



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 back

Giorgios Zisimos, Head of Policy Advice and EU
Programming Unit, ETF

AGENDA DAY 2 – 12 OCTOBER 2023

Chair: Mr Georgios Zisimos, Head of Policy Advice and EU Programming Unit, ETF

Time	Title / Description
09:00 – 9:30	Feedback from the site visits
09:30 – 9:45	Western Balkans Alliance for Work-Based Learning – recent activities and developments
9:45 – 10:45	Thematic focus 1: Higher level apprenticeships
10:45 – 11:15	Coffee Break
11:15 – 12:15	Thematic focus 2: In-company trainers – Concepts, challenges, perspectives
12:15– 12:30	Conclusions and closing of the seminar
12:30 – 13:30	Lunch and departures

Feedback from the site visits

Joaquim Santos, Policy Advisor, Federação Nacional da Educação

Aneta Petrovska Rusomarski, Head of Human Resources and Organisation, EVN Macedonia

Mustafa Çolakoğlu, Professor, Cappadocia Innovation Institute Teknoloji Limited Şirketi

Facilitation:

Mr Christian Wagner, Team Leader, EU4Youth Phase III Technical assistance component - Youth Employment and Entrepreneurship, CPMA – Lithuania



Co-funded by
the European Union

#EU4Youth

EU4YOUTH PHASE III YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

European Alliance for Apprenticeships (EAfA) Seminar for EAfA partner Countries

Turin (Italy), 11-12 October 2023



EU4Youth phase III is focused on...



EDUCATION & EMPLOYABILITY

Developing work-ready skills, capacity building to create more education and employment opportunities, formal and nonformal education and other career development support.



ENTREPRENEURSHIP & EMPLOYMENT

Increasing entrepreneurial skills and investing in initiatives to promote (social) entrepreneurship education, including on green and digital innovation. Promoting more quality jobs, especially for disadvantaged youth and developing targeted youth employment measures.



ENGAGEMENT & EMPOWERMENT

Enhancing participation in society through increasing youth awareness about policy developments, supporting a more structured youth dialogue and improvements in policy design on youth matters geared towards strengthening young people's civic participation.

EU4YOUTH PHASE III YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

Three components:

Component 1 - Grants

- **Nine EU4Y grant projects selected and started implementation** as of June/July 2023
- Topics: From “Enhanced perspectives on the labour market through low-threshold access to digital and entrepreneurial competences for young disadvantaged people in Moldova and Ukraine” to “Strengthening cross-sectoral cooperation for youth entrepreneurship education in the South Caucasus” → **clear focus on entrepreneurial skills / mindset; digital skills; vulnerable groups; linkage to labour markets; (social) entrepreneurship promotion;**
- Multinational teams / project consortia as implementers


Component 3 – Scholarships

- In total 75 scholarships to be awarded to students from EaP countries to study at College of Europe, Natolin Campus

EU4YOUTH PHASE III YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

Three components:


Component 2 – Technical assistance

- **Support and capacity building to Public Employment Services in EaP countries; support to networking and benchlearning to promote an EaP PES Network**
 - **Youth Guarantee – type piloting in Georgia and Moldova**
 - **Think Tank for Apprenticeships**
 - **National Steering Groups (with PES involvement)**
 - E-learning courses for young entrepreneurs of the creative industry cluster + soft skills courses (eLearning) on Negotiation skills, Lean Six Sigma and Anger management
 - Chatbot games to promote and raise awareness for decent work conditions among youth
 - EntreComp framework for Ukraine
 - Provision of background information on e.g. apprenticeship schemes, WBL, YG good practices
- 

EU4YOUTH PHASE III YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

Focus on regional approach and strong cooperation:

EU4Youth Phase III is embedded into overall EU4Youth approach and EU and international cooperation

- EU4Youth Phase IV – Youth Empowerment and Engagement (GIZ)
 - EU4Youth Coordination and Support (to be “re-started” in Q4 2023)
 - EU Commission DG NEAR, DG EMPL, DG EAC
 - Bilateral projects (e.g. EU funded Skills4Jobs in Georgia)
 - EU4Culture and EU4Business
 - **European Training Foundation (ETF)**
 - **EU PES Network → EaP PES Network**
 - International partners (e.g. YouthWiki – Council of Europe; UN organisations; ILO etc.)
 - Employment and Entrepreneurship to be seen in context with youth engagement and empowerment → holistic approach
- 

Special measures for Ukraine to strengthen societal and economic resilience



- Supporting young entrepreneurs and job seekers working with charity fund “Spivdiia”: mini-grants, career services,...
- Research “Returning from the war!” to define social profile of ex-combatants and young veterans
- Direct support to the National NGO Coalition assisting people with intellectual diseases and their family members
- Support to youth centres – youth mobilization and engagement

Contacts

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EU4Youth phase III – Employment and Entrepreneurship

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E-mail.: christian.wagner@proqualityconsult.de

Feedback from the site visits

Joaquim Santos, Policy Advisor, Federação Nacional da Educação

Feedback from the site visits

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Feedback from the site visits

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Cappadocia Innovation Institute Teknoloji Limited Őirketi

Western Balkans Alliance for Work- Based Learning – recent activities and developments

Ms Tina Saric, Director ERISEE

EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE)

– Main information

- International, inter-governmental organisation
- Ministries of education from 7 economies:
 - Albania, Bosnia and Herzegovina, Croatia, Montenegro, Republic of Moldova, Republic of North Macedonia, Serbia
- Regional cooperation for the benefit of national reform processes in education and training, monitoring EU trends and developments
- Regional projects, trainings, workshops, conferences, development of different material at regional level (recommendations, guidelines, standards etc.)
- Partners:
 - Ministries of education/Labour or economy (strategic level)
 - National agencies for VET, QA in pre-tertiary, QA in higher education, Teacher education and training agencies, Chambers of commerce (implementation level)
 - International organizations (ETF, RCC, SICI, WB6 CIF...)

EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE)

– Thematic areas

■ Pre-tertiary education

- Quality Assurance in pre-tertiary education – focus on external evaluation
- Teacher Education and Training – focus on digitalization

■ Vocational education and training

- Focus on modernization of VET, cooperation with business sector and work-based learning

■ Higher education

- focus on recognition of HE qualifications and quality assurance in higher education



VET area: WESTERN BALKANS ALLIANCE FOR WORK-BASED LEARNING

WBA4WBL: established within the Berlin Process to enhance cooperation between education and business and support WBL developments;

Members: VET agencies and Chambers of commerce from the WB; coordinated by ERI SEE

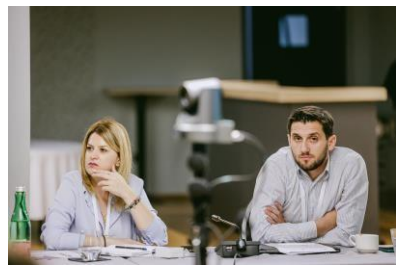
Current activity: Enhancements of quality in education and training in SEE (EQET SEE) project, funded by ADA

Main feature of the project: cooperation between education and business sector (VET agencies, Chambers of Commerce, education and business representatives) on the development of education and training material



OUTPUTS: WESTERN BALKANS ALLIANCE FOR WORK-BASED LEARNING STANDARDS

- Developed regionally-based occupational standards for agro-cultural technician and locksmith, hotel-restaurant technician, painter, tile-setter, floor-layer dry-construction worker
- Developed regionally-based qualification standards for agro-cultural technician and locksmith
- Developed national curricula for these two qualifications
- Developed methodologies for regionally-based occupational and qualification standards



OUTPUTS: WESTERN BALKANS ALLIANCE FOR WORK-BASED LEARNING SUPPORT TO E&T PROCESSES

- Developed guidelines for teachers for environmental, social and gender aspects
- Being developed: Teaching and learning material (emphasizing work-based learning components, environment, social and gender aspects)
- To be developed: Quality assurance mechanisms for work-based learning (through external evaluation)
- To be developed: Trainings for teachers and company instructors (emphasizing work-based learning components, environment, social and gender aspects)



IMPORTANT FACTORS for regional cooperation

- Partnership relationship between VET centres, Chambers of commerce and ERI SEE
- Identification of needs at national level as a basis for defining regional needs (mapping and matching exercises)
- Innovation (new approaches to regional material backed up by feasibility studies and/or methodology drafts)
- Flexibility in approaches (modification of methodologies, adjustment to national needs etc.)
- Integration of regional products into national systems
- Commitment to enhancements and quality
- Respect, listening and dialogue
- Anticipating future needs: renewable energy sector and further cooperation



Thematic focus 1: Higher level apprenticeships

Facilitation:

Ms Lisa Rustico, Human Capital Development Expert, ETF

Mr Matteo Sgarzi, Head of Mission International Relations, Centre d'études et de recherches sur les qualifications, France

Ms Tatjana Marinkovic, Professor of applied studies, Academy of technical applied studies Belgrade, Serbia

Mr Carlo Cavicchioli, Instructional Designer, ITS Sustainable Mobility, Mechatronics / Piedmont Aerospace, Italy

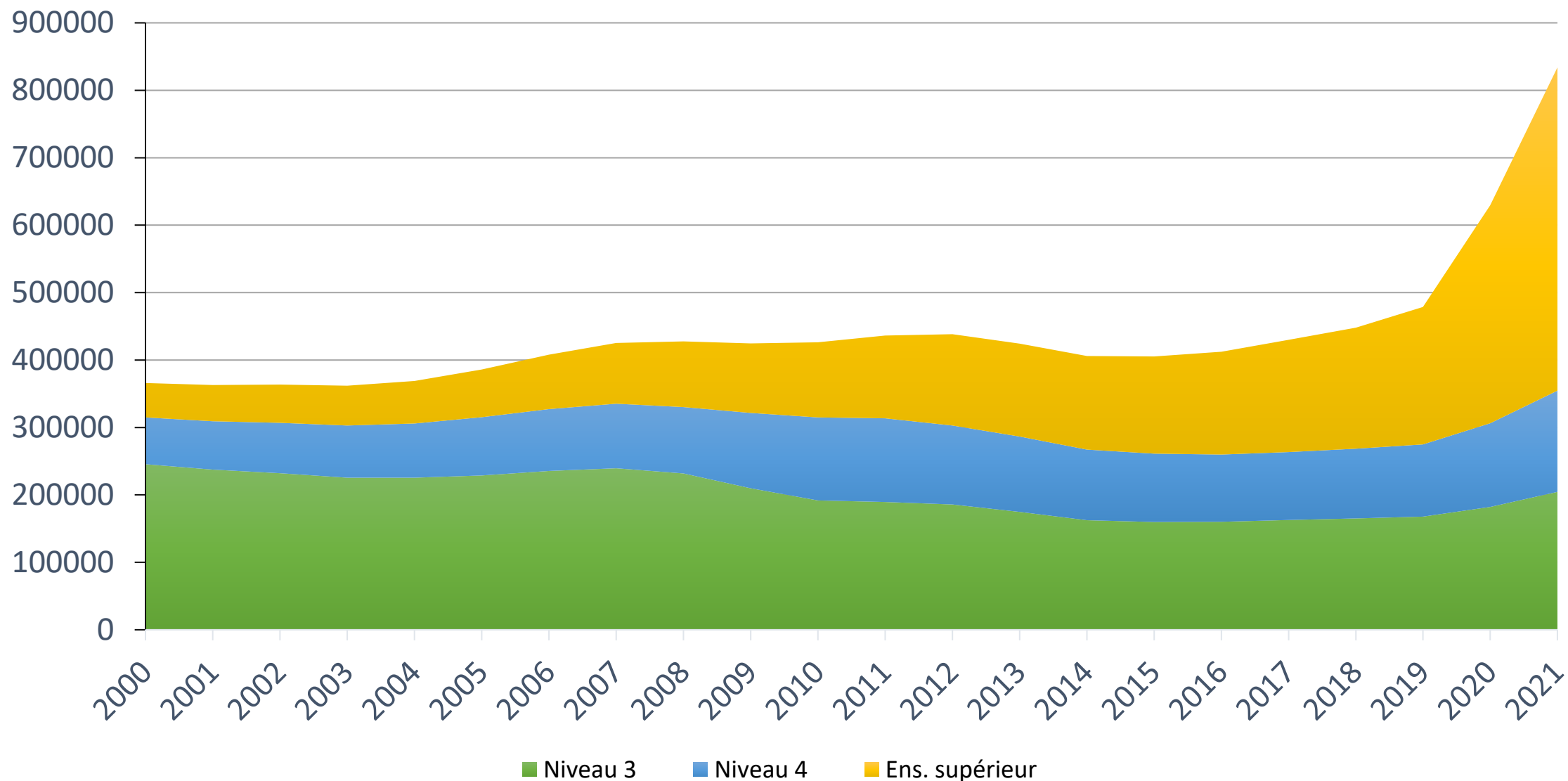
Ms Sigal Korem, Director, Braude College, Israel

