



EAfA 10
YEARS



European Alliance for Apprenticeships (EAfA) and European Training Foundation (ETF)

6th Seminar for EAfA partner countries

11th – 12th October – Turin, Italy

#ApprenEU

*Employment,
Social Affairs
and Inclusion*



Welcome

Ms Chiara Riondino, Head of Unit, DG EMPL, European
Commission

THE EUROPEAN ALLIANCE FOR APPRENTICESHIPS: 10 YEARS TOGETHER!

Pilvi Torsti
ETF Director



TEN YEARS 2013 - 2023



EUROOPPA-NEUVOSTO EUROPOS VADOVŲ TARYBA CONSEJO EUROPEO
EIROPADOME KUNSILL EWROPEW EVROPSKÁ RADA EUROOPA
CONSILIUL EUROPEAN EUROPESE RAAD EUROPÄISCHER R
ЕВРОПЕЙСКИ СЪВЕТ EUROPEISKA RÅDET ΕΥΡΩΠΑΪΚΟ
RADA EUROPEJSKA EVROPSKI SVET CONSEIL EUROPÉEN EUROPEAN COUNCIL



7-8.02.2013



ETF-EAfA SEMINARS 2016 - 2023

**TWO ONLINE MEETINGS
SIX LIVE EVENTS - SIX DIFFERENT COUNTRIES**



WELCOME TO ARMENIA A NEW EAfA PARTNER COUNTRY



EUROPEAN ALLIANCE FOR APPRENTICESHIPS

APPRENTICESHIPS FOR YOUNG PEOPLE AND ADULTS

QUALITY AND INCLUSIVE APPRENTICESHIPS

Key ingredients of the EU reinforced Youth Guarantee and the European Year of Skills



OUR EVENT TODAY

- More and better apprenticeships and work-based learning in Europe and beyond
- Expand apprenticeship opportunities for young people and adults
- Support transitions to employment and skills matching

Objectives of the Seminar

Mr. Stefan Thomas, Senior Human Capital Development
Expert - Work Based Learning and Africa Team, ETF

AGENDA DAY 1 – 11 OCTOBER 2023

MORNING SESSION

Chair: Ms Chiara Riondino, Head of Unit, DG EMPL, European Commission

Time	Title / Description
09:30 – 10:00	Welcome and introductory remarks
10:00 – 10:10	Objectives of the Seminar
10:10 - 10:20	Perspectives from the Presidency of the Council of the European Union
10:20 - 10:30	Key messages from EU Social partners
10:30 – 11:00	EAfA and latest developments Welcoming Newcomers in EAfA
11:00 – 11:30	Coffee Break
11:30 – 11:55	Learn from and exchange with new and old EAfA Members - Georgia
12:00 – 12:25	Learn from and exchange with new and old EAfA Members (two parallel groups)
12:30 – 13:00	WBL and apprenticeships in Italy and Piemonte: an introduction to the Site visits
13:00 – 14:00	Lunch

AFTERNOON SESSION

Time	Title / Description
14:00 – 17:00	<p>Site visits</p> <p><i>The three site visits will include presentations of the schools/companies and discussions with HR managers, teachers, trainers and learners.</i></p> <p>Site visit 1: Piazza dei Mestieri</p> <p>Site visit 2: ENGIM and Gerla</p> <p>Site visit 3: Politecnico di Torino – IVECO Master</p>
19:30 - 22:00	<p>Welcome dinner at the restaurant “La Badessa”</p> <p><i>Address: P.za Carlo Emanuele II, 17, 10123 Torino TO</i></p>

Perspectives from the Presidency of the Council of the European Union

Ms Lydia Berrocoso Rufo, Head of VET International
Relations Area, Ministry of Education and VET

Perspectives from the Presidency of the Council of the European Union

1 July- 31 December 2023

SPAIN

Lydia Berrocoso Rufo

Head of VET International Relations Area, Ministry of Education and VET



- Spanish Contributions to Apprenticeships
- MEFP VET Events Spanish Presidency of the Council of the European Union

Spanish Contributions to Apprenticeships

Progress and main achievements:

- VET Modernization Plan, 2020
- Spanish Organic Law for the Organisation and Integration of VET, 2022



DUAL VET:

- General VET
- Intensive VET

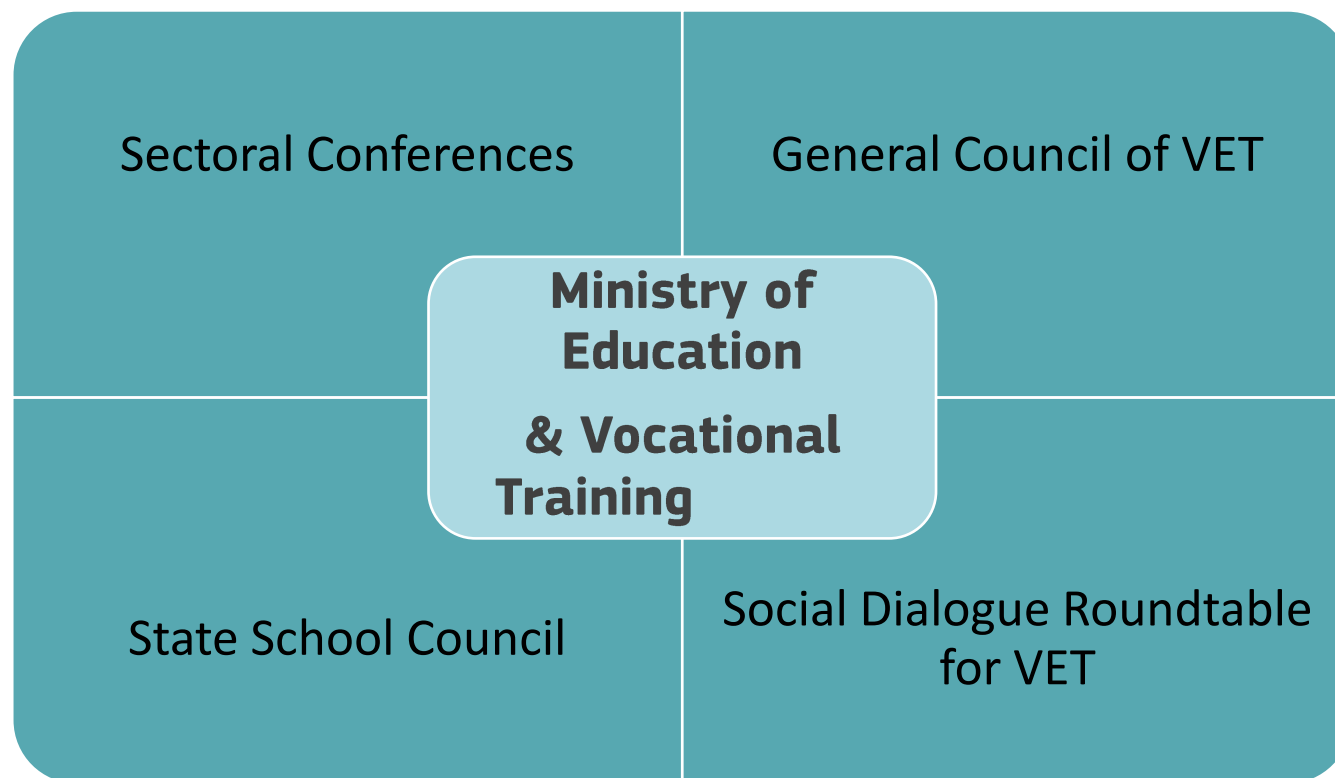
Spanish Contributions to Apprenticeships

Planned reforms and initiatives:

1. **Introduce companies in each sector**, including SMEs and micro-SMEs, into the VET ecosystem.
2. **Extension** of the duration of **in-company training in VET courses**.
3. **Qualify young people aged 16 to 20 who drop out early**, linking entry into the labour market with an intermediate VET qualification.
4. Creation of the **Alliance for VET**.

Spanish Contributions to Apprenticeships

Key stakeholders involved:



Ministry of Education and Vocational Training Events

Spanish Presidency of the Council of the European Union



SPANISH PRESIDENCY
COUNCIL OF THE EUROPEAN UNION



News ▾ Events Programme ▾ Presidency ▾ Media ▾ 🔍 EN



Article | 1 October 2023

The Spanish presidency of the Council of the EU reaches the halfway point of its term of office



Spanish Presidency of the Council of the European Union

Overall priorities *“Europe, closer”*

1. Reindustrialising the EU and ensure its open strategic autonomy
2. Advancing in the green transition and the environmental adaptation
3. Promoting greater social and economic justice
4. Strengthening European unity

+ Supporting Ukraine



Spanish Presidency of the Council of the European Union

MEFP VET Priorities in education and training



1. EU common values and democratic citizenship

- Supporting the outcomes of the Conference on the Future of Europe
- Strengthening European common values, citizenship competence, knowledge about/for the EU

2. Digitalisation of Education and training

- Digital transformation of Education and training: key enabling factors, provision of digital competences, digital citizenship
- Promotion of STEAM vocations among girls

3. Achievement of the European Education Area

- EEA midterm review event
- Equal Access and opportunities to quality Education and training
- Boosting of Higher Education, Vocational Training and Lifelong Learning: European Universities Alliances, fostering of automatic mutual recognition in all types of Education and training, European Year of Skills

