating, exercise and relaxation to spirituality, beauty and physical care and health services – the structure of the professions involved is very diverse. Occupations in the following fields are represented in the wellness activity:

- sport and fitness (fitness instructors, aerobics instructors),
- nutrition and diet (dietician, nutritionist),
- relaxation therapies (aroma therapist),
- cosmetics, beauty and body care (cosmetic, manicurist, pedicurist, masseur),
- medical therapy (reflex therapist, physical therapist, therapeutic massager), and
- professions that include management (organizer of wellness activities).

WBL (WBL)

WBL (WBL) is a form of education that provides students with hands-on work experience, using theoretical and practical knowledge and social skills, while developing, in addition to soft skills, transversal skills, thereby developing their professional competencies and increasing employability.

In Slovenia, secondary vocational and secondary vocational and technical education programmes comprise a minimum standard of theoretical and practical knowledge that



guarantees students a certain degree in vocational education. Successful implementation of the educational programme is the responsibility of both social partners – the school and the employer. Employers provide practical work training. In addition to practical skills, students acquire those skills that cannot be acquired in school workshops, in particular:

- socialization in the work environment;
- the dynamics of the real work process;
- responsibility for the quality of the work performed.

The school and the employer work closely together to implement the programme. The organizer of the practical education at the school is responsible for the connection between the two, which takes care of the organization and all activities and support in the implementation of practical training through work. The employer provides the conditions for practical training with work, and the mentor is responsible for the actual implementation of practical training by work. The employer may also be a mentor.

It depends on the size and structure of the providers in the wellness activity who is taking responsibility for the practical training through work, but everyone strives for students to develop the skills that the wellness employees highlighted in the field research¹ as the most important. These are: communication and presentation skills, client-oriented approach, wellness services design skills, sales and marketing techniques and using information technologies.

Wellness tourism sector's specifics in relation to WBL implementation in Latvia

Wellness tourism is a growing industry that is constantly evolving, offering new services and products as well as creating new jobs and requiring employees with adequate skills. In order to bring education closer to the demand of the labour market, more and more employers in Latvia are engaged in the training process – implementing WBL (hereinafter WBL) in their businesses.

Wellness tourism worker is a specialist who has good knowledge of the industry – both practical and theoretical, as well as organisational and communication skills. Administrator of wellness centre (AWC) knows the wellness and SPA services, successfully communicates with customers, can find the best SPA treatments for the client, is well acquainted with the professional SPA cosmetics, coordinates the work of the SPA centre, organizes the circulation of information, knows the documentation, advises management on possible solutions, represents company in collaboration with partners and customers.

¹ The field research, planned for the WellTo project, is presented in the National Occupational AWC Profiles report -Slovenia. Through field research, reliable information was collected to identify the occupational profile Administrator of Wellness centre (AWC).



Main duties working as AWC are clients scheduling, registration and work with a client database, advising guests and customers on wellness topics and developing individual programmes for them. AWC is also responsible for the organization, coordination and monitoring of the wellness services provided in the centre, keeping inventory and ordering products necessary for wellness services, financial operations, scheduling and coordination of the work of specialists providing wellness services. Continuous education in the field of wellness services and products is also important.

AWC can work in wellness, SPA companies, recreation centres, hospitality and tourism companies, beauty companies with wellness and SPA zone and other service institutions as an employee.

Process of WBL implementation

VET school organizes WBL for a student which implements an individual WBL plan in accordance with a licensed vocational education programme at the entrepreneur, merchant, association, foundation, self-employed or individual enterprise, as well as with other entities engaged in economic activity, including public derivative (hereinafter - company), as a result of which a professional qualification is obtained, except for the fourth and fifth level of professional qualifications. On the basis of such conditions, every single performer of economic activity in the territory of the Republic of Latvia may carry out the training of the WBL, and this demonstrates that the form of the implementation of WBL is possible for everyone.

A company that plans to participate in WBL, shall turn to the VET school that implements the educational programmes of an appropriate profile.

The content to be implemented and the qualification to be acquired in the form of WBL programme are identical with the content and qualification of the corresponding education programme in any other form. This is provided by the VET school in cooperation with the company.

The implementation plan of the curriculum, which consists of the schedule of the study process and the learning plan, includes the necessary information related to the implementation of the educational programme in the form of WBL. Implementation plan, which determines the amount of the curriculum implemented in the company within the framework of WBL: at least 25% of the total amount of the curriculum, excluding qualification apprenticeship (in programmes implemented after the acquisition of general education), with the exception of vocational education and secondary vocational education programmes after primary education; and at least 25% of the total amount of the curriculum in vocational education and in vocational secondary education programmes following the acquisition of primary education.

VET school in cooperation with the company, develops and approves an individual plan for each trainee in accordance with the implementation plan of the curriculum, specifying the ratio of



theory and practice of the professional content of the curriculum in the VET school and the company.

The individual plan for each trainee is an integral part of the training contract. The contract is concluded before starting WBL by the VET school, the company's representative and the apprentice or his / her legal representative, if the trainee is a minor.

The VET school shall ensure that the trainee is acquainted with the duties and rights to participate in WBL. The recommended number of students per WBL tutor in the company – not more than six apprentices at the same time.

6 steps implementing WBL:

1. Vocational education institution offers students the opportunity to study in WBL programme.
2. Entrepreneur together with vocational education institution develops an individual learning plan for the trainee(s).
3. Entrepreneur meets with the trainees of a vocational education institution, and preferably together with representative of the vocational education institution presents the individual learning plan.
4. Vocational education institution receives a conclusion from the Sectoral Expert Council that the company can implement WBL. The company provides WBL tutor with pedagogical competence and approves awareness of WBL requirements - to insure liability insurance for the trainees and to conclude an agreement on the scholarship and/or employment contract.
5. Vocational education institution, trainee and company conclude a trilateral agreement on the implementation of WBL for a period of one semester. Student may have several trilateral agreements with different companies within one semester, because one company may not be able to implement the whole training programme.
6. Work-place tutor performs a monthly assessment of the trainee and records it either in the journal or in the WBL journal (depends on how vocational education institution has accepted the registration of these evaluations).