High level apprenticeships

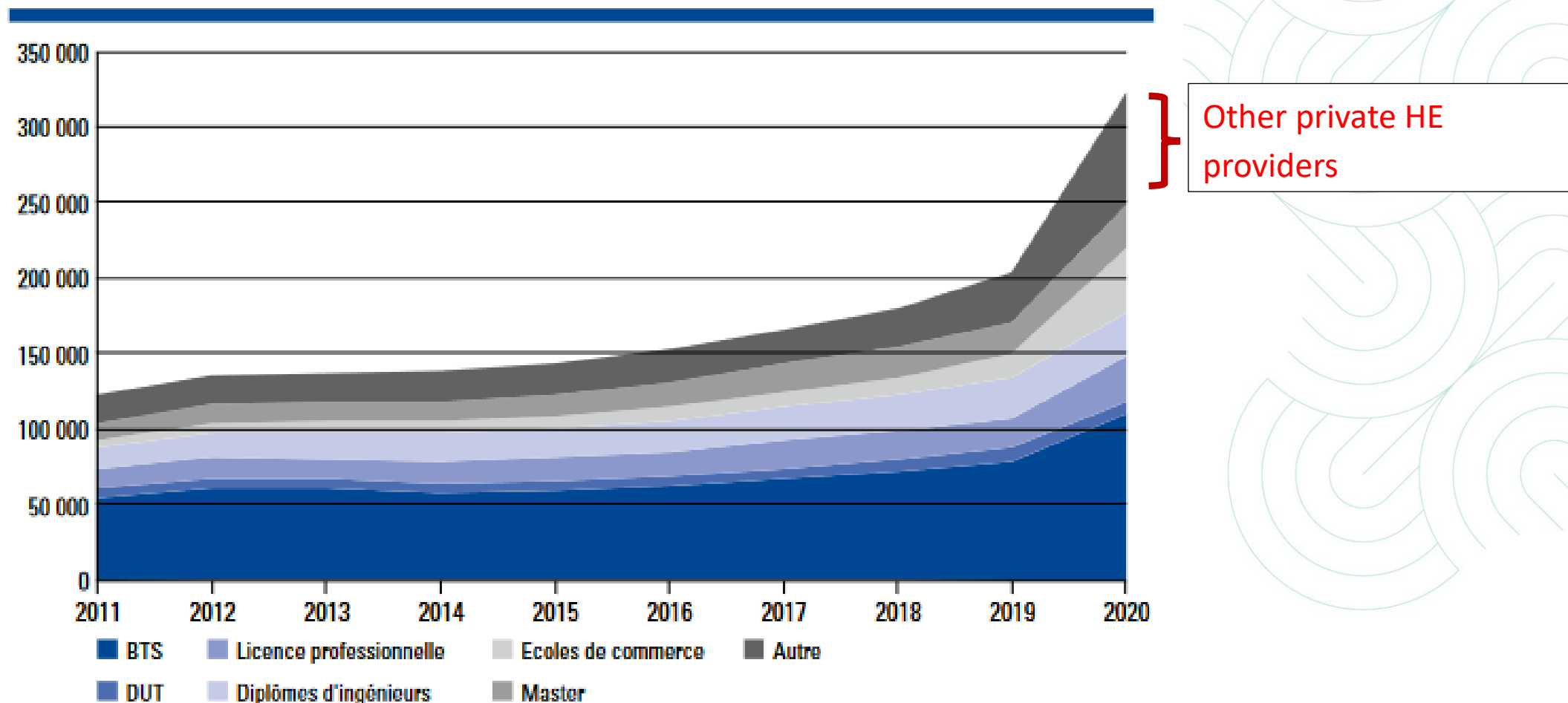
Country	Established in (year)	Qualifications (EQF levels)	Age requirement (min-max)	Type of contract	Typical duration	Share of in-company training	Participants (year)	Participants as share of all apprentices (year)
France	1987	5-8	18-29	Apprenticeship Contract	6 – 36 months	>25%	576,000 (2022-23)	60%
Israel	1998	5	18+	Depend on the programme	2 years	20-30%	1,100 (2023) in BRAUDE college	9% from all About 25% from 2 nd year students
Italy	2003	5-8	18-29	Employment contract	6 – 36 months	20-50% of the programme	1,166 (2019)	0.2% (2019)
Serbia	2019 (law) 2021 (first enrolment of students)	6-8	18+	Contract for learning through work	1 to 3 years	50% of the programme	89 (2023)	

