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Work-Based Learning (WBL) in TVET
An implementation manual for practitioners
In Lebanon and Arab Countries

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An implementation manual
for practitioners

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FOREWORD

In addition to access to lifelong learning, youth should gain relevant skills through efficient and effective formal and non-formal learning and training programmes that will lead to meaningful and decent work. But with the sharp rise in unemployment and job insecurity in Lebanon, the country's TVET system must be resilient and demonstrate effective linkages between the supply and demand sides of the labour market.

Work-Based Learning (WBL) is one way to build bridges between the world of education and the world of work. It helps employers meet their needs for skilled workers, and prepares youth for entering the labour market by providing them with relevant skills training.

Increasingly, Lebanon is putting WBL, particularly apprenticeships, high on their policy agenda, in recognition of its potential for reducing skills mismatches, meeting the skills demands of a fast-changing labour market, providing cost-effective training, promoting private sector involvement, and smoothing transitions to the world of work.

In this regard, the ILO in collaboration with UNICEF has taken the initiative to introduce the WBL system into vocational and technical training programmes in Lebanon. Practitioners play a crucial role in designing, implementing and monitoring WBL programmes.

This manual is designed for TVET administrators, coordinators and instructors, as well as for master craft persons. It gives a step-by-step overview on planning, developing, organizing and delivering WBL programmes.

The basis of this manual derives from the experiences of Lebanese governmental and nongovernmental organisations that piloted WBL programmes in the country from 2019 to 2021. The manual introduces the concept of WBL, and discusses its benefits, how it differs from other job training schemes, and the roles and responsibilities of relevant stakeholders. In addition, it presents good practices, instruments and tools from other countries in order to complement the national experience. The annex offers practical templates and user-friendly tools that can be used by practitioners.

I recommend this guide to anyone who has an interest in WBL programmes, and would like to congratulate colleagues for developing this valuable resource.



Ruba Jaradat

ILO Regional Director for Arab States

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ACRONYMS

ANERA	American Near East Refugee Aid
AVSI	Association of Volunteers in International Service Foundation
CBO	Community Based Organisation
DS	Dual System, usually with reference to apprenticeships
FAO	Food and Agriculture Organization
ILO	International Labour Organization
In-CTs	in-company trainer
INGOs	International Non-Governmental Organizations
LOST	The Lebanese Organization for Studies and Training
MCPs	Master Crafts Persons
NGOs	Non-governmental Organizations
PWD	People with Disabilities
OSH	Occupational Safety and Health
OJT	On-the-Job Training
TVET	Technical Vocational Education and Training
UNICEF	United Nations International Children's Emergency Fund
WBL	Work-Based learning

GLOSSARY

Assessment criteria	The expected level of performance that allows assessors to produce an evaluation of an individual's competency. Assessment criteria should be observable behaviours, actions, and results which are expected for satisfactory job performance.
Competency	The demonstrated ability to apply knowledge, skills and attitudes in order to successfully complete work activities to a defined standard of performance, as expected in a real-life workplace environment.
Competency standards	Benchmarks to assess the knowledge, skills and attitudes required by an individual in order to perform in the workplace. These benchmarks are combined together to form units of competencies.
OJT	On-the-job training, is a hands-on method of teaching and learning knowledge, skills and attitude needed for trainees/employees to perform a specific task within the workplace. Trainees learn in a real working environment where they need to practice the knowledge and skills obtained during their training in the school. Generally, OJT uses the existing workplace tools, machines, documents, equipment, and knowledge to teach a trainee how to effectively do their task in accordance with the processes and procedures of the employers.
Skill assessment	A systematic process of measuring, evaluating, and documenting an individual or group's level of knowledge, skills and attitudes.
Skill development	Formal and non-formal vocational, technical and skills-based education and training for employment or self-employment. It includes pre-employment and livelihood education and training; TVET and apprenticeships; training for employed workers, including in the workplace; and labour market-oriented short courses for those seeking employment.
TVET	Technical and Vocational Education and Training that comprises education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.
WBL	Learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work that leads to the production of real goods and services
Work processes learning	Work-process training (or learning in work and business processes) refers to a didactical and methodological concept stands for project-oriented and process- and task-oriented learning relating to real work and real-life situations. It is developed out of real work- and business processes.

1. INTRODUCTION

1.1 Background

Skills development can play a crucial role in supporting employment. As part of a range of policies targeting growth, employment, and human development, skills development can support employment in strengthening the employability of the new entrants to the labour market, improving workers' and companies' productivity, facilitating the transition from the informal to the formal economy, and reducing social inequality¹.

The term “skills development” is used to describe the full range of formal, informal, and non-formal vocational, technical, and skills-based education and training for employment or self-employment. It includes pre-employment and livelihood education and training; TVET and apprenticeships as part of both secondary and tertiary education; training for employed workers, including at the workplace; and labour market-oriented short courses for those seeking employment. In many countries, the terms “skills development” and “TVET” are used in parallel and even as synonyms².

Skill development and TVET systems in Lebanon are often criticised on the basis that there is a mismatch between the skills offered and the needs of employers. There is no strong linkage between the TVET system and the labour market demand³. As a result, young job searchers are gaining skills that are not in demand in the workplace. This is an important issue for any country to consider improving the employability of the young workforce and enhance the productivity and competitiveness of their enterprises.

To enhance the employability of potential Lebanese youths, the TVET programmes in Lebanon require enhancement with improved linkages to the private sector to ultimately contribute to employment generation and poverty reduction. There is a need to review the training model of TVET programmes as current school-based training systems are not able to satisfy the current and future requirements of the employers.

Work-based learning (WBL) is gaining ground as an important mechanism for skilling workers in the international discourse on workforce development. A glance around the world shows that an increasing number of countries are focusing on the development or improvement of work-based learning, whether as a formal component of educational programmes, or part of active

1 ILO Human Resource Development Recommendation R195
https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R195

2 Guide on making TVET and skills development inclusive for all
https://www.ilo.org/skills/areas/skills-for-youth-employment/WCMS_755869/lang--en/index.htm

3 National Strategic Framework for Technical and Vocational Education and Training in Lebanon, 2018-2022
https://www.ilo.org/beirut/publications/WCMS_633487/lang--en/index.htm

labour market programmes designed to assist the unemployed, or as traineeships or internships established by businesses or not-for-profit organisations.

Countries around the world, at all levels of development, are putting work-based learning in TVET high on their policy agenda as an effective strategy to promote quality and relevance of TVET. They recognize its potential for improving skills and employability, smoothing transitions to the world of work, meeting skills demand of a fast-changing labour market, reducing skills mismatch, providing cost-effective training, facilitating the involvement of employers within public and private sectors in the implementation of the skills training programmes, and enhancing economic competitiveness and social inclusion⁴. WBL is one of the 2020 priorities of 27 European Union Member States, the five EU Candidate Countries and the three European Economic Area countries. Morocco, Kazakhstan, Switzerland, and Turkey are also implementing work-based learning schemes for students⁵.

The ILO Governing Body in its 334th Session in October-November 2018, requested the Office to place a standard-setting item related to apprenticeships (probably the best known form of the WBL) on the agenda of the 110th and 111th session of the International Labour Conference (ILC) for a double discussion in 2021 and 2022⁶.

1.2 Aim of WBL implementation manual

The ILO in collaboration with UNICEF have taken the initiative to introduce the WBL system in the vocational and technical training programmes in Lebanon to contribute by equipping graduates with labour-market-driven competencies as per the needs of the labour market. This manual intends to guide and support these endeavours. It targets both the formal and informal sector, and will be used by in Lebanon (and other Arab countries) by the skills development practitioners and TVET administrators, instructors, in addition to the master craftspersons.

The short-term objective of this manual is to assist practitioners in Lebanon who are engaged in WBL programmes to plan, develop, and implement quality assured WBL programmes. The long-term goal is to support the government in formulation of a national strategy and policy framework to promote the WBL in Lebanon in collaboration with the social partners, and other relevant stakeholders.

This manual has been written building on the lessons learned from the different pilots for WBL programmes in agriculture and construction sectors supported by ILO, UNICEF, and FAO and implemented by different Governmental and non-governmental organisations in Lebanon during 2019 and 2021.

4 Work-based learning, including quality apprenticeships, ILO
https://www.ilo.org/skills/areas/skills-policies-and-systems/WCMS_465065/lang--zh/index.htm

5 Investing in work-based learning
https://www.ilo.org/skills/pubs/WCMS_565923/lang--en/index.htm

6 Standard-setting on apprenticeships- ILO
https://www.ilo.org/global/topics/apprenticeships/areas-of-work/WCMS_743633/lang--en/index.htm

The manual also draws upon various international best practices, and the different instruments, manuals, frameworks, tools, and documentation developed by ILO on apprenticeships and work-based learning⁷, particularly the two toolkits on apprenticeships: the one for policy makers and the other for practitioners⁸.

The focus of this manual is on the practicalities of the design and implementation of the WBL. Hence, the manual presents the major features, guidance, and tools to deliver quality assured WBL programmes regardless of the context. The recommended processes, tools, methods, and other elements in this manual are suitable for any form of the WBL and for formal, non-formal, and informal learning.

1.3 Who will use this manual?

This manual is mainly designed for skill development practitioners and TVET administrators, instructors, in addition to the master crafts persons (MCPs). It will also benefit employers, enterprises, employers' associations, NGOs, INGOs and ILO partners who are involved in the design and delivery of WBL programmes within their education and training sectors. It will enable them to gain a better understanding of the ways in developing and implementing the WBL programmes.

1.4 How is the manual built up?

The manual is structured in seven chapters. The first two chapters present an introduction on the manual and the basic concepts of WBL, differentiates between the various WBL forms, and lists the WBL benefits. The third chapter addresses organisational requirements including a management structure and roles and responsibilities of the different layers of the management structure to deliver market driven WBL programmes.

Chapters from four to seven introduce the main stages, processes, and steps in a WBL programme. This includes chapters on planning, developing, organizing, delivering, and monitoring the WBL programmes. The annexures of the manual provide detailed information, tools, and examples of each process in the WBL programmes.

7 <https://www.ilo.org/global/topics/apprenticeships/publications/lang--en/index.htm>

8 https://www.ilo.org/skills/pubs/WCMS_607466/lang--en/index.htm

2. BASIC CONCEPTS OF WORK-BASED LEARNING (WBL)

2.1 What is Work-based Learning (WBL)?

There is no single definition of what WBL entails beyond the notion that it includes two characteristics: learning in a work context and learning through practice. The term WBL cannot be clearly distinguished from other terms used to refer to practice-based learning in a work context; several close (and interchangeable) synonyms are found in the literature, including employment-based learning, on-the-job training, enterprise-based learning, and in some contexts, workplace learning. The boundaries between these different forms of learning are often blurred and the extent to which they include a theoretical component varies.⁹ In Lebanon, the most common types of WBL implemented by NGOs are internships, on-the-job training, and the Dual System (DS) for apprenticeships.

WBL in its broadest definition encompasses all types of learning that occurs in real-world work situations¹⁰. According to the European Training Foundation (ETF), work-based learning refers to learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work that leads to the production of real goods and services¹¹. Hence, the focus is on the actual work processes rather than learning in a learning venue.

It is worth noting that as WBL has different perspectives depending on the context in which WBL is located, it makes a difference to the understanding the concept: whether WBL is seen as learning-on-the-job¹² without reference to school-based TVET, or whether WBL is regarded as an integral part of formal qualification in the context of a school-based TVET system. In the broader definitions, WBL also refers to combinations of classroom-based learning and learning in the workplace or is seen as one component of a wider learning programme.

⁹ Work-based learning: benefits and obstacles, ETF
<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-benefits-and-obstacles-literature>

¹⁰ Investing in work-based learning
https://www.ilo.org/skills/pubs/WCMS_565923/lang--en/index.htm

¹¹ Work-based learning: A handbook for policy makers and social partners in ETF partner countries, ETF
<https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-handbook-policy-makers-and-social>

¹² On-the-job training, also known as OJT, is a hands-on method of teaching and learning knowledge, skills, and attitude needed for trainees/employees to perform a specific task within the workplace. Trainees learn in a real working environment where they will need to practice the knowledge and skills obtained during their training in the school. Generally, OJT uses the existing workplace tools, machines, documents, equipment, and knowledge to teach a trainee how to effectively do their task in accordance with the needs of the employers.

2.2 Common forms of the WBL

As previously stated, the WBL's broader definitions result in a variety of forms or terms that can be found in various countries depending on their contexts. These include among others the formal and informal apprenticeships, cooperative education, internships, virtual practice training firms or simulated workplaces, work placement, alternance training, experiential learning, traineeships, learnerships, cadetships, pupillages, candidacies, in service training, articles, work shadowing, enterprise visits, work experience, and sandwich courses.

There is often a certain level of confusion surrounding these various terms and consequently, it might be helpful to clarify the distinction between a few more common forms of work-based learning based on a set of criteria such as the type of the governance system, legal and regulatory framework, programme of learning, the duration of the WBL programme, as well as the availability of remuneration, written contract, social security coverage, Off-the-Job training, formal assessment, and recognized qualification. The following sections compare three of the most common forms of the WBL based on the above criteria.

2.2.1 Formal Apprenticeship

Formal apprenticeships refer to a system by which a learner (the apprentice) acquires the skills for a trade or craft in an enterprise learning and working side by side with an experienced craftsperson, usually complemented by classroom-based instruction. The programme follows a pre-designed curriculum. Apprentice, master craftsperson/employer, and the training provider conclude a training agreement that is regulated by formal laws and acts. Costs of training are shared between the apprentice, master craftsperson, employer, and the government¹³.

2.2.2 Informal apprenticeship

Informal apprenticeships refer to the system by which a young learner (the apprentice) acquires the skills for a trade or craft in a micro- or small enterprise learning and working side by side with an experienced craftsperson. The programme usually does not follow a pre-designed curriculum. Apprentice and master craftsperson conclude a training agreement that is embedded in local norms and traditions of a society. Costs of training are shared between apprentice and master craftsperson¹³. The practicalities and tools in this manual could be found useful in the step-by-step approach for upgrading informal apprenticeship to improve the quality of training, working conditions, and skills recognition.

