



EAfa

10
YEARS

EUROPEAN
YEAR OF
SKILLS

Erasmus+: Cooperation and partnerships on apprenticeships and work-based learning



Launched in 2013, the [European Alliance for Apprenticeships](#) (EAfa) is a multi-stakeholder platform aiming to strengthen the quality, supply and image of apprenticeships, as well as the mobility of apprentices in Europe. EAfa aims to do so through national commitments and voluntary pledges from stakeholders, and by providing practical information, and increasing knowledge exchange on apprenticeships.

How is Erasmus+ relevant for VET and apprenticeships?

Erasmus+ is the EU's flagship programme for education, training, youth and sport in Europe. Best known for supporting learners' mobility, the programme is also one of the main EU instruments offering VET learners, apprentices and their teachers and trainers a range of opportunities to improve their skills and the quality of apprenticeships and other types of work-based learning (WBL), among other topics.

What is this factsheet about?

This factsheet explains how Erasmus+ supports apprenticeships and WBL through partnerships and cooperation among a variety of stakeholders, such as business, education, and research (Key Action 2 – KA2). It also showcases some telling and inspiring examples of how to improve the provision of quality and effective apprenticeships in Europe and beyond.

Erasmus+ priorities for VET

The [European Skills Agenda](#) (2020), the [Council Recommendation on vocational education and training](#) (2020), and the [Osnabrück Declaration](#) (2020) set out some of the priorities embedded in the Erasmus+ programme on VET, WBL and apprenticeships.

These priorities are:

Adapting VET to labour market needs

Flexible opportunities, learner-focused VET programmes

Innovation

Increasing attractiveness of VET

Improving quality assurance of VET

Internationalisation of VET organisations

Key Action 2: Cooperation among organisations and institutions

Projects funded under KA2 are linked to one or several broad EU horizontal priorities, such as inclusion and diversity, environmental sustainability, digitalisation, etc. The specific objectives and activities are determined by the coordinator and the partner organisations of each project, and they typically involve exchanging good practices, mapping labour market needs, and enhancing cooperation between education providers and businesses to strengthen the provision of VET.

What are the main objectives of cooperation?

- Close business-education-research collaboration
- Meeting future labour market demand in sectors and fields strategic for Europe's sustainable growth and competitiveness
- Improving VET attractiveness

What are the intended outcomes of cooperation?

- Innovative approaches for addressing learners' individual needs, and labour market demand
- Integration of digital skills into the daily provision of VET
- Better capacity to work at EU/international level

What is the expected impact of cooperation?

- Alignment to labour market needs
- Increased awareness of social diversity and inclusion
- Better provision of basic and transversal skills
- Better quality of training

Which types of KA2 activities are more relevant for apprenticeships?

The call for funding ([2023 Erasmus+ Programme guide](#)) is usually published in November every year. The table below presents non-exhaustive details of the different actions in the Programme Guide that are relevant to apprenticeships.

TIP! For more practical information on accessing Erasmus+ funding for VET, you can consult the dedicated [factsheet of the European Commission](#).

	Cooperation Partnerships	Small-scale Partnerships	Centres of Vocational Excellence (CoVEs)	Alliances for Innovation Lot 1 Alliances for Education and Enterprises	Alliances for Innovation Lot 2 Alliances for Sectoral Cooperation on Skills ('Blueprint')
How can the action be relevant for apprenticeships? (non-exhaustive list)	Developing new practices or methods to improve the provision of apprenticeships.	A cooperation partnership with fewer administrative requirements. Ideal for grassroots organisations.	Some activities can refer to WBL and apprenticeships and to developing curricula meeting labour market and learners' needs.	Organising apprenticeships and study field activities in enterprises, possibly with projects linked to EAfA.	Designing VET programmes for upskilling and reskilling with innovative WBL components.
Who can apply?	Please consult the eligibility criteria in the Erasmus+ Programme Guide for the specificities of each action. (For example, public and private organisations active in the field of VET)				
Composition	Please consult the number and profile of participating organisations in the Erasmus+ Programme Guide. (Each type of action requires a minimum number of partners and a minimum number of countries represented)				
Duration	1–3 years	6 months–2 years	4 years	2–3 years	4 years
Budget per project	EUR 120 000 or 250 000 or 400 000 (three pre-defined lump sum amounts according to the activities of the project)	EUR 30 000 or 60 000 (single lump sums depending on the needs and objectives of the project)	Up to EUR 4 million	Up to EUR 1 million for two-year projects, or EUR 1.5 million for three-year projects	Up to EUR 4 million
Where to apply?	Erasmus+ National Agencies			European Education and Culture Executive Agency (EACEA)	