Wellness Services in Slovakia

Wellness services and programs in Slovakia are offered by thermal and spa centres, wellness and fitness centres, aqua parks, hotels, health studios, beauty and body care studios, etc. Spa industry is presently an inherent part of Slovak tourism. According to the Ministry of Health of Slovakia (2016), there are 29 “spa places” in 23 spa resorts. According to the Association of Slovak Baths “ASK” (2016), there are 31 spa companies associated in its structure.



The present form of spa tourism in Slovakia began to develop especially after the 1990's. During this period, the “complementary” form (kind) of spa, called wellness, started to develop. For the reason mentioned above, wellness and spa are presented as one type of tourism within the typing of tourism. (Vystoupil et al. 2016; Kasagrandá, 2016). The spa and wellness compose a significant share within the structure of tourism in Slovakia, especially in the context of the evaluation of tourist overnight stays and revenues. The therapeutic spas in Slovakia are among the oldest and best quality in Central Europe. Possibly the best-known spa resort is Piešťany, which became renowned not only for its unique thermal mineral waters, but also for its therapeutic sulphuric mud. Rajecké Teplice enchants all its visitors with its exclusive antiquated atmosphere, while Turčianske Teplice spa will spoil you with its unique procedure, the Golden cure. Two spas are unique in Europe. Firstly, in Sklené Teplice is the spelaeen steam pool, appropriately named “Parenica”, then in Trenčianske Teplice is the Hammam Turkish baths. The exceptionally clean mountain air of the Vysoké Tatry (High Tatra mountains), which are home to several climatic spas, help the treatment of respiratory diseases.

Categorization of spa resorts according to their importance for spa tourism:

International: Piešťany, Bardejov, Vysoké Tatry*:

- high price and share of 4 * accommodation facilities
- high capacity for congresses and conferences
- high quality and quantity of offered services
- a long tradition

National: Bojnice, Štrbské Pleso, Sliač, Dudince, Trenčianske Teplice, Turčianske Teplice, Rajecké Teplice:

- medium high price per bed
- 3 * and 4 * accommodation facilities
- relatively high capacity for congresses and conferences
- medium quality and quantity of services offered
- a relatively long tradition

Regional: Vyšné Ružbachy, Nimnica, Nový Smokovec, Sklené Teplice, Brusno:

- medium high price per bed
- mostly 3 * accommodation facilities



- medium capacity for congresses and conferences
- average quality and quantity of offered services
- a shorter tradition

Local: Liptovský Ján, Horný Smokovec, Lučivá, Číž, Štós, Smrdáky, Dolný Smokovec, Tatranské Matliare, Tatranská Polianka, Tatranská Kotlina, Červený kláštor, Kováčová, Lúčky:

- low price per bed
- mostly 2 *, resp. 3 * accommodation facilities
- low capacity for congresses and conferences
- low quality and quantity of services offered

Relationship between students and tourism

Ministry of Transport and Construction of the Slovak Republic (MoT) carried out the creation of the National Tourist System of the Slovak Republic (NTS) to ensure the professional smart presentation of the Slovak Republic as an attractive tourist destination. In April 2017, the fifth edition of the Young Creator Competition was held, where the students of the secondary schools were awarded the Prize of the Minister of Transport and Construction of the Slovak Republic in the Top Tourist Destination competition. One of the aims of the competition is to strengthen the relationship between students and tourism.

MoT elaborated the document concerning the introduction of recreational vouchers in Slovakia to support domestic tourism in the country. The document is ready to be submitted to the further legislative proceeding.

WBL

The Slovak Republic vocational and education training (VET) system is marked by a relative lack of work-based learning and weak labour market outcomes among school-based VET programs. Moreover, demographic decline and strong competition from academic education are putting pressure on the Slovak Republic VET system. Recent legislation has sought to tackle these challenges by introducing a dual style apprenticeship system.

Employers are dissatisfied with VET graduates' competences: this is a result of VET being underfinanced and funding mechanisms based on number of learners, not the quality of learning outcomes. Changing young people's education preferences and broken links between the worlds of work and education also play a role.

There is no genuine apprenticeship in Slovakia although learners in school-based three-year programs comprising high share of work-based learning were sometimes called apprentices.



This term, however, disappeared from legislation which denotes all initial VET learners as students and not employees of companies where the training takes place. This also applies to the newly introduced dual VET.

Dual VET is based on cooperation between secondary vocational schools and companies. Companies can become involved in VET, taking full responsibility for organizing practical, work-based learning. Cooperation between schools and companies has been in place for several years, using school-based VET where practical training was carried out in companies.

But it is the adoption of the new Act on Vocational Education and Training in March 2015 (in force since April 2015) that established an official nation-wide framework for dual education. Dual education should enhance pupils' practical skills, increase their contact with the real world of work and help employers to prepare the future workforce in accordance with their current technologies and production facilities. Within the dual education system, the role of employers has been reinforced. They are fully responsible for organizing practical training, its content and quality. They are also involved in the creation of the school curricula, which are prepared in close collaboration with the associations of employers and their chambers. Apart from benefits related to the availability of a greater skilled workforce in the near future, employers may benefit from fiscal incentives which take the form of tax exemptions. Companies offer practical training in certified training centres (certified by employers' associations) based on a contract signed with secondary schools. The contract defines the form and place of training, its timetable, number of pupils involved, financial and material provision, etc. A further "apprenticeship" contract between the employer and the pupil (his/her legal representative) must also be signed.

1.6. DIMENSIONS OF WBL – BENEFITS OF WBL FOR ALL PARTICIPANTS – ANNEX 5

The rationale for promoting WBL is that it offers many advantages over school-based or classroom-based learning, especially in developing professional competence. WBL has the potential to offer many advantages; these may be experienced differently by different participants depending on whether they are students/trainees, employees or individuals currently not in the labour market, such as the unemployed. Benefits may be tangible (a new qualification, promotion or salary increase) or intangible (improved self-esteem, greater career awareness).

There are economic, social and learning benefits associated with WBL for the three actors that most benefit from this model: learners, employers, and society at large.

➤ **Benefits of WBL for learners**

In principle, certain benefits apply to all participants while others more specifically affect a particular group, such as students, trainees, adults, employees, vulnerable young people, or the



unemployed. However, these benefits do not come about automatically but rather only arise when certain conditions are met (i.e. an effective learning environment in the workplace).