¹³ Upgrading informal apprenticeship: A resource guide for Africa
https://www.ilo.org/skills/pubs/WCMS_171393/lang--en/index.htm

2.2.3 Internships

Internships are generally a temporary work placement that provides young people, who have finished their formal institutional training or are still in formal institutional training, with an opportunity to apply learning in a workplace - usually covering specific aspects of a job or an occupation, but not all skills needed for it – while working in a particular sector of the economy or in a specific occupation. The duration of the internship is normally less than one year, and the work is almost always unpaid or very lowly paid. Typically, these programmes also don't usually follow a curriculum or lead to qualifications based on an assessment of skill.

The following table shows differences between these three common forms of WBL¹⁴.

TABLE 1. TYPICAL DIFFERENCES BETWEEN COMMON FORMS OF WORK-BASED

Elements of comparison	Apprenticeship	Informal apprenticeship	Internship
Tripartite governance	Yes	No	No
Remuneration	Yes	Possibly	Possibly
Written contract	Yes	No	Possibly
Social security coverage	Yes	No	Possibly
Legal and regulatory framework	Yes	No	No
Programme of learning	Yes	No	Possibly
Off-the-Job training	Yes	No	No
Formal Assessment	Yes	No	No
Recognized qualification	Yes	No	Possibly
Duration	1-4 years	Variable	≤12 months

In Lebanon, the work-based learning schemes could be found through the Dual System (DS) for apprenticeships, as one of the options of pursuing vocational secondary education. Within the DS path, eight different occupations are available, within the industry, trade, and tourism sectors. The difference between vocational secondary education and Dual System is that the latter involves both the workplace and vocational education institutions simultaneously. Upon completing three years, students acquire the DS degree, which also allows them to pursue higher studies, such as a two-year Meister degree, which is the highest level in the vocational education path¹⁵. However, the DS in Lebanon had limited outreach (e.g. outreach to a network of only 790 companies between 2007 and 2014), and a very limited number of students enrolling in this track compared with the other school-based vocational education tracks (students in DS form only 1.1% of TVET students by degree programmes 2019-2020)¹⁶.

14 ILO Toolkit for Quality Apprenticeships-Volume I- Guide for Policy Makers, ILO 2017, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_607466.pdf

15 Torino Process 2018–2020 Lebanon - National Report <https://www.etf.europa.eu/en/news-and-events/events/torino-process-2018-20-launch-meeting-lebanon>

16 Center for Educational Research and Development statistics bulletin, 2019-2020

From 2019 to 2021, the ILO supported several pilots on WBL in Lebanon in collaboration with UNICEF, Ministry of Agriculture (MoA), FAO and local NGOs including AVSI, Leb Relief, LOST, ANERA, and Safadi Foundation. The pilots were implemented in agriculture and construction related occupations such as nursery, livestock-diary, irrigation installation, and plumbing. These pilots build on concepts and tools reflected in this guide and adapted to Lebanon context.

As previously indicated, the focus of this manual will be on the practicalities of the WBL, regardless of the form of WBL and whether it refers to school-based learning or not. The practicalities in this manual could be applied to the apprenticeship programmes, the school-based learning programmes that have OJT component, and to the skill training programmes that are completely conducted in a workplace or workplace environment.

2.3 Benefits of the WBL

Work-based learning is aimed at achieving specific learning objectives within a definite duration under defined conditions, in line with specific competencies agreed with the employer and the implementing agency.¹⁷

*Quality work-based learning programmes benefit the three main parties of the WBL: trainees, enterprises (employers, employees, skilled workers, and crafts persons), and the implementing organisation (training providers, governmental agencies, non-profit organisations, or others). The key advantages of WBL to various partners and trainees as well as the labour market and economy can be summarized as follows:*¹⁸

- Provide workers with knowledge, skills and attitudes needed in a changing work situation
- Reduce skills shortages, mismatch, and foster lifelong learning
- Raise the level of the workforce skills, as per the needs of the companies
- Facilitate transition to gainful employment
- Improve the quality and relevance of education and training
- Raise enrolment rate and reduce dropouts in skill training programmes
- Improve productivity and competitiveness of enterprises
- Reduce the cost of hiring and training employees

The table below represents detailed benefits of the WBL to the trainees, employers, training system, labour market and economy. Some of these benefits could be achieved in the short run while others could be achieved only in the long run.

¹⁷ Guidelines for Non-formal Market-Based Skills Training in Lebanon, ILO, 2018 https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_666243.pdf

¹⁸ Work-based Learning Toolkit-Public-Private Partnership for College and Career Success, New York State P-Tech, school year 2016/17 http://www.ptech.org/wp-content/uploads/2018/10/NYS_P-TECH_Work-based_Learning_Toolkit.pdf

TABLE 2. THE WBL BENEFITS TO THE TRAINEES, EMPLOYERS, TRAINING SYSTEM, LABOUR MARKET AND, ECONOMY¹⁹

Trainees	Employers	Training system	Labour market	National Economy
<p>Short term</p> <ul style="list-style-type: none"> • Facilitate their transition to decent employment • Reduce school to work transition periods • Enable earning by learning • Reduce risks of skills mismatch • Provide more interesting training programmes • Improve their satisfaction with the training • Connect them more directly to the world of work. • Facilitate recognition of their skills and experiences through market-driven training • Improve their job prospects • Enable them to better understand their personal abilities and ambitions and to attenuate their expectations • Increase self-confidence • Expand their network • Promote lifelong learning • Support career progression • Allow for more flexibility and mobility • Increase the opportunity to better wages • Expand opportunities and increase social inclusion among groups that are disadvantaged in the labour market 	<ul style="list-style-type: none"> • Provide them with qualified and capable staff who understand and are familiar with the nature of the work • Raise the level of the workforce skills (learning new skills and new ways of doing things) as per the needs of enterprises • Provide higher productivity, profitability, and innovation from trained graduates • Reduce the cost of hiring and training employees • Reduce risks of skill shortage • Provide effective means of engaging in training and education system • Reduce turnover (no need for retraining of new workers) • Improve product quality and customer service • Improve morale and motivation of employees in the facility, as they are proud to oversee the trainees and new employees. • Increase employee loyalty 	<ul style="list-style-type: none"> • Improve the quality and relevance of education and training • Raise enrolment rate and reduce dropouts from training programmes • Engage employers in the training and education system • Produce more up to date and higher-quality skills that are more relevant to real work situations • Can create learning opportunities that many publicly financed TVET schools and colleges cannot afford • A powerful way to develop generic and core skills for life and work such as teamwork and problem solving • Can be used in career guidance programmes to teach young people about what is involved in jobs and careers • Leads to better school-to-work outcomes 	<ul style="list-style-type: none"> • Can re-motivate those who are long-term unemployed and maintain their motivation to seek work • Increase unemployed people's contact with employers, and so can increase their chances of getting a job • Provide workers with knowledge, skills and attitudes needed in a changing world of work situation 	<ul style="list-style-type: none"> • Contribute to the reduction of unemployment and poverty • Save expense for social benefits (i.e consequence costs of unemployment) • Reduce the cost of training (i.e training equipment and tools, recruit trainers with long experience in the private sector who may have higher wages) • Support economic growth, competitiveness, and productivity • Makes economic sense, with costs shared among the different partners • Increase in tax income from higher earnings

¹⁹ <https://www.ilo.org/global/topics/apprenticeships/publications/toolkit/what/other-forms/lang--en/index.htm>

3. MANAGEMENT OF THE WBL

Under the overall guidance and leadership of the WBL implementing organization, the WBL training programme should be developed and implemented. The WBL implementing organization could be a national skills body, sector skills councils, training providers or institutions, employers or enterprises, non-profit organizations (NGOs), community-based organizations (CBOs), employers' associations or chambers. If the implementing organization is not a TVET provider, it is recommended that the implementing organisation formalises a partnership with a TVET institution to support its implementation. Section 3.1 provides suggestions for the main roles and responsibilities of the implementing organization for the WBL programmes.

3.1 Main roles and responsibilities of the WBL implementing organisation

- Select the occupations for the WBL
- Design and develop the programme for the selected occupations
- Outreach, recruit, and orient trainees on the WBL programmes
- Facilitate or conduct off-the-job training (if any)
- Assign the members of the WBL technical working group²⁰ from their side (coordinators, instructors, and mentors), develop their capacities, and facilitate their mission
- Contribute to the WBL roll out design and developing the WBL roll out plans
- Establish, develop, and maintain relationships with the enterprises
- Supervise students' final assessment, quality assurance and certification
- Monitor and evaluate the implementation of WBL

Depending on the context, conditions, and budget allocated to the WBL programmes, the WBL implementation organisation could provide some support and incentives to trainees and enterprises, particularly the small and micro enterprises to facilitate the learning process, improve the quality of learning, and ensure safe work environment, for example:

- Supporting upgrading the skills of the MCPs and skilled workers in the enterprises on new or anticipated skill sets that improve the enterprise's production and competitiveness. This could include training MCPs and skilled workers on how to be a mentor to young people on a WBL Programmes.
- Improving Occupational Safety and Health (OSH) at the workplace. This could be achieved by training the employers, MCPs, and skilled workers on the OSH measures and requirements, providing free of charge evaluation and advice for the OSH situation at the workplace by OSH specialists, in addition to providing basic OSH tools and equipment.
- Improving the workplace organization and work management at the workplace. This could be achieved by training the employers, MCPs, and skilled workers on innovative techniques for organizing worksites and managing the work, providing free of charge evaluation and advice

²⁰ See Chapter 4: planning for the WBL programmes, Section 4.5: Form the WBL technical working group

on work management at the workplace by specialists, in addition to providing basic tools for work management (i.e checklist, billing system, workload management sheets, etc.).

- Providing trainees with transportation, stipends, basic tools, social insurance including insurance against work accidents, work uniforms, free-of-charge skill testing and certification, in addition to awareness sessions on rights at work and child labour.

For the cases that employers or enterprises are not the implementing organisations themselves, they have a significant role to play in coordination with the implementing organisation. Section 3.2 clarifies the main roles and responsibilities the employer could have in the WBL programmes in collaboration with the implementing organisations.

3.2 Main roles and responsibilities of the employers or enterprises in WBL

- Support the implementing organisation in recruiting the trainees
- Assign the members of the WBL technical working group from their side (in-company Coordinators and Trainers/Mentors); Develop their capacities, and facilitate their roles.
- Conclude the WBL contract (if any) with each trainee using the relevant template; Sign the WBL contract and code of conduct
- Provide WBL in line with the training plan agreed with the implementing organisation; Provide the facilities and range of work as specified in the training plan, ensuring the trainee is adequately mentored by a qualified person
- Communicate with the implementing organisation on a regular basis to jointly monitor the trainee's progress
- Provide a safe and healthy learning environment for the trainees that ensures Occupational Safety and Health (OSH) practices in WBL, including Personal Protective Equipment (PPE)
- Pay the trainee the remuneration (if any) according to the standards set, and provide social security coverage (if applicable)
- Release the trainee from work to attend any off-the-job training (if any), including assessment as provided for in the training plan
- Respect the regulations for youth rights at work; Ensure that trainees are protected against different forms of abuse and harassment
- Provide a certain portion of training places for young people with learning difficulties, disabilities, and other limitations, and take the necessary measures to accommodate their needs
- Supervise students' final assessment, quality assurance and certification
- Supervise conducting and evaluations of the WBL and collecting lessons learned

Whether they are the implementing organization or not, the engagement of governmental bodies and social partners such as chambers, employers' associations, and trade unions are highly recommended to assist in the implementation of the WBL. Sections 3.3, 3. 4, and 3.5 provide proposed roles and responsibilities to those partners in the case that the implementing organization succeeds in gaining their participation.

3.3 Main roles and responsibilities of the Government in WBL

- Set-up a WBL programme, facilitate the accreditation and implementation
- Provide incentives to encourage the participation of enterprises in the WBL programmes
- Enforce labour policies and standards
- Provide institutional support for social dialogue
- Facilitate training provider partnerships with the enterprises to deliver WBL programmes
- Finance the WBL programmes
- Monitor and evaluate the implementation of WBL

3.4 Main roles and responsibilities of employers' organizations in WBL

Employers' organizations and chambers could support implementation of the WBL programmes as follows²¹:

- Conduct awareness and motivate companies and enterprises to participate in work-based learning programmes
- Provide information to implementing organisations about labour market needs for skills in occupations targeted by work-based learning programmes
- Identify the companies and enterprises that have demonstrated willingness to participate in work-based learning programmes
- Participate in providing the needs for work-based learning programmes (if applicable)
- Establish criteria for selecting training places and master craftspersons
- Ensure that potential master craftspersons are trained on the implementation of WBL
- Contribute to agreeing on the list of skills or competencies
- Participate in conducting final skill testing and certification

3.5 Main roles and responsibilities of workers' organizations in WBL

Workers' organizations and trade unions could support implementation of the WBL programmes as follows²²:

- Support outreaching and recruiting of trainees and encourage people to engage in WBL programmes through the trade unions' presence in communities, the media, and the children of the unions' members
- Negotiate the WBL agreement or code of conduct, and ensure appropriate working and training conditions (e.g., about occupational safety and health, wages and allowances and working hours) for trainees

²¹ More details about the roles of employers' organisations in WBL could be found in the "ILO Toolkit for Quality Apprenticeships - Vol. 1: Guide for Policy Makers"
https://www.ilo.org/skills/pubs/WCMS_607466/lang--en/index.htm

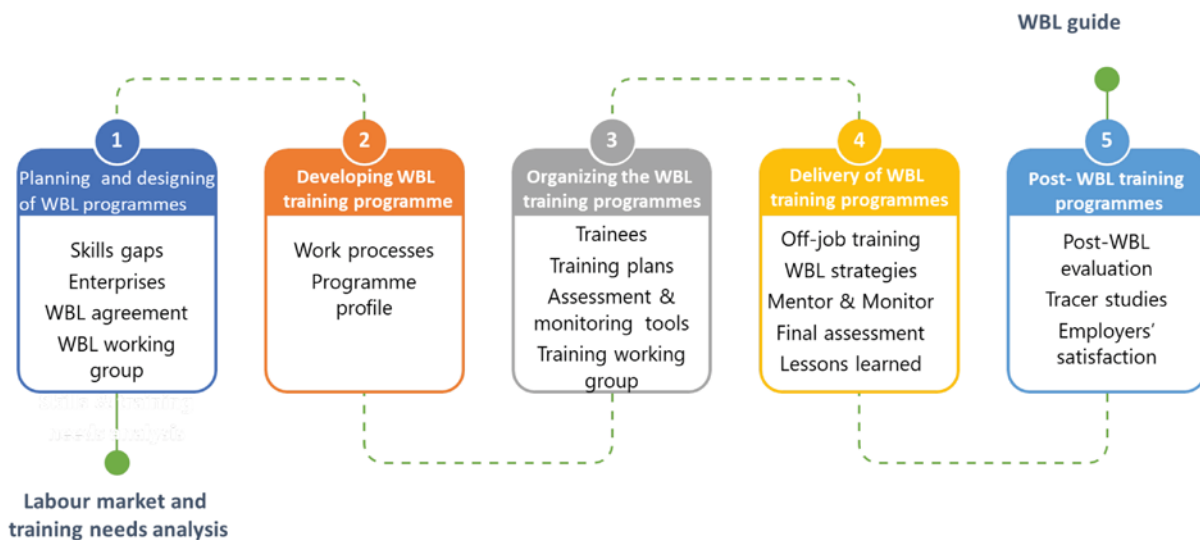
²² See below for more details about the roles of workers' organisations and trade unions in skill development
https://www.ilo.org/budapest/whats-new/WCMS_771885/lang--en/index.htm

- Ensure that trainees have access to quality training and good working conditions and are not used as cheap labour to displace existing workers.
- Advise on training standards, curricula, training programmes, and assessment procedures
- Support the strengthening of measures to ensure inclusive access to training for under-represented groups
- Prevent exploitative practices under the guise of training
- Provide trainees with advice for training activities in enterprises with Union Learning Representatives (ULRs) and/or works councillors (if any).