Trend in the number of apprentices by level of training

(source: Cart, Toutin / Céreq)



Trend in the number of apprentices In Higher Education (source: DEPP/SIES)



Lecture : Il y a 323 000 apprentis dans l'enseignement supérieur en 2020 dont 109 500 préparant un BTS. L'empilement des courbes permet de visualiser comment se répartissent les apprentis entre les différents diplômes préparés.

Champ : France métropolitaine + DROM

Source : MENJS-DEPP, enquête SIFA, traitement MESR-SIES

Dr. Sigal Korem

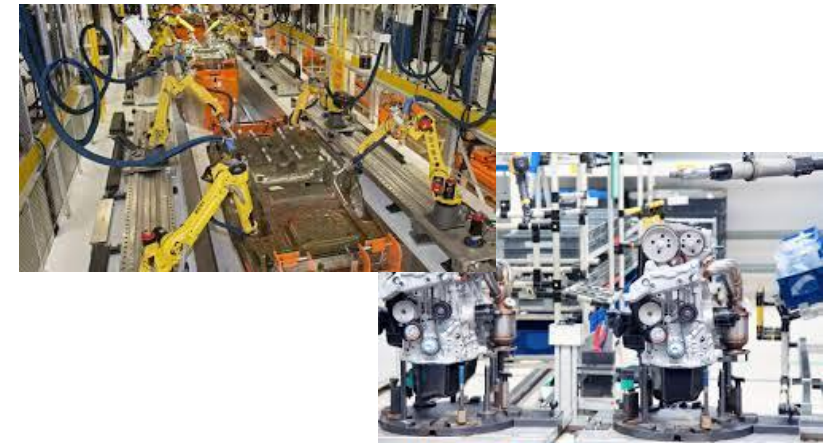
ORT BRAUDE

Technological College for Practical Engineering Karmiel

- Practical Engineering Training -P.E. Is non Academic studies on level 5 EQF, consists of 2000 study hours, including 300 hours dedicated to the execution of a Final Project or apprenticeship in the Industry.
- Equal opportunity in admissions, as there is no requirement for a Psychometric Grade or a full High School Diploma.
- Short Duration of Training for Certification: Two years in most day studies and three years in the evening study track.
- The studies are regulated by MAHAT - the National Institute for Technological Education and Training, under the supervision of the Ministry of Labor



- The standard program doesn't incorporate the industry as an essential partner in the studies. However, today, I will present few models that foster collaboration with the industry and encompass apprenticeship components.
- 1. Direct to industry program
- 2. The national program
- 3. Up-skilling programs



- Collaborative classes established in partnership with industrial companies involved in candidate selection and recruitment.
- Cooperation between ATIDIM philanthropic fund, the industry, and the college.
- We have had classes Iscar, Israel Rail, Bazzan, Tami Fertilizer, and IEC (women's class).
- In recent years, the annual RAPHAEL Class has been successfully implemented.

Entry exams

17-18 Months

Industry Fitted Training

Very Small Dropout

Living Scholarships

Guaranteed Employment

- Studies continue for 17 months (instead of 2 years) and conclude with placement in the industry.
- The student get a monthly living scholarship
- The company and the college build the curriculum together, which aligns with Mahat's (National Institute for Technological Education and Training) demands and the company's needs.
- The students have ongoing contact with the company, with organized visits to the industry and sometimes receiving extra tuition from workers.
- Immediately after graduation, they are placed in RAFAEL- defense systems to begin a **6-month apprenticeship period with an adjacent mentor.**



- **A combination of P.E. studies with a weekly two-day work experience (apprenticeship) in the industry, lasting at least 500 hours.**
- Students join the program after completing their first year of studies, following some special preparation during that initial year.
- The industry provides students with a salary and receives partial reimbursement through the National Program. This initiative aims to incentivize industry engagement and facilitate effective mentorship



- The college manages the apprenticeship placements, overseen by a dedicated employer coordinator.
- The college's apprenticeship coordinator assists students with CV writing, job interviews, expected conduct, and functioning throughout the apprenticeship.
- This coordinator also provides support during the apprenticeship, resolving issues and facilitating communication between the company and the college.
- Six months after graduation, 62% of individuals are employed, compared to 38% in regular classes.



CHALLENGES

- Intensive programs demanding significant dedication from the students.
- Requires resources for living expenses, scholarships, and tuition fees
- Special coordinators are required in order to keep the connection student- industry – college strong enough.



