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EROVET

Fostering youth employability through
a European Research Group on VET

Guide on Work-based learning



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1. Introduction

1.1. Why this guide?

This guide is designed in order to highlight the importance of Work-Based Learning (WBL) at Vocational Education and Training in the EROVET training centres. We aim to present the key elements of the procedures from every training centre when dealing with WBL. VET can play a central role in preparing young people for work, developing their competences and skills and responding to the labour market needs of the economy. Our goal is to provide empirical evidence from each partner to prove the importance of Work-Based Learning.

We do hope that sharing relevant practices and learning from other training centres will allow teachers and students to implement their learning experience and taking the best from methodologies developed in other training centres. Currently, there are still some difficulties in European countries in sharing these relevant practices.

1.2. What is WBL?

Work-based learning (WBL) is a training strategy which combines learning at the training centre with learning in the company, thus providing trainees with real-life work experiences during their training period and therefore increasing their employability possibilities.

1.3. Reasons for choosing WBL?

WBL offers benefits for each of the stakeholders involved: students, schools and companies. According to each European training centre, there is a variety of reasons for students to choose WBL.

These are:

- Facilitating the incorporation of the learner in the labour market as a qualified professional.
- Getting access to the company technology and resources.
- Getting recognition of the training done in the company.
- Improving the CV and the professional skills and competences.
- Preparing students for a smooth and safe entry into the labour market.
- Introducing the student in an organizational context, such as the working environment, which requires attention and assumption of responsibility and, therefore, acquiring transversal skills.



For training centres:

- Improving the relationship with companies, thus expanding the territorial network.
- Exchanging and transferring knowledge with companies.
- Improving the learning process of the trainees and reducing the gap between outgoing skills and those required by the world of work.
- Contributing to the employment prospects of VET graduates as it helps them to acquire working culture and experience in real working conditions, with a positive impact on the learners' future professional and personal development.
- Helping to improve social equity by providing graduates with work experience.

For companies:

- Enhancing the training capacity of companies, establishing a real "educational alliance" with the school.
- Improving the qualification of future workers.
- Increasing the competitiveness of companies.
- Attracting talent.

2. WBL in the EROVET training centres

2.1. Some considerations

Each EROVET country has, so far, developed its own WBL system, according to the specific national laws:

For **Greek** VET graduates, WBL is provided at upper secondary level and is based on the following traits:

- It is optional, has a duration of 9 months and is addressed to adult graduates of VET, aged over 18 years old.
- Students work for 4 days a week in a company, while attending a 7-hour course of their specialty at the VET training centre once a week.
- It provides apprentices with a pay equal to the 75% of the statutory minimum wage and full insurance coverage.
- It is supervised by VET educational institutes, with a responsible teacher, under a specific curriculum.



There are three types of WBL at Secondary and Post-Secondary Level:

1- EPA.L (Vocational Schools, public)

The Upper Secondary Dual VET System, within the framework of the optional Apprenticeship Class Year, combining:

- Theoretical and Laboratory/Workshop Sessions at school, 7 teaching hours, 1 day /week.
- Practical Training in companies and organizations, 28 hours /week - 4 days/week.

Duration: 9 months

2- IEK (Institutes of Vocational Training, public and private)

The Upper Secondary Apprenticeship System:

- Vocational Programs offered by IEK, which provide a semester of compulsory internship or apprenticeship.
- Practical Training in companies and organizations, 28 hours a week - at least 4 days a week.
- During the 5th Semester of their studies.
- Duration: 6 months

3- EPA.S OAED (Vocational Education, public)

EPA.S Apprenticeship Schools, under the supervision of the National Employment Service (OAED) of the Ministry of Labour, to be continued up until the school year 2020/21.

- 4 to 6 days a week and a total of 36 hours (if it is a six-day job).
- Combined with Laboratory Sessions in the evenings.
- Duration: 2 years

In **Turkey**, WBL helps individuals to learn their future job by applying knowledge learnt at the training centre before becoming a professional. 9, 10, 11th grades attend the training centre for 5 days. In the 12th grade they go to the workplace for 3 days and attend school for 2 days. They learn theoretical parts at school and implement the practical part at workplaces as trainees.

