

WORK-BASED LEARNING

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WBL



What's it all about?

Work-based learning (WBL) refers to all forms of learning that occur in a real work environment

It equips individuals with the skills necessary to obtain, maintain and advance in their jobs and professional development. Common types of work-based learning include:

- Apprenticeships and dual VET
- Internships and traineeships
- On-the-job training

These often, but not always, combine workplace learning with classroom-based education.



What are the differences?

Apprenticeships

- Provide occupational skills and typically lead to a **recognised qualification**.
- Combine learning in the workplace with school-based learning in a **structured way**.
- In most cases, apprenticeships last **several years**.
- Most often the apprentice is considered an **employee**, and has a **work contract** and a **salary**.

Internships/Traineeships

- A limited period of **work practice**, whether paid or not, which includes a learning and training component, undertaken in order to gain practical and professional experience with a view to improving employability and facilitating transition to regular employment.
- They may last from **a few days or weeks to months**. They may or may not include a work contract and payment.





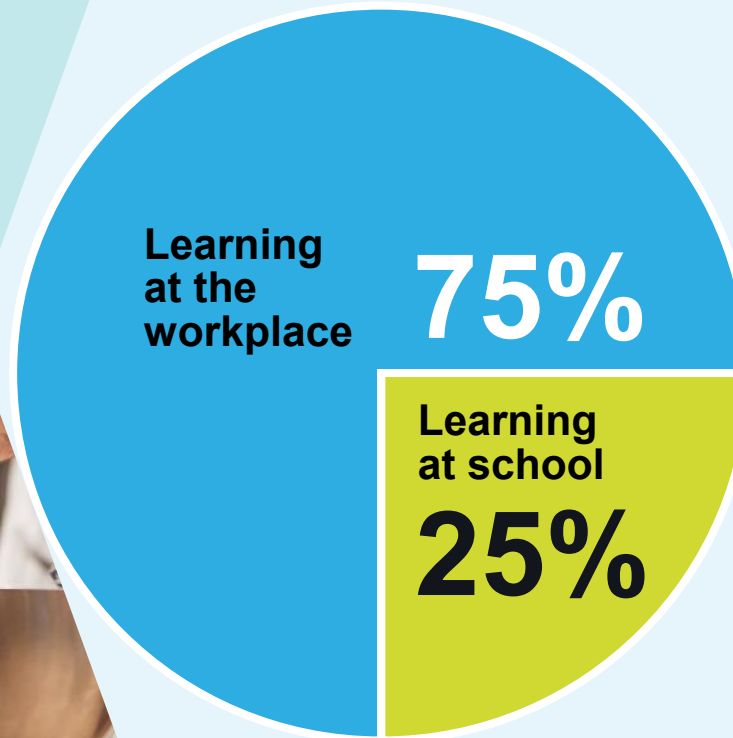
APPRENTICESHIPS





Apprenticeship (Type 1)

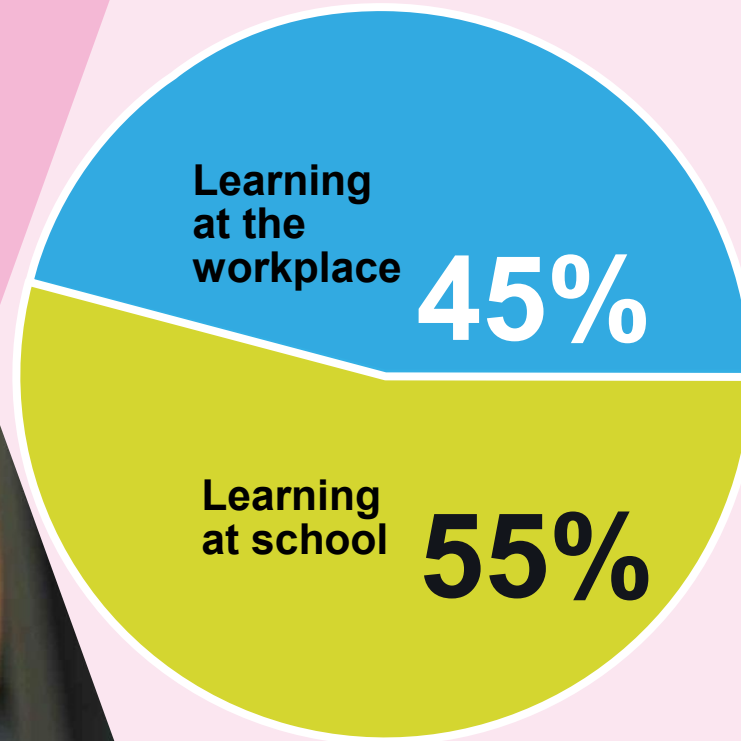
Example: Switzerland (3-year dual education and training)