4. PLANNING FOR THE WBL PROGRAMMES

The implementation cycle of a WBL programme consists of five main processes:

- Planning for WBL programmes
- Developing WBL training programmes
- Organizing the WBL training programmes
- Delivery and monitoring of WBL training programmes
- Post- WBL training programmes



The following steps may be followed for planning a WBL training programme:

- Identify the labour market required targeted occupations and skills gaps
- Develop occupational competency standards, or utilise the existing one
- Select the participating enterprises and employers
- Sign the WBL agreement
- Form the WBL technical working group

4.1 Identify labour market-driven occupations and skills needs

WBL implementing organisation will review the labour market demand to identify the demand-driven occupations - in consultation with the training institutions and enterprises based on the employability perspective at the end of training. In this connection, skills need assessments could be conducted to identify the skills supply and demand gaps in prioritized sectors or occupations. Identifying skill needs means quantifying the match or mismatch between the supply of workers and skilled graduates and the demand for specific occupations or jobs in a particular sector, subsector, or company²³.

Once the skills needs are identified, an analysis should be followed in terms of the needs for the targeted groups in terms of the target groups' aspirations, education and skills pathways, technical and vocational skills gaps, willingness to join the programme, and under what conditions, in addition to the accessibility constraints and steps that should be taken for the training to equally benefit women, people with disabilities, and disadvantaged groups. This training need analysis will address the feasibility of implementing the WBL programme, in addition to identifying the primary features of the programme such as the relevant competencies, duration, admission criteria, and so on.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Identify of market-driven occupations and skills needs”*

- It is critical to choose vocations based on the most recent labour market studies in the relevant industries or sectors. Ongoing research is essential to maintain an understanding of the reality of the labour market up to date. The implementing organizations of the ILO-UNICEF WBL pilots cite recent labour market analyses undertaken by the ILO and other UN and international agencies, which help the selection of market-relevant targeted occupations.
- A strong link between the envisaged skills needs assessment and WBL implementation is required. For example, the skills needs assessment helps identify potential employers to participate in the upcoming WBL programmes.
- Implementing organisations working in the same geographical areas on the same training programmes need to coordinate together to avoid duplication. Even if the skills needs assessment only covers a small geographical area, a locational analysis should be conducted to identify the organisations implementing WBL programmes.
- Implementing organization should maintain a good relationship with employers through regular visits, even during these times that no WBL programmes are developing with those employers.
- Standard operating procedures (SOPs) for skills needs assessment need to be developed to facilitate conducting skills needs assessments and capitalise their outcomes

²³ Best Practices Guidelines and Toolkit on Engaging the Private Sector in Skills Development
Istanbul International Center for Private Sector in Development, UNDP, 2017

<http://www.sesric.org/files/article/600.pdf> More about skills needs assessment could be found through this link
https://www.ilo.org/employment/Whatwedo/Projects/WCMS_534345/lang--en/index.htm

4.2 Develop occupational standards, or utilise the existing ones

Market-driven skills training is based on up-to-date occupational competency standards. Therefore, the existing national or sectoral occupational competency standards form the basis for the competencies to be covered in the WBL programmes. If such occupational standards do not exist, the implementing organisation will take initiative to develop the occupational standards in collaboration with employers, practitioners experts, trainers as it needs to identify the skill requirements of employers on the selected occupation.

If establishing occupational standards from scratch is not possible for some reasons (budget-wise, time frame-wise, lack of institutional capacities in this regard, and so on), the WBL implementing organisation needs at least to establish an initial list of critical competencies that need to be discussed and agreed upon with the participating enterprises and employers. This initial list then will be modified and detailed through competency analysis that to be conducted in the phase on developing WBL programme profile or framework (see chapter 5).

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Develop or utilise the existing occupational competency standards”*

- A national standard template and procedures for developing occupational competency standards should be developed
- Capacity building activities should be conducted on developing occupational competency standards
- A national or sectoral platform (repository) is required that allows implementing organizations to access to the occupational standards (and to curriculum, and skill tests). Where possible, implementing organizations should make use of existing competency standards and adapt according to the skills needs assessment results; otherwise develop ones. The existence of such repository ensures greater access to resources to all potential implementing partners and minimize adaptation costs or duplication incidence.

4.3 Select the participating enterprises and employers

WBL implementing organization should develop a list of workplaces where trainees will be placed to deliver WBL programmes in each occupation. The implementing organization will then perform an analysis of the list of potential enterprises, employers, and workplaces to determine which one is best suited to participate in the WBL programme.

When choosing the correct enterprise or employers, several factors should be considered, including legal requirements, willingness, availability of qualified or experienced mentors, training requirements, Occupational Health and Safety (OSH) conditions, and inclusiveness. Annex 1 includes a checklist to aid in the selection of employers and workplaces for the WBL training programme.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Select the participating enterprises and employers”*

- The selection criteria for the WBL participating enterprises and workplaces needs to be customised to fit all sizes and types of potential enterprises. The selected small enterprises were unable to meet all the selection criteria.
- The selection criteria for the WBL participating enterprises and workplaces needs to be revisited on regular-basis and when the conditions and context of implementation change. The implementation of the WBL pilots have been affected by the country’s poor economic situation. For example, some employers were unable to admit trainees due to lack of job vacancies.
- The implementing organisations should be part of assigning the in-company trainers for the WBL programmes to ensure criteria set forth are met and quality of the WBL programme is sustained. In the WBL pilots, the enterprises chose the in-company trainers based on a set of criteria established by the WBL programme. However, the implementing organizations were not part of the selection nor the interview process for the in-company trainers.
- The evaluation of some enterprises could be changed during the implementation of the programme based on their performance and fulfilling the set criteria.
- A detailed risk assessment in the workplace is required. It is crucial to identify hazards and risk factors that have the potential to cause harm.
- Trainers with the highest ethics in addition to technical experience must be assigned to the WBL programmes
- Big and well reputable companies are not interested in vocationally trained people unless they have vocational certificates.

4.4 Sign the WBL agreement

A standard agreement template and a code of conduct should be used for the WBL programmes and signed by the relevant parties: implementing organization, employer, and trainee. This template must be discussed, adjusted where and when relevant and signed by the employers before starting the WBL programme. The WBL agreement is of primary importance to ensure that training plans and provisions agreed upon are followed during the whole implementation cycle of the WBL programmes.

The WBL agreement template needs to include details of the parties participating in the WBL programme (such as trainee, employer, and implementing organisation) and their roles and responsibilities in the programme, in addition to the details pertaining to the purpose of the agreement, testing, certification, monitoring, settlement of disputes, and early termination of the agreement. (See annex 2)

As part of ILO-UNICEF support to improve WBL programmes in Lebanon, a “Code of Conduct for Employers Implementing Workplace-Based Learning Programmes” in Lebanon was developed in partnership with the Ministry of Labour and the Ministry of Agriculture and launched in 2020 (see Annex 2). The Code of Conduct provides guidance to employers engaged in workplace-based learning programmes. It describes the standards that the employers should meet to provide trainees with a safe and protected learning environment that respects human and labour rights. It also recommends that training providers involved in designing and developing such programmes²⁴.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Sign the WBL agreement”*

- The involvement of governmental institutions in charge of TVET (such as MEHE-DGTVET, MoL, MoA, and others in Lebanon) is critical in developing the standard template for WBL agreement to ensure the content of this template matches with the national legislations, in addition, to ensure the abidance of the participating parties to the agreement content.
- The participating parties need to be reminded of the provisions of the code of conduct on a regular basis. Employers may not always agree to follow the code of conduct (WBL agreement), and there may be occasional violations of the code’s stipulations.

4.5 Form the WBL technical working group

Based on the Lebanese model used, it is key to form a Technical Working Group (TWG) to plan, design, develop, implement, and monitor a WBL training programme. Vocational instructors, workplace trainers/in-company trainers (In-CTs) or master crafts persons (MCPs), training coordinators from the implementing organization, coordinators from the partner enterprises or companies, labour union representatives and mentors make up an ideal technical working group for the WBL.

The number and members of this TWG depend -among others- on the type of occupation or training programme, the labour market context, enterprises’ engagement, size of the participating enterprises, availability of well-established human resource management at the participating enterprises, budget constraints, availability of adequate staff at the implementing organisation, the number of trainees and enterprises involved.

In all situations and based on the dialogue with participating enterprises or employers, the TWG for the WBL should include at least WBL Coordinator, Vocational Instructor, and In-company trainer (In-CT) or Master craftsperson (MCP) who most likely is also the mentor. **The following represents the main roles and responsibilities expected from the members of the WBL Technical Working Group (TWG).**

²⁴ https://www.ilo.org/beirut/media-centre/news/WCMS_764473/lang--en/index.htm

4.5.1 Roles of the WBL Coordinator

The WBL Coordinator is the link between the trainee, the workplace, and the implementing organisation. She or he is responsible for following up the WBL with the vocational instructors, master crafts persons, and mentors. The coordinator should have knowledge of the occupations in which the trainees are trained. The main responsibilities of the WBL Coordinator include:

- Facilitate the implementing organisation' selection of the WBL participating enterprises based on the set criteria
- Develop training plans for the WBL implementation and place trainees in workplaces according to the training plans
- Train WBL vocational instructors on the follow-up mechanisms for trainees at workplaces
- Visit the workplaces; Follow up the progress of the trainees with the WBL vocational instructors and in-company trainers
- Communicate with the WBL mentors on the trainee's work behaviour; Solve the problems in cooperation with the team
- Ensure that the WBL forms are prepared and filled in
- Participate in the trainees' assessment in the workplaces in collaboration with the team
- Report to the implementing organisation management on the WBL
- Participate with the technical working group in evaluating the WBL

4.5.2 Roles of the Vocational Instructor

The Vocational Instructor is a trainer at the TVET institution, responsible for planning and monitoring implementation of the WBL in the occupations/training programmes of her/his specialty. Vocational Instructor' main responsibilities include:

- Participate in setting the selection criteria for WBL enterprises and master crafts persons
- Agree with the WBL Coordinator and the In-Company Trainer on the list of competencies of the WBL
- Prepare WBL training plans with the In-Company Trainer
- Guide the trainees before and during the WBL
- Support and train the In-Company Trainer in selecting the appropriate learning methods in workplaces
- Plan, organize and deliver off-the-job training (if any) within the framework of the overall WBL; Communicate with partner enterprises to ensure optimal coordination between the off-the-job and on-the-job elements of the WBL
- Follow-up with the In-Company Trainer on the trainee' learning progress in the workplaces on a regular basis and ensure the trainees fill in the assessment forms; Identify the gaps in the trainees' skills and prepare corrective actions with the In-Company Trainer to provide the trainees with these skills
- Provide additional support for trainees with learning difficulties, disabilities, and other challenges
- Conduct trainee' final assessment jointly with the In-Company Trainer
- Train the master crafts persons on Occupational Safety and Health (OSH) and workplace/ work management (if applicable)
- Participate with the technical working group in evaluating the WBL

4.4.3 Roles of the In-Company Coordinator

The In-Company Coordinator (the workplace coordinator) oversees the coordination of the work-based training in the enterprise/company, act as the focal point for the WBL in the enterprise, coordinate with other sections and workers in the enterprise, as well as with WBL coordinator and implementing organisation. In-Company Coordinator' main responsibilities include:

- Assists the recruitment process of trainees in consultation with the Implementing organisation
- Appoints and supervises the In-Company Trainers
- Participate in working team to seek agreement on the training plans and rotation plans for training phases
- Ensure all required WBL forms, templates, and documentation are completed and filed
- Facilitates communication with the implementing organisation, including regular consultation meetings
- Represents the enterprise/ company at meetings and workshops
- Prevent and resolve conflicts by mutual agreement, and if this is not possible, follow the predetermined conflict settlement procedures (e.g., in-company staff regulations, collective agreements, Labour Code)
- Participate with the technical working group in evaluating the WBL

