

ETF FORUM FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING - PEER VISIT TO NORTH MACEDONIA



Quality Assurance Forum





European Training Foundation

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The contents of this paper reflect the views of the peer visit participants and do not necessarily represent the views of the ETF or the EU institutions.



THE ETF FORUM FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

SUMMARY

The peer visit of the ETF Forum for Quality Assurance in Vocational Education and Training (ETF QA Forum) in Skopje, North Macedonia from May 13th to 15th, 2025 focussed on quality assurance mechanisms in work-based learning in formal vocational education and training (VET). Vocational Education and Training Centre of North Macedonia hosted the peer visit.

The ETF QA Forum, established in 2017, is a multi-national collaborative network of national-level institutions with a VET quality assurance mandate in ETF partner countries in the Southern and Eastern Mediterranean, the South-Eastern Europe regions and Türkiye and the Eastern partnership. ETF Forum members collaborate to improve quality assurance in VET by pooling knowledge and know-how. Peer Visits are core activities in the Forum. A Peer Visit is a form of external feedback from an external group of peer experts invited to give feedback to quality assurance measures selected by the host Forum member institution.

ETF QA Forum members (external peers) from the following countries took part in the peer visit hosted by North Macedonia: Armenia, Bosnia and Herzegovina, Egypt, Israel, Kosovo, Moldova, Montenegro, Morocco, Serbia, Tunisia, Türkiye. The European Training Foundation (ETF) coordinated the overall process and adherence to the methodology of peer visits.

In the preparatory phase of the peer visit, Vocational Educational and Training Center shared with peers a detailed context information on the North Macedonian system of education and training quality assurance supporting work-based learning (WBL) – by means of a written report, and an online meeting held on 29 April 2025. North Macedonia is investing into its WBL system and its quality assurance mechanisms. Priorities are set in strategic documents, regulatory aspects are framed in legislation.

Concrete quality assurance measures have been operationalised in North Macedonia to target WBL quality outcomes. These actions are bringing fruitful results, as the number of companies offering job placements and students enrolled in them is increasing exponentially. As these efforts are bringing the first results, North Macedonia stakeholders consider it important to use them in order to finetune, improve the existing QA mechanisms in WBL. It is in this context that North Macedonian stakeholders invited ETF QA Forum external peers to provide constructive feedback on the system. During the first two days of the event peers had discussions with key actors: decision makers and implementing agencies (Ministry of Education and Science, VET Center, State Education Inspectorate, State Examination Centre, Adult Education Centre); Chamber of Commerce; Helvetas; VET providers, WBL coordinators in schools, representatives of companies, mentors, students.

On the 3rd day of the event external peers prepared their feedback and delivered it to the North Macedonian hosts. The noted strengths of the system, including: standards and guidelines on WBL with clear identification of roles; collaboration between WBL coordinators and VET trainers in schools and mentors in companies to develop WBL programmes, train and assess students; verification process for companies; training and certification process for company mentors; strong involvement of Chambers of Commerce in connecting schools and companies.

Ideas for reflection/improvement included systematizing professional development for VET trainers (to better engage with companies), developing systematic monitoring mechanisms (feedback mechanisms, external evaluation, developing indicators and targets), developing channels and platforms for networking of practitioners.



INTRODUCTION

This report provides an overview of the 3-day peer visit of the ETF Forum for quality assurance in vocational education and training (ETF QA Forum) in North Macedonia, and an insight on the quality assurance of work-based learning in North Macedonia and other ETF QA Forum member countries.

Beyond the thematic focus, the report provides an overview of the methodology systematically used by the ETF QA Forum – that of peer visits. A Peer Visit is a form of external feedback from visiting peers that aims to support the host country in its quality assurance development efforts. Peer visits can be catalysts for:

- Engagement of national stakeholders in an international review of VET quality assurance measures.
- Receiving of external, critical but supportive observation and feedback on quality assurance measures.
- Supporting the host country in self- reflection and self-assessment of its own quality assurance in VET approaches and measures.
- Gathering evidence with inputs from external peers for the effective reform of VET quality assurance

The ETF Forum for Quality Assurance in VET's [Peer Visit Guidance and Training Manual - Working Paper](#) provides guidance and a training concept for the implementation of Peer Visits.

Although the Peer visit methodology was specifically developed for the ETF QA Forum, it can be used outside of the context of the Forum. It can inspire other professionals working in the field of education, training and employment to apply it for active and effective peer learning.

The process is split in four phases: 1) Preparation, 2) Implementation, 3) Reflection and Feedback, 4) Review.

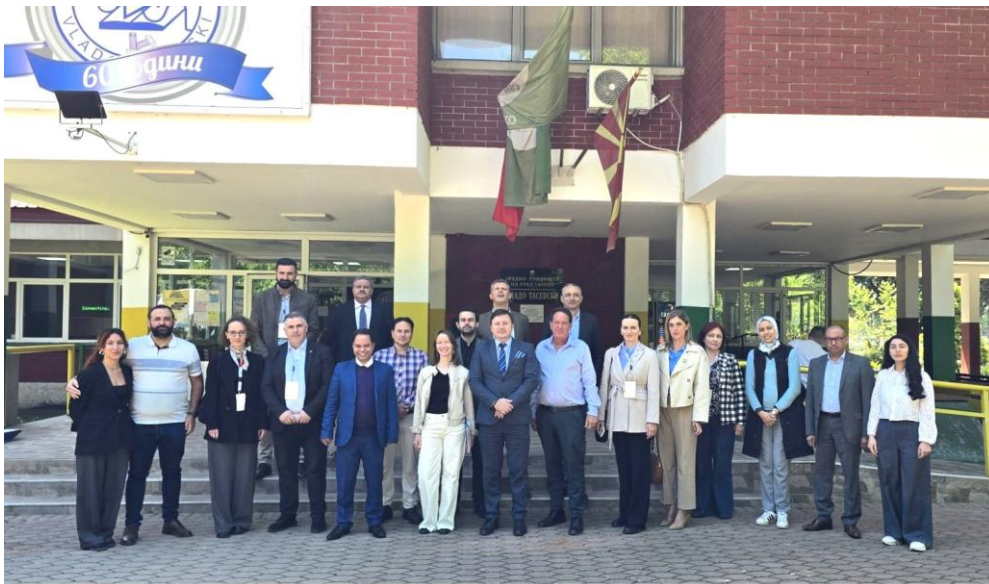


Photo: Forum members



THE PEER VISIT – PHASE ONE, PREPARATION

The preparation of the peer visit started in early 2025. Firstly, Vocational Education and Training Center of North Macedonia identified the policy area needing external feedback: quality assurance of work-based learning in formal vocational education and training in North Macedonia. Peer Visit was planned and organised by the host institution with involvement of relevant stakeholders. Vocational Education and Training Center prepared and provided up to date context information to the visiting peers, summarised in the National Context Report and SWOT analysis.

Policy area at the centre of the peer visit: quality assurance of work-based learning in formal vocational education and training

Context: In 2023, out of the 15–29 age group which is considered young people (MES, 2020), 33.6% were employed – with significant gender differences (39.3% male and 27.6% female), and 11.1% were unemployed. The remaining population (about 55%) in this age group were out of the labour force, mainly due to participation in the educational and training system.

The rate of young people (15-29) not in education, employment or training (NEET) in 2020 was 26.2%, which is almost double the average level in the EU which was 13.9% (Eurostat).

Yet, the percentage of learners at upper-secondary level participating in VET has been steadily rising from 61% in 2019 to 62.1% in 2020 and to 64% in 2021. In the school years of 2021/2022 and 2022/2023, the enrolment in secondary VET stood at 67% and 69% respectively (ETF, 2023a)¹, while in 2024 it stood at 72%.

North Macedonia set a priority for improve work-based learning in all forms and for all types of students and adults, particularly via introduction of appropriate programmes, in its Education Strategy and Action Plan for 2018-2025². It is seen as a means to align VET graduates competences with employers' requirements, increase attractiveness and enrolments in VET. At the same time, the Strategy set an objective of integrating an effective quality assurance system compatible with EQAVET. Subsequent Concept for Work-based learning (2020) was developed to provide a uniform approach to the all the key actors in the WBL system.

A number of quality assurance measures have been operationalised in North Macedonia to target WBL quality outcomes. These include the following:

- Developed standards and guidelines: standard on conducting practical training of students with employers, guidance handbook on WBL, guidelines for implementation of self-evaluation,
- Definition and regulation of key roles in the WBL process: WBL coordinators in schools; mentors in companies,
- Establishment of mandatory verification process for companies;
- Establishment of mandatory training and certification for mentors in companies;

¹ WBL in North Macedonia – assessment per EU quality standards, ETF, 2024

² <http://mrk.mk/wp-content/uploads/2018/10/Strategija-za-obrazovanie-ENG-WEB-1.pdf>



SWOT Analysis of quality assurance of WBL in North Macedonia conducted by the host country

| SWOT ANALYSIS | |
|---|--|
| STRENGTHS | WEAKNESSES |
| <ul style="list-style-type: none"> - Adequate laws and bylaws; - Commitment of all relevant institutions; - Continuous increase in the number of companies involved; - Cooperation and partnerships with the Chamber of Commerce, Employers' Organization, etc. | <ul style="list-style-type: none"> - Insufficiently precise and established measures to complete the entire process of ensuring quality in Work-Based Learning; - Unclear mechanisms for influence and control in the process of improving quality in the implementation of WBL. |
| OPPORTUNITIES | THREATS |
| <ul style="list-style-type: none"> - Possibility of incorporating best practices from other countries into quality assurance processes. - Support from EU institutions and Organisations. | <ul style="list-style-type: none"> - Will the WBL quality assurance model enable self-initiative inclusion of companies without intervention by chambers of commerce and institutions, especially small and micro companies? - Insufficient resources (human and financial) for the implementation of WBL. |

Source: National context report of the ETF QA Forum peer visit in North Macedonia, drafted by Vocational Education and Training Centre of North Macedonia

Visiting peers

Peers from Armenia, Bosnia and Herzegovina, Egypt, Israel, Kosovo, Moldova, Montenegro, Morocco, Serbia, Tunisia, Türkiye have taken part in the peer visit. List of all participants is provided in the Annex of the report.



Photo: Group of peers



THE PEER VISIT – PHASE TWO, IMPLEMENTATION

The Peer Visit commenced familiarisation with the Macedonian system of VET and quality assurance of WBL with an online introductory session and continued onsite in Skopje. Peers conducted panel discussions with all key stakeholders of the WBL system in order to gain a deeper understanding of the system. The following sections summarise context information regarding the quality assurance of WBL in North Macedonia. The subsequent sections describe all the discussion sessions that took place during the peer visit.