ADVANTAGES

- Students are selected by the company.
- The curriculum is tailored to align with the company's requirements.
- Highly motivated students.
- Remarkable graduation rate with numerous students achieving honors.
- No time is wasted between studies and placement
- The apprenticeship is exceptionally effective, facilitated by a strong connection with the company throughout the study period.
- Enhanced employee mobility
- Increased productivity.
- The college's employer unit actively engages with the surrounding industry, fostering significant collaboration and involvement



- **These classes are designed to elevate industrial workers to a Practical Engineering level. The curriculum is developed in collaboration with the company, enabling workers to balance their employment with studies.**
- We offer various models for these classes differ in the hours the company allocates for study hours per week.
- We run such classes in different fields: food manufacturing, metal industry, electronics company and more.
- *ISCAR is the largest among the 15 companies that constitute the IMC group (International Metalworking Companies Group)*



- The 'TNUVA' Class, in partnership with Tnuva, Israel's largest food manufacturer..
- Tnuva selects participants for the upskilling program based on their motivation and input from managers.
- Students commit to two days of study each week, including Fridays, without any reduction in their salary.
- **Similar to the other models, apprenticeships commence in the second year, facilitating moves to new positions**



- We achieved a graduation rate of 95%, with a notable number of students earning honors
- On average, their salaries increased by 36%
- All participants were promoted to higher positions within the factory. The majority transitioned from Machine Operators to Maintenance Mechanics, while one individual now serves as a Safety Coordinator
- The remarkable increase in productivity has led the company to introduce second and third classes in two distinct areas in Israel
- The employees are very proud of their achievements and are incredibly thankful to the company



<https://www.youtube.com/watch?v=t0TwPOyYJck>

Thank you!

Questions & Answers

Coffee Break

Thank you! See you in 30 minutes !

Thematic focus 2: In-company trainers – Concepts, challenges, perspectives

Panel discussion

Facilitation:

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

Ms Alessandra Biancolini, Policy Officer, ANPAL, Italy

Mr Mergim Jahiu, Senior Advisor, Swiss Federal University for Vocational Education and Training (SFUVET), Switzerland

Ms Sara Mandis, Policy and Research Assistant, European Apprentices Network (EAN)

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Cooperation is the bridging element in tutorship activity in Italy

THE SCHOOL TUTOR – THE IN-COMPANY TUTOR



- Establishing a dialogue and initiating a cooperative approach, specifying roles and responsibilities
- Speaking the same “language” for assuring the training “success” of the whole learning experience
- Harmonizing the Individual Training Plan and integrating the two learning components of dual education
- Managing digital tools (especially after Covid pandemic) and ability of providing distance learning to train and/or update skills

The profile of an in-company trainer in Italy

Who?

No minimum formal qualifications required by law but a minimum work experience in the field (professional qualification and identity in the Job collective agreements)

Where?

Appointed at firm level, in any field in any size (small, medium, large and micro)

What?

Typical tasks in the working venue (introducing in the working environment, prepare , organize and deliver training in the workplace, outlined in the ITP, supervising and monitoring progress (updating logbook), cooperating in skills assessment and certification of competences acquired in the workplace

How?

Transversal tasks and functions

Guiding and Mentoring: the importance of psycho pedagogical skills!

Supporting teachers and trainers in dual education in Italy: the experience of Qualit project in the cooperation Italy- Germany

IT-GER Bilateral cooperation on VET

- Joint activities of the signatories of the Memorandum of Understanding IT-DE as well as activities of the social and network partners



Needs analysis on qualification requirements of dual tutors in Italy (2017)



Focus Group Workshops on experiences and challenges in the implementation of dual learning arrangements in Italy (2017-2018)



Support for the development of a qualification system of dual tutors in Italy - "QUALIT" Trainings (2018-2021) in the context of the implementation of Italian dual system reforms in the school system and the VET system

Quality: a blended training model for in –company trainers

2018-2021

300 tutors
and
«certified»

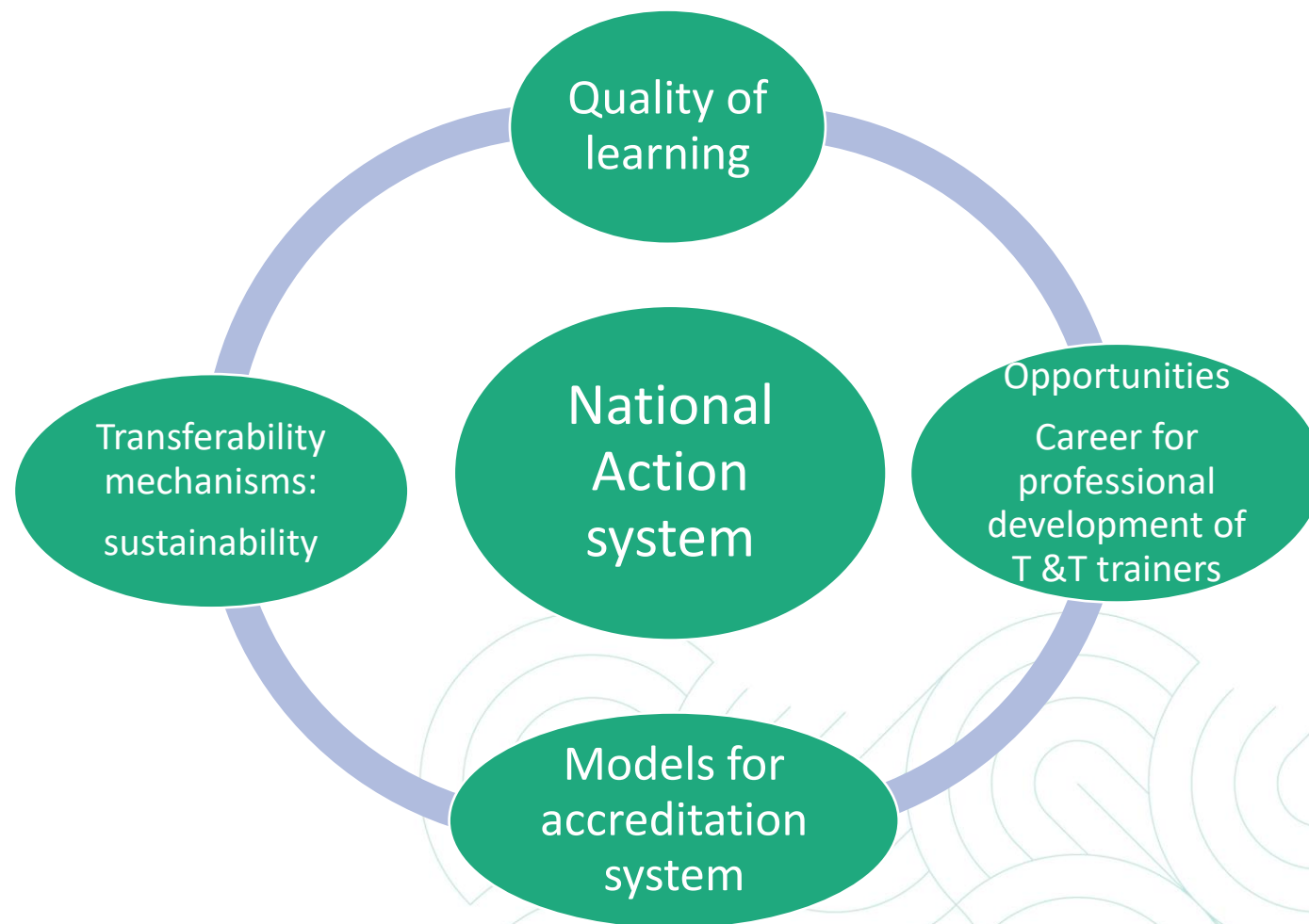
14 Regions
in Italy by
the Italian-
German
Chamber of
Commerce of
Milan

