



Co-funded by the
Erasmus+ Programme
of the European Union



Best practices collection

Second deliverable in WP 2: Understanding the Future trends

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Created on July 2018

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1 Introduction

According to the theoretical review and review from needs and demands from the questionnaire (next chapter) we collected some cases of good practice that has been already implemented on different levels (teacher education, teachers and company cooperation, actively involved student in the process of learning, innovative way of learning etc.). The purpose of collected practices is to see what is already happening on the field of vocational education on the level of cooperation and get some ideas for developing new WBL/APP model.

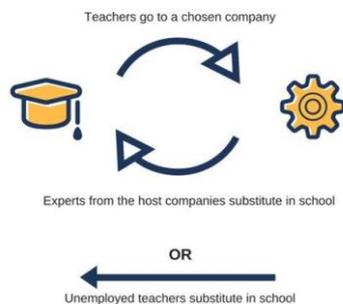
The good practices are presented from CPI Slovenia, SC Nova Gorica, Slovenia, Company Mahle Slovenia and Sataedus school, Finland and four foreign practices.

1 Description of chosen practices

1.1 Good cases from CPI

Case1: Improving the vocational competences of teachers¹

“Improving the vocational competences of teachers« is a programme to provide training directly within the work process for teachers of professional modules and other professional staff from secondary vocational and technical schools, and in this way help refresh their knowledge, skills and competences and increase the quality of the pedagogical process in vocational education and training.



¹Available on:

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/vs/Gradiva_ESS/DPKU/DPKU_Porocilo.pdf.

The competence and skill levels of education providers are of key importance in ensuring the quality of education. It is therefore important that teachers constantly build on, supplement and update their knowledge. In the context of vocational education this not only means pedagogical knowledge but also knowledge within a specific professional field. Training in a real working environment is an opportunity that enables them to keep pace more easily with the development of technology and other changes in their professional field. This enables them to respond more quickly to the needs of the labour market and adapt their teaching accordingly. The advantages of this form of connection are also clear to the companies that accept teachers for training, since teachers are able to transmit new developments in their professional field directly to students, who on completion of their education will enter the labour market with the knowledge and skills that employers expect. In the 2014/15 academic year, the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) ran the pilot programme „Improving the vocational competences of teachers“, which was designed to provide training directly within the work process for teachers of professional modules and other professional staff from secondary vocational and technical schools, and in this way help refresh their knowledge, skills and competences and increase the quality of the pedagogical process. The programme was implemented within the context of the Operational Programme for Human Resources Development 2007–2013. Funding was provided by the European Social Fund and the Ministry of Education, Science and Sport. The programme was based on a form of job rotation. Teachers of professional modules and organisers of practical on-the-job training spent a concentrated two-month period of training at a chosen company, updating their knowledge in a practical context and supplementing it with new trends, technologies and methods of work. During training they were substituted at their schools by suitably qualified and trained experts from the host companies or by previously unemployed persons.

The programme consisted of two main activities, to which the results of the programme were tied:

1. Public call to secondary vocational and technical schools to participate in the programme.

In the second half of September 2014 secondary vocational and technical schools were invited, via a public call, to participate in the „Improving the vocational competences of

teachers“ programme and prepare proposals for job rotation programmes. An information day was also held for schools that expressed an interest in taking part. A single public institution or organisational unit thereof was entitled to submit a maximum of two applications for funding. The public call attracted responses from 20 schools, with 27 applications to implement job rotation programmes. The schools selected the host company to which they planned to send their teachers, and also the method of substitution.