Initial vocational education and training in North Macedonia: provision and governance

Vocational education and training institutions in the country are:

- Vocational Education and Training schools that provide general and vocational-theoretical education and practical training,
- Regional Vocational Education and Training Centers that provide general and vocational-theoretical education and practical training. Regional centers focus on labour market relevant qualifications in specific regions, collaborate intensively with municipalities, Chambers and employers in the region, and have a supporting role for other VET schools,
- Vocational Training Centers that provide vocational-theoretical education and practical training.

Vocational education may be of three-year and four-year duration and include specialist education. Vocational training lasting up to two years includes persons without completed primary education, but they are obligated to finalize primary education (if they didn't) parallelly with vocational training. After completing vocational education lasting four years, students take a state Matura or Final exam. After completing vocational education lasting three years, students take a Final exam. Students who take a state Matura (4 years vocational education) acquire the right to education in appropriate studies in higher education. 95% of all VET learners are enrolled in the 4-year programs (year 2022-2023).

The State Matura, implemented by the State Examination Center, is considered by OECD as one of the strengths of Macedonian assessment system. It is marked by sound administrative procedures and the results are trusted. However, the examination needs to evolve to keep pace with changes in the education system – primarily learning outcomes and competence orientation. In CVET, the new momentum will be the Validation of Non formal and Informal Learning, foreseen under National Qualifications framework and in the draft Law on Adult Education.

3-year VET programmes have the following percentage of WBL: in the first year it is about 20-25%, in the second year it is about 35-45% and in the third year about 50%.

In 4-year VET programmes WBL component starts in the second year for 4 hours per week, increasing to 8 hours per week in the third year, and 10 hours per week in the fourth year. The curriculum can be tailored to the employer's needs.

In dual (practical) education, in the academic year 2022/2023, agreements were signed with 450 companies with total number of students enrolled was 2763. In the academic year 2023/2024, 560 companies and 3750 students were involved. In the academic year 2024/2025, 600 companies and 4171 students were involved.



Main state institution responsible for governance of all types of education in the country is **Ministry of Education and Science**. Under the Ministry, several implementing agencies operate. **VET Council** is the key advisory body for the strategic development of VET. **Vocational Education and Training Center** is responsible for the development and improvement of vocational education and training in the Republic of N. Macedonia. It oversees the VET content: development of occupation standards, VET qualifications (from 2nd to 5th level of the Macedonian Qualification Framework), programmes and curricula, and monitoring of their implementation.

Quality assurance Initial vocational education and training

State Education Inspectorate is responsible for quality control in VET processes, mainly through supervisions/inspections against the indicators included in the integral evaluation system. All **VET schools** must undergo a self-assessment that covers the following seven areas: curricula and syllabi; students' achievement; learning and teaching; student support; school environment; resources; and management and administration. VET schools are supported by the **VET Centre** in this process. Self-assessment is complemented by an external evaluation of VET providers conducted by the **State Examination Center**. Currently, indicators used for the external evaluation of VET providers (and self-assessment) do not include WBL component. **Ministry of Education and Science** publishes integral external evaluation reports.

Focus of the Peer Visit: quality assurance of work-based learning

In The Republic of N. Macedonia, several measures have been set to ensure quality for WBL:

- Standards for equipment and space for the implementation of practical education at an employer have been developed,
- Standards for professional and other staff (mentors) for the implementation of practical education at an employer have been developed.
- Guidelines on WBL implementation for different actors involved.

Coordinator for WBL at school has a key role in establishing and strengthening the social partnership in the school. WBL coordinators are responsible for the analysis of the labour market, organization of practical education, support and guidance of students and teachers for practical education in the process, communication between institutions, evaluation of the progress of practical education. WBL coordinators are certified by the RVETC after completing training implemented by the RVETC. A new Rulebook on WBL Coordinators has been established. According to the new 2025 Law on VET, schools will be able to employ WBL coordinators who are not necessarily teaching staff at school.

Mentor at the employer is also considered a teaching staff. A condition for a person to become a mentor of students is to undergo training for mentors from a verified institution by the Chambers in accordance with a mentor training program adopted by the Minister. The trainings are implemented in accordance with the Law on Vocational Education and Training and the by-laws. The mentor has an obligation to participate in the development of a WBL program at the employer's site, in cooperation with the Coordinator for WBL and the practical education teacher, who determine which learning outcomes can be implemented at the employer.



The Stakeholders, mainly the employers and their in-company mentors, are involved in the WBL-related assessment.

Cooperation between schools and companies

Cooperation with the employer for the implementation of practical education begins with the signing of a memorandum of mutual cooperation between the employer and the vocational education institution. For practical education, the employer signs an agreement with the institution (school) and the student (or his guardian), which defines the rights, obligations and duration of practical education. The agreement is also submitted to the VET Centre, which maintains a database of concluded agreements for the implementation of WBL for students. The employer must prepare for the acceptance of students who will implement practical education in his organization and will need to provide spatial conditions and equipment (materials, machines, tools) for the implementation of WBL, to appoint a mentor among the employees who will be responsible for working with students who implement WBL, as well as his associates and to ensure the application of safety and protection measures in accordance with legal regulations. The employer may also provide funds for compensation for the work of the student who implements practical education and funds for food and transportation, but all this should be specified in the agreement that regulates the relations between the employer.

Work-based learning and Ferial practice take place at an employer's premises, but also in schools that have established a real school company. Within the framework of the real company, students acquire, test and deepen their practical knowledge and skills. A real school company registers the school as an additional activity in accordance with the education provided by the school and generates additional income for the school. Real school companies were established with the consent of the founder of the vocational education and training institution, and in regional centers real companies were established with the consent of the Ministry of Education and Science. To ensure quality in the implementation of work-based learning, the employer must pass the employer verification process for practical education and the mentor certification process.

The work-based learning program in companies has a flexible approach and allows companies to adjust its implementation according to needs and possibilities, until its full implementation. WBL Coordinator, based on the proposed list of employers, develops a plan for the distribution of students for the implementation of work-based learning and prepares a schedule for the work-based learning in cooperation with the mentors in companies. Before the student is sent to the company, WBL coordinator checks whether the students have adequate insurance and organizes basic mandatory training on occupational health and safety for each student according to a program that will be developed by the VETC. For the successfully completed basic training on occupational safety and health, the student should receive a certificate. At this stage, WBL coordinator is obliged to check whether students with disabilities will implement the WBL according to specially adapted programs. In accordance with the curriculum and the practical education program, the mentor prepares and determines the workplaces and tasks for students, including students with disabilities. Based on the plan for the implementation of the WBL, the mentor prepares a plan and allocates the student for the WBL to the appropriate workplace and appropriate tasks, through which he will achieve the learning outcomes.

Verification process of companies

In order to provide quality during/within the WBL, the employer must meet and act in accordance with general and special conditions for the implementation of practical education. In this regard, general conditions include registration for appropriate activity, absence of bankruptcy or liquidation and appointment of a certified mentor registered in the Register of Mentors. The special standards for equipment and space are determined by the chambers in cooperation with the Vocational Education and Training Center. In this context, specific standards for equipment and space imply conditions that are specific to a particular qualification or occupation.



The chambers carry out the verification and assessment of the fulfillment of the conditions and standards for the implementation of WBL at the employer. For this purpose, they form a three-member commission that visits the employer in its work organization. One member of the commission must come from the sector of the qualification being studied. After verification of the fulfillment of the conditions, the employer receives a Decision for the implementation of practical education of students, which confirms that it has met the stated conditions and standards. After receiving the Decision, the employer is registered in the Register of Verified Employers for Practical Education. The Decision is of permanent validity, except in a situation in which the law prohibits the company from carrying out the activity due to criminal activities or the company is closed due to financial problems. A Rulebook for monitoring the fulfillment of the conditions for the implementation of practical teaching is being currently drafted.

The summer internship (ferial practice) can also be carried out with an employer who is not verified, but in that case, it must sign an agreement with the vocational education and training institution as a guarantee that it meets the conditions stipulated in the norms and standards for verification.

Process of mentor certification

For the implementation of practical education, the mentor for practical education at the employer also plays an important role. The mentor can be the employer himself or a person employed by the employer who has at least three years of work experience in the activity and has professional competencies for the occupation and the ability to transfer knowledge and experience. The mentor must be trained to work with students and for this purpose attends a three-day professional-didactic training. The mentor's training provides the mentor with basic pedagogical-psychological and methodological knowledge and skills to work with students.

The training is implemented according to the Training Program for Mentors for Practical Education, which is approved by the Minister of Education and Science. The program is developed by the Vocational Education and Training Center. At the end of the training, the participants prepare a seminar paper that is a final exam to check the achieved knowledge and skills. The person who successfully completes the training, receives a mentor certificate and is registered in the Register of Mentors for Practical Education at an Employer. The mentor will guide the student through the work processes and enable him/her to implement the planned program and achieve the learning outcomes. Persons who have passed the master's exam do not undergo mentor training but are immediately registered in the Register of Mentors for Practical Education with an employer. The Register is maintained by the chambers in e-form. Having a certified mentor is one of the conditions, so that, the employer can be verified for the implementation of practical education.

Chambers and VET Centers need to be accredited as organizers of mentor training, and at the same time, meet the criteria and standards for spatial conditions, staff and equipment for organizing mentor training. In accordance with the new law on vocational education and training, Vocational Education and Training Center accredits institutions that organize training for mentors. The development of procedural documents for this process is in progress. After meeting the criteria and standards, the organizers of the training for mentors receive a Decision on the accreditation of the organizer of training for mentors, which is issued by the Minister of Education and Science at the proposal of Vocational Education and Training Center.

The certified mentor trainer holds the trainings process. Funds for the financing of mentor training are provided by: 1) the candidate for mentor himself; 2) the employer; 3) the employer and the school as partners in dual education; 4) national projects and programs and 5) from other sources: donations, legacies, gifts, foundations, and international projects.





Photo during the panel discussion

Deepening the understanding of quality assurance of WBL in North Macedonia: clarifications from involved actors

Following an opening session, 6 panel discussions were held to provide a comprehensive picture on the implementation of the quality assurance measures in work-based learning in North Macedonia, and to get an insight from the implementors of the process and from its final beneficiaries. Panel discussions were moderated by the Coordinator of the ETF Forum for QA in VET, the ETF Senior Human Capital Development Expert, Mr Mounir Baati and Human Capital Development Expert, Ms Nadezda Solodjankina.