Spanish Presidency of the Council of the European Union

Ministry of Education and Vocational Training Events



23 oct

Reunión de expertos / funcionarios

El reto europeo para el desarrollo de competencias a lo largo de la vida:
reconocimiento mutuo automático de títulos de Formación Profesional

25 oct

Reunión de expertos / funcionarios

Reunión de directores generales de Formación Profesional

📍 Sevilla, España

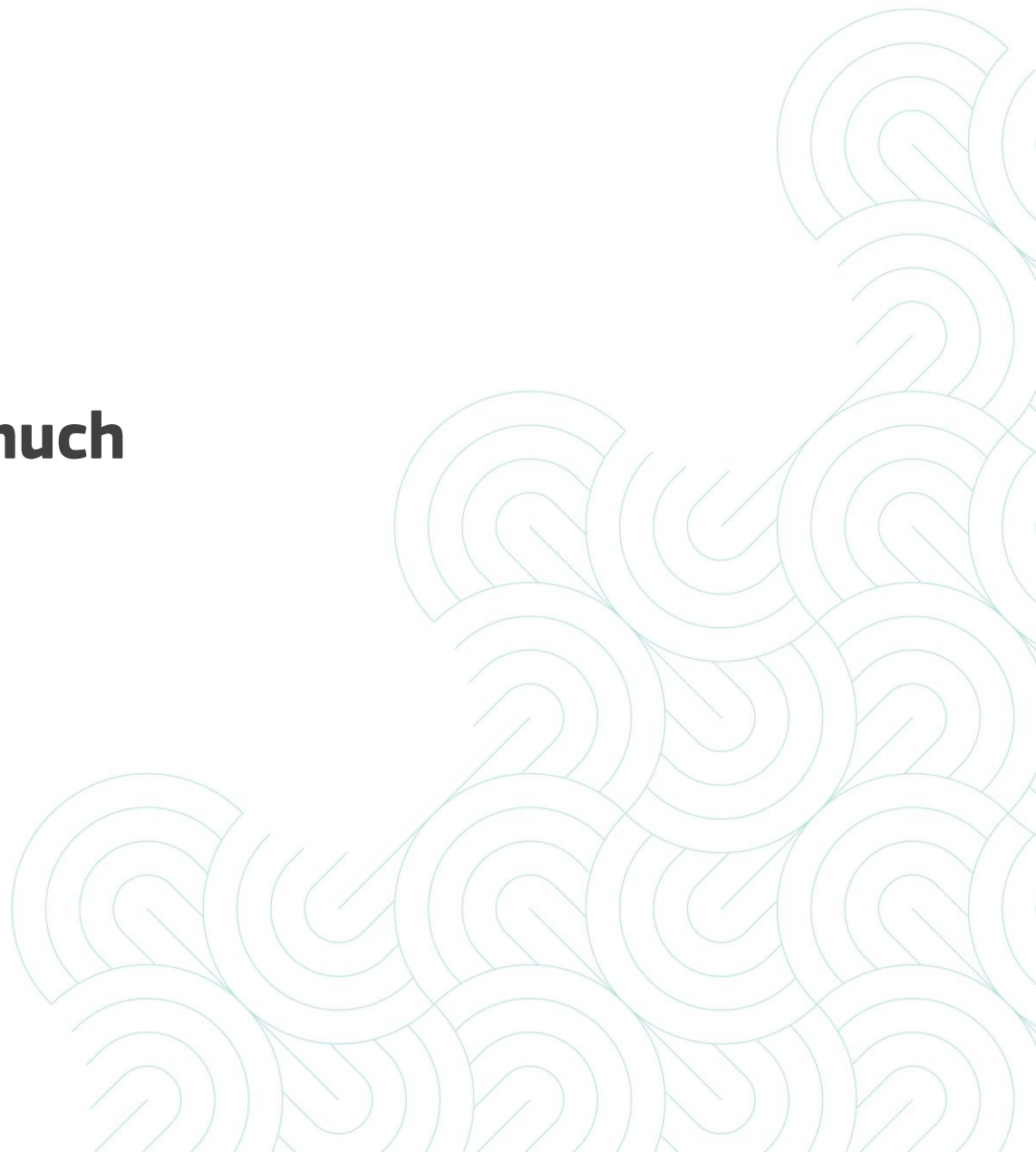
Spanish Presidency of the Council of the European Union Ministry of Education and Vocational Training VET Events

- **Presidency Conference on Vocational Training on**
Automatic Mutual Recognition of Vocational Training Qualifications
23 - 24 October, Seville
- **Meeting of Directors-General for Vocational Training**
25 - 26 October, Seville



Seville

Thank you very much



Key messages from EU Social partners

Ms Agnes Roman, ETUC

Key messages from EU Social partners

Mr Robert Plummer, Senior Adviser, BusinessEurope

[Robert Plummer video message.m4v](#)

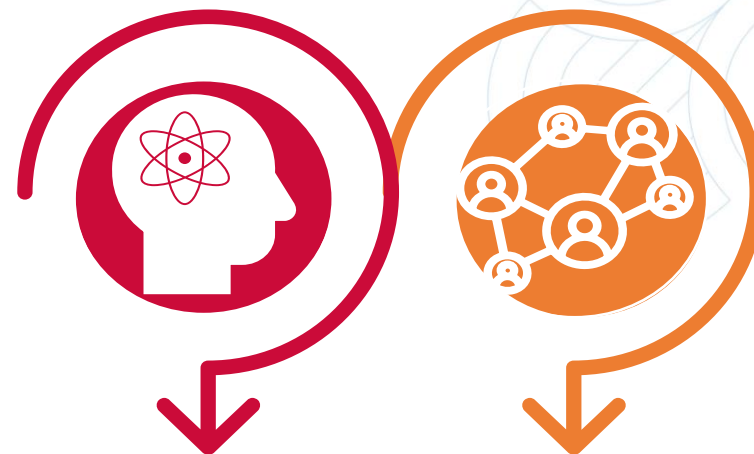
EaFA and latest developments

Ms. Beatrice Biolcati Rinaldi, Policy Assistant, DG
EMPL, European Commission

Celebrating a decade of working together on apprenticeships: No longer a second choice!

In 2013, the **European Alliance for Apprenticeships (EAfA)** was established as a multi-stakeholder platform with the goal of enhancing apprenticeships' quality, availability, and reputation across Europe, while also facilitating the mobility of apprentices.

As we celebrate the Alliance's **10th year anniversary** in 2023, we are proud to announce:



Over **1.3 million**
apprenticeships
created

400+ pledges from VET
providers, social partners,
businesses, local
authorities, and others,
all contributing to our
mission

EAfA's 10-year anniversary event

On 26 and 27 June 2023, the European Alliance for Apprenticeships (EAfA) held its 2023 High-Level Event in Brussels, Belgium. The event marked the Alliance's **10th year anniversary** as well as the **5th anniversary** of the European Framework for Quality and Effective Apprenticeships.

Highlights:

141 in-person participants

431 online participants



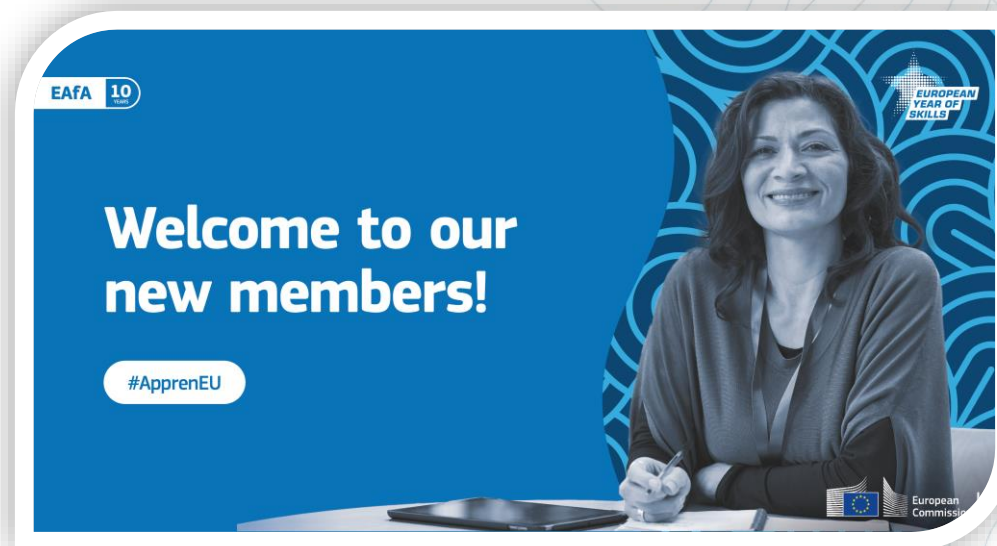
EAfA new members and renewals

- ➔ **30 new members** have been welcomed into the EAfA since the implementation of the new pledge form in Spring 2023.
 - 17 applications have been approved
 - 13 other applications are being finalised

- ➔ **71 existing members have refreshed their commitment to the EAfA** by submitting a pledge renewal

- ➔ **8 countries** (Member States and Partner Countries) have **renewed their National Commitment**

- ➔ **1 country** (Armenia) has submitted a **new National Commitment** to join the Alliance



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EUROPEAN
YEAR OF
SKILLS

What is next?