1. Job rotation

Over the course of a four-month period (1 November 2014 to 31 March 2015), 27 job rotations were carried out, involving 54 individuals: the 27 teachers/professional staff who underwent training and the 27 people who substituted them – 19 unemployed persons and 8 experts from a host company. The programme involved the cooperation of 26 different companies, which accepted teachers or other professional staff for training. The staff from schools were incorporated into the companies' regular work process and in the majority of cases were inducted and monitored by mentors. Some companies played a dual role, since as well as providing in-company mentoring they also provided substitute staff at a school. On completion of the training, the job rotation participants wrote a training report containing a description of the tasks they had carried out, an assessment of implementation and an assessment of the achievement of the objectives set. Once the job rotations were complete, we at the CPI carried out an evaluation in order to arrive at an overall assessment of the „Improving the vocational competence of teachers“ programme. This evaluation included all participating stakeholders: school managements, the teachers/professional staff who took part in training, the host companies and the people who substituted staff at the schools. The results of the programme confirmed the fundamental hypothesis of the evaluation, namely that teachers at vocational and technical schools need and want more opportunities for professional training. The findings of the evaluation and the reports of participants show that all stakeholders rate the programme positively and would like activities of this kind to continue in the future. The key priorities identified by teachers are the acquisition of new knowledge, the exchange of experiences and the establishing of direct contacts between the school and the business enterprise sector. The opinions of the participating companies are also very positive. They underlined the mutual benefits for both the school and the employer, the good opportunity to exchange practical

knowledge between companies and schools, and the opportunity to deal with real-world issues. The great majority of respondents would participate in a programme again (including for a longer period) and in the light of their positive experiences would recommend it to others. Most of the schools that did not respond to the public call indicated that the programme appeared to be well designed and that they would have taken part in it if they had been given more time to apply. In the course of ongoing communication with school managements, contact persons and coordinators, and during the evaluation itself, we received a large number of good solutions and proposals that will serve us as a guide when planning in-company teacher training programmes of this type in future years. In particular it will be necessary to consider the suitability of the publication dates of the public call and the period of implementation of the programme. We will also need to think about more flexible forms of training, substitution possibilities and a number of other issues. We consider that the „Improving the vocational competences of teachers“ programme has achieved its purpose and the objectives set. We are particularly encouraged by the fact that schools and teachers have recognised the opportunity and advantages offered by this form of job rotation, and have expressed their need for training with the work process. It is also encouraging to note that support for programmes of this type from the Ministry of Education, Science and Sport will also be guaranteed in the future.

Case 2: SEE THE GOAL

Description

In recent years, apprenticeship has become recognized as a very valuable element of vocational education and training (VET), as it strengthens cooperation between schools and companies and links labor market with educational system. Apprenticeship equips students with relevant labor market skills and competencies, significantly lowers youth unemployment and costs for new employment. Although making education more efficient and relevant to the labor market needs is obviously a part of the solution, VET is falling short of this goal in many EU countries. This occurs even in the countries where work-based learning (WBL) is a mandatory part of VET. Besides the high youth unemployment (December 2015: EU 19,7%, SI 15%, DK 10,3%, PT 31%, FI 22,1%) for instance in Slovenia industry, craft and trade sectors constantly complain that VET schools do not provide sufficiently qualified graduates ready to work in the companies. Upper secondary VET programs have also poor reputation and majority of students that are academically successful choose not to enroll.

Countries with previously mainly school-based VET are striving to implement or expand in-company WBL (SI, PT), and countries with a well-established dual system (DK, FI) work ambitiously on quality improvements to strengthen competitiveness of their economies. Therefore, the quality of WBL is one of the key challenges and one of the steps forward is to design and assess in-company learning outcomes better. These outcomes are the competencies students should achieve during their WBL training. Learning outcomes are - or should be - quality keys for the interaction between VET college, training company and student or apprentice, if they are in line with the competencies to be achieved in formal VET.

The descriptions of the formal learning outcomes prepared by the country authorities vary and typically, the learning outcomes are included in regulations or guidelines. There are differences between the trades, different interpretations and local variations in each country. In Slovenia evaluations showed (see Annex3, Literature), that in-company learning outcomes are usually either not defined at all, not properly defined, or in-company mentors and students do not read and follow them.

Thus, there is a general need to or define in-company learning outcomes and/or make them more transparent and to create examples of good practice. This is goes for both

type of countries, with a well-established dual system and countries in the process of implementing in-company training periods into formal VET programs. A welcome approach to address the challenge of setting clear and company-tailored learning outcomes in the digital era is - the video!

Transparent learning outcomes can assure an efficient design and implementation of the students' educational plans, ease the assessment of WBL and support transnational mobility activities for all involved parties. Video presentations of in-company learning outcomes was developed as an innovative method, which will be tested in a line with the EQAVET Guidelines for quality assurance. See-the-goal project will therefore implement this Guidelines, particularly its Building Blocks:

- Design: define in-company learning outcomes,
- Communicate: improve communication between student, mentor and teacher,
- Assess: review the WBL and assess learner's achievement,
- Train: video as learning and teaching material.