In **Italy**, the WBL framework is structured around three concepts: training and orientation internship, work-study program courses and apprenticeship aimed at obtaining a diploma. The training and orientation internship were introduced by the Law 196/1997, art. 18 (Rules on the promotion of employment) and regulated by the Ministerial Decree n. 142/1998. Its aim is to develop moments of work and study



programs and to facilitate vocational choices through direct knowledge of the world of work. These addresses students who have already completed the compulsory education.

Furthermore, the Law 13rd July 2015, n. 107 introduces WBL into all study types, defining a mandatory number of hours for each type of school (at least 400 hours in technical and vocational schools and at least 200 hours in high schools, to be included in the three-year plan of the training offer). The Law provides for the possibility of carrying out the work-study program activities during the suspension of teaching activities and abroad, as well as with the modality of the simulated training company. It defines the methods of evaluation: drafting of a final evaluation form on the agreed structures, prepared by the headmaster at the end of each school year, highlighting the specificity of their training potential and any difficulties encountered in the collaboration.

The students involved are from 17 to 19 years old. The status of the young is dual: Student and Trainee (in curricular internship). The expected activities are: seminars, company visits, classroom training, laboratory activities, curricular internships.

In the case of Vocational Institutes (VET Schools), there is the possibility to obtain, at the end of the third year, a certificate of vocational qualification (EQF Level 3). In this case, an additional 200 hours of curricular internships are provided as a requirement for access to the final evaluation exam. The exam is carried out by the School, in collaboration with the Region (the body that issues the vocational qualification) in order to evaluate the vocational skills achieved. The exam is structured in a written and practical test and oral examination on the internship experience.

In **Portugal**, training in the Work Context (WBL) is an integral part of the technical training component of the Curricular Plan of any Professional Course and is indispensable for obtaining a Level 4 Professional Qualification Diploma, as provided by Administrative Rule in the country.

VET initial training can be done either at a secondary general school, or at a VET school. The scientific council of each school can choose how to organize the work-based learning process, according to their facilities. For example, students at EPATV (Vila Verde) spend more than 75% of their time in school in workshops related with their training area. On the other side, schools are also allowed to define when and how to organize the apprenticeship part of the course (see 2.2).

And finally, in **Spain**, WBL is regulated by the royal decree 1529/2012 which states the basis of the Dual System in VET. Each autonomous community has the freedom to develop and structure the system while respecting the decree. The community with



more training centres that offer dual training is Catalonia with 67 training centres, followed by Euskadi (64) and Andalucía (61).

Before the start of the traineeship companies and training centres have to sign an agreement, which states the programme, schedule, salary, insurances... There are many different types of traineeship schedules. They are usually defined in the agreement and the sector needs are always taken into consideration. This means that a learner can spend three days at the training centre and two days in the company, or mornings at the company and afternoons in the training centre. Moreover, the length of the contract cannot be inferior to six months nor superior to three years. As for the salary, learners receive a salary that cannot be inferior to the minimum national wage established in the collective agreement. Both the training centre and the company have to appoint a tutor who will do the monitoring during the traineeship process.

2.2. Dual VET and/or Apprenticeship

- *Turkey*

Turkey does not offer the DUAL system modality. The closest system to DUAL is the Apprenticeship System, which is an option for students who do not or cannot continue their high school education in the 14-19-age range. They receive theoretical lectures in school for 1 day a week and in the rest of the week they are at the workplace as apprentice.

All institutions (companies, governmental or private initiatives), which employ at least 10 workers, have to receive trainees within the scope of WBL.

Workplaces have to pay trainees to 1/3 of the minimum wage and in order to encourage them; the state repays 2/3 of the wages to the workplace. And also, the trainees are insured by the state.

- *Italy*

The closest system to DUAL is the Apprenticeship System. Therefore, the legislative decree 15th June 2015, n. 81 provides the possibility of hiring students enrolled in secondary schools starting from the second year of the course of study, with apprenticeship contract, as well as students enrolled in education courses for second-



level adults. The employment contract provides within it an educational organization of the studies which is divided into periods of:

- 1) internal training carried out at the workplace
- 2) external training carried out at the training institution.

These periods combine for the achievement of learning outcomes.