Illustrative project examples for apprenticeships and other types of work-based learning (WBL)



Apprenticeship Inter-Network:

Bringing together VET institutions and enterprises through a Network of Career Hubs

Public employment services, universities, and other public authorities came together to create the 'ApplnterN' online portal with three national Career Hubs in Greece, Italy, and Spain. With the help of these hubs, VET students and graduates can find relevant apprenticeships, traineeships, and job opportunities. The project also provides information on the latest national and international labour market trends, and skills requirements in each occupation. If you are a student, employer or representative of a municipality, social partner institution or employer association, you can register to the ApplnterN portal [here](#).



Action:

Strategic Partnerships



Budget:

EUR 268 854



Type of coordinating organisation:

National public body



Project duration:

2020–2023



Countries:

Belgium, Greece, Italy, Spain



ACTION project:

Former et accompagner les travailleurs en insertion

This project provides WBL opportunities for low-skilled adults with migrant backgrounds. Through a holistic approach to employability, professional development, and social inclusion, integration coaches support participants with technical supervision and advice, psycho-social follow-up, and personalised coaching activities.



Action:

Cooperation Partnerships



Budget:

EUR 253 126



Type of coordinating organisation:

Non-governmental organisation



Project duration:

2022–2024



Countries:

Belgium, France, Italy

**bequal.app:****Benchmarking for Quality Assurance in Apprenticeships and Work-Based Learning**

The BEQUAL platform provides online [benchmarking tools](#) for companies and VET institutions involved in apprenticeships and WBL. Through a benchmarking questionnaire, users of the platform can compare their performance to similar organisations in the same country, or other European countries. The platform also provides [statistics](#), [resources](#) and [good practices](#) on VET quality assurance, allowing members of the community to learn from each other and engage in promoting quality in WBL.

**Action:**

Strategic Partnerships

**Budget:**

EUR 240 319

**Type of coordinating organisation:**

Social partner or other representatives of working life

**Project duration:**

2018–2020

**Countries:**

Croatia, Germany, Greece, Italy, Lithuania, Slovenia

**DRIVES:****Development and Research on Innovative Vocational Education Skills**

This Blueprint project established the Automotive Sector Skills Alliance with 24 project partners from 10 EU countries and the UK, covering the entire automotive value chain. The partnership worked on several human capital solutions, such as the development of occupational profiles linked with desired skills, the recognition of skills and certificates, and the promotion of quality apprenticeships. The project published a [guide for hiring apprentices](#) and an [apprenticeship comparison tool](#).

**Action:**

Sector Skills Alliances in vocational education and training

**Budget:**

EUR 3 987 590

**Type of coordinating organisation:**

Higher education institution (tertiary level)

**Project duration:**

2018–2022

**Countries:**

Austria, Belgium, Czechia, Hungary, Italy, Netherlands, Poland, Portugal, Romania, Spain, United Kingdom

**EQAMOB:****European Quality Assurance for Learning Mobility**

To recognise exemplary learning mobility opportunities, this project aims to develop a quality label for companies, including those that train apprentices. The digital credential will be developed using blockchain technology and will also explore the use of inclusion and sustainability criteria. As a result, the label will contribute to improving the quality of VET, benefiting both apprentices and companies.

