

Work-Based Learning

Why it matters



Work-Based Learning (WBL) help bridge the gap between education and the labor market by combining classroom instruction with practical training in companies. This approach allows students to develop technical skills, work habits, and real-world experience that are directly relevant to employers' needs. At the same time, companies gain the opportunity to contribute to training future workers and shape the skills of their potential employees, improving the overall relevance and responsiveness of the VET system.

What E4E was working on

E4E supported the introduction and operationalization of dual VET and WBL by developing practical implementation frameworks and strengthening the capacity of institutions, schools, and companies. In practice, E4E supported:

- ➔ The development of practical guidelines and implementation tools for work-based learning, including the preparation of the national Guidance for WBL at Employers premises and support to working groups defining WBL
- ➔ The establishment of quality assurance mechanisms for company-based training, including procedures for company verification, mentor certification, and the creation of registers of certified mentors and verified training companies
- ➔ Joint planning and implementation of work-based learning programs, bringing together teachers and company mentors through workshops and coordination processes to design training programs aligned with labor-market competencies

Key Insights

01

WBL can be implemented effectively when clear operational frameworks are in place, including guidance for organizing work-based learning, verified training companies, and certified company mentors.

02

Close collaboration between schools and employers in planning and delivering work-based learning ensures that training reflects real workplace competencies while maintaining the educational standards of the VET system.

Sustainability beyond the project

By establishing practical frameworks, guidance, and quality assurance mechanisms for work-based learning, the dual VET model is embedded within institutional procedures, enabling schools, companies, and relevant institutions to continue implementing and expanding it beyond the project.

Explore Further

Costs and Benefits
of Employers
resulting from
practical training
of students
in secondary
vocational
education in
the Republic of
North Macedonia

Cost-Benefit Analysis

PRACTICAL TRAINING FOR SECONDARY
VOCATIONAL EDUCATION STUDENTS
– BIGGER BENEFITS THAN COSTS
(POLICY BRIEF)

This policy brief presents a summary of findings from a research aim positions about the costs and benefits of companies being actively involved in practical training for students in secondary vocational education.

The costs and benefits identified by the companies included:

Costs	Benefits
➤ In-company mentor (working hours) ➤ Mentors' professional development ➤ Training equipment, tools and learning materials ➤ Students' compensation	➤ Productive work of student ➤ Savings for recruitment ➤ Reduced risk of mismatch ➤ Specific skills of the student ➤ Employer promotion and recruitment

Cost-Benefit
Policy Brief

Practical training for secondary vocational
education students – bigger benefits than
costs (companies research findings)

THE COSTS AND BENEFITS IDENTIFIED BY T

Costs	Benefits
➤ In-company mentor (working hours) ➤ Mentors' professional development ➤ Training equipment, tools, learning materials ➤ Students' "salary" ➤ Students' insurance ➤ Students' transport	➤ Productive work of student ➤ Savings for recruitment ➤ Reduced risk of mismatch ➤ Specific skills of the student ➤ Employer promotion and recruitment

Costs and Benefits
Infographic

Implemented by: