

Work Based Learning materials

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Stakeholder Analysis

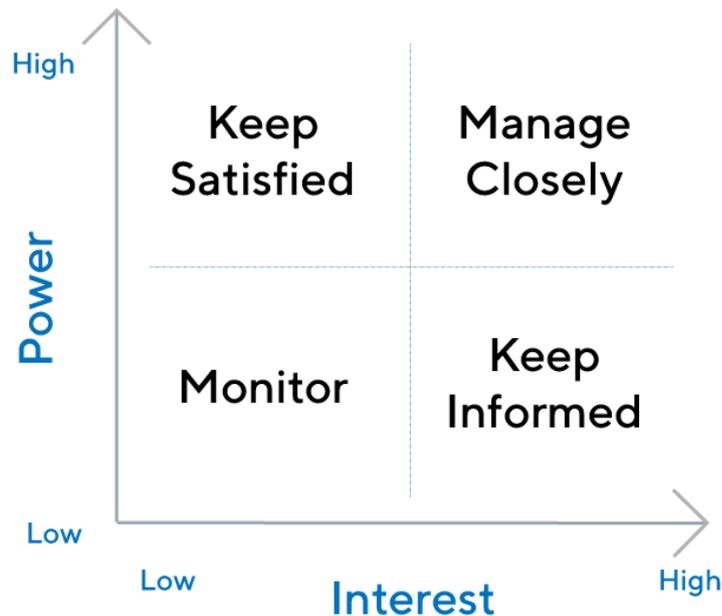
What is a Stakeholder Analysis?

When it comes to any organizational project, all of the internal people and teams who the project will involve or affect are called its stakeholders. A **stakeholder analysis** is a process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout.

How to perform a stakeholders analysis?

1. Identification of the most important stakehodlers – key players in the project
2. Grouping them according to the interest they have in involvement in the project
3. Prioritization according to High/ Low interest

Power-Interest Grid



4. Figure out how to communicate with and win buy-in from each type of stakeholder. Once you've built your list detailing which stakeholders fall into which category, it's time to think strategically about how best to earn the ongoing support of each of these stakeholder types. First, you will want to ask yourself questions about your stakeholders such as:
- What motivates this stakeholder to involve in the proposed initiative/cooperation?
 - What other priorities do they have, and how can the proposed cooperation align with those priorities (or at least ensure the project won't threaten them)?
 - Will this stakeholder likely have a positive view of this project? If not, what can be done about it?

WBL Benefits for corporate partnerships

Work-based learning experiences motivate potential employees and future employers to hire job ready individuals, which **reduces training costs and improves employee retention**. Establishing collaboration among schools and employers leads to a more productive local economy and, ultimately, builds thriving communities.

The benefits coming out of such corporate partnerships can be considered as follows:

1. Future employees for the company could be found:

An internship program is a year-round recruiting tool. Implementing an internship program means that the company could have an ongoing pipeline of future full-time employees.



2. Testing youth talents:

A new employee can make a solid impression in the interview, but then just don't fit with the team. When the candidate is being tried out via a semester or summer internship, some pitfalls could be avoided.

3. Increase productivity:

Each internship is an additional manpower, so setting up an internship program allows the company to take advantage of short-term support. The extra sets of hand-on support could make the employees to be more productive, prevent them from becoming overburdened by side projects, as well as free them up to accomplish more creative tasks or those where higher-level, strategic thinking or expertise is required.

4. Enhance perspective.

It has been proven that within an organization of only 12 or 15 employees, some new people bring with them novel perspectives, fresh ideas, and specialized strengths and skill sets. These augment the abilities of the company's professional workforce.

5. Added value to the community:

Small businesses often rely on community support. Creating an internship program is an excellent way to give added value to the community. Hiring interns not only helps students in the community to get started but it also enhances the local workforce as a whole.

6. Support students:

Internships provide students with numerous perks: They gain experience, develop skills, make connections, strengthen their resumes, learn about a field, and assess their interest and abilities. Later on this makes them more active citizens and increases the value of the community itself.