Photo during the working session

Panel discussion with the national institutions about WBL represented by:



- VET Centre: Mr. Goran Spasovski, Mrs. Ardijana Isahi-Paloshi
- the Ministry of Education and Science: Mrs. Ivana Batinikj, Mrs. Natalija Kizevska
- the State Education Inspectorate, Director Mr. Shaban Alajbegu
- the State Examination Center: A. Director Mrs. Daniela Jakovchevska
- the Adult Education Centre: A. Director Mr. Sadudin Sadiki
- the Chamber of Commerce: Mrs. Natasha Janevska
- E4E Helvetas North Macedonia: Mrs. Ivana Georgievska

Panel 2: Directors of schools

- Director of VET School “Vlado Tasevski”, Mr. Dobe Mihajlov
- Director of VET School “Marija S. Kiri”, Mr. Darko Spasevski
- Director of RVETC Veles, Mr. Goran Bogovevski
- Director of RVETC Strumica, Mr. Arhelos Turanov
- Director of RVETC Tetovo, Mr. Aleksandar Koteski



Photo: Mr Mounir Baati, ETF, Mr Goran Spasovski, NCP North Macedonia, Ms. Bojana Politova, Center for Vocational Education and Training and Ms. Ivana Batinikj, Ministry of Education and Science

Panel 3: trainers

- Mr. Ridvan Zeqiri
- Mrs. Ardijana Isahi-Paloshi
- Mrs. Azra Tutikj
- Mrs. Elizabeta Jovanovska Radanovikj

Panel 4: companies

- EVN Macedonia, Mrs, Aneta Petrovska – Rusomaroski
- Textile Factory Moda, Mr. Angel Dimitrov
- Textile Cluster, Mrs, Natasha Sivevska
- Alkaloid (pharmacy factory). Mrs. Jana S.

Panel 5: mentors



- Mr. Vasil Stamboliski, Company: Euroimpex
- Zhaneta Dzafer, Company: Zhaneta Studio
- Dejan Badarevski, Company: Sofa Studio
- Shpresa Selimi, Company: Studio Bela Dona

Visiting peers conducted research on the state of play in their own countries. Vocational Education and Training Centre asked them to share on overview on the WBL set up in their countries, monitoring of WBL graduates, access to WBL of vulnerable groups of students, and role of public sector institutions in WBL governance and implementation. A snapshot of this information is provided in the following section. Full responses (self-assessments) are included in Annex 2.



Photo: Mr Mounir Baati, ETF, Mr Goran Spasovski, NCP North Macedoni, Mr. Dobe Mihajlov, Director of VET School "Vlado Tasevski", Ms Nadezda Solodjankina, ETF



Synthesis of visiting peers' quality assurance measures in work-based learning

Overview of WBL set up (duration, balance between theory and practice, role of schools and companies, public/state institutions involvement)

In **Armenia**, WBL depends on the specific VET program, but most last 2 to 3 years. WBL components are introduced progressively, with more practical training in the later stages of the program. The curriculum typically includes 30–40% of practical training. In dual VET, up to 60% is dedicated to training in companies. VET institutions provide the theoretical foundation and initial skills training, often in simulated or school-based environments. They coordinate with companies to organize WBL placements. State VET colleges are the primary actors in delivering WBL programs. They coordinate with both private companies and public sector organizations to arrange practical training opportunities for students. Some public employers also host students for internships or apprenticeships, however to a limited scale.

in **Bosnia and Herzegovina**, WBL is implemented through:

a) alternating learning at school and in a business entity when students spend one to three days a week in a business entity. In this track, rights and obligations are regulated through a contract. School is responsible for the training in its entirety, including monitoring the achievements of students in WBL, although it is implemented at the employer's site.

b) in school workshops, laboratories that stimulate real work environment,

c) through summer internships when students spend in a business entity usually 10 to 15 days.

"Dual education", is represented only on a pilot basis in a small number of schools in Republika Srpska and some cantons/counties in the Federation of Bosnia and Herzegovina.

The association/chamber of commerce keep the register of all business entities in case of dual form of WBL. In the case of alternating learning in a school and a business entity, the school keeps the register of business entities concerned,

In **Egypt**, there are multiple forms of WBL. In formal technical education (3 years duration after 9th grade) students spend two-thirds of the study time in companies to acquire technical competences. Some line Ministries provide training within their training centers. Some of these Ministries partner with industrial stakeholders to provide part of the training in companies,

In **Israel**, students enrolled in technological tracks (45% of students at upper secondary level) complete full curriculum (34–44 hours/week) in school setting, whereas 13 weekly hours are dedicated to technological subjects, with 5–6 hours of practical labs/workshops inside the school. Approximately 3% of students aged 15–18, often those who have dropped out of the general education system, study in institutions under Ministry of Labor, Social Affairs and Social Services (MOLSA), that may adopt dual model where students spend 2 days at school and 3 days in industry. Post-secondary adults' training under MOLSA includes on-the-job training.

Public sector involvement in WBL is substantial across the entire policy cycle. Ministries of Education and Labor, National TVET Committee and Public Vocational Schools are key actors. Schools develop the curriculum, provide theoretical instruction, initial practical skills, coordinate placements, supervise in-school training, and issue certifications. Companies offer practical work experience, mentorship by experienced professionals, development of workplace-specific skills, and sometimes serve as recruitment channels for future employees.

In **Montenegro**, WBL can be conducted through different models. School-based model (two, three, or four years) foresees practical education partly in school and partly at the employer's premises and is regulated by



a regulated by a "practical training agreement." Dual model (3 year programmes) is conducted fully in the workplace and regulated by individual education contracts. Employer organizations and trade unions play a visible role in national advisory bodies that make decisions regarding learning outcomes, programs, and strategic documents in the field of education,

In **Kosovo**, WBL is usually implemented during the final two years of upper secondary VET programs (Grade 11 and 12). The total duration varies, but typically students spend around 20–40% of their time in WBL settings, with higher share in the final year. Schools coordinate with local businesses to place students in WBL. Teachers and school coordinators often supervise and assess student progress in collaboration with company mentors.

In **Morocco**, initial vocational training is structured across 3 models: 1) residential training, that is predominant (one to two-month internship period in a company each year, and 80% of the training taking place within the training institution); 2) alternating training (a contract based arrangement, with 50% of the total duration spent in a company and at least one-third in a vocational training institution), 3) apprenticeship training (at least 80% of the total duration being spent in the company and at least 10% in a training center). Public institutions, alongside economic actors, are very actively involved in WBL, both at the level of governance (Department of Vocational Training) and implementation (OFPPT- the main public training operator, ANAPEC – national employment agency, sectoral ministries).

In **Türkiye**, Vocational Education Centers offer workplace-based vocational training programs that admit individuals who have completed lower secondary education. Over the course of four years, students engage in vocational training at enterprises four days per week under a contractual agreement, and attend school one day per week. Graduates obtain journeyman qualifications. Primarily the Ministry of National Education, along with various other public institutions, holds direct responsibility for the planning, implementation, monitoring, and evaluation of WBL processes. WBL practices in the public sector are conducted in a manner similar to those in the private sector.

Monitoring students after WBL completion

In **Armenia**, Career centers in VET institutions are responsible for tracking graduates. Internal Quality Assurance specialists in VET schools also conduct regular surveys with students and graduates – results are used to improve program relevance.

In **Bosnia and Herzegovina**, there is currently no systematic monitoring system for graduates' tracking, although individual initiatives exist.

In **Egypt**, there is no mandatory tracking system for graduates.

In **Israel**, there is no systemic graduates' tracking mechanism currently. Nonetheless, a number of practices are in use to evaluate outcomes of VET: labour market surveys, evaluations of vocational programmes' effectiveness. Some schools informally track alumni outcomes.

In **Montenegro**, tracking student destinations varies from school to school, and a national-level student tracking system has not yet been established. However, the external and internal evaluation frameworks for VET schools include indicators on graduates' tracking. The monitoring of work-based learning is in its initial phase.

In **Kosovo**, a graduate tracking mechanisms is established, including for those who have participated in WBL. It collects evidence on graduates' employability and the relevance of their skills to labour market needs.

In **Morocco**, The Department of Vocational Training regularly conducts studies to track the integration of graduates through a national graduate follow-up survey (interview-based), based on a cyclical system (a



survey is conducted every three years for each cohort of graduates). The professional paths of graduates from the same cohort are tracked 9 and 36 months after graduation.

In **Türkiye**, vocational and technical education graduates are monitored under the coordination of the Ministry of National Education. Monitoring includes data on entry in the labour market, the sectors of employment, and the extent to which these sectors align with graduates' fields of education.

Access of students from vulnerable groups

In **Armenia**, the Ministry of Education, Science, Culture and Sports of Armenia covers transportation costs to financially vulnerable students. There are currently no fully developed mechanisms to ensure the inclusive participation of students with disabilities in WBL.

In **Bosnia and Herzegovina**, students with special needs can find their place for learning in a business entity that matches their abilities with appropriate cooperation and support from the school and the business entity. Indicators from Article 24 of the UN Convention on the Rights of Persons with Disabilities guide institutions responsible for implementing inclusive education, both to carry out programmes and to measure progress.

In **Egypt**, students with disabilities are provided with suitable programs in accordance with regulations, to ensure they are not exposed to any risks during their studies and training,

In **Israel**, equitable access to VET and WBL is ensured through:

- legal framework (Law on Equal Rights for Persons with Disabilities, Law on Social Services for Persons with Disabilities),
- at implementation level (Accessibility Requirements, Commission for Equal Rights of Persons with Disabilities, targeted programmes like "Atidim", Skills that Work partnership),

In **Montenegro**, schools allocate students to employers based on established criteria (student performance; interviews with students, teachers, employers, and parents; student interest in specific companies, etc.). Priority is given to students with special educational needs.

In **Kosovo**, a number of measures have been enacted. They include legislative framework that promotes inclusive VET and WBL, operational guidelines on WBL that encourage (but not legally oblige) schools and companies to ensure placements for students with disabilities. Company mentors are trained on inclusive practices. Transport or stipend support is provided for students from low-income families or rural areas.

In **Morocco**, training offer for people with disabilities is provided by several specialised stakeholders (specialised vocational training centers, associations). There are also vocational training institutions (public and private) that welcome students with disabilities alongside other trainees.

In **Türkiye**, individuals with disabilities or from vulnerable groups have equal rights to vocational education. They receive tailored educational programs based on their specific needs and disabilities, supported by special education vocational high schools. These institutions aim to equip students with vocational skills and integrate them into the labour market.