- Learner is an employee
- Attendance at school only possible with an apprenticeship contract
- Market-driven system

Apprenticeship (Type 2)

Example: Montenegro (3-year dual education)



- Learner is a student
- After enrolment, the vocational school organises the placement of students
- Contract between student and company covers the vocational practice in the company
- Attendance at school possible without contract



Apprenticeships

The two components can have a number of names...

Learning at the workplace

- work-based learning
- work placement
- on-the-job training...

Learning in the classroom

- school-based learning
- classroom-based learning
- off-the-job education and training...

Apprenticeship...and some more clarifications

- ✱ The term **“Apprenticeship”** is usually used for the whole programme (e.g. 3 years), but sometimes only for the work-based learning component
- ✱ Most apprenticeship programmes are **“Dual programmes”**, because they take place at two different learning venues: the company and a vocational school or centre or laboratory
- ✱ Dual programmes and **“Dual systems”** are two different things. Dual system refers mainly to the governance of vocational education and training
- ✱ **“Practical training”** is sometimes used for the work-based learning component. But practical training can also take place in a school workshop or laboratory

A photograph of students in a classroom or office setting. A young woman with long blonde hair, wearing a purple t-shirt, is smiling and looking at a laptop screen. A young man with dark hair, wearing a dark sweater, is sitting next to her, also looking at the screen. Other students are visible in the background, slightly out of focus. The image is overlaid with a large, stylized graphic consisting of a pink triangle on the left, a green triangle on the right, and an orange triangle at the top containing a pattern of white icons representing various professions and industries. The text 'INTERNSHIPS/TRAINEESHIPS' is written in white, bold, uppercase letters across the center of the image, overlapping the green and orange triangles.

INTERNSHIPS/TRAINEESHIPS

Internships/Traineeships

Three main types of Internships/traineeships

Internships as part of formal education and training curricula

- Usually organised by a VET provider (vocational school or centre)

Active Labour Market Policy (ALMP) traineeships

- Part of active labour market measures
- Organised by Public Employment Services (PES)

Traineeships offered in the open market (OMTs)

- Non-mandatory, bilateral, and private agreements agreed between a trainee and a traineeship provider
- Without the involvement of a third party
- Without a formal connection to education or training





WBL: Quality Frameworks



European Framework for Quality and Effective Apprenticeships (2018)

Fourteen criteria for learning and working conditions

1. **Written contract** between employer, the apprentice and the training institutions
2. **Learning Outcomes** should be defined by employers and training institutions, ensuring both job-related skills and personal development
3. **Pedagogical support:** close cooperation of designated in-company trainers and teachers
4. **Workplace component:** at least 50% of the duration should take place at the workplace
5. **Remuneration:** Apprentices should be paid and/or compensated
6. **Social Protection:** Apprentices should be entitled to social protection including insurance
7. **Work, health and safety conditions:** The workplace should comply with relevant rules and regulations on working conditions, in particular health and safety legislation
8. **Regulatory framework** based on partnership and dialogue between stakeholders. This may include accreditation procedures for companies



European Framework for Quality and Effective Apprenticeships (2018)

- 9. Involvement of social partners in the design, governance and implementation of apprenticeship schemes**
- 10. Support for companies:** financial and/or non-financial support should be envisaged, enabling cost-effective apprenticeships for companies
- 11. Flexible pathways and mobility:** Apprenticeship should lead to a nationally recognised qualification. Apprenticeships should allow access to higher education and training levels. Transnational mobility should be promoted
- 12. Career guidance and awareness raising:** Learner support before and during the apprenticeship
- 13. Transparency:** Transparency and access to apprenticeship offers should be ensured
- 14. Quality assurance and graduate tracking:** There should be quality assurance of apprenticeships and tracking of employment of apprentices



European Quality Framework for Traineeships (2014)

The framework makes recommendations in the following areas:

1. **Conclusion** of a written **traineeship agreement**
2. **Learning** and training **objectives**
3. **Working** conditions **applicable** to **trainees**
4. **Rights** and **obligations**
5. **Reasonable** duration (max. six months)
6. **Proper recognition** of traineeships
7. **Transparency** requirements
8. **Cross-border** traineeships
9. **Use of European Structural and Investment Funds**
10. **Applying** the **Quality Framework** for **Traineeships**





References

Work-based learning: an introduction to key concepts | ETF

<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-introduction-key-concepts>



WORK BASED LEARNING

A Leaflet of the Interagency Group on Technical and Vocational Education and Training

2024



“Work-based learning: How ready are we?”