A key advantage of WBL for participants is that they develop expertise not only through the acquisition of technical skills and personal and social competences but also through socialisation in the workplace. The extent to which these competences are acquired differs significantly from one workplace to another and depends on the situations that learners are exposed to and the support they receive.

- ***Hard skills, technical expertise and tacit knowledge.*** One of the key strengths of WBL is that it is a very effective way to develop expertise and the kind of skills and competence that are highly relevant to a given profession and, even more so, to a specific workplace. Because of the close relationship between learning and real-life work processes and the nature of the WBL process (learning by observing and doing), the development of technical skills and disciplinary knowledge goes hand in hand with the acquisition of tacit knowledge (know-how or procedural knowledge).
For many workers, the importance of WBL is growing because skill development is often a factor in maintaining employability in the long term as nowadays, workers are expected to be more flexible, to have a wide range of skills, and to be able to take on responsibilities, previously undertaken by managers and supervisors.
Adults appear to learn much more effectively through workplace activities than through any other form of training. Employees regard their workplace as the most important venue for learning and believe that practice is the best way to learn. Involvement in WBL improves employees' quality of work, earnings, professional status and career development, and job satisfaction. Mechanisms that formally recognize workplace learning are important because they facilitate skills portability and worker mobility.
- ***Soft skills, other competences and behaviours.*** Technical skills alone are no longer considered enough in today's labour market. WBL is an excellent way to acquire a broad range of soft skills, competences and behaviours. Many of these are difficult to develop outside of a real workplace, for example, attitudes towards work, including taking responsibility, meeting deadlines, and knowing how to act in a given situation. Key personal and social competences (communication, teamwork and customer relations skills) and general competences (project planning and problem-solving skills) and qualities such as being enterprising, highly motivated and prepared to take risks are becoming increasingly more important in today's labour market. WBL provides a great opportunity to develop these skills through formal and informal interaction with colleagues, management and customers, and by resolving real-life challenges that occur every day at work. Thus, work experience can also help young people to develop self-evaluation skills and build the confidence they need to reflect on and learn from experience. People typically become aware of the need to develop soft skills and competences when they use them in practice, and such skills are hard to develop away



from the concrete demands of a real workplace. They can also benefit employees outside of their working life, although the return on investment may not be as immediate or explicit as the return on vocational or job-specific skills.

- ***Socialisation and motivation.*** Besides facilitating the acquisition of technical and job- or profession-specific skills, WBL is also effective in providing conditions for socialisation in a workplace environment. WBL helps individuals to gain a better understanding of the workplace culture and its expectations and to acquire good work habits. Each individual has a unique set of career aspirations, skills, competences, strengths and weaknesses. WBL helps individuals to gain a better understanding of workplace culture and expectations and has the potential to develop the learner's self-esteem, self-confidence, self-efficacy and motivation when trainees are given the opportunity to demonstrate their capabilities and to accomplish tasks and resolve problems in a work context, and also develop career awareness and career management skills.

WBL also has specific advantages for young people, particularly when we compare work-based and school-based learning contexts in terms of wages and school-to-work transition outcomes.

- ***Smoother school-to-work transitions.*** Preparing young people and students for the world of work through real work experience improves their employability. It can be a double asset in the transition from school to work and in competition for a job: on the one hand learners obtain certain skills and competences more effectively through WBL, and on the other they already have one foot in the labour market since employers tend to recruit the best candidates. Apprentices and trainees can find employment immediately after they complete their training: they may either remain in the company where they trained or quickly find jobs elsewhere.
- ***Positive Impact on wages.*** The extent to which wage returns are higher depends on the prestige of the apprenticeship system, its competitiveness, the level of the qualification obtained and such factors as company size and gender.
- ***WBL also fosters entrepreneurship.*** Former apprentices are more likely to set up their own businesses than their peers who have followed other education paths.

WBL can be an attractive study path and also generate benefits for vulnerable young people and the unemployed. It can offer them more flexibility and a more appropriate pedagogic approach than school-based learning: unemployed individuals who have experienced failure in classroom-based education often thrive in a more practically orientated programme. WBL is also more closely linked to the labour market aspirations of young people. Indeed, many reintegration/re-training programmes for vulnerable young people and unemployed adults use WBL and such courses can offer a route back into formal education or facilitate the learner's transition to employment.

➤ **Benefits of WBL for employers**



WBL has the potential to offer employers a variety of benefits. These range from financial benefits (i.e. increased productivity) to soft benefits (i.e. increased staff morale), and from immediate benefits (i.e. acquisition of skills needed in the workplace) to medium-term (i.e. lower staff turnover) and long-term benefits (i.e. enhanced profitability and improved business performance). The following are some of the key business arguments for engaging in WBL.

- **Higher productivity.** WBL could have a significant impact on productivity, although the estimated return on investment might vary. In some studies, employers who hired former WBL participants reported that those employees required less training, did better work and had more and broader skills than other new recruits.
- **Recruitment impact.** WBL affords employers insight into whether the participants have the characteristics needed for the job. It also gives them the opportunity to recruit the most talented people, thereby reducing the cost of external recruitment and internal induction. The opportunity to get to know future employees can be an important motivating factor for employers who engage in WBL programmes.
- **Enhanced corporate image.** According to surveys, employers in some countries believe that participation in WBL enhances the company's reputation, while in others this does not appear to be the case.
- **Staff retention and work satisfaction.** Research indicates that employees who have trained with a company are more likely to stay with that employer because they feel a sense of loyalty or commitment and see better opportunities there for personal and professional development. Companies know that offering learning opportunities is also a way to retain staff.
- **Opportunity to address skills gaps.** Skills shortages and gaps have a range of negative consequences. Companies may lose valuable business or be forced to turn business away, and shortages can also delay the development of new products and services or lead to increased operating costs. WBL can be used as an effective strategy to address the problem of inadequate skills supply and to ensure the availability of skilled workers by investing in the future workforce.

➤ **Benefits of WBL for society**

The impact of WBL even goes beyond the immediate effects on individual learners, employees and employers. The following are a few examples of the benefits for society.