- *Portugal*

Dual VET in Portugal is mostly used by big German companies, which have their own training centres. A few pilot experiences have been also developed outside this, in partnership with German chambers of commerce.

The apprenticeship part of the course is supposed to be organised amongst the students, the teachers and the companies. In EPATV:

- 1st year - 140 hours – 1 month
- 2nd year - 240 hours – 1.5 months
- 3rd year - 240 hours – 1.5 months

This happens with a duration of 7 hours per day, and 5 days per week. Other modalities are also possible.

- *Spain*

We can find both Dual and Apprenticeship systems in Spain:

- Dual: combines training in a training centre and working in a company. Trainees get a formal recognition and a qualification for the work done in the company. Trainees also get a salary.
- Apprenticeship: combines training in a training centre with some activities that take place in the company. Trainees do not get a formal recognition or qualification for the activities done in the company.

2.3. Role of VET stakeholders in WBL

We find different VET stakeholders that take part in the development of WBL in the EROVET training centres.

In **Greece**, chambers participate in the National Coordinating Body. They assist in the development of the Apprenticeship Training Program in the companies, collaborate with



Apprenticeship Support Groups at central and local level, encourage their members to promote and support apprenticeship, inform their members of the importance of apprenticeship and implement and support Training Programs for trainers in the business.

Companies guide and instruct the apprentices at the workplace and observe and complete records and the Apprenticeship Forms, they fill in learning logs. They also establish a monthly learning calendar and elaborate a program tracking report.

The documents are filled, signed and stamped weekly and monthly by the employer and the trainer at the workplace. Finally, they evaluate apprentices at the working place on a scale of 0 - 20, with a weighting of 50% in the final evaluation.

As for the training centres their role consists on checking the Apprenticeship Forms and accept applications. They place learners in companies and do the monitoring of the WBL. They also instruct and monitor the progress of apprentices at VCL. They teach theoretical and technical subjects based on the National Curriculum and finally evaluate students at the Laboratory Specialty Courses on a scale of 0 - 20, with a weighting of 50% in the final evaluation.

Students experience learning in real working conditions, with a positive impact on their future professional and personal development and they are prepared for a smooth and safe entry into the labour market.

In **Turkey**, education is a process in which all stakeholders take responsibility. Therefore, if one part is missing that means the system does not work properly. Companies take responsibility to offer suitable practice and orientation facilities, learners have to take responsibility to do their best to practice their profession, families take responsibility to support their children to find or search a place in a workplace. Training centres are responsible to support students to be equipped with the desired theoretical and practical skills. Chambers are commissioned to check the situation and conditions provided to students. They also take an active role in before and after work placement process.

In **Italy** the Law 107/2015 provides for the possibility of stipulating agreements for conducting work-study programs, not only with companies but also with professional associations and bodies that carry out activities related to artistic, cultural and environmental heritage or with sports promotion bodies. Companies, chambers or associations, besides being partners for WBL's activities, participate in the planning and monitoring of activities.



As for **Portugal**, EPATV works closely with companies, either through the teachers responsible for the apprenticeship of each student, either through the Employability Observatory. Besides that, an Observatory was created in 2015 to bridge the gap between families, school, companies, namely after the student finishes the VET path. Therefore, the Observatory not only disseminates job offers and matches it with students' potentialities, but also establishes long term partnerships in order to guarantee more quality in the learning process, and a job before leaving school. Local and regional chambers of companies and entrepreneurial incubators are also key on this process.

And finally, different stakeholders participate in WBL in **Spain**, mainly, work associations. They commit themselves to design the contents of the internship in the company, the selection of participants, the schedules, the salaries and the monitoring, among other aspects. Regular meetings with the training centres are being held and agreements on the final qualification of the trainees are reached at the end of the training period.



3. Work-based learning in the EROVET training centres

	Age Range	Dual or apprenticeship	Percentage of training at the school or training at the company	Duration	Recognition and European qualification	Assessment and Evaluation	Remuneration or financial support	Recruitment process	Role of the company / Training centre	Training of Tutors
SPAIN	16+	Dual and Apprenticeship	30% Work 70% School	2 or 3 years	EOF Level 4 and Level 5	It is done by the school and the company; but the school coordinates the whole process.	Grant or training contract (between 500 and 700 euros full time).	It depends on the sectors: Either the company carries out a pedagogical interview and selects the students or the school selects the students and send them to the company.	Both are trainers and responsible of their share of the training. There is a monitoring commission in order to guarantee a successful implementation of the training.	School trains and validates to company tutors.