Mentoring process

In **Armenia**, in both public and private sector, WBL students are assigned a workplace mentor who guides them during their practical training. VET instructor in school (often the head of the program) oversees the student's progress and communication with employer.

In **Bosnia and Herzegovina**, in case of dual form of WBL, business entities should have a qualified mentor. Mentor should be at least the same level of qualification training programme, an appropriate profile and work



experience in the profession (at least 3 or 5 years). The mentor must be provided with additional pedagogical and didactic training for working with students.

In **Egypt**, mentoring mechanisms differ between the public and private sectors. In public sector, teachers and technical instructors, and specialized technicians from partner companies or factories can perform mentor function. Mentoring in public institutions is normally more structured and formal. In companies, mentoring is more flexible and adaptable to trainees' needs.

In **Israel**, mentorship to students is provided by teachers and vocational instructors in schools. They focus on both technical and soft skills development. In companies, workplace mentors, typically experienced employees, guide students during internships or apprenticeships, providing direct training, supervision, and integration into the professional environment.

In **Montenegro**, instructors at employer's site must have at least the same level of qualification framework for which the student is being trained and at least five years of work experience in the field. There is no requirement for licencing of instructors. Practical training teachers and organizers of practical education provide key support to instructors through direct contact in organizing and implementing work-based learning. Since 2020, instructors have not received systematic pedagogical support.

In **Kosovo**, mentoring process is regulated in both public and private sectors. Each student is assigned a company mentor (in the workplace) and a school coordinator/teacher. Capacity-building for public mentors is recommended to improve WBL quality in state institutions (some donor initiatives have provided trainings). There are requirements and provisions for "instructors" (mentors) in companies supervising candidates in workplace learning, based on the Administrative Instruction and Occupational Standard for the Workplace Instructor that specifies the main obligations for companies and instructors.

In **Morocco**, during WBL learners are followed by mentor/master of apprenticeship within the company, responsible for welcoming, integrating, and providing daily supervision of the apprentice/trainee, as well as evaluating their skills in a real work environment. A pedagogical reference in school is responsible for coordinating with the company, tracking the learner's progress, and ensuring consistency between theoretical and practical learning.

In **Türkiye**, a workplace mentor is to be assigned to students in companies, responsible for directly supervising the students during their learning processes in the workplace, guiding them in both technical competencies and areas such as workplace discipline, ethical conduct, and social skills. They have to possess at least a mastership certificate in the relevant field and have completed pedagogical training.



Photos (from left to the right): Ms Liudmila Arhiliuc, Alternate NCP Moldova; Ms Anahit Terteryan, Alternate NCP Armenia; Mr Slavko Karan, NCP Bosnia and Herzegovina, MsMilana Sukara, Bosnia and Herzegovina



THE PEER VISIT – PHASE THREE, FEEDBACK

Reflection and preparing the Individual and Country Groups' Peer Feedback

In phase 3, peers take time to prepare and then to provide feedback to the host institution during a moderated final feedback session of the Peer Visit. Peers either worked individually, or in country subgroups to prepare their feedback.

The peers identified **strengths** and **areas for improvement** based on facts and evidence, taking into consideration how best to give reflective, constructive and motivating feedback to the host institution. In addition, peers were invited to provide their **ideas for improvement**. They were guided by five assessment questions, asked by the hosts of the peer visit:

1. strengths and areas for improvement of quality assurance measures related to availability of information on WBL, guidance on WBL and communication channels for different parties involved: students, companies, schools, teachers,
2. strengths and areas for improvement of quality assurance measures related to teachers' professional development for engaging with companies and coordination of WBL,
3. strengths and areas for improvement of quality assurance measures related to monitoring and evaluation processes of WBL (especially feedback mechanisms, graduate tracking, efficiency of verification process for companies and other measures),
4. strengths and areas for improvement related to organisation of time spent in WBL by students,
5. governance processes of quality assurance of WBL (cooperation of institutions on the coordination of the WBL process and introduction of improvements in the WBL the process).

Key points from peers' feedback are summarized below. They represent positions of individual members of ETF QA Forum who have taken part in the peer visit.



Photo: Mr Fayçal Ben Brahim, NCP Tunisia, Ms Assia Nasry, NCP Morocco, Dr. Mohamed Emarah, NCP Egypt



Identified strengths:

- Provision of information is organised pro-actively by VET schools, through websites, regularly held open days. Involved practitioners (WBL coordinators, mentors, trainers) take initiative to communicate, share experience through informal channels. Availability of a standard on WBL and guidance documents on WBL provide clarity on implementation, roles and responsibilities of all parties involved, as well as collaboration processes between companies and schools. Centralised databases (of companies, mentors) ensure access to WBL-related information, improving transparency and visibility.
- Structured training of WBL coordinators provide a good basis for carrying out of their duties. Mentors involved in the work-based learning process are trained and certified, which helps students receive better guidance and support. This contributes to students gaining practical skills and being more prepared for real jobs. Additionally, mentors are developing a handbook to ensure all mentors follow a consistent approach in their work. This can help standardize mentoring practices, improve the quality of support provided to students, and ensure a more uniform experience across different companies and sectors. Training sessions and workshops are available to help teachers gain knowledge about WBL and how to communicate with employers. Company visits or internships for teachers provide them with first-hand experience of the world of work.
- Monitoring of WBL can rely on records and registries of verified companies and mentors. Regular feedback from students on their training is provided throughout the programme (in journals). The use of checklists by mentors improves the clarity and transparency of student assessment and performance tracking leading to a more structured and consistent evaluation process. These tools encourage regular communication and feedback exchange to address student performance, workplace challenges, and program alignment. Practices of using feedback mechanisms (such as surveys and reflection sessions) as well as graduate tracking are used by some individual regions or institutions and provide useful data on employment and the relevance of WBL experiences,
- Organisation of students' time in companies (including duration) is regulated and relies on a series of reliable tools and practices: alignment towards educational goals and learning outcomes, use of journals and checklists allowing continuous mentor-student engagement, initial preparation of students in school for WBL (including occupational safety and integration into the work environment). At the same time, some flexibility in scheduling and developing programmes in companies allows to adapt schedules to align with employer needs and seasonal work. Availability of regionally based job placements allow students to complete WBL in their municipality or region, with adjustments made based on accessibility and student needs,
- WBL scene in North Macedonia is strengthened by collaboration of stakeholders at national level: Ministry of Education and Science, the Vocational Education and Training Center, Chambers of Commerce. These institutions are open to change and willing to adopt new approaches, which supports the continuous improvement of vocational education and training system. Existence of a basic quality assurance framework provides foundations for its improvement. Formation of Regional Vocational Education and Training Centers allow to integrate best practices and disseminate them further to other VET schools.





Photo: Dr Časlav Mitrović, NCP Serbia and Ms Ivana Čvorović Plavšić, Alternate NCP Serbia

Areas and ideas for improvement:

On quality assurance measures related to availability of information & guidance on WBL and communication channels

- Developing a centralised WBL information portal, visual aids, multilingual materials can support universality and inclusivity of access to different beneficiaries.
- Raising awareness on WBL, integration of WBL information into career guidance programmes for students can support enrolments in VET. It is important to provide information about the wide range of professions available in the country, including modern or emerging professions,
- Developing channels or Apps for interactive communication and exchange of information would support practitioners in WBL system (mentors, coordinators, VET teachers),
- Developing a national or regional WBL quality standards for information, guidance, and communication can support the unification of requirements,

On quality assurance measures related to teachers' professional development for engaging with companies and coordination of WBL

- Ensuring that VET providers dedicate sufficient time to support teachers involved in WBL coordination would strengthen their capacities. Such support could be complemented with national guidelines and toolkits for schools and teachers to raise the quality of cooperation with the business sector, as well as with establishing networks and communities of practice where teachers can share experiences and examples of good WBL practices,
- Developing a continuous modularised, credit-based development program for teachers, WBL coordinators and mentors would support their professional development. The programme can tackle



such issues of relevance as engaging with companies, understanding industry needs, and WBL coordination, objective assessment in line with assessment standards. Employers should be involved in framing, delivering this training,

- The role of schools' responsible for coordination with companies should cover gathering labour market data, and ensuring that training programs are aligned with industry requirements. These professionals would benefit from a dedicated training on how to collect objective data, develop effective data collection tools, and conduct thorough data analysis.
- Establishing a system of recognition/rewards for teachers engaged in WBL may increase motivation

On quality assurance measures related to monitoring and evaluation processes of WBL

- Developing both qualitative and quantitative indicators at the national level can help both the Ministry of education and VET providers assess and improve their programs. VET schools can also use such data to measure the effectiveness of work-based learning,
- Setting up mechanisms to follow up and establish tracking system for graduates in the labour market can provide information on the relevance of acquired competences. These mechanisms should be established in cooperation with employment agencies and alumni networks,
- Evaluating and monitoring the effectiveness of mentors involved in work-based learning programs would be advisable. Collected data can be used to update and improve mentor training content and provide targeted recommendations to enhance the quality of their mentoring practices, as well as support their recognition and appreciation,
- Setting up an efficiency evaluation for the verification process for companies would allow to analyse and re-calibrate the procedure if necessary,
- Introduction of system-wide collection of feedback and satisfaction information for all WBL actors (is advisable. Central analysis of this information would be necessary in order to be used for systemic improvement (at the level of program design, training content, and partnership strategies),
- Digitalisation of evaluation instruments can support data analysis, accessibility, and long-term tracking. Digitalisation can be applied to variety of tools and processes: diaries and reports, mentor evaluations, and feedback analytics.