- **Increased employability.** WBL produces a broad range of relevant skills and fosters employability. Studies comparing the performance of WBL and school-based learning indicate that WBL more effectively prepares learners for the labour market and fosters the acquisition of soft and employability skills.
- **Youth employment.** National studies and cross-country comparisons show that countries with strong apprenticeship systems have better youth employment patterns and lower youth unemployment rates.



- **Inclusion in society.** WBL can offer intrinsic benefits in terms of inclusion. It can lay down an important foundation for social integration and participation, particularly for vulnerable groups. It also helps to keep dropout rates low.
- **Economic return.** WBL makes sound economic sense because the costs of achieving learning outcomes are transferred from publicly funded educational institutions to enterprises, thus reducing public expenditure and freeing up funds for other priorities. The results of studies that have compared the lifetime benefits of completing an apprenticeship in terms of employment and wages with the cost of the programmes point to significant surpluses of benefits over costs. Another economic rationale for WBL is the relationship between the technological upgrading of an economy, its potential for innovation and creativity, and the learning needed to foster both.

2. IMPLEMENTATION PHASE – ANNEXES FROM 6 TO 8

2.1. STEPS FOR SUCCESSFUL MEDIATION BETWEEN COMPANIES AND VET SCHOOLS IN WBL PLANNING, ORGANIZING AND MONITORING

Systematic cooperation between VET schools and companies was one of the principles to ensure high performing WBL, identified by the European Commission in a report, published in 2015. Ensuring quality and attractiveness of VET is important both in terms of providing the right competencies for the labour market, but also as a means of securing the quantity and the quality of VET graduates. One of the key aspects in securing VET quality and attractiveness is related to VET-business cooperation, for which WBL mediators play an important role. Mediators' responsibilities for facilitating the cooperation between VET providers and companies involve WBL planning- and organisation-related issues, monitoring and organization of transnational mobility.

Successful mediation between companies and VET providers, and therefore – successful school-business partnerships has identifiable characteristics, including:

- Qualification and curriculum design, developed in conjunction with both parties; careful planning, with learning and on-the-job activities being explicit and understood by all parties
- Conducting analyses on business needs and plan for effective learning in a work-based context
- Schools and VET institutions helping businesses to embed WBL in the organization at all levels with a close working relationship between the educational institution and the business organization, placing sufficient emphasis on developing and extending meaningful and effective relationships with businesses
- A focus on skills, careers and job progression in the WBL; the learning emphasis is on development of job-related skills as well as transferable skills; a clear 'matching' process between the WBL opportunity and the young person's interests and development needs



- Checking and validating the suitability of the training environment and in-company trainers
- Applying common standards for the administration and supervision of learners
- VET institutions equipping teachers and tutors with sufficient knowledge and tools to create a partnership approach to designing WBL opportunities that create impact for both employer and learner
- School and business partnerships sufficiently support the development of VET teachers and tutors to improve their own knowledge and practice so that WBL is delivered by well-trained, qualified VET teachers and tutors who understand how to plan and adapt learning needs based upon the business and learner circumstances.

VET school-business partnerships are the fundamental relationship in creating high quality WBL opportunities for young people. Relationships should be strong and learning to be tailored for creating successful impact on young learners and businesses.

2.2. TRANSNATIONAL MOBILITY IN WBL

Mobility abroad can help young people in VET to gain the professional and personal skills needed for today 's competitive employment market.

Over the last decades, learning mobility has entered into the VET sector, enabling young learners to gain added value from other countries' cultures, training approaches, training contents and ways of solving problems.

The European Union has set the benchmark for the year 2020 that 10% of all learners in VET will participate in transnational learning mobility and this still seems to be quite a challenge to reach. It is, therefore, crucially important that all the key players in VET, especially in dual apprenticeship systems, social partners, companies, VET schools, trainees, parents and the whole political and policy making level, support and foster the concept of transnational learning mobility in Europe. Only with their broad support and engagement will it be possible in future to achieve and reach these benchmark levels, which are in fact not only statistical figures but are an expression of the desire for young Europeans to be ready to build and maintain the future of European society.

3. RECOGNIZING AND CERTIFICATION PHASE

Recognition and validation of learning outcomes are two autonomous but interconnected procedures. Recognition is the phase of reconstruction of individual experiences, which means the transparency of the acquired competences and which ends with the elaboration of a final Document of Transparency of the acquired competences. Into the above mentioned document it is possible to identify all the learning outcomes acquired by individuals during the WBL life



cycle. Validation is the process by which the actual value (quantitative and qualitative) of the experience (i.e. competences acquired through informal learning) accrued and described in the Transparency Document is verified. It concludes with the elaboration of a Validation Document. Both procedures require the presence of a qualified operator. In fact, the transparency document is drawn up by the person who activates the procedure with the support of an authorized operator, while the validation document is filled in exclusively by the authorized operator.

VI. QUALITY IN WBL – QUALITY STANDARDS AND ENHANCEMENT – ANNEXES FROM 9 TO 11

Quality assurance of the work-based teaching, learning and assessment will also need to be considered along with the requirements of work-based tutors for quality assurance purposes. An important challenge for the project is how to organize the frameworks, policies and people to ensure quality and consistency of the WBL provision. This could be a centralized service or through local experts in each country.

The EQAVET Framework is designed to promote better VET by providing authorities and VET providers with common tools for the management of quality in VET. Following this framework, the Quality in WBL should be structured following the follow steps:

01 Design WBL

The quality of WBL can be enhanced if quality assurance is considered during the planning phase. In some situations, this can be part of a formal arrangement between partner organizations. It is important to ensure that each partner organization links the content of their training to the learner's qualification. Quality assurance is strengthened if each partner organization has an opportunity to evaluate and review their working relationship. Quality assurance is strengthened if it is planned from the start, and if responsibilities for each stage of WBL are clarified. On-line systems enhance the ability of employers and VET schools to work collaboratively; this supports quality assurance and strengthens the opportunity to review WBL. VET teachers should spend time in companies find it easier to establish close connections between work-based and school-based provision. Small and medium-sized enterprises can be encouraged and supported to become more involved in WBL if attention is paid to their specific training needs and context.

02 Improve the quality

The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification). Identifying staff with responsibility for quality assurance can be a core part of an improvement plan.

03 Respond to learners' needs



Continue to be aware of the specific needs of learners throughout their WBL.