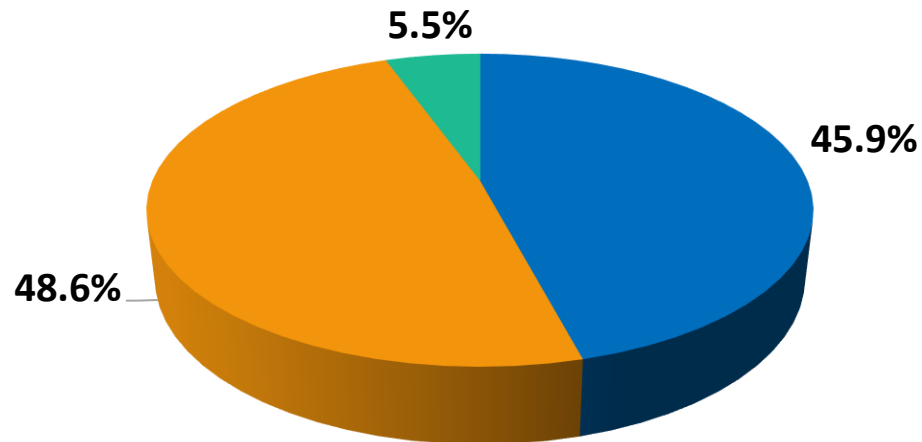


EAfA activities until end of 2023

	Online events	Other activities
Upcoming activities	<p>Webinar on Apprenticeships, green transition and the renovation wave November 2023</p> <p>Webinar launching the Apprentice mobility toolkit December 2023</p>	<p>Launching of new Communities page September 2023</p> <p>Factsheet on Erasmus+ October 2023</p> <p>Toolkit on the mobility of apprentices November 2023</p> <p>Factsheet on Micro-credentials in Apprenticeships December 2023</p>

Satisfaction with EAfA and its added value

What is your assessment of the value of the EAfA as a multi-stakeholder platform to boost the quality, supply, image and mobility of apprenticeships? (N=109)



■ Very valuable (n=50) ■ Valuable (n=53) ■ Not so valuable (n=6)

- Respondents' perception of the EAfA is **largely positive**.
- The vast majority of survey respondents (94.5%) consider the EAfA **very valuable or valuable** as a platform to boost the quality, supply, image, and mobility of apprenticeships.

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Upcoming Toolkit & Webinars



Webinar on Apprenticeships in the care sector and social economy

The online webinar was delivered in May 2023 bringing together experts, apprentices and representatives of different EAfA stakeholder groups (such as policymakers, training providers and NGOs) to **share and discuss new knowledge, ideas and projects to benefit the wider EAfA community.**

Highlights:

80 attendees

Key Themes:

- The contribution of apprenticeships to **the care sector in the EU**
- Key **challenges** and **trends** within the sector
- **Opportunities** for the involvement of social economy actors



Watch the webinar here:

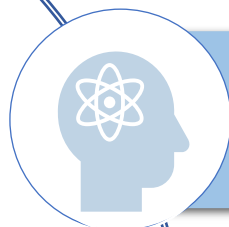
<https://www.youtube.com/watch?v=rXP5XCtmOzw>

First Toolkit on the mobility of apprentices

The aims of the toolkit will be the following:

The EAfA Toolkit will be followed by a **Webinar on the 14/12** which will aim to:

- Present the toolkit
- Discuss research findings
- Share mobility insights
- Facilitate networking



Clarifying the meaning of mobility of apprentices



Providing step-by-step guidance



Offering a variety of tools to support apprentices, companies / VET providers and other stakeholders interested in mobility opportunities that would like to find more about the steps needed.

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Factsheets



Financial support to apprenticeship in the EU



The factsheet outlines the different types of financial support instruments, such as training funds, tax incentives for companies, grants for companies and grants for individuals. The publication also showcases sources of EU funding for apprenticeships, such as the ESF+, Erasmus+, and the RRF. The factsheet gives examples of how these programmes can support apprenticeships.

Erasmus+: Cooperation and partnerships on apprenticeships



The factsheet explains how Erasmus+ supports apprenticeships and work-based learning (WBL), through partnerships and cooperation among a variety of stakeholders, business, education, and research. It also showcases some inspiring examples of how to improve the provision of quality and effective apprenticeships in Europe and beyond.

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EAfA Communities



Who are the EAfA communities?

Four communities were launched during the Get Together event in June 2023:

Community on the Learning Mobility of Apprentices

- ❖ Leading organisation: *Euro App Mobility*

Community on Social Inclusion and Gender Equality

- ❖ Leading organisation: *Fundacio Catalana de l'Esplai*

Community on the Green and Digital Transitions

- ❖ Leading organisations: *ESB Networks and the Association of European Rail Rolling stock Lessors (AERRL)*

Community on the Role of Cities and Regions in fostering apprenticeships

- ❖ Leading organisations: *European Association of Regional and Local Authorities For Lifelong Learning (EARLALL) and Fundación Bertelsmann*



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Our platforms



Website Update

- Website now includes the updated EAfA **visual identity**
- Information on EAfA members and pledges, including an interactive map
- **Events** and resources (such as publications & documents)
- **Articles** uploaded on a monthly basis
- New features including a **new Communities Page**, updated Activities Hub, Online Library and Facts and Figures.

European Alliance for Apprenticeships



EAfA Communities

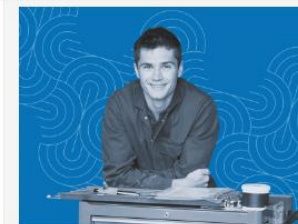
What are the EAfA Communities?

EAfA Communities **complement and deepen** the existing EAfA networking opportunities, and aim to **stimulate interactivity and bottom-up engagement among EAfA members** sharing similar interests. They act as a tool for EAfA members to exchange knowledge, best practices and build strong collaborations.

Communities primarily rely on web-based collaborative environments to communicate and connect, with a focus on sharing best practices and creating new knowledge to foster the quality and availability of apprenticeships.



Four new EAfA Communities were set up in June 2023, launched at the EAfA Get Together event:



EAfA membership and pledges

Discover [EAfA members and their pledges](#) to strengthen apprenticeships across Europe



National commitments

Check out your country's [commitments](#) to boost quantity, quality and supply of apprenticeships



EAfA activities hub

Find out upcoming [activities](#) and consult a pool of resources from previous EAfA events



Apprenticeships online library

Access [materials, practical tools and guidance](#) curated for EAfA members and stakeholders

Join the Alliance!

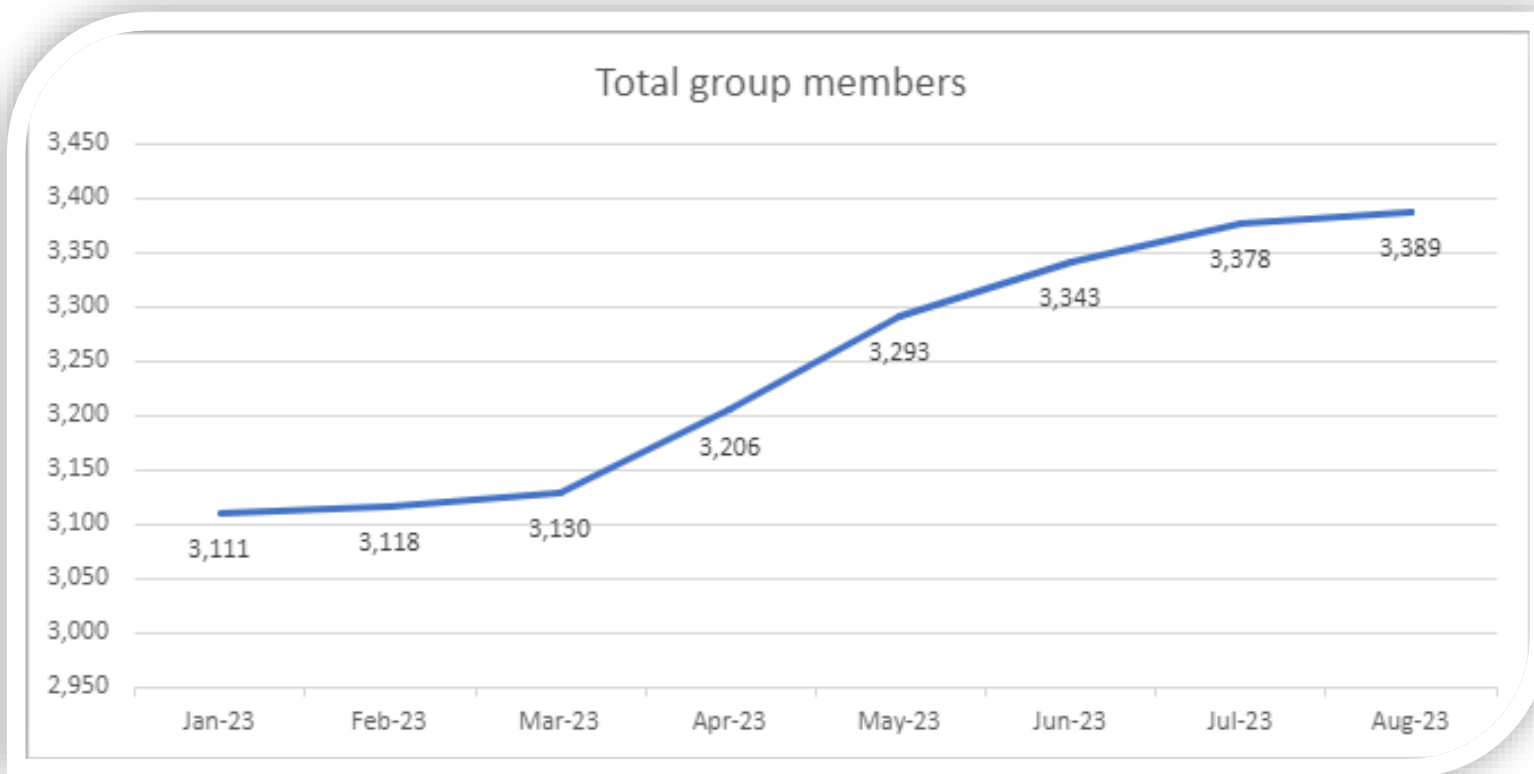
Website link: <https://ec.europa.eu/social/main.jsp?catId=1147&langId=en>

LinkedIn Members

3,416 members



As of October 2023



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How to join?