On organisation of time spent in WBL by students

- The system may benefit from a reflection about a different organisation of WBL time that allow students to spend longer period in the company (one month/ semester),
- Increasing flexibility of WBL time organisation can support deeper experiences in companies and less fragmentation of learning path, as well as better coordination between academic calendars and company needs. Better synchronisation between school timetables and company operations can help to improve efficiency,
- Linking WBL hours with Academic Credits can enhance motivation from participation in WBL,
- Providing health insurance universally to students during WBL periods across different types of companies (large, or SMEs) to ensure their safety and well-being,
- Establishing a mandatory pre-placement orientation for students covering workplace expectations, safety, and rights can support a more structured preparation of students,





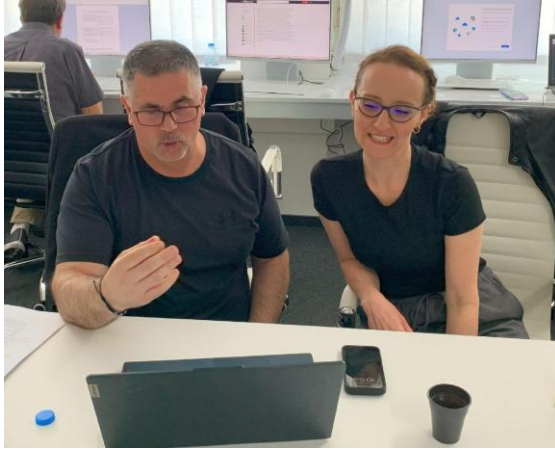
Photos from left to the right: Dr Yaron Doppelt, NCP Israel; Mr Shay Saadon, Alternate NCP Israel; Mr Kadir Eren Gülsoy, NCP Türkiye

On governance processes of quality assurance of WBL

- Creating a strategic national framework for WBL including qualitative and quantitative indicators at the national level, annual workplans, defining a quality cycle for WBL will support implementation, monitoring and evaluation, and review. Introducing a national WBL Quality Council may help to harmonize data collection, feedback, and policy adjustments.
- Develop a WBL MIS (Management Information System) dashboard for KPI (Key Performance Indicator) would enable monitoring the integration of students into the workplaces and provide guidance and support students in their lifelong learning,
- Evidence and data-based policy framework can improve WBL quality and responsiveness. Establishing a centralised data collection on workforce needs (including workforce competences), on vacancies in the country or the regions can help both the Ministry and VET schools to plan student admissions based on actual labour market needs,
- Motivating economic actors that provide job placements via government incentives may increase their participation in WBL schemes. Establishing a model to support companies involved in WBL would help to ensure uniform adherence to quality criteria and support especially to smaller companies. The formal and resource-intensive verification process may discourage small businesses from participating,
- Developing joint monitoring and improvement mechanisms, where all stakeholders are involved in evaluating and enhancing the WBL process,



- More involvement of students in discussions on QA mechanisms in WBL can add value,
- Stronger local partnerships and guidance to local stakeholders would enhance implementation and monitoring at local level,



Photos from left to the right: Avni Gashi, NCP Kosovo; Donjeta Nimani, Alternate NCP Kosovo; Vladislav Koprivica, NCP Montenegro and Ivan Marković, Alternate NCP Montenegro



THE PEER VISIT – PHASE FOUR, FOLLOW-UP

In the last phase of the Peer Visit, the focus is on the usage of peer feedback as a source for improvements in the host country. The host institution is advised to analyse and reflect on the peer feedback and disseminate it, as appropriate, to relevant stakeholders. As an important additional learning outcome, peer visitors are also encouraged to think about if and how they might adapt/ transfer good practice observed during the Peer Visit in their own countries. In this respect, the ETF methodology for peer visit recommends a series of guidelines on this follow up phase, such as discussing the feedback with a circle of relevant stakeholders, decision on the utilisation of the feedback, setting up of an action plan and devising responsibilities for implementation.



Group photo of peers in Skopje



ANNEX 1 LIST OF PARTICIPANTS

| Country and Organisation | National Contact Person/Expert |
|---|--|
| Armenia National center for professional (vocational and higher) education quality assurance (ANQA) | Ms Anahit Terteryan, Specialist at Institutional and Programme Accreditation Division, anahit.terteryan@anqa.am |
| Bosnia and Herzegovina Agency for Pre-Primary, Primary and Secondary Education | Mr Slavko Karan, Senior Expert Associate for Relations with VET Schools and Partner Institutions, slavko.karan@aposo.gov.ba Mr Milana Sukara, Specialist, milana.sukara@aposo.gov.ba |
| Egypt Egyptian TVET Quality Assurance and Accreditation Authority (ETQAAN) | Dr. Mohamed Emarah, Head of the ETQAAN, huseinmmm1171@yahoo.com |
| Israel Ministry of Education | Dr. Yaron Doppelt, Israel National Superintendent of System Engineering & Robotics, aron@israschool.org.il Mr Shay Saadon, Inspector in chief industrial engineering and management and business management & administration shaysaa@education.gov.il |
| Kosovo National Qualification Authority | Mr. Avni Gashi, Ekspert for Quality Assurance of NQA, Avni.Gashi@rks-gov.net Ms. Donjeta Nimani, Officer for Recognition of Prior Learning donjeta.nimani@rks-gov.net |
| Moldova ANACEC (National Agency for Quality Assurance in Education and Research) | Ms Liudmila Arhiliuc, Head of Department, liudmila.arhiliuc@gmail.com |
| Montenegro Centre for Vocational Education and Training of Montenegro | Mr. Vladislav Koprivica, Head of Department of Evaluation, vlado.koprivica@cso.edu.me Mr Ivan Marković, Head of Department for Adult Education and Lifelong Learning; ivan.markovic@cso.edu.me |
| Morocco | Ms Assia NASRY, Head of Evaluation and Communication Division, VET department, Assia.nasry@dfp.gov.ma ; assia.nasry1990@gmail.com |



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|--|---|
| Ministry of economic inclusion, SMEs, employment and competences | |
| Serbia Agency for Qualifications | Prof. Dr. Časlav Mitrović, Director, caslav.mitrovic@azk.gov.rs Ms Ivana Čvorović Plavšić, Deputy Director, ivana.cvorovicplavsic@azk.gov.rs |
| Tunisia Ministry of Vocational Training & Employment | Mr Fayçal Ben Brahim, Director of evaluation and quality of training, faycel.benbrahim@mfpe.state.tn |
| Türkiye Ministry of National Education | Mr Kadir Eren Gülsoy, National Education Expert kadireren.gulsoy@meb.gov.tr |
| European Training Foundation | Mr Mounir Baati, Senior Human Capital Development Expert - VET Quality Assurance, Mounir.Baati@etf.europa.eu Ms Nadezda Solodjankina, Human Capital Development Expert - Country Liaison for Tajikistan, Nadezda.Solodjankina@etf.europa.eu |
| North Macedonia | <ul style="list-style-type: none"> • Minister for Education and Science, Mrs. Vesna Janevska • EU Delegation, Ms. Olga Borodankova, sector Manager for Education and Youth • Centre for the Development of VET: Mr. Besnik Zendeli, Director Mr Goran Spasovski (goran@csoo.edu.mk), Advisor for planning and implementation of international cooperation Mrs. Ardijana Isahi-Paloshi |
| | <ul style="list-style-type: none"> • Ministry of Education and Science: Mrs. Ivana Batinikj, Mrs. Natalija Kizevska • State Education Inspectorate, Director Mr. Shaban Alajbegu • State Examination Center: A. Director Mrs. Daniela Jakovchevska • Adult Education Centre: A. Director Mr. Sadudin Sadiki • Chamber of Commerce: Mrs. Natasha Janevska • E4E Helvetas North Macedonia: Mrs. Ivana Georgievska |
| | <ul style="list-style-type: none"> • Director of VET School “Vlado Tasevski”, Mr. Dobe Mihajlov • Director of VET School “Marija S. Kiri”, Mr. Darko Spasevski • Director of RVETC Veles, Mr. Goran Bogovevski • Director of RVETC Strumica, Mr. Arhelos Turanov • Director of RVETC Tetovo, Mr. Aleksandar Koteski |



| | |
|--|--|
| | <ul style="list-style-type: none"> ● <i>Mr. Ridvan Zeqiri</i> ● <i>Mrs. Ardijana Isahi-Paloshi</i> ● <i>Mrs. Azra Tutikj</i> ● <i>Mrs. Elizabeta Jovanovska Radanovikj</i> |
| | <ul style="list-style-type: none"> ● <i>EVN Macedonia, Mrs, Aneta Petrovska – Rusomaroski</i> ● <i>Textile Factory Moda, Mr. Angel Dimitrov</i> ● <i>Textile Claster, Mrs, Natasha Sivevska</i> ● <i>Alkaloid (pharmacy factory). Mrs. Jana S.</i> |
| | <ul style="list-style-type: none"> ● <i>Mr. Vasil Stamboliski, Company: Euroimpex</i> ● <i>Zhaneta Dzafer, Company: Zhaneta Studio</i> ● <i>Dejan Badarevski, Company: Sofa Studio</i> ● <i>Shpresa Selimi, Company: Studio Bela Dona</i> |



ANNEX 2 – Self-assessments of peers

Armenia

Question 1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

Work-based learning (WBL) was introduced in Armenia's VET system in **2019** as a **pilot initiative** to better align education with labor market needs. Supported by international partners like the EU and GIZ, the program began with dual education pilots in selected colleges. WBL in the Armenian VET system is structured as a collaborative model between educational institutions and industry, with increasing emphasis on developing practical skills.

1. Duration

- The duration of WBL depends on the specific VET program, but most last **2 to 3 years**.
- WBL components are introduced progressively, with more practical training in the later stages of the program.

2. Balance Between Theory and Practice

- The curriculum typically includes **30–40% practical training**, with the rest focused on theory and general education.
- In dual VET programs, which are expanding in Armenia, up to 60% of the time can be dedicated to work-based learning at companies.

3. Role of VET Institutions

- VET institutions provide the theoretical foundation and initial skills training, often in simulated or school-based environments.
- They coordinate with companies to organize WBL placements.

Question 2- Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

1. Career Centers within VET institutions maintain contact with former students through surveys, phone calls, and online platforms. These centers collect data on employment status, industry relevance, and career development, helping to evaluate the effectiveness of training programs.
2. Internal Quality Assurance (IQA) specialists also conduct regular surveys with students and graduates to measure satisfaction, identify challenges, and improve program quality based on feedback.

Question 3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

Ensuring equal access to WBL for students from vulnerable groups remains a significant challenge in Armenia.

- When it comes to **financially vulnerable** students, the Ministry of Education, Science, Culture and Sports of Armenia **covers their transportation costs**, which helps them participate in WBL programs.
- However, for **students with disabilities**, the challenges are more complex. In many cases, workplace environments are not adapted to meet their needs—both in terms of physical accessibility and the nature of the tasks assigned.
- There are currently no fully developed national mechanisms to ensure the inclusive participation of students with disabilities in WBL.



Question 4. Are public/state institutions involved in the implementation of WBL? How does the mentoring process take place, and does it differ from that in the public sector?

Public/state institutions in Armenia are involved in the implementation of WBL particularly through state-run VET colleges and, to a lesser extent, public sector employers.