Learners are more confident and feel more secure when there is a named member of staff to support them during WBL. Quality is enhanced when VET schools keep in touch with learners during periods of WBL (and employers keep in touch with learners while they attend a VET school). Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning. Matching individual needs of learners to the needs of employers brings benefits for everyone. Assigning a member of staff to support learners during work-based training strengthens the quality of provision and enhances the quality assurance process. WBL enables VET providers and employers to design more individualized approaches to learning. Learner and employer feedback is part of a systematic approach to quality assurance during WBL. This feedback is used during training and at the end of the courses to improve quality. VET providers, employers and stakeholders need to work closely together during periods of WBL. In some situations, this closeness is characterized by staff from VET schools visiting students and organizing regular meetings with employers.

04 Communicate

Ensure learners and partner organizations are kept well informed and receive frequent updates on all aspects of training. Communication between partner organizations is one of the most important aspects of WBL. The quality of training is enhanced when partner organizations work on the basis of 'no surprises'. Learners should be as well informed as the organizations that are managing their learning. IT systems are important to ensure learners, employers and VET schools remain in contact during WBL. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure communication is effective. Formal agreements between VET schools, employers and other stakeholders are being used to strengthen communication during work-based learning. Learners are being seen as key stakeholders who have a stake in their own learning – this is particularly noticeable during periods of WBL.

05 Assess the learners

Work with partner organizations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate. Views on an individual learner's achievement can vary: quality is improved when there is an agreed process for resolving any differences before they occur. The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is a clear statement of which learning outcomes, standards or competences need to be demonstrated. VET schools expect employers to be involved in assessment. For many VET schools, employer involvement is an essential part of WBL. Assessing learners while at work is one aspect of the assessment of practical skills and professional competences which are essential for VET qualifications. Assessment during WBL should be based on a predetermined set of competences and skills. Agreement on the focus of assessment improves the quality of training and WBL.



VII. GOOD PRACTICES ON COLLABORATIONS BETWEEN COMPANIES AND VET PROVIDERS IN THE WBL PROCESS IMPLEMENTATION

1. IN THE WELLNESS TOURISM SECTOR (AT LEAST 1 PER PARTNER COUNTRY)

Good practices: Bulgaria

The students in VET school “Kliment Timiriazhev” in Sandanski, Bulgaria collaborate with a lot of national and international companies in order to gain practical knowledge and skills depending on their educational field. Most of the practical lessons are in Tourism and Spa sectors. Here are two good practices:

Good practice 1: The students from Performer of thermal procedures specialty have their practical lessons in the spa center of “Interhotel Sandanski” in Sandanski. They perform spa procedures and use specialized technology in their work. The students also do physiotherapy and rehabilitation. All the procedures are performed under supervision and leadership of the teacher and they also observe performance of procedures by the employees in the company. Other procedures the students perform in their practical lessons are:

- Mud applications and applications with lye;
- Paraffin applications;
- Hydrotherapies – hydro massage baths, pearl baths, underwater stream massages;
- Physical therapy – inhalations;
- Ultrasound;
- Magnetic therapy;
- Electrotherapy.

In future some more procedures will be added to the list – healing massage and kinesitherapy. The communication between the students, the employees, the teachers and companies is very good, the working conditions are on a high level, the working atmosphere is positive and the students do all their duties with pleasure.

Good practice 2: Ten students studying “Rehabilitation and physiotherapy” have completed 8 weeks of training in 2019 at some of the specialised hospitals and SPA centers in Sandanski and have managed to gain a lot of skills they will be using in future.

One of the places they have been trained is at “Specialised hospital for rehabilitation” in Sandanski. The branch is located in the park area of the town at a locality with unique climate and mineral springs, the water of which is hyper thermal. The hospital has been well known for treating specific chronic and allergic disorders of respiratory system: bronchitis, asthma, allergic rhinitis, sinusitis, pharyngitis; post–pneumonia states, chronic obstructive pulmonary disease/COPD/;

Chronic joint diseases: Bechterew’s disease, spondyloarthritis, post–fracture states, rheumatic arthritis;



Peripheral nervous system diseases: –neuralgia, neuritis, plexitis; post–insult state rehabilitation.

Some of the healing methods they use are:

- Balneotherapy–mineral shower, mineral baths;
- Physiotherapeutic procedures;
- Medicinal–inhalator treatment;
- Paraffin-therapy;
- Remedial gymnastic;
- Hydrotherapy;
- Lye treatment;
- Healthy eating depending on the disease.

The students worked alongside the physiotherapists and the nurses helping them with their routine, cleaning the hot tubs, setting the tangentor's pressure, setting up the massage tables, heating up the paraffin, providing clean towels, helping the elderly with their swimming pool exercises and physio, meeting patients at the reception and guiding them through the building. They managed their duties excellent working in a team, they have built confidence, gained experience and made friends.

Good practices: Latvia

Good practice 1: ESPA Rīga. ESPA is an International Company at the most prestigious level of the Spa industry. At ESPA Rīga, the location, the architectural statement along with the award-winning treatments and products, conspire to create an unforgettable experience for both members and day spa guests as they move from being to wellbeing. ESPA Riga is one of the internationally recognized five-star SPA centres in the Baltic States. ESPA is proud that it is able to combine aromatherapy, thalassotherapy, and herbal medicine with the best ancient and modern wellness and relaxation methods in the world.

From 2012 until today KTTT SPA students and ESPA have very good cooperation. The practice takes from July to October. Some students are working in ESPA after KTTT graduation. The practice manager shall, prior to practical training, introduce to students their rights and duties during practice, provide the necessary documents, means the place of practice and the manager; while the practice undertaking shall ensure the execution of the practice programme, job security and sanitary facilities in accordance with hygienic norms shall be posted in place of the practice managers' practice. The practice documents are: a practice programme; a practice diary; a description of the trainee. At the end of the practice, timely documentation and practice review shall be submitted. Students shall present the acquired professional experience in the sector, draw conclusions on what has been learned during the practice. Regular monitoring, analysis and improvement of the organisation of the practice programme shall be carried out.