LITHUANIA	16 +	Apprenticeship	Recommended: In sectoral centres 50% of practical training, 50% in enterprises	2 -5 weeks in modular programme; 8-15 weeks in non-modular programmes	EQF Level 4	Each module finishes with an exam. At the end of study programme, students take assessment of competences (consisting of theory and practice). Qualification diploma is awarded.	If a student is taken by a company as a trainee according to the practical training agreement, he/she is not paid. If a student is employed according to the apprenticeship agreement- he/she is paid a minimum salary.	Application, interview and selection by company	Companies provide practice places for students. The training centre tutor provides a student with specific tasks, arranges contracts and monitors the trainee in cooperation with the responsible person of the company, evaluates the trainees.	Tutors in the training centres are also profession teachers. Tutor training is based on projects (profession teachers are updated with the latest work methods, trends)
TURKEY	14-19	Apprenticeship	80% Work 20% School	4 years	EOF Level 4	Done by the school and workplace	At least 1/3 of minimum wage	Application, interview and selection by company	Company is all in charge of their practical education/ The rest is all about the school	In the service trainings within the school



PORTUGAL	Less than 25	Dual	60% of time in company	2.5 years	Level 4	Continuous through observation Final exam	Meals, transportation, accommodation (when needed), scholarship, school material scholarship No remuneration	Open registration, CV, selection procedure with psycho-technical tests, group tests and a personal interview	Company: trains the student in the practical area; Training centre: trains the theoretical part of the course	Tutors are teachers/trainers or company managers; no specific training is required
GREECE	18-no limit	Apprenticeship	80% work 20% training	9 months (at 4th year)	EQF Level 5 after examination	50% company 50% school	75% salary of non-qualified worker (€300)	Application of students at schools, selection by the school	School is monitoring the process Assessment 50%-50%	Seminars from EOPPEP/chambers educational institutes
ITALY	16-19	Work-study program	About 15% work; 85% training school	3 years	EQF Level 4	Cooperation between Company tutor and School tutor	No remuneration or financial support for students	Work-study program activities are mandatory. Schools define criteria for matching students and companies.	Cooperation between Company and Training centre for the "Individual training plan".	National training project is underway for educational and business tutors.



	15-25	Apprenticeship	50% work; 50% training.	6 Months - 2 years	EQF Level 4	Cooperation between Company tutor and School tutor	In relation to each job's National Contract	Definition of selection criteria by the individual schools. The selection of apprentices is carried out by the employer after considering the opinion of the school.	Cooperation between Company and Training centre for the "Individual training plan".	National training project is underway for educational and business tutors.
GERMANY	16 - no limit	Dual	First year: 40% school 60% work Second + third year: 20% school 80% work	Between 2 and 3.5 years	EQF Level 4 and 5	By school, by the company. By the Chamber of Craft and by the Chamber of Commerce	500 - 1000 €	Selection by the company	School and company are trainers and responsible for the theoretical and practical training; Also, the Chamber of Craft or Chamber of Commerce, which offer special training courses	Each company has at least one "Meister" or a person well-formed



4. Relevant practices in the EROVET training centres

Please find the different country Relevant Practices in this EROVET section of the website: <http://erovet.eu/documentation/work-based-learning/>

5. Analysis and proposals of the EROVET training centres

a. Analysis of the relevant practices pointing out the most emphasized characteristics.

The most relevant characteristics of the above-mentioned relevant practices can be summarized as follows:

- Initial working experience, learning the details of the job by doing and living.
- Personal fulfilment.
- Reduction of youth unemployment and social inequalities.
- Enhancement of the students' knowledge and skills.
- Remuneration and recognition for the learner.
- Competitive advantage in the labour market.
- Possibility for learners of upgrading their professional portfolio and achieving professional ethos and to explore the real needs of the sectors in which they would like to work as self-entrepreneurs.
- Development of training skills according to the market needs.
- Opportunity for companies to train a potential employee according to their demands.
- Upgrading the role of Vocational Institutes.
- Rising attractiveness of VET.
- All stakeholders have to be involved in the system.
- A negative point is that work safety training is not always covered in the current syllabuses. Therefore, some companies cannot assign some tasks to trainees during dual training period.



b. Key factors that contribute to the success of WBL in the EROVET training centres.