Video will improve effectiveness of the student's skills and competencies presentation to potential employers during the job search. This will be especially suitable for students inexperienced in how to present their competencies properly and will support the students with visual learning style.

Besides improving transparency of learning outcomes, making them sustainable and easily accessible via interactive online applications, we also want to support the promotion of WBL in VET, which is especially important in countries with traditionally school-based VET system (SI, PT).

Digital revolution offers VET student access to free, open and high-quality educational resources, and offers VET teachers an opportunity to use new learning channels as well. According to the national evaluations, the level of digitalization e.g. in Slovenia has been falling behind for the past 15 years. In 2016 the national strategy for digital development was signed (Digital Slovenia 2020), defining priorities and goals for various areas, including education. The need for open and innovative education is also detected on EU level (Opening up Education), particularly in Finland and Denmark. By developing free video based learning and teaching materials in the See-the-goal project, we would like to encourage schools to include digital content and Open educational resources, in the recommended educational materials for VET students and apprentices.

Cooperation

ŠC Celje decided to make videos in a company, where their students practice WBL. In a first phase CPI, ŠC Celje and company agreed on learning outcomes for prepared videos. They also discussed it with students. Teachers, students and in-company mentors prepared a detailed plan for making a video, and then in the afternoon, when company does not work anymore, they were making videos, using their equipment. As a result, there were seven videos, filmed in company in cooperation with teachers from school, students and in-company mentors.

Expected impact on target groups

The intended project results and outputs will illustrate learning outcomes and thus enable the companies to understand them better. At the same time, they will ensure a far smoother interaction between the employer and VET school. Students will use videos for self-assessment.

- b) The videos will become a part of teacher and trainer education, preferably in virtual training arenas (such as MOOCs, freely accessible virtual resources from social partners, steering bodies, publishing companies, etc.).
- c) To support the training of company trainers for planning and monitoring work of students in companies. To support the individual learners in the self-directed learning during in-company training using the virtual channels for learning and for teaching to promote the quality and attractiveness of in-company training.
- d) The involved training companies will be able to identify their students' learning outcomes with the taxonomies in the set of videos. The involved trainers will be able to apply the videos for introduction and feedback to students.
- e) These target groups are the primary users of in-company learning outcomes and will benefit directly from the new method, in form of performing more transparent training and facilitating more targeted learning processes.

1.2 Good practice from School center Nova Gorica

Case 1: Collaboration with Mahle Company

The good practice of School centre Nova Gorica is definitely the collaboration with Mahle, which is the biggest employer of our students in our region. The collaboration has already a long tradition but in the best way, it has been developed mostly in the last three years. Four years ago, Letrika was bought by German automotive industry Mahle. Both parts, Slovenian and German are actively involved in the collaboration, especially it is strongly supported by the German leadership. The collaboration started quite spontaneously, on the occasion of one very important SCNG international event, when the SCNG leadership met Mahle German leadership. It was in the frame of non-formal socializing, November 2014. Mahle and SCNG both expressed strong interest for mutual collaboration. The German leadership made two additional visits to our centre, followed by the visits of Slovenian Mahle leadership. We decided together that we want to put our collaboration on a higher level and put it in the legal form, the memorandum of understanding that was signed in January 2016. In the memorandum we defined the general goal of collaboration:

“It aims to establish a reliable and sustainable education partnership to support MAHLE with qualified, creative and skilled employees in order to secure the company’s future by achieving high level of sustainable growth and to support innovations by taking full advantage of the skills and talents of future employees.”

And main themes of interests, which may be upgraded anytime:

- Education and practical training for students (VET students and short cycle higher education students) based on apprenticeships and work-based learning which highlights the following benefits:
 - Combine study and work, allowing individuals to acquire work experience while improving their skills in close alignment with the employers’ requirements.
 - Help to reduce skills mismatch by being responsive to labour market changes.
 - Offer a stepping stone into the labour market; apprentices receive a recognized qualification for an occupation, valid across workplaces and certifying possession of a full set of competences to perform their job.