Joining EAfA is very simple and completely free of charge

Take a look at the resources below for more information:

- [European Alliance for Apprenticeships](#)
- [European Framework for Quality and Effective Apprenticeships](#)
- [Erasmus+](#)
- [European Vocational Skills Week](#)
- [EAfA LinkedIn group](#)
- [European Year of Skills](#)



Join the Alliance!

The Alliance is a platform for sharing experiences and learning from best practices. You can also find partners, develop new ideas and initiatives, and access the latest news and tools on apprenticeships. Stakeholders interested in making a pledge should complete the [pledge application form](#).

If you wish to stay up to date with the Alliance, [subscribe to receive news](#).

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Discuss, exchange, and
shape the **future of apprenticeships**

#ApprenEU

Welcoming Newcomers in EAfA

New pledges

- ❖ Agence Nationale pour la Formation Professionnelle des Adultes (Afp)
- ❖ Association of European Civil Engineering Faculties (AECEF)
- ❖ Bilsek Koop
- ❖ CAPPADOCIA INNOVATION INSTITUTE TEKNOLOJI LIMITED COMPANY
- ❖ Cosentino Global
- ❖ Construction College “Construct2”
- ❖ Deburggraeve
- ❖ Erhvervsskolernes ElevOrganisation
- ❖ Escola Europea – Intermodal Transport, AEIE
- ❖ European Entrepreneurs CEA-PME
- ❖ Global Apprenticeship Network (GAN) Global
- ❖ IDESCOM
- ❖ NQT
- ❖ OECON Group
- ❖ Praktiska Sverige AB
- ❖ Rural NEET Youth Network
- ❖ SBB (Foundation for cooperation on vocational education, training and the labour market)

Welcome to Armenia

Ms Tatevik Gasparyan, Director, National Center for
VET Development of the NCEDI Foundation



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CAPPADOCIA INNOVATION INSTITUTE

- Increase the supply of apprenticeships by creating and updating apprenticeships in collaboration with micro-enterprises.
- Improve the quality of apprenticeships by upgrading the skills of mentors and developing and updating apprenticeship curricula.
- Enhance the image of apprenticeships by organising awareness-raising activities for micro-enterprises and developing partnerships with schools, businesses, employers, training providers and public authorities.
- Promote the mobility of apprentices by partnering with the ERASMUS+ KA2 PREVIEW PROJECT.
- Support the digital transition by participating in the Digital Europe Programme and supporting apprentices in obtaining relevant digital skills certifications.

Mustafa Hilmi Çolakoğlu

11/10/2023



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Erhvervsskolernes ElevOrganisation

- Improve the quality of apprenticeships by training 100 mentors and providing access to mentoring services to 5 000 students with the goal of fostering the development of strong social communities in VET institutions and ensuring students' smooth progression into VET courses.
- Enhance the image of apprenticeships by organising awareness-raising activities and expanding the number of active 'role models' to 125. These 'role models' will promote VET programmes and share their experience with pupils.

Albert Philip Hendrik Janssens

11/10/2023



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European Entrepreneurs CEA-PME

- Increase the supply of apprenticeships by creating 60 apprenticeships in SMEs and Mid-Caps and developing four education and training activities.
- Improve the quality of apprenticeships by innovating up to six apprenticeship curricula through the Erasmus+ Alliances for Innovation and the WBL-XLence project.
- Enhance the image of apprenticeships by creating and disseminating information material, developing social media posts, and organising multiple awareness-raising activities through three Erasmus+ projects.
- Promote the European mobility of apprentices by increasing the volume of outgoing apprentices.
- Support the twin green and digital transition by developing up to two green and digital curricula dedicated to the acquisition of green and digital skills.

Stefan Moritz

11/10/2023



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GAN Global

- Improve the quality of apprenticeships through awareness-raising activities together with partners, member companies, the ILO and IOE in line with ILO's Recommendation on Quality Apprenticeship framework.
- Enhance the image of apprenticeships by collecting company case studies showcasing the latest innovations in WBL, disseminating information material and social media posts, promoting five apprenticeship testimonials and best practices, organising awareness-raising activities, and partnering up with training providers, employers and large companies.
- Promote the European mobility of apprentices by supporting employers in extending mobility opportunities in collaboration with GAN France and EuroApp Mobility.

Clara Tavares

11/10/2023



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OECON Group

- Increase the supply of apprenticeships by creating two apprenticeship places targeting women and socio-economically disadvantaged groups, as well as training providers and SMEs.
- Support the green transition by assisting one apprentice in obtaining relevant green skills certifications through smart farming operations and developing a scheme dedicated to the acquisition of green skills targeting students, graduates, women and socio-economically disadvantaged groups.

Giorgos Tsanis
11/10/2023



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SBB (Foundation for cooperation on Vocational Education, Training and the Labour Market)

- Improve the quality of apprenticeships by monitoring companies implementing apprenticeships and internships.
- Enhance the image of apprenticeships by organising activities in partnership with schools, training providers and employers in regional and national platforms.
- Promote the European mobility of apprentices by increasing the volume of apprentices sent abroad and collaborating with international companies.

Robert van Wezel
11/10/2023

Coffee Break

Thank you! See you back in 30 minutes!

Learn from and exchange with new and old Members - Georgia

Ms Tamara Kitiashvili, Director General of the Skills Agency
&
Magda Bolotashvili, Deputy
Director General, Georgian Chamber of Commerce and
Industry

Facilitation:

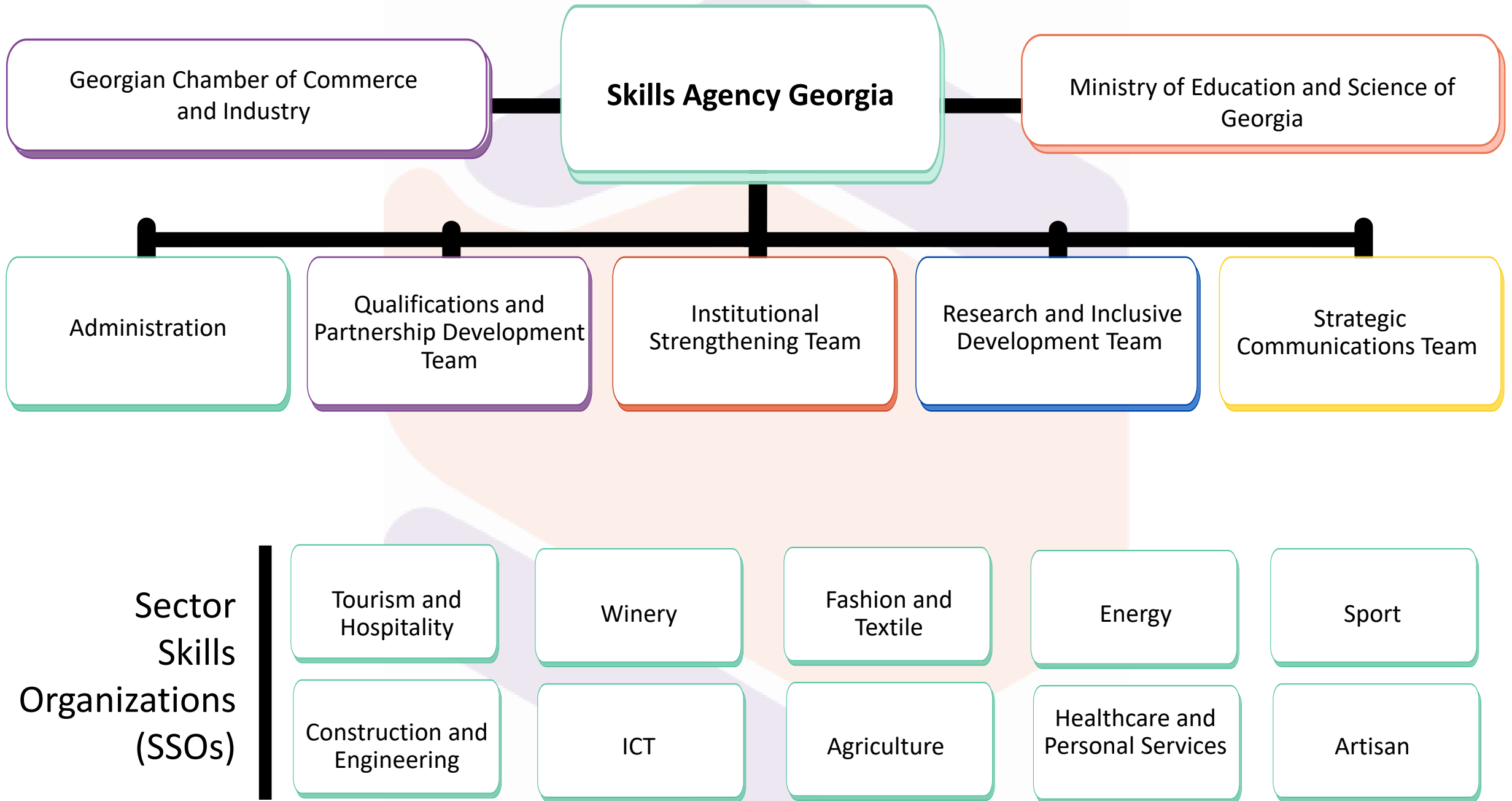
Mr Ulrike Damyanovic, Senior Human Capital Development Expert - Focal
point for South-Eastern Europe and Turkey - Country Liaison for Montenegro