4.5.4 Roles of the In-Company Trainer (In-CT)

The In-CT (the workplace trainer) or the master craftsperson (MCP) is an experienced person (and might be the employer herself/ himself), in charge of the implementation of the WBL in the enterprise/company, and responsible for training the trainee at the worksite. In-CT should have a minimum of three years of work experience in the respective trade, hold a position in the technical/producing unit of the enterprise/company. She or he should be experienced in leading small teams and providing supervision and guidance to employees, with excellent interpersonal and communication skills, willingness to teach, patience, and motivational attitude. In-CT' main responsibilities include:

- Develop with the Vocational Instructor the training plans
- Develop with the Vocational Instructor the monitoring, tracking, and assessment tools and forms
- Plan, organize, and implement WBL in the enterprise; Train and mentor the trainees on the competencies included in the training plan; Apply the appropriate WBL training methods
- Ensure that the trainees work and learn in the occupation as specified in the WBL agreement or code of conduct and as per the agreed-on training plan
- Follow-up, monitor, assess, and record the progress of the trainee performance and skills acquisition in WBL and provide feedback; Fill in and sign the tracking and assessment forms; Ensure the trainees' logbook is submitted and kept in line with the requirements
- Update the coordinators and vocational instructors on the training progress of the trainee at the workplace
- Ensure a safe and secure learning environment at work for the trainees
- Provide special care for trainees with learning difficulties, disabilities, and other limitations

- Familiarize the trainee with the main work processes, health and safety standards, and technical instructions (such as introduction to equipment and machinery)
- Provide guidance and supervision to the trainee throughout the WBL
- Report to the In-Company Coordinator on the trainee's learning progress, performance, and attitude
- Conduct the final assessment in collaboration with Vocational Instructor
- Agree on the certificate form and content; Sign the certificate
- Participate with the technical working group in evaluating the WBL; Agree or modify the collected feedback

4.5.5 Roles of the WBL Mentor

The WBL Mentor is an experienced person with a background in mentoring and coaching in career guidance, career counselling, psycho-social support, work-problem, and conflict resolutions. WBL Mentor' main responsibilities include:

- Contribute to awareness and outreach campaigns of potential trainees, parents, and communities
- Build relationships with the family, and cooperate with the coordinators to facilitate the trainee's involvement in the WBL
- Follow up on the trainee during the WBL implementation, and provide feedback if any problem arises
- Support and motivate the trainees during WBL implementation, identify their needs, and solve their problems at the workplaces
- Assess the trainees' behaviours in collaboration with the coordinators and trainers; Assist with (if qualified) or refer trainees for psychological guidance and counselling to develop solutions to behavioural problems
- Provide career guidance services for trainees; Support trainees' readiness to the labour market after the WBL
- Participate with the technical working group in evaluating the WBL

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon

“Form the WBL technical working group”

- In company trainers and vocational instructors need to conduct initial discussions for finding a common ground through negotiation, adaptation of terms and processes. This because in company trainers and vocational instructors do not agree all time on technical keywords and work processes definitions, the development of a glossary is key here..
- The need for thorough discussion within the WBL technical working group the different roles of coordinators, instructors, and trainers, as the vocational instructors at first days initially face difficulties in communication with the In-CTs.

Checklist for planning WBL programmes

WBL implementing organizations and individuals involved in planning for WBL programmes can review the essential elements of WBL planning and conduct a quick assessment by completing the following checklist. This will assist them in determining which components could be improved and whether extra steps are required.

Planning for WBL training programmes	Assessment
WBL implementing organization reviewed the labour market demand for the respective occupations and sectors	
WBL implementing organization conducted skills needs assessment to identify the labour market supply and demand for the respective sectors	
WBL implementing organization selected demand-driven occupations - in consultation with the training institutions and enterprises to implement WBL programmes	
WBL implementing organization analysed the feasibility of conducting WBL programme in the identified occupations based on the training needs of the targeted groups (in terms of their aspirations, education and skills pathways, technical and vocational skills gaps, willingness to join the program, and under what conditions, and the accessibility constraints)	
WBL implementing organization assessed the envisaged WBL programme in terms of the availability and quality of related curricula and competency standards to decide on the need to establish such curricula and standards from scratch or to use the existing ones	
WBL implementing organization determined the duration of the WBL programme based on the training needs analysis	
WBL implementing organization defined the steps that should be taken for the WBL to equally benefit women, people with disabilities, and disadvantaged groups	
WBL implementing organization developed occupational competency standards (If such standards have not existed) in collaboration with employers, industry experts, and vocational instructors to identify the skill requirements of employers in the selected occupations	
WBL implementing organization established an initial list of critical competencies to be discussed and agreed upon with the participating enterprises/employers in WBL programmes	
WBL implementing organization prepared a list of criteria to help the selection of the enterprises/employers/workplaces for WBL programmes	
WBL implementing organization conducted analysis for a list of potential enterprises, employers, and workplaces to select the appropriate ones to be engaged in the WBL programmes based on the pre-set criteria	
WBL implementing organization identified enterprises, employers, and workplaces where they will place the trainees to deliver the WBL programmes for each occupation	

Planning for WBL training programmes	Assessment
WBL implementing organization developed or adapted a standard agreement template including a code of conduct for the WBL programmes	
WBL implementing organization discussed the WBL agreement with the employers	
Employers signed the WBL agreement before starting the WBL programmes	
WBL implementing organization and employers established a technical working group to design, develop, implement, and monitor the WBL training programme	
WBL implementing organization and employers defined the roles and responsibilities of the technical working group' members	
WBL implementing organization and employers reviewed and discussed the technical working group' roles and responsibilities with the technical working group' members and gained their approval	

5. DEVELOPING WBL TRAINING PROGRAMME

Developing WBL training programmes consists of the following activities:

- Identify the work processes of the WBL training programme
- Analyse the work processes
- Develop the WBL programme profile

5.1 Identify the work processes of the WBL training programme

One of the observations on the school/campus-based learning versus work-based learning is that the training in school-based learning might be delivered in a fragmented manner -where there are few connections between the job tasks- leading to superficial learning and insufficient understanding of the occupation. This entails the need to make the connections between the job tasks more explicit to avoid reducing an occupation to a mere series of discrete observable tasks or steps. “Learning in work processes” facilitates consolidating the related learning outcomes in real work processes, instead of addressing each discrete learning outcome as a stand-alone objective (for example developing a marketing concept for software development or doing a bathroom installation as a plumber).

“Learning in work and business processes” methodology (in Germany “Lernen im Arbeitsprozess”), refers to a didactical and methodological concept that stands for project-oriented and process- and task-oriented learning relating to real work and real-life situations. Learners here are related to as subjects, rather than objects, of the learning process, through active problem solving and critical questioning, and making use of a variety of skills, rather than limited repetitive tasks. Also, it enables them to have an integrated presentation of theoretical knowledge and practical skills.

Learning in work and business processes is about learning in the flow of work, where the learner/worker may conveniently access learning while working without interrupting workflow and productivity. Learners/workers can improve their skills by completing job activities and taking advantage of learning opportunities incorporated into work processes. The trainers’ principal job is to assist co-workers and trainees in engaging with applicable activities and learning within the context of work practice, rather than to impart broad vocational knowledge. Learning at work and business processes reflects that learning and working are mutually dependent and emphasize the connection between vocational education and the world of work by using real work situations for learning in TVET²⁵.

²⁵ For more learning about the methodology of ‘Learning in work and business processes’, refer to the following references <http://hdl.voced.edu.au/10707/158329>, <https://www.bwp-zeitschrift.de/de/bwp.php/de/bwp/show/1707> (in Germany) <https://www.cedefop.europa.eu/en/publications/3060>

In the WBL programmes, the WBL coordinators and vocational instructors at the WBL implementing organization should discuss the initial list of critical competencies (identified in the planning phase) for identified occupations with the employers and the in-company trainers to validate this list of competencies. The validated list of competencies forms the base to shape the “work processes” to be included in the WBL programme. In-CT with the vocational instructor will then identify the work processes that will be covered in the WBL programme. The following table shows examples of the work processes identified under the WBL pilots supported by the ILO-UNICEF in Lebanon in three occupations or WBL training programmes (Welding, Nursery, and Irrigation).

Examples of the work processes in different occupations

Assistant Plumber	Assistant sewer pipelines installer	Nursery Worker
Installing cold and hot water pipe networks	Excavating for installing pipelines	Designing of the nursery
Installing water tanks	Laying out sewer pipelines	Monitoring the natural factors in the nursery
Installing sewage pipe networks	Performing casting activities	Determining the agricultural environment for seedlings
Maintaining sewage pipelines	Performing backfilling activities	Planting the seeds
Installing artesian well pumps	Performing curing activities	
Installing central heating systems		
Installing solar heating systems		
Installing water purification units		
Installation sanitary parts		
Installing irrigation system parts		

5.2 Analyse the identified work processes

Following the identification of the work processes for the targeted occupation, vocational instructors should work with the in-company trainers to analyse and unpack the work processes to come up with performance outcomes, skills, and other performance requirements. For each work process, the Vocational Instructor and the In-CT will create a ‘Work Process Card’ or Matrix.

Each work process card identifies the competencies or tasks (Terminal Performance Outcomes) covered by a work process, as well as the technical/professional skills (Enabling Performance Outcomes), Generic skills (i.e. Core Skills for Life and Work), work attitudes and behaviours, major related knowledge requirements (underpinning knowledge), and performance requirements, primarily the OSH, legal, environmental, and quality requirements, as well as the tools, equipment, machinery, and materials required to complete this work process. Annex 3 contains an example of a work process card.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon
“Identify and analyse the work processes”

- Involvement of the In-CTs and employers at the early stages of WBL planning and development to discuss the differences in viewpoints among vocational instructors and In-CTs will avoid delays in reaching an agreement on a common set of competencies and work processes.
- Increasing the number of enterprises and workplaces who are willing to discuss competencies prior to training
- Developing an initial list of competencies for each occupation among all interested instructors before sharing it with the employers.
- Provision of experts with experience in the curriculum and work processes to assist in the developing phase

5.3 Develop WBL programme profile

The analysis of work processes makes it simple to develop the WBL programme’s framework or profile. The WBL programme profile represents the content of the whole training programme collected from the different work processes of the occupation. The programme profile includes the work processes and their terminal and enabling performance outcomes and skills, in addition to underpinning knowledge, generic skills, and performance requirements for the whole WBL training programme.

The WBL programme profile assists the implementing organization and partner enterprises in preparing for WBL implementation by assigning the necessary tools, equipment, facilities, and other requirements, as well as developing training plans, learning progression tracking tools, monitoring, and assessment tools. Annex 4 provides an example of a WBL program profile template.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon
“Develop WBL programme Profile”

- Providing adequate time for the vocational instructors and the in-CTs for developing and analysing the work processes for the WBL programme. In the ILO-UNICEF pilots, the amount of time allotted to meticulously construct the learning outcomes was limited. It takes some time to explain such work to MCPs and employers. Even after completion of all our work processes cards and programme profile, they were being revisited work to eliminate redundancies, add more requirements, or modify the coding.
- OSH training should be an integrated part of the whole training cycle.

Checklist for developing WBL training programmes

Developing WBL training programme	Assessment
WBL coordinators and vocational instructors at the WBL implementing organization discussed the initial list of critical competencies (identified in the planning phase) with the employers and In-CTs to validate this list of competencies	
Vocational instructors discussed and agreed with the In-CTs on a list of work and business processes based on the agreed list of critical competencies	
Vocational instructors and the In-CTs analysed and unpacked the work processes into their performance outcomes, skills, and other performance requirements	
The vocational instructors and In-CTs prepared a "Work Process Card/Matrix" for each work process	
WBL coordinator, vocational instructors, and In-CTs developed the programme framework or profile of the WBL training programme based on the work processes 'matrices	
WBL coordinator, vocational instructors, and In-CTs identified the terminal and enabling performance outcomes and skills to each work process, in addition to underpinning knowledge, generic skills, and performance requirements for the whole WBL training programme	

6. ORGANIZING WBL TRAINING PROGRAMMES

Organizing WBL programmes consists of the following activities:

- Attract and recruit trainees
- Develop training plans
- Develop tracking, assessment, and monitoring tools
- Train the members of the WBL working group

6.1 Attract and recruit trainees

The WBL implementing organization in cooperation with enterprises will prepare a guideline for the recruitment of trainees for WBL programmes which may include but not be limited to entry qualification, age, and quota for women and People with Disabilities (PWDs), number of trainees for each training programme. The implementing organization will recruit the trainees following the admission guidelines of the respective Ministry/Government Authority.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Attract and recruit trainees”*

- Guidelines for “trainees’ recruitment” should be drafted based on the WBL guidelines and principles and be applied to the trainees’ outreach and selection activities. In the ILO-UNICEF pilots, there were cases in which trainees enrolled onto the WBL programme aiming to obtain incentives without caring about acquiring skills.
- The implementing organization may need to include off-job basic training prior to the training on-site. In the ILO-UNICEF pilots, some In-CTs recommend selecting trainees who have previous experience in the field of targeted occupation.

6.2 Develop training plans

After recruiting the trainees for each WBL programme, the implementing organization will work with the partner enterprises to develop training plans based on the programme profiles. Training plans are critical tools for managing trainees and monitoring the learning progress of each learner during WBL implementation. They assign the skill needs of the training programme to the training duration, define an enterprise-wise placement list of trainees for the WBL programme, and determine the trainees’ rotation plan within the workplaces. Annex 5 shows a sample template of training plans.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Develop training plans”*

- It is essential to assess the enterprises and workplaces' need for the number of trainees before starting the WBL programme to avoid overwhelming the In-CTs and losing their interest.
- There is a need to adjust project proposal and training time set early by the implementing organisation based on training plans.

6.3 Develop WBL tools

To ease the workload of the training coordinators, instructors, and In-CTs in tracking, assessing, and monitoring the learning process in the WBL training programme, following up and monitoring the WBL implementation, the technical working group will develop the following tools:

6.3.1 Tools for assessing trainees' acquisition and mastering of skills

Trainees' acquisition of the identified skills of the WBL programme as per the programme profile will be monitored by the vocational instructors to ensure that all skills are taught by the In-CTs as planned. Vocational instructors jointly with the In-CTs will develop a tool that enables the In-CT to assess the trainees' mastering of the identified skills based on pre-defined rating scale (see Annex 6 for example template). This tool will be filled by the In-CT, discussed, and validated by the vocational instructor.