Good practice 2: Hotel Jūrmala SPA. SPA hotel and conference centre Hotel Jūrmala SPA is one of the largest SPA hotels in the Baltics. The SPA offers a sauna and pool centre - Wellness Oasis - and more than 200 different treatments in the SPA and beauty salon.

The hotel is located by the sea in the heart of Jurmala. It is located near the capital Riga, is easily accessible, and is a great starting point for exploration of the resort town.

From 2012 until today KTTT SPA students and Hotel Jūrmala SPA have very good cooperation. Students in the hotel receive a versatile vision of the operation of the SPA hotel. To be able to work both at the reception and perform SPA procedures. The practice takes from July to October, 2 students are working in Hotel Jūrmala SPA after KTTT graduation.

Good practices: Slovenia

Good practice 1: Role of school coordinator of practical training

In Slovenian VET programmes work based learning has 2 distinctive forms – practical education in school workshops and practical training in companies. Training in companies is administered by school and therefore each school has appointed a teacher, which serves as school coordinator of practical training. Role of this teacher is to organize practical training for students and to maintain regular contacts with companies in order to overview implementation of practical training.

In case of School Centre Velenje, coordinator of practical training maintains contacts with Terme Topolsica (Spa hotel), where students implement their practical training in hotel reception office. At the beginning of school year school manager prepare yearly plan of practical training for students based on inquiry in companies (how many students is particular company willing to host during school year). Before the start of practical training company is visited and discussion about goals and work programme of practical training is carried out by school coordinator. After that school coordinator informs and prepares students accordingly (information about company, description of work tasks and duties). School coordinator then prepares work contract between school, student and company, which every party must sign before the start of practical training. During practical training school coordinator visits students and monitors implementation of devised programme with mentor in company. At the end of practical training students are obliged to prepare and provide report about practical training. Report consists of dairy of activities and evaluation form both from mentor and student. School coordinator then monitors the report and provides assessment of in-company based practical training for each student. Final acknowledgement of practical training is done with certification at the end of school year.

Good practice 2: Guided local tours for tourists by students

A special agreement between Youth hostel Velenje and School Centre Velenje exists in order to implement practical training of students in Youth hostel Velenje. Students fulfil their practical training in real work environment (within the scope of activities of Youth hostel) with oversight of special appointed in-company mentor. One of the tasks of the students is to carry out guided



tours for tourists as a part of practical training in VET programme Gastronomy and Tourism. 3rd and 4th year students regularly guide groups of tourists and present them local attractions and points of interests in Slovene, English, German and French language. Guided tours last about 2 hours. Guidance is a part of practical education where students are taught and learned about local history and natural heritage, gain necessary language skills and obtain practical experiences about the scope of the work of individual which is incorporated in tourist sector, where is expected that employees will provide guests adequate information about local tourism attractions and offer, not just from their particular field of work or expertise, but much wider range of information in order to satisfy needs of tourists.

Good practices: Slovakia

Hotel Academy of Ľudovít Winter in Piešťany, Slovakia has a long lasting cooperation with the biggest Spa Resort Piešťany and many other hotels and resorts offering wellness and wellbeing services not only in Piešťany but all around Slovakia.

However, the greatest example of good practice has been seen while students carried out their work experience in Piešťany Spa Resort. They went through various jobs/positions such as receptionist, housekeeper, waiter, helper of the spa coordinator, under the supervision of their teachers and employees of the Spa Resort Piešťany. Their skills of managing people, helping to organise various small events and actions in a spa sector greatly contributed to understand how to behave in natural work environment. In order to achieve various tasks, they were clearly set by the supervisors/teachers before the WBL, so the students were fully aware of their position. Thanks to very helpful and understanding and responsible spa staff, students were part of the spa mechanism. The Spa made their commuting easier by offering a bike-sharing program for the students.

The work based learning plays an important part of education at the Hotel Academy. Students are able to try out their theoretically gained knowledge of hotel management, catering, wellness and generally wellbeing sector in hotels and wellness resort such as Hotel Magnólia Piešťany, Hotel Máj Piešťany, Penzión Diana Piešťany, Hotel Sandor Pavillon Piešťany, Hotel Park Piešťany or Zuckmann Villa Piešťany. In the above mentioned hotels and resorts the WBL experience works especially well as they have been always placed in a position required by school training subject especially in the field of catering students of different grades.

A great good practice was and still is that in these hotels due to their openness, students of the last grade can in real environment be supervised and graded for the purposes of the final examination. Specially trained tutors from the employee staff monitor the work students are required to fulfil. However, the fifth grade pupils are not only given assessments for the school purposes, they serve them as a useful and important feedback from work based environment for their further development. Many of our pupils because of this good practise have found their jobs in the above mentioned hotels and resorts or been recommended to such in the area.



Presenting such a cooperation makes Hotel Academy of Ľudovít Winter more attractive concerning its place on the work market.

VIII. USING THE WELLTO PLATFORM AS EFFECTIVE TOOL FOR SUPPORT OF THE EUROPEAN WELLNESS TOURISM SKILLS NETWORK FUNCTIONING

The WellTo multilingual Platform supports the implementation of European Wellness Tourism Skills Network's activities. The platform has a public part and members' area. The public part has a "membership" section which contains the network's bylaws; register of the active members by countries; explanation how to apply online for membership. In the members' area candidates' applications are collected and the acceptance is done according to the bylaws regulations. Accepted candidates are included in the register of active members. In the member area the platform supports also the matching between VET schools and wellness centres for WBL provision, including in mobility.

The public area has a section "resources" containing the methodological package, the WBL Mediators Handbook and related training materials, as well as training materials for implementation of the joint AWC curriculum.

The Platform's functionalities support Network members in the following main directions:

- Application of the Guidelines for Quality Assurance of the joint curriculum implementation;
- Joint AWC curriculum implementation through a resources section where in the future training materials will be provided;
- Appointment and certification of WBL mediators, appointment of WBL mediators' advisors;
- WBL assessment, including in mobility;
- Recognition and certification of WBL in mobility.