Work-based Learning Development in Georgia: Overview

Tamar Kitiashvili
Director General
Skills Agency Georgia



Skills
Agency
Georgia



Work-based Learning Types

Real Work Environment

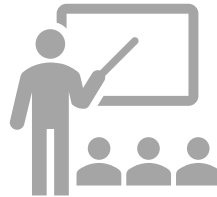


Dual Education

50% or more learning outcomes achieved in a real work environment

Students employed and receive a salary

Partner companies have a status of training enterprise



Cooperative Education

Less than 50% learning outcomes achieved in a real work environment

Student remuneration not mandatory

Companies do not have to obtain training enterprise status

Simulated Work Environment



Simulated Work Environment

Learning outcomes are delivered solely at a VET college

Still including necessary practical components



A Vocational Diploma is earned by passing a qualification exam organized by the Sector Skills Organization



Work-based Learning Types

Adult Education: Training-Retraining Programs

- Any legal entity can obtain the right to implement training-retraining programs and issue a state certificate
- Organizations can receive state funding for the implementation of programs
- Mostly implemented in real work environments, in joint cooperation between colleges and companies, or by companies alone
- More than 500 authorized vocational training/retraining programs

Establishment of Sector Skills Organisations (SSOs)



What is SSO?

A collaboration of sectorial business associations aimed at skill development in specific sectors.



Affiliation & Financing

Officially registered by Skills Agency Georgia. Functions financed by the agency, while management costs are borne by SSO members.



Current Reach

Involves 70+ business associations across 10 SSO startups in various sectors: Tourism and Hospitality, Construction, Healthcare, Agriculture etc.



Establishment of Sector Skills Organisations (SSOs)

Core Functions Being Piloted by SSO startups

1. Develop Sector Skills Map & Update Vocational Qualifications
2. Support Work-based Learning & Connect Businesses to Educational Institutions
3. Organize Final Qualification Exams

Challenges

- **Financing:** Inconsistent membership fees make it hard to cover administrative costs.
- **Regulation:** No clear regulations for creating qualified business associations.
- **Collaboration:** Some sectors have a history of poor collaboration, making unified goals difficult.

Qualifications Development



Progress Highlights

1. **Sectoral Skills Maps:** Developed in 12 sectors.
2. **Methodology:** New approach for developing qualifications.
3. **Digital Platform:** Entirely digitized process for developing qualifications.
4. **Qualifications Development/Update Timeline**
 - **2023:** 30 qualifications
 - **2024:** 55 qualifications
 - **2025:** 42 qualifications

Challenges

1. **Expertise:** Hard to find sectoral experts in some professions.
2. **Cost:** Frequent updating of qualifications is expensive.



Training Enterprise Status in Dual Education from 2024

Overview

- Starting in 2024, companies in dual education must obtain "**Training Enterprise**" status. Criteria include sufficient human and material resources, quality assurance, and safety measures.
- Up to 100 Companies: Currently engaged in more than 65 dual education programs, serving as potential candidates for the new status.
- Introduction of a quality mark ensures that only capable organizations participate in dual education.

Challenges

- **Incentives:** No current financial or non-financial incentives make compliance less appealing.
- **Cultural Barrier:** VET is traditionally viewed as a state responsibility in Georgia, making corporate engagement challenging.
- **ROI Perception:** Companies find it difficult to measure the cost-benefit, given that dual education pays off in the medium to long term.



Certification of In-Company Instructors in Dual Education

Overview

- Skills Agency has developed a module for training in-company instructors, drawing from international experience and local context.
- Georgian Chamber of Commerce and Industry offers trainings on dual education concepts and teaching methods.
- Instructors must pass an exam for certification.

Challenges

- 1. Resource Allocation:** Companies face skills shortages, making it difficult to allocate qualified instructors without negatively impacting operations in the short term.
- 2. Financial Incentives:** Lack of additional compensation for instructors affects their motivation to engage in the teaching process.
- 3. Expertise Shortage:** Finding qualified specialists willing to serve as instructors is challenging in some professions.

Strengthening College-Private Sector Partnerships

Overview

- Skills Agency, in collaboration with the Georgian Chamber of Commerce and Industry, offers regular **workshops and events for colleges** to discuss best practices and support collaboration with the private sector.
- Skills Agency is establishing a **Vocational Teachers' Network** for educator growth.
- **23 Institutions:** Engaged in at least one dual education program.

Challenges

- **Understanding & Staffing:** Limited staff and difficulty in grasping the private sector mindset.
- **Financial Model:** Funding structures don't incentivize dual education programs.



Piloting of Midterm and Qualification Exams in Dual Education Programs

Overview

- **Mandatory qualification exams** in all VET programs from 2024 for diploma eligibility.
- **Exams will be organized by an external body:** Sector Skills Organization (SSO).
- **Concept paper** developed with GIZ support.
- 10 pilot exams conducted in 2023 with the support of Skills Agency and donor organizations.
- **Sectorial experts involved**, aiming to boost private sector trust in vocational diplomas.

Challenges

- **Assessment Instruments:** Resource-intensive to develop comprehensive and objective tools for all professions.



Initiatives for Expanding Work-Based Learning (WBL) Reach



WBL Space Platform

- Serves as a hub for WBL policy dialogue, involving donor organizations, public and private entities, experts, and colleges.
- 2 coordination meetings already held, with more planned.

Regional Outreach

- In 2023, Skills Agency, with regional administrations, organized 10 meetings in various regions to engage local businesses.
- More than 500 organizations discussed their skill development needs.

Thank you



Skills
Agency
Georgia

Learn from and exchange with new and old Members

Ms Olga Kafetzopoulou,
Director for VET & LLL Planning and Development, Ministry of
Education, Religious Affairs and Sports, Greece

Facilitation:

Mr Ulrike Damyanovic, Senior Human Capital Development Expert - Focal
point for South-Eastern Europe and Turkey - Country Liaison for Montenegro

Latest developments in Adult Apprenticeship scheme in Greece

Olga Kafetzopoulou, Director for VET & LLL Planning and
Development

Thanos Tsagatakis, Head of Dept. Linking VET and LLL with
Labor Market

General Secretariat for VET & LLL
Ministry of Education, Religious Affairs and Sports



- 1. Why did we design an Adult Apprenticeship Scheme?**
- 2. What are the main differences from a traditional scheme?**
- 3. What have we changed in the last 3 years?**
- 4. What are the main achievements?**
- 5. What are the future challenges?**

Why did we design an Adult Apprenticeship Scheme?



1. A traditional scheme has been implemented since 1952- Ministry of Labor
2. The pre-existing scheme was mainly chosen by adults (aged 18-24)
3. Compulsory education graduates seem to have difficulty getting integrated into a workplace as apprentices
4. Greek employers prefer adult apprentices due to labour legislation
5. Greek SMEs don't have the resources to provide general education skills
6. Vocational education needed strong support to overcome stereotypes
7. Ministry of Education needed a scheme to boost VET attractiveness
8. Greece had to follow up on European Initiatives to face young unemployment...

What are the main differences from a traditional scheme?



KEY Features

- ✓ Strategic Plan
- ✓ Apprentices profile: Graduates of VET schools (NQF, EQF 4)
- ✓ Age: 18+ (no upper limit)
- ✓ Dual learning: Laboratory course (20%) & on-the-job training (80%)
- ✓ Curriculum: based on learning outcomes
- ✓ Contract, daily allowance and full insurance
- ✓ Cooperation between the training structure and the company
- ✓ Duration: 9 months (2016-2020)
- ✓ Certification Exams: Diploma NQF, EQF 5

What have we changed in the last 3 years?