The trainees can assess their acquisition of the skills of the WBL programme. Vocational instructors jointly with the In-CTs will develop a self-assessment tool that enables trainees to assess their mastering of the identified skills (see Annex 7). Comparing both tools (skill assessment and self-assessment) is an opportunity for the In-CTs and the vocational instructors to reflect on the trainees' acquisition of the skills during programme implementation and take on spot remedial actions to fill in the skill gaps.

The trainees also have the chance to record all work activities in a logbook that serves as record for future reference, and a tool that enables trainees, In-CTs, and the vocational instructors to reflect on the training and learning process (see Annex 8).

6.3.2 Tools for assessing progression of the learning

WBL coordinators with the vocational instructors jointly with the In-CTs will develop tools that provide a general overview for the vocational instructors and coordinators on the progress of the learning process and improvements in gaining occupational knowledge, generic and core skills for life and work (see annex 9 for a template).

6.3.3 Tools for monitoring WBL implementation

WBL coordinators will develop a monitoring tool for WBL implementation with support from the vocational instructors. This tool will be used by the WBL coordinators and vocational instructors to track and ensure that various aspects of the WBL programme are being implemented, such as the resources and conditions that should be available at workplaces, the willingness and commitment of employers, the quality of training developed by the In-CTs, and so on (see Annex 10 for a template).

This tool also helps the WBL coordinators in collecting feedback on the WBL programme from trainees, vocational instructors, In-CTs, mentors, and others to identify the strengths, weaknesses, improvements, and actions that need to be applied for future replication of the programme.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon

“Develop WBL tools”

- More training is needed on the WBL programme design and tools particularly for the new In-CTs who are participating for the first-time in the development of WBL programmes
- There is a need to combine skills assessment with learning progression assessment to reduce the number of assessment forms. Tool completion consumes relatively long time periods.
- For more engagement of the trainees in the self-assessment process, the weekly self-assessment forms need to be distributed to the trainees in advance to allow the to be prepared for what they are going to learn.

6.4 Train the members of the WBL technical working group

In the WBL programmes, both the implementing organization and enterprises require to employ qualified trainers to deliver the agreed programme. However, the vocational instructors and In-CTs who are engaged in the WBL programme must have both technical and pedagogic skills to deliver the training. It may be the case that many of them do not have the relevant competencies to deliver the selected training programme.

As a result, capacity building is essential for all vocational instructors and the In-CTs before commencing the WBL programme. In addition, the WBL coordinators should go through an orientation programme to ensure that they are able to supervise the programme in the respective workplace places. It is suggested therefore that at least three training interventions are conducted before starting to implement the WBL programme, as follows:

6.4.1 Training of the In-CTs²⁶

Training in the workplace is a specialized and demanding task. While MCPs are competent in executing technical work tasks in the workplace, they may not be prepared to train the trainees. As a result, pedagogic training inclusive of mentoring should be required of individuals who give workplace training to trainees, as well as a requirement for employers to participate in WBL programmes.

A four-day training intervention should be conducted with the In-CTs participating in the implementation of the WBL programme to orient them on:

- WBL concept and key aspects
- main types of WBL
- benefits of WBL to the enterprises
- processes of WBL training programs
- roles and responsibilities of the technical working group and enterprises in WBL
- notion of competency and identification of the list of competencies
- technical and generic competencies, and related professional knowledge
- notion of the learning in work and business processes
- designing of the work processes
- training and learning methods for WBL (see section 7.2 for more details)
- learning situations (see section 7.2 for more details)
- WBL agreement
- WBL tools

Annex 11 represents an example of outlines for In-CTs' training.

6.4.2 Training of the instructors and coordinators

A two-day training intervention will be conducted with the vocational instructors and training coordinators to orient them on the programme; developing WBL training programme and its tools (Annex 12 represents an example of outlines for Instructors' and coordinators' training).

6.4.3 Training of Assessors

A two-day training intervention will be conducted with the vocational instructors, In-CTs, or the individuals will be conducting the trainees' final assessment to orient them on assessment types, tools, and strategies; train them on developing assessment and observation instruments and establishing verifiable assessment criteria both process-based and product-based assessments (Annex 13 represents an example of outlines for the assessors' training).

²⁶ For reference on pedagogy or andragogy of workplace trainers, please refer to section 7 on training methodology.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon
“Train the members of the WBL working group”

- The training was conducted remotely because of the COVID-19 measures. The training workshops were super helpful, but - like any other online training -they lack the live interaction between the participants.
- There is a need to include the In-CTs in more training workshops in the future.
- Certifications of completion need to be awarded to the In-CTs as a motivational tool.

Checklist for organizing WBL training programmes

Organizing WBL training g programmes	Assessment
WBL implementing organization in cooperation with enterprises/ employers prepared guidelines for the recruitment of trainees for the WBL programme based on the rules and regulations of the respective Ministry/Government Authority	
WBL implementing organization in cooperation with enterprises/ employers recruited the trainees following the pre-set admission guidelines	
WBL coordinators and vocational instructors with the in-company trainers developed training plans based on the WBL programme profile	
WBL coordinators and vocational instructors with the in-company trainers assigned the skills of the training programme to the training duration	
WBL coordinators and vocational instructors with the in-company trainers defined an enterprise-wise placement list of trainees for the WBL programme	
WBL coordinators and vocational instructors with the in-company trainers determined the rotation plan of the trainees inside the workplaces	
Vocational instructors and the in-company trainers developed tools for assessing trainees' acquisition and mastering of skills during WBL implementation based on the WBL training plans	
Vocational instructors and the in-company trainers developed tools for trainees' self-assessment of acquisition and mastering of skills during WBL implementation based on the WBL training plans	
Vocational instructors and the in-company trainers developed trainee logbook to enable the trainees to record all work activities during WBL	
Vocational instructors and the in-company trainers developed tools for assessing the progression of the learning and improvements in gaining occupation knowledge, generic and life skills, and work core skills during WBL implementation based on the WBL training plans	
WBL coordinators and vocational instructors developed tools for monitoring workplaces, employers, and In-CTs during WBL implementation	
WBL implementing organization managed to conduct a four-day training intervention on design, developing, and implementing the WBL programmes to the In-CTs participating in the implementation of the WBL programme before starting the WBL implementation	
WBL implementing organization managed to conduct a two-day training intervention on design, developing, and implementing the WBL to the coordinators and vocational instructors participating in the implementation of the WBL programme before starting the WBL implementation	
WBL implementing organization managed to conduct a two-day training intervention on the formative and summative assessments in WBL to the assessors, In-CTs, vocational instructors, and WBL coordinators participating in the implementation of the WBL programme before/ or during the WBL implementation	

7. DELIVERY AND MONITORING THE WBL PROGRAMMES

Delivery and monitoring the WBL training programmes consist of the following activities:

- Deliver the off-job basic training
- Implement WBL training methods
- Monitor WBL implementation
- Conduct final assessments

7.1 Deliver the off-job basic training

The decision to include an off-job training portion with the on-job training need to be discussed by the WBL coordinators with the vocational instructors and the In-CTs during the design phase and to be included in the programme profile and training plan. The training plan should specify the duration of the off-job training periods as well as the skills and information that will be taught off-the-job.

Including the off-job portion should take into account several criteria such as the number and nature of competencies included in the WBL programme, the employers' willingness to have trainees with some technical background, availability of the infrastructure and equipment in the school-based setting, the volume of theoretical knowledge in the WBL programme that needs to be taught in class-room setting, the number and nature of the core skills for life and work in the WBL programme that the trainees need to be taught before exposing them to the work on sites. Basic training could focus on delivering the necessary underpinning knowledge, generic and life skills as outlined in the WBL program profile, as well as some technical competencies that prepare trainees for real-world settings.

7.2 Implement WBL training methods

Before the WBL programme is implemented, the In-CTs will be trained (during the In-CTs training intervention) on the learning methodologies and strategies selected for the WBL programme. During WBL implementation, the vocational instructors will follow up with the In-CTs, mentor and coach them as needed, and gather feedback on the effectiveness of these learning tactics for WBL to enhance them in the future.

In-CTs will use training and learning methods and strategies that are suited for their trainees' learning styles. There is no single standardized training approach or learning strategy that assures their success in WBL. As a result, both vocational instructors and In-CTs should be trained in

various training approaches and learning strategies, for example, vocational instructors and the In-CTs could be trained on:

- Developing real learning situations based on real work processes that cover the skills to be trained and assessed as per the training plan. After designing the learning situations, the in-CTs need to assign appropriate training methods and learning strategies for each of the learning situations.
- Choosing the training methods that are most appropriate to the specific context from a list of several effective training methods such as Learning from experts, Learning by Practicing, Hands-on learning, applying feedback to learning, One-to-one learning, Real-world learning, Against the clock learning, Online learning, Project-based training method, Any time – on the fly/informal or unplanned learning, and so on.
- Using the learning strategies that match the needs of the learner from a list of active learning strategies such as learning by/through watching, listening, imitating, transcribing, remembering; trial and error, experimentation, discovery, deliberate practice; making, drafting, sketching; using assessment to inform learning approaches, conversation, reflecting, teaching and helping others; being coached and mentored; real-world problem solving, personal or collaborative inquiry, thinking critically, producing knowledge; competing, simulation, role play, games; virtual environments, seamlessly blending virtual with face-to-face learning environments; and so on.

One good example of a training methodology that could be used in the WBL programmes is the “cognitive apprenticeship” learning methodology. This methodology incorporates many of the aspects of the training methods and learning strategies listed above. The six learning-while-working strategies - emerged from the cognitive apprenticeship learning methodology- are shown below (Annex 14 contains examples explaining each of the six learning strategies).

Modelling: The In-CT performs a task so that the trainee can observe and build a conceptual model of the processes that are required to accomplish it.

Coaching: The trainee is observed by the In-CT while they carry out a task. The In-CT offers hints, feedback, reminders, and issues new tasks aimed at bringing trainee’ performance closer to expert performance.

Scaffolding: The In-CT provides support or “scaffolding” to help structure the task in such a way as to enable the trainee to carry out the task. It can take either the form of suggestions or physical support and can involve the In-CT in executing parts of the task that the trainee cannot yet manage. A prerequisite to such scaffolding is the accurate assessment of the trainee’s current skill level and the availability of an intermediate step at the appropriate level of difficulty in carrying out the target activity. **Fading strategy** is part of scaffolding strategy and involves the gradual removal of supports until trainee can perform on their own.

Reflection: The trainee reflects on their performance and compares their own problem-solving processes with those of an expert, or another trainee.

Articulation: involves any method of getting trainee to articulate their knowledge, reasoning, or problem-solving processes.

Exploration: involves pushing trainees into a mode of problem solving on their own. Forcing them to do exploration is critical, if they are to learn how to frame questions or problems that are interesting and that they can solve.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Implement WBL training methods”*

- Creating learning situations and identifying the appropriate training methods and learning strategies necessitates collaboration between trainers, coordinators, and employers. In the ILO-UNICEF pilots, some In-CTs had to create fictitious scenarios in order to deal with cases that were not available on site. Some also tend to apply the “Fading” step too early or the articulation steps too late.
- Cognitive apprenticeship learning strategies work best when the trainees are not too many. To follow all these strategies at once in the workplace seems a bit lengthy and might put time constraints in question.
- Trainers can use videos and other interactive methods for modelling in the learning centre (part of the off-job training).

7.3 Monitor the WBL programme implementation

The WBL coordinators and vocational instructors will monitor the WBL programme’s implementation on a frequent (perhaps weekly) basis. They will ensure that the training programme is properly prepared and delivered. In this regard, they will inspect each training location prior to the commencement of the WBL programme to ensure that they are ready to conduct training in accordance with set criteria. During the delivery of the programme, WBL coordinators and vocational instructors will coach and mentor the assigned In-CTs, as well as guide the trainers and trainees in the production of formative assessments.

WBL assessment and monitoring instruments must be agreed upon and completed by vocational instructors and In-CTs. They will ensure that trainees acquire the necessary skills and knowledge, as well as that In-CTs use appropriate learning strategies and methods.

By engaging trainees, In-CTs, and vocational instructors, the WBL coordinators will ensure that feedback and lessons learned are collected throughout the implementation period. Besides the monitoring tools used by vocational instructors to track WBL implementation, the WBL coordinator will have a keen understanding of the effectiveness of the learning process, the effective use of WBL tools, enterprise/employer readiness, working team members’ performance, and perceptions, as well as trainees’ perceptions and performance.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Monitor WBL implementation”*

- The need for more trained instructors in WBL implementation.
- Weekly meetings to discuss the implementation is highly important.
- Frequent visits might feel intimidating for the trainers. Adopting the evaluation for a relatively longer period instead of being weekly is recommended.
- Trainers should undertake safety in the workplace very seriously.
- Psychosocial support would be vital in promoting productivity and boosting self-confidence.
- The need to include municipalities in WBL implementation.
- The difficulties related to travelling t has an impact on the work commitment. This necessitates not delaying the distribution of students’ transportation allowances, increasing the amount of transportation for students who have longer distances to travel, and splitting the payments into two rather than one.
- Care should be taken when choosing In-CTs. Some trainers lack the expertise required to critically examine problem solving. There was no culture of conservation of natural resources or environmental protection. Because some job procedures need simple unit conversions or the use of a measuring tape, illiteracy among selected trainers posed a challenge.
- The need to reconsider a longer WBL duration, as the WBL programme’s duration was too short to cover all the needed work procedures.

7.4 Conduct the final assessment and certification

Skill assessment and certification is the process of gathering information to determine a person’s level of competency (knowledge, skills, and attitudes) according to specific criteria (as would be expected in a real workplace environment).

In a WBL programme, trainees are assessed during the programme using the WBL tools outlined earlier in the manual (formative assessment), as well as at the end of the programme (final summative assessment). Vocational instructors jointly with the In-CTs will conduct the final assessment based on the training they received prior to the WBL implementation (Assessors’ Training Intervention). External assessors could be hired by the WBL implementing organization to conduct the final assessments. Assessors will use WBL-appropriate assessment strategies such as skill testing, interview-based evaluation, and project-based assessment.