- May result in a job offer from the company where the training was completed.
- Trainings for MAHLE aftermarket staff and end users including promotion of MAHLE products and services.
 - Training for MAHLE employees based on MAHLE products, services, trends and needs.
 - Establishing and equipping learning platforms and laboratories for successful training and education on the agreed sectors.

After signing the Memorandum, the activities started to implement and new ones were initiated by all possible sides: students, teachers, members of the leadership (school/business), HR staff, company experts, due to promotion of Memorandum at all level at schools of SCNG at departments of Mahle. Here are some implemented activities in the last two years:

- simplification of administrative support for WBL process
- networking and exchanging experiences on WBL between Mahle HR staff and VET teachers
- introducing annual WBL process evaluation
- working on improvements of WBL contents: enable students developing his/her own potential
- introducing annual networking meetings for students, in-company trainers, HR staff, VET teachers
- workshops on automobile industry development & innovation for students, VET teachers, regional car mechanic workshops
- implementing individual professional classes in Mahle company by Mahle experts
- international mobility/on the job training for students in Mahle Germany
- professional training for VET teachers by Mahle experts in Mahle Slovenia and Germany
- real, work related and innovative projects based on Mahle products and services for students, involving teacher tutors and in-company trainers
- networking meetings “Future of the work”
- sponsorship of technological equipment and learning materials

- trainings for Mahle employees
- evaluating skills needs of Mahle employees, developing tailor made trainings
- other networking events (also Mahle and ŠCNG leadership).

The activities are being constantly upgraded according to both-sided needs and interests.

In which direction we are moving together or which are our common milestones:

- teamwork in real, demand driven projects
- developing new, innovative work-based learning models, as well as educational models in general
- students' interests, needs, potentials; labor market demands; future trends; stimulating innovation, interdisciplinarity; creativity, team work.

Case 2:UIL- the interdisciplinary lab

UIL- the interdisciplinary lab for innovative, work related and demand driven projects, implemented in teamwork, supported by tutors and digital tools.

The project was built upon the initiative suggested by our students and a group of companies in the field of renewable resources of energy. The students wanted to work on interesting projects where they could test their theoretical knowledge in practice and work with company experts. At the same time similar suggestion came by the companies, where the background was a little bit different – to develop together with the educational institutions talented future working force who is the driving force of the industry and economy, at all. Somehow the idea was merged together and the interest for collaboration was strongly expressed also by the teachers to be involved.

How does it work?

- the idea for the project can be initiated by the student, company or the VET teacher (e.g. to develop an app that will control the availability of the food in the fridge)
- the implementation of the project must be tutored (teacher or company tutor)
- it must be done in the teamwork- the student is stimulated to look for teammates
- for the project implementation it is used the digital platform (platform is at the moment in the phase of finalization)

- it is not important that the project is implemented successfully with the product or service realization; important is that the student gets the experience, although unsuccessful experience-any experience is welcome; we try to imitate life experiences which are not always easy or with a happy ending, to prepared the students for the real-life situations.
- The lab is included in the network of national similar labs which are slowly being established in the last year and will continue. In one-year time we are going to be included in the international network, as well. The students will be able to collaborate with team mates on similar projects all around the world via digital platform.
- At the moment they are working on the model of sustainability and integration of such project work into the curricula. But the point is to offer the students, teachers and companies such possibilities that must be built on each person own motivation that is not necessarily in the frame of the curricula, but anytime out of school time. Butthey would like that kind of work done by students to be valued and recognized as their skills, knowledge etc.

In both cases they've created the network² where all the time something is happening and does not depend on fixed time or place, activities, but on initiatives and motivations which are happening all the time.

1.3 Good practice from Sataedus school

In Sataedus school use to have classical paper diary for teachers and in company trainer to collect basic personal data and for student to report about in-company training (student should report about the tasks and work every day).

²School comment that “networking represents: people, information, knowledge skills, experience. In many educational systems they stimulate networking as one of the key processes in gaining knowledge and personal development. Just imagine, you build a network of people and suddenly your network counts over 100 people. These people are workers, managers, young, adult, pensioners, public sector workers, welders etc. All together they represent enormous collection of knowledge, skills, expertise, experiences, insights, opinions – a huge data collection. Huge network for exchanging big data collection. One of those people could be your future boss, worker, co-worker etc.”