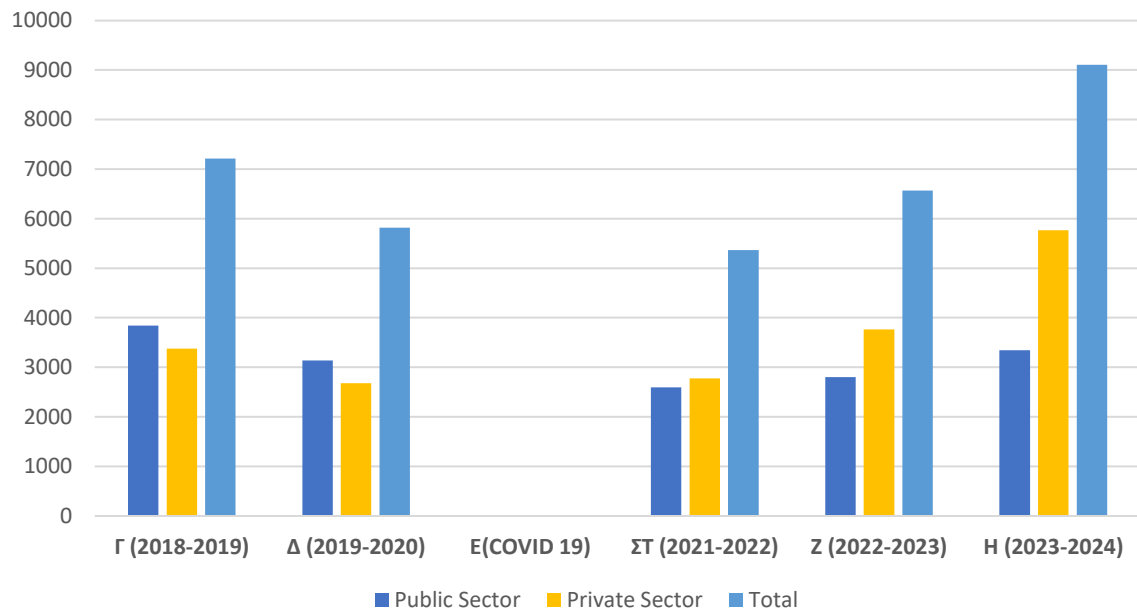
- ✓ New EAFA National Commitment & EAFA pledge
- ✓ New Governance at national/regional/sectoral level
- ✓ New Quality Framework for all Apprenticeship schemes
- ✓ New common apprenticeship contract
- ✓ Model Training guide (Curricula Template)
- ✓ Duration adapted to each specialty's curriculum
- ✓ 8 hours a day instead of 7
- ✓ Increase in the apprentices' remuneration by 25%
- ✓ Employers' Register
- ✓ Teachers employed especially for apprenticeship classes
- ✓ Provisions for distance learning
- ✓ Provisions for mobility
- ✓ Access to Tertiary Education for certified apprenticeship graduates
- ✓ Full support by IT System



**VET Reform
12/2020**

What are the main achievements?

Apprenticeship placements by sector



Evolution of number of Apprentices



What are the future challenges?



- ✓ Establish the culture of apprenticeship
- ✓ Evaluation
- ✓ Quality Assurance
- ✓ Graduate Tracking Mechanism
- ✓ Provision of new specialties based on documentation
- ✓ New training guides (curricula) by social partners
- ✓ Certified employers/companies
- ✓ Certified Trainers
- ✓ Meet the EU targets (Green Transition / Digitization)
- ✓ Listening to apprentices', VET teachers', employers' ... society's needs!!



**Thank you for listening to our
experience**

**We are at your disposal for any
questions**

Learn from and exchange with new and old Members

Mr Robert Van Wezel, SBB - Vocational education Labour
Market, Netherlands

Facilitation:

Mr Timo Kuusela, Senior Human Capital Development Expert - Focal Point for
Eastern Partnership - Country Liaison for Georgia and Belarus

Apprenticeship in the Netherlands (characteristics & developments)

Rob van Wezel, Policy Advisor, SBB

r.vanwezel@s-bb.nl

Characteristics Dutch VET

Combination of

- centralised education policy
- decentralised administration and management of schools
- role of social partners (employer organisations and trade unions)

In vocational education

- **WHAT** should be taught is defined on central government level: e.g. qualifications and examination requirements
- **HOW** this is done, is up to the schools: organisation, housing, curriculum (on the basis of a prescribed qualification dossier), didactical approach, teaching material, use of ict
- **SBB** Foundation for Cooperation on VET and Labour market

Two pathways

- Two pathways
 - school-based pathway: 20 – 60% practice
 - practice placement agreement (limited compensation)
 - work-based pathway: > 60% practice
 - labour contract with employer (minimum wage)
- Leading to the same diploma/qualification

NLQF/EQF level 1: Assistant level

NLQF/EQF level 2: Basic vocational training

NLQF/EQF level 3: Professional training

NLQF/EQF level 4: Middle-management / specialist training

Threefold qualification

- Qualifying for the labour market
- Qualifying for further education
- Qualifying for good citizenship

VET facts & figures

- 482.000 students (22-23)
 - Schoolbased / internship 339.000 (72%)
 - Workbased / Apprenticeship 136.000 (28%)
- 40% of the level 4 students continue studying at higher education
- 40% of the Dutch work force has a VET-diploma
- About 500 qualifications
- 58 educational institutes
 - 41 regional colleges, 6 agricultural colleges, 11 specialised colleges
- 256.000 accredited training companies (7.900 outside the Netherlands, 80% Europe)
- 300.000 in-company practical trainers

SBB

- SBB: Foundation for Cooperation on Vocational Education, Training and Labour Market
- Public organisation, funded by Dutch Ministry of Education
- Board
 - 12 members
 - Equal representation education and social partners (6/6)
 - Education: government funded education (schools and VET council), private education
 - Labourmarket: (employer organisations and trade unions)

1. Accreditation, coaching and advice for workplacement companies
2. Maintenance and development of (parts of) qualifications
3. Research: labour market, work placement and efficiency
4. (Policy) advice on connection VET and labour market: sector committees and thematic advisory committees
5. Credential evaluation for VET

(Policy) advice on connection VET and labourmarket: sector committees

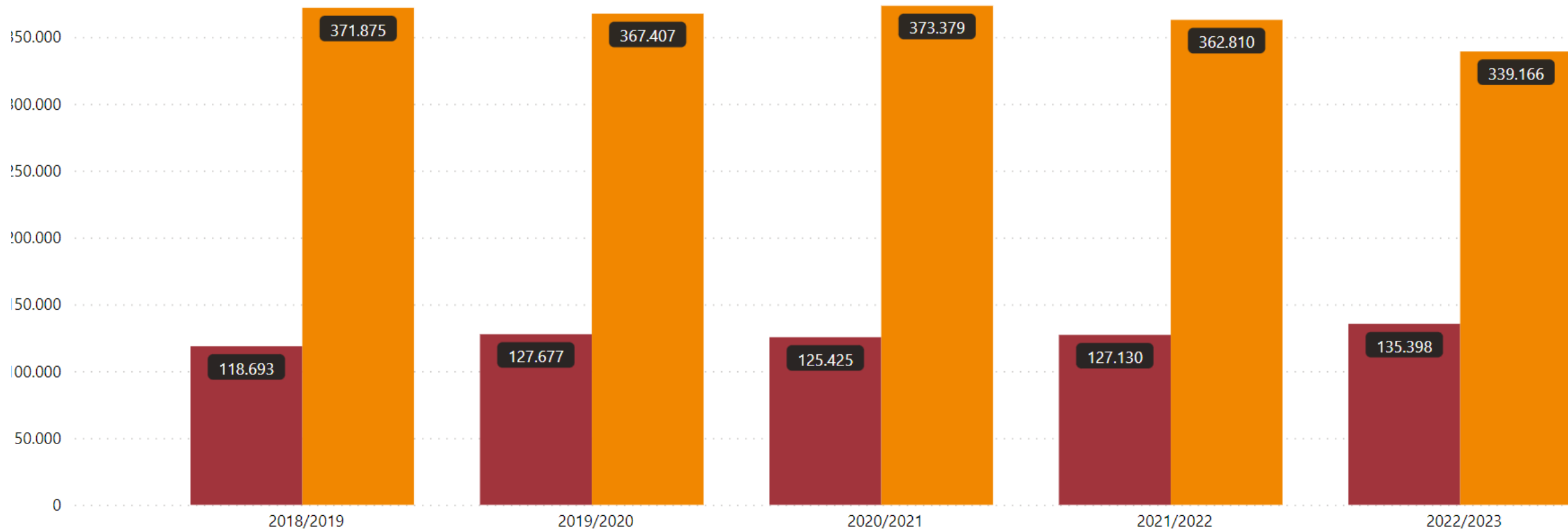
9 Sectoral Committees

- Healthcare, well-being and sports
 - Mobility, transport, logistics and maritime
 - ICT and creative industry
 - Technology and built environment
 - Commerce
 - Food, green and hospitality
 - Business services and security
 - Specialist craftsmanship
 - Entry level
- Metalworking and electrical engineering
 - Process- and laboratory industry
 - Technical installations and systems
 - Civil and commercial construction
 - Specialized contracting industry
 - Infrastructure
 - Finishing and maintenance construction
 - Woodworking and furniture

Developments

- Number of participants apprenticeship
- Impulse of apprenticeships
- Jobs for the future
- Efficiency of education
- Quality Assurance of apprenticeships (Stagepact)

Apprenticeship



Leerweg ● BBL ● BOL

Impulse

Ministerie van Onderwijs, Cultuur en
Wetenschap

> Retouradres Postbus 16375 2500 BJ Den Haag

De voorzitter van de Tweede Kamer der Staten-Generaal
Postbus 20018
2500 EA DEN HAAG