Basic workshops: 4 days (in presence and distance learning) – around 12 participants
4 modules: 1) Regulatory framework and legislation 2) co-designing a dual path 3) learning methodologies for work-based learning 4) co-evaluation of dual education paths

Masterclasses: 5 phases starting from the arrangement and management of basic courses to the funding scheme and capacity of multiplying the actions towards sustainability mechanisms

Final examination and certification of competences acquired following the German standards for in-company trainers

Quality project: launching capacity–building actions



Thematic focus 2: In-company trainers – Concepts, challenges, perspectives

Panel discussion

Facilitation:

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

Mr Mergim Jahiu, Senior Advisor, Swiss Federal University for Vocational Education and Training (SFUVET), Switzerland

Dual-track VET programs on upper-secondary level

Federal VET Diploma (3-4 years)

Federal VET Certificate (2 years)

Practice



In-company training at host companies,
3 – 4 days per week



Branch courses at
branch training centres,
several times a year

Theory



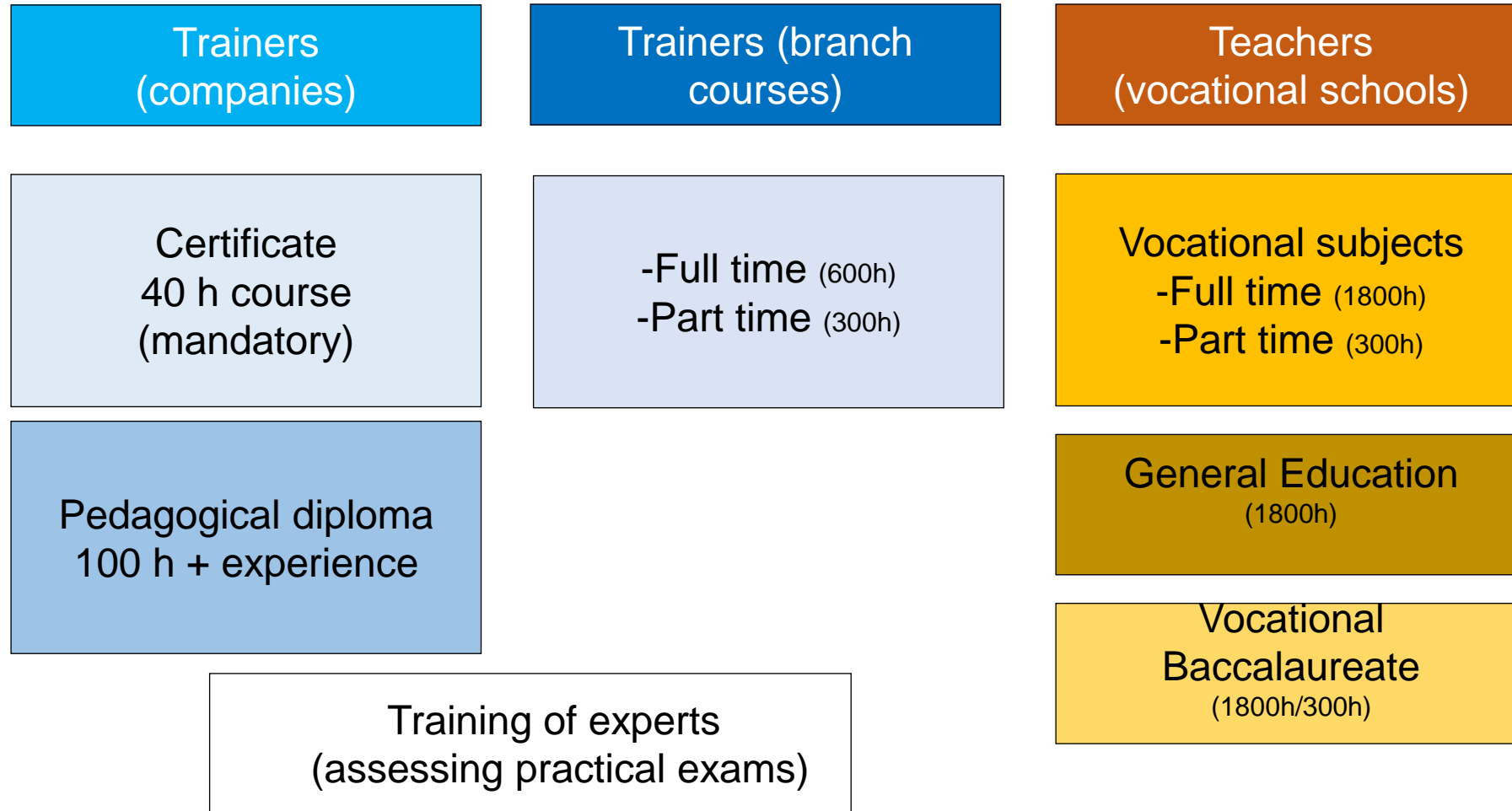
Classroom instruction at
vocational schools,
1 – 2 days per week