The principles for more effective partnerships

1. Being clear from the start about the mutual objective of the partnership. This can be broad at first to build consensus but then, as the partnership matures, more specific objectives can emerge.
2. Prepare a concrete work agreement with the different duties and responsibilities of each cooperating entity, being open to each partner's additional individual objectives
3. Internal communications are essential, so that all partnership members recognize the benefits of the partnership and understand its objectives, invest time and building support for the teams responsible for the partnership to make it work. Communicating small wins can be helpful in this respect.
4. Measure broader outcomes as well as specific outputs. A clear evaluation system shall be put in place in order to measure the success of the partnership and if the objectives and goal have been reached.

Fishbone discussion with the LTTA participants

What are the **limits** that the VET practices might be facing?

1. **Certification:** It is not a University degree, but still a secondary level education, which is a hold back from employment.



2. **Uncertainty:** Usually the students are too young to be sure about their future profession. The motivation factor.
3. **Perception of VET:** noted that there are prejudices in modern society about VET schools and VET professions. In fact, some perceive that VET professions could be qualified as lower- class. There should be awareness in society that some professions (such as electricians for example) have very high demand in the labour market and the workers get paid better than the highly qualified people (engineers for example). This will be motivational for students to study in VET.
4. **Difficulty level:** Technical schools are more difficult and students have more classes and it is harder to keep up. This is a major factor for students if they decide to drop out and change school.
5. **VET is not well promoted in the countryside:** There are students that want to be on their own and usually decide to quit studying to start working., mainly in the countryside, rural areas, small cities. VET schools can be promoted because students there have greater interest to work and it is a way to inspire them to want to reach a better position in their carrer.

As a teacher, are you facing problems because of the limitations we talked about?

1. **The dropping out of students :** sometimes they don't find interest in some particular course. The study plan should be better adapted to the particular interest of the VET students
2. **Less practically experiences teachers:** It is important that the teachers have a practical experience and not just theoretical one, so that they can show some real cases and problem solving in real situations to keep the interest

How can you as a teacher ensure that after the graduation of the students, they will keep practicing work in the field that they studied?

1. **By keeping the students interested:** The teacher can show to students that their profession is interesting and should seek to get the students involved and inspired by the profession.
2. **By individually assessing the interests and qualities of each of their students:-**a teacher can show them what they are good at and inspire them in this way, so that could be more confident | their capabilities and would seek better future careers in the studied field.
3. Teachers should aspire to transmit the human value to the students, because no one is part of the bunch and students should be motivated to follow their interests
4. **“flearn”:** learn by failing, people should learn that if you don't go to university it is not the end of the world
5. We can be learning in the **non-formal** way and it should still get recognized as the “normal way”, because it is of value to the person.

The change:



- **A shift in the mentality** of people is starting to appear. Some young people decide to move to the countryside and to dedicate their work to agriculture in ecological way for example, because they can see the value of that work for the society.
- These are things to look forward to: the new businesses and the entrepreneurial mentality of people with knowledge in these areas
- VET schools should promote the good sides of these jobs and working with your hands

Do you think that if from primary school people start to learn more practical assignments instead of formal that would allow them to choose better?

Key factor is advertising the advantages of the professional/technical schools during the years of primary school: the suggestion is to involve more practical lessons and specializations in the primary schools, maybe have more open days in the primary schools to see different companies and to see the machines that could inspire their interests

What training do you think is necessary to make sure that the quality improves?

1. **Better formation of VET teachers:** Teachers need to have a solid formation in university and to be trained to show practical skills to the students.
 - VET is about the industry and technologies so constant updates are a must updated by the industries and to have their feedback on what is necessary to do in order to be in accordance to the necessary skills.
 - Psychology is also important for the teacher so that they can spot the talent and to know how to particularly develop the personal skills of the student.
 - The teachers should be also having trainings on Soft skills
 - Better involvement with some teachers, better communication. Find the way to deliver the material to the children.
2. **To give the control to the students:** students should be able to report and assess also the teaching methods of their teachers. *The feedback from the students* should be highly valued and

Final notes from the fishbone discussion

1. **To assess the work of all teachers** is of very high importance, because you need to know who is working in the proper way, who is trying to improve and who not.
2. Ratio student per classroom
3. **Promoting project-based education** in the classes, VET is related to teaching via projects, this is very good point to involve all students and to increase their interest and motivation
5. 4. Suggestion to **promote the differences between a VET and a normal school** so that they won't be treated in the same way
6. Emphasis on the importance of the **connection with the students**