Middelbaar Beroeps
Onderwijs
Rijnstraat 50
Den Haag
Postbus 16375
2500 BJ Den Haag
www.riks-overheid.nl

Agreement between Min of Education, employers and education

Prognose 2030 (without intervention 23% apprenticeships)

NOW 2022 % of apprenticeships 28%

AIM: 2030 % of apprenticeships 35%

First indication 2023-2024 + 2,4% (prognose – 4%)

- Increase % vacancies companies
- Switch of students schoolbased to workbased pathway

Impulse



Rijksdienst voor Ondernemend
Nederland



Hoogte subsidie (bij voldoen aan voorwaarden):

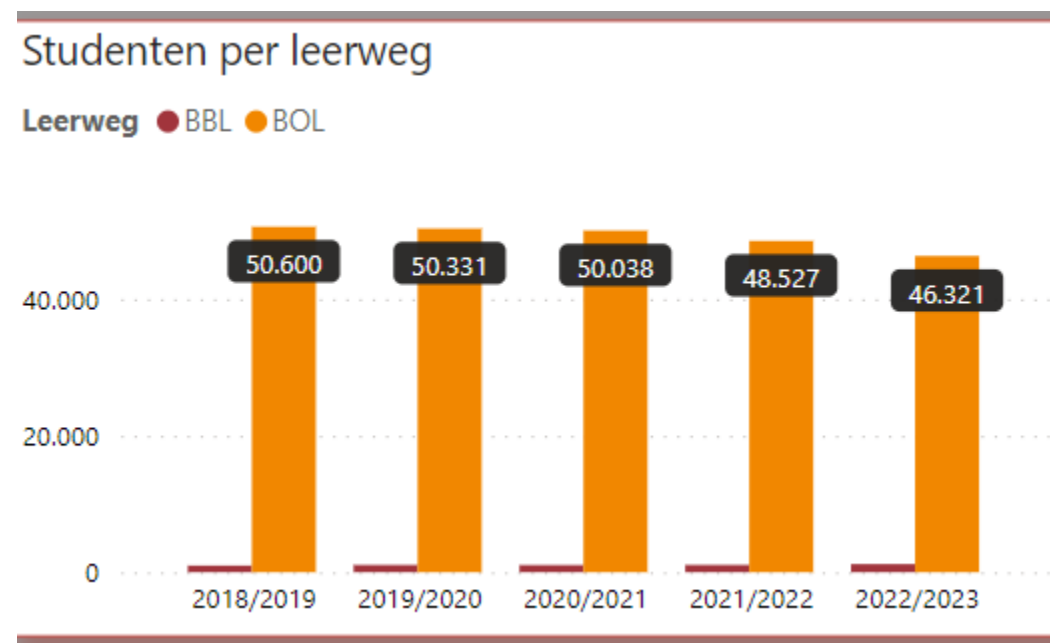
Maximaal € 2.700 per gerealiseerde praktijk- of werkpleerplaats

> Retouradres Postbus 16375 2500 BJ Den Haag

De voorzitter van de Tweede Kamer der Staten-Generaal
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Agreement between Min of Education, employers and education

One of the actions is to draw attention to the added value of apprenticeship courses for young people and adults in sectors that have no tradition in this (such as the ICT sector)



Impulse

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www.riksoverheid.nl

Discussion between government, employers and education

- What are the obstacles for students and companies?
- What kind of solutions are visible?
- Good practices of apprenticeships?
- What actions should be taken?

Solutions to give an impulse to apprenticeships

- Improve the quality of information and orientation on apprenticeship for students and for sectors without an apprenticeship tradition
- Increase the apprenticeship offer in schools
- Facilitate transition to apprenticeship (schoolbased – workbased)
- Improved guidance for apprenticeship students
- Sectors where many school leavers have a part-time job, encourage to strengthen apprenticeship
- Offer more options for customization apprenticeship courses for potential (older) students (LLL) with a focus on upskilling, retraining
- Combat the loss of income for incoming (older) students (LLL) (for example, benefits from previous job)

Climate-related jobs needed in the sector of ‘Technology and built environment

- SBB’s 2022 report on ‘Climate-related jobs” initially provided an overview of the jobs needed in the sector of ‘Technology sector’, to meet the objectives set by the government in relation to climate, energy and housing.
- What are the jobs?
Where are the (potential) students
- Initial students (from pre-vocational education)
- Update qualifications OR new qualifications)
- Opportunities for Life Long Learning (upskilling, retraining ...)
- Certificates with direct relevance for the labour market



GREENING
Apprenticeships

THE NETHERLANDS

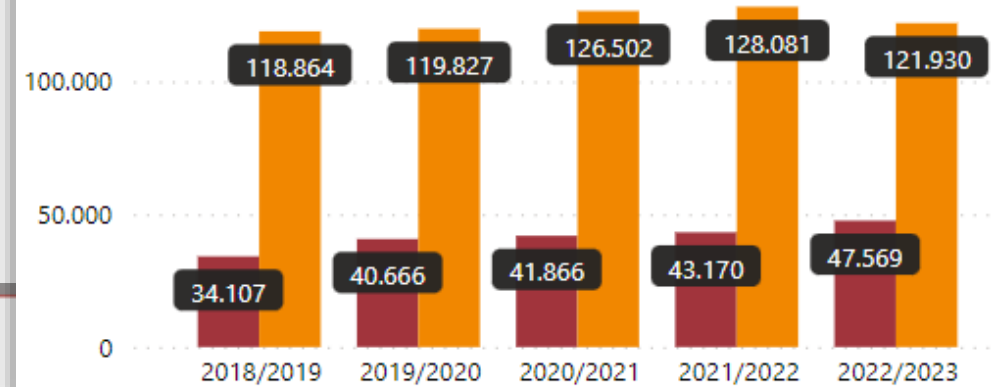
Efficiency of education



Healthcare

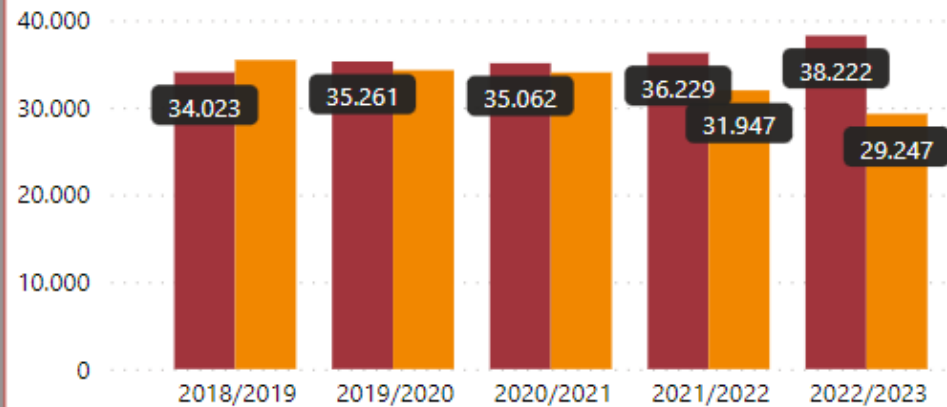
Studenten per leerweg

Leerweg ● BBL ● BOL



Studenten per leerweg

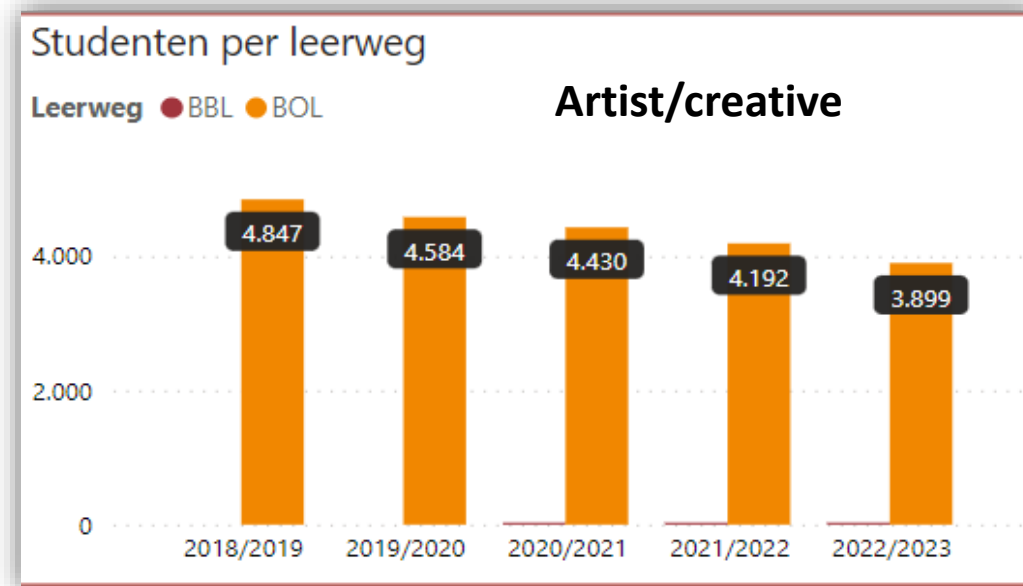
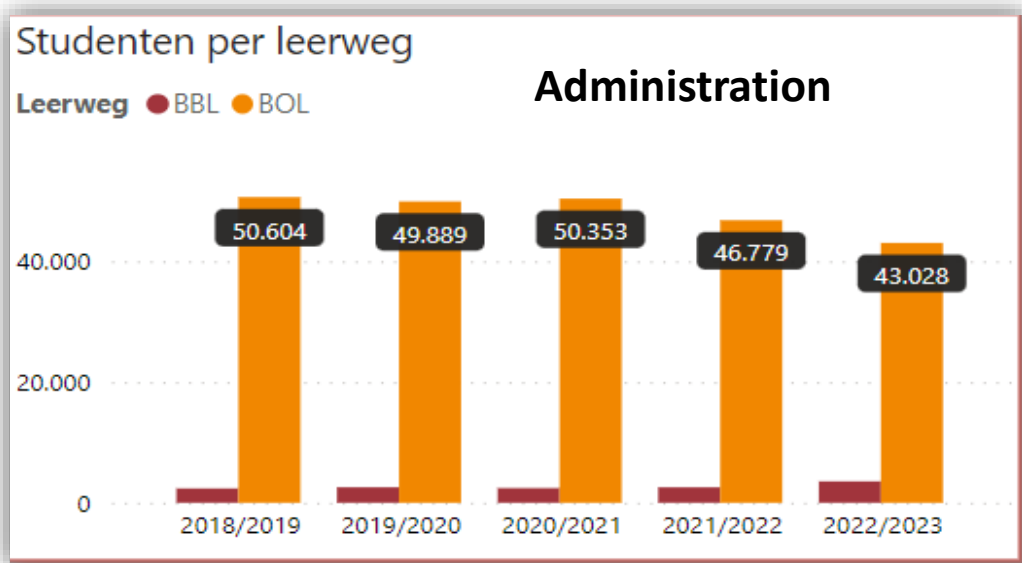
Leerweg ● BBL ● BOL