In 2016 they create Microsoft Office 365 cloud (One Note), on-line diary which would and is replaced paper version. The One Note diary was tested by 19 students to in-company training for 2 months.

This on line diary was intended to students and to school and in-company staff. So the creator (Jaako Niemelä) create main page with basic information to which everyone was able to access and one common page for questions about in-company training. Than every students also have their own page, with password, where they wrote everyday work tasks in company, report about potential problems, their absence from work. They also report if they learn anything new and what, This part of One Note was intended for communication between the school mentor for practice and students.

For student and school mentor this type of One Note diary was very useful. It was much easy to communicate, they could use the application from ordinary computer or from mobile phone. They did not spend time for paper writing and also it was faster to resolve any problem, to get or give feedback.

For in company trainer was not so successful. They have some resistance to sign in the system (even if for them it could be useful to have all information together and could give immediate

feedback about student work and also get fast response from school mentor or student itself) so they did not cooperate in testing this application.

1.4 Good practice from company Mahle

Case 1:

One company (Danfoss Trata) prepared a competition. Students gathered into groups and applied for competition. At the beginning, someone from the company explained, what kind of product they need and what they want and expect from the students and then they gave the students 2 or 3 months to work on the assignment. At the end, the group that had the best outcome, got a financial award.

Case 2:

“Creative way to knowledge” is a program that enhances cooperation between faculties and companies. The state provides financial funds (through a public tender) for few projects, that last from 3 to 5 months and demand the cooperation of students (they work in groups) and mentors in the company and at the faculty. The purpose of this public tender is to use innovative, problematic and common approach to solving practical problems to support students in the development of competences and acquirement of practical knowledge and experiences, by collaborating in projects that are implemented in the partnership of higher education institutions with the economy. With the help of mentors from the educational and economic sphere, students can develop innovative, creative thinking and other competences in the framework of project activities (which will be carried out as a complement to the regular learning process) that will enable students to transit more easily from education to employment.

Case 3:

Public scholarship, development, disability and alimony fund of the Republic of Slovenia co-finances the projects for companies or individual entrepreneurs. The projects are carried out by students under the mentorship of a work mentor (expert from a company or individual entrepreneur) and a pedagogical mentor (higher education teacher or assistant with a doctorate). The project must include at least 3 and maximum 10 students of higher education and the participation of one company. The project should involve the participation of one pedagogical and one work mentor- In addition, a work mentor from organizations from the economic or social field can also cooperate in the project.

The public tender offers the direct participation of undergraduate students and post-graduate students of higher education, higher education institutions and the economy.

1.5 Choosing good practices in Europe and wider

Case 1: The ETHAZI model

The project could (and should) benefit from the lessons learned of other VET actors in the EU. As a model of example, we can refer to the ETHAZI model^[1], a **pilot project** in the 2013/2014 academic year in 5 vocational training centres in the **Basque Country** (Spain), involving 100 students and 25 teachers from 5 different cycles.

The ETHAZI learning model is articulated on the so-called **collaborative learning based on challenges**. In general, the characteristics of the module include the following elements:

- **Intermodularity:** Challenges should be as close as possible to the situations of performance in the work reality of each training cycle.
- **Self-managed cycle teaching teams:** Promoting teamwork and responsibility from the teaching team, through a high degree of self-management, adjustment of schedules, the use of spaces, guards and substitutions, etc.
- **Evaluation based on competency development:** The evaluation is integrated as a key element in the students' own learning process, providing frequent feedback on their acquisition of the required professional competences.
- **Adaptation of learning spaces:** new methodologies require different classrooms, equipment, furniture and specific spaces. Their design should address the need of flexible, open and interconnected spaces that foster environmental situations that favour active-collaborative work.

The Tknika centre³ offers an array of pedagogical tools available in e-platforms (e-blackboards, e-Moodles), the use of a skills evolution tool, the development of self-management skills, the creation of innovative learning spaces, the use of collaborative and active learning methods, etc.

³ More info at: <https://www.tknika.eus/en/materials/>

Case 2: Praxis⁴

Praxis is the European Centre for Project/Internship Excellence. This Centre for Excellence was created and is being run by the Praxis network, a consortium of higher education institutions, companies, associations, research labs and chambers of commerce, all committed to enhance your Project/Internship experience and to promote innovation in the field.