Tasks and roles assigned

Multiplicity of tasks

Transmission	<ul style="list-style-type: none"> - Demonstrate, explain, re-explain, give blank exercises or exams, role-play, teach, etc. - Develop guidance as the learning process evolves
Organisation & planning	<ul style="list-style-type: none"> - Organize the work of the trainees - Coordinate training with colleagues
Integration	<ul style="list-style-type: none"> - Into the company - Into the work collective - Into the activity
Support	<ul style="list-style-type: none"> - In relation to professional courses, exams - In relation to the difficulties of the occupation - In case of personal problems
Control	<ul style="list-style-type: none"> - Follow the training plan, check the notes of the VET school, evaluate the acquisition of skills, review with each trainer and transmit the evaluation to the apprentice, follow up the binder - Control the work, the quality of the work
Management & administration	<ul style="list-style-type: none"> - Follow-up of the notes and notebook of the professional school - Binder - Sometimes internal system in the training company
Prevention in the field of occupational health and safety	
Networking	<ul style="list-style-type: none"> - With other trainers - With teachers, apprentice advisors, commissioners - With parents
<i>Selection & recruitment</i>	<ul style="list-style-type: none"> - Selecting apprentices - Participate in some aspect of the process
Additional tasks linked	<ul style="list-style-type: none"> - Examination experts, inter-company courses, etc.

Training of Teachers and Trainers in Switzerland



Federal Ordinance on VPET

Art. 44 Workplace trainers in host companies

1 Workplace trainers in host companies must have:

- a. a Federal VET Diploma or equivalent qualification in the field in which they will be training others;
- b. **two years** of practical experience in the field in which they will be training others;
- c. a vocational pedagogy qualification equivalent to **100 learning hours**.

2 Successful completion of a 40-hour course may be used instead of the learning hours mentioned in paragraph 1 letter c. A course certificate shall be issued to confirm completion of the 40-hour course.

Framework for basic training with Cantonal Certificate, recognized by SERI

Areas of competences	Operational competences
1. Relationships with apprentices	<p>1.1 The company trainer (CT) prepares a personalized welcome: provides information on company organization (especially responsibilities) and indicates the rules in force.</p> <p>1.2 The CT is able to conduct an interview with the apprentice competently in order to help them develop.</p> <p>1.3 He/she identifies any malfunctions and takes appropriate action with the stakeholders concerned.</p> <p>1.4 He/she promotes the professional and personal development and and autonomy of the employee, and seeks his/her opinion.</p>
2. Planning and implementation	<p>2.1 The CT is familiar with the profession's training plan and pedagogical aids.</p> <p>2.2 He/she plans the progress of training in such a way as to cover all the elements of the training plan.</p> <p>2.3 He/she sets clear, measurable objectives.</p> <p>2.4 He/she programs, explains and demonstrates work methods and processes.</p> <p>2.5 He/she ensures that the apprentice are adequately integrated into the company's work processes and organization.</p> <p>2.6 He/she checks the results of the the apprentice's work, both qualitatively and quantitatively.</p>
3. Taking into account individual capabilities	<p>3.1 The CT defines the profile expected by the profession and the company.</p> <p>3.2 He/she is familiar with selection methods and tools (e.g. interviews, tests, internships) and knows how to use them competently and appropriately.</p> <p>3.3 He/she produces the training report in accordance with the methodological rules and requirements of the profession.</p> <p>3.4 He/she analyzes the performance of the apprentice and, if necessary, implements appropriate pedagogical support measures.</p>
4. Context of VET	<p>4.1 The CT knows the professional regulations and qualification procedures.</p> <p>4.2 He/she knows the legal requirements which directly affect his/her activity as a trainer, in particular those concerning the contract and the various types of training.</p> <p>4.3 He/she collaborates with the legal representative, cantonal authorities, labor organizations, vocational schools, inter-company course providers and support services.</p> <p>4.4 The CT is familiar with occupational safety, health protection and hygiene regulations. 4.5 He/she is aware of the problems encountered by apprentices and is able to help them overcome them.</p>

Opportunities for career development for in-company trainers?



[Link to the research project page](#)

Lamamra, Nadia, Duc, Barbara, & Besozzi, Roberta. (2019). Au cœur du système dual : les formateurs et formatrices en entreprise : Résultats d'une recherche et pistes d'action pour les acteurs de la formation professionnelle. IFFP, 2019, p. 1–46.
<https://doi.org/10.5281/zenodo.5772380>

Project

TOP-Ausbildungsbetrieb (TOP Training Company) – Study on the needs of workplace trainers

Top Ausbildungsbetriebe (TAB) awarded this mandate to SFUVET for the purpose of collecting data about the situation and continuing training needs of workplace trainers in three linguistic regions of Switzerland. The data collected will be used to design a range of relevant and practical continuing training courses to deepen the knowledge and skills acquired by workplace trainers during their initial 40-hour training courses at TAB.