Technical sector



Discussions



- Do we need a numerus fixus?
- How to encourage students' pre-vocational education for sectors with shortages?
- Regional education in relation with the demands of the regional labour market

Quality assurance: Accreditation of work placement companies

Workplacement protocol between all stakeholders

SBB checks the following aspects:

- Safe learning environment
- Sufficient training opportunities
- Experienced in-house workplace trainer
- Willingness to cooperate with VET institute and SBB

All accredited companies in www.stagemarkt.nl



	Student	School	Work placement company	SBB
Preparation and matching	<ul style="list-style-type: none"> Searches for information about the company Familiarizes himself/herself with sectors, occupations, companies and learning opportunities Knows what he/she wants to learn Is motivated Makes a good impression on the company 	<ul style="list-style-type: none"> Prepares the students in practical terms for the work placement Supports the students while they look for a work placement Ensures a good match between the student and the company Provides company orientation, and presentation and job application skills Provides clear information before the start of the work placement period about the responsibilities and obligations of the company and the school Makes specific agreements with the company in the work placement contract about the form and content of the work placement, the method and frequency of support, the personal learning programme and examination methods 	<ul style="list-style-type: none"> Is a by SBB accredited work-placement company Investigates whether the expectations of the student and the company are a good match Makes specific agreements with the school and the student about form, content, support and assessment of the work placement Records these agreements in the work placement contract provided by the school 	<ul style="list-style-type: none"> Ensures there are enough accredited work placement companies and recruits new companies as required Provides accreditation within two weeks Publicizes the companies with workplacement opportunities in SBB's public register and on www.stagemarkt.nl Supports the company presentation on www.stagemarkt.nl Supports the school in using www.stagemarkt.nl and in matching the student with the work placement company
Work placement period	<ul style="list-style-type: none"> Is well prepared and motivated to start the work placement Keeps to the agreements defined in the work placement contract Follows the instructions of the work placement supervisor Gives feedback to the school work placement supervisor 	<ul style="list-style-type: none"> Ensures that the student and the work placement supervisor know who the school contact person is, and when he/she is available Provides sufficient support in line with the agreements in the work placement contract Monitors progress and the match between the student's learning objectives and the learning opportunities at the work placement company Provides a competent and dedicated work placement supervisor 	<ul style="list-style-type: none"> Provides the student with day-to-day supervision and training at the work placement company Provides a qualified, motivated and accessible work placement supervisor Carries out coach interviews and progress meetings with the school supervisor and the student 	<ul style="list-style-type: none"> Trains and coaches the work placement supervisor and provides them with advice and resources so that they can do their job properly Encourages the equal partnership between school and company If necessary, provides replacement workplacement for the student, in consultation with the school
Assessment	<ul style="list-style-type: none"> Ensures that every component of the work placement programme has been completed and submitted 	<ul style="list-style-type: none"> Ensures an objective assessment of the student Has contact with the company about the assessment of the work placement and the evaluation of the work placement period. The school takes the initiative Includes the company's judgement of the student's work placement as part of the assessment Provides the company with feedback about the assessment 	<ul style="list-style-type: none"> Assesses the student at the end of the work placement period in line with the agreements in the work placement contract Maintains contact with the school about the student's work placement assessment 	<ul style="list-style-type: none"> Trains and coaches the work placement supervisor in carrying out valid and objective assessment Provides the work placement supervisor and the company with advice and resources so that they can assess well
Evaluation	<ul style="list-style-type: none"> The school and the company evaluate the work placement with the student The school and the company evaluate their collaboration during the work placement and see where improvements can be made Based on these evaluations, the work placement advisor from SBB determines whether the company, together with this work placement supervisor, can be considered a 'durable' work placement company The work placement advisor from SBB supports the company if they require help in drawing up and implementing a plan for improvement If necessary, the work placement advisor from SBB terminates the work placement company's accreditation 			<p><i>Established by MBO Raad, SBB, MKB-Nederland, VNO-NCW and the Ministry of OCW op June 10, 2009</i></p> <p><i>Updated by the board of SBB on July 3, 2015</i></p>



Any questions ?

r.vanwezel@s-bb.nl

WBL and apprenticeships in Italy and Piemonte: an introduction to the Site visits

Ms. Raffaella Favro, Regione Piemonte, Direzione Istruzione,
Formazione e Lavoro - Settore Formazione Professionale

Facilitation:

Ms. Emmanuelle Roure, Team Leader, DG EMPL, European Commission

Model features



Participatory Governance
coordinated by Piedmont Region



Little bureaucracy (Informative system
and standard costs)



Communication and Promotion
Strategy



Unified Regulatory framework



Integrated planning of European
Structural and Investment Funds



Wide, innovative and tailor-made
training offer, **always available**

School education – Results 2017-22



Governance: Regione, USR, ANPAL Servizi, Agenzia Piemonte Lavoro and Unioncamere



Definition of **duration of training**, internal and external, by type of school and address



Co-planning and **tutoring** services for training carried out in companies, provided by schools

School apprentices: 820

2022/23: **174**

2021/22: **143**

2020/21: **146**

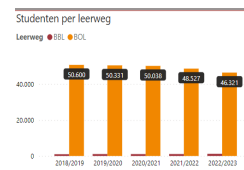
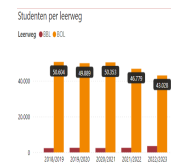
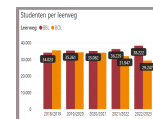
2019/20: **154**

2018/19: **115**

2017/18: **88**



- 38% Class IV
- 62% Class V



Offer reserved for students enrolled in **classes IV** and **V** in high schools of Piedmont

Accompaniment and support for schools by Region and ANPAL Servizi

School: 35

- 52% Technical institutes
- 45% Professional institutes
- 3% High schools

Companies: 371

- 35% Manufacturing
- 28% Trade

Higher education and research – Results 2017-22



Individual activities

Co-planning and tutoring services



Group activities

Ad hoc designed Masters

2.128

Apprentices employed

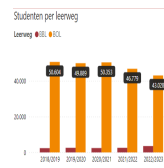
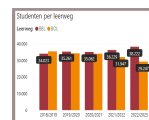
962 → Master degree

540 → ITS

530 → Research activity

74 → PhD

22 → Degree



Offer reserved for students enrolled in **tertiary education courses** of Piedmont

Accompaniment and support for educational institutions and universities by Region

741 Enterprises

- 51,7% Manufacturing
- 17,8% Technical and Scientific Activities
- 17,4% ICT

About 80% of financed paths focused on *Industry 4.0* and *digital transformation*

About 50% of paths are developed in synergy with Research and Innovation projects of ERDF (*European Regional Development Fund - FESR*)

WBL and apprenticeships in Italy and Piemonte: an introduction to the Site visits

Ms. Lisa Rustico, Human Capital Development Expert –
Work-based learning - Country Liaison for North
Macedonia, ETF

Facilitation:

Ms. Emmanuelle Roure, Team Leader, DG EMPL, European Commission

Piazza dei Mestieri.mp4



ENGIM.MOV



Site visits

	Piazza dei Mestieri	ENGIM-Gerla	IVECO-Polytechnic
Why this visit?	Both VET provider and company, a system	Business-led initiative	Higher education level, greening
Scope	WBL & apprenticeships	Apprenticeships	Apprenticeships
Sectors	Several	Baking and pastry	Automotive
Programme(s)	IVET three- and four-year programmes	IVET three- and four-year programmes	Two-year master's degree
EQF level(s)	3 and 4 + 7	3 and 4	7