If the skill test assessment strategy is to be employed, assessors will create assessment instruments to guide the assessment process. The assessors will make certain that the assessment instruments are based on real work sequences taken from the occupation work processes, as well as their skills and competences, in accordance with the WBL programme profile.

Assessors will assess each trainee individually on how well they perform work sequences and steps using objectively verifiable performance assessment criteria that cover both process and product-based assessments (see annex 15 for a template and examples of assessment instruments). The trainees who were found to be competent against the competency list will be awarded a certificate for a qualification as per the national rules.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon
“Conduct the final assessment and certification”

- There is a gap between how a trainee assesses him or her self and how an In-CT or vocational instructor assesses them. Trainees tend to exaggerate their work and may experience denial while evaluating themselves.
- Difference in technical point of view between the In-CTs and instructors on the level of achievement that the trainee must reach necessitates more in-depth training on assessment for both vocational instructors and In-CTs.
- Trainees’ illiteracy, as well as their writing and reading challenges, act as a barrier to them completing assessments instruments.
- There is a risk of a less objective assessment, particularly when the In-CT has formed a bond with his or her learners. The external assessor is recommended to be involved in such situations.
- Self-assessment could be challenging for the trainees. Therefore, the trainees need to be familiar with the training content and work processes.

7.5 Post training evaluation

A post-training evaluation based on input from trainees, trainers, and employers should always be conducted at the conclusion of every training programme. This assessment can provide useful information on the effectiveness of the WBL program. In this context, the WBL coordinator will provide evaluation forms for trainees, vocational instructors, and In-CTs to provide feedback on the WBL programs (see Annex 16 for suggested evaluation forms).

The WBL Coordinator will also refer to the checklists (explained at the end of each chapter in the manual) provided for each stage of the WBL training programme implementation, as well as the assessment instruments complete for each point or item of assessment in these checklists, to assist WBL coordinators in forming a holistic evaluation of WBL implementation.

The WBL Coordinator will reflect all these assessments in an evaluation matrix (see Annex 17 for such a matrix) to guide the post-training evaluation of WBL programmes based on pre-determined indicators. The WBL coordinator will collate and analyse the information gathered through the evaluation matrix and create a report on the WBL program’s effectiveness.

A tracer study could be conducted after a period of finalising the WBL training programme to determine the perception of the graduated trainees on different aspects of the WBL programme. The same could be also conducted to determine the employers' perception and satisfaction with the WBL programme.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Post-training evaluation”*

- In-CTs are not fully committed after the end of the WBL implementation as they may have other work. Therefore, meetings with each employer at site are needed to accommodate their time schedule.
- The technical working group needs more training on developing post training checklists and conduct post-training evaluations.

Lessons learned from the recent WBL pilots supported by ILO-UNICEF in Lebanon *“Inclusion in WBL”*

Due to social and cultural barriers:

- WBL pilots were unable to include females in some of their programmes.
- Some girls and women do not believe they can compete with boys and men in vocations that are primarily considered male domain in their communities.
- Some girls and women in their groups would be uncomfortable collaborating with other boys or men.
- Some girls and women are afraid to speak up or ask questions for fear of being bullied or being abused.
- Some women and girls work as caregivers. They had to miss days of training to care for a family member.
- Women's participation in trainings and WBL programmes requires advocacy at the national level. A marketing strategy is also required so that communities can learn from the success stories of other outstanding girls and women.
- Inclusion of girls and women does not pull back the team progress. A girl or a woman can be as productive as a boy or a man.
- Some trainees could not complete their logbooks or self-assessments. Therefore, a minimum literacy is needed for a trainee to complete the different stages of the training.
- For the PWDs, there is a need for increased PWDs-friendly occupations, as well as more community advocacy and communication with institutions that care for the PWDS. In WBL, the In-CTs need to be trained on integration of the PWDs in work processes.

Checklist for delivery of the WBL programmes

Delivery of WBL programme	Assessment
WBL coordinators and instructors discussed with the In-CTs the content and duration of the off-job basic training (if any) based on the programme profile	
Vocational instructors reflected the agreed skills and knowledge needed to be taught off-the job in the training plan	
WBL implementing organization conducted an initial off-the-job training on basic skills and knowledge that are necessary before starting the on-the-job training	
WBL coordinators and vocational instructors visited every workplace before starting the WBL programme to ensure the quality preparation and that these places are ready to deliver the training as per established standards	
WBL coordinators and vocational instructors monitored the implementation of the WBL programme on a regular (e.g.. weekly) basis to ensure quality delivery of the training programme	
WBL coordinators and vocational instructors ensured implementing the various aspects of the WBL training programme as per the WBL monitoring tool (the requirements that should be available at workplaces, the willingness and commitment of the employers, the quality of training developed by the In-CTs, and so on)	
Vocational instructors and In-CTs agreed on and filled jointly the WBL assessment and learning monitoring tools	
WBL coordinators ensured that all tracking, assessment, and monitoring tools are filled jointly by the In-CTs and vocational instructors as per the training plans	
WBL coordinators, vocational instructors, and In-CTs ensured and supported trainees in filling their self-assessment forms of acquisition and mastering the skills as per the training plans	
WBL coordinators, vocational instructors, and In-CTs monitored and supported trainees in recording their daily training and working activities in the trainee logbook	
In-CTs and vocational instructors compared both tools of trainee' skill assessment and self-assessment, reflected on the trainees' acquisition and mastering of the skills during WBL programme implementation, and took on spot remedial actions to fill in the skill gaps	
Vocational instructors monitored and ensured that identified skills of the WBL training programme (as per the programme profile and training plans) are be taught as planned	
WBL coordinators and vocational instructors coached and mentored the appointed In-CTs during the delivery of the programme	
Vocational instructors followed with the In-CTs, mentored them when needed, and collected feedback on the effectiveness of using the six learning strategies for WBL (that In-CTs were trained on)	
WBL coordinators ensured collecting feedback and lesson learned through the implementation periods by engaging with the trainees, In-CTs, and vocational instructors.	

Delivery of WBL programme	Assessment
WBL coordinators identified the strengths, weaknesses in implementation, and improvements and actions needed to be applied for future replication of the programme	
WBL coordinators and vocational instructors guided the trainers and trainees for the preparation of the summative assessment	
External assessors (or vocational instructors with the In-CTs) developed the assessment instruments (as per the training they received) for conducting the final assessments for the trainees in the WBL programme and ensure that they are built on real work sequences extracted from the occupation work processes and their skills and competencies	
External assessors (or vocational instructors with the In-CTs) conducted the final summative assessments for the trainees in the WBL programme using the pre-developed assessment instruments and by using objectively verifiable assessment indicators, criteria.	
The assessors ensured using the assessment strategies appropriate to the WBL programme including both process-based and product-based assessments	
Assessors ensured that each trainee be assessed individually on performing work sequences and their working steps against objectively verifiable performance assessment criteria covering both process-based and product-based assessments	
WBL implementing organization granted the trainees who were assessed as competent against the list of competencies certificates or qualifications as per the national rules	
WBL coordinators in cooperation with the vocational instructors and In-CTs set checklists to conduct the post-training evaluation of WBL programmes as per pre-set indicators	
WBL Coordinators compiled and analysed the data collected through post-training checklists and prepared a draft report on the effectiveness of the WBL programme	
WBL implementing organization conducted tracer studies for the WBL programmes' graduates after a period of finalizing the WBL training programme (at least six months) to determine the perceptions of the graduated trainees on different aspects of the WBL programme	
WBL implementing organization conducted employers' satisfaction surveys for the employers participating in the WBL programmes after finalizing the WBL training programme to determine the employers' perception and satisfaction with the WBL programmes	

Success stories from the recent WBL pilots supported by ILO-UNICEF in Lebanon

- As a result of the WBL programmes, some trainees were promoted to higher career level, and some were able to manage self-employed businesses.
- Girls and women played a critical role in the WBL programme on the water tank installation. They demonstrated once again that girls and women have the ability to defy accepted conventions and customs in vulnerable areas.
- In-CTs were able to construct learning situations on their own in the WBL programme on water tanks and surface pump installation in Burj Hammoud. The productivity of their work increased by at least 25% after the training was completed, and they began to rely on the newly trained trainees to install the water tanks.

ANNEXES

Annex 1 - checklist for the selection of businesses and workplaces for the WBL training programmes

A checklist of criteria for selecting enterprises / companies involved in piloting work-based learning

Domain	Criteria	Achieved (Yes/No)	Comments
Legal criteria	Compliance with legal obligations and requirements as defined in the National Labour Law, safety regulations, tax exemptions, and other applicable legislation (a legally registered enterprise)		
	Compliance to regulations of child labour		
Willing to participate in the WBL pilot	Willing to train trainees within a work-based learning program		
	Approval of the roles and responsibilities described in the roles and responsibilities of the work team		
	Commitment to appoint the personnel responsible for coordinating training as specified in the roles and responsibilities of the work team (roles and responsibilities of the in-company training coordinator)		
	Approval to receive the in-company trainer and coordinator training by the International Labor Organization on the implementation of work-based training		
	Approval to receive the employees in charge for trainees' assessment training by the International Labor Organization on the assessing and certification of trainees in the work-based training		
Availability of WBL standard	Availability of the required infrastructure to deliver work-based training as defined in occupational and competency standards, and / or curricula		
	Availability of tools, materials, machines, and equipment required to provide work-based training as defined in occupational and competency standards, and / or curricula		
	Commitment to appointing in-company trainer for providing training as specified in the roles and responsibilities of the work team (the roles and responsibilities of the in-company trainer)		
	Commitment to provide graduates with a final certificate documenting the type, duration and outcomes of work-based training as defined in the enterprise' internal procedures and the agreed work-based training plan.		

Domain	Criteria	Achieved (Yes/No)	Comments
Compliance with safety requirements	Workplace compliance with the requirements of general safety standard		
	Availability of emergency exits		
	Availability of the first aid requirements		
	Availability of accessible fire extinguishers		
	Availability of training on safety and emergency situations for the employees		
Inclusion	Workplace facilities are accessible to the trainees with disabilities		
	Workplace facilities are accessible to the other target groups of trainees (for example, a separate toilet or fitting room for the female trainees)		

Annex 2 - An example of the WBL agreement (code of conduct) template

Agreement TEMPLATE FOR ON-THE-JOB TRAINING (OJT)

https://www.ilo.org/beirut/publications/WCMS_764476/lang--en/index.htm

Section	Description
Article 1: Signatories	<p>This On-the-Job Training (OJT) agreement is signed by three parties, hereinafter referred to as “the employer²⁷”, “the training provider/NGO²⁸”, “the trainee”:</p> <p>a. First party Name of the employer (company/farm/ organization): Name and title of the signatory: Address: Phone and email number:</p>
	<p>b. Second party</p> <p>Name of the training provider Name and title of the signatory: Address: Phone and email number:</p>
	<p>c. Third party Full name of trainee: Trainee's file number: Date of birth: Gender: Address: Phone and email number: Level of education: If below 18 years old*, name, and contact details of the legally responsible parent/guardian: (and their signature)</p> <p>Emergency contact person (if different from Guardian):</p> <p>*(Should not be below the age at which school attendance ceases to be compulsory, noting the minimum age of trainee should not be below 14 years.</p>
Article 2: Purpose of the OJT Agreement	<p>The parties have agreed upon the following: “The purpose of this agreement is the training of the trainee in (insert occupation) through an OJT programme jointly implemented by the employer and the training provider”.</p> <p>This agreement is valid for the following period: Starting Date:..... Ending Date:.....</p> <p>Training programme</p> <p>The training programme focuses on competencies (defined knowledge, skills, attitude) linked to occupational work processes, previously agreed jointly by the employer and the training provider and annexed to the current OJT agreement. The trainee will spend no more than XX days with the employer. If training takes place during the normal school year, s/he will alternate X days in the training provider and Y days with the employer. The on the job training placement shall be implemented in full compliance with all provisions in the Lebanese labour law.</p>

²⁷ Referred to the employer/company engaged to provide the OJT to the trainee

²⁸ Referred here in as the NGO implementing the WBL/OJT or a third party hired by the NGO

Section	Description
<p>Article 3: Roles and responsibilities of the employer (to be adapted based on context and according to local standards/legal provisions and practices)</p>	<p>The employer undertakes the following responsibilities: Ensure that a trainer/master craftsperson (employed by the employer) is available to train the trainee. The trainer/master craftsperson should be employed in the same workplace where the OJT placement is undertaken, should have a minimum five years in the occupation, and preferably hold a formal qualification in the occupational field. In some cases, more than one trainer/master craftsperson might be responsible for the training of the trainee. The responsibilities of the trainer/master craftsperson within the training programme are annexed. The name(s) and contact details of the trainer/master craftsperson are as follows:</p> <p>Name: ----- Title: -----</p> <ol style="list-style-type: none"> Provides a safe and healthy environment for the trainee free from harassment, discrimination, and bullying; and provides occupational safety and health training relevant to the occupation, prior to undertaking any task. The employer shall not accept trainees below the minimum age of employment, as per Lebanese labour laws. Provides the trainee with the relevant clothes, equipment and tools required to perform his/her duties and protect him/herself. Ensures that the trainee will benefit from workplace accident and injury insurance while in the OJT training place. Inform the training provider of any accidents or illnesses of the trainee. Communicates with the training provider on a regular basis to jointly monitor the trainee's progress against the agreed competencies annexed to this agreement. Contributes to formative and summative testing and certification. Inform in writing the training provider of any material/equipment that trainee might have broken or damaged accidentally and mutually agree on necessary action to take. However, incidents shall be recorded and factored into the evaluation/record of the trainee. Agrees to release the trainee for off-the-job learning in the training provider as established in the training schedule defined under article 2. Agrees to accommodate the disabilities of trainees who undertake an on-the-job training placement.
<p>Article 4: Roles and responsibilities of the trainee (to be adapted based on context)</p>	<p>The trainee undertakes the following responsibilities:</p> <ol style="list-style-type: none"> Arrive at the workplace on time, respect and implement internal company rules and comply with the instructions given by the trainer/master trainer supervising him/her. In particular, the trainee agrees to comply with all regulations related to occupational safety and health (e.g., wearing protective clothing and implementing safety measures). Take care of materials, tools, and equipment of the company s/he is using to prevent theft and damage. Not share any confidential information s/he might have learned about during the training. Provide a certificate of good health to the employer at the start of the OJT. Where the work in view calls for special physical qualities or mental aptitudes these should be specified and tested by special tests. The cost of medical examination is on the charge of the trainee. Not to miss days of work without a valid reason and to notify immediately the employer of any absence. In case of illness, the trainee agrees to provide a doctor's certificate to justify his/her absence.
<p>Article 5: Roles and responsibilities of the training provider</p>	<p>The training provider undertakes the following responsibilities: Nominate the following OJT Supervisor (could be one of the instructors) for the implementation of this OJT programme:</p> <p>Name: ----- Title: -----</p> <ol style="list-style-type: none"> Deliver the theoretical component of the program inside the training centre, and develop the training program for the on-the-job training component for validation by the Steering Committee, Set a training plan with the employer (steps and stages of OJT training), and, with the employer, select and place students studying in the same occupational area as trainees. Review the progress of the trainee, together with the employer (on a weekly basis) against the list of agreed competencies, and to keep the trainee informed of his/her performance and of areas that require improvements. Provide information to students on what is expected from them in specific training programmes, including the OJT training, as well as career guidance and support matching students with employers. Monitor and follow-up on the needs of the trainee and provide additional support, when necessary, including to trainees with disabilities. Fix the date and the location of the summative test, in coordination with the employer.