Wenger, M., & Lamamra, N. (2022). Premiers résultats de l'enquête TAB. Rapport des analyses descriptives [Rapport]. [*First results of the TAB survey. Descriptive analysis report.*] Haute école fédérale en formation professionnelle HEFP

Project State
In progress

Date
01/07/2021 – 30/06/2023

Research Fields
Integration in VPET and the labour market
2.1 Integration and exclusion process

Division
Research and development

Contact
Nadia Lamamra, Prof. Dr.

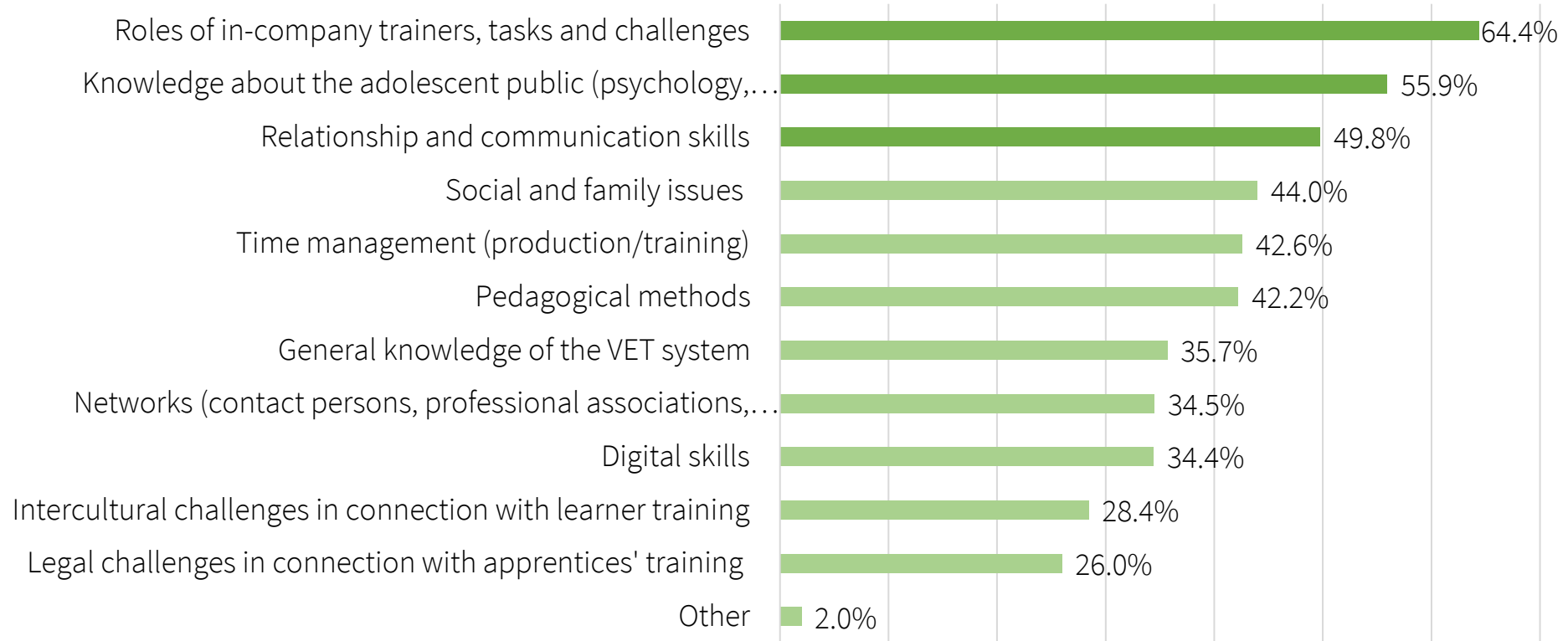
Project Manager
Nadia Lamamra, Prof. Dr.

Employees
Matilde Wenger, Dr.

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Christoph DUBY, Canton of Berne
Simon Hausammann, self-employed
Heinz Hartmann, Jardin suisse
Bernadette Dancet, SERI
Thomas Rentsch, Carrosserie suisse
Jean-Pierre Perdrizat, SFUVET

Customer
TOP-Ausbildungsbetrieb (TOP Training Company)

Descriptive analyses ^{1/2}

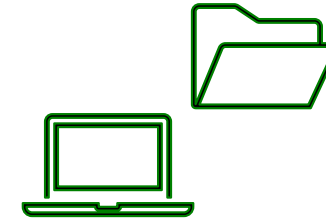


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Premiers résultats de l'enquête TAB. Rapport des analyses descriptives [Rapport]. [*First results of the TAB survey. Descriptive analysis report.*]. Haute école fédérale en formation professionnelle HEFP

Descriptive analyses 2/2



Learning features				
Forma	Face-to-face 76.3%	Distance 30.8%	Hybrid 24.0%	
Modality	Course 74.8%	Exchange of experiences 55.5%		Workshop 48.7%
Organis	Full days 63.7%	Half days 58.6%	Evenings 17.5%	Weekends 4.2%
Duration	2 days/year 28.3%	1 day/year 19.5%	3 days/year 18.8%	5 days/year 9.5%



Wenger, M., & Lamamra, N. (2022).

Premiers résultats de l'enquête TAB. Rapport des analyses descriptives [Rapport]. [First results of the TAB survey. Descriptive analysis report.]. Haute école fédérale en formation professionnelle HEFP

Conclusions and closing remarks

Mr Georgios Zisimos, Head of Policy Advice and EU
Programming Unit, ETF

Conclusions and closing remarks

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