Any one may benefit from the European Centre for Project/Internship Excellence at any time through the online portal at www.praxisnetwork.eu

But you can also do much more. You can participate in the Praxis network as an Associated Partner to have a more active role in the growth of the European Centre for Project/Internship Excellence.

For student:

Student can access to real-life Projects/Internships that are on the cutting edge of technology. The program offer them opportunities to join international teams, experience team work in an international environment whilst developing their 'soft skills'. They can also pick the Projects/Internships from around Europe that they are really interested in and they can also extend their CV with an international PRAXIS experience!

For companies:

They can reach beyond national boundaries to get the best students in Europe. They can aslo employ young and eager European talents for your projects. They can benefit from fresh ideas from the younger generation and aslo find and recruit the most interested and competent students.

⁴ More you can read on <http://www.praxisnetwork.eu/>

Case 3 and 4: Cooperation between VET and Company - Implementing required competences in core curriculum⁵

The Automotive Manufacturing Training and Education Collective (AMTEC)

The Automotive Manufacturing Training and Education Collective (AMTEC) offers an example

of how education providers and employers actively step into another's world.

To develop the AMTEC curriculum, high-performing technicians (not managers) from several auto companies outlined every task they performed and the competencies required for each. They then ranked these based on importance, developing a list of tasks common to the dozens of companies involved over several rounds of iterations. This was done for each specific activity, leaving no room for confusion. Here is part of the list for a task titled "troubleshoot, repair/replace, brakes/clutches":

- Inspect brakes for wear, leaks, damage, excessive wear on pads, using common hand tools.
- Disassemble discs and pads using Vernier calipers.
- Clean rotors using micrometer.

These steps are then supplemented by a set of competencies required, defined across several dimensions, such as calculations, communication, technology, and safety. For example, calculations cover "measure in decimals (thousandths)," "metric-measurement conversion," and "basic math."

Employers and providers in AMTEC worked together to distill all this information into a curriculum composed of 60 three-to-eight-week study modules spanning 110 core competencies, with each module focusing on specific skill sets.^{20.21} Thanks to the strong collaboration between employers and providers and the detailed materials, the AMTEC curriculum provides great clarity. "We now know what to expect when we get a résumé from someone from an AMTEC curriculum," notes a manager from Nissan.

⁵ More you can read in Mourshed, M., Farrell, D., Barton, D. (2013). *Education to Employment: Designing a System that Works*. McKinsey Center for Government. Retrieved from: <https://www.mckinsey.com/industries/social-sector/our-insights/education-to-employment-designing-a-system-that-works>

Another interesting feature of AMTEC's curriculum is its modular design, which gives students more flexibility in combining, sequencing, or spreading out their learning as required. In the case of AMTEC, employers are able to run assessments on their current employees to identify exactly where the gaps are in their competencies, and ask that the provider deliver the appropriate modules for their employees. This makes for more efficient and targeted employee training.

Australia's vocational education and training (VET)

Another example is Australia's vocational education and training (VET) framework. As with

AMTEC, the Australian curriculum's building blocks are units of competency, which are defined based on the expected tasks in a given job role. Each VET qualification (for example, a certificate or an associate's degree) requires the completion of a certain combination of competencies to ensure that the learner can perform in the chosen occupation. At the same time, training

organizations have long combined these units in different ways to better meet the needs of their clients, offering statements of attainment for the completion of these short courses. In 2009, the government formally made the delivery of such skill sets—units of interrelated competencies for a specific function—part of the national training framework. This move toward shorter modules aimed to increase the flexibility and responsiveness of the training system to reflect changes in industry. However, other benefits have emerged, including providing students with a stepping stone to larger qualifications and providing opportunities for existing employees to get a "skills top-up." The number of skill sets available has increased rapidly from 178 in September 2009 to 924 in June 2012.

2 Sources

- Mourshed, M., Farrell, D., Barton, D. (2013). *Education to Employment: Designing a System that Works*. McKinsey Center for Government. Retrieved from: <https://www.mckinsey.com/industries/social-sector/our-insights/education-to-employment-designing-a-system-that-works>
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