The functionalities of the platform are standard. The menu bar of the online platform consists of "Home" menu, which contains general information about the training program and its structure; "Learning" section, which contains the learning modules; "About" section, which contains objectives, activities and the outputs of WellTo project and the period of implementation of the project. In the section "Partners" includes all WellTo project partners from 5 EU countries – BG, SI, LV, SK and DE as well as short bio form each partner, logos and links to partner's websites. In "Outcomes" section is the results of deliverables, as National reports, dissemination materials and leaflets. In section "News" there is information of any kind of activities regarding the project partners as workshops, meetings, specific updates of information, newsletters, etc. "Events" section contains all meetings: kick-off, project partner



meetings, focus groups and consultation workshops. “Contacts” includes e-mail form for contacting, address and telephone number. The language icon provides switch into 4 partner countries national languages – BG, SI, LV, SK and DE. The platform contains also the approved logo of the project, disclaimer, Erasmus+ logo, Facebook icon that leads the user to the Facebook profile of the project.

IX. CONCLUSION

All young people need support to make the transition from education into employment. Participating in WBL and close-to-real simulations can help young people develop positive career aspirations. It can also help them develop essential behaviours, attitudes and skills required for the workplace. Guidance of learners in the practical training in company or intercompany training centres, and ensuring that the practical training is aligned with the curriculum and learning outcomes of the VET programme, are some of the key responsibilities of WBL mediators. They are the contact persons on behalf of schools and are responsible for finding quality workplaces, drawing up an individual (or collective) learning plan, signing (collective or individual) contracts with the employers, monitoring and assessing the practical learning. Mediators support the continuous professional development of learners in the company, improve their working conditions and enhance the attractiveness of apprenticeships.

The challenges facing vocational education in the twenty-first century demand learner-centred innovative and flexible approaches, including a reoriented curriculum to take account of new subjects and issues such as technology, the environment, foreign languages and cultures, entrepreneurship and the requirements of rapidly growing service industries.

The specifics of the wellness tourism sector require specific knowledge. Personal skills, problem solving, basic computer skills and multilingual competences are especially important for the skilled craft workforce. The wellness customers expect and pay for qualified services. Therefore, service providers should be offering proven and qualified wellness services, placing the customer at the centre of their attention.

There are economic, social and learning benefits associated with WBL for the three actors that most benefit from this model: learners, employers, and society at large. A key advantage of WBL for participants is that they develop expertise not only through the acquisition of technical skills and personal and social competences but also through socialisation in the workplace. WBL has the potential to offer employers a variety of benefits. These range from financial benefits (i.e. increased productivity) to soft benefits (i.e. increased staff morale), and from immediate benefits (i.e. acquisition of skills needed in the workplace) to medium-term (i.e. lower staff turnover) and long-term benefits (i.e. enhanced profitability and improved business performance). The impact of WBL even goes beyond the immediate effects on individual



learners, employees and employers. The benefits for society are increased employability, youth employment, inclusion in society and economic return.

The improvement of cooperation between enterprises and VET schools is one of the most highly discussed topics at the EU level – both EU and national level studies and policy papers indicate the importance of addressing practitioners and actual users about the importance of working together and harmonising approaches for starting to cooperate more efficiently. However, it is no less important to develop transnational cooperation where new international partnerships between VET schools in one country and enterprises in another will be established.

X. ANNEXES:

Annex 1 Template for WBL mediators' certification

Annex 2 Template for student's self-evaluation

Annex 3 Template for student's evaluation by the teacher

Annex 4 Template for description of the work place and requirements for work performance

Annex 5 Template of Mediating Agreement between mediators, VET providers and companies

Annex 6 Template of Partnership Agreement between VET providers and companies

Annex 7 Template for individual student's learning agreement

Annex 8 Template for monitoring of WBL process implementation

Annex 9 Template for assessment of the student's competences improving

Annex 10 Template for assessment of the student's skills improving

Annex 11 Template for final evaluation



ANNEX 1 TEMPLATE FOR WBL MEDIATORS' CERTIFICATION

The group of participants, who train, guide, supervise, and coordinate WBL consists of:

- 1) those who perform their tasks rather in the VET institution (teachers) and
- 2) those who perform their tasks rather in companies or their associations (trainers) that train students (both initial VET and continuous VET) to obtain a formal VET qualification.

Mediators' main tasks for the implementation of the WBL process involve planning, organizing and monitoring of the practical training of learners that takes place outside school (in company or intercompany training centres). In each area of intervention, the tasks can be divided as follows:

Programme Planning and Evaluation, Administration and Management; Instruction and on-the-Job Coordination; Guidance and Advising; Professional Role, Activities and Development.

CERTIFICATE

This is to acknowledge that

.....

Has successfully finished WBL training.....

COMPANY (.....)

DATE (.....)

SIGNATURE (.....)



ANNEX 2 TEMPLATE FOR STUDENT'S SELF-EVALUATION

Student Self-Evaluation Form

Name:

School:

Grade:

Date:

Please evaluate yourself on the following items by choosing the appropriate level		Very confident	Fairly confident	Not very confident	Not at all confident
Communication competences					
Digital competences					
Entrepreneurial competences					
Technical competences					
Specific competences related to the profession					
	1.....				
	2.....				
	3.....				
	4.....				



ANNEX 3 TEMPLATE FOR STUDENT'S EVALUATION BY THE TEACHER

Student Performance Evaluation Form

Name of the student:

School:

Name of the teacher:

Date:

ASSESSMENT CRITERIA		Unsatisfactory	Needs improvement	Good	Very good	Excellent
Learning attitude						
Working attitude						
Behaviour performance in class						
Applies academic knowledge to the activity						
Basic knowledge of economics						
Team work						
Leadership						
Specific competences related to the profession	1.....					
	2.....					
	3.....					



ANNEX 4 TEMPLATE FOR DESCRIPTION OF THE WORK PLACE AND REQUIREMENTS FOR WORK PERFORMANCE

Description of the work place: there are many similarities in the work places in the wellness tourism sector in the different countries. When employers provide practical work training, in addition to practical skills, students acquire skills that cannot be acquired in school workshops, in particular: socialization in the work environment; the dynamics of the real work process; responsibility for the quality of the work performed. The school and the employer work closely together to implement the programme. The mediators are responsible for the connection between the employer and the student, they take care of the organization and all activities and support in the implementation of practical training through work. The employer provides the conditions for practical training with work, and the mediator is responsible for the actual implementation of practical training by work.