<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-handbook-policy-makers-and-social-0>



<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-how-ready-are-we-tool-etf-partner>



A handbook for policy makers and social partners
in ETF partner countries



A tool for ETF partner countries

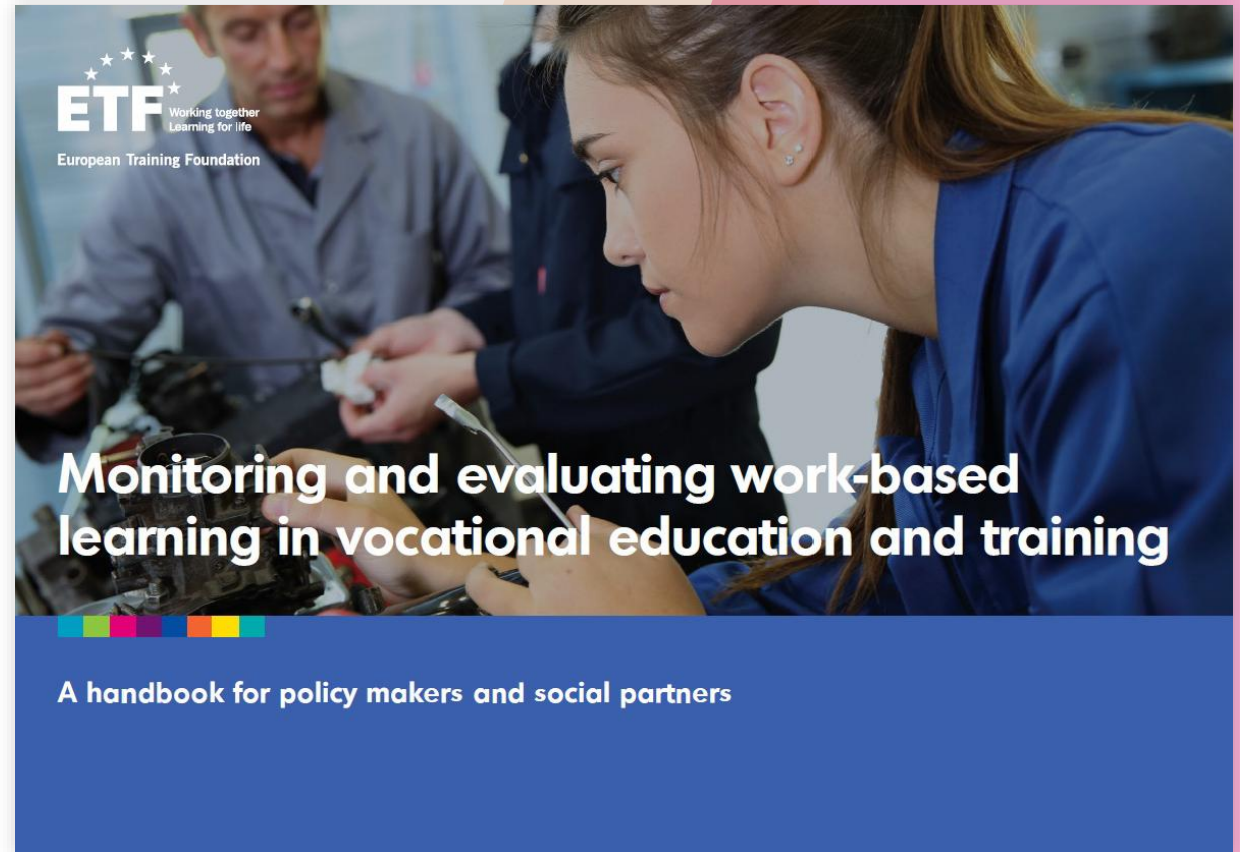
“Financing work-based learning as part of vocational education reform”

<https://www.etf.europa.eu/en/publications-and-resources/publications/financing-work-based-learning-part-vocational-education>



“Monitoring and evaluating work-based learning in vocational education and training”

<https://www.etf.europa.eu/en/publications-and-resources/publications/monitoring-and-evaluating-work-based-learning-vocational>





European Training Foundation

THANK YOU

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