- All stakeholders (schools, companies, families, chambers of industry or commerce, municipalities, etc.) are included in the training.
- High satisfaction rate from both employees and apprentices.
- Adequate and constantly updated training of trainers, coordinators, company tutor and school tutor.
- Apprentices achieve required skills for their occupation, professional ethos and positive attitude.
- Possibility for companies to contribute to the curriculum.
- The good relationship between training centres and companies.
- High percentage of employment.
- Flexibility: adaptation to the training centre to the sector characteristics.
- It allows students to continue to study, and gives them more tools to face their social and professional integration.
- It allows students to adapt their hard skills to those that the employers need and to gain rhythm and responsibilities (soft skills).
- Full evaluation of the feedback.
- Possibility of employment soon after the completion of WBL.
- Identification of inefficiencies.
- New ideas for improving the procedures (interviews, training, etc).

6. Legal references of WBL in each EROVET country

- *Greece*

- <https://www.minedu.gov.gr/publications/docs2018/proisxyouses-diataxeis-mathiteias-20-08-2018.pdf>
- https://www.minedu.gov.gr/publications/docs2016/%CE%BC%CE%B1%CE%B8%CE%B7%CF%84%CE%B5%CE%B9%CE%B1_%CE%A5%CE%91.pdf



- http://www.et.gr/docs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAlxBXdTvSoClrL8IcRvbj6N9YZ5MXD0LzQTLf7MGgcO23N88knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SluT2RYdiKCfwGcOSknW0vr8QzrNpoSXH0-n1IOGGpLGwY
- http://www.et.gr/docs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAlxBXdTvSoClrL8je7Uksz5tgp5MXD0LzQTLf7MGgcO23N88knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6SlubhVEftKiAZ5OTcphr0CYR52M7TIGk9Oo30i6Z9oG_T9
- http://www.et.gr/docs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAlxBXdTvSoClrL8xBGGez8vxJZ5MXD0LzQTLf7MGgcO23N88knBzLCmTXKaO6fpVZ6Lx3UnKI3nP8NxdnJ5r9cmWyJWelDvWS_18kAEhATUkJb0x1LldQ163nV9K--td6Slubssr-gvSkOExkwQ3FzsA7ThIDbEFyxcHoZrPE-ElzHE

- *Turkey*

- Work-Based Vocational Training Department:
[https://mtegm.meb.gov.tr/www/yaygin-ve-mesleki-egitim-daire-baskanligi/icerik/1637/\(\)](https://mtegm.meb.gov.tr/www/yaygin-ve-mesleki-egitim-daire-baskanligi/icerik/1637/)

- *Lithuania*

State regulations on WBL:

- Education Law by Ministry of Education and Science.
- Vocational Education Law by Ministry of Education and Science.
- Regulation (nutarimas) on Enhancing Youth occupation 2014-2020 by Government of Lithuania.

<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/b1e2ed32a52c11e383c0832a9f635113?jfwid=3eixg6y0p>



- Policy on Enhancing Youth Occupation and Employability by Ministry of Social Security and Labour.

<https://socmin.lrv.lt/lt/vaiklos-srityys/darbo-rinka-uzimtumas/uzimtumo-ir-darbo-rinkos-politika/uzimtumo-remimo-politika>