Work-based learning is supported in the school and at the work site. The work place for the WBL mediator is often in the organization (VET provider, company, etc.).

Requirements for work performance:

The students should have: communication skills; emotional intelligence; empathy; problem solving; digital competences; literacy; multilingual competences; customer service orientation; attention to detail and accuracy; ability to multitask and prioritize; team work competences; ability to respond appropriately to diverse customers and guests.

TITLE	<i>(wellness tourism administrator,)</i>
WORK PLACE	<i>Hotels, spa centres, fitness centres, VET centres, wellness SPA companies, recreation centres, beauty companies with wellness and SPA zone, other service institutions; workshops (as a part of school), wellness centres, etc.</i>



RESPONSIBILITIES AND DUTIES	<i>Delivering a variety of spa services;</i> <i>Maintaining equipment and sample inventory of products;</i> <i>Acknowledging and responding to relevant customer queries, needs and expectations;</i> <i>Keep documentation and maintain clients' files;</i> <i>Keep a clean working place;</i> <i>Acknowledge and respond to relevant customer queries, needs and expectations;</i> <i>Cooperate with and report on administration on any arising issues;</i> <i>Maintain complete knowledge of correct maintenance and use of equipment;</i> <i>Organize meetings, events;</i> <i>Work with devices and instruments related to the specifics of the working activities;</i> <i>Work in team;</i> <i>Multilingual literacy;</i> <i>Other.....</i>
------------------------------------	--



ANNEX 5 TEMPLATE OF MEDIATING AGREEMENT BETWEEN MEDIATORS, VET PROVIDERS AND COMPANIES

MEDIATING AGREEMENT

BETWEEN

MEDIATOR.....

AND

VET PROVIDER.....

AND

COMPANY.....

It is agreed that:

1. The mediator shall assist to settle cooperation between the enterprise and teaching institution.
2. Each party undertakes to cooperate in good faith with the WBL mediator.
3. Each party undertakes to cooperate for achieving successful WBL process.

The mediator

Signature, Date:

The vet provider

Responsible person's signature, Date:

The company

Responsible person's signature, Date:



ANNEX 6 TEMPLATE OF PARTNERSHIP AGREEMENTS BETWEEN VET PROVIDERS AND COMPANIES

PARTNERSHIP AGREEMENT

BETWEEN

VET PROVIDER.....

COMPANY.....

By this agreement the partners enter into a general partnership:

- **The VET provider** (.....) will be able to use the company' s (.....) facilities for the needs of students' practical trainings. The schedule for practical trainings is attached to this agreement.
- **The company** (.....) will be able to employ VET provider' s trainees upon successful completion of the training.

The vet provider

Responsible person's signature, Date:

The company

Responsible person's signature, Date:



ANNEX 7 TEMPLATE FOR INDIVIDUAL STUDENT'S LEARNING AGREEMENT

Student's learning agreement

Student	Last Name	First Name	Nationality	Field of education
Sending institution (VET provider,)	Name	Address	City	Contact person
Receiving institution (company.....)	Name	Address	City	Contact person

Study Programme

Start and end dates of the study period: from [day/month/year] to
[day/month/year]

No	Programme	Duration	



COMMITMENT OF THE THREE PARTIES

By signing this document, the student, the sending institution (vet centre, etc.....) and the receiving institution (company....) confirm that they approve the proposed Learning Agreement and that they will comply with all the arrangements agreed by all parties.

The student and receiving institution (company) will communicate to the sending institution any problems or changes regarding the proposed training programme, responsible persons, study period, etc.

The student

Student's signature, Date:

The sending institution/ training institution, vet centre, etc/

Responsible person's signature, Date:

The receiving institution /Company/

Responsible person's signature, Date:



ANNEX 8 TEMPLATE FOR MONITORING OF WBL PROCESS IMPLEMENTATION

Steps to monitoring WBL process implementation: 1. Collect data; 2. Analyze data; 3. Use WBL data to make process improvements. **Build a learning pathway framework:** The development of learning pathways requires the balancing of several elements. A pathway is at simplest the method of progressing from the current situation to that described by the learning outcome.

The most effective learning pathways cover five stages:

1. Identify the goals, outcomes or objectives for **work based learning**;
2. Identify job tasks and activities to be included in the learning process outlining the steps that need to be learned;
3. Logically sequence job tasks and activities to reflect learner incremental development;
4. Involve experienced co-workers and experts to perform, model or demonstrate tasks to the learner;
5. Integrate opportunities for learner practice.

WBL process implementation Form /example/

Activities	Persons involved	Learning outcomes improved (in terms of the specific profession)	Status	Results (final evaluation)	Proposals
Theory training					
Practical training					
Communication between all stakeholders					
Other					



ANNEX 9 TEMPLATE FOR ASSESSMENT OF THE STUDENT'S COMPETENCES IMPROVING

ASSESSMENT OF STUDENT'S COMPETENCES IMPROVEMENT

Date.....

Name	
Institution	
Address	

ASSESSMENT CRITERIA					
	Unsatisfactory	Needs improvement	Good	Very good	Excellent
1. <i>Digital competences</i>					
2. <i>Literacy</i>					
3. <i>Other specific competences related to the profession/ job.....</i>					
- <i>Spa therapy;</i> - <i>Massage</i> - <i>Etc.....</i>					



ANNEX 10 TEMPLATE FOR ASSESSMENT OF THE STUDENT'S SKILLS IMPROVING

ASSESSMENT OF STUDENT' S SKILLS IMPROVEMENT

Date.....

Name
Institution
Address

ASSESSMENT CRITERIA					
	Unsatisfactory	Needs improvement	Good	Very good	Excellent
1.Communication skills					
2. Artistic skills					
3.Organizational skills					
4.Other specific skills related to the profession/ job: - -					



ANNEX 11 TEMPLATE FOR FINAL EVALUATION

FINAL EVALUATION FORM

Name of the person:

Organization:

Date:

ASSESSMENT CRITERIA	Strongly agree	Agree	No impact	Disagree	Strongly disagree
<i>Fulfilment of the main duties</i>					
<i>Improvement of the behaviour performance</i>					
<i>Applying academic knowledge to the activity</i>					
<i>Improvement of the WBL process</i>					
<i>Improvement of partnership relations</i>					
<i>Other</i>					