- State VET colleges are the primary actors in delivering WBL programs. They coordinate with both private companies and public sector organizations to arrange practical training opportunities for students.
- Some public employers—such as state-owned enterprises, municipal bodies, and government agencies—host students for internships or apprenticeships. For example, in the agriculture sector, institutions working alongside state initiatives, like the Strategic Development Agency (SDA), have collaborated with VET providers to support field-based learning in veterinary services and agribusiness. However, compared to private companies, public sector involvement is still limited and mostly tied to specific projects or partnerships, rather than being system-wide. **Mentoring Process** In both sectors, WBL students are assigned a workplace mentor who guides them during their practical training. At the same time, a VET instructor (often the head of the program) oversees the student's progress, evaluates their monthly dual learning reports, and maintains communication with the employer.
- In the private sector, mentors are often more engaged and flexible, especially in companies that have already participated in WBL pilots or dual education programs.

Bosnia and Herzegovina

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

The provisions of the Framework Law on Secondary Vocational Education and Training in Bosnia and Herzegovina stipulate that vocational education and training, among other things, should be aligned with the needs, demands and trends in the labour market and that the conditions for practical training in school or outside of school should be defined by each of the competent educational authorities. This Law stipulates that the curriculum, adopted by the competent minister, shall specifically determine the duration and basic forms of implementation of the NPP, the annual and weekly number of hours of practical teaching/training.

Practical teaching in vocational education and training, i.e. work-based learning, in Bosnia and Herzegovina is implemented through: a) alternating learning at school and in a business entity; b) in school workshops, laboratories, etc. and c) through summer internships.

a) Practical teaching, organized so that students spend one to three days a week learning while working in a business entity during the school year, is the most common form of implementation of practical teaching in vocational education and training in the Republika Srpska, in the cantons/counties in the Federation of Bosnia and Herzegovina and the Brčko District of Bosnia and Herzegovina. Schools and business entities regulate their rights and obligations in an appropriate document (contract). This form of work-based learning, where the theoretical part of the teaching is implemented in school, and practical teaching in its entirety or part in the business entity, represents a school form of implementation of practical teaching because the school is responsible for the teaching in its entirety, including monitoring the achievements of students in practical teaching, although it is implemented at the employer's. The business entity provides



its space and equipment for the implementation of practical teaching, and support for the student is provided by employees/mentors in the business entities.

b) In some vocational schools in Bosnia and Herzegovina, for certain programs, practical training is implemented in laboratories, school workshops, kitchens, training companies, etc. In school facilities, students develop practical skills in learning situations that correspond to real life, thus qualifying them for work in a real work environment.

c) Summer internship is a form of work-based learning during the time that students spend in a business entity (usually 10 to 15 days), mainly during the summer holidays. The presence of summer internship as a form of work-based learning varies in schools in Bosnia and Herzegovina, from the complete absence of this form of learning to partial presence in some cantons/counties. In some places, this form of internship is mandatory, and in others it exists only as a voluntary choice of students and parents.

Work-based learning, which corresponds to alternating school-to-company learning schemes, in which the business entity takes on the responsibility for practical training of students and checking of students' achievements, most often called "dual education", is represented only on a pilot basis in a small number of schools in Republika Srpska and some cantons/counties in the Federation of Bosnia and Herzegovina.

The current regulations on vocational education and training in Bosnia and Herzegovina allow for practical training and work-based learning in the workplace, in business entities. The competent education authorities are responsible for the organization, implementation, monitoring and evaluation. However, the current regulations, according to employers, do not provide enough space for their participation in the development of programs and there is not enough flexibility in the organization of work-based learning. The scope of practice is not sufficient, and programs should be more flexible and in line with the needs of the labor market.

2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

In Bosnia and Herzegovina, systematic monitoring of students' progress after completing secondary school, including employment, further education or labor market status, is not fully developed at the institutional level. There are attempts and individual initiatives, but there is no single functional system that would regularly and comprehensively monitor this data.

3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

Based on Article 24 of the Convention on the Rights of Persons with Disabilities, the scope of the right to education of children with disabilities has been significantly expanded, from an explicit requirement that states ensure the right to education, to an explicit requirement for inclusive education. The purpose of this document is to offer a meaningful and necessary set of indicators to be used at all levels of the system where decisions on education are made. The set of indicators will indicate that the ministries of education, which are responsible for implementing the right of persons with disabilities to inclusive education, are creating, monitoring and improving the conditions necessary for the implementation of inclusive education for children with disabilities in Bosnia and Herzegovina. The indicators measure progress in the implementation of inclusive education in our country and will be a key tool for education authorities to adequately respond and take measures to improve identified shortcomings or uncertainties. Students with special needs can find their place for learning in a business entity that matches their abilities with appropriate cooperation and support from the school and the business entity.

4. Are public/state institutions involved in the implementation of WBL, how does the mentoring process take place, and does it differ from that in the public sector?



Within the framework of the implementation of the dual form or the implementation of certain elements of the dual form of secondary vocational education, practical training and training in a business entity should be implemented by a qualified mentor. The conditions required for a mentor will be determined by the competent educational authority in its regulations on the implementation of practical training. However, the basic conditions for a mentor (primarily in the dual form, because the mentor trains the student and checks his achievements) should be: at least the same level of qualification as the student he is educating, an appropriate profile and work experience in the profession (at least 3 or 5 years). The mentor must be provided with additional pedagogical and didactic training for working with students, in accordance with the training program accredited by the competent body or service.

When the conditions are created for the implementation of practical teaching and training that corresponds to the dual form / the implementation of certain elements of the dual form, the association/chamber of commerce of the Federation of BiH, the Republika Srpska and the Brčko District of BiH, should keep a register of all business entities where work-based learning is implemented. In the case of the implementation of alternating learning in a school and a business entity and the dual form of implementation of practical teaching and training, the school keeps a register of business entities where students implement practical teaching and training for all curricula and grades as defined in the contract.

Egypt

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

There are multiple forms of work-based education, including, for example:

Formal Technical Education: Provided by the Ministry of Education and Technical Education to students for three years after the basic education stage (9 years). It concludes with awarding the student a diploma in technical education in one of the specializations, such as industrial, hotel and tourism, agricultural, or commercial education. This type of education is implemented in partnership with the private sector through protocols and agreements, where the student spends one-third of the study days at school to receive basic sciences and core competencies, preparing them to transition to an economic establishment for the remaining two-thirds of the study time to train in the remaining technical competencies. Examples of these schools include dual education schools and applied technology schools.

Training Centers Affiliated with Ministries: Some ministries, such as the Ministry of Health and Population, the Ministry of Social Solidarity, the Ministry of Housing, Utilities, and Urban Communities, and the Ministry of Industry, operate training centers. These ministries provide training within the centers independently, and the training course concludes with a certificate of attendance or completion, depending on the purpose of the training. Additionally, some ministries, in partnership with industrial stakeholders, offer formal vocational training, where the trainee receives part of the training at the center and part within an economic establishment—as is the case with the training centers affiliated with the Productivity and Vocational Training Department under the Ministry of Industry. The training concludes with a certificate equivalent to the technical education diploma awarded by the Ministry of Education.

2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

There is no mandatory system for the Ministry of Education and Technical Education, or for the ministries that provide technical education and vocational training programs, to follow up with students after they complete their training and measure whether they have continued working in the same field.



3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

Specialized committees are in place to interview students and ensure there are no obstacles hindering their ability to acquire the competencies required for the programs they are applying to. If a disability is identified, it is assessed both qualitatively and quantitatively, and a range of suitable programs is provided to these students in accordance with the relevant ministerial regulations. This ensures that students are not exposed to any risks during their studies and training.

4. Are public/state institutions involved in the implementation of WBL, how does the mentoring process take place, and does it differ from that in the public sector?

Public and governmental institutions play a significant role in implementing work-based learning (WBL) in technical and vocational education and training (TVET), as outlined in the answer to the first question.

Mentoring in governmental institutions is carried out through:

- Teachers and technical instructors from within the school or training institution.
- Specialized technicians from partner companies or factories (in the case of field training).
- A structured training plan that includes:
 - Monitoring trainee performance.
 - Evaluating acquired skills.
 - Guiding trainees toward practical tasks.
- Mentoring is typically more structured and traditional, with a focus on adherence to governmental standards rather than innovation.

The mentoring mechanisms differ between the public and private sectors as follow

| Criterion | Public Sector (Governmental) | Private Sector |
|---------------------|---|---|
| Flexibility | Less flexible (bureaucratic procedures, fixed plans) | More flexible and adaptable to trainees' needs |
| Technologies Used | Often traditional (outdated workshops, slow equipment upgrades) | More advanced (modern devices, updated software) |
| Monitoring Approach | Relies on formal reports and periodic evaluations | Focuses on immediate results and practical efficiency |

Challenges:

- Need for better coordination between technical schools and training facilities.
- Need for stronger cooperation protocols with industrial partners to increase the share of this type of education, which currently does not exceed 4% of total technical education students.



Montenegro

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

The Law on Vocational Education defines that vocational education programs (IVET programs) can last for two, three, or four years, depending on the exit level (i.e., levels II, III, and IV1). The methodology for developing vocational education programs defines the scope of the general education module/general education subjects and vocational modules (including theory and practical education, which includes a mandatory component of work-based learning – WBL).

There are two ways to implement vocational education. The first is when practical education is conducted partly in school and partly at the employer's premises, referred to as the "school-based model." This model is applied to all educational programs lasting two, three, or four years, where the school is responsible for assessing students' achievements. In this case, the mutual rights and obligations of the school and the employer are regulated by a "practical training agreement."

The second approach to practical education is when the employer is entirely responsible for practical education, which is conducted fully in the workplace and is only possible for three-year educational programs. This model is referred to as the "dual model," where mutual rights and obligations of students and employers are regulated by an "individual education contract."

The Law on Adult Education stipulates that adult education programs (CVET programs), which are implemented through practical work, can be conducted by an employer or another education provider that holds the appropriate license. Adult education programs that include a work-based learning component enable individuals to acquire professional qualifications.

2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

In accordance with the provisions of the General Law on Education and the provisions of the Rulebook on the content, forms, and methods of ensuring the quality of education in institutions, the assessment of quality in formal education institutions is conducted externally (every four years) and internally (self-evaluation, annually for specific areas and every two years for all areas).

The external evaluation is carried out by the CSO, which prepares a report containing information on the implementation of the teaching process in schools, the implementation of work-based learning, cooperation with employers, student assessment, quality of student care, and more. One of the quality indicators in the report is whether the school tracks students after completing their education.

The reports include proposals for measures to improve the quality of education. Tracking student destinations varies from school to school, and a national-level student tracking system has not yet been established. The monitoring of work-based learning is still in its initial phase.