Section	Description
Article 6: Roles and responsibilities of training provider/NGO	<p>a. Provides guidance to the enterprises/employers to create a safe and healthy environment for the trainee free from harassment, discrimination, and bullying; and provides occupational safety and health training relevant to the occupation.</p> <p>b. Ensures that the trainees from the short-term courses who are participating in the OJT pilot will benefit from relevant insurance policies, while in the OJT training place.</p> <p>c. Ensures that the trainees receive a stipend for the duration of the On Job Training placement.</p> <p>d. Work closely with the OJT Supervisor on a regular basis to jointly monitor the progress of students from the short-term training courses against the agreed competencies annexed to this agreement.</p> <p>e. Provides support to conduct formative and summative assessment and certification.</p>
Article 7: Testing, certification and monitoring	<p>Testing will include both formative and summative assessment. The trainee will be declared competent in each occupation, if s/he is competent on occupational safety and health related skills, and at least 80% of other competencies. The formative assessment of the trainee will be done along the lines of the agreed competency profile through (a) self-assessment, (b) confirmed by trainer, (c) validated by instructor.</p> <p>The summative test will be developed according to the training program learning objectives and include both practical and theoretical testing administered by a third-party employer and a representative from the training provider. The practical part of the tests will be implemented within a standard work environment for all trainees. The tests will accommodate the possible disabilities of the trainee through reasonable adjustment in the workplace. Trainees' overall portfolio will be reviewed including damage of machine and equipment during the OJT and will be considered in the evaluation. If the trainee fails the final test, s/he will be given the opportunity to be re-assessed.</p> <p>The training provider shall prepare a personal file for every trainee for both formative and summative tests. At the end of the OJT programme the trainee will be granted a certificate of competencies signed by the employer and the training provider.</p>
Article 8: Settlement of disputes and early termination of the agreement	<p>The three parties agree to attempt to settle possible disputes amicably.</p> <p>The initial training relationship may be terminated without notice at any time during a probationary period of Nb (weeks/month) _____ for short courses by either the employer or the trainee. After this period, the agreement can be broken by either party with 2 (two) weeks for short-courses, and only for valid reasons. Notice of termination must be given in writing, clearly stating the reasons for termination.</p> <p>Signatures</p> <p>By signing this agreement, all parties accept its terms and conditions and agree to abide by them. This agreement is written in four copies and each party receives a copy.</p> <p>Trainee _____ Date</p> <p>Guardian _____ Date</p> <p>Employer _____ Date</p> <p>(a) Training provider/ (b) NGO _____ Date</p>

Annex 3 - An example of work process card

Theoretical knowledge	Basic literacy and numeracy Sewer pipes dimensions and materials
Attitudes and core skills for life and work	Teamwork Ability to use fingers to manipulate small objects Work loyalty
Work process and competencies (Terminal Performance Outcome)	Work Process: Installation of sewage pipe networks Terminal Performance Outcome: Installing sewer pipes and vents under the floor of the house, on the wall or through the wall
Technical/professional Competencies/skills (Enabling Performance Outcomes)	Lay out of the sewage network Lay out of the rainwater drainage network Install the sewage pump
OSH, quality, environmental, legal requirements	Providing first aid National standards and requirements for sewer pipes and materials
Materials, tools, equipment, and facilities	Saw, chisel, hammer, ruler, ladder, tape measure,

***Hint for conducting work process analysis and preparing the card: For each work process, you need first to identify the related competencies (one to two units of competence that form as terminal performance outcomes for the work process. Then you need to identify two to five professional/technical/vocational skills needed to achieve the work process competencies (these skills form like the enabling performance outcomes). After that, you need to define the major knowledge requirement (the underpinning knowledge) related to this certain work process (only define the necessary and needed knowledge requirement). Then identify two to three generic skills (life and work skills) most related to the work process. For each work process you need to define the condition of performance, this includes the tools and equipment in addition to the work requirement such as occupational health and safety (OSH), legal, quality, and environmental requirement.*

Annex 4 - An example of WBL program profile

***Hint for developing the WBL programme profile: You need to list all identified work processes in the left column. For each work process, refer to its card and list the terminal and enabling outcomes/skills (provide suitable coding for each skill for easy reference). After that, you need to collect from all work processes'cards the theoretical knowledge, generic skills, tools and equipment, and work requirements and conditions (eliminate any repetition)*

Work Process	Terminal Performance Outcomes	Enabling Performance Outcome	Coding
Installation of sewage pipe networks	Installing sewer pipes and vents under the floor of the house, on the wall or through the wall	Lay out of the sewage network	Sewage-A-01
		Lay out of the rainwater drainage network	Sewage-A-02
		Install the sewage pump	Sewage-A-03
Major Knowledge Requirements Basic literacy and numeracy Sewer pipes dimensions and materials Water purification principles Fundamentals of solar heating		Critical transversal/generic skills Teamwork Ability to use fingers to manipulate small objects Work loyalty Problem solving Effective communication Customer-oriented Patience	
Main resources, tools, and equipment needed Saw, chisel, hammer, ruler, ladder, tape measure, pipe cutter, chain saw, wrench, pliers, screws, nails, files, chalk roller, levelling tool, squaring tool, cement glue, blow lamp device, hangers, plastic props, drilling machine, pipe iron.			
Work conditions and requirements Risk's identifications and preventive measures Providing first aid National standards and requirements for sewer pipes and materials National work regulations National guidelines for waste management/recycling sewer pipes and materials			

Annex 5 - A sample template of training plans

***Hint for developing the WBL training plans: For each skill in a work process, you need to identify the expected duration needed to train trainees on these specific skills taking into consideration the complexity of the skill, the total duration of the training programme, and so on. Based on that you can define the starting and ending dates for delivering training on the skills. You can then identify the workplace suitable for delivering the training for each skill. In some cases, one workplace is not adequate for delivering training on all work processes and skills in the training programme. Also, on some occasions, the trainees need to be rotated in different departments or sections in the same workplace if applicable) in order to cover all the skills of a certain work process or the programme as a whole.*

Work process	Enabling outcomes	Training Duration	Training dates		Training workplace	Comments
			Start	End		
Installation of sewage pipe networks	Lay out of the sewage network	140 training hours	1 st August	5 th September	'Alshaeb' District	With Intaj Company
	Lay out of the rainwater drainage network					
	Install the sewage pump					

Apprentices' distribution to workplaces

WBL programme/ occupation	Name of workplace	Address of workplace	Duration of training	Dates of duration		Craftsperson / In-Company Trainer	Trainee Name	Trainee Gender	Trainee Age	Name of implementation organization
				Start	End					
Assistant/ Sewer pipelines installer	Intaj	Alshaeb' District	90 training hours	1st August	20th August	Diaa Said	Khaled Melhem	Male	19	LOST
							Noor Ibrahim	Female	21	

Trainee's rotation plan for WBL

Name of trainee:

WBL programme:

Name of enterprise/employer:

Duration of WBL:

Performance Outcome/Skills	Department/ Production Units					Name of In-Company Trainer
A.1, one week	Engine section					Mohammad
B.2, three weeks		Steering & suspension section				Samer
C.5, two weeks					Brake section	Amal

Comments

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Annex 6 - A sample instrument for assessing trainees' acquisition and mastering of skills

****Hint for filling in the skill assessment instrument.** *The vocational instructor needs to list all programme's skills to be assessed by the In-CT at the training intervals as per the training plan. The In-CT will assess each trainee individually and document this assessment in the instrument below. Both vocational instructor and In-CT will discuss this evaluation together. The In-CT may use these levels of assessment to have objectively verifiable assessment.*

Levels of assessment

Level 0: has not worked with this skill

Level 1: Can perform some parts of this skill satisfactory but requires assistance and/or supervision to perform the entire action

Level 2: Can perform this skill satisfactorily but requires periodic assistance and/or supervision to perform the entire action

Level 3: Can perform this skill satisfactorily without assistance and/or supervision to perform the entire action

Level 4: Can perform this skill satisfactorily with more than acceptable speed and quality

Trainee Name:

WBL programme:

Enterprise/Employer Name:

Week (training period) #

Reporting Period: From / to /.....

Code	Skills	Trainees performance assessment				
		0	1	2	3	4
Sewage-A-01-01	Connect pipes and tubes according to their types			√		
Sewage-A-01-02	Fix pipes and tubes			√		
Sewage-A-01-03	Test the sewage pipelines		√			
Sewage-A-01-04	Checks for leaks		√			

Comments by in-CT

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Comments by Instructor

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Date, Name & Signature of the in-CT
Instructor

Date, Name & Signature of the

Annex 7 - A sample instrument for trainees' self-assessment tool for acquisition and mastering of skills

****Hint for filling in the skill self-assessment instrument.** *The trainee has the opportunity to evaluate their progress. The same template of skill assessment will be used but without the levels of assessment. The trainee just needs to express the level of satisfaction they feel towards their performance from their point of view.*

Trainee Name:

WBL programme:

Enterprise/employer Name:

Week (Training Period) #

Reporting Period: From / to /.....

Code	Skills	Trainees' self-assessment				
		I have not worked with this skill yet	Very dissatisfied	Satisfied	Dissatisfied	Very Satisfied
Sewage-A-01-01	Connect pipes and tubes according to their types					
Sewage-A-01-02	Fix pipes and tubes					
Sewage-A-01-03	Test the sewage pipelines					
Sewage-A-01-04	Checks for leaks					

Comments by the trainee

Date & Signature of the trainee

Annex 8 - A sample of trainee logbook

Dear Trainee

Welcome to work-based learning (WBL) training program.

The work-based learning logbook is a valuable document that contains a record of skills and knowledge achieved by you during your WBL training period. Please be advised that:

- Record your daily tasks with the support and guidance of the in-company trainer throughout the duration of WBL in the logbook according to the format given below.
- Make the daily entries at the end of the day and submit to your IC-T every week for verification and comments. Daily entries should indicate as clearly as possible various work performed by you.
- Indicate problems you encountered (if any) every day in workplace and discuss with your supervisor to solve the problem.
- keep the logbook safe, neat, and clean.
- Submit the completed logbook to the assessor at the time of summative assessment.

Thank you

Trainee Name: Mobile No.:

WBL Programme:

Enterprise/Employer Name:

Mobile No.:

Week (Training Period) #

Reporting Period: From / to /.....

Date	Day	Description of work activities	Working hours	Skill Code of related activities	IC-T comments & signature	Instructor comments & signature
	Monday					
	Tuesday					
	Wednesday					
	Thursday					
	Friday					
Total working hours						

Problem encountered (if any)

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Comments by in-CT and instructor

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Signature of in-CT

Signature of instructor

Annex 9 - A sample instrument for assessing progression of the learning

***Hint: the programme developers could add, omit, or modified the list of generic skills and attitude mentioned in this tools as per the WBL programme profile.*

Trainee Name:

WBL programme:

Enterprise/Employer Name:

Week (Training Period) #

Reporting period: from ... / ... to ... /....