**Action:**

Cooperation Partnerships

**Budget:**

EUR 148 695

**Type of coordinating organisation:**

VET provider (tertiary level)

**Project duration:**

2021–2023

**Countries:**

Austria, Denmark, France, Iceland



Flip your classes

through multimedia-enriched apprenticeship simulations and develop e-skills for VET teachers and students to enhance youth employability

This project offered learning opportunities to both VET teachers and students and helped them enhance their professional competencies and digital skills. To do so, the project developed a guide detailing the flipped classroom methodology with 47 model lessons in STEM disciplines. Students benefited from multimedia-enriched apprenticeship simulations through which they had the opportunity to collaborate with companies and gain relevant technical experience. VET teachers also had the opportunity to enhance their knowledge of digital teaching methods and tools. For its innovative teaching methodology, the project received the European Innovative Teaching Award in 2022.

**Action:**

Strategic Partnerships

**Budget:**

EUR 197 050

**Type of coordinating organisation:**

VET provider (secondary level)

**Project duration:**

2017–2019

**Countries:**

Bulgaria, Italy, Romania, Spain



Internship for industry app:

Improving the quality of work-based training in the technical industry in Europe

A mobile learning application will support VET schools and training centres to match young workers' competencies and experience with apprenticeship places in the technical industry. The app will support the work of company tutors and school supervisors to synchronise the validation, certification and accreditation of learning outcomes. To make young workers ready to participate in mobility programmes, the app will also offer e-learning courses and intercultural guides for students.

**Action:**

Strategic Partnerships

**Budget:**

EUR 147 045

**Type of coordinating organisation:**

VET provider (secondary level)

**Project duration:**

2020–2023

**Countries:**

Belgium, Italy, Spain, Sweden



R.APP:

European Roadmap for Apprenticeship Effectiveness and Quality Governance

This project trained apprenticeship tutors to provide better and more personalised support to apprentices on their professional development and mobility opportunities. Tutors in VET schools became more familiar with a curriculum design based on updated labour market needs. Tutors in enterprises gained new skills in apprentice recruitment and how to evaluate learning mobility outcomes.

**Action:**

Strategic Partnerships

**Budget:**

EUR 296 722

**Type of coordinating organisation:**

VET provider (tertiary level)

**Project duration:**

2018–2021

**Countries:**

Germany, Greece, Italy, Malta, Romania

**SEED:****Sustainable Energy Education**

As part of the project's work on skills innovation in the sustainable energy sector, students and apprentices in five regional ecosystems can participate in various practice-based learning opportunities. During 4-month projects, students work with companies to come up with practical solutions to sustainability-related questions. An example of practice-based learning opportunities facilitated by the project is the [Smart Sustainable Cities](#) international exchange programme, offered by the University of Applied Sciences of Utrecht. For one semester, students work together with municipalities and developers to help design sustainable solutions for local and regional challenges.

**Action:**

Centres of Vocational Excellence (CoVEs)

**Budget:**

EUR 3 950 097

**Partners:**

12 partners and 23 associate partners – VET providers, representatives from regional skills ecosystems and national stakeholders.

**Project duration:**

2021–2025

**VET-EAR RoadMap:****Access to work-based learning abroad in vocational education and training**

By mapping different apprenticeship systems in the countries involved, this project helps VET students, teachers and employers to access easy-to-understand information on paid apprenticeships abroad. Practical guidance on administrative procedures, application templates, and all essential information is accessible on a single platform. On top of a comprehensive apprenticeship guide, the project organises Apprenticeship Days, allowing participants to learn about international opportunities.

**Action:**

Cooperation Partnerships

**Budget:**

EUR 217 651

**Type of coordinating organisation:**

VET provider (secondary level)

**Project duration:**

2021–2023

**Countries:**

Finland, France, Italy, North Macedonia, Norway, Spain, Sweden

Practical information for future applicants

- [How to apply for Erasmus+ funds](#)
- [Explore Erasmus+ funding opportunities!](#)
- [Discover further Erasmus+ resources and tools!](#)