3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

There is no national database of available positions at employers for work-based learning. Schools allocate students to employers interested in the dual model based on established criteria (student performance; interviews with students, teachers, employers, and parents; student interest in specific companies, etc.). Priority is given to students with special educational needs.

Within the Information System of the Ministry of Education, Science, and Innovation (MEIS), a web application has been developed for practical training, where schools must enter data about students—the employer where students undertake practical education, the scope of work-based learning for all programs, etc.



4. Are public/state institutions involved in the implementation of WBL? How does the mentoring process take place, and does it differ from that in the public sector?

Employer organizations and trade unions play a visible role in national advisory bodies that make decisions regarding learning outcomes, programs, and strategic documents in the field of education. Social partners are not involved in the implementation of work-based learning and do not participate in student assessment or quality assurance, except in the dual model, where they provide financial compensation to third-year students. In collaboration with schools, some employers engage in the planning and implementation of WBL and the allocation of students.

Legislation does not mandate that instructors at employers must have a special license to work with students. Practical training teachers and organizers of practical education provide key support to instructors through direct contact in organizing and implementing work-based learning. Despite receiving significant support from teachers and practical education organizers, particularly in planning practical training, company instructors face considerable challenges in assessing students' achievements in practical education.

An instructor must have at least the same level of qualification framework for which the student is being trained and at least five years of work experience in the field. Since 2020, instructors have not received systematic pedagogical support. Instructors do not receive additional compensation for working with students.

The organizer of practical education acts as a coordinator between the school and the employer/instructor. The planning of work-based learning in the dual model is primarily the result of joint efforts between practical training teachers and instructors.

Kosovo*

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

Duration and Structure

WBL is usually implemented during the final two years of upper secondary VET programs (Grade 11 and 12). The total duration varies, but typically students spend around 20–40% of their time in practical, workplace-based settings during these years.

Balance Between Theory and Practice

The curriculum is modular and competency-based, combining both theoretical learning in schools and practical experience in companies. In most VET schools, the ratio leans toward more school-based learning in the early years (Grades 10–11) and more workplace learning in the final year (Grade 12).

Role of Schools and Companies

VET schools are responsible for providing theoretical knowledge and basic practical training. They coordinate with local businesses to place students in appropriate work-based learning environments. Teachers and school coordinators often supervise and assess student progress in collaboration with company mentors.

³ * This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.



Companies provide training through internships or apprenticeships. They assign mentors to guide students during their workplace experience. Their involvement is essential for helping students acquire job-relevant skills, although the level of company engagement varies by region and sector.

2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

Kosovo has established mechanisms to monitor and track students after they complete their vocational education and training (VET) which also includes those who have participated in work-based learning (WBL) programs. As part of the EU-supported projects, Kosovo is developing a National Graduate Tracking System. This system aims to provide VET stakeholders, including schools and Vocational Training Centres (VTCs), with evidence on graduates' employability and the relevance of their skills to labour market needs.

In addition to the national tracking system, Kosovo has established **School-Based Career Centers (SBCCs)** in several VET institutions. These centers play a crucial role in:

- **Providing career guidance** to students during and after their studies.
- **Facilitating job placement by connecting graduates with potential employers.**
- **Monitoring graduates' employment status to assess the effectiveness of VET programs.**

These mechanisms collectively contribute to a more responsive and effective VET system in Kosovo, ensuring that education and training programs are aligned with labour market demands and that graduates are supported in their transition to employment.

3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

Kosovo has taken several steps to promote equal access to Work-Based Learning (WBL) for students with disabilities and those from vulnerable groups. While challenges remain in practice, the policy framework and some targeted initiatives aim to foster inclusion. Here's how it's addressed:

- The Law on Vocational Education and Training (No. 04/L-138) and the Law on the Protection from Discrimination (No. 05/L-021) promote non-discrimination and inclusion in education and training.
- The National Education Strategic Plan (NESP) includes objectives to support inclusive education, including for VET and WBL.
- Kosovo's VET policies also align with European principles of equal opportunity in education.
- Operational Manual for WBL (2020) includes provisions that encourage VET schools and companies to make reasonable accommodations for students with disabilities.
- It recommends schools identify and support learners with additional needs, ensuring that WBL placements are inclusive and adapted where necessary.
- Companies are encouraged (though not legally required) to create accessible work environments.
- Training company mentors on inclusive practices
- Facilitating transport or stipend support for students from low-income families or rural areas

There are still challenges despite these efforts, practical barriers still exist, such as limited accessibility in some workplaces. Lack of awareness or readiness among employers, need for more trained staff and resources in VET schools, etc.



4. Are public/state institutions involved in the implementation of WBL, how does the mentoring process take place, and does it differ from that in the public sector?

Public institutions in Kosovo are involved in the implementation of Work-Based Learning (WBL).

Mentoring Process in WBL in both public and private sectors, is guided by the Operational Manual for WBL and related administrative instructions. According to the Administrative Instruction, instructor supervises and guides candidates during the practical learning period. Regarding to this instructor must have appropriate professional qualifications and work experience, as well as pedagogical competences

The main responsibilities of the instructor include:

Planning and preparing training.

Conducting the training and monitoring progress.

Evaluating the trainees' learning outcomes.

Ensuring safety and compliance with workplace regulations.

According to Professional Standard for the Workplace Instructor, the instructor's duties and competencies, divided into four core functions:

Analysis of work tasks and definition of learning objectives.

Planning and preparation of training.

Conducting training.

Assessing trainees and continuously improving the training process.

Required personal characteristics: patience, communication skills, motivation, professional ethics.

Minimum qualification: typically, a qualified worker with several years of experience and, when possible, specialized pedagogical training.

Documents that may be requested to verify qualifications: instructor certificate, proof of professional experience, educational diploma.

Key elements of the mentoring process:

- Each student is assigned a company mentor (in the workplace) and a school coordinator/teacher.
- Mentors guide the student, provide feedback, and assess performance against predefined learning outcomes.
- Regular school-company communication ensures the student's progress is jointly monitored.

Capacity-building for public mentors is recommended to improve WBL quality in state institutions.

Some donor-funded initiatives such as GIZ, Swisscontact, etc. have piloted mentor training programs in public institutions to address the gaps.



Morocco

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

In Morocco, there are two types of training:

- **Initial training:** This is intended for young people aged at least 15 who meet the required conditions (educational level and age) to access the vocational training system. It takes place in training centers and/or in companies depending on the levels and training modalities.
- **Continuous training** (or on-the-job training): This is aimed at individuals already employed (typically salaried) during their working hours or those looking for employment. It can be provided within the company or in training centers. It allows employees to acquire skills that are useful to the company.

Initial training is delivered through three modes:

- **Residential training:** This takes place in public and private training institutions with a one to two-month internship period in a company each year. 80% of the training takes place within the training institution. This mode remains the predominant form in terms of trainee numbers.
- **Alternating training:** Established by Law 36-96, this training consists of 50% of the total duration being spent in a company and at least one-third of this time in a vocational training institution. The company provides a tutor for the trainee. The relationship between the trainee and the company is governed by a contract. During the company training period, the trainee is covered by their training institution and retains their status as a trainee.
- **Apprenticeship training:** Regulated by Law 12.00, this training consists of at least 80% of the total duration being spent in the company and at least 10% in a training center. This mode targets young people who can read and write.

Initial vocational training is structured, in addition to the Certificate of Apprenticeship (CAP), into four levels: Specialization, Qualification, Technician, and Specialized Technician.

The duration of the training is two years for the **Specialized Technician** and **Technician** levels, while the duration for the **Qualification** and **Specialization** levels is determined by a decree from the governmental authority in charge of vocational training based on the field and required skills.

On-the-job training is primarily aimed at company employees. It allows:

- **Job retention** by developing skills in line with labor market changes.
- Potential **professional promotion**.
- For companies, it helps improve productivity and competitiveness.

It also targets job seekers, providing them with technical skills tailored to in-demand jobs.

2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

The Department of Vocational Training regularly conducts studies to track the integration of graduates through a national graduate follow-up survey, based on a cyclical system (a survey is conducted every three years for each cohort of graduates).



These surveys aim to measure the external efficiency of the vocational training system by adopting a specific methodological approach to follow the dynamics of professional integration within the framework of a national panel-type survey. The professional paths of graduates from the same cohort are tracked 9 and 36 months after graduation. These surveys allow for:

- Measuring the professional integration level of graduates.
- Evaluating employment and unemployment rates.
- Obtaining information on the characteristics of jobs held by graduates.

- Identifying the causes of unemployment.
- Measuring the match between the training received and the job held.
- Evaluating the professional and geographical mobility of graduates.
- Collecting data on businesses created by graduates.
- Assessing employers' opinions on the competencies of graduates and their relevance to the needs of their businesses.

The methodology used relies on field surveys, conducted through direct interviews with a sample of graduates, selected based on criteria ensuring the representativeness of the entire cohort involved in the study.

These studies provide indicators based on the sector, level of education, training mode, and gender. To strengthen these studies, a survey is also conducted with employers to gather their opinions on the competencies of graduates and obtain their suggestions for improving the effectiveness of the training and its alignment with the requirements of the economic fabric.

How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning? As part of the efforts to make vocational training inclusive for people with disabilities, the Department of Vocational Training (DFP) gives special attention to this group in order to equip them with the necessary qualifications for their socio-professional integration, according to their abilities and the type of disability, whether motor, mental, visual, or auditory.

The training offer for people with disabilities is provided by several stakeholders:

- The **Vocational Training Center dedicated to individuals with intellectual disabilities**, located within the **Mohammed VI National Center for the Disabled** in Sala Al Jadida (CNMH), with regional branches in Casablanca, Marrakech, Agadir, Safi, Fès, Oujda, Tangier, Guelmim, and Béni-Mellal.

- The **Pre-training Center for the Blind and Visually Impaired in Témara**, which focuses on pre-training in physiotherapy, Braille, computer science, and foreign languages, enabling individuals to access higher education institutions in health-related fields.
- **Ten mixed social vocational training centers**, established through a partnership between **OFPPT** and the **Mohammed V Foundation for Solidarity**.
- **Associations** that develop training programs for people with disabilities.
- **Vocational training institutions** (public and private) that welcome this population alongside other trainees.

The training provided to people with disabilities, whether qualifying or diploma-awarding, covers various sectors, including Administration, Management, Commerce, Agriculture, Handicrafts, Health, Tourism-Hospitality, and Information and Communication Technologies.

3. Are public/state institutions involved in the implementation of WBL, how does the mentoring process take place, and does it differ from that in the public sector?