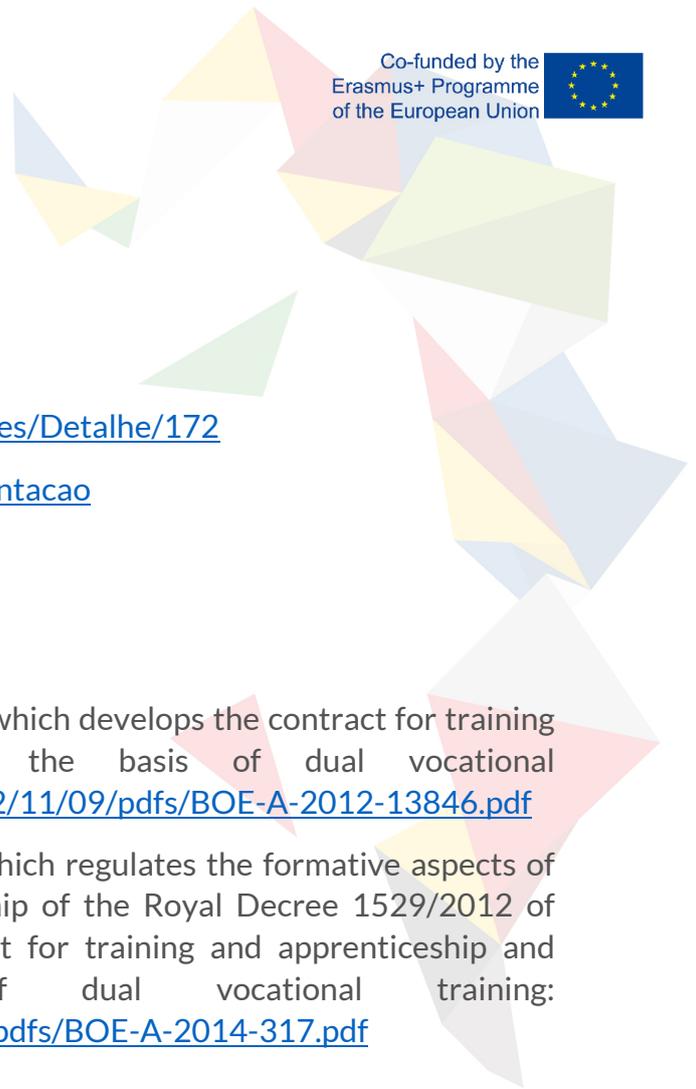
- Education and training monitoring 2017. Education and training. Lithuania. European Commission.

http://ec.europa.eu/education/policy/strategic-framework/et-monitor/country-reports_en

- The Lithuanian Department of Statistics. <https://osp.stat.gov.lt/services-portlet/pub-edition-file?id=26780>

- *Italy*

- **Training and orientation internship** (introduced by Law 196/1997, art. 18 (Rules on the promotion of employment) and regulated by the Ministerial Decree n. 142/1998.
- **Work-study program courses** (institutionalized by Law 53/2003 art. 4 and regulated by Legislative Decree 77/2005, developed and defined by Law 13 July 2015, n. 107).
- **Apprenticeship aimed at obtaining a diploma** (Legislative Decree 15 June 2015, n. 81, implementation of Law 103/144 (Jobs Act); Interministerial Decree 12/10/2015 «Setting of the training standards in apprenticeship and General criteria for designing apprenticeship paths».
- Rules for professionalising apprenticeship in the National Collective Labour Contracts.
- Interconfederal Agreement on 1° level apprenticeship and advanced training and research.
- DGR n. 26-2946 of 22/02/2016 «Rules of the training standards and General criteria for designing training paths and contractual issues» of the apprenticeship contract.
- **Curricular internship** (Circular of the Ministry of Labour n. 24/2011; Note Ministry of Labour n. 4746 of 14/2/2007).



- *Portugal*

- <http://www.catalogo.anqep.gov.pt/Destaques/Detailhe/172>
- <http://www.catalogo.anqep.gov.pt/Documentacao>

- *Spain*

- Royal Decree 1529/2012, of November 8, which develops the contract for training and apprenticeship and establishes the basis of dual vocational training: <https://www.boe.es/boe/dias/2012/11/09/pdfs/BOE-A-2012-13846.pdf>
- Order ESS/2518/2013, of December 26, which regulates the formative aspects of the contract for training and apprenticeship of the Royal Decree 1529/2012 of November 8, which develops the contract for training and apprenticeship and establishes the foundations of dual vocational training: <https://www.boe.es/boe/dias/2014/01/11/pdfs/BOE-A-2014-317.pdf>

- *Germany*

- <https://www.youtube.com/watch?v=sXhSRoSfxuU>
- <https://www.dw.com/en/what-is-germanys-dual-education-system-and-why-do-other-countries-want-it/a-42902504>



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