Domain	Related knowledge and core skills for life and work	Evaluation			
		Excellent	Good	Average	Not satisfied
Commitment to work	Attendance and punctuality				
	Discipline and adhering to and follows rules onsite				
	Compliance to OSH measures and requirements				
Attitudes to work	Dedication and sincerity				
	Interest, motivation, enthusiasm, and passion				
	Willingness to accept and carry out responsibilities				
	Understanding of the expectations of his/ her trainee role				
	Flexibility (accepting ideas, test alternatives, etc)				
Initiation	Resourcefulness				
	Self-reliance,				
	Problem solving				
	Work Independently as per work requirements & demand				
Interpersonal skills	Relationship with work supervisors				
	Relationship with coworkers				
	Skills in dealing with customer				
	Ability to relate to supervisor				
	Team work skills				

Domain	Related knowledge and core skills for life and work	Evaluation			
		Excellent	Good	Average	Not satisfied
Communication skills	Communicating effectively with colleagues				
	Ability to understand instructions and learn skills				
	Clarity in explaining & expressing views				
	Presentation skills				
	Listening skills				
Theoretical knowledge	Ability to understand theoretical lessons				
	Mathematical, numeracy, and calculation skills				
	Ability to read and sketch basic drawings				
Productivity and quality of work	Suitability to this type of work				
	Accuracy & precision of work produced				
	Completeness of work produced				
	Amount of work accomplished in time allotted				
	Standard of work produced				
	Work under pressure				
Work management & planning	Organization of worksite				
	Manage of work				
	Care of tools and equipment,				
	Timekeeping				
	Neatness				

In-CT comments

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Annex 10 - A sample instrument for monitoring WBL implementation

Name of enterprise/employer:

Name of craftsperson/in-CT:

Reporting period: from/ to /

Monitoring domain	Indicator	Not Applicable	Excellent	Good	Average	Not satisfied
Work place	Availability of emergency exits					
	Availability of ventilation and lighting					
	Availability of fire extinguishing equipment					
	Availability of first aid equipment					
	Availability of machines, equipment and materials					
	Availability of adequate area for training and working					
	Arrangements for trainees with disabilities					
	Arrangements for girls' trainees					
Employer/ Business Owner	Motivation to participate in the training program					
	Providing various experiences that meet needs of the trainees					
	Commitment to the principles of decent work					
In Company Trainer (in-CT)	Motivation and willing to train					
	Providing guidance and instructions for trainees					
	Quality and diversity of training and exercises provided					
	Implementing of the work-based training strategies on which s/he was trained by ILO					
	Following the agreed-upon training plan					
	Following up with the trainees and filling in their records according to the agreed-upon forms					
	Communication and collaboration with the instructor and/or training coordinators					
	Communicating and cooperating with the mentors in addressing trainees' problems					
	Commitment to personal privacy rules in dealing with trainees					
	Providing equal training opportunities for trainees					

Feedback on the reporting period

Strengths	Weaknesses	Lessons learned	Needed actions for improvements

Annex 11 An example of outlines for in-CTs' training

Session/ Day	Training topics	Learning outcomes
One	Introduction & orientation on WBL	Explore the WBL concept and key aspects
		Differentiate the main types of WBL
		Explore the benefits of WBL to the enterprises
		Reflect on the different of processes of WBL training programs
		Identify the roles and responsibilities of the working team and enterprises in WBL
Two	Developing the WBL training programmes	Recognize the notion of competency and identification of the list of competencies for an occupation
		Recognize the identification of the technical and generic competencies, and related professional knowledge, for the related occupations in focus
		Recognize the notion of the learning in work & business processes
		Practice designing of the work processes for the occupations in focus
Three	Organizing WBL training programmes	Recognize the different training methods for WBL (learning while working)
		Reflect on the six training strategies for the WBL
		Unpack work processes into learning situations /learning activities
		Identify the appropriate training strategies for the learning activities
Four	Design the WBL Instruments	Reflect the reasons why a written agreement on WBL is necessary
		Identify the core components of WBL agreement
		Reflect on the different WBL Instruments (Tools of training planning, trainee' performance tracking instruments, and WBL implementation monitoring instruments)

Annex 12 An example of outlines for instructors' training

Day	Training topics	Learning outcomes
One	Introduction & orientation on WBL	Explore the WBL concept and different types
		Identify the roles and responsibilities of the different technical team members for WBL pilot
		Reflect on the different WBL instruments (This includes training plans, trainee' tracking instrumentss, and WBL monitoring & evaluation instruments)
		Recognize the notion of the learning in work & business processes
		Practice developing learning situations for work & business processes
Two	Organizing WBL training programs	Recognize the six training strategies for the WBL
		Practice identification of learning situations and learning activities
		Practice identification of the appropriate training strategies for the learning activities

Annex 13 An example of outlines assessors' training

Day	Training topics	Learning outcomes
One	Understanding the skill assessment	Recognize skill assessment and its elements; Differentiate the formative and summative assessments
		Recognize the different methodologies/strategies for the skill assessment
		Develop objectively verifiable assessment criteria
Two	Design the skill assessments	Recognize the different types of assessment instruments
		Recognize the main elements for practice assessments
		Design process-based and product-based assessment instruments

Annex 14 Examples on the six learning strategies for WBL

Learning strategy	Definitions	Example in workplace
Modelling	involves an expert's performing a task so that the trainee can observe and build a conceptual model of the processes that are required to accomplish it.	<ul style="list-style-type: none"> • The craftsperson explains to the trainee the steps required for entering a vehicle's information to the wheel alignment computer • The craftsperson explains to the trainee how to fill in the form of wheel alignment test results
Coaching	consists of observing the trainee while he carries out a task and offering hints, feedback, reminders, and new tasks aimed at bringing their performance closer to expert performance.	In front of the craftsperson, the trainee enters the vehicle information on the computer for wheel alignment and benefits from the craftsperson feedback
Scaffolding	refers to the supports the expert provides to help the trainee to carry out the task. These supports can take either the form of suggestions or help, or they can take the form of physical supports, involves the expert in executing parts of the task that the student cannot yet manage. A prerequisite to such scaffolding is the accurate assessment of the student's current skill level or difficulty and the availability of an intermediate step at the appropriate level of difficulty in carrying out the target activity.	The trainee conducts the wheel alignment test for a car using the wheel alignment device in front of the craftsperson who focuses on the main qualifiers for the performance and makes the required correction(s)
Fading	Fading is part of scaffolding stage and involves the gradual removal of supports until students are on their own.	The trainee receives a real vehicle, conducts the alignment test and fills in the required test result form
Articulation or exploration	involves any method of getting trainee to articulate her knowledge, reasoning, or problem-solving processes so that they learn how to frame questions or problems that are interesting and that they can solve.	The craftsperson asks the trainee about the required actions for when a calibration error happens in the wheel alignment device
Reflection	involves enabling trainee to compare her own problem-solving processes with those of an expert, or another trainee.	The trainee conducts a wheel alignment test and fills in the test result form. The craftsperson reviews the form and makes the required corrections

Annex 15 A sample template and examples of assessment instrument

Practice test

Competency unit: Hair Waving

Work process: Waving hair using perm rollers

Assessment Method: Direct Observation & product **Test Duration:** 30 minutes

Main Resources: shampoo, Hair dryers, Hairbrushes, Scissors, Combs, Hair clippers, Hair permanent (perm) rollers, Ribbon, Hair elastics, Barrettes, Hairpins

Assessment element/ performance step	Assessment (Competent or not competent yet)		Assessment Criteria
	Process	Result/product	
Select Perm rollers	Competent		client consulted on the shape of waving
Clean hair	Competent		by water and shampoo
Divide hair		Competent	To 6 or 9 parts
Install rollers		Competent	<ul style="list-style-type: none"> • thickness of hair tuft equal to the diameter of "perm" (permanent) roller • tuft width less than roller length by half centimetre from each side • tuft combed as obtuse angle with the scalp • ends of the hair tuft in the centre of the perm roller and not flexed on the roller • Place the perm roller on the base of the hair tuft and towards the growth of the hair tuft without affecting the other tufts • Fixing the roller with the elastic fascia where the mortar is flat on the surface of the fascia at hair roots
Distribute waving liquid			<ul style="list-style-type: none"> • Using the special protector to avoid reaching liquid to client's clothes • Discussion question: How do you determine waiting time?

Assessor's Name & signature : **Date:**

Annex 16 Forms for WBL- post evaluation

Evaluation by the Vocational Instructors

Indicator	Assessment			
	Strengths	Challenges	Lessons Learned	Actions for improvements
Implementation cycle of WBL pilots				
Selection process for employers/contractors/workplaces	Comprehensive selection criteria	Small and micro enterprises were not able to adhere to all set criteria	Not all set criteria fit with all enterprises	Revisit the selection criteria based on the enterprises types, sizes, and capacities
Selection process for trainees				
Training workshops conducted by ILO for coordinators, instructors, and MCPs				
Design of training programme and work processes				
Quality of WBL tracking, monitoring, and assessment instruments				
Using of WBL tracking and assessment instruments				
Developing of learning situations (as per the training received by ILO)				
Implementing the WBL six strategies (as per the training received by ILO)				
Following, tracking of trainees and MCPs and site visits				
Outcomes of implementation WBL				
Duration of WBL pilot				
Retention of trainees				
Inclusion of females				
Inclusion of the PWDs				
Trainees' willing and commitment				
Trainees' upskilling (acquisition of new skills)				
Usefulness of self-assessment instruments to the trainees				
Improving of companies' productivity as per the WBL pilot				

Indicator	Assessment			
	Strengths	Challenges	Lessons Learned	Actions for improvements
Roles and responsibilities in the WBL pilot (coordination between vocational instructors, coordinators, and MCPs)				
Comparing this pilot with other training program				
The extent that this pilot achieved envisaged results				
Evaluation of workplaces				
Provision of OSH arrangements and equipment				
Provision of training arrangements and facilities				
Provision of special arrangements of girls				
Provision of special arrangements of PWDs				
Evaluation of employers				
Motivation to participate in WBL				
Provision of diverse experiences as per trainees' needs				
Provision of decent work requirements (work conditions, work environment, working hours, OSH, wages, social security, ...)				
Commitment to the agreed-on WBL agreement? Code of conduct				
Evaluation of MCPs/ In-Company Trainers				
Motivation and willing to participate in WBL pilots				
Provision of guidance to trainees				
Quality and diversity of training provided to trainees				
Implementation of the WBL training strategies (as per ILO training)				
Following the agreed-on training plan				

Indicator	Assessment			
	Strengths	Challenges	Lessons Learned	Actions for improvements
Following trainees and filling in the tracking and assessment instruments				
Cooperation and coordination with the vocational instructors and coordinators				
Provision of equitable learning opportunities for all trainees				

Success Stories

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Evaluation by the In-Company Trainers

Indicator	Assessment			
	Strengths	Challenges	Lessons Learned	Actions for improvements
Implementation cycle of WBL pilots				
Selection process for trainees	profiling process is in place	Some trainees are not serious to the training	Needs a clear guidelines for trainees selection	Develop guidelines for trainees' selection
Training workshops conducted by ILO for coordinators, instructors, and MCPs				
Design of training program and work processes				
Quality of WBL tracking, monitoring, and assessment instruments				
Using of WBL tracking and assessment instruments				
Developing of learning situations (as per the training received by ILO)				
Implementing the WBL six strategies (as per the training received by ILO)				
Following, tracking of trainees and MCPs and site visits				
Outcomes of implementation WBL				
Duration of WBL pilot				
Retention of trainees				
Inclusion of females				
Inclusion of the PWDs				
Trainees' willing and commitment				
Trainees' upskilling (acquisition of new skills)				
Usefulness of self-assessment instruments to the trainees				
Improving of companies' productivity as per the WBL pilot				

Indicator	Assessment			
	Strengths	Challenges	Lessons Learned	Actions for improvements
Roles and responsibilities in the WBL pilot (coordination between vocational instructors, coordinators, and MCPs)				
Comparing this pilot with other training programme				
The extent that this pilot achieved envisaged results				

Success Stories

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Evaluation by the trainees

Please evaluate the following elements of the work-based training. Please provide your evaluation based on the following rating scale

1	2	3	4	5
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
Poor	Moderate	Acceptable	Good	Excellent

Evaluation statement	Evaluation	Comments
Training strategies and methods used during training in the workplaces	3	Methods needs more to be aligned with learners' style of learning
Quality and diversity of the training provided in the workplace	4	
Level of acquiring of skills during the WBL		
Distributing training fairly among the trainees		
Self-assessment instruments through which you assessed your acquisition of skills in the workplaces		
Visits made by the vocational instructors to the workplace and follow up on acquiring skills and solving problems in the workplace		
Duration of training in the workplace		
Working conditions (working environment, working hours, occupational safety and health, vacations, ...)		
Special arrangements in the workplace that guarantee the participation of females		
Special arrangements in the workplace that guarantee the participation of persons with disabilities		
How would you evaluate this training programme in general with other training programmes?		
How the implementation of the programme could be improved in the future?		

Annex 17 An example for WBL post -evaluation matrix/indicators

Domain	Indicator	Observation
A. Learning process	A.1 A good quality of learning is delivered by the MCPs (In-CTs) confirmed by the trainees and vocational instructors	Quality of training was good, but the MCPs need to diversify their training methods
	A.2 Learning situations and activities are established by the MCPs (with instructor assistance) to help in delivering the skills, knowledge, and attitudes to the trainees	It was difficult for the MCPs to construct suitable learning situations in the beginning of the programme. But with the vocational instructor's mentorships, the abilities of MCPs were improved in this regards
	A.3 The WBL six learning strategies (explained in the MCPs training course) are in use and effective	
	A.4 Specified performance indicators to assess the trainees' performance during the WBL implementation are established and in use (formative assessment)	
	A.5 Assessment instruments with objectively verifiable performance criteria and qualifiers to assess the trainees' performance and end product/services are established and used in the summative assessment at the end of WBL implementation	
B. Tools	B.1 Trainees' skill acquisition assessment forms are filled jointly by MCPs and instructors	
	B.2 Trainees' skill acquisition self-assessment instruments are filled by the trainees	
	B.3 Training activities are daily recorded by the trainees using the Trainee' Logbook	
	B.4 Effectiveness of the self-assessment instrument and logbook is acknowledged by the trainees for improving their way of learning	
C. Enterprise	C.1 Enterprises' readiness for WBL pilots match with the criteria for selecting workplaces (checklist that were provided to the coordinators at the beginning of the pilot)	
	C.2 Good learning environment provided by the employers to the trainees is ensured by the coordinators, instructors, and site visit observations	
	C.3 The In-Company trainers show willing and commitment in providing WBL	
	C.4 The In-Company trainers are qualified for delivering the WBL	
	C.5 The employer signed the WBL agreement (code of conduct)	
	C.6 The occupational health and safety are ensured in the worksites	

Domain	Indicator	Observation
D. Working team	D.1 All working team are aware and comply with their agreed roles and responsibilities	
	D.2 Good degree of coordination is there between the vocational instructors and In-CTs	
	D.3 Good degree of coordination is there between the vocational instructors and coordinators	
	D.4 Working team members are able to solve conflicts in workplaces (between trainees and In-CTs, with instructors, coordinators, co-workers, customers, etc)	
E. Trainees	E.1 Trainees receive the skills and knowledge as per the training plans	
	E.2 Trainees show motivation and commitment to WBL	
	E.3 Trainees show high retention (less drop out) from the WBL programs	
	E.4 Trainees with disabilities are existed in the WBL programs	
	E.5 Female trainees are existed in the WBL programs	
	E.6 Trainees show high productivity ensured by the In-CTs	

INFO

FOR FURTHER INFORMATION
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