Work-Based Learning (WBL) is a cornerstone of Morocco's vocational training strategy. Its implementation is ensured through close collaboration between training institutions and economic stakeholders, under the direction and coordination of the Department of Vocational Training, which is part of the Ministry of Economic



Inclusion, Small Business, Employment, and Skills. The Department of Vocational Training plays a strategic leadership role, particularly in: Developing policies and regulatory frameworks that govern alternating training and apprenticeships. Creating training reference systems that integrate practical work experience in companies. Overseeing monitoring, evaluation, and quality assurance mechanisms for work-based training pathways.

In addition to this central role, several public institutions are actively involved in the operational implementation of WBL, including:

- **OFPPT**, the main public training operator, which offers alternating training programs.
- **ANAPEC**, which contributes to identifying and mobilizing partner companies, facilitating connections with young trainees or graduates.
- Sectoral ministries (Health, Agriculture, Industry, etc.), which develop training programs integrated into their networks of specialized institutions.

The Mentoring Process in WBL

Mentoring is a key component of WBL, ensuring the educational and professional support of the learner during their time in the company. This process is based on a dual supervision system, composed of:

- A **mentor/master of apprenticeship** within the company, responsible for welcoming, integrating, and providing daily supervision of the apprentice/trainee, as well as evaluating their skills in a real work environment.
- A **pedagogical reference** within the training institution, responsible for coordinating with the company, tracking the learner's progress, and ensuring consistency between theoretical and practical learning.

This mechanism fosters better synergy between the training and professional environments while ensuring personalized support for the learner.

Türkiye

1. How is work-based learning structured (duration, balance between theory and practice, role of schools and companies) in your country?

Vocational Education Centers offer workplace-based vocational training programs that admit individuals who have completed lower secondary education. Persons aged 14 and above are eligible to enroll in this program and commence apprenticeship training. Over the course of four years, students engage in vocational training at enterprises four days per week under a contractual agreement, and attend school one day per week to receive general education and theoretical instruction related to their vocational field.

Students who successfully pass the proficiency examinations are awarded the journeyman qualification at the end of the 11th grade and the master qualification at the conclusion of the 12th grade. Structurally, the Vocational Education Center program is designed to prepare students for direct entry into the workforce.

Moreover, students enrolled in this program may, if they choose, complete additional coursework either during or after their period of study. This enables them to obtain a diploma from a Vocational and Technical High School in addition to the master certificate, thereby qualifying them to pursue higher education.



2. Do you have a mechanism for monitoring students after they have completed their training? How do you measure whether they have continued to work in the same industry?

In Türkiye, the post-graduation processes of vocational and technical education graduates are monitored under the coordination of the Ministry of National Education (MoNE) through various digital systems and inter-institutional collaborations. This monitoring process includes data on whether graduates have entered the labor market, the sectors in which they are employed, and the extent to which these sectors align with their fields of education.

MoNE's internal information systems record graduates' field- and branch-specific data. In addition, a data-matching protocol established with the Social Security Institution allows for the tracking of graduates via their national ID numbers. This integration enables sectoral analyses based on the NACE code of the workplace, facilitating objective evaluation of whether a graduate is employed in a sector that corresponds to their field of study.

3. How do you ensure that students with disabilities or from vulnerable groups have equal access to work-based learning?

In Türkiye, individuals with disabilities or from vulnerable groups have equal rights to vocational education. Based on their disability status, a medical report is issued, and they are directed to educational programs that suit their specific needs. For these students, vocational education is tailored to their specific needs and disabilities and is provided with various forms of support. In this context, special education vocational high schools and schools are institutions specifically designed to provide vocational education for individuals with disabilities. These schools equip students with vocational skills while taking into account their special educational needs and aim to integrate them into the labor market.

4. Are public/state institutions involved in the implementation of WBL, how does the mentoring process take place, and does it differ from that in the public sector?

In Türkiye, public and state institutions play an active role in the implementation of Work-Based Learning (WBL) practices. Primarily the Ministry of National Education (MoNE), along with various other public institutions, holds direct responsibility for the planning, implementation, monitoring, and evaluation of workplace learning processes within the scope of vocational and technical education. WBL practices in the public sector are conducted in a manner similar to those in the private sector.

As part of the workplace learning process, qualified individuals known as workplace mentors are assigned to help students acquire vocational skills and gain hands-on experience in real work environments. A workplace mentor is responsible for directly supervising the students during their learning processes in the workplace, guiding them in both technical competencies and areas such as workplace discipline, ethical conduct, and social skills. To assume this role, the individual must possess at least a mastership certificate in the relevant field and have completed pedagogical training.

Workplace mentors, as professionals working within the enterprises, regularly monitor students' progress throughout their learning journey, track their attendance and achievement levels, and coordinate closely with school administrators. In doing so, they support both the individual and vocational development of students and contribute to the overall quality of vocational education.



Israel

1. Structure of Work-Based Learning (WBL) in Israel

Secondary Technological and Vocational Education (Ages 15–18):

In Israel, about 45% of high school students study in technological tracks within comprehensive schools supervised by the Ministry of Education.

These students complete a full curriculum of approximately 34–44 hours per week during grades 10–12, depending on their level in Mathematics, English, and participation in advanced science courses.

Around 13 weekly hours are dedicated to technological subjects, with 5–6 hours involving practical lab or workshop activities inside the school. This educational framework integrates theoretical and practical knowledge but usually does not include regular external work placements.

Dual System in Vocational Schools (Ministry of Labor, Social Affairs and Social Services - MOLSA):

Approximately 3% of students aged 15–18, often those who have dropped out of the general education system, study in MOLSA-supervised institutions.

These programs may adopt a dual system model where students spend 2 days at school and 3 days in industry. The goal is to combine school learning with significant workplace experience.

Post-Secondary Vocational Training (Adults):

Programs aimed at adults focus more heavily on practical training. Offered by the Ministry of Labor and other public or private institutions, these programs can range from a few months to over a year, with significant emphasis on on-the-job training.

Role of Schools and Companies:

Schools develop the curriculum, provide theoretical instruction, initial practical skills, coordinate placements, supervise in-school training, and issue certifications.

Companies offer practical work experience, mentorship by experienced professionals, development of workplace-specific skills, and sometimes serve as recruitment channels for future employees.

2. Monitoring Students After Training Completion

While efforts exist to track vocational education outcomes, Israel lacks a comprehensive, systematic national mechanism for monitoring graduates' employment trajectories over time.

Current Practices:

- ❖ Some vocational schools informally track alumni outcomes.
- ❖ The Ministry of Labor supports immediate placement and certification efforts for adult trainees.
- ❖ The Israel Democracy Institute conducts broader labor market surveys, which include some relevant data.
- ❖ The National Authority for Measurement and Evaluation in Education (RAMA) evaluates the effectiveness of vocational programs under the Ministry of Education, but mainly at the program level rather than individual tracking.

Summary:

Although evaluations of vocational training relevance are ongoing, longitudinal tracking of WBL graduates, especially regarding their continued employment in trained industries, is not yet fully institutionalized.

3. Ensuring Equal Access for Students with Disabilities and Vulnerable Groups

Israel has enacted robust legal frameworks and policy initiatives to ensure equitable access to vocational education and WBL opportunities:



- ❖ Equal Rights for Persons with Disabilities Law (1998): Mandates non-discrimination and reasonable accommodations in education and employment.
 - Social Services for Persons with Disabilities Law (2022): Provides a comprehensive support system for integration, including vocational pathways.
- ❖ Accessibility Requirements: Schools must implement physical, technological, and pedagogical accommodation.
- ❖ Commission for Equal Rights of Persons with Disabilities: Enforces anti-discrimination and accessibility standards across all sectors.
- ❖ Targeted Programs: Initiatives like "Atidim" and partnerships like Skills that Work (ILO & JPMorgan Chase Foundation) promote access to education and employment for youth from marginalized communities (e.g., Arab, Druze, Ethiopian-Israeli, and low-income groups).

Despite these efforts, challenges remain, particularly in guaranteeing full accessibility to all forms of work-based placements in every industry sector.

4. Public Institutions and the Mentoring Process

Public sector involvement in WBL is substantial and includes governance, direct educational provision, and quality assurance.

Key Actors:

- ❖ Ministry of Education (MoE): Oversees secondary vocational and technological education, sets curricula, and supervises schools.
- ❖ Ministry of Labor (MOLSA): Manages vocational training for adults, certifies institutions, and supports labor market integration.
- ❖ Public Vocational Schools: Offer professional and academic education to youth and adults, leading to certifications.
- ❖ National TVET Committee: Established in 2010 to improve VET governance and involve social partners in policymaking.

Mentoring Process:

In Schools:

Teachers and vocational instructors act as mentors within workshops and labs, focusing on both technical and soft skills development.

In Companies:

Workplace mentors, typically experienced employees, guide students during internships or apprenticeships, providing direct training, supervision, and integration into the professional environment.

Differences Between Public and Private Sectors:

- Focus: Public sector mentoring may emphasize public service values, while private sector mentoring focuses more on productivity and industry-specific skills.
- Formality: Private companies sometimes have structured mentor training programs, whereas public sector mentoring can be more bureaucratic but systematic.

Executive Summary

Israel's work-based learning (WBL) system is diverse, evolving, and anchored primarily in secondary technological education and post-secondary vocational training. While a dual system model exists under



the Ministry of Labor for a limited number of students, the majority are enrolled in technological tracks overseen by the Ministry of Education. The system emphasizes quality education, industry collaboration through mentoring programs, and expanding accessibility for vulnerable groups. Public institutions play a central role in governance and delivery. Although significant progress has been made, particularly in strengthening education-labor market linkages, the systematic long-term tracking of WBL graduates remains an area for further development.

Key Statistics Table

| Indicator | Data |
|---|--|
| Percentage of Secondary Pupils in Technological Education | About 45% |
| Dual System Participants (MOLSA) | About 3% of secondary students |
| Typical Weekly Study Hours (Grades 10–12) | 34–44 hours |
| Typical Practical Hours Weekly | 5–6 hours (school labs/workshops) |
| Post-secondary Vocational Program Duration | Several months to over a year |
| Main Ministries Involved | Ministry of Education, Ministry of Labor |
| Year National TVET Committee Established | 2010 |



For more information, please contact the
ETF quality assurance team:

Mounir Baati (Mounir.Baati@etf.europa.eu) and
Nadezda Solodjankina (Nadezda.Solodjankina@etf.europa.eu)

www.etf.europa.eu

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